Inclusion of Children
with
Special Educational Needs
Policy
Scoil Mhuire agus Bharra

This policy was devised to reflect the changing nature of SEN provision in Scoil Mhuire agus Bharra. The first section details SEN provision for pupils with Special Educational Needs enrolled in mainstream classes in our school. The second section details provision for pupils enrolled in our five special classes. Our SEN policy advocates for a child-centred approach- 'what is best for the child' and 'the child with the greatest need receives the greatest level of support'.

Introduction and Rationale

Introductory Statement

Our Special Educational Needs (SEN) Policy was coordinated by the SEN team, in consultation with the staff. The policy was drawn up in accordance with the Circular

0064/ 2024 and the Guidelines for Primary School- Supporting Children with Special Educational Needs in Mainstream Classes (DE, 2024).

School Information

Scoil Mhuire agus Bharra is a newly amalgamated school since 1st September 2024 operating across a split campus- the Summerhill campus (formerly Our Lady of Mercy NS) and the Seskin campus (formerly St. Finbarr's BNS). Scoil Mhuire agus Bharra is a co-educational primary school with five special classes- four Autism classes and one Multi-disabilities class. We are a Catholic school but we embrace and respect all children of other denominations and none. We endeavour to create a positive and inclusive environment that respects all children, regardless of their religious, social, ethnic or cultural background or special educational needs.

Rationale

The purpose of this policy is to:

- Provide practical guidance to staff, parents and other interested parties about our SEN procedures and practices.
- Outline the framework for addressing additional needs in our school.
- Comply with legislation (Education Act 1998, Equal Status Act 2000, EPSEN Act 2004)
- Fulfil Department of Education circular: 0064/ 2024- Circular to the Management of Authorities of all Mainstream Primary School and new 2024 Guidelines for Primary School- Supporting Children with Special Educational Needs in Mainstream Classes (DE, 2024).

This policy was formulated taking cognisance of directives contained in the 1998 Education Act and The Education for Persons with Special Educational Needs Act (EPSEN) 2004.

Furthermore, this policy has been updated to reflect the new Guidelines for Primary School- Supporting Children with Special Educational Needs in Mainstream Classes (DE, 2024), Indicators of Effective Practice for Primary School (DE, 2024), Indicators of Effective Practice- Section 3 (DE, 2025), Special Educational Needs- A Continuum of Support Guidelines (NEPS, 2007).

Our school is dedicated to the implementation of an effective system for meeting the needs of all our pupils in accordance with our mission statement, the resources provided by the Department of Education and the Board of Management. We believe that all our children have a right to an education, which is appropriate to their individual needs. We strive to ensure that all our children feel that they are a valued part of our school community. We are fully committed to the principle of inclusion.

This will be achieved by careful consideration of the needs of each child and by either modifying the environment, activities or by providing support that will help the child to participate in them.

Guiding Principles



Our Guiding principles reflect the Principles of an Inclusive Education System

1. **Inclusive Education System**
   An education system that values diversity and ensures all children, including those with SEN, can access, participate in, and benefit from education.
2. **Inclusive School Culture**
   A school environment where diversity is respected, inclusion is promoted, and all children feel welcomed, valued, and supported.
3. **Collaboration**
   Strong partnership working between school staff, parents, pupils, and external professionals to support children with SEN effectively.
4. **Wellbeing**
   A focus on the emotional, social, and mental wellbeing of all children as a foundation for learning and development.
5. **Engagement and Participation**
   Ensuring children with SEN are actively engaged in learning and fully participate in school life, decision-making, and activities.

6. **Child-Centred and Needs-Based**
   Support is tailored to the individual needs, strengths, and voices of each child, placing the child at the centre of planning and provision.
7. **Evidence-Informed Practice and Outcomes**
   Teaching and interventions are based on evidence and best practice, with a focus on improving meaningful outcomes for children.
8. **Governance and Accountability**
   Clear leadership, roles, and responsibilities to ensure SEN provision is well-managed, monitored, and continuously improved.

Key actions

Scoil Mhuire agus Bharra follows the key actions as outlined in the Guidelines for Primary School- Supporting Children with Special Educational Needs in Mainstream Classes (DE, 2024). Our underlining premise is that those with the greatest level of need should have access to the greatest level of support (DE. 2024).

Step	Action	Key Points
1	**Identify children with special educational needs**	• Review existing information on the child's strengths and needs, using school-based information and any information from parents/guardians, and external professionals where appropriate. • Engage in additional screening and information-gathering as required, using informal and formal assessment approaches. This may include teacher observations, information on social and emotional development, standardised tests, and/or other criterion-referenced tests/checklists, classroom needs overviews, the current school provision plan. • Identify all children with special educational needs in the school. *Note: Scoil Mhuire agus Bharra has a separate EAL policy that is currently being updated*
2	**Initiate Problem-Solving Process**	• Initiate the collaborative problem-solving process to clarify concerns in consultation with the child, relevant teachers, and parents/guardians.
3	**Record level of Continuum of Support at which special education teaching support allocated**	• Once needs are identified, and the level of support required is established, record at which level of the Continuum of Support special education teaching supports are allocated. • Children with emerging needs may be supported at the level of Classroom Support – All.

Step	Action	Key Points
		• Special education teaching support is allocated based on identified need at levels of School Support – Some and School Support Plus – Few. • Special education teaching hours are recorded on the School Provision Plan for Children with Special Educational Needs
4	**Organise and deploy special education teaching resources**	• Cross-reference the needs of children at School Support – Some and School Support Plus – Few levels, and consider common needs that can be met by grouping, to ensure effective and efficient teaching and learning approaches. • Deploy special education teacher(s) to take groups/individuals and agree duration, frequency, and location of provision. • Ensure that the children with the greatest level of need receive the greatest level of support, ideally from special education teachers with the most relevant expertise.
5	**Develop Classroom Support / Student Support Plan**	• Develop a Classroom Support Plan for children identified with emerging needs at the level of Classroom Support – All. • Develop/update a Student Support Plan for children with special educational needs at the levels of School Support – Some and School Support Plus – Few. • Identify priority learning needs. • Following identification of priority learning needs, set SMART targets for each child, aligned with their special educational needs, in the Student Support Plan. *Classroom Support Plan initiated by class teacher. School Support Plan/ School Support Plus Plan/Behaviour Plan to be formulated collaboratively between class teacher and SET Teacher. All plans to be uploaded to Aladdin.*
6	**Identify appropriate evidence-informed intervention**	• Identify the level and type of intervention required to meet targets for the child with special educational needs. • Consider teaching and learning approaches best suited to promoting meaningful participation and engagement

Step	Action	Key Points
		such as mixed ability grouping, team teaching and/or small group teaching/individual additional teaching support. • Update the Student Support Plan to reflect monitoring and recording of response to intervention.
7	**Review**	• Following an agreed period of time, a collaborative review of the child's response to intervention takes place. *School Support Plans and School Support Plus plans to be reviewed by the end of February each year. Classroom Support Plans to be reviewed after six-eight weeks.* • Based on the outcome of this review, a decision is made whether to continue with, or amend targets. • Based on the child's response to intervention, a collaborative decision is made whether to continue to allocate support at the identified level of the Continuum of Support.

Roles and Responsibilities

While the class teacher has the primary responsibility for the teaching, learning, social, emotional development and progress of the pupil in their care, the role of supporting learning is a collaborative responsibility shared by all of the school community.

The principal, class teachers, Special Education Teachers (SETs) and Special Needs Assistants (SNAs) work as a team supporting one another and sharing relevant information and expertise. Together they collaborate, consult and plan workloads and timetables to best implement school policy to support children with special needs in our school. The teachers meet on a monthly basis to discuss programmes of work, resources and any recent information obtained from outside agencies which relates to people with special needs.

The other partners in our support policy are the children themselves, parents, the Board of Management, our NEPS psychologist Orla Hayes, the HSE, West Cork Childrens' Disability Network Teams (WCCDNT). Advice and support are sought from the National Council for Special Education (NCSE) and from external agencies from the Departments of Education and Health etc. It is important that everyone

contributes to the implementation of our school plan on SEN (Special Education Needs) Provision.

Role of The Board of Management:

The Board of Management holds overall responsibility for the provision of education to all pupils, including those with special educational needs (SEN), in accordance with the Education Act 1998 and relevant Department of Education circulars, including Department of Education Circular 0064/2024.

In relation to SEN provision, the Board shall:

Inclusive Education

- Ensure that all pupils, including those with SEN, have access to a high-quality education and high standards of teaching, learning and assessment.
- Make appropriate arrangements for inclusive education in line with relevant legislation.
- Promote equity of access to and participation in all aspects of school life for pupils with SEN.

Policy Development and Review

- Oversee the development, implementation and regular review of the school's SEN policy.
- Ensure the publication of the school's policy on the admission, participation, identification and educational provision for pupils with SEN.
- Ensure that the School Improvement Plan, arising from the School Self-Evaluation (SSE) process, includes objectives and measures to improve outcomes and participation for pupils with SEN.
- Arrange periodic review of curriculum provision to ensure suitable programmes are available for all pupils, including those with SEN.
- Promote awareness among staff and pupils of the needs of pupils with SEN and support a culture of inclusion within the school community.

Governance, Accountability and Resources

- Ensure appropriate systems and procedures are in place for the proper management and accountability of all school resources, including staffing and grants.
- Recognise that special education teaching resources are ring-fenced and must be used solely to support pupils with SEN.

- Ensure that special education teaching supports are deployed appropriately across the Continuum of Support and are recorded through the Schedule of Deployment of Special Education Teachers.
- Ensure that the Student Support File, including the Student Support Plan, is used to document decisions regarding the allocation and use of special education teaching supports.
- Receive annual confirmation from the Principal regarding the appropriate use of special education teaching resources.

Role of the Principal

The principal has overall responsibility for leading and managing inclusive practice within the school and for ensuring that pupils with special educational needs (SEN) receive appropriate and effective support. He works closely with the Deputy Principal (SEN Co-ordinator in Scoil Mhuire agus Bharra) and will keep the B.O.M. informed about the working of this policy.

Deployment of Resources

- Oversee the effective use of all resources allocated to support pupils with SEN, including special education teaching hours and human resources.
- Deploy teachers with appropriate skills, knowledge and expertise to special education teaching roles.
- Ensure that pupils with the greatest level of need have access to the greatest level of support.
- Keep the Board of Management fully informed regarding the deployment and use of special education teaching resources.

Leadership and Inclusive Practice

- Establish, promote and implement inclusive whole-school policies and procedures to support the learning of all pupils, including those with SEN.
- Model and build staff capacity to maintain effective inclusive practice across the school.
- Ensure that all staff members understand their roles and responsibilities in supporting pupils with SEN.
- Promote a whole-school culture of inclusion and facilitate the sharing of specialist knowledge among staff.
- Facilitates teacher professional learning (TPL) for all teachers in relation to wholeschool inclusive teaching and learning practices, and to the education of children with SEN

In the implementation of the special education teaching allocation, the principal can allow time for the special education teacher(s) for information gathering and assessment, reviewing, monitoring and coordinating provision for children with

special educational needs (*Guidelines, p. 22)*. In Scoil Mhuire agus Bharra this co-ordination time is from 1.40pm to 2.40pm on Friday afternoons.

Role of the SEN Co-ordinator (Deputy Principal)

The SENCO works closely with the principal to support him in leading and managing inclusive practice within the school and in ensuring pupils with special educational needs (SEN) receive appropriate and effective support.

Collaboration and Professional Learning

- Ensure effective collaboration between class teachers, special education teachers and Special Needs Assistants (SNAs) to promote continuity and consistency of support.
- Facilitate and encourage ongoing teacher professional learning in inclusive practice and SEN.
- Promote engagement with early learning and care settings and post-primary schools to support effective transitions.
- Ensure meaningful involvement of parents/guardians, pupils and relevant external professionals/agencies in planning and reviewing support.

Identification, Assessment and Planning

- Oversee a whole-school approach to screening and assessment to identify pupils' strengths, needs and interests.
- Ensure that pupils receiving additional teaching support have their needs documented in a Student Support File. *Since Sept 2025, school support files and all relevant support file documentation has moved online to Aladdin.*
- Ensure that a Classroom Support Plan, School Support Plan or School Support Plus Plan (as appropriate within the Continuum of Support) is developed, implemented and reviewed.
- Ensure that the School Provision Plan for Children with Special Educational Needs is maintained and updated.
- Facilitate appropriate time for special education teachers to undertake assessment, planning, monitoring, review and coordination of provision, while ensuring minimal impact on direct teaching time.
- Overseeing the day to day operation of the SEN policy in consultation with the Principal.
- Organising the SEN caseload and monitors timetabling for support teaching.
- Coordinating identification and provision of additional support for children with special educational needs in collaboration with SEN core team.
- Coordinating collaboration between class teacher and support teacher and SNA (if applicable) in the drafting of plans.
- Liaising with and advising SNAs with regard to supporting children with special needs, in consultation with the relevant class teacher and the Principal.
- Overseeing the implementation, monitoring and review of Additional Care Plans for pupils accessing SNA support

- Maintain a register of pupils accessing SNA support '*School Care Needs Record Form'*
- Liaising with parents of children with special needs and advising parents on procedures for availing of special needs services, in consultation with the class teacher and the Principal.
- Monitoring and evaluating SEN provision of additional support.
- Keeping teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Liaising with external agencies such as NEPS psychologist Orla Hayes, in consultation with the Principal.
- Liaising with members of the West Cork Childrens' Disability Network Team (WCCDNT) regarding pupils with SEN
- Overseeing the completion of AONs as and when requested

Role of the Class Teacher

The class teacher has primary responsibility for the education, progress and care of all pupils in their classroom, including pupils with Special Educational Needs (SEN), in line with Section 22(1) of the Education Act (1998). The class teacher plays a central role in identifying, supporting and monitoring pupils' learning and participation in the classroom.

Class teachers respond to concerns relating to a pupil's progress, engagement, communication, emotional regulation or interaction with peers by adapting teaching approaches and implementing appropriate supports to facilitate meaningful inclusion.

To support pupils with SEN, the class teacher will:

- Differentiate teaching, learning and assessment approaches to meet the diverse needs of pupils.
- Adapt lesson structure, content, pace and methods of instruction to support participation and engagement.
- Match tasks and learning activities to pupils' strengths, interests and identified needs.
- Utilise a range of methodologies including cooperative learning, collaborative problem-solving, heterogeneous group work and targeted interventions to support social and emotional development.
- Use a variety of resources and supports, including visual aids and digital technologies, to enhance access to the curriculum.
- Create a stimulating and supportive classroom environment through the use of appropriate teaching strategies, activities and materials.

Class teachers also play a key role in the Continuum of Support by:

- Identifying pupils' strengths, interests and priority learning needs.
- Developing Classroom Support Plans for pupils with emerging needs requiring additional classroom-based support.
- Meeting parents to inform them that their child has been identified as requiring classroom support. Parents to sign the Classroom Support plan.
- When a classroom support plan is implemented, class teachers should organise a follow-up meeting (after an agreed period of time) with parents to review the plan and to discuss follow-up action.
- Contributing to the development of Student Support Plans in collaboration with special education teachers, parents/guardians, pupils and relevant external professionals.
- Implementing and reviewing interventions and monitoring pupils' progress at the levels of Classroom Support, School Support and School Support Plus.
- Maintaining records of actions and retaining relevant documentation within the Student Support File on Aladdin.
- The Class Teacher must update the Log of Actions online to include the following:
    1. meeting with parents
    2. meetings with outside professionals
- In instances where there are concerns in relation to a child's behaviour or social and emotional wellbeing, the class teacher should keep a record of any incidents of concern on Aladdin to inform future actions. This will be a separate 'Behaviour log' to the 'Log of Actions'.

Class teachers work collaboratively with the principal, special education teachers, parents/guardians and external professionals, where appropriate, to ensure that pupils with SEN are supported to participate fully and engage meaningfully in learning. They also engage in relevant Teacher Professional Learning (TPL) to develop their knowledge and capacity in supporting pupils with special educational needs.

Role of the Special Education Teacher

Role of the Support Teacher, Language Support (EAL) Teacher (Note separate EAL policy)

Note in Scoil Mhuire agus Bharra, we use the term Support Teacher in lieu of Special Education Teacher.

The support teacher provides additional teaching to children attending mainstream classes with special educational needs and should lead, model and ensure a high standard of provision. Support teachers should be familiar with a wide range of teaching approaches, methodologies and resources appropriate to meeting a variety of special educational needs. Teaching approaches include a combination of team-

teaching initiatives, early intervention, small group and individual support. This may include a combination of in-class support and withdrawal of children (if appropriate).

The role of the special education teacher includes:

- Contributing to the development of an inclusive school culture, demonstrated through ethos, values and inclusive school policies and practices.
- Promoting inclusive whole school preventative and proactive teaching and learning approaches.
- Developing inclusive school structures and systems in the organisation of provision for children with special educational needs.
- Leading in the identification and provision of support for children with special educational needs in the school context, using the Continuum of Support problem-solving process.
- Liaising closely with the principal and deputy principal on the development, implementation and monitoring of whole school approaches to the education of children with special educational needs.
- Leading, in collaboration with the class teachers, on the development of Student Support Files and Student Support Plans for children with special educational needs who are identified in the School Provision Plan for Children with Special Educational Needs at the levels of School Support (Some) and School Support Plus (Few).
- Undertake reviews in collaboration with the class teacher, SNA and parents (if deemed necessary) of the Student School Support Plans for pupils accessing support at the levels of School Support (Some) and School Support Plus (Few).
- Collaborating, liaising and communicating with parents/guardians, the child, other relevant teachers and staff, the school principal and relevant others, as part of the problem solving process.
- Engaging and collaborating with external agencies and services outside of the school as appropriate and necessary.
- Planning to support transitions for children with special educational needs.
- Using evidence informed teaching and learning approaches to support the special educational needs of children, and monitoring response to intervention. This includes undertaking diagnostic testing when required.
- Sharing relevant information, regarding the special educational needs of children, with class teachers to support their meaningful engagement and participation in lessons.
- Advising and supporting class teachers when requested.

- Engaging in TPL to upskill and develop the knowledge, competencies and skills required for high quality provision of support for children with special educational needs
- Reflecting on individual professional practice, including teaching and learning approaches, to enhance provision.
- Preparing and planning on a weekly basis in order to address each child's specific needs as reflected in support plan targets.
- Developing a timetable for support for their caseload and providing a copy of this timetable to the principal and SENCO.
- Maintaining and updating an Individual (teacher) Provision Plan for Children with Special Educational Needs for their caseload.
- Collaborating with class teachers to update and maintain a Class Provision Plan for Children with Special Educational Needs including pupils accessing Classroom Support, School Support and School Support Plus.
- Maintaining and updating the documents in the pupil's School support File on Aladdin, in collaboration with the class teacher, in particular the 'Log of actions' document.

Each Support teacher is responsible for leading the development, implementation and review of Student Support Plans for the children with whom they are involved in providing direct additional teaching support.

Note: Where more than one special education teacher is involved in providing the additional teaching support, one special education teacher takes the lead in the planning process, and in the coordination of supports for that child (Guidelines, p. 24)

Role of the Child

In deciding the level and extent of access to Additional Teaching Support / SNA support to be provided for a child, the best interests of the child are of paramount consideration. As far as practicable, the views of a child capable of forming his/her own opinions/thoughts on his/her learning are obtained and given due weight, having regard to the age and maturity of the child. The views of the child, where possible, are also taken into account in reviewing the child's allocation through the use of the My

Thoughts About School Checklist and/or the 'Getting to know me' tool from the Relate publication (NCSE, 2025).

Role of Special Needs Assistants (SNAs)

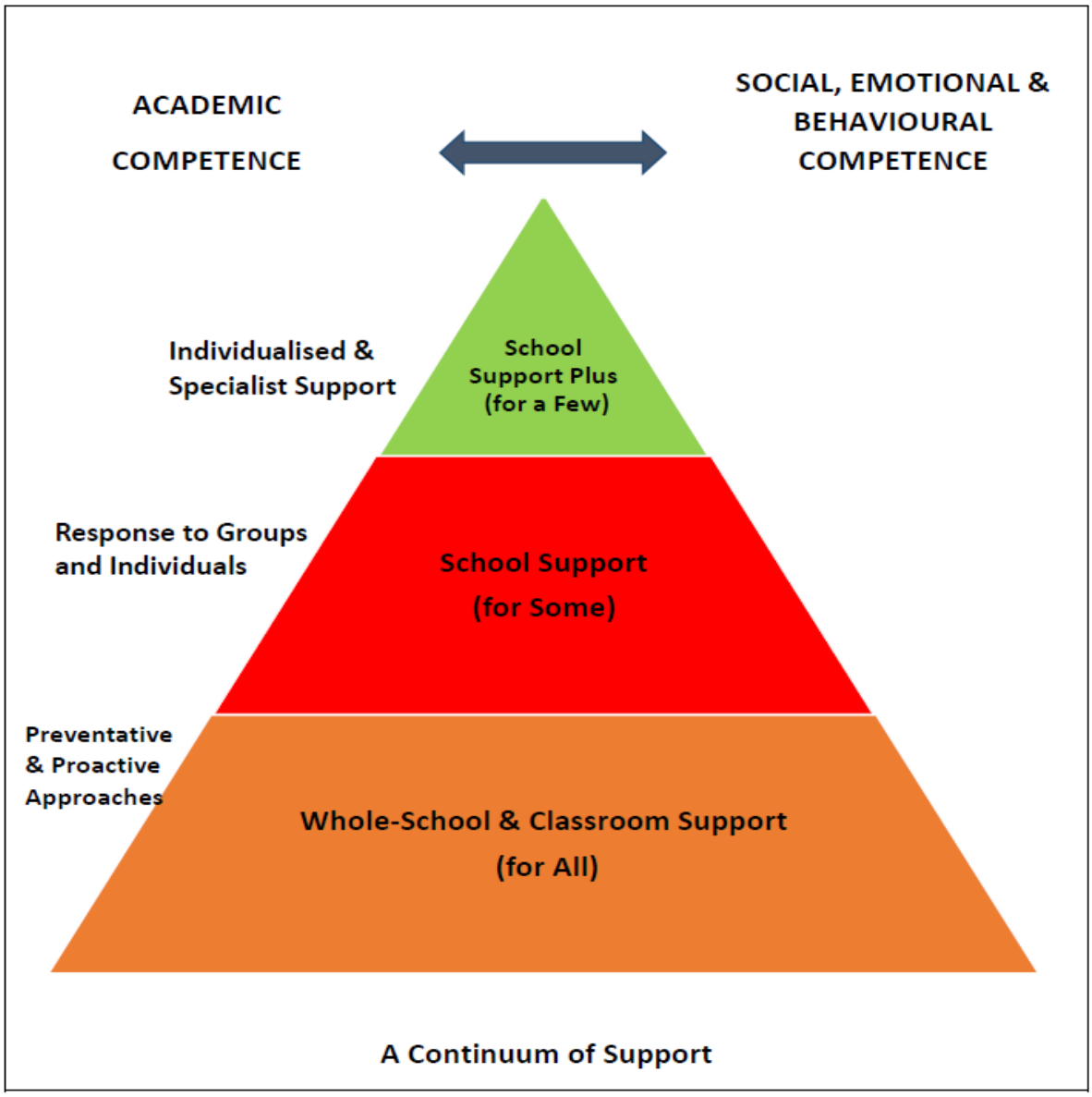
An SNA's role is to carry out duties based on the Primary Care Needs of the child with children who have been granted SNA access. A separate policy to be drafted on the role of the SNA.

Role of Parents

- Keeping the class teacher informed of any home factors which may be affecting their child's progress.
- Signing and returning consent forms to the school regarding additional support teaching.
- Attending meetings at a mutually convenient time with school personnel.
- Supporting programmes and initiatives implemented by the school and outside agencies.
- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning. Some may include the following: -
- Supervising, assisting with, showing interest in and signing homework.
- Reading and telling stories to their child/children.
- Listening to and giving supportive feedback on oral reading.
- Implementing suggested home-based activities and discussing the outcomes with the child's teachers e.g. Toe by Toe.
- Speaking positively about school and school work.
- Helping children to develop their organisational skills.
- Helping children to look after school books and other resources which are loaned to the children for use at home.
- If a pupil has assistive technology, ensuring all is working and charged etc. and used only for the purpose for which it was provided.

Complaints: *See Revised Parental Complaints Procedure Document (attached)*

Identifying Pupils for Support: A Staged Approach



Scoil Mhuire agus Bharra follows the Continuum of Support framework to guide the identification of children's strengths and needs, and for monitoring to intervention.

<u>Whole School/Classroom Support All</u> involves support for all children in the school, and includes universal, preventative and proactive teaching and learning approaches at classroom level.

<u>Classroom Support All</u> is for those children with emerging needs, in the class context, who have not responded to general adaptations or interventions made by the class teacher to the learning environment, and where areas of need that require specific targeting and additional classroom based support, have been identified. These are children who have not yet been identified as requiring support at the level of School Support- Some or School Support Plus Few**. *The provision of classroom support is the responsibility of the class teacher***.

School Support- Some involves the provision of additional targeted teaching and learning supports in response to the special educational needs of small groups and/or individuals. This level of support includes the involvement of the Support Teacher.

School Support Plus-Few involves the provision of highly individualised, intensive, targeted and additional teaching and learning supports for children whose special educational needs are enduring, and significantly impact on their learning and participation in the school environment. This level of support includes the involvement of the Support Teacher.

Wellbeing

Whole School Support-All

Whole School Support involves a whole school approach to responding to the needs of all children including those with special educational needs, using universal, preventative and proactive approaches. The experience of all children at school contributes directly to their physical, mental, emotional and social wellbeing and resilience. Learning and participation take place in a culture focused on collective wellbeing of the school community. ***A whole school focus on the development of wellbeing is the foundation upon which the Continuum of Support is applied and implemented across all aspects of teaching, learning and school life. Belonging and connectedness to the school community is fostered and reflected in school policy, planning and practice.***

The Problem-Solving Process



Where there is a concern in relation to a child, the first-step is to develop an understanding of the children's strengths and needs.

<u>Student Support File:</u>
The Student Support File holds all the information regarding the additional support provided to the child in Scoil Mhuire agus Bharra.

In September 2025, our school initiated the uploading of school support files to Aladdin. However, professional reports and transition information are kept in the filing cabinets in the principal's offices in Summerhill and Seskin.

The School Support File includes:

- Log of actions *(Aladdin)*
- Relevant information gathered to develop understanding of strengths, interests and needs *(This is included in the school support plans on Aladdin)*
- Student Support Plans that are developed and monitored over time *(Aladdin)*
- Information on attendance *(Aladdin)*
- Interventions, accommodations and other supports *(Aladdin)*
- Records of consultations *(Aladdin)*
- Details of reviews and response to intervention *(Aladdin)*
- Copies of professional reports and/or correspondence relevant to supporting the child at school. *(Filing cabinet- office)*

• Copies of relevant information from preschool settings, including Mó Scéal *(Filing cabinet- office)*
• Records of relevant communications with parents/guardians and the child *(Log of actions- Aladdin)*

<u>Planning of Educational Needs through the Continuum of Support Process</u>: A Step by Step guide for all to follow in Scoil Mhuire agus Bharra ***(<u>One plan will only be devised for a pupil</u> but may have elements of different stages on the Continuum.)***	
Classroom Support - ***Support for All***	The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. A classroom support plan is developed by the Class Teacher and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme. **<u>A classroom support plan is a simple plan that outlines the child's special educational needs and the actions, including individualised teaching and management approaches, which will be taken to meet the child's needs (DE, 2025)</u>** A pupil who needs language support can avail of classroom support through a support teacher. *(EAL Policy currently being updated)* Screening tests of language skills= Primary School Assessment Kit/teacher observation. *- Initial communication is sent out on Aladdin – permission to undertake the PSAK is sought from parents* *- Following PSAK result, permission is sought from parents via Aladdin, seeking consent for their child to attend the EAL Teacher* *- A Language Support plan/ School support plan can be devised once permission is received from Parents*. ❖ If a class teacher has a concern about a pupil that is sudden, the teacher will contact parents to ascertain if any change has occurred for the child. Following this contact, the class teacher will continue to monitor the pupil for a set length of time. *The time is at the discretion of the class teacher and may range from 2 weeks to six weeks but no longer than six weeks.* ❖ Following the monitoring period, if concerns continue to persist the class teacher drafts a classroom support plan. The classroom support plan template is available on Aladdin. Following completion of the plan, the hardcopy that was signed by parents is filed in the principal's office in the 'School Support Plans folder'. The class teacher informs the deputy principal/ principal that a pupil in their class is on Classroom support so the overall school register can be updated. ❖ Class teachers contact parents to organise a meeting, to discuss the classroom support plan and for parents to sign the plan. ❖ The support checklist (Available for download on Aladdin) to be initiated for the pupil ❖ A log of actions is opened on Aladdin by the class teacher- meetings with parents are logged

- The learning environment checklist is completed (available on the school SEN padlet)
- The classroom support plan is in place for a set period of time: 6-8 weeks but no longer than 8 weeks.
- At the end of the set period of time, the class teacher meets with parents to review the plan and to decide on further actions. This may include the following:
  1. Remove the pupil from classroom support
  2. Progress to next level of support- school support (some)
  3. Continue at current level of support
  4. Request consultation with other professionals

- At the classroom support level of support, the Support Team have an advisory role.
  Following the set period of time, it may be decided that the pupil should move to School Support- some. If this is the outcome, the class teacher should inform the SENCO. Support Teachers and the SENCO will meet four times a year to discuss pupils on the Continuum of Support Register- September, early December, early March and early May. Pupils who have accessed Classroom Support and following a review have been identified as requiring School Support will be on the agenda at these meetings. The SENCO and Support team will identify how best to support the pupil. A permission to attend the support teacher will be issued on Aladdin by the Deputy principal.

Summary of Information Gathering and Documentation at Classroom Support level (DE, 2024, p.34)

Classroom Support-ALL

- Learning Environment Checklist
- Consultation with the child (e.g. My Thoughts about School checklist)
- Parental/guardian consultation
- Teacher assessment, including observation and curriculum-based assessment.
- Standardised literacy and numeracy tests.
- Information from previous setting or pre-school (e.g. Mo Scéal transfer documents).

School Support - Support For Some

School Support-Some involves a more targeted problem solving process, building on information gathered and interventions carried out under Classroom Support-All. This is necessary where the child's needs are more persistent and enduring and where they have not made sufficient progress in response to intervention at the Classroom Support-All level.

School Support may also be accessed if a pupil enrols into Scoil Mhuire agus Bharra with known needs. A meeting with parents and a review of accompanying documents may indicate that School Support is required at the outset.

Pupils previously accessing School Support- Some may continue at this level of support if it is identified on the School Support Plan at the end of year review in June.

Pupils scores on standardised tests, together with information from ability tests, teacher observations and other curriculum-based assessments are taken into account when identifying pupils that require School support.

If a SNA supports the implementation of targets relating to primary and secondary care needs of a child, this is documented in the Additional Care Plan and uploaded on Aladdin as part of the School Support Plan.

Support Teacher- timeframe. <u>Note the actions in this section are applicable to pupils at the level of School Support Some and School Support Plus Few.</u>

<u>September</u>

- Support Teachers and SENCO meet to discuss the pupils requiring support at the level of School Support- Some and School Support- Few.
- The type of support required is discussed:
- Literacy/ numeracy/ language and communication/ social interaction/ emotional regulation
- The level and type of intervention is discussed: in-class support (team teaching), small group withdrawal, individualised targeted intervention
- Each support teacher's caseload is drafted
- Initial permissions are issued to parents via Aladdin by SENCO/ Deputy principal
- Once permission is received the designated Support Teacher contacts the parents via email.
- Support Teacher and Class Teacher may meet with parents for an initial meeting

- Support Teacher takes the lead in information gathering, intervention planning and review process for pupils accessing School Support- Some and School Support- Few but works collaboratively with Class Teacher
- Support Teacher may administer some individualised formal and/or informal assessments to inform the development of targets for support plans. This may include:

    - Teacher observation records
    - Teacher-designed measures/assessments
    - Parent and pupil interviews, Pupils may complete My Thoughts about School Checklist (available on School SEN padlet) either with adult assistance or on their own – depending on age and ability or the Getting to Know me tool (available on School SEN padlet)
    - Learning environment checklist
    - Screening tests
    - Standardised tests.
    - Diagnostic assessments in literacy/numeracy
    - Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties, Formal observation of behaviour including ABC charts, frequency measures, stressors etc. (See Relate document and BESD publication NEPS- on SEN padlet)

- Support Teacher drafts an individual caseload (template on the School SEN padlet) and emails it to the Deputy principal (SENCO)
- Support Teacher drafts a Classroom Provision Plan detailing pupils on CS/SS/ SSP for a designated class and emails it to the Deputy principal (SENCO)
- Support Teacher's timetable (draft) is emailed to the Deputy principal/ SENCO.

October:

- School Support Plans are drafted
- Support Plans include targets that are aligned to the identified priority needs of the child. Targets should be specific, measurable, achievable, realistic and time- bound (SMART). If the priority learning need is literacy the targets are grounded in the Primary Language Curriculum (PLC). If the priority learning need is numeracy, the targets are grounded in the Primary Mathematics Curriculum (PMC).

November

- Support Teachers may meet with parents at Parent/ Teacher meetings. School Support Plans are signed by parents.

February

- School support plans are reviewed in February in collaboration with the class teacher. Review week is the week of the February midterm break.
- The review is completed and uploaded onto Aladdin.
- The targets achieved in the plan are marked 'A' and ongoing targets that require further attention are marked 'O'
- New targets are inserted in the plan and highlighted in the school support plan on Aladdin.
- If there is a significant change (or it is deemed necessary by the Class teacher or Support teacher), parents are contacted to attend a meeting to review the support plan.
- Following the review, further actions are identified. This may include the following:
    1. Remove the pupil from school support/ school support plus
    2. Progress to next level of support- school support plus
    3. Continue at current level of support
    4. Request consultation with other professionals
- Support Teacher updates their individual caseload (template on the School SEN padlet) and emails it to the Deputy principal (SENCO)
- Support Teacher update the Classroom Provision Plan detailing pupils on CS/SS/ SSP for a designated class and emails it to the Deputy principal (SENCO)

June

- Support Teachers and Class Teachers meet to complete an end of year reflection document on pupils accessing support that academic year and to inform support/ practice for the coming academic year. This document is entitled 'Classroom Needs Overview'. This document is available on Aladdin and the school SEN padlet.
- School support plans are reviewed as part of this 'Classroom Needs Review' in June with a focus on further actions required. Reflection/ Review week is the week following the June bank holiday Monday. The review is completed and uploaded onto Aladdin by the last school Friday in June.

School Support-Some

- Learning Environment Checklist Here
- Information from early learning and care setting or previous school, including Mo Scéal and other relevant documentation
- Teacher assessment, including observation and curriculum-based assessmentFormal and/or informal holistic assessment of individual strengths and needs
- Child consultation (e.g. My Thoughts about School checklist)
- Parental/guardian consultation
- Observation and screening measures for learning (including, for example, literacy, numeracy, language and communication, social interaction and emotional regulation

School Support Plus

Support for A Few

Children in Scoil Mhuire agus Bharra who receive support at the level of School Support Plus are those with the greatest level of need. These are needs that have been identified as significant and enduring and who have not responded to intervention as expected at the level of School Support-some.

The triggers for extra intervention at this level in Scoil Mhuire agus Bharra could be that, despite receiving an individualised programme, the child:

- Makes little or no progress over a long period of time
- Continues to work at Primary Curriculum levels substantially below that of children of a similar age
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning, or that of other children, despite an appropriate behaviour management programme and plan
- Has sensory and/or physical needs, and requires additional specialist equipment or regular visits from an advisory service
- Has an ongoing communication or relationship difficulty that prevents social development, and acts as a barrier to learning.

This level of support on the Continuum at this level will need to be informed by a more detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools available in Scoil Mhuire agus Bharra and information from reports from outside professionals where applicable.

Children with the greatest level of need require access to highly structured and individualised evidence- informed interventions. This may include adapted environments and teaching approaches which promote independence, engagement, social skills, personal care and success in learning.

At this level of support, it is important to identify any external agencies that may be involved in supporting a child with more significant and enduring needs and to request information that may be relevant to supporting the child in the school context.

As part of the information gathering process, the Support Teacher, in collaboration with the class teacher and SENCO/ Deputy principal may, with parental consent request the involvement of external professionals:

- Children's Referral form (available on SEN padlet). This form is used for referrals to the HSE Primary Care services for children. A child may be referred for the following:
  - Dietetics
  - Physiotherapy
  - Speech and Language Therapy
  - Occupational Therapy
  - Social Work
  - Psychology
  - Community Medicine Service
  - Nursing
- Assessment of Need.
- Contact with NEPS Psychologist (Orla Hayes). This can be a referral for 'Direct Involvement' or 'Indirect Involvement'

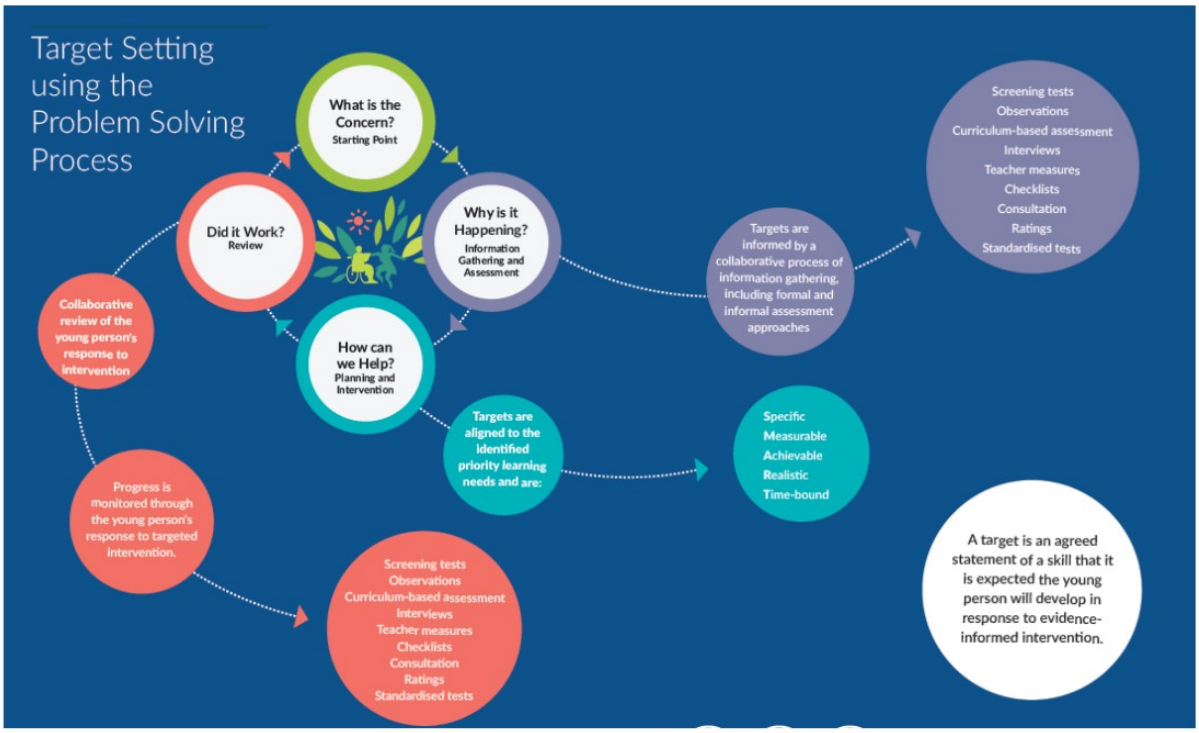
Pupils in Scoil Mhuire agus Bharra accessing support at School Support Plus may attend West Cork Children's Disability Network Team. The members of this team may be contacted by support teachers for advice and input into school support plus plans.

For pupils on SSP in 6th class, a NEPS Transfer Review Form will be completed by the Support Teacher in collaboration with the Class Teacher and with permission from parents it will be forwarded to the relevant Secondary School.

If a SNA supports the implementation of targets relating to primary and secondary care needs of a child, this is documented in the Additional Care Plan and uploaded on Aladdin as part of the School Support Plan.

identified across key areas of development including:

- Literacy skills
- Numeracy skills
- Social skills and emotional regulation
- Executive functioning/self-management skills (including organisation, planning and problem-solving)
- Interests and hobbies
- Language and communication
- Motor coordination and sensory needs
- Independence, daily living skills and self-care



In class support:

Overview of In-class Support in Scoil Mhuire agus Bharra

- At infant level, team-teaching was considered the most appropriate support for most pupils. In Junior Infants and Senior Infants Station Teaching for Literacy takes place.

- In First Class literacy stations occur. The number of stations and the use of reading material is contingent on the needs of the pupils. Micra-T is administered in October.

- Team teaching for literacy may occur in classes 2nd-6th . This is based on the needs of individual pupils.

Assessments and testing

Standardised Testing

(note a separate Assessment policy to be drafted)

Senior Infants: MIST (Middle Infant Screening Test)
1st class: Micra- T in Sept, Drumcondra Reading, Drumcondra Maths, NRIT in October
2nd class: Drumcondra Reading, Drumcondra Maths, Drumcondra Spelling in Spring term
3rd class: Drumcondra Reading, Drumcondra Maths, NRIT in October
4th class: Drumcondra Reading, Drumcondra Maths, Drumcondra Spelling in Spring term
5th class: Drumcondra Reading, Drumcondra Maths, NRIT in October
6th class: Drumcondra Reading, Drumcondra Maths, Drumcondra Spelling in Sept/ Oct

Ratification – Board of Management

Ratified by the Board of Management on 22 June 2026.
This is the first section of the SEN policy for Scoil Mhuire agus Bharra and is concerned with SEN provision for pupils with Special Educational Needs enrolled in mainstream classes in our school. It is envisaged that the second section of this policy which will pertain to SEN provision in our special classes will be developed during the 2026-2027 academic year.

This policy is available to our school community on the school's website and in hard copy on request.

This policy and its implementation will be reviewed, following input from our school community, in two years (June 2028) or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: _____

Date: _____
(Chairperson of board of management)

Signed: _____

Date: _____
(Principal)