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Special Education Needs Policy

Introduction

From September 2017 a new model of support for supporting pupils with Special Educational Needs has been introduced by the Department of Education (Circular 13 2017). This new model replaces the existing model which had 2 forms of support, the General Allocation Model and the Resource Model. Under this new revised model, the Department provides special education teaching supports directly to the school based on the school's educational profile which also includes a baseline component.

Aims

In Scoil Naomh Bríde we are dedicated to helping each child to achieve his/her individual potential. Through the implementation of this policy we strive to:

- Support the inclusion of SEN pupils in primary school
- Provide supplementary teaching and additional support in literacy, numeracy, language and communication, social and emotional development and motor skills
- Support children with Special Educational Needs in accessing the curriculum
- Enable pupils to monitor their own learning and become independent learners
- Develop positive self-esteem and positive attitudes about school and overall, well being
- Involve parents in supporting their children's learning
- Promote collaboration among teachers
- Encourage and promote independence for the pupil so as to minimise over-reliance and/or dependence on SNA, class teacher, peer in the classroom, etc.

Guiding Principles of SEN Policy

- All children have a right to an education, which is appropriate to them as individuals. We want all of our children to feel that they are a valued part of our school community.
- The resources provided to support pupils with special educational needs, will be used to facilitate the development of a truly inclusive school.
- Support will be offered taking into account the allocation available to the school and the appropriateness of the support in meeting the needs of the child.
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs.
- Pupils with the greatest levels of need will have access to the greatest level of support.

Inclusion

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy as set out in this document, aims to enable children with SEN to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child to participate in them.

The supports provided to pupils with special education needs should be based on identified needs and be informed by regular reviews of progress as outlined in the Continuum of Support Guidelines.

The new form of support is a 3 staged approach;

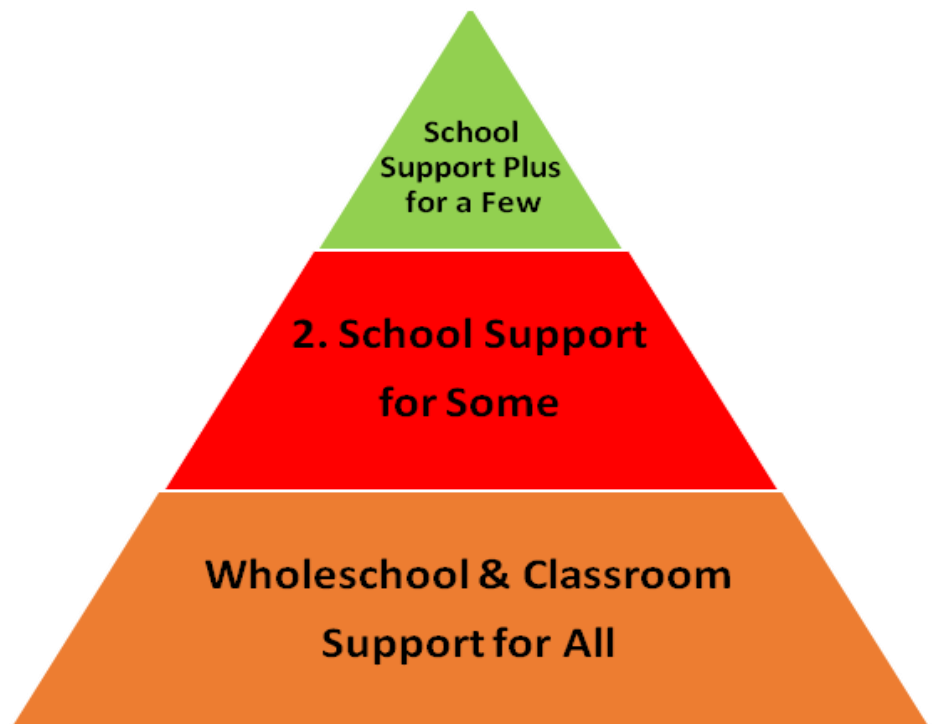
Identification of additional needs of pupils

Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils’ educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way.

Stage 3. Individualised & Specialist Support

Stage 2. Response to Groups and Individuals

Stage 1. Preventative & Proactive Approaches



A Continuum of Support

The flow diagrams outline how we gather information to identify needs and support children with additional needs. A more comprehensive explanation of each stage can be found in the Continuum of Support – Guidelines for teachers 12 - 35 https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-ServiceNEPS-/neps_special_needs_guidelines.pdf

Stage 1 Wholeschool and Classroom Support

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

Table 1: Identification of Educational Needs through the Continuum of Support Process

Stage 1	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p style="text-align: center;">This is informed by:</p> <ul style="list-style-type: none"> ● Parental consultation ● Teacher observation records ● Teacher-designed measures/assessments ● Basic needs checklist * ● Learning environment checklist* ● Pupil consultation - My Thoughts About School Checklist ● Literacy and Numeracy tests ● Screening tests (if required) <p>A Classroom Support plan runs for an agreed period of time and is subject to review.</p>
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* adapted from NEPS Continuum of Support - see page 32 - 35 of guidelines

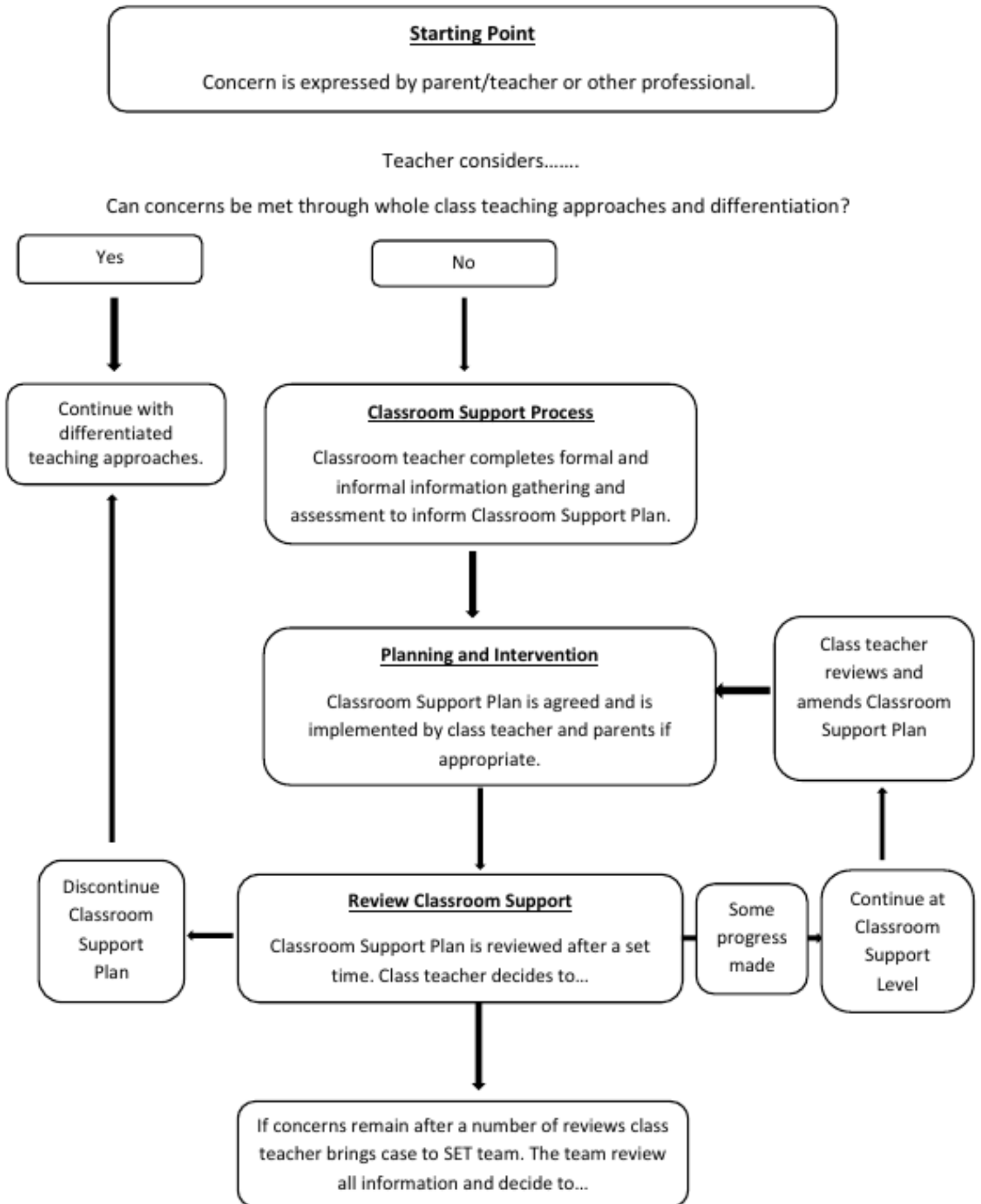
*These checklists are available in the Continuum of Support Guidelines for Teachers

Support Plans

We use three different support plans for the three stages of support on the Continuum of Support.

Stage 1 – Classroom Support Plan

A Support Plan at stage 1 is a Classroom Support Plan. This is a simple plan which is drawn up by the Class Teacher which outlines the pupil’s additional educational needs and the actions, including individualised teaching and management approaches, which will be taken to meet the pupil’s needs. The plan may also include home-based actions to be taken by the pupil’s parents to support their child’s development. The Classroom Support Plan should include a review date. This could be at the end of a school term.



*Adapted from Special Educational Needs-A Continuum of Support (Guidelines for Teachers) page 16

Stage 2 School Support for Some

In some cases, interventions at classroom support level are not enough to fully meet the pupil's special educational needs. School Support may, therefore, be required. The class teacher needs to involve the Special Education Teacher (SET) in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan.

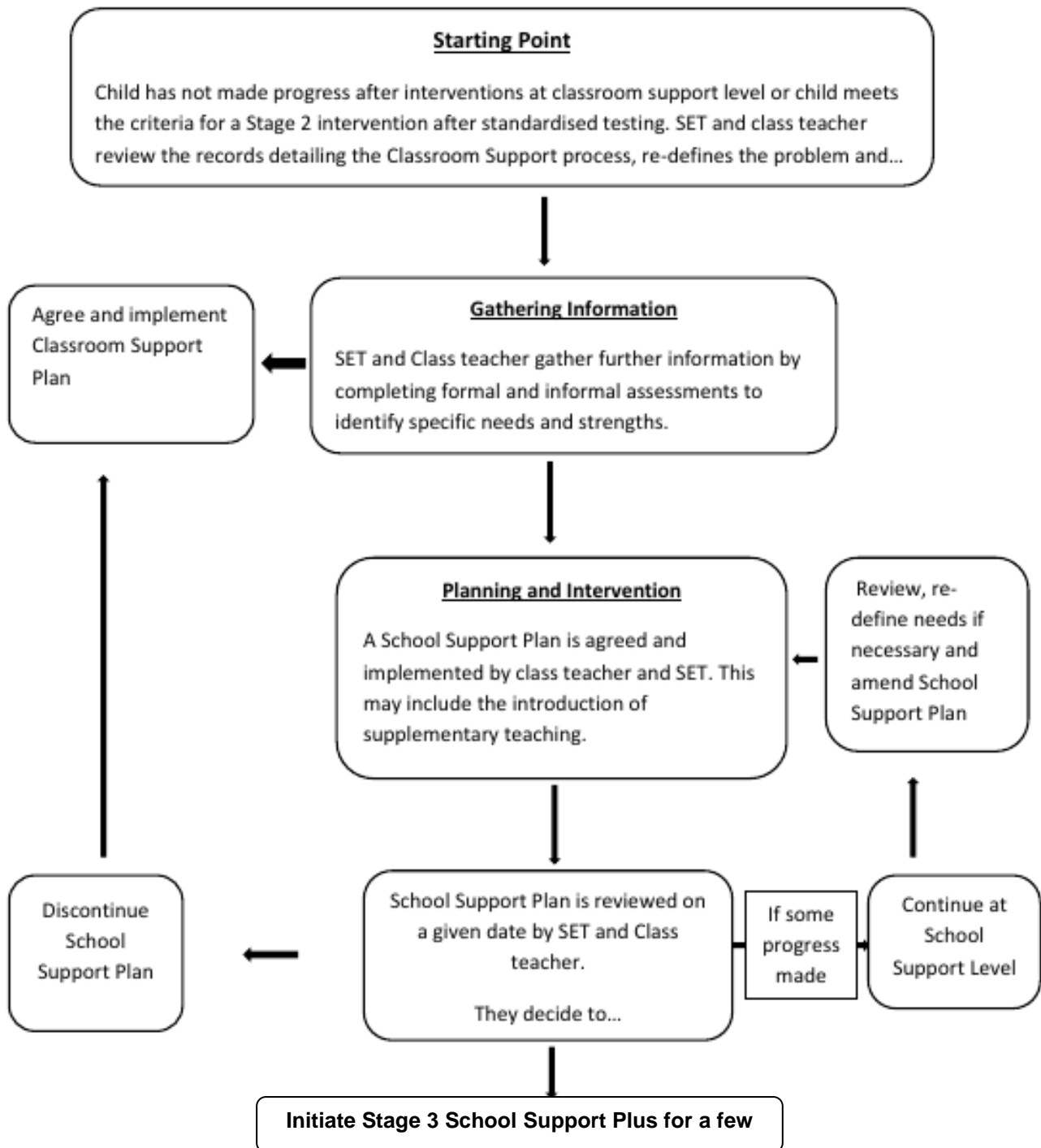
Stage 2 School Support for Some	<p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none">· Teacher observation records· Teacher-designed measures / assessments· Parent and pupil interviews· Learning environment checklist· Diagnostic assessments in literacy/numeracy· Formal observation of behaviour including ABC charts, frequency measures· Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition. A School Support Plan operates for an agreed period of time and is subject to review.</p> <p>* adapted from NEPS Continuum of Support - see page 32 - 35 of guidelines</p>
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Stage 2 – School Support for Some:

A Support Plan for Some at stage 2 is for a group or individual whose needs cannot be met by a classroom support plan. This plan is drawn up by the SET in collaboration with the class teacher.

The following procedure is to be used for pupils at Stage 2: School Support for Some

1. Preliminary Screening. From 1st class upwards, all pupils are screened annually, in the last term, using Drumcondra Standardised tests in English and Maths.
2. Selection for Supplementary Support. Based on the children's scores in the Drumcondra Tests priority for Support teaching is given to those pupils who perform at or below the 10th percentile.
3. Contacting Parents. The SET will contact parents/guardians to seek their permission to commence with the provision of supplementary support. Parents are also invited to make contact with the school if they have concerns.
4. Individual Profile and Learning Programme. The SET will complete an *Individual Profile and Learning Programme* for all children receiving support. Depending on the child's ability and/or stage of development the SET may conduct some forms of English and Maths assessments as well as Diagnostic tests.
5. Programme Planning. The SET completes a *Termly scheme of work*.
6. Programme Implementation. The SET commences with supplementary support within the classroom and or Special Education classroom. A *fortnightly plan* based on the learning targets of the termly plan is completed. This also acts as a Cúntas Míósúil. There is also a focus on appropriate differentiation within the class during normal lessons by the class teacher.
7. Programme Review at the end of the Instructional term. At the end of the instructional term there is an assessment, evaluation and review of the child's progress between the Special Education teacher and the class teacher and a decision is then taken with regard to the level of support now required by the child. If the child no longer needs supplementary support a letter is sent to their parents informing them of this decision. If further support is required then Steps 5 – 7 are repeated.



*Adapted from Special Educational Needs-A Continuum of Support (Guidelines for Teachers) page 26

Stage 3 School Support Plus for a Few

If a pupil's special educational needs are severe and/or persistent, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Where a pupil has a diagnosis/report from an outside agency, recommendations in the report will be considered in deciding what supports are offered. However, within the school, we may not always be able to offer the supports recommended. Also, we may not always feel that the recommendations are borne out by the evidence we have regarding a pupil. We retain the right to offer what we feel is the most appropriate intervention for each pupil, taking into account evidence from teachers, parents and any other agencies that may be involved. Classroom support and school support will continue to be an important element of any intervention.

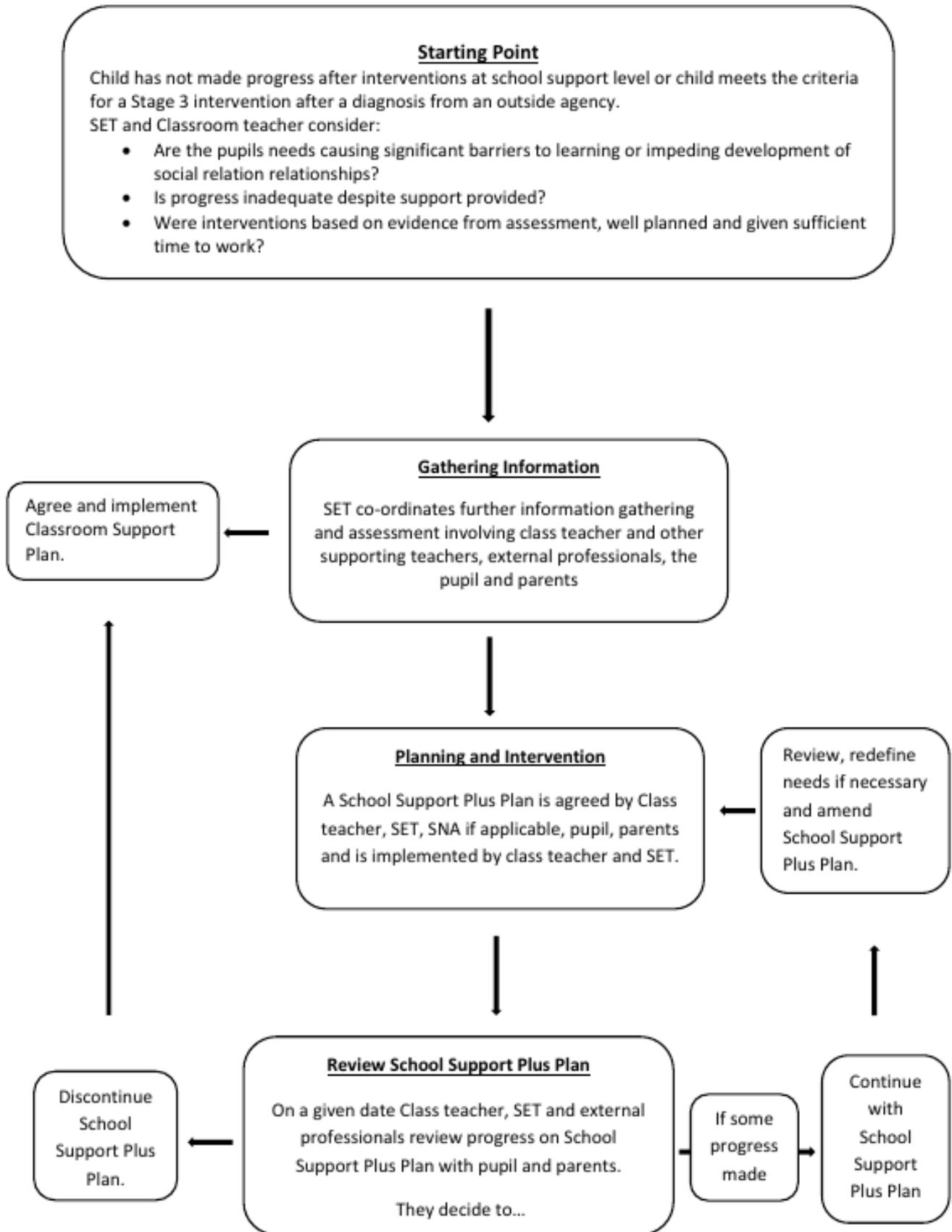
<p>Stage 3</p> <p>School Support Plus for a Few</p>	<p>This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> • Teacher observation and teacher-designed measures • Parent and pupil interviews • Functional assessment • Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc. <p>Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress. A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</p> <p>* adapted from NEPS Continuum of Support - see page 32 - 35 of guidelines</p>
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Stage 3 – School Support Plus for a Few:

A School Support Plus Plan for a Few at stage 3 is for an individual pupil whose needs cannot be met by a school support plan. This plan is drawn up by the SET in collaboration with the class teacher, in consultation with the child's parents/guardians, professionals external to the school and (if appropriate) the child, based on the information gathered.

The following procedure is to be used for pupils at Stage 3: School Support for Plus for a Few

1. Complete an *Initial Summary Sheet* to enable the SET teacher to become familiar with the pupil's specific learning difficulty, the assessments carried out on the pupil by the various professionals and to get a brief outline of the pupil's strengths, motivations and concerns before a *School Support Plus Plan for a Few* is developed.
2. Complete a *School Support Checklist*.
3. Develop twice yearly (Sept – Dec, Jan – June) *School Support Plus Plan for a Few*, for each pupil in consultation with all relevant parties e.g. class teacher, parents and other professionals. The SET should ensure that the needs of the pupil as highlighted in professional reports are reflected in and prioritised when developing the *School Support Plus Plan for a Few*, where relevant.
4. Maintain a *Fortnightly Planning and Progress Report* for each pupil highlighting the specific areas of work and targets to be achieved by the pupil. This also acts as a Cuntas Míósúil.
5. Complete a *Support Review Record* at the end of each instructional term to review the pupil's attainment of agreed targets, to discuss the next instructional term and to revise/develop a new *School Support Plus Plan for a Few*. Discuss opportunities for parents to assist in attainment of targets for the pupil at home.



*Adapted from Special Educational Needs-A Continuum of Support (Guidelines for Teachers) page 36

Prevention and Early Intervention Strategies

As a means of preventing the occurrence of learning difficulties, the following strategies are being implemented in Scoil Naomh Bríde:

- Differentiation by the class teachers within the class during lessons ensuring each child is challenged at their potential level of learning.
- Close collaboration and consultation between all teachers and the SET team
- Promotion of literacy e.g. Print-rich environment, Paired Reading
- Promotion of Numeracy e.g. Mental Maths, problem solving
- Development and implementation of agreed approaches to language development e.g. phonological awareness and to the teaching of other aspects of the English and Maths programmes e.g. Maths language.
- Promotion of parental involvement through their attendance at an induction meeting for the parents of incoming Junior Infants, the arrangement of formal and informal Parent/Teacher Meetings and the delivery of programmes/initiatives for parents e.g. through children's homework, supplementary reading etc.
- Implementation of early intervention programmes in the early primary classes as an effective response to meeting the needs of children with low achievement.
- These programmes:
 - Include a strong emphasis on oral language laying the foundation for meaningful reading
 - Phonological awareness and Phonics
 - Sometimes involve small group teaching

Information Gathering and Assessment

A useful step in identifying pupils who may need learning support in English or Mathematics is for the class teacher/SET to administer one or more screening measures. The screening measures that are administered depend on the age and stage of development of the pupils concerned but the following will be administered annually:

- PAT assessment from the Sound Linkage programme -Junior Infants
- Screening in Senior Infants Middle Infant Screening Test (MIST)
- New Non Reading Intelligence Test administered in 3rd class
- Standardised tests will be administered each year in 1st-6th classes- Drumcondra Reading Test and Drumcondra Maths Test
- On-going observation and assessment
- Other testing materials may be administered throughout the year on an individual basis, e.g. Dyslexia Early Screening Test-Senior Infants and Dyslexia Screening Test-2nd class

We continually review the assessment and screening tests that we use in order to balance the needs of our pupils and the need to provide information for appropriate support. Sometimes children may be included for support based on a teacher's experience and insight or where there are exceptional circumstances such as difficult home circumstances, ongoing poor performance not flagged in standardised tests, difficulties with processing etc.

Allocation of Resources

Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with SEN (Primary Guidelines P.19 & 20)

<p>Action 1: Identification of pupils with special educational needs</p>	<ul style="list-style-type: none"> ● Review existing information on pupils’ needs, using school-based data and any information from parents and external professionals. ● Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests). ● Identify all pupils with special educational needs in the school. ● Match their needs to the appropriate level on the Continuum of Support.
<p>Action 2: Setting targets</p>	<ul style="list-style-type: none"> ● Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support.
<p>Action 3: Planning teaching methods and approaches</p>	<ul style="list-style-type: none"> ● Identify the level and type of intervention required to meet targets for each pupil on the continuum of support. ● Consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching.
<p>Action 4: Organising early intervention and prevention programmes</p>	<ul style="list-style-type: none"> ● Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. ● Identify time needed and staffing commitment required.
<p>Action 5: Organising and deploying special education teaching resources</p>	<ul style="list-style-type: none"> ● Cross-reference the needs of pupils at school support and school support plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place. ● Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.
<p>Action 6: Tracking, recording and reviewing progress</p>	<ul style="list-style-type: none"> ● Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored: <ul style="list-style-type: none"> ○ At whole-school and classroom support level by all teachers ○ At the school support and school support plus levels by class teachers and special education teachers.

Selection Process for Allocating Additional Teaching Supports

Stage 2 School Support for Some	<p>1. Children on or under the 10th Percentile in Literacy and Numeracy Standardised Tests.</p> <p>4. Prevention and Early Intervention Programs, team teaching</p> <p>5. Children with an identified need assessed by external professionals who are on or below the 30th percentile in Literacy or Numeracy such as:</p> <ul style="list-style-type: none"> - Borderline Mild General Learning Disability - Mild General Learning Disability - Specific Learning Disability - Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder <p>7. Children who have not made adequate progress after interventions at Stage 1</p>	<p>School Support Plan for Some</p> <p>Group or individual profile and learning programme</p>	<p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal</p> <p>Personnel SET teacher Class teacher</p>
Stage 3 School Support Plus for a Few	<p>2. Children with identified complex needs by an external professional such as a:</p> <ul style="list-style-type: none"> ● Physical Disability ● Hearing Impairment ● Visual Impairment ● Emotional Disturbance ● Moderate General Learning Disability ● Severe/Profound General Learning Disability ● Autistic Spectrum Disorder ● Assessed Syndrome ● Specific Speech and Language Disorder/Impairment ● Multiple Disabilities 	<p>School Support Plus for a Few Plan</p>	<p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal</p> <p>Personnel SET teacher Class Teacher Outside Agencies</p>

Tracking, recording and reviewing progress

Provision for pupils with special educational needs relies upon clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of school-wide support of our pupils.

Student Support File

We use a Student Support File to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates us in documenting progress and needs over time and assists us in providing an appropriate level of support to pupils, in line with their level of need. Our Student Support File is based on the NEPS template.

A class teacher should open a Student Support File once a child is placed on Stage 1 – Classroom Support on the continuum. This is kept by the class teacher and passed on each year. In the event that the file is closed, the hard copy is retained with the pupil's records. If, after a number of reviews, the child's case is moved to School Support for Some/School Support Plus for a Few, the SET is given access to the child's support plan and may also retain a hard copy of the support plans in his/her files.

Roles and Responsibilities

The role of supporting learning is a collaborative responsibility shared by all of the school community:- The Board of Management; Principal Teacher; SEN co-ordinator; Class Teachers; Support Teachers; SNAs; Parents; Pupils and External Bodies & Agencies. It is important that everyone contributes to the implementation of our school plan on SEN Provision.

Board of Management:

- To oversee the development, implementation and review of school policy on special educational needs.
- To ensure that adequate classroom accommodation and teaching resources are provided for special education teachers.
- To provide a secure facility for the storage of records relating to pupils in receipt of special educational needs.
- Provide adequate funds for the purchase of SEN materials.

Principal:

The principal has overall responsibility for SEN procedures and practices in the school. The new allocation model states the principal's leadership role is central. *"The principal teacher has overall responsibility for the school's learning-support programme and for the operation of services for children with special educational needs"*. (Learning-Support Guidelines, p.38). The Education Act (1998) and the EPSEN Act (2004) have all reiterated this responsibility, along with Circular 13/17 and the accompanying Guidelines.

The principal is required to:

- Ensure that the children with the greatest needs have the greatest provision.
- Assign SET appropriately to ensure that the needs of the children in literacy/numeracy/social skills etc. are met.
- Oversee the documentation with regard to SEN: intervention plans, parental consent forms, psychological and other assessment reports, school assessment results, etc. to ensure that they are kept up-to-date, filed safely and correctly and made available to those who need them.
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area.
- Communicate with the SENO (Special Education Needs Organiser).
- Advise Parents on procedures for availing of special needs services.
- Allocate time within the school timetable for the SET team to plan and consult with teachers and parents.
- Keep teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Complete applications for SNA's as per the recommendations in any incoming psychological assessments.
- Timetabling of SNA's and their assignments to Special Needs Children.

SEN Co-ordinator (Post-holder in the school)

SEN co-ordinator should:

- Monitor, review, evaluate and update the school plan in relation to SEN.
- Compile a list of pupils requiring school support and school support plus and in conjunction with the principal and SET team designate SET to each class/group/individual child.
- Co-ordinate and oversee the implementation of early intervention and team teaching.
- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.
- Co-ordinate and oversee the implementation of School Support Plans, School Support Plus Plans with the SET team.
- Liaise with outside agencies and individuals such as Psychologists, HSE, Speech Therapists, Occupational Therapists.
- Assist in the completion of application forms for outside agencies such as NCSE; NEPS; CAMHS etc.

Class Teacher:

Class teachers have primary responsibility for the teaching and learning of **all** pupils in his/her class, including those selected for additional support. "**Mainstream class teachers have first-line responsibility for the education of all pupils in their classes**" (2017 Guidelines: p. 12). They should:

- Ensure that each pupil is taught in a stimulating and supportive classroom environment where all pupils feel equal and valued.
- Gather information through formal and informal means with a view to informing interventions and/or differentiating the curriculum to cater for the needs of the children.
- Implement teaching programmes which optimise the learning of all pupils and, to the greatest extent possible, prevent the emergence of learning difficulties.
- Administer and correct standardised tests of achievement in literacy and numeracy, following the school's guidelines.
- Discuss outcomes of standardised testing with SET to assist in the selection of children for supplementary teaching.
- Meet with parents regarding any concerns about their child and update them regarding their progress.
- Maintain a list of children not included/included in the continuum of support and review this each term.
- Open a Pupil Support File once additional needs have been identified which require classroom support. *Stage 1 Booklet.*
- Develop classroom support plans for children in receipt of Classroom Support. These observations may then form the basis of the pupil being recommended for Stage 2 support.
- Collaborate with SET and parents to develop and review support plans.
- Where applicable, collaborate with the SET team regarding teaching aims and activities for team teaching and whole class interventions.
- Adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session.
- Co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN within the class to which they are assigned.

Special Education Teacher (SET)

Special Education Teachers should;

- Organise and/or participate in other forms of preventative initiatives within the mainstream classroom e.g. early intervention programmes, team teaching, literacy lift off, etc.
- Liaise with outside agencies and individuals such as Psychologists, HSE, Speech Therapists, Occupational Therapists.
- Work closely with the Special Need Assistant, if one has been allocated, to the pupil with special educational needs.
- Ensure that the pupil is not missing the same subject each week and that he/she continues to have an opportunity to experience all aspects of the broad curriculum as offered by the school.
- Familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs.
- Liaise with class teachers regarding the pupils requiring school support and school support plus through the staged approach. Discuss and review these pupil's progress regularly.
- Collaboratively develop Support Plans for each pupil selected for school support teaching with class teachers and other staff.
- Meet with class teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support Plus.
- Support whole-school procedures for screening.
- Administer and interpret diagnostic tests and inform class teachers and parents of the outcomes.
- Meet with parents regarding any concerns about their child and update them regarding their progress.
- Co-ordinate class groups and offer advice and support to class teachers regarding pupils on their caseload.
- Discuss the needs and progress of children on their caseload at planning meetings.
- Develop Individual/Group Profile and Learning Programmes.

- Provide supplementary teaching to pupils either in the pupil's own classroom or in the Special Education room.
- Communicate with the class teacher and/or parents/guardians re; the progress of children in receipt of supplementary teaching.
- Maintain weekly planning and progress records for the children receiving supplementary support.
- Keep a daily attendance record of pupils/groups in receipt of Special Education
- Contribute at school level to purchasing of learning resources, books and materials.
- Demonstrate techniques and strategies to parents that will enable them to help with their child's development in such areas as language, phonics, reading, writing and maths.
- Liaise with previous primary schools or future post primary schools regarding the educational needs of children with learning difficulties.

Special Needs Assistants:

The duties of the SNA carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/class teachers, the SNA will meet the care needs of the SEN pupils to which they have been assigned. (Circular 10/76).

The SNA should:

- Support the needs of pupils in effectively accessing the curriculum.
- Contribute to the quality of care and welfare of the pupils.
- support learning and teaching in the classroom.
- Attend, where possible, training courses/workshops provided by the BOM.
- Attend review meetings and/or meetings with relevant professionals, when necessary.
- Ensure the safety of the SEN pupils in the schoolyard, and be present for the duration of the yard breaks along with the teachers on duty.

Parents/Guardians:

Collaboration and sharing of relevant information between home and school are essential elements of our SEN policy. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning.

Parent/Guardian should:

- Share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage.
- Support the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning.
- Attend meetings arranged by the class teacher or SET team.
- Support the targets outlined in their child's support plans and engage in all suggested home-based activities.
- Keep the school informed of any home factors which may affect the child.

Pupils:

Pupils who are in receipt of supplementary teaching should, as appropriate:

- Be given the opportunity to contribute to the setting of the medium and short-term learning targets.
- Become familiar with the targets that have been set for them.
- Develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.

Note: The *Instructional term* as referenced in this policy is from September to December and January to June.

Success Criteria

The following points will be indicators of the success of the Special Educational Needs Policy

- Pupils with special needs will be catered for
- The progress of pupils with special needs will be monitored and recorded
- Discussion/meetings with parents
- Feedback from teaching staff, pupils, psychologists etc.
- Standardised test results
- Inspector's Reports

Monitoring and reviewing this SEN Policy

This policy has been reviewed in the 2020-2021 school year. It is an ongoing and developmental process. Staff and Board of Management will engage in the developmental process, and the policy will be reviewed as necessary.