

## *St. Joseph's Primary School, Summerhill, Athlone - Policy Statement on Special Educational Needs*

### **Access to Special Education**

It is the policy of this school that, insofar as is possible, any pupils that require additional educational support will have access to it. Frequent formal and informal meetings will be held between the Principal, Mainstream Teachers and Special Education Teachers for the purposes of determining which pupils require access to special education and prioritising those pupils with greatest need.

### **The Staged Approach to Assessment, Intervention and Programme Planning**

In line with the staged approach to assessment, intervention and programme planning outlined in Circular 02/05, it is the policy of this school that the primary responsibility for developing and implementing a written intervention programme for special needs pupils remains with the mainstream class teacher. However, there will be liaison between all the teachers involved with any pupil in this school, and in line with the aforementioned circular, frequent reviews will be carried out regarding the level of intervention appropriate. In accordance with advice from NEPS, written records will be kept of the stages of intervention. It is our policy that the written recommendations of outside specialists are always acted upon.

### **Standardised Testing**

It is our policy that frequent standardised testing will be carried out, usually during the summer term. Teacher devised tests will also be applied. Proper test and progress records will be kept for each pupil. Pupils will be monitored carefully by Mainstream Teachers, Special Education Teachers and the School Principal for any signs of underachievement in literacy and numeracy. Pupils will also be monitored for any physical, social or emotional difficulties.

### **Parental Involvement**

It is the policy of this school that parents are consulted in writing prior to diagnostic testing and/or attendance with a Special Education Teacher. It is our policy that parents are consulted in relation to their children's educational needs and are kept updated on progress. Parents will be advised on suitable methods to assist their child with work at home.

It is school policy to notify parents / guardians in writing should it become necessary to withdraw a child from supplementary educational help.

It is school policy that a parent must submit a signed written request for their child to be removed from supplementary teaching if such a removal is contrary to the school authorities' advice. It is, however, school policy to assent to such requests for removal, if following a meeting between the parties involved, the parent / guardian remains resolute

in their request for such a withdrawal. It is school policy that in this instance, the Principal or teacher involved will state, in a letter to the parents / guardians that the request for withdrawal of the pupil from supplementary teaching, while complied with, is contrary to school advice.

# St. Joseph's Primary School, Summerhill, Athlone - Whole School Plan for Special Educational Needs

## Introduction

### Whole School Staff Statement

Our school aims to ensure that each pupil, whether in the mainstream setting or in the Autism Unit, is given the maximum opportunity and support to develop to his or her full potential and to foster his or her positive self esteem.

"We seek to nurture the unique talents of each individual as we encourage holistic development. We educate our students for life". (School Mission Statement).

### Rationale for Whole School Plan for Special Education

This plan has been devised in order to update and review the existing plan, in accordance with recent Department of Education circulars regarding Special Educational Needs. It will also act as a source of information for the parents and staff of our school as to how children with special educational needs are supported in St. Joseph's Primary School, Summerhill.

### Principal Aim of Special Education Teaching

The principal aim of special education in our school is to optimize the teaching and learning process in order to enable pupils with learning difficulties to attain satisfactory levels of proficiency in literacy and numeracy before leaving Primary School and to encourage the development of good social skills in those with behavioural and emotional difficulties. Our school intends to achieve these aims through a whole school and co-ordinated approach to meet the educational needs of the lowest achieving pupils.

### Further Aims

- To provide supplementary teaching and additional support and resources for pupils with special educational needs in English and Maths.
- To foster an improved self image for the child through praise, encouragement and recognition of personal progress and success.
- To develop and implement an *Individual Profile and Learning Programme* (IPLP) for each child.
- To enable these pupils to monitor their own learning and to facilitate independent learning strategies.
- To provide early intervention programmes in infant classes aimed at preventing later reading difficulties.
- To expose the children to stimulating reading material in a climate where reading and associated activities are enjoyable and valued.

- To promote collaboration among teachers in the implementation of the Whole School Plan for Special Education.
- To ensure that the staff is kept informed of new approaches to teaching literacy and numeracy.
- To confer with parents and outside agencies to plan the best educational support for each child.

**Additional Aims of the Autism Unit:**

- To enable each pupil to live a full life and to realise his or her potential as a unique individual through access to an appropriate, broad and balanced curriculum.
- To enable each pupil to function as independently as possible in society through the provision of such educational supports as are necessary to realise that potential.

**Enrolment Policy for Children with Special Needs:**

In keeping with The Convent of Mercy ethos, St. Joseph's NS is non-selective and welcomes children of varying academic abilities. We seek to provide for the needs of each individual child. Children with SEN may learn at a different pace and in a different way from other children. They need to belong to a peer group and to mix with children of different abilities in a variety of situations. Mainstream children will be catered for in the mainstream classroom but may be withdrawn by the SET individually or in small groups for additional support. The SET may also provide support in the mainstream classroom.

**Admission of Pupils to the Autism Unit:**

Admission of pupils to the Autism Unit is based on psychological evaluation and on the recommendation of the Midland Regional Autism Team. The school has been informed that pupils may not be admitted to the Autism Unit without first passing through this process.

**Integration of Pupils from the Autism Unit within the Mainstream School:**

Where appropriate, the social development of each pupil will be facilitated through providing inclusion within the mainstream school and class activities.

## **Staff Roles and Responsibilities**

### **(1) The Role of the Principal Teacher:**

The Principal has overall responsibility for the development, implementation and co-ordination of the Whole School Policy and Whole School Plan for Special Education.

### **(2) The Role of the Assistant Principal:**

The Assistant Principal shares responsibility with the School Principal for co-ordinating supplementary teaching and special needs services. This includes:

- The development of the Whole School Plan for Special Needs Education and monitoring implementation of this plan.
- Informing staff of relevant in-career development.
- Liaising with SNAs (*Special Needs Assistants*) regarding their role in the school and the children with whom they work.
- Arranging for classroom resources and accommodation as appropriate.
- Ensuring that standardised testing in English and Maths takes place on a whole school basis.
- Consulting with mainstream teachers on the identification and screening of pupils who have learning needs and how best to provide for these needs.
- Monitoring the selection of pupils for Special Needs Education.
- Maintaining a list of pupils who are receiving supplementary teaching.
- Supporting the implementation of a tracking system at whole school level to monitor the progress of children with learning difficulties, *Independent Education Plan (IEP)*, *Pupil files*, *written record of Stages of Intervention*.
- Co-ordinating the implementation of the Staged Approach to Special Educational Needs as outlined in DES circular (02/05).
- Helping to co-ordinate the timetables of the SETs (*Special Education Teachers*).
- Advising parents and teachers about the procedures involved in availing of Special Ed services and Language Support services both within and outside the school.
- Seeking written parental consent for diagnostic testing and supplementary teaching (Appendix 1)
- Liaising with external agencies on behalf of Special Ed pupils. This includes speech therapist, occupational therapist, NEPS (*National Educational Psychology Service*) psychologist, SENO (*Special Educational Needs Organiser*).
- Providing Transfer Reports for 6<sup>th</sup> Class SEN pupils entering secondary school.

### **(3) The Role of The Special Education Team:**

The Principal, the Assistant Principal, the Special Education teachers, the Autism Unit teacher and the Language Support Teachers will work as a Special Education Team. The role of the team will involve:

- Collaborating, consulting and planning workloads and timetables to best implement this Whole School Plan.

- These teachers will meet on a monthly basis to discuss programmes of work, resources and information received from outside agencies relating to our Special Education pupils.
- The development and implementation of our Whole School Policy and Whole School Plan for Special Education.
- To acquire suitable teaching and learning resources for pupils with SEN.
- To agree suitable IPLPs (Individual Profile & Learning Programmes) with mainstream teachers.
- To work with, and to consult as appropriate, SNAs working with SEN pupils.

**(4) The Role of the Special Education Teacher (SET):**

- To consult with the Assistant Principal on identifying pupils with SEN and devising plans to best cater for their needs.
- To develop an IPLP for each child selected for supplementary teaching, in consultation with mainstream teachers and parents.
- To maintain weekly planning and progress reports for each child receiving supplementary teaching.
- To provide intensive early intervention programmes for junior pupils.
- To provide supplementary teaching for senior pupils experiencing low achievement or learning difficulties in English and / or Maths. This will be a differentiated programme from the mainstream class.
- To contribute to the development and implementation of the Whole School Policy and Plan for Special Education.
- To aid in the selection of pupils for supplementary teaching.
- To provide advice and support to mainstream teachers in approaches and resources for pupils with special educational needs.
- To discuss purchase of appropriate learning resources and materials for pupils with special needs to use in their mainstream class and in the SET room.
- Setting specific time related targets for each child and agreeing these with the mainstream teacher and the Assistant Principal.
- Direct teaching of children either in a separate room or within the mainstream class.
- Team and collaborative teaching where appropriate.
- Advising class teachers in regard to differentiating the curriculum, teaching strategies, suitable textbooks, the use of ICT and other related matters.
- Meeting and advising parents.
- Meetings with other relevant professionals in the children's interest.

#### **(5) The Role of the Language Support Teacher:**

- To consult with the Assistant Principal on identifying pupils for whom English is not a first language and devising plans to best cater for their needs.
- To develop an IPLP for each child selected for language teaching, in consultation with mainstream teachers and parents. This will be in accordance with *Integrate Ireland, Language and Training*.
- To maintain weekly planning and progress reports for each child receiving language teaching.
- To contribute to the development and implementation of the Whole School Policy and Plan for Special Education.
- To provide advice and support to mainstream teachers in approaches and resources for pupils with language support needs.
- To discuss purchase of appropriate learning resources and materials for pupils with language needs to use in their mainstream class and in the SET room.
- Setting specific time related targets for each child and agreeing these with the mainstream teacher and the Assistant Principal.
- Direct teaching of children either in a separate room or within the mainstream class.
- Team and collaborative teaching where appropriate.
- Advising class teachers in regard to differentiating the curriculum, teaching strategies, suitable textbooks, the use of ICT and other related matters.
- Meeting and advising parents.
- Meetings with other relevant professionals in the children's interest.

There will be a strong emphasis on oral language. Pupils will normally attend language support for a period not exceeding two years.

#### **(6) The Role of the Mainstream Class Teacher:**

*"The class teacher has primary responsibility for the progress of all pupils in the class, including those selected for supplementary teaching", (Learning Support Guidelines, p. 42)*

This involves:

- Contributing to written records regarding the Staged Approach to Assessment, Identification and Programme Planning for pupils with Special Educational Needs, as laid out in Circular 02/05.
- To differentiate the class curriculum appropriately so that the learning of all pupils within the class is optimized and SEN pupils are enabled to achieve success at their own levels.
- To follow the agreed approaches to language development, reading and writing as outlined in the Whole School Plan for English.
- To follow the agreed approaches to numeracy and mathematical concept development as outlined in the Whole School Plan for Maths.

- To provide learning activities which are suitably challenging but which also ensure success and progress in order to build self-esteem.
- To contribute to the development and implementation of the pupil's IPLP.
- To administer and score standardised tests in English and Maths and to provide the results of same to the Assistant Principal.
- To discuss the outcomes of standardised tests with the Special Needs Team.
- To discuss the outcomes of diagnostic testing with the SET and agree upon the type of intervention needed to best meet the needs of the SEN pupil.
- To attend regular meetings with the SET in order to review SEN pupils' progress and to plan for further learning.
- To make initial contact with parents to discuss concerns about their child's progress. *Stage 1 of the Intervention process.*
- To be aware of the special needs of pupils within the class and to implement the recommendations of outside specialists regarding these pupils.

### **(7) The Role of the Autism Unit Class Teacher**

The role of the teacher in the Autism Unit is to interpret each pupil's learning needs and to respond to them through the provision of suitable structured learning activities, which will build on and expand each pupil's conceptual framework. The teacher's concern for each pupil's well-being and successful development is the basis for creating a supportive environment that can facilitate learning.

### **(8) The Role of Parents**

Parental involvement in a child's learning has a hugely positive influence on the overall progress and self esteem of the child. This is especially true of SEN pupils. Parents can support the work of the school and Special Education Team by:

- Providing learning activities at home in language, literacy and Maths throughout the child's school years.
- Encouraging the use of educational ICT at home to support learning.
- Reading stories to the child.
- Paired reading sessions.
- Encouraging a positive attitude towards school by discussing school and activities in a positive light.
- Including children in practical activities such as cooking, shopping, etc which will help to improve reading and numeracy skills.
- Implementing suggested home based activities as outlined in the IPLP.
- Assisting the child with homework.
- Keeping the school informed of progress observed in the child's learning.
- Attending Parent Teacher meetings with the SET and mainstream teacher.

### **Collaboration between SETs, Language Resource Teachers and Parents:**

Effective communication with parents is critically important to the success of a Special Education Programme. SETs and Language Support teachers will:

- Provide general information to parents about services available within the school.
- Meet with parents of SEN pupils to discuss diagnostic testing and outcomes.
- Decide targets for each SEN pupil with their parents, including the action to be taken both at home and in school.
- Communicate on an ongoing basis with parents with positive affirmation of progress and early identification of difficulties.
- Consult with parents once a term to review progress, targets and to revise IPLPs and the level of supplementary teaching needed.
- Advise and consult with parents where it is decided that supplementary teaching is no longer needed, and to identify ways in which such pupils can be supported at home.
- Demonstrate teaching strategies to parents that will help with the child's learning.

### **(9) The Role of the Special Needs Assistant (SNA) in Mainstream and in the Autism**

#### **Unit:**

- Preparation and tidying up of classroom(s) in which the pupil(s) with special needs is/are being taught.
- Assisting children to board and alight from school buses. Where necessary travel as escort on school buses may be required.
- Special assistance as necessary for pupils with particular difficulties e.g. helping physically disabled pupils with typing or writing.
- Assistance with clothing, feeding, toileting and general hygiene.
- Assisting on out-of-school visits, walks and similar activities.
- Assisting the teachers in the supervision of pupils with special needs during assembly, recreational and dispersal periods.
- Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom.
- General assistance to the class teachers, under the direction of the Principal, with duties of a non-teaching nature. (Special Needs Assistants may not act either as substitute or temporary teachers. In no circumstances may they be left in sole charge of a class).
- Where a Special Needs Assistant has been appointed to our school to cater for a specific pupil, duties will be modified to support the particular needs of the pupil concerned.

The Special Needs Assistant works, in accordance with the prescribed duties, under the direction of the class teacher.

### **(10) The Role of the Pupil:**

The involvement of pupils in developing, implementing and reviewing their own learning programme is important for them to become independent learners. Pupils attending supplementary teaching will learn to take responsibility for their own learning, as appropriate. This will involve:

- Becoming familiar with short term targets that have been set for them.

- Setting their own targets as appropriate.
- Selecting suitable and relevant reading material.
- Applying learning strategies taught during SET to the mainstream class setting.
- Evaluation and assessment of their own work.

## **The Selection of Pupils for Special Education**

The SETs and language Support teachers will work together with the Assistant Principal to prioritise children with SEN, based on whole school standardised testing and on assessments and recommendations of outside professionals, in the case of Low Incidence Disabilities. The Special Education Team will also consult with mainstream teachers on the identification of pupils who may need diagnostic assessment in school, or psychological assessment, through NEPS. Our school will implement the Staged Approach to Assessment, Identification and Programme Planning, as outlined in Circular 02/05. (Appendix 2).

### **The Staged Approach to Assessment, Identification and Programme Planning**

#### **STAGE 1**

The class teacher or parent has concerns about a child's development in one of these areas:

- academic
- physical
- social
- behavioural
- emotional

The class teacher administers screening measures (*checklists, profiles, standardised or norm-referenced tests, as appropriate*).

The class teacher then draws up a short, simple plan for extra help within the normal classroom setting. The Assistant Principal can help with drawing up this plan, if required. The intervention should be documented on the Stage 1 form. The plan should be reviewed at an agreed time.

#### **STAGE 2**

The class teacher is still concerned at the Stage 1 review. He / She informs the Assistant Principal and the SETs are consulted about the desirability of intervention at Stage 2. If it is agreed that Stage 2 is necessary, the pupil should be referred to one of the SETs, with the parents' written permission, for diagnostic testing. If this diagnostic assessment suggests that supplementary teaching would be beneficial, this should be arranged under the General Allocation Model (*Group Learning Support NOT one to one resource – High Incidence Category*). The parents, SET and class teacher should all be involved in the drawing up of

an IPLP. The Assistant Principal can help with meeting parents, if required. At this stage, where appropriate, and with parents' permission, the school can refer pupils for Speech Therapy or Occupational Therapy at this stage.

This intervention should be documented on the Stage 2 form.

The plan should be reviewed at an agreed time. If significant concerns remain after a number of reviews and adaptations to the learning programme, it may be necessary to move on to Stage 3.

### **STAGE 3 – SELECTION OF PUPILS FOR ASSESSMENT**

The class teacher, SET and parents are still concerned after a number of reviews at Stage 2. The Assistant Principal is consulted about intervention at Stage 3. At this stage, with written parental consent, the school may formally request a consultation and, where appropriate, a psychologist's or psychiatrist's assessment (educational or behavioural). We may, with parental consent, also seek the advice of a paediatrician, audiologist or language therapist.

Based on the written advice or assessment of these outside professionals, the Assistant Principal makes an application to the SENO (*Special Educational Needs Organiser*) for appropriate resources for the SEN pupil. Depending on the Low Incidence resource teaching hours and / or SNA granted to the child by the SENO, the SET, class teacher, the parents and outside professional (if possible) should draw up an Independent Learning Plan for the pupil.

This intervention should be documented on the Stage 3 form.

The plan should be reviewed regularly at agreed times.

It is the policy of this school that the written recommendations of outside professionals who have assessed SEN pupils of this school, are always acted upon.

It is recognised that with **serious** difficulties more urgent action may be needed and Stage 1 and 2 may not be practical for such pupils. In these cases, the pupil's needs should, with the parent's permission, be discussed with the NEPS psychologist and / or the case should be referred to the HSE (Health Services Executive). This may lead to a more detailed behavioural management programme to be implemented at home and in school, or to a referral to another specialist.

If a child has **significant** special educational needs, intervention at Stage 3 may be necessary when he / she enters junior infants.

### **Procedure for Selection of Pupils for Language Teaching**

Pupils will be selected for Language Teaching when English is not their first language or is not the language most commonly used in their homes. This information will be obtained from the pupil's parents, from teachers' observations and, where appropriate, from the Asylum Seekers' Centre in Athlone.

### **Procedure for Selection of Pupils for Diagnostic Testing and Special Education under the High Incidence Category**

Pupils with low achievement in English and / or Maths, for whom Stage 1 of intervention has not proved successful, are the main priority for supplementary teaching. These pupils are selected through the following process in our school:

#### **Preliminary Screening is carried out in Mainstream Class:**

Preliminary screening of pupils by their class teacher is conducted through the administration of one or more screening tests, curriculum profiles, checklists and observations. In Infant classes this may include:

- Infant checklists and profiles
- School devised screening tests
- Teacher observations and records
- Middle Infants Standard Tests (MIST)
- Belfield Infant Assessment Profile (BIAP)

From 1<sup>st</sup> to 6<sup>th</sup> Class this includes:

- Checklists and profiles
- Teacher observations and records
- Drumcondra and / or Micra T assessment
- Sigma T assessment

#### **Based on this preliminary screening the following is the order of priority for selection for diagnostic testing and / or Supplementary Teaching:**

*(Based on Learning Support Guidelines, page 56)*

1. First Priority is given to pupils who are assessed as having Low Incidence Disabilities.
2. Second priority is given to pupils who achieve scores at or below the 10<sup>th</sup> percentile on standardised English reading and / or Maths tests or a below average result on the MIST test. Consideration will be given to those achieving scores at or below the 12<sup>th</sup> percentile in order to allow for measurement error.
3. Having catered for the above mentioned pupils, it is the policy of this school to then implement an Early Intervention programme for pupils in the junior section (Infants – 2<sup>nd</sup> class) of the school who would benefit from supplementary teaching in English. These pupils will be selected based on teacher's checklists devised by the school and on Standardised test results.

4. The fourth priority for supplementary teaching will be pupils in the senior classes who have very low achievement in English and/or Maths in their mainstream class.

**The objectives of diagnostic assessment:**

- To identify the aspects of English and / or Maths in which the pupil has particular strengths and difficulties.
- To identify, gather and collate information essential for the IPLP.
- To identify the needs of the pupil and the appropriate level and type of supplementary teaching required.

**Meeting the Needs of all Children**

It is important to note that in order to meet the needs of all children who fall within the above criteria, in-class collaborative teaching will be necessary. This will be implemented where the SEN Maths or English group is greater than four children in any given class.

High incidence pupils who have been assessed, and were previously in receipt of resource hours, will continue to receive limited supplementary teaching if their scores fall below the 25<sup>th</sup> percentile, but above the 10<sup>th</sup>, in Standardised English or Maths tests. The supplementary teaching for such pupils will be no greater than 1.5 hours per week. The 10<sup>th</sup> percentile rule will not apply to such pupils while attending this school.

Pupils who achieve consistently low scores in standardised tests, i.e. below the 20<sup>th</sup> percentile, but above the 10<sup>th</sup>, may receive limited supplementary teaching. This teaching can only be provided once the needs of all the aforementioned pupils have been met. The supplementary teaching in this case will be for no more than one hour per week. Tuition may take place within the SEN room or within the mainstream classroom.

## **Summarizing the Results of Diagnostic Assessment – The IPLP (Individual Profile and Learning Programme)**

The results of the diagnostic assessment will be recorded in the IPLP for each pupil. This IPLP will also include:

- Previous test results
- Relevant information from parents, mainstream or Special Education teachers and other professionals
- Identification of the pupil's particular needs
- Learning and behavioural goals and targets
- Records of progress
- Timetable and location for supplementary teaching

The IPLP will form an integral part of the written staged intervention programme for Special Education Pupils in Mainstream and an IPLP will also be provided for each pupil enrolled in the Autism Unit.

As stated in our School Policy for Special Education, in the event of a parent refusing consent for diagnostic assessment or referral for assessment with an outside professional, a letter stating this refusal and recognizing the school's efforts to arrange for such diagnostic testing or assessment will be required from the parent.

A sample IPLP is included as Appendix 3. Those involved in the planning of the IPLP will usually include the Class Teacher, the Special Education Teacher or Language Teacher, the pupil's parents or carers, relevant non-teaching professionals and other significant personnel who are directly involved with the pupil's education. A copy of each IPLP will be given to the Assistant Principal and to the class teacher. A copy of the IPLP will also be filed in the child's student records. Information in the IPLP will be treated as highly confidential and sensitive.

### **Review of the IPLP**

The review of each SEN pupil's progress at termly parent teacher meetings will assess learning targets achieved and will determine the level of continued supplementary teaching required and the appropriate stage of intervention for the pupil. This review will also be informed by the mainstream teacher's observations and records, and also by parental observations. Outcomes of targets in the IPLP are the main focus. If supplementary teaching is to be continued, previous targets may be extended or new targets established. The review would also consider whether support within or outside of the mainstream classroom would be most appropriate.

### **Withdrawal of Children from SEN**

In accordance with *Guidelines for Learning Support, page 58*, the duration of supplementary teaching should not exceed two to three years for the great majority of pupils. In keeping with the Staged Approach to Assessment, Identification and Programme Planning outlined above, it is the policy of this school that an in-depth review of the SEN pupil's progress will be carried out at the end of each instructional term. This review will determine the level of supplementary teaching, if any, that should be provided the following term.

Following this review, it may be decided by the Special Education team, in consultation with the Principal, Class Teacher and parents, that supplementary teaching should be reduced or discontinued. The parents/guardians will be asked to sign a withdrawal consent form at this stage.

The decision to withdraw pupils from SET will be based upon:

1. The pupil's level of progression and continuing learning needs
2. Standardised test scores
3. The amount of time the pupil has already been in receipt of supplementary teaching
4. The needs of other pupils in the school who have a very low standard of achievement

In the event that a pupil is withdrawn from supplementary teaching, the SET and Class Teacher will discuss a programme of ongoing support which can be implemented within the mainstream class.

### **Transfer of Pupils to Post Primary School**

In order to ensure the smooth transition of SEN pupils from 6<sup>th</sup> Class to secondary school, it is our policy that, with parental consent, a Transfer Report will be forwarded to the secondary school in question. This will include:

- Copies of the pupil's 5<sup>th</sup> and 6<sup>th</sup> Class end of year reports
- Copies of the pupil's IPLP
- Copies of assessments carried out by outside professionals

Where appropriate, a meeting will be arranged between the Special Education Team and mainstream teacher in our school and the Special Education Team in the secondary school.

### **Professional Development**

The staff is supported in availing of professional development in the area of Special Education through contact with the Special Education Cuiditheoir and the Primary Curriculum Support Programmes for Maths and English. Notices of courses in the Athlone Education Centre will be circulated as will copies of Special Education circulars. Where possible, speakers on Special Education topics will be invited to the school.

### **History of this Plan and Review Date**

This plan was first created by the Special Education Team of Summerhill NS in February 2006. It was reviewed and ratified by the Mainstream teachers in March 2006 and the Board of Management in \_\_\_\_\_2006. It will be reviewed again in Spring 2009.

APPENDIX 1

**Consent form for attendance with SET**

*For the attention of Mrs. Tracy O Raghallaigh, Assistant Principal / Special Educational Needs Co-ordinator, Summerhill NS:*

We **give** permission for our child, \_\_\_\_\_, to attend the Special Education Teacher for diagnostic testing and / or supplementary teaching.

Signed: \_\_\_\_\_ and  
\_\_\_\_\_

Date: \_\_\_\_\_

OR

We **do not give** permission for our child, \_\_\_\_\_, to attend the Special Education Teacher for diagnostic testing and / or supplementary teaching.

Signed: \_\_\_\_\_ and  
\_\_\_\_\_

Date: \_\_\_\_\_

## Amendments Made to Whole School Plan for Special Education

*Amendments are shown in italics*

Page 4:

### **Enrolment Policy for Children with Special Needs:**

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### **(5) The Role of the Language Support Teacher:**

- To consult with the Assistant Principal on identifying pupils for whom English is not a first language and devising plans to best cater for their needs.
- To develop an IPLP for each child selected for language teaching, in consultation with mainstream teachers and parents. *This will be in accordance with **Integrate Ireland, Language and Training.***

Page 12:

2. Having catered for the above mentioned pupils, it is the policy of this school to then implement an Early Intervention programme for pupils in the *junior section (Infants – 2<sup>nd</sup> class) of the school who would benefit from supplementary teaching. These pupils will be selected based on teacher's checklists devised by the school. This intervention will be carried out in groups of no more than four pupils and where necessary, pupils may be given individual teaching.*

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### **Preliminary Screening is carried out in Mainstream Class:**

Preliminary screening of pupils by their class teacher is conducted through the administration of one or more screening tests, curriculum profiles, checklists and observations. *In Infant classes this may include:*

- Infant checklists and profiles
- *School devised screening tests*
- Teacher observations and records
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**Page 14:**

The results of the diagnostic assessment will be recorded in the IPLP for each pupil. This IPLP will also include:

- o Previous test results
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- o Learning and behavioural goals and targets
- o Records of progress
- o *Timetable and location for supplementary teaching*

**Page 14:**

A sample IPLP is included as Appendix 3. Those involved in the planning of the IPLP will usually include the Class Teacher, the Special Education Teacher or Language Teacher, the pupil's parents or carers, relevant non-teaching professionals and other significant personnel who are directly involved with the pupil's education. A copy of each IPLP will be given to the Assistant Principal and to the class teacher. A copy of the IPLP will also be filed in the child's student records. *Information in the IPLP will be treated as highly confidential and sensitive.*

**Page 15:**

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