

SCOIL AN SPIORAID NAOIMH

# Additional Support Policy Support for All

September 2025

Supporting pupils with Additional  
Educational Needs



## **Scoil an Spioraid Naoimh Senior Primary School**

This policy was formulated by the Staff of Scoil an Spioraid Naoimh and is guided by the relevant legislation. The policy is reflective of relevant directives contained in the Education Act (1998), the EPSEN Act (2004), the Learning Support Guidelines (DES, 2000), Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools (DES 2017) and Circular 0013/2017 (DES, 2017), Autism Good Practice Guidance for Schools (July 2023).



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## **Introductory Statement**

Our S.E.N. policy was coordinated and developed by the Principal, Special Education Team and wider Staff. This policy was then reviewed and amended in February 2025 and September, in accordance with Circular No 0013/ 2017 and the Autism Good Practice Guidance document for schools.

## **School Information**

Scoil an Spioraid Naoimh is a mixed Senior Primary School under the patronage of the Bishop of Meath.

We endeavour to create a positive and inclusive atmosphere that respects all children, regardless of their religious, ethnic, social, cultural background or special educational needs.

The following policies & procedures support this SEN Policy in Scoil an Spioraid Naoimh;

English as an Additional Language (E.A.L.) policy 2023

Integration & Inclusion Policy

Autism Class Code of Behaviour

Assessment Policy

Class Allocation Policy

Anti-Bullying Policy

Transition from Junior School to S.S.N and Transition to Post - Primary ( Education Passports.

## **Rationale**

The purpose of this policy is to:

- Provide practical guidance to staff, parents and other interested parties about our S.E.N. procedures and practices.
- Outline the framework for addressing additional needs in our school.
- Comply with legislation (Education Act 1998, Equal Status Act, 2000)
- Fulfill DES circular 0013/17 -Circular to the Management Authorities of all Mainstream Primary Schools; Special Education Teaching Allocation, and new 2017 Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools).
- Fulfil DES circular 0054/2022: Exemptions from the Study of Irish.
- Fulfil DES Circular 0010/2013: Purchase of Assistive Technology equipment.

## **Aims of the Policy**

This policy aims to outline our procedures and practices of how we:

- Identify additional needs that our pupils may have
- Allocate resources to effectively meet the needs of children with additional needs
- Divide the roles and responsibilities among our school community in order to meet the needs of pupils with additional needs
- Track, monitor, review and report on the progress of children with additional needs
- Communicate and collaborate with the SET team, principal, staff , parents/guardians and outside agencies

- Enables pupils to monitor their own learning and become independent learners within their own ability in an inclusive environment

## **Roles and Responsibilities**

A key role of successful intervention is a high level of consultation and collaboration with all the relevant partners in education.

Each partner assumes their responsibility in relation to implementation and review of all Student Support Files.

### **Board of Management:**

The B.O.M. oversees the development, implementation and review of school policy on S.E.N. They ensure where possible that adequate classroom accommodation and effective teaching resources are provided for the SET team, provide a secure facility for storage space for files pertaining to pupils with S.E.N. and provide a budget for ongoing C.P.D. for all staff.

### **Principal:**

The new allocation model states the principal's leadership role is central and includes the following;

The school principal should

- Assumes overall responsibility for the implementation of all policies including Special Education in co-operation with the Board, Teachers, Parents and Children.
- Encourage and promote good practices, protocols and procedures in relation to the full implementation of the Special Education Policy
- Assign staff strategically to teaching roles, including special education roles.
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs,
- 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 and liaise with the SENCO (Special Education Needs Coordinator).
- Oversee whole school policy development and approaches to assessment and various programmes within Special Education.
- Inform staff about external agencies and provide information on continuing professional development in the area of S.E.N.
- Liaise with the NEPS psychologist, the SET team and class teachers to prioritise children for psychological assessments (NEPS) or SCPA (The Scheme for the Commissioning of Psychological **Assessments**) .

## **S.E.N. Co-ordinator:**

SEN co-ordinator (SENCO) should:

- Ensure that the Continuum of Support is being followed
- Communicate with the principal in relation to SEN matters on an on-going basis.
- Liaise with external agencies about the provision for pupils with additional needs.
- Liaise with the NEPS psychologist, the SET team and class teachers to prioritise children for psychological assessments (NEPS).
- Liaise with the S.E.T. team to identify, support and monitor children with additional needs.
- Coordinate regular S.E.T. team planning meetings to ensure effective communication and support for children with additional needs.
- Collaborate with the SET team in creating timetables.
- Coordinate the screening of pupils for additional support, using the results of standardised tests.
- Select children for external diagnostic assessment, where parental permission has been sought and granted.
- Maintain and update lists of pupils who are receiving additional support.(AEN Overview)
- Oversee the transition programme with the 3rd/6th class S.E.T. for children with S.E.N. to assist in the smooth transition from primary to post-primary schools and from the Junior school to our Senior school.
- Purchase of relevant resources and promoting various CPD and information regarding programmes.
- Keep record/minutes of formal meetings & decision outcomes.
- Ensure Assistive Technology applications are posted and completed properly.
- Meet the Deadlines set by NCSE.

## **S.E.N. Class Coordinators (SENCC)**

The SENCOs in collaboration with the principal review the model of support in line with the allocation of personnel and resources as per NCSE Special Education Policy 02/05.

In S.S.N. S.E.N. Class Co-ordinators will be assigned from the S.E.T team to each class level depending on staffing numbers. The role of the SET Team is to support the priority needs that have been identified based on Class and Standardised Assessments and teacher observations. In S.S.N. we provide early intervention and provide 3rd class with additional support when they transition to S.S.N. from S.O.N where possible. Our pupils with English as an Additional Language (E.A.L.) are supported by our E.A.L teacher, a part time SNA (0.5 hours) and our SET team where necessary.

They SEN Class coordinators will

- Regularly meet and collaborate with class teachers to discuss the needs of the pupils in their class as per S.E.T. timetables.
- Advise and support the class teacher on possible interventions and external services or completing a Classroom Support file.
- Support the class teacher in creating a Student Support File once additional support is identified as needed and ensure these files are updated regularly especially at review Meetings (September and February)

- Support the class teacher in implementing various strategies and programmes for pupils and finding suitable resources
- Where requested by the class teacher, meet parents or provide a call to discuss moving a child from different levels of support on the Continuum or when referring to an outside agency.
- Communicate with the SENCO and the SET team regarding any concerns raised by class teachers at SET team planning meetings.
- Update and maintain class S.E.N. records and test results with the class teachers.
- Liaise with external agencies about the provision for pupils with additional needs

Our E.A.L Coordinator will provide similar support to those children as identified above and will

- Complete relevant assessment pertaining to E.A.L (PKAF)

#### Autism Class Teachers

- Communicate with Parents regularly with regard to their child's Student Support Files / Individual Behaviour Plans & Intimate Care Plans including Medical Needs.
- Communication via class dojo regarding progress and activities being completed in the classroom.
- Ensure all Support Files are updated to reflect targets
- Ensure log of actions are updated with all relevant communications with parents/outside agencies. (Important Dojo communications are copied onto the log of actions)
- Communicate with the Principal with regard to specific needs of pupils in order to ascertain what extra supports/resources/training may be necessary
- Liaise, communicate and guide the SNA team with regard to their roles and responsibilities
- Debrief with the SNA team on a daily basis informally and with a formal scheduled debrief meeting once a term. ORLA TO CHECK WITH SNAS /SNA RECORDING IN THEIR DIARY??? BEFORE BREAKS TWICE TERMLY 8.30PM
- Keep record/minutes of these formal meetings & decision outcomes.
- Utilise the Autism Good Guide practice guidelines
- Complete relevant paperwork for various assessments and A.T applications prior to SENCO input.

#### 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 They should

- Implement teaching programmes which optimise the learning of all pupils,
- Create a positive learning environment within the classroom.
- Differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class.
- Administer standardised tests in literacy and numeracy, following the school's guidelines.
- Communicate with parents regarding any concerns about their child and update them regarding their progress.
- Update Communications with parents in Student Support Files Log of Actions

- Gather information and assess children presenting with needs in conjunction with their S.E.N. Class Coordinator to inform teaching and learning using the Continuum of Support.
- Open a Student Support File with SENCC once additional needs have been identified and require classroom support.
- Develop classroom support plans for children in receipt of Classroom Support.
- Meet with Special Education Teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support Plus
- Collaborate with Special Education Teachers in completing School Support Plans as per the Continuum of Support.
- 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.
- Maintain assessment folders for each pupil in their class including S.E.N. pupils.

Class Teachers are responsible for differentiation within the classroom including catering for the needs of those who are exceptionally able. The pupils who meet the criteria for exceptionally able (IQ of 130 +) will receive additional/supplementary work if deemed necessary by the Class Teacher and/or parents.

### **Special Needs Assistants:**

The duties of the SNA are carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the class teachers, the SNA will meet the care needs of the S.E.N. pupils. (Circular 30/2014).

The SNA should

- support the medical and physical care needs of the pupils
- 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 meetings with relevant professionals, parents, class teacher, when necessary
- support the safety of the S.E.N. pupils in the schoolyard, and be present for the duration of the yard breaks along with the teachers on duty
- support pupils with integration when possible
- input into Continuum of Support files

### **Parents/Guardians:**

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

### **Parents/Guardians should:**

- Share any information, reports or possible pending assessments, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage. **You may opt out of support** When consent is given for support, a support checklist and School Support plan is completed with the SET initially.

- Support the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning.
- Support the school in implementing our Code of Behaviour Policy and that in the Autism classes.
- 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.
- Complete relevant paperwork for external agencies in conjunction with the Teacher/SET.
- Inform the post-primary school of their child's needs, at the transition stage.
- Respond to emails or calls from the school
- Foster positive attitudes about school and learning in the child

### **Pupils:**

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

- Be given the opportunity to contribute to the setting/review of their targets.
- Become familiar with the targets that have been set for them.
- Take responsibility for their own learning

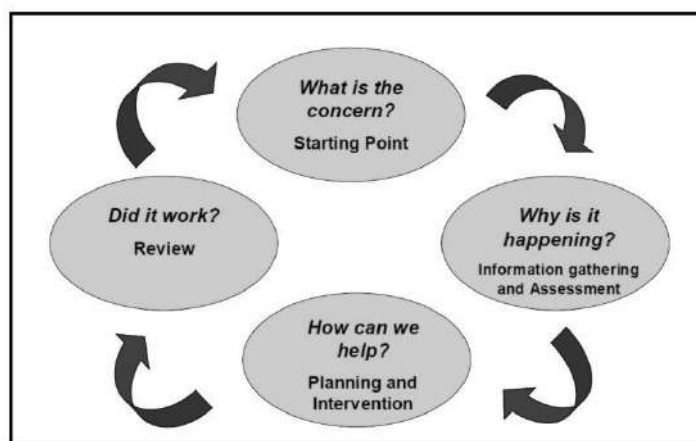
## **Identifying Pupils with Additional Needs**

### **Continuum of Support**

We use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us to implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

This problem-solving process is illustrated as follows:



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.

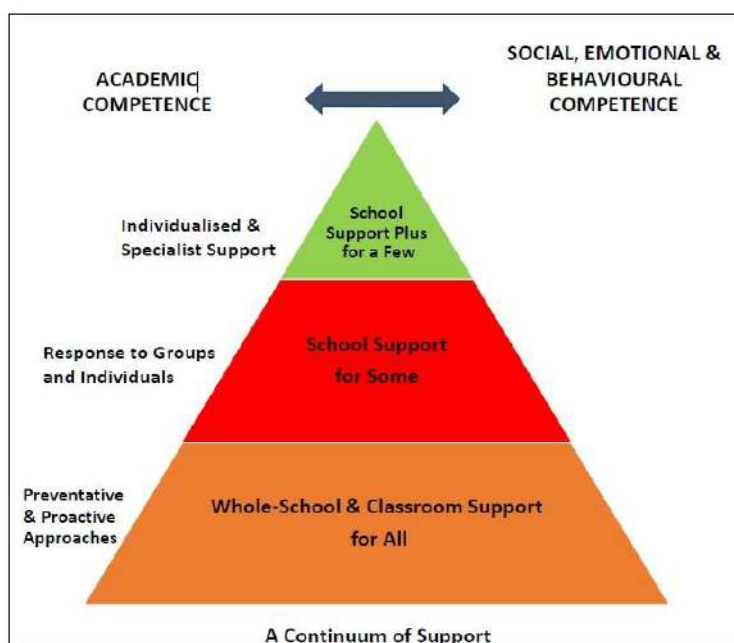
**The Continuum of Support suggests the following levels of support:**

### **STAGE 1 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, Class Coordinator 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.

### **STAGE 2 SCHOOL SUPPORT**

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 involve the Education (SET Team) in solving this point involves systematic information development monitoring Support Plan.



### **STAGE 3 SUPPORT**

If a pupil's educational needs are **severe**

**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. Classroom support and school support will continue to be an important element of his/her individual education plan.

needs to Special Teacher Team the problem-process at and it more gathering of and the and of a School

**SCHOOL PLUS** special needs are **and/or**

The flow diagrams below outline how we gather information to identify needs and support children with additional needs. A more comprehensive explanation of each stage can be in the Continuum of Support – Guidelines for teachers

[https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps\\_special\\_needs\\_guidelines.pdf](https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf)

\* adapted from NEPS Continuum of Support. For more detailed steps see page 12 - 15 of the continuum of support - Guidelines for teachers adapted from NEPS Continuum of Support. For more detailed steps see page 22 - 25 of the continuum of support - Guidelines for teachers

## **Information Gathering and Assessment**

### **(See Assessment Policy 2023)**

In order to identify pupils who may require supplementary teaching, screening; including standardised testing, is carried out in all classes annually and further diagnostic testing may need to take place in collaboration with the S.E.T. team if appropriate. The information gathered from these formal assessments, teachers' observations in addition to information gathered from parents is then used to inform decisions for support and pupil's support plans.

#### **Assessment and Screening Tests:**

In our school we administer various assessments appropriate to the needs of the pupils. Some assessments/screeners that may be used are as follows:

- 3rd class: Observation, Checklists, Drumcondra Maths Test 2 (September), LETRS Spelling Screener or other Spelling Assessment (September), Phonics assessment (September), Reading Fluency & Accuracy Test, CAT 4 (November) Drumcondra Maths Test 3 (May), Drumcondra Reading 3, (May)
- 4th class: Observation, Checklists, Words their Way Spelling Screen(September), Drumcondra Tests for English and Maths (May) , Reading Fluency & Accuracy Assessments
- 5th class: Observation, Checklists, Drumcondra Tests for English and Maths, (May) (November) LETRS Spelling Screener(September).
- 6th class: Observation, Checklists, Words their Way Spelling Screen or other Spelling Test (September) Drumcondra Tests for English and Maths -May, Reading Fluency & Accuracy Assessments (September)
- E.A.L Pupils complete PSAK (Primary School Assessment Kit).
- **Autism Classes:**
- **For children who are cognitively able they will complete Standardised Testing in line with the mainstream classes.**
- **Assessment from the Autism good guidance practice will be used to establish some baselines for pupils.**
- **Other assessments carried out include Checklists, Graded Word Spelling Test or other Spelling Test (September) such as Letrs Phonics Screener, Reading Fluency & Accuracy Assessments and assessments to support various programmes such as UFLI, reading eggs.**
- **Observations of pupils targets are often recorded by the team**
- **Non verbal assessments will take place for various pupils**
- **Self Assessment is promoted throughout the school and this is often through the use of coloured smiley faces and Digital Technology**

In addition to this all classes participate in Assessment Week (Term 1 & 2) and the tests administered are based on the needs identified or chosen by year groups. Collaboration takes place at year groups for the administration and correction of such tests.

The introduction and implementation of a whole school approach to Assessment with the introduction of an Assessment Week began in 2022-2023. The success criteria is for early identification and intervention. The SET team has specific roles and duties in supporting class teachers during this week.

As a school, we may also carry out the WRAT 5 with children who show significant discrepancies between results of Drumcondra and NNRIT/CAT 4 Tests. Various assessments including Reading and Maths Assessments may take place from time to time. (BURT/MALT)

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.

We request consent from all parents for team teaching, specific boosts or support with a topic should their child warrant it

## Transitions:

SENCCS and the Third Class Team meet with the relevant teams in June where pertinent information is shared and collated so that we have a good knowledge of our incoming pupils in September, particularly pupils with SEN Profiles.

The SSN Autism Team completes a full handover and transition programme for all incoming enrollments.

As part of our transition programme, SSN facilitates visits to our school for all incoming enrolments.

All 6th class pupils to include pupils in the autism class who are transitioning to post primary school are facilitated to participate in a transition programme. The school, along with the parent and child complete an Education Passport for handover to the post primary school.

There is an opportunity provided for the SENCOs and SET Team from local post primary schools to meet with the relevant teams in SSN for a face to face handover.

## Intervention Strategies

Strategies to support learning difficulties include:

- Promoting Professional Development on the SET team.
- The development of agreed approaches to the teaching of Literacy and Numeracy in order to ensure progression and continuity from class to class.
- Provision of additional support in language development and any relevant literacy and mathematical skills to pupils who need it.
- Provision of support for Social and Emotional Wellbeing of pupils.

- Whole School approach towards Wellbeing (Weaving Wellbeing programme)
- Smart Moves (ISPC) Transition programme for 6th Class pupils.
- Promotion of movement breaks for all classes and some smaller groups.
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of pupils.
- Support fine and gross motor skills using various programmes and the use of programmes such as Smart Moves, Move Well , Move Often.
- Adapting NCSE Autism Good Practice Guideline for Schools.
- Low Arousal Approach (refer to Autism Code of Behaviour)
- Close collaboration and consultation between the Teachers and the SET team.
- Promotion of literacy e.g. UFLI in 3rd, Building Bridges, Print-rich environment, DEAR, DEAW (Drop Everything and Read/Write), Literacy Stations, Graded Reading Schemes - PM Readers, Big Cats
- Promotion of Numeracy e.g. Times Tables Rockstars, Maths Eyes, Hands-on approach
  - On going investment in numeracy and literacy material and resources
- Parental involvement in promoting literacy and numeracy e.g. Homework Policy Guidelines for Parents.
- Differentiation - adapting the learning environment.
- In-class support from the SET team.
- Team Teaching/Station Teaching/Guided Reading Groups
- Withdrawal of individuals/groups
- Programmes such as Toe by Toe, Power of Two etc
- Use of Technology for Spell check, speech to text, programmes such as TTRS (Numeracy & Literacy), Reading Eggs, Maths Seeds and other

## Meeting the Needs and Allocating Resources

Once pupils' needs have been identified, Special Education Teachers (SETs) are deployed to address these needs as required. We deploy SETs in a variety of ways in order to effectively meet pupils' needs. We aim to strike a balance between in-class support, team teaching, group and individual support while ensuring that the needs of children with additional needs are met.

Importantly, the level and type of support reflect the specific targets of individual pupils as set out in their support plans and are informed by careful monitoring and review of progress. In this way, following a period of intervention, some pupils may no longer require additional teaching support; some may require the same level, while others may require more intensive support.

In planning the allocation of additional teaching supports, the overriding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with **the highest level of need should have access to the greatest level of support**. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, one to one teaching, team-teaching and small group teaching. In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development, gross and fine motor skills, organisation and application to learning. The SEN Teacher meets class teachers regularly to discuss/ review children's needs. Review meetings are held in September and February of each school year. Review meetings for pupils in the Autism class with take place in October and March.

In S.S.N. we cater for pupils with blocks of intervention which is normally 6-8 weeks where focused/targeted support takes place. This is reviewed at intervals throughout the school year. Pupils may revert back to classroom support where support is given within the class context.

## SELECTION PROCESS FOR ALLOCATING ADDITIONAL TEACHING SUPPORT

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                          |                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>Stage 3<br/>School<br/>Support<br/>Plus</b></p> | <p>1. Children with identified complex needs by an external professional such as a</p> <ul style="list-style-type: none"> <li>● Physical Disability</li> <li>● Hearing Impairment</li> <li>● Visual Impairment</li> <li>● Emotional Disturbance</li> <li>● Moderate General Learning Disability</li> <li>● Severe/Profound General Learning Disability</li> <li>● Autistic Spectrum Disorder</li> <li>● Assessed Syndrome</li> <li>● Specific Speech and Language Disorder/Impairment</li> </ul> | <p style="text-align: center;"><b>Individual<br/>Education Plans</b></p> | <p><b>Type of Support</b><br/>In-Class Support<br/>Team-Teaching<br/>Group Withdrawal<br/>Individual<br/>Withdrawal</p> <p><b>Personnel</b><br/>SET teacher<br/>Class Teacher<br/>Outside Agencies</p> |
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|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Stage 2<br/>School<br/>Support</b></p> | <ol style="list-style-type: none"> <li>2. Children whom English is an additional language newly arrived in Ireland in 3<sup>rd</sup> – 6<sup>th</sup> (E.A.L Timetable)</li> <li>3. Children on or under the 12<sup>th</sup> Percentile in Literacy Standardised Tests</li> <li>4. Children with an identified need assessed by external professionals who are not on or below the 12th percentile in Literacy such as <ol style="list-style-type: none"> <li>1. Borderline Mild General Learning Disability</li> <li>2. Mild General Learning Disability</li> <li>3. Specific Learning Disability e.g. Dyslexia - will receive blocks of intervention and may transition from school support to classroom support at various stages throughout the year.</li> <li>4. Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder</li> </ol> </li> <li>5. Children on or under the 12th Percentile in Drumcondra Maths Tests</li> <li>6. Children with an identified need by external professionals who are not on or below the 12th percentile in Numeracy <ol style="list-style-type: none"> <li>1. Borderline Mild General Learning Disability</li> <li>2. Mild General Learning Disability</li> <li>3. Specific Learning Disability e.g. Dyscalculia</li> <li>4. Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder</li> </ol> </li> <li>7. Children who have not made adequate progress after interventions at Stage 1</li> <li>8. Children in 3<sup>rd</sup> – 6<sup>th</sup> who have not made adequate progress after EAL interventions</li> </ol> | <p><b>Group or<br/>Individual<br/>Profile and<br/>Learning<br/>Programme</b></p> | <p><b>Type of Support</b><br/>In-Class Support<br/>Team-Teaching<br/>Group Withdrawal<br/>Individual<br/>Withdrawal</p> <p><b>Personnel</b><br/>SET teacher<br/>Class Teacher</p> |
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## Timetabling

When drawing up timetables it is important to remember that:

- Timetables should be continually reviewed.
- Collaboration with the Class Teacher to ensure pupils do not miss the same subjects regularly.
- Interruptions to classes/classrooms should be kept to a minimum.
- SET timetables have been organised so that Friday afternoon is a designated collaboration time with class teachers, SET team and SENCOs/Principal.
- In Term 3 6th class pupils who have received SET will complete transition programmes and will be supported in becoming more independent within their classroom environment where possible.
- Review weeks will take place in September and February where possible, parents of pupils on School Support Plus in 3rd class will be invited to a face to face meeting in September or a meeting via telephone, however those on School Support will receive a call for reviews. Parents of pupils in the Autism classes will be invited to face to face meetings and these meetings will be during the day and SET , Principal and the team will coordinate timetables.
- SNA's will be encouraged to give their input into the Support files and may be part of meetings also.

## Tracking, recording and reviewing progress

Provision for pupils with special educational needs is enhanced through 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 an integrated and collaborative problem-solving process.

### 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. All support files include:

- Cover sheet with pupil's details
- A log of actions
- Record of support received
- Standardised/ Diagnostic test scores
- Support plans
- Checklists (Where appropriate).

A class teacher should open a Classroom Support File once a child is placed on Stage 1 –Classroom Support on the continuum. This file is stored digitally on Databiz and the file is sent home to parents for signature via Databiz.

Reviews are completed in September and February for pupils from 3rd - 6th classes. Reviews are completed in the Autism Classes later than September, usually October, November. School Support Plans are reviewed by phone call and School Support Plus Plans are reviewed by either phone call or at a face to face meeting. It is the responsibility of the class teacher and the allocated SET to access and update the information in the Student Support File. Teachers update the log of actions to reflect communications from parents and outside agencies.

## **SEN Records**

### **Individual SEN**

All pupils' SEN files are centrally stored in filing cabinets in the SENCO's storeroom beside her room. It is the responsibility of SETs to update and manage the files of the children on school support and school support plus. Student Support Files are a working document, access to amend and view is online. Access to these files are by the relevant teachers working with these pupils.

### **Whole Class SEN files**

The Class Teacher stores a record of all standardised testing in their folder which is stored in their locked sliderobe in their classroom and the SET/Autism teacher stores a copy of these results in their folder in their filing cabinet.

### **Collaboration between SET Team/Principal/Class Teachers**

In S.S.N., we strive to ensure effective integration and inclusion where there is a coordinated approach between the Autism team leader and the SET/E.A.L. team. Integration allows for children from the Autism class to attend mainstream classes for cross curricular activities and various subject areas. Reverse integration allows pupils from mainstream classes access/engage in social and emotional, communication and other relevant areas. Timetables for integration/reverse integration is discussed with the Autism teachers and the class teachers and is usually started following a settling in period in September.

## **Irish Exemptions**

Our school implement and follow circular 0054/22 and 0055/22 in relation to Irish exemptions. As a senior school all children participate in Gaeilge lessons. Pupils in our Autism classes participate in Gaeilge Neamhfhoirmiúil . Should a parent apply for an exemption as recommended by professionals or service reports, these applications will be considered in line with the circulars mentioned above. All children in the mainstream classes will participate in Gaeilge lessons and taking into account access to a differentiated approach to language or additional support. In 5th/6th class pupils will continue to engage in the oral part of the Gaeilge lesson and during written work, written activities will be differentiated unless another meaningful activity is provided.

Parents should visit [gov.ie](https://www.gov.ie) to view the Exemptions from the Study of Irish FAQ's. It is important parents make themselves aware of the implication and Irish exemption may have on their child.

## **A.T Applications**

Applications for Assistive Technology will be made using the NCSE application form and these forms will be sent to the SENO for consideration. A decision outcome is returned to the school from the SENO and should an application be successful the Department will receive the decision outcome from the SENO. Once confirmation is received from the Department A.T will be ordered and then a refund will be applied for. Please refer to the Policy regarding the use of A.T

## **Well-Being**

Our school believes that the children's well-being is paramount to their ability to reach their full potential. The school ethos promotes a holistic approach to education, recognising that each child is a precious individual and needs support to enable them to develop academically, physically, socially, emotionally and spiritually while in our care. The student voice is represented on the Student Council. The school promotes a positive and safe environment where valuing and respecting each individual is core.

In addition to this we provide the following:

Weaving Well-Being Programme 3<sup>rd</sup> – 6<sup>th</sup>  
Friends for Life (for relevant groups).  
Social Skills/Friendship Groups  
Yard Buddies, Yard Activities, Buddy Bench.

Nurture Groups – supporting children with anxiety, trauma, bereavement, depression, difficult family/social circumstances. (as needs arise).

The introduction of a Nurture room and a full time Nurture Teacher is a positive approach and intervention strategy we are implementing in Scoil an Spioraid Naoimh.

This enhances the well-being of pupils, promotes inclusion and integration and further develops resilience.

## Autism Classes

The SENO will advise in relation to suitable placements. The Admissions policy is also reviewed annually. Children enrolled in these classes have met DES Criteria for a placement in an Autism class in a mainstream school setting. The ratio in the Autism classes is 6: 1 with two SNAs in each class. In exceptional circumstances an additional SNA may be sanctioned by the SENO to support children with complex needs. An exceptional review was carried out in November 2023 and the school was sanctioned 1 additional full time SNAs above SERC.

As part of the transition programmes , New parents will get the opportunity to meet the teachers face to face in September. This includes parents of incoming 3rd class children with medical needs.. The SET team/Principal will facilitate these meetings in order to allow Class Teachers to meet these parents. Parents will be provided with **Social stories/video to support the transition in advance of September.**

Open and clear Communication is key to ensuring positive home school relations. We organise meetings in September for all parents, Parent Teacher Meetings in November and February review meetings. Regular communication takes place through the use of a Communication Log/Class dojo/email or phone call.

## Manual Handling

Staff members face many physical demands particularly in relation lifting when working with children with special needs or disabilities. Children with additional needs can sometimes have complex care

needs that require the application of proper manual handling techniques. These lifting and handling techniques have to be implemented in ways that ensure the safety of the child and the staff member.

The Special Education Team completed Manual Handling Training with Guardian safety in March 2022 and this training is certified up to 22nd March 2026.

## **Health and Safety Issues**

Every staff member and pupil is entitled to a safe, secure environment and to be treated with due respect. The Board of Management endeavours to ensure the safety of each pupil with additional needs and all Staff.

When a place is offered to a child with SEN, every effort will be made to ensure that the support to which the child is entitled to is in place as soon as possible. Staff members will be informed of any potential risks and, where necessary, individual plans will be drawn up and implemented. Professional development will be provided by the Board of Management to mitigate potential risks.

## **Supervision of Pupils/Child Protection - refer to updated risk assessment and Child Safeguarding Statement September 2025.**

- Where pupils receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both themselves and the pupil are visible through the glass panel in the door.
- Where there is no glass panel, the door of the room should remain open.
- Where pupils are withdrawn for support, the SET teacher will collect and return the pupil to their classrooms at the beginning of a school year and if required for a longer period of time, however we promote independence and encourage pupils to return to their base class themselves. SET may call the teacher requesting pupils come to the SET room for their support.
- Where a child has access to an SNA, they may withdraw the child from the class under guided support from the Class teacher.
- Personal Pupil Plan PPP/Additional Care Needs ACN plans are in place for children with care needs and those with access to an SNA. This plan forms part of their School Support Plan.
- The medical brief is always administered by two designated adults.
- In the Autism classes there must be one teacher available at all times to support the pupils and the SNA.

## **Ratification and Communication**

This revised policy was ratified by the Board of Management in .....

## **Implementation and Review**

This policy will be implemented from ..... It will be reviewed in October 2025 by the Special Education Team and all staff at Scoil an Spioriad Naoimh.

Signed: \_\_\_\_\_ (Chairperson)      Date: \_\_\_\_\_





# Role of Special Educational Needs Co-ordinator (SENCo)

SENCO - Acting Deputy Principal Orla Garry

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Sharing and scheduling SET/ASD team meetings</p> <p>Setting agenda for SET/ASD team meetings</p> <p>Presenting SET/ASD feedback and updates to staff at Staff meetings</p> <p>Setting of SET/ASD calendar for each academic year - ensuring all key NCSE deadlines are met including completion of SSP,SSPP , review meetings, testing, Cuntas Míosúil</p> <p>Prioritising areas of SET/ASD to be developed or reviewed for each/various term/s.</p> <p>Promotion of CPD for SET/ASD team</p> <p>Design and implementation of new Cúntas míosúil template with the SET team.</p> <p>Irish exemptions in Mainstream</p> <p>Assistive Technology applications and resources in Mainstream</p> <p>Supporting 6th Class SET and team with Post primary transition - liaising with Post Primary colleagues to ensure transfer of information, education passports, liaising with 6th Class SET re NEPS assessments, consultations, placements, Irish Exemptions, Assistive Technology, SSPPs &amp; IBPs.</p> <p>Initiate the archiving of 6th class files</p> <p>Place all orders for Assistive Technology with ICT service provider</p> |
| <p>Coordinating with the principal SNA timetables</p> <p>Promotion of CPD for the SNA team</p> <p>Coordination with SET team of SET timetables</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Review and update of SEN policy</p> <p>Review and update of whole school Assessment Policy</p> <p>Analysis of assessment data, including analysis of standardised testing results with a view to deployment of resources : SET, SNA access, whole school initiatives - guided reading, station teaching, plans.</p> <p>Standardised testing - setting dates, ordering and distributing materials, collecting and storing of materials, coordinating the fair and transparent administration of tests. (Orla is responsible for CAT/NNRIT/New Phonics and Niamh will be responsible for the Drumcondra tests.</p> <p>Integration policy - into mainstream,reverse integration, access to ASD classes for specific groups/activities</p>                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Liaising with outside agencies in relation to whole school issues - NEPS initial meeting, SENO for allocation of resources.</p> <p>Mainstream (Orla) and Special Classes (Niamh)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>NCSE Key dates Calendar - inform the SET Team of the key dates.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>SENCO Meeting: fortnightly &amp; on Fridays.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Mentor and support new members to the SET/ASD team</p> <p>Promote the INTO Introduction to Special Education online training.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## **Principal Responsibilities:**

Liaising with SON re dates for a transition programme to include:

- Transfer of Pupil information (commences in Term 2, completed enrolment forms, set up a waiting list on the Admin system)
- School Secretary opens individual folders for each new 2nd class to include a spreadsheet with the medical and SEN pupil information.
- Coordination of dates for end of year handover between 2nd class Team & 3rd class Team.
- Coordinate visits of 2nd classes to meet Teachers in 3rd class (June).
- Coordinate visits of pupils with complex needs to meet SET Teacher 3rd class
- Set up a visit for the Autism Team S.S.N. to observe the pupils transitioning from the Autism classes in SON.
- Coordinate meetings with Parents and Team in Autism classes.
- Principal SON & Principal SSN meet to discuss sensitive information pertaining to pupils in 2nd classes & the Autism classes.(June)
- Schedule an Information evening for the new Parents.

## **Links with SENCO:.**

- Meet with NEPS in September.
- Meet with SENCOs to discuss the Model of Support for the year.
- Oversee payment for AT and provide receipts for refund claims from DES

From the 2012/13 school year onwards, the General Allocation Model was expanded to also include a general provision for English as an Additional Language (EAL) Support as set out in DES Circular 007/2012. Schools with high concentrations of pupils requiring EAL support also received additional teaching allocations to make provision for such concentrated needs and this provision will remain in place. General Allocation Model/EAL allocations were, since the 2012/13 school year, subsequently updated annually for schools each year as part of the staffing arrangements for primary schools for each school year. The new allocation model will provide allocations based on the profiled needs of each school, which will replace the existing system of a GAM/EAL allocation for schools along with NCSE allocated Low Incidence allocations, where relevant. This Circular therefore replaces DES Circulars SP Ed 02/05, 08/99, 24/03, and 08/02. It also replaces Circulars 30/2011 which made further adjustments to the scheme and DES Circular 07/2012, which introduced revised arrangements of the General

### **Current Practices within the school**

**Station Teaching/Team Teaching - Blocks of intervention is provided to all year levels and Additional Special Education hours support this. Year groups identify areas needing support and the C.T/SET and additional person complete this for a period of 5-6 weeks.**

**4th class group presented with the greatest level of needs and are therefore being supported by 2 SET teachers for Term 2. This will be reviewed following this period.**

**Support is given to the Autism Classes and came in the form of Social and Emotional programmes in Term 1.**

**Nurture room**

**Move and Groove Room**