



Special Education Needs Policy Corpus Christi Primary School

Guiding Principles:

- All our children have a right to an education, which is appropriate to them as individuals. We want all our children to feel that they are a valued part of our school community.
- The resources provided to support pupils with special educational needs, will be used to facilitate the development of a truly inclusive school.
- Supports provided to pupils with special educational needs, will be based on identified needs and be informed by regular reviews of progress (in consultation with parents and pupils), as outlined in the Continuum of Support Guidelines.
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs.
- Pupils with the greatest levels of need will have access to the greatest level of support, and whenever possible, these pupils will be supported by teachers with relevant expertise, who can provide continuity of support.

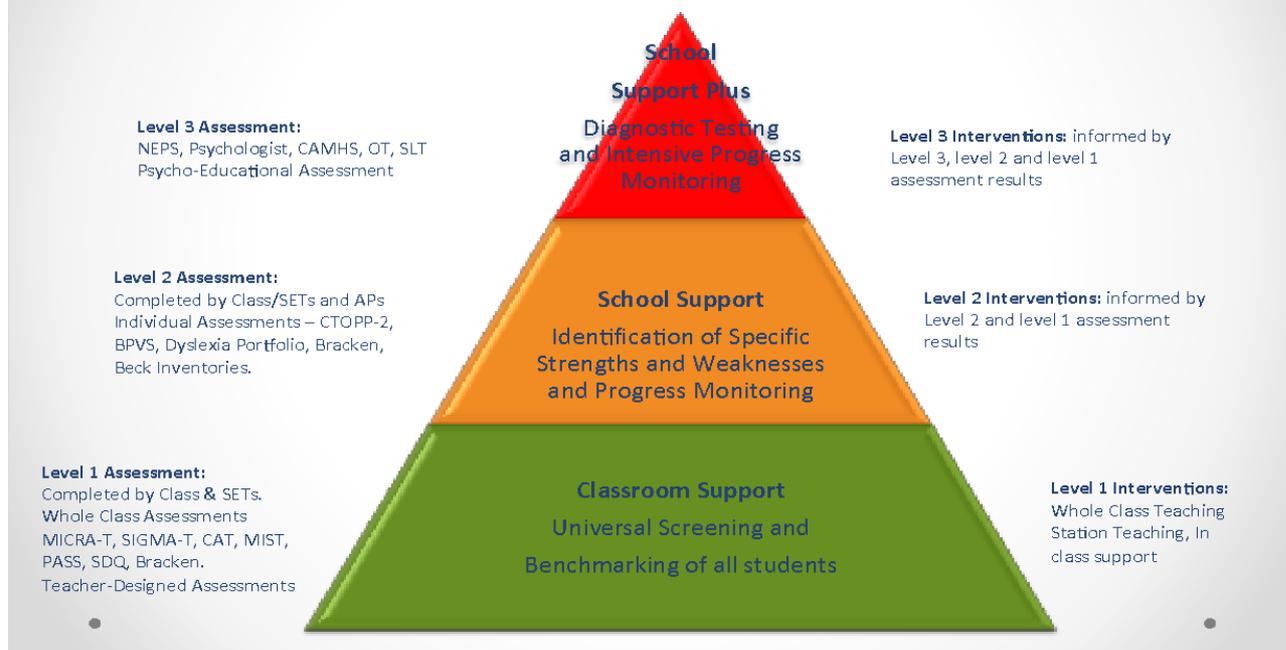
As far as possible, therefore, it is our aim to minimise the difficulties that children may experience.

Inclusion:

We are fully committed to the principle of inclusion and the good practice, which makes inclusion possible. Our policy as set out in this document, aims to enable children with SEN, traveller children, gifted children and children whose first language is not English, to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying activities, or by providing support that will help the child to participate in them.

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. In order to do this, Corpus Christi Primary School will use the 'Continuum of Support Process,' as outlined in the table below, to identify educational needs. Identification of educational needs is central to setting suitable learning challenges for our SEN pupils. Using the continuum of support framework, our school will identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

Corpus Christi Primary School



Identification of Educational Needs through the Continuum of Support Process	
<p>Classroom Support</p> <p>Class Teaching Station Teaching In class Interventions</p>	<p>At this level in Corpus Christi Primary School, class teachers and SETs are involved. The class teacher and SETs consider how to differentiate the learning programme effectively, to accommodate the needs of all pupils in the class.</p> <p>Classroom support is developed and/or adjusted over time, to accommodate the learning needs of all pupils. This is informed by:</p> <ul style="list-style-type: none"> • Parental consultation. • Teacher observation. • Teacher-designed measures/assessments. • In class support notes and reflections. • Checklists. • Pupil consultation. • Literacy and numeracy tests. • Screening tests.

	<p>A classroom support plan runs for an agreed period of time and is subject to review.</p>
<p>School Support</p> <p>Small group intervention Individual Support</p>	<p>Pupils at this level have been identified as needing additional support, other than that provided through in class interventions.</p> <p>A pupil support plan is developed and/or adjusted over time, for these pupils.</p> <p>At this level, a support plan is devised and informed by:</p> <ul style="list-style-type: none"> ● Teacher observation records. ● Teacher-designed measures/assessments. ● Parent and pupil interviews. ● Learning environment checklist. ● Formal observation of behaviour. ● Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties. ● In class support notes and reflections. ● Diagnostic Assessments in literacy/numeracy. <p>A pupil support plan at this level, may detail suitable teaching approaches, including team-teaching, small groups, or individual tuition.</p> <p>A school support plan operates for an agreed period of time and is subject to review.</p>
<p>School Support Plus</p> <p>Small group intervention Individual Support</p>	<p>Pupils at this level have been identified as needing a professional assessment.</p> <p>This level of support required is informed by a detailed, systematic approach to information gathering and assessment, using a broad range of formal and informal assessment tools, reports from outside professionals and may include:</p>

	<ul style="list-style-type: none"> ● Teacher observation and teacher-designed measures. ● Parent and pupil interviews. ● In class support notes and reflections. ● Functional assessment. ● Results of standardised testing, such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc. <p>Data generated from this process, is used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A school support plus plan at this level (IEP), will be informed using professional reports and is likely to be more detailed and individualised, and to include longer term planning and consultation.</p>
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Meeting Children’s Diverse Learning Needs

We take into account the different backgrounds, experiences, interests and strengths that influence the way in which children learn, when we plan our approaches to teaching and learning. In planning our support, the ‘Planning Template’ outlining the 6 point action plan below, will be utilised.

Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs (Primary Guidelines, P19-20)

Action 1: Identification of pupils with special educational needs	<p>Review existing information on pupils’ needs, using school-based data and any information from parents and external professionals. Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, in class support notes and reflections, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
Action 2: Setting targets	<p>Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support. Ensure that the targets are SMART and are measured regularly.</p>

Action 3: Planning teaching methods and approaches	Identify the level and type of intervention required to meet targets for each pupil on the continuum of support. Schools should consider methodologies best suited to promoting meaningful inclusion, such as differentiation, heterogeneous grouping, in class support, team-teaching and small group and individual teaching. They should also be mindful that the interventions and supports that they are using, are evidence-informed.
Action 4: Organising early intervention and prevention programmes	Based on identified needs, choose evidence-informed early intervention/prevention programmes, to address concerns. Identify time needed and staffing commitment required.
Action 5: Organising and deploying special education teaching resources	<p>Cross-reference the needs of pupils at school support and school support plus levels and consider common needs that can be met by grouping, to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place.</p> <p>Be mindful of the requirement that pupils with the greatest level of need, should receive the greatest level of support from teachers with relevant expertise.</p>
Action 6: Tracking, recording and reviewing progress	<p>Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets, is monitored:</p> <ul style="list-style-type: none"> ● At classroom support level by class teachers. ● At the school support and school support plus levels by class teachers and special education teachers.

Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Children

We recognise that a number of children will have particular learning and assessment requirements, that will create barriers to learning, if we do not address them through special arrangements. Our SEN policy envisages a whole school approach, that takes into account the roles of the Board of Management, the principal, deputy principal, HSCL teacher, class teacher, special education teachers, care team and the parents.

In attempting to achieve the above objectives, the BOM, Principal and staff will take all reasonable steps within the limits of the resources available, to fulfil the requirements outlined in this policy document.

Board of Management

The BOM will fulfil its statutory duties towards pupils with special educational needs. It will ensure that the provision required, is an integral part of the school development plan. Members will be knowledgeable about the school's SEN provision – funding, equipment and personnel.

The BoM:

- Oversees the development, implementation and review of school policy on support for children with additional needs.
- Provides adequate class accommodation and teaching resources.
- Provides a secure facility for storage of records.

Principal

The Principal has overall responsibility for the day-to-day management of provision. He/she will work closely with the Deputy Principal and the HSCL teacher and will keep the BOM informed about the working of this policy. It will be the role of the Principal, in collaboration with the Deputy Principal to:

- Develop inclusive whole-school policies and monitor their implementation.
- Assign staff strategically to teaching roles, including special education roles.
- Co-ordinate teachers' work to ensure continuity of provision for all pupils.
- Ensure that whole-school procedures are established, to facilitate the effective involvement of parents, pupils and external professionals/agencies.
- Ensure that effective systems are implemented, to identify pupils' needs and that progress is monitored methodically.
- Selects children for assessment, in consultation with other Care Team members.
- Liaises with SENO regarding all aspects of special education provision.
- Facilitate the continuing professional development of all teachers, in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area.
- Facilitates the storage of confidential information (Psychological Assessment Reports etc.) regarding SEN children and the sharing of information with teachers, psychologists, SNAs, other agencies where appropriate.
- Arrange for exemptions from the study of Irish, for pupils for whom this is recommended by a psychologist (under guidance from the Department of Education and Skills).
- Apply for a special needs assistant, if the child has care needs and for whom this is recommended.
- Apply for specialised equipment, if recommended in the child's report.

Deputy Principal

The Deputy Principal will be responsible for:

- Overseeing the day-to-day operation of the SEN policy.
- Co-ordinating provision for children with special educational needs.
- Organising the timetable for support teaching.
- Liaising with and advising fellow teachers and contributing to in-service training of staff.
- Liaising with and advising SNAs with regard to supporting children with special needs.
- Monitoring and evaluating SEN provision.
- Keeping a list of pupils who are receiving supplementary teaching.
- Facilitating planning for class teachers and support teachers.
- Supporting the implementation of a tracking system at a whole-school level, to monitor the progress of children who avail of additional support.
- Keeping teachers informed about the external assessment services that are available and the procedures to be followed for internal referrals.
- Selecting children for assessment and other supports, in consultation with other Care Team members.

The Role of the HSCL teacher

- Liaising with parents of children with special needs.
- Advising parents on procedures for availing of special needs services.
- Liaising with staff to arrange assessments of children with SEN.
- Liaising with external agencies, to arrange assessments of children with SEN.
- Liaising with external agencies, to arrange support for children with SEN.
- Liaising with parents, with regard to child friendly therapies and additional supports that the children may need.
- Organising initiatives that involve parents supporting their child's numeracy and literacy, such as Maths for Fun, Family Reading Sessions etc.
- Selecting children for assessment, in consultation with other Care Team members.

The Role of the Class Teacher

Effective teaching and learning is critically important for all pupils and especially for those with special educational needs. Meaningful inclusion implies, that all pupils are taught in stimulating and supportive classroom environments, where they are respected and valued. Mainstream class teachers have first-line responsibility for the education of all pupils in their classes. Accordingly, classroom teachers should ensure that they plan their lessons carefully, to address the diverse needs within the classroom. This will include adapting their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interactions with peers, are causes for concern. This may require targeted interventions, to develop relevant adaptive skills related to these needs. All mainstream class teachers will implement teaching approaches and methodologies, that facilitate the meaningful inclusion of pupils with special educational needs. These include:

- Co-operative teaching and learning within mainstream classrooms.
- Collaborative problem-solving activities.
- Heterogeneous group work.

- Differentiation.
- Interventions to promote social and emotional competence.
- Embedding Information and communications technology (ICT) in teaching, learning and assessment.

Every pupil needs to be taught a broad and balanced curriculum, that is appropriate to his/her developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons. This can be achieved by:

- Varying the level, structure, mode of instruction and pace of lessons, to meet individual needs.
- Adapting lessons to take account of pupils' interests.
- Matching tasks to pupils' abilities and needs.
- Adapting and utilising resources, including the use of technology.
- Aspiring towards suitably challenging learning outcomes and assessing accordingly.

Teachers can make lessons accessible to a broad range of pupils, through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching and scaffolded instruction. This may also require environmental adaptations, to promote curricular access. Class teachers facilitate in class support and in consultation with the SETs working in the class, identify the children for referral to the Care Team.

The Role of the Special Education Teacher

Special education teachers should be familiar with a wide range of teaching approaches, methodologies and resources, to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported at classroom level, or through mainstream classroom placement, with additional teaching delivered through in-class or withdrawal support models.

Some pupils with more complex and enduring needs, may require specific methodologies, teaching approaches and/or learning activities. Such interventions, should be based on careful identification of strengths and needs, including multi-disciplinary assessment, when necessary.

The type of support offered, depends on the child's individual needs and takes the form of:

- Curriculum support.
- Life and/or social skills training.
- Physical training/gross motor development.
- Speech training of a non-complex nature/communication and/or language development.

- Behaviour modification programmes.
- Assistance with sensory modulation.
- Development of anger management strategies.
- A combination of some/all of the above.

Special education teachers, in consultation with class teachers, should plan their interventions carefully, to address pupils' priority learning needs and to achieve the targets identified in the relevant continuum of support plan. Short-term planning should reflect the pupil support plan/IEP targets and should break down the development of skills and content, into small incremental steps, to address each pupil's specific needs on a weekly basis. Outcomes for pupils should be routinely assessed, recorded and used to review progress. These outcomes should also be used, to inform the targets for the next phase of intervention. SETs are required to have an IEP for each child, who has a professional assessment recommending specialised additional support. A Pupil Support plan is required for children who do not have an IEP and are withdrawn for additional support. Weekly plans are also expected. SETs delivering Reading Recovery and Maths Recovery will plan and complete notes pertinent to same.

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the special educational needs provision available in the school. Our school will consult with parents, when developing and reviewing policies relating to the education of children with special educational needs. Parents will also be consulted during the development of School Support Plus Plans/IEPs. This helps to ensure that parents understand the school's approaches and better enables them, to support their children in transitioning through the school. Some children have care needs and have access to the support of an SNA. SETs will also consult with SNA during the development of School Support Plus Plans/IEPs for the children with care needs. SETs in consultation with the class teacher, identify the children for referral to the Care Team.

The Role of the Care Team

The purpose of the Care Team is to provide for students who have additional needs. The Care Team formally meets once a week, to oversee the welfare of students within the school. The class teacher in consultation with SETs (or vice versa), will refer a child who is presenting with additional needs to the Care Team, using the Internal Referral Form. The children's needs are discussed at the Care Team Meeting and where possible, depending on the availability of resources and services, support is put in place. The following actions may be considered by the Care Team:

- A psychological assessment.
- Child Friendly Therapy.
- Referral to outside agencies.
- Further in school support.

Parental Involvement

Good parental engagement is a critical factor, in enhancing outcomes for pupils with special educational needs. Parental engagement is enhanced, when parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in regular reviews of progress. The Continuum of Support process and use of the Student Support File and IEPs provide valuable opportunities to engage with parents and to build a collaborative approach to identifying and responding to the needs of pupils with special educational needs. There may also be opportunities for parents, to work collaboratively with the school, through initiatives such as paired reading, maths for fun, family reading sessions etc.

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The Parents/Guardians of the pupils of Corpus Christi Primary School can prepare for and support the work of the school by:

- Supervising, assisting with, showing interest in and signing homework.
- Reading and telling stories to their child/children.
- Listening to and giving encouragement and supportive feedback on oral reading.
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers.
- Signing and returning consent forms to the school, regarding withdrawal for support teaching.
- Talking positively about school and schoolwork.
- Keeping the class teacher informed of any home factors, which may be affecting their child's progress.
- Participating in activities organised by the school, that are designed to increase the involvement of parents in their children's learning.
- Helping children to develop their organisational skills.
- Helping children to look after schoolbooks and other resources, which are on loan to the children for use at home.
- Supporting programmes and initiatives implemented by the school.

Enrolment

The school aims to meet the needs of any child whom the parent wishes to register at the school, as long as a place is available and the admission criteria are fulfilled. The Education For Persons with Disabilities Act 2004, states that 'A child is entitled to attend the school, which is most suited to his or her overall needs'.

Parents are required to notify the school of their child's special needs, in advance of enrolment. The Board of Management will request a copy of the child's medical or psychological report. No child will be refused admission solely on the grounds that she/he has SEN, except where the provision required is incompatible with that available in our school.

Resources

Corpus Christi Primary School is a well-resourced school, which constantly monitors and updates its resources, to meet the needs of the children. If a resource is deemed necessary, every effort is made to purchase that resource, or where appropriate and possible, get it from an outside agency.

Assessment and Provision

In Corpus Christi Primary School, a lot of additional support takes place in class (differentiated curriculum/station teaching/ literacy lift off/ guided reading/lead and support). When a child is identified with additional needs, that cannot be solely met by this in class support, the class teacher and SETs working in that class, discuss the child's needs at their zone-planning meeting. Further interventions are put in place, where the child is withdrawn in a small group for support in a particular area(s), or receives individual intervention. A pupil support plan is put in place at this stage.

The triggers for intervention could be:

- The child makes little or no progress, even when teaching approaches are directed at an identified area of weakness.
- The child shows levels of difficulty in literacy and numeracy skills, that cannot be remediated in class.
- The child shows signs of difficulty in developing literacy and numeracy skills, which result in poor attainment.
- Persistent emotional or behavioural difficulties, which do not respond to behaviour management techniques used by the school.
- Has sensory or physical difficulties.
- Has communication and/ or relationship difficulties.

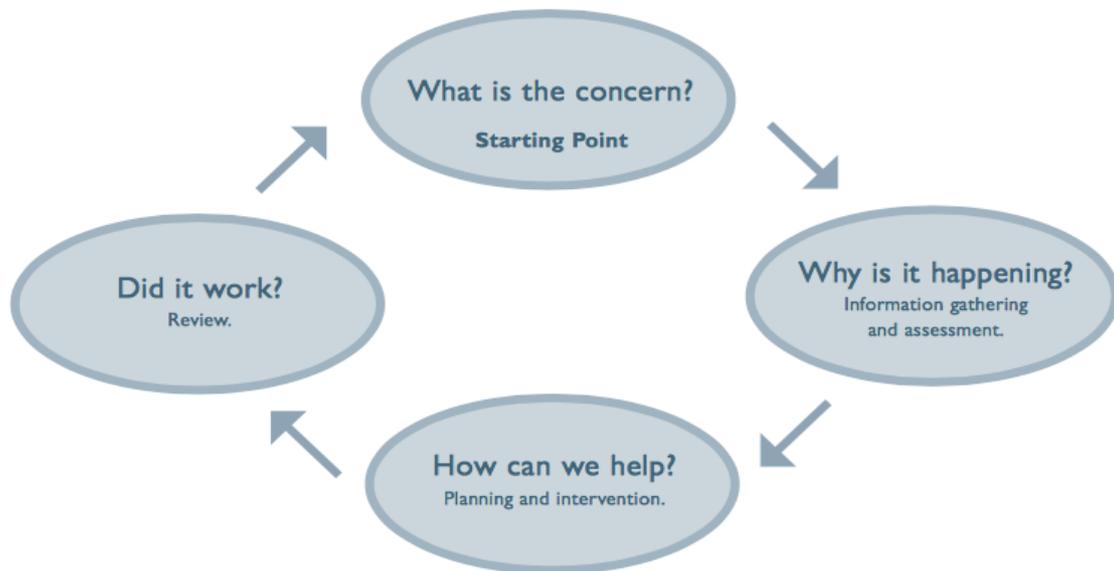
If the child continues to present with additional needs following this support, the child is referred to the Care Team, using the internal referral form to be considered for assessment or additional support.

Monitoring and Reviewing

Pupils' progress in relation to achieving their targets, will be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work,

observation), that allow pupils to demonstrate their progress. This will lead to the establishment of specific targets to be achieved, within a defined timeframe.

Monitoring outcomes is part of a dynamic process of identification, target setting, intervention and review, which in turn should lead to adjustments in support plans. Monitoring of progress and subsequent adaptation of support plans, are key drivers of effective practice.



This problem-solving process is, therefore, one of assessment, intervention and review.

Provisions for Children & Families Attending Corpus Christi Primary School

