



Whole School
Policy for Special
Education and
Additional Support

Shountrade National School



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Name of School: Shountrade National School

Roll Number: 17068F

Special Education Support Team

- Classroom teacher
- Principal
- Special Education teacher
- Special Needs Assistant

In class support

In Shountrade N.S. we employ several models of in class support. We employ a method of team teaching for both literacy and numeracy involving one SET working with the class teacher for a set period. This method of team teaching in both literacy and numeracy is active throughout all class levels in the school.

Team Teaching Model in Shountrade N.S.

Our models

- **Station Teaching**
- **Lead and Support Teaching**
- **Parallel Teaching**
- **Alternative Teaching**
- **Teaming**

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Junior & Senior Infants: Team teaching model takes the form of station teaching.

This is led by class teacher and supported by SET team members.

1st – 6th: Team teaching model takes the form of in class support through one SET.

Numeracy:

- Teacher led plans.
- Plans implemented by both classroom teacher and SEN
- Classroom teacher and SET will alternate groups each term/ between mid-terms. *(When/ If using co-teaching such as Parallel Teaching/ Alternative Teaching, where class in separate groups).*

Literacy:

- Teacher led plans.
- Plans implemented by both classroom teacher and SET.
- Classroom teacher and SET will alternate groups each term/ between mid-terms. *(When/ If using co-teaching such as Parallel Teaching/ Alternative Teaching, where class in separate groups).*

Individual-group support

Standardised testing Sigma-T and Drumcondra Primary Reading Test – class based percentile results.

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Selection Criteria

The following selection criteria encompass all current guidelines and general good practice. The SET will select pupils in accordance with these criteria.

- (1) Pupils scoring at / below the **30th** percentile on standardised assessments in numeracy

- (2) Pupils scoring at / below the **30th** percentile on standardised assessments in literacy.

- (3) Pupils scoring above the **30th** percentile on standardised assessments in literacy, who continue to experience difficulty, despite Classroom Support.

- (4) Pupils scoring above the **30th** percentile on standardised assessments in numeracy, who continue to experience difficulty, despite Classroom Support.

- (5) Low Incidence Special Education Needs
For pupils with special educational needs arising from low incidence disabilities and are on the Continuum of Support (Plus)



Staged Approach to Assessment, Identification and Programme Planning

Continuum of Support Plan (for any child still presenting with difficulties after classroom teacher led differentiation).

Stage 1: Classroom Support (recorded in Continuum of Support file-Office)

A class teacher or parent may have concerns about the academic, physical, social, behavioural or emotional development of certain pupils. Screening measures, which may include standardised, norm-referenced test for pupils and behavioural checklists, will be administered, where appropriate.

The class teacher in consultation with member of the support team and child's parent will draw up a short, simple plan for extra help to provided. This **continuum of support** is implemented within the normal classroom setting, in the relevant areas of learning and/or behavioural management. The success of the classroom support plan will be reviewed with appropriate parental involvement. If, after this review, concern remains, the special education support team in the school will be consulted about the desirability of intervention at **Stage II**.

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Stage II: School Support (recorded in Continuum of Support file-Office, if/when the child is in receipt of individual/group withdrawal 'support-record' changes into IPLP-COS Template.

If intervention is considered necessary at Stage II, then the pupil will be referred to the S.E.T., with parents' permission, for further diagnostic testing. If this diagnostic assessment suggests that individual/group withdrawal support would be beneficial, this will be arranged. ***The parents and the class teacher will be involved with the S.E.T. in drawing up the learning programme, which would include appropriate interventions for implementation in the home, in the classroom, and during support teaching.*** The SET and the class teacher will review, after the 1st instructional term, in consultation with parents, the rate of progress of each pupil receiving individual/group withdrawal support (who has been highlighted on the continuum of support). If significant concerns remain, then it may be necessary to provide interventions at **Stage III.**

NOTE: In the case of pupils with emotional or behavioural difficulties, it is recognised that with *serious difficulties*, more urgent action may be needed. In these cases the pupil's needs will, with parents' permission, be discussed with the relevant NEPS psychologist and/or the case should be referred to the clinical services of the Health Services Executive. This may lead to a more detailed behavioural management programme, to be implemented at home and in class, or to referral for further specialist assessment. (Stage III)

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Stage III: School Support Plus 'support-record' at this stage will be in the form of

IPLP/IEP-COS Template

Some pupils who will continue to present with significant learning needs will require more intensive intervention at Stage III. The school may formally request a consultation and, where appropriate, an assessment of need from a specialist outside the school in respect of pupils with learning difficulties or with mild or moderate behavioural problems (or both) who have failed to make progress after individual/group withdrawal support or the implementation of a behavioural programme and in respect of pupils with serious emotional disturbance and/or behavioural problems. Such specialist advice may be sought from psychologists, paediatricians, speech and language therapists, audiologists, etc.

The SET and the class teacher, in consultation with the relevant specialist or specialists will then draw up a learning programme that includes identification of any additional resources that are considered necessary in order to implement the programme. [The parents will be fully consulted throughout this process.](#) This programme will be the subject of regular reviews, leading to revisions of the learning programme and referral for specialist review, as necessary.

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*Children in receipt of –

- **School Support Plus**- Previously known as IEP (2 per school year)
- **School Support**-Individual/group withdrawal support- Previously known as IPLP (2 per school year)

**Process of recording Continuum of Support

- Central filing area – Office
- Template in filing cabinet; classroom support plan & checklist
- Files split into all 8 classes
- If child progresses from one class to the next, while still on the continuum of support their recording sheet follows also (this will be updated in June by SEN Team).

Class and Individual Testing:

- **August/ September:** Woodcock Johnson IV- all School Support and School Support Plus pupils- Every 2nd year
- **January:** Senior Infants *MIST* test
- **May/ first week of last term:** 1st & 4th class *NRIT*
- **April/May:** First Class *Woodcock and Johnson IV*.
To be tested individually. Results to be filed at the back of *MIST* results.
- **May/June:** Drumcondra Primary Reading Test & SIGMA-T to be completed by class teachers. Results to be recorded by **CLASS BASED SCORES**.



In year Identification

When necessary in October/ November, a selection of children identified by Teacher and SET will be tested. Any teacher with a child involved in the group will request oral consent from parents/ guardians for testing. The outcome of the testing will

1. highlight no area that needs support
2. highlight an area/ areas which require support/ differentiation/ individual programme
3. highlight a need for further assessment (NEPS)-*Priority List* created at meeting for current year.

The class teacher will communicate the findings of the testing to the concerned parents/ guardians. In case 2 the teacher will give advice on how parental/ guarding support can help in improving the child's highlighted area.

Infant and 6th Class support

Sixth Class

Any child in sixth class that is receiving support in literacy/ numeracy and is not allocated School Support Plus time will stop engagement with the SET after the Christmas break. They will continue to be supported by the classroom teacher for the remainder of the year- best preparing for Secondary school.

Senior Infants

Any child, who the classroom teachers feels require extra support in literacy / numeracy, will be supported by the SET after the Christmas break.

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NOTE: Special Education Support Team to finalise individual/group withdrawal support timetable by the end of June for the following year.

Signed: _____

Principal

Signed: _____

Chairperson

Date: _____

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