



Special Educational Needs Policy

Milford National School, Castletroy, Co Limerick.

Table of Contents

Table of Contents	0
The School Setting	3
Beliefs and Principles	3
1998 Education Act:	3
Education for People with Special Education Needs Act (EPSEN 2004)	3
Consultation	4
Rationale	4
Scope of the Policy	4
Legal Framework	4
Aims of the Policy	5
DEFINITIONS	6
Special Educational Needs	6
Inclusion	6
Change in allocating special teaching supports	6
The main features of the revised model for allocating special education teaching supports	6
Implementation of the Revised Allocation Model	7
Principles to guide the Implementation Process	7
A three-step process to support pupils with special educational needs	7
Step 1 - The Continuum of Support	7
Level 1 - Classroom Support	8
Level 2 - School Support	8
Level 3 - School Support Plus	9
Educational planning	9
Student Support File	10
Step 2 - Meeting the Needs	10
The role of the class teacher	10
The role of the Special Education Teacher (S.E.T.)	11

Early intervention and prevention	11
Target-setting	12
Step 3 - Monitoring and recording outcomes for pupils with special educational needs	13
Allocating special education teaching resources to effectively meet needs	13
Planning the allocation of special education teaching supports	14
Action 1: Identification of pupils with special educational needs	14
Action 2: Setting targets	14
Action 3: Planning teaching methods and approaches	14
Action 4: Organising early- intervention and prevention programmes	15
Action 5: Organising and deploying special education teaching resources	15
Action 6: Tracking, recording and reviewing progress	15
A Whole-School Approach	15
Inclusive Education	15
Whole School Planning	16
Role of School Principal	16
Role of Special Needs Co-Coordinator (SENCO)	17
Parental Engagement	17
Pupil Engagement	18
Engagement with External Bodies and Agencies	18
Transitions	19
Continuing Professional Development (C.P.D.)	19
Admission Policy for Pupils with SEN	20
Communication	21
Communication with Class Teachers	21
Communication with Parents	21
Communication with BOM	21
Whole-School Collaboration	21
Communication with Outside Agencies	21
Communication with Principal	21
Record-Keeping	21
Exemptions from Irish	21
Complaints	22
.Priority areas for Development	22
Communication, Monitoring and Reviewing	23
Reference, Checklists and Guidelines	24

Guidelines for teachers of students with mild learning disabilities: primary	24
Guidelines for teachers of students with moderate learning disabilities: primary	25
Guidelines for teachers of students with severe and profound learning disabilities: primary	25
Exceptionally Able Students	26
Individual checklists to download as PDF	26
Related links	26
School Testing	27
DTEN-S & DTEN-D	27
Jolly Phonics Testing – Junior and Senior Infants in May	27
DPRT	27
DPST	27
SIGMA T	27
TESTS FOR USE IN SEN SETTING	27
Verbal/Non Verbal ability Testing	27
PM Benchmarking	28
Maths Tracker	28
NNRIT	28
QUEST II, Screening, Diagnostic and Remediation Kit	28
Neale Analysis of Reading Ability	28
Young Group Reading Tests	29
Aston Index	29
Name	30
Address	30



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The School Setting

Milford National School is situated in the densely populated suburb of Castletroy, about two miles from the city centre. 502 children currently attend the school, 252 boys and 250 girls (2017/2018). The school is under the patronage of the Limerick Diocese in the parish of Our Lady Help of Christians and is closely affiliated with the Salesian church and the Salesian Hostel. The Board of Management consists of the Principal, one teachers' representative, two parents' representatives, two patron's representatives and two community representatives.

There are 29 teachers in the school at present, the principal, 18 mainstream class teachers and 9 Special Education Teachers. The Special Needs Assistant Allocation is 10.07 SNAs for the school year 2017/2018. The Special Education Teaching Allocation is 209.43 hours for the school years September 2017 to June 2019..

Beliefs and Principles

The mission of Milford National School is to promote the fullest possible development of every child as a whole person. To help achieve this ideal, Milford School provides a broad education in line with the curriculum guidelines for Primary Schools, including coherent and practical planning for the inclusion of children with special needs, allowing each child to reach the highest level of academic attainment consistent with his or her abilities or talents, so that the school community is enriched by the unique gifts and talents of all its students.

Milford School recognises that the parents/guardians are the primary educators and that it is only through co-operation between them and the school that our ideal can be realised.

This mission statement is fully in keeping with the 1998 Education Act and EPSEN 2004

1998 Education Act:

'to make provision for the education of every person in the State, including any person with a disability or who has other special educational needs respect diversity spirit of partnership between schools, patrons, students, parents, teachers and other school staff, the community'

Education for People with Special Education Needs Act (EPSEN 2004)

'A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature of those needs is such that to do so would be inconsistent with

(a) the best interests of the child, or

(b) the effective provision of education for children with whom the child is to be educated

In line with our ethos and official Department of Education and Skills (DES) recommendations, learning support strategies will actively seek to include the diverse range of cultures and abilities of its students.

Consultation

This policy was formulated in consultation with the teaching staff and management of Milford N.S., parents of students with Special Educational Needs (S.E.N.), the Board of Management (BOM), Special Needs Assistants (SNA's), the National Educational Psychological Service (NEPS), and the Special Educational Needs Organiser (SENO).

Rationale

- This policy document aims to outline the school's provision of additional educational support for students with S.E.N.
- It outlines the philosophy that underpins this provision.
- The policy is written in the context of the various pieces of legislation listed below.
- The policy is a working document and will be reviewed annually.
- The policy is a reflection of our current practice.

Scope of the Policy

This policy applies to all students with S.E.N., including students with exceptional ability, who attend Milford N.S. It is also intended to serve the school community including B.O.M, the Principal, the teaching and ancillary staff and parents.

Legal Framework

Milford N.S. sets out to provide education for all its students, with reference to legislation regarding students with S.E.N. as listed below:

- The Education Act (1998)
- The Education Welfare Act (2000)
- The Equal Status Act (2000)
- The Education for Persons with Disabilities Bill (2003)
- The Equality Act (2004)
- The Data Protection Acts (1988, 1998 and 2003)
- The Freedom of Education Acts (1997 and 2003)
- The Education of Persons with Special Educational Needs Act (2004)

This policy is drafted in the context of:

- DES Circular Letters
- The guidelines published by the NCSE
- The guidelines on the Individual Education Plan Process 2006
- The Guidelines on the Continuum of Support for Post-Primary Schools (NEPS).

- The guidelines published by the Special Educational Needs Support Service (SESS)

Aims of the Policy

The principal aim of Special Education Needs Support in Milford N.S. is to provide a positive learning environment, which will foster the academic, social and emotional development of students with learning difficulties and to enable each to realise their individual potential.

Special Education Needs Support provision also seeks to:

- Enable pupils of all abilities to avail of and benefit from an appropriate education.
- Provide students with consistent opportunities to experience success.
- Provide supplementary teaching and additional support in literacy and numeracy.
- Involve parents in the support of their child's education.
- Promote collaboration among teachers in the implementation of a whole school policy on learning support for pupils.
- Protect and enhance the self-esteem of the learner.

The school hopes to achieve the following by updating the SEN policy:

- To guide the implementation of the revised model for allocating special education teaching supports.
- To include the most recent best practice in SEN.
- To reflect the most recent recommendations, most particularly the Continuum of Support at Primary Schools (NEPS).
- To outline our whole school approach to teaching/ learning in relation to pupils with SEN.
- To set out procedures for the enrolment of students with SEN in the school.
- To assist parents in making an informed decision in relation to the enrolment of their child in our school.
- Ensure that students with SEN are educated in an inclusive environment.
- Ensure that all members of staff are aware of the specific needs of students and of the contribution they can make in this area.
- Ensure that SEN is not viewed in isolation, but in the context of the whole school and community.
- Ensure that students with SEN are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way.
- Set high standards for students with SEN and provide them with appropriate guidance, encouraging them to achieve to their full potential.
- Develop staff expertise in supporting students with SEN.
- Encourage and foster positive partnerships with parents, in order to achieve appropriate support at home and at home.
- To outline procedures and practices which will be followed in relation to supporting the learning of pupils with SEN.
- To establish communication structures for the involvement of all the partners in the education of pupils with SEN. (Learning Support Guidelines)

DEFINITIONS

Special Educational Needs

In the Education for Persons with Special Educational Needs Act (2004) the term “special educational needs” is defined as

a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability or any other condition which results in a person learning differently from a person without that condition...

(Government of Ireland, 2004b, section 1)
<http://www.oireachtas.ie/documents/bills28/acts/2004/A3004.pdf>

Inclusion

For the purposes of this document, the following definition by the NCSE, has been adopted. Inclusion is defined as a process of:

addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities, and

removing barriers to education through the accommodation and provision of appropriate structures and arrangements, to enable each learner to achieve the maximum benefit from his/ her attendance at school.

Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Educational Needs (NCSE 2010, p.39) http://www.ncse.ie/uploads/1/NCSE_Inclusion.pdf

Change in allocating special teaching supports

The National Council for Special Education (NCSE) Report *Delivery for Pupils with Special Educational Needs* (NCSE 2014), highlighted a number of shortcomings associated with the system for allocating special education teaching resources to schools. On this basis, the NCSE recommended a revised allocation model. Following successful piloting in forty-seven primary and post-primary schools during the 2015-2016 school year, the Department decided to introduce a revised allocation model for all mainstream schools with effect from September 2017.

Special Education Circular 0013/2017 provides full details on the revised Special Education Teaching Allocation.

The main features of the revised model for allocating special education teaching supports

Under the revised model, the Department provides special education teaching supports directly to

schools based on their educational profiles (including a baseline component). A key principle underpinning this revised model is that all pupils, irrespective of special educational needs, are welcomed and enabled to enrol in their local schools. In addition, a fundamental objective is that special education teaching resources are utilised in the optimum manner to improve learning experiences and educational outcomes for pupils with special educational needs.

Implementation of the Revised Allocation Model

The following principles are used by Milford N.S. to guide the implementation of the revised model for allocating special education teaching supports. They form a whole-school approach to provision for pupils with special educational needs in our school

Principles to guide the Implementation Process

- Resources provided to support pupils with special educational needs are used to facilitate the development of truly inclusive schools.
- Supports provided to pupils with special educational needs are based on identified needs and are 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.
- Special education teaching supports provided to schools are used solely for the support of pupils with identified special educational needs, including those pupils for whom English is an Additional Language (EAL). The special education teaching supports are not used to reduce the pupil-teacher ratio in mainstream classes. Neither they used to allow any special education teacher sole responsibility for the delivery of any curriculum subject to any particular class.
- Pupils with the greatest levels of need have access to the greatest level of support, and whenever possible, these pupils are supported by teachers with relevant expertise who can provide continuity of support.
- The school establishes and maintains a core team of teachers to meet the needs of pupils with special educational needs. All members have the necessary experience and access to continuing professional development to support the diverse needs of pupils with special educational needs.

A three-step process to support pupils with special educational needs

In Milford N.S. a three-step process is in place to guide identification, intervention and monitoring of outcomes for pupils with special educational needs.

Step 1 - The Continuum of Support

Milford N.S. uses the Continuum of Support framework set out by the Department of Education to assist in identifying and responding to pupils' needs. This framework recognises 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 educational needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support, and that they are informed by careful monitoring of progress.

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

Identification of educational needs is central to the new model. By using the Continuum of Support framework, the staff in Milford N.S. can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. The framework emphasises the importance of looking at a pupil's needs in context, and provides useful resources to support this (for example, Learning Environment Checklist, Teacher Checklist for Whole-class Structures and Supports).

The Continuum of Support enables schools to identify and respond to needs in a flexible way. This means that needs can be responded to as early as possible. Of course, the principle that pupils with the greatest level of need have access to the greatest levels of support is of primary importance. This approach is also supported by information and engagement with external professionals, as required.

Level 1 - Classroom Support

The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in their class.

A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.

This is informed by:

- Parental consultation
- Teacher observation records
- Teacher-designed measures /assessments
- Basic needs checklist *
- Learning environment checklist*
- Pupil consultation - My Thoughts About School Checklist Literacy and numeracy tests
- Screening tests of language skills

A Classroom Support plan runs for an agreed period of time and is subject to review.

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

Level 2 - School Support

At this level a Support Plan is devised and informed by:

- Teacher observation records
- Teacher-designed measures / assessments
- Parent and pupil interviews
- Learning environment checklist
- Diagnostic assessments in literacy/numeracy
- Formal observation of behaviour including ABC charts, frequency measures
- Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties

A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition.

A School Support Plan operates for an agreed period of time and is subject to review.

Level 3 - School Support Plus

This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:

- Teacher observation and teacher-designed measures
- Parent and pupil interviews
- Functional assessment
- Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc.

Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress.

A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.

Educational planning

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. In Milford N.S., the process involves the class teacher, special education teachers, parents, the pupil and relevant professionals. Interventions draw on evidence-informed practice and the professional knowledge and experience of teachers. These interventions reflect the priority learning needs of pupils, as well as building on their strengths and interests.

Support plans set out

- the agreed targets
- the resources required
- the strategies for implementation

- time-frame for review

Student Support File

A Student Support File Template (Appendix 3) has been developed by the staff in Milford N.S. to enable the school to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates teachers in documenting progress and needs over time and assists them in providing an appropriate level of support to pupils, in line with their level of need. Following a period of intervention and review of progress, a decision is made as to the appropriate level of support required by the pupil. This may result in a decision to discontinue support, to continue the same level of support, or move to a higher or lower level of support.

As special educational needs can vary from mild to transient to significant and enduring, educational planning reflect the level of need of the individual pupil. In this regard, the Student Support File facilitates a graduated response across the different levels of the Continuum: Classroom Support, School Support and School Support Plus. For pupils with significant, enduring and complex needs, collaboration with external professionals, including multi-disciplinary teams, will be engaged to work with the child (for example, occupational therapist, speech and language therapist and psychologist).

Step 2 - Meeting the Needs

Having identified a pupil's needs and the educational planning required to meet those needs, this second step emphasises the importance of effective teaching and learning strategies.

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 plan their lessons carefully to address the diverse needs within the classroom. They adapt their teaching approaches as the need arises for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers in Milford N.S. implements 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

In Milford N.S. we believe that 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 are gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the range of learning needs in any class, mainstream class teachers regularly differentiate their lessons. This is 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 in Milford N.S. 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, at times, requires environmental adaptations to promote curricular access.

The role of the Special Education Teacher (S.E.T.)

Special education teachers in Milford N.S. are 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 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 are based on careful identification of strengths and needs, including multi-disciplinary assessment, when necessary.

Special education teachers, in consultation with class teachers, 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 reflect the Support Plan targets and 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 are routinely assessed, recorded and used to review progress. These outcomes are also used to inform the targets for the next phase of intervention.

Early intervention and prevention

In view of the substantial international evidence that early-intervention and prevention programmes can lead to improved outcomes for pupils, school leaders should ensure that some teaching resources are used for this purpose. After engaging in a process of self-reflection and review, they will become aware of whole-school issues that may be addressed through early-intervention programmes, which are evidence-based and which

are responsive to the local context.

Milford N.S. endeavours to develop and trial new approaches and to use assessment data to evaluate the efficacy of these interventions. We believe that developing and sharing successful practice has the potential to contribute to improvements in the overall provision for pupils with special educational needs.

At times, Milford N.S. may deploy additional teaching resources in junior classes to strengthen station teaching approaches which target the promotion of language, literacy and numeracy skills. The use of early-intervention and prevention programmes helps mitigate the development of learning, social and emotional difficulties.

Milford N.S. recognises the importance of seeking advice and training in well-validated programmes to address behavioural and emotional needs. At present, the *FRIENDS for Life Programme* is being taught in First and Fifth Classes as a means of preventing anxiety and building resilience, or similar evidence-based programmes.

All intervention programmes are carefully monitored to assess and record their impact on pupil progress, participation in learning and in school life. These programmes are implemented in an intensive manner, for the the purpose intended and includes frequent opportunities for pupils to practise skills.

Target-setting

We believe that good target-setting is central to effective teaching and learning for pupils with special education needs. In Milford N.S. targets are expressed in a way that is measurable and observable, and reflect the specific special educational needs of individual pupils (for example, focus on social and emotional difficulties if that is a primary area of concern). The teachers endeavour to set targets which are achievable within a specified time frame and also challenge and build on existing knowledge and address pupils' holistic needs.

Best practice indicates that **targets** should be

- few in number
- strengths based
- informed by priority learning needs
- directly linked to suitable interventions
- based on the evidence collected through both formal and informal assessment approaches
- developed collaboratively - teachers in Milford N.S. consult with parents when setting targets and reviewing progress. The views of pupils are also included in this process, through their direct involvement in the discussion or by gathering their views in advance of the review process. We believe that this collaboration will help ensure that targets are relevant, meaningful, realistic, and that they draw on the strengths and interests of pupils.

Step 3 - Monitoring and recording outcomes for pupils with special educational needs

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 (teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress. This leads 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 leads to adjustments in support plans. The Student Support File provides the teachers in Milford N.S. with a useful resource to support and record this process. It includes a Support Review Record to guide teachers when monitoring progress and reviewing outcomes with parents and pupils. We believe that such monitoring of progress, and subsequent adaptation of support plans, are key drivers of effective practice.

In addition to monitoring outcomes at the individual level, we believe that it is also important to review outcomes at group, class and whole-school level. This review includes measures of attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for pupils with special educational needs.

Allocating special education teaching resources to effectively meet needs

Special education teachers are deployed to address the needs of pupils with special educational needs in Milford N.S. An important aspect of the revised allocation model is that additional teaching supports are deployed according to identified needs, rather than being based on a diagnosis of disability. This gives schools greater autonomy and flexibility in how they allocate special education teaching resources. Schools may deploy special education teachers in a variety of ways in order to effectively meet pupils' needs (for example, in-class support, group withdrawal).

In Milford N.S., we believe that effective communication and engagement with parents is critically important in moving towards a needs-based approach to the allocation of additional teaching resources. This is enhanced when we consult parents in relation to their child's needs, support plan, and are involved in termly reviews of progress.

When allocating teaching resources, the management and staff of Milford N.S. are mindful of the benefits of early-intervention and prevention programmes and allocate teaching resources as required, based on identified needs and school context. Milford N.S. aims to strike a balance between in-class support, group and individual support. Importantly, the level and type of support reflects the specific targets of individual pupils as set out in their support plans and are also informed by careful monitoring and review of progress. In this way, following a period of intervention, some pupils may no longer require additional teaching supports, some may require the same level, while others may require more intensive supports, thus progressing to the next level.

When deploying teaching resources, Milford N.S. recognises the essential need to maintain time for

co-ordinating, planning and reviewing activities in September, January and August, to ensure effective and optimal use of supports. Co-ordination time is, however, kept to a minimum in order to ensure that teaching time is maximised. Additionally, Milford N.S acknowledges the fact that flexibility in terms of resource allocation is required to allow for emerging needs during the school year. In Milford N.S., the Principal and S.E.N. co-ordinator endeavour to inform the S.E.N Team and whole staff of C.P.D. opportunities, especially when a training opportunity arises for their particular caseload.

Planning the allocation of special education teaching supports

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with the highest level of need will have access to the greatest level of support. In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development and application to learning.

The ***Planning Template (Appendix 6)*** used in Milford N.S. to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs contains the following areas:

Action 1: Identification of pupils with special educational needs

- Review existing information on pupils' needs, using school-based data, and any information from parents and external professionals.
- Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests)
- Identify all pupils with special educational needs in the school.
- Match their needs to the appropriate level on the Continuum of Support.

Action 2: Setting targets

- Based on individual needs, set clear learning targets for each pupil at each level of the Continuum of Support.

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, team-teaching and small group 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

Cross-reference the needs of pupils at School Support and School Support Plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches.

Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place. Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.

Action 6: Tracking, recording and reviewing progress

Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:

- At Whole-school and Classroom Support level by all teachers
- At the School Support and School Support Plus levels by class teachers and special education teachers

A Whole-School Approach

Good practice in the identification of need, education planning, and allocation of special education teaching is supported through effective whole-school planning. This following section outlines the key elements of the inclusive whole-school approach to supporting pupils with special educational needs in Milford N.S.

Inclusive Education

The NCSE (2011) described inclusion as a process of addressing and responding to the diversity of needs of learners. It involves removing barriers so that each learner will be enabled to achieve the maximum benefit from his/her schooling.

We believe that the whole-school approach to special educational needs provision in Milford N.S. should reflect the Department's commitment to the inclusion of pupils with special educational needs in mainstream schools. The whole school approach of Milford N.S. endeavours to foster an inclusive culture which is characterised by:

- A positive ethos and learning environment whereby all pupils, including those with special educational needs, feel welcome and experience a sense of community and belonging
- An emphasis on promoting pupils' participation and active engagement in their learning and in the life of the school
- A commitment to developing pupils' academic, social, emotional and independent living skills
- A focus on high aspirations and on improving outcomes for all pupils

Whole School Planning

When implementing the revised allocation model to address the needs of pupils with special educational needs, Milford N.S. has adopted a whole-school approach to programme planning and to the implementation of early-intervention and prevention programmes. In

order to achieve this, Milford N.S. has adapted their existing special educational needs policies to guide the new approach to the allocation of resources.

A whole-school approach involves collaborative action by our school community (in consultation with parents, pupils, SNAs, class teachers, SETs, Principal) to improve pupil learning, behaviour and well-being. It encompasses a process of reflection, planning and review of policies and practices, and includes an evaluation of how pupils with special educational needs are identified by the school, the interventions that are put in place to meet their needs and how the outcomes of those interventions are measured and monitored.

The whole-school approach in Milford N.S. addresses the full continuum of needs - ranging from milder and more transient needs to difficulties that are severe and enduring (for example, significant learning, sensory, physical, communication, social, emotional and behavioural difficulties). The school management of Milford N.S. recognises that a small minority of pupils with significant and enduring needs may require a more specialist setting (for example, special class or special school placement).

To assist in reflecting on our provision for pupils with special educational needs Milford N.S. utilises a Self-Reflective Questionnaire (Appendix 7). It also uses the publication '*A Quality Framework for Primary Schools* (DES, 2016)' to help examine the school's provision for pupils with special educational needs. The domains and statements of practice are utilised to enable the teachers and school leaders in our school to review their practices, to identify what they are doing well, and to recognise aspects of the school's work that could be further developed to improve learning experiences and outcomes for these pupils (Appendix 6).

Role of School Principal

The *Learning Support Guidelines* (2000, p.39) outlined the principal teacher's overall responsibility for the education of children with special educational needs. Under the new allocation model the principal's leadership role is central and includes the following:

- Developing inclusive whole-school policies and monitoring their implementation
- Assigning staff strategically to teaching roles, including special education roles
- Co-ordinating 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
- Ensuring that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- 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

As a result of the school's size and context, some of the Principal's actions above are delegated to a member of staff (Special Needs Co-ordinator). The principal retains overall

responsibility for the school's provision for pupils with special educational needs.

Role of Special Needs Co-Coordinator (SENCO)

In conjunction with the Principal the SENCO in Milford N.S.

- Assumes responsibility for the implementation and review of school policies on SEN
- Manage a tracking system at whole-school level to identify and monitor the progress of children with learning difficulties and of high achieving children (SATs),
- Maintain the listing and safe storage of psychological reports on children with special needs and also arrange for the confidential disposal of records when the need arises
- Co-ordinate the case-loads and timetables of SETs, class teachers and SNAs
- Consult with class teacher at the end of each term to discuss support plan for whole class, recording recommendations on a shared document
- Coordinate the implementation of whole school procedures for the selection of pupils for supplementary teaching in line with school policies and the continuum of support practice
- Advise parents on procedures for availing of special needs services
- Prepare and apply for supports for children with SEN – access to SNA support, Assistive Technology, specialised equipment and furniture and Irish exemptions
- Complete NCSE forms and applications such as School Care Needs Profile, School Leavers and Confirmation forms, school transport, BCN1 forms and SNA appeals when required
- Liaise with parents of children with special needs and with external personnel – psychologists, therapists, SENCO etc and arranging and accommodating meetings when required
- Maintain established links with feeder secondary schools and arrange meetings, handovers and follow up to facilitate the transition of SEN pupils
- Continue to coordinate and extend the use of G suite to allow shared access to class support records, student support plans and collaborative progress reviews
- Promote professional development opportunities in relation to SEN within the Special Education Team, with class teachers and SNAs
- Remain informed of current best practice within the Special Needs area

Parental Engagement

The staff and management of Milford N.S. recognise that good parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs.

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.
- when developing and reviewing policies relating to the education of children with special educational needs. This helps to ensure that parents understand the school's approaches and better enables them to support their children in transitioning

through the school.

The Continuum of Support process and use of the Student Support File provide valuable opportunities for the school personnel to engage with parents and to build a collaborative approach to identifying and responding to the needs of pupils with special educational needs.

Appendix 8 sets out some key questions which schools can use when reflecting on and reviewing their existing practice in promoting parental engagement.

Pupil Engagement

Good engagement and participation in their own education has many associated benefits for pupils. This is particularly important for pupils with special educational needs and can help enhance their academic and social and emotional outcomes.

Engagement is enhanced when schools listen to and build on pupils' interests, aspirations and strengths when developing educational interventions. This involves actively including pupils in a shared assessment for learning process, setting shared learning objectives, and jointly reviewing progress. Pupil participation is supported through teaching that is responsive to the personal needs of the learner, and is further enhanced by structuring and pacing learning experiences that are challenging, engaging and enjoyable. The Student Support File offers a useful framework for promoting pupil engagement and participation at all stages of educational planning and review.

At the whole-school level, Milford N.S. encourages pupil engagement and participation so that all pupils, including those with special educational needs, have opportunities to share their views on issues that affect them in school, and so contribute to reviews of relevant policies and practices in our school. The resource below are used to support pupil engagement.

Engagement with External Bodies and Agencies

Support and guidance is available to teachers from external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the NCSE Support Service⁴, the Inspectorate, and allied health professionals. Milford N.S. has established procedures / protocols for liaising with these services and bodies in order to optimise the quality of provision for pupils with special educational needs at the individual, group or whole-school level. We believe that this is especially important for those pupils with more significant and enduring needs who benefit from a multi-disciplinary approach to identification of need and the development of interventions.

The needs of many pupils span both health and education services. Health services (HSE and HSE-funded services) will continue to play an important role in early identification, assessment and diagnosis, intervention and review for pupils with special educational needs. Milford N.S. is familiar with the range of health services in our locality, including referral pathways. We believe that co-ordination is enhanced when the staff of Milford N.S.

liaise with and contribute to health-led assessment and delivery of interventions. Our school facilitates meetings between parents and various support services. The staff in Milford N.S. endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support.

Transitions

Good planning and support for transition helps to ensure the successful transfer of pupils from primary school to post-primary school and between special and mainstream settings. Effective transition support and planning can enhance the educational experience of the child and help reduce potential anxiety, particularly for the S.E.N. pupils. Links are already established with 'transition' schools in the area for our pupils. Arrival meetings with these schools have helped ease the anxiety levels for the children in our school.

To support the reporting and transfer of pupil information from primary to post-primary schools Milford N.S. utilises

- 6th Class Report Card
- My Profile sheet (for children)
- My Child's Profile sheet (for parents)
- A Special Educational Needs Summary Form is included to support the sharing of information for children with identified learning needs.

Continuing Professional Development (C.P.D.)

Milford N.S. has established and intends to maintain skilled special education support teams to guide provision. Since all teachers have responsibility for teaching pupils with special educational needs, the management of Milford N.S. encourages all staff members to engage in appropriate CPD to develop the capacity of our school to meet the educational needs of all pupils.

The staff of Milford N.S. regularly review their ongoing professional development needs, with reference to the provision of quality teaching and learning in both the mainstream classroom and special education settings. The school utilises a self-reflective questionnaire (Appendix 7) and other audit instruments (see CPD audit tool below) to review their professional development needs and to plan suitable training initiatives.

Admission Policy for Pupils with SEN

The Department of Education acknowledges the very significant progress made by schools in developing inclusive practices and provision whereby the vast majority of pupils with special educational needs now attend mainstream schools. It also recognises that a small minority of pupils with significant and enduring needs may require a more specialist setting (for example, special class or special school placement). Milford N.S. 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*'. No child will be refused admission to Milford N.S. solely on the grounds that s/he has SEN except where the provision required is

incompatible with that available in our school.

The Admission Policy for pupils with SEN is as follows:

- The BOM, through the Principal, has the right to request a copy of the child's medical/psychological report or where such a report is not available to request that the child be assessed immediately.
- The purpose of this assessment report is to assist the school in establishing the education and training needs of the child relevant to his/her disability and special needs and to profile the support services required.
- Following receipt of the report the Principal will assess how the school could meet the needs specified in the report.
- Where the Principal advises the BOM that further resources are required, it will, prior to enrolment request the Department. of Education and Science (DES) or National Council for Special Education (NCSE see Circular 01/05)) to provide the resources required to meet the needs of the child as outlined in the psychological or medical report. These resources may include for example access to or the provision of any of a combination of the following: visiting teacher service, resource teacher for special needs, SNA, specialised equipment or furniture, transport services or other. It will be necessary for the BOM of Milford N.S. to identify health and safety issues arising from the enrolment of a special needs child, for example, access, toilets, supervision and administering of medicine
- The school will meet with the parents or if necessary a full-case conference involving all parties should be held.
- It may be necessary for the BOM to decide to defer enrolment of a particular child pending the provision of appropriate resources (EPSEN Act 2004).
- SEN children will be fully integrated unless it is inconsistent with the best interests of the child with effective educational provision for other children. (EPSEN 2004)
- The Education Act 1998 states that the BOM must ensure that the educational needs of all students must be identified and provided for
- Under the Disability Bill 2004 schools must ensure to promote equality and social inclusion for all. It is important to promote and foster in school communities an environment that encourages pupils to attend school and to participate fully in school life. (Education Welfare Act 2000)

Communication

Communication with Class Teachers

- The SENCO and the SEN teacher will be in regular informal liaison with the class teacher.

Communication with Parents

- Parent meetings will be held twice a year to meet with parents of children on the SEN register
- If a parent or teacher has any concerns, an appointment can be made to discuss
- A Communication Copy will be kept to inform parents, where appropriate
- Communication will be between Parents and Class Teacher / SEN Teacher / Principal. The

SNA must refer all matters on curriculum, classroom management, discipline etc. to the classroom teacher. SNA and teacher should be alert to parent seeking educational type information on a casual basis. All such information should only be given out by the teacher. Brief communication between the SNA and parent during the morning and afternoon handover should be brief in nature and only relating to the wellbeing of the pupil. SNAs will refer Parents to the Class Teacher if Parents attempt to communicate with them regarding children for an extended length of time.

Communication with BOM

- The BOM will be kept informed of the SEN provision on a regular basis by the Principal.

Whole-School Collaboration

- SEN issues will appear on the agenda of staff meetings and Post holders meetings when necessary. The SENCO will co-ordinate this process.

Communication with Outside Agencies

- Regular liaison with outside agencies will be maintained by the Principal, SENCO and the SEN teachers.

Communication with Principal

- The principal will be in regular contact with the SENCO and all members of SEN staff.

Record-Keeping

A full record of psychological reports, other reports and records of meetings are kept in the individual student's file in a central, secure location (in a locked press or cabinet) in the school. All information is managed in accordance with the directives of both the Freedom of Information and Data Protection Acts.

Exemptions from Irish

The School Management of Milford N.S. is required to observe the following prescribed procedures in relation to granting pupils exemptions from Irish:

- A written application for exemption will be made by a parent or guardian to the principal of the school. This application will specify the grounds on which the exemption is sought. It will be accompanied by documentary evidence of age and previous schooling as appropriate to the grounds cited.
- The school authorities will satisfy themselves as to the documentary evidence submitted.
- The school authorities will prepare a full report on the student in consultation with relevant teachers.
- Where exemption is being sought under sub-paragraph 1(c) of Circular 12/96, the parent or guardian will be required to furnish reports from a qualified psychologist and appropriate medical specialist as appropriate.

- A decision to grant exemption will be conveyed to the parent or guardian by way of a written certificate, signed by the school principal, that the exemption has been given in accordance with this Circular. The certificate will also cite the name, address and type of school, the student's name and date of birth, the sub-paragraph under which the exemption is being granted and the specific grounds for exemption. Where the exemption is being granted under sub-paragraph 1(c) of Circular 12/96, the name and address of the qualified psychologist and the date of the psychologist's report and the name of the medical specialist and date of report, if applicable, will be included.
- The application, school report, psychologist's report, report of medical specialist, copy of certificate of exemption and other relevant documents will be retained by the school and will be made available for inspection by authorised officers of the Department.
- A copy of the exemption certificate will be given to the parent or guardian of the pupil being exempted
- A copy of the exemption certification should be sent to the relevant second level school when the pupil in question has completed her/his primary education.

Please refer to our School Policy in relation to Irish Exemptions published on www.milfordns.ie

Complaints

If parents have a complaint about the Special Education provision made in Milford N.S., then they should in the first instance make an appointment to speak to the SEN co-ordinator and then the Principal.

The complaint will be investigated and dealt with as early as possible. If the matter is not resolved to the parents' satisfaction, then the matter proceeds to the BoM

Priority areas for Development

- Extension of Friends for Life programme to additional classes in 2017/18. Additional staff members to receive CPD in relation to the programme.
- Extend use of G Suite (Google Docs) for access to student IEPs, Student Support Plans and Learning Targets.
- Ongoing professional development opportunities for staff in the area of special education. Behaviour CPD from SESS Team and Wellness CPD from PDST Team already scheduled for whole staff for school year 2017/18.
- Raising teacher awareness of, and expertise in, differentiated teaching methodologies.
- Parents' information night & booklet on the new SEN allocation model

Communication, Monitoring and Reviewing

This policy will be communicated to staff and the school community as appropriate and will be subjected to regular review. In accordance with the systematic cycle of review of policies adopted in Milford National School, it will be reviewed initially after one year and then every three years, unless there is a compelling reason to review it earlier. The BoM will ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy by monitoring:

- The standards obtained by children with special needs
- The number of children at each of the three stages: Differentiation within Class, School Action and Resource
- The level and pattern of help (i.e. average time allocated and the balance of in-class and withdrawal support)
- Views of parents
- Visits from specialist teachers
- Staff views on in-service
- Children's views

Reference, Checklists and Guidelines

DES Special Education Needs A Continuum of Support Resource Pack for teachers DES

https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_resource_pack.pdf

Behavioural Emotional and Social Difficulties A Continuum of Support

https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_besd_continuum_teacher_guide.pdf

Guidelines for teachers of students with mild learning disabilities: primary

Title
Communication and Language
Drama
Gaeilge, Teanga agus Cultúr
Mathematics
Music
Physical Education
SESE: History
SESE: Geography
SESE: Science
Social, Personal and Health Education
Visual Arts

Guidelines for teachers of students with moderate learning disabilities: primary

Title
Communication and Language
Drama
Mathematics
Music
Physical Education
SESE: History
SESE: Geography
SESE: Science
Social, Personal and Health Education
Visual Arts

Guidelines for teachers of students with severe and profound learning disabilities: primary

Title
Communication and Language
Drama
Mathematics
Music
Physical Education
SESE: History
SESE: Geography
SESE: Science
Social, Personal and Health Education
Visual Arts

Exceptionally Able Students

[Exceptionally Able Students: Draft Guidelines for Teachers](#)(pdf 1.5mb)

Individual checklists to download as PDF

[Figure 2.1 Parents'/Guardians' Questionnaire](#)

[Figure 2.2 Nebraska Starry Night: Individual Record sheet](#)

[Figure 2.3 General Checklist for identifying exceptionally able students](#)

[Figure 4.1 Sample Audit Form of current school practice](#)

[Exemplar 1: Individual Record Sheet](#)

[Exemplar 2: School or Year Group Record](#)

A printable version of the following is available as a WORD document to enable teachers to change the subjects as required

[Exemplar 3: School or Year Group Record](#) (Word doc)

[Differentiation](#); Article from info@ncca (September 2007)

Related links

[National Council for Special Education \(NCSE\)](#)

[Special Education Support Service \(SESS\)](#)

[Irish Association of Teachers in Special Education \(IATSE\)](#)

[Irish Learning Support Association \(ILSA\)](#)

[National Disability Authority \(NDA\)](#)

School Testing

DTEN-S & DTEN-D

The three Senior Infants classes are screened in June with the Drumcondra Test of Early Numeracy. The Drumcondra Test of Early Numeracy- Screening (DTEN-S) is designed to identify pupils who may be at risk of numeracy difficulties so that, if needed, further diagnostic assessment and targeted instruction can be implemented.

The Drumcondra Test of Early Numeracy - Diagnostic (**DTEN-D**) is recommended for use with children who have attained low scores on the DTEN-S. The purpose of the DTEN-D is to identify specific aspects of numeracy with which children may be experiencing difficulties. It is individually administered, takes approximately 45 minutes, and is divided into 15 tasks distributed over the three areas of pre-number, numeration, and addition and subtraction.

Jolly Phonics Testing – Junior and Senior Infants in May

Child-friendly assessment that teachers can use with their pupils in a one-to-one situation. A pack of carefully developed materials have been created to provide an easy and quick method of assessing children's decoding and comprehension knowledge. Suitable for use with children aged 4-6 years old, this can be used as a phonics screening check resource or by individual teacher's to ensure that no child gets left behind.

DPRT

Standardised Reading Test for 1st – 6th Class. This assessment is conducted at the beginning of May each year.

DPST

Standardised Spelling Test for 1st 3rd 5th Classes. This assessment is conducted May/June each year.

SIGMA T

Standardised Maths Test for 1st – 6th Class. This assessment is conducted at the end of May each year.

TESTS FOR USE IN SEN SETTING

Verbal/Non Verbal ability Testing

Fully standardised, *Verbal Reasoning* and *Non-Verbal Reasoning* supports the identification of the potential in all children by assessing each pupil's verbal and non-verbal thinking. *Verbal Reasoning* reveals how a pupil takes on board new information by measuring their ability to engage with language. *Non-Verbal Reasoning* involves no reading and so provides insight into the abilities of pupils who think more easily in images than words. It also measures the potential of pupils with

limited reading skills including those with dyslexia, poorly motivated pupils, and EAL pupils. This test is usually administered March / April each year.

PM Benchmarking

The PM Benchmark Reading Assessment Resource has been designed to assess students' instructional and independent reading levels using unseen, meaningful texts. Used to establish entry level to PM Readers if there is uncertainty around reading ability

Maths Tracker

Maths Tracker is a computer-based Maths Diagnostic program specially designed for pupils who are experiencing difficulties with the 1st, 2nd and 3rd class revised Mathematics curriculum. These class levels correspond to Levels 1, 2 and 3 respectively. Each level consists of three tests, with each test containing fifty multiple choice type questions. On completion of each test, a report is generated highlighting the strengths and weaknesses of a particular pupil across the various strand units of the Mathematics curriculum. The results of these individual tests can then be combined to produce a more complete Pupil Profile.

NNRIT

The NNRIT tests assess aspects of language and thinking that are not necessarily represented in measures of pupil attainments, and help to pinpoint low-achieving and slow-reading pupils who may have high underlying ability.

The following are used from time to time depending on the profile of the child to be tested

QUEST II, Screening, Diagnostic and Remediation Kit

Suitable for children age 7 – 8, 1st/2nd Class

Neale Analysis of Reading Ability

A test of oral reading, based on a series of short narratives, providing summative measures and detailed diagnostic information.

The *Neale Analysis of Reading Ability (NARA)* measures the accuracy, comprehension and rate of reading in pupils from the age of 6 to 12 years. It provides a comprehensive gauge of a pupil's interest in reading.

The individually administered assessment consists of parallel forms for testing and extension passages for use with more able or older pupils. Two alternate standardised tests enable the monitoring of a pupil's performance without them becoming too familiar with the passages, in addition to one diagnostic test.

Young Group Reading Tests

Assesses a pupil's use of picture, context, sight and phonic cues in silent reading. Provides standardised scores for ages 6:4 to 8:11 (and for less able pupils ages 8:0 to 11:11) and reading ages for 5 to 10 years

Aston Index

A classroom test for screening and diagnosis of language difficulties. The Aston Index consists of 17 sub-tests, the use of which, as its name implies, will indicate the nature of an individual child's learning potential for literacy. The sub-test scores yield a 'profile' from which a teacher can perceive the levels of 'readiness' for learning; and which sub-skills and abilities will need special help in teaching.

The Aston Index can be used to indicate the particular learning pattern of the child and identify specific types of learning patterns

Age suitability: 5 to 14 years

Milford N.S.



Pupil Support File Records of testing and reviews

<p>Name Address Telephone Date of Birth Parents: Place in family: Started in this school: Former School: Medical/ Health: Interests: This report dated:</p>	<p>Class Teacher Learning Support Teacher Other people involved in devising this IEP: Parents Student Profile form Commencement of IEP term Next Review Date</p>
--	---

Previous Teachers	Class	LS History Term 1	Term 2	Support Teacher

Summary of information and timeline of actions	

Appendix 4

Support Checklist

Support Checklist		
General Information	Date Checked	Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning- screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by learning support/resource teacher or other school staff?		
16. Other interventions put in place in school?		
Action needed		
<i>Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20</i>		

Overview of formal and standardised Literacy and ability tests to date

Jolly Phonics Testing			Word Reading			Sentence Reading		Comprehension			
Date	Age	Score	SS	RA	Score	SS	RA	Total	RA	Sounds	Tricky Word

Verbal Non Verbal Reasoning Tests							
Date	DPRT / JP SRA/WRA	SIGMA	Verbal SS	Verbal PR	Non Verbal SS	Non-Verbal PR	Comments

Drumcondra Primary Reading			VOCABULARY				COMPREHENSION				TOTAL			
Date	Age	RS(V)	SS(V)	Sten(V)	PR(V)	RS(C)	SS(C)	Sten(c)	PR(C)	RS	SS	Sten	PR	

Drumcondra Primary Spelling Test Results							
Date	Age	Level	Form	RS	SS	STEN	PR

Overview of formal and standardised Numeracy tests to date

Drumcondra Early Numeracy				Pre-number		Numeration		Addition & Subtraction		Total	
Date	Age	RS	%Correct	RS	%Correct	RS	%Correct	RS	%Correct	RS	%Correct

SIGMA T				Skills - Percentage Correct				Strands - Percentage Correct			
Date	SS	%ile	STEN	Concepts & Facts	Computations & procedures	Word Problems	Number	Measure	Shape & Space	Algebra	Data

MILFORD NS

Class/ date /Teacher Name

Collaborative Literacy, Numeracy and General review of Progress and plan for new IEP term

Classroom Support; School Support (Support for Some) , School Support Plus (Support for A Few)

Name of student:	DOB
People involved in this review:	Date of Review:

Any Professional Reports :

Any Special Accommodations :

General: Social/ Behaviour *Interaction, Self Esteem, Social Skills*

School : *motivation, general attitude to work, concentration, application, support from home , attendance*

Oral Language and communication skills

General Access to Curriculum *(differentiated, reduced, assistive technology etc)*

LS Maths Testing this term if applicable

LS Literacy Testing this term if applicable

Class Test Results this term

	English	Irish	Maths	Spelling	Tables	History	Geography/Science
Score							
Class Average							

What are the student's strengths?

What are the priorities needs to be addressed in the next term (literacy/ numeracy/other)?

Priority needs and Targets for new term	Actions towards achieving these targets	Outcome
Any issues/concerns arising from PT Meetings or information not included above?		
Outcome of review (tick as appropriate)		
	Revert to previous level of support- Support for All / Classroom Support OR Support for Some / School Support	Progress to next level of support- Support for Some / School Support OR Support for a Few / School Support Plus
	Continue at Current Level of Support	Request consultation with other professionals
Signature of parent(s) / guardian(s)		
Signature of teacher		
Signature of Principal		

A consultation with a NEPS psychologist/ other professionals may contribute to review.

Next review date:

MILFORD PRIMARY SCHOOL



**STUDENT PROFILE
Parent Form**

Child's Name _____ Date of Birth _____

Place in family _____

Medical /Health _____

Interests _____

Class _____ Class Teacher _____

Date completed _____ Completed by _____

Parent/Guardian names _____

Address _____

Phone _____

My child's strengths and interests

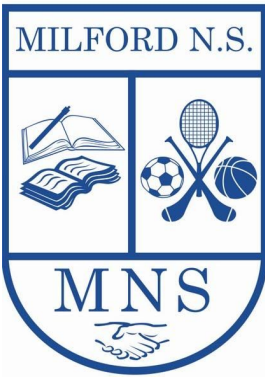
Areas in which my child has developed/ made achievements over the past year.

Areas I feel my child continues to need help and support

Any other general comments which may be of assistance when drawing up your child's programme of work for the current school year or information you feel is relevant:

Signed _____ *(parent/guardian)*

Date _____



Milford National School

Milford Grange,
Castletroy,
Limerick.
V94 W3W4
Tel: 061 339123
office@milfordns.ie
www.milfordns.ie
Roll No: 19800N

th September 2017

Dear Parent/Guardian,

Your child has been recommended for Learning Support intervention in **Literacy** this term. With your consent this support will be given by _____. Your child will access this support in small group withdrawn sessions, as part of in class team teaching support or also through a combination of both. Arrangements will be made by the support teacher to meet with you towards the end of this term to discuss your child's progress.

Please detach and return the form below to your child's class teacher indicating your wishes.

Thanking you

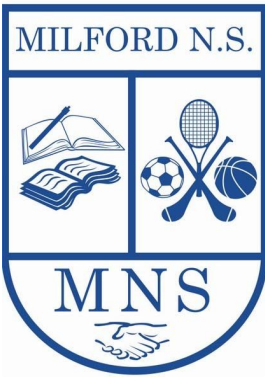
Name of child _____

Class _____ **Teacher** _____

Yes, I wish my child to avail of Learning Support

No, I do not wish my child to be included in Learning Support

Signed _____
Parent/Guardian



Milford National School

Milford Grange,
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Limerick.
V94 W3W4
Tel: 061 339123
office@milfordns.ie
www.milfordns.ie
Roll No: 19800N

th September 2017

Dear Parent/Guardian,

Your child has been recommended for Learning Support intervention this term. With your consent, **Literacy** support will be given by _____ and **Numeracy** support by _____.

Your child will access this support in small group withdrawn sessions, as part of in class team teaching support or also through a combination of both. Arrangements will be made by the support teacher to meet with you towards the end of this term to discuss your child's progress.

Please detach and return the form below to your child's class teacher indicating your wishes.

Thanking you

Name of child _____

Class _____ **Teacher** _____

Yes, I wish my child to avail of Learning Support

No, I do not wish my child to be included in Learning Support

Signed _____

Parent/Guardian



Pupil Behaviour Support Plan

Pupil's name:

Date:

Pertinent background information (if relevant):

Behaviours in need of support

a) Target behaviours (rank in priority)

b) Known warning signs of impending behaviour

No. 1

No. 1

No. 2

No. 2

No. 3

No. 3

No. 4

No. 4

No.5

No.5

Behaviours in need of support

c) Known triggers of impending behaviour

d) Preventative strategies and techniques (to implement in response to or in anticipation of known triggers)

No. 1

No. 1

No. 2

No. 2

No. 3

No. 3

No. 4

No. 4

No.5

No.5

Proactive strategies and techniques

In the classroom
(e.g. a particular class)

Before school

a) Target Behaviours

a) Target Behaviours

b) Strategies

b) Strategies

c) Beginning date

c) Beginning date

d) Concluding date

d) Concluding date

e) Who is responsible for implementation?

e) Who is responsible for implementation?

Proactive strategies and techniques

At assemblies

a) Target Behaviours

b) Strategies

c) Beginning date

d) Concluding date

e) Who is responsible for implementation?

In corridors and shared areas

a) Target Behaviours

b) Strategies

c) Beginning date

d) Concluding date

e) Who is responsible for implementation?

Proactive strategies and techniques

Lunch and breaks

a) Target Behaviours

b) Strategies

c) Beginning date

d) Concluding date

e) Who is responsible for implementation?

After school

a) Target Behaviours

b) Strategies

c) Beginning date

d) Concluding date

e) Who is responsible for implementation?

Proactive strategies and techniques

Camps/excursions/incursions

At home

a) Target Behaviours

a) Target Behaviours

b) Strategies

b) Strategies

c) Beginning date

c) Beginning date

d) Concluding date

d) Concluding date

e) Who is responsible for implementation?

e) Who is responsible for implementation?

Proactive strategies and techniques

At second home (if applicable)

Online, social media, gaming and films

a) Target Behaviours

a) Target Behaviours

b) Strategies

b) Strategies

c) Beginning date

c) Beginning date

d) Concluding date

d) Concluding date

e) Who is responsible for implementation?

e) Who is responsible for implementation?

Proactive strategies and techniques

Other

a) Target Behaviours

b) Strategies

c) Beginning date

d) Concluding date

e) Who is responsible for implementation?

Other

a) Target Behaviours

b) Strategies

c) Beginning date

d) Concluding date

e) Who is responsible for implementation?

Good behaviour recognition

a) What works to promote good behaviour for this student?

b) How will we know if the recognition is successful?

c) Who is responsible for providing good behaviour recognition?

d) When and how often is behaviour recorded?

Consequences

a) List consequences

b) Who is responsible for giving consequences?

c) When and how often are statements or approaches recorded?

Crisis Plan - No. 1

a) Behaviours

b) Actions

c) Who is responsible?

Crisis Plan - No. 3

a) Behaviours

b) Actions

c) Who is responsible?

Crisis Plan - No. 2

a) Behaviours

b) Actions

c) Who is responsible?

Crisis Plan - No. 4

a) Behaviours

b) Actions

c) Who is responsible?

Student's preferred contact people at the school

Person 1 - name and position

Person 3 - name and position

Person 2 - name and position

Person 4 - name and position

Review

a) Review Date

b) Who is involved?

c) How is it monitored?

Sign-off on the Behaviour Support Plan

Principal's name

Principal's signature

Date

Parent's / guardian's name

Parent's / guardian's signature

Date

Pupil's name

Pupil's signature

Date

Ratified by the Board of Management, Milford National School, Castletroy, Co. Limerick

Scheduled for review _____

Signed _____ **Date** _____
Chairperson