



Pelletstown Educate Together National School

Special Education Needs Policy

2022

Special Educational Needs Policy

This policy was drawn up by staff of Pelletstown Educate Together N.S. in consultation with the Board of Management. It is also available on the school's website for parents/carers and the wider school community.

Rationale

The purpose of this policy is to:

- provide practical guidance to staff, parents and other interested parties about our SEN procedures and practices.
- outline the framework for addressing additional needs in our school.
- comply with legislation (Education Act 1998, Equal Status Act, 2000)
- fulfil DES circular 0013/17 - Circular to the Management Authorities of all Mainstream Primary Schools; Special Education Teaching Allocation, and new 2017 Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools.

Special Educational Needs

The Education for Persons with Special Educational Needs (EPSEN) Act was passed into law in July 2004. Special educational needs are defined in this act 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.”

Inclusion

Creating an inclusive school environment is essential to the ethos of Pelletstown E.T.N.S. For the purposes of this policy, we define Inclusion as ‘The process by which a school attempts to respond to all pupils as individuals by considering and adapting its curricula, organisation and provision.’ The goal of inclusion is not to erase differences, but to enable all pupils to belong within an educational community that validates and values their individuality. An inclusive school environment reflects values and affirms linguistic, ethnic and cultural diversity. The Department of Education and Skills recognises that it is important that schools have policies and procedures in place that promote and facilitate the inclusion of all children. Various methods of in-class support help to provide an inclusive education for all students. In-class support teaching is effective for students with a variety of instructional needs, including pupils with English as an Additional Language and pupils with Special Educational Needs.

The school is aware of the research and discussions around the use of ‘person-first’ (i.e. Saying; “person with a visual impairment”, rather than “visually impaired person”) or ‘identity-first’ language (i.e. “Autistic Pupil”, rather than “pupil with Autism”). We have decided to make our language choices based on the preference of individuals/their families and to be guided by this. We will continue to keep abreast of developments in terms of language use and to implement best practice in this regard.

Aims

We are fully committed to the principle of inclusion and the good practice that makes it possible. Our policy aims to enable children with Special Educational Needs (SEN) 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.

To support children with Special Educational Needs our aims are:

- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs and their abilities.
- To develop self-esteem and positive attitudes towards school and learning.
- To enable pupils to monitor their own learning and become independent learners.
- To develop a partnership with parents/carers in order that their knowledge, views, and experience can assist us in assessing and supporting their children.
- To involve parents/carers and other outside agencies (e.g. Department of Education and Skills, HSE professionals) in supporting children's learning.
- To recognise the key role of Class Teachers.
- To establish specific models of support that are specifically designed to enhance learning and to prevent/reduce difficulties in learning.
- To ensure that our duties, as set out in The Education Act 1998, Equal Status Act 2000, Education Welfare Act 2000 and Education for Persons with Disabilities Act 2004, are fully met, to enable pupils with special educational needs to participate in all activities in the school.
- To identify pupils with special educational needs as early as possible.
- To provide a staged approach in order to match educational provision to pupil's needs through the Continuum of Support.
- To use our resources as efficiently and fairly as possible when assessing and meeting the special educational needs of our pupils.

Pelletstown Educate Together National School is committed to providing the best possible educational service to children with Special Educational needs.

To ensure this, we require:

- A close level of co-operation between Parents/Carers, Class Teachers, Special Education Teachers, Additional Needs Assistants (ANAs) and any other school personnel assigned to support the pupil/s.

- Copies of the most recent psychological and medical reports prior to enrolment. These will be treated with the utmost confidence at all times. Copies of all relevant assessments and reports should be supplied to the school as these become available, on an ongoing basis.
- An understanding from parents/carers that our responsibility is primarily to **all** children in our care, and therefore, if it becomes apparent to teachers and parents/carers that the integration of an individual child with special educational needs is having an ongoing adverse effect on the education of the other children, and it is not possible to meet the needs of the child with Special Educational Needs, the Board of Management reserves the right to review the enrolment of the individual child. This would be done in consultation with the child's teacher and parents and may involve consulting the school's Code of Behaviour, or the making of a referral to a more appropriate setting.

Enrolment in a Mainstream Class

Parents are given an enrolment and information form to complete prior to their child enrolling in the school. On this form parents are asked to give details of assessments the child may have had. The school stresses the importance of parents informing the school of any 'special need' their child may have. If a pupil has an identified special need and is already receiving a service from another organisation, it is the responsibility of the parents to notify the school. The Principal and SEN Co-ordinator (SENCO) will read all current reports on the child prior to the pupil starting school to ensure the right supports are put in place. Having gathered the relevant information, the Board of Management will ensure that a child with Special Education Needs will be educated in an inclusive environment, unless the degree or nature of those needs is not in the best interests of the child and that it does not interrupt the effective provision of education for children with whom the child is to be educated. Please see Admissions Policy for further details.

Enrolment in an Outreach Class for pupils with Autism

Pelletstown E.T.N.S. has a Junior class for children with Autism and will open the Senior class upon the completion of the permanent building. The maximum enrolment in the class is 6 children, in line with Department of Education guidelines, in order to allow for intensive educational and individual programs suited to each child's needs. The class is staffed by a class teacher and minimum two Additional Needs Assistants (ANAs). Please see the ASD Class Admissions Policy for further details.

Roles and Responsibilities

The role of supporting learning is a collaborative responsibility shared by all: The Board of Management, Principal, SEN Coordinator (SENCO), Teachers, Additional Needs Assistants (ANAs), Parents/Carers and the children. It is important that everyone contributes to the planning and implementation of the SEN Policy.

SEN Teams

Class Teachers, Special Education Teachers, ANAs, SEN Co-ordinator and/or the Principal constitute the school SEN Team and each team member has a clear role in supporting pupils with special educational needs to access the curriculum.

In our school, we view the **Class Teacher** as central to the educational needs of each SEN child. All other staff members work with the Class Teacher to serve the needs of the child as stated in the Circular 0013/2017.

Board of Management

The Board of Management has an important role in developing, supporting, and monitoring school policy on Special Educational Needs.

The Board of Management:

- Oversees the development, implementation and review of the SEN policy.
- Ensures that adequate classroom accommodation and teaching resources are provided for the SEN Team.
- Ensures a secure facility for storage of records relating to children.

The Principal

The Principal, in consultation with the Board of Management, has overall responsibility for the school's teaching of pupils with Special Educational Needs.

The Principal:

- Supports Teachers/ANAs to increase their knowledge and skills in the area of Special Educational Needs by encouraging them and providing opportunities for them to avail of relevant professional development.
- Meets regularly with the SEN Coordinator/SEN Team.
- Oversees SEN related policies and procedures.
- Has responsibility for the allocation of SEN/ANA positions and class allocation within the SEN Team

In conjunction with the SEN Coordinator, the Principal:

- Liaises with outside agencies on SEN related matters.
- Reviews, monitors, and applies for adequate resources for SEN children.
- Reviews applications to outside agencies for Special Educational Needs support.
- Oversees the implementation of a whole-school assessment and screening programme to identify children with low achievement so that such children may be provided with the support that they need.
- Supports Teachers/ANAs to increase their knowledge and skills in the area of Special Educational Needs by encouraging them and providing opportunities for them to avail of relevant professional development.

SEN Co-ordinator (SENCO)

The SEN Co-ordinator:

- Maintains a list of children who are receiving Special Education support
- Maintains records of pupils with SEN and disseminates information to relevant school personnel.
- Collaborates with the Principal, SEN Team and Parents/Carers of pupils with Special Educational Needs
- Liaises with external agencies such as Visiting Teachers, Psychologists, Occupational Therapists, Speech and Language Therapists, Physiotherapists and the Special Educational Needs Organiser (SENO) to arrange assessments and special provisions for children with Special Educational Needs and assists the SEN team in liaising with the above where relevant.
- Helps to coordinate the caseloads/work schedules of Special Education Teachers & ANAs.
- Collaborates with SEN Team/Class Teachers in identification, screening, and referral procedures.
- Ensures that all documentation relating to children who receive additional support is properly filed and secured.
- Facilitates regular meetings with SEN Team and ANA Team.
- Oversees the implementation of a Standardised tests to identify children with very low achievement and/or learning difficulties so that they can be provided with the support they need
- Orders, purchases, distributes, and informs staff on screening and diagnostic materials and procedures.

The Class Teacher

The Class Teacher has primary responsibility for the progress of **all** children in his/her class including those receiving Special Education Teaching.

The Class Teacher:

- Liaises regularly with Parents/Carers on their children's progress.
- Facilitates the implementation of various models of support provided by the SEN Team
- Liaises initially with Parents/Carers to make them aware of the difficulties their child may be experiencing.
- Uses class observations, standardised/screening/diagnostic test results to highlight children's required levels of support in conjunction with the SEN Team.
- Creates and reviews Classroom Support Plans for those on the first level of the Continuum of Support.
- Collaborates with the SEN Team to create/review the School Support plans or School Support Plus plans.
- Attends meetings with Parents/Carers and SEN team.
- Meets with the SEN Team on a regular basis to monitor progress and adapt targets as necessary.
- Liaises with the SEN Team in the purchasing of relevant additional support materials.
- Develops Personal Pupil Plan, for those with primary care needs that require ANA support, in collaboration with the ANA, Parents/Carers and Special Education Teacher.

Special Education Teacher

Special Education Teacher helps to provide an education which meets the needs and abilities of children assessed as having a specific disability (as outlined in Circular 0013/2017) and/or children who are experiencing low achievement as documented in standardised and/or diagnostic test results.

The Special Education Teacher:

- Implements various in-class models of support in conjunction with the Class Teacher.
- Gathers information on children to create a profile of children experiencing difficulties in collaboration with the Class Teacher (See NEPS *Continuum of Support*).
- Seeks individual consent of parents for any children who are withdrawn for support.
- Administers relevant screening and/or diagnostic tests to children who have been identified as experiencing difficulties in consultation with the Class Teacher.
- Liaises with outside agencies (e.g. Psychologists, Occupational Therapists, Speech and Language Therapists) on providing support on the teaching of children with Special Educational Needs.
- Facilitates meetings between relevant staff & Parents/Carers
- Develops a School Support plan or School Support Plus plan as per the Continuum of Support to address the needs of pupils with Special Educational Needs in collaboration with the Class Teacher and Parents/Carers.
- Maintains a Log of Actions for pupils on the Continuum of Support
- Develops Intimate Care plan & Behaviour Support plan/Positive Handling & Physical Interventions plan as per school policies to address the needs of specific pupils with such needs in collaboration with the Class Teacher and Parents/Carers.

Additional Needs Assistant

The role of the Additional Needs Assistant (also known as Special Needs Assistant) is to provide schools with additional support in assisting children with Special Educational Needs who also have additional and significant care needs (See Circular 0030/2014).

The Additional Needs Assistant:

- Attends and provides input into meetings regarding specific children whom they support.
- Liaises regularly with the Class Teachers of the specific children whom they support.
- Assists with feeding, toileting and general hygiene, with mobility and orientation, with severe communication difficulties, with moving and lifting of children, with the administration of medication
- Assists teachers in the supervision of children with Special Educational Needs during assembly, recreational, and dispersal periods.
- Accompanies individuals or small groups who may need to be withdrawn temporarily from the classroom.
- Collaborates with Class Teacher and Parents/Carers in developing Personal Pupil Plan to support those with Primary Care Needs
- Collaborates with Special Education Teacher, Class Teacher and Parents/Carers in developing Intimate Care plan/& Behaviour Support Plan/Positive Handling & Physical Intervention plan as per school policies
- Provides general assistance to the Class Teacher, under the discretion of the Principal, with duties of a non-teaching nature. ANAs may not act as substitute or temporary teachers or be left in sole charge of the class.
- Ensures classrooms are easily accessible to ensure pupil safety and assists in the preparation of resources to be used with pupils with Special Educational Needs.

Parents/Carers

The role of the Parents/Carers of a child with Special Educational Needs is hugely important to the school. Specifically, Parents/Carers contribute through:

- Regular communication with the Class Teacher and SEN Team
- Creating a home environment where Literacy, Numeracy and Social/Emotional development of the child can thrive.
- Collaborating in generating profiles through parental questionnaires.
- Collaborating with Class Teacher and/or SEN team in formulating and implementing a School Support plan/School Support Plus plan for their child.
- Sharing insights and feedback on their child's development including their strengths and needs
- Being fully involved at all times in their child's education. If Parents/Carers have any concerns, they are encouraged to make an appointment to see the Class Teacher first, followed by, where appropriate, the SEN Team or Principal.
- The views of Parents/Carers will be sought at all stages of assessment and provision.

The Role of the Child

In recognition of the child-centred nature of the school's ethos, we recognise the importance of the child's own role in the provision of Special Education Support.

A child-centred approach will enable the SEN team to work with the child to:

- Take ownership of his/her own learning.
- Recognise his/her own needs and strengths.
- Take on a responsibility for his/her achievements and work hard to succeed.
- Work together from a shared understanding of the difficulties the child is experiencing.
- Set clear realistic and achievable goals so that the child experiences a sense of achievement.

Whenever and wherever possible, the views of the child will be ascertained and the child will be directly involved in the process by completing the NEPS (2007) *My Thoughts about School* checklist or similar.

Continuum of Support

The Class Teacher and Special Education Teacher will facilitate the inclusion of pupils with special educational needs in all aspects of the curriculum at their own ability levels. This could include in-class support and/or individual teaching related to Personal, Social and Emotional development, Communication and Language development or Literacy/Numeracy. Relevant school personnel will be made aware of the special educational needs of the pupils and of the strategies necessary to integrate them in all aspects of school life.

The SEN Team will adopt the Continuum of Support approach to intervention. The Continuum of Support guidelines encompass a problem-solving approach to understanding and developing interventions for pupils experiencing a range of learning, behavioural, emotional or social difficulties. The needs of pupils with special educational needs can be best considered in terms of a continuum and therefore the support given is also based on a continuum. 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.

We aim to collect evidence about pupils' educational needs at each level of the Continuum of Support. This evidence can then be used to adapt teaching, to plan the next steps in pupils' learning and to gauge their responses to interventions. When data is carefully collected, shared and compared, the SEN team can identify and respond to all those pupils who have special educational needs.

All children will require written consent from Parents/Guardians to be withdrawn from class to avail of Special Education Teaching. Parents/Guardians must communicate their wishes in writing should they not permit their child to avail of Special Education Teaching.

Following a review, and in consultation with relevant Class Teachers and Parents/Carers, supplementary teaching may be discontinued and deployed elsewhere throughout the school. Children will continue to be monitored by the Class Teacher and SEN Teacher. This is detailed in the Staged Approach.

STAGE 1: CLASSROOM SUPPORT

Classroom Support: An intervention process coordinated by the class teacher and carried out within the classroom.

The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the 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 or similar
- 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 (minimum every 6 weeks).

STAGE 2: SCHOOL SUPPORT

School Support: An assessment and intervention process which is usually coordinated by the Special Education teacher working alongside the Class Teacher. Interventions at this stage will be additional to those provided through classroom support.

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

- Teacher observation records
- Teacher-designed measures/assessments
- Parental consultation and pupil interviews
- Learning environment checklist
- Diagnostic assessments in Literacy/Numeracy etc.
- Formal observation of behaviour (if relevant) including ABC charts, frequency measures

- Functional assessment as appropriate, including screening measure for Social, Emotional and Behavioural difficulties

While the classroom teacher retains responsibility for the teaching and learning of the pupil, the Special Education teacher will be more formally involved at this stage.

STAGE 3: SCHOOL SUPPORT PLUS

School Support Plus: Intervention for pupils with more complex and/or enduring difficulties, whose progress is considered inadequate, despite carefully planned interventions at the previous levels. The school may request the involvement of relevant external services at this stage in order to carry out more detailed assessments and to develop intervention programmes.

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 consultation 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 the school's clear identification processes (outlined above) 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. The process involves the Class Teacher, Special Education Teachers, Additional Needs Assistants, parents, the pupil and relevant professionals. In-class support and/or withdrawal of pupil to Special Education Teaching classroom will be considered to support the pupil's learning needs. Interventions should draw on evidence-informed practice and the professional knowledge and experience of teachers. These interventions should reflect the priority learning needs of pupils, as well as building on their strengths and interests. Support plans should set out

the agreed targets, the resources required, the strategies for implementation and a time-frame for review (minimum of every 6 weeks).

Models of In-Class Support

Teachers implement co-teaching somewhat differently to meet the needs of their integrated instructional styles, and the needs of the students in their care. Co-teaching can be practiced through the following 5 formats;

1. Lead and Support Teaching
2. Station Teaching
3. Team Teaching
4. Alternative Teaching
5. Parallel Teaching

All teachers participate fully in all aspects of instruction and each teacher's role is coordinated to contribute to the effectiveness of the lesson. Co-teachers shift roles and focus to match the lesson and target student needs, (i.e. one teacher is not always the primary teacher and one is not always in a supporting role)

The underlying key to the success of this co-teaching model is communication. It is imperative that teachers actively participate in professional conversations to enable the implementation of co-teaching.

The school will implement various models of support, where applicable, in order to promote inclusion and assist in the prevention of various learning difficulties. The models of support that are prioritised in our school are;

- Infant Classes; Aistear, Numeracy Station Teaching – Ready Set Go Maths and Literacy Station Teaching (Phonological Awareness, Phonics/Blending, Tricky words, Handwriting) or Literacy Power Hour (Writing, Word Work, Guided Reading, Familiar Reading).
- 1st/2nd Class; Literacy Power Hour (Writing, Word Work, Guided Reading, Familiar Reading).
Numeracy Station teaching/Team teaching/Lead & Support Teaching
- 3rd/4th Class; Literacy & Numeracy Station teaching/Team teaching/ Lead & Support Teaching

- 5th/6th Class; Literacy &) Numeracy Station teaching/Team teaching/ Lead & Support Teaching

REVIEWING OF CONTINUUM OF SUPPORT PLANS

Targets must be as specific as possible. B.C.C Targets (Behaviour-Condition-Criteria) and SMART Targets (Specific, Measurable, Attainable, Realistic, Timed) are used to guide formulation and review of all School Support Plans Targets.

Through discussion, parents/carers and staff (and pupils if relevant) may agree that targets have been consistently met and the child would no longer benefit from the level of support being received, a support file review is completed.

Through discussion, parents/carers and staff (and pupils if relevant) may agree the child may require more support than those being provided at current level of support, a support file review is completed.

STUDENT SUPPORT FILE

Each child on the Continuum of Support has a Student Support File and it is opened at classroom support level or when the pupil joins the school. This allows the school to track the student's pathway through the Continuum of Support – right from the start of the support process, and onwards, if necessary, through to the School Support and School Support Plus levels. The Student Support File allows the school to document progress and needs over time. The Student Support File ensures continuity of support for a student, including transition from primary to post-primary school. The Student Support File may encourage parental collaboration and parental engagement in the student's learning. The Student Support File assists schools in providing an appropriate level of support to students, in line with their level of need. The Student Support File keeps together all the information about the support of the student: information gathered, log of actions, plans and interventions, consultations and reviews.

Record keeping & Confidentiality

A child's School Support file is kept in a locked filing cabinet or stored on the school administrative system 'Aladdin' both of which are managed by the Special Education Teacher. A photocopy of the signed School Support and/or School Support Plus files are given to the Parents/Carers and Class Teacher. The School Support file will include Continuum of Support plans/reviews, parental permission questionnaires, specific assessments and professional reports or referral/application forms where relevant. A log of actions will also be recorded on Aladdin.

Timetabling

All Special Education Teachers complete timetables and ensure the up to date timetable is given to the relevant Class Teacher and accessible on Aladdin for all. Class teachers ensure pupils being withdrawn do not miss repeating subjects or subjects that the pupil enjoys. Withdrawal should also not take place for the teaching of Stay Safe & the sensitive topics of RSE (as per relevant policies).

The Principal allocates specific time for In-Class Support per class level, to ensure the highest level of need should have access to the greatest level of support. Positive and consistent communication between staff is required to ensure that timetabling is successfully implemented. Timetables are reviewed regularly in line with target reviews and planning meetings.

Training and Staff Development

Ongoing training and staff development will be offered to members of staff to support the implementation of this policy. This will be in the form of continuing professional development. The school will liaise with relevant agencies on an ongoing basis such as National Council for Special Education (NCSE), Middletown Centre for Autism, PDST, Down Syndrome Ireland, various Education Centres etc.

The attention of all newly appointed staff will be drawn to this policy upon their appointment to the school. All members of the staff will adhere to this policy.

Other Relevant Policies

- Intimate Care Policy
- Positive Behaviour and Physical Handling Policy (ref. Crisis Prevention Intervention Training)
- Additional Needs Assistant Policy

Other Relevant Circulars/Documents

- Education and Welfare Act 1998
- EPSEN Act 2004
- The Disability Act 2005
- Special Education Teaching Allocation Circular 0013/2017
- Special Needs Assistant Scheme Circular 0030/2014
- NEPS Continuum of Support Guidelines for Teachers 2007
- NEPS Continuum of Support Resource Pack 2007
- NEPS Behaviour, Emotional and Social Difficulties Continuum of Support 2007
- Student Support File Guidelines
- Assessment in the Primary School

Implementation, Review and Communication

This policy is effective upon ratification on 23rd November 2022 and will be reviewed in 2025 or earlier should a need arise.

This policy will be published on the school's website and will be available to all members of school personnel, parents/carers the patron and the DoE.

Ratification

The Board of Management of Pelletstown Educate Together ratified this policy on 23rd November 2022.

Signed: 

Chairperson of Board of Management

Date: 23/11/2022

Signed: 

Principal/Secretary to the Board of Management

Date: 23/11/2022

Appendices

Appendix 1: Pre-planning questionnaire

Appendix 2: Continuum of Support Documents

Appendix 3: Needs Analysis document

Appendix 4: PDST Models of Team Teaching

School Support Plan Pre-Planning Questionnaire

Student Name: _____ Class: _____ Date: _____

<u>Strengths</u>
<u>Reading</u>
<u>Writing/Spelling</u>
<u>Maths</u>
<u>Physical Education</u>
<u>Behaviour</u>
<u>Social Skills</u>
<u>Other</u>

Please use extra paper if you have additional comments

We/ I give permission for our/my child to attend support classes during the school year ____ - ____

Signed : _____

Pelletstown Educate Together National School

CONTINUUM OF SUPPORT STUDENT FILE

This portfolio includes **Classroom/School Support** checklists, plans and reviews.

See separate documents for details of School Support Plus and IEPs (where relevant)

Name of Student	
Date of Birth	
Date File Opened	
Date File Closed	

Pelletstown Educate Together National School

Classroom Support Plan

Classroom Support Checklist

NAME:

DOB:

CLASS:

DATE:

GENERAL INFORMATION	CHECKED	COMMENTS
Parents consulted		
Information gathered from previous school/preschool		
Hearing and Vision		
Medical Needs		
Basic needs checklist completed		
Assessment of learning/screening		
Observation of learning styles/behaviour		
Interview with pupil		
Classroom work differentiated		
Learning environment/school/yard adapted		
Informal/formal consultation with outside professionals		
ACTION NEEDED:		
ACTION AGREED WITH PARENTS/CARERS AND RELEVANT STAFF:		

Classroom Support Plan and Review

Our concerns are:	Review Comments & Date
We think it may be happening because:	
Some strategies which may work are:	
We will know things have improved when:	
We will review: (date, time, convenor)	

Signed: Teacher - _____ Parent/Carer - _____

Review Date 1:		In attendance:	
Outcomes (Targets met and unmet):			
New classroom support plan to be agreed	Classroom support plan no longer necessary	School support plan to be initiated	Request consultation with professionals/ outside agencies
Review Date 2:		In attendance:	
Outcomes (Targets met and unmet):			
New classroom support plan to be agreed	Classroom support plan no longer necessary	School support plan to be initiated	Request consultation with professionals/ outside agencies

Pelletstown Educate Together National School

School Support Plan

School Support Checklist

NAME:

DOB:

CLASS:

DATE:

1. GENERAL INFORMATION	CHECKED	COMMENTS
Parents consulted		
Information gathered from previous school/preschool		
Hearing and Vision		
Medical Needs		
Basic needs checklist completed		
Assessment of learning/screening		
Observation of learning styles and behaviour		
Interview with pupil		
Classroom work differentiated		
Learning environment/school/yard adapted		
Informal/formal consultation with outside professionals		
Direct input from supporting teacher(s)		
1. ACTION NEEDED:		
1. ACTION AGREED WITH PARENTS/CARERS AND RELEVANT STAFF:		

School Support Plan

PUPIL'S STRENGTHS AND INTERESTS:

PRIORITY CONCERNS:

WE WANT TO ACHIEVE (TARGETS):

-

STRATEGIES WE WILL USE ARE:

STAFF INVOLVED AND RESOURCES NEEDED ARE:

-

WE MEASURE PROGRESS AND SUCCESS BY:

-

REVIEW (DATE, TIME AND CONVENOR):

Date:

Convenor:

Signed: Teacher - _____

Parent/Carer - _____

Pelletstown Educate Together National School

School Support Review Record

NAME:

DOB:

CLASS:

DATE:

WHAT HAS BEEN MOST SUCCESSFUL (AND WHY?):

WHAT HAS NOT BEEN MOST SUCCESSFUL (AND WHY?):

WHAT ARE THE PUPIL'S CURRENT NEEDS?:

WHAT ACTION IS RECOMMENDED?:

- Update/Implement new School Support Plan
- Move to Classroom Support
- Move to School Support Plus
- Request consultation with professionals/outside agencies

Other (details):

Signed:

Teacher - _____

Parent/Carer - _____

Pelletstown Educate Together National School

School Support Plus Plan - Individual Education Plan (I.E.P.)

PUPIL'S NAME:

DOB:

CLASS:

PARENT'S NAMES:

CLASS TEACHER:

SUPPORT TEACHER(S):

S.N.A.:

DATE OF IEP MEETING:

IN ATTENDANCE:

COMMENCEMENT DATE:

PROPOSED REVIEW DATE:

SUMMARY OF SPECIAL EDUCATIONAL NEEDS/BACKGROUND:

SPECIAL EDUCATIONAL PROVISION:

PROGRESS TO DATE/STRENGTHS/INTERESTS:

AREAS FOR IMPROVEMENT/PRESENTING DIFFICULTIES/NEEDS:

ASSESSMENT RESULTS

Standardised	Diagnostic
Test: _____ Date: _____ Results: _____	Test: _____ Date: _____ Results: _____

WHAT ARE THIS TERM'S TARGETS?	WHO IS RESPONSIBLE FOR THIS?
1.	
2.	
3.	
4.	

RESOURCES NEEDED:

SUPPORT FROM PARENT(S)/CARER(S):

PASTORAL/MEDICAL REQUIREMENTS:

MONITORING AND ASSESSEMENT ARRANGEMENTS:

SIGNATURES:

Parent(s)/Carer(s): _____ Teachers: _____

Pelletstown Educate Together National School
School Support Plus Plan (I.E.P.) - REVIEW RECORD

WHAT HAS BEEN MOST SUCCESSFUL (AND WHY?):

WHAT HAS NOT BEEN MOST SUCCESSFUL (AND WHY?):

WHAT ARE THE PUPIL'S CURRENT NEEDS?:

WHAT ACTION IS RECOMMENDED?:

- Update/Implement new School Support Plus Plan
- Move to School Support
- Request consultation with professionals/outside agencies

Other (details):

Signed:

Teachers - _____

Parent(s)/Carer(s) - _____

Pelletstown Educate Together National School (20392i)
School Provision Plan for pupils with Special Educational Needs

(Academic Year)

TERM _ - (Class name)

(Updated _____)

Pupils with special educational needs who are in receipt of intervention through the Continuum of Support Framework

School Support Plus				
Pupil Name:	Class:	Description of S.E.N.	Focus of Support:	Nature of Support:

School Support			
Pupil Name:	Class:	Focus of Support:	Nature of Support:

Pupil Name:	Class:	Focus of Support:	Nature of Support:

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S.E.T. Needs Analysis

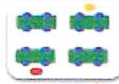
(Month, Year)

Class: _____ Teacher: _____

Initials:	Concerns:	Stage of Continuum of Support (if applicable)	Other relevant support/strategies and any other additional information:

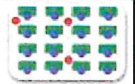
Models of Team Teaching

Station Teaching



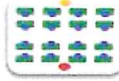
- Heavily dependent on personnel
- Teachers divide the responsibility of planning and instruction
- Clear learning focus is important
- Pupils rotate from stations, either on the same day or on the next day of team teaching. With younger pupils they often rotate within the same day but older pupils might rotate over the duration of a week.
- Professional engagement
- Increased instructional intensity and individualization
- Assessment critical for teachers to identify learning achieved

Lead and Support Teaching



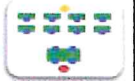
- 'Lead' teacher can take on role of the 'support' teacher and vice versa
- All pupils have access to the same curriculum and interventions are integrated
- Shared language and experience which makes collaboration easier and allows both teachers to be aware of the progress of pupils
- All pupils can access both teachers as required, teachers are not assigned to pupils
- Various forms of assessment can be done by the lead teacher, support, teacher or both teachers

Parallel Teaching



- Teachers teach the **same content** to two groups of pupils in the **same physical space**, a significant advantage being a reduced pupil-teacher ratio
- Suitable at all class levels
- Often very useful in a multi-grade setting
- Clear learning focuses important
- Co-planning important
- Assessment critical for teachers to identify learning achieved

Alternative Teaching



- One teacher manages the large group while the other teacher delivers an alternative lesson, or the same lesson with alternate materials or approaches, to a small group of pupils for a specific instructional purpose
- The smaller pupil-teacher ratio benefits the pupils when they are learning difficult concepts because they are better able to interact with the teacher to clarify misconceptions or extend understandings
- Teachers can also work with pupils of exceptional ability and challenge their specific needs while the remainder of the class is working under the direction of the second teacher
- Teacher collaboration may lead to more targeted lessons and pupils may benefit from being exposed to multiple teaching styles

Teaming Teaching



- Both teachers are responsible for planning and they share the instruction of all pupils.
- The lessons are taught by both teachers who actively engage in conversation, not lecture to encourage discussion by pupils.
- Both teachers are actively involved in the management of the lesson and behaviour management.
- Sometimes used along with another model of co-teaching, for example comprehension strategy, problem solving, mental maths. Each teacher has an active and equal role