

Support Policy for Special Needs Pupils

	Date
Staff Consultation	13/03/18
Parental Consultation	
Ratified by BoM	

Signed:

Chairperson, BoM

Guiding Principles:

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

As far as possible, therefore, it is our aim to minimise the difficulties that children may experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Inclusion:

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

Three principles for inclusion

1. Setting Suitable Learning Challenges

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. (See also More Able Children policy, Appendix 4) In order to do this, Holy Trinity NS will use the 'Continuum of Support Process' as outlined in Table 1 below to identify educational needs. Identification of educational needs is central to setting suitable learning challenges for our SEN pupils. Using the continuum of support framework, our school will identify pupils' educational needs to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. It is important to look at a pupils needs in context, and to use our resources to support this (for example, learning environment checklist, teacher checklist for whole-class structures and supports).

Table 1: Identification of Educational Needs through the Continuum of Support Process

Classroom Support	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> • 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 <p>A classroom support plan runs for an agreed period of time and is subject to review.</p>
School Support	<p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none"> • Teacher observation records • Teacher-designed measures/assessments • Parent and pupil interviews • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition.</p> <p>A school support plan operates for an agreed period of time and is subject to review.</p>

School Support Plus	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</p>
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2. Meeting Children's Diverse Learning Needs

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

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

<p>Action 1: Identification of pupils with special educational needs</p>	<p>Review existing information on pupils' needs, using school-based data and any information from parents and external professionals. Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
<p>Action 2: Setting targets</p>	<p>Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support.</p>
<p>Action 3: Planning teaching methods and approaches</p>	<p>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</p>

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

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

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

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

Practicalities for Teachers:

Classroom Support Level:

The class teacher has primary responsibility for the progress of all pupils in his/her class, including those with special educational needs. The class teacher

plays an important role in the initial identification of pupils who may have special educational needs.

The triggers for this level of intervention could be:

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

The teacher completes Classroom Support Plan. A template can be found as Appendix 1.

- 1. The teacher will consult with the child's parents/guardians**
2. Examine their own Teacher Observations Records
3. Examine any assessments
4. Complete a basic needs checklist *
5. Complete a Learning Environment checklist *
6. The child will complete a "My Thoughts About School" checklist* - 2nd-6th will do this annually in Sept. as part of Myself in SPHE
7. Screen for language skills * (Checklists available on SESS.ie)

The teacher will consult with the child's parents/guardians who will sign the Classroom Support Plan as well as the teacher. The Classroom Support Plan will run for approximately 8-12 weeks approximately and will then be reviewed by the teacher with the child's parents/guardians.

*Classroom Support Documents can be found in Appendix 2

School Support Level

This level of support will be put in place in the following circumstances.

- A Classroom Support Plan has been reviewed and the recommendation is to move to a higher level of support – School Support
- A child is performing at or below the 10% in literacy and/or numeracy – School Support

This will be done collaboratively with the class teacher, the support teacher, the child and the parents/guardians. It may include some of the following:

1. Any previous Classroom Support Plan, assessment results, checklists, screening measures.
2. Diagnostic assessment results in literacy and/or numeracy
3. Formal Observation* of Behaviour (if applicable) – Frequency Event Recording, ABC Charts
4. Functional Assessments* – Social, Emotional and/or Behavioural Assessments – Social Skills Observation (Assessment Document 5) and Behaviour Checklist (Assessment Document 2)
5. It may detail teaching approaches – Team Teaching, PALS, small group or individual instruction

The School Support Plan will run for 12 weeks approximately and will then be reviewed.

*School Support Documents can be found in Appendix 3

School Support Plus Level

This level of support will be put in place in the following circumstances:

- Following a review of a School Support Plan a decision has been made to move to a higher level of support
- Despite extra intervention, the child makes little or no progress
- Continues to work at Primary Curriculum levels substantially below that of children of a similar age
- Continues to have significant literacy and numeracy difficulties
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning, or that of other children, despite an appropriate behaviour management programme
- Has an ongoing communication or relationship difficulty that prevents social development and acts as a barrier to learning
- A child has significant, enduring and complex needs and collaboration with external professionals such as Speech and Language Therapist, Psychologists, Occupational Therapists etc...is necessary

Other outside agencies may need to be contacted.

The School Support Plan will be drawn up collaboratively with the class teacher, the support teacher, other professionals, the child and the parents/guardians. It may include some of the following:

1. Any previous classroom and/or school support plans
2. Teacher observations
3. Functional Assessment (Appendix 3)
4. A broad range of assessment results including diagnostic tests, screening measures and reports from external professional (ie main findings and recommendations that relate to school – classroom, yard, other – OT etc..)

A School Support Plus Plan will always include far greater detail with regard to classroom differentiation/support, support strategies and strategies for home.

There will be an emphasis on consultation and collaboration with the class teachers, support team and with parents/guardians and children with regard to Support Plans and/or Behaviour Plans.

The class teacher consults and co-operates with relevant support teachers regarding the strengths, weaknesses and interests, learning targets, instructional activities and progress of pupils receiving supplementary teaching. Meetings between class teachers and support teachers are organised regularly to facilitate this consultation. The class teacher will make appropriate modifications to teaching approaches and expected learning outcomes for children with learning difficulties. This differentiation will include appropriate grouping, pace, task, time on task, adapted content, scaffolding, differentiated outcomes which will consider learning styles, peer tutoring, appropriate use of concrete materials and manipulatives, and use of ICT.

Direction of resources towards pupils in greatest need

As per the Guidelines, 2017, "Pupils with the greatest level of need have access to the greatest level of support". Circular 13/2017 recommends that the following are taken in account:

- Children scoring at or below the 10th percentile on a standardised test in literacy and numeracy
- Early Intervention and Prevention programmes
- Pupils previously in receipt of supplementary teaching from a resource of LS teacher and who continue to experience significant learning difficulties
- Pupils who have been identified as having significant needs through process of assessment – evidence based – school based assessment, social and emotional functioning and monitoring of learning outcomes.
- Pupils with mild or transient needs – needs associated with Speech and Language, social and emotional difficulties, co-ordination or attention control difficulties.
- Pupils with significant Special Educational Needs – learning, behavioural, emotional, physical, sensory.
- Pupils with additional needs, including EAL.

Allocating Additional Teaching Support for Pupils with Special Educational Needs

1. Screening, Diagnostic Testing and data gathering:

Administration and interpretation of screening measure(s) by the class teacher

- Screening measures used are standardised tests, Young group reading test, New Group Reading Tests and Non-reading Intelligence Test (NRIT)
- Junior Infants: BIAP, Checklists, Teacher designed tests, Early at Risk Indicators
- Senior Infants: MIST, York Early Reading Assessment and checklists, early mathematical activities
- Information gathering on social, emotional and behavioural competence (NEPS, Behavioural, Emotional and Social Difficulties – Assessment Documents – Continuum of Support)
- First – sixth: Drumcondra Primary Reading Test (DPRT)
Sigma-T Primary Maths Test
Single Word Spelling Test
- Diagnostic Tests – children scoring at or below the 10th percentile on standardised tests in literacy and numeracy (Diagnostic Reading Analysis, York Assessment of Reading for Comprehension, Neale Analysis, Miscue Analysis in Reading, Error Analysis in Mathematics, Maths Tracker, Sound Linkage)

Identify ALL pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support

- Set Targets – teachers set clear targets for each pupils at each level of the Continuum of support Appendix

2. Programme planning, teaching methods and approaches:

- Teachers identify the level and type of intervention required to meet the child's needs – consider methodologies, groupings, team-teaching, PALS, social skills groups, enhancing fine and gross motor skills (OT activities)

3. Organise early-intervention and prevention programmes:

- Identify the classes to be involved, the time needed and staffing commitment required

4. Organising and deploying special education teaching resources:

- Cross reference the needs of all pupils at School Support and School Support Plus levels and consider common needs that can be met by grouping to ensure effective teaching and learning approaches.
- Agree which teacher will cater for these individuals/groups and when and where teaching will take place – consider that children with the greatest level of need, receive the greatest level of support. Also consider the teachers' relevant expertise and/or special interests.

5. Continuation or Discontinuation of Support Teaching:

Establish a tracking and recording system to ensure the progress of all pupils in meeting their identified targets.

Roles and Responsibilities

The role of supporting learning is a collaborative responsibility shared by all: - The Board of Management, Principal Teacher, Class Teachers, Special Education Support Teachers, Parents/Guardians and Children. It is important that everyone contributes in the planning and implementation of our school policy on Support Provision. Class teacher has the first line of responsibility for children with special educational needs as outlined in the Support Guidelines for Primary Schools, 2017. "The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs". (Support Guidelines for Primary Schools, 2017, 5).

The Role of the Board of Management

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

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

The Role of the Principal

The principal has overall responsibility for the day-to-day management of provision. She will work closely with the SEN co-ordinator and will keep the BoM informed about the working of this policy. It will be the role of the principal in collaboration with the SEN co-ordinator to:

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching roles, including special education roles
- Co-ordinate teachers' work to ensure continuity of provision for all pupils
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- 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

The Role of Class Teachers

Section 22 (1) of the Education Act, 1998, states the primacy of the teacher in the education and personal development of pupils in schools. The teacher is responsible for educating all pupils in her/his class, including any pupil with a special educational need.

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

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Heterogeneous group work
- Differentiation
- Interventions to promote social and emotional competence
- Embedding Information and communications technology (ICT) in teaching, learning and assessment

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

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

Teachers can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access.

The Role of the Special Education Support Teachers

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

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

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

- curriculum support
- life and/or social skills training
- physical training/gross motor development
- speech training/communication and/or language development
- behaviour modification programmes
- assistance with sensory modulation
- development of anger management strategies
- a combination of some/all of the above
- Support Teachers may also work with class teachers to provide teaching and learning for exceptionally able children

Special education teachers, in consultation with class teachers, should plan their interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant continuum of support plan. Short-term planning should reflect the support plan targets and should break down the development of skills and content into small incremental steps to address each pupil's specific needs on a weekly basis. Outcomes for pupils should be routinely assessed, recorded and used to review progress. These outcomes should also be used to inform the targets for the next phase of intervention.

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the special educational needs provision available in the school. Our school will consult with parents when developing and reviewing policies relating to the education of children with special educational needs. This helps to ensure that parents understand the school's approaches and better enables them to support their children in transitioning through the school.

Special Needs Assistants

The duties of Special Needs Assistants (SNAs) are assigned by the principal teacher. These duties will involve tasks of a non-teaching nature, such as:

- Providing for the specific primary and secondary Care Needs of some children who have been allocated SNA access by the Special Educational Needs Organiser from the NCSE.
- Keeping specific children focused on task as directed by teacher.
- General assistance to the class teachers
- Preparation and tidying up of classrooms in which the pupils with special needs are being taught.
- Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom (where appropriate)
- Assisting the teachers in the supervision of pupils with special needs during assembly and break times.
- Assisting with supervision on out-of-school visits, walks and similar activities.

Where an SNA has been appointed to assist a specific pupil, every effort will be made to support the child to become as independent and responsible as possible. Resulting from this, duties will be modified to support the child within the whole class situation if appropriate.

Parental Involvement

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

through initiatives such as paired reading or Children and Parents Enjoying Reading (CAPER).

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the special educational needs provision available in the school. Our school will consult with parents when developing and reviewing policies relating to the education of children with special educational needs. 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 Parents/Guardians of the pupils of Holy Trinity National School can prepare for and support the work of the school by:

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

Enrolment:

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

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

Whole School Strategies to minimise learning difficulties

1. Promotion of Literacy:

- A print-rich school environment
- Use of real books in classrooms

- Consistent language in Maths throughout all classes
- An approach to learning spellings that's based on the child's needs
 - Shared Reading programmes for parents and children throughout the school
 - Peer-tutoring for reading fluency from 3rd to 6th classes
 - Use of library facilities is encouraged within school and outside of school
 - Games that promote literacy and numeracy are used within the school
 - Drop Everything and Read (DEAR), Uninterrupted Sustained Silent Reading (USSR), Buddy Reading
 - First Steps Reading and Writing
 - Building Bridges Comprehension Strategies
 - Newspaper supplements are used where appropriate
 - Activities which promote self-esteem are utilised
 - Use of varied teaching strategies in the classroom
 - Comprehension strategies from First Steps
 - Use of ICT to support Literacy and numeracy e.g. iPads and literacy and numeracy Apps

2. Early Intervention

- Early intervention is a vital component of support teaching in this school. Early intervention programmes may be provided by the class teacher and or by the support teachers.
- Close collaboration and consultation between the class teachers and the support teachers will identify pupils who may require early intervention, individually or in small groups, at Stage 2. Teacher observation and professional judgement will be given due consideration and respect in the selection of pupils for such early intervention programmes.

These programmes will:

- Be set within a specific time frame (6 - 20 weeks) depending on several factors including school needs, class needs and individual pupil needs
- Be based on a shared expectation of success by everyone involved
- Involve whole class/small group teaching or one-to-one teaching
- Include a strong focus on oral language, sight vocabulary, phonics, phonological awareness initially and subsequently reading fluency, reading comprehension, possibly writing and Mathematics, eg. Ready, Set, Go Maths
- Emphasise the development of phonemic awareness and a range of other word identification skills to include semantic and syntactic cues
- Engage the pupils in frequent supervised oral of texts at appropriate levels of difficulty and monitor their comprehension
- Stress the interconnected nature of listening, speaking, reading and writing
- Organisational settings such as pair work and group work will be utilised to facilitate the development of receptive and expressive language skills
- Focus on language development in mathematics, and in the development of mathematical procedures and concepts
- Mathematics intervention will focus on early mathematical skills and hands-on activities, such as Ready, Set, Go Maths

Early Prevention Programmes

Time and caseload permitting, early prevention programmes will be implemented in junior infants, for example, Aistear, Literacy Lift-Off and Ready, Set, Go Maths during team teaching

Prevention of Failure and Provision of Intensive Early Intervention

All children in Junior Infants and Senior Infants are screened in order to identify children experiencing difficulties in learning.

The following screening measures are used:

- Enrolment form
- Input from parents
- Teacher observation
- Teacher designed tasks and tests which are documented and dated
- Checklists – phonics, phonological awareness, sight vocabulary, early mathematical activities
- Belfield Infant Assessment Profile (BIAP) for **specific pupils** who are presenting with difficulties
- York Assessment of Reading – Early Reading Assessment
- Early Literacy Test in Junior Infants
- PM – Benchmarking

The Middle Infant Screening Test (MIST) is administered **in February** to Senior Infants in order to identify children in need of Early Intervention for literacy. The accompanying Forward Together Programme is carried out in collaboration with parents of children who are identified in the MIST as falling below the threshold. This 8 week programme is implemented by parents who are up-skilled by a support/class teacher for one hour per week. The children will be re-tested at the end of the Forward Together Programme.

Monitoring Progress:

Monitoring the academic progress of the pupils in this school will be accomplished by:

- Ongoing structured observation and assessment of the language, literacy and numeracy skills of the pupils in the junior classes to facilitate early identification of possible learning difficulties by the class teacher.
- Formal and informal testing and observation of work by the class teacher.
- Implementing the school policies on screening and the selection of pupils for supplementary teaching in English and / or in Mathematics by administering and scoring appropriate measures
- Standardised testing by the class teacher
- Diagnostic testing by the support teachers
- Record keeping: Children's records, test results and assessments are kept in a secure filing cabinet
- Non-academic progress of pupils in this school will be reviewed informally, for example, under the headings of improvements in the pupil's self esteem; school attendance; attitude to learning; attitude to school and general behaviour.

- There will be continual monitoring of pupils who have been discontinued from school level support teaching.

Links with Outside Agencies

The principal teacher will oversee the development of links between teachers, outside agencies and specialist services, such as an Educational Psychology (NEPS and others), Speech and Language Therapy, Psychiatry, Occupational Therapy, etc with the facilitation of staff members.

One to One Special Educational Teaching:

The school will weigh up the benefits of this against the possible disadvantages in relation to Child Protection issues. Clear boundaries will always be in place regarding the physical environment – glass in the door or the door open if there's no glass in the door. The child's parents must also give permission for one to one teaching.

Review of policy

This Policy will be reviewed and updated in 2019 when the school will be re profiled and revised allocations will be made.

Ratified by the BOM on _____

Signed: _____
Chairperson BOM