

Special Education Needs Policy

	Date
Staff Consultation	18/4/18 and 25/04/18, 27/09/21
Ratified by BoM	

<p>Signed: _____</p> <p>Chairperson, BoM</p> <p>Date: _____</p>

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

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. In order to do this, Mayo Abbey 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 pupil's 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

<p>Classroom Support</p>	<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> <p>* Continuum of Support Resource Pack for Teachers (DES and NEPS)</p>
<p>School Support</p>	<p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none"> • Teacher observation records • Teacher-designed measures/assessments • Parent and pupil interviews • Learning environment checklist • 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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Meeting Children’s Diverse Learning Needs

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

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

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

resources	<p>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.

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 teacher, special education teacher and the parents.

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

Board of Management

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

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

Principal

The principal has overall responsibility for the day-to-day management of provision. 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

Special Needs Co-ordinator

The Special Needs Co-ordinator will be responsible for:

- Overseeing the day-to-day operation of the SEN policy.
- Co-ordinating provision for children with special educational needs.
- Organises the timetable for support teaching.
- Liaising with and advising fellow teachers and contributing to in-service training of staff.
- Liaising with and advising SNAs with regard to supporting children with special needs.
- Liaising with parents of children with special needs.
- Monitoring and evaluating SEN provision.
- Keeps a list of pupils who are receiving supplementary teaching.
- Facilitating planning for class teacher with support teacher.
- Supports the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support.
- Keeps teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Advises parents on procedures for availing of special needs services.
- Selects children for psychological assessment in consultation with class and support teachers and with the NEPS psychologist.
- Liaises with external agencies such as NEPS to arrange assessments of children with SEN.
- Liaises with SENO regarding all aspects of special education provision.
- Stores confidential information (Psychological Assessment Reports etc.) regarding SEN children and shares same with principal, class teachers, support teachers, SNAs, other agencies where appropriate.
- Participates in and or oversees the drafting of School Support Plans and Classroom Support Plans.
- Arranges for exemptions from the study of Irish for pupils for whom this is appropriate.

The Role of the Class Teacher

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

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

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

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

- curriculum support
- life and/or social skills training
- physical training/gross motor development
- speech training/communication and/or language development
- behaviour modification programmes
- assistance with sensory modulation
- development of anger management strategies
- a combination of some/all of the above.

Special education teachers, in consultation with class teachers, should plan their interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant continuum of support plan. Short-term planning should reflect the 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.

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.

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 Mayo Abbey 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.
- 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 Education for Persons with Disabilities Act 2004 states that 'A child is entitled to attend the school which is most suited to his or her overall needs'.

Parents are requested 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.

Whole School Strategies to minimise learning difficulties

Our strategies for preventing learning difficulties include:

1. Promotion of Literacy:

- Whole school promotion of Reading for Pleasure
- Comprehension Strategies
- Genre Writing
- Station teaching for literacy where possible
- Print rich environment
- Shared/paired reading
- Story time, Library time, DEAR time, Book Week, Book Fair, Word games, Class library

- Access to literacy software.

2. Early Intervention

We believe it is very important to identify and assess children with special needs as early as possible so that effective interventions can be put in place. Screening tests are administered in the Infant Classroom. The M.I.S.T. (Middle Infants Screening Test) is administered to all pupils in Senior Infants during the second term of the school year. Pupils who present with scores below a given point are targeted at this stage.

Developing Listening Skills:

Promoting a classroom environment where children listen to others, do not interrupt the speaker and wait their turn; Circle time, Listening games/activities; Listening Programmes; Listening to music.

Observation and/or assessment:

Observation: Methods in use - record sheet for each child, Shared observation (2nd opinion), listening to reading, General correction of homework.

Recording observation - personal records, reading records, paired/group reading, teachers own observation.

Share concerns with - Last year's/next year's teacher, parents, special education teachers, SEN co-ordinator

Stages of Assessment and Provision

Access to the school's broad and balanced curriculum is achieved for most children by differentiation of class work by the class teacher. When a class teacher identifies a child with SEN the class teacher consults with the SEN coordinator and provides interventions that are ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual curriculum. The first line of responsibility for the progress of all pupils in the class lies with the class teacher.

Stage One

Class teachers initially discuss their concerns with the child's parents.

The triggers for this 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 signs of difficulty in developing literacy and numeracy skills, which result in poor attainment
- Persistent emotional or behavioural difficulties which do not respond to behaviour management techniques used by the school
- Has sensory or physical difficulties
- Has communication and/ or relationship difficulties

The class teacher completes a Classroom Support Plan. If this strategy does not work then the teacher will continue to the next stage, School Support.

Teachers inform Parents that their child's needs would be better served in a small group with a support teacher.

Stage Two

In cases where the Record of Differentiated Support indicates that progress has not been made, or if the results of tests (M.I.S.T., Drumcondra Primary Reading Test, Sigma T, Belfield Infant Assessment Programme) and teacher observation indicate this to be the case, intervention in the form of a support teacher will be accessed. The support or class teacher will perform diagnostic tests on these children. These tests can include the Neale Analysis Reading Test, Aston Index Word recognition test, Non Reading Intelligence test, Jackson Phonics Test, Dolch Lists, Schonell Reading Test, SPAR Reading/Comprehension Test, etc. Again, class teachers will discuss their concerns with the child's parents. The action taken will be as follows:

- The class teacher and support teacher will differentiate the curriculum in specific areas with achievable goals to be implemented by the class teacher and support teacher.
- If there are others in the class with similar difficulties in one or more of the specific areas, then a group educational plan will be implemented.
- These programmes will be reviewed and updated twice yearly.
- While every effort will be made to allow the SEN group/individual to remain included in class, there may be a need to work part of the programme in a SEN room with the support teacher or class teacher.
- Where progress is such that the child is no longer giving cause for concern, the child will revert to the usual differentiated curriculum available to all children.

Stage Three

The support or class teacher will perform diagnostic tests on these children. These tests can include the Neale Analysis Reading Test, Aston Index Word recognition test, Non Reading Intelligence test, Jackson Phonics Test, Dolch Lists, Schonell Reading Test, SPAR Reading/Comprehension Test, etc.

When it has been identified that a child is still struggling and/or performing below the tenth percentile despite School Support the class teacher with the support teacher and SEN coordinators, in consultation with the child's parents, may consider the following actions:

1. A psychological assessment will be arranged (see Education for Persons with Disability Act 2004)
2. Other outside agencies may need to be contacted, who will advise on a range of provision including support plan targets and strategies.

3. The triggers for extra intervention could be that, despite receiving an individualised programme the child:
 - Makes little or no progress over a long period of time
 - Continues to work at Primary Curriculum levels substantially below that of children of a similar age
 - Continues to have 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 and support plan
 - Has sensory and/or physical needs, and requires additional specialist equipment or regular visits from an advisory service
 - Has an ongoing communication or relationship difficulty that prevents social development, and act as a barrier to learning.
4. If it is felt by the psychologist that a child has care needs, a special needs assistant may be applied for.
5. In circumstances where a child uses specialised equipment, consultants will be required to demonstrate how the equipment is to be used.
6. The use of specialised yard equipment may also need to be demonstrated.

School Support Plan

Based on psychologist's report, tests and records of differentiation the class teacher with the support teacher, SNA (if assigned), parents and representatives of outside agencies (if necessary) formulate a School Support Plan.

These plans, which employ a small-steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded targets, we ensure that the child experiences success.

This plan includes:

- the nature and degree of the child's abilities and skills
- the degree of the child's special needs,
- the present level of performance,
- outside services to be provided,
- services for transition to 2nd level school where appropriate,
- the goals, which the child is to achieve over a period of half a year.

The strategies set out in the plan will, as far as possible, be implemented in the normal classroom setting.

The management of the school support plan strategies will be the responsibility of the class teacher, support teacher and the SEN co-ordinator.

Review of Support Plans

The SEN coordinator will ensure that the review is conducted twice yearly or more often if necessary. The class teacher consults with the support teacher, the child (and SNA if appointed). They agree on the expected outcomes of the Support Plan. A draft copy is formulated and the parents are invited to attend a meeting to discuss or make recommendations to the draft review if they so wish. Again, outside agencies may play a part in formulating the final copy. The review will be recorded on the Student Support File Review form. (Attached, Appendix 5).

Where progress is unsatisfactory it may be decided that the child continues to receive additional supports. Where progress is satisfactory, and where the child is consistently achieving targets over the stated time, a decision will be made to revert to School Support or Classroom Support.

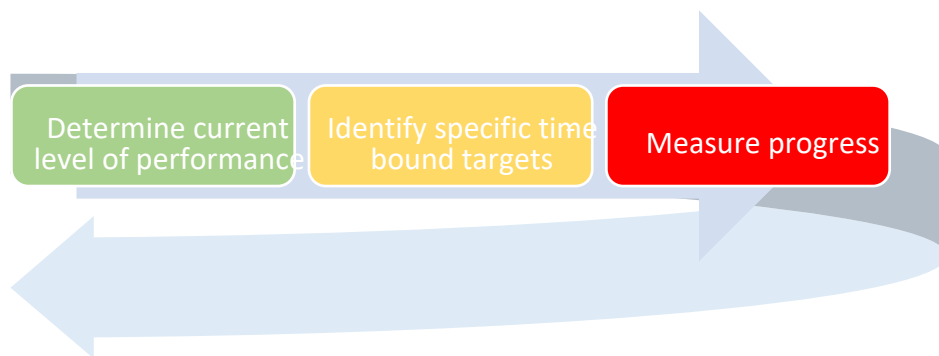
Complaints

If parents have a complaint about the special education provision made, then they should in the first instance make an appointment to speak to the SEN coordinator 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 Board of Management.

Monitoring and Reviewing

Pupils' progress in relation to achieving their targets will be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress. This will lead to the establishment of specific targets to be achieved within a defined timeframe as outlined below.



Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn should lead to adjustments in support plans. The Student Support File provides schools 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. 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, it is also important to review outcomes at group, class and whole-school level. This review will include some of the following measures: attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for pupils with special educational needs.

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: Classroom Support, School Support and School Support Plus.
- 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

This policy will be reviewed every three years.

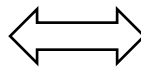
Appendix 1

*Scoil Náisiúnta Mhainistir Mhaigh Eo
Mayo Abbey National School,
Claremorris, Co. Mayo
Tel. 094 9365644*

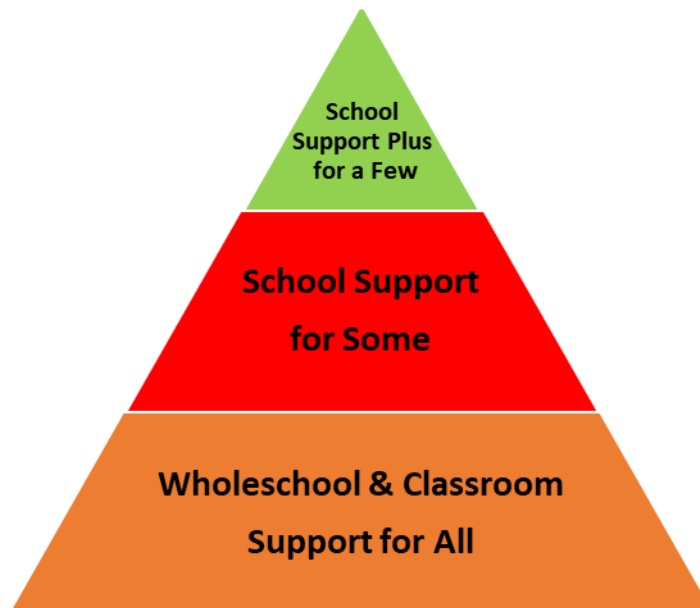
STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

A Continuum of Support

ACADEMIC SUCCESS



SOCIAL, EMOTIONAL &
BEHAVIOURAL COMPETENCE



Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Support Checklist		
Name:	Age:	Class:
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	<i>Formal Assessment</i>	
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		
<p><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></p>		

SUPPORT PLAN*

Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)

To be completed by the teacher(s).

For help, see *SEN: A Continuum of Support - Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74; *A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers*, pp. 51, 53, 54, 57.

Student's name		Age	
Lead teacher		Class/year	
Start date of plan			
Review date of plan			
Student's strengths and interests			
<ul style="list-style-type: none"> 			
Priority concerns			
<ul style="list-style-type: none"> 			
Possible reasons for concerns			
<ul style="list-style-type: none"> 			
Targets for the student			
Strategies to help the student achieve the targets			
Staff involved and resources needed			
Staff:			
Resources:			
Signature of parent(s)/ guardian(s)			
Signature of teacher			

*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.

SUPPORT REVIEW RECORD*

Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)

To be completed by the teacher(s) as a review of the plan and as a guide for future actions. For help, see *SEN: A Continuum of Support - Guidelines for Teachers; BESD: A Continuum of Support – Guidelines for Teachers; A Continuum of Support for Post-Primary Schools, Resource pack for Teachers; Student Support Teams in Post-Primary Schools.*

Student's name	Class/ Year	
Names of those present at review	Date of Review	
What areas of the plan have been most successful and why?		
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?		
Have the student's needs changed since the start of the plan, and if so how?		
Recommended future actions – <i>what, how, who, when?</i>		
Any comments from the student?		
Any comments from the parent(s)/guardian(s) comment?		
Signature of parent(s)/ guardian(s)		
Signature of teacher(s)		

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	

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

Appendix 2

Exceptional Ability & Giftedness Policy

Definition and Background:

'An able child is one that achieves or has the ability to achieve at a level significantly in advance of their peer group. This may be in all areas of the curriculum or in a limited range'. (Eyre, 1999)

- Children who are considered gifted may have been assessed by a psychologist and found to have a high level of intelligence (an IQ score of 130+, 98th Percentile)
- Giftedness is recognised as a 'disability' or special education condition in the Education Act (1998).

School Ethos:

We, the teaching staff at Mayo Abbey NS have agreed to cater for those pupils who are exceptionally able in **academic** areas (i.e. the top 2% of the school population). Those pupils who show exceptional talent in **non-academic** areas e.g. psychomotor ability, mechanical aptitude, visual and performing arts ability, will be given information regarding the relevant outside agencies.

Procedure for identification of pupils with Exceptional Ability

Criteria for Assessment:

1. A range of strategies may be used to identify exceptionally able pupils:

- Annual standardised tests
- NRIT
- Psychological Assessments
- Teacher observation
- Parental requests
- Referral by other individuals, schools or organisations.

2. Where a teacher observes children displaying exceptional ability in a specific academic area, then further assessment may be carried out to establish giftedness. Where it is a non-academic area, the parent will be informed of outside agencies more suited to the development of the pupil's giftedness.

Catering for Pupils with Exceptional Ability:

Pupils who meet the criteria for exceptionally able (IQ of 130+) will be catered for within the classroom based on a differentiated programme of work **or** if deemed possible by the Principal may be offered extension classes on a withdrawal basis, subject to the approval of the pupil and their parents. These classes will form part of each SET's timetable where feasible.

Responsibility and Management:

1. The class teacher is responsible for differentiation within the classroom, including acquisition and distribution of teaching resources for differentiation.
2. The SET team will be responsible for the assessment stage of this process, organisation of extension classes including timetabling (where applicable), acquisition and distribution of information regarding referral and assessment by outside agencies.
3. The Principal will liaise with parents, SETs and class teachers throughout the process.
4. According to guidelines for professional development, costs will be paid by the BoM to teaching staff who attend in-service training and courses about giftedness.

This policy is subject to review following the issue of NCCA Guidelines or at least every 3 years.

Appendix 3

Selection Criteria

The following selection criteria encompasses current DES Circulars, Guidelines and general good practice. The school will select pupils in accordance with these criteria, starting at point (1) and continuing on through the selection criteria until caseloads / timetables are full.

"Those with the highest level of need should have the greatest level of support"
(2017 Guidelines: p. 19).

1. Pupils previously in receipt of "Resource hours" who continue to experience significant learning difficulties.
2. Pupils previously in receipt of "Learning-Support" who continue to experience significant learning difficulties (scoring below the 12th%ile on standardised assessments).
3. Pupils diagnosed as having "Low Incidence Learning Disabilities".
4. Pupils diagnosed as having "High Incidence Learning Disabilities".
5. Pupils who have English as an Additional Language (EAL) i.e. (a) pupils who arrive to our school without any English (b) pupils who have lived in Ireland less than two years, and whose English needs further support.
6. Pupils scoring at/below the 10th percentile on standardised assessments in literacy.
7. Pupils scoring at/below the 12th percentile on standardised assessments in literacy (to allow for a margin of error).
8. Pupils scoring at/below the 10th percentile on standardised assessments in Mathematics.
9. Pupils scoring at/below the 12th percentile on standardised assessments in Mathematics (to allow for a margin of error).
10. Early Intervention in literacy – Senior Infants
11. Early intervention in literacy - Infant and First Class pupils who continue to experience difficulties in early literacy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**
12. Early intervention in Mathematics - Infant and First class pupils who continue to experience difficulties in early numeracy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**
13. Pupils scoring at or below STEN 4 (30th percentile) on standardised assessments in literacy, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**
14. Pupils scoring at or below STEN 4 (30th percentile) on standardised assessments in mathematics, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**
15. Pupils experiencing serious difficulties with oral language / social interaction / behaviour / emotional development / application to learning, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**
16. Transition to Post-Primary School (Appendix 4).
17. Gifted Pupils (those scoring above the 95th%ile in both English and Mathematics on Standardised Assessments and / or have been diagnosed by a NEPS Educational Psychologist as having a "superior IQ"). Interventions will be made in the first instance by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. **The class teacher will have opened a Support Plan and recorded the interventions in it.**