



**SPECIAL EDUCATION  
AND CONTINUUM OF  
SUPPORT POLICY**

**SCOIL BHRÍDE  
ATHGARVAN**



# Scoil Bhríde, Athgarvan, Co. Kildare

## Special Educational Needs (SET) & Inclusive Education Policy

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## **1. Introductory Statement**

This Special Educational Needs (SEN), Inclusive Education and Continuum of Support Policy was developed and co-ordinated by the SET Team in consultation with the Principal, staff, Special Needs Assistants, parents' representatives and the Board of Management.

This policy is informed by:

- Circular 0064/2024 – *Guidelines for Primary Schools Supporting Children with Special Educational Needs in Mainstream Classes (2024)* and *Indicators of Effective Practice*
- DES Guidelines for Supporting Pupils with SEN in Mainstream Schools (2017) and the NEPS Continuum of Support
- The Education Act (1998), Equal Status Act (2000), Education Welfare Act (2000), Disability Act/Bill (2002) and the EPSEN Act (2004)

## **2. School context:**

Scoil Bhríde is a Catholic, co-educational primary school in Athgarvan, Co. Kildare. We welcome and respect pupils of all faiths and none, and are committed to a positive and inclusive environment in which all children, regardless of religious, social, ethnic, cultural background or special educational needs, are valued and supported to participate fully in school life.

## **3. Rationale**

This policy aims to:

- Provide practical guidance to staff, parents and other partners about SEN procedures and practices in Scoil Bhríde.
- Outline a clear framework for addressing additional needs using the Continuum of Support.
- Ensure we comply with current legislation and are guided by Circular 0064/2024 and the 2024 Guidelines.
- Embed an inclusive, whole-school approach to SEN and wellbeing.

## **4. Definition of Special Educational Needs**

Special educational needs occur when a child requires additional support in order to benefit from education, due to learning, communication, social, emotional, behavioural, sensory or physical needs. Special educational needs may be transient or long-term and occur along a continuum ranging from mild to severe.

The school recognises that pupils may experience special educational needs at any point during their time in school and that these needs may change over time. Identification and support are based on individual strengths and needs rather than diagnosis alone.

## **5. Belief Statement**

We believe that:

- All pupils can learn and achieve when given appropriate, high-quality support.
- Pupils with SEN should, wherever possible, be educated in mainstream classes, with support.
- Inclusion is best achieved through careful planning, differentiation, collaboration, targeted intervention and a strong focus on wellbeing and regulation.

## **6. Guiding Principles**

This policy is underpinned by the principles of the Department's Special Education Teaching Model and the 2024 Guidelines:

- An inclusive education system and school culture
- Collaboration between teachers, SNAs, parents, pupils and external agencies
- Promotion of pupil wellbeing, regulation and engagement
- A child-centred, needs-based approach
- Evidence-informed teaching and intervention
- Ongoing monitoring of outcomes and use of data
- Clear governance and accountability at all levels

## **7. Aims**

This policy aims to ensure that Scoil Bhríde:

- Supports all children to access and benefit from the full curriculum.
- Implements the Continuum of Support effectively for academic, social, emotional, behavioural and sensory needs.
- Allocates highest levels of support to pupils with greatest needs, while also providing early intervention for mild/transient needs.
- Clarifies roles and responsibilities in supporting pupils with SEN.
- Promotes collaboration between teachers, parents, pupils and external agencies.
- Supports early identification and timely intervention.
- Monitors, reviews and reports on pupil progress and overall SEN provision, feeding into SSE.

## **8. Inclusion & Inclusive Practice**

We are fully committed to inclusion. Pupils with SEN are supported to participate in the life of the school through:

- Differentiation across all curricular areas.
- Universal Design for Learning (UDL) to provide multiple means of engagement, representation and expression.
- High-quality in-class supports (team teaching, station teaching, co-teaching).
- Targeted withdrawal in small groups or individually where necessary.
- Regulation breaks, sensory supports and structured social/emotional interventions to promote wellbeing and readiness to learn.

## **9. The Continuum of Support & Selection for Support Teaching**

### **9.1 Overview**

We use the NEPS Continuum of Support (Classroom Support → School Support → School Support Plus) and the 3-step model recommended in the NEPS Guidelines:

### **9.2 Selection Process for Allocating Additional Teaching Support of children for support**

Based on Department of Education (Ireland) Circular 0064/2024 and the updated SET Guidelines (Dec 2024, updated 2025), selection of pupils for Special Education Teaching (SET) must be needs-based, evidence-informed, and aligned with the Continuum of Support rather than diagnosis or category. Priority is given to pupils whose needs are greatest and most enduring and whose progress remains limited despite targeted classroom interventions. Allocation of SET is flexible, evidence-based and subject to ongoing review, such as:

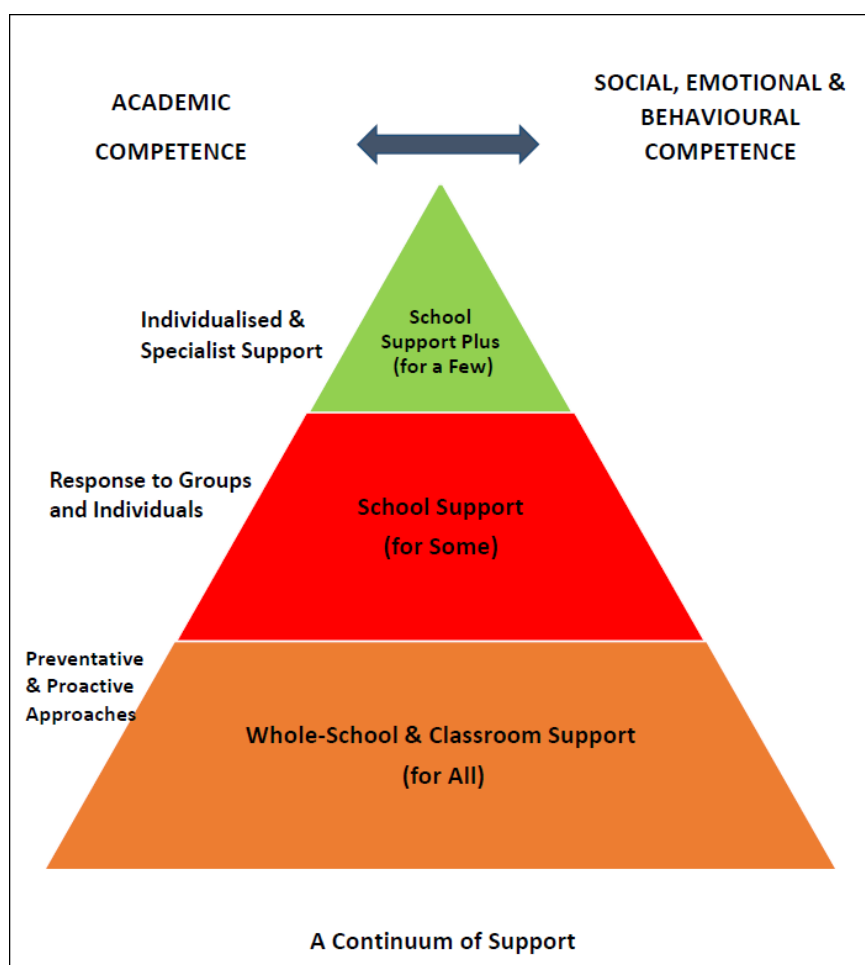
- Pupils with a diagnosis of significant learning difficulty or disability (e.g. Autism, GLD, physical, Speech/Language, fine motor or sensory needs)
- Emotional, behavioural or regulation difficulties
- Pupils scoring at or below the 10th percentile in standardised tests (literacy/numeracy)
- Pupils with significant and persistent learning difficulties despite targeted intervention
- Pupils identified through teacher observation, screening, or diagnostic assessment
- Pupils who require short-term, targeted interventions (School Support level)
- Early intervention needs (particularly in Infant classes)
- Pupils with English as an Additional Language (EAL) where language needs impact access

- Pupils experiencing attendance, engagement, or socio-emotional difficulties
- Recommendations from NEPS, NCSE, or other professionals
- Exceptionally able / gifted pupils (scores at or above the 95th percentile) who require extension and challenge
- Pupils' progress will be regularly monitored and reviewed
- Movement along the continuum (support in / support out) will be based on progress and changing needs
- Decisions will be made collaboratively by the SET team, Deputy Principal and class teachers, led by the Principal.

### 9.3 Levels of Support

We adopt the Classroom Support / School Support / School Support Plus model in line with NEPS, using NEPS templates and Student Support Files (SSF) on Aladdin.

The 2017 Guidelines (P.8) present the NEPS Continuum of Support as follows:



## 9.4 Provision of Support Teaching

Scoil Bhríde uses the recommended 3-step model:

**Step 1. Identify needs** (observations, assessments, checklists, screenings, Continuum of Support, Planning, SEN register).

**Step 2. Meet needs** (team teaching, small group, individual, target setting).

**Step 3. Monitor and record progress** (baseline data, SSF, reviews).

### Step 1: Identify needs

Using the Continuum of Support Framework, Scoil Bhríde identifies children's educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

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

#### **Classroom Support**

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

Classroom Support Plan recorded on SSF (Aladdin), drawing on parental consultation, teacher-designed measures, checklists and pupil voice.

A classroom support plan is developed and/or adjusted over time for those children 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 – Getting to Know You
- Literacy and numeracy tests where appropriate

- Screening tests of language skills

In Scoil Bhríde, we use the NEPS *Classroom support plan* template to plan for each pupil on this level of support.

Plans are recorded under a pupil's Documents on Aladdin and they run for an agreed period of time after which they are reviewed.

## School Support

For pupils requiring **additional targeted support**, informed by standardised/diagnostic tests, checklists, behaviour observations and parental/pupil interviews.

Support plan details **models of support** (team teaching, small group, individual) and specific interventions.

At this level a support plan is devised and informed by:

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

A support plan at this level details suitable teaching approaches including team-teaching, small groups or individual tuition.

A school support plan operates for an agreed period of time and is subject to review.

We review such three times yearly, during October, February of the second term and with parental involvement and June (in the context of handover to new teacher/support teacher).

**School  
Support  
Plus**

For pupils with **more complex, enduring and/or multi-disciplinary needs**, drawing on external professional reports (e.g., NEPS, SLT, OT).

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 where possible) and may include:

- Teacher observation and teacher-designed measures
- Parent and child conferencing
- Recommendations from the reports of outside agencies if available
- Functional evidence based assessments
- Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning, etc.

Data generated from this process is 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.

## **Planning**

Planning includes:

- A **Student Support File (SSF)**
- A **Support Plan** reviewed biannually
- Collaboration between SET, Class Teacher, SNA, and parents

A **Student Support File** is used to plan interventions and to track a pupil's pathway through the Continuum of Support over the pupil's time in the school. It facilitates teachers to document progress and needs over time and assists teachers in providing an appropriate level of support to children, in line with their level of need over time.

Within the Student Support File will be the **Yearly Support Plan & Review**:

**The Yearly Support Plan & Review** addresses a pupil's full range of needs and is devised between the class teacher, support teacher, Parents/Guardians and SNA (if applicable). Teachers may meet parents, psychologists and other health professionals and SNAs to discuss the child's progress throughout the school year.

The Yearly Support Plans set out the agreed priority targets, the resources required, the strategies for implementation and a time frame for review.

The class teacher has the responsibility of ensuring the pupil's learning needs are met. This is achieved through collaboration with the SET team, through in-class support as well as out of class support.

Following a period of class teacher intervention (6 weeks approx.) and review of progress, a decision is made as to the appropriate level of support required by the pupil. This may result in a decision to discontinue support, to continue the same level of support, or move to a higher or lower level of support.

### **Additional Care Needs Plans / formerly known as Personal Pupil Plans (PPPs)**

Every pupil in receipt of SNA support has an Additional Care Needs Plan detailing their primary care needs and the strategies designed to assist them in achieving their identified care targets. The class teacher, SET and SNA hold joint responsibility for the implementation and ongoing review of these plans. All Additional Care Needs Plans are securely maintained, reviewed collaboratively, and uploaded to the password-protected Aladdin system.

## **SEN Register**

A list of children who are in receipt of interventions through the Continuum of Support Framework is maintained by the SET Team and collated by SET Co-ordinator using standard template.

## **Step 2 - Meeting Needs**

This step focuses on the importance of **effective teaching and learning strategies** and the benefits of early-intervention and prevention programmes.

Mainstream class teachers have first – line responsibility for the education of all children in their classes. Accordingly, teachers may need to adapt their teaching approaches for some children with specific learning needs. All class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of children with SEN. These include cooperative teaching and learning within mainstream classrooms, collaborative problem-solving activities, group work, differentiation, interventions to promote social and emotional competence, embedding ICT in teaching, learning and assessment.

SET teachers are familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early interventions and small group or individual support. Interventions should be based on careful identification of strengths and needs including multi – disciplinary assessment when necessary.

## **Target Setting**

Effective target-setting is essential in planning for children with SEN. Targets are informed by priority learning needs, are SMART and linked to suitable interventions.

## **Social & Emotional Targets**

The school acknowledges that social and emotional competence is central to pupils' wellbeing, inclusion, and capacity to engage in learning. The development of social and emotional skills is supported for all pupils and is given additional focus for pupils with Additional Educational Needs through the Continuum of Support.

Social and emotional targets are developed as part of the pupil's support plan

(Classroom Support Plan, School Support Plan, or School Support Plus Plan, as appropriate). Targets will:

- Be informed by teacher observation, parental input, and pupil voice, where appropriate
- Reflect identified needs arising from screening, checklists, or professional reports (including NEPS guidance where applicable)
- Be SMART, where possible and appropriate, and underpinned by neuro-affirmative practice
- Focus on areas such as emotional regulation, social interaction, self-management, resilience and regulation for learning
- Be developed collaboratively by the class teacher and Special Education Teacher (SET), in consultation with parents/guardians and, where relevant, external professionals

### **Assessment and Monitoring**

Progress in achieving social and emotional targets will be monitored using a range of evidence-informed approaches, including:

- Teacher observation and recorded notes
- Monitoring of behaviour and engagement
- Pupil self-assessment and reflection, where appropriate
- Use of structured frameworks and checklists (e.g. wellbeing indicators, social skills continua)
- Feedback from parents/guardians and external professionals, where appropriate

Assessment is ongoing and informs adjustments to teaching approaches and supports.

### **Review and Recording**

Targets and progress are recorded in the pupil's support plan and reviewed in line with the Continuum of Support process. Review meetings will:

- Evaluate the extent to which targets have been achieved
- Identify strategies that have been effective
- Inform the development of new or revised targets

A strengths-based, neuro-affirmative approach is adopted, recognising and affirming each pupil's progress in social and emotional development alongside academic learning

### **Step 3 - Monitor and Record Progress**

**Monitor Progress:** Children's progress is regularly monitored. Progress 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 children to demonstrate their progress. This progress review may include measures of communication, independence, social inclusion and well-being as appropriate.

**Record Progress:** Results of such monitoring are recorded in the student support file/plan and inform planning and next steps.

**SMART targets** will be collaboratively discussed, agreed, and clearly defined prior to being formally recorded. This process will involve the Class Teacher (CT), Special Needs Assistants (SNAs), parents and the pupil, where appropriate, ensuring that the child's voice is included in line with good inclusive practice. Targets will be Specific, Measurable, Achievable, Relevant, and Time-bound, and will reflect both the learning and care needs of the pupil, as appropriate.

The collaborative approach ensures that all staff working with the pupil have a shared understanding of the targets, strategies and supports required, promoting consistency in implementation across the school day. Where relevant, SNAs will contribute to the development of targets related to care needs and access to learning, in line with their role as outlined in Department of Education Circular 0030/2014 (Section 2: Role of the SNA), while teaching and learning targets remain the responsibility of the teacher.

Agreed targets will be documented in the appropriate planning or support framework (e.g. Student Support File / School Support Plan), and will be regularly reviewed and updated in collaboration with all relevant stakeholders to reflect the pupil's progress and evolving needs.

### **9.5 Screening & Diagnostic Assessment**

- Class teachers carry out initial screening tests and standardised assessments.
- The **SET** discusses results with class teachers; where needed, further screening or diagnostic assessments are administered (with parental permission where required).

## 9.6 Reviews, Continuing or Discontinuing Support

- School Support and School Support Plus plans are **reviewed twice yearly** (February and June) with parent/guardian, class teacher and pupil involvement.
- In general, pupils will not remain on supplementary teaching for **more than two years** unless assessment data indicates that they continue to perform at or below the **10th percentile** and show ongoing need for targeted support.
- Decisions to **continue, adjust or discontinue** support are made in February and September each year in line with the school's support blocks.
- This decision-making process involves consultation between the class teacher, the Special Education Teacher (SET) and the pupil's parents/guardians.
- Consideration is also given to the overall demand for supplementary teaching support within the school.
- The criteria used to inform these decisions include:
  - Evidence of progress towards, and achievement of, agreed learning targets
  - The pupil's ability to cope independently or semi-independently with learning tasks within the mainstream classroom
  - Ongoing assessment data, teacher observation and the pupil's response to intervention
- Where a decision is made to continue supplementary teaching, the pupil's Support Plan will be reviewed and updated to reflect revised targets, strategies and timelines.

## 9.7 Reduced School Day

Scoil Bhríde is committed to maximising pupil attendance and participation and will prioritise in-school supports and interventions in all cases.

In line with Circular 0047/2021 and the Department of Education *Guidelines for the Use of Reduced School Days (2021)*, the school recognises that all pupils have a right to a full school day. A reduced school day may only be considered in exceptional circumstances, where it is deemed to be in the best interests of the pupil and only after

appropriate in-school interventions and a School Support Plan have been implemented, reviewed and found insufficient. Reduced school days will not be used as a behavioural management strategy or sanction.

Where a reduced school day is considered, the school will ensure full compliance with Department guidelines, including: prior engagement with relevant supports (e.g. NEPS, NCSE, TESS), written parental/guardian consent, immediate notification to Tusla Education Support Service (TESS), and the development of a time-bound, documented plan outlining start, review and end dates, supports in place, and a clear pathway for return to full-time attendance.

Any such arrangement will be short-term (not exceeding six school weeks except in exceptional circumstances), subject to regular review and cannot extend beyond an academic year. Parents/guardians will be given the document: *'The Use of Reduced School Days, Information for Parents and Guardians'* and informed of their right to withdraw consent at any time. Where consent is not provided or is withdrawn, any exclusion from the full school day will be treated in accordance with the school's Code of Behaviour and relevant suspension procedures.

## **9.8 Exemption From the Study of Irish**

In accordance with Department of Education Circular 0054/2022, Scoil Bhríde recognises that exemption from the study of Irish is granted only in exceptional circumstances and strictly in line with the criteria set out by the Department. The school is committed to ensuring that every pupil is afforded the fullest opportunity to engage with the learning of Irish for as long as possible and exemptions will only be considered where the specified criteria are fully met. These criteria can be summarised as follows:

- Significant literacy difficulties (supported by documented interventions)
- Multiple and persistent additional needs
- Previous education abroad
- Eligibility for a special class placement
- Diplomatic status

Parents/guardians who wish to apply for an exemption must complete the official *Application Form for Exemption from the Study of Irish (Primary Schools)*, as outlined in *Exemptions from the Study of Irish: Guidelines for Primary Schools (English-medium), August 2022 (Appendix 3)*. All applications must be supported by appropriate evidence, including records of interventions and relevant assessment data.

The decision regarding an application will be made by the Principal following completion of the relevant *Checklist for Processing Applications for Exemption from the Study of Irish* (Appendix 4 of the Guidelines) and in consultation with relevant staff, parents/guardians, and, where appropriate, the pupil. Where an exemption is granted, a Certificate of Exemption will be completed and issued to the parent(s)/guardian(s), and a copy retained on the pupil's Student Support File. Actual templates of relevant Certificates of Exemption can be accessed at: <https://www.gov.ie/en/department-of-education/publications/exemption-from-the-study-of-irish-forms/>.

Parents/guardians will be advised of, and asked to acknowledge in writing, the potential implications of opting for an exemption from the study of Irish, including potential impact on future educational opportunities, as outlined in the Department's Frequently Asked Questions for Schools (Question 24). They will also be encouraged to undertake their own research before making a final decision.

Where a parent/guardian declines Special Education Teaching (SET) support for their child and subsequently seeks an exemption from Irish, the Principal will be unable to approve the application due to the absence of required evidence. This evidence must include targeted interventions over time, School Support Plans and evidence-informed interventions, all of which are mandatory in cases relating to literacy difficulties and special educational needs. In such circumstances, the refusal of support will be formally recorded and the class teacher will continue to provide appropriate in-class support.

The school will retain all records in line with best practice regarding data protection.

Pupils who are granted an exemption will, where appropriate, continue to be included in Irish language and cultural activities in an inclusive and supportive manner.

## **10.0. Roles & Responsibilities**

### **10.1 Board of Management**

The Board of Management is committed to fulfilling its statutory duties towards pupils with special educational needs. It will endeavour to 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 additional needs
- Provides adequate class accommodation and teaching resources in line with funding available from the Department of Education and Youth
- Provides a secure facility for storage of records

## **10.2 Principal**

The principal has overall responsibility for SEN procedures and practices in the school. They will work closely with the SET Coordinator and the SET team and will keep the BOM informed about the working of this policy.

It will be the role of the principal in collaboration with the SET team to:

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching roles, including special education roles
- Coordinate 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
- Liaise with SENO (Special Education Needs Organiser) regarding all aspects of special education provision
- Select children for psychological assessment in consultation with class and support teachers and with the NEPS psychologist assigned to the school
- Arranges for exemptions from the study of Irish for pupils for whom this is appropriate (see Circular 54/2022)
- Liaise with and advise Special Needs Assistants (SNAs) with regard to supporting children with special needs
- Liaise with parents of children with special educational needs.

### 10.3 Special Education Needs Co-ordinator (SEN Coordinator)

- Communicating and collaborating with the principal in relation to SEN matters on an on-going basis
- Communicating and collaborating with the SET team in relation to SEN matters
- Overseeing the day-to-day operation of the SEN policy
- Co-ordinating, monitoring and evaluating provision for children with special educational needs
- Liaising with and advising fellow teachers and contributing to in-service training of staff
- Facilitating planning and collaboration between class teacher with SET teacher
- Co-ordinating regular SEN team planning meetings to ensure effective communication and support for children with additional needs.
- Supporting the implementation of a tracking system (Continuum of Support) at a whole-school level to monitor the progress of children who avail of additional support.
- Overseeing the tracking system of test results on password-protected Aladdin software to monitor the progress of pupils.
- Keeping teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals and tracking of referrals
- Support SETs and class teachers in liaising with external agencies regarding the provision for pupils with additional needs
- Liaise with the NEPS psychologist, the SEN team and class teachers to prioritise children for psychological assessments (NEPS)
- Storing confidential information (Psychological Assessment Reports etc.) regarding children with SEN and sharing same with principal, class teachers, support teachers, SNAs, other agencies where appropriate (in a locked press)
- Coordination of whole-school procedures for the selection of pupils for supplementary teaching, giving due consideration to:
  - *The selection criteria specified in this S.E.N. Policy*
  - *Teachers' professional observations*
  - *Contribute to the development of policy on S.E.N. at whole school level*
  - *Provision of advice to Class Teachers (as requested) about pupils who are experiencing learning difficulties*

## 10.4 Class Teacher

The class teacher has primary responsibility for the education of all pupils in their class, including pupils with special educational needs. Class teachers plan and deliver differentiated teaching, monitor progress, implement Classroom Support Plans and collaborate with Special Education Teachers, parents and pupils as appropriate.

These include:

- Implement teaching programmes which optimise the learning of all pupils
- Create a positive learning environment within the classroom
- Differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class
- Include strategies such as cooperative teaching, team teaching, parallel teaching, station teaching e.g. Literacy Lift Off, TSI, Maths stations & Ready Steady Maths and learning within mainstream classrooms.
- Include strategies such as collaborative problem solving activities, heterogeneous group work, differentiation, interventions to promote social and emotional competency, embedding information and communications technology (ICT) in teaching, learning and assessment.
- Administer and correct standardised tests of achievement in literacy and numeracy, following the schools guidelines
- Discuss outcomes of standardised testing with SEN team to assist the selection of children for supplementary teaching
- Administer screening assessments at whole class level in order to identify learning needs of all pupils.
- Meet with parents regarding any concerns they may have for their child and update them regarding their progress
- Gather information and assess children presenting with needs to inform teaching and learning using the continuum of support
- Open a student support file once additional needs have been identified and classroom support is required
- Develop classroom support plans for children in need of classroom support
- Collaborate with Special Education teachers to develop school support plans for children in receipt of school support
- Collaborate with Special Education teachers, parents and pupils to develop School Support Plus plans for each pupil in receipt of school support plus
- Collaborate regularly with all relevant stakeholders in reviewing relevant support plans (including Additional Care Support Targets for SNA support, formerly PPPs/ Care Plans)
- Where applicable, collaborate with S.E.N. team regarding teaching aims and

activities for team teaching

- Adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session.
- Co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN and SNA access in their class

### **10.5 Specific Education Teacher**

Special Education Teachers (SETs) 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 Support level by the class teacher or additionally at School Support / School Support Plus levels by the SET 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
- Gross/fine motor development
- Communication and language development
- Behaviour modification programmes
- Assistance with sensory regulation
- Development of emotional regulation strategies
- Combination of some/all of the above

The Special Education Teacher is responsible for:

- Provision of supplementary teaching for children identified in accordance with the school's selection criteria
- Implementation of recommendations from outside agencies, wherever possible, pertinent to the children in their care
- Development of a Student Support File (including a School Support and School Support Plus plan) for each pupil who is selected for supplementary teaching, in consultation with class teachers, SNA (if applicable) and parents

- Maintenance of short term planning (weekly planning for SETs) and progress records, or equivalent, for each individual or group of pupils in receipt of additional teaching support
- Delivery of intensive early intervention programmes and provision of supplementary teaching in Literacy and/or Numeracy to pupils in the school (Junior Infants to 2nd Class), caseload permitting
- Discuss targets and ways in which attainment of targets can be supported at home and at school with parents of each pupil who is in receipt of SEN support.
- Meet with the parents of each pupil who is in receipt of SEN support during parent teacher meetings or as deemed appropriate: - To review the pupil's attainment of agreed targets - To revise the pupils Student Support File
- Contribute at school level to decision making regarding the purchase of learning resources, books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the SEN rooms
- Liaison with external agencies such as educational psychologists, speech and language therapists etc. to arrange assessments and special provision for pupils with special needs.
- Collaboration with the principal to discuss issues relating to the development and implementation of the school policy on SEN and to the provision of SEN support
- Collaboration with class teachers, to include screening pupils for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching and other forms of additional teaching support, where it is deemed necessary. The SET plays an important role in coordinating the selection of pupils for supplementary teaching.

### **The SET will:**

Consult with class teachers on the:

- identification of pupils who may need diagnostic assessment\*, taking into account the pupils' scores on an appropriate standardised screening measure
- teachers' own views of the pupils' strengths and needs
- learning needs and the number of pupils to whom SEN support can be provided
- comprehensive diagnostic assessment of each pupil who has been identified as experiencing low achievement and/or learning needs and, in consultation with the class teacher and parents, identify the type and level of SEN support that is needed to meet the pupil's needs

In addition to providing supplementary teaching to pupils, the SET is involved in administering a range of formal and informal evidence based assessments and in

maintaining records of the outcomes of those assessments. The results of these assessments will inform the planning for teaching and learning moving forward.

\*Where it is felt that formal diagnostic assessment may be necessary, this will be communicated to parents via the SET teacher and/or class teacher. Application for Assessment of Need will be discussed where appropriate and parents/ guardians will be directed towards relevant external support agencies for guidance regarding practitioners who may carry out appropriate diagnostic testing.

### **10.6 Special Needs Assistant (SNA)**

The duties of the SNA are carried out in accordance with circular 0030/2014 Quick Reference Guide to Care needs and under the direction of the principal/class teachers, the SNA will meet the care needs of the pupils to which they have been assigned. The NCSE Toolkit for Deployment of SNA Resources is used as a guide for SNAs to carry out their duties.

The SNA should:

- support pupils with significant care needs arising from a disability in an educational setting.
- assist teachers in meeting the care needs of pupils while supporting access to education.
- support pupils to attend school safely and participate fully in school life.
- assist pupils with personal care needs, including feeding, toileting, personal hygiene, catheterisation, and administration of medication where required.
- assist pupils with mobility, orientation, lifting, moving, and the use of specialist equipment or hoists.
- support pupils with medical care needs, including monitoring and responding to conditions such as epilepsy or fragile health.
- assist with supervision during class time, break times, assemblies, arrival, dismissal, and other school activities where additional care support is required.
- assist pupils who require frequent care interventions, including temporary withdrawal from class where necessary for safety, medical, or personal care reasons.
- support pupils with significant communication difficulties to access the curriculum, under the direction of the class teacher.
- assist with behaviour-related care needs, by supporting pupil safety, endeavour to prevent harm, reinforcing positive behaviour, contribute to the development,

implementation, and review of Care Plans, particularly in relation to care planning and supporting its day-to-day implementation.

- support pupils with sensory impairments by assisting with communication, orientation, preparation and use of assistive technology, Braille, large print, tactile materials, or sign language as required.
- assist with the preparation and organisation of workspaces, materials, and equipment, and support pupils during transitions between activities.
- contribute to the development, implementation, and review of Care Plans, particularly in relation to care planning and monitoring.
- assist with recording and monitoring care-related information as required by the school.
- liaise with teachers, school management, parents and relevant professionals, as appropriate and under the direction of the Principal.
- assist pupils to participate in school outings and extracurricular activities where additional care support is required as appropriate.
- be deployed flexibly as a whole-school resource in line with identified pupil care needs.
- support the development of pupils' independence and social inclusion in line with their individual care needs.
- adapt the level of support provided in response to the changing care needs of pupils.
- Scoil Bhríde is committed to ensuring that all pupils are appropriately supported in accessing education. In accordance with Department of Education and Youth Circular 0032/2025 (Special Needs Assistant Allocation), SNA support is allocated to the school as a whole and is deployed by the Principal to meet the identified care needs of pupils. As outlined in Section 3 of Circular 0032/2025, it is the responsibility of the school to allocate SNA support “in a manner which best meets the care needs of students” and to regularly review and reprioritise deployment, **ensuring that those with the greatest level of care need receive the greatest level of support.**
- The nature of these care needs is defined in Department of Education Circular 0030/2014 (Special Needs Assistant Scheme). In particular, Section 2 and the Schedule of Duties outline that SNA support is provided to assist with **significant care needs, including support with personal care (e.g. toileting, feeding, hygiene), mobility, supervision for safety and certain medical or behavioural care needs that are necessary to enable a pupil to access the school environment.** SNAs do not provide teaching support but facilitate pupils in accessing education.

- Accordingly, SNA support is **not** assigned to individual pupils unless significant care needs are present and must be deployed flexibly across the school in response to changing needs. Where pupils do not present with such care needs, the school will ensure appropriate support through differentiated teaching, targeted interventions and Special Education Teacher (SET) support.
- This approach ensures that resources are utilised in a fair, equitable and **needs-based manner**, consistent with Department policy and subject to ongoing review.

### 10.7 Parental/ guardian support

"Collaboration with parents/guardians is a critical factor in enhancing outcomes for children with special educational needs. " (Guidelines for Primary Schools p.11).

Good parent/ guardian engagement can be a critical factor in enhancing outcomes for pupils with special educational needs. This engagement can be enhanced when parents/ guardians are consulted in relation to the children's needs and strengths, on the supports and strategies being developed to support 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/ guardians 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 a child, parents/ guardians can consult with the teaching team on the nature and type of the special educational needs provision available in the school. The parents/guardians of the pupils of this 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 the child/children
- Encouraging the child to visit the library
- Listening to and giving supportive feedback on oral reading
- Where the child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers
- Fostering positive attitudes about school and learning in the school
- Regular communication with the class teacher and keeping the school informed of any home factors which may be affecting the child's progress
- Participating in activities organised by the school that are designed to increase the involvement of parents/ guardians 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

### **10.8 Pupils**

The voice and participation of children is respected and valued to ensure their right to express their views and preferences in all matters affecting them." (Guidelines for Primary Schools p.12). Pupils who are in receipt of supplementary teaching should, as appropriate:

- Discuss with teachers and SNAs their strengths, interests and areas for improvement and have input into targets
- Become familiar with the learning targets that have been set for them
- Contribute to the selection of texts and other learning materials that are relevant to the attainment of their learning targets
- Develop ownership of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

## **10.9 External Agencies**

Support and guidance may be sought from external professionals such as NEPS (National Educational Support Service), Special Education Needs Organisers (SENO), the NCSE (National Council for Special Education), the Inspectorate, and health professionals.

The Principal, SEN Co-ordinator and SET teachers are usually the school representatives who liaise with external bodies.

The needs of some children span both health and education services. Health services (HSE and HSE-funded services) can play an important role in early identification, assessment and diagnosis, intervention and review for children with SEN. The school is familiar with the range of health services in our locality, including referral pathways (See Appendix C). The school endeavours to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support.

### **10.10. Enrolment**

In accordance with our enrolment policy, 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 specific needs in advance of enrolment through the enrolment form. The Board of Management will request a copy of children’ medical or psychological reports where applicable.

No child will be refused admission solely on the grounds that s/he has specific educational needs. Refer to Admissions Policy.

Prior to a child’s enrolment, relevant staff in the school will familiarise themselves with the child’s particular needs by:

- obtaining copies of reports, assessments, etc. from parents
- meeting with parents/guardians
- contacting the SENO, NEPS psychologist or other therapists or agencies where applicable.
- Arranging parent/pupil visits.

In determining whether the pupil should receive support at the classroom support, school support or school support plus level, the above information as well as further

testing by class teacher and SEN teachers will inform the decision of what level of the support continuum to place a newly enrolled child at.

To ensure a smooth transition to school for both the pupil and the school, parental visit/s and pupil visits as well as liaison with SENO to arrange specific resources may be necessary.

Where health and safety issues may arise in relation to mobility, care or other needs, these will be identified and strategies developed to address them.

## 11.0. Crisis Prevention & Response

Staff trained in Crisis Prevention methodologies in order to reduce crisis situations and create a safer school environment

Duty of care requires **minimal** physical intervention *only when necessary to prevent harm.*

Behaviour plans created when required.

## 12.0. Supporting Transitions

The school recognises that transitions can be challenging for pupils with special educational needs. To support successful transitions, the school promotes early planning, collaboration and information sharing between teachers, SNA's, parents and relevant professionals.

We support transitions:

- **into Scoil Bhríde:** information gathering from parents/preschool, early planning, visits, liaison with external professionals.
- **between class groupings:** structured handover meetings, sharing of SSFs, parent meetings where needed.
- **To post-primary:** use of NCCA **Education Passport** (6th Class Report Card, My Profile, My Child's Profile), NEPS Student Transfer forms and, where appropriate, prioritisation of NEPS assessments for Rang VI. In accordance with the Education (Welfare) Act 2000 (Section 28) and associated regulations, the principal will forward relevant pupil information, including end-of-year report cards and standardised test results, to the primary or post-primary school to which a pupil transfers, once enrolment in the receiving

school has been confirmed.

- For pupils in receipt of additional support, the school will, where appropriate, complete and transfer a NEPS Student Transfer Form to the receiving school in a timely manner to support continuity of provision. Where pupils require ongoing supports such as access to a Special Needs Assistant, assistive technology or school transport, relevant NCSE application timelines will be considered.
- Written parental/guardian consent will be sought prior to the transfer of any additional documentation, including assessment reports or reports from external professionals. The transfer of Educational Passports, as required under Circular 45/2024, will be facilitated where written parental permission has been provided.
- Where appropriate, external professionals such as educational psychologists or other relevant agencies may be involved in supporting pupils during the transition process.

### 13.0. Annual Timetable: Collaboration & Communication

The following timetable has been devised to facilitate collaboration between all those involved in a child’s education:

	<b>Overview of the year subject to approval by Principal and on-going review</b>
September	<ul style="list-style-type: none"> <li>-Handover - begun in June is revisited and key items of information as passed from class teams to class teams</li> <li>-SET team update SET Register</li> <li>-Devise timetables</li> <li>-SET Teachers meetings with relevant class teachers/SNAs</li> <li>-SEN Co-ordinator meets with NEPS psychologist</li> <li>-Diagnostic testing, informal testing</li> <li>-First two weeks of term are ring-fenced for this work - data collection, meet students, arrange SSP meetings with parents, teachers, SNAs</li> </ul>

	<ul style="list-style-type: none"> <li>-SEN Co-ordinator liaises with Principal re classes, staff, students</li> <li>-SEN Co-ordinator presents SEN priorities to staff</li> <li>-Liaise with teachers a plan for ‘in class’ support/team teaching opportunities for their students and plan their duration.</li> <li>-Check NCSE Support Service calendar of CPD events and prioritise --- CPD needs and identify staff.(All online) <a href="https://ncse.ie/teacher-professional-learning">https://ncse.ie/teacher-professional-learning</a></li> <li>-Update PPP/SSP/Assessment Folder</li> <li>- Contact NEPS to arrange school visit</li> <li>Create and update list of children at class support/school support, school support plus level</li> <li>- Create a continuum of support grid outlining how many at each stage</li> <li>-Ensure all SEN reports/therapy reports/ assessments/Irish exemptions are in order</li> <li>-Create a grid showing what support each class is receiving and its team teaching model</li> <li>- <a href="https://ncse.ie/for-schools-">https://ncse.ie/for-schools-</a> quick link to NCSE forms/ applications for resources.</li> </ul>
<p>Sept - Oct</p>	<ul style="list-style-type: none"> <li>-School Support Plans devised (Staff, Parents/Guardians)</li> <li>-Liaison with outside agencies if relevant.</li> <li>-SEN Co to liaise with Principal</li> <li>-Liaise with NEPS</li> <li>-Meeting with SEN Team re:SSP meetings</li> <li>-Monitor SSPs &amp; PPPs</li> <li>-Audit SEN Resources</li> <li>-Record Keeping</li> <li>-SEN meeting</li> </ul>

November	<ul style="list-style-type: none"> <li>-Parent Teacher Meetings with Class Teachers (relevant SET team members may join some of these meetings where deemed useful).</li> <li>-Record keeping</li> <li>-Ongoing liaison with parents</li> <li>-Liaise with Principal and Deputies.</li> <li>-SETs to monitor SSPs &amp; PPPs &amp; Assessment Folder</li> <li>-Parent Teacher Meeting- Timetable</li> <li>-SEN Meeting</li> </ul>
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	<ul style="list-style-type: none"> <li>-Ongoing liaison with teachers- formally &amp; informally</li> <li>-Ongoing liaison with NEPS and other outside agencies</li> </ul>
December	<ul style="list-style-type: none"> <li>-Record keeping</li> <li>-Ongoing liaison with parents</li> <li>-Liaise with Principal</li> <li>-SETs to monitor SSPs &amp; Care Plans &amp; Assessment Folders</li> <li>-SEN Meeting</li> <li>-Ongoing liaison with teachers &amp; SNAs- formally &amp; informally</li> <li>-Ongoing liaison with NEPS and other outside agencies</li> </ul>
January	<ul style="list-style-type: none"> <li>-JI/SI parent teacher meetings</li> <li>-Informal assessment</li> <li>-SEN register is updated by SEN Co-ordinator</li> <li>-Record keeping</li> <li>-Ongoing liaison with parents</li> <li>-Liaise with Principal</li> <li>-Complete School Leavers Form <a href="https://ncse.ie/for-schools">https://ncse.ie/for-schools</a></li> <li>-SETs to review SSPs &amp; Care Plans &amp; Assessment Folders</li> <li>-Ongoing liaison with teachers &amp; SNAs- formally &amp; informally</li> </ul>

	<ul style="list-style-type: none"> <li>-Ongoing liaison with NEPS and other outside agencies</li> <li>-IPPN Deputy Principal conference?</li> </ul>
February	<ul style="list-style-type: none"> <li>-School Support Plan Reviews</li> <li>-Meetings re above where necessary</li> <li>-Informal assessment and formal individual &amp; group assessments</li> <li>-Record keeping</li> <li>-Ongoing liaison with parents</li> <li>-Liaise with the Principal.</li> <li>-SSP Reviews</li> <li>- NNRIT Rang II &amp; Rang V</li> <li>-Contact relevant parents from above about most recent reports</li> <li>-Liaise with local preschool about any children needing an SNA</li> <li>- contact parents</li> <li>-Ongoing liaison with teachers &amp; SNAs- formally &amp; informally</li> <li>-Ongoing liaison with NEPS and other outside agencies</li> </ul>
March	<ul style="list-style-type: none"> <li>-Record keeping</li> <li>-Ongoing liaison with parents</li> <li>-Liaise with the Principal.</li> <li>-Order Standardised tests for term 3 <a href="http://www.erc.ie/erc-paper-tests/primary-order-form/">http://www.erc.ie/erc-paper-tests/primary-order-form/</a></li> <li>-SETs to monitor SSPs &amp; Care Plans &amp; Assessment Folders</li> <li>-Ongoing liaison with teachers &amp; SNAs- formally &amp; informally</li> <li>Ongoing liaison with NEPS and</li> </ul>

	other outside agencies -ILSA Spring Conference?
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<p><b>April</b></p>	<ul style="list-style-type: none"> <li>-Record keeping</li> <li>-Ongoing liaison with parents</li> <li>-Liaise with Principal and Deputies.</li> <li>-SETs to monitor SSPs &amp; PPPs &amp; assessment Folders</li> <li>-Ongoing liaison with teachers &amp; SNAs- formally &amp; informally</li> <li>-Ongoing liaison with NEPS and other outside agencies</li> </ul>
<p><b>May</b></p>	<ul style="list-style-type: none"> <li>-Standardised Testing (1st to 6th classes inclusive)</li> <li>-Testing - Senior Infants - numeracy assessment from text book.</li> <li>-Check publication of SNA allocations on NCSE website</li> <li>-Record keeping</li> <li>-Ongoing liaison with parents</li> <li>-Liaise with the Principal.</li> <li>-Drumcondra Testing</li> <li>-Prepare 6th class students for transitioning</li> <li>-Prepare transition document with all tests results with permission of parents (including Pupil Passports)</li> <li>-SETs to monitor SSPs &amp; PPPs for those with SNA support</li> <li>-Meeting with the Principal/DP and SENCO of secondary schools?</li> <li>-Ongoing liaison with teachers &amp; SNAs- formally &amp; informally</li> <li>-Ongoing liaison with NEPS and other outside agencies</li> <li>-Infant induction meeting and coordination</li> <li>-Meet parents of children with SNA access for next year</li> </ul>

<p><b>June</b></p>	<ul style="list-style-type: none"> <li>-SET Team and Class Teachers liaising to look at test results, review school support plans, communicate with parents before end of year reports if necessary</li> <li>-SEN Co Ordinator updating SEN Register</li> <li>-Transition to secondary passport/communication with secondary school</li> <li>-Meeting with children/ parents of any incoming JI with specific needs ahead of next academic year.</li> <li><b>-Detailed handover meetings between SETs and class teachers.</b></li> <li>-Drumcondra Testing done and uploaded to Aladdin</li> <li>-Organise school visits to post-primary schools</li> <li>-Prepare standardised test results sheet for BOM meeting and for submission to the department</li> <li>-Analyse results of standardised tests and begin to plan for support for next academic year</li> <li>Timetable SNA support for next year</li> <li>Allocate SETs for next year</li> <li>Meet SEN team to discuss support for next year for children on their caseloads</li> <li>Meet parents if appropriate.</li> </ul>
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## 14.0. Record Keeping Security/GDPR

All children's files are to be stored on Aladdin (password protected).

The Master copy of each child's file which may include School Support Plan, Additional Care Needs Plan, applications to external agencies and/ or reports from external agencies, is stored in a locked cabinet in the SENCO's classroom.

School Support Plan naming convention:

File name format: Child's initials. Type of plan. Year.Class

eg: John Smith is on School Support Plus in 3rd Class b this year =  
JS.SSP.24.3b

All files will have the child's full name in the *Name of Student* section on the cover of a plan for clarity and just the first name used in the plan after that.

Plans to be saved on the SET's individual school device in Word Format/ google doc on SETs individual drive, while being written and until approved and signed during consultation in October.

Softcopy to be saved to Aladdin (Word Format for edit and review) alongside *signed* hardcopy (Scanned PDF). Signed hardcopy to be added to the SET Class Folder, housed in locked cabinet in SECNO's classroom.

**Soft copy of plans to be deleted from SET device / SET drive, including Downloads folder (plan softcopy is available on Aladdin in Word Format for download/ review as necessary).**

Records are retained in line with the school's **record retention schedule** and GDPR.

Data sharing with external agencies will occur only with informed parental consent and in line with GDPR and Data Protection legislation.

## 15.0. Monitoring & Reviewing the Policy

The SEN Co-ordinator has responsibility for monitoring and reviewing this SEN Policy. It is an ongoing and developmental process.

## **16.0. Teacher Professional Learning (TPL/CPD)**

In our school, we appreciate the importance of participating in high quality CPD. We utilise the support provided by Oide, the NCSE and local education centres to upskill in the areas of curriculum and specific needs provision. Teachers also engage in online seminars in the evenings after the school day. The SET team use meetings throughout the year and share new approaches, ideas, initiatives with each other and regularly consult informally as part of invisible preparation.

## **17.0 English as an Additional Language (EAL)**

EAL pupils may be supported at Classroom Support or School Support level where assessment indicates a language need. Support is based on:

- Language proficiency levels
- Standardised/teacher-based assessment and observation
- Pupil and parent voice

## **18.0 Exceptionally Able & Gifted Pupils**

Pupils who demonstrate exceptional ability (e.g., performance at or above the **95th percentile** or evidence from teacher observation/parent input) may receive **extension and enrichment** by their class teachers through:

- Differentiated tasks and independent projects
- Access to higher-order problem-solving and extension programmes
- Mentoring or participation in suitable competitions/initiatives
- Referral to external enrichment programmes where appropriate e.g. CTYI.

## **19.0. Assessment**

Assessment to inform SEN provision includes:

- Standardised tests
- Screening tools (literacy, numeracy, language)
- Diagnostic assessments
- Teacher-designed tests and observation
- Checklists, behaviour observations (e.g., ABC charts)
- Parent and pupil feedback

Baseline data and progress data are recorded in **Student Support Files**.

## **20.0 Ratification**

This policy was ratified by the Board of Management on: \_\_\_\_\_

The policy will be reviewed on: \_\_\_\_\_ or earlier if required.

Signed: \_\_\_\_\_  
Chairperson, Board of Management

Signed: \_\_\_\_\_  
Principal

Date: \_\_\_\_\_

## References

Department of Education (2024). *Circular 0064/2024: Guidelines for Primary Schools Supporting Children with Special Educational Needs in Mainstream Classes*.  
<https://www.gov.ie/>

National Council for Special Education (2024). *Special Education Teaching (SET) Guidelines for Mainstream Primary Schools*.  
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Education for Persons with specific Educational Needs Act 2004. (2004).  
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<https://www.irishstatutebook.ie/eli/2004/act/30/enacted/en/html>

Special Educational Needs: A Continuum of Support, Guidelines for Teachers - Primary Schools [gov - National Educational Psychological Service \(NEPS\) resources and publications \(www.gov.ie\)](#)

Special Educational Needs: A Continuum of Support - Resource Pack for Teachers - Primary Schools [gov - National Educational Psychological Service \(NEPS\) resources and publications \(www.gov.ie\)](#)

Autism Good Practice Guidance 2022 [gov - Autism Good Practice Guidance for Schools – Supporting Children and Young People \(www.gov.ie\)](#)

Introducing a Trauma Informed Approach: The Stress Factor, Getting the Balance Right A NEPS e-Learning course for schools -  
<https://www.gov.ie/en/collection/97aa18-national-educational-psychological-service-neps-res-ources-and-public/#promoting-resilience-and-social-and-emotional-competence>

Friend Programme - NEPS -  
<https://www.gov.ie/pdf/?file=https://assets.gov.ie/41216/fc1f9f7ae6df4749924eea240b>

[9f3b98.pdf#page=null](#)

Effective Interventions for Struggling Readers - A Good Practice Guide for Teachers - Second edition, 2019 -

[https://www.gov.ie/pdf/?file=https://assets.gov.ie/40346/6a3b58f7e4d14c47906c0edecf95abc\\_a.pdf#page=null](https://www.gov.ie/pdf/?file=https://assets.gov.ie/40346/6a3b58f7e4d14c47906c0edecf95abc_a.pdf#page=null)

A Balanced Approach to Literacy Development in the Early Years

[https://www.gov.ie/pdf/?file=https://assets.gov.ie/40640/dab7f9cd97a84c1db2990023c5de24\\_45.pdf#page=null](https://www.gov.ie/pdf/?file=https://assets.gov.ie/40640/dab7f9cd97a84c1db2990023c5de24_45.pdf#page=null)

Various samples of SEN School Policies

## Appendices

### Appendix A — Glossary of SEN Terms

**Accommodation:** Adjustments to teaching, assessment, or environment based on a pupil's needs.

**Assessment:** Gathering data on a pupil's learning through tests, observation, work samples.

**Differentiation:** Adapting lessons to meet the needs of all learners.

**Dysregulated:** A pupil experiencing emotional/behavioural overload requiring regulation.

**Executive Function:** Organisation, working memory, planning and flexible thinking skills.

**Intervention:** A structured programme targeting a specific learning need.

**Multi-disciplinary Input:** Support from professionals such as NEPS psychologists, SLTs, OTs, etc.

**Regulation:** When a child is calm and ready to learn.

**Sensory Needs:** Needs related to a child's sensory processing (sound, touch, balance, etc.).

**SNA Support:** Assistance with care needs—mobility, regulation, personal care, safety.

**Universal Design for Learning (UDL):** Inclusive planning framework promoting multiple means of representation, engagement, and expression.

## **Appendix B — SET Annual Timetable Template...Abbreviated September**

- Analysis of standardised tests from June
- Form SEN caseload
- Establish timetables
- Meet parents where needed

## **October**

- School Support Plans completed
- Begin interventions

## **November**

- Parent–Teacher meetings (SET attends as needed)

## **February**

- Mid-year reviews
- Update SSFs

## **May–June**

- Standardised testing
- Transition preparation
- SEN caseload planning for next year

## Appendix C: Referral Pathways

### Referral Pathways

Difficulty	Title	Referral Pathway
ADHD	Clinical Psychologist Psychiatrist	CAMHS - Parents need to go to G.P. School can write a letter to support concerns Primary Care Team Form – Psychology
Anxiety	Clinical Psychologist	+CAMHS - Parents need to go to G.P. School can write a letter to support concerns Primary Care Team Form – Psychology
Auditory Processing Disorder	Audiologist Speech and Language Therapist	Parents need to go to G.P Primary Care Team (PCT) form
Autism	Multi-disciplinary Teams	Children’s Disability Network Teams Assessment of Need

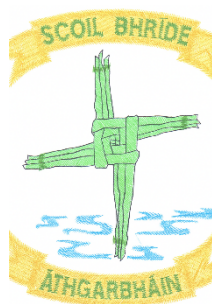
<p>Emotional Behavioural Difficulties (EBD) or Social, Emotional and Behavioural Difficulties (SEBD)</p>	<p>Clinical Psychologist</p> <p>NEPS – Teacher Consultation</p>	<p>Primary Care Team Form – Psychology</p>
<p>Depression</p>	<p>Clinical Psychologist</p> <p>Psychiatrist</p>	<p>+CAMHS - Parents need to go to G.P. School can write a letter to support concerns</p> <p>Primary Care Team Form – Psychology</p>

Dyscalculia	Educational Psychologist	NEPS
Dysgraphia	Occupational Therapist	Primary Care Team Form - OT
Dyslexia	Educational Psychologist	NEPS
Dyspraxia	Occupational Therapist  Physiotherapist Paediatrician	Primary Care Team Form – OT  Primary Care Team Form – Physiotherapy  Letter from G.P.
Eating Disorders	Clinical Psychologist  Psychiatrist	+CAMHS - Parents need to go to G.P. School can write a letter to support concerns  Primary Care Team Form – Psychology
General Learning Disability	Educational Psychologist	NEPS
Global Developmental Disorder	Multi-disciplinary Team	Children’s Disability Network Teams (CDNTs)  Assessment of Need
Motor Skills Difficulties	Occupational Therapist	Primary Care Team Form – OT

Obsessive Compulsive Disorder	Psychologist  NEPS – Teacher Consultation	Primary Care Team Form – psychology
Self-Harm	Clinical Psychologist  Psychiatrist	CAMHS - Parents need to go to G.P. School can write a letter to support concerns
Sensory Processing Disorder	Occupational Therapist	Primary Care Team Form – OT

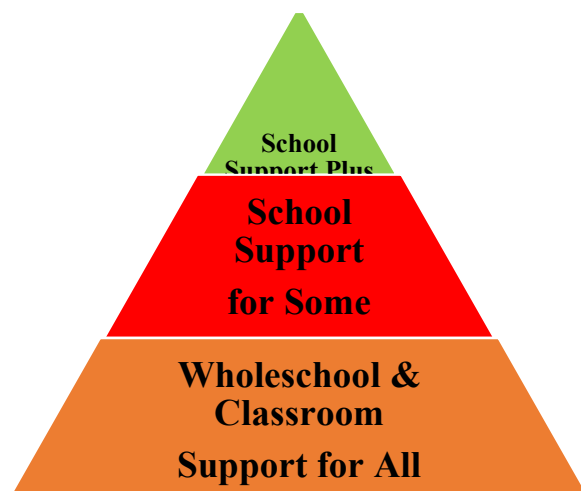
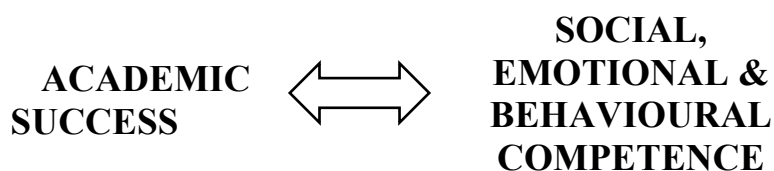
This is not an exhaustive list. Parents/Guardians should refer to the child's GP regarding any concerns.

## Appendix D: Continuum of Support



<b>STUDENT CLASSROOM SUPPORT FILE</b>	
<b>Name of Student</b>	
<b>Date of Birth</b>	
<b>School</b>	
<b>Date File Opened</b>	
<b>Date File Closed</b>	

### A Continuum of Support



## Classroom Support Checklist

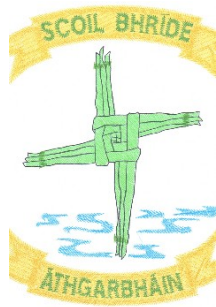
<b>Name:</b>	<b>Age:</b>	<b>Class:</b>	<b>Date:</b>
<b>General Information</b>	<b>Date Checked</b>	<b>Comments</b>	
Parents/ Guardians Consulted			
• Information from previous school/preschool gathered			
• Hearing			
• Vision			
• Medical Needs			
• Basic Needs Checklist completed			
• Assessment of learning/screening			
• Teacher observation of approach to learning.			
• Observation of behaviour			
• Interview with pupil			
• Classroom work differentiated			
• Learning environment adapted?			
• Yard/school environments adapted?			
• Informal or formal consultation/advice with outside professionals?			
• Advice given by learning support/resource teacher or other school staff?			
• Other interventions put in place in school?			
<b>Action needed</b>			

**Signed: Parent(s):** \_\_\_\_\_  
**Teacher(s):** \_\_\_\_\_

## Classroom Support Plan/Review

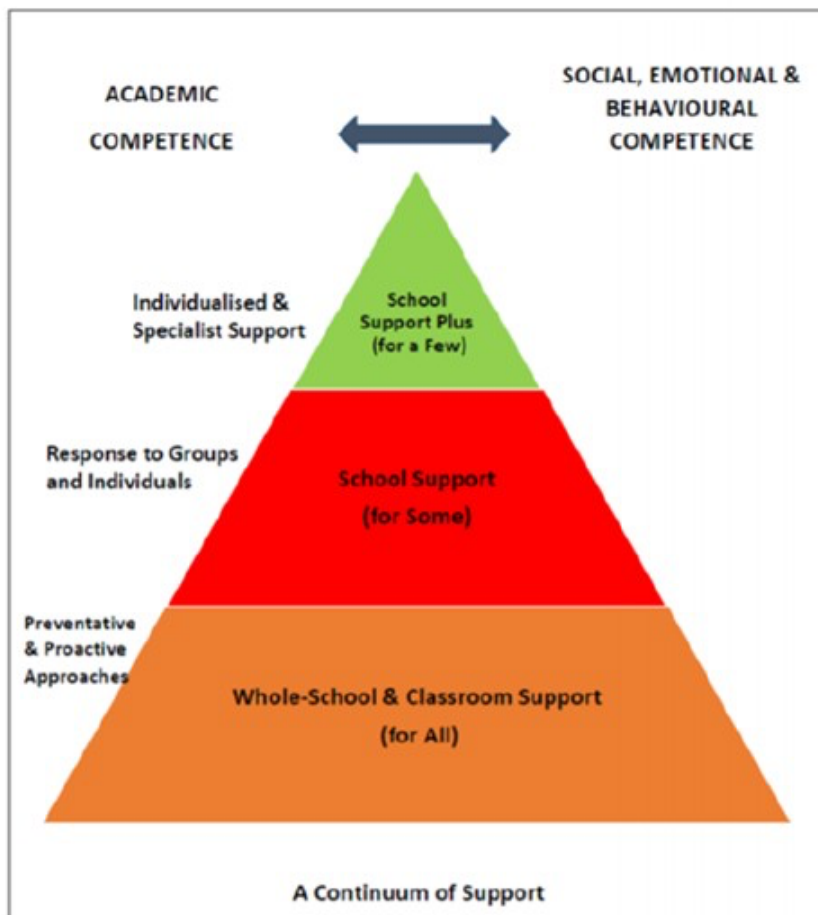
<b>Name:</b>	<b>Age:</b>	<b>Class:</b>	<b>Date:</b>
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<b>Students Strengths/Progress Made:</b>			
<b>Ongoing Concerns:</b>			
<b>Possible reasons:</b>			
<b>Targets we want to achieve:</b>			
<b>Strategies:</b>			
<b>Signed:</b>			
Parent(s): _____			
Teacher(s): _____			
<b>Outcome of Review: (Targets met and unmet)</b>			
<b>Classroom Support Plan No Longer Necessary</b>	<b>New Classroom Support plan to be Agreed</b>	<b>School Support plan to be Initiated</b>	<b>School Support Plus. Consult with other professional agencies (NEPS, S&amp;L therapists etc.)</b>



<b>SCHOOL SUPPORT PLAN</b>	
<b>Name of Student</b>	
<b>Date of Birth</b>	
<b>School</b>	
<b>Date File Opened</b>	
<b>Date File Closed</b>	

### A Continuum of Support



## School Support Checklist

Name:	Age:	Class:	Date:
General information	Checked	Comments	
1. Parents/Guardians Consulted			
2. Information from previous school/preschool gathered			
3. Hearing			
4. Vision			
5. Medical Needs			
6. Basic Needs Checklist completed			
7. Assessment of learning screening			
8. Observation of learning style/ approach to learning			
9. Observation of behaviour			
10. Interview with pupil			
11. Classroom work differentiated			
12. Learning environment adapted			
13. Yard/ school environments adapted?			
14. Informal or formal consultation/ advice with outside professionals?			
15. Advice from SET team			
16. Other interventions put in place in school			
17. Action needed			
<b>Possible reasons:</b>			

## School Support Plan

<b>Name:</b>	<b>Age:</b>	<b>Class:</b>	<b>Date:</b>
<b>Students Strengths/Progress Made:</b>			
<b>Priority Concerns: Focus:</b>			
<b>Assessments Completed 2024</b>			

### Short-term targets and strategies Block

1

<b>Target 1: Develop .....</b>	<b>Strategies:</b>
<b>Target 2: Build.....</b>	<b>Strategies:</b>
<b>Target 3:</b>	<b>Strategies:</b>
<b>Target 4:</b>	<b>Strategies:</b>
<b>Personnel:</b>	
<b>Signed:</b>	
<b>Date:</b>	
<b>Parent(s):</b> _____	<b>Teacher(s):</b> _____



## School Support Review

<b>Name:</b>	<b>Age:</b>	<b>Class:</b>	<b>Date: February</b>
<b>What has been most successful and why?</b>			
<b>What has been least successful and why?</b>			
<b>Student's current needs:</b>			
<b>Actions recommended: (What? How? Who? When?)</b>			
<b>Student's comments:</b>			
<b>Parent/Guardian's comments:</b>			
<b>Outcome of Review: (tick)</b>			
School Support Plan No Longer Necessary. Revert to classroom support plan.	New School Support Plan to be Agreed	School Support Plus Process to be initiated	Request consultation with appropriate professionals and outside agencies. with other professional agencies (NEPS, S&L therapists etc.)
<b>Further Information:</b>			
<b>Signed:</b>			
Parent(s): _____		Teacher(s): _____	

## Short-term targets and strategies Block

2

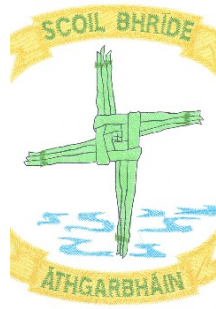
Target 1:	Strategies:
Target 2:	Strategies:
Target 3:	Strategies:
Target 4	Strategies:
Personnel:	
Signed:	
Parent(s): _____ Teacher(s): _____ _____	

## School Support Review

Name:	Age:	Class:	Date: June
What has been most successful and why?			
Assessments:			
What has been least successful and why?			
Student's current needs:			
Actions recommended: (What? How? Who? When?)			
Student's comments:			

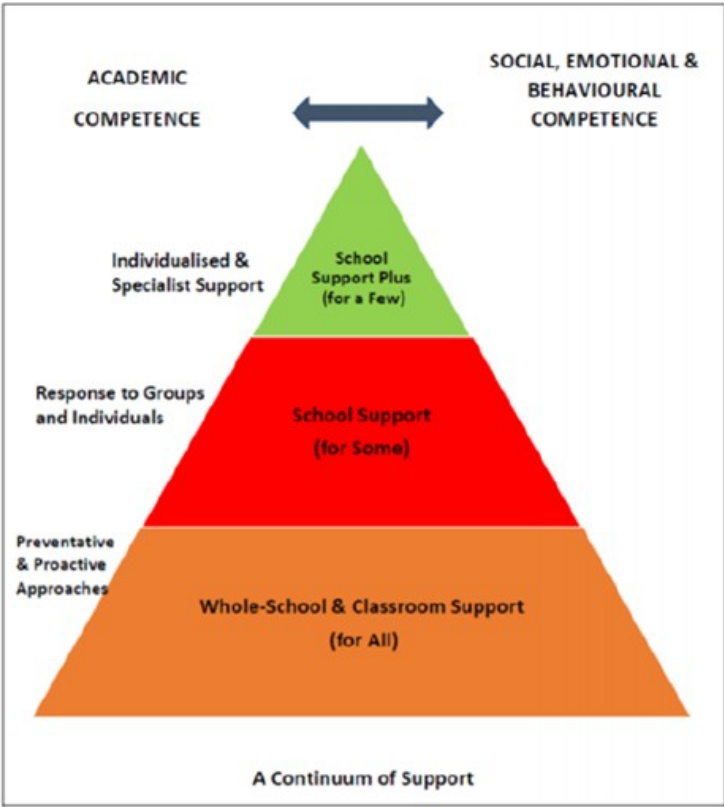
<b>Parent/Guardian's comments:</b>			
<b>Outcome of Review:</b> (tick)			
School Support Plan No Longer Necessary. Revert to classroom support plan.	New School Support Plan to be Agreed	School Support Plus Process to be initiated	Request consultation with appropriate professionals and outside agencies. with other professional agencies (NEPS, S&L therapists etc.)
<b>Further Information:</b>			
<b>Signed:</b>			
Parent(s): _____ Teacher(s): _____			

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<b>SCHOOL SUPPORT PLUS PLAN</b>	
<b>Name of Student</b>	
<b>Date of Birth</b>	
<b>School</b>	
<b>Date File Opened</b>	
<b>Date File Closed</b>	

**A Continuum of Support**



## School Support Plus Information Planning Sheet

School Support Plus Information Planning Sheet			
<b>Name:</b>	<b>Age:</b>	<b>Class:</b>	<b>Date:</b>
<b>Pupils strengths:</b>	<b>Students Strengths/Progress Made:</b>		
<b>Priority concerns:</b>			
<b>Present level of educational performance:</b>	<b>Assessments Completed (year)</b>		
<b>Summary of Special educational Need:</b>			
<b>Special Educational Provision</b> The special education and related supports to be provided to the child.			
<b>Signed:</b> <b>Parent(s):</b> _____ <b>Teacher(s):</b> _____			

**School Support Plus Plan**

<b>Name:</b>	<b>Age:</b>	<b>Class:</b>	<b>Start Date:</b>
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**Priority Learning Needs:**

**Short-term targets and strategies Block 1**

<b>Target 1:</b>	<b>Strategies:</b>
<b>Target 2:</b>	<b>Strategies:</b>
<b>Target 3:</b>	<b>Strategies:</b>
<b>Target 4:</b>	<b>Strategies:</b>

**Signed:**

Parent(s): \_\_\_\_\_

Teacher(s): \_\_\_\_\_

Appendix

School Support Plus File, Log of Actions

Date

Actions

## School Support Plus Review

<b>Name:</b>	<b>Age:</b>	<b>Class:</b>	<b>Date: February</b>
<b>What has been most successful and why?</b>			
<b>What has been least successful and why?</b>			
<b>Student's current needs:</b>			
<b>Actions recommended: (What? How? Who? When?)</b>			
<b>Student's comments:</b>			
<b>Parent/Guardian's comments:</b>			
<b>Outcome of Review: (tick)</b>			
School Support Plan No Longer Necessary. Revert to classroom support plan.	New School Support Plan to be Agreed	School Support Plus Process to be initiated	Request consultation with appropriate professionals and outside agencies. with other professional agencies (NEPS, S&L therapists etc.)
<b>Further Information:</b>			
<b>Signed:</b>			
<b>Parent(s):</b> _____		_____	
<b>Teacher(s):</b> _____		_____	

## Short-term targets and strategies Block

2

Target 1:	Strategies:
Target 2:	Strategies:
Target 3:	Strategies:
Signed: Parent(s): _____	Date: _____
Teacher(s): _____	_____

## School Support Plus Review

Name:	Age:	Class:	Date: June
What has been most successful and why?			
Assessments:			
What has been least successful and why?			
Assessments:			

<b>Student's current needs:</b>			
<b>Actions recommended: (What? How? Who? When?)</b>			
<b>Student's comments:</b>			
<b>Parent/Guardian's comments:</b>			
<b>Outcome of Review: (tick)</b>			
School Support Plan No Longer Necessary. Revert to classroom support plan.	New School Support Plan to be Agreed	School Support Plus Process to be initiated	Request consultation with appropriate professionals and outside agencies, with other professional agencies (NEPS, S&L therapists etc.)
<b>Further Information:</b>			
<b>Signed:</b>			
<b>Parent(s):</b> _____			
<b>Teacher(s):</b> _____			