



Scoil Maelruain Junior

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This is a working continuous document

School Policy on Special Educational Support for Children Additional Educational Needs

1.1 Principal Aim of Special Educational Support

The principal aim of special educational support is to optimise the teaching and learning process in order to enable children with additional educational needs to achieve adequate levels of proficiency in literacy and numeracy appropriate to the children's own level of ability. This is achieved through the implementation of whole school policies that target the learning needs of the lowest achieving children and higher achieving children. The school policies have been developed through consultation and co-ordinating the work of teachers, parents, curriculum support personnel and Department of Education and Science Inspectors. Central to this process of special educational support is the enhancement of classroom-based learning and includes as appropriate supplementary teaching by the Special Education Teachers.

1.2 Specific aims:

- i. To enable children to participate in a curriculum appropriate to children's level of ability
- ii. To develop positive self-esteem and positive attitudes about learning
- iii. To enable children to monitor their own learning and become independent learners
- iv. To provide supplementary teaching, additional support and resources in English, Mathematics and SPHE
- v. To involve parent(s)/guardian(s) in supporting their children's learning through effective parent support programmes

- vi. To promote collaboration among teachers in the implementation of whole school policy on Special Educational Support for children with learning difficulties
- vii. To establish whole school strategies for preventing learning difficulties and to establish early intervention programmes designed to enhance learning
- viii. To establish an inclusive school that supports the needs of children with additional needs in teaching and learning and Code of Behaviour Policy in accordance with the Education for Persons with Special Educational Needs Act 2004

2. Roles and Responsibilities in the provision of Special Educational Support

2.1 Board of Management

The important role of the Board of Management in developing, supporting and monitoring school policy on special educational support is identified.

- i. The Board of Management oversees the development, implementation and review of school policy on special educational support
- ii. It ensures that adequate classroom accommodation and teaching resources are provided
- iii. It provides a safe storage of records relating to children

2.2 The Principal Teacher

2.2.1 The principal teacher has overall responsibility for the special educational support programme and the operation of services for children with special educational needs.

The principal assumes overall responsibility for the development and implementation of the school's policies on special educational support by:

- i. Working with teachers and parents in the development of the school plan for special educational support
- ii. Monitoring the implementation of the school plan
- iii. Monitoring the selection of pupils for supplementary teaching
- iv. Assuming direct responsibility for co-ordinating special educational support or identifying teachers to perform these roles
- v. Overseeing the development of a whole-school assessment and screening programme to identify pupils with learning difficulties
- vi. Keeping teachers informed about external assessment services that are available and the procedures to be followed in initiating referrals
- vii. Helping teachers to increase their knowledge and skills

The principal is responsible for delegating the role of co-ordinating the special educational support services to the Special Education Teachers. Duties delegated are:

- i. Maintaining a list of pupils receiving special educational support
- ii. Helping to co-ordinate caseloads/work schedules of the special education teachers
- iii. Advising parents on procedures for availing of special support services
- iv. Liaising with external agencies

- v. Arranging classroom accommodation and resources

2.2.2 The Role of the Principal in Supporting the Work of the Class Teachers

- i. Consulting with teachers on how they can contribute to the implementation of the school plan on special educational support in the following areas:
 - ❑ The prevention of learning difficulties
 - ❑ The screening and identification of children who may need supplementary teaching
 - ❑ Participation in the development of a *Student Support File* for each pupil receiving supplementary teaching
 - ❑ Identification of pupils who may have general or specific learning disabilities
- ii. Ensuring that class teachers are centrally involved in planning and directing the appropriate learning activities and implementing recommendations in the *Student Support Files*
- iii. Developing an awareness among class teachers of the characteristics and effects of general and specific learning disabilities, the support services that are available for children with diagnosed disabilities and the arrangements that need to be made within classrooms to meet the learning needs of these pupils.
- iv. Facilitating communication between class teachers and parents/guardians of pupils in receipt of supplementary teaching
- v. Supporting the professional development of class teachers

2.2.3 The Role of the Principal in Supporting the Work of the Special Education Teachers

Arranges a meeting with the Special Education Teachers once a term to discuss the implementation of the school plan on Special Educational Support

2.2.4 The Role of the Principal in Working with Parents, Out of School Agencies and the School Community

The principal facilitates:

- i. The establishment of school policies and procedures, which enable parents become effectively involved in the provision of special education support
- ii. Organisation of information sessions for all parents on issues relating to the provision of special education support
- iii. The involvement of members of the community in contributing to the provision for educational support

2.3 The Class Teacher

The class teacher has **primary responsibility** for the progress of all pupils in his/her class including the children who are selected for supplementary teaching. The teacher is responsible for the creation of a classroom which focuses on the creation of a learning environment that strives to prevent or to alleviate difficulties.

Approaches used:

- i. Ability groups
- ii. Adapting learning materials
- iii. Creating and monitoring a Classroom Support Plan for students whom appear to be having difficulties
- iv. Recording, in the, all interventions and adaptations being used inside the classroom

- v. Implementing this plan to meet the child's changing needs
- vi. When needed- Contributing to the School Support Plan, *Student Support Plan (Plus)* targets in partnership with the special education teacher- planning and implementation of activities designed to attain those targets

2.3.1 The Role of the Class Teacher in Developing and Implementing the School Plan on Learning Support

- i. Implement teaching programmes which optimise the learning of all pupils
- ii. Opening and updating a Classroom Support Plan for any child they have concerns about
- iii. Provide Early Intervention plans for pupils experiencing difficulties
- iv. Implement the school policies on screening and selecting supplementary teaching in English and Mathematics by administering and scoring appropriate screening measures and by discussing the outcomes with the Special Education Teachers
- v. Adjust the class programme in line with the agreed targets and activities on the Classroom Support Plan, School Support Plan, or School Support Plan(Plus)and maintain a record of pupils' progress towards achieving those learning targets
- vi. Differentiate the class curriculum appropriately to meet the needs of all pupils in the class using the following approaches:
 - ❑ Group teaching
 - ❑ Modifying presentation and questioning techniques to maximise the involvement of all pupils
 - ❑ Emphasis on oral language development
 - ❑ Supporting key basic skills in literacy and numeracy
 - ❑ Setting learning targets
 - ❑ Providing learning activities and materials which are suitably challenging but which ensure success and progress
 - ❑ Setting up peer tutoring programmes and paired reading programmes
 - ❑ Special Education Team working in class to implement the Lift Off to Literacy and other team teaching programs

2.3.2 The Role of the Class Teacher in Collaborating with the Special Education Teachers –

- Meetings are facilitated at the start of each term between the class teacher and the Special Education Teachers
- Development, implementation and review of *Student Support File* in consultation with the Special Education Teachers
 - Discussion of *Student Support File* and interventions already in place in the classroom.
 - Discussion of results of screening measures and advise on the selection of pupils for diagnostic assessment
 - Review outcomes of diagnostic assessments and discuss types of joint intervention to best meet child's needs
 - Discuss learning targets and instructional activities for inclusion in the Classroom Support Plan, School Support Plan, School Support Plan (Plus)and attend the initial meeting between the Special Education Teachers and the child's parent(s)/guardian(s)
 - Implement appropriate learning activities within the classroom and maintain suitable records of progress
 - Review the child's progress towards the attainment of agreed learning targets

- Participate with the Special Education Teachers in a review of each child's progress at the end of the instructional term
- Contribute to the development and implementation of the revised School Support Plan or School Support Plan (Plus) if supplementary teaching is being continued/started following review at the end of the instructional term

2.3.3 The Role of the Class Teacher in Collaborating with Parent(s)/Guardian(s) of Pupils in Receipt of Supplementary Teaching

It is the accepted practice for class teachers to consult with the parent(s)/guardian(s) of all their pupils. Additional time will be available to parent(s)/guardian(s) of children requiring supplementary teaching in order to consult and plan collaboratively.

The class teacher:

- Makes parent(s)/guardian(s) aware of the concerns of the school about their child's progress
- Outlines the school's practices regarding the administration of diagnostic tests by the Special Education Teachers and seeks the approval to proceed with such assessments
- Outlines the support that is available in the school to children who experience low achievement and/or learning difficulties
- Indicates that a meeting between the child's parent(s)/guardian(s) and the Special Education Teacher will follow the assessment
- After the diagnostic assessment, attends the meeting between the parent(s)/guardian(s) and the Special Education Teachers and indicates how the child's programme will be modified in order to achieve agreed learning targets in the *Student Support File*.

Regular contact is maintained with the child's parent(s)/guardian(s) when supplementary teaching is underway. When this teaching is being reduced or discontinued arrangements are outlined for continuing support in the classroom.

2.3.4 The Role of the Class Teacher in Identifying and Supporting Pupils with General or Specific Learning Disabilities

The class teacher identifies children with learning needs by informal assessment using the following methods

- Student Support File
- Observation
- Teacher designed tasks
- Checklists
- Consultation with parents
- Screening Tests

If a child is considered to be in need of support the Classroom Support process begins. This is when a teacher and parent(s)/guardian(s) share concerns regarding a student's learning and/or social development in school. At this point some simple classroom interventions are tried - such as differentiation, adjustments to the learning environment and/or adjustments to teaching style. If concerns remained, these concerns will have suggested that this student has distinct and individual needs that will require a Classroom Support Plan. Concerns are recorded, as well as the student's strengths and interests. This step in the process may be informed by the data gathered when completing some/all of the Support Checklist. Ideas are discussed with

regard to strategies/interventions to address the student's needs within the classroom. A Support Plan is drawn up and signed by the class teacher and parent(s)/guardian(s) and implemented for an agreed time span. The plan is reviewed on an on-going basis. The Support Plan, together with reviews, checklists used and other related documents (such as a records of consultation with the NEPS psychologist) will be kept within the Student Support File. At Stage 1 the class teacher draws up a short, simple plan for extra help to be implemented within the normal classroom setting in the relevant areas of learning and/or behavioural management. This plan is reviewed regularly over one term. If concern remains after reviews and adaptations we move on to Stage 2 where the pupil, with parents' permission, is referred to SET for further diagnostic testing.

2.4. Special Education Teachers

2.4.1 Supplementary Teaching: Collaboration and Consultation

While most student's initial needs will be met through classroom based interventions, in some cases interventions at Classroom Support level are not sufficient to fully meet the student's educational needs. A School Support Plan may be needed. The decision to initiate a School Support Plan is taken as a result of the review of a Classroom Support Plan, by the class teacher and parent(s)/guardian(s), in collaboration with support teacher(s) in the school. The School Support Plan is drawn up and implemented for an agreed time span. The plan is reviewed on an on-going basis. The School Support Plan, together with reviews, checklists used and other related documents (such as a record of consultation with the NEPS psychologist), will add to the body of information that is already contained within the Student Support File.

A flexible approach to the delivery of supplementary teaching is adopted by:

- Assisting in the implementation of a broad range of whole school-strategies to enhance early learning and to prevent learning difficulties
- Developing an *Student Support Plan (School Support)* for each pupil who is selected for supplementary teaching in consultation with class teachers and parents
- Maintaining a Planning and Progress Record
- Delivering intensive early intervention programmes and providing supplementary teaching in English and Mathematics and SPHE
- Contributing to the development of policy on Special Education at the whole school level
- Providing advice to class teachers
 - individual pupil assessment and programme planning
 - approaches to language development, reading, writing and mathematics
 - Advice on the purchase of resources for children with learning difficulties

2.4.2 The Role of the Special Education Teacher in Collaborating with the Principal Teacher

- Co-ordinate the overall services for children with special educational needs and advise the principal on issues that arise in relation to this work
- Meet with the principal once each term to discuss issues relating to the development and implementation of the school plan on learning support
- Advise the principal on issues that arise as a result of the ongoing implementation of the special education programme in the school.

2.4.3 The Role of the Special Education Teachers in Collaborating with Class Teachers

The Special Education Teachers work closely with class teachers to implement school policies on preventing learning difficulties, screening children for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching and support.

Activities associated with this role are:

Consultation with the school staff as a team on:

- o Implementing programmes to prevent learning difficulties
- o Selecting children for supplementary teaching
- o Interpreting the outcomes of diagnostic assessment
- o Monitoring and recording the progress of pupils
- o Support children experiencing difficulties for whom supplementary teaching cannot be provided, is reduced or discontinued

Consultation with individual class teachers on a regular basis to address the following:

- Implementing classroom programmes designed to enhance learning and prevent learning difficulties
- Screening children for learning difficulties
- Identifying children for supplementary teaching
- Monitoring and reviewing the attainment of learning targets set out in the *Student Support File*
- Monitoring the progress made by children receiving supplementary teaching as indicated in the child's Weekly Planning and Progress Record
- Provision of appropriate ongoing support in the classroom for children whom supplementary teaching has been reduced or discontinued
- Identifying children who may have general or specific learning disabilities

2.4.5 The Role of the Special Education Teachers in Consulting and Collaborating with Parent(s)/Guardian(s):

- o Meeting with parent(s)/guardian(s) of children selected for diagnostic assessment if requested
- o Meeting with Parent(s)/Guardian(s) to discuss the outcomes of the assessment, the learning targets in the *Student Support File or Support Plan Plus*, the actions to be taken by the school to meet those targets and the ways attainment of the targets can be supported at home
- o Communicate on an ongoing basis
- o Demonstrate techniques and strategies to parent(s)/guardian(s) that will enable them to help with their child's development

2.4.6 The Role of the Special Education Teachers in Co-ordinating the Selection of Children for Supplementary Teaching:

- Co-ordination of the administration by class teachers of a whole screening programme to identify pupils with very low achievement in literacy and numeracy
- Consultation with class teachers on the identification of pupils who may need diagnostic assessment
- Conduct a comprehensive diagnostic assessment of each child where the Classroom Support File interventions are insufficient at meeting their needs.

Identify the type and level of learning support that is needed to meet the child's needs

2.4.7 The Provision of Supplementary Teaching by the Special Education Teachers:

- Devise and implement an early intervention programme that involve delivering intensive small-group tutoring in English and Mathematics to children in Junior Infants in the setting deemed most appropriate to the children's needs
- Provide supplementary teaching in English and Mathematics to groups of children or individual children who have been selected for supplementary teaching
- Maintain a record of attendance of children at supplementary teaching sessions
- Work intensively with children towards the attainment of learning targets set out in their *Student Support File*
- Complete a *Weekly Planning and Progress Record*

2.5 Role of Parents in Supporting the Work of the School

Parent(s)/Guardian(s) are encouraged to support the work of the school by:

- Providing a home environment in which there are opportunities in which adults and children participate together in language, literacy and mathematical activities
- Sharing books/reading stories
- Storytelling
- Paired reading
- Talking positively about school and school work
- Broadening child's range of experiences

2.6 Special Needs Assistants

In accordance with circular DES 0030/2014 the duties of the SNAs involve tasks of a non-teaching nature such as:

- Assisting with clothing, feeding, toileting and general hygiene
- Assisting on out of school visits, walks and similar activities
- Special assistance as necessary for pupils with particular difficulties e.g helping physically disabled pupils with writing or typing
- Assisting the teachers in the supervision of pupils with special needs during assembly, transitions and play- time
- Accompanying children who may have to be withdrawn temporarily from the classroom
- Supervising students at yard time who may need assistance or may partake in activities that may endanger the safety of themselves or other students

2.7 Children – Planning and Monitoring their Own Learning

The children's involvement in the development, implementation and review of their own learning will be supported by:

- Discussing and filling My Thoughts About School Checklist from A Continuum of Support (Document 4)
- Being aware of their targets in the Student Support File (where appropriate)
- Acknowledgement on achieving targets

3. Co-ordinating Special Educational Support

The principal teacher has overall responsibility for developing and implementing school policy on special educational support. The Deputy Principal is the Special Needs Coordinator but the principal teacher will provide support for this role. The special education teachers co-ordinate the activities associated with this support.

4. Whole school agreed approaches to the teaching of English Language

- Listening, speaking, reading and writing are integrated in the process of learning language
- The curriculum is concerned not just with language learning but with learning through language
- The development of oral language is equally as important as reading and writing in an integrated language process
- The teaching of reading is part of a rich and varied curriculum, based on a child's overall experience of language and the world, and involves the use of a range of word identification strategies
- The process of writing is as important as the product and is viewed as part of the language learning process

4.1 Strategies for Preventing Learning Difficulties in English

□ Development of whole school agreed approaches to language development:

Junior Infants/Senior Infants:

- Daily news: Pair share, asking questions
- Show and Tell
- The importance of storytelling is emphasised
- Nursery Rhymes
- Use of big books
- Language programme of reading schemes
- Rainbows language program
- Phonological Awareness Schemes -
- Feely bag/ Magic box
- Aistear Programme
- Linkage and integration with other curricular areas
- Reading Recovery

First and Second Class:

- Differentiation in presenting material to a varying range of abilities : big books, rhymes, stories, language experience approach: news, events Linkage and integration with other curricular areas.
- **Lift Off To Literacy**
 - Children are assessed before the programme begins. They are grouped based on this assessment into five groups with children of similar ability in each group. The programme consists of one hour per day, four days a week for approximately six weeks. During this hour the groups rotate between five stations as follows;

- **New reading material**
- **Familiar reading**
- **Writing**
- **Phonics**
- **Independent work.**

The material at each station is differentiated for each group based on their ability. At the end of the programme the children are assessed once more.

- **Flying Start**
 - This is a literacy programme designed to be used after a class has participated in the Lift Off programme. There are graded readers up to level 30. Each level includes a fiction and non-fiction book on each topic. The skills included in this programme are:
 - **Vocabulary building**
 - **Fluency**
 - **Independent Reading**
 - **- Reading Strategies**
 - **Phonemic Awareness**
 - **Comprehension and Writing**
- **Reading Recovery** - an intensive, daily, one-to-one intervention for the lowest achieving literacy learners after one year in school. Children are taught individually by a specially trained teacher for 30 minutes each day for an average of 12 weeks. The goal is for children to develop effective reading and writing strategies in order to work within an average range of classroom performance. Children read from a wide range of texts, carefully selected by their teacher to match their current competency in reading.
-

Development of whole school agreed approaches to reading and writing

Junior and Senior Infants

- Awareness of print
- Conventions of print
- Phonological awareness
- Letter sounds Junior Infants/Senior Infants
- Visual discrimination
- Auditory discrimination
- Auditory sequential memory
- Word identification skills
- Reading schemes

Strategies:

- Left to right orientation
- Odd man out
- Same as

- Initial sounds/medial sounds/final sounds
- Consonant and vowel blends
- Onset and rime
- I spy
- Flashcard games
- Letter bingo
- Matching: picture/picture, picture/word, word/word,
- Matching picture/letter sound cards
- Letter/picture class books
- Games
- Auditory discrimination and memory activities (Foundations of Literacy, p.19)
- Modelling good listening (Foundations of Literacy, p. 20)
- Use of Big Books to develop concepts of print
- Buddy readers
- Adapt class texts

First and Second Class

- Phonological awareness programme
- Word families
- Spelling programme
- Dolch word list
- Sight words
- Social sight words
- Graded reading schemes
- Supplementary reading

Strategies:

- Letter bingo
- Matching: picture/picture, picture/word, word/word,
- Matching picture/letter sound cards
- Letter/picture class books
- Games – Pat’s game, Attributes, What is missing?
- Auditory discrimination and memory activities (Foundations of Literacy, p.19)
- Modelling good listening (Foundations of Literacy, p. 20)
- Use of Big Books to develop concepts of print
- Buddy readers
- Adapting class texts

Provision of additional support in language development and early literacy includes:

The delivery of a differentiated curriculum: content, methodology, activities and resources to accommodate the different needs, experiences, interests and learning styles of the children.

- Support from School Completion Programme:

- One to one coaching
- Circle time
- Additional Resources:
 - PAT programme
 - Library resources
 - Big books
 - Rainbow App
 - Sounds Abound
 - Let's Begin
 - Smart Kids
 - Computer software
 - Fishing magnets
 - Paired reading programmes
 - Reading buddies in the classroom, across classes: 1st/Junior Infants, 2nd/Senior Infants
 - Ongoing structured observation and assessment of language and literacy skills of children in infant classes to facilitate early identification of possible learning difficulties
 - Parent Involvement:

Parent(s)/Guardian(s) are informed of the importance of disclosing speech difficulties at the earliest opportunity. Advice is provided on the Speech and Language Therapy Support Service.

Development of children's oral language skills is emphasized:

 - Sharing books with children
 - Prioritise reading for homework
 - Broaden reading experiences
 - Bring a book from home to school and talk about it
 - Visits to the library

5. Strategies for Preventing Learning Difficulties in Maths

Junior and Senior Infant Strategies

- Mata sa Rang
- Use of concrete materials
- Fine motor skills
- Pattern making
- Counting games
- 'Ready Set Go' math games. Parents are invited to help in teaching of games
- Maths board games
- Focus on formation of numbers 1-10
- Differentiated work for higher and lower ability children
- Each class has a box of games/activities for numeracy/money/time suitable for different abilities
- MATHS EYES Programme – awareness of maths in our everyday environment

First and Second Class

- Mata sa Rang

- Maths board games
- Interactive whiteboard games
- Differentiated work for higher and lower ability children
- Withdrawal of higher and lower ability groups
- MATHS EYES Programme

Checklist 1**Emotional and Social Development / Social Group**

Child's Name:

		Yes	No
1.	Appears very immature		
2.	Adjusts to the normal routine of school		
3.	Appears happy at school		
4.	Works well in a group and takes share of responsibility		
5.	Plays with other children		
6.	Has a co-operative attitude to the teacher		
7.	Attempts to work independently		
8.	Awaits his/her turn		
9.	Accepts defeat without sulking withdrawal or aggression		
10.	Unusually shy or withdrawn		
11.	Lacks confidence		
12.	Change in home situation		
13.	Verbally or physically aggressive		
14.	Demands an excessive amount of attention		
15.	Claims of being singled out negatively		
16.	Difficulty staying on task		
17.	Soils or wets		
18.	Support File Opened		
19.	Professional Reports Assessments		
20.	Attending Learning Support		
21.	Any Other Concerns:		

Checklist 2
Receptive Language Checklist

Child's name			Date:	
Skill	Est.	Dev.	N. y. est.	Comment
Can remember a sequence of sounds, two sounds, three sounds, more than three				
Can memorise a simple rhyme				
Can follow simple instructions				
Can repeat a verbal message				
Can re-tell a simple story in sequence				
Shows s/he is listening by posture, gesture, eye contact				

Code: Est: established, Dev: developing, N. y. est: not yet established

Checklist 3
Expressive Language Checklist

Child's name			Date:	
Skill	Est.	Dev.	N. y. est.	Comment
Articulates clearly				
Can express simple personal needs				
Communicates well in social situations				
Can recite rhymes/songs from memory				
Can recall an event in sequence				
Can tell an imaginative story based on picture/s				
Can use language for problem solving				
Can initiate and sustain a conversation				

Code: Est: established, Dev: developing, N. y. est: not yet established

**Checklist 4
Developing Literacy Skills**

Child's name			Date:	
Skill	Est.	Dev.	N. y. est.	Comment
Shows interest in reading				
Responds to questioning on a text				
Can identify common words				
Can isolate the beginning sound of a word and syllable				
Can isolate the beginning and final sounds of a word and syllable				
Uses cues to decode words				
Can recognise and name the letters of the alphabet				
Understands the terms page, line, sentence, word, letter, capital letter, full stop				

Code: Est: established, Dev: developing, N. y. est: not yet established

Checklist 5
Early Writing Skills

Child's name			Date:	
Skill	Est.	Dev.	N. y. est.	Comment
Grips crayon correctly				
Grips pencil correctly				
Consistently uses the same hand when writing				
Can copy most lower case letters				
Can copy own name				

Code: Est: established, Dev: developing, N. y. est: not yet established

6. Strategies for Implementing Early Intervention Programmes

Early intervention programmes underpin the school policy on Special Educational Support. The following characteristics are integral to the programme:

- Set within a specific time frame 13 – 20 weeks
- Based on a shared expectation of success, realistic goals are discussed with parent(s)/guardian(s)
- Small group teaching, one-to-one teaching (timetable carefully structured to enable this)
- Intensive frequency of lessons
- Strong focus on development of oral language in order to lay foundation for meaningful reading activities and further development of language and comprehension skills
- The development of phonemic awareness and a range of other words identification skills
- The interconnected nature of listening, speaking, reading and writing

Approaches to implementing early intervention programmes

Language Experience Approach
Phonological Awareness Development
Modelling a 'Listening Culture' in small groups
Open ended tasks assigned for homework

7. Assessment Records

- i. In line with requirements of Education Act (1998) schools create and maintain individual records of children's learning while attending school. Three kinds of records are maintained by the school.
 - The teacher's day-to-day records
 - The pupil file

- The report card
- ii. Assessment information can be recorded in different forms, including marks, grades, checklists, profiles and narrative comments.
- iii. Parents are entitled to access all assessment information, formal or informal, recorded by the school.
- iv. The school is obliged to share assessment information with other teachers, other schools and individuals who are involved in the child's education. These include DES inspectors, NEPS service, SENOs, Education Welfare Officers as well as other professionals such as Speech and Language Therapists and Occupational Therapists.
- v. Assessment results will be reported to parents twice during the school year. One of these events will be a written report at the end of the school year. The other will be an arranged parent/teacher meeting towards the end of the first school term. Outside these formal meetings teachers may also meet parents informally which can be arranged through the secretary.
- vi. Assessment information will be stored until a student reaches their twenty-first birthday.

8. Procedures and Criteria for Identifying and Selecting Children for Supplementary Teaching

- i. Appropriate checklists/profiles, administration, scoring and appropriate standardised screening measures by the class teacher
- ii. Student Support File opened for students where the class teacher has concerns about their learning etc.
- iii. Selection of pupils for diagnostic assessment by the Special Education Teachers in consultation with the class teacher with priority given to those at or below the 10th percentile on nationally standardised tests
- iv. Administration of diagnostic tests by the Special Education Teachers to each selected child subject to the approval by the child's parent(s)/guardian(s) to identify the child's learning strengths and needs
- v. Determination of the nature of the intervention to be provided to the child: additional support from the class teacher, supplementary teaching
- vi. Identification of learning targets and the development of the Student Support File in consultation with the child's teacher and parent(s)/guardian(s). Close consultation during assessment and programme planning is emphasised to ensure a coordinated intervention programme involving specific support activities are planned and implemented in the classroom and at home.

Junior Infants:

- Checklists:
 - 1) Emotional and Social Development
 - 2) Speech and Language
 - 3) Receptive Language
 - 4) Expressive Language
 - 5) Developing Literacy
 - 6) Early Writing
 - 7) Whole Class Assessment : BIAP

- Screening Tests
- Screening Tests
- Monthly Assessment Profiles

Senior Infants:

- Checklists
- Teacher designed Tests
- Commercial Tests for teacher manuals
- Screening Tests
 - EYES
 - MIST
 - Drumcondra Early Numeracy Assessment
 - Drumcondra Early Literacy Assessment
 - Drumcondra Early Literacy Diagnostic Assessment

First Class

- Checklists
- Teacher designed Tests
- Commercial Tests for teacher manuals
- Curriculum Literacy Checklist
- Screening Tests: NRIT
- Quest
- Standardised Tests:
 - Drumcondra Numeracy Assessment Level 1
 - Drumcondra Literacy Assessment Level 1

Second Class

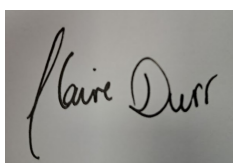
- Checklists
- Teacher designed Tests
- Commercial Tests for teacher manuals
- Curriculum Literacy Checklist
- Screening Tests: NRIT
- Quest
- Standardised Tests:
 - Drumcondra Numeracy Assessment Level 2
 - Drumcondra Literacy Assessment Level 2

Implementation and Review

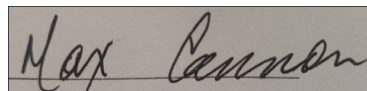
This plan is currently being implemented by the school with some areas to be developed. This plan will be reviewed on a yearly basis in order to include any further developments.

June 2021

Signed: 28th November 2022



Claire Durr, Principal



Max Cannon, Chairperson Board of Management