



Rathcoole Educate Together AEN Policy draft

Guiding Principles:

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

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

Inclusion:

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

Three principles for inclusion

Setting Suitable Learning Challenges

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. (See also More Able Children policy, Appendix 4) In order to do this, Rathcoole Educate Together will use the 'Continuum of Support Process' as outlined

in Table 1 below to identify educational needs. Identification of educational needs is central to setting suitable learning challenges for our SEN pupils. Using the continuum of support framework, our school will identify pupils' educational needs to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. It is important to look at a pupil's needs in context, and to use our resources to support this (for example, learning environment checklist, teacher checklist for whole-class structures and supports).

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

Classroom Support

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

A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.

This is informed by:

- Information from Parents
- Teacher observation records
- Teacher-designed measures/assessments
- Basic needs checklist *
- Learning environment checklist*
- Pupil consultation - My Thoughts About School Checklist
- Literacy and numeracy tests
- Screening tests of language skills

Parents will be informed about the Classroom Support Planning and be invited to meet the teacher to discuss the plan and contribute to it. A classroom support plan runs for an agreed period of time and is subject to review.

School Support	<p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none"> • Teacher observation records • Teacher-designed measures/assessments • Parent and pupil interviews • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including in-class interventions, team-teaching, small groups or individual tuition. Parents will be informed about the School Support Planning and be invited to meet the teacher to discuss the plan and contribute to it.</p> <p>A school support plan operates for an agreed period of time and is subject to review.</p>
School Support Plus	<p>This level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> • Teacher observation and teacher-designed measures • Parent and pupil interviews • Functional assessment • Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc <p>Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation. Parents will be informed about the School Support Planning and be invited to meet the teacher to discuss the plan and contribute to it.</p>

Meeting Children’s Diverse Learning Needs

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

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

<p>Action 1: Identification of pupils with Additional educational needs</p>	<p>Review existing information on pupils' needs, using school-based data and any information from parents and external professionals. Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify all pupils with Additional educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
<p>Action 2: Setting targets</p>	<p>Based on individual needs, set clear learning targets for pupils at each level of the continuum of support. A bank of targets are stored on the staff drive and are added too frequently by staff. 3 to 4 specific targets is enough with the parents/ caregivers and child, where appropriate, have a say in at least one.</p>
<p>Action 3: Planning teaching methods and approaches</p>	<p>Identify the level and type of intervention required to meet targets for each pupil on the continuum of support. Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, class based interventions, team-teaching and small group teaching. They should also be mindful that the interventions and supports that they are using are evidence-informed.</p>
<p>Action 4: Organising early intervention and prevention programmes</p>	<p>Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.</p>
<p>Action 5: Organising and deploying Additional education teaching resources</p>	<p>Cross-reference the needs of pupils at school support and school support plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place.</p> <p>Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.</p>
<p>Action 6: Tracking, recording and reviewing progress</p>	

	<p>Record progress of pupils in meeting their identified targets is monitored:</p> <ul style="list-style-type: none"> • At whole-school and classroom support level by all teachers • At the school support and school support plus levels by class teachers and Additional education teachers.
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Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Children

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

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

Board of Management

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

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

Principal

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

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching roles, including Additional 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 Additional educational needs, and ensure that all school staff (class teachers, Additional education teachers and Additional needs assistants) are clear regarding their roles and responsibilities in this area

Additional Needs Co-ordinator

Gemma Maher, the principal, is SENCO for the Autism classes

Lorraine O'Connell, the deputy principal, is the SENCO for the mainstream classes.

The Additional Needs Co-ordinator will be responsible for:

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

The Role of the Class Teacher

Effective teaching and learning is critically important for all pupils, and eAdditionally for those with Additional educational needs. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued. Mainstream class teachers have first-line responsibility for the education of all pupils in their classes. Accordingly, classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom. This will include adapting their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with Additional educational needs. These include:

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

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

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

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

The Role of the Additional Education Teacher

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

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

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

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

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

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

The Role of the Autism Class Teacher

The Autism class teacher helps to provide an education which meets the needs and abilities of children assessed as having a diagnosis of a diagnosis of Autistic Spectrum Disorder. The Autism Class Teacher has responsibility for;

- planning and implementing educational provision for children enrolled in the class.
- Liaising with other teachers, ANAs, the Principal and relevant outside professionals to support the child.
- Create a pupil's support plan in consultation with parents and in liaison with other teachers and ANAs
- Coordinate and lead a team of ANAs to ensure continued progression and development of the child.
- Work with mainstream class teachers to identify and implement opportunities for integration or reverse integration where appropriate.

The Role of the Additional Needs Assistant (ANA)

ANAs have a vital role in providing continuity for a child with Additional Educational Needs (AEN).

- Teachers (including substitute teachers) should consult with ANAs to ensure that routines, structures and successful strategies are maintained as the child progresses through the school year, and their school experience from Junior Infants to 6th class.
- ANAs should work with the class teacher to ensure the care needs of the child/children entitled to ANA access in his/her care are met.
- Work collaboratively with the class teacher to identify the role of the ANA on the child's support plan and Personal Pupil Plan (PPPs), and to assist the child to fully access the curriculum targets and to support the child to reach his/her full potential.

The ANA assumes responsibility for supporting a child's primary care needs (Circular 0030/2014) which include the following;

- Assistance with feeding
- Administration of medicine
- Assistance with toileting and general hygiene
- Assistance with mobility and orientation
- Managing frequent or prolonged epileptic seizures or fragile health
- Assistance with moving and lifting of pupils, and the operation of hoists and equipment where required
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom for safety, personal care, medical reasons or where the student is distressed
- Assistance with severe communication difficulties

ANAs will also be required to carry out the following Secondary Care Tasks (Circular 0030/2014) where required;

- Preparation of tidying workspaces and classrooms or to assist a child to prepare and tidy their workspaces.
- Support the child to transition from one area to another, or from one activity to another.
- Assistance of the development of the Personal Pupil Plan.
- Assist the teachers and/or the Principal in maintaining records pertaining to care needs.
- Planning for activities/lessons where there may be additional care requirements.
- Attends meetings with parents, SENO, NEPS Psychologists or school staff meetings with the agreement and guidance of teachers and principal.
- Assistance with enabling the pupil to access therapy from outside agencies within the school building.
- Assistance to attend or participate in out of school activities such as walks or visits.

Parental/Caregiver Involvement

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

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

The Parents/Caregivers of the pupils of Rathcoole ETNS can prepare for and support the work of the school by:

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

Enrolment

The school aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. Parents are required to notify the school of their child's Additional needs in advance of enrolment through the Home School liaison teacher or secretary. The Board of Management will request a copy of the child's medical or psychological report. No child will be refused admission solely on the grounds that s/he has SEN except where the provision required is incompatible with that available in our school.

Whole School Strategies to minimise learning difficulties Our strategies for preventing learning difficulties include:

Promotion of Literacy:

- Whole school promotion of Reading for Pleasure
- Building Bridges Comprehension Strategies
- Genre Writing
- Guided Reading
- Print rich environment ,
- Shared/paired reading ,
- Story time, Library time, DEAR time, Book Week, Reading buddies, Word games, Class library, visiting authors, Elklan
- Write a Book Project for children
- Access to Literacy apps on school ipads and at home such as Ipad

Developing Listening Skills:

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

Observation and/or assessment:

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

Recording observation-Checklists, Personal records, reading records, paired reading, Teachers own observation.

Share concerns with: - Last year's/ next year's teacher, similar level teacher, parents, SET teacher, SEN co-ordinator

Stages of Assessment and Provision

Access to the school's broad and balanced curriculum is achieved for most children by differentiation of class work by the class teacher. When a class teacher identifies a child with SEN, the class teacher consults with the SEN coordinator and provides interventions that are ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum. The first line of responsibility for the progress of all pupils in the class lies with the class teacher. However, as most of our support is in-class the stages are less defined than in situations where learning support is delivered by withdrawal.

Assessment and screeners

Assessment is an integral part of all aspects of teaching and learning at Rathcoole ETNS and is not considered a stand-alone activity. It takes place before, during and after all teaching and learning. Assessment throughout all stages of the teaching and learning process helps to build a picture of the pupil's development of their knowledge, skills, attitudes and values over time. It also enables teachers to adjust their teaching to meet the needs of the pupils they support and where additional support can be given to pupils with the greatest level of needs.

There are a wide range of assessment strategies as outlined in the NCCA guidelines for assessment continuum (p13). Each strategy has the potential to provide teachers and pupils themselves with information about what they do and don't understand and what they can and cannot do. The following methods are used in assessing pupil progress over time and informing teachers about decisions about the types of supports pupils with additional needs should receive:

- Self-assessment
- Conferencing
- Portfolio assessment
- Concept mapping
- Questioning
- Teacher observation
- Teacher-designed tasks and tests
- Standardised testing

At Rathcoole ETNS we value two-way communication as an important part of assessment between the pupil and teacher. Providing feedback plays a key role in this communication, as it helps pupils to celebrate their progress, identify challenges they are facing and provide guidance on their next steps to be taken in their learning journey. It is important that pupils have the opportunity to implement this feedback over time, in the mainstream class or as part of small group withdrawal or one to one teaching.

Standardised tests:

At Rathcoole ETNS we aim to avoid over-reliance upon a single test score from standardised tests to inform our decision making regarding supporting pupils with the greatest level of need. A standardised test may measure a child's performance on that test on that day, but this is not a certain measure of a child's ability. Results of any one standardised test should not be used in isolation, nor used as baseline data for predicting future achievements, nor for solely informing decisions regarding the provision of interventions or targets within learning plans for pupils. The information teachers at Rathcoole ETNS use from standardised test results, is only one part of the picture of a child as a learner.

A separate Assessment policy is being drafted.

Screeners and Diagnostic test:

Teachers have the flexibility to use a variety of screeners for pupils with AEN

Literacy	Numeracy	Social/Emotional/ physical development
Middle Infant Screening Test (MIST)	Ready set Go Maths Progress Record	Boxall Profile
Neale's Analysis (Reading)	Drumcondra Test of Early Numeracy	Smart Moves Basic needs checklist
Running Record	Christina Tondevold 4 Number Sense Relationships Checklist	ABLBS
Dyslexia Screener Portfolio	New South Wales Education Diagnostic Test Stage 2	VB-MAPP
Phonological Awareness Assessment (Jolly Phonics)		Sensory processing

Primary School Assessment Kit (PSAK - EAL)	Mathematics Assessment for Learning and Teaching (MALT Stage 2)	checklist
Belfield Infant		Teachh checklist
BPVC S3	More Trouble with Maths (Chinn, 2017)	
Toe by Toe	The Dyscalculia Assessment by Jane Emerson	
Drumcondra	Teaching Number in the Classroom with 4-8 year olds (Robert J Bright)	
	Developing Number Knowledge; Assessment, teaching and intervention with 7-11 year olds (Robert J Bright)	

The above diagnostic assessments are available from the NCCA assessments for Early Years. This available [here](#) in the staff drive

The school will endeavour to buy the required screeners and tests where finances allow. Screeners will be bought on a necessity basis.

Early intervention

At RETNS, for Junior and Senior Infants, a significant amount of the SET support, eAdditionally at the beginning, will be in-class support.

When the needs are identified in JI and SI, through the continuum of support process, (see below the protocols for a child receiving SET), support will be given in the form of small groups/individual withdrawal. This will be for the following:

- emotional, social and behavioural development
- English as an additional language support
- fine and gross motor skills development
- literacy and maths support
-

Interventions include:

- Movement breaks
- Smart moves programme
- Sensory breaks
- Reading social stories
- Nurture sessions
- Emotional regulation sessions

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

are selected to participate in the Forward Together Programme. The parents of these pupils are invited to attend weekly meetings for an 8-10 week period, where staffing levels allow. These meetings are facilitated by the Additional Education Support teachers in Senior Infants. The focus of these meetings is to effectively promote Literacy in the home and to support parents regarding best practice in this area. Each week a particular aspect of Literacy is explored through various activities. During the following week, parents put into practice the strategies and activities explored at the meeting. Where it is not possible for parents to attend the programme is run with the children by the L/S. teachers.

At the end of the 8-10 weeks, every participating pupil is re-tested (using M.I.S.T.) to measure progress made as a result of this early intervention.

*There must be parental/caregiver consent for any withdrawal from the classroom. This is the responsibility of the class teacher and this consent can be obtained through email. This will be logged on Aladdin.

Protocols for a child receiving SET

1. Give them time to settle in September. Complete assessments and try in class differentiation except those who come with a diagnosed need or who are highlighted immediately.
2. Assess throughout September and put in a **Classroom Support Plan** when deemed necessary. This must run for 6-8 weeks unless it turns into an exceptional case that needs escalating. If you have concerns that need an escalation, talk to the relevant SENCO.
3. Before the Halloween break, a **SET meeting** will be scheduled. Any child on a plan from the previous year or any child that is put forward by a class or SET teacher will be discussed at this meeting. Those with the highest need will get the support from SET following this meeting for the next 6-8 weeks.
4. All Support Plans are reviewed by the end of **October** and by the end of **February**.
5. A **Smart Moves** group will be set up in September for 6-8 weeks until the SET team has met and have their target children. After this, the class teachers will incorporate Smart Moves into their PE lessons and daily routines. After this, a review will take place and priority list of children will be considered for continued support in this area.
6. **EAL groups** will be set up in September as these needs are very apparent. They will focus on the Up and Away programme with additional resources being taken from Twinkl and Elsta.
7. **Nurture groups** will be set up in September and will run throughout the year. They will be reviewed each term at SET meetings. Boxall assessments will be used to determine the children with the greatest level of need. Some children will need nurture support on a short term basis and this will be discussed with the relevant SENCO.
8. At present, due to our size, not all children will have all their needs met as we struggle to find substitute teachers. SET may be used to cover classes but this will be avoided where possible.

9. **Drop in clinics** will be arranged for teachers to discuss issues or share ideas with other staff to gain ideas and resources that may be useful in achieving a target.

Autism Classes

In Rathcoole ETNS, we have two Autism classes with a maximum of 6 children in each. Our classes have one teacher, and a minimum of 2 ANAs. Children are enrolled in accordance with the School Enrolment Policy.

Overall Aim

The aim of our Autism Classes are to provide opportunities for Autistic children to access the curriculum in a support environment. We aim to differentiate for all our children through a complete individualised approach incorporating a variety of strategies, assessments and methodologies. The overall aim is the children are integrated into mainstream classes as fully as possible according to their needs in an appropriately phased way, with sustained support.

Strategies and Methodologies

Teachers will utilise the following programmes and teaching methodologies to support the educational needs of the children within each Autism Class. Teachers are encouraged and facilitated where possible, to access Continued Professional Development in appropriate programmes to support the implementation of such within the classroom.

- TEACCH
- PECS
- AAC Devices
- Attention Autism
- DIR Floor time and Intensive Interaction ● Sensory Room

- Regulation techniques in the regulation area

- OT where an OT report has been received and guidance given by the OT

Integration and Reverse Integration

It is our aim that all children enrolled in the Autism Classes will integrate successfully either full-time or part-time into mainstream during their primary education experience at our school. Decisions around integration will be made according to the needs of each individual child and in consultation with principal, parents, other teachers, ANAs and any other relevant professionals.

We also bare in mind that our goal is inclusion not integration. A child can be integrated but not included. Therefore, any integration should be at the child's level and when they are ready.

- A pupil will integrate into the mainstream class level most appropriate to their level of need, and this will be reviewed regularly with all relevant bodies to ensure the child is gaining the most from their experience.
- Reverse integration may be used to allow mainstream children to access the sensory room or the Regulation area in the Autism area, where possible and when it does not

affect the children in the Autism classes. This requires collaboration of staff to allow for timetabling. Access to these areas may be needed for the children in the Autism class off timetable when they are dysregulated.

- Integration will be on a phased basis and always based on the pupil's individual needs and abilities.
- The number of lessons, length of time and type of activity the child integrates for will be decided upon and reviewed regularly on an individual basis and will reflect the pupils level of comfort, social ability and learning ability.
- An ANA and/or class teacher may attend these integration periods with the pupil where possible.
- The pupil will become an integral part of the class sitting amongst the other pupils and participating in all activities to the best of their ability.

Rathcoole ETNS operates a policy of reverse integration and this extends to all classes.

- Reverse integration will occur in conjunction with mainstream class teachers and Autism Class Teachers, where it is felt that a child within the Autism Class setting would benefit from opportunities to interact socially, or to engage in peer-to-peer scaffolding with children of a similar age.
- A pupil, or a group of pupils may be withdrawn to join the child in their own environment. It is hoped that this will in the long term lead to conventional integration into the mainstream class.

Absences

If a teacher in an Autism Class is absent, and where a substitute is not available, a support teacher will be asked to provide cover for the day.

Record of Differentiated Support in class

Register of Pupils with Additional Educational Needs who are in receipt of interventions through the Continuum of Support Framework

Classroom Support				

Pupil Name	Class	Description of SEN	Nature of Supports Literacy, numeracy, social, emotional, behavioural, life-skills	Focus of Support In-class, withdrawal in small groups or individual, school yard
School Support				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support
School Support Plus				

Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support

Stage 1: Class teachers initially discuss their concerns with the child's parents. Permission for continued support on the continuum can be sought via an Aladdin email.

The triggers for this intervention could be;

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

The class teacher completes a classroom support plan and monitors the record of differentiated support for half a term. If this strategy does not work then the teacher will continue to the next stage, School Action.

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

Stage Two

In cases where the Record of Differentiated Support indicates that progress has not been made, or if the results of tests (M.I.S.T., Drumcondra Primary Reading Test, Sigma T, Belfield Infant Assessment Programme) and teacher observation indicate this to be the case, intervention in the form of a support teacher will be accessed. Again, class teachers will discuss their concerns with the child's parents. The action taken will be as follows:

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

Stage Three

The support or class teacher will perform diagnostic tests on these children (at School Action) usually at the beginning and end of the school year. These tests will include the Neale Analysis Reading Test, Aston Index Spelling and Word recognition test, Non Reading Intelligence test etc.

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

1. A psychological assessment will be arranged (see Education for Persons with Disability Act 2004)
2. Other outside agencies may need to be contacted, who will advise on a range of provision including IEP targets and strategies.
3. The triggers for extra intervention could be that, despite receiving an individualised programme the child:
 - Makes little or no progress over a long period of time
 - Continues to work at Primary Curriculum levels substantially below that of children of a similar age
 - Continues to have literacy and numeracy difficulties
 - Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning, or that of other children, despite an appropriate behaviour management programme and IEP
 - Has sensory and/or physical needs, and requires additional Additionalist equipment or regular visits from an advisory service
 - Has an ongoing communication or relationship difficulty that prevents social development, and act as a barrier to learning.
4. If it is felt by the psychologist that a child has care needs, a Additional needs assistant may be applied for.
5. In circumstances where a child uses Additionalised equipment, consultants will be required to demonstrate how the equipment is to be used to at least two SNAs and either the class or support teacher. The SEN co-ordinator should also be present.
6. The use of Additionalised yard equipment may also need to be demonstrated to these staff members. Courses will be provided on an ongoing basis to train staff in the relevant areas.
7. If the psychologist recommends an exemption from Irish the Principal will see to this under guidance from the Department of Ed. And Skills.

Complaints

If parents have a complaint about the Additional Ed. provision made, then they should in the first instance make an appointment to speak to the Class Teachers, SEN coordinator and then the principal. The complaints procedure will be followed.

The complaint will be investigated and dealt with as early as possible. If the matter is not resolved to the parents' satisfaction, then the matter proceeds to the B.O.M.

Monitoring and Reviewing

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

Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn should lead to adjustments in support plans. The Student Support File provides schools with a useful resource to support and record this process. It includes a Support Review Record to guide teachers when monitoring progress and reviewing outcomes with parents and pupils. Such monitoring of progress, and subsequent adaptation of support plans, are key drivers of effective practice.

In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review will include some of the following measures: attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for pupils with Additional educational needs.

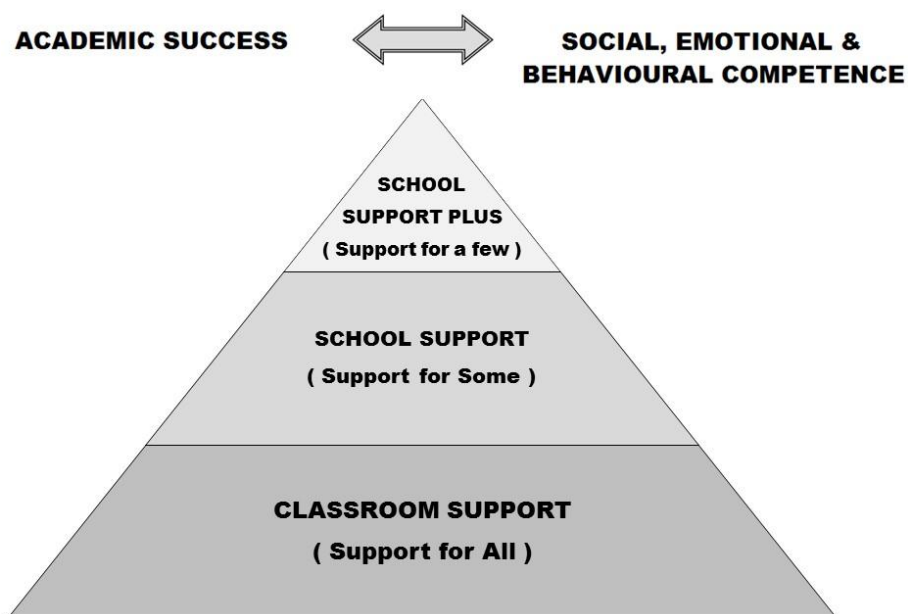
The BoM will ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy by monitoring:

- the standards obtained by children with Additional needs
- the number of children at each of the three stages: Differentiation within Class, School Action and Resource.
- The level and pattern of help (i.e. average time allocated and the balance of in-class and withdrawal support)
- Views of parents
- Visits from Additionalist teachers
- Staff views on in-service
- Children's views

Appendix 1

Student Support File	
Name of Student:	
Date of Birth:	
School:	
Date File Opened:	
Date File Closed:	

A Continuum of Support



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

Student Support File, Log of Actions

To be completed by the Teacher(s)

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

Student's Name:		Age:	
Lead Teacher:		Class/Year :	
Start Date of Plan:			
Review Date of Plan:			
Student's Strengths and Interests:			
Priority Concerns:			
Possible Reasons for Concerns :			
Targets for the Student:			
Strategies to help the Student Achieve the Targets:			

Staff Involved and Resources Needed:	
Signature of Parent(s)/ Guardian(s):	
Signature of Teacher:	

Exceptional Ability & Giftedness Policy

Definition and Background:

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

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

School Ethos:

We, the teaching staff at [Insert School Name] have agreed to cater for those pupils who are exceptionally able in **academic** areas (i.e. the top 2% of the school population).

Those pupils who show exceptional talent in **non-academic** areas e.g. psychomotor ability, mechanical aptitude, visual and performing arts ability, will be given information regarding the relevant outside agencies.

Procedure for identification of pupils with Exceptional Ability

Criteria for Assessment:

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

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

2. From first class onwards, pupils who score on or above the 98th percentile in the relevant standardised test will then do the NRIT, NVRT and BPVS to gain a more definitive guide of their ability.

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

Catering for Pupils with Exceptional Ability:

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

Responsibility and Management:

1. The class teacher is responsible for differentiation within the classroom, including acquisition and distribution of teaching resources for differentiation.
2. The SET team will be responsible for the assessment stage of this process, organisation of extension classes including timetabling (where applicable), acquisition and distribution of information regarding referral and assessment by outside agencies.
3. The Principal will liaise with parents, SETs and class teachers throughout the process.

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

Policy was drafted on

Ratified by the Board of Management

Review date: January 2026