

Brannoxtown CNS

Special Educational Needs (SEN) Policy

Brannoxtown Community National School (CNS) is a primary school under Patronage of the Kildare and Wicklow Education and Training Board (KWETB). Brannoxtown CNS opened in September 2018 with a new Principal, Dr. Sarah FitzPatrick. Brannoxtown CNS operates within the regulations laid down by the Department of Education and Skills (DES) and follows the Primary School Curriculum (DES, 1999) which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998). The Principal and the Board of Management fully subscribe to the principles of partnership, accountability, inclusion, respect for diversity, parental choice and equality in developing and implementing all school policies.

1. Introduction

Brannoxtown Community National School (CNS) is an 'ordinary' mainstream primary school, catering for a full cross section of children. The mission of Brannoxtown CNS is to promote the fullest possible development of every child as a whole person. To help achieve this ideal, Brannoxtown CNS provides a broad education in line with the curriculum guidelines for Primary Schools, including coherent and practical planning for the inclusion of children with Special Educational Needs (SEN) allowing each child to reach the highest level of academic attainment consistent with his/her abilities or talents, so that the school community is enriched by the unique gifts and talents of all its children. This policy was updated in June 2021 and approved by the Board in November 2021.

2. Acronyms

The following acronyms will be used in this policy, and in whole-school planning for SEN at Brannoxtown CNS.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AON	Assessment of Need
ASD	Autism Spectrum Disorder
DES	Department of Education and Skills
EAL	English as an Additional Language
EBD	Emotional and Behavioural Disorder
EPSEN	Education for Persons with Special Educational Needs
GAM	General Allocation Model
GLD	General Learning Disability
HSE	Health Service Executive
ICT	Information and Communications Technology
IEP	Individual Education Plan
NBSS	National Behaviour Support Service
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
NEWB	National Educational Welfare Board
PPP	Personal Pupil Plans
PSAK	Primary School Assessment Kit
RSGM	Ready Set Go Maths
SCPA	Scheme for Commissioning of Psychological Assessments
SENCO	Special Educational Needs Co-ordinator
SENO	Special Educational Needs Organiser

SESS Special Education Support Service

SET Special Education Teacher ¹
SIM School Inclusion Model
SEN Special Educational Needs
SERC Special Education Review Committee
SNA Special Needs Assistant
SSLI Specific Speech and Language Impairment
SSLD Specific Speech and Language Disorder

3. Summary of Recent Developments in SEN Provision in Ireland

As a nation, our understanding of, and provision for, SEN has changed significantly since the founding of the Irish state. Historically, children with SEN were viewed through the medical model lens; they were seen as the sum of their disability (Flood, 2013). A landmark report was published in 1993, *The Report of the Special Education Review Committee* (SERC). It made several recommendations for the improvement of the lives, education and care of children with SEN. This milestone report was followed by several policy developments in a relatively short time, all of which signalled changes in our understanding of SEN and importantly, support for children with SEN in primary schools. Some of the more recent changes concerning the structure and organisation of SEN at school level are summarised below.

- The **New SET Allocation Model** (Circular 12/2017) is a resource for mainstream schools to support inclusion whilst ensuring that resources are allocated to children with the greatest need. Schools no longer need to wait for diagnosis to allocate resources. The new model provides **a greater level of autonomy for schools** in how to manage and deploy additional teaching support within their school, based on the **individual learning needs of children**, as opposed to being based primarily on a diagnosis of disability.
- The revised allocation process replaces the General Allocation Model, the English as an Additional Language (EAL) Support Scheme and the NCSE allocation process to support children assessed as having Low Incidence Disabilities.
- The new model provides a **single unified allocation for special educational support teaching** to each school, based on the school's educational profile.
- The single post of **Special Educational Teacher (SET)** replaces the individual posts of "Learning Support Teacher, Resource Teacher and EAL Teacher".
- SETs are employed in an **ex-quota, permanent capacity** and can be redeployed to a mainstream post within the school.
- DES provides special education teaching supports to schools based on their educational profiles. A **review of this allocation** will take place for the **2021/2022** school year using a school profiling model.
- The class teacher has primary responsibility for the progress and care of all children. The **SET is utilised for the support of children with identified SEN** including those for whom English is an additional language.
- Using the **Continuum of Support framework**, schools can identify children's educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.
- Special Educational Needs Organisers (SENOs) have responsibility for specific

¹ The current SET allocation for Brannoxtown CNS is 28 hours (1 full-time, permanent SET and one part-time SET, shared with two other schools in a cluster arrangement).



schools, primary, post primary and special, within their area. In general, the role of the SENO ensures that **a child with SEN receives the supports they are entitled to.**

- At present, **SENOs allocate Special Needs Assistant (SNA) support** to the school, on a full time or part time basis, **on the basis of individual applications** and in accordance with current DES policy. A child must have a significant medical need for care assistance, a significant impairment of physical or sensory function or care needs relating to significant behavioural disturbance to qualify for SNA support. The duties of the SNA are of a **non-teaching nature.**
- In December 2019, Government approved the national roll out of a **new frontloading model for the allocation of SNA support** to primary and post-primary schools for children in mainstream classes, with effect from the 2020/21 school year, as part of the phased roll out of the School Inclusion Model (SIM). Implementation of the new frontloading model for the allocation of SNAs for **children** in mainstream classes in primary and post-primary schools **has been deferred to 2021/2022.**
- Mainstream schools can **consult with the SENO to consider an application for the establishment of a special class** under a range of categories.

4. Inclusion

At Brannoxtown CNS, 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 and children whose first language is not English, to become fully integrated members of our school community. We achieve this by considering carefully the needs of each child and by modifying activities and/or by providing support to help the child to participate in them.

Guiding Principles

All children have a right to an education, which is appropriate to them as individuals. We want all children attending Brannoxtown CNS to feel that they are a valued part of our school community. We achieve this by adopting three principles that are essential to developing a more inclusive curriculum:

i. Setting appropriate learning challenges

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.

ii. Responding to children's diverse learning needs

We take into account the different backgrounds, experiences, interests and strengths that influence the way in which children learn when we plan our approaches to teaching and learning.

iii. Overcoming potential barriers for individuals and groups of children

We recognise that a minority of children will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements including in-class support, group support, individualised support and liaison with outside agencies, as appropriate.

5. Rationale

This policy has been updated in line with the New Special Education Teacher Allocation Model (DES Circular 0013/2017) and accompanying guidelines (Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools). It ensures we are in compliance with the Education Act (1998), The Equal Status Act (2000), the Education Welfare Act (2000), the Disability Bill (2002) and the EPSEN Act (2004).

6. Aims

The aims of this policy are:

- To ensure all children gain access to a broad and balanced curriculum and have opportunity of access to an appropriate education.
- To set out the whole school approach to teaching and learning of children with SEN.
- To support teaching staff in the implementation of the New SET Allocation Model.
- To provide a coherent system to monitor and track all children with SEN.
- To outline assessments to be carried out school wide and for children experiencing specific difficulties e.g. literacy, numeracy, communication, motor skills and Emotional and Behavioural Difficulties (EBD).
- To ensure the communication and storage system of all correspondence, reports, files and minutes of meetings is clearly stated.
- To communicate effectively with parents regarding the supports in place for children with SEN.

7. Roles and Responsibilities

SEN provision is a collaborative responsibility shared by all partners in the learning experience. It is important that all partners contribute in the planning and implementation of our school plan.

Board of Management

The Board of Management (BOM) of Brannoxtown CNS fulfils its statutory duties towards children with SEN by ensuring that the provision required is an integral part of the school development plan. Members are knowledgeable about the school's SEN provision, in relation to funding, equipment and personnel.

The BOM has responsibility for:

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

Principal

The principal has overall responsibility for the day-to-day management of provision. As the staff grows, she will work closely with the SEN Co-ordinator (SENCO) and will keep the BOM informed about the effectiveness of this policy and any changes needed. The principal has responsibility for:

- Developing inclusive whole-school policies and monitoring their implementation.
- Assigning staff strategically to teaching roles, including special education roles.
- Ensuring that whole-school procedures are established to facilitate the effective involvement of parents, children and external professionals/agencies.
- Ensuring that effective systems are implemented to identify children's needs and that progress is monitored methodically.
- Facilitating the Continuing Professional Development (CPD) of all teachers in relation to education of children with SEN.
- Ensuring that all school staff (class teachers, SETs and SNAs) are clear regarding their roles and responsibilities in this area.

Special Needs Co-ordinator

At present, the Principal holds the role of SENCO at Brannoxtown CNS, working closely with the SET. This role includes responsibility for:

- Overseeing the day-to-day operation of the SEN policy.
- Co-ordinating provision for children with SEN.
- Organising the timetable for support teaching.
- Liaising with and advising fellow teachers and contributing to in-service staff training.
- Liaising with and advising SNAs.
- Liaising with parents of children with SEN.
- Monitoring and evaluating SEN provision.
- Maintaining a list of children who are receiving supplementary teaching.
- Supporting the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support.
- Informing teachers about the external assessment services that are available and the procedures to be followed for initial referrals.
- Advising parents on procedures for availing of additional services.
- Selecting children for psychological assessment in consultation with class teachers, SETs and the school's assigned Clinical Psychologist (NEPS).
- Liaising with external agencies such as NEPS to arrange assessments of children with SEN.
- Facilitating and organising assessments on the Scheme for Commissioning of Psychological Assessments (SCPA), where applicable.
- Liaising with SENO regarding all aspects of special education provision.
- 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.
- Participating in and/or overseeing the drafting of Student Support Files.
- Participating in and/or overseeing the drafting of Personal Pupil Plans.
- Arranging for exemptions from the study of Irish, where appropriate.

Class Teacher

Effective teaching and learning are critically important for all children, and especially for those with SEN. At Brannoxtown CNS, meaningful inclusion implies that all children 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 children in their classes. Accordingly, classroom teachers should ensure that they plan their lessons carefully to respond to the diverse needs within the classroom. This includes adapting teaching approaches for some children 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. As Brannoxtown CNS grows, all mainstream class teachers will continue to implement teaching approaches and methodologies that facilitate meaningful inclusion of children with SEN including:

- Planning and organising co-operative teaching and learning, collaborative problem-solving activities, heterogeneous group work and differentiation in their classroom.
- Managing and leading interventions to promote social and emotional competence.
- Embedding Information and Communications Technology (ICT) in teaching, learning and assessment.
- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs.
- Adapting lessons to take account of children's interests.
- Adapting and utilising resources, including the use of technology.

- Aspiring towards suitably challenging learning outcomes and assessing accordingly.

Special Education Teacher

SETs in Brannoxtown CNS 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.

The SET has responsibility for:

- Understanding the New Model of Special Education Teaching as detailed in Circular 0013/2017 and accompanying guidelines; NEPS publications, this policy and the Continuum of Support guidelines.
- Upskilling in a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs, relevant to children at Brannoxtown CNS.
- Collaboratively developing Student Support Plans for children on the Continuum of Support with class teachers at Brannoxtown CNS (and other support staff, in time).
- Meeting termly with the class teacher to review progress of children receiving additional support.
- Updating and maintaining planning and progress records for each child in receipt of school support.
- Supporting whole-school procedures for screening and assessment.
- Administering and interpreting diagnostic and screening tests and informing class teachers and parents of the outcomes.
- Where requested by the class teacher, meeting parents to discuss moving a child from Classroom Support to School Support (Stage 1 to Stage 2) or when referring to an outside agency.
- Updating and maintaining SEN records and assessment results manually and on Aladdin.
- Liaising with external agencies about the provision for children with additional needs.
- Reviewing Student Support Files within the assigned timeframe.
- Meeting with parents for reviews of support plans.
- Supporting class teachers with observation in relation to EBD.

SETs, in consultation with class teachers, should plan their interventions carefully to address children's 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 child's specific needs on a weekly basis. Outcomes for children 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.

Special Needs Assistant

Brannoxtown CNS does not currently have an allocation for SNAs. However, as our school grows, so too will our staff to include SNAs who play an important role in assisting class teachers to support children with SEN who have significant care needs. Under the direction of the principal/class teachers, the SNA will meet the care needs of the children to which they have been assigned (Circular 0030/2014). These duties include:

- Attending to the primary and secondary care needs of children receiving support.



- Supporting the needs of children in effectively accessing the curriculum.
- Contributing to the quality of care and welfare of the children.
- Supporting learning and teaching in the classroom.
- Attending, where possible, training courses/workshops organised by the BOM/principal.
- Attending meetings with relevant professionals, and with parents, class teacher and SET/SENCO when necessary.
- Monitoring the safety of children with SEN in the schoolyard, and being present for the duration of the yard breaks along with the teachers on duty.
- Developing a Personal Pupil Plan (PPP) outlining child(ren)'s primary and secondary care needs with SENCO/SET.
- Maintaining a record of support provided to the child with SEN namely: daily records, PPP, plan for independence.
- Accompanying children with SEN to supplementary lessons when appropriate.
- Supporting children with SEN on school outings.
- Supporting children with assistive technology, where applicable.
- Assisting in the preparation of school files and materials relating to care and assistance required in class by children with SEN.

Parents

The role of parents is vital to the success of any additional support provided for their child(ren). Specifically, parents contribute by:

- Sharing any information, reports or reports pending from health professionals, and/or concerns regarding their child's development.
- Supporting the work of the school and keeping the class teacher informed of the progress and challenges they observe in their child's learning.
- Attending meetings arranged by the class teacher or SET.
- Supporting the targets outlined in their child's support plans and engaging in all suggested home-based activities.
- Informing the post-primary school of their child's needs, at the transition stage.
- 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.
- Contacting the school to arrange an appointment with the SENCO (and Principal) if they have any concerns about their child's support.

Children

At Brannoxtown CNS, children in receipt of supplementary teaching should, as appropriate, be supported to:

- Become familiar with the medium- and short-term learning targets that have been established for them and they should be given the opportunity to contribute to the setting of such targets, where appropriate.
- Develop ownership of the skills and strategies that are being 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.
- Offer input using the "My Thoughts About School Checklist", self-assessment and review templates.

8. Prevention and Early Intervention

At Brannoxtown CNS, we acknowledge the value of prevention and early intervention approaches in the junior end of the school. In view of the substantial international evidence that early-intervention and prevention programmes can lead to improved

outcomes for children, we commit to the designation of teaching resources for this purpose. Innovative approaches to in-class support in English and Maths are scheduled in each term. Assessment data is utilised to evaluate the efficacy of these interventions. Additional teaching resources are deployed in junior classes to strengthen station teaching approaches which target the promotion of language, literacy and numeracy skills. All intervention programmes are carefully monitored to assess and record their impact on children's progress, participation in learning and in school life.

Our strategies to support the prevention of learning difficulties include:

- Close collaboration and consultation between the Infant Teacher and SET/SENCO.
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of children in the infant classes to facilitate early identification of possible learning difficulties.
- Promotion of literacy e.g. print-rich environment, DEAR (Drop Everything and Read), Writing Workshop, Shared Reading with an emphasis on the development of early literacy skills.
- Promotion of a Balanced Literacy Framework.
- Promotion of numeracy e.g. Ready Set Go Maths (RSG), a hands-on approach, Numicon, small group station work.
- Parental involvement in the promotion of literacy and numeracy.
- Differentiation by class teacher.
- In-class support from the SET and the use of a wide variety of team-teaching approaches.
- Withdrawing individuals/groups, where appropriate.

Early Intervention is a vital component of SEN provision at Brannoxtown CNS. Early intervention programmes may be provided by the class teacher and/or the SET. Close collaboration and consultation between the class teacher and the SET/SENCO will identify children who benefit from support in the form of early intervention.

9. Identifying Children with Additional Needs

At Brannoxtown CNS, we endeavour to support children under the following criteria:

- Children under the 15th percentile based on standardised tests in English and Maths from 3rd Class upwards, and under the 25th percentile in 2nd Class.
- Children who previously received support and continue to experience significant learning difficulties.
- Children who are identified as having significant needs as evidenced through school-based assessment of attainment, behavioural, social and/or emotional functioning and ongoing monitoring of learning outcomes. Needs identified in professional reports will be taken into account, where available.
- Children with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, co-ordination or attention control difficulties.
- Children with Specific Learning Disabilities.
- Children who have additional literacy or language learning needs including those children who need additional EAL support.

10. The Continuum of Support

The Continuum of Support Framework

At Brannoxtown CNS, we employ the *Continuum of Support Framework* (DES) to identify and support children with additional needs. The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual children. We



recognise that SEN may occur along a continuum, ranging from mild to severe, and from transient to long-term and that children require different levels of support depending on their identified additional needs. This framework helps us implement a staged approach to ensure that our support and interventions are incremental and move from class-based interventions to more intensive and individualised support. Ultimately, it helps to ensure that our support is always informed by careful monitoring of progress.

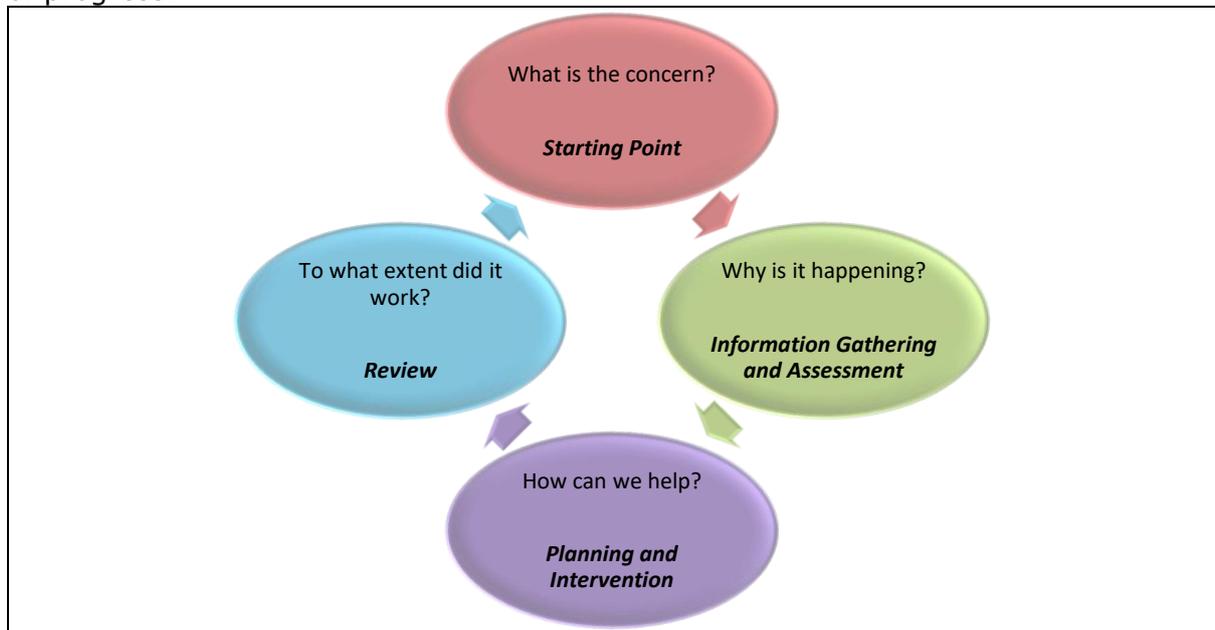


Figure 1. The Continuum of Support problem-solving process.

Stages in the Continuum of Support

At Brannoxtown CNS, we provide the following levels of support and identify our criteria on the Continuum of Support:

Stages in the Continuum of Support	
<p>Stage 1</p> <p>Classroom Support</p> <p><i>Classroom teacher responsible for writing Classroom Support Plan.</i></p> <p><i>Advice if required from SET/ SET Co-ordinator.</i></p> <p><i>Inform parents and SET/ SET Co-ordinator.</i></p>	<p>A child receiving support within their classroom is at Stage 1 on the Continuum of Support</p> <p>A Classroom Support plan is developed and / or adjusted over time for those children who do not respond appropriately to the differentiated programme in the classroom. Teachers can refer to SESS effective teaching strategies and NEPS Learning Environment checklist.</p> <p>Examples might include:</p> <ul style="list-style-type: none"> • Children showing signs of difficulty in developing literacy skills for example, Dolch words, phonics, concepts of print, phonological awareness. Interventions might include flashcards, multi-sensory activities, fine motor activities, work on pencil grip, adapted scissors etc. • Children showing signs of difficulty in developing mathematical concepts and conservation of number. Interventions might include the use of concrete materials, mixed ability pairs, station teaching etc. • Children with organisational difficulties. Interventions might include the use of a visual timetable or tick sheet.



Stages in the Continuum of Support	
<p><i>Review termly.</i></p>	<ul style="list-style-type: none"> Children with emotional or behavioural difficulties or children with sensory, physical, communication and/or relationship difficulties. Interventions might include individual reward charts, increased movement breaks, buddy system, positive self-talk wall / mat, varied seating arrangements. <p>A Classroom Support plan runs for an agreed period of time and is subject to review. At termly review, the child might be removed from the Continuum of Support, remain at Classroom Support (Stage 1) or move to a School Support Plan (Stage 2). The review is recorded and documented in the Classroom Support review template.</p>
<p style="text-align: center;">Stage 2</p> <p style="text-align: center;">School Support</p> <p>Classroom teacher and SET discuss areas of need.</p> <p>Assessments conducted in areas of concern.</p> <p>Parents consulted.</p> <p>SET writes plan in consultation with class teacher.</p> <p>SENCO informed.</p>	<p>A child receiving mostly group support or occasional individual support in addition to classroom support is at Stage 2 on the Continuum of Support.</p> <p>The following children are placed on School Support:</p> <ul style="list-style-type: none"> Children in Junior Infants & Senior Infants for whom English is an additional language. Children in Junior Infants will be assessed at the end of Term 2. Children in 1st-6th Class that are newly arrived in Ireland for whom English is an additional language. Children must meet the criteria for support identified in the Primary School Assessment Kit (PSAK). Children with an identified need assessed by external professionals who are not on or below the 15th percentile in Literacy/ Numeracy. <ul style="list-style-type: none"> Specific Learning Disability- SSLI, Dyslexia, Dyspraxia. Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder ADD/ADHD. Children from 3rd -6th on or under the 15th percentile in standardised testing or under the 25th percentile in 2nd class. Children who have not made adequate progress after interventions at Stage 1. <p>A School Support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition. It will be reviewed termly, and the child may revert to Classroom Support, remain on School Support or move to Stage 3, School Support Plus upon review.</p>
<p style="text-align: center;">Stage 3</p> <p style="text-align: center;">School Support Plus</p> <p>SET in consultation with class teacher, parents, SENCO, and</p>	<p>A child receiving more intensive teaching support including more focused small group work or individual teaching is at Stage 3 on the Continuum of Support.</p> <p>This includes children with complex needs, as identified by an external professional.</p> <p>These may include:</p> <ul style="list-style-type: none"> Physical Disability Hearing Impairment Visual Impairment Emotional Disturbance Moderate General Learning Disability



Stages in the Continuum of Support

outside professionals write a detailed Individual Education Plan (IEP).

- Autism Spectrum Disorder
- Assessed Syndrome
- Specific Speech and Language Disorder, as long as assessed need pertains.
- Children who have not made adequate progress after interventions at Stage 2.

11. Information Gathering and Assessment

Enrolment for Children with SEN

As outlined in the Brannoxtown CNS Admissions Policy (01/20), the school will require the DES to provide the resources required to meet the educational and learning needs of the child as outlined in the relevant psychological or medical report prior to the child starting in the school. The school shall require a copy of the child's medical and/or psychological report. Where a report is not available, the Board shall require the parent to have the child assessed immediately. The purpose of the assessment report is to assist the school in establishing the educational and learning needs of the child relevant to his/her special need and to profile the supports required. Following receipt of the report, the Board shall assess if and how the school could meet the needs specified in the report. Where the Board deems that further resources are required, it shall apply for provision of necessary resources. These resources may include, for example, access to or provision of any or all of the following: SET, SNA, specialised equipment or furniture, transport, and/ or other service(s). Parents of children with SEN should request a meeting with the school as early as possible in the year before enrolment to discuss the child's needs and the school's capacity and/or ability to meet these needs.

Identifying Children for Additional Support

In order to identify children who may require supplementary teaching and additional support, a wide range of assessment approaches are utilised at Brannoxtown CNS. Teacher led assessment including screening and standardised testing is carried out in all classes annually and further diagnostic testing is carried out where necessary. The information gathered from these formal assessments is then used to inform decisions for support and Student Support Plans.

Class Level	Assessment
Junior Infants	Observation, Checklists, Ready Set Go Assessment, Marie Clay Observation Survey. Belfield Infant Assessment Profile (with selected children), Primary School Assessment Interview (with children with EAL).
Senior Infants	Observation, Checklists, Ready Set Go Assessment, Drumcondra Test of Early Literacy (DTEL), Drumcondra Test Early Numeracy (DTEN). DTEL/DTEN Screening (all) DTEL/DTEN Diagnostic (some).
1 st Class	Drumcondra Primary Spelling Test (DPST), Drumcondra Primary Reading Test (DPRT-2018), Drumcondra Primary Mathematics Test (DPMT-2018) (All children).
2 nd Class	Drumcondra Primary Spelling Test (DPST), Drumcondra Primary Reading Test (DPRT-2018), Drumcondra Primary Mathematics Test (DPMT-2018) New Non-Reading Intelligence Test (NNRIT) (All children).



Class Level	Assessment
3 rd Class	Drumcondra Primary Spelling Test (DPST), Drumcondra Primary Reading Test (DPRT-2018), Drumcondra Primary Mathematics Test (DPMT-2018) (All children).
4 th Class	Drumcondra Primary Spelling Test (DPST), Drumcondra Primary Reading Test (DPRT-2018), Drumcondra Primary Mathematics Test (DPMT-2018) (All children).
5 th Class	Drumcondra Primary Spelling Test (DPST), Drumcondra Primary Reading Test (DPRT-2018), Drumcondra Primary Mathematics Test (DPMT-2018), New Non-Reading Intelligence Test (NNRIT) (All children).
6 th Class	Drumcondra Primary Spelling Test (DPST), Drumcondra Primary Reading Test (DPRT-2018), Drumcondra Primary Mathematics Test (DRMT-2018) (All children).

Diagnostic Testing

Assessment for some:

Following whole-staff discussion, we have identified a range of diagnostic tests in our policy to support the identification of difficulties in Literacy, Maths, Communication, Motor Skills and EBD at Brannoxtown CNS. The SET will select the most appropriate tests to provide the required assessment data depending on the age of the child, class level and/or current stage of development.

Literacy Difficulties

Area of Focus	Assessment
Dolch Words	220 words (SESS website, School Bell) 220 words in story form First 300 words.
Phonics	Words Their Way Assessment Fonics Phirst Assessment Marie Clay Observation Survey TISP Assessment MIST
Phonological Awareness	Words Their Way Emergent Testing Auditory Discrimination Assessment Fonics Phirst Assessment Two Peas Phonological Awareness Assessment Phonemic Awareness Assessment (SESS)
Reading	PM Benchmark Rasinski's Fluency Test/ Rubric
Retelling	Renfrew Bus Story Test
Word Attack	Running Records
Comprehension	PM Benchmark/ Running Records
Spelling	Words Their Way ESI/ PSI Schonell

Language

Area of Focus	Assessment
EAL (after 2 months)	Primary School Assessment Kit Initial interview Up and Away Checklists and Observations
EAL (after 2 terms and 2 years after that)	Primary School Assessment Kit Up and Away Checklists and Observations



Area of Focus	Assessment
Vocabulary (expressive /receptive)	Renfrew Word Finding Vocabulary Test
Language Structure / Use	Renfrew Bus Story Renfrew Action Picture Test
Speech and Language	The AFASIC Language Checklists

Maths

Area of Focus	Assessment
Number	Ready Set Go MaLT Observation Sigma T Dyscalculia Assessment

Other Areas:

Area of Need	Assessment
Emotional and Behavioural Difficulties	NEPS BESD Continuum of Support Materials
Motor Skills	Fine motor tick list Smart Moves Assessment
Autism Spectrum Disorder (ASD)	Checklist (Jed E. Baker), Social Skills Training Basic Skills Checklists ABLLS-R

12. Allocation of Resources

Allocation of Additional Support

Once children's needs have been identified, SETs are deployed to address these needs as required. At Brannoxtown CNS, SETs work in a variety of ways to effectively meet children's needs, by striking a balance between in-class support, group and individual support and ensuring that the needs of children with additional needs are met inclusively. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching.

At the end of each term, the SET meets class teachers to undertake a review of children's needs, the resources in place and progress made using the Continuum of Support problem-solving model of assessment. This information is used to review support and to allocate resources for the subsequent term. A cross-referencing of the needs of children at School Support and School Support Plus levels is completed and common needs that can be met by grouping, to ensure effective and efficient teaching and learning approaches are considered.

Allocation of SNA Support

As outlined in Section 8, the SNA scheme is designed to provide schools with additional adult support staff who can assist children with SEN who also have additional and significant care needs. Such support is provided in order to facilitate the attendance of those children at school and also to minimise disruption to class or teaching time for the children concerned, or for their peers, and with a view to developing their independent living skills. Currently, applications for SNA support will be considered under this scheme where medical or other relevant professional reports set out that a child has significant care needs arising from: (i) a significant medical need, or (ii) a significant impairment of physical or sensory function or (iii) care needs relating to significant behavioural disturbance.

Children will access the support of an SNA based upon their level of need, which can range from a requirement for brief periods during the day to most of the school day in some instances. There are a relatively small number of children, who for medical or sensory reasons associated with their condition, require full time care support throughout the school day. For such children, access to full day support will be provided for and this will be reflected in the school quantum of SNA allocation. The majority of children who have care needs, however, require attention and assistance at certain times of the school day and require intermittent intervention at particular points. SNAs participate fully in the life of the school and may therefore also assist other children in the school, who from time to time need assistance, or who have intermittent care needs, but who may not have been assessed as requiring SNA support on a permanent basis.

13. Timetabling

When drawing up timetables in Brannoxtown CNS, we consider the following:

- Timetables should be reviewed termly.
- Children should not miss the same subject each time they are withdrawn.
- If a child is unavailable for their supplementary session due to special circumstances, the SET will reschedule the session with the co-operation of the class teacher and take another child/group in their place.

SET timetables are drafted and discussed by the whole school staff in June upon the completion of all Student Support Plan reviews. Identified needs are considered for the new school year and the SET notes any support requirements. As these reviews are documented, the SET should have a considerable basis to initiate any assessments in the first weeks of the new school year. Supports under the categories of Early Intervention and Prevention are identified and timetabled in June.

14. Tracking, Recording and Reviewing Progress

Provision for children with SEN is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process. To support this process, all children receiving support within the Continuum of Support will have a *Student Support File*.

15. Student Support Files

A Student Support File documents intervention and tracks a child's pathway through the Continuum of Support.

The Student Support File:

- Facilitates the school to track the child's pathway through the Continuum of Support, from the beginning of the Classroom Support process, and onwards, if necessary, through to the School Support and School Support Plus stages.
- Allows the school to document progress and need over time.
- Ensures continuity of support for a child.
- Encourages parental collaboration and parental engagement in their child's learning.
- Assists schools in providing an appropriate level of support, in line with their level of need.

It includes:

- A cover sheet with the child's details.
- A timeline of actions.
- A record of support received.
- Standardised and diagnostic test scores.

- Support plans on the Continuum of Support (Student Support Plans).
- Checklists.

The Student Support File is stored on Aladdin and in the appropriate SEN folder which is stored in SET's filing cabinet.

Standardised Brannoxtown CNS templates of the following documents are available on SharePoint (the school's staff space) for:

- Student Support Plan (Continuum of Support).
- My Thoughts About School Checklist.
- Basic Needs Checklist.

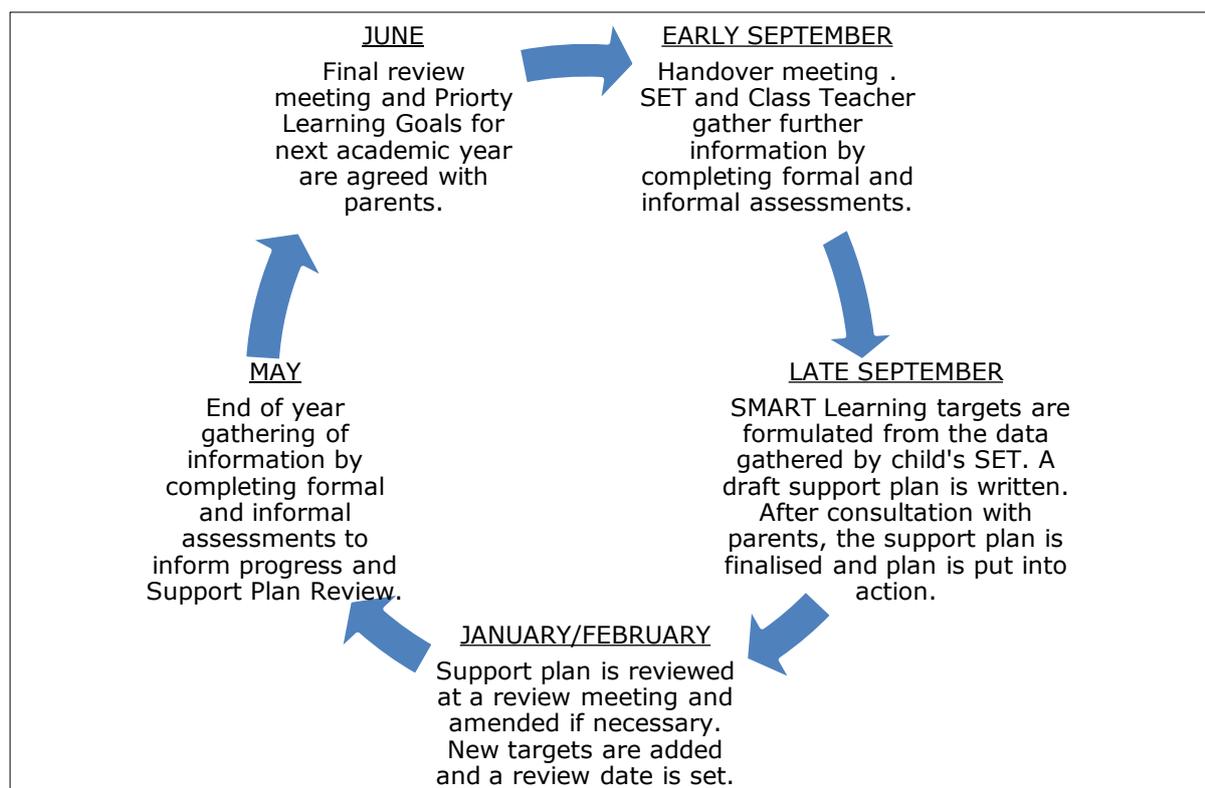


Figure 2. Timeline for Student Support Plans

Target Setting in Student Support Plans

At Brannoxtown CNS, we acknowledge that a well-written plan is easier to implement and evaluate.

When developing targets in children's support plans, the SET ensures that:

- Targets relate very directly to priority learning needs.
- Targets build on strengths identified.
- Targets are *Specific, Measurable, Agreed, Realistic and Timebound* (using the SMART acronym).
- Targets are written in such a way that they can be effectively evaluated.
- The strategies to be applied in achieving the targets and how they are to be evaluated are also outlined.
- Targets are written in terms of learner outcomes (i.e., concepts, skills and/or dispositions that the child will demonstrate at the end of a period of learning under specific conditions).
- Targets start with the child's name and a positive statement, e.g. "Sinéad will....".

At Brannoxtown CNS, we identify that targets arise when a child needs something additional or extra. For some children this will mean a concentration on literacy skills, with four to five targets, all specific to literacy. Some children may need targets in a wide range of areas. At Brannoxtown CNS, the SET and class teacher work together to consider the sequence in which skills occur, ensuring that more complex skills are not targeted for intervention ahead of less complex skills.

16. Personal Pupil Plans

At Brannoxtown CNS, each child accessing SNA support will have a Personal Pupil Plan (PPP) outlining the child's special care needs and showing how the SNA will be deployed to assist the child. The plan also demonstrates how the school intends to actively reduce, and where appropriate, eliminate dependency on SNA support within a reasonable timeframe. The plan should include time-bound targets for the development of independence skills. Good practice is that the SNA should contribute to the care plan and support the child to voice their views on the PPP. The SNA will also assist in monitoring the implementation and impact of the plan including documenting, via observation schedules, the progress being made in relation to the child's care needs on a day-to-day basis. The PPP will be developed in conjunction with the Student Support Plan and will be attached to the Student Support File.

17. Storage of SEN Materials

At Brannoxtown CNS, we acknowledge the importance of the secure and systematic storage of SEN files and materials. Our policy promotes a consistent and uniform approach to ensure that all records are maintained to the required level.

The following records must be kept by the school until the child has reached the age of 21:

- Psychological Reports.
- Copies of referrals made to outside agencies.
- Copies of reports from outside agencies.
- Records of meetings with parents, outside agencies and inter-school meetings regarding SEN.
- Records of correspondence between parents, outside agencies and school staff regarding SEN.

While attending the school, these records should be kept in the child's individual SEN file in the office. A copy of these records should be kept in the SEN folder. All SEN records and reports should be given to the SENCO to copy upon receipt. The original document is placed in the child's SET file in the office and the copy is placed in the SET Folder. The SET will ensure that the class teacher receives a copy to read and return. SEN records are stored in the SEN folder in a locked filing cabinet in the SET's room. It is the responsibility of the SET to manage and update these folders.

Filing System at Brannoxtown CNS

A colour coding system has been established to support the appropriate filing of SEN documentation.

Name of File	Relevant Documents
<p>Individual SEN File</p> <p>Stored in Office in individual display books.</p> <p>These are <u>master files</u> and documents should not be removed.</p>	<p>Includes:</p> <ol style="list-style-type: none"> 1. Psychological Reports. 2. Copy of referrals made to outside agencies. 3. Copy of reports from outside agencies. 4. Record of meetings with parents, outside agencies and inter-school meetings (SEN). 5. Record of correspondence between parents, outside agencies, and school staff (SEN).



Name of File	Relevant Documents
<p>SEN Folder (Blue) Junior Folder and Senior Folder</p> <p>Stored in filing cabinet in SET's room.</p> <p>Class teachers are provided with copies of documents from this file when necessary on a read and return basis.</p>	<p>Includes:</p> <ol style="list-style-type: none"> 1. End of Term Needs Analysis record sheets. 2. Whole class/ standardised test results and analysis (DPRT, DPMT, DPST, NNRIT). 3. Record sheets identifying children in receipt of interventions. 4. Hard copy Student Support Files (Continuum of Support). 5. Personal Pupil Plans. 6. My Thoughts About School Checklists. 7. Basic Needs Checklists. 8. Copies of all the documents listed in Individual SEN files.
<p>SET Assessment Folder (Red) Junior Folder and Senior Folder</p> <p>Stored in filing cabinet in SET's room.</p>	<p>The assessment folder contains records of all SET administered tests, assessments and anecdotal records from the intervention or support. Relevant documents include:</p> <ol style="list-style-type: none"> 1. Running records 2. Checklists 3. EDB support material 4. Anecdotal notes on observations 5. Self-assessment materials
<p>Uploaded on Aladdin</p> <p>Documents stored under child's name.</p>	<p>Includes:</p> <ol style="list-style-type: none"> 1. The most up-to-date Student Support Plans (Continuum of Support) should be saved on Aladdin under the child's name in the document section (in read-only format). 2. Record of SEN meetings with parents, outside agencies and inter-school meetings. 3. Record of SEN correspondence between parents, outside agencies and school staff including phone calls. 4. Personal Pupil Plans.

18. SET Planning

At Brannoxtown CNS, the SET completes weekly plans, guided by each child's Student Support Plan. A planning template has been developed and is available on SharePoint. Team teaching (SET and class teacher) is recorded on a standardised team-teaching template. It is recognised that assessment forms an important part of planning and planning documents are viewed as working documents. Anecdotal notes and observations are recorded regularly.

19. Supervision/Child Protection

Our *Supervision Policy (02/2020)* and *Child Safeguarding Statement and Assessment of Risk of Potential Harm (11/21)*, available on the school website, set out the protocols and procedures for the supervision, health, safety and wellbeing of children enrolled in Brannoxtown CNS. When planning for and implementing SEN provision, the SET is responsible for:

- Ensuring that both themselves and the child are visible through the glass panel in the door or that the door remains open during one-to-one support.
- Collecting and returning children to their classrooms when they are withdrawn for support.

20. SEN Policy Implementation and Review

Success Criteria

The BOM will ensure that SEN provision is an integral part of the School Development Plan for Brannoxtown CNS and will evaluate the effectiveness and success of this policy by monitoring the following practical indicators:

- Development of children's wellbeing and positive attitude to school and learning.
- Standards of academic performance and achievement.
- Analysis of children's attainment of personal targets.
- Development of a whole-school approach to the documentation of support at all stages.
- Development of effective communication procedures including parental involvement at all stages of the process.
- Collaboration between school personnel to support the needs of children with SEN.
- Relationship building with outside agencies and utilisation of support from all relevant professionals.

Implementation and Timetable for Review

This policy reflects current practice and outlines in detail, the measures to support children with SEN at Brannoxtown CNS. All procedures outlined pertain to SEN provision in Brannoxtown CNS, from the 2021/2022 school year. This policy and related policies will be reviewed annually (or in line with a change in Department legislation or changes at school level) and amended if/as necessary.

Ratification and Communication

Following feedback from members of the Brannoxtown CNS Board of Management, this Special Educational Needs (SEN) Policy was approved and replaced the earlier draft on the school's website. Hardcopies of the policy are available to parents on request.

This policy was adopted by the Board of Management of Brannoxtown CNS at their meeting on 16th November, 2021.

Signed: 

Date: 16th November, 2021

Ms. Deirdre O'Donovan
Chairperson

Signed: 

Date: 16th November, 2021

Dr. Sarah FitzPatrick
Principal