

Scoil Naomh Fiachra, Illistrin



Inclusive & Special Educational Needs Policy

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INTRODUCTORY STATEMENT

This Policy on SEN Provision in Scoil Naomh Fiachra, Illistrin, was formulated in 2022/2023, taking cognisance of directives contained in the 1998 Education Act; the Learning-Support Guidelines (2000); the Education for Persons with Special Educational Needs Act (EPSEN) 2004; and recent DES Circulars (0013/2017, 02/2005 and 0052/2019).

This SEN policy was coordinated by the principal in consultation with the Special Education Teacher (SET) team. The Policy was discussed and further developed by the teaching staff of Scoil Naomh Fiachra, Illistrin in 2022/2023. Following discussion, it was accepted and ratified by the Board of Management of Scoil Naomh Fiachra on 14ú Meitheamh 2023.

SCHOOL INFORMATION

Scoil Naomh Fiachra, Illistrin is a large, vertical, co-educational primary school in an urban setting under the Catholic Patronage of the Bishop of Raphoe. Each pupil will be respected and encouraged to develop to his/her potential and to grow in love and respect for God, for self, for others and for our environment. Scoil Naomh Fiachra, Illistrin caters for a full cross section of pupils. Staffing constitutes an administrative principal, a teaching deputy principal, a teaching staff of 21 mainstream, 9 Special Education Teacher (SET) and 2 English as an Additional Language (EAL) posts. The school's Special Education Needs (SEN) profile is supported by 10 Special Needs Assistants (SNAs). A full time and part time secretary, caretaker and cleaner are also employed.

The ethos of the school is representative of a collaborative and holistic approach to inclusive education, welcoming and conducive to learning. All pupils are valued and respected in a safe and secure environment, in compliance with the School Ethos, Mission Statement, Child Protection, Code of Behaviour and Anti-Bullying policies. The school motto "Ag Cothú and tSiol" (nurturing the seed) encapsulates the key philosophy of the school; a calm and nurturing environment in which pupils can learn at their individual optimum and grow holistically. It represents the crucial nuance that every student is nurtured, in a school that is busy, emanates a happy inclusive atmosphere and encourages effective co-operation between pupils, staff, parents, management and the local community.

RATIONALE

The purpose of this policy is to:

- provide practical guidance to staff, parents and other interested parties about our SEN procedures and practices
- outline the framework for addressing additional needs in our school
- comply with legislation (Education Act 1998, Equal Status Act, 2000)
- fulfil DES circular 0013/17 - Circular to the Management Authorities of all Mainstream Primary Schools; Special Education Teaching Allocation, and new 2017 Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools).

BELIEF STATEMENT

Scoil Naomh Fiachra, Illistrin is dedicated to the implementation of an effective system for meeting the needs of all our pupils in accordance with our mission statement, the resources provided by the DES and the Board of Management.

We believe that all our children have a right to an education, which is appropriate to their individual needs. We strive to ensure that all our children feel that they are a valued part of our school community. We are fully committed to the principle of inclusion. This policy aims to enable children with Special Education Needs (SEN) 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 the environment, activities or by providing support that will help the child to participate in them.

The staff of Scoil Naomh Fiachra, Illistrin believes that the self-esteem of children is central to their educational development. Making learning a positive experience is given priority in the school. All staff work diligently to ensure that each child has the opportunity to learn and feel a sense of achievement in their learning. The school aims to foster an inclusive and safe environment where the children and staff are affirmed, praised and encouraged. The staff strive to work hard as a committed team by setting good examples, recognising the importance of rules and the promotion of good behaviour. The school recognises the importance of a consistent approach with regard to the teaching and learning of the curriculum and great value is placed on all children reaching their full potential.

AIMS OF THE POLICY

This policy aims to outline our procedures and practices of how we:

- identify additional needs that our pupils may have
- allocate resources to effectively meet the needs of children with additional needs
- divide the roles and responsibilities among our school community in relation to pupils with additional needs
- track, monitor, review and report on the progress of children with additional needs
- communicate information between the SEN team, principal, staff and parents/guardians.

AIMS OF SEN SUPPORT

SEN support aims to:

- support the inclusion of SEN pupils in primary schools
- ensure that the Staged Approach / NEPS Continuum of Support is implemented
- enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school
- provide additional support in literacy/numeracy/social aspects of learning
- enable pupils to participate in the full curriculum

- encourage differentiation in the classroom
- develop positive self-esteem and positive attitudes toward schooling and learning
- support attainment, and behavioural, social and emotional functioning
- enable pupils to monitor their own learning and become independent learners
- involve parents in supporting their children through consultation and co-operation
- promote collaboration among teachers in the implementation of whole-school policies on learning support for pupils
- establish early intervention and prevention programmes designed to enhance learning and to reduce difficulties in learning
- guard the self-esteem and self-image of the learner.

ROLES AND RESPONSIBILITIES

The role of supporting learning is a collaborative responsibility shared by all of the school community; The Board of Management; Principal Teacher; Class Teachers; Special Education Teachers (SETs); Special Needs Assistants (SNAs); Parents; Pupils and External Bodies & Agencies. It is important that everyone contributes to the implementation of our school plan on SEN Provision.

1. BOARD OF MANAGEMENT (BOM)

The BoM oversees the development, implementation and review of school policy on SEN. They also ensure that adequate classroom accommodation, secure storage space and effective teaching resources are provided.

2. PRINCIPAL

The *Learning Support Guidelines (2000, p.39)* outlines the principal has overall responsibility for SEN procedures and practices in the school. The new allocation model states the principal's leadership role is central to SEN.

The school principal should:

- implement and monitor the school's Inclusive and Special Educational Needs Policy on an on-going basis
- assign staff strategically to teaching roles, including special education roles
- co-ordinate teachers' work to ensure continuity of provision for all pupils
- ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies
- ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- facilitate the continuing professional development of all teachers in relation to education of pupils with SEN, and ensure that all school staff (class teachers, SETs and SNAs) are clear regarding their roles and responsibilities in this area
- assign responsibility for coordinating additional support to an identified teacher (i.e. Special Educational Needs Co-ordinator (SENCO))

- communicate with the SENO (Special Education Needs Organiser)
- oversee a whole school assessment and screening programme
- allocate time within the school timetable for the SET team to plan and consult with teachers and parents
- inform staff about external agencies and provide information on continuing professional development in the area of SET
- meet with parents regarding any concerns about their child and update them regarding their progress.

3. *SEN CO-ORDINATOR (SENCO)*

The SENCO should:

- maintain and update lists of pupils who are receiving additional support
- assist in co-ordinating the caseloads and work schedules of the SET team and SNAs
- communicate with the principal in relation to SEN matters on an on-going basis
- liaise with external agencies such as psychological services to arrange assessments, reviews and referrals
- liaise with the NEPS psychologist, the SET team and class teachers to prioritise children for psychological assessments
- liaise with SET Team to identify, support and monitor children with additional needs
- co-ordinate regular SET team planning meetings to ensure effective communication and support for children with additional needs
- collaborate with the SET team in creating timetables for additional support
- meet with parents regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their progress
- co-ordinate the screening of pupils for additional support, using the results of standardised tests
- select children for external diagnostic assessment, where parental permission has been sought and granted
- oversee the tracking system of test results on password-protected Aladdin software to monitor the progress of pupils.

4. *CLASS TEACHER*

Class teachers have **primary responsibility** for the teaching and learning of **all** pupils in his/her class, including those in receipt of additional support. Once a pupil is identified due to concerns, the class teacher gathers evidence and shares concerns with the parents/guardians in a sensitive and supportive manner. This will ensure that the parents' views about their child's performance at school and at home can be shared with the school. He/she will then initiate the Continuum of Support Model of assessment and intervention for the pupil, with assistance from the assigned SET. When a child is deemed eligible for support, the parents/guardians must decline or accept the place in writing. A meeting with the class teacher, SET and the parents will take place following diagnostic assessment and prior to the commencement of supplementary teaching.

Class teachers should:

- implement teaching programmes which optimise the learning of all pupils and, to the greatest extent possible, prevent the emergence of learning difficulties
- create a positive learning environment within the classroom
- differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class
- administer and correct standardised tests of achievement in literacy and numeracy, following the school's guidelines
- discuss outcomes of standardised testing with SET team to assist in the selection of children for supplementary teaching
- meet with parents regarding any concerns about their child and update them regarding their progress
- gather information and assess children presenting with needs to inform teaching and learning using the Continuum of Support
- develop Classroom Support plans for children in receipt of Classroom Support before school support is implemented
- open a Student Support File (SSF) once additional needs have been identified and require Classroom Support
- collaborate with staff to contribute to the Student Support File (SSF) for pupils' in receipt of School Support or School Support Plus support
- meet with the allocated SET, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support Plus
- meet regularly with SETs, relevant staff and parents to review SSF
- where applicable, collaborate with the SET team regarding teaching aims and activities for team teaching
- adjust the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session, in particular the core subjects of literacy and numeracy
- co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN within the class(es) to which they are assigned
- liaise with and seek advice from the SET Team.

5. SPECIAL EDUCATION TEACHER (SET)

SET 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. Depending on the learning needs identified, a student with special educational and additional needs may be supported at classroom level through a variety of co-teaching approaches or, alternatively, through withdrawal support models. Withdrawal may be on an individual or small group basis. The SET will regularly consult with both the classroom teacher and parents/guardians throughout the Continuum of Support process.

SET should meet to discuss the results of assessments, the learning targets in the Support Plan and the strategies to be used to meet and support the pupil's learning.

SET should host meetings at least twice a year with the parents/guardians (October and February). In cases where supplementary teaching is to be continued, SET will discuss the revised learning targets and activities in the pupil's individual learning plan. When supplementary teaching is to be discontinued, this should be clearly explained to the parent/guardian with evidence to demonstrate why the child is no longer continuing with this level of support. Parents should be reassured that the child will continue to be monitored to ensure that progress continues to be made.

In implementing the School Support Plan, SET will:

- consult with parents, in conjunction with the classroom teacher, and obtain written permission for inclusion in support teaching and for any diagnostic testing that may be required
- collaborate with the classroom teacher in the maintenance of a School Support Plan (SSP) for each pupil who is selected for support teaching
- maintain a monthly record of work for each individual or group of pupils in receipt of support teaching
- maintain short term plans for each individual or group in receipt of support teaching
- collaboratively create a co-teaching plan with the classroom teacher, if appropriate
- liaise with the SENCO to arrange provision for pupils with special educational and additional needs
- administer a range of formal and informal assessments and maintain records of the outcome of those assessments which are used to inform planning
- co-ordinate the implementation of the identification procedure for support teaching as detailed in this policy
- contribute to the review and development of the policy for Inclusive and Special Education at whole school level
- contribute at school level to decision making regarding the purchase of learning resources, books and materials.

6. SPECIAL NEEDS ASSISTANT (SNA)

The purpose of the SNA scheme is to provide for the significant additional care needs, which some pupils with special educational needs may have. SNAs are recruited specifically to assist schools in providing the necessary non-teaching services to pupils with assessment needs. Their duties are assigned by the principal acting on behalf of the Board of Management. Their work is supervised either by the principal or another teacher as determined by the principal.

The role of the SNA is to carry out duties based on the Primary Care Needs of the pupil (Circular 30/2014).

SNA Primary Care Support Tasks

- Assistance with feeding: Where a pupil with special needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time
- Administration of medicine: Where a pupil requires adult assistance to administer medicine and where the extent of assistance required would overly disrupt normal teaching time

- Assistance with toileting and general hygiene: Where a child with special needs cannot independently self-toilet, and until such time as they are able to do so
- Assistance with mobility and orientation: On an ongoing basis including assisting a pupil or pupils to access the school, the classroom, or to help a pupil to avoid hazards in or surrounding the school. (Every effort must be made by the school to provide opportunities for independence e.g. the removal of hazards)
- Assisting teachers to provide supervision in the class, playground and school grounds
- Non-nursing care needs associated with specific medical conditions: Such as frequent epileptic seizures or for pupils who have fragile health
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential: This may be for safety or personal care reasons, or where a pupil may be required to leave the class for medical reasons or due to distress on a frequent basis
- Assistance with moving and lifting of pupils, operation of hoists and equipment
- Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs and those with significant and identified social and emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc.

SNA Secondary Care Associated Tasks

The following tasks are the type of secondary care associated tasks which SNAs will often perform, but only once they have been allocated on the basis of the primary care support tasks listed above. The indicative list of secondary associated tasks listed below is not definitive and is reflective of the tasks detailed in Circulars 08/2002 and 71/2011.

The associated support tasks which may be carried out include:

- preparation and tidying of workspaces and classrooms or assisting a pupil who is not physically able to perform such tasks to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another. To assist with cleaning of materials
- assistance with the development of a Personal Pupil Plan (PPP) for pupils with SEN, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans
- assist teachers and /or principal in maintaining a journal and care monitoring system for pupils including details of attendance and care needs
- assist in preparation of school files and materials relating to care and assistance required in class by pupils with special needs
- planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with class teachers, SET and principal, attending meetings with parents/guardians, SENCO, NEPS Psychologists, or school staff meetings with the agreement and guidance of class teacher/principal

- assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills support sessions, under the direction of qualified personnel, including class teachers or SET
- assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff.

7. PARENTS/GUARDIANS

Collaboration and sharing of relevant information between home and school are essential elements of our Inclusive and Special Educational Needs Policy. Parents/guardians through their unique knowledge of their own children have much to contribute to their child's learning.

Parent/guardian should:

- share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage or as soon as they become available
- support the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning
- attend meetings arranged by the class teacher or SET team to participate in the development of the child's SSP
- support the targets outlined in their child's support plans and engage in all suggested home-based activities
- inform the post-primary school of their child's needs, at the transition stage.

8. PUPILS

Pupils who are in receipt of supplementary teaching should, as appropriate:

- be given the opportunity to contribute to the setting of the medium and short-term learning targets
- become familiar with the targets that have been set for them
- develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.

9. OUTSIDE AGENCIES

The school will liaise with external agencies where appropriate (Psychologist, Speech and Language Therapist, Occupational Therapist, CAMHS, Juvenile Liaison Officers and other members of the Garda Síochána, Youth Workers, and Social Workers) to arrange special provision for pupils with special needs. The school will also work as a team to share expertise and information so that the child's needs are met

The school will maintain a register of pupils who are receiving supplementary teaching recording their level of support in line with the continuum of support and their specific needs in relation to learning.

IDENTIFYING PUPILS WITH ADDITIONAL NEEDS

CONTINUUM OF SUPPORT

We use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress. 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 pupils. This problem-solving process is illustrated in Figure 1.

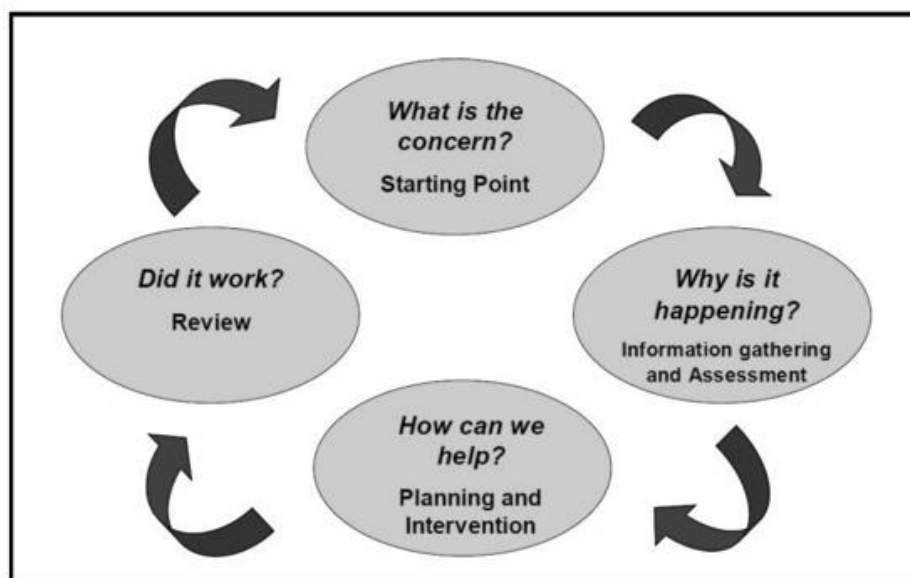


Figure 1: Continuum of Support Problem-solving Model of Assessment and Intervention

Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, - sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way. Figure 2 outlines The Continuum of Support framework (NEPS) and the suggested level of support for each of the stages; Stage 1, Classroom Support, Stage 2, School Support and Stage 3, School Support Plus.

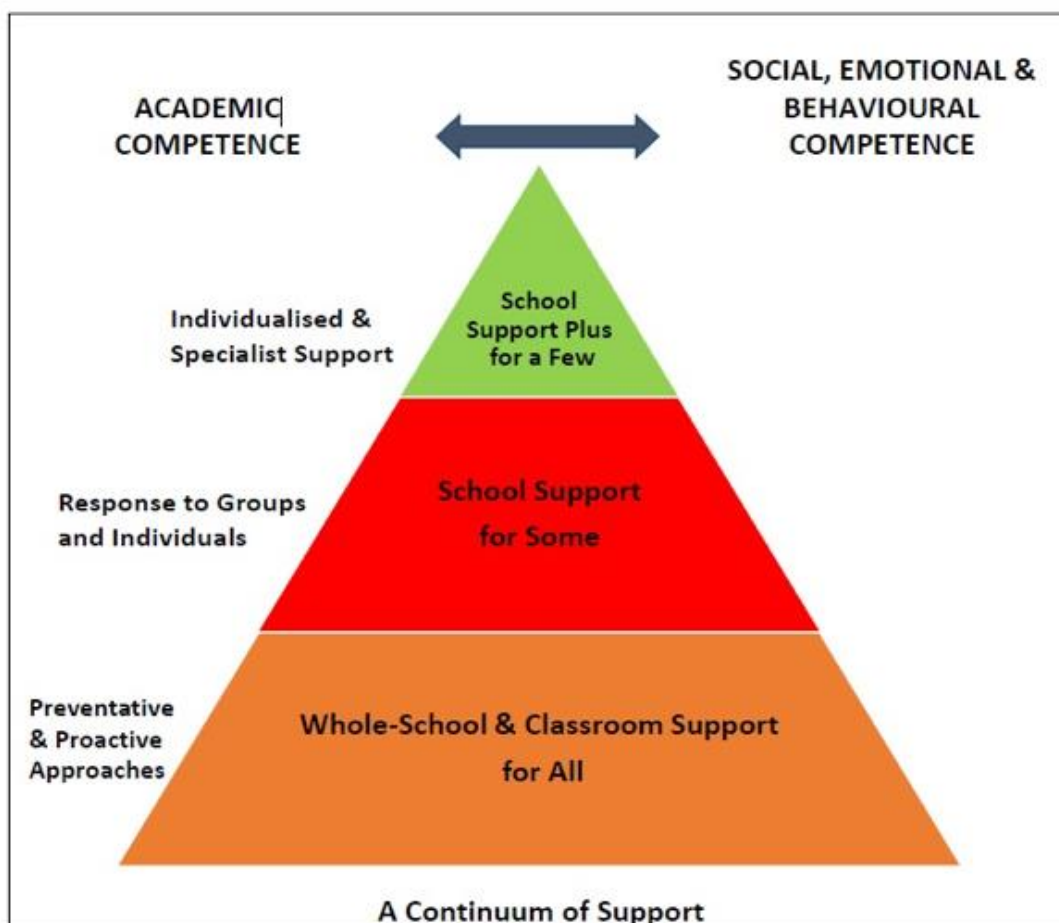


Figure 2: A Continuum of Support Framework

STAGE 1 CLASSROOM SUPPORT

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are **additional to or different** from those required by other pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs. Appendix 1 includes a flow diagram with a detailed account of Stage 1, Classroom Support.

STAGE 2 SCHOOL SUPPORT

In some cases, interventions at Classroom Support level are not sufficient to fully meet the pupil's needs. School Support may, therefore, be required. The class teacher needs to involve the SET team in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan. Appendix 2 includes a flow diagram with a detailed account of Stage 2, School Support.

STAGE 3 SCHOOL SUPPORT PLUS

If a pupil's special educational needs are **severe and/or persistent**, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from the Classroom and/or School Support Plan will provide the starting point for problem-solving at this level. Classroom Support and School Support will continue to be an important element of his/her individual education plan. Appendix 3 includes a flow diagram with a detailed account of Stage 3, School Support Plus.

A more comprehensive explanation of each stage of the Continuum of Support – Guidelines for teachers can be found at:

https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf

INFORMATION GATHERING AND ASSESSMENT

Assessment is part of what a class teacher does on a daily basis for all our pupils. Some methods include self-assessment, questioning, teacher observation, portfolios of work and teacher-designed tasks and tests. The information gathered enables the teacher to plan learning experiences based on the appropriate objectives from the curriculum.

Identification of needs is paramount to our policy and due to the flexibility afforded to us in the Continuum of Support, we can address academic, social and emotional, as well as physical, communication, language and sensory needs. Emerging needs are also addressed when needed. A Nurture Room (St. Fiachra's Room) is operational since 2021, providing for a varied cohort of our pupils that are struggling with self-regulation within the mainstream classroom on a regular basis.

In order to identify pupils who may require supplementary teaching, screening; including standardised testing, is carried out in all classes annually and further diagnostic testing may need to take place. Results from standardised tests are collated and the data is analysed to create a list of pupils that fall within the stipulated school support remit. The information gathered from these formal assessments is then used to inform decisions for support and pupil's support plans.

ASSESSMENT AND SCREENING TESTS:

In Scoil Naomh Fiachra we carry out the following assessment procedures:

- Junior Infants: Teacher Observation, Checklists
- Senior Infants: Teacher Observation, Checklists, Middle Infant Screening Test (MIST)
- 1st - 6th class: Observation, Checklists, New Drumcondra Primary Reading Test, New Drumcondra Primary Mathematics Test
- 2nd & 5th class - Whole class New Non-Reading Intelligence Test (NNRIT)
- 1st & 4th class - Drumcondra Gaeilge*

Drumcondra Spelling from 1st - 6th class is administered by SET if an individual concern emerges and warrants further investigation. As a school, we also carry out a range of other assessments when necessary. We continually review the assessment and screening tests that we use in order to balance the needs of our pupils and the need to provide information for appropriate support. Therefore, we may deviate from the above list prior to the review date.

INVENTORY OF TEST MATERIALS

A comprehensive list of Assessments (Appendix 4), Checklists (Appendix 5) and Resources (Appendix 6) can be found in the appendices section.

PREVENTION AND EARLY INTERVENTION STRATEGIES

Our strategies for prevention and early intervention include:

- the development of agreed approaches to the teaching of Literacy and Numeracy in order to ensure progression and continuity from class to class
- ongoing structured observation and assessment of the language, literacy and numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties
- provision of additional support in language development and any relevant early literacy and mathematical skills to pupils who need it as identified through BPVS and MIST and teacher observation
- close collaboration and consultation between the Infant Teacher and the allocated SET
- promotion of literacy e.g. Print-rich environment, Literacy Hour, DEAR (Drop Everything and Read), Aistear, Paired Reading, Reading Recovery
- promotion of Numeracy e.g. Ready Set Go Maths, Hands-on approach, Maths Week, Math Stations
- parental involvement in promoting literacy and numeracy e.g., Homework Policy Guidelines for Parents, Literacy Lift Off, Maths Week
- differentiation – adapting the learning environment/learning outcomes
- in-class support from the SET including Literacy Hour/Team Teaching/Aistear/Maths stations
- withdrawal of individuals/groups.

SELECTION PROCESS FOR ALLOCATING ADDITIONAL TEACHING SUPPORT

A school educational profile component, forms the basis of the allocation of SET/EAL posts, which takes into account:

- The number of pupils with complex needs enrolled to the school
- The learning support needs of pupils as evidenced by standardised test results
- The social context of the school including disadvantage and gender.

Circular 0013/2017 outlines the revised allocation process for Special Education Teachers and allocating additional support. It can be accessed here:

<https://www.gov.ie/en/circular/2b623033fe52468fb03d250e3cd12a04/>

The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process.

The criteria used for allocating additional teaching support in Stage 2 School Support and Stage 3 School Support Plus of the Continuum of Support framework is in line with the new model of Special Education Teaching (Circular 0013/2017) is summarised in Table 1.

Table 1: Selection Criteria For Allocating Supplementary Teaching Support

SELECTION CRITERIA FOR ALLOCATING SUPPLEMENTARY TEACHING SUPPORT		
STAGE 3 SCHOOL SUPPORT PLUS	<p>Pupils who were previously in receipt of <i>Resource hours</i> who continue to experience significant learning difficulties.</p> <p>Categories of complex needs include, but are not limited to:</p> <ul style="list-style-type: none"> • Physical Disability • Hearing Impairment • Visual Impairment • Emotional Disturbance • Moderate General Learning Disability • Severe/Profound General Learning Disability • Autistic Spectrum Disorder • Specific Speech and Language Disorder/Impairment 	<p>Type of Support In-Class Team Teaching Group and/or Individual Withdrawal</p> <p>Personnel SET Class Teacher Outside Agencies and/or NEPs</p>
STAGE 2 SCHOOL SUPPORT	<ul style="list-style-type: none"> • Pupils scoring at or below the 12th percentile in Literacy and/or Numeracy Standardised Tests. • Pupils who were previously in receipt of supplementary teaching from a resource/learning support teacher and who continue to experience significant learning difficulties. • Prevention and Early Intervention Programmes in Literacy and/or Numeracy for infant class pupils who continue to experience persistent difficulties in early 	<p>Type of Support In-Class Team Teaching Group and/or Individual Withdrawal Station Teaching Literacy Hour Reading Recovery</p>

	<p>literacy skills, despite interventions made by The Class Teacher at Classroom Support (Stage 1). <i>The Class Teacher will have opened a Class Support Plan and will have a record of the interventions.</i></p> <ul style="list-style-type: none"> • Pupils experiencing difficulties with oral language/social interaction/behaviour/emotional development/application to learning, despite interventions made by the class teacher at Classroom Support (Stage 1). <i>The Class Teacher will have opened a Class Support Plan.</i> • Pupils scoring at or below the 16th percentile on standardised assessments in Literacy and/or Numeracy will be considered, who continue to experience difficulty, despite interventions made by the class teacher at Classroom Support (Stage 1). <i>The Class Teacher will have opened a Class Support Plan.</i> Such provisions will be offered if there is SET capacity and resources available. • Pupils who have accessed EAL support and whose English requires further support. • Pupils will be considered who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES, 2010). Such provisions will be offered if there is SET capacity and resources available. • Exceptionally Able/Gifted pupils. Intervention will be made in the first instance by the Class Teacher at Classroom Support (Stage 1). Provision* for the education of pupils who have been diagnosed by an educational psychologist as exceptionally able will be considered where the needs of these pupils cannot be adequately met within the classroom. Such provisions will be offered if there is SET capacity and resources available. 	<p><i>See page 15 for a comprehensive list of strategies.</i></p> <p>Personnel SET EAL Teacher Class Teacher</p> <p><i>*Such provision is aligned to the Education Act (1988), who define SEN “as the needs of students who have a disability and the educational needs of exceptionally able students” and the NCCAs 2007 publication “Exceptionally Able Students – Draft Guidelines For Teachers”.</i></p>
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MEETING THE NEEDS AND ALLOCATING RESOURCES

Once pupils needs have been identified, SET are deployed to address these needs as required. We deploy our SET team in a variety of ways in order to effectively meet pupils' needs. We aim to strike a balance between in-class support, group and individual support while ensuring that the needs of children with additional needs are met inclusively.

Importantly, the level and type of support reflect the specific targets of individual pupils as set out in their support plans and are informed by careful monitoring and review of progress. In this way, following a period of intervention, some pupils may no longer require additional teaching supports; some may require the same level, while others may require more intensive supports.

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with **the highest level of need should have access to the greatest level of support**. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development, motor skills and application to learning. Whole class programmes that promote emotional well-being can also be delivered by SET team.

SET team meet class teachers and SNAs and review pupil's needs termly, the resources in place and progress made using the Continuum of Support problem-solving model of assessment and stage approach flow charts. As a SET team, we review all support and allocation of resources on an on-going basis.

SUPPORT TEACHING

Support teaching will be implemented in the most appropriate way, taking into account the needs of the student and/or group. This may include co-teaching and/or support through withdrawal. This decision will be made by the SET in consultation with the classroom teacher.

SCHOOL SUPPORT THROUGH CO-TEACHING

Several approaches to co-teaching are employed in order to support pupils. These include, but are not limited to:

- Team teaching
- Parallel teaching
- Station teaching
- Alternative teaching

Lead and support teaching Effective co-teaching requires the classroom teacher and the SET to co-plan, co-teach and co-assess. Regular professional conversations and reflections should take place between the classroom teacher and the SET to inform planning and teaching.

SCHOOL SUPPORT THROUGH WITHDRAWAL

Where appropriate, pupils will be withdrawn to receive support teaching. Pupils will receive support in small groups. If deemed necessary, pupils may receive individual support.

TIMETABLING

When drawing up timetables it is important to remember that:

- all staff need to be as flexible as possible
- timetables should be continually reviewed
- children should not miss the same subject each time they are withdrawn
- interruptions to classes/classrooms/SEN timetable should be kept to a minimum

TRACKING, RECORDING AND REVIEWING PROGRESS

Provision for pupils with special educational needs 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.

ST. FIACHRA'S ROOM/RAINBOW PARK

The vision of establishing St. Fiachra's Room was realised in Scoil Naomh Fiachra in 2021. It was necessitated due to the increase in behavioural challenges the school was faced with. Prior to each academic year, pupils that would benefit from this initiative are selected in consultation with the principal, SENCO and staff member spearheading the initiative. Parents are approached and informed of the intentions of St. Fiachra's room. After student selection and acceptance of placement, an assessment tool is administered to establish baselines for individual intervention plans.

St. Fiachra's Room is based on facilitating short term interventions for the purpose of addressing emotional concerns that were prohibiting the pupils from achieving maximum benefit for their attendance at school. By virtue of nurturing and introducing a breakfast and homework club and self-regulating through the Brain Calm programme, the long term goal is to equip pupils with the skills to self-regulate in their mainstream setting, while ensuring a safe and secure environment is maintained.

Responding to the needs of the school community, prompted the vision of designing our outdoor classroom complimented by a sensory garden. Rainbow Park provides inclusive accessibility for all through this multi-sensory environment. The dedication of the school's caretaker and the contributions of the school community in this undertaking was commendable.

SEN RECORDS

STUDENT SUPPORT FILE (SSF)

A Student Support File (SSF) is used to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates documenting progress and needs over time and assists in providing an appropriate level of support to pupils, in line with their level of need. Our Student Support File is based on the NEPS template. All files are stored digitally on the Aladdin Software platform and a hard copy is stored in a secure filing cabinet.

SCHOOL SUPPORT PLANS (SSP)

The SSP is written in consultation with the class teacher, SET parents/guardians and pupils, where appropriate. The SSP is used to record relevant information relating to a pupil's learning attainments and his/her learning strengths and needs. Any SSPs pertaining to pupils with SNA access must include a care plan. We use Support Plans for the three stages of support on the Continuum.

STAGE 1 – CLASSROOM SUPPORT

A Support Plan at Stage 1 is a simple plan which is drawn up by the class teacher in collaboration with the SET which outlines the pupil's additional educational needs and the actions, including individualised teaching and approaches, which will be taken to meet the pupil's needs. The plan may also include home-based actions to be taken by the pupil's parents to support their child's development. The Classroom Support Plan should include a review date. This could be at the end of a school term. This should be saved on Aladdin and also in hard copy in the Student Support File. The SSF at stage 1 (Classroom Support) should include the Basic Needs Checklist along with any other relevant checklists, the Classroom Support Plan and a record of any meetings with parents/guardians.

STAGE 2 – SCHOOL SUPPORT

A Support Plan at Stage 2 is a plan drawn up by the class teacher and appointed SET. It will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan should, for the most part, be implemented within the classroom setting and complimented by focused school based intervention programmes. Depending on the nature of the needs and on the school context, additional teaching might be within a small group or individual or a combination of both either in class or on a withdrawal basis. Home-based actions may also be included. After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken.

The SSF for Stage 2 (School Support) should include the following;

- cover sheet with pupil's details
- log of actions
- record of support received

- standardised/ Diagnostic test scores
- support plans (See below)
- checklists
- psychological Reports – if available
- copy of referrals made to outside agencies
- copy of reports from outside agencies
- record of SEN meetings with parents/guardians, outside agencies and inter-school meetings
- record of SEN correspondence between parents/guardians, outside agencies and school staff

STAGE 3 – SCHOOL SUPPORT PLUS

A School Support Plus Plan at Stage 3 is a plan drawn up by the class teacher and appointed SET, in consultation with the pupil's parents/guardians, professionals external to the school and (if appropriate) the child. Based on the information gathered it will set out:

- the nature and degree of the pupil's abilities, skills and talents
- the nature and degree of the pupil's special educational needs and how those needs affect his/her educational development
- the present level of educational performance of the pupil
- the special educational needs of the pupil
- the special education and related support services to be provided to the pupil to enable the pupil to benefit from including:
 - a) strategies for supporting the pupil's progress and inclusion in the classroom setting
 - b) individual and/or small group/special class interventions/programmes
 - c) specific methodologies/programmes to be implemented
 - d) specific equipment/materials and/or IT supports, if required to support learning and access to the curriculum
 - e) support required from a Special Needs Assistant (SNA), if appropriate
 - f) the goals which the pupil strive to achieve
 - g) the pupil's priority learning needs, long and short term targets to be achieved, the monitoring and review arrangements to be put in place

The School Support Plus Plan (Stage 3) should also include the following;

- cover sheet with pupil's details
- log of actions
- record of support received
- standardised/ Diagnostic test scores
- support plans (See below)
- checklists
- psychological Reports – if available
- copy of referrals made to outside agencies
- copy of reports from outside agencies

- record of SEN meetings with parents/guardians, outside agencies and inter-school meetings
- record of SEN correspondence between parents/guardians, outside agencies and school staff

School Support meetings are coordinated by a member of the SET team and are conducted at various stages throughout the academic year (Figure 3).

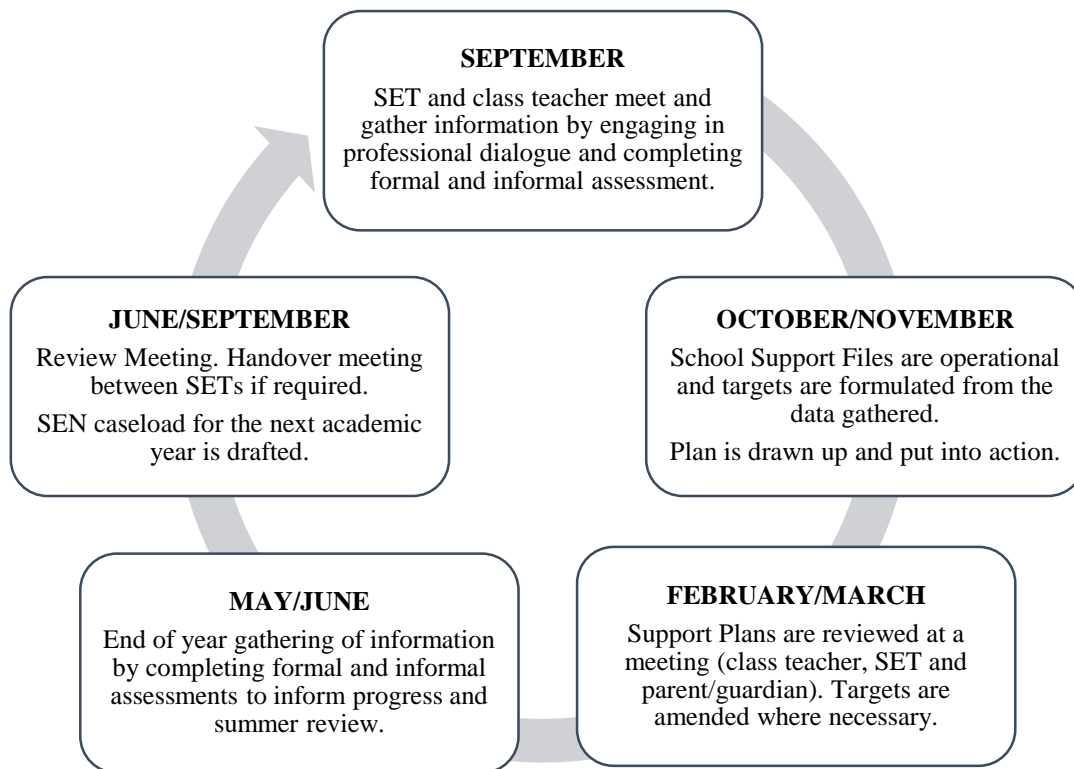


Figure 3: Scheduled SET Meetings Throughout the Academic Year

ATTENDANCE RECORDS

Attendance records of each pupil in receipt of support teaching will be maintained by each SET and retained in the pupil's SSF.

CONTINUING/ DISCONTINUING SUPPORT TEACHING

Where support teaching is to be extended after the agreed period, an updated School Support Plan will be developed. This is done in consultation with the SENCO, classroom teacher, parents/guardians and SET and will reflect any changes that result from the School Support Review Record.

Support Teaching may be discontinued in the following circumstances:

- 1) The pupil, on standardised assessment, performs above the specified remit for support.
- 2) Learning targets have been sufficiently met.

Support will only be withdrawn after consultation with the parents/guardians, classroom teacher, SET, principal and pupil, where appropriate.

COMMUNICATION BETWEEN SET TEAM/PRINCIPAL/CLASS TEACHERS

At the beginning of each school term, planning meetings between class teachers and SETs will take place. Regular SET team meetings are scheduled throughout the academic year to ensure consistency in approach across the SET team.

HEALTH AND SAFETY ISSUES

Every staff member and pupil is entitled to a safe, secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each pupil with SEN. When a place is offered to a pupil with SEN, every effort will be made to ensure that the supports to which the child is entitled are in place as soon as possible. Staff members will be informed of any potential risks and, where necessary, individual plans will be drawn up and implemented.

SUPERVISION/CHILD PROTECTION

Where pupils receive support on a one-to-one basis, the SET is responsible for ensuring that both themselves and the pupil are visible through the glass panel in the door. Where there is no glass panel, the door of the room should remain open. Where pupils are withdrawn for support, the SET should telephone the relevant class teacher in advance of withdrawal and where no telephone is available, SET should collect and return pupils to their classrooms. Where a pupil has access to an SNA, they may withdraw the pupil from the class if a plan is in place with the class teacher.

POLICY MONITORING, IMPLEMENTING AND REVIEWING

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and the patron if requested.

REVIEW

The principal and the Special Education Need Co-ordinator (SENCO) will regularly monitor this policy and its implementation will be reviewed by the Board of Management.

RATIFICATION

This policy was adopted by the Board of Management on 14.06.2023

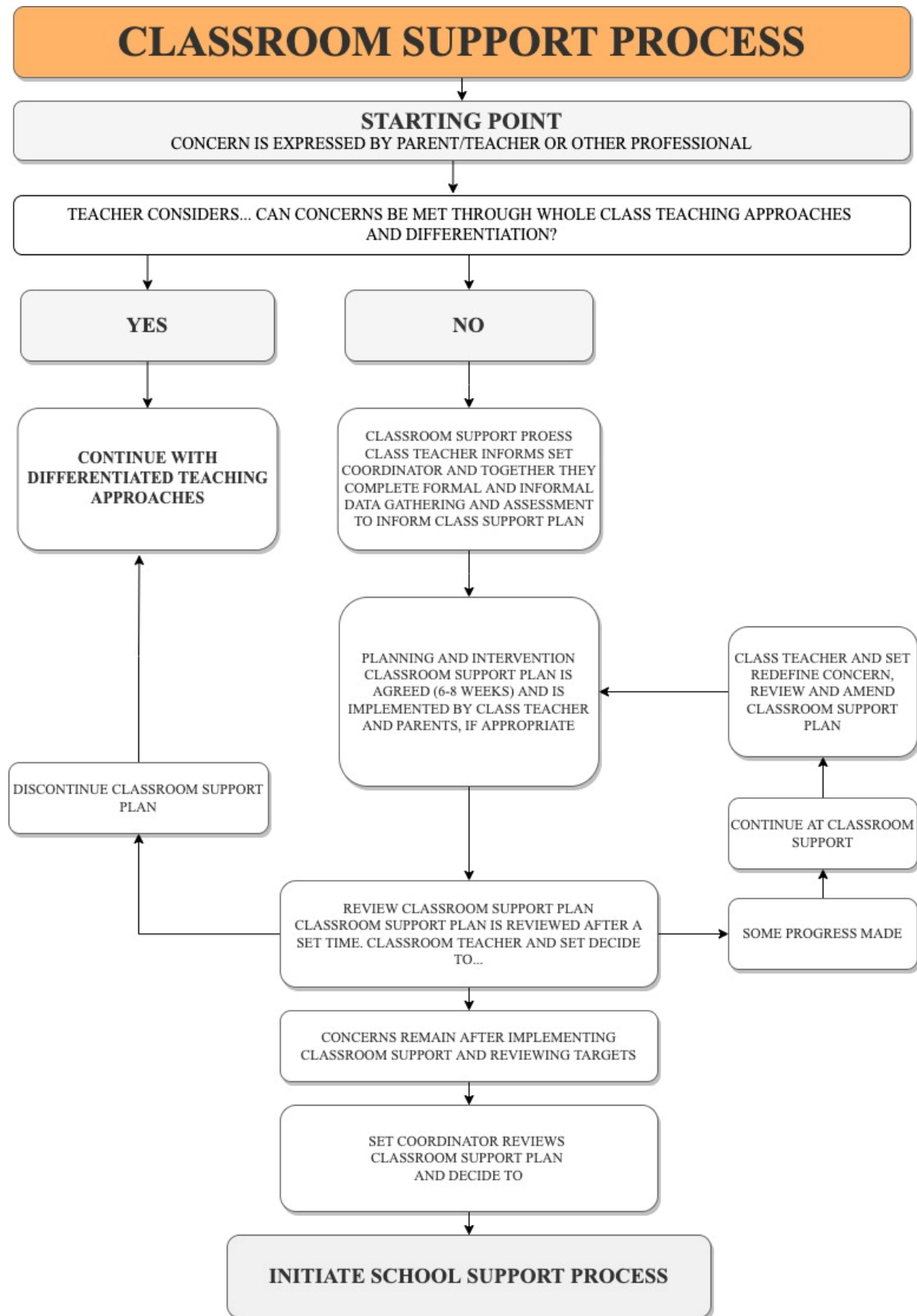
Signed: *Fr Kevin Gillespie* Date: 14th June 2023

Fr Kevin Gillespie, Chairperson, Board of Management.

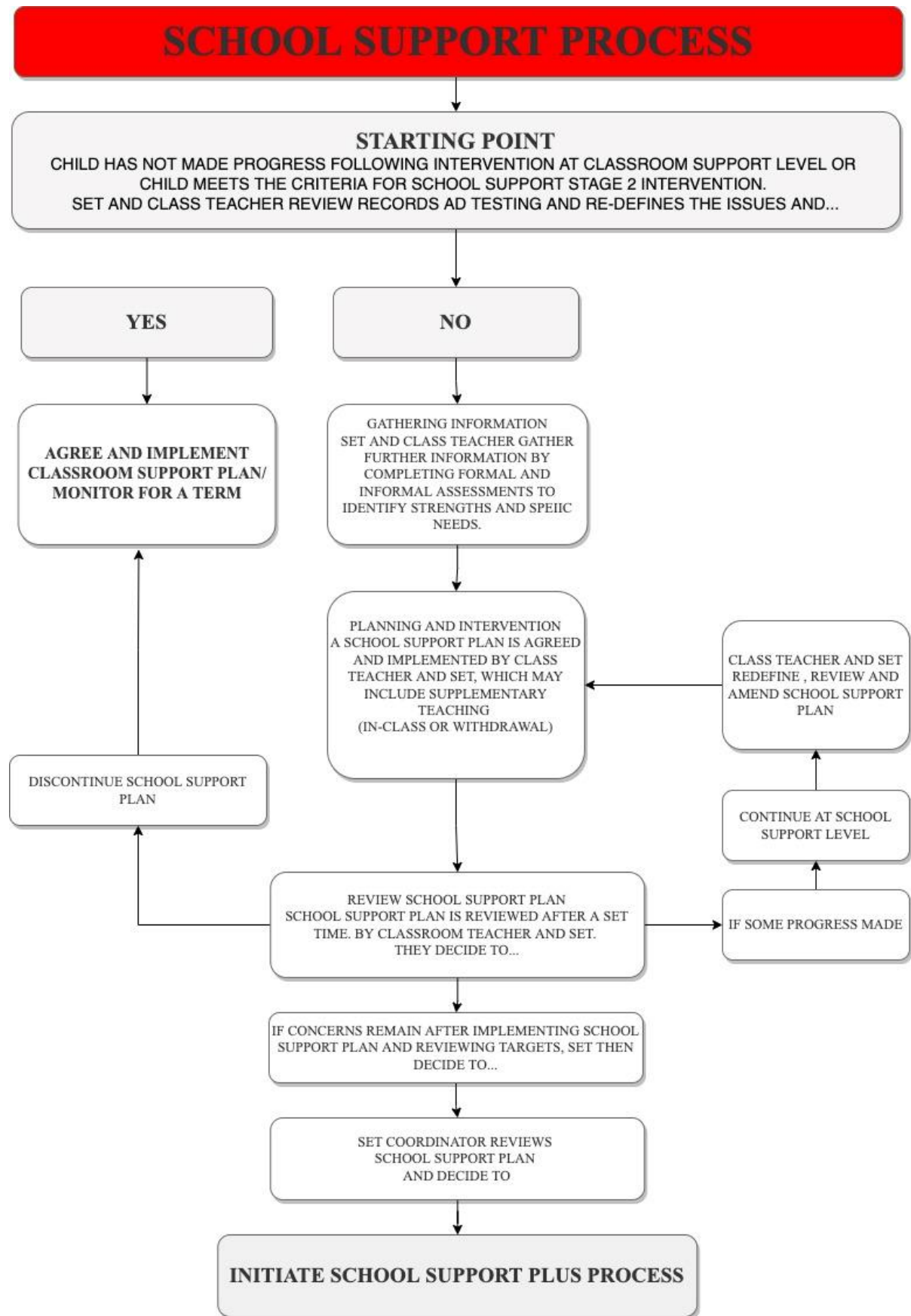
Signed: *Luke Kilcoyne* Date 14th June 2023

Mr Luke Kilcoyne, Principal.

APPENDIX 1: CLASSROOM SUPPORT PROCESS – STAGE 1

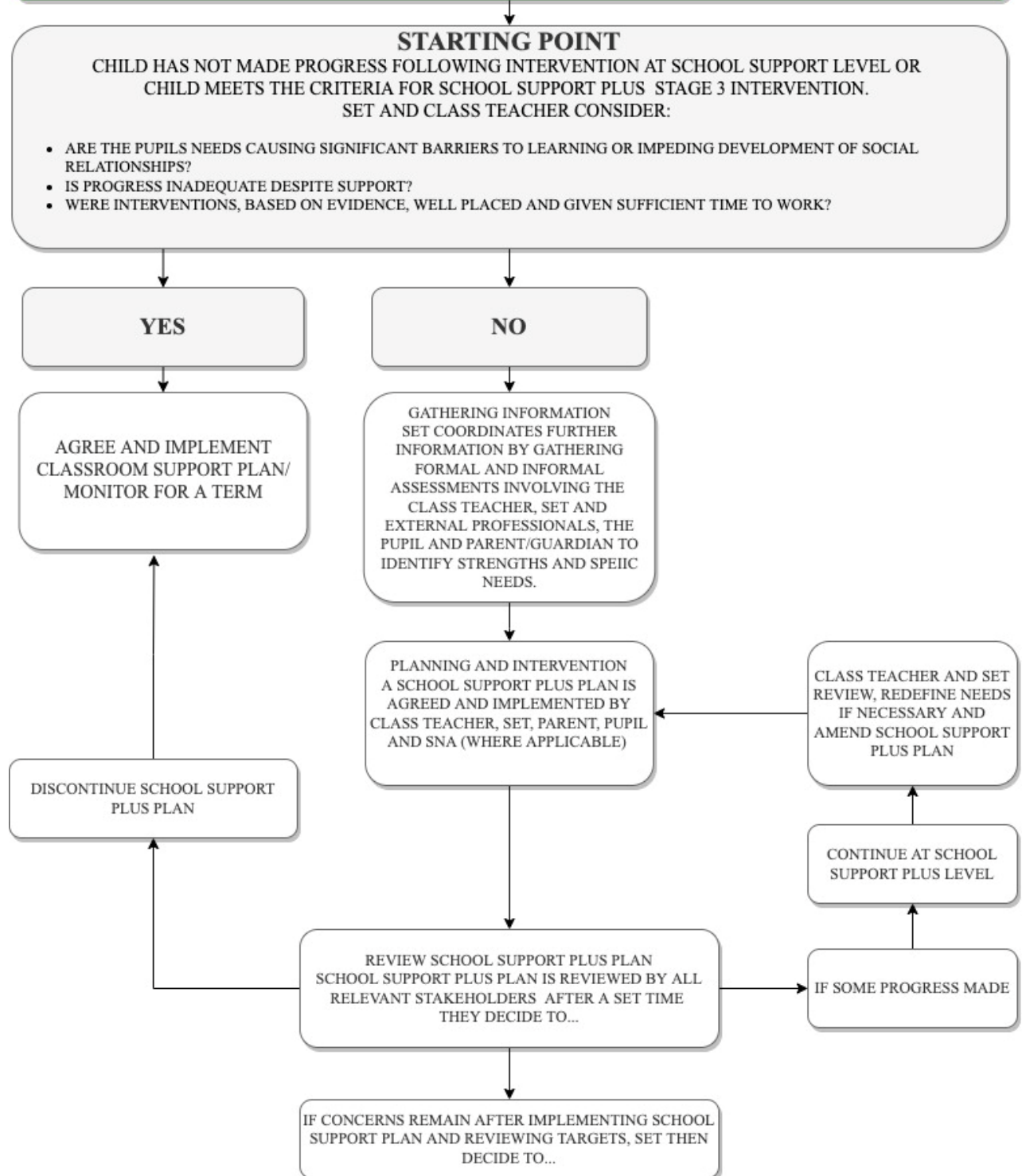


APPENDIX 2: SCHOOL SUPPORT PROCESS – STAGE 2



APPENDIX 3: SCHOOL SUPPORT PLUS PROCESS – STAGE 3

SCHOOL SUPPORT PLUS PROCESS



APPENDIX 4: INVENTORY OF RESOURCES

Documents/Guidelines

- NCCA Guidelines for Teachers of Students with General Learning Difficulties
- NCCA Assessment in the Primary School Curriculum
- Special Education Needs, Continuum of Support (Resource pack for teachers)
- Guidelines on the Individual Education Plan Programme
- Dept of Education and Science Learning Support Guidelines NCSE
- Inclusive Education Framework (NCSE 2011)
- An Evaluation of Educational Provision for Children with Autistic Spectrum Disorder (Inspectorate)
- Children First-National Guidelines for Protection and Welfare of Children
- Our Children-Their Lives- the National Children's Strategy
- Behavioural, Emotional and Social Difficulties- A Continuum of Support, Guidelines for Teachers (NEPS)
- Special Educational Needs; A Continuum of Support Resource Pack for Teachers (NEPS)
- Special Educational Needs; A Continuum of Support Guidelines for Teachers (NEPS)
- Effective interventions for struggling readers – resource pack (NEPS)
- Teaching sight vocabulary and improving reading fluency – a precision teaching approach (NEPS)
- Dyslexia Association Folder
- Speech and Language Folder – resources from Therapists

SEN Padlet

(Password Protected)

Created Summer 2021. Updated regularly by SENCO.

Includes templates, information, circulars, legislation, strategies and resources for SEN in Scoil Naomh Fiachra.

ICT Resources

- iPad x4
- CDs – Word Shark, Number Shark

Programmes/Books/Series

- No Glamour Series
 - No Glamour Language and Reasoning (LinguiSystems)
 - No Glamour Inferences (Lauren Kanefsky)
- Language for Thinking, a structured approach for young children (Parsons and Branagain)
- Talkabout for Children (Speechmark, Alex Kelly)
- Developing Social Skills
- Developing Self Awareness and Self Esteem
- A Social Communication Skills Package
- Sensory Circuits A sensory motor skills programme for children (LDA)
- Fine Motor Skills (LDA)

Literacy Interactive Resources

- Hot Dot Series
 - Hot Dots Reading Cards: Making Inference
 - Hot Dots Reading Cards: Finding the Sequence
 - Hot Dots Reading Cards: Getting the Main Idea
 - Hot Dots Reading Cards: Drawing Conclusions
 - Hot Dot Reading Cards: Noting & Recalling
 - Hot Dots Reading Cards: Using Context Clues
 - Hot Dot Phonics Cards: Variant Vowel's
 - Hot Dot Phonics Cards: Word Families
 - Hot Dots Phonics Cards: Vowels
 - Hot Dots Phonics Cards: Consonants
 - Hot Dots Phonics Cards: Reading Readiness
 - Hot Dots Phonics Cards: Variant Vowels & More

Comprehension Resources

- Thrilling Comprehensions Upper
- Grammar Workbook for Senior Classes
- Multiple Choice Comprehension - Upper
- Literacy Lifters Book 2 (Prim-Ed)
- Differentiated Cloze Lower (Prim-Ed)
- Comprehension for Young Readers (Prim-Ed)
- Comprehension Skills (Scholastic Literacy Skills) (5-7 years)
- Cloze Comprehension (5-8 years)
- Listening Comprehension Lower, Middle and Upper (Prim-Ed)
- Brainbox The World/Animals

Literacy Photocopiable Resources

- Awesome Auditory Activities (Carol Duffy)
- Auditory Memory Skills (LDA)
- Auditory Processing Activities (ECL Publications)
- Oral Language Lower (Prim-Ed)
- Look! Listen! Think! Lower (Prim-Ed)
- Look! Listen! Think! Upper (Prim-Ed)
- Reading Responses (D Kelly)
- What's the Story (creative) (Steve Bowkett)
- Oral Language Programme: Teacher Resource Book (1st - 4th class)
- Visual Memory Skills (LDA)
- Visual Perception Skills (LDA)
- Sounds Good Phonics Books 1-4
- First Steps Programme
- Writing Map of Development
- Writing Resource Book
- Linking Assessment, Teaching and Learning
- Smart Kids
- Writer's directory
- Spelling rules

- Non-fiction writing directory
- Narrative and genre writing directory
- How to Identify and support children with Speech and Language Difficulties (LDA)
- Bright Ideas Speaking and Listening Games Ages 5-11 (Scholastic)
- Dictionary Skills Middle (Prim-Ed)
- Poems for Circle Time and Literacy Hour (LDA)
- HiLo Reading Comprehension Cards, Set 1

Spelling Programmes

- Improving Children's Spelling (Brendan Culligan)
- Alpha to Omega Teacher's Handbook & Student's Book (Heinmann)
- Spelling Made Fun Workbook A – H (Louise Finnegan)
- Yes We Can Read Dyslexia Support

Grammar Resources/Programmes

- Grammar Workbook for Senior Primary Classes (Laurence Fagan)
- Grammar and Punctuation Key Stage Learning Targets for Literacy
- Year 3 Photocopiable Punctuation and Grammar (Heather Bell)
- Grammar and Punctuation Ages 7-8 (Scholastic)
- Jolly Grammar Series
 - The Phonics Handbook
 - Jolly Grammar 2 Handbook
 - Jolly Grammar 3 Handbook
 - Jolly Grammar 4 Handbook
 - Jolly Grammar 5 Handbook

Reading Schemes

- Rainbow English Programme for Primary Schools (CJ Fallon)
- Barrington Stokes Books
- Oxford Reading Tree
- Read at Home Level 1 – 5
- Read with Biff, Chip and Kipper Level 1-6
- Songbirds Stages 1-6
- Collins Big Cats Series
- Jolly Phonics Level Readers 1-6
- PM Readers Levels 1-30 (Banded Reading Scheme) (Literacy Lift Off) *No access for SET*

Numeracy Resources

- Abacus/Abacus - H.T.U.
- Balancing Board
- Base Ten Box
- Compare Bears Set - cards/pots/counters
- Clock – Large, Clock - 12/24hr - Flip Stand, Clock - 12/24hr - Flip Stand
- Linking Cubes Box/Kit (x2) - Nexus
- Magna Doodle
- Magnetic Link & spell - Letters and Numbers

- Magnetic Playboard (x3) Animals, Vehicles, Pictures
- Money Box/Kit
- Numicon Box/Foundation Stage
- Number Fans (x17)
- Place Value Flip Chart (HTU)/ (THTU)
- Subtraction Ball (Blow up)
- Playboard Set
- Calculators
- Hot Dots Sets
 - Hot Dots Jr. Shapes
 - Hot Dots Jr. Numbers & Counting
 - Hot Dots Maths Addition
 - Hot Dots Maths More Addition
 - Hot Dots Maths Subtraction
 - Hot Dots Maths Division
 - Hot Dots Maths Multiplication
 - Hot Dots Maths Fractions
- Fractions
- Fraction Box Kit
- Fraction Stacker (x3)
- Flexible 100 squares (x5)
- Shape
- 2D Shape Puzzle
- Shapes Set 3D
- Shapes Set 2D
- 2D/3D Geometric Solids - Nexus (x2)
- Weight
- Weight Bags
- Weighing Scales (White) (Grey/Red)
- Primary Pan Balance Scales

Numeracy Books/Resources

- First Steps Mental Maths Series
 - First Steps Mental Maths, ages 6 - 7
 - First Steps Mental Maths, ages 7 - 8
 - First Steps Mental Maths, ages 8 – 9
- New Wave Mental Maths Programme by Prim-Ed
- 100 Mental Maths Starters Years 1 to 5 by Scholastic
- BrainBox Maths Level 4
- Numicon Starter Pack
- Jumbo 60 second timer (Learning Resources)
- Jumbo 60 minute timer (Learning Resources)
- Mathemagic Mathematics Programme (Fallons)
- Action Maths Mathematics Programme (Folens)
- Maths Matters Mathematics Programme (EDCO)
- Busy at Maths Programme (C J Fallon)
- Power of 2
- The One-to-one Coaching System for Maths Success (David Sharp)

- PDST Teacher's Handbook Shape and Space

Social Skills Books/Resources

- Zones of Regulation
- You Talk, I'll Listen (LDA)
- Helping Children Deal with Anger (LDA)
- Cool Kids: Teaching and learning about managing anger in the junior school (Paula Galey)
- Bright ideas Games for Building Social Skills Ages 5-11 (Scholastic)
- Fidget Busters
- Let's Look!
- Understanding Emotions
- Friendship Terrace (Sue Nicholls)
- Time to Talk (LDA)
- More Tools for Social Skills in School
- Social Skills Groups for Children and Adolescents with Asperger's Syndrome – A Step-by-Step Programme (Kim Kiker Painter)
- Top 100 Playground Games to Enjoy SEAL outside (Jenny Mosley) (LDA)
- 101 Games Series
 - 101 for Self Esteem
 - 101 Games for Better Behaviour
 - 101 Games for Social Skills
 - 101 Activities to Help Children Get On
- The New Social Story Book (Carol Gray)
- My Social Stories Book (Carol Gray & A.L. White)
- Social Skills for Primary Pupils 1 & 2 (Deborah Cohen & Lorrae Jaderberg)
- Social Books & Accompanying Games
- Socially Speaking Book & Game
- The Friendship Formula Book & Game
- Time to Talk Book & Board Game

APPENDIX 5: INVENTORY OF ASSESSMENT – TEST MATERIALS

Name of Assessment	Assessment of L - Literacy skills C - Communication skills N - Numeracy skills I - Intelligence
BPVS (British Picture Vocabulary Scale) Junior Infants	L & N Word Reading/Receptive language/Math Computation
MIST (Middle Infant Screening Test) Senior Infants	L
RENFEW Language Scale	L Infant Language Scale
DTEN (Drumcondra Test of Early Numeracy) (Senior Infants/First Class)	N
YARC Primary 4 - 11 years (York Assessment of Reading for Comprehension) Secondary 11 - 16 years (Purchased Sept 2022)	L Measures Reading Comprehension (oral decoding, fluency and text comprehension skills. Primary: Two sets comprising of early reading and passage reading. (Letter sound knowledge, early word recognition, sound deletion and sound isolation). Secondary: three parts consisting of a text passage, comprehension questions and a summary block.
NARA (Neale Analysis of Reading Ability) 6-12years	L Reading and comprehension
ASTON INDEX 5+ years	L (Language, auditory/visual perception, fine/gross motor, reading/writing fluency & spelling) 16 Sub Tests
QUEST	L Word Reading, Receptive Language, Math Computation & Intelligence
Schonell Graded Reading Test	L Reading competency/age based
Schonell Graded Spelling Test	L Spelling competency/age based
Jacksons Phonics Test	L Phonological ability
Single Word Spelling Test	L Spelling
New Drumcondra Reading Test Level 1-6	L Literacy competency/age-based norms

New Drumcondra Maths Test Level 1-6	N Numeracy competency/age-based norms
Drumcondra Spelling Level 1-6	L Spelling competency/age-based norms
Online Dyslexia Screener (twice/year) GL assessment	L (Dyslexia Screener)
Lexion Dyslexia Assessment Profile	L Dyslexia/Diagnostic
PhAB (Phonological Battery of Assessment)	L (Dyslexia Indicators)
NRIT Non-Reading Intelligence Test NNRIT (Levels 1-3) (New Non-Reading Intelligence Test)	I (Oral group verbal test, that does not require reading ability. Test is read out by teacher)
Drumcondra English Profiles	L Oral, Reading and Writing indicators. Normed but not aligned with new Primary Language Curriculum
Jolly Phonics Assessment	L
Burt Word Recognition Test	L
RAIN Sentence Reading Test	L
SIGMA-T Levels 1-6 (old normed)	N Discontinued for submission to Department for standardized test result analysis, however used in SET for re-testing/identification of areas of strengths and weaknesses
Mathematical Assessment for Learning and Teaching (MaLT) Stage 1 Stage 2 (Purchased June 2022)	N Stage 1: MaLT 5 (4.0 – 6.5 years), MaLT 6 (5.0 – 7.5 years), MaLT 7 (6.0 -8.5 years) Stage 2: MaLT 8 (7.0 – 9.5 years), MaLT 9 (8.0 – 10.5 years), MaLT 11 (10.0 – 12.5 years)

APPENDIX 6: INVENTORY OF ASSESSMENT – CHECKLISTS

Name of Assessment Checklists	Assessment of L - Literacy skills C - Communication skills N - Numeracy skills I - Intelligence S - Social skills/ behavior/self-esteem
Movements Assessment Battery for Children	S
Short Sensory Profile	C/S
Numeracy Checklist for Assessing Student's Skills Development (Guidelines Mild General Learning Disabilities /Mathematics (Primary)	N
Dolch Word Checklists First 100 words Next 220 words	L
Assessment for Social Skills (Alex Kelly)	S
Assessment for Friendship (Alex Kelly) Interview/Friendship Rating Scale	S
Assessment of self-awareness and self - esteem (Alex Kelly) Interview	S
My Thoughts About School (NEPS)	S
Identifying Special Needs Checklists for Profiling Differences (Glynis Hannell, 2 nd edition) Developmental Disorders ASD SLD Emotional and Behavioural Disorders Sensory Impairment Supplementary checklists	C
Inclusion of Students with SEN: A Checklist	S
Multiple Intelligences: A Thematic Approach (Prim-Ed)	S