



Scoil Eoin

Policy to Support Pupils with Additional Educational Needs (AEN)

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School Name	Scoil Eoin
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Scoil Eoin

Introduction

Scoil Eoin is a vertical, co-educational national school under the patronage of the Catholic Archbishop of Dublin. It is currently categorised in the DEIS (Delivering Equality of Opportunity in Schools) Band 1. The purpose of this Support Policy is to provide practical guidance for teachers, parents and other interested parties in the provision of effective support to pupils experiencing low achievement and /or learning difficulties and / or behavioural problems and to children who require additional support. Scoil Eoin aims to help each child to achieve his/her individual potential. The provision of additional support is integral to this commitment.

Implementation and Review

The implementation of this policy will commence as ratified by the Board of Management. It will be reviewed regularly or as circumstances warrant. This policy will be available to parents.

Guiding Principals

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

As far as possible, therefore, it is our aim to minimise the difficulties that children may experience.

Ethos of inclusion

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. (**More Able Children** policy, **Appendix 1**). 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 AEN, and children whose first language is not English (EAL), to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child to participate in them.

Continuum of Support

Scoil Eoin will use the **Continuum of Support** process (3 Stages) as outlined below to identify and respond to additional needs. This includes academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. Pupils' names will be recorded in the 'Record of Differentiated Support' (**Appendix 15**).

Continuum of Support Process	
Whole School & Classroom Support (Stage 1)	<p>Whole school support is when the class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>Classroom support is the most common and usually the first response to emerging needs. It involves a problem solving process which focuses on identifying and addressing the AEN of individual pupils who require approaches to learning and/or behaviour within the classroom which are additional to, or different from, those required by other pupils. The class teacher has responsibility for interventions at this level and parents should be informed.</p> <p>The <i>triggers</i> for this intervention could be;</p> <ul style="list-style-type: none">• The child makes little or no progress even when teaching approaches are differentiated and directed at an identified area of weakness• The child shows signs of difficulty in developing literacy and numeracy skills, which result in low attainment (E.g. on or below the 10th percentile)• Persistent emotional or behavioural difficulties which do not respond to behaviour management techniques used by the school• Has sensory or physical difficulties• Has communication and/ or relationship difficulties <p>This is <i>informed</i> by:</p> <ul style="list-style-type: none">• Parental consultation• Teacher observation records• Teacher-designed measures/assessments• Basic needs checklist (Appendix 2)• Learning environment checklist (Appendix 3)• Pupil consultation - My Thoughts About School Checklist (Appendix 4)• Classroom Support Checklist (Appendix 5)• Behaviour Checklist (Appendix 6)• Literacy and numeracy tests• Screening tests of language skills• Additional Individual Intervention resources are available (Appendix 14) <p>A Classroom Support Plan/Review (Appendix 7) is developed and monitored for half a term. After this time it can be adjusted and continued. If this strategy does not work the teacher will progress the pupil to Stage 2: School Support.</p>

<p>School Support (Stage 2)</p>	<p>If interventions at class level are not enough to fully meet the pupils' AEN, School support may then be required. School Support is an assessment and intervention process which is usually co-ordinated by the SET (Special Education Teacher) working alongside the class teacher who retains overall responsibility for the pupils learning. Children are selected based on need, standardised tests results, and teacher observation. This stage involves more systematic gathering of information and the development and monitoring of a School Support Checklist (Appendix 8) and School Support Plan/Review (Appendix 9).</p> <p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"> • Teacher observation records • Teacher-designed measures/assessments • Parent and pupil interviews • Learning environment checklist (Appendix 3) • Diagnostic assessments in literacy/numeracy (on/below 10th percentile) • Formal observation of behaviour including ABC charts, frequency measures. <p>A Support Plan at this level may involve:</p> <ul style="list-style-type: none"> • The class teacher and support teacher differentiate the curriculum in specific areas with achievable goals to be implemented by the class teacher and support teacher. • The School Support Plan/Review is a working document and will be reviewed and updated as necessary. • A combination of in-class support, team-teaching and withdrawal will take place. • Where progress is such that the child is no longer giving cause for concern, the child will revert to the usual differentiated curriculum available to all children.
<p>School Support Plus (Stage 3)</p>	<p>School Support Plus is for the pupils identified with having the greatest level of needs in the school. This level of intervention is for children with complex and/or enduring needs or whose progress is considered inadequate despite carefully planned interventions at the previous levels. However, pupils may start at School Support Plus depending on their level of need. School Support Plus may involve personnel outside the school team in the problem solving, assessment and intervention process.</p> <p>The triggers for extra intervention could be;</p> <ul style="list-style-type: none"> • Makes little or no progress over a set period of time • Continues to work at Primary Curriculum levels substantially below that of children of a similar age • Continues to have literacy and numeracy difficulties • Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning, or that of other children, despite an appropriate behaviour management programme. • Has sensory and/or physical needs, and requires additional specialist equipment or regular visits from an advisory service • Has an ongoing communication or relationship difficulty that prevents social development, and act as a barrier to learning. <p>This level of the continuum is also informed by a broad range of formal and informal assessment tools, reports from outside agencies as appropriate and may include</p> <ul style="list-style-type: none"> • Teacher observation and teacher-designed measures • Parent Observations of Pupil needs (Appendix 11)

- Functional assessment
- Psychological assessment
- Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc

Actions at this level may include:

- A psychological assessment
- SNA support
- In circumstances where a child uses specialised equipment, consultants will be required to demonstrate how the equipment is to be used to at least two SNAs and either the class or support teacher. The AEN co-ordinator should also be present
- The use of specialised yard equipment may also need to be demonstrated to these staff members. Courses will be provided on an ongoing basis to train staff in the relevant areas

If a pupil is receiving SNA support an Additional Care Needs (ACN) plan should be drawn up by the class teacher in consultation with the SNA. (**Appendix 12**).

The School Support Plus Plan/Review is a working document and will be reviewed and updated as necessary (**Appendix 10**).

At each level of the Continuum (outlined above) these 3 steps will be followed:

<p>Step 1: <i>Identification of pupils with AEN</i></p>	<p>*Use the Continuum of Support problem solving process to identify and respond to academic, social and emotional needs. *Gather and analyse data from observation, interview, curriculum based assessment, screening and diagnostic assessment, as well as from professional reports, as appropriate.</p> <p>*Consult with parents and pupils and relevant external professionals as appropriate.</p> <p>*The student's individual file on Aladdin is used to store the identification and assessment of needs, the intervention of supports and the review of progress. This is a flexible resource that enables schools to plan interventions and track progress through the Continuum of Support.</p>
<p>Step 2: <i>Meeting Need</i></p>	<p>*Plan, implement early-intervention approaches to promote academic, social and emotional skills.</p> <p>*Where appropriate class teacher, SET, parents and pupils collaborate to set SMART targets.</p> <p>*Carefully match interventions to identified need.</p> <p>*Continue to promote effective teaching approaches including differentiation of content and activities.</p>
<p>Step 3: <i>Monitoring and reviewing outcomes</i></p>	<p>* Using baseline information, review and record progress and plan for next steps in pupils' learning.</p> <p>*Maintain support plans that are clear, useful and easy to interpret and share.</p> <p>*Review outcomes at individual, group, class and whole school level.</p>

Roles and Responsibilities

We recognise that a number of children will have AEN that will create barriers to learning, if we do not address them through additional arrangements. This policy envisages a whole school approach that takes into account the roles of the Board of Management, the principal, class teacher, SET and the parents/guardians. In attempting to achieve the above objectives the BoM, principal and staff will take all reasonable steps within the limits of the resources available to fulfil the requirements outlined in this policy document.

The Role of the Board of Management

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

The BoM:

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

The Role of the Principal

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

- Develop inclusive whole-school policies and monitor their implementation
- Assign staff strategically to teaching, SET and SNA roles
- Ensure that SET, class teachers and SNAs have completed the relevant documentation and timetables to support the pupils they are working with
- 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/guardians, 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 AEN, and ensure that all school staff (class teachers, SET and SNAs) are clear regarding their roles and responsibilities in this area
- Liaise with SENO regarding all aspects of special education provision
- Liaise with NEPS psychologists and SCPA psychologists in relation to pupils selected for assessment and/or for advice and guidance around how to support specific pupils
- Store confidential information (psychological assessment reports etc.) regarding AEN children and shares same with class teachers, SET, SNAs, and other agencies where appropriate
- Approve and sign off Irish exemptions for pupils for whom this is appropriate

The Role of the AEN Co-ordinator

The AEN Co-ordinator will be responsible for:

- Co-ordinating the implementation of tasks on the SET annual calendar
- Overseeing the day-to-day operation of the AEN policy
- Co-ordinating provision for children with AEN
- Co-ordinating the timetable for SET
- Liaising with and advising fellow teachers and contributing to in-service training of staff
- Liaising with and advising SNAs with regard to supporting children with AEN
- Liaising with parents of children with AEN
- Monitoring and evaluating AEN provision

- Co-ordinating planning time for class teacher with SET
- Supporting the implementation of 'The Record of Differentiated Support' at whole-school level to monitor the progress of children who avail of additional support
- Keeping teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals, i.e.
 - (a) Behavioural, emotional, autism, etc. require referral to Early Assessment of Needs using standard form completed by school and parents jointly
 - (b) Educational concerns through NEPS
- Advising parents on procedures for availing of additional needs services
- Selecting children for psychological assessment in consultation with principal, class teachers and SET with **NEPS**
- Liaising with external agencies such as NEPS to arrange assessments of children with AEN, and/or for advice and guidance around how to support specific pupils
- Participating in and/ or overseeing the drafting of support plans and ACN plans

The Role of the Class Teacher

Effective teaching and learning is critically important for all pupils, and especially for those with AEN. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued. **Mainstream class teachers have first-line responsibility for the education of all pupils in their classes.** Every pupil needs to be taught a broad and balanced curriculum that is appropriate to his/her developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons. This can be achieved by:

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

Class teachers, while liaising with SET, will be responsible for engaging in the three step process (*1. Identification of need, 2. Meeting need, 3. Monitoring and Reviewing*) for Classroom Support in the Continuum of Support.

Class teachers will liaise with SET when setting and reviewing targets and strategies for pupils in their class who are on School Support/Plus. They will also ensure it's implementation in class, where necessary.

The Role of SET

SET should be familiar with a wide range of assessment strategies, teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Depending on the learning needs identified, teaching approaches may include a combination of team-teaching initiatives, in class support, co-operative teaching, early intervention and small group or individual support. It is recommended that SET will engage in at least one 8 week block of in class literacy station teaching with each class group annually.

SET will be responsible for engaging in the three step process (*1. Identification of need, 2. Meeting need, 3. Monitoring and Reviewing*) for School Support/ Plus in the Continuum of Support.

SET, in consultation with class teachers and parents, should plan their interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant continuum of support plan. Short-term planning should reflect the support plan targets and strategies to address

each pupil's AEN. Pupils' progress should be monitored and assessed. These outcomes should also be used to inform the targets for the next phase of learning.

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

- curriculum support
- life and/or social skills
- assistance with sensory modulation
- development of self regulation strategies

The Role of the Special Needs Assistant

The role of the SNA is outlined in Circular 0030/2014. Under direction of the principal/class teachers, the SNA will meet the care needs of the AEN pupils to which they support.

The SNA should

- provide for the significant additional care needs which some pupils with AEN may have
- be involved in the development, implementation and review of the ACN (Additional Care Needs) plan (**Appendix 12**).
- attend, where possible, training courses, workshops as facilitated by the BOM
- attend meetings with relevant professionals, when necessary
- maintain a record of support/target behaviours in consultation with the class teacher, if necessary E.g. Frequency Event Recording (**Appendix13**)

Parental Involvement

Good parental engagement is a critical factor in enhancing outcomes for pupils with AEN. Parental engagement is enhanced when parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in reviews of progress. The Continuum of Support process and use of the Student Support Plan/Review provide valuable opportunities to engage with parents and to build a collaborative approach to identifying and responding to the needs of pupils with AEN. There may also be opportunities for parents to work collaboratively with the school through initiatives run by the HSCL.

The Parents/Guardians of the pupils of Scoil Eoin can prepare for and support the work of the school by:

- Supervising, assisting with, showing interest in and signing homework
- Reading and telling stories to their child/children
- Listening to and giving supportive feedback on oral reading
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers
- Signing and returning the 'Parent Observation of Pupils Needs' form (**Appendix 11**) regarding planning for support teaching
- Attending meetings via phone-call or face to face RE: Support Plans
- Talking positively about school and school work
- Keeping the class teacher informed of any home factors which may be affecting their child's progress
- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning
- Helping children to develop their organisational skills

- Helping children to look after school books and other resources which are loaned to the children for use at home.
- Supporting programmes and initiatives implemented by the school.

Enrolment

Scoil Eoin aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The Education For Persons with Disabilities Act 2004 states that 'A child is entitled to attend the school which is most suited to his or her overall needs'.

Parents may meet with the principal and a member of SET prior to enrolment. Parents are asked to notify the school of their child's additional needs in advance of enrolment. The Board of Management will request a copy of the child's medical or psychological report. Following this, a visit to the child's current educational facility may be arranged to assess the provision required for him/her.

The school is committed to providing the best possible educational service to all pupils. To ensure this, we require:

- A close level of co-operation between parents, the Class Teacher, and any other school personnel assigned to support the child
 - all relevant assessments and reports as these become available
 - It may be necessary to offer a more gradual introduction to the school day or a shortened school timetable based on the individual needs of the child. This will be reviewed on a regular basis.
 - If School Support Plus is not adequate to support a child's needs we will liaise with NEPS on the next steps to support your child.
- Every child in the school including those with AEN is bound by all school policies.

Whole School Strategies to Minimise Learning Difficulties

Our strategies for preventing learning difficulties include:

1. Promotion of Literacy and Numeracy:

- Whole school promotion of Reading for Pleasure
- Reading Recovery (when available)
- Maths Recovery (when available)
- Mata sa Rang
- PoweRead
- Genre Writing
- Guided Reading
- Print rich environment
- Shared/paired reading
- Story time, Library time, Book Week, Book Fair, Reading buddies, Word games and Class library
- Access to ICT Literacy and Numeracy programmes in school and at home
- Pre Writing skills in Junior Infants
- Maths Week
- Maths For Fun
- TAP
- SUAS for Literacy and Numeracy (when available)

2. Early Intervention

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

3. Reading Recovery (when available)

- Scoil Eoin offers the Reading Recovery Programme as part of our early intervention programme. A SET teacher, following a one-year IPD course with PDST is a registered, accredited Reading Recovery teacher.
- The programme provides intensive, individual help for identified pupils between 5.9 and 6.6 years, who are the lowest literacy achievers after their first year of school. Its objective is to help children acquire sufficient patterns of learning which enable them, by the end of their series of RR lessons (about 20 weeks/100 lessons), to work at the average level of their classmates and to continue to progress satisfactorily.
- The series of lessons are individually designed for each child, based on moment by moment observations and skilled teacher decisions. The goal is for children to become effective readers and writers, able to work with in the average band of their class at age-appropriate levels of literacy.
- Effective implementation helps reduce the tail of low achievers within the class and so improves the learning opportunities of most children in the school.

4. Maths Recovery (when available)

Due to our DEIS band I status, Scoil Eoin now offers the Maths Recovery Programme as part of our early intervention programme. Two special education teachers are currently trained. It is primarily targeted at First Class pupils on a one to one basis who are showing gaps in their number knowledge. Each child will participate in the programme for 12 weeks. The programme can be adapted to in-class support for an instructional period.

5. Aistear

Aistear is the early childhood curriculum framework for all children from birth to 6 years in Ireland. The framework uses four interconnected themes to describe children's learning and development: Well-being; Identity and Belonging; Communicating; and Exploring and Thinking. The primary emphasis is on oral language and social skill development through play in the infant classes.

Assessment

A variety of Assessment of Learning and for Learning will be used to help inform teaching and learning.

Concerns

If parents have a concern about the Additional Educational provision made, then they should in the first instance make an appointment to speak to the SET teacher and then the AEN co-ordinator.

The concern will be investigated and dealt with as early as possible. If the matter is not resolved to the parents' satisfaction, then the matter may be brought to the Principal.

Monitoring and Reviewing

Pupils' progress in relation to achieving their targets will be regularly and carefully reviewed on an on-going basis. This will lead to the establishment of specific targets to be set and monitored continuously.

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

- the standards obtained by all children
- the children at each stage of the continuum.
- views of parents
- visits from specialist teachers
- pupils voice

Timetabling

When drawing up timetables it is important that:

- pupils with the highest level of need have access to the greatest level of support
- timetables should be reviewed
- children should not miss the same subject each time they are withdrawn
- children withdrawn for Literacy/Numeracy support should also receive Literacy/Numeracy support teaching within their class
- Croke Park hours will be allocated to the implementation, monitoring and reviewing of pupils and Student Support Plans/Reviews by whole staff

Health and Safety Issues

Every staff member and pupil is entitled to a safe and secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each pupil. In the event of an episode of serious threat to the health and safety of a pupil or adult, parents will be contacted to take the child home if appropriate and the relevant stage of the Code of Behaviour will be implemented.

Supervision/Child Protection

Where pupils receive support on a one to one basis, the SET teacher is responsible for ensuring that both themselves and the pupil are visible through the glass panel on the door. Where there is no glass panel, the door of the room should remain open.

Where a child has support from an SNA they may withdraw the child from the class if a plan is in place with the class teacher.

Related Policies

Code of Good Behaviour

Admissions policy

Assessment policy

Review:

The policy will be evaluated on an ongoing basis by representatives from the relevant sections of the school community and will be reviewed as necessary

Ratification and Communication

This plan was ratified by the BoM of Scoil Eoin at its meeting on

Signed _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal/Secretary to the Board of Management