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***Scoil Charthaigh Naofa***



***Siúil I Solas Dé***

**Special Educational Needs Policy**

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| 1. **INTRODUCTION:**   This policy was devised by the Principal, SENCO and the SEN Team of Scoil Charthaigh Naofa in accordance with Supporting Pupils with Special Educational Needs in Mainstream Schools.  The school currently has the following provisions to cater for children with special educational needs:   * 5 Early Intervention Classes for pupils with Autism Spectrum Disorder (ASD) (referred to as Mochuda Classes) * 9 Special Education Teachers (including 5 Mochuda Class Teachers) * 13 Special Needs Assistants   \*The SET teacher and SNA allocations are subject to review and change by the National Council for Special Education (NCSE). |

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| 1. **RATIONALE:**  * This policy aims to outline the school’s provision of additional educational support for pupils with SEN. * The policy is written in the context of the various pieces of legislation listed below. * The policy is a reflection of our current practice.   **Legal Framework**   * Scoil Charthaigh Naofa sets out to provide education for all its pupils, with reference to legislation regarding pupils with SEN as listed below: * The Education Act (1998) * The Education Welfare Act (2000) * The Equal Status Act (2000) * The Education of Persons with Special Educational Needs Act (2004) * The Education (Admissions to School) Act (2018)   **This policy is drafted in the context of:**   * DES Circular letters * Guidelines published by the NCSE * Guidelines on the Continuum of Support for Primary Schools * Autism Good Practice Guidance for Schools 2022 * Guidelines for Primary Schools |

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| 1. **VISION: Vision Statement:** We strive to provide a structured, caring, happy and secure environment where the intellectual, spiritual, physical, moral, emotional and cultural needs of pupils are identified and addressed. |

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| 1. **AIMS:**   *1998 Education Act:*  *‘To make provision for the education of every person in the State, including any person with a disability or who has other special education needs…respect diversity, spirit of partnership between schools, patrons, students, parents, teachers and other school staff, the community’*  *EPSEN 2004:*  *‘A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs, unless the nature of those needs is such that to do so would be inconsistent with*   * 1. *The best interests of the child, or*   2. *The effective provision of education for children with whom the child is to be educated* * To ensure that our duties as set out in the Education Act 1998, Equal Status Act 2000 and the Education for Persons with Special Educational Needs Act 2004 (EPSON Act), are fully met, to enable children with special education needs to join in the normal activities of the school along with the children who do not have special educational needs. * To reflect best practice in SEN. * Identify additional needs that our pupils may have * Track, monitor, review and report on the progress of pupils with additional needs * Communicate information between the SET team, principal, staff and parents/guardians * Support the inclusion of SEN pupils * Ensure that the staged approach / NEPS continuum of support is implemented * To guide the implementation of the revised model for allocating SET teaching supports. * To outline our whole school approach to teaching/learning in relation to pupils with SEN. * To ensure that all children gain access to a broad and balanced curriculum and have equal opportunity to receive an education that is appropriate to their needs. * Enable pupils to participate in the full curriculum * Encourage differentiation in the classroom * Enable pupils to monitor their own learning and become independent learners * Involve parents in supporting their pupils. * Develop positive self-esteem and positive attitudes about school and learning in pupils * To identify and assess children with special needs as early as possible- MIST is administered to all pupils in Senior Infants during the middle term. The BIAP is administered to all junior infants in May. Unless earlier assessment has been made. * To use our resources as efficiently and as equitably as possible when assessing and meeting the educational needs of our children. * To provide a graduated approach in order to match educational provision to children’s needs |

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| **5. GUIDING PRINCIPLES:**  All of our children have a right to an education which is appropriate to them as individuals. We want our children to feel that they are a valued part of our school community. As far as possible therefore it is our aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum:   * Setting suitable learning challenges * Responding to children’s diverse learning needs * Overcoming barriers to learning and assessment for individuals and groups of children * Pupils with the greatest level 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. * All our pupils have a right to an education which is appropriate to them as individuals. We want all our pupils to feel that they are a valued part of our school community. The wellbeing and best interests of pupils are a central focus of educational provision. |

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| **6. ROLES & 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; Support Teachers; Special Class Teachers; SNAs; Parents; Pupils and External Bodies & Agencies. It is important that everyone contributes to the implementation of our school plan on SEN Provision.  **The role of the Board of Management:**  The B.O.M. will fulfil its statutory duties towards pupils with special needs. It will ensure that the provision required is an integral part of the school development plan. Members will be knowledgeable about the school’s S.E.N provision- funding, equipment and personnel.   * Ensures that all pupils have access to a high-quality education as well as high standards of teaching, learning and assessment in the school   + Oversees the development, implementation and review of school policy on support for pupils with special educational needs   + Provides adequate class accommodation and teaching resources   + Provides a secure facility for storage of records   + Ensures that Special Educational Needs resources / personnel are utilised for their intended purpose of providing additional support to pupils with special educational needs   **The role of the Principal:**  The principal has overall responsibility for the day-to-day management of provision. He will work closely with the SEN co-ordinator and will keep the BOM informed about the working of this policy. It will be the role of the principal in collaboration with the SEN co-ordinator to:   * Develop inclusive whole-school policies and monitor their implementation * Assign staff strategically to teaching roles, including special education roles * Inform the BOM on the deployment of special education teaching resources * Oversee 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 systems are in place for effective collaboration between SET teachers and classroom teachers for the sharing of relevant information * Ensure that effective systems are implemented to identify pupils’ needs, and that progress is monitored methodically * Facilitating the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensuring that all school staff (class teachers, SEN teachers and Special Needs Assistants) are clear regarding their roles and responsibilities in this area.   **The role of the SENCO:**  **The Special Education Needs Co-ordinator will:**   * Review and update the SEN policy regularly in consultation with staff * Purchase, catalogue, and upkeep materials and resources relating to SEN and make staff aware of same * Be responsible for and account for money collected and spent in this area * Liaise [along with other members of the SET team] with teachers regarding the implementation of The Continuum of Support where necessary * Ensure Classroom Support, School Support & School Support Plus Plans are compiled and reviewed in accordance with school policy * Devise and review the SEN timetable in conjunction with colleagues, using an evidence-based system to identify those who receive intervention at various levels along the continuum of support * Monitor the compilation and maintenance of records for individual SEN pupils * Maintain a list of pupils receiving support * In conjunction with the Principal, make applications for SNA support or any additionality of resources for pupils in our school with additional educational needs * Make applications for Assistive Technology for SEN pupils in mainstream * Organise testing for different class levels * Make staff aware of CPD in relation to SEN * Arrange for speakers to visit during Croke Park hours on SEN topics when the need arises * Coordinate any in-school training days for SEN in conjunction with the principal * In consultation with the principal, arrange for exemptions from the study of Irish for pupils for whom this is appropriate * Ensure that SET are carrying out SET duties * Facilitate and support staff in exploring various SEN approaches   **The role of the Mainstream Class Teacher:**  Effective teaching and learning are critically important for all pupils, and especially for those with special educational needs. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued. Mainstream class teachers have first-line responsibility for the education of all pupils in their classes.  The class teacher retains primary responsibility for the progress of his/her pupils including those selected for supplementary SEN teaching. They should:   * Differentiate the class curriculum appropriately to meet the needs of all pupils within the class. * Administer and score annual screening tests and make first contact with parents/guardians about any difficulties their children may be experiencing. * Only pupils with an official Irish exemption are not required to be present for the teaching of Irish lessons. * Implement the SEN Support Plan in conjunction with the SEN teachers based on *Guidelines from the Continuum of Support.* * Collaborate with the SEN team in the development, planning and implementation of learning strategies and activities to assist pupils in receipt of supplementary teaching. * Liaise with Principal, Deputy Principal, SENCOs, SET Team, Teachers, SNAs, Parents and/or External Agencies in relation to specific issues and/or queries which may arise. * Meet with parents and SET to review School Support Plans. * Provide opportunities for meaningful integration where appropriate for pupils from Solas classes. * Lead and manage the provision of support for care needs for pupils with SNA access in the class. * Collaborate with SETs on a regular basis.   **The Role of the Special Education Teachers:**   * Special education teachers should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported at classroom level, or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models. * Special education teachers, in consultation with class teachers, should plan their interventions carefully to address pupils’ priority learning needs and to achieve the targets identified in the relevant continuum of support plan. * Outcomes for pupils should be routinely assessed, recorded and used to review progress. These outcomes should also be used to inform the targets for the next phase of intervention. * Lead, in collaboration with class teachers, the development of Student Support Files * Ensure the Log of Actions and meetings is up to date on the pupils file * Ensure that all reports e.g. psychological/ S&L/OT etc. relating to the pupils with SEN are in the pupil’s file * Advise and support class teachers as requested / required * Organise and facilitate short meetings with other relevant professionals in the pupil’s interests e.g. Educational Psychologists, Speech and Language Therapists etc in accordance with circular 08/02 and in consultation with the Principal. * Weekly planning will be maintained for each individual or group. * Short-term / weekly planning should reflect the support plan targets and should break down the development of skills and content into small incremental steps to address each pupil’s specific needs on a weekly basis. * The SEN teacher will consult with classroom teachers and develop a classroom support plan for any child with emerging needs. * The SEN teacher will meet classroom teachers for regular review and development of support plans, collaborate with class teachers and parents on an on-going basis. * Where the classroom support plan is needed it is the SEN teacher’s role, in consultation with the classroom teacher, and parents/guardians, to devise a school support plan.   **The Role of the Mochuda Class Teacher**   * He/She has primary responsibility for the education of all pupils in his/her class. * Differentiates the Curriculum as required for pupils in his/her class, using the Learning Support Guidelines, Autism Good Practice Guidance for Schools, NCCA Guidelines, Mild/General Learning Disability Guidelines, SESS/NCSE Guidelines, assessment and other relevant materials. * Liaises with Principal, Deputy Principal, SENCOs, SET Team, Teachers, SNAs, Parents and/or External Agencies in relation to specific issues and/or queries which may arise. * Implements the integration plan where appropriate for pupils in his/her class and completes the relevant integration records. * Leads and manages the provision of support for care needs by SNAs for all pupils in the class. * Collaborates with relevant staff to complete school planning and reviews.   **The Role of the Special Needs Assistant:**   * Collaborate with teachers/parents to complete Personal Pupil Profiles (PPPs) in relation to the care needs for each pupil they are working with directly. Collaborate with other SNAs for pupils that have more than one SNA assisting with care needs. * Collaborate regularly with the relevant teachers in relation to the specific care needs of their pupils and the impact they may have on the child’s learning. * Collect data in relation to the pupil’s identified care needs and how they are changing over time. * Attend, where possible, training courses/workshops provided by the BOM or from outside agencies. * Complete the additional supplementary hours in line with Croke Park Agreement (See Circular 71/2011) carrying out duties related to pupils with SEN. These may be assigned by Mochuda teachers, SETs, SENCOs, Deputy Principal or Principal.   **The Role of the Parent:**  Scoil Charthaigh Naofa recognises that the parent(s)/guardian(s) are the primary educators and that it is through cooperation between them and the school that a child’s educational needs are best addressed.  The Parents/Guardians of the pupils of Scoil Charthaigh Naofa 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  • Counting and measuring and other activities involving number  • Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child’s teachers  • Filling in consent forms for the school regarding withdrawal for support teaching  • Talking positively about school and schoolwork  • Keeping the class teacher informed of any home factors which may be affecting their child’s progress  • Sharing 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  • Participating in activities organised by the school that are designed to increase the involvement of parents in their pupils’ learning  • Helping pupils to develop their organisational skills  • Helping pupils to look after schoolbooks and other resources which are loaned/rented to the pupils for use at home  • Supporting programmes and initiatives implemented by the school  • Availing of real-life situations to discuss the importance of language, literacy and mathematics  • Attending classroom support /school support or school support plus planning meetings in the school   * Inform the Post-Primary school of their child’s needs at the transition stage.   **Collaboration & Communication**  Time is allowed for meetings at the beginning of the academic year to timetable and allocate pupils. The Special Education Teachers meet regularly. The SET Teacher meets the class teacher on a formal and informal basis where necessary. The SET Teacher meets parents at the School Support & School Support Plus meetings and regularly throughout the year to review progress. Formal Parent-Class Teacher meetings are held in November and the SET Teacher may attend some of these also. SET teachers meet parents in October and June. Parents may request a meeting with teachers at any stage during the year. |

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| **7. EXTERNAL AGENCIES** The introduction of the revised Special Education Teaching Allocation Model (Special Education Circular 0013/2017) came into effect for all mainstream schools from September 2017. This meant that schools no longer needed professional reports to allocate resources to pupils experiencing difficulties in school. Scoil Charthaigh Naofa still acknowledges the invaluable expertise of professionals such as Psychologists, Speech and Language therapists and Occupational Therapists, among others. Listed below are instances when the school may seek support from outside agencies. This list is not exhaustive:   * Engagement with the NEPS psychologist in relation to specific learning or behavioural needs for individual pupils or groups of pupils. * Engagement with psychologists, speech and language therapists, occupational therapists or physiotherapists in relation to assessments, reports, school programmes etc. * Referrals made to Primary Care HSE in relation to one specific area of difficulty the child is experiencing. Parents can also make referrals and must give consent to the school to refer. * Liaising with the following agencies who are now under the umbrella group of the NCSE (National Council for Special Education): SENO (Special Educational Needs Organiser) support service, Visiting Teacher Service (for pupils with visual impairments/deaf/hard of hearing) or the SESS (Special Education Support Service). * Engaging with CAMHS (Children and Adolescent Mental Health Services), TUSLA under Child Safeguarding or Barnardos in relation to specific pupils. * Applications for Middletown Centre for Autism in some instances of particularly challenging behaviour or relevant Continuous Professional Development. |

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| **9. THE CONTINUUM OF SUPPORT**  The Continuum of Support Framework 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.  We use the Continuum of Support (CoS) Framework as set out by the Department of Education to identify and support pupils with additional needs. Like this framework, we recognise that SEN occurs along a continuum, ranging from mild to severe, and from transient to long-term. We recognise 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.  By using the CoS Framework, we can identify pupils’ educational needs, to include academic, language and communication difficulties, sensory needs, social, emotional and behavioural needs, as well as needs associated with identified physical conditions where appropriate.  The CoS suggests the following levels of support:  Academic Success Social, Emotional & behavioural competence  Additional Education Needs at Midleton CBS   |  |  | | --- | --- | | The Continuum of Support Table 1: Identification of Educational Needs through the Continuum of Support Process | | | Classroom  Support | The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in their class.  A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme. The plan may also include home-based actions to be taken by the pupil’s parents to support their child’s development. This is informed by:   1. Parental consultation 2. Teacher observation records 3. Teacher-designed measures/assessments 4. Basic needs checklist 5. Learning environment checklist 6. Pupil consultation - My Thoughts About School Checklist 7. Literacy and numeracy tests 8. Screening tests of language skills 9. Diagnostic testing   A classroom support plan runs for an agreed period of time and is subject to review. |  |  |  | | --- | --- | | **School**  **Support** | At this level a support plan is devised and informed by:   1. Teacher observation records 2. Teacher-designed measures/assessments 3. Parent and pupil interviews 4. Learning environment checklist 5. Diagnostic assessments in literacy/numeracy 6. Screening tests 7. Formal observation of behaviour including ABC charts, frequency measures 8. Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties   A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition.  A school support plan operates for an agreed period of time and is subject to review. 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. | | **School**  **Support**  **Plus** | This level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:   1. Teacher observation and teacher-designed measures 2. Parent and pupil interviews 3. Functional assessment 4. Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc   Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.  A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation. | |

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| **10. PARENTAL PERMISSION**  Parents are sent Aladdin permissions at the start of the year to grant permission for all pupils in the school to receive additional support. This is recently now on the enrolement form, Parents(s) / guardian(s) will be notified if their child is in receipt of regular support and will be invited in to contribute to their support plan. |

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| **11. EARLY INTERVENTION**  We believe it is very important to identify and assess pupils with special educational needs as early as possible so that effective interventions can be put in place. Scoil Charthaigh Naofa will invite pupils to fill in the All About Me template as a helpful tool to outline each child’s learning and development to support their needs. This information will be shared with parents.  Early intervention programmes may be provided by the Class Teacher and / or by the SET Teacher. Close collaboration and consultation between the Class Teachers and the SET Teachers, should identify pupils who may be in need of early intervention. Teacher observation and professional opinion will be given due consideration in the selection of pupils for early intervention programmes at Classroom Support / School Support level.  The BIAP Screening test is administered in Junior Infants during their second term in school. The MIST (Middle Infants Screening Test) is administered to all pupils in Senior Infants during the second term of the school year. Where a child does not reach the required standard, parents are notified, difficulties are outlined, and a programme of work is implemented to assist the child. This programme of work is supplemented in the school setting through differentiated teaching approaches.  In Mochuda, the Psychoeduactional profile (Pep-3) is used to assess the skills and behaviours of children with autism. It is a standardised and norm-referenced scale, is designed to assess the development of communication and motor skills and the presence of maladaptive behaviours in children with autism spectrum disorder (ASD). This is carried out in September/October with all Mochuda pupils by their Class Teacher. Scoil Charthaigh Naofa employ an ethos that is based on the TEACCH method but do not subscribe to one approach to the education of Autistic children. We regard sensory regulation as directly impacting emotional regulation as a prerequisite to learning. Our self-devised curriculum is informed by AISTEAR and the DES Autism Good Practice Guidance for Schools.  We have many agreed approaches to the teaching of English and Mathematics in order to ensure progression and continuity from class to class. Concrete materials are used at every opportunity and a print-rich environment is promoted.  Provision of additional support/early intervention for early literacy and mathematical skills where required and when possible. Approaches include but are not exclusive to Phonological Awareness, Guided Reading, Reading Recovery, Maths Team Teaching, individual and small group Numeracy support. etc. |

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| **12. INFORMATION GATHERING & ASSESSMENT**  Assessment is part of what a class teacher does on a daily basis for all pupils. Some methods include self-assessment, questioning, teacher observation, portfolios of work, teacher-designed tasks and tests, ability tests, attainment tests, teacher observations, parental reports and the views of the pupil. The information gathered enables the teacher to plan learning experiences based on the appropriate objectives from the curriculum. In order to identify pupils who may require supplementary teaching, screening is carried out in all classes annually and further diagnostic testing may need to take place. The information gathered from these formal assessments is then used to inform decisions for support plans. |

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| **13. STUDENT SUPPORT FILE:**  The Student Support File provides a process for recording and collating all information in relation to the pupil, in order to plan interventions aligned to their identified strengths, interests and needs, and to facilitate the documentation of their response to intervention. It tracks a pupil’s pathway through the Continuum of Support and guides which supports and evidence-informed interventions are most appropriate.  The Student Support File holds all the information regarding the additional support provided to the child. This includes:  • Log of actions  • Relevant information gathered to develop understanding of strengths, interests and needs  • Student Support Plans that are developed and monitored over time  • Information on attendance  • Interventions, accommodations and other supports  • Records of consultations  • Details of reviews and response to intervention  • Copies of professional reports and / or correspondence relevant to supporting the child at school  • Copies of relevant information from pre-school settings and/or previous school settings  • Records of relevant communications with parent(s) / guardian(s) |

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| **14. SCHOOL SCREENING:**  Class teachers have responsibility for administering and marking screening tests.   |  |  |  |  | | --- | --- | --- | --- | | The following procedure for whole school testing is in place. **Test** | **Class** | **When administered** | **Who administers** | | BIAP | Junior Infants | Before Easter | Class Teacher / SET | | MIST | Senior Infants | Before February Mid-Term | Class Teacher / SET | | Drumcondra Reading | 1st – 6th | May | Class Teacher | | Sigma-T Maths | 1st – 6th | May | Class Teacher | | Drumcondra Spelling | 1st – 6th | October | Class Teacher | | NNRIT  PEP-3 Mochuda September/October Class/Teacher | 2nd | November | SET | |
| **15. TIMETABLE**   * SENCOs, in collaboration with SET teachers, formulate timetables for the provision of SET support and update them as required. * All times allocated are subject to review and follow the underlying principle that the pupils with the greatest level of need access the greatest level of support. * SNA timetables are formulated based on the yearly SNA allocation from the NCSE. These timetables are regularly reviewed in line with pupils’ care needs. |

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| **16. RECORD KEEPING:**  All pupils’ SEN files are stored in a locked filing cabinet with a digital copy added to their pupil profile on the school’s Google Drive. It is the responsibility of class teachers to update, manage and store classroom support plans, and the responsibility of SET Teachers to update and manage the files of the pupils on school support and school support plus that they support. The following must also be kept on file in relation to those pupils on School Support or School Support Plus level of the Continuum of Support;  • Psychological Reports  • Copy of referrals made to outside agencies  • Copy of reports from outside agencies  • Record of SEN meetings with parents, outside agencies and inter- school meetings  • Record of SEN correspondence between parents, outside agencies and school staff  • All information is managed in accordance with the directives of GDPR.  Whole Class standardised assessments and screening tests are given to the SEN Coordinator to store in the Central File. Individual Files of 6th Class pupils transitioning to secondary school are also moved to the Central File at the end of the year. |

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| **17. TRANSITIONING TO SECONDARY SCHOOL**  Good planning and support for transition helps to ensure the successful transfer of pupils from primary school to post-primary school and between special and mainstream settings. Effective transition support and planning can enhance the educational experience of the pupil and help reduce potential anxiety, particularly for the SEN pupils. Links are already established with ‘transition’ schools in the area for our pupils. Where appropriate, a visit to these schools will be arranged.  To support the reporting and transfer of pupil information from primary to post-primary schools, Scoil Charthaigh Naofa utilise a variety of the following;  • 6th Class Report Card  • My Profile sheet (for pupils)  • My Child’s Profile sheet (for parents)  • Reports from outside agencies and Support Plans are sent where parental permission has been sought  • NEPS Primary to Post Primary Transfer Resources |

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| **18. MONITORING & REVIEWING**  This policy will be communicated to staff and the school community as appropriate and will be subjected to regular review.  The BOM will ensure that SEN provision is an integral part of school development and will evaluate the effectiveness and success of this policy by monitoring:  • The standards obtained by pupils with special educational needs  • The number of pupils at each of the three stages: Classroom Support, School Support & School Support Plus  • The level and pattern of help (i.e. average time allocated and the balance of in-class and withdrawal support)  • Views of parents  • Staff views  • Pupils’ views |

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| **19. IMPLEMENTATION:**  **Roles and Responsibilities** The plan has been drawn up through collaboration with the Principal Emmett Breathnach, SENCO and Acting Deputy Principal Naomi Boland and the SET team of teachers.   * 1. **Timeframe** * This plan will start to be implemented in October 2025 * Staff will review this plan in September 2026 and amend if necessary |

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| **20. REVIEW AND RATIFICATION:**  Ratification:  This plan was ratified by the Board of Management on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Signed:  Chairperson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Emmett Breathnach |