

*Coolick N.S.
Kilcummin,
Killarney
Co. Kerry
V93 DW65
Tel: 0669764549*



*Email: coolickns@gmail.com
www.coolickns.com*

*Scoil Chuil Lice
Cill Chuimín
Cill Áinne
Co. Chiarraí
V93 DW65
Fón: 0669764549*

COOLICK NATIONAL SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Introductory Statement

This policy provides for the provision for Pupils with Special Educational Needs in a mainstream setting. This SEN policy was coordinated by the principal, in consultation with staff in September 2022. This policy is drawn up in accordance with Circular No 0013/2017. Coolick National School consists of 4 classroom teachers, one full time Special Education Teacher and one shared Special Education Teacher and two Special Needs Assistants

Rationale

In drafting this policy for Coolick National School, we pay particular attention to the Education for Persons with Special Educational Needs Act, 2004 (EPSEN), Section 1, which defines a special educational need as

“ a restriction in capacity to participate in and benefit from education due to an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition.” ,together with the NEPS Continuum of Support Guidelines and Circular 0013/2017, which refer to pupils whose achievement is at a very low level and who are at risk of not reaching adequate levels of proficiency in literacy and numeracy before leaving primary school.

This policy will address all special needs through the continuum of support and taking into account the ethos of Coolick National School. The principle of this policy is that pupils with **the greatest level of need have access to the greatest levels of support** is of primary importance.

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1. Aims

The principle aim of all additional school support is to optimise the teaching and learning process in order to enable all pupils with special educational needs to experience success at school and to

achieve adequate levels of proficiency in literacy and numeracy before leaving primary school. Coolick National School will seek to make best use of the resources at its disposal in order to:

- Identify all children experiencing learning difficulties and to put in place appropriate school support for these children and children transitioning from preschool or other schools who have been identified for additional support previously
- allocate support 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 SET team, principal, staff and parents/guardians
- Enhance the confidence of the child and develop their self esteem
- Work closely with parents as partners in their child's education
- Enable the children attending supplementary teaching to participate as much as possible in the full curriculum for their class level
- Provide supplementary teaching and additional support in English (reading writing, spelling, oral language spelling and comprehension) ,speech & language , Maths, social interaction/social skills, emotional and behavioural support, motor skills, sensory support and application to learning tasks

2. Roles and Responsibilities

a) Board of Management

The Board should:

Oversee the implementation of the school policy on special needs, ensure that adequate classroom accommodation and teaching resources are provided for the class and support teacher, provide adequate funding for the purchase of special needs materials and provide a secure facility for the storage of records.

b) The Principal

The School support Guidelines (2000, P.39) outlined 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. The Principal has overall responsibility for the development and implementation of the school policy on special educational needs. This involves ensuring that the teachers and parents of pupils selected for supplementary teaching are enabled to fulfil their roles as outlined in the school plan. All official communication with DES, inspectors, SENOs etc. and all paperwork relating to application for resources of any kind will be the final responsibility of the Principal. The Principal will also liaise regularly with the special education team.

The school principal should:

- Implement and monitor the school's Special Educational Needs policy on an on-going basis.
- Assign staff strategically to specific roles, including special education roles
- Co-ordinate the work of staff 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 staff in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area
- work collaboratively with the SET team and classroom teachers to assign responsibility for coordinating additional support
- communicate with the SENO (Special Education Needs Organiser) in conjunction with the SET
- 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

c) The Class Teacher

Effective teaching and learning is 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. Accordingly, classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom. They may need to adapt their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers should implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with special educational needs. Class assessments, including teacher observations, class tests, teacher designed tests and standardised tests will be used to identify children in need of supplementary teaching.

These include:

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

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

This can be achieved by:

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

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

The class teacher will:

- 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 SEN Co-ordinator 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
- open a Pupil Support File once additional needs have been identified and require classroom support
- develop classroom support plans for children in receipt of Classroom Support
- collaborate with staff to develop School Support Files for each pupil in receipt of School Support
- meet and collaborate with Special Education Teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support and School Support Plus.
- 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
- co-ordinate the role and responsibilities of the SNA in relation to the needs of pupils with SEN within the class(es).
- liaise with and seek advice from their Special Education Teacher

d) Effective teaching and learning: The role of the Special Education Teacher

Special education teachers should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles. 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.

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

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. Short-term planning should reflect the Support Plan targets and should break down the development of skills and content into small incremental steps to address each pupil's specific needs on a weekly basis. Outcomes for pupils should be routinely assessed, recorded and used to review progress. These outcomes should also be used to inform the targets for the next phase of intervention.

Prevention and Early Intervention Strategies

In view of the substantial international evidence that early-intervention and prevention programmes can lead to improved outcomes for pupils, school will ensure that some teaching resources are used for this purpose. Coolick National School engages in a process of self-reflection and review, to become aware of whole-school issues that will be addressed through early-intervention programmes, which are evidence-based and which are responsive to the local context.

Coolick National School has the flexibility to innovate by developing and trialling new approaches and by using assessment data to evaluate the efficacy of these interventions. Developing and sharing successful practice has the potential to contribute to improvements in the overall provision for pupils with special educational needs.

Coolick National School may deploy additional teaching resources in junior classes to strengthen station teaching approaches which target the promotion of language, literacy and numeracy skills. The use of early-intervention and prevention programmes helps mitigate the development of learning, social and emotional difficulties. A Balanced Approach to Literacy Development is an example of a resource for early-intervention and prevention of literacy difficulties.

All intervention programmes should be carefully monitored to assess and record their impact

on pupil progress, participation in learning and in school life.

Our strategies for preventing learning difficulties *may* include:

- The development of agreed approaches to the teaching of Literacy and Numeracy in order to ensure progression and continuity from class to class.
- Provision of additional support in language development and any relevant early literacy and mathematical skills to pupils who need it.
- 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.
- Promotion of literacy e.g. Print-rich environment, DEAR (Drop Everything and Read), Reading Eggs
- Reading Buddies
- Promotion of Numeracy e.g. Mata sa Rang, online Maths programmes
- Parental involvement in promoting literacy and numeracy
- Differentiation - adapting the learning environment.
- In-class support from the SET team/ Team Teaching
- Literacy Lift Off
- Withdrawing individuals/groups.
- Elements of Reading Recovery
- Aistear.
- SNIP
- Stride Ahead
- Tile Style
- Peer Tutoring
- Jolly Phonics and Letter Land
- Precision Teaching
- Social Stories
- Multi-sensory Approach to Learning.

- Guided Reading
- Building Bridges of Understanding Comprehension Programme
- Phonological Awareness Training (Sounds Abound Programme/ Newell Spelling Programme)
- Zippy's Friends
- Friends for Life

There are two school support teachers, one full time post and one shared. SET will:

- familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs
- assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention
- collaboratively develop and review Support Files for each pupil selected for school support teaching with class teachers and other staff
- meet with class teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support and School Support Plus
- meet three times a year with relevant staff (e.g. September, January and June) and relevant staff to review School Support Files
- update and maintain planning and progress records for each individual or group of pupils in receipt of school support
- provide supplementary teaching for literacy and numeracy on a withdrawal and in class support basis
- support whole-school procedures for screening
- administer and interpret diagnostic tests, where applicable, and inform class teachers and parents of the outcomes
- meet with parents regarding any concerns about their child and update them regarding their progress
- co-ordinate class groups and offer advice and support to class teachers regarding pupils on their caseload
- discuss the needs and progress of children on their caseload at planning meetings
- provide necessary information to a SEN pupil's receiving school once a transfer letter has been received
- in conjunction with the principal, liaise with NEPS and external agencies

e) The Parents/Guardians

Collaboration and sharing of relevant information between home and school are essential elements of our SEN policy. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning.

Parents can prepare for and support the work of the school by maintaining good lines of communication with the class teacher/SEN team in relation to their child's learning at home, behaviour and involvement with outside agencies.

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
- 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
- collaborate with Classroom Teacher/ Support Teacher in developing the student's Support File outlined and engage in suggested home-based activities
- inform the post-primary school of their child's needs, at the transition stage

f) Special Needs Assistant

The Special Needs Assistant should ensure the care needs of the pupil they are assigned to are met and communicate regularly with the class teacher and SET in relation to the child(ren). They should provide input on the needs of the child, and assist the child in displaying their work and in any possible transition period for the child i.e. moving school or from one class level to another.

The SNA should:

- support the needs of pupils in effectively accessing the curriculum
- contribute to the quality of care and welfare of the pupils
- support learning and teaching in the classroom
- attend, where possible, training courses/workshops.
- attend School Support meetings and/or meetings with relevant professionals, when necessary
- ensure the safety of the SEN pupils in the schoolyard, and be present for the duration of the yard breaks along with the teachers on duty
- maintain a record of support provided to their SEN pupils using SNA diaries provided.
- accompany SEN pupil to supplementary lessons when appropriate
- For further details, see our SNA Policy

g) Pupils

Pupils in receipt of supplementary teaching should, where appropriate: be familiar with the short and medium learning targets set out for them, contribute to the selection of texts and materials relevant to their learning and participate in appropriate assessment activities, including self-assessment.

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
- be given the opportunity to communicate their thoughts about school. See template on NCSE.

A high level of teamwork is necessary in order for the needs of those children chosen for supplementary teaching to be met. The primary concern of the team will be how to best meet the needs of the pupils within their remit.

Where a student attends more than one support teacher, all teachers, including the class teacher, should be involved in the school support plan process. (See also The Continuum of Support section.)

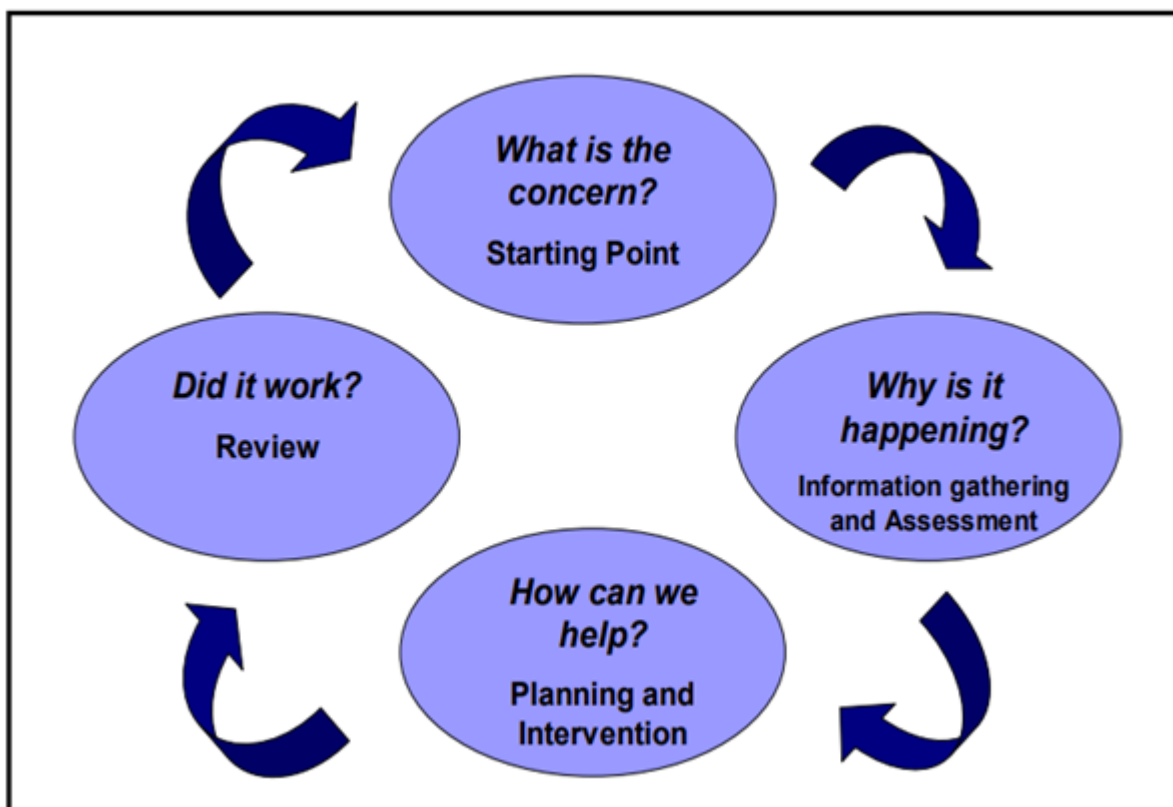
3. Identifying Pupils with Additional Needs Continuum of Support

The Department has set out the Continuum of Support framework to assist schools in identifying and responding to pupils' needs. This framework recognises 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 educational needs. Coolick National School will use this framework to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support, and that these interventions are informed by careful monitoring of progress.

Special Educational Needs: A Continuum of Support: Guidelines for Teachers & Resource Pack for Teachers

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

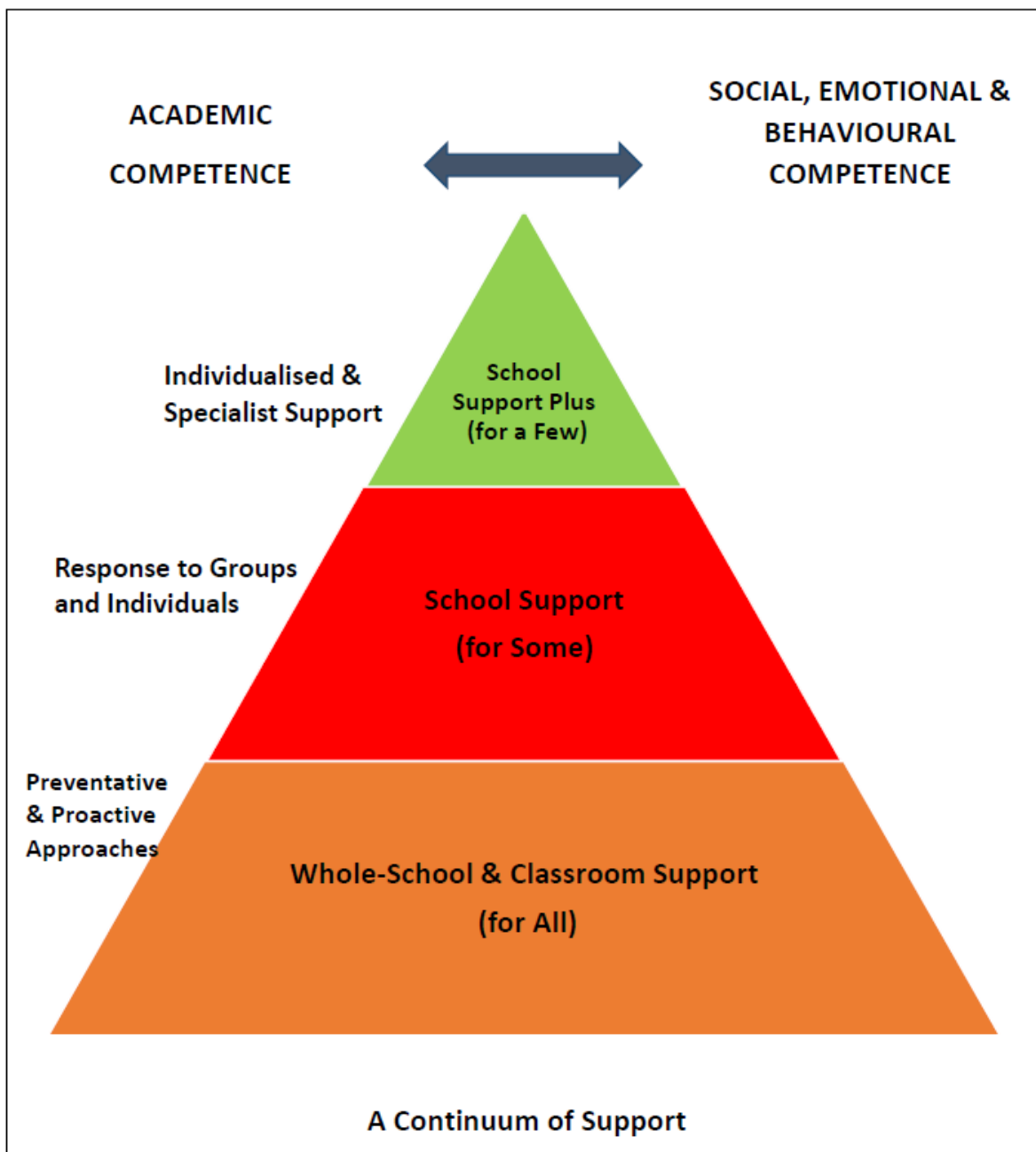
The Continuum of Support is a problem-solving model of assessment and intervention that enables schools to gather and analyse data, as well as to plan and review the progress of individual pupils. This problem-solving process is illustrated as follows:



Identification of educational needs is central to the new model. Using the Continuum of Support framework, schools can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. The framework emphasises the importance of looking at a pupil's needs in context, and provides useful resources to support this (for example, Learning Environment Checklist, Teacher Checklist for Whole-class Structures and Supports).

The Continuum of Support enables schools to identify and respond to needs in a flexible way. This means that needs can be responded to as early as possible. Of course, the principle that pupils with **the greatest level of need have access to the greatest levels of support** is of primary importance. This approach is also supported by information and engagement with external professionals, as required.

The Continuum of Support suggests the following levels of support:



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.

Children will be selected for supplementary teaching in accordance with the Continuum of Support Guidelines. Coolick National School will use the following to guide us on identifying pupils in need of additional support:

- Summaries of professional reports, teacher checklists, as well as standardised test results (Senior Infants to 6th class) will be examined.

Table 1 below outlines how Coolick School will collect evidence about pupils' educational needs at each level of the Continuum of Support. This evidence will then be used to adapt teaching, to plan the next steps in pupils' learning and to gauge their responses to interventions. When data is carefully collected, shared and compared, we will identify and respond to all those pupils who have special educational needs.

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

(Primary Guidelines, p.9-10)

Classroom Support	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> • Parental consultation • Teacher observation records • Teacher-designed measures /assessments • Basic needs checklist * • Learning environment checklist* • Pupil consultation - My Thoughts About School Checklist • Literacy and numeracy tests • Screening tests of language skills <p>A Classroom Support plan runs for an agreed period of time and is subject to review</p>
School Support	<p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"> • Teacher observation records • Teacher-designed measures / assessments • Parent and pupil interviews • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition. A School Support Plan operates for an agreed period of time and is subject to review</p>
School Support Plus	<p>This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> • Teacher observation and teacher-designed measures • Parent and pupil interviews • Functional assessment • Results of standardised testing such as measures of cognitive ability; social,

	<p>emotional and behavioural functioning; adaptive functioning etc.</p> <p>Data generated from this process are then 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.</p>
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***These checklists are available in the Continuum of Support Guidelines for Teachers**

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 class teacher and parents, with support from the Special Education Teacher when necessary, discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporate

School Support

In some cases, interventions at classroom support level are not enough to fully meet the pupil's special educational needs. School Support may, therefore, be required. The class teacher needs to involve the Special Education Teacher Team (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.

School Support Plus

If a pupil's additional educational needs are severe and/or persistent, they are likely to need intensive support. School Support Plus will generally involve external agencies in the problem solving, assessment and intervention process. However, the information from Classroom and School Support Plans will provide the starting point for problem-solving at this level.

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

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

Children with psychological reports and who have additional needs on the basis of a diagnosis and/or medical condition are prioritised. In the case of pupils identified as having very significant special educational needs, intervention at School Support Plus will be accommodated.

4. Consultation with Parents of Children Selected for Supplementary Teaching

As part of Coolick National School's enrolment forms, parental permission is required for children to attend school support and for individual diagnostic testing to be carried out on such children. Where parents/guardians refuse permission for either of the two above, the school will request this refusal in writing. See Appendix 1.

Where School Support Plans are concerned, a meeting, either in person or by phone, with parents to discuss the child's strengths, weaknesses and priority learning needs will be arranged. The appropriate support plan (Classroom Support/School Support/School Support Plus Plan) will be drawn up by the SEN team member(s) in consultation with the class teacher. Note: where a child is offered supplementary teaching in more than one area, the consultation process will be carried out jointly by the SETs concerned.

Parents of children receiving supplementary teaching will be allocated an appointment time to meet the relevant Classroom teacher/SEN team member(s) at a Support Planning Meeting to plan for future intervention and review progress. These planning consultations usually take place in October and reviewed in February.

5. Provision of Supplementary Teaching- Allocating special education teaching resources to effectively meet needs.

Special education teachers must be deployed to address the needs of pupils with special educational needs in schools. An important aspect of the revised allocation model is that additional teaching supports are deployed according to identified needs, rather than being based on a diagnosis of disability. This gives schools greater autonomy and flexibility in how they allocate special education teaching resources. Schools may deploy special education teachers in a variety of ways in order to effectively meet pupils' needs (for example, in-class support, group withdrawal). Coolick National School will utilise previous experiences of allocating resources under the general allocation model to guide them as they allocate resources under the revised model.

Effective communication and engagement with parents is critically important in moving towards a needs-based approach to the allocation of additional teaching resources. This is enhanced when parents are consulted in relation to their child's needs, support plan, and are involved in regular reviews of progress.

When allocating teaching resources, we are mindful of the benefits of early- intervention and prevention programmes and will allocate teaching resources as required, based on identified needs and school context. Coolick National School will also aim to strike a balance between in-class support, group and individual support. Importantly, the level and type of support should reflect the specific targets of individual pupils as set out in their support plans and be 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.

When deploying teaching resources, Coolick National School will maintain time for co-ordinating, planning and reviewing activities to ensure effective and optimal use of supports. Co-ordination time should, however, be kept to a minimum in order to ensure that teaching time is maximised. Additionally, flexibility in terms of resource allocation is required to allow for emerging needs during the school year. The school principal will take into account the professional development record and acquired expertise of teachers when allocating teaching roles and 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.** In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as language, EAL, social interaction, behaviour, motor /coordination skills, emotional development and application to learning.

Table 2 outlines our school’s process in the allocation of Additional Teaching Supports for Pupils with Special Education Teaching.

Table 2: Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs (Primary Guidelines, p. 19-20)

<p>Action 1: Identification of pupils with special educational needs</p>	<p>Review existing information on pupils’ needs, using school-based data, and any information from parents and external professionals. Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
<p>Action 2: Setting targets</p>	<p>Based on individual needs, set clear learning targets for each pupil at each level of the Continuum of Support.</p>
<p>Action 3: Planning teaching methods and approaches</p>	<p>Identify the level and type of intervention required to meet targets for each pupil on the Continuum of Support. School will consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. They should also be mindful that the interventions and supports that they are using are evidence-informed.</p>
<p>Action 4: Organising early intervention and prevention programmes</p>	<p>Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.</p>
<p>Action 5: Organising and deploying special education teaching resources</p>	<p>Cross-reference the needs of pupils at School Support and School Support Plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place.</p> <p>Be mindful of the requirement that pupils with the greatest level of need</p>

	should receive the greatest level of support from teachers with relevant expertise.
Action 6: Tracking, recording and reviewing progress	<p>Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored:</p> <ul style="list-style-type: none"> • At Whole-school and Classroom Support level by all teachers • At the School Support and School Support Plus levels by class teachers and special education teachers

(Refer to the principles set out on page 5 of these guidelines)

Refer to appendix for school provision planning template. This template provides support to our school in planning and documenting provision for pupils with special educational needs at whole-school level.

Note re Differentiation

- Differentiation is ongoing throughout the school. As part of our Special Educational Needs Policy we endeavour to cater for all groups and/or individuals with differing needs throughout the school.
- We also cater for the high-achieving/early finishing children in our school, aware of their need to be further challenged. School activities take place throughout the year and are aimed at providing an extra challenge for these children.

In-Class Teaching

Both in- class support and team teaching are practised throughout our school. This is arranged between class and SEN teachers and reviewed regularly. All of our SEN teachers are combining in-class support with withdrawal, some to a greater extent than others due to the needs of the various pupils and classes. Topics currently being covered by SEN teachers in-class are as follows: mental Maths, problem solving, spelling skills, social skills, peer tutoring, comprehension strategies such as Building Bridges of Understanding, station and team teaching, together with in-class support for individual pupils with needs.

6. Support File 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.

Student Support File

We use a Student Support File to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates us in documenting progress and needs over time and assists us 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 and is stored on "SET file" on the SETs laptop.

A class teacher or class coordinator should open a Student Support File once a child is placed on Stage 1 – Classroom Support on the continuum. This is stored in the child's file in the filing cabinet in the class teacher's room. If a child has any reports these are stored in the SEN filing cabinet in the SET's room. It is responsibility of the SET and Class Teacher to ensure the reports are read and the recommendations are being implemented.

Support Plans

We use three different support plans for the three stages of support on the Continuum of Support.

Stage 1 – Classroom Support

A Support Plan at stage 1 is a Classroom Support Plan (CSP). This 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 management 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.

Stage 2 – School Support

A Support Plan at stage 2 is a School Support File. This plan is drawn up by the class teacher and appointed SET teacher. 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 normal 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.

Stage 3 – School Support Plus Plan

If a pupil's special educational needs are severe and/or persistent, they are likely to need intensive support (Stage 3). School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process.

A Support Plan at stage 3 is a School Support Plus File. This plan is drawn up by the class teacher and appointed Special Education Teachers, in consultation with the child's parents/guardians, professionals external to the school and (if appropriate) the child based on the information gathered. There will be at least two meetings/consultations per year which will be attended by the Class Teacher, the SET involved and the parents.

All parties involved in working with the child both inside and outside the school will be consulted in drawing up the School Support Plus Plan.

- The development of literacy and numeracy skills will be a major component of many interventions at SS and SSP. However, special educational needs in areas such as oral language, social interaction, behavioural, emotional, motor skills and application to learning tasks may also need to be addressed.

7. Assessment

Assessment is part of what a class teacher does on a daily basis for all children. 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. 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. The information gathered from these formal assessments is then used to inform decisions for support and pupil's support plans.

See Our Assessment Policy for Further Detail

8. Record Keeping / Monitoring Progress

Files/records pertaining to SEN children are treated as confidential and stored securely. The following people have access to such records as appropriate and necessary: Principal; class teacher; SEN teacher; SNAs; parents/guardians; SENO, DES officials and inspectors.

Records are kept in the following ways:

Standardised Assessment results are kept in the school database. All test records are kept on the School Database and by each relevant SEN teacher and Class Teacher. These records will be held by the school until the **youngest child in the class group reaches 25 years of age.**

The Whole School Profile are kept in the SET teacher room, locked in a secure cabinet.

These contain:

- Classroom Support Plans
- School Support Plans
- School Support Plus Plans
- List of all children who have reports from outside agencies. e.g. Psychological reports, Medical reports etc.

All Psychological/Medical Reports are kept in a locked file in the central SEN room.

At the end of each year all SNA Record Diaries are stored securely in a cabinet in the SEN room.

SEN teachers keep weekly or fortnightly planning notes.

It is the responsibility of SETs and Class Teachers to update and manage the files of the children on Classroom Support, School Support and School Support Plus.

a) Individual SEN Files

It is the responsibility of SETs and Class Teachers to update and manage the files of the children on Classroom Support, School Support and School Support Plus.

The following should be stored;

- Psychological Report
- Reports from outside agencies
- 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.
- Log of Actions

b) Whole School SEN Records

Whole School SEN records are stored in a locked filing cabinet in the SET's room and on Aladdin.. It is the responsibility of the SETs to manage and update these.

c) Class Profiles

Class Profiles are stored in the classroom teacher's room and Aladdin. The SEN teacher/previous class teacher is responsible for providing the new teacher with relevant information. This exchange should take place during SEN/class teacher transfer meetings in June or September each year.

d) Classroom Support Plans

Classroom Support Plans are kept by the relevant SEN teacher and class teacher during the year he/she is teaching the child. The class teacher keeps a copy of this in the pupil's individual file. At the end of the school year these files are handed on to the next teacher or SEN Teacher.

e) School Support Plan

The School Support Plan is kept by the SEN Teacher during the year he/she is teaching the child. Relevant staff have access to this plan.

f) School Support Plus Plan

School Support Plus Plans are kept by the SEN teacher during the year he/she is teaching the child. Relevant staff have access to this plan.

External Assessment

All children who have been assessed by an educational psychologist, clinical psychologist, speech therapist etc. or who are in the process of being assessed, have a file in the SEN room. All reports, relevant forms and letters pertaining to that child are kept in this file. It is the responsibility of the SEN teacher responsible for the class to inform and show these reports to the new class teacher. The original copy is kept in the filing cabinet of the SET room. No copies to be made of these reports unless directed by the Principal.

9. In School Communication

The Continuum of Support stages, class profiles, individual assessment records and relevant support plans provide a written record of the progress of children who receive supplementary teaching. In order to deliver support in the most effective manner, it is necessary to ensure adequate provision is made for consultation between teaching staff. To this end:

- As part of the process of pupils changing class each year, the following meetings take place at the end or the beginning of the year: SEN to SEN; class teacher (outgoing) to SEN; SEN to class teacher (incoming).
- The SEN teacher provides support to teachers whom have concerns about pupils at any time..
- SEN teachers may attend the class level planning meetings for the classes they have been designated in order to obtain the class teacher's monthly plan in order to provide for linkage and integration in their own planning.
- The SEN teacher provides a report to the class teacher on a regular basis.

10. Co-ordinator for Special Education Needs

The Co-ordinator for Special Education Needs is the Deputy Principal. She is responsible for the following,

- Organising SEN team meetings
- Liaising with relevant parties in relation to pupils at School Support Plus.
- Ensuring meetings and review meetings with relevant class teachers, SEN teachers, SNAs and parents are held.
- Storage of reports and/or assessments from outside agencies
- Overseeing the completion of and storing of pupil profiles, classroom support, school support and school support plus plans
- Recording, updating and storing Exemptions granted, new psychological reports, timetables etc.
- Informing colleagues of any upcoming courses/seminars relevant to special needs education

- Reporting SEN team developments to staff at whole staff meetings.
- In collaboration with the AP II post holder, organising the purchase, administration, storage and updating of standardised testing for the school.
- Arranging 6th class transfer meetings for the children who will need support at second level.
- Compiling a list of concerns and liaising with the Principal in order to prioritise those in need of formal assessment. (June./Sept)
- In conjunction with the SET, liaising with NEPS psychologist and other relevant professionals.
- In conjunction with the SET team, applying for throughout the year and appealing decisions made by the SENO.
- Liaising with parents and local playschools for incoming pupils with special needs.
- Ensuring that the Special Education needs of the school are being met most effectively by the SEN team.
- Ensuring the SEN policy is updated accurately.
- Planning, coordinating and implementing the early intervention programme in the school.

11. 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 child 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 teacher is responsible for ensuring that both they 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 a child is supported by an SNA, and when deemed appropriate, s/he may withdraw the child from the class.
- For Multi-Sensory Area, please see our Multi-Sensory Area Policy, Appendix 3.

12. List of Appendices

- Appendix 1 – Form be completed where parents do not wish their child(ren) to avail of additional support
- Appendix 2 – SNA Policy
- Appendix 3 – Multi - Sensory Area Policy.

13 . Implementation and Review of Policy

Monitoring and review of this policy is an ongoing and developmental process. Pertinent issues and concerns may be brought to the attention of staff or Board of Management meetings by the school Principal.

Ratification and Review

This plan was formally ratified by the Board of management on the 3rd of October 2022
It will be reviewed when the school deem it is necessary to do so based on emerging needs.

Ciara Irwin Foley

Chairperson, Board of Management

Date; 03/10/22

Gearóid O Sullivan

Principal & Secretary of Board of Management

Date; 03/10//22

Appendix 1.

*Coolick N.S.
Kilcummin,
Killarney
Co. Kerry
V93 DW65
Tel: 0669764549*



*Scoil Chuil Líce
Cill Chuimín
Cill Áine
Co. Chiarraí
V93 DW65
Fón: 0669764549*

*Email: coolickns@gmail.com
www.coolickns.com*

Re: Letter of Non-Consent for Child to Attend Additional Support.

I/We have discussed the progress of our child _____ in _____ (class) with the class teacher/ SE Teacher and **do not** give consent for him/her to receive additional support from the Special Education Teacher.

Signed _____ Signed _____

(Parent/Guardian)

(Parent/Guardian)

Appendix 2

*Coolick N.S.
Kilcummin,
Killarney
Co. Kerry
V93 DW65
Tel: 0669764549*



*Scoil Chuil Lice
Cill Chuimín
Cill Áirne
Co. Chiarraí
V93 DW65
Fón: 0669764549*

*Email: coolickns@gmail.com
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Special Needs Assistants (SNAs) Policy and Guidelines

SNAs are appointed by the Board of Management subsequent to the allocation of SNA hours by the NCSE. Depending on the cumulative number of hours allocated to the school, they may be appointed on a full-time or part-time basis.

All SNAs, whether full-time or part-time, will be required to sign a standard contract which lays out the terms of their employment.

The Policy was devised following a consultative process with all interested parties, and is guided by the relevant legislation such as The Education Welfare Act 2000 and the EPSEN Act 2004 and DES Circulars 07/02, 08/03, 24/03, 13/04, 02/05, 12/05, 15/05, 71/1, 30/14 and 35/22.

Rationale

The policy was formulated:

- ✓ To provide staff and parents with clear guidelines and expectations with regard to the SNA role and responsibilities within the school
- ✓ To ensure each SNA appreciates and understands the important role they have in contributing positively to the learning experiences of the children and the overall efficiency of the school
- ✓ To ensure best practice and continuity in how we work in Coolick National School.

Aims

- ✓ To facilitate the recognition of SNAs as valuable members of staff in a whole school context
- ✓ To ensure the effective deployment of SNAs in enhancing the social skills and self esteem of designated children.
- ✓ To enable the SNA to be an effective support to the class teacher
- ✓ To provide optimum learning experiences for designated children through judicious use of the skills and talents of the SNA
- ✓ To clarify the tasks and duties to be undertaken by the SNA
- ✓ To ensure accountability and effective record keeping.

Staff Roles

The Principal.

- ✓ Assigning role specific and child specific tasks to the SNA in association with the class teacher
- ✓ Co-ordinating the integration and devising the role profile of the SNA
- ✓ Monitoring the effectiveness of the SNAs contribution to the needs of designated children
- ✓ Promoting in-service training. The Board of Management may fund or part-fund this professional development.
- ✓ Managing areas of conflict which may arise, with the assistance of the Deputy Principal.
- ✓ Provide a workspace for each SNA including chair and table.

Special Educational Teachers

- ✓ Assume responsibility for paperwork for pupils with access to SNA's in consultation with all relevant parties including the parents, SNA, class teacher and principal.

Class Teachers

- ✓ Ensure SNA support is available for those who need it in a class situation and identify the appropriate tasks to be completed by the SNAs
- ✓ Collaborate with the SNA with regard to planning and timetabling
- ✓ Devise a list of classroom tasks to be undertaken by the SNA when time is available e.g. teacher in-service days, time before/after school, etc.

SNAs

- ✓ There are 2 SNAs presently employed in the school and are an important part of the school team.
- ✓ The SNA always works under the direction of the class teacher or Principal
- ✓ Circular 30/2014 states that *'SNAs should be deployed by schools in a manner which best meets the care support requirements of the children enrolled in the school for whom SNA support has been allocated. It is a matter for schools to allocate the support as required, and on the basis of individual need, which allows schools flexibility in how the SNA support is utilised. Once allocated to schools, SNAs are important and valued members of the school community. An SNA is an important whole school resource. SNAs participate fully in the life of the school and may therefore also assist other children in the school, who from time to time need assistance, or who have intermittent care needs, but who may not have been assessed as requiring SNA support on a permanent basis'*.
- ✓ The teacher plans lessons and directs learning. The SNA provides support in assisting the pupils to access the curriculum.
- ✓ The SNA should be familiar with all relevant school policies, in particular the school Code of Behaviour and Child Protection guidelines.

Guidelines for Special Needs Assistants

Confidentiality

- ✓ Due discretion is expected in all matters of a confidential nature.

Times and Timetables

- ✓ SNAs will be given a timetable by the Principal at the start of the year. Timetables are subject to change in response to changing needs in the school.
- ✓ SNAs break time will be outlined on their individual timetables.
- ✓ SNAs also work 12 days/72 hours outside the school calendar at the discretion of the Board of Management and Principal. This is on a pro rata basis for parttime SNAs.
- ✓ SNAs are required to attend before and after school in order to help with the preparation and tidying up of classrooms, reception and dispersal of children etc. (Circular 0071/2011)

Planning and Reporting

- ✓ SNA should document and record any incidents where the care needs of the child are evident, incidents of behaviour, occasions when help is required to access the curriculum, other significant events of the day and other relevant information in the Coolick NS SNA Daily Diary. These diaries should be kept in school at all times. These diaries will be stored with the SEN files at the end of each school year.
- ✓ A copy of relevant pupils' Support Plans will be available to the Teacher, Principal and SNA.
- ✓ Time for the teacher to meet with the SNA re. planning can be organised. Teacher should outline expectations for the child(ren) and outline to the SNA how these expectations might be achieved. SNA's own initiative when planning and organising activities with the class teacher is an important part of helping the child(ren) meeting expectations.
- ✓ SNA must refer all matters on curriculum, classroom management, discipline or incidents of concerns etc. to the classroom teacher

Level and type of classroom Assistance

- ✓ Information received on children, and observations made in classrooms, need to be handled sensitively and carefully
- ✓ The focus will be on an "Enabling mode" and avoiding the "Velcro mode"
- ✓ Avoid over-talking and providing a 'running commentary' of what to do next – this allows the child to concentrate and think independently
- ✓ While helping children to access the curriculum, participate in group work and stations.
- ✓ Explain how to do tasks but avoid giving the solution to a task or problem.
- ✓ Encourage the child to come up with the answer by questioning and prompting.

Physical contact

- ✓ Physical contact may be required to protect a pupil from harm to

- themselves or others
- ✓ Help where necessary with changing for PE/Swimming etc. while encouraging independence
 - ✓ Actions of affection from a child towards an SNA should be handled sensitively but also appropriately
 - ✓ To carry out some activities, an SNA may need to guide the child's body. This could be done by gently touching the shoulder, back, arms, hands or lower leg.

Parental contact

- ✓ SNAs are encouraged to build a positive relationship based on trust with the parents of children with SEN
- ✓ If required at the end of the school day, escort the child to the school gate and greet the parent
- ✓ Parents with questions, requests or concerns regarding school policy or practice should be referred directly to the class teacher or the Principal. This applies to direct face- to face communication or indirect telephone communication. Parents should contact teachers for information on the child's progress.
- ✓ It is not appropriate for parents to have a private phone number of an SNA or to contact the SNA outside of school hours
- ✓ Any major incidents should be reported to the teacher.

Seating

- ✓ A SNA should only sit with a child with SEN when and where deemed necessary.

Arrangements

- ✓ SNA's moving between classrooms is a desirable practice as it allows pupils interactions with a greater variety of adults and consequently reduces the child(ren)'s inclination to develop an over reliance on any one adult.

Supervision

- ✓ Supervise pupils from a distance if possible
- ✓ Supervision at playtime should promote social interaction and inclusion.
- ✓ Be mindful of danger of a child absconding.

Sensory/Movement Sessions

- ✓ Time out sessions should occur when necessary and are sometimes scheduled.
- ✓ Teacher should be informed of what's happening and of progress being Made. Time out sessions should be recorded in the SNA Diary.
- ✓ Working one to one is best when helping a child to learn a new skill, however, working in pairs or with a small group may develop social skills, inclusion and teamwork.

Medication

See Administration of Medicine Policy

- ✓ School procedures for the administration of medicines should be understood and followed at all times
- ✓ Written parental consent is required and should be checked
- ✓ Administer medication discreetly.
- ✓ Only prescribed medication should be given
- ✓ Store all medicines appropriately.

Relevant work

SNAs work under the guidance of the classroom teacher and should not be left in sole charge of a class. They may however work on their own with children provided that the work in question has been allocated by the class teacher.

Work may include any of the following:

- ✓ Preparation and tidying up of classrooms
- ✓ Assisting school children to board and alight from school buses. Where necessary travel as escort during school hours on school buses may be required.
- ✓ Special assistance as necessary for children with particular difficulties e.g. helping special needs pupils with typing, writing, OT, IT or other use of equipment
- ✓ Assisting children to stay on task, follow classroom procedures and interact appropriately
- ✓ Assisting children in establishing and maintaining a consistent routine
- ✓ Assisting children to build self-esteem and to develop independence
- ✓ Assistance with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the pupil.
- ✓ Assistance with accessing the curriculum as far as is possible for children with SEN
- ✓ Assisting on out-of-school visits, walks, and similar activities.
- ✓ Accompanying and supervising pupils on swimming outings
- ✓ Promoting the importance of personal hygiene and report any difficulties to the class teacher.
- ✓ Assisting the teachers in the supervision of pupils during assembly, recreation and dispersal from the classroom for one reason or another.
- ✓ Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom for one reason or another.
- ✓ General assistance to the class teachers, under the direction of the Principal. Special needs assistants may not act as either substitute or temporary teachers.
- ✓ Participation with school improvement planning, where appropriate, and cooperation with any such changes with policies and practices arising from the school improvement process.
- ✓ Engagement with parents of special education needs pupils in both formal and informal structures as required and directed by school management.
- ✓ The encouragement of good attendance and punctuality
- ✓ Acting as a positive role model for the children in their care

- ✓ Other duties appropriate to the grade as may be determined by the needs of the pupils and the school from time to time and as included in Circular 0071/2011. Special Needs Assistants may be re-assigned to other work appropriate to the grade when special education needs pupils are absent or when particular urgent work demands arise. SNA duties are assigned at the discretion of the Principal, or another person acting on behalf of the Principal, (Circular 0071/2011)

Staff Meetings

SNAs may be required to attend Staff Meetings when issues of relevance to their own particular work are up for discussion. On days of teacher In-Service, SNAs may be required to attend school to complete tasks laid out by class teachers and/or Principal.

Developing the Role of the SNA

- ✓ Coolick NS SNA Daily Diaries or diaries recording significant events are essential and should be stored with SEN files at the end of each year.
- ✓ An atmosphere of mutual understanding and respect is fostered
- ✓ Meetings with the principal/deputy principal, SETs and the SNAs are good opportunities to discuss issues and address concerns
- ✓ So that children do not build an unhealthy dependency on the SNA it is desirable that the SNA, rather than work exclusively with one child, should work with the whole group of children around the designated child's table. In that way several children in the classroom get the benefit of the SNA's support.
- ✓ SNA's moving between classrooms is a desirable practice as it allows pupils interactions with a greater variety of adults and consequently reduces the child(ren)'s inclination to develop an over reliance on any one adult.
- ✓ SNAs allocated to children with physical disabilities will support them as needs require both within the classroom and outside it. This may include shadowing the child while in the playground or helping him/her to make his way in and out of the school.
- ✓ On days when the teaching staff are attending In-service courses, SNAs may be required to work as usual. They will be assigned duties to help the classroom organisation of the absent teachers i.e. preparation of classroom displays, organisation of the classroom libraries, preparation of teaching equipment, photocopying etc.

Contract of Employment

SNAs are not specifically assigned to an individual child but rather to the school as a whole. The school operates a 'last in, first out' policy. However, it must be noted that all positions are up for regular review in association with the DES, the BOM, NEPS, and NCSE.

Seniority

The sequence in which SNAs are appointed to the school determines their seniority. Seniority is important in determining which special need assistant(s) should be offered reduced hours or have their employment terminated when the allocation of the school is reduced. The seniority listing will be used in determining 'last in, first out' for the

purpose of redundancy.

The Board of Management determines the seniority based on SNA's date of commencement of duty as an SNA in a school.

Success Criteria

This policy is aimed at making a difference to the teaching and learning of children with Special Educational Needs in our school and will be evaluated by staff on an ongoing basis.

Ratification and Review

This plan was formally ratified by the Board of management on the 3rd of October 2022
It will be reviewed when the school deem it is necessary to do so based on emerging needs.

Ciara Irwin Foley
Chairperson of Board of Management

Date; 03/ 10/22

Gearóid O Sullivan
Principal/Secretary to the Board of Management

Date: 03/10/2022

Appendix 3

*Coolick N.S.
Kilcummin,
Killarney
Co. Kerry
V93 DW65
Tel: 0669764549*



*Scoil Chuil Líce
Cill Chuimín
Cill Áirne
Co. Chiarraí
V93 DW65
Fón: 0669764549*

*Email: coolickns@gmail.com
www.coolickns.com*

Coolick N.S Multi-Sensory Area Policy

Introduction

The Board of Management undertook the construction and furnishings of a Multi-Sensory Area in our SET room in the school year 2020/2021 to cater for all pupils in our school with a special focus on those who have Special Education Needs. Please note this is not a Multi-Sensory Room but rather an area in the corner of our Special Education Room with two entry/exit points closed off using cloth curtains.

Rationale

The policy was formulated following consultation with staff to regulate the usage of the Multi-Sensory Area.

What is a Multi-Sensory Area?

Multi-Sensory Areas are specially designed environments which give users an opportunity to completely relax or access a wide range of sensory experiences for therapy, learning or fun. Our Sensory Area was designed by staff to suit children of primary school age. In the Multi-Sensory Area, we may use:

- Fibre optics
- Wall projections
- Twinkle lights
- Aromatherapy
- Large bubble tube
- Music
- Tactile objects

Usage

- The area can be used by small groups or individuals
- The SET teachers and the SNA team will normally be the adults supervising pupils' usage of the room

- Class teachers can use the Area with small groups for relaxation, meditation, silent reading etc.
- It is recognised that ‘The most important equipment is the person facilitating the session in the sensory space and how they use the equipment’ (Sensory Spaces in Schools, NCSE 2021)
- If there is another member of staff in the SET room, then it is permissible for an adult to be in the Multi-Sensory Area with a child(ren) and the curtains closed.
- If there is no other member of staff in the SET room but there is a least two pupils using the Multi-Sensory Area, then it is permissible for an adult to be in the Multi-Sensory area with the curtains closed.
- If there is no other adult in the SET room and only one child and one adult are using the Multi-Sensory area then at least one curtain of the area must be kept open as well as the door of the SET room.
- Ideally it would be best if there was at least 2 pupils in the Multi-Sensory area with one adult but it is recognised that this is not always possible.
- A sign in and sign out sheet should be used when accessing and leaving the Multi-Sensory Area.
- Some pupils will be timetabled to use the Multi-Sensory area but use of the area can be decided by staff at any suitable time.
- On entering the Multi-Sensory Area, the equipment is switched on.
- On completion of the session, equipment should be switched off again.

Accessibility

This policy will be available to parents on request in the school office and will be published on the school website as an appendix to our Special Education Needs Policy

Ratification and Review

This policy was ratified by the BOM on the 3rd of October 2022. The policy will be subject to the periodic review.

The date from which the policy will apply is the date of adoption by the BOM

Implementation of the policy will; be monitored by all staff of the school

Ciara Irwin Foley

Chairperson, Board of Management

Date; 03/10/22

Gearóid O Sullivan

Principal & Secretary of Board of Management

Date; 03/10/22