



*Glenties Park,*

*Finglas South,*

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# **Whole School Policy for Special Education Teaching (SET) (Updated 2023)**

## **Introductory Statement**

- Saint Finians NS is a mixed DEIS Band 1 primary school situated in Glenties Park in Finglas South, Dublin 11. The school has fourteen mainstream classroom teachers, six SET teachers under the Continuum of Support Framework, one part time SET teacher (3 hours) shared with another local school and seven Special Needs Assistants.
- SET accommodation includes 6 support rooms and one Nurture Room. Supplementary teaching takes place by withdrawal to the support rooms and during regular class teaching hours.
- Pupils with Special Educational Needs have shared access to an SNA where necessary and where specified through the Continuum of Support allocation model. All pupils are fully integrated in all mainstream classes and activities.

## **Belief Statement**

- We value and respect the uniqueness of each child in our school community. We strive to empower pupils with diverse needs to reach their fullest potential as individuals and as members of the school and wider community.
- Through the facilitation of special education teaching for children with special needs, we also take on a trauma-informed approach to teaching and learning. Children may have identified special educational needs and may also present with additional care or behavioural needs. Our goal as a school staff is to meet the needs of ALL children – whether that be children with learning difficulties, or children who have experienced Adverse Childhood Experiences (ACEs).

## **Aims and Outcomes**

*Our principal aim is to optimise the teaching and learning process in order to enable pupils with learning difficulties and/or children who have experienced Adverse Childhood Experiences, to achieve levels of proficiency in literacy, numeracy and social/emotional competencies before leaving primary school. This support may be provided by the class teacher and/or the SET team.*

### **Overall aims of SET at Saint Finians:**

- To develop positive self-esteem in our pupils and develop a positive attitude towards school and learning in pupils who experience academic difficulty or difficulty with emotional or behavioural needs.
- To enable pupils to participate in the full curriculum, remaining conscious that it may have to be adapted and modified to suit the individual needs of the child.
- To enable pupils to monitor their own learning and become independent learners.
- To provide supplementary teaching and additional support in English and / or Mathematics.
- To provide supplementary teacher and additional support in social and emotional competency.

- To increase attendance, explicitly teach coping skills and encourage the development of meaningful friendships through The Nurture Programme.

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

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

### **Expected outcomes of Special Educational Teaching (SET)**

The expected outcomes of learning-support programmes for pupils with low achievement/learning difficulties can be described as follows:

- Improved learning by these pupils in the areas of literacy, maths and social/emotional competencies.
- Enhancement of basic skills and learning strategies to a level which enables these pupils to participate in the full curriculum.
- The application of independent learning strategies as well as coping mechanisms by these pupils resulting in commitment to and involvement in their own learning, positive attitudes to school and high levels of self-esteem.
- Partnership between class teachers, special educational teachers and parents in planning and implementing Individualised Student Support Files for these pupils.
- Partnership between staff in the carrying out of monthly duties as specified in our Yearly Plan for LS (See Appendix 1.)

## Continuum of Support Guidelines – A Staged Approach

### Summary:

- Identified need
- Classroom Support Plan written for 6 weeks
- PPP drawn up
- School Support Plan designed OR:
- School Support Plus Plan designed
- Behaviour Plan if necessary
- These are written and designed by class teacher, SET, SNA, parent
- Regular liaise with parents re progress and monitoring of pupil progress
- Plan drawn up by SET
- Copy given to parents
- Stored in Student Support File on SET drive - one child, one file. All relevant plans in one file.
- Added to Aladdin
- Review in February and again in June



### Stage 1. Classroom Support

If a class teacher or parent has concerns about the academic, physical, social or emotional development of a child, the class teacher will construct a simple, individual plan of support to be implemented in the mainstream class setting. This plan will be documented in a Student Support File which will be opened for the child. (See Appendix 7) The plan will be reviewed after each instructional term (using the Review Page from the Continuum of Support document). If the plan is working well for the child it may be decided to continue with it. If insufficient progress is made and the child is still having difficulty, then Stage 2 (School Support) is implemented.



## **Stage 2. School Support**

If further intervention is deemed necessary, the child will receive supplementary teaching at School Support Level. A letter will be sent to the parents by the SET teacher that the child will work with. (See Appendix 2.) When a child is selected for SET teaching the parents have the opportunity to decline the place in writing.

Class teacher and SET teacher then draw up a plan of appropriate learning outcomes for the child. This will form the basis of a School Support Plan in the child's Student Support File, which will be implemented in conjunction with the child's Classroom Support Plan, already opened by the class teacher. The child's parents/guardians will be informed of this plan, and invited to contribute. This plan will be reviewed in February and if significant concerns remain, it may be necessary to increase the support given or to involve outside agencies such as NEPS or the HSE. (Stage 3)

## **Stage 3. School Support Plus**

Where a child's level of need cannot be met by Classroom Support or School Support Level, a plan for School Support Plus may be needed. Saint Finians have coded these plans by colour within the Student Support File template as: yellow, red and green.

Class teacher, SET teacher and the child's SNA (where relevant) meet to draw up a plan of targeted and individualised intervention. The child's parents are also part of this process.

## **Involvement of outside agencies at School Support Plus Level:**

The school may formally request a consultation from other professionals outside the school in respect of children who fail to make sufficient progress after supplementary teaching or the implementation of a behavioural programme, as appropriate. Such professional advice is sought from psychologists, speech therapists, audiologists, occupational therapists etc. This is carried out in consultation with and with the permission of the child's parents/guardians and with our Home School Community Liaison Teacher. Following the consultation, the class teacher or special educational teacher will log this communication in the student's Log of Actions on Aladdin. All communication or decisions made in support of the child are documented in the Log of Actions.

## **The Student Support File:**

The Student Support File will take the following format:

- 1) Support Checklist
- 2) Support Plan
- 3) Personal Pupil Plan (PPP)
- 4) Review Document

### **The Development of Personal Pupil Plans:**

Any child receiving support from an SNA must have a care plan present in the form of a Personal Pupil Plan (PPP). (See Appendix 6) This plan documents exactly what primary care needs the SNA is needed for and how they plan to exercise a gradual release of dependence. The plan consists of 4 parts:

- a) Timeframes for the child's access to SNA support
- b) Details of work and activities carried out with the child (under the headings from Circular 0030/2014)
- c) Projected targets for the child by the end of each term
- d) Reasons for SNA provision (i.e. any details of reports from external agencies detailing specific needs)

Our school approach to the development of Personal Pupil Plans is implemented with reference to the Continuum of Support which we also use for SET allocation support. We identify which children require the highest level of support by using this to allocate supports in the most appropriate way possible. Where anecdotal evidence is gathered from teachers, it is then communicated to the SET Team who together with the teacher, implement a plan. This plan begins with a meeting involving a member of the SET team, the classroom teacher and the SNAs allocated to work with that class. We discuss what is working, what is not working and how we plan on improving the outcomes for the child.

This is followed by communication with the pupil's parents. We collect information from the parents and ensure there is parental involvement from the very beginning. Collaboratively, targets are chosen and designed to ensure success can be reached within an appropriate time frame. This is written up in the form of a Personal Pupil Plan.

Following this, the staff involved in the child's care meet again. The plan is discussed and a copy given to everyone to be used as a working document. A date is chosen for review and these reviews are carried out quarterly, where the above process is repeated each time.

### **The Individual Behaviour Plan (IBP)**

Where there is an identified significant behaviour of concern, an Individual Behaviour Plan is drawn up for the child. This process is carried out by the class teacher, SET teacher, SNA, parent and member of management. It is then added to their Student Support File. Template for this plan is found in Appendix 8.

### **Review Times for Support Documents:**

School Support Plans are designed for implementation from September- February and again from February – June. *(as per training with SEN Consultant Samantha Ryan)*

Personal Pupil Plans (PPPs) are to be reviewed quarterly. *(as per consultation with SENO Maggie Stapleton.)*

Throughout the publication of support documents for our children, we take into consideration best practice from Trauma- Informed Education. For example, we consider the RESPECT model (Lucy Mannion - TINT Education) when designing plans to support the children most at risk. This model features heavily when thinking of new strategies to support our children. When children require additional support, we respond with RESPECT:

R – Relational Intentionality

E – Emotion Coaching

S – Sensory Integration

P – Predictability

E – Esteem Building

C – Collaboration with Families

T – Tailored Learning Pathways.

## **Role and Responsibilities**

Effective implementation of this SET policy in supporting children with literacy deficits, numeracy difficulties and/or social/emotional challenges requires the support of all the partners in education. These include:

- Board of Management
- Principal
- Class Teacher
- Special Educational Teacher(s)
- Home School Community Liaison Teacher
- Parents
- Pupils
- Special Needs Assistant
- Other: External Services such as National Educational Psychological Service, National Council for Special Education, Primary Care, Assessment of Need, etc.

We clearly define the role of each stakeholder as:

The Board of Management:

- Be informed of the reviewed Special Educational Needs (SEN) policy and any updates to it.
- Ratify the SEN policy.
- Ensure that satisfactory classroom accommodation and teaching resources are available.
- Provide secure facilities for the storage of confidential records relating to children accessing SEN support.

#### Principal:

- ❖ Assume overall responsibility for implementation of the learning programmes in the school.
- ❖ Monitor the selection of pupils for supplementary teaching, ensuring that this teaching is focussed on the pupils with the greatest need.
- ❖ Oversee the implementation of the whole school assessment and screening programme to identify pupils with low achievement.
- ❖ Keep teachers informed about external assessments available.
- ❖ Select personnel to carry out the learning support programme within the school.
- ❖ Work with teachers and parents/guardians in the development of the school plan on learning support.
- ❖ Help teachers increase their knowledge and skills in the area of learning support.
- ❖ Liaise with the SENO.
- ❖ (Continuum Of Support) a)To note that a classroom plan has been put in place for a child causing concern to the class teacher, b)records the decision, having obtained parental/guardian permission, to implement a School Support Plan, c) records the initiation of the School Support Plus process, having sought parental support.

#### The Class Teacher

The Class Teacher has primary responsibility for the progress of all children in his/her class, including those selected for supplementary teaching. (Guidelines 2017)

The Class Teacher will:

- provide effective teaching and learning opportunities
- support the identification of learning difficulties
- provide Classroom Support (Stage 1)
- log actions on Aladdin
- communicate with parents/guardians
- communicate with SNAs in relation to the PPPs of children in their class



- Along with the SET teacher, draw up School Support Plan at School Support and School Support Plus Levels with the support of all stakeholders involved in the care of the child
- Identify appropriate learning targets and organise classroom activities to achieve those targets.
- A key role of successful support is a high level of consultation and cooperation between the Class Teacher and the Support Teacher. Central to this consultation is the development, implementation and review of support plans. This consultation will be achieved through formal timetabling and through informal consultation as the need arises.

### The SET Team

The central roles of the special educational teachers will be to:

- Support the class teacher in optimising teaching and learning opportunities
- Provide specialised teaching to children with identified special educational needs
- Provide specialised teaching to children with social and emotional and/or behavioural challenges.
- Support the class teacher in developing the relevant support files for specific children in their class i.e. PPPs and SSPs.
- Communicating with SNA's in relation to the development of PPPs in conjunction with the class teacher.
- Communicating with parents in relation to Student Support Files

Special Educational Teachers responsibilities will consist of both teaching and non-teaching duties.

These will include:

- Providing supplementary teaching appropriate to the child's particular and individual needs.
- Researching the child's learning difficulty/SEN, to become familiar with their needs and their preferred learning methods.
- Developing a Support Plan for each child who is selected for SET teaching, in consultation with Class Teachers and parents.
- Maintaining a Short-Term Plan and Progress Record for each individual or group of children withdrawn for support teaching.
- Maintaining a Short-Term and Progress Record (together with the Class Teacher) for in-class support.
- Administering a range of formal and informal assessments and maintaining records of the outcomes of those assessments. This will involve:
  - Conducting an initial Diagnostic Assessment of each child who has been identified as having low achievement and/or a learning difficulty.
  - Monitoring the ongoing progress of each child accessing SET support

- Reviewing the progress of each child at review times and recording it on the child's Support Plan.
- Supplementary teaching will also be provided for children whose social skills, gross/fine motor skills and English language skills need further development (EAL).
- Logging actions on Aladdin in relation to any communication and/or support actions that have been carried out for that child.
- Providing advice to the Class Teacher (if requested).
- Meeting with parents of children who are accessing support teaching where a concern is ongoing.
- Liaising with external agencies such as speech and language therapists etc., and implementing suitable recommendations, wherever possible.

### Role of the SNA

The primary care support tasks may include:

- Administration of medicine.
- Assistance with toileting and general hygiene needs.
- Assistance with mobility and orientation needs.
- Assisting teachers to provide supervision in the class, playground and school grounds and at recreation, assembly and dispersal times.
- Assisting children while at play as appropriate.
- Provision of non-nursing care needs associated with specific medical conditions.
- Care needs requiring frequent interventions including withdrawal of a child from a classroom when essential.
- Assistance with moving and lifting of children, operation of hoists and equipment.
- Assistance with severe communication difficulties including enabling curriculum access for children with physical disabilities or sensory needs and those with significant and identified social and emotional difficulties.

### Role of Parents/Guardians

The central role of parents/guardians of children with special educational needs and/or additional needs is the same as *all* parents/guardians, i.e to support the work of the school and to optimise teaching and learning opportunities for their child at home.

### Role of Home School Liaison Teacher

- Visit homes of children whose educational or behavioural needs are being assessed by an outside agency or our NEPS psychologist. This involves explaining the assessment process and arranging suitable times for meetings.
- We aim to ease the anxiety and stress which many parents' experience due to the pressure or intrusion of outside assessments.

### Role of the Child

We as a school value the voice of the child first and foremost.

We aim to equip the child with the skills they need to communicate their needs effectively in both school and in society. We hope to ensure they develop a strong sense of character and personality, through esteem-building and positive relationships, in order to ensure that they can face challenges and flourish in the face of adversity.

### Role of External Bodies and Agencies

Our school liaises with external professionals such as our NEPS Psychologist, Michelle Waldron, Special Education Needs Organisers (SENO), the National Council for Special Education (NCSE) Support Service, the HSE (Health Service Executive), Early Intervention Teams, School Age Teams, Tusla, Drama Therapy, Social Services and the Gardaí. We acknowledge that the needs of many children embrace both health and education services. We therefore liaise with and contribute to health-led assessment, delivery of interventions and facilitate meetings between parents and various support services. We also endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support.

### **Prevention Strategies:**

Our strategies for preventing learning difficulties and challenges are:

- Early Start Programme
- Emphasis to be put on oral comprehension particularly at junior level
- In Mathematics we focus on language development and the development of mathematical procedures and concepts
- Differentiation of the curriculum by the mainstream class teacher to cater for individual strengths and needs.
- Development and implementation of agreed approaches to the teaching of English and Mathematics to ensure progression and continuity from class to class. These include

the Aistear programme, Maths Recovery and Guided Reading using the PM, Flying Start and Dandelion reading series from first to sixth class.

- Careful development of phonological awareness, rhyming skills and oral language skills, before formal reading of words and books in the infant classes.
- The use of concrete materials as much as possible and as appropriate.
- Team Teaching in all classes.
- Support for children experiencing social/emotional difficulties and problems with concentration.
- Timetabled use of Assistive Technology on a whole-class basis. i.e. laptops and iPads.
- Provision of additional resources and materials – games, software, books, library resources etc.
- Regular meetings with class teachers and SET to inform planning for Team Teaching.

### **Identification of pupils for SET**

Children may be supported by the SET team for one or more reasons. These may include:

1. Children performing below the 10th percentile rank in Micra T English.
2. Children performing below the 10<sup>th</sup> percentile rank in SIGMA- T Maths.
3. First Class –early intervention programmes for low achievers in English based on the MIST assessment.
4. Pupils in the junior and senior infant classes with identified challenges in the areas of following classroom routines, socialising with peers and/or communication.
5. Pupils who have scored lowly on The Developmental Portrait which identifies children with challenges in the areas of: Concentration and Focus, Socials Skills and Emotional Resilience. (See Appendix 3)
6. Children with identified developmental gaps following assessment using the Boxall Profile.
7. Children for whom English is an Additional Language. (EAL)
8. Children diagnosed as having Low Incidence Learning Disabilities.
9. Children diagnosed as having High Incidence Learning Disabilities.
10. Children who are Exceptionally Able/Gifted Children.

### **Provision of Supplementary Teaching by the SET Teacher**

The SET teacher will provide supplementary teaching to pupils, either in their own classrooms, in the support rooms, in The Nurture Room or in the Sensory Room. Choice of venue will be determined by the optimum learning environment for the pupil. The SET

teacher will provide supplementary teaching to the lowest achieving pupils in literacy and numeracy and will also provide permanent support to pupils with special educational needs arising from high incidence disabilities.

**The SEN teacher will also:**

- Work in two instructional terms of 18 weeks: September – January and February-June.
- Devise a support timetable in conjunction with the class teachers and the principal. It may be altered as the year progresses and needs change.
- Develop a Personal Pupil Profile (PPP) for each pupil accessing support from an SNA, in conjunction with the child's class teacher, SNA and parent.
- Develop a Student Support Plan (SSP) for each pupil accessing support from the SET Team, in conjunction with the class teacher, SNA and parent.
- Maintain a Fortnightly Planning and Progress Record (see Appendix 4) for each individual or group of pupils accessing learning support and recording observations.
- Monitor pupil progress through the completion of daily notes and teacher observation.
- Provide instruction involving intensive small group or individual tuition in English or Mathematics, towards the attainment of the learning targets as set out in the Student Support Plan.
- Use both withdrawal and in class support to provide literacy and numeracy instruction to children who need it and to support overall teaching and learning.
- Lessons will focus on the development of phonemic awareness, word identification strategies, oral work, reading skills and planned reading, comprehension skills, reading fluency, writing skills, spelling skills and mathematical procedures and concepts.
- Lessons in social and emotional development will follow the guidelines set out in our school SEBD Curriculum. (See Appendix 5)
- Use and support the use of Jolly Phonics in Junior and Senior Infants
- Use PAT programme to support Senior Infants to Sixth Class.
- Use the Toe by Toe and Word Hornet programme to aid children with Dyslexia.
- Use PM Plus, PM, Flying Start and Dandelion Reading Series to support reading and exposure to text.
- Review the progress of each pupil in September, February and June.
- Facilitate the provision and use of Assistive Technology where relevant for specific children.

**Programmes to Support Assessment and Instruction**

**Maths:** Maths Recovery, 123 Maths

**Literacy:** Decode, PAT, Toe by Toe, Word Hornet, Edmark, Dandelion, SNIP Programme, Flying Start, PM, Heggerty, Reading A-Z, Jolly Phonics.



**Social/Emotional Development:** Zones of Regulation, TalkAbout, A Lust for Life, Saint Finians SEBD Curriculum as designed in conjunction with NEPS.

### **Continuing and Discontinuing SET Teaching.**

At the end of each instructional block/term, the progress of each child who is in receipt of support teaching will be evaluated following consultation with the child's class teacher and the child's parents/guardians. A decision will be made regarding their continued level of support and revised targets will be set in their Support Plan. The school may decide to discontinue SET teaching with some children when satisfactory progress has been made and targets have been met. The school may also decide to discontinue SET teaching with some children who are now performing above the percentile laid down in the selection criteria for receiving support. However, if both the class teacher and support teacher believe such a child needs scaffolding to maintain this standard then continued supplementary teaching may be offered if places are available in the appropriate group.

### **Monitoring Progress**

Monitoring the academic progress of the pupils in this school will be accomplished by:

1. The Support Review Record on the Continuum of Support will be completed by the Support Teacher in collaboration with the Class Teacher. This will be carried out at the end of each instructional period. The completed review will be saved in their Student Support File.
2. Annual whole school screening in English and Mathematics will be carried out (and corrected) in the final term by the SET Team and class teachers, from classes 1st to 6th. Tests include the Micra-T and Sigma-T tests.
3. The NRIT may be administered every year to pupils in first and fifth class. This will be carried out in November.
4. Senior Infants will be tested in the third term using the MIST test.
5. Ongoing structured observation and assessment of the language, literacy and numeracy skills of the children in the Infant classes to facilitate early identification of possible learning difficulties.
6. The Boxall Profile will be carried out termly with students who are part of The Nurture Programme.
7. The Developmental Portrait Tool is used to screen the whole school by class.
8. In September, December and June, all children attending SET for literacy and maths instruction will be tested using the following assessment tools:
  - Salford Reading Test
  - CORE Phonics Survey
  - Dolch Word List
  - Jolly Phonics (for the infant classes and/or where necessary with students from first and second class)
  - Running Records from PM Benchmark Kit

- Maths Recovery
9. For children receiving support for social skills and emotional regulation, a combination of assessment tools will be used depending on the context and the individual case.

Examples may include:

- Checklists from the TalkAbout Programme
- My Thoughts About School Checklist (Appendix 8)
- The Zones of Regulation Checklist
- Saint Finians Social and Emotional Assessment

## **Record Keeping**

SET documentation is stored safely in four ways:

- 1) Psychological reports – These are stored in a locked cabinet in the Music room.
- 2) Learning Files – These are hard copies of past tests and diagnostic testing carried out by the SET team with children on our Continuum of Support. Copies of PPPs and SSPs may also be stored here, where they are being used as working documents. This locked cabinet is stored in a SET support room.
- 3) Boxall Reports and Boxall Learning Plans – These, along with parental consent forms for Nurture are stored electronically online - platform for storage of Boxall Reports.
- 4) Student Support Files – These are stored on the SET Google Drive as well as on Aladdin. Where hard copies are needed, they will be stored with the Learning Files in the SET support room locked cabinet.
- 5) SET Planning – Fortnightly Planning will be stored by the relevant SET teacher on the school Google Drive, for ease of access by class teacher and Principal. They are also used when team-teaching planning files are to be written collaboratively.

## **SET Policy Success Criteria**

A whole school approach to the implementation of our SET policy will:

- Ensure that children with SEN gain access to a broad and balanced curriculum and have opportunity to an education which is planned for in a collaborative and inclusive manner.
- Develop positive self-esteem and positive attitudes to school and learning among our pupils.
- Improve standards of academic performance and achievement.
- Enhance parental involvement in supporting their child's learning.
- Increase collaboration among school personnel. The achievement of these success criteria will be assessed through: feedback from teachers, children and parents/guardians, child's achievements and ongoing analysis of children's academic performance and attainment of personal targets.

## Ratification and Communication

This policy was ratified by the Board of Management at a Board of Management meeting on September 2023.

Signed:

*Helen Coleman*

Chairperson of the Board of Management

## Appendix 1: Yearly Plan for SET

### LS Duties Yearly Plan

| September   | October  | November   | December  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>- Mapping of SIGMA/MICRA – review children under the 10<sup>th</sup> percentile</li> <li>- Meet to group children according to need and Continuum of Support</li> <li>- Timetabling for group withdrawal and team teaching</li> <li>- Review <i>SET Concerns Document</i> completed at end of last year</li> <li>- Baseline assessments – CORE Phonics and Salford Reading Test</li> <li>- Review any new psychological reports that have</li> </ul> | <ul style="list-style-type: none"> <li>- Order NRIT</li> <li>- Meet with class teachers to begin writing School Support Plans</li> <li>- Meet with SNAs to discuss strategies used with children and include these in SSPPs</li> <li>- Print, sign and send out Support Plans to parents</li> <li>- Make a list of children for whom reading schools were recommended. Meet with parents and begin process-do any reports need updating?</li> <li>- Boxall Children attending Nurture</li> </ul> | <ul style="list-style-type: none"> <li>- Administer NRIT in 1<sup>st</sup> class and 5<sup>th</sup> class</li> <li>- 2<sup>nd</sup> Class if not done in 1<sup>st</sup></li> <li>- Results on Aladdin</li> <li>- Complete Reading School Applications</li> </ul> | <ul style="list-style-type: none"> <li>- Diagnostic assessments</li> <li>- Results and summaries distributed to class teachers and recorded in confidential office file</li> <li>- Reading School Application Deadline is <u>final day of first term</u></li> </ul> |

|  |  |              |   |
|--|--|--------------|---|
| <p>come in – what are the recommendations – have we met parents and followed up?</p> <ul style="list-style-type: none"> <li>- File 6<sup>th</sup> class leavers psychological files in our confidential storage location.</li> </ul> | <ul style="list-style-type: none"> <li>- Finalise PPPs and communicate to SNAs</li> </ul>  |              |   |
| <p>January</p> <ul style="list-style-type: none"> <li>- Order standardised testing and MIST</li> </ul>   | <p>February</p> <ul style="list-style-type: none"> <li>- Review School Support Plans with teachers and SNAs</li> <li>- Amend and mark targets that have been achieved to date.</li> <li>- Upload new version with new review date to Aladdin</li> <li>- Review meetings with teachers</li> </ul>   | <p>March</p> | <p>April</p> <ul style="list-style-type: none"> <li>- Administer MIST at beginning April (Infants)</li> <li>- Begin MIST follow-up programme</li> <li>- Timetable for whole school testing</li> </ul> |
| <p>May</p> <ul style="list-style-type: none"> <li>- Whole School Testing</li> <li>- Summary Sheets of results – highlight children under the 10<sup>th</sup> percentile</li> </ul>   | <p>June</p> <ul style="list-style-type: none"> <li>- 2<sup>nd</sup> and 5<sup>th</sup> Class Diagnostics?</li> <li>- Handover meetings</li> <li>- End of year LS testing – Jackson/Schonell Edmark/Dcode</li> <li>- Standardised tests inputted to Aladdin</li> <li>- Whole school mapping (excel on LS drive)</li> <li>- Timetabling for September</li> <li>- Send 6<sup>th</sup> class leavers to Seno (NCSE form 5)</li> <li>- Boxall Reports</li> <li>- Support meetings with SENCO to carry out The Developmental Portrait</li> </ul> |              |   |



**Appendix 2: Letter of Consent for SET – Social/emotional withdrawal**



*Glenties Park,  
Finglas South,  
Dublin 11*

**September 2022** *Ph: 018341130*

*Email: saintfinians@gmail.com*

Dear Parent/Guardian,

I, \_\_\_\_\_ will be working with your child \_\_\_\_\_ for this academic year 2023/2024. We will work in a small group, with a focus on friendships and developing positive relationships. We will work on social skills and emotional regulation using a combination of approaches such as:

- The Zones of Regulation
- BrainCalm
- NEPS Social and Emotional Development Curriculum
- The Talkabout Programme
- Weaving Wellbeing

I will be in touch in October regarding a written support plan detailing the supports we will have in place. I will look forward to working with \_\_\_\_\_.

Any questions or queries you can contact me through Dojo.

Warm regards

\_\_\_\_\_  
Support Teacher



**Appendix 2 (b): Letter of Consent for Academic Withdrawal**



**September 2022**

*Glenties Park,  
Finglas South,  
Dublin 11*

*Ph: 018341130*

*Email: saintfinians@gmail.com*

Dear Parent/Guardian,

I, \_\_\_\_\_ will be working with your child \_\_\_\_\_ for  
\_\_\_\_\_ this academic year 2023/2024.

I will be in touch in October regarding a written support plan detailing the supports we will have in place. I will look forward to working with \_\_\_\_\_.

Any questions or queries you can contact me through Dojo.

Warm regards

\_\_\_\_\_  
Support Teacher

**Appendix 2 (c): Letter of Consent for Nurture**



September 2022

*Glenties Park,*

*Finglas South,*

*Dublin 11*

*Ph: 018341130*

*Email: [saintfinians@gmail.com](mailto:saintfinians@gmail.com)*

Dear Parent / Guardian,

We would like \_\_\_\_\_ to be part of a Nurture Group, which focuses on:

- Learning skills for example listening, co-operating and communicating with others.
- Social skills such as collaboration, playing positively with others and building strong and healthy friendships with peers.
- Emotional aspects such as self-confidence, self-esteem and dealing with our feelings.

Research shows that a child is able to learn best when they have strong self-esteem, a sense of belonging and resilience.

The children will spend either the morning or the afternoon in the Nurture Group and then spend the rest of the time in class. They will come to the Nurture Room every day for 2-4 terms. The aim is to enable the children to be ready to learn by feeling safe, settled and happy in school.

Our Nurture Room provides a warm and welcoming environment for our children, including a kitchen area for preparation of snacks and cooking activities. The table area is used for sharing snacks as well as for learning activities. The room includes a quiet area with bean bags, cushions and a cosy reading corner. We have our Sensory Zone, our Zen Zone and our Working Zone where we carry out tasks together around the group table. Our Nurture Room also has many toys, games, jigsaws and toys for role play. We have our school garden, where the children are able to enjoy outdoor activities and games. There is an area for planting and growing where the children are involved in gardening activities.

Please sign below if you are happy for your child to be part of the Nurture Group.

Yours faithfully,

.....

I give permission for \_\_\_\_\_ to be part of the Nurture Group.

Signature: \_\_\_\_\_

Name printed: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix 3: The Developmental Portrait**

**The Developmental Portrait**

Child's initials: \_\_\_\_\_

Class: \_\_\_\_\_

Teachers present: \_\_\_\_\_

Date: \_\_\_\_\_

| Question   | Score – A/B/C/D                | Number – 1/2/3/4               |
|--|--------------------------------|--------------------------------|
| <b>CONCENTRATION AND FOCUS</b>   | <b>CONCENTRATION AND FOCUS</b> | <b>CONCENTRATION AND FOCUS</b> |
| Able to sit and listen for an age appropriate time   |                                |                                |
| Interested in most learning activities   |                                |                                |
| Able to follow adult led instructions in an age appropriate manner   |                                |                                |
| Able to provide explanations in a logical sequential manner?   |                                |                                |
| Able to sit calmly without displaying sensory seeking behaviours such as overt fidgeting, falling/rocking on a chair or lolling on a desk? |                                |                                |
| TOTAL:   |                                |                                |
| <b>SOCIAL SKILLS</b>   | <b>SOCIAL SKILLS</b>           | <b>SOCIAL SKILLS</b>           |
| Interested in engaging with others   |                                |                                |
| Able to share and take turns in an age appropriate way   |                                |                                |
| Able to show care and concern for others   |                                |                                |
| Able to modify their conversation/activity to adapt to others. Able to show care and concern for others' needs.                            |                                |                                |
| TOTAL:   |                                |                                |
| <b>EMOTIONAL RESILIENCE</b>  | <b>EMOTIONAL RESILIENCE</b>    | <b>EMOTIONAL RESILIENCE</b>    |
| Confident enough to accept help  |                                |                                |
| Confident enough to ask for help   |                                |                                |

|  |  |  |
|--|--|--|
| Able to accept challenges and new tasks  |  |  |
| Motivated enough to sustain concentration until the task is complete?                  |  |  |
| Able to change an activity, when necessary, even when he/she is enjoying the activity? |  |  |
| Able to accept constructive criticism without sulking?                                 |  |  |
| TOTAL:   |  |  |
| TOTAL FOR ALL SECTIONS:  |  |  |

- A = Rarely seen                      1Point
- B = Occasionally seen            2points
- C =Frequently seen                3Points
- D = Seen majority of the time    4Points

Completed by:

\_\_\_\_\_

Date:

\_\_\_\_\_



**Appendix 4: Fortnightly Planning Template**

|                               |                   |             |            |             |            |
|-------------------------------|-------------------|-------------|------------|-------------|------------|
| <b>Curricular area:</b>       |                   |             |            |             |            |
| <b>Week Beginning/Ending:</b> |                   |             |            |             |            |
| <b>Names</b>                  | <b>Attendance</b> |             |            |             |            |
|                               | <b>Mon</b>        | <b>Tues</b> | <b>Wed</b> | <b>Thur</b> | <b>Fri</b> |
|                               |                   |             |            |             |            |
|                               |                   |             |            |             |            |
|                               |                   |             |            |             |            |
| <b>Names</b>                  | <b>Mon</b>        | <b>Tue</b>  | <b>Wed</b> | <b>Thur</b> | <b>Fri</b> |
|                               |                   |             |            |             |            |
|                               |                   |             |            |             |            |
|                               |                   |             |            |             |            |

**Fortnightly Planning and Progress Record**

**Learning outcomes** (our target, make sure it is measurable)

- 
- 
- 
- 

**Learning experiences** (How we reach our target, include games Literacy/Maths or active activities)

**Review** (Measurable)

- 
- 
- 
- 

**Resources:**

**Appendix 5: SEBD Curriculum for Saint Finians NS**

**(See attached)**

**Appendix 6: PPP (Personal Pupil Plan) Template**

**Personal Pupil Plan – Saint Finians NS**

| Target   | Achieved<br>(Yes/No) |
|--|----------------------|
| 1.   |                      |
| 2.   |                      |
| 3.   |                      |
| 4.   |                      |
| 5.   |                      |
| 6.   |                      |
| <b>How SNA support will be deployed to assist the student</b><br><i>(Refer to NCSE Primary Care Needs from Circular)</i> |                      |
| <b>School Supports</b>   |                      |
| <b>Parental Supports</b>   |                      |
| <b>EIT/School Age Team</b>   |                      |
| <b>Primary Care</b>  |                      |
| <b>CAMHS</b>   |                      |
| <b>NEPS</b>  |                      |
| <b>SESS</b>  |                      |

|   |
|---|
| <b>School Completion Programme</b>  |
| <b>Other:</b>   |
| <b>Inclusion</b>  |
| <b>SMART Targets for Independence for THIS term:</b><br><b>i.e. Sept- Christmas</b> |

**Appendix 7: My Thoughts About School Checklist Assessment**

**St. Finian's Social and Emotional assessment questionnaire.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

|  |
|--|
| <p><b>1. Tell me about school</b><br/><i>What do you like about it? What don't you like about it?</i></p>                                  |
| <p><b>2. Tell me about you. What do you like doing? What don't you like doing?</b><br/><i>Do you have a favourite hobby or game?</i></p>   |
| <p><b>3. Who is your closest friend?</b><br/><i>Is there someone you play with all the time? What do you like about them?</i></p>          |
| <p><b>4. Can you tell me something that is good about being you?</b><br/><i>What do you like about yourself? What makes you happy?</i></p> |
| <p><b>5. Can you tell me something that is not good about being you?</b><br/><i>What would you like to change?</i></p>                     |
| <p><b>6. Who are the adults you are closest to in school?</b><br/><i>What do they do to help you?</i></p>                                  |



|   |
|---|
|   |
| <p><b>7. What do you think other people think of you?</b><br/><i>Do you think they like you? How would they describe you?</i></p> |
| <p><b>8. Can you tell me about one thing that makes you feel unhappy?</b><br/><i>Or sad, or worried?</i></p>                      |
| <p><b>9. Do you ever fall out with your friends?</b><br/><i>What do you fall out over? How does it make you feel?</i></p>         |
| <p><b>10. What do you find helps you when you feel angry or upset?</b><br/><i>What can adults do to support you?</i></p>          |

|                                    |
|------------------------------------|
| <p><b>Additional comments:</b></p> |
|------------------------------------|

St Finian's N.S

Social and Emotional: Teacher questionnaire

Childs name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Key:

1. Never good - skill not present
2. Not very good - skill emerging
3. Quite good - skill present but not consistent
4. Very good - skill consistent

|  | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| <b>Self-esteem:</b>  |   |   |   |   |
| 1. Appears to have good self esteem  |   |   |   |   |
| 2. Has an awareness of their strengths and qualities                       |   |   |   |   |
| <b>Body language:</b>  |   |   |   |   |
| 1. Is able to behave appropriately with peers                              |   |   |   |   |
| 2. Is able to use appropriate gestures, facial expressions and eye contact |   |   |   |   |
| 3. Is able to avoid fidgeting  |   |   |   |   |
| <b>Conversation skills:</b>  |   |   |   |   |
| 1. Is able to listen to others appropriately                               |   |   |   |   |
| 2. Can initiate a conversation effectively                                 |   |   |   |   |
| 3. Uses very good turn taking skills                                       |   |   |   |   |
| 4. Asks questions and takes interest in others                             |   |   |   |   |
| <b>Friendship skills:</b>  |   |   |   |   |
| 1. Can confidently form new friendships                                    |   |   |   |   |
| 2. Maintains current and consistent friendships                            |   |   |   |   |
| 3. Is able to cope with peer conflict appropriately                        |   |   |   |   |
| 4. Has an awareness of other people's feelings                             |   |   |   |   |
| 5. Is good at sharing  |   |   |   |   |
| <b>Emotional regulation:</b>   |   |   |   |   |

|  |  |  |  |  |
|--|--|--|--|--|
| 1. Expresses feelings using appropriate body language and vocabulary |  |  |  |  |
| 2. Stands up for themselves effectively                              |  |  |  |  |
| 3. Responds appropriately to losing a game                           |  |  |  |  |
| 4. Responds well to something not going their way                    |  |  |  |  |

|  |
|--|
| <p>What is the most challenging behaviour in class?</p>                      |
| <p>What areas would you like the SET teacher to work on with this child?</p> |
| <p>Additional comments:</p>  |

**Appendix 8:**

**Individual Behaviour Plan**

**Saint Finians NS**

**Pupil:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Class:** \_\_\_\_\_ **Review Date:** \_\_\_\_\_

**Present at IBP meeting:** \_\_\_\_\_

**Pupil Overview**

|  |   |
|--|---|
| <b><u>Is good at:</u></b><br><br><br><br><br>      |   |
| <b><u>Needs help with:</u></b><br><br><br><br><br> |   |
| <b><u>Likes:</u></b><br><br><br><br><br>           | <b><u>Dislikes:</u></b><br><br><br><br><br> |

**Challenging Behaviours or barriers to learning (bullet point)**

|  |
|--|
|  |
|--|

Assessment

|                 | <u>ABC Charting</u> | <u>Frequency Recording</u> | <u>Other</u> |
|-----------------|---------------------|----------------------------|--------------|
| <u>Complete</u> |                     |                            |              |
| <u>To Do</u>    |                     |                            |              |
| <u>Ongoing</u>  |                     |                            |              |

Possible functions of the behaviour

|               |  |
|---------------|--|
| <u>Escape</u> |  |
|---------------|--|



|                                |  |
|--------------------------------|--|
|                                |  |
| <b><u>I want a 'thing'</u></b> |  |
| <b><u>Attention</u></b>        |  |
| <b><u>Sensory</u></b>          |  |

**Interventions currently in place**

| <b><u>Working Well</u></b> | <b><u>Needs further consideration</u></b> |
|----------------------------|---|
|                            |   |

|  |  |
|--|--|
|  |  |
|--|--|

**Preventative Interventions**

| <u><b>What?</b></u> | <u><b>Who?</b></u> | <u><b>When?</b></u> |
|---------------------|--------------------|---------------------|
|                     |                    |                     |
|                     |                    |                     |
|                     |                    |                     |
|                     |                    |                     |
|                     |                    |                     |
|                     |                    |                     |
|                     |                    |                     |
|                     |                    |                     |
|                     |                    |                     |
|                     |                    |                     |
|                     |                    |                     |

**Managing a serious Incident**

|                                   |  |
|-----------------------------------|--|
| <u><b>Behaviour exhibited</b></u> |  |
| <u><b>Personnel</b></u>           |  |

| <u>Strategy</u>  |             |                              |
|--|-------------|------------------------------|
| <u>Trigger Phase</u>   |             |                              |
| <u>Acceleration Phase</u>  |             |                              |
| <u>Incident Peak</u>   |             |                              |
| <u>De-escalation</u>   | =           |                              |
| <u>Recovery</u>  | =           |                              |
| <u>Steps for further communication (parents / Gardai / other outside agencies)</u> |             |                              |
| <u>Who</u>   | <u>When</u> | <u>How</u>                   |
| <u>Terry</u><br><u>Maria</u>   | <u>ASAP</u> | <u>By phone or in person</u> |

How to communicate with the pupil

| <u>Suitable Language</u> | <u>Potential Triggers</u> |
|--------------------------|---------------------------|
|                          |                           |

Positive Consequences for desired behaviour and outcomes

| <u>Behaviour</u> | <u>Reward</u> |
|------------------|---------------|
|                  |               |

Other consequences as per code of Behaviour

| <u>Behaviour</u> | <u>Sanction</u> |
|------------------|-----------------|
|                  |                 |