Special Educational Needs (SEN) Policy – Esker Educate Together N.S.

Introduction:

Esker Educate Together National School is a multi-denominational, co-educational primary school under the patronage of Educate Together. Esker ETNS caters for a full cross- section of children. Over 90% of our pupils come from households where English is not the first language.

The purpose of this SEN Policy is to provide practical guidance for teachers, parents and other interested parties on the provision of effective special education to pupils experiencing low achievement and/or learning difficulties, as well as to fulfil our obligations under the Education Act 1998. Our SEN Policy takes into account the specific needs of the children in our school; their language, culture and background.

Aim of Special education:

The principal aim of special education is to optimise the teaching and learning process in order to meet the priority needs of our pupils, with the aim of enabling them to reach their potential before leaving primary school. The main areas of support are the following:

- Literacy
- Numeracy
- Personal and social development
- Language
- Motor skills

Specific Objectives of Special education:

- To enable these pupils to participate in the full curriculum for their ability level
- To develop positive self- esteem and promote positive attitudes about school and learning
- To enable pupils to monitor their own learning and to become independent learners
- To provide supplementary teaching and additional support in English and Mathematics

- To involve parents in supporting their children through effective parent-support or home- school liaison programmes
- To promote collaboration among teachers in the implementation of whole school policies on special education for pupils
- To establish early intervention programmes designed to enhance learning and to prevent/reduce difficulties in learning

Guiding principles:

Esker ETNS recognises that effective learning programmes are based on the following principles;

- Effective whole-school policies and parental involvement
- Whole school involvement and collaboration among teachers
- Intervention at junior class level for those at risk of failing to reach targets for their peer group
- Direction of resources towards pupils in greatest need
- Identifying and targeting the priority needs of children receiving support.
- Involving children in target setting.
- Using Assessment for Learning strategies to inform support design.

Guidelines and Procedures:

Prevention Strategies:

Our strategies for preventing learning difficulties are:

- Development of agreed approaches to language development and to teaching other aspects of English and Mathematics in order to ensure progression and continuity from class to class.
- Provision of additional support in language development (oral and written) and relevant early literacy and mathematical skills to pupils who need it.
- Implementation of a whole school parental involvement and a home school liaison programme with a particular focus on developing children's language skills.
- Implementation of reading programmes involving adults/parents and pupils.
- Ongoing assessment and observation of pupils by the class teacher.

Early Intervention Programmes:

Implementation of intensive early intervention programmes in the early primary classes as an effective response to meeting the needs of children with low achievement. These programmes will:

- Be based on a shared expectation of success by everyone involved (principal, class teacher, special education teacher , parents)
- Involve team teaching (in-class), small group teaching (in-class and withdrawal) and one-to-one teaching.

- Include a strong focus on oral language and also lay the foundation for meaningful reading.
- Emphasise phonological and phonemic awareness.
- Engage the pupils in frequent supervised reading of texts at appropriate levels of difficulty and monitor their comprehension
- Stress the inter -connected nature of listening, speaking, reading and writing.
- In Mathematics, there will be a focus on mathematical language and on the development of mathematical procedures, concepts, strategies and skills.

Selection of Pupils for Additional Support:

Support will be allocated based on the greatest need. Allocation will take into account the views of present and former teachers, class and SEN, SENCO and Principal. Criteria which will influence selection will include:

- A diagnosis or a suspected diagnosis of a specific disability which interferes with learning.
- Emotional or behavioural difficulties which interfere with learning.
- Results of standardised assessment: Literacy-those children performing on or below the 14th percentile (Drumcondra Reading).
- Results of standardised assessment: Numeracy: those children performing on or below the 10th percentile in Sigma -T or Drumcondra numeracy.
- Senior Infants/First Class – early intervention programmes for low achievers in English and Mathematics based on class teacher's observations/assessments and results of the B.I.A.P and the M.I.S.T tests
- Results of other DES approved assessment tools (see Esker ETNS Assessment Policy).
- Results of teacher designed assessments and observations.
- Support in literacy or numeracy may be offered to children performing up to the 25th percentile, if teaching resources allow and depending on the caseload of the SET. This will be decided by the class teacher and SET in consultation with each other.
- Children performing above the 25th percentile will generally be supported by the class teacher through additional scaffolding and differentiation.
- Support for Exceptionally Able children will be provided in class by the class teacher through differentiation. If requested, the support teacher allocated to the class level may assist with the provision of enrichment activities.
- The final decision as to the allocation of support rests with the principal.

Arrangements for the provision of Special Education Teaching:

- Access to special education teaching will be determined based on level of need.
- If resources allow, one special education teacher will be allocated to each class level. The special education teacher, in consultation with the two class teachers will allocate access to additional support, based on the priority needs evident in both classes.
- Additional special education hours, if available, will be allocated by the principal in consultation with the SENCO and individual teachers.
- Support will be provided in blocks of limited duration (6-10 weeks) where appropriate.
- For some children support will be provided on an ongoing basis throughout the school year.

Access to special education teaching.

Children with diagnosed or clearly observable needs will automatically be time-tabled for support by the Special Education teacher. Frequency and duration of support will be decided on the basis of need and the class caseload.

Emerging Needs/New pupils
>   If a class teacher observes an emerging need, the following steps are followed.
>   - The child will be listed on the Continuum of Support record.
>   - The class teacher will provide in-class support for this child for a period of approximately six weeks. This support will be documented in a Classroom Support Plan.
>   - If during, or following this 6 -week period it is determined that the child requires a greater level of support, she or he will be referred to the special education teacher assigned to the class level.
>   - The class teacher and the special education teacher will meet to devise a School Support Plan (SSP) or a School Support Plan + (SSP+) in consultation with the parents, and, where necessary, the Principal and the SEN Coordinator. The pupil involved will also be invited to contribute to the setting of their own short term goals/targets, where appropriate.
>   - A mix of one to one, small group withdrawal or in-class teaching will be provided following consultation with the staff responsible.

Special Education Teaching Documentation.

The Special Education teachers will compile, update and maintain the following documentation.

1. Continuum of Support Record for the class level.

2. Student Support File for each child being supported (SSP or SSP+)*

3. Log of Key Actions

4. Short term planning-weekly or fortnightly. This will be determined by the frequency with which a child is provided with support. If a child is being seen daily, weekly planning notes will be kept. If a child is being seen twice weekly, fortnightly plans may be kept.*.

5. Assessment: standardised; diagnostic; teacher designed

6. Work Samples

7. Professional reports (These will be uploaded to Aladdin by the SET assigned to the class level. Hard copies will be stored in the filing cabinet in Resource Room 6 (R008)

*Detailed guidance on the content of Student Support Files and planning advice is contained in Appendix 1.

Each plan will be monitored through teacher observation; the keeping of assessment and progress records and through the pupil's own feedback (where relevant).A detailed review will take place before the mid-term break of term 2. The special education teacher/class teacher will consult the child's parents or guardians at the time of the review.

Access to Special Needs Assistant (SNA) Support

Children with primary care needs, or secondary needs arising from the latter will be granted access to support from an SNA. See SNA policy for details as to the arrangements for SNA support.

Staff roles and responsibilities:

The role of additional support for special educational needs is a collaborative responsibility shared by all: the Board of Management, Principal/Deputy principal, SENCO, special education teachers, class teachers, parents and children. It is important that everyone contributes in the planning and implementation of our school plan on Special Education teaching.

Role of Board of Management:

- To oversee the development, implementation and review of the provision on special education teaching in Esker ETNS.
- To ensure adequate classroom accommodation and teaching resources are provided for the special education teacher

Role of Principal:

- Assume overall responsibility for the development and implementation of our school's policies on special education and special needs
- Monitor the implementation of the school plan on special education/special needs on an ongoing basis
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the children with the greatest needs
- Oversee the implementation of a whole school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these children can be provided with the support that they need
- Keep teachers informed about the external assessment services that are available and the procedures to be followed in initiating referrals
- Help teachers increase their knowledge and skills in the area of special education.

Role of SENCO

The role of SEN Co-ordinator is to:

- Provide orientation and ongoing support for teachers new to SEN
- Co-ordinate timetabling and allocation of support in consultation with the principal
- Call and chair regular meetings of SET team
- Provide advice and resources to Class and SEN teachers
- Provide support in the development of SSPs
- Provide information and assistance to parents of children with SEN
- Administer diagnostic assessments
- Assist in the completion of applications for external assessments and requests for equipment
- Organise standardised tests
- Co-ordinate storage of CoS, SSPs, PPPs and other SEN records and information
- Liaise with outside agencies and professionals

:

Role of class teacher:

The class teacher has primary responsibility for the progress of all pupils in their class, including those selected for supplementary teaching. In supporting the development and implementation of the school plan on special education the class teacher should:

- Implement teaching programmes which optimise the learning of all pupils and to the greatest extent possible, prevent the emergence of learning difficulties.
- Implement the school policies on screening and selection of pupils for special education in English and mathematics from 1st to 6th class by administering and scoring appropriate screening measures.

- For each pupil who is in receipt of supplementary teaching, collaborate with the special education teacher in the development of a Student Support File and learning programme by identifying appropriate learning targets and by organising classroom activities to achieve those targets.
- Differentiate appropriately for children experiencing learning or social/emotional difficulties.
- Provide enrichment activities for exceptionally able children.

Role of Special education Teacher:

- Delivery of appropriately designed learning programs to pupils selected for additional support.
- Development and maintenance of Continuum of Support Document for the class level to which they are assigned.
- Development and review of SSP/SSP+ for each pupil who is selected for supplementary teaching in consultation with the class teacher and parents
- Maintaining a weekly/fortnightly planning and progress record for each individual or group in receipt of special education.
- Maintaining regular communication with parents.
- Regular conferencing with class teachers.
- Storage of professional reports.
- Implementation of the school policies on screening and selecting pupils for supplementary teaching in English and mathematics by administering and scoring appropriate assessments.
- Liaising with the SENCO and parents to arrange assessments and special provision from outside agencies such as NEPS and CDNT5.
- Liaising with outside agencies pertinent to the children in their care.
- Contributing to the development of policy on special education learning at the whole school level
- Contributing at the whole school level to decision making regarding the purchase of appropriate resource books and materials to be made available to pupils with learning difficulties in their mainstream classroom's and that of the special education room.
- Assisting in the implementation of a broad range of whole school strategies designed to enhance early learning and to prevent learning difficulties.

Role of Parents:

The role of parents supporting the special education for their children is vital to its success. Specifically, parents can contribute through:

- Fostering positive attitudes about school and learning in the child
- Regular communication with the class teacher and special education teacher
- Creating a supportive home environment in relation to school task

Appendix 1
Long-term and Short-term Planning for SEN
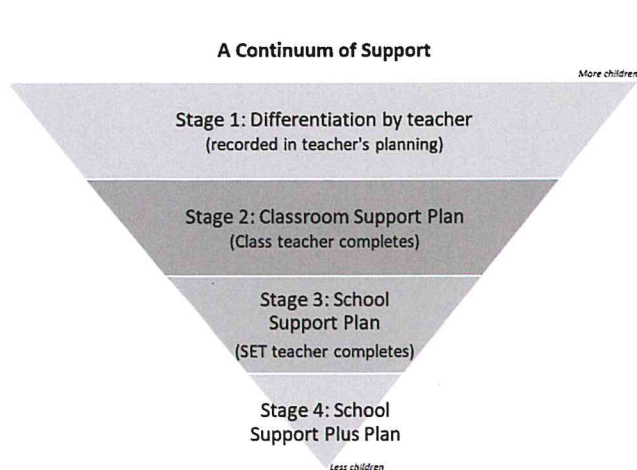
Contents

Points to note.

- Efforts should be made to involve parents in the formulation of these plans whenever possible. At a minimum, SET teachers should contact parents twice yearly, at the time of the initial formulation of the plan and mid-way through the year at the time of the planning review. Contact can be made in person, by phone, zoom or email. Parents should be shown a copy of their child's SSP and made aware of the targets listed.

- The June [Review Page] of the SSP and the class teacher's REPORT CARD for the student should have a consistent message.

- If more than one support teacher is working with the child, they will need to collaborate, together with the class teacher and the parents to write one overall plan. The support teacher assigned to the class level should co-ordinate this.

  - o You could use a one pager to capture needs/ targets/ review of the specific area the other teacher is working on (see email from Tania).
  - o Or email the file back and forth to one another.
  - o Alternatively, if you want to work on the file together "live" - OneDrive is the best way to work collaboratively. Google Drive/ Google Docs messes up the formatting of the document.
  - o The SSP which is being edited should only be shared with the class teacher and any SETs working with the child.
  - o Once the SSP is completed – it MUST be saved in the correct folder on the S drive. Ensure there are no copies of any version stored on cloud storage.

- Please read the advice on the difference between CONCERNS, NEEDS and TARGETS.

Long-term planning: Student Support Files

A continuum of support:

The provision of support is **needs based** and does not depend on educational assessments or reports. These needs are identified by the class teacher and SET teacher assigned to the class, unless the child arrives in school with a professional diagnosis and report already completed.

There is **one Student Support File** template that encompasses all three stages below: Classroom Support Plan (CSP), School Support Plan (SSP) and School Support Plan Plus (SSP+). There is only ever one planning document for the child, not separate class/school support documents. We generally refer to this as the SSP.

A Continuum of Support

Stage 1: Differentiation by teacher
(recorded in teacher's planning)

Stage 2: Classroom Support Plan
(Class teacher completes)

Stage 3: School
Support Plan
(SET teacher completes)

Stage 4: School
Support Plus Plan

More children

Less children

Stage 1: **Differentiation** by teacher as normal.

Stage 2: When a class teacher identifies a difficulty, he or she opens a new file and completes the **Classroom Support Plan** section. The class teacher implements an intervention of approx. 6 weeks. This intervention is reviewed and if it is decided the child needs ongoing support from the support teacher the document progresses onto the next stage.

Stage 3: **School Support Plan (SSP)**, the support teacher completes the school support plan sections of the file in consultation with the class teacher and the child's parents.

Stage 4: **School Support Plan Plus (SSP+)** is written for a child who receives extensive support. Usually with a diagnosis of a delay or difficulty, or with severe difficulties not yet diagnosed. It follows the same format as an SSP, with extra information relevant to the child's diagnosis, such as professional reports or advice from outside agencies or the intention to source such advice. The difference between SSP and SSP+ is mainly just in the name and serves to help identify those students who receive the most support.

<u>**School Support File Template**</u>

The page numbers below relate to the SSP template. They may not be the same on the file you are editing. Note we tend to refer to this file as the SSP/ School Support Plan regardless of the Stage.

Cover Page shows the child's name, the date the plan was started, the date the plan was last edited and what stage of support the child is at. Update the details on this at start of year, mid-year and end of year.

Page 1 [Classroom support plan]-completed by class teacher at the beginning/end of a short-term intervention. Once the child is on SSP stage, this page does not need to be edited, leave it there as it is important to have a record of in-class interventions attempted.

Page 2- [Log of Key Actions and Meetings]- should be updated by SET or class teacher **on an ongoing basis**. Include any handover meetings and meetings between SET and current/ previous class teachers. Mention any meetings-formal or informal/phone calls/emails to parents/decisions re support. Please try to edit this section of the plan frequently, not just twice a year, logging any key decisions or actions taken with regard to the child's support.

Page 3 [Support Checklist]. Change the date to when "last checked" (i.e Sept of current year) and make any relevant observations in comment box. Record the date parents were last consulted. Try to make some of your own observations in Box 8-Observation of learning style. Also remember to complete an interview (<u>Thoughts about School</u> document or similar) with the child at the beginning of the school year and complete the <u>Basic Needs Checklist.</u> Keep this with your printed copy of SSP once printed.

Page 4 [Summary of Relevant Assessments] is updated on an ongoing basis. Tests administered will vary according to the child's needs and the teacher's requirements.

SSP+ Section: regardless of level of support please complete key details and brief summary from any professional assessments received. It is not necessary to fill in all the findings -just key results. Write "See full report on file for further details", these documents should be stored in Catherine's office.

"Relevant Background Information" is an important section. Record here anything you feel would be useful information for a new teacher taking over from you. This may be from parents or other professionals; likes/dislikes; anxieties; interests; strategies that have worked well; learning styles; attitude to learning; tips and suggestions-anything that you have found out about the child over the course of the year -anything that will impact on the child's learning.

Page 5 is the start of the annual **[Support Plan]** itself. This page and target page on next page could be printed as a stand-alone document and used for your weekly planning.

- Student details
- Strengths, interests, (when possible, these should be used to motivate the child to engage)

- Priority concerns – a general statement of teacher concerns, usually written in present tense (e.g. X is finding maths challenging, X's language skills are holding them back etc). Check these, they are often carried over from year to year, check they still apply.

Page 6 [Needs and targets] for the first half of the year.

- If a student had a SSP last year the support teacher last year should have completed these NEEDS during their review in June. For a new SSP the current teacher will identify these.
- Please see the section at the end with **more examples of concerns, needs and targets.**
  - o Pick priority needs to work on. You will not be able to address every child's every need. Pick the ones that are impacting the child the most. You may also need to consider the needs that are common amongst children in a group.
  - o Priority needs (relating to some or all of the priority concerns, e.g. X needs to improve his reading comprehension and fluency/ X needs to develop and recall strategies for solving maths problems). A general statement of what they need to work on.
  - o SMART targets. (e.g. When presented with an unknown text at PM level 10, X will read with 90% accuracy) for the first half of the year. Write them with the review in mind! Ask "how will I know whether or not this is achieved or not?". Also consider if they are targets that can be easily broken down into steps/ weekly targets for your weekly plans.
- The support teacher writes these for their own student for the year ahead.
- Review – this is where you will review the targets in January. Formal/informal assessments of targets should take place in December/early January. Following these assessments, the targets listed for the first term should be marked as achieved/ partially achieved/ not achieved.
- Signatures –Class teacher, SET, parent. Ensure parents and class teacher have been consulted when drawing up the targets.

Targets and strategies for weekly plans should be drawn from this document, and phrased as SMART targets.

Page 7 [Needs and Targets] for the second half of the year (Repeat of the previous page).

- Once the January review is complete you need to decide and complete new Priority Needs and Targets for the second half of the year using the same structure as above. There may be some areas you had to put to one side when prioritising targets in Term 1, consider these again alongside any unachieved targets/ progression of targets from Term 1. There is information on writing targets at the end of this document.
- Review these in June in the "Review" column (achieved/ partially achieved/ not achieved with a little detail if helpful).

Page 8 [Strategies] Record here specific strategies implemented in the different settings. Make sure to consult parents and SNAs. Their contribution can be recorded here.

Page 9 is the Support Review Record. This is only completed in June after the review. This is an extremely important page and is the main page referred to retrospectively.

Saving and Storing School Support Files

June – End of Year review

Follow the <u>two steps</u> below. Note that any page numbers refer to the template and may be different in the SSP you are updating.

STEP 1: Review and close off this year's file. Save it.
(Page numbers refer to template only).

1. **Copy** the "mid year review" version of the SSPs.

2. **Paste** to your desktop/ documents so you can work on it offline from the S drive server (avoid using Google Drive as Google Docs distorts the formatting).

3. **Rename each file with "End of Year"**. It's important to name the document in this way so that we are being consistent, and it helps with the way files appear together.

   CSP Name 2021 2022 End of Year   e.g.   *CSP Peter Parker 2021 2022 End of Year*

   SSP Name 2021 2022 End of Year   e.g.   *SSP Jane Joyce 2021 2022 End of Year*

   SSP+ Name 2021 2022 End of Year   e.g.   *SSP+ Mary Murphy 2021 2022 End of Year*

4. On cover page change **"Date this file edited"** to June 2022.

5. On the cover page **adjust the child's level of support** if this has changed this year/ as a result of the review.

6. Add any details of decisions and meetings from the year to the **[Log of Key Actions and Meetings]** (p.2).

7. Add new STEN scores, any other relevant test results etc to **[Summary of Relevant Assessments]**(p.4) and any new information for **"Relevant background information"**.

8. Minimal edits to "Support Plan" page (this page should reflect the plan at start of year/ term).

9. <u>Complete the **"Review"** column of the targets on **[Needs & Targets for second half of year] (p.7)**</u>. Hopefully some of the targets will be possible to review based on your assessment during the term rather than needing to assess all targets now.

   If there were any new support/ needs/ targets identified during the term – add these in now and review them. If there were targets you did no work on for one reason or another then consider deleting them. Like a Cuntas this will be a record of what they did work on and work towards, not what was planned.

10. <u>Complete the **[Support Review Record], (p.9).**</u> Consult with the class teacher, parents and student. The key message here and in the class teacher's report card should be consistent.

    - <u>Save this page as a PDF and share with parents, or print and discuss with parents.</u> It is important they are aware of the overall SSP, but this page is the

most important. It does have a space for parent signature, so if possible that would be great to have.

11. Go back and check there have been no further changes to the child's level of support/ key actions and meetings as a result of your review.

12. **Save the file on the SEN drive** in the current school year, relevant class, "End of Year" folder (create a folder if there isn't one there).

13. **Print the SSP+ files and put the hard-copy** in the child's file in the cabinet in Catherine's room. No need to print files for any children who do not have a hard-copy file in the cabinet.

14. **Shred** any additional copies/ old versions etc. These are confidential documents and should not be left in drawers/folders etc.

15. **Communicate any key required actions to Catherine** – Irish exemption to be applied for? Dyslexia assessment to be considered etc? It is best to communicate these in June rather than September.

STEP 2: Set up the file for September.

For any children you are recommending continue with support next year please set up the file for the next teacher in September.

1. **Copy** the file you have just completed above.

2. **Rename** the file to:

CSP Name 2022 2023 Start of Year	e.g.	*CSP Peter Parker 2022 2023 Start of Year*
SSP Name 2022 2023 Start of Year	e.g.	*SSP Jane Joyce 2022 2023 Start of Year*
SSP+ Name 2022 2023 Start of Year	e.g.	*SSP+ Mary Murphy 2022 2023 Start of Year*

3. On cover page change **"Date this file edited"** to September 2022 (even though it is June now).

4. On p.4 [**Support Plan**] **update all the details for next year** (if known).

   a. New class/ teacher/ support teacher if known.
   b. Differentiated books (state what happened "last year", any recommendation here).
   c. Irish exemption? State if granted/ eligible but not granted yet/ not eligible.
   d. Update the list of SEN requirements if any change based on June's review.
   e. Update strengths/ concerns based on your June review (September teachers can add to these in September).

5. On the [**NEEDS/ TARGETS/ REVIEW – SEPT – JAN**] page:
   a. Delete the contents from 2021 2022 school year.
   b. Ensure there is no "2021 2022" text at top of pages.
   c. Complete the **PRIORITY NEEDS** for September to January in each support category based on your June review. September's teacher will use this to inform them and write SMART targets in September. *You do NOT need to write SMART targets this time.*

6. Leave the [**NEEDS/ TARGET/ REVIEW – JANUARY -JUNE**] page in place with 2021 2022 comments for easy reference.

   a. Next year's teacher can overwrite this in January.

7. Leave the [**STRATEGIES**] page in place with 2021 2022 comments for easy reference.

   a. Next year's teacher can overwrite this in September.

8. Leave the [**REVIEW**] page in place with 2021 2022 comments for easy reference.

   a. Next year's teacher can overwrite this in June.

9. **Save the file on the SEN drive** in the NEXT school year (2022 2023), relevant class folder. Double check that you have used the filename format above at No.2.

10. There is **no need to print** this file, it is unfinished until new teacher adds to it in September.

September - Start of School Year

Steps for students who did not receive support last year.

1. **If they are an existing student**, check old folders in case they received support that ceased before last year. There may be an old SSP in place that you can refer back to.

2. **If they are a new student:** contact their old school and enquire about support/ support plans. You will need parental permission to do this – ask Catherine or Linda for more info.

3. To start a new file:
   a. **Locate the most recent template.** This is on the S drive and will also be emailed to all SET teachers and class teachers in September.
   b. In most instances the **class teacher should start a CLASSROOM SUPPORT PLAN** by completing that page of the SSP template. After a 6 week intervention the SET teacher may need to progress the child onto a SCHOOL SUPPORT PLAN.
   c. If the child is deemed as requiring support from SET immediately then you will need to create a SCHOOL SUPPORT PLAN. Follow the steps in the previous sections of this document.
   d. Follow the steps at start of this document to complete the file.

Steps for students who received support last year.

1. **Locate the SSPs** for the students in your class level: S > SSPs > 2022 2023 > Class. These should have been started for you by the previous year's support teacher. Double check that the updates in STAGE 2 of June Review have been completed. If not, then please follow those steps now (minus the concerns/ needs etc as these will take a little longer).

2. **Read the SSP on screen** (try to refrain from printing if possible until you have added your own contributions to the file). The NEEDS have been completed for you based on the June review, and there may be some notes in the STRATEGIES page. These are a guide only.

3. **Locate the hard-copy files for children on SSP+ level** in the filing cabinet in Catherine's room. Read any professional reports that will help you understand the child's needs. Look at last year's SSP and see the targets/review of targets that took place in June. This is also available on S > SSPs > 2021 2022> Class.

4. **Meet the child**, conduct an interview with them (e.g My Thoughts about School or similar).

5. **Make your own updates to the SSP file.** It is important that you make it your own and that it is useful for you and your planning for this child. Refer back to the first pages of this guide for a step by step guide to the template. Key actions at this stage include:
   a. Add any meeting info/ key decisions from handover meetings.
   b. Use child's interview to update concerns/ priority needs/ learning styles etc.

c. Review the NEEDS that were written in June. These are only a guide. Update them/ change them based on your professional judgement and the level and type of support you can offer this child (in-class, groups, one to one etc).

d. Write SMART targets based on the child's NEEDS.

e. Discuss these needs/ targets with the Class teacher and ideally check in with the parents too to introduce yourself and see if they have any particular concerns.

f. Read last term's NEEDS/TARGETS/REVIEW page (you can overwrite this in January).

g. Read the STRATEGIES page, keep whatever is relevant again this year, update with new info and delete anything that no longer applies.

h. Read the REVIEW page, you can overwrite this in June.

6. **Save this updated file** on the S drive with same username (SSP CHILD 2022 2023 Start of Year). Replace the one that was there. That file was only an interim file to help you get started.

7. **Print a copy of this file for your folder.** Make notes, updates etc on the hardcopy during the term and update the file in the S drive during the term if you wish. Store this folder securely please and avoid having multiple copies. It is helpful to photocopy/ print an extra copy of each child's "Targets" page for your short-term planning folder for easy reference.

8. You do **not need to print a copy for their file in Catherine's office** (end of year only).

9. Note that the class teacher does not have access to the S drive so ensure they know where to access your folder of SSPs.

10. Update the **Excel Continuum of Support** document with the children's support requirements.

December/ January – Mid Year Review

1. Observe and assess (ongoing).

2. Consult with class teacher, child and parents.

3. On cover page change **"Date this file edited"** to current month and year.

4. Add any details of decisions and meetings to the **[Log of Key Actions and Meetings]**

5. Add details of any key assessments to **[Summary of Relevant Assessments]**

6. Complete the **"Review"** column of the targets on **[Needs & Targets for first half of year]**

7.

8. Complete the "Needs" and "Smart Targets" on **[Needs & Targets for second half of year]** – you can overwrite the content from the same term last year.

9. Detail any new strategies/ approaches etc on this year's **[Strategies]** page.

10. You do not need to complete the [Review] page at end of document until June.

11. **Save the file on the S drive using the filename format below**.

CSP Name 2022 2023 Mid Year Year	e.g.	*CSP+ Peter Parker 2022 2023 Mid*
SSP Name 2022 2023 Mid Year	e.g.	*SSP+ Jane Joyce 2022 2023 Mid Year*
SSP+ Name 2022 2023 Mid Year Year	e.g.	*SSP+ Mary Murphy 2022 2023 Mid*

12. You do **not need to print this full file**. Although the targets and strategies pages may be of benefit to have in your planning folder, attached to the back of the September version.

Short-term Planning

Following on the advice session from PDST on 7/10/2021, please ensure that your weekly plans include the following headings:

Languages: Learning Outcomes
Other subject areas: Content objectives
All subjects: Learner experiences - the **what** and the **how** of each lesson.
All subjects: Assessment
All subjects: Key vocabulary

The weekly targets should be drawn from the SSP targets, but made more specific and should be phrased as SMART targets. If you think about your target for the term – you may break this down into steps needed to reach that target and progress through them weekly.

School Support Plan Target (Literacy):
Independently, X will read the first 32 sight words with automaticity.
> **Weekly Plan SMART target:**
> Independently, X will read the following sight words with automaticity and 100% accuracy: had, have, he, him

School Support Plan Target (Numeracy):
With scaffolding, X will add two and three-digit numbers without renaming
> **Weekly Plan SMART target:**
> With the use of a 100-square, X will add 2 two- digit numbers with renaming with 80% accuracy.

School Support Plan Target
> X will follow 2 and 3 step instructions independently
> **Weekly Plan SMART target:**
> With prompting, X will follow 2 step instructions correctly on 4 out of 5 occasions.

See the list of sample SSP targets for further examples of SMART targets.

This template section may be reviewed in light of PDST guidance below. For information about current practice (2021 2022) only:

> *We have devised one template which can be used to plan for groups or individuals on a weekly basis. Two combined will serve as fortnightly plans, and four will serve as a CM if activities are ticked as they are completed. The plans can be edited to delete days if the child or group is not taken on a daily basis, but the rows allocated to children's names should not be deleted as this will interfere with the formatting.*

> *Please ensure that relevant targets from the School Support Plan are listed at the top of the weekly plan. There may be only two or three of these. The weekly targets should be drawn from the SSP targets, but made more specific and should be phrased as SMART targets (see next section).*

Notes on Concerns, Needs and Smart Targets

These are three very different things, they go from broader (concerns) to a little more specific (needs) to very specific (targets).

- **Concerns:** <u>These are broad general observations about child and should be phrased in present tense.</u> "The teachers and parents have noticed that student is/ Student cannot/ Student finds X difficult/ Student has poor x skills etc). This is an opportunity to document concerns without worrying too much about what needs to be done about them.

- **Needs:** <u>This is a statement identifying one thing the child needs to do, to help partially address one of the concerns.</u> Looking at one of the priority concerns, the child may "need to" develop/ learn/ remember/ apply a whole list of things. Narrow it right down to one thing they really need to focus on to help address this concern. You may find it's better to move on to a different "need" than was addressed (successfully or unsuccessfully) last year. For each area of the child's support (literacy/ numeracy etc) we can realistically only work on 2-3 needs a term so keep these to priority needs only.

  These should be a little more specific than the concerns. For example rather than saying "needs to improve numeracy" you may say the child "needs to improve accuracy when adding", or rather than "needs to improve reading" – think: is it decoding or fluency or comprehension specifically?

- **Targets:** <u>This is a statement, based on the need, that you will be able to assess as achieved/ not achieved.</u> This is linked directly to the "need" you have identified. Targets should be written in a way that in December and June, another teacher could get whatever materials needed (test/ page in a book/ book at a specific PM level etc), sit down with the child, run an assessment and decide "has the child done what that target says?" Ideally you will be able to tick these off as they are achieved during the term rather than needing to run specific tests in one sitting etc.

  There is lots of advice on writing targets available, including lots of examples on S drive and Google Drive (https://drive.google.com/drive/folders/1dmWeFzIN2Y2kdE9vZflv-FyOaRtaNAX3?usp=sharing
  This file is useful too: https://fcit.usf.edu/assessment/basic/basicb.html

  - Condition – In what scenario (With picture cues/with prompting/independently etc)
  - Behaviour/ Action – A verb/ what the child will do (X will read/write/spell etc. Avoid verbs like "know" or "remember" which you may have used in "needs" as these are very difficult to measure)
  - Criteria/ Measurement (with 100%/75%/50% accuracy, 3 out of 4 times etc, in 8/10 questions etc)

EXAMPLES

- **Concern:** Child is finding many aspects of the maths curriculum challenging and is making basic mistakes in addition and finding word problems particularly challenging.
  - **Need:** Needs to learn and apply strategies for problem solving.

- **Target:** Given four 2-step word problems from p.79 of Figure it Out 4, Child will apply the RUCSAC strategy, getting at least 3/4 questions correct.

- **Concern:** Child is finding many aspects of the maths curriculum challenging and is making basic mistakes in addition and finding word problems particularly challenging.
    - **Need:** Needs to use the column method of addition and subtraction correctly.
        - **Target:** Given a set of 10 x addition and subtraction 3 digit equations presented horizontally, Child will rewrite equations using the column method and carry the 1's correctly, in at least 8/10 of the sums.

Communication Strategies:

The operation of an effective communication system between all the parties involved in meeting the learning needs of the child is considered essential. The various strands of the system include:
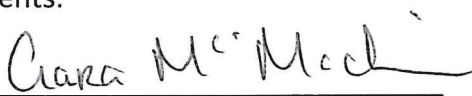
- Regular communication between class teacher and the special education teacher highlighting the child's progress, areas for further development and assessment
- Regular communication between the special education teacher and parents focusing on child's progress and areas where parents can become more involved at home
- Regular communication between the special education teacher and the principal focusing on progress of all children, areas for further development/improvement, review of special education policy
- Regular/informal communication between the SET and the child being supported to ascertain their perception of their needs, support program and progress

Monitoring and reviewing of policy:

Monitoring of special education teaching is an ongoing process. A meeting will be held in the last term of each year in order to review, amend or change this policy.

This policy was ratified by the BOM on 16th January 2023.
It will be reviewed on the basis of changes to legislation, circular letters and/ or other requirements.

Signed: _Ciara Mc Mech_

Chairperson of the BOM of Esker ETNS