



SYNGE STREET CBS- SUPPORT & INCLUSION POLICY FOR STUDENTS WITH ADDITIONAL NEEDS

	Date
Staff Consultation	
Parental Consultation	
Ratified by BoM	

Signed: _____
Chairperson, BoM
Date: _____

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Rationale

The purpose of this Support & Inclusion policy is to provide practical guidance for teachers, parents and other interested parties on the provision of effective support to students with additional learning needs, as well as to fulfil our obligations under the Education Act 1998.

Introductory Statement

Synge Street is an inclusive school that aims to make all students feel welcomed and valued within our community. We endeavour to ensure that each student's academic and social potential is reached and we utilise our Special Education Teacher (SET) team to ensure that every student has access to the supports they need to succeed.

Objectives

- To enable students to access the curriculum to the maximum of their own potential.
- To enable students to achieve success in school life, and in their Junior and Leaving Cert examinations.
- To develop positive self-esteem and essential life skills, especially in relation to literacy, numeracy and social skills.
- To allow all students to share in a complete educational experience.

Guiding Principles

- The resources provided to support pupils with additional educational needs will be used to facilitate the development of a truly inclusive school.
- Supports provided to pupils with additional educational needs will be based on identified needs and be informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines.
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with additional educational needs.
- It is important to note that pupils with the greatest levels of need will have access to the greatest level of support, and whenever possible, these pupils will be supported by teachers with relevant expertise who can provide continuity of support

Roles and Responsibilities

The Role of the Board of Management

- Ensure that all students with special educational needs are identified and assessed.
- Ensure that the school has a special educational needs policy in place, to monitor the implementation of that policy and to ensure its evaluation.
- Ensure that a broad, balanced and differentiated curriculum is provided in the school to ensure in as far as is practical that students with special educational needs leave school with the skills necessary to participate to the level of their capacity in an inclusive way in society.
- Ensure that necessary resources are sought on behalf of students with special educational needs.
- Promote the development of positive partnership with parents and other relevant agencies / personnel and to ensure that parents are informed of their child's special educational needs and how these needs are being met.
- Ensure that parents are consulted and invited to participate in the making of all significant decisions concerning their child's education.
- Ensure that the Special Educational Needs Policy forms part of the School plan.
- Develop a whole school approach to literacy and numeracy under Section 14 of the Education for Persons with Special Educational Needs Act 2004.
- Ensure that an awareness of special educational needs is inculcated in students in the school.

The Role of the Principal

- On behalf of the Board of Management, the Principal has overall responsibility for the day-to-day management of policy and provision for students with special educational needs. The Principal may delegate certain functions to appropriate teachers (as outlined in Section 18 of the EPSEN Act 2004)
- Appoint the SET Coordinator from amongst the staff.
- In consultation with the SET Coordinator, to ensure that an Individual Educational Plan (IEP) is prepared for relevant students.
- Inform the Board of Management of issues which are relevant to special educational needs.
- Consult with the SET Coordinator and other relevant personnel to liaise with the Department of Education and Skills regarding needs and provision. This also includes applications for reasonable accommodations and exemptions in relation to state exams as well as assessments.
- Ensure the effective and efficient use of resources, including the allocation of resource hours and funds.
- Ensure that procedures exist for consultation with feeder primary schools with regard to the enrolment of new students with special educational needs.
- Establish a Special Education Team (SET team) within the school with a specific remit to ensure identification of and support for students with special educational needs.
- Direct the work of the Special Needs Assistants
- Promote a whole school approach to special educational needs, make all staff aware of their responsibilities in this area and facilitate appropriate opportunities for Staff CPD in this area.

- Promote the development of positive partnerships with parents of students with special educational needs.

Role of Special Education Team (SET) Coordinator

- Support the Individual Education Plan process – Special Education Teacher’s write the IEP for the relevant students in their classes, with the support of the SET Coordinator.
- Provide Principal with information/suggestions that will inform timetabling of Support Classes. This applies to both the Support Teaching timetable and the SNA timetable.
- Assist in the administration of the entrance assessment, literacy and numeracy testing of Junior Cycle students, Educational Assessments, Reasonable Accommodations in Certificate Examinations (RACE) applications, Irish Exemptions for students with special education needs, and applications for Low Incidence Teaching Hours (LITH) and Special Needs Assistants (SNAs). All of this includes liaising with outside agencies, as appropriate, and with parents throughout all significant special education interventions.
- SET Coordinator ensures a representative of the SET team is a member of the Care Team.
- Communication within the school, with subject teachers, the NBSS Behaviour for Learning teacher, SNAs, JCSP and TY Coordinators, Yearheads, School Management and students, to help promote and provide an inclusive education for students, including disseminating information regarding special needs generally, and the particular needs of individual students.
- **Manage referrals made by classroom teachers for students with emerging needs who may require additional support.**
- **Maintain a centrally available record of differentiation strategies used by classroom teachers for students with additional needs, and to make this file accessible to all teachers.**
- **Maintain a register of students of all students in the school with additional learning needs.**
- **Facilitate a monthly meeting of the SET Team.**

Role of Subject Teacher

- **Based on the Continuum of Support Guidelines (2017) the classroom teacher has primary responsibility for the academic progress and inclusion of all students in his/her classroom, including those with additional needs. Each subject teacher supports the students learning in their own classroom through differentiation.**
- Advise the SET coordinator where necessary, especially in relation to identifying students who may need learning support, using the referral system in place to ensure relevant supports are implemented.
- Assist the SET Coordinator in compiling information to support applications for support hours or Reasonable Accommodations in the state exams.
- Collaborate with SET teacher in familiarizing themselves with students IEP/ILP and work towards achieving those targets
- Differentiate the curriculum to meet the individual needs of the class.
- Record differentiation strategies for students on centrally available differentiation folder
- Support the provision of differentiated learning in the classroom for students with additional needs by implementing agreed strategies.

- Collaborate with the principal and SET coordinator in agreeing the best use of the SNA for a particular student, and directing the work of the SNA in class.
- Support independence in the students.

Role of the Special Education Teacher

- In cooperation with the SET Coordinator, all SET teachers draw up IEPs or Small Group plans for the students they teach, as appropriate.
- Consult with Students, parents and subject teachers in setting up the classes, setting targets and review progress with the students on a regular basis. Setting targets may also include reviewing screening data, transfer data, attendance etc.
- Provide direct teaching to reinforce the teaching that takes place in the classroom or to improve upon the core skills that may be necessary to successfully access the second level curriculum. These could be literacy, numeracy, behavioural or social skills.
- Keep a weekly record of work that is covered in small group and one-to-one classes
- Secure permission from parents before withdrawing a student for support and report to parents on progress.
- Maintain a record of actions for all communications or important updates related to each student withdrawn for support.
- Responsible for team teaching planning documents, in cooperation with the SET Coordinator and subject teachers.
- Co-ordination of diagnostic and informal assessments to monitor progress.

Role of the Special Needs Assistants (SNAs)

- Responsible for the physical care needs of the students who have access to them. In some instances SNAs are assigned for reasons of behavioural care needs. The school aims for increasing independence of students from SNA help. SNA timetables are kept under review, based on the needs of the students who have access to an SNA in the first instance.

Role of the Guidance Counsellor

- The Guidance Counsellor is made aware of which students have support needs. Assist 6th Years in filling out forms and applications for further education and higher education.
- Support students in filling out DARE applications (DARE: Disability Access Route to Education. For more information about DARE: <http://accesscollege.ie/dare/>).
- Provide one-to-one Career Guidance to all students who request the time to help determine what course of study or life choices would best suit the student's interests and abilities.
- Organise and run the CAT4 entrance assessment and DATS assessment (5th Year).
- Attend Care Team meetings.

Role of the Home School Community Liaison Officer

- The Home School Community Liaison Officer fosters communication between school and parents and offers support to parents in the process of accessing Learning Support resources for their sons.

Role of the School Completion Officer

- The School Completion Officer organises the transfer programme from primary to secondary school.
- The School Completion Officer works with the Care Team, the HSCL and the Principal to help support students in accessing the curriculum, by providing supports such as Breakfast Club, Homework Club, Life Skills Classes and 1st Year Trips, and by targeting students who have difficulty accessing their education for reasons of disadvantage.

Role of the Parent

- Where the word “parent” is used, it is understood to refer also to “guardian” if appropriate.
- The effectiveness of any assessment or intervention will be crucially influenced by the involvement of the student’s parents.
- At the open day, information on special education provision in the school is provided to parents. Throughout the year further updates and details will be communicated to parents. In return, parents are expected to keep the SET team or relevant teachers updated with developments from their perspective.
- They are also expected to work closely with the SET staff to make their child’s learning experience as positive as possible.
- Parents are invited to contact the SET team during the year.
- Parents are always contacted if a student is to be referred for assessment and afterwards to discuss the outcome of the assessment.
- Parents are welcomed to give their input in to the learning targets of the student.
- Parents are contacted where the school feels that their child would benefit from School Support in the form of withdrawal from class. They are asked for their consent. This is also an opportunity to discuss target setting for the student.
- Parents are responsible for ensuring they inquire about Reasonable Accommodations for their son well in advance of the deadline for application (beginning of 3rd Year for Junior Cert / Easter of 5th Year for Leaving Certificate).

Role of the Student

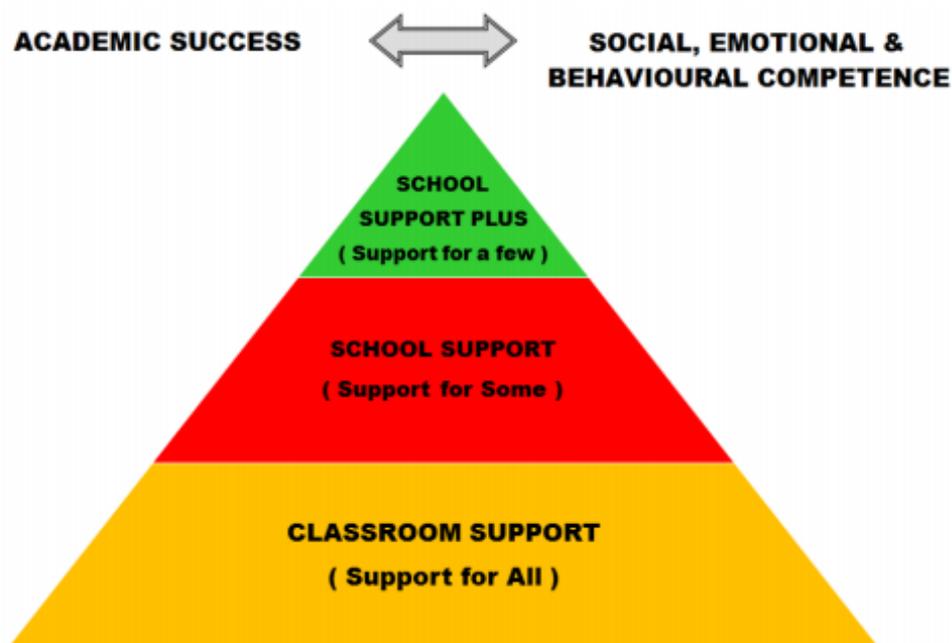
- The SET department involve students in discussions around their learning needs.
- Students have input into their learning targets.
- Students at School Support Plus are involved in the planning of their IEP as appropriate.

- Students on behaviour support plans are involved in a self-monitoring process throughout.
- Students who do not engage with SET teaching will not continue to receive SET teaching as this is an ineffective use of this scarce resource. Students will be made aware of this and given a chance to engage more fully before the resource is withdrawn.

Provision and the Continuum of Support

The Continuum of Support

Synge Street CBS, in line with the support guidelines from the [NCSE](#), identify educational needs through the Continuum of Support Process. The provision of support is based on identified individual learning needs of each student, as opposed to being based primarily on a diagnosis of



a disability.

<p>Classroom Support</p> <p>STAGE ONE</p> <p>Support for All</p>	<ul style="list-style-type: none"> • Classroom Support is the most common type of learning support in response to a student who is recognised by the teacher or a parent as needing a differentiated approach. • Classroom Support involves simple, informal differentiated approaches used in class by teachers to support the needs of the student.
<p>SCHOOL SUPPORT</p> <p>STAGE TWO</p> <p>SUPPORT FOR SOME</p>	<ul style="list-style-type: none"> • In some cases in-class interventions are not enough. In these cases School Support may involve suitable teaching approaches including team-teaching, small groups or individual tuition. • The SET teacher will draft this plan in collaboration with parents, teachers and students where appropriate. This plan will include learning targets and the agreed strategies to be used in class and during withdrawal. • A school support plan operates for an agreed period of time and is subject to review.
<p>School Support Plus (IEP)</p> <p>STAGE THREE</p> <p>SUPPORT FOR FEW</p>	<ul style="list-style-type: none"> • If a student's additional needs are more complex, they are likely to need intensive support. • A support plan with very specific and detailed targets at this level is likely to be more detailed and individualised, and to include longer term planning and consultation • Support at this level will involve more intensive teaching support including more focused small group work or individual teaching

Student Support Plans and Individual Education Plans

A student support plan is devised for any student requiring School Support or School Support Plus.

In the case of School Support, this plan may be part of a tailored group plan with targets set over a specific period of time.

In cases where a student has more complex needs, an IEP may be devised. The IEP process may include:

- Categorisation of need (assessment reports/ information attained from parents)
- General profile based on formal/informal assessment
- Setting targets for each priority learning need
- Identifying the strategies and resources required
- Relevant documentation
- Setting the date for review (IEPs are working documents which are to be reviewed at least once per year)

Provision for students with known or documented needs

Transfer from Primary School

The SET Coordinator will liaise with primary schools and parents to establish whether there are incoming students who have support needs. When this is established, planning for these students will commence during the course of 6th class, as appropriate. This could include for example: tours of the school, meetings, the opening of a student support file and liaison with any relevant agencies.

The level of engagement at the transition phase will generally reflect the degree of complexity of the student's needs.

Information about the student's needs is shared with his teachers and any staff who will work with the student, so they can best support his inclusion in school life.

Transfer into other Year Groups

When a student is accepted into Synge Street CBS to join a year group other than First Year, Information is sought from their previous school. The Principal/ Deputy Principal usually does this.

This information is passed to the Year head and SET Coordinator if appropriate. Based on this information the principal and SET Coordinator will decide what level of support, if any, is needed for the student. The particular needs of the student and any support arrangements are communicated to staff as soon as possible after they start at the school.

Provision for students with emerging needs

Identification

For students with emerging needs, including the exceptionally able, the concern may have been identified through the whole school screening and monitoring systems (see ___ below) in class assessment, performance in house exams, informal observation, parental concern etc.

Teachers are asked to refer students who they have a concern about in writing to a member of the SET team. This referral focuses on the student's behaviour, academic performance, homework etc. Teachers are also encouraged to refer to students' CAT 4 results to determine the student's areas of strength and their needs and link with at least two other subject teachers before writing the referral. Teacher should email the SET Coordinator to refer students.

When a student is referred, the SET Coordinator may assess the student informally to identify the nature of their needs (both learning and behavioural). Parental consent is obtained before diagnostic tests are administered.

The outcome of this assessment will determine what course of action is taken.

Results of Assessment

The results of the assessment may indicate that a student has not got a learning difficulty. In this case the student's needs are supported at the Classroom Support level and by general support systems in the school. Classroom Support includes: differentiated work appropriate to their needs; review of entry levels for State Examinations; referral to Care Team; an agreed referral to an outside agency; support from the Year Head.

If the results of the assessment indicate that a student has a learning difficulty and requires support at the School Support / School Support Plus level, the school may provide small group or one to one class for the student from the General Allocation of Support hours, or the school may suggest getting an Educational Assessment for the student by NEPS (The National Educational Psychological Service) or another outside agency. The school has access to 2-3 NEPS assessments per year, so it is not always possible to arrange this. Alternatively, parents can arrange to have an assessment done privately.

Arrangements for Support

Models of support

Synge St CBS strives to create an inclusive learning environment where the needs of all students are catered for. Students are placed in mixed ability class groupings in 1st Year, based on entrance assessments and any other information available at the time of school entry. In deciding which students need to be in receipt of School Support / School Support Plus and which students may benefit from Classroom Support within the mainstream context the following options are considered:

- In class support / differentiation
- Team Teaching (2 teachers with a class group)
- Small group withdrawal (2-6 students)
- Individual Withdrawal (one-to-one teaching)
- **Curricular Reduction – In exceptional circumstances, a student with educational needs who experiences difficulty in coping with the breadth of the current curriculum may be permitted to ‘drop’ a subject. This occurs only after all avenues have been exhausted. A consultation between the parents, student, principal, guidance counsellor and SET coordinator is also necessary. Parents must sign a consent form giving permission for a reduced subject load. Any student on a reduced timetable cannot avail of the Behaviour for Learning support.**

Withdrawal from Religion class

When small groups and one-to-one settings are arranged, they are often taken out of Religion class. The reason for this is that the Religion class represents a relatively high level of abstract reasoning and has high-level vocabulary requirements.

It is not always possible to remove students from all Religion classes each week, and it may be the case that a student attends small group for some or all of 1st and 2nd Year and then returns to Religion class during the following year.

With this in mind, the following applies:

Students who miss two or more Religion classes per week during 2nd and/or 3rd Year are not required to take part in the Religion exam for Junior Cert.

Students who attend support classes during some of the Religion classes must participate to the best of their ability in Religion class while they are present in the class.

Communication

SET Team

- The SET Team aim to meet formally once a month. Informal meetings occur on a regular basis.
- Members of the SET team can meet mainstream teachers formally or informally.

Mainstream Teachers

- At the beginning of each school year, the SET Coordinator provides teachers with information about the students in their classes who have additional needs.
- CAT4 data is also provided to teachers to inform their teaching.
- Support & Inclusion is on the agenda at nearly every staff meeting.
- Information is also communicated via the year head and student support structures such as the Pastoral Care Team. A representative of the SET team attends each Pastoral Care Team meeting.
- Teachers communicate concerns about students to the SET coordinator and use the referral system where appropriate.

Parents

- Parents are always contacted and their consent requested before any student is referred for assessment. Parents are fully involved in this process.
- Parents are contacted where the school feels that their child would benefit from School Support in the form of withdrawal from class. They are asked for their consent. This is also an opportunity to discuss target setting for the student.
- Parents are notified of any changes to the support provided (i.e. returning to mainstream class after a successful intervention).
- The school journal is used for weekly/ daily home-school communication, and parent-teacher meetings are held once a year for face to face communication.
- Students receive a written school report twice in the school year (at Christmas and Summer).

Exemptions from Irish

An "Exemption" from Irish means that the student does not have to sit the Junior Cert/Leaving Cert exam in Irish and they do not need Irish as a part of their requirement for entry into some third level courses. Exemptions granted to students during primary school are carried over into secondary school. **Parents must ensure that the school has a copy of the exemption, otherwise the student will be required to attend Irish class.**

The criteria for being granted an Irish exemption was revised in 2019/20. In order to be granted an Irish exemption the student must qualify under the rules laid down by the Department of Education. For more information on these rules, visit https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0053_2019.pdf

The categories for being granted an Irish Exemption:

- 1. A student whose primary education up to 12 years of age was received outside the State and who did not have the opportunity to study Irish*
- 2. Students who were enrolled in an Irish primary or secondary school and are now enrolling again after having been abroad for at least 3 years.*
- 3. Students who meet all of the following conditions:
Have significant learning difficulties that continue despite having had access to a differentiated approach to language and literacy over time (documented in a Student Support Plan)*

and

Have a standardised score at or below the 10th percentile in word reading, reading comprehension or spelling, at the time of application for exemption.

Application for exemption is made by the parent to the school principal.

The outcome of the application is returned by the school within 21 days. If successful, a certificate granting the exemption, signed by the principal, is issued to the parent.

Students who have Irish Exemptions on the basis of having immigrated to Ireland after the age of 12 generally do not do Irish. Where this is the case, and where these students also have Learning Support needs that require small group or one-to-one sessions, the school endeavours to provide for these needs during Irish time.

Note: just because students have an Irish Exemption does not mean they are not allowed to do Irish. Some students with an Irish Exemption carry on studying Irish.

Reasonable Accommodations

Reasonable accommodations are designed to remove, as far as possible, the impact of a special educational need on a students' performance in State exams and enable the student to access the examinations on an equal basis with other students.

Where the SET Coordinator is aware of a student's special educational needs, and thinks that a particular accommodation might help the student achieve their potential in the state exams, the SET Coordinator will contact the parents to suggest applying for the relevant accommodation. Where a parent wants to inquire about arranging Reasonable Accommodations for their child they should do so at the beginning of 3rd Year for Junior Cert, or by Easter of 5th year for Leaving Cert.

In line with the guidelines from the State Examinations Commission, Reasonable Accommodations are granted to allow the student to use an accommodation he already receives in school to help him to access the curriculum or demonstrate his learning. For example, if a student never receives or requests help with reading questions or texts in class time, this would indicate that this is not a necessary accommodation for him in the State Exams.

Arrangement at Junior Certificate

Applications for reasonable accommodations are applied for by the school at Junior Cert level. Applications are based strictly on rules issued by the State Examination Commission (SEC). Parents and students are consulted in the process of organising these accommodations. The application deadline is generally in December with a decision made by the SEC in spring. This is a time consuming application process and needs to be started well in advance of December.

Arrangements at Leaving Certificate

A student is availing of accommodations they already had for Junior Cert these accommodations can be easily renewed for Leaving Certificate if still required by the student.

For new accommodations that were not needed at Junior cert, the school assists students and parents in applying for Reasonable Accommodations towards the end of 5th year for the Leaving Cert.

Students must ensure that they have an up to date medical or educational psychological or occupational therapist report (whichever is relevant). Students are also tested by the SET Coordinator or their Special Education Teacher to assess the impact of their Specific Learning Difficulties, where relevant.

If the school considers it likely that a student will qualify for an accommodation in the state exams, we provide a smaller exam centre for house exams, where the student can access that accommodation, or as close as possible to it. (It is not possible to provide one-to-one centres

during house exams, for example.) We do not offer accommodations to students during the 1st Year house exams, except in very exceptional circumstances.

For more information about Reasonable Accommodations, visit:
<https://www.examinations.ie/?l=en&mc=ca&sc=ra>

Monitoring, Evaluation, Assessment and Reporting

All students are assessed on an ongoing basis. Assessment may be formal, informal, or formative.

Assessment Data is used to highlight exceptionally able or less able students, profile a class group /year group and create mixed ability class groups in 1st Year, track student progress and set DEIS/SSE targets.

The responsibility for many aspects of formal and informal assessments lies in the first instance with the subject teacher.

Formal Assessment

- Incoming first Years sit Cognitive Ability Tests (CAT4). The main purpose of the assessments is to put students into Mixed Ability classes, and to identify students who may have exceptionally high or low ability in an area. It is not a screening test to select students, and the student cannot 'fail' the test.
- Students sit Differential Aptitude Tests (DATs) in 5th Year, organized by the Career Guidance Department.
- The SET Coordinator runs Literacy and Numeracy Attainment tests with all 1st, 2nd and 3rd Year students at the beginning of each year. We use the NGRT Literacy and WRAT4 Maths tests. These results are used to inform Support Teaching planning, and are available to help in school wide planning for the school's self-improvement targets.
- The SET coordinator and SET teachers carry out further literacy and numeracy testing of students with SEN from time to time on an individual basis. WRAT4 Spelling and reading comprehension tests are used.

Informal Assessment

- On-going Assessment for Learning and Assessment of Learning in the subject classroom.
- 1st, 2nd, 4th and 5th Year students sit house examinations before Christmas break and before summer break. 3rd and 6th Year students sit Christmas exams and Mock state exams on that year .
- At intervals the school assesses some or all students for some specific element of literacy and numeracy. These informal tests go to providing base-line data for DEIS and

SSE targets. The LS Department includes the targets that arise from these tests, and any other DEIS/SSE targets in its planning, as appropriate.

- SET teachers use informal testing to establish the starting point for the work in Support Classes. Students' assessment of their own strengths and needs is part of this process.

Recording Assessment

- Subject teachers record assessment marks for students in their classes.
- All teachers have a copy of the entrance assessment results (CAT4) for each student in their class, to inform their teaching.
- House examination results are included on the school report to parents at Christmas and end of college year. Copies of the student's reports are stored in the school.
- The SET coordinator and SET teachers maintain files for the students with whom they work. Included in these files are any additional assessments that the students may have taken.

Access & Record Keeping

Some assessment material is of a sensitive nature and therefore it is treated confidentially and only made available to appropriate personnel. The SET Coordinator manages a significant amount of the assessment information for students with special educational needs.

Relevant information about new students provided by the SET Coordinator to teachers, along with CAT4 data, is sensitive data, and all teachers are required to store it carefully.

Each teacher providing small group reports has their own file on the students in their group. This will include the student's IEP, records of work done in support classes, and progress on target sheets.

The SET Department destroys student records five years after their Leaving Cert cohort leaves the school.

Appendices

Appendix 1 – Abbreviations and Terms

Abbreviations

BfL Teacher – Behaviour for Learning Teacher - The BfL teacher supports students in making good behaviour choices that will lead to them being able to access the curriculum. The BfL classes are like the other support classes, in that the programme operates at:

- Level 1 – support for all students (eg: 1st Year induction)
- Level 2 – support for groups of students (eg: short courses for groups of about 4-6 students to help them with specific things, like ‘How to pay attention and avoid becoming distracted’), and
- Level 3 – support for a few individual students (usually one-to-one support, can be short-term or on-going, helps support the student in forming new behaviour habits that make it easier for the student to access the curriculum).]

CAT4: Cognitive Abilities Test 4

CSPE – Civil, Social and Political Education

DARE: Disability Access Route to Education

DATs: Differential Aptitude Test.

DEIS – Delivering Equality In Schools. A programme to support schools in disadvantaged areas.

IEP – Individual Education Plan. This is a plan written for each student with **LITH** hours. It sets out the attainments (test scores) strengths and needs of the student, and in consultation with parents and teachers, prioritized learning needs are set for the student. These are the things that the support teacher will work on during the support class, and subject teachers also work on these. These are reviewed periodically, at least once a year.

LITH – Low Incidence Teaching Hours. [Note for parents: LITH is the name given to the extra hours that are awarded to the school by the **SENO** (Special Education Needs Officer). The SENO works for the NCSE National Council for Special Education Department of Education, and awards extra resources to all the schools in a catchment area. These Low Incidence hours are called that because they are given to the school to help provide inclusive education for students who have special education needs that aren't as common as High Incidence needs. High Incidence needs are Dyslexia and General Learning Disabilities: these are provided for through what is called a general allocation – the school gets a certain number of hours per year to deliver support for any students with these needs. Examples of Low Incidence needs include Autism, Dyspraxia, Emotional Behavioural Disorder, ADHD. When people talk about ‘applying for hours’, they mean applying for LITH hours for an individual student.]

NBSS – National Behaviour Support Service

NEPS – National Educational Psychologist Service. This is the government Educational Psychologist service, and this is the group that provides the school with Educational Assessments, to establish whether a child has a special educational need.

PE – Physical Education

RACE – Reasonable Accommodations in Certificate Examinations. [RACE – note for parents. Reasonable accommodations are measures put in place to prevent a special educational need from stopping the student doing well in exams. An example of RACE is providing a student who has ADHD with a separate exam centre within the school, so that he won't get distracted by noise and movement around him. Another example is to grant a student with Dyslexia a spelling waiver, so that spelling problems arising from Dyslexia won't count against him in language exams. The SET Coordinator helps students to apply for RACE from the State Examinations Commission. That is the part of the Department of Education that organizes Junior Cert and Leaving Cert.]

SEN – Special Educational Needs

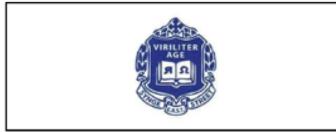
SET – Special Education Team – this team includes the SET Coordinator and SET teachers who work with students who require additional support.

SET Coordinator – Special Education Team Coordinator. This is the teacher who takes on the responsibility of doing the administration required to support students in accessing any extra supports put in place to support special educational needs.

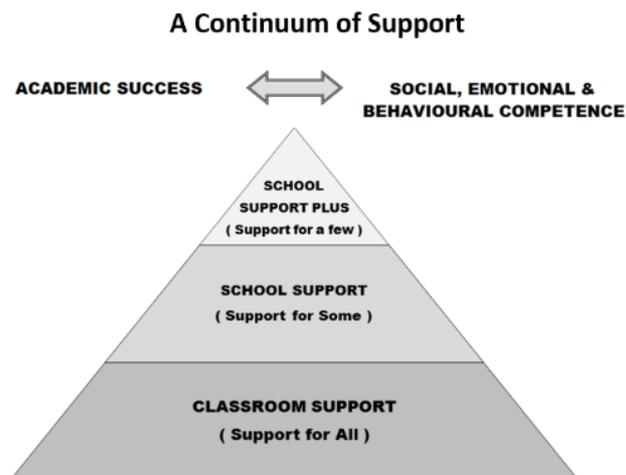
SNA – Special Needs Assistant. This is a staff member whose job it is to assist with physical needs of students with disabilities or behavioural needs.

SPHE – Social, Personal and Health Education

Appendix 2 – Student Support Documents



STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	



Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Student Support File, Log of Actions

Date	Actions

Individual Education Plan

Based on information gathered from various sources which may include: student input; parent input; teacher and SNA input; input from other agencies (eg: Speech and Language Therapists/ Occupational Therapists/NEPS).

Student Name: _____ Class: _____

Date: _____

1st Year Transition Information

	Verbal	Quantitative	Non-Verbal	Spatial	Mean	Comment	Level of support?	Type of support?
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Identified areas of strength:

Identified areas of need:

Targets below can be set in any area of school life which has been identified as a need for the student, eg: literacy/ numeracy/ social/ behavioural/ speech and language etc.

Target: what will the student be able to do?	Who will help? Which staff members will help work on this target, and which curricular areas will be involved?	Strategies/ resources to be used.	Dates (Start date, review date)	Targets achieved? Not Achieved X In progress → Achieved A (Or write note)

Please make subject teachers aware of the prioritised learning needs of the student as listed above.

The above document is signed by parents and school staff. Reviews are carried out by updating this document with updated targets as appropriate, and then signing the newly agreed targets.

Student targets – what do I want to get better at?

Student: _____ Class: _____ Start Date: _____

These are my targets for this term.

Target (Pick something that you want to work on, and that you think you could realistically manage by the end of the term.)	Mark out of ten for target (circle where you are at now)	Where can I work on this target?	How will I know I have achieved the target?	Achieved
	1 2 3 4 5 6 7 8 9 10	Support classroom? <input type="checkbox"/> All Classrooms? <input type="checkbox"/> Home? <input type="checkbox"/>		
	1 2 3 4 5 6 7 8 9 10	Support classroom? <input type="checkbox"/> All Classrooms? <input type="checkbox"/> Home? <input type="checkbox"/>		
	1 2 3 4 5 6 7 8 9 10	Support classroom? <input type="checkbox"/> All Classrooms? <input type="checkbox"/> Home? <input type="checkbox"/>		

This document is worked on in the small group setting. Students agree their targets with teachers. These are reviewed periodically, typically once a term.