

Scoil Niocláis: SET & Support plan Revised June 2024

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Guiding Principles

All pupils have a right to an education which is appropriate to them as individuals. As a school it is our aim to enable each pupil to achieve the maximum benefit from his/her learning. To ensure that all pupils reach their potential, provision must be made for those with special education needs.

Resources will be provided to those identified pupils, with the greatest level of support going to pupils with the greatest level of need.

The class teacher has primary responsibility for the progress of pupils in his/her care.

In the case of meeting the needs of our pupils with additional needs the class teacher will be supported by SET who can provide continuity of support.

Current situation

Scoil Niocláis has a number of pupils with special education needs. These needs will be addressed through adoption of the Continuum of Support Process. The following Continuum outlines the process which will be implemented by Class Teachers & Learning Support Teachers in Scoil Niocláis

Inclusion

Scoil Niocláis is committed to the principle of inclusion. We aim to include all pupils in our school community and to enable them to reach their full potential. We aim to enable pupils with SEN, pupils from minority groups and pupils whose first language is not English to become fully integrated members of our school community.

As a school we aim to remove barriers for pupils to ensure equitable access to school life and curriculum. We wish to ensure that all pupils leave our school as active, responsible citizens with the life skills they need to participate in society and live full & independent lives. The following policy details the provision of supports to pupils in our school.

As per the 'Guidelines for Primary Schools Supporting Pupils with Special Education Needs in a Mainstream Setting', the staff of Scoil Niocláis will adopt the **Identification of Education Needs through the Continuum of Support Process. (p9-p10 of Guidelines)**

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

assessment tools, reports from outside professionals (as appropriate) and may include:

- Teacher observation and teacher-designed measures
- Parent and pupil interviews
- Functional assessment

*These checklists are available in the Continuum of Support Guidelines for Teachers

Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress.

A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation

Implementation of Continuum of Support

The staff of Scoil Niocláis will follow the **Action Plan** outlined in the Primary Guidelines which guides allocation of additional teaching supports (p19-20)

Action 1: Identification of pupils with SEN.

Action 2: Setting targets for pupils at each level of the continuum of support.

Action 3 Planning teaching methods & approaches such as differentiation, grouping, team –teaching, small group teaching.

Action 4: Organising early intervention & prevention programmes.

Action 5: Organising & deploying SET resources.

Action 6: Tracking, recording & reviewing progress.

Aims of Special Education Provision:

The principal aim of provision of additional teaching support in Scoil Niocláis is to optimise the teaching and learning process in order that pupils:

- Achieve their full potential.
- Achieve adequate levels of proficiency in literacy and numeracy before leaving primary school.

The following subsidiary aims arise from the principal aim of learning support:

- To enable these children to access, participate and benefit from the curriculum for their class level.
- To develop positive self-esteem and positive attitudes about school and learning in these pupils.
- To enable these pupils to monitor their own learning and become independent learners.
- To provide supplementary teaching and additional support and resources for some pupils in English and/or Mathematics/Fine Motor groups/Gross Motor groups/Social Skills/Typing.
- To promote collaboration among teachers in the implementation of whole school policies on learning support for these pupils
- To establish early intervention programs such as Station Teaching and Literacy Blast Off which are designed to enhance learning and to prevent or reduce learning difficulties.
- To guard the self-esteem and self- image of the learner.

Effective learning programs are based on the following **principles:**

- Effective whole –school policies and parental involvement in pupils learning
- Provision by the SET of intensive early intervention
- Prevention of learning failure
- Direction of Special Education resources towards pupils in greatest need

Roles and Responsibilities.

The role of supporting pupils learning is a collaborative responsibility and in Scoil Niocláis it is envisaged that the Board of Management, the principal teacher, all class teachers, learning support teachers, SNA's, parents and pupils will contribute to the development and implementation of the school plan on learning support.

Role of the Board of Management

The Board of Management shall:

- Oversee the development, implementation and review of the Special Education Provision policy.
- Ensure that adequate classroom accommodation and teaching resources are provided for the Special Education Team.
- Provide adequate funds for the purchase of resources for the Special Education Team in Scoil Niocláis.
- Provide a secure facility for storage of records relating to pupils in receipt of additional teaching support.

Role of the Principal Teacher

The principal teacher has overall responsibility for the school's learning support program and for the operation of services for children with special educational needs.

The principal teacher is responsible for:

- Monitoring the implementation of the school plan on learning support and special educational needs on an ongoing basis in collaboration with the SET in Scoil Niocláis.
- Monitoring the selection of pupils for supplementary teaching.
- Overseeing the implementation of a whole school assessment and screening program to identify pupils with very low achievement and/or learning difficulties so that these pupils can be provided with the support they need.
- Keeping teachers informed about external assessment services that are available and the procedures to be followed in initiating referrals
- Helping teachers to increase their knowledge and skills in the area of learning support teaching
- Collaborating with the Co-Ordinator of the Special Education Team in the school at least once each school term to discuss the implementation of the school plan on learning support

Role of the SEN Co-Ordinator:

While retaining overall responsibility for co-ordination of learning-support and special needs services in the school the principal teacher has assigned the role of Coordinating Learning Support and Special Needs Services to Michelle Uí Laighin. The duties assigned to this role will include the following:

- Maintaining a list of pupils who are on the Continuum of Support.
- Helping to co-ordinate the caseloads/work schedules of the Special Education Team.
- Supporting the implementation of a tracking system at whole school level to monitor the progress of children with learning difficulties.
- Reviewing pupil progress through individual meetings with class teachers in Term 2 and Term 3.

- Advising parents on procedures for availing of special needs services.
- Advising class teachers who have concerns about a pupil.
- Liaising with external agencies such as psychological services, NEPS, speech and language therapists, occupational therapists and the visiting teacher services.
- Assisting the Principal in selection of pupils for SNA access and application for Assistive Technology for individual pupils.

Role of the Class Teacher

In Scoil Niocláis the Class teacher has primary responsibility for the progress of all the pupils in his/her care and they will endeavour to support pupils learning in the first instance through the Classroom Support level (Continuum of Support)

- The Class Teacher has primary responsibility for the progress of pupils in his/her care who have been selected for school support/ school support plus. A particular responsibility of the class teacher is to create a classroom environment in which learning difficulties can be prevented or at least alleviated. This can be achieved by:
 - Grouping pupils for instruction
 - Ability grouping for Maths & Literacy
 - Differentiating classwork, homework and/or tests.
 - Providing lower-achieving pupils with strategies for reading & spelling
 - Liaising closely with parents
 - Ensuring that a Visual Schedule is in place for ASD pupils.
 - Ensuring that pupils with access to tilt boards, move & sit cushions and movement breaks have these accommodations in place.
 - Ensuring that pupils who have access to Assistive Technology use it appropriately in the classroom setting.

- In consultation with the Principal/Deputy Principal/SEN Co –Ordinator to make provision for SNA to accompany pupils on school tours/swimming **if this is deemed necessary for health & safety purposes.**
- A key element of successful learning support intervention is a very high level of consultation and co-operation between the Class Teacher and the SET. Time will be allocated for this on the SET timetable as Collaborative Intervention. Central to this consultation is the development of Individual Education Plans for pupils who are at the School Support Plus level.
- For each pupil who is in receipt of supplementary teaching the class teacher will play a central role in the implementation of the support program. They will be involved with the SET and the parents in planning, directing and reviewing appropriate learning activities and implementing the recommendations in the Individual Education Plan of each pupil in receipt of individual support.
- Class teachers will collaborate with SET in the construction of targets of the Group Education Plan for pupils who are withdrawn for group support.

Role of the Special Education Teacher:

The SET duties in Scoil Niocláis will include:

- Assisting in the implementation of Station Teaching at Junior and Senior Infant Level and first class as a whole school strategy to enhance early learning and to prevent learning difficulties
- Provision of supplementary teaching commensurate with the child's particular and individual needs preferably in the pupil's own classroom, or where it is deemed more suitable, in the Learning Support Room
- Researching the pupil's specific learning difficulty
- Implementing recommendations from outside agencies
- Liaising with external agencies such as educational psychologists, speech & language therapists, occupational therapists & CAMHS to arrange provision for pupils with special needs

- Development of an I.E.P. for all pupils at the School Support Plus level on the Continuum of Support where the pupil is in receipt of individual teaching
- Maintaining a fortnightly planning and progress record in addition for individuals in receipt of Resource Hours/Individual Teaching
- Maintaining a Group Educational Plan for groups of pupils in receipt of ongoing School Support
- Contributing to the development of policy of Special Education at the whole school level
- Providing advice to the Class Teacher if requested about pupils who are experiencing learning difficulties
- Meeting with parents of pupils who are in receipt of individual teaching support to discuss I.E.P. targets and ways in which attainment of targets can be supported at home.
- Meeting with parents of pupils in receipt of individual teaching twice each year to review pupil's attainment of I.E.P. targets, to discuss targets for the next instructional term and to revise the pupil's I.E.P. These meetings will take place in Term 1 & 2.
- Supporting or consulting with staff. The SET will be encouraged to share his/her knowledge with other staff members on such areas as individual pupil assessment and program planning, as well as approaches to languages development, reading, writing and mathematics for pupils experiencing learning difficulties.
- Co-ordinating with SEN Coordinator in the selection of pupils for supplementary teaching according to the criteria as set out in this policy
- Administering a range of formal and informal assessments for pupils with high and low incidence conditions and those in receipt of ongoing support and in maintaining records of the outcome of these assessments. Assessment will formally occur in January & June when timetables may change due to assessments taking place.
- Liaising with SNAs of individual pupils on the SET caseload.

Role of the SNA:

SNAs play a key role in the daily life of pupils with special needs in Scoil Niocláis.

The SNA is assigned to the school and may be asked to give assistance to any pupil who has been identified as having care needs. In addition, assistance will be given to pupils who have been identified by the principal as posing a health & safety risk. SNAs in Scoil Niocláis have responsibility for:

- Meeting the care needs of pupils (as outlined by NCSE) who have access to an SNA in the classroom & school setting.
- Communicating with the class teacher & SET regarding the pupil in their care.
- Attending IEP meetings in conjunction with parents, class & SET.
- Ensuring that pupils access & use Assistive Technology in the classroom on an ongoing basis.
- Ensuring that recommended equipment (such as tilt boards, move & sit cushions, therabands) are available to & are used by pupils on their caseload.
- Constructing visual schedules for pupils Ensuring that visual schedules are on display in the classroom & that they are accessed by ASD pupils.
- Special Needs Assistants will ensure that all pupils on their caseload have daily contact with them.
- Ensuring that pupils have movement breaks, sensory breaks and access to a sensory box in the classroom setting.
- Providing health & safety cover for **some** pupils on school outings & tours. This will be decided on an individual case in conjunction with the SEN Co-ordinator, the Deputy Principal or the Principal.
- SNAs play a very important role in aiding pupils during yard time.

Role of Parents

In Scoil Niocláis parents will be encouraged to support the work of the school by:

- Book Sharing & reading stories to children
- Paired reading

- Where their child is in receipt of individual teaching, implementing suggested home-based activities as outlined in the I.E.P.
- Let the school know of any learning difficulties that they observe in their child at home. If, following diagnostic assessment, the child has been identified as requiring supplementary teaching, the parents should attend a meeting with the class teacher and the learning support teacher if required to discuss:
 - The results of the assessment
 - Targets for their child's I.E.P if resource is required and G.E.P. if learning support is required
 - Actions to be taken by the school to meet targets
- Assisting in developing their child's oral language
- Motivating children to read more
- Creating a home environment in which literacy can thrive
- Helping children with their homework
- Developing children's reasoning and problem-solving skills
- Selecting books that interest children
- Developing children's mathematical knowledge
- At Parent Teacher meeting time each year parents can make an appointment to meet with their child's SET on the same day as class teacher meeting.

Whole School Strategies for Preventing Learning Difficulties

In Scoil Niocláis there is a strong emphasis on prevention and to date the following school initiatives have been developed to minimize the numbers requiring individual support.

- Station Teaching Junior Infants
- Literacy Blast Off Senior Infants , First Class & Second Class
- U.S.S.R./D.E.A.R Uninterrupted Sustained Silent Reading 1ST – 6TH
- Hegarty Programme for Infants Classes to support Phonological Awareness
- Jolly Phonics As part of Senior Infant Station Teaching Programme
- Typing Groups :To teach pupils with ASD, DCD and Dyslexia to touch type
- Read & Write Gold/ Mindmapping Pupils from 5th & 6th class are taught how to use this software in preparation for transition to second level.
- Social Skill groups for pupils with identified social skills needs using programmes such as:

Time To Talk, Stop Think Do, Talkability, Social Thinking

Prevention and Early Intervention

Prevention / Early Intervention is a cornerstone of supporting all pupils in Scoil Niocláis. Our Strategies for preventing learning difficulties include:

- Station Teaching at Junior Infant level to ensure pupil progress in early literacy skills
- Literacy Blast Off in Senior Infants, first class & second class.
- Observation and assessment of literacy skills of pupils in infant classes to facilitate early identification of possible learning difficulties

Special Class for Pupils with ASD

To cater for the special education needs of Autistic Pupils, Scoil Niocláis has three special AS classes. The criteria for enrolment in these classes are found in our enrolment policy. Pupils who access these classes work with a class teacher & two SNA's. These pupils are also attached to a mainstream class at their age-appropriate level. The aim is to help these pupils reach their potential in terms of academics & social development. Pupils in AS classes spend a portion of each day in their mainstream setting.

How Supplementary Teaching is to be implemented in Scoil Niocláis

Where possible, especially at infant level the child requiring additional support will receive this supplementary teaching within the classroom. If pupils need to be withdrawn for support this should be approached sensitively.

Criteria for Selection for School Support/School Support Plus

The following Scoil Niocláis selection criteria encompass current DES Circulars, Guidelines and general good practice. The school will select pupils in accordance with these criteria, starting at point (1) and continuing on through the selection criteria until caseloads / timetables are full.

"Those with the highest level of need should have the greatest level of support"
(2017 Guidelines: p. 19).

1. Pupils previously in receipt of "Resource hours" who continue to experience significant learning difficulties. Pupils diagnosed as having "Low Incidence Learning Disabilities".
2. Pupils diagnosed as having "High Incidence Learning Disabilities" (Dyslexia/Dyscalculia).
3. Pupils who have English as an Additional Language (EAL) i.e. (a) pupils who arrive to our school without any English (b) pupils who have lived in Ireland less than two years, and whose English needs further support.
4. Pupils scoring at/below the 10th percentile on standardised assessments in literacy.
5. Pupils scoring at/below the 12th percentile on standardised assessments in literacy (to allow for a margin of error).
6. Pupils scoring at/below the 10th percentile on standardised assessments in Mathematics.
7. Pupils scoring at/below the 12th percentile on standardised assessments in Mathematics (to allow for a margin of error).
8. Early intervention in literacy - Infant class pupils who continue to experience difficulties in early literacy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1). The class teacher will have opened a Student Support File in hardcopy form and recorded the interventions in it. This document will be signed by parents.
9. Early intervention in Mathematics - Infant class pupils who continue to experience difficulties in early numeracy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1). The class teacher will have opened a Support Plan in hardcopy form and recorded the interventions in it. This document will be signed by parents.
- 10.12. Pupils experiencing serious difficulties with oral language / social interaction / behaviour / emotional development / application to learning,

despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Student Support File in hardcopy form and recorded the interventions in it. This document will be signed by parents.

11. Pupils scoring at or below STEN 3 (20th percentile) on standardised assessments in literacy, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. SET will open a support file on Aladdin and add GEP.

1. Pupils scoring at or below STEN 3 (20th percentile) on standardised assessments in mathematics, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. SET will now open support file on Aladdin and add GEP.

12. Transition to Post-Primary School.

13. Gifted Pupils (those scoring above the 95th%ile in both English and Mathematics on Standardised Assessments and / or have been diagnosed by a NEPS Educational Psychologist as having a "superior IQ"). Interventions will be made in the first instance in the classroom.

Class Teacher (NEPS' Classroom Support):

The class teacher will create a hard copy Student Support File and record interventions in it for pupils in the following instances. These interventions will be discussed, agreed with and signed by the parent/guardian at the Parent Teacher meeting in November ideally. The class teacher will retain a hard copy of the classroom support plan in a secure place.

- Pupils deemed to need additional support with their learning (literacy & numeracy) and / or specific needs (oral language, social interaction, behaviour, emotional development and application to learning) will be

supported in the classroom by the Class Teacher.

- The classroom teacher will make specific accommodations for a pupil within the class because of concerns about a pupil's progress, application, communication, behaviour or interaction with peers and the development of a programme of differentiated instruction for that pupil.
- All pupils who have assistive technology, soundfield systems, and visual equipment and who do not receive school support or school support plus will have a classroom support plan in place.
- Pupils, who experience a significant life event eg. bereavement, will also be supported by class teacher, in consultation with the parents, with a classroom support plan.

Support Teacher (NEPS' School Support and School Support Plus):

The Support Teacher will provide additional support for selected pupils, through withdrawal (1:1 or in a small group) or in-class support. In class support encompasses the following initiatives:

- station teaching / team teaching / in-class support / reading buddies/Fine Motor group/Typing/Social Skills Group, Zones of Regulation), depending on the child's needs.
- The SET will create a GEP for pupils receiving Literacy, Numeracy, fine motor, Gross motor& typing input and attach the GEP for these groups to the pupil file on Aladdin. IEPs will be attached to those pupils who receive School support Plus.

Procedure Following Selection for School Support/School Support Plus

- Where a pupil has been identified as experiencing low achievement on the basis of a low score on an appropriate screening test and consultation has taken place between the class and learning support teacher, the pupil's parents will be made aware of the concerns of the school in relation to their child's progress. The school's procedures for diagnostic assessment by the SET will be outlined and the parent's approval sought. The parents will also be made aware of the support structures that are available in the school.
- Following diagnostic assessment, the SET will discuss the outcomes of the assessment with the class teacher and a GEP will be drawn up. Equal emphasis will be placed on how the learning can be achieved in the pupil's class programme as well as through supplementary teaching.
- A meeting will take place between the class teacher and the pupil's parents to discuss the outcomes of the diagnostic assessment and also to allow the parents contribute by sharing insights into their child's development and learning difficulties.
- Where supplementary teaching is being offered approval will be sought from the pupil's parents and discussions will take place in order to agree ways in which the parents can support the learning targets that have been set for the pupil.
- Where a pupil is being offered school support for the first time a permission slip will be sent home by the class teacher. The class teacher will contact the parents by phone prior to the permission slip being sent home.

- Regular communication between the learning support teacher and the pupil's parents may be maintained during the supplementary teaching so that the pupil's progress can be reviewed. This can be done through a phone call or via parent –teacher meeting.
- Regular communication will occur between the pupil's Learning Support Teacher and Class Teacher throughout each instructional term. The GEP will be attached onto Aladdin to facilitate clarity regarding targets.

Referral of Pupils to outside agencies

- Where a pupil's needs are markedly unresponsive to supplementary teaching, consideration will be given, in consultation with the pupil's parents, to referring the child for psychological assessment. This referral may include Assessment of Need, O.T and Speech & Language. The pupil will be placed on the school's assessment list awaiting a referral to N.E.P.S. or a private assessment may be arranged by parents if they so wish.

Deploying Resources in Scoil Niocláis

- A list of all pupils in the school with a report from an outside agency will be compiled by Michelle Uí Laighin
- A list of members of Class Teachers and their allocated LST will be compiled by Michelle Ui Laighin
- A member of the SET Team will be allocated to support the learning of each pupil having been identified with a high or low incidence condition or individual pupils in need of support
- Pupils with similar needs may be grouped together for support

Monitoring the progress of Individual Pupils (School Support/School Support Plus)

- There will be ongoing monitoring of each pupil's progress in relation to the attainment of objectives. Pupils in receipt School Support & School Support Plus will undergo Formative and Summative Assessments in January and June of each year. These assessments will be carried out by the SET and attainment will be reported to the Principal, Class Teacher and the pupil's parents. If a parent wishes to be updated on pupil's progress an appointment can be made via the office.
- In the case of a child who, after a number of terms of supplementary teaching, is found to have made very little progress towards achieving the targets in his/her Individual Educational Plan, a comprehensive review of the pupil's needs will be undertaken and a referral to an Educational Psychologist or other outside agency will be recommended.

Record keeping in relation to School Support/School Support Plus.

The SET will maintain the following records for Individual Pupils:

- Pupil Profile file containing I.E.P's and all assessments carried out by the SET. This file will also contain Standardised Test results.
- Fortnightly plans with details of targets and resources to be used.
- An individual file kept in a locked filing cabinet of the Co-ordinator for Special Education containing all confidential reports from outside agencies and copies of and submissions made on behalf of the pupil to the SENO
- Use of Aladdin. All reports from outside agencies, all I.E.Ps and G.E.P.s will be attached to individual pupils on this system.

The SET will maintain the following records for Groups of pupils in receipt of supplementary teaching:

- Copies of the Group Education Plan
- A file for each class group containing assessments & diagnostic tests which have been carried out by the SET

In the case of a SET carrying out general in-class support (such as Station Teaching) the planning Template for In Class Support will be filled in by the Class Teacher and SET and submitted with notes on a monthly basis to the Principal.

Timetabling for Supplementary Teaching

The Supplementary Teaching that pupils receive will be in addition to their regular class programme in English and/or Mathematics.

Scoil Niocláis recognises the right of access of each pupil to all areas of the curriculum. In order to ensure that pupils do not miss out on the same curricular area each time they receive supplementary teaching a rotating timetable will be adopted by the class teacher.

The work of the SET entails providing as many supplementary teaching lessons as possible. However the Scoil Niocláis policy on learning support recognises that in addition to providing supplementary teaching, the learning support teacher must also allocate time to non-teaching activities such as overseeing the early intervention and prevention program, conducting diagnostic assessments, maintaining and reviewing pupil records and consulting with teachers and parents.

How the school plan on learning support is to be monitored.

A meeting will take place during terms 2 & 3 between the principal teacher and the Learning Support Co-ordinator.

These meetings will address among others the following issues, as appropriate:

- The school's prevention and early intervention programmes
- The school's screening programme
- The strategies for communicating with class teachers and parents
- The allocation of the support teachers time
- The referral of pupils for additional assessment and support
- The co-ordination of the SET service and other support services for pupils with special needs
- Time-tabling of pupils for supplementary teaching
- Adequacy of resources for supplementary teaching

As part of monitoring the school plan the principal or the teacher with responsibility for co-ordinating special needs in Scoil Niocláis will also consult with class teachers and parents on these issues. The outcomes of the review process will be shared with Board of Management and the teaching staff in the school.

ICT & Transfer of Equipment:

Pupils who have received sanction from the DES will use the sanctioned equipment in school. The AT will not go home with the pupil. If a pupil has not been officially sanctioned by the DES, they will be given access to a class laptop from 4th to 6th class. A pupil can use a USB to transfer work between home & school settings.

Laptops which have been sanctioned by the DES remain the property of the school and will be stored in the building at all times. When the pupil is transitioning to secondary school the parent will call to the office during the month of August and sign a document to say that they will transfer the necessary ICT equipment to the secondary school. The school secretary will then advise the secondary school in

question that the laptop/technology is now in the possession of the parent and should arrive in the secondary school in September.

Reviewing Policy on Learning Support and Revising the School Plan.

Every three years a comprehensive review and revision of the elements of the school plan dealing with Learning Support will take place. The views of the Board of Management, the Principal Teacher, the SET, other teachers on the school staff, SNAs and the parents of the pupils in the school will be taken into account. The outcome of this review may lead to a revision of the school plan and changes in specific practices as appropriate.