



Woodstock ETNS Additional Education Needs Policy

This policy reflects the overall ethos of the school. Woodstock ETNS aims to provide a happy, secure, friendly learning environment, where children, parents, teachers, special needs assistants, ancillary staff and the Board of Management work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere. We aim to provide for the all-round development of our children. Through our Additional Educational Needs Policy, we aim to:

- Enable children of all abilities to avail of and benefit from an appropriate education,
- Make the curriculum accessible to all pupils,
- Support children with Additional Educational Needs ensuring priority access to Additional Needs Assistants is targeted towards those pupils with greatest needs at our school. This approach enables Woodstock to proactively respond and so deploy supports to those with most need throughout the school year.

Aims

The principal aim, of all learning support is to optimise the teaching and learning process in order to enable all pupils with Additional Educational Needs to experience success at school and to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school.

Woodstock ETNS will aim

- To identify children experiencing learning difficulties and to put in place appropriate learning support for these children.
- To adapt the curriculum where necessary to meet the needs of children experiencing learning difficulties.
- To develop the self-esteem of each child
- To work closely with parents/guardians as partners in their child's education.
To enable the children attending supplementary teaching to participate as much as possible in the full curriculum for their class level.
- To provide supplementary teaching and additional support and resources in English and/or Mathematics for those pupils identified as needing Learning Support.

Roles and Responsibilities

Board of Management

The Board has responsibility to:

- Oversee the implementation of the school policy on Additional Educational Needs.
- Ensure that adequate classroom accommodation and teaching resources are provided for the Support teachers.
- Provide a secure facility for the storage of records in relation to pupils in receipt of Supplementary Teaching.
- Provide opportunities for ongoing support for professional development in Additional Education for staff.

Principal

The role of the Principal is to:

- Assume overall responsibility for the development and implementation of the school's policy on Additional Education teaching in co-operation with the Board of Management, teachers, parents and children.
- Work with teachers and parents in the development and monitoring of the school planning in the context of Additional Educational Needs.
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with lowest levels of achievement.
- Assume direct responsibility for co-ordination of the Special Education Team (SET) in the context of provision of services.
- Liaise with the Special Education Needs Organiser (SENO) and the Department of Education & Skills (DES) in relation to provision of services such as SET and SNA hours and assistive technology, for children with additional needs, e.g. Autistic Spectrum Disorder, Visual Impairment etc.
- Liaise with other school principals in the co-ordination of visiting SET and/or SET clusters.
- Oversee the implementation of a whole school assessment and screening programme to identify pupils with very low achievement, learning difficulties or disabilities so that these pupils can be provided with the support they need.
- Keep teachers informed about the external assessment services that are available and the procedure to be followed in relation to referrals.
- Help teachers increase their knowledge and skills in the area of SEN.
- Provide parents with concerns for their children's needs with information regarding options for having children assessed.

Class Teacher

The class teacher has the primary responsibility for the progress of all pupils in his/her class, including those selected for supplementary teaching. In supporting the development and implementation of the school policy on Additional Educational Needs, 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 selecting pupils for supplementary teaching in English and Maths by co-operating and assisting with, and the administration and scoring of appropriate screening measures and discuss the outcomes with the Support Team.
For each pupil who is in receipt of supplementary teaching, to collaborate with the Support Teacher in the development of an individual profile and learning programme by identifying appropriate learning targets and by organising classroom activities to achieve these targets. This can sometimes be done for a few children in a small group.
- For each pupil in receipt of supplementary teaching, to adjust the classroom programme in line with the agreed learning targets and activities.
- Collaborate on or provide whole-class plans of work (long- or short- term) in English, Maths and/or other relevant curricular areas with/to the Support Teacher in advance of the Support Teacher's planning
- Engage in all processes of the Continuum of Support (outlined in next section), in particular in identifying pupils in need of Classroom Support and implementing specific targets therein.
- To differentiate for children with exceptional abilities in the classroom. Teachers will be asked to refer to NCCA Guidelines for further information (See Appendix 1 of Exceptionally Able Students: Guidelines for Teachers NCCA, 2007)

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With regard to teaching pupils with Additional Needs, the following general approaches and methods are recommended:

- Such children should be prioritised when accessing information from previous class teacher
- Priority when establishing parental contact
- Group teaching
- Modify presentation and questioning techniques to maximise the involvement of pupils with Additional Needs in class activities
- Placing emphasis on oral language development across the curriculum
- Providing pupils with extra opportunities to experience the key basics skills in literacy and numeracy
- Setting learning targets at an appropriate level
- Providing learning activities and material which are suitably challenging, but which also ensure success and progress
- Setting up ‘buddy systems’ in class (high achievers working collaboratively with low achievers, e.g. peer tutoring/paired reading etc.)
- Adjusting class tests which offer challenge and opportunities for success to children of all levels of achievement
- Engaging in co-teaching in forms best suited to maximising the support for all children, including those with special educational needs

Support Teacher (SET) 20 hours per week 2022-2023

SET refers to any teacher employed by the Board of Management in an additional educational teaching capacity.

The SET helps to provide an education which meets the needs and abilities of children assessed as having a specific disability and/or children who are experiencing low achievement as documented in standardised and/or diagnostic test results.

Key to successful additional education teaching is a very high level of consultation and cooperation between the class teacher and the SET. Central to the consultation is the development, implementation and review of Classroom Support Plans, School Support Plans and School Support Plus Plans.

The activities of the SET should include both teaching and non-teaching duties:

- Analyse the standardised test results of any new entrants transferring from other schools
- Order screening, standardised and diagnostic tests
- Distribute, oversee and assist in the administration of screening/standardised tests
- Organise and file the results of screening/standardised tests
- Administer, or oversee the administration, of the diagnostic assessments
Analyse screening, standardised and diagnostic test results
- Engage in all processes of the Continuum of Support (outlined in next section), in particular in identifying pupils in need of School Support and School Support Plus, documenting each pupil according to their stage (see Appendix 1) and implementing specific targets therein
- Engage with the Special Education Team to plan cohesive SEN timetables
- Co-ordinate the role and timetable of visiting SETs
- Collaborate with the class teacher in planning schemes of work for both in-class and withdrawal groups
- Seek written permission for a child’s attendance in a withdrawal circumstance (see Appendix 2)
- Within eight weeks of the first term of the school year develop a School Support Plan for each pupil in consultation with other partners in education including parents and in liaison with other staff working with the child.

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- Develop a group education plan for small groups who are selected for supplementary teaching in consultation with the class teacher and parents, where appropriate and make these available to the Principal
- Provide teaching in English and Maths to pupils in the school who experience low achievement, in accordance with the school's selection criteria, i.e. priority is given to children who perform at or below the 10th percentile in standardised tests and perform significantly below their expected age profile in subsequent diagnostic assessments. Those who perform below the 30th percentile are also supported insofar as is possible, either through whole-class in-class support or through withdrawal in groups.
- Engage in co-teaching in forms best suited to maximising the support for all children, in particular those with literacy and numeracy needs
- Co-ordinate and assist in implementing new literacy and numeracy strategies throughout the school, e.g. Building Bridges, Mata sa Rang
- Maintain and plan a progress record or equivalent for each individual or group of pupils in receipt of support, both on the plans and the pupil record cards
- Track the progress of pupils who have discontinued support, either formally or informally as appropriate
- Provide advice to the class teachers in such areas as individual pupils assessment and programme, as well as an approach to language development, reading, spelling, writing and mathematics to pupils experiencing difficulties
- Contribute at school level to decision making regarding the purchase of learning resource books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the SET support room
- Attend professional development courses that help support the role of SET
- Assist the Principal in organising and filing the records for exemptions from learning Irish
- Read reports pertaining to children with SEN e.g. psychological, speech & language, occupational therapy etc.
- Analyse the standardised test results of children on School Support and School Support Plus
- Administer diagnostic assessments to children on School Support and School Support Plus when the need arises
- Assist in the administration of screening/standardised tests to those children on School Support and School Support Plus when the need arises
- Analyse screening, standardised test and diagnostic results in relation to the children on School Support and School Support Plus where necessary
- Organise and file the records of the children on School Support and School Support Plus
- Assessing the needs and progress of children on School Support and School Support Plus
- Setting specific, time related targets for each child on School Support and School Support Plus, agreeing these with the class teacher and parents and making these available to the Principal
- Teaching of specific children on School Support and School Support Plus, either in a separate room or within the mainstream classroom
- Engage in co-teaching in forms best suited to maximising the support for all children, in particular a specific target child
- Co-ordinate and assist in implementing specific strategies/programmes throughout the school e.g. Handwriting Without Tears, Smart Moves, Socially Speaking etc.
- Provide advice to the class teachers in such areas as behaviour, emotional regulation, organisation, classroom management strategies, differentiation, adapting the curriculum, teaching strategies, textbooks, ICT and other related matters
- Meeting and advising parents and/or class teachers

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- Meeting with other relevant professionals, in the child's interest e.g. psychologist, speech and language therapists, visiting resource teacher
- Contribute at school level to decision making regarding the purchase of resource books, equipment and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the resource room
- Liaise with external agencies such as psychologists to arrange assessments and special provision for pupils with special needs
- Assist the Principal in organising and filing the records for children on School Support and School Support Plus

English as an Additional Language (EAL) Teacher

The EAL Teacher helps to provide an education which meets the needs and abilities of children assessed as being below a score of B1 in the Primary School Assessment Kit (PSAK) for English language learning. In addition, the EAL Teacher will advise and liaise with other teachers, parents and other professionals in the pupil's interests, along with engaging with in-class support teaching in a variety of curricular areas. The responsibility of the ESL teacher is to deliver a programme of English language tuition which is based on the primary curriculum.

More specifically, the EAL Teacher has responsibility for:

- Developing School Support Plans for small groups in consultation with other partners in education
- Assessing the children's needs and progress in relation to their English language learning, using the PSAK and/or other formative and summative assessments
- Setting specific, time-related targets for each child, agreeing these with the class teacher and making them available to the Principal and other Support Teachers. Parents may request a copy of the specific, time-related targets pertaining to their child
- Direct teaching of the child(ren), either in a separate room or within the mainstream classroom
- Co-teaching when the child(ren) concerned will derive benefit from it
- Advising class teachers in regard to adapting the curriculum, teaching strategies, textbooks, ICT and other related matters
- Meeting and advising parents, when necessary, accompanied by the class teacher as necessary
- Track the progress of pupils who have discontinued language support through the use of standardised tests. (Children are referred back to EAL teacher by SET)

Parents

The role of parents in supporting Support Teacher(s), who work with their children, is essential to the success of the SEN provision.

Specifically, parents contribute through:

- Regular communication with the class teacher and the relevant Support Teachers
- Being a role model for learning
- Creating a home environment where learning can thrive
- Fostering positive attitudes about school and learning in the child
Participation in relevant programmes based on the needs of the child, e.g. shared reading
- Developing the child's social, emotional and environmental learning, e.g. functional maths, visits to the library, joining clubs etc
- Fostering an environment where difference and inclusion is celebrated

Special Needs Assistant

SNA support is provided specifically to assist recognised primary, post primary and special schools to cater for the care needs of pupils with disabilities in an educational context, where the nature of these care

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needs has been outlined in professional reports as being so significant that a pupil will require adult assistance in order to be able to attend school and to participate in education (refer to Circular 0030/2014).

The duties of the SNA are primarily for care needs as outlined in Circular 0030/2014

Primary Care Needs that are consistent with the Department of Education and Skills (DES) circulars are as follows:

- Assistance with feeding: where a child with special needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time
- Administration of medicine: where a child requires adult assistance to administer medicine and where the extent of assistance required would overly disrupt normal teaching time
- Assistance with toileting and general hygiene: (including catheterisation) where a child with special needs cannot independently self-toilet, and until such time as they are able to do so
- Assistance with mobility and orientation: on an ongoing basis including assisting a child or children to access the school, the classroom, with accessing school transport (where provided, school Bus Escorts should, in the first instance, assist a child to access school transport), or helping a child to avoid hazards in or surrounding the school. (Every effort must be made by the school to provide opportunities for independence, e.g. the removal of hazards.)
- Assisting teachers to provide supervision in the class, playground and school grounds: at recreation, assembly, and dispersal times including assistance with arriving and departing from school for pupils with special needs where the school has made a robust case that existing teaching resources cannot facilitate such supervision
- Non-nursing care needs associated with specific medical conditions: such as frequent epileptic seizures or for pupils who have fragile health.
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential: This may be for safety or personal care reasons, or where a child may be required to leave the class for medical reasons or due to distress on a frequent basis.
- Assistance with moving and lifting of children, operation of hoists and equipment.
- Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs and those with significant and identified social and emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc.

SNAs may also perform secondary care associated tasks, but only once the SNA has been allocated on the basis of a requirement to provide for primary care needs.

Samples of secondary care needs are as follows: (see Circular 0030/2014 Section 4: Care Needs)

- Preparation and tidying of workspaces and classrooms or assisting a child who is not physically able to perform such tasks to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another. To assist with cleaning of materials.
Assistance with the development of Personal Pupil Plans for children with special educational needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans.
- Assist teachers and/or Principal in maintaining a journal or care monitoring system for pupils including details of attendance and care needs. Assist in preparation of school files and materials relating to care and assistance required in class by students with special needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with class teachers and other teachers such as the resource

- teacher and school principal, attending meetings with parents, SENO, NEPS Psychologists, or school staff meetings with the agreement and guidance of class teacher/principal.
- Assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of qualified personnel, including class teachers or support teachers.
- Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff.

The duties are modified to support the particular needs of the pupils concerned. Depending on the needs of the SEN caseload, the Principal may deploy individual SNA resources to support other pupils with special education needs. This may involve the deployment of an SNA in more than one classroom.

Pupil

Good engagement and participation in their own education has many associated benefits for pupils. This is particularly important for pupils with additional educational needs and can help enhance their academic and social and emotional outcomes.

Engagement is enhanced when schools listen to and build on pupils' interests, aspirations and strengths when developing educational interventions. This involves actively including pupils in a shared assessment for learning process, setting shared learning objectives, and jointly reviewing progress. Pupil participation is supported through teaching that is responsive to the personal needs of the learner and is further enhanced by structuring and pacing learning experiences that are challenging, engaging and enjoyable.

On a whole-school level, this engagement is facilitated by ensuring that children

- Become familiar with the medium- and short-term learning targets that have been set for them. • Have the opportunity to contribute to the setting of these targets, e.g. using WALT or WILF
- Participate in project work on topics of interest to them.
- Learn self-assessment strategies and learning strategies in various curricular areas.

Children who are in receipt of supplementary teaching should, as appropriate,

- Contribute to the selection of texts and other learning materials that are relevant to the attainment of their learning targets.
- Develop ownership of the skills and strategies that are taught during supplementary teaching and learn to apply these to improve their own learning.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities including self-assessment.

Provision for children with emerging special educational needs - The Staged

Approach (Refer to Circular No 0013/2017 and Special Educational Needs, A Continuum of Support - Guidelines for Teachers, NEPS, 2007)

Stage 1: Procedures for the early identification, screening and addressing of the special educational needs of certain children

The success of the classroom support plan should be reviewed regularly, with appropriate parental involvement.

The class teacher will:

- Identify concerns regarding the academic, physical, social, behavioural or emotional development of a child using teacher observation, screening checklists (e.g. Dyslexia, ADHD, ADD, Dyspraxia, ASD, Behavioural), infant profiling (e.g. BIAP), results of standardised tests (e.g. Micra-T, Drumcondra) etc.
- Draw up a short simple plan for extra help to be implemented within the normal classroom setting, in the relevant areas of learning and/or behavioural management, using the Classroom Support Plan within the normal classroom setting in the relevant areas of learning and/or behaviour management with appropriate parental involvement
- Review the plan and liaise with parents on a regular basis dependent on the need – minimum 1 month, maximum 1 school term
- If concern remains after the review(s) and/or adaptations to the plan, the SEN team in the school may be consulted about the desirability of intervention at Stage 2.

The SET will support the class teacher at Stage 1 through informal meetings.

Stage 2: Referral to Support Teacher

If intervention is considered necessary at Stage 2, then the pupil should be referred to the SET teacher, with parents' permission, for further diagnostic testing. In the event of a parent's reluctance or refusal to consent to further testing, the school makes every effort to inform the parents of the concerns of the school, as well as the benefits of supplementary teaching to the child. However, the school recognises that it is a parent's inalienable right to refuse the offer of this extra support. Parents are required to put this refusal in writing stating that they have been made aware of the concerns, offered further testing/support and their wish for their child not to receive this.

If the class teacher's Stage 1 plan does not achieve the desired outcome, then the class teacher will:

- Contact the parents of the child to explain how SET can address their child's needs. This may be done by phone, at a meeting, or by letter/email
- In consultation with the parents, refer the child to the SET, for further diagnostic testing. If this diagnostic testing indicates that supplementary teaching would be beneficial, this will be arranged in accordance with the selection criteria for SET
- Request written parental consent for the child to receive SET using the school's standard consent form.
- Collaborate with the SET and parents in drawing up the School Support Plan.
- Implement the School Support Plan with supplementary activities in the class and at home
- Review the success of the School Support Plan with the SET and parents
- Implement Stage 3 if the significant concerns remain after a period of at least one school term

If the class teacher's plan fails to achieve the desired outcome, the SET will:

- Carry out diagnostic testing on the child to indicate whether supplementary teaching would be beneficial
- Collaborate with the class teacher and parents in drawing up a simple plan for extra help using the Student Support File.
- Collaborate with the class teacher and parents in drawing up the School Support Plan
- Implement the School Support Plan through supplementary teaching
- Review the success of the School Support Plan with the class teacher and parents on a regular basis. If it is deemed that supplementary teaching is to be reduced or discontinued, it is necessary to record this in the child's profile.
- In conjunction with the class teacher and parents, implement Stage 3 if the significant concerns remain after a period of at least one school term.

In the case of pupils with emotional or behavioural difficulties, it is recognised that, with serious difficulties, more urgent action may be needed. In these cases, the pupil's needs should, with parents' permission, be discussed with the relevant NEPS psychologist and/or the case should be referred to the clinical services of the Health Services Executive. This may lead to a more detailed behavioural management programme to be implemented at home and in class, or to referral for further specialist assessment (Stage 3).

The instructional term for SEN begins on week 5 of the school year and continues until June – dates vary according to the type of SEN Teacher, i.e. SET, EAL.

Stage 3: Consultation or referral for assessment to outside specialist

(Refer to Special Educational Needs A Continuum of Support – Guidelines for Teachers, NEPS, 2007)

Stage 3 is implemented in respect of the pupils with learning difficulties and mild/moderate behavioural problems that have failed to make progress after receiving support at Stages 1 and 2.

- In collaboration with parents and following their support, the school will formally request, in writing, a consultation and where appropriate, an assessment of need from a specialist outside the school e.g. psychologist, occupational therapist, psychiatrist etc
- Assessments are facilitated in the school if necessary. The most appropriate setting is determined following discussion with the parents, staff and specialists
- If parents have assessments carried out privately, their recommendations are given equal priority in relation to assessments commissioned by the school.
- The Class Teacher, Support Teachers, Principal, parents, and relevant professionals will collaborate and draw up a School Support Plus Plan.
- The SET will conduct an annual audit of pupils with SEN at the end of May/June. This will be monitored and reviewed regularly

Procedures for liaison with Outside Agencies:

- The School Principal and/or SET will liaise with The National Educational Psychological Service (NEPS), The National Educational Welfare Board (NEWB), The National Council for Special Education (NCSE), and the Special Educational Needs Organiser (SENO) and with other agencies e.g. Speech & Language Therapist (SALT), Assessment of Need (AON) etc.
- Class Teachers will inform the Principal and SET of any correspondence or information received from outside agencies, parents etc.
- All documentation is to be collected and stored in the child's file. Copies of these documents are held by the Principal and the SET.

Drafting and Implementing a School Support Plus Plan for pupils at Stage 3

The purpose of a School Support Plus Plan is to address the pupils' full range of needs within a specific time frame.

The following information will be included in a School Support Plus Plan

- Details from the class teacher
- Assessment results
- Other relevant information, e.g. reports from other agencies
- Learning strengths: based on teacher observation, parent observations, SNA observation etc.
- Priority learning needs: based on psychological report, teacher input, parental input, pupil input etc.
- Smart Learning Targets
- Class based learning activities
- Supplementary support activities to include ICT
- Home support activities
- Timetable

A detailed review will take place at the end of each term, as set out in the child's School Support Plus Plan. The SET and/or the Class Teacher will meet the parents to discuss the child's progress in light of the review. A detailed review will take place at the beginning of Term 1 to establish goals and learning targets. A review will take place at the end of Term 1/start of Term 2 to discuss the child's progress. At the end of Term 3 the SET will complete a review of the child's School Support Plus Plan.

School Support Plus Plan Meetings

- The SET and the class teacher have responsibility for co-ordination of the School Support Plus Plan.
- The SET, class teacher, parents and other relevant parties (e.g. psychologist, OT, SLT etc.) participate in the preparation of the education plan.
- Participation is facilitated through formal face-to-face meetings in the school. Meetings will include the SET and parents and class teacher (if possible). The SET may also have informal meetings with mainstream class teachers as deemed necessary.
- The pupil may be included in the process through their own feedback.
- A copy of the plan will be kept in individualised files. A copy of the plan is given to the parents.

If the School Support Plus Plan identifies resources over and above those normally available in a mainstream school setting, the Principal will apply through the SENO and the NCSE e.g. application for assistive technology etc.

The Principal, the SET and the parents are responsible for ongoing consultations with psychologists, SENO, and other interested parties.

Inclusion

There are practical steps in place to ensure that pupils with additional educational needs are included as fully as possible in the life of the school and the classroom. These steps include:

- S.P.H.E/Ethical education classes
- In-class resource teaching
- Social games etc.

Gifted Children

Children who display a high level of intelligence will not usually be withdrawn from class. The class teacher will ensure that a differentiated programme of work is in place, which challenges the child and caters for his/her individual educational needs.

Homework

The class teachers and SEN teachers shall work in collaboration when assigning homework to children who receive supplementary teaching. This is to ensure that there is not an excess amount of homework given.

Deployment of Staff (DES Circular 0029/2021)

The deployment of staff is at the discretion of the Principal. To ensure the most effective deployment of staff in meeting the overall SEN requirements of the school, the Principal takes into account the experience/expertise of teachers and SNAs, along with any relevant circulars/guidelines. DES Circular 0029/2021

Timetabling

The SEN Teacher draws up the timetable in consultation with the class teacher. The timetables allow for group and individual instruction, in-class support and meetings with parents and teachers. Planning time will also be incorporated into the timetable.

Professional Development

The Board of Management supports membership of professional association (e.g. ILSA, RAI)
Teachers are made aware of and supported to attend

- Conferences and In-service
- SEN cluster meetings under the local NEPS psychologist
- SESS courses.
- Any relevant CPD courses.

Transfer to Other Schools

Information is transferred to other schools when the pupil transfers on a need-to-know basis (Under Section 28 of the Education Welfare Act 2000, it is a requirement of the Board of Management that information concerning attendance and the child's educational progress be communicated between schools). Reports, documents and any other significant information may be passed on to another school following parental consent.

Record Keeping

The SET will maintain the following documentation in files:

- Student Support Files (including Classroom Support Plans, School Support Plans and School Support Plus Plans)
- Short term planning

- Other records, e.g. correspondence
- Samples of work

The class teacher, SEN team and the Principal have access to these records. Note: Bearing in mind the child's entitlement to confidentiality, access might be on a need to know basis.

The records are stored in filing cabinets which are locked. The SET and the Principal have copies of the keys for this filing cabinet.

Digital copies of Student Support Files are password protected.

These records are retained indefinitely. The records are updated on a regular basis, e.g. when a School Support Plan has been reviewed, when the school receives correspondence from outside parties etc. The SET, class teacher and Principal have responsibility for contributing to a child's file.

Records are made available to other agencies, including other schools when the pupil transfers on a need-to-know basis.

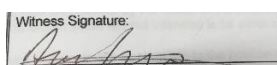
Success Criteria

The school wide implementation of this policy will result in:

- Inclusion of pupils with additional needs into the school.
- Pupils with SEN being identified and assessed.
- The implementation of the Staged Approach to SEN.
- The provision of extra support/supplementary teaching where appropriate.
- Increased communication and collaboration.
- The positive progress of pupils with SEN.
- Feedback from teaching staff, special needs assistant, pupils, psychologists and parents

Ratification

This policy was ratified by the Board of Management on 1st February 2021.

Witness Signature:


Signed: Anne Gregory - Chairperson, Board of Management

Date: 1st September 2022