



Scoil Maelruain Junior

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Special Educational Needs Policy Draft Policy - Under Review before ratification

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Initial Draft	Redrafted and 2021 Reviewed yearly
Ratified by the Board of Management	28th November 2022 Total Redraft Under Review Oct - Dec 2024

This is a working continuous document

The following acronyms are used in this policy:

AS Class	Autism Support Class	SEN	Special Educational Needs
BOM	Board of Management	SENO	Special Educational Needs Organiser
CPD	Continued Professional Development	SEN Co	Special Educational Needs Coordinator (Leadership Team Member)
DE	Department of Education and Skills	SET	Special Education Teacher
PPP	Personal Pupil Plan (care needs plan)	SLD	Specific Learning Difficulty
NCSE	National Council for Special Education	SNA	Special Needs Assistant

NEPS	National Educational Psychological service	SSP	School Support Plan (learning/specific target wellbeing goals)
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1. Ethos of Special Educational Support In Scoil Maelruain Junior

Scoil Maelruain Junior is a junior school catering to children from Junior Infants to Second Class, under the patronage of the Catholic Archbishop of Dublin. Our school community includes a Principal, 16 mainstream class teachers, one Autism Support Class (AS Class) teacher, and 7 Special Education Teachers (SET). We also have 10.97 Special Needs Assistants (SNAs), with two dedicated to our AS Class. The allocation of Special Education Support teachers and SNAs is subject to review by the National Council for Special Education (NCSE) and the Department of Education (DE).

Purpose of the Policy

This policy aims to inform school personnel and parents about how we organise the teaching and support for children with special educational needs (SEN). This term encompasses a wide range of needs, including:

- Diagnosed disabilities
- Difficulties in acquiring literacy and/or numeracy skills
- Challenges with fine or gross motor skills
- English language learners (when language impacts progress)

At Scoil Maelruain Junior, we take pride in being an inclusive school. We are committed to providing an equitable educational experience for all students and supporting both pupils and parents throughout their educational journey with us.

This policy is based on [Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools](#), [Special Educational Needs - A Continuum of Support \(Guidelines for Teachers\) \(File Format PDF 1.8MB\)](#), [Special Educational Needs - A Continuum of Support \(Resource Pack for Teachers\) \(File Format PDF 300KB\)](#), [Autism Good Practice Guidance for Schools – Supporting Children and Young People](#) and other support and advice documents from the NCSE <https://ncse.ie/>. It is in compliance with the [Education for Persons with Special Educational Needs Act 2004](#)

There is a FAQ document at the end of this policy document to assist in understanding any terms or acronyms (Appendix 7)

2. Aims of SEN Support:

This policy aims to:

- Support the inclusion of all pupils to access the curriculum to the fullest of their potential.
- Ensure that the Staged Approach/Continuum of Support is implemented.
- Ensure that the pupils with the highest level of need have access to the greatest level of support.
- Promote a collaborative approach among staff, mainstream class teachers, SET and AS Class teacher and SNAs to provide targeted support for pupils with additional needs.
- Promote a collaborative approach between parents/guardians and staff in the development of Support Plans for their children.
- Establish whole school strategies to support teaching and learning of all pupils including children with special educational needs within each curriculum area.
- Optimise the teaching and learning process in order to enable children with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school (Guidelines for Schools, p15)

- Establish early intervention programmes to identify pupils with special educational needs, provide interventions to enhance learning and to prevent/reduce and support pupils with additional needs.
- Enable pupils to understand themselves as learners.
- Support pupils' development both socially and emotionally.
- Develop positive attitudes about school and learning in our pupils.

3. Principles of SEN Support

The principles of SEN support in our school is based on the following principles:

- Quality of teaching.
- Effective whole-school policies.
- Direction of resources towards children in greatest need.
- Implementation of a staged approach to support provision at Class Support/School Support/School Support Plus/Individual Education Plan (IEP) levels.
- Provision of the model(s) of intervention appropriate for the child, including the withdrawal model, in-class support model, individual or group work, etc.
- Collaboration between all teachers supporting the pupil and home/school collaboration.

Continuum of Support - Staged Approach

[Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools](#) states pupils can have varying levels of educational needs and that the response to those needs should be staged and varied. Those with the greatest levels of need should have access to the greatest levels of support.

The Continuum of Support enables schools to identify and respond to needs in a flexible and appropriate way. All Support Plans are working documents and are reviewed and updated on a regular basis with formal reviews in February and end of June/September.

<p>Stage 1: Classroom Support Plan (CSP)</p>	<p>The class teacher or parent identifies an academic, physical, social or emotional need in a pupil. A Classroom Support Plan is devised by the classroom teacher and identifies the need, sets targets and strategies for those targets to support and improve the identified need. It is a short term intervention designed to improve learning for the targeted need. The support is provided by the classroom teacher or sometimes as part of targeted support during team teaching or in class support by SET.</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 <p>A Classroom Support Plan runs for an agreed period of time and is subject to review.</p>
<p>Stage 2: School Support Plan (SSP)</p>	<p>A School Support Plan is created to address specific learning needs, often following a Classroom Support Plan or as a response to a suspected or diagnosed Specific Learning Difficulty (SLD) like dyslexia. Developed by the Special Education Team (SET) in collaboration with the classroom teacher, parents, and the child (when appropriate), the plan outlines a few key targets based on the student's strengths and needs. It includes strategies to support or improve the identified difficulty. As targets are met, SET reviews</p>

	<p>the child's progress and sets new targets to continue supporting their development, with the flexibility to revisit previous goals if necessary.</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/Pupil consultation - My Thoughts About School Checklist* ● 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 ● Screening tests of language skills <p>A support plan at this level may detail suitable teaching approaches including team-teaching, in class support, 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>Stage 3: School Support Plus Plan(SSPP)/ Individual Education Plan (IEP)</p>	<p>A School Support Plus Plan is designed to support students with a suspected or diagnosed Specific Learning Difficulty (SLD), such as dyslexia, or a specific disability like Autism Spectrum Disorder, Attention Deficit Disorder, or Sensory Processing Disorder, as identified by a professional. Created by the Special Education Team (SET) in collaboration with the classroom teacher, parents, and the child (when appropriate), the plan focuses on a small number of targets based on the student's strengths and needs. It includes strategies to address and improve the identified difficulties. Once a target is achieved, SET reviews the child's progress and sets new goals to further support their development, with the option to revisit previous targets if necessary.</p> <p>Children in the AS Class have a personalized School Support Plus Plan or Individual Education Plan (IEP) that guides teacher planning and sets targets and specific curricular goals for each student. The plan includes a detailed 'strengths and needs' section and is a dynamic, working document that may change over time. Parents are involved in the development of the plan and are consulted regularly throughout the school year.</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/Pupil consultation - My Thoughts About School Checklist* ● 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 ● Recommendations from professional reports ● Input from professionals working with the pupil. ● Advice from National Council of Special Education (NCSE) <p>Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p>

	A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.
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Pupil Persona Plan/Pupil Care Plan (PPP/PCP)	A Pupil Care Plan is created for children who receive support from a Special Needs Assistant (SNA) to address their primary care needs, which may be diagnosed or undiagnosed. The plan is written by the class teacher in collaboration with the SNA and with input from the parents. It outlines the child's specific primary and secondary care needs, setting targets and goals to support those needs. The plan is a working document, continuously reviewed, with formal reviews taking place in February and September.
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* [Special Educational Needs - A Continuum of Support \(Resource Pack for Teachers\) \(File Format PDF 300KB\)](#)

Support Plans are created and stored on the Aladdin platform under 'support files'.

 Data Protection and Record-keeping Policy 2022

Autism Support Class (AS Class):

Scoil Maelruain Junior is an inclusive school dedicated to ensuring every child has the opportunity to reach their full potential, including children with special educational needs. While the mainstream class setting works for most students, it may not meet the specific needs of all children, particularly those with autism spectrum disorder (ASD). To address this, the school offers an AS Class designed to support children with a diagnosis of ASD, providing them with an environment tailored to their learning needs.

The AS Class accommodates 6 children, and each of these children is dual-enrolled—meaning they are registered in both the AS Class and a mainstream class. This dual-enrollment approach ensures that students have access to the specialized support they need while also being integrated into the broader school community.

The responsibilities for each child are shared between the AS Class teacher and the Mainstream Class teacher. When the child is in the mainstream class, the mainstream teacher takes on the responsibility for their progress and learning. The two teachers work closely together, regularly communicating about the child's development and progress, and jointly planning how to best support the child's needs. This includes planning and reflecting the child's progress in their fortnightly plans and tracking their achievements in the Cúntaisí Míosúil (monthly reports).

The dual-enrollment structure aims to create a balanced approach where children with ASD can thrive in a setting that accommodates their needs, while also participating in the broader learning experiences of the mainstream classroom.

4. Roles and Responsibilities

The role of supporting the learning of children with special educational needs is a collaborative responsibility of all the school community: Board of Management, Principal, Deputy Principal and Special Educational Needs Coordinator, Mainstream Class Teachers, Support Education Teachers and AS Class Teacher, SNAs and parents.

Board of Management:

The oversight of the Special Educational Needs (SEN) Policy includes the following key responsibilities:

- **Development, Implementation, and Review:** Regularly overseeing the development, implementation, and review of the SEN Policy to ensure its effectiveness and relevance.
- **Resource Provision:** Ensuring that adequate classroom accommodations and teaching resources are provided to meet the diverse needs of students.
- **Record Management:** Maintaining safe storage of all records related to children with special educational needs, ensuring confidentiality and accessibility when required. A copy of the SSP should be kept under 'support file' on the Aladdin platform.

[Data Protection and Record-keeping Policy 2022](#)

By fulfilling these responsibilities, we aim to create a supportive environment that promotes the learning and well-being of all students with special educational needs.

The Role of the Principal Teacher:

- **Professional Development:** Assist teachers and Special Needs Assistants (SNAs) in increasing their knowledge and skills in SEN teaching by encouraging and facilitating access to relevant professional development opportunities.
- **Regular Meetings:** Hold regular meetings with the SEN Coordinator and the Special Education Teacher (SET) team to discuss strategies and support.
- **Liaison with Agencies:** Collaborate with the SEN Coordinator to liaise with external agencies on matters related to Special Educational Needs.
- **Resource Management:** Review, monitor, and apply for additional teaching and learning resources for SEN students, including Assistive Technology.
- **Application Review:** Review applications to outside agencies for support related to Special Educational Needs.
- **Assessment and Screening:** Oversee the implementation of a whole-school assessment and screening program to identify pupils with low achievement, ensuring they receive necessary support.
- **Policy Development:** Oversee the development of SEN policies, plans, and procedures to ensure a cohesive approach.
- **Parent Engagement:** Meet with parents of pupils with Special Educational Needs to discuss their child's progress and support.
- **Coordination with External Agencies:** Liaise with external professionals such as Psychologists, Family Doctors, Speech and Language Therapists, NEPS, and SENO to arrange assessments and special provisions for students.
- **Allocation of Resources:** In consultation with the SEN Coordinator, manage the allocation of Special Education Teaching (SET) and SNAs.
- **Documentation Management:** Ensure that all documentation related to students receiving Special Education Teaching is properly filed and secured, adhering to the

[Data Protection and Record-keeping Policy 2022](#)

Special Education Needs Coordinator:

- **School Plan Development:** Contribute to the development of the school plan and policies for Special Educational Needs.
- **Assessment and Screening:** Oversee the implementation of a whole-school assessment and screening program to identify pupils with very low achievement and/or learning difficulties, ensuring they receive the necessary support [2024/25 Assessment and Recording Policy.docx](#)
- **Collaboration:** Work collaboratively with the Principal, SET Team, Class Teachers, SNAs, external agencies, and parents/guardians of SEN children to ensure a holistic approach to support.
- **Information Sharing:** Keep SEN Teachers, Class Teachers, SNAs, and parents informed about relevant external assessments and Special Needs services available.

- **Support Tracking:** Maintain a list of pupils who are receiving SEN support to monitor progress and needs.
- **Coordination of Caseloads:** Assist in coordinating the caseloads and work schedules of the SET Team to optimize resource allocation.
- **Liaison with External Agencies:** Liaise with external professionals, including Psychologists, Family Doctors, Speech and Language Therapists, NEPS, and SENO, to arrange assessments and special provisions for pupils with Special Needs.
- **Collaboration on Procedures:** Collaborate with the SET Team and Class Teachers in identifying, screening, and referral procedures for students needing additional support.
- **Record Keeping:** Maintain accurate records and disseminate information to relevant school personnel to ensure effective communication and support.
- **Resource Management:** Order, purchase, distribute, and inform staff about class screening materials and procedures [W 2024/25 Assessment and Recording Policy.docx](#) . Additionally, procure resources specifically for children with Special Educational Needs.

The Class Teacher:

The class teacher has primary responsibility for the progress of all the pupils in their class including those receiving Special Education Teaching.

The class teacher:

- **Parent Liaison:** Regularly communicate with parents regarding their child's progress and any challenges they may be facing.
- **Facilitation of Support Models:** Facilitate the implementation of various support models provided by the Special Education Team (SET).
- **Initial Communication with Parents:** Reach out to parents to make them aware of any difficulties their child may be experiencing.
- **Identification of Support Needs:** In conjunction with the SET, utilise class observations, standardised assessments, and diagnostic test results to identify each child's specific level of required support.
- **Collaboration on Student Support Files:** Work with the SET and Special Needs Assistants (SNA) to develop a Student Support File for children accessing SET and SNA support.
- **Creation and Maintenance of Support Files:** Collaborate with the SET, SNA, and parents to create and update the Student Support File, and attend related meetings to discuss progress and strategies.
- **Regular Monitoring:** Meet with the SET on a regular basis to monitor student progress and adapt learning programs as necessary.
- **Development of Personal Pupil Plans:** Collaborate with the SET, SNA, and parents in the development of Personal Pupil Plans for students with Special Educational Needs.
- **Liaison with External Agencies:** Work with external professionals, such as Psychologists, Occupational Therapists, and Speech and Language Therapists, to provide support and input on teaching strategies for students with SEN.
- **Team Teaching and In-Class Support:** Partner with the SET to provide team teaching and in-class support, ensuring comprehensive knowledge of the progress of all students.
- **Child Files Maintenance:** Maintain a comprehensive file for each child with SEN, including psychological reports, reports from external agencies, diagnostic tests, and work samples. All professional reports will be securely stored in the Principal's office in accordance with our [Data Protection and Record-keeping Policy 2022](#) .

Special Education Teachers:

The role of the SET Teacher includes:

- **Development of Student Support Files:** Collaborate with the class teacher to develop a Student Support File that addresses the specific needs of children with additional needs.
- **Progress Reporting:** Maintain relevant progress reports for children or groups of children receiving Support Teaching to monitor their development.

- **Data Gathering for Profiles:** Collaborate with the class teacher to gather information and data on children to create profiles for those experiencing difficulties (see section 3 above Continuum of Support).
- **Administration of Diagnostic Tests:** In consultation with the class teacher, administer relevant diagnostic tests to children identified as experiencing difficulties.
- **Personal Pupil Plans Development:** Work with the class teacher, SNA, and parents to develop Personal Pupil Plans for students with Special Educational Needs.
- **Setting Specific Targets:** Establish specific targets for individual children and/or groups, agreeing these targets with the class teacher and parents to ensure alignment and support.
- **In-Class Support Implementation:** In conjunction with the class teacher, implement various in-class models of support tailored to individual student needs.
- **Withdrawal for Support:** Withdraw children individually or in small groups (maximum of four) to provide focused and effective support.
- **Liaison with External Agencies:** Liaise with external professionals, including Psychologists, Occupational Therapists, and Speech and Language Therapists, to provide support and input on teaching strategies for children with SEN.
- **Child Files Maintenance:** Maintain a comprehensive file for each child with SEN, including psychological reports, reports from external agencies, diagnostic tests, and work samples. All professional reports will be securely stored in the Principal's office in accordance with our [Data Protection and Record-keeping Policy 2022](#) .

Dual Enrollment - AS Class Teacher and Mainstream Class Teacher

The role of the AS Class Teacher includes:

- **Development of Student Support Files/Individual Education Plan:** Collaborate with the mainstream class teacher and AS Class SNA's to develop a Student Support File/Individual Education Plan/Pupil Care Plan that addresses the specific needs of children with additional needs. These plans are a working document and changes may happen frequently. All staff must have regular contact to ensure all changes or modifications are noted by the other.
- **Progress Reporting:** Maintain relevant progress reports for each child. These reports must be shared with the mainstream classroom teacher.
- **Integration:** The AS class teacher and mainstream class teacher will collaborate to determine the best times for a child to integrate into the mainstream class. If the child is dysregulated and unable to attend, the decision will be made to keep them in the AS class until they are ready to return to the mainstream class.
- **Liaison with External Agencies:** Liaise with external professionals, including Psychologists, Occupational Therapists, and Speech and Language Therapists, to provide support and input on teaching strategies for children with SEN.
- **Child Files Maintenance:** Maintain a comprehensive file for each child with SEN, including psychological reports, reports from external agencies, diagnostic tests, and work samples. All professional reports will be securely stored in the Principal's office in accordance with our [Data Protection and Record-keeping Policy 2022](#) .

The Role of the Mainstream Class Teacher includes:

- **Development of Student Support Files/Individual Education Plan:** Collaborate with the mainstream class teacher and AS Class SNA's to develop a Student Support File/Individual Education Plan/Pupil Care Plan that addresses the specific needs of children with additional needs. These plans are a working document and changes may happen frequently. All staff must have regular contact to ensure all changes or modifications are noted by the other.
- **Progress Reporting:** Maintain relevant progress reports for each child. These reports must be shared with the AS Class teacher.

- **Integration:** The AS class teacher and mainstream class teacher will collaborate to determine the best times for a child to integrate into the mainstream class. If the child is dysregulated and unable to attend, the decision will be made to keep them in the AS class until they are ready to return to the mainstream class.
- **Child Files Maintenance:** Maintain a comprehensive file for each child with SEN, including psychological reports, reports from external agencies, diagnostic tests, and work samples. All professional reports will be securely stored in the Principal's office in accordance with our [Data Protection and Record-keeping Policy 2022](#).

Role of SNA

In accordance with circular DES 0030/2014 the duties of the SNAs involve tasks of a non-teaching nature to support a child with special educational needs' primary and secondary care needs(Appendix A).

[W 24/25 SNA Policy.docx](#) SNAs play a key role in both the development and implementation of the Pupil Care Plan, working closely with the class teacher to ensure the plan is carried out effectively. SNAs work under the instruction of the class teacher and the principal:

Assistance with Primary Care Needs:

- Assistance with feeding
- Administration of medicine
- Assistance with toileting and general hygiene
- Assistance with mobility and orientation
- Assisting teachers to provide supervision in the class, playground and school grounds
- Non-nursing care needs associated with specific medical conditions
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential
- Assistance with moving and lifting of children, operation of hoists and equipment
- Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs

If the primary care needs for every child who qualifies for access to a SNA are met, secondary care needs can be supported. The secondary care support tasks may include:

- 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.
- Assistance with the development of Personal Pupil Plans (PPP) for children with Special Educational Needs, with a particular focus on developing a care plan to meet the care needs of the child concerned and the review of such plans.
- Assistance with maintaining a journal and care monitoring system for children including details of attendance and care needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities.
- Attending meetings with Parents, Special Educational Needs Co-ordinator (SENO); National Educational Psychological Service (NEPS); or school staff meetings with the agreement and guidance of Class Teacher/Principal.
- Assistance with enabling a child to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of appropriate personnel.
- Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff

Role of the SNA within the AS Class Setting:

- The SNA works under the instruction of the AS Class teacher.
- The SNA works with the 6 children assigned to the AS Class to meet their primary care needs.

- The SNA works with the AS Class Teacher and Mainstream Class Teacher to develop the Pupil Care Plans of the children allocated to the AS Class
- The SNAs will accompany the children to their mainstream classes for integration. It may not be possible due to ratios within the AS Class for the SNA to remain in the mainstream class.

Role of Parents in Supporting the Work of the School

The involvement of parents/guardians is crucial to the education of children with Special Educational Needs (SEN). Specifically, parents contribute in the following ways:

- **Regular Communication:** Maintaining ongoing dialogue with the Class Teacher and SEN Teacher to discuss progress and concerns.
- **Home Environment:** Creating a supportive home environment that encourages literacy and numeracy development.
- **Positive Attitudes:** Fostering a positive mindset about school and learning in their child.
- **Participation in Meetings:** Attending Student Support File and Parent-Teacher Meetings, providing valuable input and feedback to the Class Teacher, SEN Teacher, and SNA.
- **Collaboration on Support Plans:** Working alongside the SEN/Class Teacher and SNA to implement the Student Support File and establish specific goals and targets for their child, both at home and in school.
- **Sharing Insights:** Offering insights and feedback on their child's development and learning challenges, which are gathered through school enrollment forms and consultations.
- **Generating Pupil Profiles:** Collaborating in the creation of comprehensive pupil profiles to better understand and support their child's needs.

Role of the Pupil

In alignment with the child-centered ethos of our school, we recognize the importance of the child's active role in the provision of Special Education Support. A child-centered approach empowers the SEN team to collaborate with each child to:

- Understand their own learning processes.
- Take ownership of their learning, making it engaging and memorable.
- Recognize their individual needs and strengths.
- Assume responsibility for their achievements and strive for success.
- Collaborate from a shared understanding of the challenges they face.
- Set clear, realistic, and achievable goals, fostering a sense of accomplishment.

Responsibilities of the Board of Management in Supporting Staff Working with External Agencies and Bodies

Support and guidance for teachers is available from various external professionals, including NEPS Psychologists, Special Education Needs Organisers (SENO), the NCSE Support Service, the Inspectorate, and allied health professionals.

The school has established clear procedures for liaising with these services to enhance the quality of provision for pupils with special educational needs, whether at the individual, group, or whole-school level.

- **Allocating time** for the Principal, Deputy Principal, SEN Coordinator (SEN Co), Special Education Teacher (SET), AS Class Teacher, Class Teachers, and Special Needs Assistants (SNAs) to review relevant professional reports. This information is critical for setting specific targets in the SSP/IEPs.

- **Providing time** for the Principal, Deputy Principal, SEN Co, SET, AS Class Teacher, Class Teachers, and SNAs to make phone calls or arrange meetings with relevant professionals to ensure effective collaboration and support.
- **Collaborating with the Department of Education and associated agencies** to facilitate Continued Professional Development (CPD) for teachers and other relevant support staff, ensuring they have the necessary skills and knowledge to support students effectively.

Recognising that many pupils' needs span both health and education services, the school acknowledges the vital role of health services (HSE and HSE-funded services) in the early identification, assessment, diagnosis, intervention, and review processes for students with special educational needs.

We are familiar with the range of health services available in our locality, including referral pathways, and will strive to incorporate relevant recommendations from health professionals into support plans at each level of the Continuum of Support.

5. Admission of Children with Special Educational Needs:

In accordance with Section 2 of the EPSEN Act (2004), our school welcomes children with identified Special Educational Needs (SEN) and strives to educate them in an inclusive environment alongside their peers, whenever this serves the best interests of all children involved.

Scoil Maelruain Junior has a clear Admissions Policy which provides for the admission of all children, including those with special educational needs, inclusive of children enrolling in our AS Class.

 [September 24/25 Full Admissions Policy with AD Class included](#)

During and after a child has enrolled in our school, the following applies:

Enrollment Process:

- Parents are required to complete an enrollment form that includes a section for sharing any reports or information related to their child's special educational needs (SEN).
- The school will seek permission to communicate with and visit pre-school settings to gather relevant insights about incoming students.

Active Start Programme:

- The school offers an 'Active Start Programme' in collaboration with the School Completion Programme and local pre-school providers.
- This program includes three sessions at the school: one Active Start session and two 'Stay and Play' sessions, allowing children to acclimate to the school environment.

Transition Support:

- The Principal/Special Educational Needs Coordinator (SEN Co) will meet with or visit pre-school settings to understand all children's needs, including those with special educational needs.
- Children enrolling in Senior Infants to 2nd Class will have the opportunity to visit the school prior to their start date to meet their teachers when possible.

Social Stories:

- Staff will create social stories for children with special educational needs, as needed, to support their transition and integration into the school environment.

Admission Requirements for AS Class:

- Our Admission Policy Requirement:

*Each child must have a psychological and cognitive assessment which **must specify** a diagnosis of the complex need of Autism under the DSM IV/V or ICD 10 and a recommendation for a AS class placement in a mainstream school from such a professional report.*

- In accordance with circular 0080/2024 'New measures to support the Forward Planning for Special Education Provision'
<https://www.gov.ie/en/circular/f16ca-new-measures-to-support-the-forward-planning-for-special-education-provision/>

that they should notify the NCSE by 1 February and engage with them on the range of options which are available to meet the needs of their child or young person and

that parents/guardians should obtain a letter from the NCSE to submit with their admission application for a special class or special school confirming that the child meets the requirements for enrolment to that setting.

Health and Safety:

- Conduct a comprehensive assessment of individual student needs to identify potential health and safety issues related to mobility, personal care, issues with fleeing and other specific requirements.
- Engage with parents, caregivers, and relevant professionals to gather insights and observations regarding each child's needs.
- [W 24/25 Child Safeguarding Statement and Risk Assessment .docx](#)

6. Prevention Strategies/Models of Support

<p>Junior Infants and Senior Infants</p>	<ul style="list-style-type: none"> ● Strategies for identification of needs ● teacher observations ● teacher designed tasks ● teacher designed assessments ● assessment logs/folders ● SET assessments ● SET teacher designed assessments ● In class station teaching for literacy, numeracy and fine motor skills ● SPHE targeted lessons ● Development of CSP/SSP/SSPP/IEP ● Withdrawal support if necessary ● Use of social stories as part of SET instruction
<p>1st and 2nd Classes</p>	<ul style="list-style-type: none"> ● Strategies for identification of needs ● teacher observations ● teacher designed tasks ● teacher designed assessments ● assessment logs/folders ● SET assessments (Quest etc)

	<ul style="list-style-type: none"> ● SET teacher designed assessments ● In class station teaching for literacy, numeracy and fine motor skills ● SPHE targeted lessons ● Development of CSP/SSP/SSPP/IEP ● Withdrawal support if necessary ● Use of social stories as part of SET instruction
AS Class	<ul style="list-style-type: none"> ● Strategies for identification of needs ● teacher observations ● teacher designed tasks ● teacher designed assessments ● assessment logs/folders ● Development of CSP/SSP/SSPP/IEP ● use of social stories ● SPHE targeted lessons ● Working with SEN Co and Principal in creating SSP/IEP Plan ● Working with SEN Co and Principal to buy resources to support the children in the class

There are times when children display challenging behaviours or behaviours of concern. Health and safety of the child, other children and staff members must be considered. Scoil Maelruain Junior will ensure that communication with parents and school personnel is open and frank. The use of [DRAFT 24/25 Behaviours Of Concern Policy](#) and [2024/25 Code of Behaviour Policy Redraft.docx](#) may be used in these circumstances.

7. Key Elements of Inclusive Practice

- **Curricular Participation:**
 - All children engage in all curricular areas with tasks and questions differentiated to meet diverse needs.
 - Outcomes and extensions are tailored to ensure every child can achieve success.
- **Meaningful Inclusion:**
 - Children from the AS Class are integrated into their mainstream classes.
 - Inclusion begins gradually, starting with curricular areas of strength and interest, progressing to academic subjects, also based on individual strengths.
 - Regular communication among AS Class Teacher, Mainstream Class Teachers, and parents is essential to support this process.
 - Visual supports like PECS, visual timetables and awareness of individual behavior plans help manage specific needs.
- **Whole School Activities:**
 - Every child participates in school-wide events tailored to their needs.
 - Adaptations to the curriculum are made without highlighting differences, fostering a sense of normalcy and challenge for all.
- **Mixed Ability Grouping:**
 - Students are grouped in mixed ability settings to promote collaboration and mutual support.
- **Buddy System:**
 - A buddy system supports students with additional needs, encouraging peer relationships through shared activities like reading and games.
 - This promotes a culture of acceptance and understanding of differences.

- **SPHE and Wellbeing Learning:**
 - Programs such as SPHE in mainstream classes and Fun Friends, Weaving Wellbeing and Zones of Regulation in Support Education Teaching enhance awareness of friendship, assertiveness, and anti-bullying.
 - Whole class drama and Circle Time are utilized to develop social skills.
- **Yard Breaks:**
 - Scoil Maelruain Junior strives to ensure that all pupils enjoy their breaks, offering a variety of yard activities and games. Extra support is provided for students with additional needs to help them fully participate and enjoy their yard time.
 - Supervision by SNA's and teachers ensures safety and positive interaction during playtime.

8. Transfer to Scoil Maelruain Senior

There is a transition programme for children transferring to Scoil Maelruain Senior from Scoil Maelruain Junior. All children will:

- Attend two lessons in the Senior School with their new teacher in lego and visual arts in term 3.
- Pupils will attend a meeting with the Principal of the Senior School, Padraic Moore.
- Parents will attend an induction meeting in Term 3.
- 2nd Class teachers will meet with the new 3rd Class teachers (where possible) to discuss all children in term 3 and again in term 1 of 3rd class if necessary.

Provision for children with special educational needs will be as follows:

- The children will visit the Senior School with their SNAs on numerous occasions.
- The children will meet with the new class teacher.
- 2nd class teachers will meet with 3rd class teachers to discuss the SS Plan/SSP Plan.
- AS Class teacher will meet with the new AS class teacher to discuss the SSP/IEP Plan.
- The Principal of Scoil Maelruain Junior and Deputy Principal and SEN Co Scoil Maelruain Junior, will meet with the Principal Scoil Maelruain Senior and Deputy Principal and SEN Co Scoil Maelruain Senior to discuss the all children with special education needs and provisions and resources provided by the Junior School to meet the child's needs.

9. Collaboration and Communication

We have devised the following timetable to facilitate collaboration between all those involved in a child's education. Please note the following:

- that teachers can identify needs in a child at any stage in the school year and start the staged approach to supporting a special educational need.
- Class and Support Education Teachers can meet with parents at any time in the year to discuss their child's progress.
- Classroom Plans/School Support Plans/School Support Plus Plans/IEPs are continuous working documents that can be adjusted and added to at any time. There are formal reviews of plans outlined below.

	Overview of the school year
September	<ul style="list-style-type: none"> ● SEN team updating SEN 'Statement of Needs' and devising timetables ● SEN Teachers meeting with relevant class teachers/SNA's ● SEN Co and Principal meet with NEPS psychologist (if school assigned a NEPS Psychologist) ● SEN Co and Principal meet with SENO ● AS Teacher liaising with class teachers re inclusion plan

	<ul style="list-style-type: none"> ● Diagnostic testing
September - November	<ul style="list-style-type: none"> ● School Support Plans and Personal Pupil Plans are devised with Class Teacher, relevant SET Team teachers, SNAs and parent consultation ● School Support Plus/IEPs are devised by the AS Class Teacher and Mainstream Class Teacher, SNAs and parent consultation.
November	Parent Teacher meetings with Class Teachers, SET may join meeting with the Class teacher or meet with parents separately
February/March	Support plans are reviewed
May	Standardised testing (Senior Infants - 2nd Class)
May/June	<ul style="list-style-type: none"> ● SEN Team and Class Teachers liaising to look at test results, review school support plans, communicate with parents before end of year reports if necessary ● SEN Co Ordinator updating SEN Statement of Needs ● Transition to Senior School Programme ● Active Start Programme ● Meeting with pupils/ parents of any incoming JI with additional needs ahead of next academic year. ● Meeting with Senior School class teachers, SET teachers, AS Class Teacher, Principal and SEN Co
Monthly	<ul style="list-style-type: none"> ● SNAs meet with SEN Co and/or Principal ● SET Team meet with SEN Co and/or Principal

10. Record Keeping

Files for each child with SEN containing, as appropriate; psychological reports, reports by other agents (S&L etc.), Student Support Files and reviews, diagnostic tests and work samples are stored in a locked filing cabinet in the Principal's Office. The SET teacher working with a child is responsible for updating the child's file and the class teacher will contribute to this. While records are secure to ensure confidentiality, they can be made available to relevant parties, Class teacher, SENO, psychologist, inspector or parents, on a need-to-know basis, via the Principal and/or Deputy Principal. Records for each child are retained in the school according to the school's record retention schedule. [Data Protection and Record-keeping Policy 2022](#)

11. Success Criteria

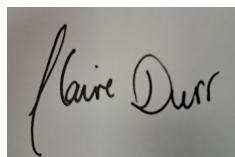
A whole school approach to the implementation of our SEN policy will:

- ensure that children with SEN gain access to a broad, balanced curriculum and have opportunity of access to an appropriate education.
- develop positive self-esteem and positive attitudes to school and learning among our pupils.
- improve standards of academic performance and achievement.
- enhance parental involvement in supporting their child's learning.
- increase collaboration between school personnel.
- The achievement of these success criteria will be assessed through: feedback from teachers, children and parents/guardians; child's achievements and ongoing analysis of children's academic performance and attainment of personal targets.

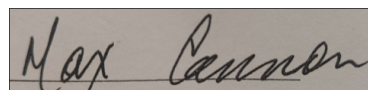
This plan is currently being implemented by the school with some areas to be developed. This plan will be reviewed on a yearly basis in order to include any further developments.

This policy is a Draft Policy and has yet to be ratified.

Signed: December 2024



Claire Durr, Principal



Max Cannon, Chairperson Board of Management

Appendix 1: Continuum of Support

[Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools,](#)

Appendix 2:

[Special Educational Needs - A Continuum of Support \(Guidelines for Teachers\) \(File Format PDF 1.8MB\),](#)

Appendix 3: Checklists and other resources

[Special Educational Needs - A Continuum of Support \(Resource Pack for Teachers\) \(File Format PDF 300KB\),](#)

Appendix 4:

Support and Advice documents from the NCSE <https://ncse.ie/>

Appendix 5: Autism Good Practice Guidance for Schools

<https://www.gov.ie/pdf/?file=https://assets.gov.ie/246065/ca72e39e-e657-4d3d-82ed-83e1d0122c8f.pdf#page=null>

Appendix 6: Autism Good Practice Guidance For Schools, Indicators of Effective Practice

<https://www.gov.ie/pdf/?file=https://assets.gov.ie/219899/92e1e983-6811-485b-bbba-d8818d8ee590.pdf#page=null>

Appendix 7: Frequently Asked Questions



Scoil Maelruain Junior

Old Bawn Ave,
Tallaght
Dublin 24
D24 T854

Roll Number: 19462T
01 4513967

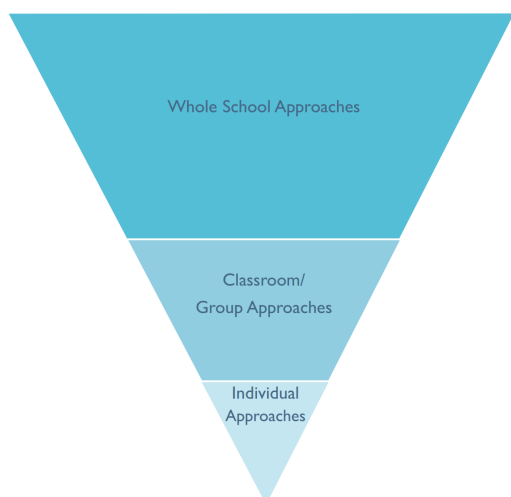
www.scoilmaelruainjunior.org



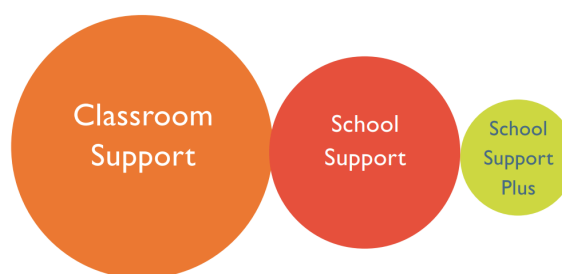
School Support for Children with Additional Needs:

Scoil Maelruain Schools are inclusive and provide education for all children, regardless of their needs, following the Continuum of Support model set by the Department of Education. We have designated Support Education Teachers (SET) allocated by the Department, with the timetabling and duties of the SET team managed by our Deputy Principals and Special Educational Needs Coordinators (SEN Co), Aideen Butler and Joanne Walsh.

As Teaching Deputies, they receive support from the school Principals, particularly for children with complex needs, and work closely with external agencies, parents, the National Council for Special Education (NCSE), our Special Educational Needs Officer (SENO), Sinead Acres, and, when available, the National Educational Psychological Service (NEPS).



Schools will organise the use of resources depending on the level of needs



There are three types of 'Support Plans' that we use in our schools:

Classroom Support Plan

A Classroom Support Plan is created by the classroom teacher when a child is struggling with a particular area of the curriculum or school life. The teacher sets specific targets and strategies to help the child meet these goals, reviewing the plan after six to eight weeks. This plan may involve collaboration with the Support Education Teacher (SET), and the class teacher must inform SEN Co when it's in place.

Parents are notified about the plan, provided with a copy, and updated on its outcomes. If the targets are not met by the end of the designated period, the teacher informs SEN Co, and additional supports are considered. If specific group SET teaching cannot be provided, the SET will work with class teachers on an updated School Support Plan, and the child will receive in-class interventions.

School Support Plan

A School Support Plan is developed for children who need targeted support from the SET team, typically after a Classroom Support Plan has not resolved their learning difficulties or if they have a diagnosed educational need, such as dyslexia. The plan is created collaboratively by the SET team member assigned to the child and the classroom teacher, with input from the parents. It often includes targets for classroom support, group work, and home activities.

Children receive this support in blocks ranging from 6 to 16 weeks, with the plan being reviewed at the end of the period. If the child has met all their targets, they will no longer receive small group support, and classroom teachers will continue the support within the regular classroom, sometimes with assistance from the SET team. If the child has not met their targets, they may receive another block of small group support or potentially transition to a School Support Plus Plan for more intensive assistance.

School Support Plus Plan/Individual Education Plan (children in AS Class)

A School Support Plus Plan is designed for children with complex needs, whether diagnosed or undiagnosed, who require ongoing one-to-one support. This plan is developed collaboratively by the assigned SET, classroom teacher, parents, SEN Co, Principal, and any relevant outside agencies involved in the child's support.

The plan sets targeted goals and strategies to address the child's most immediate needs, incorporating recommendations from professional reports and outside agencies. Parents have input into the plan and must agree to its contents.

These plans are reviewed twice a year, with new targets added as needed. Children on a School Support Plus Plan typically require one-to-one or small group support throughout their time at school.

Pupil Care Plan/Pupil Personal Plan

A Pupil Care Plan/Pupil Personal Plan is developed by the class teacher, SET, and SNA to address a child's primary and secondary care needs, including medical, feeding, toileting, mobility, supervision, sensory regulation, and communication needs. Recommendations from outside agencies or professional reports are incorporated into the plan to manage these needs. Parents are involved in the process and must agree to the plan.

School Support Plans and School Support Plus Plans are shared, with parental consent, with the Senior School when the child transitions or if the child moves to another school.

These plans are stored electronically on the Aladdin System, and hard copies are available to relevant staff members, kept in a secure, lockable space. Information is shared with substitute teachers only as needed.

 Data Protection and Record-keeping Policy 2022

Support for Parents:

Both schools offer meetings with parents to support them in helping their children. These meetings may involve the class teacher, the class teacher and Support Education Teacher (SET), or the SEN Co and/or Principals.

The schools can also assist with referrals to Primary Care Services, Assessment of Need, and the Children's Disability Network Teams, based on the parents' requests and input.

Special Needs Assistants (SNA) Allocation:

The NCSE is part of the Department of Education, providing support, training, advice, and SENO services, as well as allocating SNAs to schools. However, since 2019, there has been a freeze on new SNA allocations while a new model is being developed, meaning the school's SNA allocation has remained unchanged since then. Currently, if the school requires additional support, it must submit an Exceptional Review for extra SNAs or Special Education Teachers (SET). This process involves lengthy paperwork and data submissions from the school.

SNAs are assigned based on primary care needs (such as medical, mobility, and personal care), not on secondary needs like learning support. They are typically shared resources, meaning they support multiple children with primary care needs. The Principal and SEN Co assess the overall primary care needs of students in the school and allocate SNAs to those with the most significant needs, regardless of whether the child has an official diagnosis.

Quick Reference Guide to Care Needs - Circular 0030/2014

Care Needs that are consistent with the DES Circular 0030/2014
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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).
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Non-nursing care needs associated with specific medical conditions: such as frequent epileptic seizures or for pupils who have fragile health.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Assistance with moving and lifting of children, operation of hoists and equipment.
<ul style="list-style-type: none"> • Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs (See also section 9) 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 work under the direction of the class teacher and principal, following the targets outlined in the Pupil Persona/Care Plan. Their role focuses on addressing children's primary care needs, rather than teaching, and includes providing various supports to help children access the curriculum. This may involve:

- Assisting with specific feeding or medical needs.
- Supporting toileting or mobility needs, particularly for children with physical disabilities.
- Supervising children in the school building and during yard times to ensure safety.
- Providing proprioceptive and regulation breaks, such as movement or brain calm breaks, to help children regulate and focus.

- Supporting children with speech and language difficulties to communicate with their peers and teachers.
- Helping children follow a predictable routine/timetable to support learning.

When professionals like Educational Psychologists, Occupational Therapists, Speech and Language Therapists, or a Multidisciplinary Team assess a child, they may recommend exclusive access to an SNA. However, due to the current freeze on SNA allocations, this is unlikely. If necessary, schools can request an Exceptional Review of SNA allocation, a complex process that schools must undergo to increase their SNA support.

In the past two years, the Junior School has undergone two Exceptional Reviews and was successful in securing an increase in SNA support. However, it is rare for the NCSE to grant an increase twice, and it is unlikely they will approve further increases in the future.

The Special Educational Needs Officer’s (SENO) Role:

Our SENO is Sinead Acres, and she provides valuable advice and support to both the school and parents. Children with additional needs can be referred to her for guidance and assistance. Sinead is also knowledgeable about children who may have specific needs that go beyond what the school or local area can offer, and she helps connect families to appropriate resources.

The Department of Education has recently issued circular 0080/2024, titled *New Measures to Support the Forward Planning for Special Education Provision*. This circular requests that parents of children with ASD contact the NCSE through a portal on their website. This will help our SENO gain a complete understanding of the needs of children with ASD in our area.

<https://www.gov.ie/en/circular/f16ca-new-measures-to-support-the-forward-planning-for-special-education-provision/>

National Educational Psychology Services (NEPS):

NEPS provides educational psychology services to schools in Ireland, offering both assessments and advisory services. They are allocated a set number of assessments per year by the Department of Education, which are distributed to schools.

Both the Junior and Senior Schools typically receive two assessments and one advisory visit from their NEPS psychologist each year.

Glossary:

ASD	Autism Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
Complex Needs	A diagnosed complex needs is something like ASD, Down Syndrome, Oppositional Defiance Disorder, Pathological Defiance Disorder, Sensory Processing Disorder or a specific learning disability

Down Syndrome	This is a complex additional need that can range from mild additional needs to very complex and severe additional needs.
Dysregulated/ion	This is when a child finds the classroom or environment overwhelming and displays certain behaviours showing this. It can also be when a child has not had its needs met, such as needing food, water, a quiet space, or is emotionally upset. These behaviours can be mild displays such as requests to stop the activity to challenging behaviours towards themselves or others.
Inclusive Education	<p>The Department of Education's policy aims to include all children in mainstream education as much as possible, as set out in the <i>Education for Persons with Special Educational Needs Act 2004 (EPSEN Act)</i> - currently under review. While the act is a significant step forward, many of its provisions have not been fully implemented by successive governments. Inclusive education is supported by specialist services, such as those from the NCSE and NEPS, but these supports are still being developed.</p> <p>One example of inclusive education is the <i>School Inclusion Model</i>, which brings professionals like Occupational Therapists, Speech and Language Therapists, and Autism Specialists into schools to support teachers. However, this model has not been rolled out universally and depends on NCSE staffing.</p> <p>Despite these challenges, the EPSEN Act has led to the establishment of special classes in mainstream schools, such as AS Classes. These classes provide children with a smaller learning environment (maximum of 6 students), where they receive more adult support, including a class teacher and up to 2 SNAs. This approach helps children regulate their behavior and stay engaged in learning. Over time, children in these classes integrate more with the mainstream class for subjects that interest them, with the goal of full integration as they become more regulated and ready for broader inclusion.</p>
Individual Education Plan (IEP)	An IEP is a more detailed and dynamic support plan compared to a School Support Plus plan. It is specifically used by teachers for students in an AS Class, addressing their unique and holistic needs. The IEP is tailored to the individual child, with clear, personalised targets that are reviewed and updated regularly to reflect the child's progress and evolving needs.
July Provision/School Summer Programme	<p>The Department of Education funds a Summer Programme for children with additional needs, which can either take place at school as a summer camp or at home with a tutor.</p> <p>The School-based Summer Programme focuses on helping children build confidence and comfort in the school environment. Each year, the Department provides a theme for schools to follow, and Inspectors visit to ensure the programme is being delivered</p>

	<p>properly. Schools offer places based on need and apply for staffing and funding from the Department.</p> <p>The Home-based Summer Programme (formerly known as July Provision) is provided by a tutor, teacher, or SNA in the child's home. Families apply to the Department through their school and independently find a suitable tutor. The family and tutor collaborate to design a personalised programme for the child.</p>
NCSE	National Council for Special Education. This body is designed to support schools in providing inclusive education through advice, CPD, support and access to services.
NEPS	The National Educational Psychology Service (NEPS) is a group of educational psychologists that offers diagnostic services to schools. Typically, schools receive one advisory session with a psychologist and a maximum of one to two assessments per year.
Neuro Diverse	A child or person with a diagnosed additional need has neurodevelopmental differences in the brain, which result in brain pathways that differ from those of a 'neuro-typical' individual.
Oppositional Defiance Disorder	This is when a child/person feels compelled to do the opposite from the request that has been given. It can lead to challenging behaviours.
Pathological Defiance Disorder	Similar to above but is specific to children with ASD and tends to be a co-diagnosis.
Primary Care Needs	Physical needs that a child may have to function on a day to day basis. See outline in the explanatory SNA section.
Regulated/ion	This is when a child is ready and able to learn. All their primary care needs have been met.
Reverse Inclusion/integration	This approach allows children who do not have a specific diagnosis required for entry into specialized classes (such as an AS Class or Speech and Language Class) to access certain services and resources offered in these classes for short periods. These visits could be daily, bi-weekly, or weekly. The smaller class size helps children stay more regulated. This type of targeted inclusion is for children with high needs within the mainstream school and is not always available, as the needs of children in specialised classes may take priority over those seeking 'reverse integration.'
SENO	The Special Educational Needs Officer (SENO) works for the NCSE and is responsible for assessing the special educational needs of the school. When additional resources are requested, the SENO visits the school, evaluates the needs, and reports back to their line manager, who makes the final decision regarding the allocation of resources.

SEN Statement of Needs	This register lists all children receiving any level of support within the school. It includes those receiving classroom support, group or individual support from the SET, access to a SNA, or is enrolled in our AS Class.
SET	Special Educational Teacher. Works with children with learning and complex needs
SLT	Speech and Language Therapy
SNA	A Special Needs Assistant (SNA) supports children with complex needs, helping them with their primary care needs and daily activities. The SNA allocation is decided by the SENO and the NCSE based on the school's needs. However, the allocation process has been frozen since 2019, when a new model was expected to be introduced but never was. Currently, if the school requires additional support, it must submit an Exceptional Review for extra SNAs or Special Education Teachers (SET). This process involves lengthy paperwork and data submissions from the school.
Special Needs Phraseology (general)	<ul style="list-style-type: none"> ● Additional Needs: This term is interchangeable with <i>Special Needs</i>, referring to children who require extra support in their learning or development. ● Specific Learning Disability: This includes diagnoses such as <i>dyslexia</i> (reading difficulties), <i>dysgraphia</i> (handwriting difficulties), <i>dyscalculia</i> (maths difficulties), as well as challenges with memory, organization, and understanding instructions. ● Learning Needs: Refers to children who have specific educational requirements within the general curriculum but may not have a formal diagnosis. ● Complex Needs: Children with more involved, specific needs such as <i>ASD</i> (Autism Spectrum Disorder), <i>ADHD</i>, <i>Mild General Learning Difficulties</i>, or <i>Down Syndrome</i>. ● Challenging Behaviours/Behaviours of Concern: Behaviours like throwing, kicking, spitting, or lashing out, typically due to high levels of dysregulation or difficulty managing emotions.