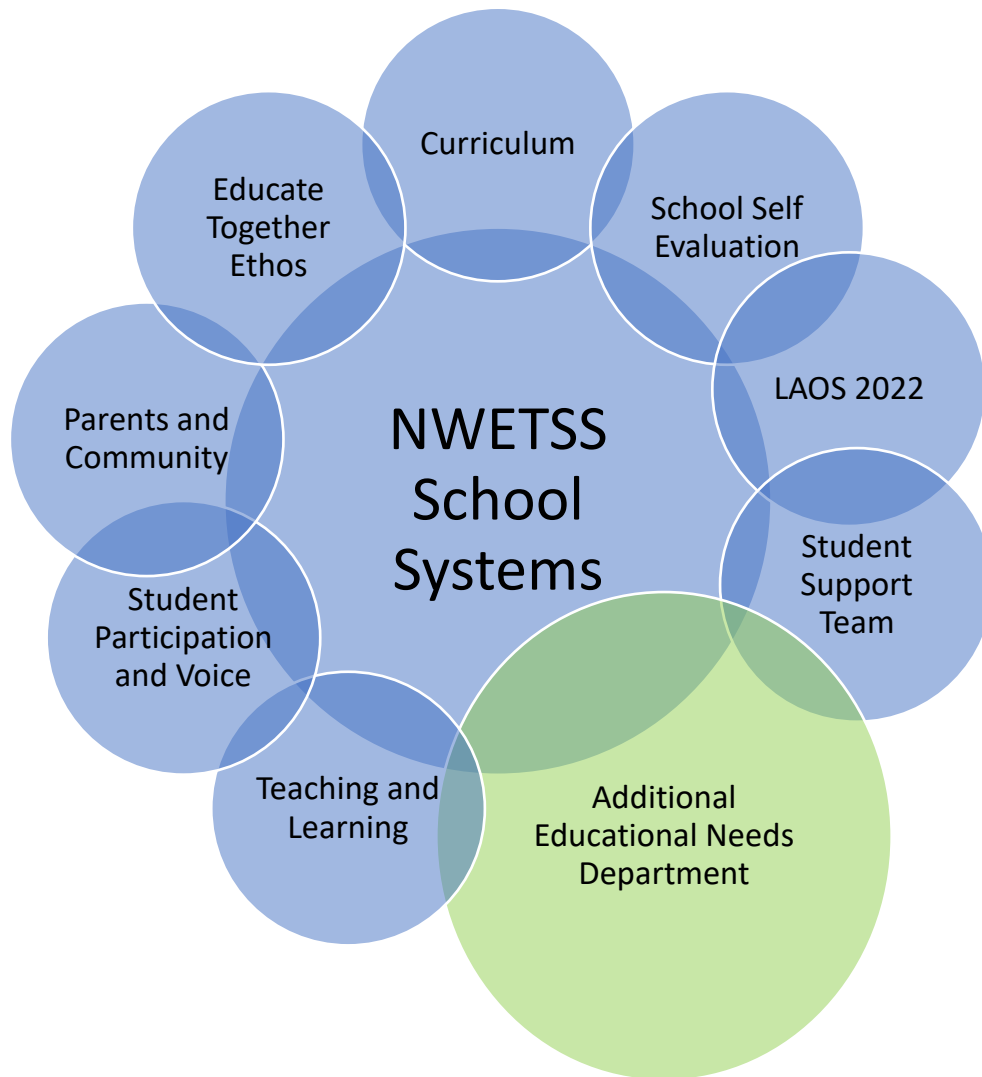




NORTH WICKLOW
EDUCATE TOGETHER
SECONDARY SCHOOL



Continuum Of Support Policy

Contents

Introduction	3
Our Mission	3
A Continuum of Support	5
STAGE 1 CLASSROOM SUPPORT	6
STAGE 2 SCHOOL SUPPORT.....	6
STAGE 3 SCHOOL SUPPORT PLUS	6
Universal Design for Learning - Developing Innovative Classroom Support	7
Roles and Responsibilities.....	8
Board of Management (BOM)	8
Principal/ Deputy Principal	8
Additional Educational Needs Co-ordinator(s):	9
Key Support Teacher	9
SET Teachers (Support Teachers).....	10
Classroom Teachers	11
The Guidance Counsellor/ School Counselling Psychologist	12
Special Needs Assistants	12
Parents/Guardians/ Carers:	13
Pupils:.....	13
Whole school staff support and development	13
Information Gathering and Assessment	15
Transition to NWETSS	15
Assessment and Screening Tests:	16
Inventory of Test Materials.....	16
Meeting the Needs and Allocating Resources	16
Timetabling	17
Factors in Allocating Additional Teaching Support.....	18
Record Keeping	19
Tracking, recording and reviewing progress.....	19
Student Support File	19

Individual AEN Files.....	19
Communication between AEN Team/Principal/Subject Teachers	19
Reasonable Accommodations for Certificate Examinations.....	20
Health and Safety Issues	20
Supervision/Child Protection	21
Future Aims of the COS Policy	21
Ratification and Communication	21
Implementation and Review.....	21
Appendix 1 – Overview of Supports	22

Introduction

North Wicklow Educate Together Secondary School is an equality based, coeducational mainstream post primary school catering for children from a diverse range of social, cultural, and religious backgrounds. It is child-centred in its approach to education and democratically run with the active participation of parents/guardians/carers and students encouraged in the daily life of the school. The school works hard to create a positive, warm, and comfortable atmosphere where the identity of every child is respected and supported (Educate Together Charter).

The purpose of this policy document is to provide practical guidance for teachers, parents/guardians/carers, special needs assistants (SNAs) and other interested parties in the provision of effective continuum support to pupils experiencing low achievement, learning difficulties and social and emotional barriers to learning as well as fulfilling our obligations under The Education Act 1998 and those sections of The EPSEN Act 2004 which have been enacted. This policy also recognises the relevance and importance of current legislative documents, circulars and Department of Education and Skills (DES) publications (see Appendix A).

This policy was created by the Additional Educational Needs (AEN) team in conjunction with school management. Consultation with students and parents/guardians/carers within the school community was a core feature of the development of the policy. The policy below builds on the work done to understand and accommodate any AEN of the students attending NWETSS (North Wicklow Educate Together Secondary School) and aims to provide a framework by which these children can achieve a level of learning and wellbeing commensurate with their abilities and requirements for living a successful, fulfilling, and productive adult life. Our key aim is to develop in students a culture of lifelong learning and growth which celebrates the uniqueness and potential of each child. This policy aims to express the educational philosophy of the school inside the framework of the NEPS (National Educational Psychological Service) Continuum of Support.

Our Mission

North Wicklow Educate Together Secondary School (NWETSS) is dedicated to creating a co-educational, learner-centred, caring, happy and positive environment where equality and democracy are celebrated and nurtured. We are committed to enabling students to become creative, empathetic, life-long learners who are prepared to meet the challenges of the 21st century in a sustainable and ethical way.

We embrace collaborative educational practices both in our school and through engagement with the wider community. Through the process of teaching and learning we aim to inspire, support, and challenge all students to develop their skills and passions. In doing so, we dedicate ourselves to empowering all students to understand themselves and others better so that when they leave school, they are ready to actively engage in society and to lead purposeful, fulfilling, and happy lives.

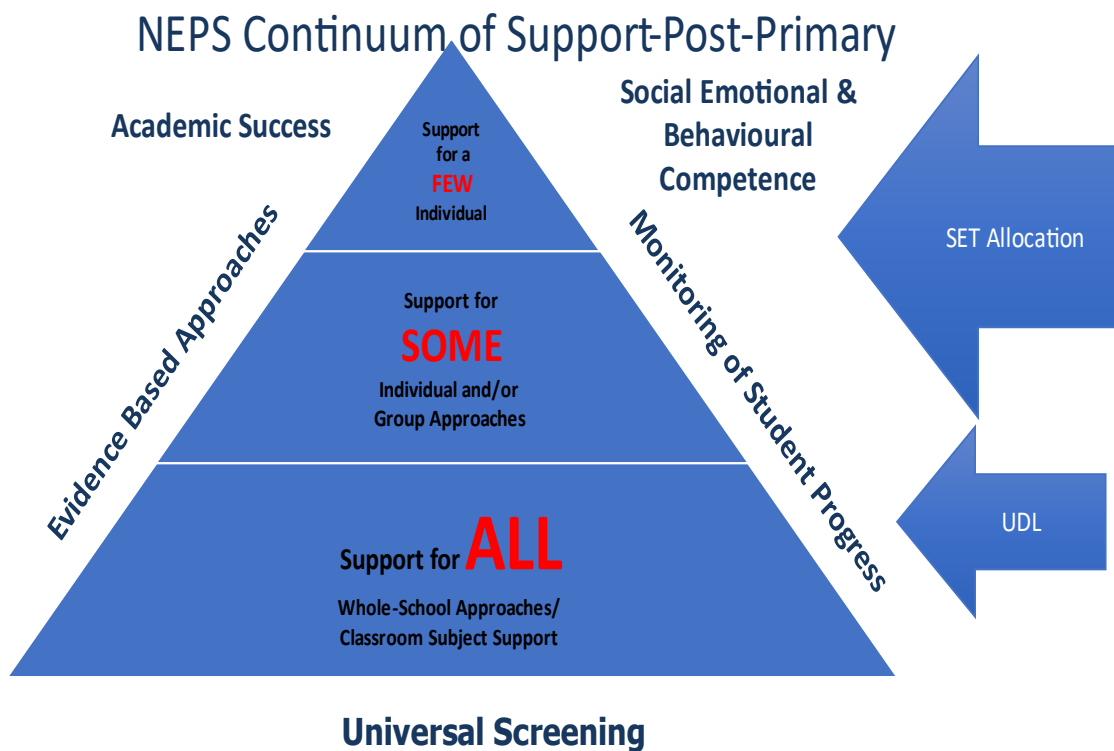
Students with AEN experience greater difficulties in accessing not only the academic learning experiences on offer during their schooling, but also both the school building itself and the vitally important social and emotional learning that takes place throughout each school day. This policy aims to provide a framework through which inclusion and equality of access can be experienced by all students during their time at NWETSS. Through utilising the continuum, the needs and learning differences of all students can be accommodated and the appropriate structures and arrangements adopted to ensure equality is tangible and not merely mandated.

Principles underlying this policy are:

- Respect for the dignity of the individual student.
- The Continuum of Support is a lived experience of inclusion for the students in the school
- Inclusion and care for the students with AEN.
- Equality of access and participation in the school.
- Provision of appropriate education for all students including those with AEN using an evidence informed approach.

The provision of the support for Students with Additional Education Needs in NWETSS is dependent on the funding and resources made available to the school from the Department of Education and Skills. Where we can apply for additional appropriate resources, we will do so.

The COS policy is intended to provide a set of guidelines and illustrative principles in order that every child, parent/guardian/carer and staff member can understand the rationale behind the structure and allocation of AEN supports. This policy will define the broad areas in which the AEN team and wider staff aim to work to improve student outcomes based on the AEN relationship with the school mission statement, as explained above.



A Continuum of Support

We use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognise that additional educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils. Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way. This problem-solving process is illustrated as follows

The Continuum of Support suggests the following levels of support:

STAGE 1 CLASSROOM SUPPORT

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are **additional to or different** from those required by other pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher, Class Tutor, Year Head and parents/guardians/carers discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by teachers to support emerging needs.

STAGE 2 SCHOOL SUPPORT

In some cases, interventions at classroom support level are not enough to fully meet the pupil's additional support needs. School Support may, therefore, be required. The class teacher needs to involve the AEN team in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan. The class teacher fills in a referral form relaying their concerns about a student. The referral is brought to the AEN team where the needs of the child are assessed and a school support plan may be developed.

STAGE 3 SCHOOL SUPPORT PLUS

If a pupil's additional educational needs are **severe and/or persistent**, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will continue to be an important element of their individual education plan.

A more comprehensive explanation of each stage can be in the Continuum of Support – Guidelines for teachers

https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf

Universal Design for Learning - Developing Innovative Classroom Support

Over the past three years, we have been involved in developing a whole school approach to teaching and learning with UDL at the centre of what we do. This resulted in the school looking at classroom practice, but also to look at information management and communication systems to facilitate more inclusive transfer of information regarding the students' needs.

Our starting point was to train a group of teachers in the principles of UDL as part of our Teaching Learning Assessment Review (TLAR) team and this happened over the summer of 2020. They delivered internal training to the school team on the concept and how they could apply these concepts to their department planning at the start of the school year. We also developed a wheel of need visual system so all teachers could use the whole school needs file to create an individualised wheel for each group that they are teaching. This along with the development of a new department planning template to integrate UDL into their department planning process increased the teachers' knowledge of the needs of the group and what range of needs they needed to consider across teaching, learning, assessment and reporting.

Each department met with senior management to review plans and identify strengths and areas for improvement with the senior management team in the school. The teachers then wanted to, with support of the TLAR team, to use peer observation to share learning with the integration of the principles of UDL in the classroom.

All Teachers were observed by a colleague that year and also observed a colleague where they identified what area of UDL they wanted to focus on and the nature of the feedback. This process happened over a 4 month timeframe. A key focus was also the integration of student voice and participation in class.

We then completed a whole staff survey on the success of the peer observation in UDL to plan for next stage of the project. The results of this were very promising and the staff wanted to devote more time this year as the second phase of the project. More time was allocated and as the first round of observations were randomised they wanted also to include observations within some departments and to explore Lesson Study to support UDL also. The Maths department are now also focusing on a lesson study project to support UDL.

The quality of the department plans in year two and the advanced integration of the needs of the students is giving great strength to the continuum of support across the school.

Roles and Responsibilities

Board of Management (BOM)

The BOM oversees the development, implementation and review of school policy on AEN. They also ensure that adequate classroom accommodation, secure storage space and effective teaching resources are provided. The BOM facilitates the inclusion of students with AEN through inclusive enrolment policies and by promoting inclusive whole school practice and procedures. The BOM are charged with specific duties in legislation. A summary of these is contained in the Post Primary Guidelines for Inclusion:

https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/insp_inclusion_students_sp_ed_needs_pp_guidelines_pdf

Principal/ Deputy Principal

The principal has overall responsibility for AEN procedures and practices in the school. Any duties resulting from these responsibilities may be delegated to the AEN coordinator and/or the Year Coordinator. The new allocation model states the principal's leadership role is central and includes the following;

The school Principal/ Deputy will

- Implement and monitor the school's Continuum of Support on an on-going basis
- Assign staff strategically to teaching roles, including additional educational support team roles
- Co-ordinate teachers' work to ensure continuity of provision for all pupils by using Universal Design for Learning principles.
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents/guardians/carers, pupils and external professionals/agencies
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored regularly
- Facilitate the continuing professional development of all teachers in relation to education of pupils with additional education needs, and ensure that all school staff (class teachers, AEN teachers and SNAs) are clear regarding their roles and responsibilities in this area
- Assign responsibility for coordinating additional support to an identified teacher(s) (i.e., AEN Coordinator)
- Communicate with the SENO (Special Education Needs Organiser)
- Oversee a whole school assessment and screening programme
- Allocate time within the school timetable for the AEN team to plan and consult with teachers, parents/guardians/carers, professionals, and check that the Student Support Plans are appropriate and up to date.
- Ensure that the school systems (VSWare and Teams) are effective and efficient to facilitate appropriate sharing and transfer, such as the whole school needs files, student support files and wheels of need
- Inform staff about external agencies and provide information on continuing professional development around AEN.
- Arrange for the collection of additional support information in a timely manner.

Additional Educational Needs Co-ordinator(s):

AEN co-ordinator (AENCO) will:

- communicate with the Principal and Deputy Principal in relation to AEN matters on an on-going basis
- liaise with external agencies about the provision for pupils with additional needs to include family support planning meetings, Meitheals, Case Conferences
- maintain effective communication with professional agencies working with students eg CAMHS, HSE, TUSLA, Lucena, etc.
- liaise with the NEPS psychologist, the team and class teachers to prioritise children for psychological assessments
- liaise with mainstream teachers to identify, support, and monitor children with additional needs
- facilitate the transition process for incoming 1st years and students joining us in other years with additional needs
- co-ordinate regular AEN team planning meetings to ensure effective communication and support for children with additional needs
- collaborate with the AEN team and the Deputy Principal in creating timetables for additional support
- meet with parents/guardians/carers regarding any concerns about their child, advise them on procedures for availing of additional needs services and update them regarding their progress
- co-ordinate the screening of pupils for additional support, using the results of standardised tests
- liaise with AEN team in relation to children for external diagnostic assessment, where parental permission has been sought and granted
- maintain lists of pupils who are receiving additional support
- coordinate applications for reasonable accommodations
- coordinate the school's special needs assistants in conjunction with the Deputy Principal.

Key Support Teacher

A key support teacher will be designated for students at school support or school support plus who have multiple AEN teachers.

This teacher

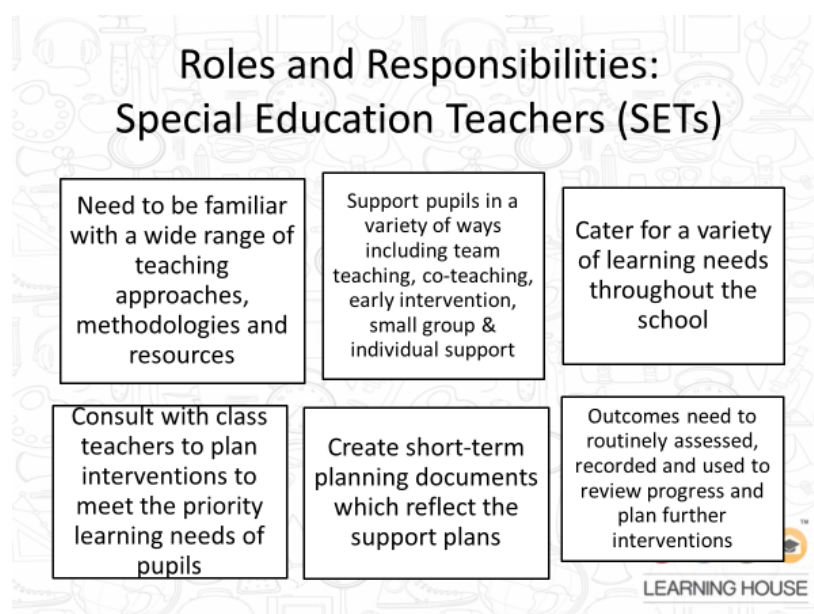
- will be the first point of contact for parents/guardians/carers to liaise around Student Support Files (SSF) and communicate targets and progress
- will meet with year co-ordinators to ensure communication of students' needs through the staff and appropriate levels of support for the students
- will coordinate the support for an individual student where different SET teachers & SNA's are involved eg interventions and continuity
- Will contribute to and coordinate the maintenance and review of SSF for students, including the Personal Pupil Plan section where a student has care needs

SET Teachers (Support Teachers)

Support teachers have a key role in supporting students with AEN either through withdrawal to small class groups, one to one lessons or co-teaching.

The Support teacher will:

- Familiarise themselves with the needs of the student through all internal documentation such as transfer information from primary, screening assessments and VSWare profiles
- collaboratively develop Student Support Plans for each pupil selected for support within each level of the continuum, to include student voice, parental voice and staff voice, and to include PPP section for students with care needs in collaboration with SNAs.
- Communicate with parents/guardians/carers about setting targets for the year.
- Use approaches appropriate for the targets and recommendations outlines for the students in their plan.
- assist in the implementation of a broad range of whole school strategies aimed at prevention of barriers to the curriculum and early intervention
- update and maintain planning and progress records for each individual or group of pupils in receipt of school support
- monitor and record progress through formative assessment and review Student Support Files in a timely manner
- provide supplementary teaching for the students' identified needs on a withdrawal and in-class support basis
- support whole-school procedures for screening
- communicate with parents/ guardians/ carers in relation to any concerns about their child and update them regarding their progress
- Liaise with class teachers regarding students' needs and strengths to enable access to the curriculum
- Liaise with student support team, Guidance Counsellor
- Provide relevant information to outside professionals where necessary, such as OT, Educational Psychologists



Classroom Teachers

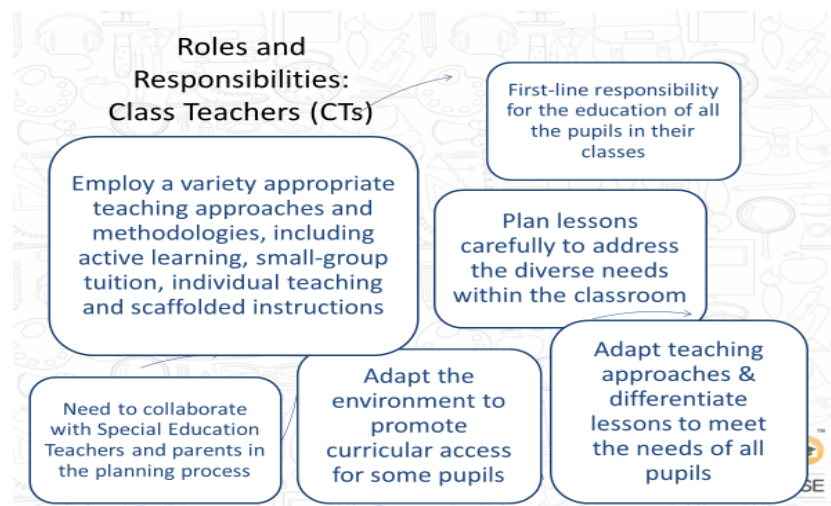
Classroom teachers have a key role in bringing about successful inclusion of students with AEN through the creation of a supportive learning environment for all. Subject teachers have a key role in identifying students who are having difficulties accessing the curriculum or presenting with other cause for concern. who may need further investigation and referral to another curricular level, (for example, the Level 2 Learning Programme at Junior Cycle)

Classroom teachers have primary responsibility for the teaching and learning of all students in their class, including those selected for additional support. The key principles of Universal Design for Learning will be used in all classes to facilitate differentiation. This will be informed by the individual wheel of need for each class based on the whole school needs file. The student profile available on school management system (currently VSware) and student support files will also assist the decision-making process.

This will be informed by the individual wheel of need for each class based on the whole school needs file available. The student profile available on VSware and student support files will also 'assist the decision-making'

They will:

- familiarise themselves with the Whole School Needs file, VSware Profiles and Student Support Plans for their students and include relevant targets in their lesson planning and scheme of work.
- implement teaching programmes which optimise the learning of all pupils and, to the greatest extent possible:
 - create a positive learning environment within the classroom
 - adapt teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning profiles in their class
- make referrals to AEN Dept where they have concerns
- communicate with parents/guardians/carers regarding any concerns about their child and update them regarding their progress
- Make referrals to SST where necessary.
- liaise with and seek advice from their AEN coordinator and SNA team for input into the Student Support Plan
- continue to engage in relevant CPD.
- Engage effectively in co-teaching where appropriate.



The Guidance Counsellor/ School Counselling Psychologist

The Guidance Counsellor/ School Counselling Psychologist has an important role in supporting students with AEN providing emotional support and mentoring to individual students who are experiencing either emotional, organisational, motivational and self-management issues. The level of support regarding vocational and educational choices will often be more complex for students with AEN.

Special Needs Assistants

The duties of the SNA carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/class teachers, the SNA will meet the care needs of the AEN pupils to which they have been assigned. (Circular 10/76).

The SNA should

- contribute to the quality of care and welfare of the pupils with AEN
- support the needs of pupils with AEN in effectively accessing the curriculum under the direction of the teacher.
- ensure the safety of the pupils with AEN in the schoolyard, and be present for the duration of the yard breaks according to the rota along with the supervising teachers and management on duty - with regard to the targets in the student support plan
- accompany AEN pupils to supplementary lessons when appropriate
- Assist specific students in the classroom, corridor and through breaks depending on the student's needs.
- Giving assistance to a student with AEN when guided by a teacher
- Provide movement breaks, rest breaks and time-out when necessary
- attend, where possible, training courses/workshops provided by the BOM
- attend Student Support planning meetings and/or meetings with relevant professionals, when necessary
- maintain a record of support provided to the students who have been allocated SNA support
- Assistance with the centres for Reasonable Accommodation in examinations.
- Contribute to and update the Personal Pupil Plan within the SSF
- Communicate needs of students to AEN team in relation to exam accommodations.

- Support the care needs of assigned pupils on trips outside school, eg outdoor trips and journey to PE.

Parents/Guardians/ Carers:

Collaboration and sharing of relevant information between home and school are essential elements of our AEN policy. Parents/Guardians/Carers through their unique knowledge of their own children, have much to contribute to their child's learning.

Parents/Guardians/Carers must:

- share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports must be provided to the school at the enrolment stage to enable provision of appropriate level of support
- Share any information about significant changes in family dynamics that may affect their child's attendance or learning in school.
- support the work of the school and keep the school informed of the progress and challenges they observe in their child's learning
- attend meetings arranged by subject teachers or AEN team
- Contribute to and support the targets outlined in their child's support plans and engage with the school in relation to school based interventions and home-based activities
- Inform relevant third level institutions of their child's needs, at the transition stage
- Inform their child that they are communicating with the subject teachers and AEN team.

Pupils:

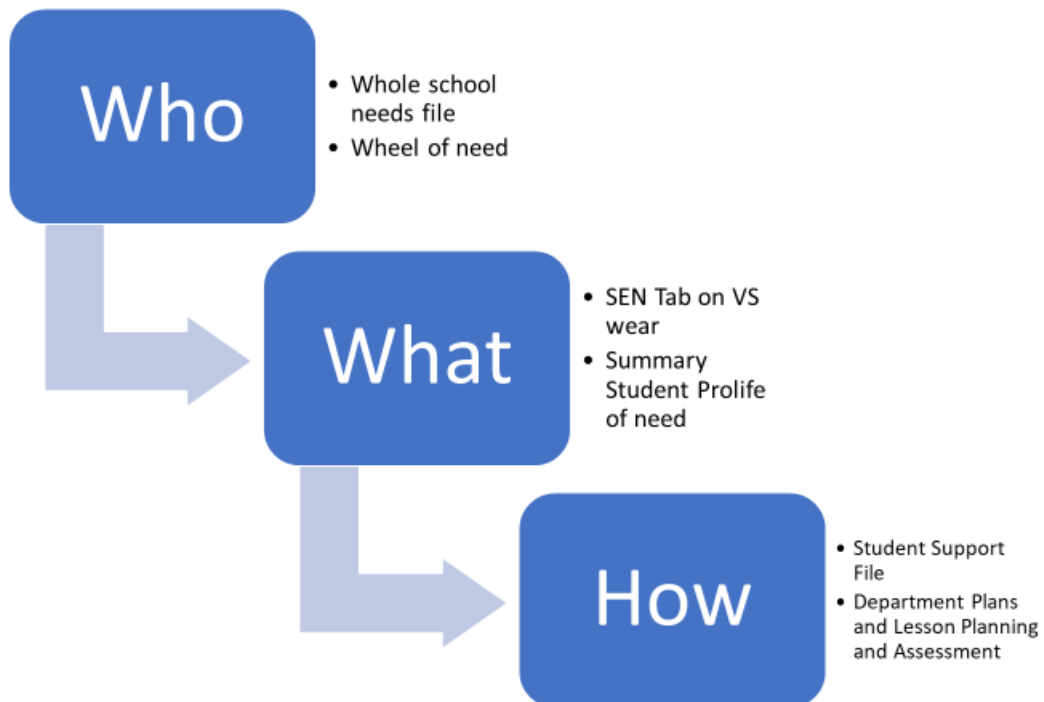
Pupils who are in receipt of supplementary teaching should, as appropriate:

- be given the opportunity to contribute to the setting of the medium and short-term learning targets
- become familiar with the targets that have been set for them
- develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

Whole school staff support and development

It is essential that as a school community we work together to support the team of professionals to have the capacity to meet the needs of the students in our care. The BOM and the Leadership team use the Looking at Our Schools document (LAOS) as a framework to guide our development to build capacity within the community. We provide development opportunities and CPD from a number of different sources:

- internal peer support through scheduled meeting time eg Student Support and AEN meetings
- Peer to Peer observation
- Internal training from staff
- External Agencies eg Oide, ESS, ASIAM
- Support from Occupational Therapy and Speech and Language Therapist that we commission
- Sharing with other schools
- Online training eg ICEPE
- Sharing resources internally eg Universal Design For Learning – UDL
- Professional Training from DES and Universities eg Post graduate study in additional educational needs



Information Gathering and Assessment

Transition to NWETSS

The school identifies students with AEN transitioning into the school through its enrolment procedures. The AENCO arranges for transition meetings between the student and parents/guardians/carers. Where possible, students are invited to visit with their primary school or parents/guardians/carers.

To supplement the pupil passport and identify pupils who may require support, standardised testing, is carried out, and further diagnostic and formative testing may need to take place. The information gathered from these formal assessments is then used to inform decisions for allocating support, setting targets and devising student support plans.

Parents/guardians/carers are requested to state on the school application form if their child has been assessed with a learning/emotional difficulty or has received Learning Support/Resource hours at primary level and to furnish the school with any reports of information relevant to the child's additional needs. The purpose of this is solely to facilitate putting the necessary supports in place. Contact is initiated and maintained with primary schools to ensure information on the needs of students is passed on, and that the relationship with the Primary School will enhance the transition for students with AEN.

The transition process includes assessments in January. Some students may be given additional provision while sitting this test eg smaller centre. Where a student has achieved at or below the 10th percentile on an entrance assessment, the Learning Support Teacher does will note that the child may need further assessment upon commencing first year.

Assessment and Screening Tests:

NWETSS recognises that students have different learning support needs. The AEN department may wish to explore a student's learning needs by identifying areas of need through diagnostic assessments. Parents/guardians/carers are asked for consent to diagnostic testing on the school enrolment form and will be contacted by the AEN team in relation to any assessments. Parents/guardians/carers will receive an assessment report or feedback, as appropriate. We continually review the assessment and screening tests that we use in order to balance the needs of our pupils and the need to provide information for appropriate support. Therefore, we may deviate from the below list prior to the review date of this policy.

Inventory of Test Materials

Screening Tests

- Wide Range Achievement Test V (WRAT V)
- Wechsler Individual Achievement Test (WIAT III - UK - T)
- TEACCH Transition Assessment Programme (T-TAP)
- New Group Reading Test (NGRT)
- PTM (Maths)
- Cognitive Abilities Test 4th Edition CAT IV
- British Picture Vocabulary Scale (BPVS)
- The Dyscalculia Assessment
- Test of Phonological Processing (CTOPP2)
- Test of Information Processing (TIPS)
- DASH (Handwriting Speed) & DASH 17+
- VB MAPP
- The Assessment of Functional Living Skills (AFLS)

Meeting the Needs and Allocating Resources

Once students' needs have been identified, AEN teachers are deployed to address these needs as required. We deploy our AEN team in a variety of ways in order to effectively meet pupils' needs. We aim to strike a balance between in-class support, group and individual support while ensuring that the needs of children with additional needs are met inclusively. Parents/guardians/carers are informed and asked for consent for their child to attend learning support.

Importantly, the level and type of support reflect the specific targets of individual students as set out in their support plans and are informed by careful monitoring and review of progress. In this way, following a period of intervention, some pupils may no longer require additional teaching supports; some may require the same level, while others may require more intensive supports.

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with the highest level of need should have access to the greatest level of support. We consider which methodologies are best suited to promoting meaningful inclusion such as UDL, team-teaching and small group teaching. In addition to literacy and numeracy difficulties, many students will have specific needs in such areas as oral language, social interaction, behaviour, emotional

development, motor skills and application to learning or may require additional learning support if returning to school following a period of absence.

The placement of a student in high support provision, such as the Autism Class, will be reviewed regularly. The placement can be changed according to the needs of the student. The level of support for all students will vary between levels on the continuum depending on their changing and emerging needs.

Timetabling

Timetabling of additional support needs:

- Timetables are continually reviewed and subject to change to meet the changing needs of the student body
- All withdrawals are made with parental consent
- Interruptions to classes/classrooms should be kept to a minimum

Factors in Allocating Additional Teaching Support

<p style="text-align: center;">Stage 3 School Support Plus</p>	<ul style="list-style-type: none"> • Physical Disability • Hearing Impairment • Visual Impairment • Emotional Behaviour Disorder • Moderate General Learning Disability • Severe/Profound General Learning Disability • Autism • Assessed Syndrome • Specific Speech and Language or Learning Disability/Impairment <p>This list is not exhaustive.</p>	<p style="text-align: center;">Student Support Plan & PPP where needed</p>	<p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal Mentoring</p> <p>Personnel AEN teacher Subject Teacher Outside Agencies SNA (if appropriate)</p>
<p style="text-align: center;">Stage 2 School Support</p>	<p>Students who need group class intervention or a specific, timed skills programme, for example;</p> <ul style="list-style-type: none"> • Those for whom English is an additional language and who have been attending and English speaking school for less than two years. • Children on or under the 12th Percentile in Literacy Standardised Tests • Children with an identified need assessed by external professionals who are not on or below the 12th percentile in Literacy or numeracy such as <ol style="list-style-type: none"> 1. Borderline Mild General Learning Disability 2. Mild General Learning Disability 3. Specific Learning Disability 4. Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder 5. Autism <ul style="list-style-type: none"> • Children who have not made adequate progress after interventions at Classroom level 	<p style="text-align: center;">Student Support Plan and Learning Programme</p>	<p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal Mentoring</p> <p>Personnel AEN teacher Subject Teacher</p>

Record Keeping

Tracking, recording and reviewing progress

Provision for pupils with additional educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process.

Student Support File

Teachers use a Student Support File, in collaboration with parents/guardians/carers and students to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates all involved in documenting progress and needs over time and assists us in providing an appropriate level of support to pupils, in line with their level of need. The Student Support File is based on the NEPS template and is stored on the school server. All support files should include:

- Cover sheet with pupil's details
- A timeline of actions
- Record of support received
- Standardised/ Diagnostic test scores
- Support plans
- Checklist

Individual AEN Files

All pupils' AEN files are stored in a locked filing cabinet in the AEN Coordinator's room. It is the responsibility of AEN team to update and manage the files of the children on school support and school support plus that they support. The following should be stored

- Student Support File
- Psychological Reports
- Copy of referrals made to outside agencies
- Copy of reports from outside agencies
- Record of AEN meetings with parents/guardians/carers, outside agencies and inter-school meetings
- Record of AEN correspondence between parents/guardians/carers, outside agencies and school staff

SSF are now kept on Teams in Staffroom Team under files so they are easily accessible to all staff to keep updated.

Communication between AEN Team/Principal/Subject Teachers

AEN timetables have been organised to allow designated co-ordination time. This allows all staff the opportunity to attend pupils support planning meetings, care team meetings, Team Teaching Planning Meetings, AEN Class Coordinator meetings and consultation/planning/review meetings, when necessary.

Reasonable Accommodations for Certificate Examinations

This is commonly called RACE for short. An AENCO applies annually for reasonable accommodations in State examinations for students with additional support needs who meet the specific and strict criteria outlined by the State Exams Commission. [EN-1013-80178722.pdf \(examinations.ie\)](#) The most commonly used accommodations are: use of separate centre, word processor, voice recording/dictation, reader, and a spelling, punctuation and grammar waiver. A notification will go out to parents/guardians/carers of students in exam years and they must contact the school to start the application process. Parents/guardians/carers and students are informed of the fact that the student availed of 'accommodation' and that this is indicated on their results' certificate. Reasonable accommodation is offered to students for in-house examinations when feasible.

Assistive Technology (AT)

The school will apply for the Assistive Technology grant for specialised equipment, if the student meets the criteria set out by the NCSE. Such equipment remains the property of the school, is to be used for schoolwork and must be returned at the end of each academic year.

AT, such as text-to-speech, will be used in classrooms to enable students with reading difficulties to access the material. AT in exams will be available for those students who meet the RACE criteria (see above) and they will be made familiar with the strategies and working of the relevant technology in their support classes.

Health and Safety Issues

Every staff member and pupil is entitled to a safe, secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each pupil with AEN. When a place is offered to a child with AEN, every effort will be made to ensure that the supports to which the child is entitled are in place as soon as possible. Staff members will be informed of any potential risks and, where necessary, individual plans will be drawn up and implemented.

It is accepted that children with additional support needs may display difficult, defiant or oppositional behaviours. All efforts will be made by the school to manage such behaviour using various strategies and through the implementation of the child's support plan. All pupils including pupils with AEN are subject to the School Code of Behaviour and Health & Safety Statement. Where a child's behaviour, despite such interventions, impacts in a negative way on the other children in the school, to the extent that their constitutional right to an education is being interfered with as judged by the Board of Management, the school reserves the right to advise parents/guardians/carers that an alternative educational setting may be more appropriate to their child's needs.

Supervision/Child Protection

Where pupils receive support on a one-to-one basis, the AEN teacher is responsible for ensuring that both themselves and the pupil are visible through the glass panel in the door.

- Where there is no glass panel, the door of the room should remain open.
- Where a child has access to an SNA, they may withdraw the child from the class as per their personal pupil plan.

Future Aims of the COS Policy

NWETSS recognises that it is a developing school and is working towards full implementation of the Continuum of Support Model. This policy recognises that there are areas for development within the AEN Department at NWETSS and endeavours to ensure that the school is inclusive to all students with AEN. As part of its overall school strategy 2023-24 the school will:

- Provide strategies to mainstream teachers to support student's additional needs and ensure their inclusion in the classroom setting.
- Review how the Clan Coordination model can be used to support the Continuum of Support model.
- Develop and implement criteria to ensure adequate referral of concerns from mainstream teachers to the AEN team.
- Develop and implement criteria for use of diagnostic assessment testing and ensure a clear procedure is in place.
- Endeavour to further develop the use of the Continuum of Support Framework to include classroom support planning on a whole school level.
- Review individual and/or small group/special class interventions/programmes
- Review specific methodologies/programmes to be implemented
- Review and utilise better specific equipment/materials and/or IT supports, if required to support learning and access to the curriculum

Ratification and Communication

This policy was ratified by the Board of Management on 7th December 2023

Implementation and Review

This policy will be implemented from 1st January 2024. It will be reviewed in 2026 by the Additional Support Needs Team and all staff at NWETSS.



Signed: _____
Derek Lowry - Chairperson

Date: 07.12.23

Appendix 1 – Overview of Supports

Speech and Language and Occupational Therapy - School Funded -	Consultation and Referral re identified students and new referrals, Staff CPD and Support to AEN team	School Support & School Support +
Educational Psychologist - School Funded hours	Consultation and Referral re identified students and new referrals, Staff CPD and Support to AEN team	School Support & School Support +
Autism Class Coordinator	Coordination of the work of the 2 AS classrooms and the support of the AS students in Mainstream class	School Support +
Physical Wellbeing Autism Class	Targeted support for Physical wellbeing for Students in the AS class	School Support +
Autism Class Teachers	Support for the two AS classrooms and integration of the students into mainstream. Reverse integration is also a feature of this work	School Support +
Counselling Psychotherapy	Targeted work to support the social and emotional needs of a range of students across the school community. The majority of these students are school support and school support+	Classroom Support, School Support & School Support +
AEN - Coordinating and Testing	This covers the coordination of the AEN department and diagnostic and profiling testing with the identified students	Classroom Support, School Support & School Support +
Year Co-ordinator - SSF and PPE - Classroom Support - UDL	Year Coordinators - Manage the students support files for students accessing continuum support - Training provided by the AEN coordinator - Focus to integrate the support needs across the school community and to ensure academic, social and behavioural needs are responded to in a coordinated manner	Classroom Support, School Support & School Support +
Literacy - Targeted	Focused work that supports literacy, comprehension and disciplinary literacy across the identified students.	School Support & School Support +

SET Hours General Support	This covers a broad range of needs, from pre teaching, over teaching, team teaching, review work, catch up where absent	School Support & School Support +
Achieve Program - Gifted and talented	Targeted 10 weeks program that is self-referred by students across a number of different areas such as music, literature, art, history and languages	School Support & School Support +
Narrative 4	Communication skills and storytelling 6 week program	School Support & School Support +
Numeracy	Catch up Numeracy - Focused program for building numeracy skills and increasing maths age over 6 weeks	School Support
Alert	Focused program for building internal self-regulation skills over a 6 week block	School Support
Assistive Technology	Building skills to support targeted students who use assistive technology across the school community. Specific training in using AT in exams for those eligible according to RACE criteria.	Classroom Support, School Support & School Support +
Family Support Worker	New role to support students with challenges with School refusal and EBSA. the focus is to bring support to the Home and to support the parents/guardians/carers to parent the complex needs of these students. Reintegration of the student into the school community and to work with the key partners to provide a range of structured supports. This also works to connect external supports for the family.	School Support & School Support +
Social & Emotional / Communication Programmes	This area is to build social and emotional skills and strategies for students who have needs in this area. It is a targeted approach to build capacity within students to navigate adolescence	School Support & School Support +
Catch Up Literacy	Focused program to build skills in literacy that works over a six-week block. The focus is to increase reading age to allow the student to access the curriculum across all subjects.	School Support
Behaviour for Learning	This is to identify students that need support with behavioural regulation and to baseline behavioural needs and to set targets that are shared across the teaching staff. Focused skills work is carried out to build the capacity and to assist class teachers to be better able to support the students learning in mainstream classes	School Support

English as an Additional Language	Targeted support for students if English is not their first language.	Classroom Support, School Support & School Support +
SNA Management	organising the work of the team of 13 SNAs	School Support & School Support +
Tutor - Classroom Support	ensuring that the needs of students in the classes are known to all staff and to support the Year Coordinator in integrating the targets across all subjects.	Classroom Support, School Support & School Support +
Literacy - Whole School	This is a new role this year to establish a school library and to ensure that appropriate materials is available to students across a range of needs. We also aim to develop more whole school literacy projects, such as Book in my Bag, Drop Everything and Read and Book Clubs	Classroom Support