



St. Joseph's C.B.S Primary School

Marino Park Avenue, Fairview, Dublin 3

Tel: (01) 833 6127

E-mail: principal@stjosephscbs.ie

Website: www.stjosephscbs.ie

Additional Educational Needs Policy

Introduction

The aim of this AEN policy is to provide information for teachers, parents and other interested parties on the provision of support to pupils in Saint Joseph's C.B.S. Primary School.

Contained in this policy are the procedures and practices that are followed in the provision of support to pupils with Additional Educational Needs: complex needs, high incidence Additional needs, those experiencing low achievement in numeracy and/or literacy and pupils with English as an additional language needs (EAL).

This policy is written in accordance with the "Guidelines for Primary Schools –Supporting Pupils with Special Educational Needs in Mainstream Schools" and Circular 0013/2017.

The principal aim of Additional Educational Needs Support in Saint Joseph's Primary School is to provide a positive learning environment, which will foster the academic, social and emotional development of students with Additional Educational Needs and to assist pupils in reaching their individual potential.

Definition:

Additional Educational Needs in the Education for Persons with Special Educational Needs Act (2004) the term "Additional educational needs" is defined as

"a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability or any other condition which results in a person learning differently from a person without that condition..."

(Government of Ireland, 2004b, section 1)

<http://www.oireachtas.ie/documents/bills28/acts/2004/A3004.pdf> Inclusion



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Basic Principles of Additional Educational Needs Provision

1. To identify and support the needs of children with Additional Educational Needs.
2. To provide early intervention.
3. To direct resources towards the pupils with greatest need.
4. To match the level/type of support to the pupil's needs.
5. To deliver support via the Continuum of Support model as appropriate e.g. withdrawal, in-class support, team teaching or small group support.
6. To focus support in the areas of literacy, numeracy, social/ emotional and behavioural skills.
7. To develop positive attitudes towards school and learning.
8. To encourage parental involvement in their children's learning.

In this school, pupils may access Additional Educational Needs provision in two ways:

1. Access to support teaching
2. Access to an Additional class designated specifically for pupils diagnosed with Autistic Spectrum Disorder.

Currently, in this school, there are:

1. Four school based Additional educational needs teachers (one shared with another school).
2. Three Additional classes designated specifically for pupils diagnosed with Autistic Spectrum Disorder.

As both of these provisions differ in their selection process, their structure and their approach, each will be dealt with separately.

This policy was reviewed in September 2023 and will be reviewed again September 2025.



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Provision of Additional Education Teaching Support for Pupils in Mainstream Classes

The following principles are used by Saint Joseph's C.B.S Primary School to guide the implementation of the revised model for allocating Additional educational needs teaching supports.

Principles to Guide the Implementation Process

- Resources provided to support pupils with Additional educational needs should be used to facilitate the development of truly inclusive schools
- Support provided to pupils with Additional educational needs should be based on identified needs and be informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines.
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with Additional educational needs.
- Additional educational needs teaching support provided to schools should be used solely for the support of pupils with identified Additional educational needs, including those pupils for whom English is an Additional Language (EAL). The Additional educational needs teaching supports cannot be used to reduce the pupil-teacher ratio in mainstream classes. Neither can they be used to allow any Additional educational needs teacher sole responsibility for the delivery of any curriculum subject to any particular class.
- Pupils with the greatest levels of need should have access to the greatest level of support, and whenever possible, these pupils should be supported by teachers with relevant expertise who can provide continuity of support.
- Schools with more than one Additional educational needs teacher should establish and maintain a core team of teachers to meet the needs of pupils with Additional educational needs. All members should have the necessary experience and access to continuing professional development to support the diverse needs of pupils with Additional educational needs.



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The Continuum of Support

Saint Joseph's Primary School uses the Continuum of Support framework to assist in identifying and responding to pupils' needs. This framework recognises 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 educational needs. Using this framework helps to ensure that appropriate interventions are provided, moving from class-based interventions to more intensive and individualised support.

Identification of Educational Needs through the Continuum of Support Process (NEPS)

The Continuum of Support

Stage 1: Classroom Support	<p>The class teacher devises a Classroom Support Plan which is informed by</p> <ul style="list-style-type: none">• Parental/pupil consultation• Teacher observation• Teacher-designed tests /assessments• Support Checklist• Standardised Tests (Literacy & Numeracy) <p>A Classroom Support plan will include targets and suitable teaching approaches.</p> <p>This plan runs for an agreed period of time and is subject to review.</p>
Stage 2: School Support	<p>At this level a School Support Plan is devised by the Additional educational needs teacher and classroom teacher. It is informed by</p> <ul style="list-style-type: none">•Parental/pupil consultation



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	<ul style="list-style-type: none"> • Teacher observation • Teacher-designed tests • Support Checklist • Learning environment checklist • Diagnostic tests in literacy/numeracy • Observation of behaviour • Results of standardised testing; Micra-T, Sigma-T and N.R.I.T. • Behaviour Checklists • If applicable consultation with other outside professionals. <p>A support plan at this level will include targets and suitable teaching approaches.</p> <p>A School Support Plan operates for an agreed period of time and is subject to review. The outcome of this review will indicate which level of support is necessary to return to classroom support, continue at the same level of support, progress to the next level of support and request consultation with outside professionals.</p>
<p>Stage 3: School Support Plus</p>	<p>At this level a School Support Plus Plan is devised by the Additional educational needs teacher and classroom teacher. It is informed by</p> <ul style="list-style-type: none"> • Parental/pupil consultation • Reports from outside professionals



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	<ul style="list-style-type: none">• Consultation with outside professionals• Teacher observation• Teacher-designed tests• Results of standardised testing; Micra-T, Sigma-T and N.R.I.T.• Support Checklist• Learning environment checklist• Diagnostic tests in literacy/numeracy• Observation of behaviour• Behaviour Checklists <p>A Support Plan at this level is likely to be more detailed and individualised and to include longer term planning and consultation.</p> <p>A school Support Plus Plan operates for an agreed period of time and is subject to review.</p>
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Continuation of Support/Outcome of Reviews

The outcome of reviews will indicate which level of support is now necessary be that classroom support, school support or school support plus.



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Note: Depending on the needs of the pupil, the school may be required to by-pass the initial stage of this process. A pupil may be placed immediately on stage two or stage three of the Continuum if it is recognised that this is the most appropriate level of support.

Referral To Outside Agencies

- The principal, class teacher and Additional educational needs teacher co-ordinate the referral of pupils to outside agencies e.g. N.E.P.S/ Primary Care Services.
- The principal and/or class teacher and Additional educational needs teacher meet with the parents/guardians to discuss the need for the referral and to seek consent.
- The class teacher and Additional educational needs teacher complete the necessary forms in consultation with the parents/guardian.
- The external professional may visit the school to meet with the pupil, parent / guardian, principal, class teacher and Additional educational needs teacher as appropriate and the assessment is conducted.
- The assessment is usually followed by a return visit, where possible, at which findings and recommendations are discussed

Written assessment reports are sent to the relevant parties.

In the case of Child and Adolescent Mental Health Services (CAMHS), due to change in referral procedures, parents will be advised to go to their GP for a referral.



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Selection Process For Support

Incoming Second class

Information is gathered from previous schools in order to help inform appropriate provision of support.

The HSCL teacher by means of a Transfer of Information form gathers relevant information from previous schools. This information includes results of Standardised tests (Micra-T and Sigma-T). On entry to our school in September, Spelling, Reading and NNRIT (Non Reading Intelligence Test) tests are administered to all 2nd class pupils.

Pupils entering the school with previously identified complex needs are allocated the appropriate level of support.

Rest of school

The following are prioritised for support:

- Pupils with identified complex needs.
- Pupils with identified High Incidence needs i.e., SSLD (Specific Speech and Language Disorder), Specific Learning Difficulties (eg. Dyslexia, Dyscalculia), MGLD (Mild General Learning Difficulty).
- Those pupils performing below the 10th percentile are prioritised for support in literacy and numeracy. (Circular No.0013/2017 pg.15)
- Having made provision for the above pupils, pupils attaining a little above the 10th percentile may be considered for support.
- Pupils entitled to Additional English Language Support.

Sigma-T and Micra-T results are analysed. This analysis helps inform the selection process for Support. The results from NRIT tests, which are administered annually in second and fifth class, are also taken into consideration.



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Staff Roles and Responsibilities

Providing additional support is a shared collaborative process. It is important that all partners contribute to the planning and implementation of our school plan on support.

Board of Management

The Board of Management will fulfil its statutory duties towards pupils with Additional Educational Needs. It will be knowledgeable about the school's AEN provision i.e. funding, equipment and personnel.

Principal

The principal's leadership role is central and includes the following:

- Overall responsibility for the development and implementation of the school's Additional Educational Needs Policy in cooperation with the BOM, teachers, Additional needs assistants, parents and children.
- Assigning staff strategically to teaching roles.
- Ensuring that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals / agencies
- Ensuring that effective systems are implemented to identify pupils' needs and that progress is monitored. Oversee the implementation of a Whole-School Assessment and Screening Programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.
- Facilitating the continuing professional development of all teachers in relation to education of pupils with Additional educational needs, and ensuring that all school staff (class teachers, Additional educational needs teachers and Additional needs assistants) are clear regarding their roles and responsibilities in this area .



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Class Teacher

The class teacher has primary responsibility for the progress of all pupils in his/her class, including those in receipt of support. In supporting the development and implementation of the school plan on support, the class Teacher should:

- Implement teaching programmes which optimize the learning of all pupils.
- Implement the school's policy by administering and correcting standardised tests (Micra-T and Sigma-T).
- For each pupil who is in receipt of support, to collaborate with the Additional educational needs teacher in the development of a support plan by identifying the appropriate learning targets and by organizing classroom activities to achieve these targets.

Additional Educational needs Teacher (A.E.N.T)

The following outlines the role of the Additional educational needs teacher:

- Review recent standardised test results in order to inform the selection process for support teaching in line with Circular No 0013/2017 and "Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools".
- Refer to assessments reports e.g psycho-educational, clinical, speech and language and occupational therapy reports in order to inform the selection process for supporting teaching.
- Liaising with the pupil's class teacher/principal regarding relevant background information of individual pupils.
- Obtaining written consent for the child to attend support teaching.
- To compile support plans in collaboration with the class teacher/parent/sna/child (bi-annually)



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- To maintain weekly plans/progress records based on the support plans compiled.
- Meeting with parents/guardians to discuss their child's support plan.
- To provide support teaching for pupils.
- To provide a support review document based on each child's progress.

N.N.R.I.T. Testing

- Administering New Non- Reading Intelligence Test to second class and fifth class on an annual basis. Correcting the papers and recording the results on Aladdin.

Testing

Administering a range of tests which may include the following:

- Drumcondra Primary Spelling Test
- Single Word Reading Test
- Schonell Graded Word Reading Test
- Miscue Analysis
- Analysis of free writing
- York Assessment of Reading for Comprehension
- Dolch High Frequency Word Lists;
- The Jackson Phonics Test;
- Neale Analysis of Reading Ability;
- Non-Verbal Reasoning Test;
- Maths Tracker



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Liaising with Outside Agencies

- Liaising with H.S.E. Primary Care speech and language therapists, psychologists and occupational therapists regarding findings and recommendations arising from assessment of individual pupils.
- Liaising with the principal in relation to selection of pupils for consideration by the NEPS psychologist for assessment.

The Additional Needs Assistant (A.N.A)

Additional Needs Assistants are recruited specifically to assist schools in providing the necessary non-teaching services to pupils with assessed educational needs. Their duties address primary and secondary care needs and any non-teaching issues. Their duties are assigned by the Principal acting on behalf of the Board of Management. Their work is supervised either by the Principal or another teacher as determined by the Principal. Those duties involve tasks of a non-teaching nature such as:

1. Preparation and tidying up of classrooms
2. Assisting school children to board and alight from school buses. Where necessary travel as an escort during school hours on school buses may be required.
3. Additional assistance as necessary for children with particular difficulties e.g. helping Additional needs pupils with typing or writing or computers or other use of equipment.
4. Assistance with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the pupil.
5. Assisting on out of school visits, walks, examinations and similar activities.
6. Assisting the teachers in the supervision of pupils during assembly, recreation and dispersal from the classroom for one reason or another.



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7. Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom for one reason or another.
8. General assistance to the class teachers, under the direction of the Principal, with duties of a non-teaching nature. (Additional Needs Assistants may not act as either substitute or temporary teachers. In no circumstances may they be left in sole charge of a class or group of children for an extended period of time).
9. Participation with school development planning, where appropriate, and co-operation with any such changes with policies and practices arising from the school development process.
10. Engagement with parents of Additional needs pupils in both formal and informal structures **as required and directed by school management**.
11. Other duties appropriate to the grade may be determined by the needs of the pupils and the school from time to time. Additional Needs Assistants may be reassigned to other work appropriate to the grade when Additional needs pupils are absent or when particular urgent work demands arise.

SNAs cannot be compelled to carry out the work of other staff such as secretarial, administrative or cleaning staff.

Parents

The staff and management of Saint Joseph's Primary School recognise that good parental engagement is a vital factor in enhancing outcomes for pupils with Additional educational needs

Parents contribute by

- Regular communication with the Class Teacher and AENT.
- Attendance at Parent / Teacher Meetings.
- Following up on school recommendations.
- Supporting their children by monitoring their homework and signing their homework journal.



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- Fostering a positive attitude about school and learning.

Exemption from the Study of Irish:

Please see circular 0054/2022 for guidance on granting exemptions from the study of Irish. The school will follow the most up to date guidance regarding this.

Record Keeping

- Professional reports e.g. psychological, speech and language, occupational therapy, are stored in the child's file in the office.
- Student Support Files are stored in the child's file in the office.
- Standardised test scores i.e. Sigma-T, Micra- T, NRIT and Pupil Profiles are stored in the filing cabinet in the office.
- Standardised test scores and pupils' report cards can also be accessed via the school's online platform.
- Cuntas Miosuil is submitted to the principal .
- Additional Education Needs Teachers maintain weekly planning records based on targets outlined in student support files.
- The Class Teacher maintains assessment folders.

Success Criteria

Some indicators of the success of this policy will include:

- Achievement of individualised targets as formulated in individual support plans.
- Improved performance in standardised tests.
- Observed improvement in pupils' attitudes towards school and learning.
- Progress in relation to classwork.
- Improved performance in assessment.
- Staff feedback/observation indicating pupil progress e.g. improved pupil motivation, concentration and application.



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- Observed achievements in relation to social/behavioural targets.
- Positive parental feedback at planning and review meetings.

Signed

Date 17/10/2023

Chairperson, Board of Management

Signed

Date 17/10/2023

Principal/Secretary to the Board of Management



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