Scoil Ghráinne Community National School
Phibblestown, Clonee, Dublin 15
Phone: 016402418
www.scoilghrainnecns.ie

etbi
Education & Training Boards Ireland
Bord Oideachais & Oiliúna Éireann

Special Education Policy

1. *Introductory Statement*

The In-School Management Team and the Special Education Teaching (SET) Team of Scoil Ghráinne Community National School have developed and agreed this policy in line with 'Special Educational Needs: A Continuum of Support' (NEPS, 2007), 'Behavioural, Emotional and Social Difficulties: A Continuum of Support' (NEPS, 2007) and 'Learning Support Guidelines' (Circular SP ED 02/05). This policy is also informed by the 'Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools 2017' and is in line with the current recommendations and guidelines of the revised Special Education Teaching Allocation process, introduced in September 2017. A copy of this policy document is made available to all staff who are obliged to ensure they are familiar with its content.

2. *Enrolment and Inclusion*

Scoil Ghráinne Community National School endeavours to welcome all students regardless of belief, background or ability as governed by the schools enrolment policy. However, attention of parents of children with special educational needs should note:

- Scoil Ghráinne is a mainstream school, and has higher pupil/teacher ratios such as those that apply in 'special' schools
  - In general, the teachers in our school are trained and qualified to teach in mainstream education. They do not, in general, have any Special Education Needs Teacher Training, experience, or Qualifications, such as teachers in special schools have
  - While pupils with special needs can be integrated into a mainstream class, and may be supported by a Special Needs Assistant and Resource teaching, as allowed by the DES, this is not the same as the intensive one to one teaching s/he would enjoy in a special school
  - Scoil Ghráinne does not have ancillary services enjoyed by special schools, such as speech therapy, occupational therapy, physiotherapy
  - A child with special needs integrated into an ordinary mainstream class will by the nature of such integration experience the normal day to day happenings, determined by the reality of school life, and the existing customs and practices. Every child in the school, including those with a disability and /or special educational needs is bound by school policies both in existence and those developed from time to time by the Staff and Board of Management. The school cannot offer any additional tuition, support and supervision beyond that which is offered to any other pupil in the school, at times other than when the school is in operation during the normal school year. The Class Teacher, Resource Teacher (if any) and Special Needs Assistant (if any) will periodically be required to participated at Staff Development and Curriculum Training Courses.
  - From year to year the allocation of teachers to classes is focused on the needs of the whole school, and consequently the school cannot guarantee long term continuity or predictability in personnel.

3. ***Allocation Process for Special Education Teachers (SET)***

The new SET allocation provides a single allocation for special educational teaching needs to each school, based on a school's educational profile. This replaces the National Council for Special Educational (NCSE) allocation process which provided additional resource teaching to support pupils who had been assessed as having 'Low Incidence' disabilities. This also replaces the General Allocation Model and English as Additional Language Support scheme (GAM/EAL).

The revised model for allocating SET supports sets out to:

- Offer schools greater autonomy to allocate teaching resources flexibly, based on pupil's needs, without the requirement for a diagnosis of disability.
- Welcome all pupils to enrol in their local schools, irrespective of special educational needs.
- Utilise special education teaching resources to improve learning experiences and educational outcomes for pupils with special educational needs.

Allocation of additional teaching supports is based on a school's educational profile and is comprised of two components:

- A baseline component provided to every mainstream school to support inclusion, assistance with learning difficulties and early intervention, and
- A school educational profile component, which takes into account:
    - The number of pupils with complex needs enrolled in the school.
    - The learning support needs of pupils as evidenced by standardised test results.
    - The social context of the school including disadvantage and gender.
    - For the introduction of the new allocation model, from September 2017, the NCSE 'Low Incidence' allocations have been used to establish the 'Complex Needs' component of the new model.

Additional teaching supports are deployed according to identified needs, rather than being based on a diagnosis of disability. Those children with the highest level of need should have access to the greatest level of support.

Pupils with complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Interventions should be based on careful identification of strengths and needs, including multi-disciplinary assessment, when necessary. In addition to literacy and numeracy difficulties, many pupils will have specific needs in areas such as oral language, social interaction, behaviour, emotional development and application to learning.

4. ***Special Education Teaching in Scoil Ghráinne***

The school Principal will be fair and flexible in how SET resources are allocated and therefore, may deploy special education teachers in a variety of ways in order to effectively meet pupils' needs.
In Scoil Ghráinne CNS, special education teachers will be deployed in four ways:

- Special education teachers addressing pupils with complex needs (resource teaching).
- Special education teachers addressing English and Maths support (learning support).
- Special education teachers addressing additional language support (EAL).
- As co-teachers at infant level

i. The Continuum of Support

It is school policy that all class teachers use The Continuum of Support framework if and when necessary, to identify, respond to, record and document special educational needs of children in their class (Please see *'Special Educational Needs: A Continuum of Support'* (NEPS, 2007) and *'Behavioural, Emotional and Social Difficulties: A Continuum of Support'* (NEPS, 2007) booklets)

An outline of the different stages of the Continuum of Support can be found in appendix 1

5. Early Intervention Strategies/Programmes

In Scoil Ghráinne CNS, early intervention is an important component of classroom teaching and takes into account the needs of the children. Early intervention programmes may be provided by the class teacher and/or the SET-LS/RT team. In our school, there are currently two early intervention programmes being rolled out;
The *'Aistear'* Programme (Junior and Senior Infants)
'Ready, Set, Go Maths Programme' (Junior and Senior Infants)
Daily 5 and Daily CAFÉ (Senior infants – 2nd class)

The above programmes are:

- Set within a specific time frame
- Being supported by the SET team
- Based on a shared expectation of success by everyone involved
- Involve whole class/small group or one-to-one teaching depending on the needs of the children
- Focus on oral language, phonological awareness, motor skills, nursery rhyme work, word identification and social/play skills
- Focus on language and number development in maths
- We also use programmes such as *'Toe-by-Toe'* and *'Word Wasp'* in SEN- learning support English where necessary to support children with dyslexia

6. Prevention Strategies

As a means of preventing the occurrence of learning difficulties, as far as possible, the following strategies are being implemented in Scoil Ghráinne CNS:

- On-going observation and assessment of pupils by the class teacher
- A print-rich environment
- Use of real books in the classroom including picture books, picture story books, traditional literature, folktales, fairy tales, fables, myths, historical fiction, modern fantasy (e.g. Willie Wonka and the Chocolate Factory), realistic fiction,

non-fiction or informational books- (especially high-interest topic books that match the reader's abilities and understanding), poetry and drama, classroom novels.

- Shared reading programmes (parallel/graded readers)
- The annual book fair
- Daily 5
- Starlight programme
- Phonics stations
- Building bridges
- Movement and OT exercises in the mornings
- The use of library facilities in school – class and school library
- DEAR time
- Use of ICT and the interactive whiteboards to support literacy and numeracy teaching
- In class support and team teaching for reading stations

7. Selection of Pupils

i. Infant Classes

The learning support and resource at infant level is done through co-teaching.

Pupils in senior infants may also be chosen for additional support through reading assessments and through Test2r assessment for literacy. See section on assessments. Junior infant children may be selected for additional support following consultation with pre-schools with the permission of parents, through teacher observation and in-class assessment

ii. ***1st – 6th Class***

Children in other classes are chosen for additional support based on teacher administered tests, observation and standardised tests. Support for literacy and numeracy in 2nd – 6th class is based on the STen score (3 or less) from the standardised tests for literacy and numeracy from the previous year.

Children who require additional English language support are chosen through a combination of teacher observation and on occasion through the use of the Primary School Assessment Kit (PSAK)

Children for support with emotional and behavioural difficulties are chosen through observation and consultation with the Behaviour Support team and parents. See Scoil Ghráinne's Code of Conduct for more detail.

Children who are performing poorly in a particular area of literacy and/or numeracy but are performing well overall in these areas may be provided with supplementary support in that area. This data is based on the observations of the SET and class teacher.

iii. Resource pupils

Pupils who fall into a specific category of assessed disability, and/or medical condition will be selected based on reports submitted by relevant professionals i.e. medical practitioner, psychologist etc.

iv. **Autism Unit**

Scoil Ghráinne CNS is very proud of its Special Needs Unit for children with autism. Please see separate policy for the special needs unit 'Croí' for details of provision for children with ASD.

8. Planning

i. Individual Education Plans (School Support Plus plans)

An IEP is a written plan that aims to reflect the strengths and needs of the child in order to set priority learning targets. An IEP should be built on the curriculum the pupil is following and make use of programmes, activities and materials which are available. (See appendix 2 for the school IEP Template)

A SSPP should set out:

- the nature and degree of the child's abilities, skills and talents
- the nature and degree of the child's special educational needs
- present level of educational performance
- staff involved, including the frequency of support
- external specialists involved (when applicable)
- specific programmes, activities, materials and equipment
- targets to be achieved in a given time
- monitoring and assessment arrangements
- review arrangements and date.

ii. Developing a SSPP

1) Gather Information

Information should be gathered on the areas relevant to the child:

- personal and social skills
- cognitive ability
- motor skills
- language and communication
- literacy/numeracy
- attitude and motivation
- access to the curriculum.

Such information should be gathered from the parents, the child, previous class teachers, school based assessments, assessments and reports of professionals etc.

2) Develop Learning needs and targets

Targets should be agreed based on the priority areas collected in the information gathering stage. Such targets should be specific, measurable, accurate, relevant and time-bound. Review dates should accompany the learning targets.

3) Schedule IEP meetings and Review

It is the responsibility of the class teacher to arrange IEP meetings. IEP meetings will be held outside of school hours as much as possible. Some meetings require the attendance of specialists and will need to be scheduled to suit those people. Parents, Class teacher, SET teacher, professionals attend these meetings. These meetings provide an opportunity for parents to contribute to the plan and to ensure coherence from all parties.

IEP review meetings should be held:

- Last week in September

-Last week in January

IEPs must be reviewed and altered as necessary at these times. A review of the IEP must also happen in early June but a meeting may not always be necessary.

4) Implementation

The targets for the child will be implemented through a series of strategies and resources which will also be detailed on the IEP. This is done through a combination of in-class, withdrawal, group and individual implementation. Class teachers, SET teachers, SNAs, parents and relevant professionals will all play a part in the implementation.

iii. Planning for Individuals (without Diagnosis) and Groups

For children and groups who have been identified as needing additional help with literacy, numeracy, English language or behaviour, the class teacher and SET teacher should develop an Individual Personal Learning Profile for that child (Appendix 3). This plan can be developed in consultation with parents, professionals and school staff as per the continuum of support.

A detailed review will take place at the end of an instructional term, as outlined above. Individual Profile Learning Programme/ Group Learning Programmes (or a combination of both)

- Short term i.e. fortnightly planning
- Cúntas míosúil (to be completed by the first Friday of the next month)
- Samples of children's written work
- Records of progress in reading / progress in Maths
- All support staff use the school templates for weekly notes, IPLPs, term plans where necessary and cúntas míosúila. All notes are printed and stored in a folder to be kept by the SET teacher. Short term plans, CM and other relevant plans are also saved on the school shared drive.

iv. Timetabling

When creating timetables, consideration should be given to the level of support needed by individuals and groups. Consideration should also be given to the following:

- The provision of Learning Support is in addition to the regular class teaching in English and Maths
- Effort is made to ensure that pupils do not miss out on the same curricular each time they attend Learning Support.
- The provision of Learning Support may include withdrawal of pupils from their classroom and/or in-class tuition
- In class support, if appropriate, will be jointly designed and monitored by the Class Teacher and the Learning Support Teacher.
- Some 'extra support time' slots should be left in SET timetables
- Friday afternoons should be left as administration time for SET teachers to allow time for extra support, making relevant phonecalls and for completing assessments

9. Plan implementation

Teaching approaches will be monitored and modified for children entitled and chosen to attend learning support, by the class teacher in the mainstream class where necessary. Various programmes of supplementary work will be put in place by the SET teacher in consultation with the class teacher throughout the school year.

A child does not automatically continue in SET for their school career or indeed for the full school year. The length of time the child receives SET is determined by assessment and the needs of the child.

Supplementary teaching will be provided for an instructional term by the SET teacher, based on assessment results and the needs of the child.

The programme implementation may involve withdrawal, in-class support, station teaching or any combination of these depending on the needs of the child.

Should a SET teacher believe that a student has made sufficient progress, support may be discontinued in consultation with the parents and classroom teacher.

10. English as an additional language

Various models of EAL teaching have been trialled in Scoil Ghráinne. Apsects of withdrawal have proven unsuccessful in previous years, so an altered approach has been applied.

i) In junior infants and senior infants, the use of co-teachers has been employed to help with the input of language at infant level in contexts such as Aistear, Ready Set Go Maths and in the social situation of the classroom. This language is more efficient when practiced in a social context.

ii) In 1st – 6th class, the SET teacher will be available for significant EAL needs. As new pupils join our school, provision will be given based on level of priority in the school. Language input is also provided

through in-class and withdrawal sessions in a social and peer supported context.

iii) Withdrawal groups – A teacher will provide for the withdrawal of children from junior infants to 2nd class in order to provide very specific and targeted language support to children at this early stage.

iv) School emphasis on language – In all areas of the curriculum, classroom and SET teachers are asked to input new language before the lessons begin or during the lesson. Please see school policy on maths language and SESE language in particular.

Individual/group support.

i. Individual support

One-to-one teaching may be provided where small group teaching has not been effective and caseload permits. (e.g. *'Word Wasp'*, individual programmes as recommended by outside agencies e.g. Speech and Language Programmes, Autism, Toe by Toe)

ii. In-class support

The SET teacher may work with a number of groups in class in a co-teaching role. As much as possible, the SET teacher should avoid taking the learning support group isolated at the back of the classroom. This group should be integrated or located amongst the other groups in the room.

iii. Withdrawal

No more than 6 children should be withdrawn during a learning support slot. This is to ensure that the SET teacher can get the most out of the LS slot.

11. Assessment in SET Teaching

i. School Based assessment

The SET team of teachers in the school will be involved in the administration of class based tests as well as the following assessments:

- Running records for reading: 2 weeks in September (1st – 6th class), December, March (Snr. Infants to 2nd and selected children from other classes), June(for selected children only)
- Test 2r – screening in diagnostics for selected senior infant students (January)
- Standardised English and maths testing (for children who need individual or small group administration – May)
- Individual phonics and number assessments at infant level (Ongoing)

- Non-verbal reasoning test for individual children who may need individual support (May)
- PSAK

ii. **External Assessment**

On occasion, the intervention of external professionals may be necessary. Scoil Ghráinne liases with external bodies which include NEPS, HSE, CRC, Daughters of Charity etc.

- The Deputy Principal/SET tecaher co-ordinates the referral of pupils to outside agencies, e.g. Educational Psychologist
- The Deputy Principal and/or Learning Support Teacher and/or Class Teacher meet with the parents to discuss the need for the referral and to seek consent
- The Class Teacher completes the necessary referral form in consultation with the appropriate school personnel.
- The external professional visits the school to meet with the pupil, parents, principal, Class Teacher and the Learning Support Teacher as appropriate, and the assessment is conducted
- This is followed by a return visit at which findings are discussed, recommendations are considered and an appropriate response is agreed.
- Where concern arises regarding the manner of speed of the follow-through post assessment, such concern is pursued by the Principal/ Deputy Principal with the out of school agency concerned.

12. Resources

They are many resources which are available to teaching staff in order to help with the provision of additional support. Though some equipment may be provided by external agencies, school resources take the form of:

- Speakers/microphones
- Textbooks
- Libraray books
- concrete materials
- teacher reference books
- Games
- A list of resources is being compiled and will be found in the appendices

13. Roles and Responsibilities

1. In School Management

- Ensure that staff members are aware of the importance of identifying children who have special educational needs.
- Assist the Deputy Principal (SET coordinator) in monitoring the selection of pupils for intervention.
- Advise and support teachers in implementing The Continuum of Support (NEPS) i.e. the staged approach of intervention.
- Work collaboratively and share best practice.
- Develop, support and monitor school policy and services in SET.

2. ***Deputy Principal (SET Coordinator)***
    - Develop inclusive whole-school policies and monitor their implementation.
    - Co-ordinate teachers' work to ensure continuity of provision for all pupils.
    - Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies.
    - Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically.
    - Ensure that a file is maintained containing records in relation to consent for the involvement of external professionals, the assessment process, interventions, reviews and records of earlier school and classroom support processes.
    - Liaise with external agencies as required eg the Special Educational Needs Coordinator (SENO), NEPS psychologists, SCPA psychologists, visiting teachers for the Visually Impaired and/or Hard of Hearing, visiting SLTs/OTs etc
    - Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area.
3. ***Class Teacher***
    - the initial identification of pupils who may have general or specific learning disabilities (following Classroom Support and School Support guidelines)
    - Differentiate lessons to cater for the range of learning needs of pupils in their class.
    - Develop a classroom support plan for those pupils who do not respond appropriately to the differentiated programme in conjunction with the SET teacher
    - Be alert to the possibility that some children may have a specific learning difficulty and bring it to the attention of the Principal/Deputy Principal.
    - Consult with the Principal/Deputy Principal if it is decided that a child requires more individualised support (progressing from the School Support stage to School Support Plus).
    - Attend meetings with the special education teacher and pupil's parents, where necessary.
    - Consult and co-operate with the special education teacher on a pupil's Individual Education Plan (IEP)/IPLP
    - Make parents aware about their child's progress.
    - Coordinate the work of an SNA assigned to a child in their class.

- Ensure that a file is maintained on each child containing up to date assessments from external professionals and any other relevant information pertaining to each child.

4. ***SEN/Resource Teacher***
   - Coordinate the development of IEPs.
   - Monitor and review IEPs.
   - Assess and record each child's progress in relation to specific targets set.
   - Directly teach each child in an individual, paired or small group setting.
   - Meet and advise parents, when necessary.
   - Meet with other relevant professionals e.g. psychologists, speech and language therapists, visiting teachers.
   - Maintain a fortnightly planning and progress record for each individual child in receipt of special education teaching.
   - Ensure that a file is maintained that includes IEPs, fortnightly plans, cúntas míosúila, timetable, assessments and samples of written work
   - Liaise with the Deputy Principal and Principal in relation to the educational and emotional wellbeing and development of children with complex needs.
   - Liaise and regularly meet with class teachers to discuss individual children's' needs and development. actively promote of whole school strategies to develop literacy, numeracy and speaking and listening programmes
   - assist in the implementation of a broad range of whole school strategies designed to enhance early learning and to prevent learning difficulties such as oral language, reading, phonics, writing and spelling programmes
   - Development of individual profile and learning programmes (IPLP) or for pupils who are selected for supplementary teaching in consultation with the class teacher
   - Liaising with the principal, class teachers and parents to improve the educational outcomes for children who require extra support

5. ***Special Needs Assistants***

   Special Needs Assistants are employed specifically to assist with the care needs of pupils with complex needs where deemed appropriate. In Scoil Ghráinne CNS the duties of the SNA are assigned by the Principal and Deputy Principal in accordance with DES circulars 10/76 and 07/02.

6. ***Involving parents***
   - attendance at induction meetings for parents of incoming Junior Infants and at information meetings at the beginning of each academic year. In addition to this, the SET team also targets parents whose children receive SET and inform them on strategies they can use to help with English and Maths at home.

- Attend formal and informal Parent/Teacher meetings and Individual Education Plan (IEP) meetings for children with learning difficulties/special educational needs.
- Meet with school in relation to incoming students with SET and their parents prior to school commencement where applicable
- Parents are also informed of observation and assessment of pupils by the class teacher, where necessary throughout the school year

7. ***Pupils***

It is important for the students to have an input into the development, implementation and review of their own learning. By doing so they can:

- Become more independent as learners.
- Become aware of different learning styles.
- Become aware of their own strengths and weaknesses or needs.
- Enjoy success and evaluate their progress.
- Develop ownership of the skills and strategies taught during special education teaching and apply these strategies and skills in their mainstream class situation.

Success Criteria

The school-wide implementation of this policy will result in enhancement of pupil learning in the following ways:

- Improved standards of academic achievement with the pupil's individual learning programme
- Enabling the discontinuation of the provision of SET-learning support based on positive assessment results
- Enhanced parental involvement in supporting their child's learning needs
- Increased opportunities for effective communication between school personnel in relation to pupils' progress

14. Review/Ratification and Communication

This policy was originally created in November 2018.
This policy was presented again to the Board in September 2025.
It will be reviewed again as necessary.

Signed: Séamus Lodge Date: _____

Chairperson of BOM

Signed: Jonathan Newell Date: 11/9/25

Principal

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Appendix 1 – The Continuum of Support Framework

Identification of Educational Needs through the Continuum of Support Process Summary of the process	
Classroom 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. The starting point for the classroom support process is when a teacher, parent or other professional expresses concern about a pupil in school. The class teacher informs the Deputy Principal of this concern. Classroom Support is coordinated by the class teacher and carried out in the classroom. The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme. Classroom support will include 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 A Classroom Support plan runs for an agreed period of time and is subject to review. After the agreed strategies have been implemented for the agreed amount of time, if the class teacher identifies that a child requires additional support he/she will then progress to stage two school support.
School Support	Stage 2: School Support In some cases, interventions at classroom support level are not enough to fully meet the pupil's special educational needs and the pupil may progress

	to School Support stage. This involves more systematic gathering of information and the development and monitoring of an Individual Pupil Learning Profile (IPLP). The class teacher retains overall responsibility for the pupil's learning, though the Deputy Principal and special education teachers – resource and learning support, are involved in the problem-solving process at this point. The plan could address the needs of more than one pupil, e.g. an additional in-class intervention for a group of pupils with similar needs might be introduced. The NEPS psychologist may assist by advising on appropriate interventions or supporting the school staff in implementing them. This stage is a more intensive problem-solving process. Parents will be consulted and informed and give permission for their child to attend additional support. At this level, a School Support Plan will be devised and informed by some or all of the following: Teacher observation records Teacher-designed measures / assessments Parent and pupil interviews Learning environment checklist Diagnostic assessments in literacy/numeracy Formal observation of behaviour including ABC charts, frequency measures Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties (See *'Special Educational Needs: A Continuum of Support'* (NEPS, 2007), *'Behavioural, Emotional and Social Difficulties: A Continuum of Support'* (NEPS, 2007) A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition. A School Support Plan operates for an agreed period of time and is subject to review. Upon review of the School Support stage, and if it is decided that a child requires more individualised support, e.g. from outside agencies, then the pupil will progress to stage three School Support
School Support Plus	Stage 3: School Support Plus At the School Support Plus stage, intervention is for children with more complex and/or enduring needs. At this level, the class teacher, parents and special education teachers, in collaboration with outside agencies as required, engage in a more detailed and systematic approach to information gathering and assessment. This involves using a broad range of formal and informal assessment and diagnostic tools, reports from outside professionals (as appropriate) and may include: Teacher observation and teacher-designed measures Parent and pupil interviews Functional assessment

Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc.

(See *'Special Educational Needs: A Continuum of Support'* (NEPS, 2007), *'Behavioural, Emotional and Social Difficulties: A Continuum of Support'* (NEPS, 2007)

Data generated from this process is used to plan an appropriate intervention and serve as a baseline against which to map progress. Data generated from results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc. are then used to plan an appropriate intervention and can serve as a baseline against which to map progress.

A School Support Plus Plan is likely to be more detailed and individualised, and to include longer term planning and consultation.

A pupil may arrive at school with difficulties that are more significant than which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan.

If it is felt that a pupil would benefit from being referred to an external agency, the Principal/ Deputy Principal, the SET teacher and the class teacher coordinates the referral of pupils e.g. Educational Psychologist. The Principal/ Deputy Principal and the class teacher meet with the parents to discuss the need for the referral and to seek consent. The class teacher completes the necessary referral form in consultation with the appropriate school personnel.

External professional visits the school to meet with the pupil, parents, Principal/ Deputy Principal, class teacher and the SET teacher may be scheduled as appropriate. Findings and recommendations are discussed with parents. Where concern arises regarding the manner or speed of the follow–through post assessment, such concern is pursued by the Principal/ Deputy Principal with the out-of-school agency.

A copy of all referral forms are kept securely in the pupils' SETfile in the office.

Scoil Ghráinne Community National School

Classroom Support Plan

Name:
Class:
Start of plan date:
Class teacher:
Review date:

Our concerns are	Review dates and Comments
Reasons for these may include	
Some strategies which may work are	
What is the success criteria	
Review procedures	
Signatures:	

Teacher: _____ Date: _____

Review Meeting Date and comments
Second Review Meeting Date and comments

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School Support Plan (IPLP/GPLP)

Name(s):
Class:
Start of plan date:
Class teacher:
Support teacher:
Other personnel involved:
Review date:

Pupil's strengths and interests

Priority Learning Needs

Academic Needs ☐
Attention/Concentration ☐
Organisational Skills ☐
Motor Skills ☐
Behavioural Needs ☐
Social Needs ☐
Other: _____

Targets	Class teacher strategies	Support Strategies

Staff involved

Success criteria

Signatures:

Teacher(s): _____ Date: _____

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Parent: _____
Review Meeting (8 weeks after the start date of plan) **Date and comments**
Assessment tools used: Comments:
Second Review Meeting **Date and comments**
Assessment tools used: Comments:

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School Support Plus Plan

Name	
Date of Birth	
School	Scoil Ghráinne CNS, Phibblestown, Clonee, Dublin 15
Class	
Class Teacher	
SNA	
Special Education Teacher	
Other Professionals involved	
Date IEP written	
Date of IEP meeting	
Present at IEP meeting	
Review Date	

Details of Diagnosis

Date	Type of Report	Person involved

General Information
(Nature of Special Educational Needs and impact on educational development)

Strengths (Including abilities, skills, talents & interests)	Priority Learning Needs

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Priority Learning Areas	Learning Targets	Classroom Strategies	Support Strategies	Review Date
	•			
	•			
	•			
	•			

Review date and notes (Reviews to happen in January and June of each year)
Assessment tools used in review: Findings

Scoil Ghráinne Community National School
Phibblestown, Clonee, Dublin 15
Phone: 016402418
www.scoilghrainnecns.ie

etbi
Education & Training Boards Ireland
Bord Oideachais & Oiliúna Éireann

Signatures

Teacher(s): _____ Date: _____

Parent: _____

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SET resources 2018-2019

Box 1 (Mostly Games)	Teacher	Teacher	Teacher
Snap card game			
Playing cards (kids version)			
Connect 4 x 2			
Magic Cauldron Game (numbers) 5-8 yrs			
Pick and Mix People – 3-7 yrs			
Snakes and Ladders			
Ludo (wooden board)			
What's Up			
Line Up 4			
Shape Match Board			
Things that go together			
Miffy Plays Dominoes			
Hungry Hippos			
Pictionary			
First Number Flash Cards			
Sight Words Bingo			
Pass the Word (5-9 Years)			
First Sums Puzzle			

Box 2 (Variety of items)	Teacher	Teacher	Teacher
First Octons			
Colour Magnetic Sketcher x 2			
Small Sketcher (non-colour) & large Sketcher			
Threading Shapes (x8)	Ms. Hilary		
Pattern Blocks and pattern cards			
Tangrams and tangram cards			

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Kaleido Gears			
Bob the Builder telephone			
Pink 'girly' telephone			
Giant Pegboard (1)			
Giant Pegboard (2)			
Giant Pegs			
Wooden Farm Animal Jigsaw			
Wooden Transport Jigsaw			
Wooden dinosaur Jigsaw			

Box 3 (Jigsaws)			
Alphabet wooden jigsaw			
Shrek the Third jigsaw book			
Forest Fairies jigsaw book			
Counting Puzzle (3yrs +)			
Giant Alphabet Floor Puzzle 3-6 yrs			
Who's In the Jungle Floor Puzzle 3yrs +			
Peppa Pig (3 yrs +)			
Doll's House Floor Puzzle (3-6 yrs)			
At the Stable Floor Puzzle (4-7 yrs)			
Pirate Ship Floor Puzzle (6-9 yrs)			
The Animal Games Floor Puzzle (3-6 yrs)			
Farm Four in a Box (4, 6, 8, 12 piece puzzles) First Counting 3yrs +			
Three in a box (4, 6, & 8 pieces)			
Alphabet wooden jigsaw	Ms. Hillary		
Help Inside the Home (2 x 4 pieces, 2 x 6 pieces)	Ms. Hillary		
Teddy Bear's Picnic (15 pieces)	Ms. Hillary		
Little Bus (12 piece double sided)			
Puzzle Observation (54 piece)			

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Knight's Castle Floor Puzzle (1)			
Knight's Castle Floor Puzzle (2)			
Library Puzzle (500 piece)			
Yesterday's Treasure (1000 piece)			
Building Site Floor Puzzle			
Kungfu Panda Floor Puzzle			
Dancing Princess Floor Puzzle			
Fairytale Pinocchio Puzzle (45 piece)			
Dragons jigsaw (300 piece)			
Dolphins jigsaw (500 piece)			
Sofia the First (4 in a box – 12/16/20/24 piece)			
La Demoiselle jigsaw (54 piece)			
Gladiator puzzle (30 piece) 3+			
Big Digger Floor Puzzle (20 piece)			