

**Whole School Plan for Special Education**

This policy was drawn up as the result of a whole school-planning day. Input was sought from the staff.

We have decided to focus on this area now to co-ordinate and enhance our response to the individual learning needs of all pupils in our school. To do this we have reviewed current practice and recognised a need to develop some new practices.

**Aims:**

- To ensure a whole school collaborative response to the learning needs of the child.
- To improve pupils levels of attainment.
- To implement whole school strategies to prevent learning difficulties and to ensure early intervention where difficulties arise.
- To equip children with skills to access mainstream curriculum and to experience success
- To enable children with learning difficulties, special needs to realise their potential through the provision of an appropriate, uniquely designed broad and balanced curriculum.
- To involve parents in supporting their children's learning.

**In our school we employ the following strategies to prevent learning difficulties:**

- Teachers use a variety of teaching methodologies in response to children's learning styles.
- The implementation of comprehensive programmes in literacy and numeracy in the infant classroom and throughout the school.
- A shared reading programme
- Ongoing observation and assessment of pupils progress and an appropriate response (in collaboration with Learning Support, Resource Teachers or Parents)
- Provision of guidance for Parents.  
An induction meeting for parents of infant pupil's. Information on such topics as literacy and oral language is shared. Early Maths activities and paired/shared reading programmes may be explained and then implemented. Strategies to help children in particular areas

of their learning will be communicated to parents on a on-going and formal basis e.g. at parent/teacher meetings.

- Opportunities for team-teaching e.g. Learning Support teacher taking a class, provision of in-class support by Learning Support teacher.

### **Strategies for implementing early-intervention programmes:**

- Intervention begins at Senior Infants level, usually in the second term.
- Children in senior classes who need supplementary teaching have access to instruction by S.E.T.
- The year is divided into 2 instructional terms.
- Lessons will take place based on needs of children and time available.
- In organising groups consideration is given to similarity of learning needs and opportunities are provided for children to learn with class peers.
- Attempt to keep groups no larger than 4.
- Core elements of supplementary English lessons will focus on oral language, phonemic awareness and a range of other word identification skills. Pupils shall be engaged in reading texts at appropriate levels of difficulty and their comprehension skills monitored and developed.

### **Approach to Assessment, Identification and Programme Planning**

#### Stage 1

If there are concerns about the academic, physical, social, behavioural or emotional development of students the class teacher will:

- a) Administer screening measures. These include screening checklists and profiles for pupils in infants and first class standardised norm referenced tests for older pupils and behavioural checklists, where appropriate.  
( See **Appendix 1 – Pupil Checklist**)
- b) The class teacher will then draw up a short, simple plan for extra help within the classroom in the relevant areas of learning and/or behavioural management.
- c) The classroom plan will be reviewed regularly with appropriate parental involvement. If concerns remains after a number of reviews the S.E.T will be consulted about the desirability of intervention at stage II.

## **Stage II**

- a) If intervention is considered necessary at Stage II then the pupil will be referred to the S.E.T ( with parental permission) for further diagnostic testing.
- b) If this diagnostic testing suggests that supplementary teaching is necessary this will be arranged. A consent form will be issued to the parents concerned.
- c) Parents and class teacher will be involved with the S.E.T in drawing up the learning programme.
- d) The rate of progress of each pupil receiving supplementary teaching will be reviewed regularly. If concerns remain after a number of reviews then it may be necessary to provide interventions at Stage III.

In the case of pupils with emotional or behavioural difficulties, more urgent action may be needed. In these cases the pupils needs, with parental permission, should be discussed with the relevant N.E.P.S psychologist and/or referred to the clinical services of the H.S.E. This may lead to a more detailed behavioural management programme to be implemented at home, in class, or to a referral for further specialist assessment. In the case of pupils identified at an early age as having very significant special educational needs, intervention at Stage III will be necessary on their entry to school.

## **Stage III**

- a) The school formally requests a consultation or assessment from a specialist (psychologist paediatrician, speech and language therapist etc)
- b) In consultation with the specialist the S.E.T and class teacher will draw up a learning programme which includes identification of any additional available resources considered necessary.
- c) Parents will be consulted throughout this process. Meetings will be organised taking the availability of staff and the time constraints of the school day into account.

- d) The pupils learning programme will be reviewed and revised regularly and specialist review sought, as necessary.

### **Standardised Tests**

The following tests are administered on an annual basis: M.I.S.T in the second term of infants, Sigma and Micra - T in classes 1-6. The outcomes of these tests are analysed at whole school level (principal, class teachers and S.E.T's) and decisions are made with regard to which children need support teaching.

#### **Priority is given as follows:**

1. Children achieving 10<sup>th</sup> – 12<sup>th</sup> percentile in English.
2. Early intervention for Senior Infants/1<sup>st</sup> class based on class teachers observations, recommendations and M.I.S.T
3. Children achieving 10<sup>th</sup>-12<sup>th</sup> percentile in Maths.
4. Special circumstances e.g. illness/ transfers etc.
5. Children whose first language is not English.

### **Approaches to timetabling for Learning Support**

The supplementary teaching that pupils receive will be in addition to their regular class programmes. Every attempt will be made to ensure that pupils will not miss out on the same curricular area each time they receive supplementary teaching. Collaboration between the S.E.T and class teacher will take place re timetabling. The S.E.T will allocate time in timetable for non-teaching activities. These activities may include – conducting assessments, consulting with teachers, parents, overseeing early intervention programmes, maintaining/reviewing pupil's records.

**See timetables - Classroom  
Learning Support  
Resource  
School**

## **Success Criteria**

- Early intervention should reduce the number of children in need of Learning Support.
- Children will achieve individualized goals (IPLP)
- Children will reach a reading age that will give them greater access to mainstream curriculum.
- There will be a greater turnover in groups/individual children needing supplementary teaching.
- There will be on-going collaboration between class teacher, learning support teacher and parents.
- Formal and informal testing will reflect success of policy.

## **Roles and Responsibilities**

### **Principal**

- Assume overall responsibility for the development and implementation of the school's policies on S.E.N.
- Work with teachers and parents in the development of the school plan on S.E.N.
- Monitor the implementation of the school plan on S.E.N on an on-going basis.
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with very low achievement.
- Identify a teacher (post-holder) to assume direct responsibility for co-ordinating learning and special needs services.
- Oversee the implementation of a whole school assessment and screening programme to identify pupils with very low achievement and/or learning difficulties so that these pupils can be provided with the support they need.
- Keep teachers informed about the external assessment services that are available and the procedures to be followed in initiating referrals.
- Help teachers to increase their knowledge and skills in the area of learning support teaching.

### **Post-Holder**

- Maintaining a list of pupils who are receiving supplementary teaching and/or special educational services.
- Helping to co-ordinate the caseloads/work schedules of the learning support and resource teachers.

- Supporting the implementation of a tracking system at whole school level to monitor the progress of children with learning difficulties.
- Liaising with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs.
- Arranging for resources, as appropriate.

### **Class Teacher**

The class teacher has primary responsibility for the progress of all pupils in his/her class(es) including those selected for supplementary teaching. In supporting the development and implementation of the school plan on learning support, the class teacher should:

- Implement teaching programmes which optimise the learning of all pupils and to the greatest extent possible prevent the emergence of learning difficulties.
- Implement the school policies on screening and selecting pupils for supplementary teaching in English and in Mathematics by administering and scoring appropriate screening measures.
- For each pupil who is in receipt of supplementary teaching collaborate with the S.E.T in the development of an individual profile and learning targets and by organising classroom activities to achieve those targets.
- For each pupil who is in receipt of supplementary teaching, adjust the classroom programmes in line with the agreed learning targets and activities.

**See Appendix 2 – Interventions**

### **Special Education Teacher**

The activities of the learning support teacher should include:

- Assisting in the implementation of a broad range of whole school strategies designed to enhance early learning and to prevent learning difficulties.
- Developing an Individual profile and Learning Programme for each pupil who is selected for supplementary teaching in consultation with the class teacher and parents.
- Maintaining a weekly planning and progress record or equivalent for each individual or group of pupils in receipt of learning support.
- Delivering intensive early intervention programmes and providing supplementary teaching in English and Mathematics to pupils in the junior section of the school. (senior infants to 2<sup>nd</sup> class)

- Providing supplementary teaching in English and Mathematics to pupils in the senior section of the school who experience low achievement.
- Co-ordinating the implementation of whole-school policies for the selection of pupils for supplementary teaching in line with selection criteria specified in our school plan and input from class teachers and parents.
- Contributing to the development of policy on learning support at the whole school level.
- Communicating on an ongoing basis with the parents of each pupil who is in receipt of supplementary teaching.
- Providing advice to class teachers in such areas as individual pupil assessment and programme planning, as well as approaches to language development reading, writing and mathematics for pupils experiencing difficulties.
- Contributing at the school level to decision making regarding the purchase of learning resources, books and materials to be made available to pupils with learning difficulties in their mainstream classrooms, in the school library and in the learning support teacher's room.
- Meeting with the principal teacher and the teacher with responsibility for co-ordinating special needs and learning support services, at least once each school term, to discuss issues relating to the development and implementation of the school plan on learning support.
- Advising the principal on issues that arise in the day-to-day implementation of the learning support programme in the school.

### SNA

**See circular 15/05 Appendix 3**

### **Parents**

- Parents should keep the class teacher informed of the progress that they observe in their child's learning. They should also let the school know of any learning difficulties that they observe in their child at home. If, following diagnostic assessment, the child has been identified as requiring supplementary teaching, the parents should attend a meeting with the learning support teacher to discuss:
  - a) The results of the assessment.
  - b) The learning targets in the child's Individual Profile and Learning Programme.
  - c) The actions to be taken by the school to meet those targets.
  - d) The ways in which attainment of the targets can be supported at home.

- Parents can prepare for and support the work of the school by providing a home environment in which there are opportunities for adults and children to participate together in language, literacy and mathematical activities in the early years before formal schooling begins.
- Parents can support the work of the school by participating with their child in such activities as:
  - book sharing/reading stories
  - storytelling
  - paired reading (listening to and giving supportive feedback on oral reading)
  - using ICT where available, to support learning in English/Maths.
  - Discussion about school and other activities to build vocabulary and thinking skills.
  - Writing lists and short accounts about children's experiences.
  - Counting, measuring and other activities involving number.
  - Visits to libraries, museums, zoos etc. to broaden the range of their child's experiences.
  - Talking positively about school and school work.
  - Avail of real-life situation to discuss the importance of language, literacy and mathematics.
  - Modelling involvement in language, literacy and mathematical activities at home by engaging in and talking about these activities.
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities which may be outlined in their child's Individual Profile and Learning Programme and discussing the outcomes with the child's teachers.
- Discussing their child's progress with the learning support teacher at the end of each instructional term. In cases, where supplementary teaching is to be continued, discussing the revised learning targets and activities in their child's IPLP
- Participate in activities organised by the school that are designed to increase the involvement of parents in their children's learning.
- Become familiar with and contribute to the development of the school plan on learning support.

## **Pupils**

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

- Become familiar with the medium and short term learning targets that have been set for them, and they should be given the opportunity to contribute to the setting of such targets.

- Contribute to, perhaps, the selection of text and other learning materials that are relevant to the attainments of their learning targets.
- Learn to apply the skills and strategies that are taught during supplementary teaching, to improve their own learning.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.

## **Board of Management**

- To oversee the development, implementation and review of the provision of S.E.T in our cluster schools.
- Oversee the development, implementation and review of school policy on special needs services in general.
- Ensure that adequate classroom accommodation and teaching resources are provided for the S.E.T.
- Provide a secure facility for storage of records relating to pupils in receipt of Special Education Teaching.

## **School Organisation**

### **Record Keeping**

The SET will keep records in relation to assessment, progress and planning. Any other records that provide evidence of the pupils progress will be retained for reference purposes.

All records (manual and computerised) will be stored securely in the school office.

Access to these records will be restricted to the teaching staff.  
Parents/Guardians may access files in relation to their own child  
(Freedom Information Act '97)

The school seeks parental/guardian consent to pass on files when a pupil transfers to another Primary School or to a Secondary School.  
Records will be maintained in the school 3 years beyond the age of majority i.e. on the pupils 21<sup>st</sup> birthday (Statutes of Limitation – Data Protection Act 98/03)

**See Appendix 4**

## **Resources**

The principal will bring the physical accommodation needs of children with S.E.N to the attention of the Board of Management. The S.E.T and class teacher consult as to what resources e.g. ICT, concrete materials, reading programmes are needed to implement/support individual children's learning. They then notify post-holder who consults with principal re purchasing.

## **See Appendix 5 - Resources**

## **Training**

Staff training will be facilitated by the B.O.M

## **Administration of Medicines**

See school policy on same

## **Health and Safety**

The needs of all children will be incorporated into the schools policy on Health and Safety as far as possible. Application will be made to the B.O.M and D.E.S re special requirements.

## **Code of Behaviour**

The schools Code of Behaviour applies to all children. The special needs of pupils will be taken into account re sanctions.

## **Exemption from Irish**

It is our policy to encourage all children to participate as much as possible in Irish classes. Exemption will be sought based on D.E.S criteria with a view to exemption at second level.

## **Implementation and Review**

1. It is our intention to implement this policy in September 2006.
2. The teacher with responsibility for co-ordinating S.E.N will co-ordinate the progress of the policy in consultation with the principal and staff.
3. The policy will be reviewed in 2007.
4. The review will be initiated by the principal and all school teaching staff will be involved.

## **Ratification and Communication**

1. This policy was ratified by the Board of Management on
2. Parents will receive a letter informing them that the policy is available to them at the school. Parents of children in receipt of supplementary teaching will be actively encouraged to read said policy.

## Ballycanew National School

To help us evaluate and plan for your child's needs please provide the following information

Child's name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Please tick off the checklist

- Can your child take care of his/her toileting needs?
- Can your child wash & dry hands & blow nose?
- Can he/she open & close his/her school bag & lunch box?
- Can he/she tidy away his/her toys?
- Does he/she have experience of playing with construction toys ie bricks, blocks, lego etc?
- Has he/she used a child's scissors?
- Can he/she grip and use a pencil/crayon/paintbrush correctly?
- Can he/she handle books correctly?
- Can your child identify colours and colour in pictures?
- Can he/she complete small tasks at home?
- Does he/she share with other children?
- Can your child wait to take his/her turn?
- Does your child mix well with other children?
- Does he/she listen and follow instructions?

- Can he/she re-tell a story?
- Can he/she speak clearly?
- Can he/she recite nursery rhymes/songs from memory?

**Comments**

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**Over the summer months you will be preparing your child for school in terms of books, uniform etc. You may find this checklist useful in deciding whether your child is ready or not for the demands of school.**

**It may also indicate areas where your child may need help over the summer in order to prepare him/her better for school.**

**Parent/Guardian**

**Date**

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## Appendix 2

### Interventions/Modifications

**This checklist is a simple format for teachers to examine a variety of modifications and accommodation. It allows teachers to think about which accommodations they are already providing in the classroom, and to select which ones they would like to try and focus on next. It is recommended that Teaching/Learning Teams use this checklist. It helps to select a few of the strategies on the checklist and colour highlight them as the new interventions to be tried.**

#### Environmental

- Change student seating (closer to centre of instruction, closer to teacher, further away from friends etc.)
- Give student extra work space
- Seat away from distractions (e.g. the door, noisy heaters, high traffic areas)
- Limit visual distractions and clutter
- Use of appropriate sized furniture
- Use of music for transitions and calming/relaxing students
- Provide “Walkmans”/earphones for students to reduce auditory distractions

#### **Organisation**

- Provide copy of assignments or written on board as well as presented orally (and left recorded on board)
- Direct teaching of staff management skills in organisational practices work habits, attention on task behaviours
- SNA or student buddy to assist with recording of assignments

- End-of-day clarification of assignments/reminder to students by teacher
- Colour code books, notebooks, materials
- “Things to Do” list or mind map taped to desk
- Break down long assignments into smaller chunks/increments – with teacher checking student and providing feedback with each increment
- Limit the amount of materials/clutter on the student’s desk

### Classroom Management

- Increase the amount of structure and monitoring of behaviours
- Clearly defined expectations and consequences (reviewed frequently)
- Classroom rules displayed – brief and specific, positively worded and clearly understood
- Utilise teacher “proximity control” (standing near disruptive student, eye-contact)
- Delay instruction until it is quiet and teacher has engaged everyone’s attention
- Provide significantly more positive reinforcement (e.g. praise, notes)
- Use of a contract or charting/reinforcement system for specific behaviours (on-task, staying seated, raising hand/not calling out, work completion)
- Avoid auditory output channel. Use many visual and non-verbal’s signals and gesture private personal cueing of students
- Provide for frequent activity breaks and opportunities to move around
- Use of small objects (clay, squishy ball) to hold or squeeze if fidgety
- Allow student to participate in selection of rewards/consequences

- Change state of students (switch activities, instructional strategies, location in room, voice change etc.)
- Provide ample auditory outlets for expressions (buzz time, partner or buddy time, sharing circles, discussions, partner affirmations)
- Limit the amount of focused learning time before switching activities
- Focus on solutions rather than problems. Not “Why did you do it?” instead “What do you plan on doing next time?”
- Clarify individual tasks. What do you have to do?

### **Instruction and Evaluation**

- Allow extra time for processing information (speak slower, give more “wait time”)
- Provide many opportunities to use peer mediated instruction through peer tutoring and co-operative learning
- Provide many opportunities to verbalise in class and respond in a “safe” climate without fear of ridicule
- Vary the style and mode of presentation of content (explicit teaching, video, talks, texts, discussions, investigations debates, etc.)
- Clarify, shorten and repeat instruction, have peers paraphrase instructions
- Provide activities planned around central theme representing tasks of different levels of complexity which challenge each student to the best of their ability
- Use cues or prompts where responses are required (e.g. provide initial letter of the answer, underline key terms in the text, provide answers to be matched to questions)
- Provide additional examples, exercises and activities over and above those needed by other students at guided practice and independent practice stages of learning

- Regular immediate corrective feedback to learners and check level of mastery achieved
- Frequent encouragement of students to set appropriate and realistic goals for themselves
- Break lessons into manageable and logical sequences
- Guided student practice with high success rates and feedback to individual students
- Direct and explicit teaching of effective task approach strategies to use when faced with a particular task
- Demonstrate the use of learning strategies by explaining both the thinking and doing parts of a process
- Teach learners to talk themselves through a task
- Encourage self-monitoring so students watch themselves to make sure they have preformed a targeted behaviour
- Encourage self-questioning in which students guide their own performance by asking themselves questions
- Activate prior knowledge by checking student prior knowledge of concepts
- Construct bridges to new information by encouraging students to make predictions and pre teaching any new vocabulary or knowledge
- More student participation in projects involving creative expression
- Allow and encourage the sue of computer, typewriter, word processor
- Modified, shortened assignments
- Extra one-to-one assistance (from teacher, SNA, cross-age tutor, student/peer buddy)
- Have student repeat direction/instructions prior to starting assignment
- Provide student with audio cassette of text

- Accommodate written output difficulties by:
  - Allowing extended time to complete written assignment
  - Allowing oral responses
  - Permitting student to dictate responses/  
someone else transcribes
  - Reducing written requirements/permitting alternative means of sharing
  - Allowing parent to initial or sign-off homework after student has spent specified amount of time on assignment
  
- Use a variety of questioning techniques/allowing for more response opportunities
  
- Allow student to use learning aide (e.g. calculators)
- Provide handouts that are clear, easy to read
- Have students read assignments in pairs
- Allow extra time for taking/completing tests
- Alter type of examination (true/false, short answer, multiple choice,  
Essay, demonstration, oral presentation, creative project)
- Allow student to have tests read to him/her if needed

### **Curriculum Adaptation**

The following are some examples of adaptations which may be helpful to consider when the regular curriculum provides appropriate learning outcomes, but the materials or presentation may not be suitable for certain students, it will be necessary to modify the learning outcomes for that student. Some students will require individualised goals and objectives which may be developed and recorded in an Individual Education Plan)IEP

## **Adapting the classroom environment**

When positioning the student in the classroom:

- Consider sensory needs: vision, hearing, touch and smell
- Seat at front/back of room
- Seat away from noises(e.g. lights, street, hall, computers)
- Use carrel/screens
- Seat with back to window
- Locate near teacher
- Change lighting (light on desk, back to window)

Depending on the student's needs, options for seating at the desk might include:

- A wheelchair accessible desk
- Lap top desk
- Lip on side of desk
- Flip-up-top desk
- Tilt-top desk
- Use large table instead of desk
- Stand at desk rather than sit
- Use a light box
- Use box to support feet

General organisation options include:

- A "Lazy Susan" to organise the desk
- Drawers beside desk
- Bookends/books holders to hold books on the desk
- Soup cans for pencils or tie a pencil to the desk
- Attach a pencil to the student with an extension key ring
- Attach assignment list to the desk
- Place a timetable on the desk, possibly in a book
- Reduce excess materials on the desk

## Adapting Presentation

### Pre-organising

- Highlight key points in the textbook – student reads just these points
- Have the student arrive 10 minutes early to go over the day plan
- Provide support to preview materials before the lesson
- Give a structured overview at the beginning of the lesson
- Prepare summary of important information with blanks for the student to fill in while listening
- Use pre-designed two column note blanks
- Photocopy information ahead of time

### Giving instructions

- Repeat and simplify instructions
- Have a peer repeat the instructions
- Write oral instructions down and always keep in one place
- Ask the student to repeat directions to strengthen understanding
- Complete the first example with the student
- Act out/model the activity to clarify instructions
- Tape record instructions to be available as needed

### Other suggestions

- Demonstrate or model the concepts
- Adapt your pace
- Use both auditory and visual presentation
- Use hand signals or signs to augment oral information
- Stand close to the student
- Speak clearly, loudly or quietly depending on the effectiveness for the student
- Change tone of voice to cue student and sustain attention
- Break information into steps and monitor comprehension at small stages
- Use concrete examples
- Videotape lesson for later review
- Use multi-sensory examples

- ❑ Use overhead projector and keep each overhead for later review
- ❑ Use high contrast material, particularly for the student with visual impairment
- ❑ Involve student in the presentation (e.g. concept mapping, brainstorming)
- ❑ Allow extra time to complete tasks and tests

### **Adapting Materials**

#### Alternate mode for materials

- ❑ Dictate to a scribe
- ❑ Tape record
- ❑ Draw pictures
- ❑ Cut pictures from magazines
- ❑ Build models
- ❑ Use the computer
- ❑ Enlarge/shrink materials
- ❑ Use overlays/acetate on text pages
- ❑ Cut and paste
- ❑ Use manipulatives
- ❑ Use a calculator

#### Adapted page set-up

- ❑ Line indicators
- ❑ Sections on paper (draw lines, fold)
- ❑ Different types of paper (e.g. graph, paper with mid-lines, raised line paper)
- ❑ Provide more white space to put answers
- ❑ Highlight or colour code (directions, key words, topic sentences)
- ❑ Cover parts of worksheets
- ❑ Put less information on a page
- ❑ Use high contrast colours

### **Adapted devices**

- ❑ Chalk holders
- ❑ Adapted scissors
- ❑ Built-up pencils, pencil grips
- ❑ Bingo marker
- ❑ Highlighters
- ❑ Erasable pens

- ❑ Corner pouches
- ❑ Number line, alphabet line affixed to desk
- ❑ Date stamp, number stamps
- ❑ Stencils
- ❑ No carbon required paper (ncr)
- ❑ Spell checker (electronic)
- ❑ Word processing on computer

### **Adapting Assistance**

In addition to the help provided by the classroom teacher, additional assistance may be organised to support the student with difficulties. This support can range from peer assistance to specialised consultants, depending on the need of the student.

Non-disabled peers can assist by:

- ❑ Modelling
- ❑ Reading
- ❑ Scribing
- ❑ Answering questions
- ❑ Clarifying instructions
- ❑ Helping to organise

Integrative school assistants can:

- ❑ Carry out many aspects of the student's individual education plan
- ❑ Work with the whole school, as well as the student with special needs

### **Adapting Representation of Knowledge**

- |                      |                      |
|----------------------|----------------------|
| • Song               | diary                |
| • Slide presentation | blueprint            |
| • Report             | video tape recording |
| • Bulletin board     | survey               |
| • Poem               | mural                |
| • Cookbook           | sculpture            |
| • Puzzle             | timeline             |
| • Telephone talk     | game board           |

- Map commentary
- Maze commentary
- Cartoon book
- Show case speech
- Magazine display
- Banner mobile
- Comic strip scavenger hunt
- Diorama panel discussions
- Brochure interview
- Brainteasers charades
- Collage portrait
- Television pantomime
- Model radio commercial
- Newspaper time capsule
- Invention play

**A student with special needs may be able to assist:**

- A younger student in reading or maths as a general assistant or simply doing up a coat
- In identifying their own strengths. Consider asking the student with special needs to assist a peer in a subject or skill area that he/she is confident in
- With school tasks/ for example in the office or the library, watering plants, keeping score during games, handing out books and sharpening pencils

Assessing a student's knowledge using a variety of means allows student's to show what they understand without the encumbrances of language and literacy

**Adapting Evaluation**

Keep evaluation strategies simple:

- Evaluate on IEP progress
- Set small goals
- Keep work samples
- Do spot checks
- Enlist support of teacher assistant

Vary strategies:

- Set up self-evaluation (What have you learned?)
- Observe demonstrated knowledge
- Use video
- Use individualised criteria
- Set up peer evaluation
- Use objective observer

Tests:

- Use a scribe
- Conduct an oral test
- Read test questions
- Permit the use of calculators
- Use picture drawing
- Use take-home test
- Permit open-book test
- Use concept maps, webbing
- Remove time limit
- Provide more space to record
- Conduct test in a quiet room
- Enlarge print
- Observe demonstrated knowledge as an alternative to a formal test

## **Ballycanew National School**

### **SNA Policy Document**

#### **Role of SNA (See circular 15/05)**

**Special Needs Assistants have been recruited specifically to assist our school in providing the necessary non-teaching services to pupils with assessed educational needs. Their duties have been assigned by the Principal Con Brosnan acting on behalf of the Board of Management. Their work is supervised by the class teacher to which they are assigned and overseen by the Principal. Those duties involve tasks of a non-teaching nature such as:**

1. Preparation and tidying up of classroom.
2. Assisting school children to board and alight from school buses. Where necessary travel as escort during school hours on school buses may be required.
3. Special assistance as necessary for children with particular difficulties e.g. helping special 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.
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. It is accepted that the SNA may not act as either substitute or temporary teachers. In no circumstance will they be left in sole charge of a class or group of children.

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 special needs pupils in both formal and informal structures as required and directed by school management.
11. Other duties appropriate to the grade as may be determined by the needs of the pupils and the school from time to time. Special Needs Assistants may be re-assigned to other work appropriate to the grade when special needs pupils are absent or when particular urgent work demands arise.

### **Function of SNA**

To assist the children assigned to them in accessing as much of the normal curriculum as possible.

To assist the class teacher in implementing the curriculum.

To praise and encourage pupils and to be a positive influence in the class environment.

To help pupils carry out assigned tasks.

To help pupils learn new skills.

To encourage pupils to be as independent as possible.

To facilitate time-out for pupils when necessary.

To foster co-operative learning and facilitate development of friendships.

All SNA's employed in Ballycanew N.S. are obliged to sign a contract on taking up a position in the school.

Conditions of service are outlined in DES Circular 15/05. The below SNA's have agreed to work the 12 extra days at the rate of three hours per week after school.

The SNA will understand that the school's SNA allocation is reviewed annually which may reduce the post to part-time or terminate the position.

**Jean Prednergast**, SNA Full Time, appointed on 7<sup>th</sup> February 2005, assigned to Ricky Troope and Seán Carroll. Medical Certificate and Garda Clearance confirmed (see contract dated 21<sup>st</sup> September 2005).

**Mary Crean**, SNA Full Time, Full Time Infant Day appointed on 25<sup>th</sup> March 2005, assigned to Rhys Kavanagh and Charles McCann. Medical Certificate and Garda Clearance confirmed (see contract 21<sup>st</sup> September 2005) Upgraded to Full Time – Full Day on 31<sup>st</sup> August 2005.



Appendix 4

**Ballycanew National School**



Ballycanew

Gorey

Co Wexford

Phone 053-9427496

Fax 053-9427496

Roll No 15420G

Email [ballycanews@eircom.net](mailto:ballycanews@eircom.net)

Dear \_\_\_\_\_,

I am seeking your consent to pass on school reports and/or psychological assessments concerning \_\_\_\_\_ to the Principal of the next school.

Please tick the box, sign and return to me as soon as possible.

I give the school permission to pass on relevant reports to the next school.

Agree

Refuse

Parent/Guardian \_\_\_\_\_

Yours sincerely

\_\_\_\_\_  
Con Brosnan  
Principal

## Appendix 5

# Learning Support Resources

### ICT

Kidspiration

Clicker

Word shark 3

Rhyme and Analogy A & B

Cloze Pro – no original

Reading for Literacy 1,2,4,6

Maths Made Easy 2,3,4,5,6

The Computer Classroom

Number Shark 3

Sum One

Maths Circus 3

All about Number 1 & 2

Thinking things 2 x2

Star spell

Prim Ed

**Cloze in on language – Middle**

Teach Editing	-	Upper
Exploring Writing	-	Middle
Word Attack	-	Book A
Proof reading and Editing		Middle & Upper
Lessons at Hand		Middle
Draw to a cloze		Middle & Upper

30 Maths Games for Lower Primary

Listening comprehension (lower)

My Alphabet fold – A- book

The Big Book of Phonics

The Big Book of Early Phonics

Another Big Book of Phonics

Maths Games - book 2

Maths at home – book 1

Mental Maths - Book 4

Prim Ed

Favourite Fairtales on stage - middle & upper

Merit Certificates

Health 6 - ages 10 – 11

Data Handling - Upper

Data Handling - Middle

Exploring writing - Upper

Exploring writing - Lower

Proof reading and editing - Lower

Proof reading and editing – upper/extension

Write creatively - Book 2

Write creatively - Book 1

Cloze in on language - Upper

Mapping Assignments - Upper primary

Pre- writing matters

Language homework assignments - level 1

Early Homework Activities - book 1

Prim Ed

Primary Quizzes Upper primary

Maths Assessment 6<sup>th</sup> class

Beginning Maths Numbers

Cutting Activities

The Fun and Creative classroom for 4 and 5 year olds

Christmas ( for early years)

Conflict resolution upper primary

Conflict resolution lower primary

Bullying upper

High interest activities

Language at home book 7

Comprehending the newspaper

Word attack book f

**Maths Assessment 2 & 6**

Mental Calculation Skills upper and middle

Phonic Poems

Writing Frameworks

Diagnostic

**Belfield Infant Assessment Profile (B.I.A.P) + Manual**

Aston Index

Quest

Early Maths Diagnostic Kit

Micra T and Sigma T

Drumcondra levels 3 – 6 (manual & book)

Norman France

D E S T

PHab

Photocopiables

**Maths Brainstorms**

Listening Skills 3 – 4

Milliken

Grammar & Punctuation 3 – 4  
series

Reading & Writing

Grammar & punctuation 5 – 6  
series

Reading & Writing

Creative Writing

good Apple

The world's most popular puzzles and problems

Problem Solving (what do you do when you don't know what to do)

Thinking in Action : Be smart Grades 1 – 3

Sound Abound

Alpha to Omega – Stage 1 plus Activity pack

Alpha to Omega – Stage 2 plus Activity book

Key word sentence 1 & 2

Key word fun activities

Toe by toe

Stareway to spelling (an aid to spelling)

Stride Ahead (Gateway to comprehension)

The Marie Stubbings Photocopiables

How to manage plurals painlessly

## Auditory Processing Activities

GINN Teacher's resource book level 3 – 12 and 1 - 5

Tracking Word Building and Visual Discrimination Exercises

PAT – Nursery Rhymes

Beginners

Level 1

Level 2 and 2a

Level 3

Lets Look – Visual Discrimination

Oxford Reading Tree -

Sequencing cards

Group Activity sheets 1 – 3

Group Activity sheet 4 - 5

Teaching notes – stage 1

Take home cards (6)

Oxford Reading Tree

Teaching notes 1 + 2

2a + 2b

Teaching notes 5

5a + 5b

Stage 1

Stage 2, 3,4,5

GINN

level's 1 to 10

Teacher's resource book 1-5

GINN reading skills books

Level/book 5,7,8,9,10,11,12

## **Scholastic**

Stories and Rhymes

Seasons

On-Line courses

**Dyslexia**

Autism

ADHD

Inclusion

Behaviour & Discipline

ABA

References

Becoming Literate

**Change over Time**