



## **Special Educational Needs (SEN) Policy 2026**

**St. Brigid's G.N.S. Palmerstown, Dublin 20**

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## 1. Introduction

St. Brigid's Girls' National School is a vertical all girls primary school under the patronage of the Archdiocese of Dublin. It is a regular mainstream primary school, catering for a full cross section of pupils, including pupils from areas designated disadvantaged and approximately 10% of pupils for whom English is not the first language. We currently have one class for girls with ASD called the 'Orchard Class'. We are noting an increased number of children experiencing homelessness and an increase in concerns from home which are impacting on the education of particular children in the school. The allocation of both Special Education Support teachers and Special Needs Assistants is subject to review by the NCSE and DEY.

The personnel available to St. Brigid's GNS for SET teaching depends on resources provided to our school by the Department of Education and Youth (DEY).

Under the revised allocation model, our school is currently entitled to the following personnel;

- Four full time SET roles
- One shared SET role for which we are not the base school
- 6.66 Mainstream Special Needs Assistants/ 2 Special Needs Assistants attached to the Orchard Class.

The purpose of this policy document is to provide information to school personnel and parents on how we organise provision for teaching and support of pupils with special educational needs in our school. The term Special Educational Needs are broad and include pupils who have difficulty acquiring literacy and/or numeracy skills, pupils who have

difficulties with fine or gross motor skills, pupils who have English as an additional language (if that impacts on their progress), pupils with emotional/ social/ behavioural difficulties and pupils who have diagnosed disabilities.

In this document, SEN can be taken to be Special Educational Needs in this broad sense. Our SET team encompasses what were previously termed Learning Support Teachers, Resource Teachers and Teachers for pupils with English as an Additional Language (EAL teachers).

In this document we will use the term Special Education teachers (SETs) for all SEN teachers. The policy also helps to fulfil our obligations under the Education Act 1998 and the Education for Persons with Special Education Needs Act (EPSEN) 2004. Furthermore, this policy is based on *Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools (Department of Education, 2024)*.

The policy is based on [Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools \(Department of Education & Skills\)](#).

## **2. Rationale**

The rationale for our school's SEN policy comes from 'Rationale for Whole School Approach' (DES 2017). 'A whole-school approach involves collaborative action by the school community (in consultation with parents and pupils) to improve pupil learning, behaviour and well-being. It encompasses a process of reflection, planning and review of policies and practices, and includes an evaluation of how pupils with special educational needs are identified by the school, the interventions that are put in place to meet their needs and how the outcomes of those interventions are measured and monitored.'

### 3. Guiding Principles

The school recognises that effective learning programmes are based on the following principles:

- Effective whole-school policies
- Effective whole-school approaches to teaching and learning
- Whole-school involvement in approach to discipline
- Provision of intensive early intervention
- Direction of resources towards pupils in greatest need
- Effective attendance strategy, especially at Infant level
- Intensive intervention for new EAL pupils- if resources are available
- Effective use of “Continuum of Support” model
- Effective communication with parents/guardians

St Brigid’s GNS SEN policy endeavours to uphold the key principle from the DEY Guidelines for Special Education Teaching (2024, p.15) by ensuring that SET supports “are deployed to support children’s special educational needs. Importantly, those with the greatest level of need should have access to the greatest level of support. Children may have a range of identified needs in areas such as literacy, numeracy, language and communication, social interaction, emotional development, sensory and physical development.”

**Evidence Based Practice:** Supports provided to children are evidence informed and targeted, based on identified strengths and needs. Information gathered from a variety of sources, including formal and informal school-based assessment, is used to identify strengths and needs, to prioritise need(s), to inform learning targets and to review response to intervention.

Monitoring children's response to intervention is an evidence -informed approach to review progress and identify emerging needs. Interventions chosen for the development of skills across all areas of functioning are informed by the child's strengths, interests, age and stage of development. Interventions are tailored to the child's context in the school setting, with opportunities for generalisation of skills in other settings, for example, the wider school community and at home.

### **Participation in School Events and Activities**

Our school is committed to ensuring that all pupils, including those with Special Educational Needs, are given the fullest possible opportunities to participate in the wide range of curricular and extracurricular activities we offer. We actively promote inclusion and will make every reasonable adjustment to support pupils' engagement in school events.

However, there may be occasions when, following a thorough risk assessment and consultation with the school principal, class teacher, parents/guardians or relevant professionals, it is determined that a pupil's specific needs or inability to follow essential safety instructions would place them or others at risk. In such cases, alternative arrangements or adapted activities will be explored to ensure the pupil remains included in a meaningful and appropriate way. Any decision regarding adjusted participation will always be made with careful consideration, transparency and the best interests of the pupil at heart, while maintaining the highest standards of safety for all.

#### **4. Aims of SEN Support**

Our school is committed to helping our pupils to achieve their full potential. The provision of a quality system of SEN support teaching is integral to this commitment. Through the implementation of our SEN policy we aim to:

- To ensure that our duties, as set out in The Education Act 1998, Equal Status Act 2000, Education Welfare Act 2000 and Education for Persons with Special Education Needs Act (EPSEN) 2004, are fully met.
- To enable pupils with special educational needs to join in the normal activities of the school along with the other pupils.
- To develop positive self-esteem and positive attitudes to school and learning.
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs, where staffing allows.
- To identify and assess pupils with special educational needs as early as possible (see school assessment policy).
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils.
- To follow the "Continuum of Support" - this provides a graduated approach, to match educational provision to pupils' needs.
- To endeavour to develop a partnership with parents/guardians' carers in order that their knowledge, views and experience can assist us in assessing and providing for their daughters.
- To consider as much as possible the wishes of the pupils concerned and, whenever possible, directly involve them in decision making in order to provide more effectively for them.
- To enable pupils to monitor their own learning and become independent learners.

- To ensure collaboration with the NEPS psychologist and SENO, when available to the school, in order to take effective action on behalf of pupils with special needs.
- To ensure that all staff are aware of their responsibilities towards pupils with special needs and are able to exercise them.
- To monitor our effectiveness in achieving the above objectives.
- To promote collaboration among teachers in the implementation of whole-school policies on learning support for our pupils to promote early intervention programmes designed to enhance learning and prevent/reduce difficulties in learning.

## 5. Continuum of Support – Staged Approach

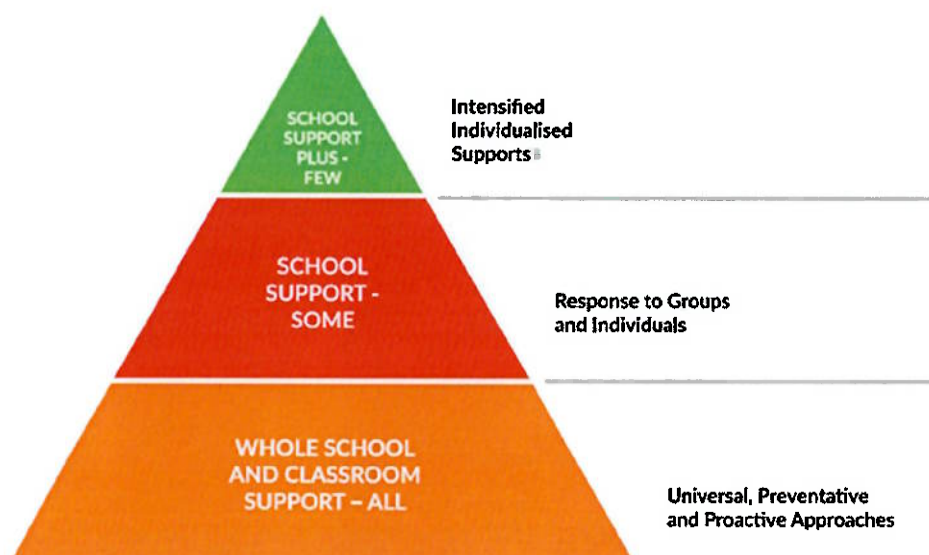


Figure 1: Continuum of Support

‘Teachers and School Principals will use their professional judgement in applying the principles and practices set out in the Continuum of Support Guidelines.’ (Circular 0064/2024).

The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils. This problem-solving process is illustrated in Figure 2.

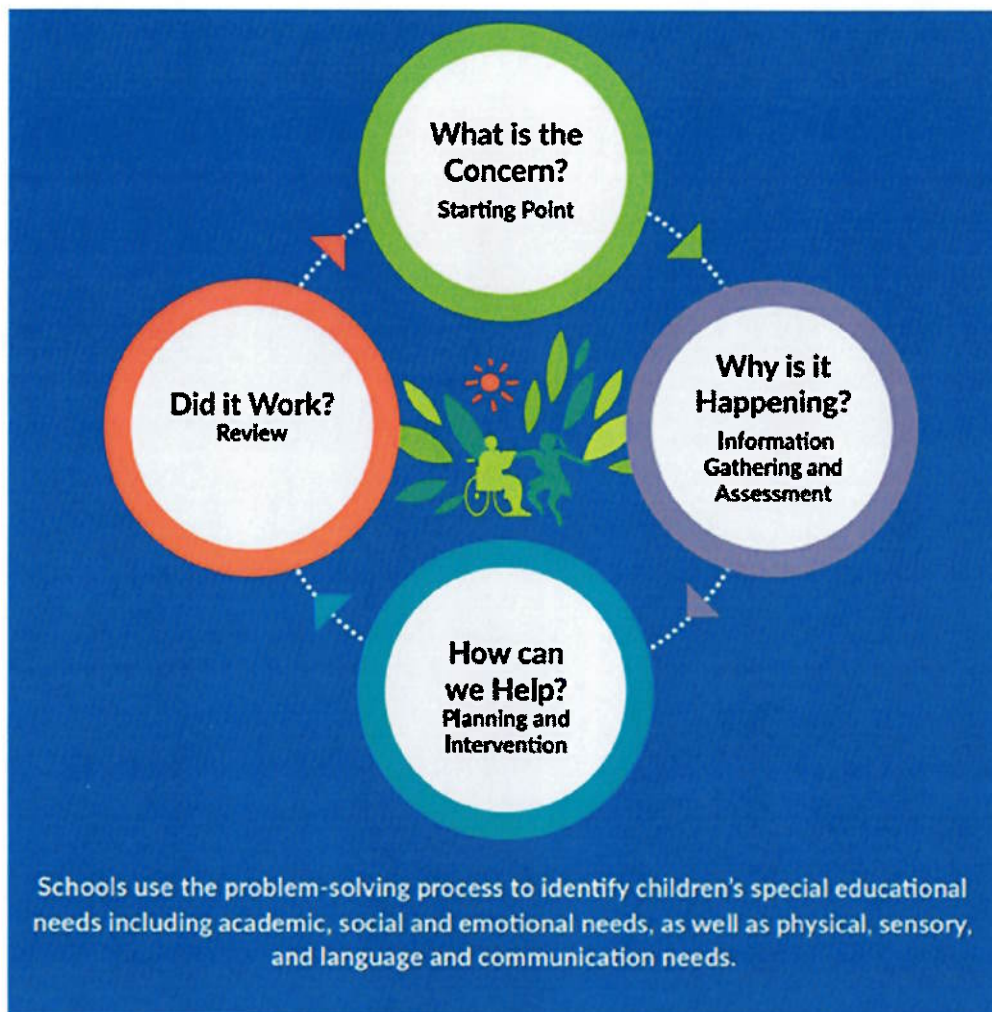


Figure 2. Continuum of Support Problem-Solving Process

## KEY ACTIONS IN THE PROVISION OF SPECIAL EDUCATION SUPPORT

(Adapted from *Guidelines for Primary Schools Supporting Children with Special Educational Needs in Mainstream Classes (2024)*)

|          |                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> | <b>Identify children with additional educational needs</b>                                           | <ul style="list-style-type: none"> <li>• Review existing information on the children's strengths and needs, using school-based information, and any information from parents/guardians, and external professionals, where appropriate.</li> <li>• Engage in additional screening and information-gathering as required, using informal and formal assessment approaches. This may include teacher observations, information on social and emotional development, standardised tests, and/or other criterion referenced tests/checklists.</li> <li>• Identify all children with additional education needs in the school.</li> </ul>                                       |
| <b>2</b> | <b>Initiate Problem Solving Process</b>                                                              | <ul style="list-style-type: none"> <li>• Initiate the collaborative problem-solving process to clarify concerns in consultation with the child, relevant teachers, and parents/guardians.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>3</b> | <b>Record level of Continuum of Support at which additional education teaching support allocated</b> | <ul style="list-style-type: none"> <li>• Once needs are identified, and the level of support required is established, record at which level of the Continuum of Support education teaching supports are allocated.</li> <li>• Children with emerging needs may be supported at the level of Classroom Support All (Stage 1 of Continuum).</li> <li>• Additional support is allocated based on identified needs at levels of School Support – Some (Stage 2 of Continuum) and School Support Plus – Few (Stage 3 of Continuum).</li> <li>• Additional support hours are recorded on the School Rolling Document for children with Additional Educational Needs.</li> </ul> |
| <b>4</b> | <b>Organise and deploy additional education teaching resources</b>                                   | <ul style="list-style-type: none"> <li>• Cross-reference the needs of children at School Support – Some and School Support Plus – Few levels, and consider common needs that can be met by grouping, to ensure effective and efficient teaching and learning approaches.</li> <li>• Deploy special education teacher(s) to teach groups/individuals and agree duration, frequency and location of the additional support provision.</li> <li>• Ensure that the children with the greatest level of need receive the greatest level of support.</li> </ul>                                                                                                                 |

|          |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5</b> | <b>Develop Classroom Support/Student Support Plan</b>      | <ul style="list-style-type: none"> <li>• Develop a Classroom Support Plan for children identified with emerging needs at the level of Classroom Support-All.</li> <li>• Develop/update a Student Support Plan for children with additional needs at the levels of School Support Some and School Support Plus-Few.</li> <li>• Identify priority learning needs</li> <li>• Following identification of priority learning needs, set SMART targets for each child, aligned with their additional needs, in the Student Support Plan.</li> </ul> |
| <b>6</b> | <b>Identify appropriate evidence informed intervention</b> | <ul style="list-style-type: none"> <li>• Identify the level and type of intervention required to meet targets for the child.</li> <li>• Consider teaching and learning approaches best suited to promoting meaningful participation and engagement such as, mixed ability grouping, team teaching and/or small group teaching/individual additional teaching support.</li> <li>• Update the Student Support Plan to reflect monitoring and recording of response to intervention</li> </ul>                                                   |
| <b>7</b> | <b>Review</b>                                              | <ul style="list-style-type: none"> <li>• Following an agreed period of time, a collaborative review of the child's response to intervention takes place.</li> <li>• Based on the outcome of this review, a decision is made whether to continue with, or amend targets.</li> <li>• Based on the child's response to intervention, a collaborative decision is made whether to continue to allocate support at the identified level of the Continuum of Support.</li> </ul>                                                                    |

### **Stage 1. Classroom Support (support for all)**

If a class teacher or parent has concerns about the academic, physical, social or emotional development of a pupil, the class teacher (with the possible assistance of the SET) will then construct a simple, individual plan of support to be implemented in the mainstream class setting, in consultation with parents. To inform planning, the class teacher will issue a parent/guardian survey to gather information about the child from the parent/guardian perspective, including the child's strengths, interests, needs and any areas of concern. This information will be used to support a collaborative understanding of the pupil and to inform the planning, development and review of the Classroom Support Plan.

The SET is not involved in support at this stage of the Continuum but may be in an advisory capacity. This plan will form the 1st instructional page of the pupil's Continuum of Support and will be based on screening measures/ observation administered by the teacher.

The school is committed to ensuring that pupils with identified needs are actively involved in decisions about their learning and support, with their views, and experiences taken into account, where appropriate. The teacher will use the National Educational Psychological Service (NEPS) *Thoughts About School Checklist* with pupils, where appropriate, as a structured means of gathering pupil voice. This process supports pupils to express their views, experiences and needs, and helps to strengthen learner agency by actively involving them in discussions about their learning, wellbeing and school experience. In certain instances, the teacher may also elect to conduct a pupil interview to provide the pupil with an additional opportunity to express how they feel they can be best supported and to identify areas of need from their own perspective.

This plan is for pupils who may need a short intervention plan provided by a differentiated approach accommodated by the class teacher. The plan should contain a small number of SMART targets, informed by relevant assessment data and will be reviewed after each instructional term (using the Review Page from the Continuum of Support document). As

part of support plans at St Brigid's GNS, a home target will typically be developed to allow parents/guardians to actively participate in their child's educational progression. The target will be agreed with parents and typically builds on the skills and competencies being developed at school.

If the plan is working well for the pupil, it may be decided to continue with it or, indeed, the pupil may be successfully discontinued from the additional support if it has been deemed that the pupil has responded well to the interventions put in place. If insufficient progress is made and the pupil is still having difficulty, then Stage 2 (School Support) is implemented (subject to available resources). The class teacher will report the outcome of the review to parents and the deputy principal/ SENCO.

*Note: The 'Log of Actions' in the pupil's Aladdin SSP file (the school's administration platform) will be added to as appropriate (e.g. after a decision has been made, after a meeting has been held, after a significant event, or the school has been requested to fill out correspondence for assessments. This list is not exhaustive). These additions may be made by school personnel (the Class Teacher or the Special Educational Needs Teacher, Principal, Deputy Principal/ SENCO and school secretary).*

## **Stage 2. School Support (support for some)**

If further intervention is deemed necessary (after diagnostic testing/ screening tests/ observation by the class teacher or SET) and the pupil is to receive supplementary teaching at School Support Level, the parent(s)/guardian(s) of the pupil will be informed by school personnel (via phone call/ Aladdin message - the school's administration platform). Results of standardised tests will also be considered at this stage. This plan is known as a School Support Plan (SSP). The contents of the plan will be based on the following:

- The results of screening and other tests – YARC, Schonell, Busy at Maths Assessments.
- The results of standardised tests – currently NNRIT, Drumcondra Spelling, Sigma – T, Micra – T & MIST tests. Please see school assessment policy for further details and the assessment schedule.
- The information and observations gathered from class teacher (Support planning SSP form)
- The information and observations gathered from a Special Needs' Assistant if applicable
- Information from external agencies or previous schools if applicable.

The SET then draws up a support plan of appropriate SMART targets for the child, considering the pupil's strengths and needs in consultation with the class teacher, parents and possibly the pupil themselves. As part of support plans at St Brigid's GNS, a home target will typically be developed to allow parents/guardians to actively participate in their child's educational progression. The target will be agreed with parents and typically builds on the skills and competencies being developed at school.

*out correspondence for assessments. This list is not exhaustive). These additions may be made by school personnel (the Class Teacher or the Special Educational Needs Teacher, Principal, Deputy Principal/ SENCO and school secretary).*

### **Stage 3. School Support Plus Plan (support for a few)**

The school may support parents who seek support from other external professionals outside the school (see above) in respect of pupils who failed to make sufficient progress after supplementary teaching or the implementation of a behavioural programme, as appropriate. Such professional advice is sought from psychologists, speech therapists, audiologists, occupational therapists, etc. This is carried out in consultation with and with the permission of the pupil's parents/guardians. Following the consultation, the SET and class teacher, with input from the pupil and the parents will draw up a Learning Programme for the pupil – a detailed and specific plan, known as School Support Plus Plan (SSPP).

The school is committed to ensuring that pupils with identified needs are actively involved in decisions about their learning and support, with their views, and experiences taken into account, where appropriate. The teacher will use the National Educational Psychological Service (NEPS) *Thoughts About School Checklist* with pupils, where appropriate, as a structured means of gathering pupil voice. This process supports pupils to express their views, experiences and needs, and helps to strengthen learner agency by actively involving them in discussions about their learning, wellbeing and school experience. In certain instances, the teacher may also elect to conduct a pupil interview to provide the pupil with an additional opportunity to express how they feel they can be best supported and to identify areas of need from their own perspective.

If not completed already, the SET teacher will issue a parent/guardian survey to gather information about the child from the parent/guardian perspective, including the child's strengths, interests, needs and any areas of concern. This information will be used to support a collaborative understanding of the pupil and to inform the planning, development and review of the Student Support Plan (SSP). This plan will form the 2nd instructional page of the pupil's support plan.

As part of support plans at St Brigid's GNS, a home target will typically be developed to allow parents/guardians to actively participate in their child's educational progression. The target will be agreed with parents and typically builds on the skills and competencies being developed at school.

This plan will be reviewed in both February and June and the results will be sent home to parents for their input and consideration. This Review will be completed by the SET and in collaboration with the Class Teacher. A follow up phone call and/or meeting may be required to address any outstanding concerns by the parents.

This plan will form the 3rd instructional page of the pupil's Continuum of Support. In the case of pupils identified early on or at an early age as having significant special educational needs, intervention at Stage 3 will be necessary on their entry to school or as a first step in the case of the individual pupil. Aligning with the principles of the *Guidelines for Primary Schools Supporting Children with Special Educational Needs in Mainstream Classes (2024)*, pupils with the greatest level of need will get the greatest level of support at this level. Support in the classroom will be an essential component of any learning programme devised for such pupils and primary responsibility for the pupil will remain with the class teacher in consultation with the designated SET.

*Note: The 'Log of Actions' in the pupil's Aladdin SSP file (the school's administration platform) will be added to as appropriate (e.g. after a decision has been made, after a meeting has been held, after a significant event, or the school has been requested to fill out correspondence for assessments. This list is not exhaustive). These additions may be*

*made by school personnel (the Class Teacher or the Special Educational Needs Teacher, Principal, Deputy Principal/ SENCO and school secretary).*

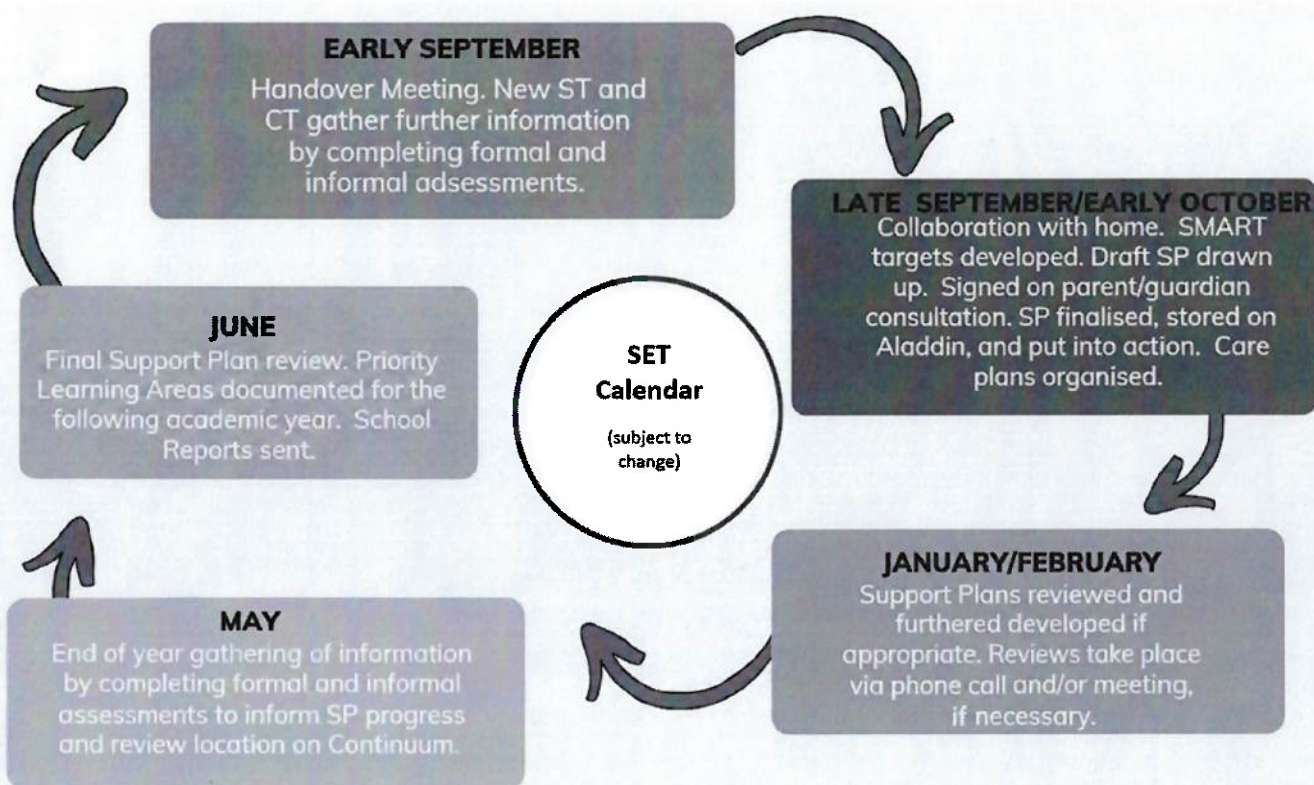


**Figure 3: Indicative Timeline for Planning**

*\*ST and CT -SET Teacher and Class Teacher*

## **6. Roles and Responsibilities**

The role of supporting learning is a collaborative responsibility shared by all the school community: The Board of Management, Principal, Parents, Class Teachers, SETs, SNAs, Pupils and External Bodies and Agencies.

### **Board of Management**

The role of the Board of Management is to:

- Oversee the development, implementation and review of the provision of school support in the school
- Ensure adequate classroom accommodation and teaching resources are provided for the school support teachers as determined by DEY provision.
- Provide a secure facility for storage or records in relation to pupils in receipt of school support
- Facilitate on-going support for Professional Development in school support for staff, where resources allow.
- Ensure that special education teaching resources are used for their intended purpose only to support children with special educational needs in the school.

### **Principal/ Deputy Principal/ SENCO**

The Principal and Deputy Principal share overall responsibility for the day to day school's provision for children with SEN. The principal will work closely with the DP and will keep the BOM informed about the workings of this policy. The Principal may also have a role in keeping a record of referrals made to NEPS and other outside services.

The Principal and Deputy Principal will:

- Oversee the day-to-day implementation and operation of the school's School Support/SEN policy and monitor its effectiveness on an ongoing basis.
- Work with the Board of Management, teachers, parents/guardians and pupils to develop, implement and regularly review the school's approach to school support and identify areas for development and improvement.
- Monitor the selection of pupils for school support, in conjunction with the SET team and relevant school personnel, ensuring that support is appropriately targeted towards pupils with the greatest level of need and that the Continuum of Support model is maintained.
- Oversee the implementation of whole-school assessment and screening procedures to identify pupils with additional needs, SEN and/or learning difficulties and ensure that appropriate supports are put in place.
- Ensure that effective systems are in place to identify pupils requiring additional support and to monitor and evaluate their progress.
- Co-ordinate provision for pupils with SEN and encourage the SET team to organise appropriate timetabling for SEN teaching and support.
- Organise and lead regular SET staff meetings and facilitate effective communication and collaboration between the SET team, class teachers, SNAs and other relevant personnel.
- Keep appropriate records of decisions, interventions and support provided, including maintaining pupil files and records of pupils' support history within the school.
- Maintain a rolling document/list of pupils receiving SEN support and support the implementation of a whole-school tracking system to monitor the progress of pupils receiving additional support.
- Support SET and class teachers in drafting, implementing, reviewing and updating Continuum of Support plans and in recording relevant actions on pupils' **Log of Actions** using the Aladdin platform.

- Ensure that whole-school SEN procedures facilitate the effective involvement of parents/guardians, pupils and relevant external professionals and agencies.
- Liaise with and advise class teachers, SET teachers and SNAs in relation to supporting pupils with SEN and contribute to the professional development and in-service training of staff, with the aim of increasing staff knowledge and skills in the area of school support and SEN.
- Liaise with parents/guardians of pupils with SEN and promote effective communication and partnership between home and school.
- Identify pupils for selection by NEPS for a psychological assessment, in consultation with class teachers, and SET teachers. **Note: The availability of a NEPS psychologist to the school is subject to change from year to year.**
- Liaise with NEPS, where staffing is available, and other relevant external agencies to arrange assessments and support for pupils with SEN.
- Ensure that confidential information, including psychological assessment reports and other SEN records, is stored securely and shared only with relevant school personnel and external agencies where appropriate and in accordance with data protection requirements.
- Monitor and evaluate the effectiveness of SEN provision and use relevant information and evidence to inform future planning and school improvement.
- Assist, in co-ordination with the Principal, with arrangements for exemptions from the study of Irish where appropriate.
- Ensure that the school's support provision remains responsive to pupils' changing needs and that the Continuum of Support is reviewed and adapted as necessary.
- Promote a whole-school approach to inclusion and ensure that pupils receive appropriate support to access and participate fully in school life.

## Class Teacher

*The Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools (Department of Education, 2024)* stipulate that class teachers have primary responsibility for the progress and care of all children in their classrooms, including children with special educational needs. Section 22 (1) of the Education Act 1998 states the primacy of the teacher in the education and personal development of children in schools. This requires targeted interventions to develop relevant skills related to these needs and to facilitate the meaningful inclusion of children with special educational needs.

These include:

- Cooperative teaching and learning.
- Collaborative problem-solving activities.
- Heterogeneous group work.
- Interventions to promote social and emotional development.
- Embedding digital technologies in teaching, learning and assessment.

Class teachers adapt their teaching, learning and assessment approaches for children with special educational needs.

This can be achieved by, for example:

- Varying the structure, content, mode of instruction and pace of lessons to ensure the meaningful participation and engagement of all children
- Adapting lessons to take account of a child's interests.
- Matching tasks to the child's strengths, interests and needs.
- Adapting and utilising resources, including the use of visual supports, and technology.

The class teacher's duties include:

- Availing of relevant TPL (Teacher Professional Learning), to develop capacity, knowledge and understanding of special educational needs.
- Using a variety of appropriate methodologies, activities, experiences and materials to cater for children's individual needs and to create a stimulating and supportive classroom environment.
- Collaborating with the principal, other relevant teachers, parents/guardians and external professionals, as required, to support children with special educational needs to participate and engage in meaningful learning.
- Identifying children's strengths, interests, and priority learning needs, to inform the planning, implementation, assessment and regular review of intervention at each level of the Continuum of Support.
- Developing Classroom Support Plans for children with emerging needs who require additional classroom based support.
- Recording all actions/communication relating to the child's educational progression in the 'Log of Actions' section of the support plan on Aladdin.
- Supporting the development of Student Support Plans in collaboration with special education teachers, parents/guardians, children, external professionals as required, in order to plan assessments, interventions, and to track children's progress at the levels of School Support Some and School Support Plus for a Few.
- Committing to ongoing professional development in relation to the assistive technology, devices, resources and specific learning programmes used by pupils in their class, and develop the knowledge and skills necessary to support pupils in using these effectively as part of their learning.
- Ensuring that lessons are accessible through the use of a variety of approaches, including active learning, small group tuition, individual teaching, and scaffolded instruction.

- Identifying and responding to the learning difficulties and learning preferences of children with special educational needs.
- Participating in the Irish exemption process, by providing their professional opinion on whether an Irish exemption from the study of Irish is recommended, based on their professional observations and available assessment data relating to the pupil's performance at school.

A key role of successful support is a high level of consultation and cooperation between the Class Teacher and the SET. Central to this consultation is the development, implementation and review of support plans. This will be achieved through informal consultation as the need arises and through Croke Park hours.

The role of supporting learning is a collaborative responsibility shared by all the school community: The Board of Management, Principal Teacher, Parents, Class Teachers, Learning Support teachers, SNAs, Children and external bodies and agencies.

### SET Teacher

According to *The Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools* (Department of Education, 2024), the special education teacher provides additional teaching to children attending mainstream classes with special educational needs and should lead, model and ensure a high standard of provision.

Special education teachers should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a pupil with special educational needs may be supported at School Support or School Support Plus levels and through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models.

In our school, the SET model of teaching is that SETs, while being assigned to a particular class level, will be involved in a whole-school SET timetable to be created where the highest priority pupils are accommodated first and, possibly and probably, shared among SETs. This could mean that a SET could be working with, for example, a Junior Infant, a 2nd class and a 6th class pupil (among others). This may involve a lead SET being assigned a particular high priority pupil with other members of the SET team also working with that pupil. In this instance, all school personnel involved in supporting these pupils should be cognisant of the need for consistent, ongoing collaboration to support the pupil's needs.

SET timetabling is always subject to change throughout any school year based on the emerging needs of our pupil population.

The SET will:

- a) support the class teacher in optimising teaching and learning opportunities and
- b) provide specialised teaching to those pupils identified with SEN.

SET responsibilities will consist of both teaching and non-teaching duties.

These will include:

- Providing supplementary teaching commensurate with the pupil's particular and individual needs.
- Researching the pupil's learning difficulty/SEN to become familiar with their needs and their preferred learning methods.
- Being familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs (Guidelines 2024 p.25).
- Developing a Support Plan for each pupil who is selected for supplementary teaching, in consultation with Class Teachers, Parents, and, as appropriate, SNAs and pupils.

- Engaging and collaborating with external agencies and services outside of the school as appropriate and necessary.
- Planning to support transitions for children with special educational needs.
- Using evidence informed teaching and learning approaches to support the special educational needs of children, and monitoring response to intervention.
- Sharing relevant information, regarding the special educational needs of children, with class teachers to support their meaningful engagement and participation in lessons.
- Advising and supporting class teachers when requested.
- Engaging in TPL (Teacher Professional Learning) to upskill and develop the knowledge, competencies and skills required for high quality provision of support for children with special educational needs
- Reflecting on individual professional practice, including teaching and learning approaches, to enhance provision.
- Preparing and planning short term plans in order to address each child's specific needs as reflected in support plan targets.
- Maintaining a Short-Term and Progress Record (together with the Class Teacher) for in-class support.
- Administering a range of formal and informal assessments and maintaining records of the outcomes of those assessments.

This will involve:

- Conducting an initial diagnostic assessment of each pupil who has been identified as having low achievement and/or a learning difficulty, based on results of an appropriate screening measure and record the findings of the assessment in the pupil's Support Plan.
- Monitoring the ongoing progress of each pupil in receipt of supplementary teaching in relation to the attainment of agreed learning targets and short-term objectives that arise from them and recording the observations in the Short-Term Plan

- Reviewing the progress of each pupil in February and June, recording it on the pupil's Support Plan and sharing the results with parents.
- Providing supplementary teaching in English and/or Mathematics to children who experience low achievement and/or learning difficulties at School Support/School Support Plus (as per selection criteria). Supplementary teaching will also, according to school capacity, be provided for children whose social skills, emotional/behavioural skills, gross/fine motor skills and English language skills (EAL) need further development.
- Logging actions on the pupils' 'Log of Actions' using the Aladdin platform.
- Delivering early intervention programmes.
- Assisting the implementation of whole-school procedures for the selection of pupils for supplementary teaching.
- Contributing to the development of SEN policy.
- Providing advice to the Class Teacher (if requested).
- Communicating with parents of pupils who are in receipt of support teaching where a concern is ongoing.
- Liaising with external agencies such as speech and language, occupational therapists, NEPS personnel, etc. and implementing suitable recommendations, wherever possible.
- Implementing school policies on preventing learning difficulties, screening children for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching, where it is deemed necessary.
- Participating in the Irish exemption process, by providing their professional opinion on whether an Irish exemption from the study of Irish is recommended, based on their professional observations and available assessment data relating to the pupil's performance at school.
- Committing to ongoing professional development in relation to the assistive technology, devices, resources and specific learning programmes used by pupils in their class, and develop the knowledge and skills necessary to support pupils in using these effectively as part of their learning.

## Role of SNA

In line with Department of Education and Youth Circular 0032/2026, the role of the Special Needs Assistant (SNA) in our school is to provide care and support to pupils with significant care needs in order to facilitate their attendance, participation, inclusion and wellbeing in school. SNAs work under the direction of the Principal, Deputy Principal, (SENCO) and teachers to support pupils with identified care needs such as toileting, feeding, mobility, regulation, communication and supervision, while also promoting independence, dignity, self-esteem and active participation in school life.

The NCSE does not provide for 1:1 SNA access for individual pupils. Instead, access is deployed to pupils with the greatest care needs in the school. Mirroring the underlying principle of this policy document, pupils with the greatest level of need benefit from the greatest level of support. The level of SNA access granted to a pupil is subject to change in line with the evolving needs of our school.

Where core care needs have been met, SNAs may also assist with student support duties, including supporting access to learning, transitions and the implementation of agreed strategies within the pupil's Student Support Plan. The class teacher retains primary responsibility for teaching, learning and assessment, and effective support is achieved through ongoing collaboration between school staff, parents, pupils and relevant external professionals. The SNA also has a responsibility to ongoing professional development in relation to the assistive technology, devices, resources and specific learning programmes used by pupils in their class, and develop the knowledge and skills necessary to support pupils in using these effectively as part of their learning.

## Role of Parents/Guardians

The central role of parents/guardians of pupils with SEN is the same as all parents/guardians, i.e. to communicate with the school, to make the school aware of

any concerns or issues regarding their child's progress, to support the work of the school and to optimise teaching and learning opportunities for their child at home.

The Parent(s)/Guardian(s) of the pupils of St Brigid's GNS can prepare for and support the work of the school by:

- Supervising, assisting with, showing interest in and signing homework.
- Reading and telling stories to their child/children.
- Listening to and giving supportive feedback on oral reading.
- Where their child is in receipt of supplementary teaching, implementing suggested homebased activities and discussing the outcomes with the child's teachers.
- Engaging with their child in focused learning activities as per the home target agreed on the support plan.
- Signing and returning consent forms for activities where such are required.
- Talking positively about school and schoolwork.
- Keeping the class teacher informed of any home factors which may be affecting their child's progress.
- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning.
- Helping children to develop their organisational skills.
- Helping children to look after schoolbooks and other resources which are loaned to the children for use at home.
- Supporting programmes and initiatives implemented by the school.

### Role of Children

The role of the child with SEN will be that of an active participant in their own learning and to communicate their needs. The extent and nature of this will depend on the individual child's strengths, needs and ability to do this and the school will be cognisant of this.

### Role of External Bodies and Agencies

Our school liaises with, among others, external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the National Council for Special Education (NCSE) Support Service, the HSE (Health Service Executive), Early Intervention Teams, Tusla, Visiting Teachers for children with Vision Impairment, Visiting Teachers for children with Hearing Loss and the Inspectorate.

In the case of dealings with outside agencies concerning any pupil, parents/guardians must sign a written consent form and submit it in hard copy to the school office, giving the school permission to speak with, or to arrange an observation visit involving, any third party, in accordance with the school's Communications Policy (See Appendices).

## 7. Prevention and Early Intervention Strategies

At St Brigid's GNS, early intervention is a key priority, and we believe that a strong focus on literacy in the junior classes provides the foundation for all future learning. Ongoing close collaboration and consultation between the Infant Teacher and the SET team ensures coordinated support and continuity in early intervention programmes. Targeted support programmes, taking the form of team teaching, are implemented in all Infant classes to support the development of early language, literacy and numeracy skills, where staffing allows.

More broadly:

- Differentiation of the curriculum by the mainstream class teacher to cater for individual strengths and needs.
- Development and implementation of agreed approaches to the teaching of English and Mathematics to ensure progression and continuity from class to class, including incorporating play in all subjects in the Infant classes, the Ready, Set, Go Maths programme in the Infant classes, Guided Reading using the PM Readers and decodable readers from Junior Infants to 2nd class (and thereafter the graded class novels and whole class novels as appropriate).
- Careful development of phonological awareness, rhyming skills and oral language skills using the Jolly Phonics programme in a print rich environment, before formal reading of words and books.
- The use of concrete materials as much as possible and as appropriate.
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of pupils in the Infant classes to facilitate early identification of possible learning difficulties.
- Class-based early intervention by the class teacher focusing on the provision of additional individualised support, as and when required (following the Classroom Support Continuum of Support process).

- Provision of additional support in language development/ early literacy/ early mathematical skills to pupils who need it.
- Support (including movement breaks) for pupils experiencing social/emotional difficulties and problems with concentration.
- Provision of Assistive Technology as appropriate.
- Promotion of parental involvement through their attendance at induction meetings for parents/guardians of incoming Junior Infants and the arrangement of formal and informal parent/teacher meetings.

### Early Intervention Strategies

- Early intervention programmes may be provided by the Class Teacher and/or the SET, in accordance with the Staged Approach (NEPS Continuum). Collaboration and consultation between the Class Teacher and the SET should identify pupils who may need early intervention.
- Teacher observation and professional opinion will be given due consideration in the selection of pupils for early intervention programmes at Classroom Support/School Support level.

### Early intervention programmes may include:

- Implementation of an English language programme (*Up and Away* - NCCA) for pupils who have English as an additional language, with emphasis on basic vocabulary.
- Active learning programme for all Junior Infant pupils with specific emphasis on oral language development, underpinned by incorporating play in all subjects and the new Language Curriculum.
- Withdrawal of pupils to a support teaching room, in-class support, team teaching, group work and individual support will be provided, as appropriate and if it is in a pupil's best interest

And all of the below might also be considered:

- NCSE Relate  
(<https://www.ncse.ie/school-leaders/resources-for-school-leaders/relate/> )
- Healthy eating policy
- Active parental involvement – in class activities (Parents Association, parent volunteer's)
- Code of Behaviour
- Wellbeing Policy
- Ringing parents with good news
- Effective teaching & learning – range of methods and assessment methods used
- Ongoing CPD for staff in range of areas as appropriate
- School assemblies
- Attendance Strategy
- SPHE Policy, Child Protection Policy, Safe-guarding risk assessment reviewed annually
- Children exposed to range of physical activities to engage all
- All Strands of PE curriculum covered, links with local sporting clubs.
- Committee's Week
- Policy & planning – Wellbeing incorporated into every plan/policy
- Sensory room
- Weaving Wellbeing programme as a resource
- Mentoring for new staff/ peer tutoring
- Student Council
- Active Committee
- Science Week/ Maths week/ Engineering week
- Internet Safety week
- Seachtain na Gaeilge
- Green schools
- School Tours

- Children, young people, and staff experience a sense of belonging and feel safe, connected and supported – evidence from parents’ surveys and feedback from children.
- Feedback from questionnaires to parents showed that the vast majority of parents reported that their child was happy at school, their child felt safe and well looked after in school, and their child felt respected at school.

## 8. Selection Criteria

When identifying and selecting pupils for additional teaching support, pupils with the greatest level of need have access to the greatest level of support. The following criteria will be used by our school to select pupils for supplementary teaching in line with the new model of Special Education Teaching (Circular 0064/2024).

The class teachers, SETs, SNAs, and SENCOs may also professionally discuss the individual pupils to ensure that they have been correctly identified as requiring supplementary teaching.

The following criteria is subject to ongoing review as, some years, the school may have a very high demand for SET support from pupils with greater levels of needs than others. In this way, the school has the autonomy to adjust the selection criteria to satisfy the guiding principle of the policy: those with the greatest level of need have access to the greatest level of support.

1. Pupils scoring at or below the 10th percentile on standardised assessments in Literacy and Numeracy.

2. Pupils scoring at or below the 12th percentile on standardised assessments in Literacy and Numeracy (to allow for a margin of error) and, after that, pupils with the next lowest scores (according to capacity and the availability of appropriate staffing).

3. Pupils with significant Special Educational Needs. For example, pupils with significant learning, behavioural, emotional, physical and sensory needs. These pupils need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs. Our school may also consider needs set out in professional reports, where available and as appropriate.

4. Pupils who have English as an Additional Language (EAL) and whose English needs further support.

5. Pupils whose scores show a discrepancy between intellectual ability and standardised test results following a period of classroom support, if personnel are available

6. Exceptionally Able/Gifted Children. Interventions will be made in the first instance by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Classroom Support Plan document and recorded the interventions in it. St Brigid's GNS may operate 'project groups' (subject to staff availability) for pupils who demonstrate consistent well above average results in standardised testing. Resources from Centre for Talented Youth Ireland (CTYI) can be accessed as appropriate.

7. EAL Pupils: Approximately 10% of pupils in St. Brigid's do not have English as their first language. Provision for these pupils is met under the Special Educational Needs model. The following procedures apply:

- Initial assessment of pupil's proficiency is carried out using the PSAK "Initial Interview Assessment" for new pupils. This indicates the level of support needed by the pupil.
- The pupil is given an opportunity to settle into school prior to a formal assessment known as a placement assessment.

- This helps the class teacher and SET teacher to draw up a plan for the pupil on the four skills necessary for proficiency in English: Listening, Speaking, Reading, Writing.
- St Brigid's G.N.S. endeavours to provide each EAL pupil with a maximum of three years in EAL support. Should a pupil continue to demonstrate needs in the area of language and literacy after this time, support may be accessed from the continuum of support.
- When a pupil has reached level B1.3 in all four skills there is no longer a requirement for EAL withdrawal.
- The EAL pupil's progress is assessed annually with the PSAK EAL resource.
- After each review the pupil moves on to a new level of proficiency if appropriate

## **9. Continuing and Discontinuing Supplementary Teaching**

In February and June, the progress of each pupil who is in receipt of support teaching will be evaluated by the SET following consultation with the pupil's class teacher and where appropriate, the pupil's parents/guardians and the pupil themselves. A decision will be made regarding their continued level of support and revised targets will be set in their Support Plan.

The school may decide to discontinue supplementary teaching with some pupils when satisfactory progress has been made and targets have been met. The school may also decide to discontinue supplementary teaching with some pupils who are now performing above the percentile laid down in the selection criteria for receiving support.

However, if both the class teacher and SET feel such a pupil needs scaffolding to maintain this standard then continued supplementary teaching may be offered if places are available in the appropriate group. The outcome of the review will be communicated to parents and follow up phone calls/ meetings will be facilitated if necessary.

In incidences during any school year where children with significant needs become known to the SET team, the support of children with fewer needs may be reduced or discontinued. This is necessary in order to satisfy the underlying principle of the St Brigid's GNS SEN policy; children with the greatest level of need are given the greatest level of support.

## 10. Record Keeping

- Class Teachers will keep a record of teacher designed tests, end of term tests and checklists for their class.
- All professional reports furnished to the school are stored in a locked cabinet in the principal's office and indicated on the child's profile on Aladdin. Any teacher who works with said child is able to request to view the documents to inform their professional practice.
- All pupils in receipt of supplementary teaching from the SET team have two SET folders managed by the SET teacher. One informal folder stores all current SET classwork e.g. SET worksheets while the second folder stores all support plans and assessment data.
- Teachers can access much of the pupil data that is available on Aladdin, the school's administrative platform, under the pupil's name.
- Classroom Support, School Support and School Support Plus plans are completed on Aladdin. These plans are typically published in October and reviewed in February and June in each school year. The review is completed by the relevant SET teacher in consultation with the class teacher, the pupil and parents/ guardians if appropriate. The SET teacher will communicate the outcome of the review with parents/ guardians. A follow up phone call and/or meeting will be facilitated upon request.
- During the review process, the relevant teacher will indicate an achieved target with a tick symbol (  ).
- During the review process the relevant teacher will indicate an ongoing target with the following symbol (  ).
- Important: The Support File is opened when the pupil is identified as having needs and having need of support. The file contains the support plan, the review of that plan and any other information relevant to the pupil e.g. NEPS report, assessment data, differentiated patterns of teaching and/ or environmental adaptations.

- The 'Log of Actions' in the pupils' Aladdin files will be added to as appropriate (e.g. after a decision has been made, after a meeting has been held, after a significant event). These additions may be made by the relevant staff member.
- Results of Completed Standardised Tests will be uploaded to Aladdin. The Standardised Tests currently used in our school are – Sigma-T and Micra-T (1st – 6th).
- The end of Year school report will be issued to parents/guardians in June. These reports are saved on Aladdin.
- Monthly Reports (Cuntaisí Míosúla) from the SET will be sent to the Principal. These reports outline the work undertaken by the support Teacher with groups or individual children.
- Class Teachers will keep a record of teacher designed tests, end of term tests and checklists in an Assessment Folder for their class.
- A file for each child in the class is kept in a locked filing cabinet in the classroom and passed on from teacher to teacher as the child moves through the school.

## **11. Liaising with Parents/Communicating Information**

- Parents are encouraged to become involved in their child's learning and will be informed of upcoming events on Aladdin e.g. Maths Week, World Book Day, etc.
- At the beginning of each school year, the SET teacher will issue a parent/guardian survey to gather information about the child from the parent/guardian perspective, including the child's strengths, interests, needs and any areas of concern. This information will be used to support a collaborative understanding of the pupil and to inform the planning, development and review of the Student Support Plan (SSP).
- Parent Teacher Meetings are held in November for the pupils of Junior Infants to 6th Class.
- As per our school's Communications policy, class teachers and SETs will communicate with parents orally via phone call and/or in-person meetings. We do not deem it beneficial to go back and forth by email as it does not provide opportunity for discussion, provision of clarity or possible resolution for the matters raised.
- An information meeting and infant reception day is held for the parents of incoming Junior Infants in June.
- An end-of-year report goes home in June each year from the class teacher and the SET teacher and is stored digitally on Aladdin and a hard copy is placed in their Pupil Profiles.
- In October, the SET teacher in consultation with the class teacher, parents/guardians and the pupil if appropriate draft the support plan. The plan is then communicated to parents and a follow up phone call/ meeting is facilitated upon request.
- In the case of dealings with outside agencies concerning any pupil, parents/guardians must sign a written consent form and submit it in hard copy to the school office, giving the school permission to speak with, or to arrange an observation visit involving, any third party, in accordance with the school's Communications Policy.

- In the case of a pupil presenting with special educational needs, the class teacher communicates with parents/guardians via phone call and/or meeting initially to discuss concerns and outline supports available in the school.
- As part of support plans at St Brigid's GNS, a home target will typically be developed to allow parents/guardians to actively participate in their child's educational progression. The target will be agreed with parents and typically builds on the skills and competencies being developed at school.
- Parents are encouraged to become involved in their child's learning at St. Brigid's GNS e.g. volunteering, sports teams, school library, school tours etc.
- Parent Teacher Meetings are typically held in February of each school year.

## 12. Timetabling

- Supplementary teaching that children receive is in addition to their regular class programme in English, Maths, SPHE and Wellbeing, in so far as is practicable. The SET timetable is set up first and then the class timetable adapts and adjusts to this.
- The provision of school 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 SET Teacher.
- In so far as is practicable children should not miss out on the same curricular area each time they receive supplementary teaching.
- As far as is practicable, the Class Teacher should inform the SET about any upcoming interruptions to the SET timetable (e.g. class being taken by a visiting coach, class on a school trip, etc.) so that alternative arrangements can be put in place, if possible. The SET Team will review the timetable at the end of each of their instructional blocks.
- The Support Teaching Team will review the timetable at the end of each instructional term/block.
- It is recognised that it may not always be possible to schedule the teaching of Irish at a time when pupils who have an exemption from the study of Irish are receiving support from a member of the SET team. Timetabling decisions take account of a range of factors, including natural timetable constraints, school activities, staffing availability and the individual needs of pupils.
- All pupils, including those who have an exemption from the study of Irish, are expected to participate, where appropriate, in the **aural, oral and practical elements** of Irish lessons. Pupils who have an exemption will not be expected to complete the **reading, writing or homework tasks** associated with the Irish language programme.

### **13. Attendance**

- An attendance record of children who are withdrawn to the SEN rooms will be kept by each SET Teacher to inform planning and monitor progress.

### **14. Monitoring and Reviewing of the SEN Policy**

- The Principal and Deputy Principal/ SENCO will monitor and review this policy. This review will be initiated by the SEN Co-ordinator (SENCO).

### **15. SEN Policy Success Criteria**

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

- Ensure that children with SEN gain access to a broad, balanced curriculum and have the opportunity of access to an appropriate education.
- Endeavour to develop positive self-esteem and positive attitudes to school and learning among our pupils.
- Endeavour to improve standards of academic performance and achievement.
- Enhance parental involvement in supporting their child's learning.
- Increase collaboration between school personnel.

## **16. Abbreviation of Terms**

ACofS: A Continuum of Support

CTYI: Centre for Talented Youth Ireland

DEY: Department of Education and Youth

EAL: English as a foreign language

PSAK: Primary School Assessment Kit

EPSEN: Education for persons with special education needs

SSPP: School Support Plan Plus

SSP: School Support Plan

NEPS: National Educational Psychological Services

SEN: Special Education Needs

SET: Special Education Teaching

SENO: Special Education Needs Organiser

SNA: Special Needs Assistant

## 17. Ratification:

This Special Educational Needs Policy will be reviewed at least every three years or as soon as practicable after there has been a significant material change in any matter to which this policy refers.

This SEN Policy was last reviewed by the school staff on 26th August 2026. This SEN Policy was reviewed and ratified by the Board of Management on 1/10/2026

Signed:



Cathy Burke

Chairperson of Board of Management

Date: 1 . 10 . 2026

Signed:



Aideen O'Shea

Principal

Date: 1/10/2026

1. Appendix 1 - Parent Survey
2. Appendix 2 - Class Teacher Input Form
3. Appendix 3 - Parent Consent Forms for External Professionals



# Getting to Know Your Child – Parent Survey

Dear Parent/Guardian,

Welcome back to school! This year is going to be filled with learning and laughter. I'd love to learn a little more about your child so I can help make their year the best it can be.

Child's full name: \_\_\_\_\_

Prefers to be called: \_\_\_\_\_

Your name/s: \_\_\_\_\_

Languages spoken at home: \_\_\_\_\_

Special abilities or talents: \_\_\_\_\_

Special interests: \_\_\_\_\_

3 words you would use to describe your child:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

What your family likes to do at home in your spare time: \_\_\_\_\_

\_\_\_\_\_

What they find hard at school: \_\_\_\_\_

\_\_\_\_\_

Do you have any goals for your child this year? (at school or home) \_\_\_\_\_

\_\_\_\_\_

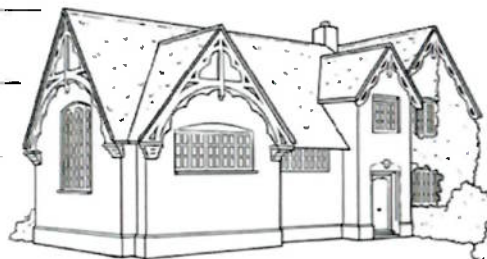
Is there anything else you would like me to know? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Class Teacher Input Form (Support Planning)

Teacher: \_\_\_\_\_ Pupil: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. Engagement & Learning Behaviour

Engages actively in class: ☐ Rarely ☐ Sometimes ☐ Often  
Engages more in small groups: ☐ Rarely ☐ Sometimes ☐ Often  
Works well independently: ☐ Rarely ☐ Sometimes ☐ Often  
Needs regular adult prompts for focus: ☐ Rarely ☐ Sometimes ☐ Often  
Difficulty starting tasks: ☐ Rarely ☐ Sometimes ☐ Often  
Difficulty completing tasks: ☐ Rarely ☐ Sometimes ☐ Often

### 2. Attention & Organisation

Maintains attention for age: ☐ Rarely ☐ Sometimes ☐ Often  
Distracted without prompts: ☐ Rarely ☐ Sometimes ☐ Often  
Needs step-by-step instructions: ☐ Rarely ☐ Sometimes ☐ Often  
Benefits from clear routines: ☐ Rarely ☐ Sometimes ☐ Often

### 3. Communication & Interaction

Shares ideas orally: ☐ Rarely ☐ Sometimes ☐ Often  
Reluctant to speak in class: ☐ Rarely ☐ Sometimes ☐ Often  
Needs extra time to respond: ☐ Rarely ☐ Sometimes ☐ Often  
Communicates well with peers: ☐ Rarely ☐ Sometimes ☐ Often  
Social interaction challenges noted: ☐ Rarely ☐ Sometimes ☐ Often

### 4. Emotional Regulation & Behaviour for Learning

Emotionally settled most of the time: ☐ Rarely ☐ Sometimes ☐ Often  
Becomes anxious when challenged: ☐ Rarely ☐ Sometimes ☐ Often  
Shows frustration easily: ☐ Rarely ☐ Sometimes ☐ Often  
Needs support to manage emotions: ☐ Rarely ☐ Sometimes ☐ Often  
Behaviour impacts learning: ☐ Rarely ☐ Sometimes ☐ Often

Class Teacher Signature: \_\_\_\_\_



## Class Teacher Input Form (Support Planning)

Teacher: \_\_\_\_\_ Pupil: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### 5. Strategies Already Used (Teacher & SEN)

Differentiated tasks: ☐ Rarely ☐ Sometimes ☐ Often  
Visuals/timetables: ☐ Rarely ☐ Sometimes ☐ Often  
Chunked instructions: ☐ Rarely ☐ Sometimes ☐ Often  
Check-in/monitoring: ☐ Rarely ☐ Sometimes ☐ Often  
Peer support used: ☐ Rarely ☐ Sometimes ☐ Often  
Other: \_\_\_\_\_ ☐ Rarely ☐ Sometimes ☐ Often

#### Impact of strategies:

☐ Effective ☐ Some impact ☐ Limited ☐ Unsure

### 6. Sensory/Environmental Needs

Sensitive to noise/busy spaces: ☐ Rarely ☐ Sometimes ☐ Often  
Benefits from movement breaks: ☐ Rarely ☐ Sometimes ☐ Often  
Needs calm seating or reduced distractions: ☐ Rarely ☐ Sometimes ☐ Often  
No concerns noted

### 7. Teacher View — Strengths & Priority Needs

#### Strengths (tick up to 2):

☐ Literacy ☐ Numeracy ☐ Oral communication  
☐ Social skills ☐ Focus/motivation  
☐ Behaviour regulation ☐ Creativity

#### Priority Needs (tick up to 2):

☐ Engagement ☐ Attention ☐ Emotional regulation  
☐ Communication ☐ Behaviour ☐ Sensory regulation

### 8. Recommendation for Next Step

☐ Continue classroom strategies  
☐ SEN assessment & planning needed  
☐ In-class support at key times  
☐ Review current plan this term

#### Comment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# ***St. Brigid's Girls' National School***

Palmerstown, Dublin 20.

Telephone: 01 6265431

Email: [stbrigidsdns@gmail.com](mailto:stbrigidsdns@gmail.com)

Website: [www.stbrigidspalmerstown.com](http://www.stbrigidspalmerstown.com)

## **Permission to speak with third parties.**

I \_\_\_\_\_ (insert name), parent/guardian of

\_\_\_\_\_ (insert child's name),

give / do not give (circle preference)

permission to the staff of St Brigid's Girls' National School to speak to the following in relation to my daughter's attendance experience in this school.

Professional Name of third party: \_\_\_\_\_

Professional Organisation Name: \_\_\_\_\_

Telephone No.: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

***A.O'Shea Principal. Roll No. 18324c. RCN 20119751.***



# ***St. Brigid's Girls' National School***

Palmerstown, Dublin 20.

Telephone: 01 6265431

Email: [stbrigidsdns@gmail.com](mailto:stbrigidsdns@gmail.com)

Website: [www.stbrigidspalmerstown.com](http://www.stbrigidspalmerstown.com)

## **Consent for Third Parties to observe in St Brigid's G.N.S.**

I \_\_\_\_\_ (insert name), parent/guardian of

\_\_\_\_\_ (insert child's name),

give / do not give (circle preference) permission to the staff of St Brigid's Girls' National School

- to speak to the following in relation to my daughter's experience in this school
- to observe my daughter in St Brigid's Girls' National School during the school day

Professional Name of third party: \_\_\_\_\_

Professional Organisation Name: \_\_\_\_\_

Telephone No.: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_