

# *Scoil Bhaile Nua*

Baile Nua, Maigh Cuilinn, Co na Gaillimhe



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## Special Educational Needs Policy

### Introduction

Scoil Bhaile Nua is a Catholic Gaeltacht school under the patronage of the Galway Diocese. We cater for children from Junior Infants to Sixth class. Our Support Team consists of a Special Education Teacher, Special Needs Assistant, Language Support Teacher and Cúntóir Teanga (Irish Language Assistant).

This policy document has been prepared taking into account the new Guidelines for Primary Schools – Supporting Children with Special Educational Needs in Mainstream Classes as published by the Department of Education and Skills, December 2024.

It covers the Special Education Provisions in our school under the following headings:

Section 1 - Principles Underpinning the Special Education Teaching Model

Section 2 - The Organisation of Special Education Provision: Planning the Deployment of Special Education Teaching Supports

Section 3 Special Education Provision: Roles and Responsibilities

Section 4 – The Process for Identifying and Responding to Needs

Section 5 - Transitions

### Section 1

#### Principles Underpinning the Special Education Teaching Model at Scoil Bhaile Nua

These eight principles were drawn from the Guidelines for Primary Schools Supporting Children with Special Educational Needs in Mainstream Classes as published December 2024. They guide the implementation and ongoing development of our systems, structures, practices and policies to support the inclusion of all children, including those identified with special educational needs.

- Inclusive School Culture
- Collaboration
- Wellbeing
- Engagement and Participation
- Child Centred and Needs Based
- Evidence Informed Practice and Outcomes
- Governance and Accountability

- An Inclusive Education System

#### Inclusive School Culture

Inclusion at Scoil Bhaile Nua is the responsibility of the whole school community with a shared understanding of the need for all to experience belonging and connectedness, and a sense of being valued members of that community. An inclusive school culture ensures that, to the greatest extent possible, learners can be present, participate, achieve and be supported in mainstream education settings.

#### Collaboration

A collaborative approach involves the whole school community, including children, teachers and parents/ guardians working together to proactively support children with special educational needs.

#### Wellbeing

The wellbeing needs of children are central to education provision. Belonging and connectedness to the school community is fostered and reflected in whole school policy, planning and practice.

#### Engagement and Participation

The views of children are considered in all matters that affect them. School policies and practices support children's purposeful participation in their learning, and in the life of the school community.

#### Child Centred and Needs Based

At Scoil Bhaile Nua we use the Continuum of Support framework, and the problem solving process, to identify and respond to children's special educational needs, and to monitor their response to intervention. Special educational needs occur along a continuum, ranging from mild to more significant, and from transient to enduring. It is recognised that needs may change over time.

#### Evidence Informed Practice and Outcomes

Interventions and supports provided to individual children are evidence informed and based on identified learning strengths and needs gathered from a range of sources. Outcomes are identified and monitored based on the child's response to targeted interventions.

#### Governance and Accountability

The special education teaching allocation is a ring fenced resource for the sole purpose of providing additional and targeted supports to children with special educational needs. Scoil Bhaile Nua is compliant with the relevant legislation and departmental circular(s) in the correct deployment of special education teaching resources.

#### Inclusive Education System

Our education system embraces diversity, is responsive to, and values, difference. It aspires to identify and remove barriers to access, participation and achievement.

## Section 2

### The Organisation of Special Education Provision: Planning the Deployment of Special Education Teaching Supports

The key premise of the special education teaching allocation is that resources 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.

Key actions in the provision of special education teaching support		
1	Identify children with special educational needs	<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 special educational needs in the school.</li> </ul>
2	Initiate Problem Solving Process	Initiate the collaborative problem solving process to clarify concerns in consultation with the child, relevant teachers, and parents/guardians.
3	Record level of Continuum of Support at which special education teaching support allocated	<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 special education teaching supports are allocated.</li> <li>Children with emerging needs may be supported at the level of Classroom Support All.</li> <li>Special education teaching support is allocated based on identified need at levels of School Support – Some and School Support Plus – Few.</li> <li>Special education teaching hours are recorded on the School Provision Plan for Children with Special Educational Needs</li> </ul>
4	Organise and deploy special education teaching resources	<p>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.</p> <ul style="list-style-type: none"> <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, ideally from special education teachers with the most relevant expertise.</li> </ul>
5	Develop Classroom Support/ Student Support Plan	<p>Develop a Classroom Support Plan for children identified with emerging needs at the level of Classroom Support - All.</p> <ul style="list-style-type: none"> <li>Develop/update a Student Support Plan for children with special educational 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 special educational needs, in the</li> </ul>

		Student Support Plan.
6	Identify appropriate evidence informed intervention	<ul style="list-style-type: none"> <li>• Identify the level and type of intervention required to meet targets for the child with special educational needs.</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>
7	Review	<p>Following an agreed period of time, a collaborative review of the child's response to intervention takes place.</p> <ul style="list-style-type: none"> <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>

### Section 3

#### Special Education Provision: Roles and Responsibilities

The following section outlines the roles and responsibilities of school staff at Scoil Bhaile Nua as part of a whole school collaborative approach to ensure that high standards are in place, and that all children with special educational needs are fully supported within an inclusive school environment.

The process of organisation of special education teaching supports is led by the school principal, in collaboration with the special education teacher/s, and other relevant staff. It is important that roles and responsibilities are clearly established and agreed. This section of our policy provides information on the roles and responsibilities of the:

- Board of Management
- School Principal
- Class Teacher
- Special Education Teacher

#### Role of the Board of Management

The overall responsibility for the provision of education to all children, including children with special educational needs, lies with the board of management. In the case of special education teaching resources, the board of management recognises that this is an additional resource which is ring - fenced for the sole purpose of supporting children with special educational needs.

#### School Policies

The board of management has responsibility for overseeing the development, implementation and review of school policies and services in relation to the inclusion of children with special educational needs. In this regard the board should:

- Ensure that all children have access to a high quality education as well as high standards of teaching, learning and assessment in the school.
- Make arrangements for the preparation of a School Improvement Plan that contains a summary of areas for improvement identified as part of the school self evaluation (SSE) process, including the objectives and the measures that will ensure equity of access to, and participation in, all aspects of the activities of the school, by children with special educational needs to the greatest extent practicable.
- Arrange for the publication of the school policy on the education of children with special educational needs.
- Arrange for periodic reviews of the range of curriculum provision within the school to ensure that suitable programmes are on offer to all children, including those with special educational needs.
- Contribute to the development of awareness among teachers, nonteaching staff members and children, of the needs of children with special educational needs, and of their particular responsibilities for the inclusion of these children in the school community.

#### Role of the School Principal

The principal has the responsibility for establishing, promoting and implementing inclusive whole-school policies and procedures, which are supportive of the learning of all children, including those with special educational needs. The school principal has a primary role in modelling, promoting and building whole school staff capacity to maintain effective inclusive practice throughout the school. The principal ensures that the board of management is kept fully informed on the deployment of special education teaching resources. The principal oversees how the resources, including human resources, and special education teaching hours, which are provided to the school to support children with special educational needs, are being used to ensure that the children with the greatest level of need have access to the greatest levels of support. The principal may delegate specific functions to other members of the staff.

The principal:

- Ensures the development of inclusive whole school policies and procedures relating to children with special educational needs, and monitors and reviews their implementation.
- Oversees a whole school approach to assessment and screening to identify strengths, needs and interests.
- Ensures effective engagement with early learning and care settings and with post primary schools to support the transition of children with special educational needs.
- Deploys teachers who have the appropriate skills, knowledge and understanding to special education teaching roles.
- Ensures that systems are in place for effective collaboration between special education teachers and classroom teachers for the sharing of relevant information on children's needs, to ensure continuity of provision for the children.

- Facilitates teacher professional learning (TPL) for all teachers in relation to whole school inclusive teaching and learning practices, and to the education of children with special educational needs.
- Encourages special education teachers to undertake the Post Graduate Diploma Programme of Continuing Professional Development for Special Education Teachers<sup>7</sup> that is available through a number of Higher Education Institutes.
- Ensures that all school staff, including class teachers, special education teachers and special needs assistants (SNAs), are clearly informed of their roles and responsibilities.
- Provides opportunities for the sharing of specialist knowledge with school staff as part of promoting a whole school inclusive culture.
- Ensures that whole school procedures are established to facilitate the meaningful and effective involvement of parents/guardians, children and external professionals/agencies.
- Ensures that the School Provision Plan for Children with Special Educational Needs (Appendix 1) is updated.
- Ensures that all children identified with special educational needs, who receive additional teaching support, have their needs documented in a Student Support File.
- Ensures that a Classroom/Student Support Plan is developed and contained within the Student Support File for all children identified at all levels of the Continuum of Support.

In the implementation of the special education teaching allocation, the principal can allow time for the special education teacher(s) for information gathering and assessment, reviewing, monitoring and coordinating provision for children with special educational needs.

#### Role of the Class Teacher

Class teachers adapt their teaching approaches and methodologies, and make specific accommodations for children within the class, in response to concerns arising in relation to an individual child's progress, application, communication, emotional regulation, or interaction with peers. 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, 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 and keeping copies of the Classroom Support Plan/s in the Student Support File.
- 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 - Few.
- 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.

#### Role of the Special Education Teacher

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 appropriate to meeting a variety of special educational needs. Teaching approaches include a combination of team teaching initiatives, early intervention, small group and individual support. This may include a combination of in-class support and withdrawal of children (if appropriate). The role of the special education teacher includes:

- Contributing to the development of an inclusive school culture, demonstrated through ethos, values and inclusive school policies and practices.
- Promoting inclusive whole school preventative and proactive teaching and learning approaches.
- Developing inclusive school structures and systems in the organisation of provision for children with special educational needs.
- Leading in the identification and provision of support for children with special educational needs in the school context, using the Continuum of Support problem solving process.
- Liaising closely with the principal on the development, implementation and monitoring of whole-school approaches to the education of children with special educational needs.
- Leading, in collaboration with the class teachers, on the development of Student Support Files and Student Support Plans for children with special educational needs who are identified in the School Provision Plan for Children with Special Educational Needs at the levels of School Support - Some and School Support Plus – Few.
- Collaborating, liaising and communicating with parents/guardians, the child, other relevant teachers and staff, the school principal and relevant others, as part of the problem solving process.
- 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 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 using Plean Coicíse / Cuntas Míósúil in order to address each child's specific needs as reflected in support plan targets.

Where more than one special education teacher is involved in providing the additional teaching support, one special education teacher takes the lead in the planning process, and in the coordination of supports for that child.

#### Section 4

#### The Process for Identifying and Responding to Needs across the Continuum of Support

This section of the guidelines outlines:

- The Continuum of Support
- Whole School SupportAll
- The ProblemSolving Process
- The Student Support File
- Classroom Support - All
- School Support - Some
- School Support Plus - Few

#### The Continuum of Support

We use the Continuum of Support at Scoil Bhaile Nua as a framework to guide the identification of children's strengths and needs, and for monitoring response to intervention. This framework recognises that special educational needs occur along a continuum, ranging from mild to more significant, and from transient to enduring. It recognises that children require different levels of support depending on their identified educational needs, and that needs may change over time. Using this framework helps to ensure that interventions are incremental, moving from class based interventions to more intensive and individualised support, and that they are informed by careful monitoring and review of response to intervention. Using this framework helps to ensure flexible and timely allocation of supports, so that those children with the greatest level of need have access to the greatest level of support.

The Continuum of Support includes three levels for assessment, intervention planning and review.

'Whole School/Classroom Support - All' involves support for all children in the school, and includes universal, preventative and proactive teaching and learning approaches at classroom level. Classroom Support - All is for those children with emerging needs, in the class context, who have not responded to general adaptations or interventions made by the class teacher to the learning environment, and where areas of need that require specific targeting and additional classroom - based support, have been identified. These are children who have not yet been identified as requiring support at the level of School Support -Some or School Support Plus - Few. The provision of classroom support is the responsibility of the class teacher.

‘School Support- Some’ involves the provision of additional targeted teaching and learning supports in response to the special educational needs of small groups and/or individuals. This level of support includes the involvement of the special education teacher.

‘School Support Plus – Few’ involves the provision of highly individualised, intensive, targeted and additional teaching and learning supports for children whose special educational needs are enduring, and significantly impact on their learning and participation in the school environment. This level of support includes the involvement of the special education teacher.

#### Whole School Support - All

Whole School Support involves a whole school approach to responding to the needs of all children including those with special educational needs, using universal, preventative and proactive approaches. The experience of all children at Scoil Bhaile Nua contributes directly to their physical, mental, emotional and social wellbeing and resilience. Learning and participation take place in a culture focused on collective wellbeing of the school community. A whole school focus on the development of wellbeing is the foundation upon which the Continuum of Support is applied and implemented across all aspects of teaching, learning and school life. Belonging and connectedness to the school community is fostered and reflected in school policy, planning and practice.

The four key areas of wellbeing promotion illustrate how wellbeing may be nurtured and promoted using multicomponent, and preventative, whole school approaches. These include:

- school culture and environment
- curriculum, (teaching and learning)
- policy and planning
- relationships and partnerships

#### The Problem Solving Process

The problem solving process we use at Scoil Bhaile Nua provides an approach to identifying, supporting, monitoring and reviewing special educational needs, where a concern is identified in relation to a child. This section outlines how the problem solving process may be implemented at each level of the Continuum of Support.

The problem solving process is applied at each level of the Continuum of Support to ensure that interventions and supports are aligned to the identified needs of the child, are commensurate with the level of need, and are reviewed regularly. The problem solving process is a four step cyclical process of identification, assessment, intervention and review. The problem solving process poses four questions:

- What is the concern? – Starting point
- Why is it happening? – Information gathering and assessment
- How can we help? – Planning and intervention
- Did it work? – Review

The problem solving process is used to identify children's special educational needs including academic, social, emotional needs, as well as physical, sensory and language and communication needs.

### Identifying needs

Teachers in mainstream class settings use a range of assessment and intervention approaches to identify and meet a child's educational needs. Teachers and children engage in ongoing assessment activities as part of normal classroom practice that can be either formative or summative in nature. At Scoil Bhaile Nua we use a range of assessment methods for formative or summative purposes which emphasise the interlinked and complementary nature of the assessment process.

While standardised assessments play a role in summative assessment, results of any one standardised test should not be used in isolation, nor used as baseline data for predicting a child's future achievements, nor for solely informing decisions regarding the provision of interventions or targets in Student Support Plans.

Information from ability tests, attainment tests, teacher observations, Mo Scéal (Preschoolers), the Student Support File, parental reports, as well as the views of the child, are all key aspects of the assessment process. This evidence informed approach facilitates the identification of the child's strengths, interests, values, motivation and learning needs, and helps to inform the actions and interventions that best address those needs.

Assessment in a classroom setting is mainly carried out by the class teachers who have primary responsibility for teaching the child, but may also be carried out by, or in collaboration with, the special education teacher(s).

The Continuum of Support framework supports teachers to gather information, to plan and review the child's progress through the problem solving process. This process of identification of need is a dynamic and cyclical process, which views the child's response to intervention as central to planning and review in Scoil Bhaile Nua.

### Student Support File

The Student Support File provides a process for recording and collating all information in relation to the child, in order to plan interventions aligned to their identified strengths, interests and needs, and to facilitate the documentation of their response to intervention. It tracks a child's pathway through the Continuum of Support and guides which supports and evidence informed interventions are most appropriate.

The Student Support File holds all the information regarding the additional support provided to the child.

This includes:

- Log of actions
- Relevant information gathered to develop understanding of strengths, interests and needs

- Student Support Plans that are developed and monitored over time
- Information on attendance
- Interventions, accommodations and other supports
- Records of consultations
- Details of reviews and response to intervention
- Copies of professional reports and/or correspondence relevant to supporting the child at school.
- Copies of relevant information from preschool settings, including Mo Scéal
- Records of relevant communications with parents/guardians and the child.

**Student Support Plan** The Student Support Plan is an individualised learning plan which documents the child's strengths, interests and needs, as well as the priority learning needs that have been agreed as the basis for targets and interventions. Some children may present with many needs and their priority learning needs should be identified and recorded. These inform the targets, supports and interventions required to remove identified barriers to learning and participation across the curriculum, and in the life of the school community.

The Student Support Plan is developed collaboratively and in consultation with the relevant class teachers, special education teacher, parents/guardians, and relevant professionals, where appropriate. The views of the child are central to this process. Student Support Plans should be reviewed regularly, to ensure that targets continue to address the identified priority learning needs of the child.

#### Classroom Support - All

In Scoil Bhaile Nua, the class teacher has primary responsibility for teaching, learning and assessment of progress and participation of all children in their classroom. Classroom Support - All is the first response made by the class teacher, if concerns emerge in relation to a child's learning, wellbeing and/or social emotional development. This is the point where initial adaptations in pace, delivery and content may be made as part of good teaching practice to ensure that all children can participate in their learning.

#### Classroom Support Plan

A Classroom Support Plan is a simple plan that outlines the child's special educational needs and the actions, including individualised teaching and management approaches, which will be taken to meet the child's needs. The plan may also include homebased actions to be taken by the child's parents/guardians to support their child's development.

A Classroom Support Plan may be considered necessary where a child has not responded to general adaptations or supports made by the class teacher to the learning environment, and where areas of need that require specific targeting and additional classroom based support, have been identified. A Classroom Support Plan is developed in collaboration with parents/guardians. Where this is agreed, a Student Support File should be opened and copy of the plan should be kept in the Student Support

File along with a record of consultations and any other relevant information gathered. The four steps of the problem solving process may be used to guide classroom support where concerns emerge.

The following may be used in gathering information and assessment:

- Learning Environment Checklist
- Consultation with the child (e.g. My Thoughts about School checklist)
- Parental/guardian consultation
- Teacher assessment, including observation and curriculum based assessment.
- Standardised literacy and numeracy tests.
- Information from previous setting or preschool (e.g. Mo Scéal transfer documents).

#### School Support - Some

While the majority of children will have their needs met through whole school approaches and Classroom Support - All, some children require more targeted support. School Support - Some involves a more targeted problem solving process, building on information gathered and interventions carried out under Classroom Support - All. This is necessary where the child's needs are more persistent and enduring and where they have not made sufficient progress in response to intervention at the Classroom Support - All level.

Other children may enrol in Scoil Bhaile Nua with known needs, and initial meetings with parents/guardians, and a review of accompanying documentation, may suggest that a targeted approach is required from the outset.

While the special education teacher may take the lead in the information gathering, intervention planning and review process, a collaborative approach is necessary to ensure that the child is purposefully and meaningfully included in their learning across the curriculum. Consistency in approaches to supporting the child requires collaboration and communication between the class teacher and the special education teacher, parents/guardians and the child.

This level of support typically involves targeted intervention for small groups of children with similar needs. Decisions regarding the level and type of intervention will be needs based, and may be delivered through in-class support (e.g. team teaching), and/or small group, or individualised targeted intervention.

Where it is agreed that a child's needs warrant more targeted intervention and support, at the level of School Support - Some, then this is recorded in the Student Support File.

The following may be used in gathering information and assessment:

- Learning Environment Checklist
- Information from early learning and care setting or previous school, including Mo Scéal and other relevant documentation

- Teacher assessment, including observation and curriculum based assessment. Formal and/or informal holistic assessment of individual strengths and needs
- Child consultation (e.g. My Thoughts about School checklist)
- Parental/guardian consultation
- Observation and screening measures for learning (including, for example, literacy, numeracy, language and communication, social interaction and emotional regulation)

#### School Support Plus - Few

Children whose special educational needs are addressed at the level of School Support Plus - Few are those with the greatest level of need. This may include children whose needs have been identified as significant and enduring, and those who have not responded to intervention as expected at the level of School Support - Some.

Children with the greatest level of need require access to highly structured and individualised evidence informed interventions. This may include adapted environments and teaching approaches, which promote independence, engagement, social skills, personal care and success in learning. The focus should be on quality educational and skills based interventions to maximise opportunities for participation and engagement in learning and in the life of the school and community. The child's strengths and interests should be a key consideration when developing interventions.

Individualised, comprehensive, holistic, and targeted assessment of strengths and needs identified across key areas of development may be carried out including:

- Literacy skills
- Numeracy skills
- Social skills and emotional regulation
- Executive functioning/self-management skills (including organisation, planning and problem solving)
- Interests and hobbies
- Language and communication
- Motor coordination and sensory needs
- Independence, daily living skills and self-care

#### Target Setting using the Problem Solving Process

What is the concern? – Starting point

Targets are informed by a collaborative process of information gathering, including formal and informal assessment approaches

- Screening tests
- Observations
- Curriculum based assessment
- Interviews
- Teacher measures
- Checklists
- Consultation
- Ratings
- Standardised tests

#### Why is it happening? – Information gathering and assessment

Targets are informed by a collaborative process of information gathering, including formal and informal assessment approaches

- Screening tests
- Observations
- Curriculum based assessment
- Interviews
- Teacher measures
- Checklists
- Consultation
- Ratings
- Standardised tests

#### How can we help? – Planning and intervention

Targets are aligned to the identified priority learning needs and are:

- Specific
- Measurable
- Achievable
- Realistic
- Timebound

#### Did it work? – Review

Collaborative review of the child's response to intervention  
Progress is monitored through the child's response to targeted intervention.

- Screening tests
- Observations
- Curriculum based assessment
- Interviews
- Teacher measures
- Checklists
- Consultation
- Ratings
- Standardised tests

## Section 5

### Supporting Transitions

Transitions have been identified as a significant risk factor to the wellbeing of children with special educational needs. This includes transitions from preschool to Scoil Bhaile Nua, from our school to post primary school, as well as transitions within and across the school setting. Supporting smooth transitions in the school, such as transitions between special education teaching and mainstream class settings, is very important for fostering wellbeing at school.

Transition from one education setting to another is best viewed as a process over time, rather than a single event. Advance planning is key to successful transitions. Children with special educational needs require targeted support with transitions, tailored to their needs identified in Student Support Plans. Figure 10 provides an example of how the four key areas of wellbeing promotion may inform support for transitions.

Culture and Environment	Curriculum	Relationships and Partnerships	Policy and Planning
Welcoming and inclusive	Broad and balanced	Key link person to coordinate	Advance planning and consultation
Positive learning environment	Multiple and flexible approaches to teaching and learning	Communication between schools	Protocols on support with transitions
Supportive and flexible in responding to needs	Tailored to need	Positive relationships with staff and peers	Sharing of information to ensure continuity
Child centred	Accommodations to support access, participation and learning	Effective consultation and collaboration with parents/guardians and children	Monitoring and review of needs

### Transition Supports and Resources

#### NCSE

Supporting Students with Special Educational Needs to make Successful Transitions – Guidelines for Schools

Preparing Young Children for Primary School

Post Primary Transitioning

Changing Schools Moving from Primary to Post Primary School

#### NCCA

Pre-School to Primary Transition Support Materials NCCA Primary to Post Primary Education Passport

#### NEPS

Transition from Preschool to Primary School

NEPS Primary to Post Primary Transfer Resources

## Definitions

The term learning needs is used in a holistic manner throughout the guidelines incorporating children's skills development across areas of literacy, numeracy, language and communication, sensory, physical, social and emotional development.

Individualised support does not equate with one-to-one teaching support. Instead, individualised support means that support for the child is individualised or tailored to their particular strengths and needs.

A target is an agreed statement of a skill that it is expected the child will develop in response to evidence informed intervention

This policy was approved and adopted by the Board of Management on 09.02.25.

It will be reviewed and updated as necessary.

Signed:

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Patricia Coleman, Chairperson

Signed:

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Áine Ní Fhógartaigh, Principal