

**DROM NATIONAL SCHOOL**

**SCHOOL POLICY PLANNING**

# **SPECIAL EDUCATIONAL NEEDS POLICY**

## **Introduction**

Special Education needs are defined in the 'Education for Persons with Special Educational Needs Act 2004' as follows: *'A special education need refers to a person who has a restriction in capacity to participate in, and benefit from education, due to an enduring physical, sensory, mental health, or learning disability, or any other condition (including exceptionally able pupil) which results in a person learning differently from a person without that condition and cognate words shall be construed accordingly'*.

For the purposes of this policy, we define inclusion as *'The process by which a school attempts to respond to all pupils as individuals by considering and adapting its curricula, organisation and provision.'* The goal of inclusion is not to erase differences, but to enable all pupils to belong within an educational community that validates and values their individuality.

This policy was drawn up by the principal, Staff and Special Education Teacher of Drom National School during the school year 2006 – 2007.

## **Purpose**

The policy is intended to provide practical guidance to teachers, parents and other concerned persons on the provision of effective learning support/resource teaching to pupils experiencing learning difficulties and those having special educational needs. This will include pupils with general learning difficulties, those with specific learning difficulties, and low achievers. The policy will also fulfil our obligations under the Education Act 1998, Education and Welfare Act 2000, Equal Status Act 2000 and Disability bill 2002.

## **Relationship to the Characteristic spirit of the School**

In our school we provide a comprehensive education to all our pupils taking into account their individual needs, abilities, interests and social backgrounds. We strive to create a warm and positive atmosphere conducive to learning and to helping them reach their full potential while developing their self-esteem and confidence. The provision of a quality system of Learning Support/Resource teaching is integral to this commitment.

## **School Profile**

Drom National School provides education for boys and girls from junior infants to 6<sup>th</sup> class. There are currently 57 pupils on role. Each year classes are combined depending on the numbers in each class.

Staffing:

3 class teachers

1 shared Learning Support (based in Drom National School).

1 shared resource Teacher (based in Drom National School)

### **Principal Aims**

The principal aims of implementing the policy are to provide children who have special educational needs with an education suited to their needs. This should enable them to achieve their maximum potential academically, physically, artistically, spiritually, emotionally and socially. This in turn should help them develop the skills and competencies for further education and for life and leisure.

### **General Aims**

1. Outline procedures and practices to be followed in relation to pupils with special educational needs.
2. Facilitate pupils to participate in the full curriculum for their class level
3. Facilitate sharing and interaction with their peers.
4. Enable pupils to monitor their own learning and become independent learners within their own ability
5. Provide for development of self-esteem and positive attitude to learning.
6. Seek cooperation from parents of children with special needs to support their learning.
7. Provide for collaboration between teachers to plan suitable programmes and methodologies.
8. Provide suitable teaching for those with high and low incidence needs.
9. Establish testing and assessment guidelines so intervention can be more immediate.

### **Guiding Principals**

The school recognises that effective learning programmes are based on the following principle;

- Effective whole school planning
- Whole school involvement
- Prevention of failure at infant level
- Provision of intensive intervention up to and including second class
- Direction of resources towards pupils in greatest need

### **Enrolment of children with special needs**

Provisions will be put in place where possible for children with special educational needs who are enrolled at Drom N.S. The principal teacher will request all formal documentations arising from any assessments so as to enable us to put in place the necessary academic and physical requirements appropriate to the pupil's needs. Similarly for children transferring from other schools we seek all relevant progress reports and documentation. **The school uses personnel and financial resources provided by the DES to make reasonable provision and accommodation for pupils with disabilities or special needs, up to a nominal cost.** The school provides for a meeting of principal,

class teacher and parents of a special needs pupil. Discussion should take place on any of the following, which are considered appropriate:

- Special needs assistant
- Learning support/Resource Teaching
- Behaviour modification
- Psychological assessment by NEPS, speech and language assessment, Occupational Therapy., Early Intervention team, or any other agency deemed necessary or helpful.
- Resource teaching for pupils with low incidence learning difficulties.
- Special needs resources or equipment.
- Resources relating to travel or mobility, speech hearing or sight impairment.
- Exemptions from specific activities
- Medication

If an expert/ professional report is provided, it must include workable strategies for addressing the needs of the child while allowing for the resources available. If no expert report is available, the school will request immediate assessment in order to determine the educational needs of the child.

Having gathered the relevant information, the Board of Management will refer to the EPSEN Act which states that *'A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs, unless the nature or degree of those needs of the child are such that to do so would be inconsistent with*

*(a) The best interests of the child as determined in accordance with any assessment carried out under this Act, or*

*(b) The effective provision of education for children with whom the child is to be educated.'*

Accordingly, the Board of Management will assess how the needs of the child can best be met. The DES will be requested, in writing, to provide such resources as may be necessary. The school personnel will meet with the parents to discuss the needs of the child and the capability of the school to meet these needs. Health and safety issues arising from the enrolment of the special needs child should be identified and strategies developed to address them e.g. access, toilets, supervision, administration of medicine etc.

Parents of special needs children are strongly advised to make early application to the school, to allow time to follow the procedures outlined above.

### **Inclusion**

Programmes will be designed to facilitate inclusion for special needs pupils in all aspects of the curriculum at their ability and competence levels. This could include oral and group work, practical

learning experiences, a buddy system, circle time, computer skills etc. School employees will be made aware of the special educational needs of the pupils and of the strategies necessary to integrate them in all aspects of school life. Emphasis will be placed on devising a differentiated programme to meet the needs of the pupils, and suitable resources and equipment will be provided. All assignments should be set at the pupil's level of ability so an opportunity exists for him/her to achieve, thereby increasing self-esteem and a positive attitude to learning.

### **Differentiation will involve**

- Providing learning activities/assessments which are suitably challenging but which ensure success and progress.
- Adjusting the classroom programmes in line with agreed learning targets and activities for those pupils receiving supplementary teaching.
- Meeting with the SET to set up IEPs for the pupils with special needs.
- Using small-group teaching where necessary.
- Modifying presentation and questioning techniques to maximise the involvement of special needs pupils in the classroom.
- Placing emphasis on oral language across the curriculum.
- Providing extra tutoring in the key basic skills of literacy and numeracy.
- Setting targets at an appropriate level.
- Carrying out error analysis of a pupil's work to pinpoint specific areas of difficulty.

### **Staff Roles and Responsibilities**

The development, planning and implementation of the Special Educational Needs programme is a collaborative responsibility shared by The Board of Management, Principal, SET, Class teachers, Parents, and Pupils.

#### *Role of Board of Management:*

- Oversee the development, implementation and review of the programme for Special Educational Needs.
- Ensure adequate classroom accommodation and facilities to allow for the service to be implemented.
- Provide a secure facility for storage of records relating to pupils in receipt of supplementary teaching.
- Support ongoing Professional Development for SET staff.
- Ratify the Special Education Needs Policy and initiate a review in line with changing guidelines.

*Role of Principal:*

- Assume overall responsibility for the development and implementation of the school's policy on SEN, in cooperation with the BOM, teachers, parents and pupils.
- Work with teachers and parents in the development of the school plan in the context of Special Needs.
- Monitor implementation of the programme.
- Monitor selection of pupils for supplementary teaching, ensuring that those in receipt of support are those in most need. This will be based on our list of criteria for selection as listed in this policy document.
- Assume direct responsibility for coordinating Learning Support/Resource Teacher in the context of SEN.
- Oversee the implementation of a whole school assessment and screening programme to identify pupils experiencing difficulties with learning.
- Keep teachers informed about external assessment services that are available, and the procedures to be followed in initiating referrals.
- Liaise with NEPS / North Tipperary Children's Services / Primary Care Services/ CAHMS, SENO, Cigire Scoile etc.

*Class Teacher:*

The class teacher will:

- Operate a differentiated programme for learning as necessary for the Special Needs pupil.
- Provide learning activities and materials which are suitably challenging but which also ensure success and progress
- Have primary responsibility for the progress of all pupils, including those selected for supplementary teaching.
- Support and implement the school plan with the special needs child.
- Implement teaching programmes which optimise learning for all pupils and which, as far as possible, prevent the emergence of learning difficulties.
- Implement school policies on screening and pupil selection for supplementary teaching in language and maths. For this purpose, Micra T and Sigma T. tests will be administered to all children from 1<sup>st</sup> to 6<sup>th</sup>. class in May each year. For senior Infants the Mist will be carried out in February and in May the Drumcondra Early Literacy Test.
- Collaborate with the SET in the development of an IEP /IPLP by identifying appropriate learning targets, and by organising classroom activities to achieve these targets.
- For each pupil who is in receipt of supplementary teaching, to adjust the classroom programmes in line with the agreed learning targets and activities.

- Fortnightly plan of work in English/Maths to be provided to the learning support teacher/resource teacher where necessary.
- Setting up “buddy systems” in class high achievers collaboratively working with low achievers

A key role of successful learning support/resource is a very high level of consultation and co-operation with the class teacher and the Learning support/resource teacher. Central to this is the development, implementation and review of IPLP's / IEP's.

#### *Learning Support Teacher:*

The responsibilities of the S.E.T. should include:

- Assisting in the implementation of a broad range of whole-school strategies designed to enhance early learning and to prevent learning difficulties.
- Development of individual profile and learning programmes for pupils who are selected for supplementary teaching in consultation with the class teacher and parents.
- Maintaining planning and progress records or equivalent for each individual or group of pupils in receipt of Special education.
- Delivering intensive early intervention programmes, and providing supplementary teaching in English and Mathematics to selected pupils who are experiencing learning difficulties / low achievement.
- Co-ordinating the implementation of whole-school procedures for the selection of pupils for supplementary teaching, in line with the selection criteria specified in our school plan, and with input from teachers and parents.
- Contributing to the development of the policy on Special Education at the whole school level.
- Providing advice to the class teacher in areas such as, pupil assessment, programme planning, language development, reading, writing and maths for pupils experiencing learning difficulties.
- Contributing at school level to decision making regarding the purchase of learning resources, books and materials etc., whether for the mainstream classroom or for the special education room.
- Liaising with and referral to external agencies such as NEPS, Primary Care Services, CAHMS, North Tipperary Children's Services, and any private assessments carried out by a professional agent.
- Maintaining a list of pupils receiving supplementary teaching/resource teaching
- Track the progress of pupils who have discontinued Learning Support

#### Parents

Effective and regular communication with parents is critically important to the success of a learning support programme. Activities that may be organised to increase the involvement of parents in supporting their children's learning

- Paired shared reading
- Developing children's oral language through discussion
- Motivating children to read more
- Creating a home environment where literacy can thrive
- Selecting books that interest children
- Counting, measuring and other activities involving number

#### *Role of the Resource Teacher*

The Resource Teacher helps to provide education which meets the needs and abilities of children assessed as having difficulties. In addition, the Resource Teacher should advise and liaise with other teachers, parents and other professionals in the children's interests. More specifically the Resource teacher has responsibility for:

- Developing an individual learning programme for each pupil in consultation with other partners in education
- Assessing and recording the child's needs and progress
- Setting specific, time related targets for each child and agreeing these with the class teacher and principal
- Direct teaching of the child, either in a separate room or within the mainstream class
- Team teaching when the child concerned will derive benefit from it
- Advising class teachers in regard to adapting the curriculum, teaching strategies, textbooks , ICT and other relevant matters
- Meeting and advising parents, when necessary, accompanied by the class teacher as necessary
- Meeting with other relevant professionals in the child's interests, e.g. psychologist, speech and language therapist and visiting teachers

### **Resource Teaching**

#### **Entitlement to Resource Teaching**

When a child continues to experience difficulty and is not making progress above the 12<sup>th</sup> percentile in literacy/numeracy, the child will normally be referred for psychological assessment, in consultation with parents, and may then be supported by a resource teacher.

Pupils whose language skills are below expected levels will be referred in consultation with parents to primary care speech and language services. Pupils who display major behavioural and emotional difficulties may be referred for assessment . Consultation with parents and advice on the best possible route of assessment will take place.



Motor skills difficulties will be referred to Primary Care Occupational Therapy with parental permission.

### **Provision of Supplementary Teaching (Learning Support)**

- In Stage I it is the responsibility of the class teacher to implement a support programme for the pupil, though the plan will be devised with the help of the SET. This may require adapted methodologies, differentiated curriculum, exemption from Irish etc.
- In Stage II support will be provided by the SET, and may take place outside or inside the pupil's classroom, and may be on an individual or group basis.
- Maximum group size will be 4.
- Maximum caseload at any one time will be 30 pupils but an optimum number will be 25.
- Class frequency will range from 2 to 4 sessions per week, each lasting 20 to 40 minutes. Emphasis will be placed on early intervention
- Low Incidence pupils receiving individual support hours will not normally be included in other groups receiving support from other SETs. An exception may be made if a low-incidence pupil receives support for other needs e.g. behavioural, sensory, etc.
- The class teacher and the SET will meet to devise an IEP /IPLP for each pupil receiving support, following which the principal and parents will be consulted regarding the content of the plan.
- The plan is monitored through teacher observation, progress records, testing and checklists.
- A detailed review will take place at the end of each instructional term (end of January/June)
- SET or class teacher will meet with the parents to discuss progress at the parent/teacher meetings held in the first term and again in June for any pupil with an **IEP**. Parents will be invited to discuss and queries or problems that may arise at any time.
- The Learning Support Teacher/Resource Teacher will maintain the following documentation in individualised files:
  - IPLP/IEP
  - Short term planning and programme record
  - Other records
  - Assessments
  - Samples of work

### ***IEPs / Pupil Profiles***

IEPs will be in accordance with the Learning Support Guidelines, issued by the DES in 2000, EPSEN Act, Disability Bill and Circular 02/05. The plans will address the pupil's needs and learning priorities. The SET will meet every term with the class teacher at any other necessary intervals to review progress and to discuss problem. The SET in consultation with the class teacher and the Principal will put pupil profiles together at the start of each instructional year.

Included in both IEP/IPLP will be

- Details from the class teacher
- Assessment results
- Other relevant information e.g. reports from other agencies
- Learning strengths and attainments
- Priority learning needs
- Learning targets
- Class based activities
- Supplementary support activities to include ICT

### **Timetabling**

1. A flexible approach to timetabling will be adopted by the class teacher, though class disruption will be minimised.
2. Timetabling will be done in September to take account of possible pupil transfer to the school after the summer.
3. The timetable will be drawn up in consultation with the Principal, class teacher and the SET.
4. If pupils are being withdrawn, care must be taken to ensure that pupils are not missing the same subject on a regular basis.
5. The provision of Learning Support/Resource Teacher includes both withdrawal of pupils and in class support.
6. Planning time will be included in the SET's timetable.

### **Procedures for identifying, screening and referral of pupils with special needs within the school**

- Senior Infants in February will be given the Middle Infant Screening test
- Those who have difficulty and who score poorly on this test will then be given the Quest test, or appropriate sections thereof.
- Those in 2nd to 6th classes will be included in special needs programmes based on Micra T. / Sigma T. (administered in May), teacher tests, and teacher observation.
- The Staged Approach as outlined in 02/05 will be implemented for those needing additional help. (See below).
- In the absence of formal screening guidelines, we rely on teacher observation and advice from NEPS, to identify and suggest remediation for pupils with physical, social, behavioural and emotional needs.
- Parents will be invited to meet with the principal, class teacher and/or S.E.T. to discuss areas of concern and planned strategies to deal with those concerns.

#### *Diagnostic Assessment*

After pupils have been referred to the Learning Support teacher following parental approval, the children will receive diagnostic assessment, these will include

- the Jackson Phonics Test
- Quest
- Neale Analysis
- Phonological awareness checklist
- Miscue analysis
- Group reading test
- Schonell reading/spelling
- Free writing Test
- Aston Index
- Drumcondra screening test

<b>A Staged Approach to Meeting the Needs of Pupils with Special Needs</b>		
<b>Observation</b>	<b>Process</b>	<b>Personnel Involved</b>
<p><b>Stage I</b></p> <p>Class teacher/parent has concerns regarding a pupil's academic, physical, social, behavioural or emotional development.</p>	<p>Class teacher administers appropriate screening measures. Class teacher in consultation with SET devises a plan, which aims to meet the pupil's needs within the normal classroom setting. The success of this plan is regularly reviewed.</p>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Parent</li> </ul> <hr/> <p>Additional Supports Available</p> <hr/> <ul style="list-style-type: none"> <li>• SENO</li> <li>• NEPS</li> </ul>
<p><b><i>If concern remains after approximately a school term, the Special Education Support Team in the school will be consulted regarding the desirability of a move to Stage II.</i></b></p>		

<p><b>Stage II</b></p> <p>Child, with parental permission, is referred to Learning Support Teacher for further diagnostic testing.</p>	<p>If diagnostic testing indicates that supplementary teaching would be beneficial, this is arranged. Principal oversees initial contact with parents, liaises with assessment services, and makes arrangements for additional educational provision for the pupil diagnosed. Information on pupil's test scores will be kept on file in a locked filing cabinet. The relevant teachers may then access it. Parent, class teacher and SET collaborate in devising, implementing and reviewing the pupil's learning plan. Following assessment and identification of necessary resources, the school will endeavour to provide for the needs of the pupil within the monetary limits. In the absence of proper supports to fully meet our obligations under the EPSEN Act, the school will endeavour to meet these obligations as far as possible.</p>	<ul style="list-style-type: none"> <li>• Class teacher(s)</li> <li>• Parent</li> <li>• Principal</li> </ul> <hr/> <p>Additional Supports Available</p> <hr/> <ul style="list-style-type: none"> <li>• SET</li> <li>• NEPS psychologist</li> <li>• Other support personnel or services available to the school</li> </ul>
<p><b><i>If significant concerns remain after a period of at least two terms, it may be necessary to implement Stage III.</i></b></p>		
<p><b>Stage III</b></p> <p>School formally requests a consultation, and where appropriate, an assessment of need, from a specialist outside the school.</p>	<p>A learning plan is devised by personnel involved, which includes identification of any additional available resources within limits of available funding, and the provision of</p>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Parent</li> <li>• SET</li> <li>• Relevant specialist</li> </ul> <hr/> <p>Additional Supports Available</p>

	<p>improved psychiatric, speech and language, physiotherapy, and occupational therapy services, and the provision of time within the school day that are considered necessary in order to implement the plan. Parents should be fully consulted throughout this process. This learning plan should be subject to regular reviews, leading to a revision of the plan, and referral for specialist review as necessary.</p>	<ul style="list-style-type: none"> <li>• NEPS Psychologist</li> <li>• Scheme for Commissioning Psychological Assessments</li> <li>• Speech and Language Therapist</li> <li>• Occupational Therapist</li> <li>• Psychiatrist</li> <li>• Audiologist</li> <li>• Paediatrician</li> </ul>
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#### **Order of Prioritisation of Pupils selected for Learning Support**

1. Low Incidence special needs Children not receiving resource teaching
2. Pupils on or below the 10<sup>th</sup> percentile in language /literacy including those with specific learning difficulties/general learning difficulties
3. Pupils with Mild General Learning Difficulties
4. Pupils with specific learning disabilities who are underachieving
5. Teacher professional observations
6. Early Intervention programmes
7. Pupils on or below the 10<sup>th</sup> percentile in Maths.

\*Priority will be given to children in the junior section of the school with regards timetabling.

In situations where it is deemed suitable by the principal, class teacher and SET, the special education teacher may work with a class or group of pupils alongside the class teacher. This may take the form of Station Teaching, Parallel Teaching, Alternative Teaching or Team Teaching,

#### **Outline of possible approach to planning for the deployment of resources at individual school level:**

##### STEP 1:

Identify all the pupils in need of additional teaching support, both learning support teaching and resource teaching, and including pupils who have special educational needs arising from high-incidence and low-incidence disabilities.

##### STEP 2:

Identify the level of intervention required on the basis of the pupil's learning needs. (Stage II or III). Decide whether one-to-one or group teaching or a combination of both is most appropriate. If necessary consult with the NEPs psychologist to decide on the support plan best suited to the child.

#### STEP 3:

Identify the members of teaching staff who will be allocated to the identified pupils. These will include teachers allocated to the school under the general allocation model, and those who have been appointed to work with children with low-incidence disabilities, and any other allocation of SETs.

#### STEP 4

Cross reference the programme needs of pupils with the learning needs at stages II and III. Consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Decide on which teacher will cater for each group.

#### STEP 5:

Establish a tracking and recording system to ensure that records are maintained of all pupils receiving additional teaching support, and of their progress in response to the established interventions.

SETs actively monitor pupils receiving support under the general allocation model, and those with special needs arising from low-incidence disabilities. This should be done in consultation with parents, class teachers and relevant professionals.

### **Implementing the Special Needs Education Programme**

A combination of strategies will be used in implementing the programme. Children may be withdrawn for one-to-one tuition or in small groups. Class teachers and the SET may establish cooperative teaching/learning programmes within the classroom. The method employed will take account of the needs of the child or group, and the support required by the teacher. This may also include modifications to the curriculum content, developing alternative resources and setting up student support networks in the class.

### **Prevention Strategies**

As a means of preventing the occurrence of learning difficulties as far as possible, the following strategies will be used:

- The development and implementation of agreed whole school approaches to language development, these to include phonological awareness, USSR, etc.
- Development and implementation of agreed whole school approaches to maths. e.g. Maths language, tables, procedures and methodologies.

- Class based early intervention by Learning Support teacher in language and maths
- Promotion of parental involvement through parent/teacher meetings.
- Implementation of Reading Programme shared reading.
- Ongoing observation and assessment by class teacher in all areas e.g. physical, disadvantage, sensory, speech and language, emotional, behavioural etc.

### **Early Intervention Strategies**

Implementation of early intensive programmes in the junior primary classes as an effective response to meeting the needs of children with low achievement. These programmes will

- Be set within a specific time frame 13-20 weeks.
- Will be based on a shared expectation of success by everyone involved
- Involve small group teaching
- Include a strong focus on oral language and laying the foundation for meaningful reading.
- Emphasise phonemic awareness

### **Class teacher**

Once a pupil has come to the attention of the school because of low achievement it will be possible for the class teacher

- to make parent's aware of the situation
- Seek the approval to proceed with diagnostic assessment which may lead to supplementary teaching
- When a child has been chosen for Learning Support seek a written parental acceptance or decline of a place for their child in Learning Support

### **Learning Support teacher**

- Should meet with the parents who are receiving Learning Support as often as possible
- Where possible ascertain parents' opinion on child's problems or difficulties
- Ensure the parents are aware of their child's learning targets as set out in their individual learning plan
- Hold a meeting at the end of each instructional term with the parents to discuss child's progress and where appropriate their child's amended learning targets for the following term

**Referral to out of school agencies**

- Children are referred to out of school agencies after Class and SEN intervention have failed to address the pupil's needs.
- The Principal and /or SET and /or class teacher will meet with the parents to discuss the need for referral and to seek their consent.
- The class teacher and SET will complete the necessary referral form in consultation with the appropriate school personnel.
- The SET and Principal co-ordinate the referral of pupils to outside agencies e.g. NEPS Educational Psychologist, Primary Care Services etc
- The relevant support professional will visit the school to meet with the pupil, parents, Principal, class teacher and SET as appropriate. Then the assessment is conducted.
- If, following the assessment, the follow-through is tardy and the resources are not being made available, the Principal together with the SENO will pursue the appropriate authorities. e.g. DES

**Procedures for Continuing / Discontinuing Learning Support for Pupils**

- The decision to continue/discontinue providing Learning Support should be based on criteria such as:
  - Has the pupil achieved some/all of the learning targets set?
  - Will the pupil be able to cope independently, or with minimum one-to-one help in the classroom?
  - Does the pupil still meet the criteria as set down in allocation of places for children with SEN?
  - Has account been taken of the overall SEN demands in the school?
- The decision to continue /discontinue should be made by the SET, class teacher and Principal in consultation with the parents.
- Pupils may return to Learning Support if they fail to make progress in the classroom

**Resources**

Resources for the provision of support to SEN pupils in language and maths. will include –

- Concrete, manipulative materials
- Library books
- Reference books
- Multi-sensory materials
- ICT software
- Oral language development materials
- Standardised tests
- Screening tests



- Diagnostic tests
- Reading attainment tests
- Phonological awareness programmes
- Reading kits

### **Cluster Meeting**

The learning support teacher is shared between Barnane and Drom National Schools. There will be a cluster meeting once a year in September.

It will take place in the base school i.e. Drom National School and the base principal will organise the meeting each year.

The principals of both schools and the learning support teacher will attend.

During the meeting we will discuss number of pupils receiving learning support, timetabling, resources available and the provision of money for developing resource bank.

A Cluster meeting will also take place in September for Resource Teaching. Principals and Resource teachers in all schools will attend.

### **Success Criteria**

The school wide implementation of this policy will result in enhancement of pupils learning in the following ways;

- Improved standards of academic achievement with the pupil's individual learning programme
- Enabling the discontinuation of the provision of Learning Support based on positive assessment results
- Enhanced parental involvement in supporting their child's learning needs
- Increased opportunities for effective communication between school personnel in relation to pupil's progress
- Learning support provision continuously focused on children from Junior Infants to 2<sup>nd</sup> class

### **Implementation and Review**

The implementation of this policy commenced in **September 2007 and was reviewed in 2013**. The policy will be reviewed in 2016 or in light of changing directives from the DES.

### **Ratification and Communication**

**This policy was ratified by the Board of Management of Drom National School, Drom Templemore at its meeting on 30<sup>th</sup> May 2013.**

**Signed: \_\_\_\_\_ Chairperson, Board of Management.**