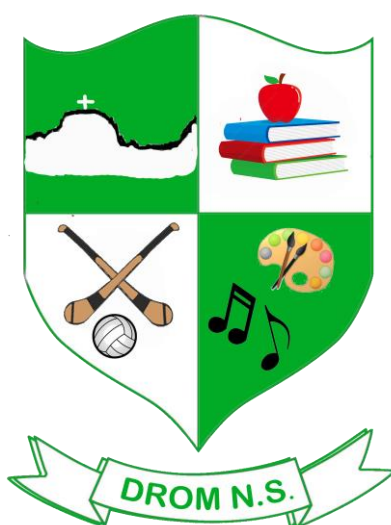


DROM NATIONAL SCHOOL

SCHOOL POLICY PLANNING



# **SPECIAL EDUCATION POLICY**



# **DROM NATIONAL SCHOOL SPECIAL EDUCATION POLICY**

## **1. VISION AND RATIONALE**

Drom National School recognises the right of all children, including those with special educational needs (SEN), to an education that is inclusive, equitable, and responsive to their individual needs. This policy is grounded in our belief that diversity enriches the educational experience and that every pupil should have the opportunity to participate fully in the school community.

This policy is informed by the latest guidance and legislation, including:

- Circular 0064/2024: Operation and Deployment of Special Education Teaching Resources
- Guidelines for Primary Schools (2024): Supporting Children with SEN in Mainstream Classes
- Indicators of Effective Practice for Primary Schools (2024): Supporting SEN in Mainstream

We adopt the Continuum of Support model, which ensures a graduated response to needs and promotes collaborative, data-driven intervention planning.

## **2. POLICY AIMS**

The policy aims to guide a comprehensive, proactive, and accountable system of SEN support. It seeks to:

- Ensure the early and accurate identification of pupils with SEN through school-wide screening, teacher observation, and collaboration with parents.
- Plan and deliver high-quality, differentiated teaching that meets the needs of all learners within the mainstream classroom.
- Implement targeted interventions at the School Support and School Support Plus levels, tailored to the strengths, interests, and needs of individual pupils.
- Monitor progress regularly through a structured problem-solving process involving all stakeholders.
- Utilise the SET allocation exclusively for the benefit of pupils with identified SEN, ensuring equity and transparency.
- Foster positive relationships and a strong sense of belonging, participation, and agency among pupils with SEN.
- Promote staff capacity-building through ongoing Teacher Professional Learning (TPL) in SEN, inclusion, and differentiation.
- Support effective transitions into, within, and out of the school environment for all pupils with SEN.

## **3. GUIDING PRINCIPLES OF SEN PROVISION**

This policy is underpinned by eight key principles as outlined in the 'Guidelines for Primary Schools (2024)' and the 'Indicators of Effective Practice for Primary Schools (2024)'. These principles inform the development, implementation, and review of inclusive SEN provision in Drom NS:



- **Inclusive Education System:** We aim to provide an educational setting that values and celebrates diversity, proactively removing barriers to access, participation, and achievement. Our policies and teaching reflect a universal design approach.
- **Inclusive School Culture:** All staff and pupils embrace inclusion as a shared value. The school environment promotes belonging, connectedness, and positive relationships for every child.
- **Collaboration:** Teachers, parents, pupils, and external agencies collaborate on decision-making and intervention planning. The child's voice is central, and the principal leads structured collaboration.
- **Wellbeing:** Wellbeing is embedded in school life through relationships, activities, planning, and policies. Emotional and social development are supported equally with academic goals.
- **Engagement and Participation:** We ensure pupils with SEN actively engage in their education and school life, contributing to target-setting and decisions. Children are given appropriate support to express their views.
- **Child-Centred and Needs-Based:** We use the Continuum of Support to match supports with pupil needs. Interventions are dynamic, responding to progress and evolving learning profiles.
- **Evidence-Informed Practice and Outcomes:** Interventions are guided by data from classroom-based assessments, teacher observations, and professional reports. SMART targets and progress reviews are routine.
- **Governance and Accountability:** SET hours are recorded and used only for pupils with SEN. The Board of Management oversees compliance with the Circular 0064/2024 and monitors implementation of this policy.

#### **4. WHOLE SCHOOL APPROACH**

- All children access a broad, balanced, and differentiated curriculum.
- Class teachers take primary responsibility for all pupils in their class.
- SETs provide targeted, additional teaching based on need.
- Pupil voice is central to planning and review processes.
- Parents are engaged as partners in supporting their child's learning.

#### **5. CONTINUUM OF SUPPORT FRAMEWORK**

The Continuum of Support is a staged approach to intervention and planning. It ensures that children receive appropriate levels of support based on their needs, which may be mild, moderate, or complex. The levels are:

##### Classroom Support (Support for All):

This level involves differentiated teaching by the class teacher, informed by classroom assessments and observations. It is the first response to emerging learning or behavioural concerns.

##### School Support (Support for Some):

At this level, the SET provides additional teaching either in-class or via withdrawal, typically in small groups. An individual Student Support Plan is developed in collaboration with parents.



### School Support Plus (Support for a Few):

This level of support involves highly individualised and intensive interventions for pupils with significant or complex needs. It typically includes collaboration with external professionals such as NEPS (National Educational Psychological Service) and the NCSE. Supports at this level may include assistive technology, specialist strategies, and intensive coordination.

### **National Educational Psychology Service**

The National Educational Psychological Service (NEPS) is a support service provided by the Department of Education. It works in partnership with schools to promote the learning, behaviour, social and emotional development, and overall well-being of pupils. NEPS psychologists assist schools in identifying and meeting the educational needs of pupils through a *Continuum of Support* model.

At Drom National School, we collaborate closely with our assigned NEPS psychologist to support pupils presenting with the most significant and complex needs. NEPS support may include:

- **Consultation with school staff and/or parents** to identify concerns and agree on appropriate supports for individual pupils or groups.
- **Advice and guidance on teaching approaches, behavioural strategies, and targeted interventions** to promote student well-being and progress.
- **Screening for learning, emotional, or behavioural concerns**, as part of a broader consultation process.
- **Where appropriate, a formal assessment** may be undertaken. This assessment is conducted solely for educational purposes and is intended to inform teaching, learning, and school-based support planning. NEPS assessments do **not** provide a clinical or medical diagnosis.

Each school is allocated a limited number of hours per academic year with their assigned NEPS psychologist. Within this allocation, a maximum of **one formal assessment** may be considered annually. This is **not guaranteed** and is subject to NEPS capacity and service prioritisation.

Pupils are prioritised for NEPS involvement based on the following criteria:

- The severity and complexity of the pupil's educational needs
- The pupil's seniority within the school (e.g., proximity to school completion or transition stages)
- The extent and documented impact of previous school-based interventions
- Consensus among parents/guardians, class teachers, and the SEN team
- Outcomes from regular reviews conducted under the *Continuum of Support*

## **6. PLANNING AND REVIEW**

- All support plans follow the SMART format: Specific, Measurable, Achievable, Relevant, and Time-bound.
- Plans are reviewed in February each year or more frequently where required.
- Review meetings include the pupil, parent, class teacher, SET, and professionals if applicable.

## **7. DEPLOYMENT OF SET HOURS**

- SET hours are allocated to pupils with identified SEN only.
- The School Provision Plan and Schedule of Deployment guide resource allocation (see Appendices 1 & 2).
- Pupils with the most significant needs receive the greatest level of support.



## **8. ROLES AND RESPONSIBILITIES**

### **Board of Management**

- Ensure statutory compliance with the Education Act (1998), EPSEN Act (2004), and Circular 0064/2024.
- Ratify and review the school's SEN policy and ensure necessary resourcing and planning.

### **Principal**

- Lead the inclusive culture of the school and oversee deployment of SET in accordance with the Continuum of Support.
- Facilitate ongoing teacher professional learning in SEN.
- Ensure that the School Provision Plan and Schedule of Deployment are completed and reviewed annually.

### **Class Teachers**

- Implement high-quality differentiation and inclusive practices in the classroom.
- Engage in the problem-solving process and complete Classroom Support Plans where applicable.
- Collaborate with SETs and parents to monitor and review progress.

### **Special Education Teachers (SETs)**

- Deliver targeted, evidence-based interventions aligned with pupils' learning targets.
- Keep detailed records, including Student Support Files, and participate in collaborative reviews.
- Support transitions and build strong working relationships with parents and external agencies.

## **9. PUPIL VOICE AND PARENTAL INVOLVEMENT**

- Children are involved in target-setting and review of their learning.
- Parents are consulted in all aspects of support planning and decision-making.

## **10. RECORD-KEEPING AND DOCUMENTATION**

Each pupil receiving support at School Support or School Support Plus levels has a dedicated Student Support File. This includes:

- Initial concern and information-gathering forms
- Classroom Support Plans
- Student Support Plans
- Logs of collaboration and review meetings
- Assessments and standardised test results
- Parent and pupil feedback

All documents are maintained securely and shared only with relevant personnel in accordance with GDPR.



## **11. PROFESSIONAL DEVELOPMENT**

All staff engage in ongoing Teacher Professional Learning (TPL) focused on inclusive practices and SEN. SETs are supported to undertake additional qualifications to enhance their effectiveness.

## **12. MONITORING AND REVIEW**

The implementation of this policy is monitored annually by the SEN team and senior management. Progress is measured through pupil outcomes, feedback from stakeholders, and evidence gathered through the School Self-Evaluation (SSE) process. Formal reviews of the policy occur every three years.

## **13. RATIFICATION**

This policy was ratified by the Board of Management on 12<sup>th</sup> November 2025. The policy will be available on the school website and through the office.

Signed: *Fr. Martin Murphy* (Chairperson, BOM)

Date: 12<sup>th</sup> November 2025

Signed: *Ms. Amadean Moore-Walsh* (Principal)

Date: 12<sup>th</sup> November 2025



**DROM NATIONAL SCHOOL**

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# **APPENDICES**



## APPENDIX 1: SCHOOL PROVISION PLAN FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS



# SCHOOL PROVISION PLAN FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

## CLASSROOM SUPPORT

[illegible]

## SCHOOL SUPPORT

[illegible]

**SCHOOL SUPPORT PLUS**

[illegible]



## APPENDIX 2: SCHEDULE OF DEPLOYMENT OF SPECIAL EDUCATION TEACHERS



# SCHEDULE OF DEPLOYMENT OF SPECIAL EDUCATION TEACHERS

[illegible]



### APPENDIX 3: STUDENT SUPPORT FILE TEMPLATE

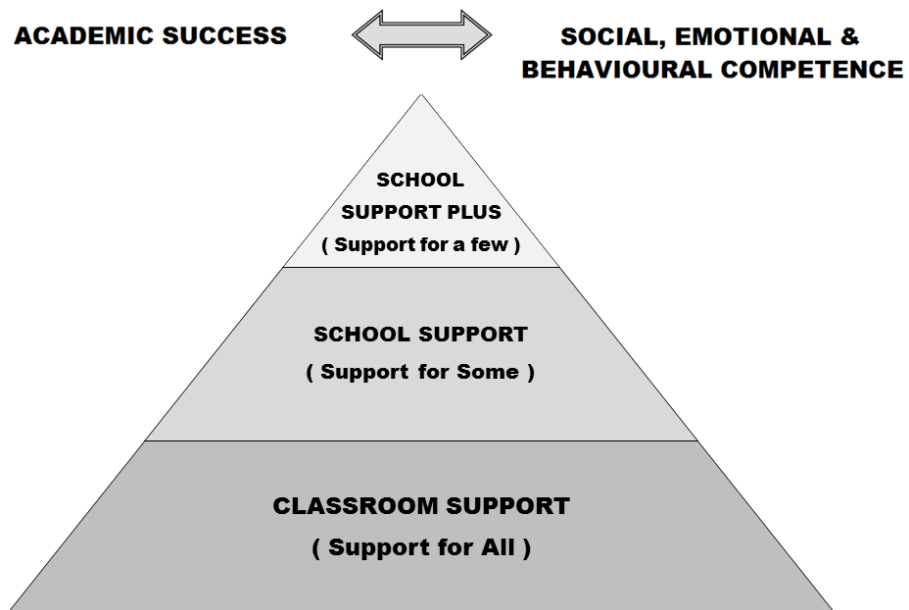


# STUDENT SUPPORT FILE

<b>NAME OF STUDENT</b>	
<b>DATE OF BIRTH</b>	
<b>SCHOOL</b>	
<b>DATE FILE OPENED</b>	
<b>DATE FILE CLOSED</b>	



## A CONTINUUM OF SUPPORT



*Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.*



**STUDENT SUPPORT FILE, LOG OF ACTIONS**

DATE	ACTIONS



Support Checklist		
Name:	Age:	Class:
General Information	Date Checked	Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning- screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by learning support/resource teacher or other school staff?		
16. Other interventions put in place in school?		
<b>Action needed</b>		
<p><i>Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20</i></p>		



**SUPPORT PLAN\***☐ Classroom Support☐ School Support (Support for SOME)☐ School Support Plus (Support for A FEW)**To be completed by the teacher(s).**

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74; *A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers*, pp. 51, 53, 54, 57.

Student's name		Age	
Lead teacher		Class/year	
Start date of plan			
Review date of plan			
Student's strengths and interests			
Priority concerns			
Possible reasons for concerns			
Targets for the student			
Strategies to help the student achieve the targets			
Staff involved and resources needed			
Signature of parent(s)/ guardian(s)			
Signature of teacher			

\*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.



**SUPPORT REVIEW RECORD**☐ Classroom Support☐ School Support (Support for SOME)☐ School Support Plus (Support for A FEW)**To be completed by the teacher(s) as a review of the plan and as a guide for future actions.**For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers*; *A Continuum of Support for Post-Primary Schools, Resource pack for Teachers*; *Student Support Teams in Post-Primary Schools*.

Student's name	Class/ Year
Names of those present at review	Date of Review
What areas of the plan have been most successful and why?	
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?	
Have the student's needs changed since the start of the plan, and if so how?	
Recommended future actions – <i>what, how, who, when?</i>	
Any comments from the student?	
Any comments from the parent(s)/guardian(s) comment?	
Signature of parent(s)/ guardian(s)	
Signature of teacher(s)	



**Outcome of review (tick as appropriate)**

	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support		Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
	Continue at Current Level of Support		Request consultation with other professionals

\*A consultation with a NEPS psychologist/ other professionals may contribute to this review.