



Bord Oideachais & Oiliúna
LUIMNIGH & AN CHLÁIR

LIMERICK & CLARE
Education & Training Board

Fedamore CNS

SEN Policy 2025-2026



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Approval	Director of Schools

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POLICY FOR SEN 2025/26

INTRODUCTION TO FEDAMORE CNS

Fedamore CNS is a co-educational, multi-denominational, child-centered school, under the Patronage of Limerick Clare Education Training Board. Fedamore CNS opened on 30th August 2024. The school, which is funded by the Department of Education and Youth, is a one-teacher, multi-grade school with pupils from junior infants to sixth class. The school operates within the regulations laid down by the DEY, and the school policy has regard to the resources and funding available.

Ethos

Fedamore CNS is committed to creating an inclusive school that fosters acceptance and respect for diversity of culture, practices, customs, and beliefs, intellectual and physical abilities. Fedamore CNS is one of twenty-three Community National Schools, which are child-centered, multi-denominational, publicly accountable schools. Our schools strive to provide high quality education for every child and give equal opportunities to all children in the communities we serve. Our four pillars are excellence in education, multi-denominational, community focused and equality based.

Rationale

The purpose of this policy is to:

- provide practical guidance to staff, parents and other interested parties about our SEN procedures and practices.
- outline the framework for addressing additional needs in our school.
- comply with legislation (Education Act 1998, Equal Status Act, 2000).
- fulfil DES circular 0013/17 -Circular to the Management Authorities of all Mainstream Primary Schools; Special Education Teaching Allocation, and new 2017 Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools).

Belief Statement

Our school is dedicated to the implementation of an effective system for meeting the needs of all our pupils in accordance with our mission statement, the resources provided by the DES and the Board of Management.

We believe that all our children have a right to an education, which is appropriate to their individual needs. We strive to ensure that all our children feel that they are a valued part of our school community. We are fully committed to the principle of inclusion. This policy aims to enable children with Special Education Needs (SEN) and children whose first language is not English, to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying the environment and activities or by providing support that will help the child to participate in them.

Aims of the Policy

This policy aims to outline our procedures and practices of how we:

- identify additional needs that our pupils may have.
- allocate resources to effectively meet the needs of children with additional needs.
- divide the roles and responsibilities among our school community in relation to pupils with additional needs.
- track, monitor, review and report on the progress of children with additional needs.
- communicate information between the SET team, principal, staff and parents/guardians.

Roles and Responsibilities

Board of Management:

The BOM oversees the development, implementation and review of school policy on SEN. They also ensure that adequate classroom accommodation, secure storage space and effective teaching resources are provided.

Principal:

The *Learning Support Guidelines (2000, P.39)* outlined the principal has overall responsibility for SEN procedures and practices in the school. The new allocation model states the principal's leadership role is central and includes the following;

The school principal should in conjunction with staff:

- implement and monitor the school's SEN policy on an on-going basis.
- assign staff strategically to teaching roles, including special education roles.
- co-ordinate teachers' work to ensure continuity of provision for all pupils.
- ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies.
- ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically.
- facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities in this area.
- assign responsibility for coordinating additional support to an identified teacher.
- oversee a whole school assessment and screening programme.
- inform staff about external agencies and provide information on continuing professional development in the area of SET.
- meet with parents regarding any concerns about their child and update them regarding their progress.

SEN Co-ordinator/SET teacher:

Duties and Responsibilities of the Special Educational Needs (SEN) Coordinator / SEN Teacher

The Special Educational Needs (SEN) Coordinator and/or Special Education Teacher (SET) plays a central role in the coordination, delivery, and monitoring of provision for pupils with additional educational needs. The duties include:

1. Leadership and Communication

- Maintain ongoing communication with the Principal in relation to all SEN matters.
- Liaise with external agencies, including the National Educational Psychological Service (NEPS), regarding assessment, support, and provision for pupils with additional needs.

2. Identification and Assessment of Needs

- Identify, prioritise, and monitor pupils requiring additional support.
- Coordinate the selection of pupils for diagnostic and psychological assessment, subject to parental consent.
- Coordinate whole-school standardised testing and screening procedures.
- Administer and interpret diagnostic assessments and communicate outcomes to relevant staff and parents/guardians.
- Administer and correct standardised tests in literacy and numeracy in accordance with school guidelines.

3. Planning and Coordination of Support

- Facilitate collaboration between SEN teachers and mainstream class teachers through regular planning meetings.
- Support the development of timetables for supplementary teaching and interventions.

- Collaboratively develop, implement, and review student support plans (SSPs), including School Support and School Support Plus, with relevant staff and parents/guardians.
- Ensure that priority learning needs and targets are clearly identified for pupils receiving additional support.

4. Review and Monitoring

- Coordinate and lead the regular review of support plans, including School Support Plus plans.
- Facilitate formal review meetings at least twice annually with parents/guardians, class teachers, and relevant staff.
- Oversee systems for tracking pupil progress, including the use of school data management systems (e.g., Aladdin).
- Maintain accurate and up-to-date records, including lists of pupils receiving support and detailed progress records.

5. Teaching and Intervention

- Provide supplementary teaching in literacy and numeracy through a combination of in-class support and withdrawal settings.
- Support the implementation of evidence-based teaching methodologies tailored to a range of learning needs and styles.
- Promote early intervention and prevention strategies as part of a whole-school approach to inclusion.

6. Collaboration with Parents and Staff

- Meet with parents/guardians to discuss concerns, provide advice on accessing supports, and share updates on pupil progress.
- Advise and support class teachers in meeting the needs of pupils on the SEN register.
- Engage in ongoing communication with school staff regarding the progress and needs of pupils receiving support.

7. Record-Keeping and Data Management

- Maintain comprehensive records relating to assessment, planning, and progress for pupils receiving additional support.
- Ensure secure storage and management of pupil data in accordance with school policies and data protection requirements.

8. Transition and Continuity

- Ensure that relevant information regarding pupils with SEN is shared with receiving schools, following appropriate procedures and receipt of transfer requests.

Role of the Class Teacher

Class teachers have primary responsibility for the teaching and learning of all pupils in their class, including those receiving additional support. In fulfilling this role, class teachers shall:

1. Teaching and Classroom Environment

- Implement teaching programmes that optimise the learning of all pupils and, insofar as possible, prevent the emergence of learning difficulties.
- Create and maintain a positive, inclusive learning environment.
- Differentiate teaching approaches, strategies, and expectations to meet the range of abilities, needs, and learning styles within the classroom.

2. Assessment and Identification of Needs

- Gather relevant information and assess pupils presenting with additional needs, in line with the continuum of support.
- Analyse and discuss assessment outcomes with SEN staff to support the identification of pupils requiring additional support.

3. Planning and Support Provision

- Initiate a Student Support File where additional needs are identified.
- Collaborate with Special Education Teachers (SETs) and relevant staff to develop and implement classroom support plans as well as support plans for pupils receiving School Support and School Support Plus.

- Contribute to identifying priority learning goals for pupils requiring more intensive support, including those with SSPs, where applicable.

4. Collaboration and Communication

- Work collaboratively with SETs in planning and delivering support, including team-teaching approaches where appropriate.
- Meet with parents/guardians to discuss concerns and provide updates on pupil progress.
- Liaise with SETs and seek guidance as required.

5. Review and Monitoring

- Participate in regular meetings with SETs, parents/guardians, and relevant staff to review progress and support plans.
- Maintain and update Student Support Files and relevant records.

6. Organisation and Classroom Management

- Adjust the class timetable to ensure that pupils receiving supplementary teaching are not consistently absent from the same subject or activity.
- Coordinate the role and responsibilities of the Special Needs Assistant (SNA), where applicable, in supporting pupils with SEN within the classroom.

Special Needs Assistants:

The duties of the SNA carried out according to the guidelines for Special Needs Assistants from the DEY and under the direction of the principal/class teachers, the SNA will meet the care needs of the SEN pupils to which they have been assigned. (Circular 10/76).

The SNA should:

- support the needs of pupils in effectively accessing the curriculum.
- contribute to the quality of care and welfare of the pupils.
- support learning and teaching in the classroom.
- attend, where possible, training courses/workshops provided by the BOM.
- attend SSP meetings and/or meetings with relevant professionals, when necessary.
- ensure the safety of the SEN pupils in the school yard and be present for the duration of yard breaks along with the teachers on duty.
- maintain a record of support provided by them to SEN pupils.
- accompany SEN pupils to supplementary lessons when appropriate.

Parents/Guardians:

Collaboration and sharing of relevant information between home and school are essential elements of our SEN policy. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning.

Parent/Guardian should:

- share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage.
- support the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning.
- attend meetings arranged by the class teacher or SET.
- support the targets outlined in their child's support plans and engage in all suggested home-based activities.
- inform the post-primary school of their child's needs, at the transition stage.

Pupils:

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

- be given the opportunity to contribute to the setting of the medium and short-term learning targets.
- become familiar with the targets that have been set for them.
- develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning.
- contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.

Identifying Pupils with Additional Needs

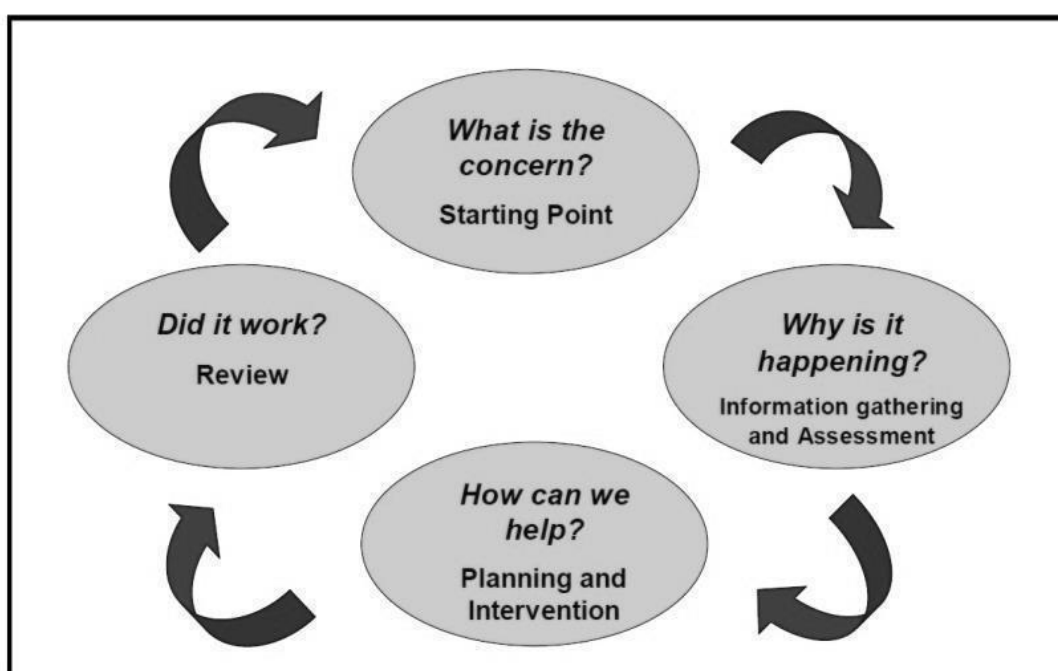
Continuum of Support

We use the Continuum of Support Framework set out by the DEY to identify and support children with additional needs. Like this framework, we recognise that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

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 as follows:

Identification of educational needs is central to our policy and the new allocation model. By using the continuum of support framework, we can identify pupils' educational needs, to include academic, social and

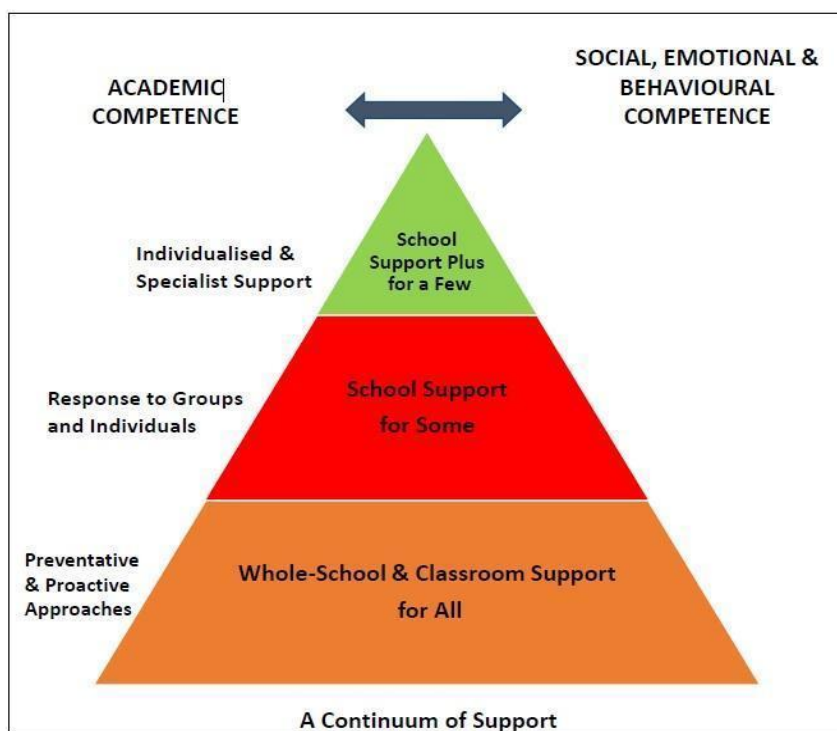


emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way.

The Continuum of Support suggests the following levels of support:

STAGE 1 CLASSROOM

Classroom Support is the most common, and the first response to emerging needs. It is a response for pupils with distinct or educational needs who require approaches to learning and/or which are **to or different** from those required by other pupils in their class. Solving at this level begins when a teacher has identified about an individual pupil, the class teacher, Class Co-ordinator and parents discuss the problem and strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.



SUPPORT is the typically to is a who have individual and who to behaviour **additional** those pupils in Problem-typically parent or concerns pupil. The ordinator the nature consider

STAGE 2 SCHOOL SUPPORT

In some cases, interventions at classroom support level are not enough to fully meet the pupil's special educational needs. School Support may, therefore, be required. The class teacher needs to involve the Special Education Teacher Team (SET Team) in the problem-solving process at this point, and it involves more systematic gathering of information and the development and monitoring of a School Support Plan.

STAGE 3 SCHOOL SUPPORT PLUS

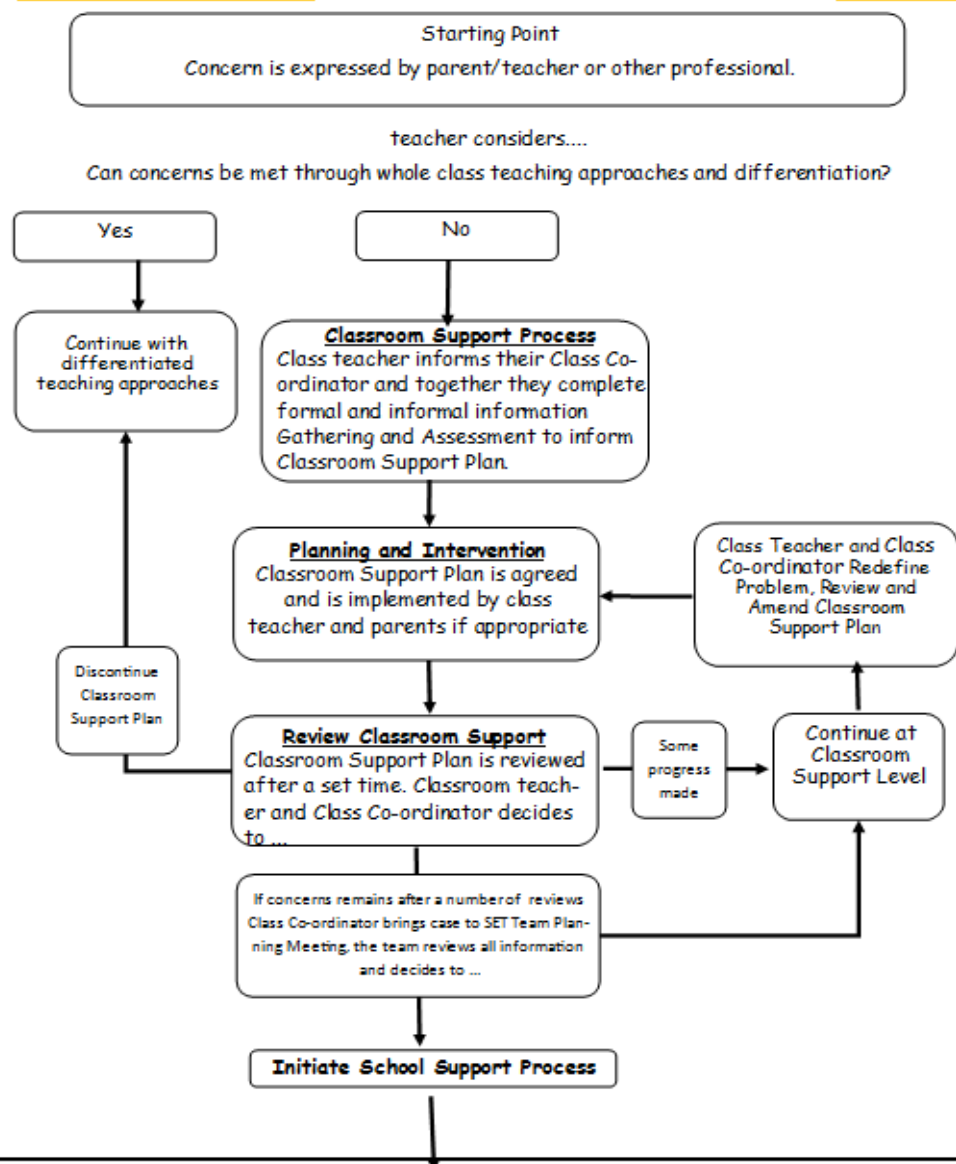
If a pupil's special educational needs are **severe and/or persistent**, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will continue to be an important element of his/her individual education plan.

The flow diagrams below outline how we gather information to identify needs and support children with additional needs. A more comprehensive explanation of each stage can be in the Continuum of Support – Guidelines for teachers https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf

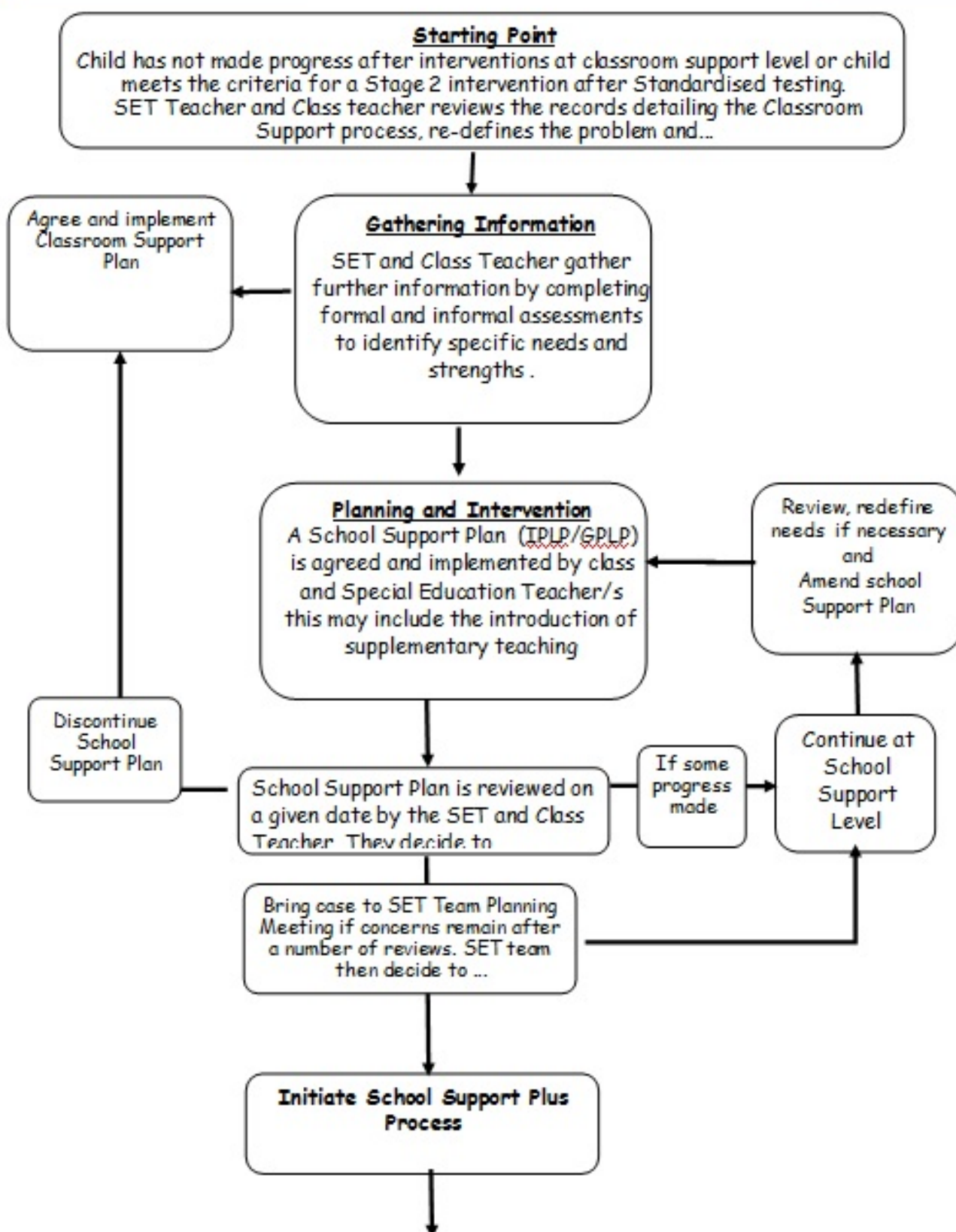
While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school. However it may also apply for some pupils following an event which impacts significantly on them in school.

CLASSROOM SUPPORT PROCESS

STAGE 1



*adapted from NEPS Continuum of Support. For more detailed steps see page 12 - 15 of the continuum of support - Guidelines for teachers



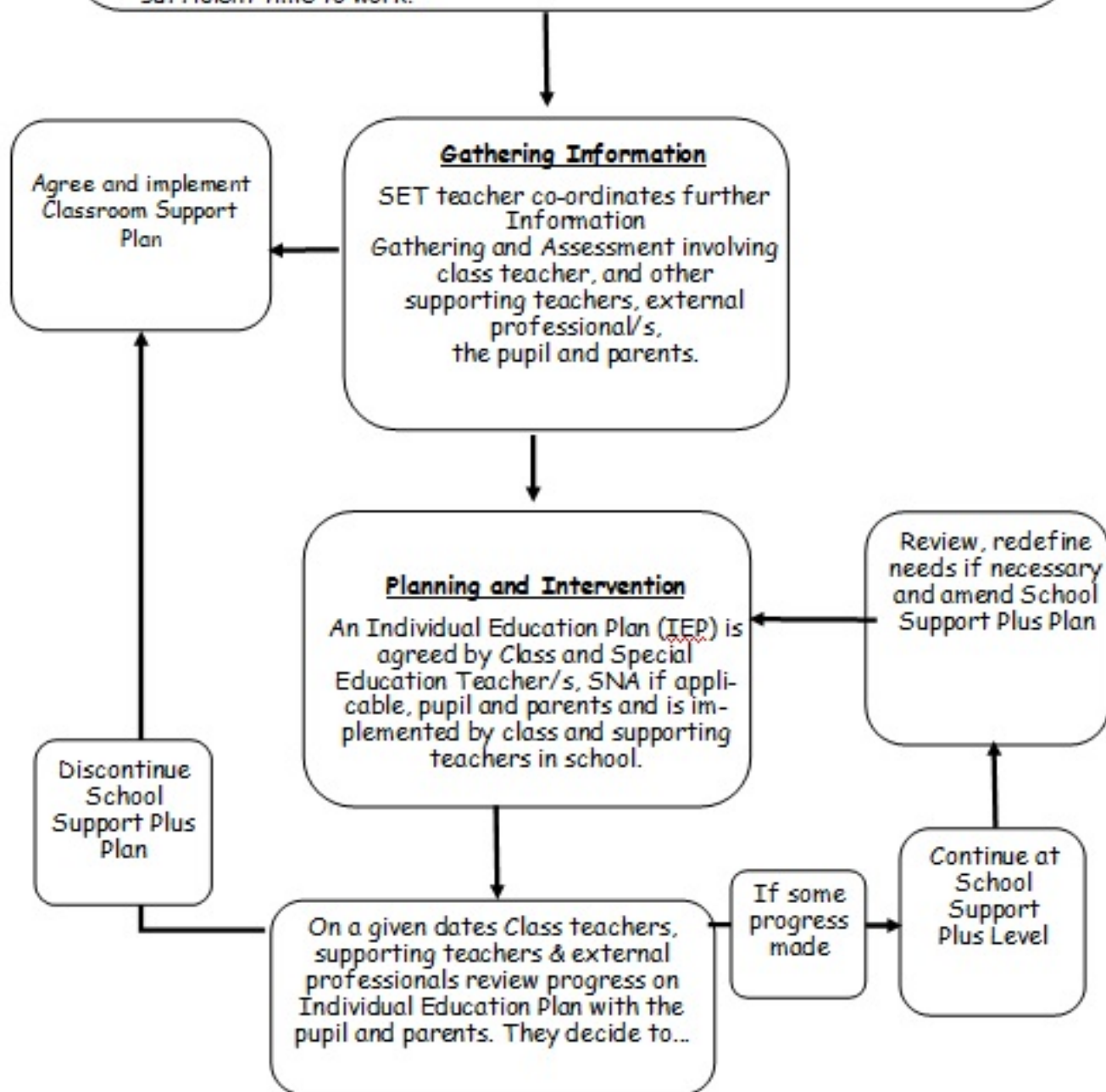
* Adapted from NEPS Continuum of Support. For more detailed steps see page 22 - 25 of the continuum of support - Guidelines for teachers

Starting Point

Child has not made progress after interventions at school support level or child meets the criteria for a Stage 3 intervention after a diagnosis from an outside agency.

SET and Classroom teacher considers....

- Are the pupils needs causing significant barriers to learning or impeding development of social relationships?
- Is progress inadequate despite support provided?
- Were interventions; based on evidence from assessment; well planned and given sufficient time to work?



* Adapted from NEPS Continuum of Support. For more detailed steps see page 32 - 35 of the continuum of support - Guidelines for teachers

Information Gathering and Assessment

Assessment is part of what a class teacher does on a daily basis for all children. Some methods include self-assessment, questioning, teacher observation, portfolios of work and teacher-designed tasks and tests. The information gathered enables the teacher to plan learning experiences based on the appropriate objectives from the curriculum.

In order to identify pupils who may require supplementary teaching, screening; including standardised testing, is carried out in all classes annually and further diagnostic testing may need to take place. The information gathered from these formal assessments is then used to inform decisions for support and pupil's support plans.

Assessment and Screening Tests:

In our school we carry out the following assessment procedures (or relevant alternative versions). This list is not exhaustive and not every child will undertake all tests at every class level:

- Junior Infants: Observations, Checklists, Phonological Awareness Screening Test, end-of-term assessments (numeracy), Phonics Screener, The Learning Number Framework, Articulation Screener (if necessary);
- Senior Infants: Observations, Checklists, Phonological Awareness Screening Test, end-of-term assessments (numeracy), Phonics Screener, The Learning Number Framework, Articulation Screener (if necessary), DIBELs Literacy Assessments, MIST;
- 1st class: Observations, Checklists, Phonological Awareness Screening Test, end-of-term assessments (numeracy), Phonics Screener, The Learning Number Framework, Articulation Screener (if necessary), DIBELs Literacy Assessments, Drumcondra Primary Literacy and Mathematics/ MICRA-T and SIGMA-T tests;
- 2nd class: Observations, Checklists, Phonological Awareness Screening Test (if necessary), end-of-term assessments (numeracy), Phonics Screener, The Learning Number Framework, DIBELs Literacy Assessments, Drumcondra Primary Reading and Mathematics/ MICRA-T and SIGMA-T tests, LETRs Spelling Assessments;
- 3rd class: Observations, Checklists, Phonological Awareness Screening Test (if necessary), end-of-term assessments (numeracy), Phonics Screener, The Learning Number Framework, DIBELs Literacy Assessments, Drumcondra Primary Reading and Mathematics/ MICRA-T and SIGMA-T tests, LETRs Spelling Assessments;
- 4th class: Observations, Checklists, Phonological Awareness Screening Test (if necessary), end-of-term assessments (numeracy), Phonics Screener, The Learning Number Framework, DIBELs Literacy Assessments, Drumcondra Primary Reading and Mathematics/ MICRA-T and SIGMA-T tests, LETRs Spelling Assessments;
- 5th class: Observations, Checklists, Phonological Awareness Screening Test (if necessary), end-of-term assessments (numeracy), Phonics Screener, The Learning Number Framework, DIBELs Literacy Assessments, Drumcondra Primary Reading and Mathematics/ MICRA-T and SIGMA-T tests, LETRs Spelling Assessments;
- 6th class: Observation, Observations, Checklists, Phonological Awareness Screening Test (if necessary), end-of-term assessments (numeracy), Phonics Screener, The Learning Number Framework, DIBELs Literacy Assessments, Drumcondra Primary Reading and Mathematics/ MICRA-T and SIGMA-T tests, LETRs Spelling Assessments.

We continually review the assessment and screening tests that we use in order to balance the needs of our pupils and the need to provide information for appropriate support. Therefore, we may deviate from the above list prior to the review date.

Inventory of Test Materials

Screening Tests

In our school the following tests are available for administration (updated regularly, list not exhaustive):

- Drumcondra Test of Early Literacy
- Drumcondra Test of Early Numeracy
- Middle Infant Screening Test (MIST, Senior Infants)

- York Assessment of Reading Comprehension (YARC, 1st-6th)
- WRAT4 (Wide Range Achievement Test, 1st-6th)
- DIBELS 8th Edition (Senior Infants – 6th class)
- LETRs Spelling Screener (1st-6th)
- Core Phonics (Junior Infants – 6th)
- Quick Phonics Screener (Junior Infants – 6th)
- Phonological Awareness Screening Test (PAST, Junior Infants – 6th)
- Test of Phonological Awareness (Sound Linkage, Junior Infants – 6th)
- Quick Speech and Language Screener (as needed)
- Articulation Screener (as needed)
- Mata sa Rang 1 (Number Knowledge, Junior Infants – 3rd class) and 2 (more advanced number knowledge, 2nd-6th) Screeners
- Primary School Assessment Kit (PSAK, EAL pupils, Junior Infants – 6th)

Diagnostic Tests

In our school the following tests are available for administration (updated regularly, list not exhaustive):

- Dyslexia Screening Test Junior (1st-6th class)
- The Diagnostic Spelling Test – Morphology (DiSTm, 3rd-6th)

Standardised Tests

In our school the following tests are available for administration (updated regularly, list not exhaustive):

- Drumcondra Primary Reading Tests (1st – 6th)
- Drumcondra Primary Mathematics Tests (1st – 6th)
- MICRA-T (1st – 6th)
- SIGMA-T (1st-6th)

Prevention and Early Intervention Strategies

Our strategies for preventing learning difficulties include:

- The development of agreed approaches to the teaching of Literacy and Numeracy in order to ensure progression and continuity from class to class.
- Provision of additional support in language development and any relevant early literacy and mathematical skills to pupils who need it.
- 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.
- Close collaboration and consultation between the mainstream and SEN teacher.
- Promotion of literacy, e.g. print-rich environment, language-rich learning experiences, integrated approaches to learning, vocabulary development across the curriculum, pre-tuition of vocabulary if needed, structured literacy approach, First Chapter Fridays and Book Tastings, word study including morphology instruction, instruction aligned with the Science of Reading, child-led learning progression, DEAR (Drop Everything and Read).
- Promotion of Numeracy e.g. Ready Set Go Maths, hands-on approach, integration of playful approaches in numeracy lessons, child-led learning progressions, practical and real-world maths practice and exploration, NRich maths activities to complement learning, Maths Eyes activities, opportunities for critical thinking and collective strategising and problem-solving, integration across the curriculum.
- Parental involvement in promoting literacy and numeracy e.g. sending home relevant information to families, setting maths games as homework, encouraging children to talk about their reading/learning at home, sharing evidence of pupil learning and activities on school social media with families, celebrating pupil achievements, Homework Policy Guidelines for Parents.
- Differentiation - adapting the learning environment, differentiated process, product or level of support, scaffolded approaches, varied styles and levels of questioning, adapted learning materials,

visual supports, providing individualised supports as necessary, e.g. substitution tables, multiplication squares, calculators, high-frequency word lists, commonly misspelled words lists, etc.

- In-class support from the SEN team.
- Team Teaching and play-based approaches.
- Withdrawing individuals/groups.

Meeting the Needs and Allocating Resources

Once pupils' needs have been identified, Special Education Teachers (SETs) are deployed to address these needs as required. We deploy our SETs in a variety of ways to effectively meet pupils' needs. We aim to strike a balance between in-class support, group and individual support while ensuring that the needs of children with additional needs are met inclusively.

Importantly, the level and type of support reflect the specific targets of individual pupils as set out in their support plans and are informed by careful monitoring and review of progress. In this way, following a period of intervention, some pupils may no longer require additional teaching supports, some may require the same level, while others may require more intensive supports.

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with **the highest level of need should have access to the greatest level of support**. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development, motor skills and application to learning.

Continuing/Discontinuing Support to Pupils

At the end of each term the SET meets with the class teacher and review children's needs, the resources in place and progress made using the continuum of support problem solving model of assessment and stage approach flow charts. We review all supports and allocate/reallocate resources for the subsequent term. We cross-reference the needs of pupils at Classroom Support, School Support and School Support Plus levels and consider common needs that can be met by grouping, to ensure effective and efficient teaching and learning approaches.

Those pupils who have met their targets and are not experiencing any extra additional needs may be moved to a previous stage on the Continuum. Parents will be informed of any changes.

Timetabling

When drawing up timetables it is important to remember that:

- timetables should be continually reviewed
- children should not miss the same subject each time they are withdrawn
- If a pupil is unavailable for their supplementary session due to special circumstances, the Special Education Teacher will attempt to reschedule the session with the co-operation of another teacher.
- Interruptions to classes/classrooms should be kept to a minimum.

Tracking, recording and reviewing progress

Provision for pupils with special educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process.

Student Support File

We use a Student Support File to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates us in documenting progress and needs over time and assists us in providing an appropriate level of support to pupils, in line with their level of need. Our Student Support File is based on the

NEPS/NCSE template and is stored in a secure filing cabinet and in each pupils' Aladdin profile. All support files should include:

- Cover sheet with pupil's details
- A timeline of actions
- Record of support received
- Standardised/ Diagnostic/ Screening test scores
- Support plans (See below)
- Care plans (if relevant)
- Checklists
- Behaviour plan (if relevant)

A class teacher or class coordinator should open a Student Support File once a child is placed on Stage 1 – Classroom Support on the continuum. This is stored digitally on Aladdin, and a paper copy is stored in the SET filing cabinet.

Support Plans

We use three different support plans for the three stages of support on the Continuum of Support.

Stage 1 – Classroom Support

A Support Plan at stage 1 is a **Classroom Support Plan (CSP)**. This is a simple plan which is drawn up by the Class Teacher in collaboration with the SET, which outlines the pupil's additional educational needs and the actions, including individualised teaching and management approaches, which will be taken to meet the pupil's needs. The plan may also include home-based actions to be taken by the pupil's parents to support their child's development. The Classroom Support Plan should include a review date. This could be at the end of a school term.

Stage 2 – School Support

A Support Plan at stage 2 is drawn up by the class teacher and appointed SEN teacher. It will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan should, for the most part, be implemented within the normal classroom setting and complemented by focused school-based intervention programmes. Depending on the nature of the needs and on the school context, additional teaching might be within a small group or individual or a combination of both, either in class or on a withdrawal basis. Home-based actions may also be included. After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken.

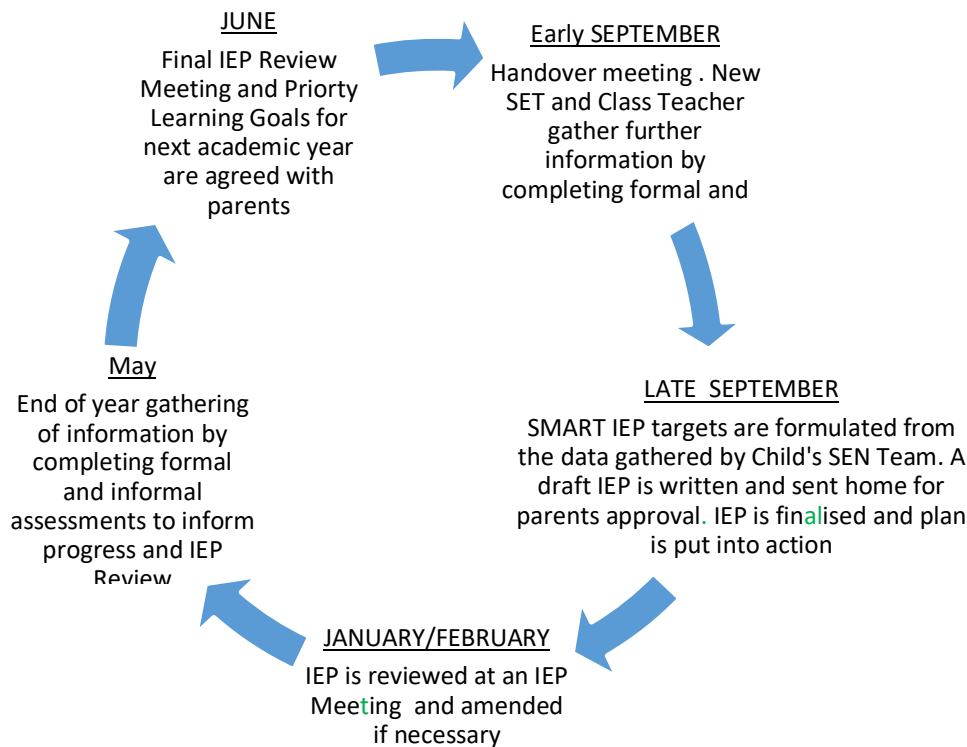
Stage 3 – School Support Plus

A Support Plan at stage 3 is drawn up by the class teacher and SET, in consultation with the child's parents/guardians, professionals external to the school and (if appropriate) the child based on the information gathered. It will set out:

- The nature and degree of the pupil's abilities, skills and talents
- The nature and degree of the pupil's special educational needs and how those needs affect his/her educational development
- The present level of educational performance of the pupil
- The special educational needs of the pupil
- The special education supports and related support services to be provided to the pupil to enable the pupil to benefit from, including:
 - Strategies for supporting the pupil's progress and inclusion in the classroom setting
 - Individual and/or small group/special class interventions/programmes
 - Specific methodologies/programmes to be implemented
 - Specific equipment/materials and/or IT supports, if required, to support learning and access to the curriculum
 - Support required from a Special Needs Assistant (SNA), if appropriate
- The goals which the pupil is to achieve over a period not exceeding 12 months

- The pupil's priority learning needs, long and short-term targets to be achieved, the monitoring and review arrangements to be put in place .

Support plan meetings are coordinated by an appointed SET. This is usually one of the child's Special Education Teachers. Parents will be invited to at least two meetings depending on the needs of the child, with the option to attend via telephone.



SEN Records

Individual SEN Files

All pupils' support files are uploaded to Aladdin and student support plus files are stored in a locked filing cabinet in the office. It is the responsibility of SETs to update and manage the files of the children on school support and school support plus that they support. It is the responsibility of the class teachers to update and manage the SEN files of children on classroom support. The following should be stored:

- Student Support Files
- Classroom Support Plans
- School Support Plans
- School Support Plus Plans
- Psychological Reports
- Copy of referrals made to outside agencies
- Copy of reports from outside agencies
- Record of SEN meetings with parents, outside agencies and inter-school meetings
- Record of SEN correspondence between parents, outside agencies and school staff

Exceptional Ability & Giftedness Policy

Definition and Background:

'An able child is one that achieves or has the ability to achieve at a level significantly in advance of their peer group. This may be in all areas of the curriculum or in a limited range'. (Eyre, 1999)

- Children who are considered gifted may have been assessed by a psychologist and found to have a high level of intelligence (an IQ score of 130+, 98th Percentile);
- Giftedness is recognised as a 'disability' or special education condition in the Education Act (1998).

The school will endeavour to provide opportunities for pupils identified as exceptionally able/gifted to expand their learning through independent research and projects. The school will explore deployment of SEN supports to offer further educational supports to pupils presenting as exceptionally able/gifted, however, this is directly determined in relation to the school's obligation to provide the greatest level of support to the children presenting with the greatest level of need at all times.

School Ethos:

Teaching staff at Fedamore CNS endeavour to cater for those pupils who are exceptionally able in **academic** areas (i.e. the top 2% of the school population). Pupils who meet the criteria for exceptionally able (IQ of 130+) will be catered for primarily through differentiated activities as well as through withdrawal sessions for project based work with the SET.

Those pupils who show exceptional talent in **non-academic** areas e.g. psychomotor ability, mechanical aptitude, visual and performing arts ability, will be given information regarding the relevant outside agencies.

Procedure for identification of pupils with Exceptional Ability

Criteria for Assessment:

1. A range of strategies may be used to identify exceptionally able pupils:

- Annual standardised tests
- NRIT
- Psychological Assessments
- Teacher observation
- Parental requests
- Referral by other individuals, schools or organisations.

2. From first class onwards, pupils who score on or above the 98th percentile in the Drumcondra Reading **and** Maths tests will then do the NRIT, NVRT and BPVS to gain a more definitive guide of their ability.

3. Where a teacher observes children displaying exceptional ability in a specific academic area, then further assessment may be carried out to establish giftedness. Where it is a non-academic area, the parent will be informed of outside agencies more suited to the development of the pupil's giftedness.

Responsibility and Management:

1. The class teacher is responsible for differentiation within the classroom, including acquisition and distribution of teaching resources for differentiation.
2. The SET team will be responsible for the assessment stage of this process, organisation of extension classes including timetabling (where applicable), acquisition and distribution of information regarding referral and assessment by outside agencies.
3. The principal will liaise with parents, SETs and class teachers throughout the process.
4. According to guidelines for professional development, costs will be paid by thing BoM to teaching staff who attend in-service training and courses about giftedness.

Criteria for selection

The following selection criteria encompasses current DES Circulars, Guidelines and general good practice. The school will select pupils in accordance with these criteria, starting at point (1) and continuing on through the selection criteria until caseloads / timetables are full. "Those with the highest level of need should have the greatest level of support" (2017 Guidelines: p. 19).

1. Pupils previously in receipt of "School support plus" who continue to experience significant difficulties.
2. Pupils diagnosed as having "Low Incidence Learning Disabilities" who continue to experience significant difficulties.
3. Pupils diagnosed as having "High Incidence Learning Disabilities" who continue to experience significant difficulties.
4. Pupils experiencing serious difficulties with oral language/ social interaction/ behaviour/ emotional development/application to learning despite interventions made by class teacher at classroom support level or the NEPS Continuum of support. The class teacher will have opened a support plan and recorded the interventions in it.
5. Early intervention in literacy - Infant class pupils who continue to experience difficulties in early literacy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
6. Early intervention in Mathematics - Infant class pupils who continue to experience difficulties in early numeracy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
7. Pupils scoring at/below the 10th percentile on standardised assessments in literacy.
8. Pupils scoring at/below the 10th percentile on standardised assessments in Mathematics.
9. Pupils scoring at/below the 12th percentile on standardised assessments in literacy (to allow for a margin of error).
10. Pupils scoring at/below the 12th percentile on standardised assessments in Mathematics (to allow for a margin of error).
11. Early intervention language- infant pupils who are experiencing difficulties in language, despite interventions by the class teacher.
12. Pupils from 1st- 6th who have English as an Additional Language (EAL) and who are experiencing significant difficulties.
13. Early intervention FMS- infant pupils who are experiencing difficulties in fine and gross motor skills, despite interventions made by class teacher.
14. Pupils scoring at or below STEN 4 (30th percentile) on standardised assessments in literacy, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
15. Pupils scoring at or below STEN 4 (30th percentile) on standardised assessments in mathematics, who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
16. Gifted Pupils (those scoring above the 95th percentile in both English and Mathematics on Standardised Assessments and / or have been diagnosed by a NEPS Educational Psychologist as having a "superior IQ"). 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 Support Plan and recorded the interventions in it.

17. Transition to Post-Primary School.

- The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process.

Health and Safety Issues

Every staff member and pupil is entitled to a safe, secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each pupil with SEN. When a place is offered to a child with SEN, every effort will be made to ensure that the supports to which the child is entitled are in place as soon as possible. Staff members will be informed of any potential risks and, where necessary, individual plans will be drawn up and implemented.

Supervision/Child Protection

- Where pupils receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both themselves and the pupil are visible through the glass panel in the door.
- Where there is no glass panel, the door of the room should remain open.
- Where pupils are withdrawn for support, the SET teacher should collect and return children to their classrooms up to second class, dependent on class location.
- Where a child has access to an SNA, they may withdraw the child from the class if a plan is in place with the class teacher.

Ratification and Communication

This policy was ratified by the Board of Management in May 2026.

Implementation and Review

This policy was implemented from May 2026 and will be reviewed in.

Signed: _____

Date: _____

Signed: _____

Date: _____

