

St. Aidan's NS
Hollyfield, Ballintrillick, Co. Sligo
Whole school Policy for Special Educational Needs Provision

Endorsed by the Board of Management on ____/____/____

Signed: _____

Chairperson BOM

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Whole School Policy for Special Educational Needs Provision

Guiding Principles:

- All our children have a right to an education, which is appropriate to them as individuals. We want all our children to feel that they are a valued part of our school community
- The resources provided to support pupils with special educational needs, will be used to facilitate the development of a truly inclusive school
- Supports provided to pupils with special educational needs will be based on identified needs and be informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs
- Pupils with the greatest levels of need will have access to the greatest level of support.

As far as possible, therefore, it is our aim to minimise the difficulties that children may experience. We aim to achieve this by adopting the principles that are essential to developing a more inclusive curriculum.

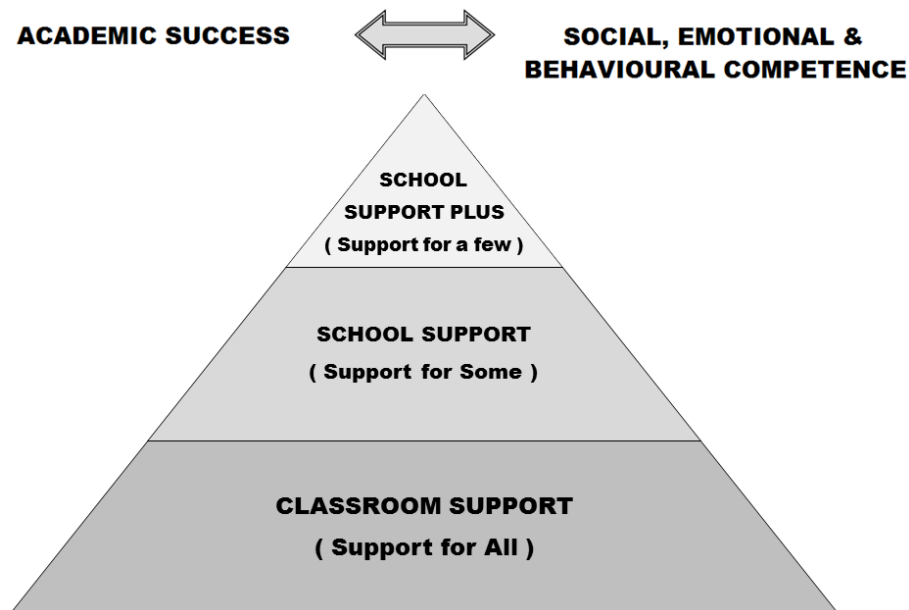
6 Principles to Guide the Implementation Process

These Principles are further explored in the Guidelines for Schools Supporting Students with Special Educational Needs in Mainstream Schools (DES:2017)

1. Resources provided to support pupils with special educational needs should be used to facilitate the development of truly inclusive schools.
2. Supports provided to pupils with special educational needs should be based on identified needs and be informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines.
3. The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs.
4. Special education teaching supports provided to schools should be used solely for the support of pupils with identified special needs, including those pupils for whom English is an Additional Language (EAL). The special education teaching supports cannot be used to reduce the pupil-teacher ratio in mainstream classes. Neither can they be used to allow a special education teacher sole responsibility for the delivery of any curriculum subject to any particular class.
5. Pupils with the greatest level of need should have access to the greatest level of support, and whenever possible, these pupils should be supported by teachers with relevant expertise who can provide continuity of support.

The Continuum of Support Approach

The 'Continuum of Support' framework recognises that the 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 educational needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support, and that they are informed by careful monitoring of progress. Pupils' educational needs include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. The Continuum of Support suggests the following levels 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 concern. We gather information, we put together a plan and we review it.

Table 1: Identification of Educational Needs through the Continuum of Support Process

Classroom Support	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> • Parental consultation • Teacher observation records • Teacher-designed measures/assessments • Literacy and numeracy tests • Screening tests <p>This may also be informed by:</p> <ul style="list-style-type: none"> • Basic needs checklist • Learning environment checklist • Pupil consultation - My Thoughts About School Checklist <p>A classroom support plan runs for an agreed period of time and is subject to review at the end of every term.</p>
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Classroom Support Stage 1

A class teacher or parent may have concerns about the academic, physical, social, behavioural or emotional development of certain pupils. The class teacher should then administer screening measures, which may include screening checklists and profiles, basic needs checklist, learning environment checklist, standardised, norm-referenced tests and behavioural checklists where appropriate.

The class teacher should then draw up a short, simple classroom support plan for extra help to be implemented within a normal classroom setting, in the relevant areas of learning and/or behavioural management. The success of the classroom support plan should be reviewed regularly, with appropriate parental involvement. If concern remains after a number of reviews and adaptations to the plan, the special education support team within the school may be consulted about the desirability of intervention at stage II – school support.

School Support	<p>At this level a support plan is devised and may be informed by:</p> <ul style="list-style-type: none"> • Teacher observation records • Teacher-designed measures/assessments • Parent and pupil interviews • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition.</p> <p>A school support plan operates for an agreed period of time and is subject to review in June/September and February.</p>
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School Support – Stage II

If intervention is considered necessary at school support level (Stage II), then the pupil should be referred to the special education teacher, with parents' permission, for further diagnostic testing. In the case of pupils with learning difficulties, if the classroom support plan fails to achieve the desired outcomes, the pupil should be referred to the special education teacher/s, with parents' permission, for further diagnostic testing. If the diagnostic assessment suggests that supplementary teaching would be beneficial, this should be arranged as per available resources. The parents and the class teacher should be involved with the special education teacher in drawing up the learning programme (school support plan/IPLP). The school support plan/IPLP would include appropriate interventions for implementation in the home, in the classroom and during supplementary teaching.

The special education teacher and the class teacher should review regularly, in consultation with the parents, the rate of progress of each pupil receiving supplementary teaching. If significant concerns remain after a number of reviews and adaptations to the learning programme, then it may be necessary to provide interventions at stage III – school support plus.

In the case of pupils with emotional or behavioural difficulties, it is recognised that, with serious difficulties, immediate action may be needed. In these cases, the pupil's needs should, with parents' permission, be discussed with the relevant NEPS Psychologist and/or the case should be referred to the clinical services of the Health Services Executive. This may lead to a more detailed behavioural management programme to be implemented at home and in class, or to referral for further specialist assessment (school support plus – stage III).

School Support Plus	<p>This level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> • Teacher observation and teacher-designed measures • Parent and pupil interviews • Functional assessment • Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc <p>Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</p>
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School Support Plus – Stage III

Some pupils who continue to present with significant learning needs will require more intensive intervention at school support plus level (stage III). The school may formally request a consultation and, where appropriate, an assessment of need from a specialist outside the school in respect of pupils with learning difficulties or with mild or moderate behavioural problems (or both), who have failed to make progress after supplementary teaching or the implementation of a behavioural programme and in respect of pupils with serious emotional disturbance and/or behavioural problems. Such specialist advice may be sought from psychologists, paediatricians, speech and language therapists, audiologists, etc.

The special education teacher and the class teacher in consultation with the relevant specialist or specialists should then draw up a programme that includes identification of any additional available resources that are considered necessary. The parents should be consulted as part of this process. This programme should be the subject of regular reviews, leading to revisions of the learning programme (school support plus plan / IEP) and referral for specialist review as necessary.

In the case of pupils identified at an early age as having very significant special educational needs, intervention at school support plus level (stage III) will be necessary on their entry to school. Support in the classroom will be an essential component of any learning programme devised for such pupils and primary responsibility for the pupil should remain with the class teacher, in consultation with the special education teacher.

Student Support File

The Student Support File (Appendix 1) will enable the school to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates teachers in documenting progress and needs over time and assists them in providing an appropriate level of support to pupils, in line with their level of need. Following a period of intervention and review of progress, a decision is made as to the appropriate level of support required by the pupil. This may result in a decision to discontinue support, to continue the same level of support, or move to a higher or lower level of support.

As special educational needs can vary from mild to transient to significant and enduring, educational planning should reflect the level of need of the individual pupil. In this regard, the Student Support File facilitates a graduated response across the different levels of the Continuum: Classroom Support, School Support and School Support Plus. For pupils with significant, enduring and complex needs, collaboration with external professionals, including multi-disciplinary teams, will take place (for example, occupational therapist, speech and language therapist and psychologist).

Staff Roles and Responsibilities

Classroom Support – Stage 1

Class Teacher – The class teacher liaises with the parents regarding the decision to initiate the classroom support process. S/he should maintain a record of relevant information which may be used should more detailed intervention be required at school support level. S/he should also keep the special education teacher and principal informed.

Special Education Teacher – The special education teacher should provide advice and resources to the class teacher to assist him/her in the assessment process and in the development of a classroom support plan.

The Principal – The principal's role is to note, in line with the school's SEN policy the fact that a classroom support process is being put in place.

Other professionals, e.g. educational psychologists, clinical psychologists, speech and language therapists, visiting teachers etc., may be involved indirectly at this stage offering consultation and advice in relation to appropriate approaches for pupils presenting with early difficulties.

School Support – Stage II

Class Teacher - The class teacher consults with the special education teacher, principal and pupil's parents about initiating the school support process. S/he should continue to provide classroom support as agreed in the school support plan.

Special Education Teacher – The special education teacher consults with the class teacher, the pupil and his/her parents on a regular basis. S/he should maintain a record of relevant information which may provide a basis for more detailed

intervention if required at school support plus level. The special education teacher should provide additional support to the pupil as agreed in the school support plan/IPLP.

The Principal – The principal records the decision to implement a school support plan/IPLP.

Other professionals - At this stage other professionals may provide a consultation service to teachers. They may also give advice in relation to appropriate assessment and intervention approaches for particular pupils.

School Support Plus – Stage III

Class Teacher – The class teacher should contribute to assessment and planning and continue to provide support at classroom level as agreed in the school support plus plan/IEP.

Special Education Teacher – Once school support plus is initiated, the special education teacher takes on the lead responsibility for the school support plus process. His/her duties may involve:

- Reviewing the outcomes of interventions detailed in the classroom and school support plans/IPLPs.
- Co-ordinating the assessment of the pupils learning, social, emotional and behavioural difficulties and identification of special educational needs involving, as appropriate, and with parental consent, relevant other agencies in the process.
- Co-ordinating the development of the school support plus plan.
- Liaising with the Special Educational Needs Organiser (SENO) as appropriate.
- Monitoring and supporting interventions and reviewing the school support plus plan/IEP, working alongside the class teacher, other professionals and involving the pupil's parents.
- The special education teacher should be involved in both the assessment and intervention process. They may provide additional support as agreed in the school support plus plan.

The Principal – The principal should record the initiation of the school support plus process and ensure that a file is maintained containing records of interventions.

The Special Needs Assistant – In some cases the SENO may sanction a special needs assistant (SNA) to work with a pupil/ pupils and the class teacher. The special needs assistant should provide support to a child with SEN and/or offer wider support in the classroom. The role of the SNA may change depending on the individual needs of the pupils who are receiving support (See Appendix 10).

Other professionals - At this stage other professionals may provide a consultation service to teachers, pupils and parents. They may also give advice in relation to appropriate assessment and intervention approaches for particular pupils.

Parental Roles and Responsibilities

As parents are the primary educators of their children, we recognise they play a significant role in their children's education and development. Thus, parents should:

- Liaise with the school on a regular basis.
- Provide information regarding their child's special educational needs and any additional needs that may arise during the school year.
- Inform the school of any concerns they have and any interventions carried out at home or by other professionals e.g. speech and language therapist, psychologist, neurologist etc, and provide a copy of relevant recommendations made by the specialist/s.
- Collaborate with the class teacher and special education teacher in identifying targets for the classroom support plan, school support plan/IPLP or school support plus plan/IEP.
- Provide additional help at home to support their child's SEN, as agreed in the classroom support plan (stage I) or the school support plan/IPLP (stage II) or the school support plus plan/IEP (stage III).

Supporting the Needs of Children with SEN in the Classroom

The class teacher has the primary responsibility for the progress of all pupils in his/her class, including those selected for supplementary teaching. Where a pupil is selected to receive supplementary teaching, the class teacher is involved in planning for and evaluating the learning outcomes for that child. Where supplementary teaching cannot be provided for a pupil, or is being phased out or discontinued, the class teacher develops and implements a support programme to address the pupil's changing needs, in consultation with the special education teacher working with the children in his/her class as appropriate and in line with available resources.

Realistic learning goals and expectations, and goals associated with other needs e.g. behavioural/emotional/social, will be adopted in relation to the pupil's overall progress. Reasonable adaptations will be made to the curriculum, intended learning outcomes, activities, and resource materials through the use of differentiation (see Appendix 11).

The teacher will vary the use of strategies to meet the learning needs of the pupils with SEN. Where the pupil is unable to participate in the class curriculum, an individual programme of work will be designed for the pupil in consultation with the SET. An SNA may be assigned to address the needs of child/ren in the class with SEN. The teacher and SNA will encourage and promote active participation by the pupil with SEN in the class.

Allocation of Additional Teaching Support

In response to the continuum of SEN in our school, we implement the continuum of support framework (staged approach) to identification, assessment and

intervention of special educational needs. In identifying pupils for support, we will take into account the following:

- Standardised tests are used to screen and identify pupils' performance in reading and mathematics. Priority is given to those below the 15th percentile and to those presenting with the greatest level of need.
- Pupils who were previously in receipt of supplementary teaching from a resource or learning special education teacher and who continue to experience significant learning difficulties.
- Pupils who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES, 2010). This will be evidenced through school-based assessment of attainment, and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. Schools should also take into account needs set out in professional reports, where available.
- Pupils with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties. Pupils who have specific learning disabilities.
- Pupils with significant Special Educational Needs. For example, pupils with significant learning, behavioural, emotional, physical and sensory needs. These pupils need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs.
- Pupils who have additional literacy or language learning needs including those pupils who need additional English Additional language Support.

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. In terms of supporting each individual pupil, one-to-one, group teaching, in-class support or a combination of those types of support may be decided upon by the school. The level and nature of intervention will be determined by the pupils' learning needs, the feasibility of combining pupils across various groups in response to their needs, and the available teaching resources and teaching spaces. Ongoing review and reflection on overall practice, interventions and outcomes inform future planning.

In line with our response to the Literacy and Numeracy Strategy to further support inclusion and differentiation at class level, and to facilitate access to additional support for a greater number of pupils (including pupils with exceptional ability), part of our allocation of supplementary teaching resources is directed towards in-class support across the class levels, with the greatest degree of support being afforded to the infant and junior classes (early prevention/intervention re learning difficulties). Parents will be informed and permission sought where specific intervention involving withdrawal from the classroom is planned.

Support may be provided to pupils at Classroom Support / School Support / School Support Plus level.

1. Class Teacher (Classroom Support)
Pupils deemed to need additional support with their learning (literacy & numeracy) and / or specific needs (oral language, social interaction, behaviour, emotional development and application to learning) will be supported in the classroom by the Class Teacher.
2. Special Education Teacher (School Support & School Support Plus)
The Special Education Teacher may provide additional support for the pupils through withdrawal (1:1 or in a small group) or in-class support (e.g. station teaching / team teaching / in-class support / peer tutoring) depending on the child's needs.

Criteria for Additional Support

1. Pupils with significant special educational needs arising from low incidence disabilities e.g. physical disability, hearing impairment, visual impairment, emotional disturbance etc.
2. Pupils with significant special educational needs who have been identified as being at school support plus (stage III) through the application of the continuum of support framework to intervention. A NEPS/Private Assessment should be available at this stage.
3. Pupils whose achievement is at or below the 20th percentile on the most recent standardised reading or mathematics test.
4. Pupils with special educational needs including mild language difficulties, social and emotional difficulties, mild coordination and attention control difficulties e.g. dyspraxia, ADD, ADHD and ODD, who have been identified as being at school support (stage II) of the continuum of support framework.
5. Pupils who have special educational needs arising from high incidence disabilities such as borderline mild general learning disability, mild general learning disability and specific learning disability, who have been identified as being at school support (stage II) of the continuum of support framework.
6. Pupils who experience difficulties in Literacy and Numeracy and are identified as being at school support (stage II) of the continuum of support framework.

Information Gathering and Assessment

We are constantly gathering information about children's overall progress. Some of this is on an informal (yet nonetheless valuable) basis such as through teacher observation and interaction and dialogue with pupils and parents. At other times, this is done in a more formal and structured manner such as through standardised testing. Such information informs our deployment of supplementary teaching resources. Class specific assessment and screening procedures in St. Aidan's NS include – but are not limited to – the following tests and profiling tools:

Junior Infants: BIAP

Senior Infants: MIST

First Class: SIGMA-T, MICRA-T

Second Class: Non Reading Intelligence Test (NRIT)

Third Class: SIGMA-T, MICRA-T

Fourth Class: SIGMA-T, MICRA-T

Fifth Class: SIGMA-T, MICRA-T, NRIT

Sixth Class: SIGMA-T, MICRA-T

The class teachers and special education teacher liaise with the previous year teacher to identify children with special educational needs. Diagnostic testing is conducted by the special education teacher to determine the level of support/intervention required. Parents should provide any information or reports from outside agencies/specialists, regarding their child's needs.

During the course of the school year, if a teacher has concerns about a particular child's need, they may initiate classroom support (stage I) of the continuum for support framework, and if required, further diagnostic testing may be carried out by the special education teacher.

In May each year, standardised tests of reading (MICRA-T) and Mathematics (SIGMA-T) are administered. In June, the results of these tests are recorded and analysed to identify pupils who may require additional support in accordance with our schools criteria for support teaching. Based on the findings of the standardised tests and subsequent diagnostic testing by the special education teacher, the appropriate level of support/intervention should be determined in consultation with class teachers and parents.

Classroom Support – Stage I

The class teacher should gather information to make an initial assessment of the pupil's additional or special educational needs, including the pupil's strengths and needs. This information should be used to inform planning at classroom support level.

Types of assessment:

- Classroom support checklist
- Samples of Work
- Observations of pupil's learning and behaviour
- Results from screening tests (MICRA-T], SIGMA-T)
- Results from other class tests

The classroom teacher should develop a classroom support plan to meet the child's special educational needs. This may involve adapting the child's learning environment and /or differentiating the curriculum as necessary.

Classroom Support-Stage II

The school support process involves further assessment and information gathering which should inform the development of a school support plan

Types of assessment:

- Information gathered for classroom support plan
- Results of standardised screening tests (MICRA-T, SIGMA-T)
- Results of diagnostic assessments- Diagnostic Spelling Test/Single Word Spelling Test, York assessment of Reading for Comprehension, Non-Reading Intelligence Test, Busy at Maths - Assessment tests or any other test deemed appropriate
- Observations of pupil's learning styles
- Observations of pupil's behaviour in the classroom and on yard.
- Information from parents on pupil's health and development, pupil's learning and behaviour at home and any other factors which may be contributing to child's difficulties.
- Information from other professionals including health and social services, voluntary agencies and educational welfare board.

A school support plan is developed and depending on the nature of the needs, the additional teaching may be within a small group, on an individual basis or a combination of both, either in-class or on a withdrawal basis.

Classroom Support Stage III

The school support plus process may involve gathering further information to inform the assessment process and development of a school support plus plan. The special education teacher with parental consent may request the involvement of appropriate external professionals, e.g. educational psychologist, clinical psychologist, psychiatrist, visiting teacher, occupational therapist or speech and language therapist, etc.

The NEPS psychologist assigned to our school can play a key role in the intervention process at this level. S/he may collaborate with teachers and parents in clarifying problems through consultation and further joint assessment. Pupils must meet necessary criteria in accordance with NEPS guidelines in order for an Educational psychological assessment to take place.

In cases where our NEPS psychologist is unable to conduct an assessment and parents wish to obtain a private assessment, the school may provide a list of qualified educational psychologists. Children should continue to receive the necessary support in accordance with the continuum of support framework as outlined earlier.

A school support plus plan/IEP should be developed based on the information gathered and depending on the nature of the needs, the additional teaching may be within a small group, on an individual basis, or a combination of both, either in class or on a withdrawal basis.

Other professionals external to school, with parental consent, may be involved in working with the pupil directly or in an advisory capacity.

Monitoring and Reviewing

Classroom Support - Stage I

The classroom support plan should include a review date; this could be at the end of a school term. The review process may involve the class teacher, parents and pupil (in an age appropriate manner) and should focus on,

- The pupils response to learning/behavioural interventions
- Progress made by the pupil
- The effectiveness of the action taken
- Suggested next steps

If the teacher and parents consider that the pupil is making progress towards the targets set, it may be decided to continue with the same plan. If progress remains satisfactory after the review no further classroom support plans may be necessary. If it is agreed that the pupil is not making adequate progress, it may be decided to implement an alternative classroom support plan or to initiate the school support process (stage II).

School Support Stage II

The special education teacher should arrange a review meeting (Twice a year) between the teacher/s, parent/s and pupil (in an age-appropriate manner). The review process should focus on,

- The progress the pupil has made
- The effectiveness of the school support strategies
- Any new information and assessment results
- The parents views on progress made at home
- The pupil's views on progress
- Agreed next steps

If the pupil's progress is considered to be satisfactory, additional targets and a review date may be agreed or it may be decided that the pupil no longer requires a school support plan and a classroom support plan may be agreed. If pupil's progress is less than expected, revised targets and strategies should be agreed and a date for further review arranged. If the pupil's SEN continue to create a significant barrier to his/her learning and/or socialisation then the school support plus process (stage III) should be initiated.

School Support Plus – Stage III

The special education teacher should organise a review meeting (twice a year or as necessary) with teacher/s, parents, pupil (in an age appropriate manner) and other professionals as necessary. The review process should focus on,

- Pupil's progress towards targets agreed
- Any new information and assessment results

- Effectiveness of the strategies used
- Effectiveness of the equipment/material provided
- Future action

If the pupil's progress has been satisfactory an updated school support plus plan/IEP may be drawn up and a review date agreed. If progress remains satisfactory all concerned may decide that the pupil no longer needs such an intensive level of support and it may be decided that the pupil's needs may be met by having a school support plan/IPLP in place (stage II). If the pupil's progress has not been satisfactory a new or adapted plan should be drawn up.

Transition to Secondary School

In order to make the transition from primary school to secondary school as smooth as possible for pupils, parents of pupils in sixth class are encouraged to liaise closely with their chosen secondary school and to provide any necessary information regards their child's special educational needs. The sixth class teacher and special education teacher may liaise with the staff from the secondary school if requested. The principal and sixth class teacher will forward a copy of the pupil's Education Passports including a Sixth Class Report Card, My Profile Form and My Child's Profile Form.

Record Keeping

The special education teacher should keep current school support plans/IPLPs and school support plus plans/IEPs in his/her room. The plans from preceding years should be stored securely in a locked cabinet until the pupils go beyond twenty one years of age. The results of the annual standardised tests should also be stored in this cabinet until the pupils go beyond twenty one years of age. The standardised test answer sheets/booklets should be retained for a period of one year.

Reports from outside agencies such as psychological assessments, speech and language reports etc. should be stored in a locked cabinet. The principal, deputy principal, special education teacher and class teacher have access to these assessments.

Procedure for Exempting Pupils from Irish

The following requirements need to be fulfilled:

- The psychological report on the child must not be more than two years old
- The report must recommend the exemption
- Parents are required to write formally to the school requesting the exemption and it is recommended that specific reference is made to the report and the recommended exclusion therein
- Upon receiving the request for an exemption, all educationalists within the school who are involved with the child at that time must deem the exemption appropriate and must support the granting of the exemption
- The school is required to notify the parents that there may be implications for the child in relation to job applications and entrance to third level colleges where there are

requirements regarding competencies in Irish. Typically, and at this time, civil service and public service job options require levels of Irish competency from applicants. Additionally, within the National University system, Irish is a requirement.

- The school must ensure the exemption complies with the conditions of DES Circular 54/2002
- The school awards the exemption certification.
- The grounds for awarding the exemption certification are formally recorded by the school.
- The report must be forwarded to the child's second level school.

Assistive Technology

Where an application for assistive technology has been successful, [as it meets the Department's criteria for support, has been successfully supported by a professional recommendation which outlines that assistive technology is necessary or essential for the pupil to access the curriculum and illustrates how the equipment will be used throughout the school day], parents and pupils will sign the school policy in relation to the home use of school owned assistive technology as outlined in Appendix 6.

Professional Development for Staff

In line with available resources, Continued Professional Development (CPD) is encouraged and staff are alerted to opportunities as they arise. Sharing of best practice is actively encouraged within the school and a bank of teacher reference material is maintained and developed on an ongoing basis.

Work Schedule of the Special Education Teachers

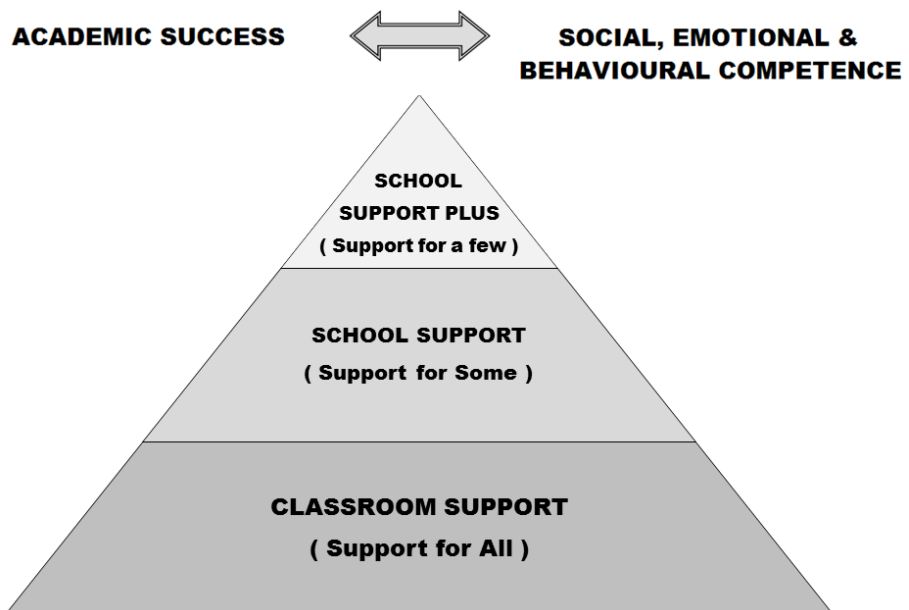
The caseload for supplementary teaching will be coordinated by the Special Education Teacher in consultation with the principal. This may be reviewed and adjusted in the course of the year as needs emerge and change over time.

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Student Support File	
Name of Student:	
Date of Birth:	
School:	
Date File Opened:	
Date File Closed:	

A Continuum of Support



Record of Differentiated Support in class
Register of Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework

Classroom Support				
Pupil Name	Class	Description of SEN	Nature of Supports Literacy, numeracy, social, emotional, behavioural, life-skills	Focus of Support In-class, withdrawal in small groups or individual, school yard
School Support				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support
School Support Plus				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support

Support Checklist		
Name:	Age:	Class:
General Information:	Date Checked:	Comments:
1. Parent(s)/Guardian(s) 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?		
Action needed		

Learning Environment Checklist

Environment / Physical Conditions: Tick the area where action could be taken to make a difference for the pupil

- | | | | |
|--------------------------|--|--------------------------|---|
| <input type="checkbox"/> | Layout of room & furniture | <input type="checkbox"/> | Adequate working space for students & teacher |
| <input type="checkbox"/> | Good décor / lots of displays etc.? | <input type="checkbox"/> | Ease of movement in room |
| <input type="checkbox"/> | Temperature | <input type="checkbox"/> | Lighting |
| <input type="checkbox"/> | Noise level | <input type="checkbox"/> | Seating - Facing board, height for writing |
| <input type="checkbox"/> | Appropriate resources/ equipment organised and readily available for all pupils? | | |

Social Factors / Relationships:

- Classroom procedures & rules are made clear and understood by all pupils and consistently applied
- Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures)
- Changes between tasks are managed smoothly and effectively
- Pupils know what to do next without asking
- The class is generally on task
- A variety of different actions (academic & behaviour) are frequently noticed and praised
- A variety of praise and rewards are used
- Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress
- Any disruptive or off-task behaviour is effectively managed
- Good communication and feedback between teacher and each pupil about progress is maintained

Teaching & Learning - Methods, Materials & Procedures:

The extent to which.....

- Tasks set are appropriate for the pupil's level of understanding and skills.
- Learning goals are clearly defined and shared with the pupil.
- Opportunities are provided for the pupil to engage in activities in which s/he can be successful.
- Steps in learning goals are small enough to ensure progress.
- Activity content / tasks are of interest to the pupil.
- Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate.
- A variety of teaching approaches used.
- Opportunities are provided for a variety of pupil responses- oral/ practical/ written.
- Opportunities are provided for pupil involvement in decision making and recording.
- Opportunities are provided for pupil to generalise/transfer learning from one situation to another.
- Regular monitoring and recording of progress occurs

Classroom Activity

Routines established for:

- | | |
|---|--|
| <input type="checkbox"/> Entering class | <input type="checkbox"/> Leaving class |
| <input type="checkbox"/> Giving out resources | <input type="checkbox"/> Gathering resources |
| <input type="checkbox"/> Asking for help | <input type="checkbox"/> Gaining whole class attention |

Rules / Rewards / Consequences

Rules are:

- | | |
|--|---|
| <input type="checkbox"/> Few in number | <input type="checkbox"/> Decided upon in consultation with pupils |
| <input type="checkbox"/> Displayed | |

Rewards and consequences are:

- | | |
|--|---|
| <input type="checkbox"/> Named | <input type="checkbox"/> Linked to behaviour |
| <input type="checkbox"/> Rewards are rewarding to class | <input type="checkbox"/> Rewards are achievable |
| <input type="checkbox"/> Sanctions are understood and fair | <input type="checkbox"/> Sanctions are imposed consistently |

School Environment

Tick which area needs change

- | | | | | | | | |
|---|---|--|--------------------------|--|----------------------------|--|-------|
| <input type="checkbox"/> Playground/ yard | layout | | equipment | | supervision | | rules |
| <input type="checkbox"/> Movement: effective routines for | movement around school | | lining up | | corridors | | |
| <input type="checkbox"/> Break/lunchtimes | clear simple rules | | rewards and consequences | | clear activities available | | |
| <input type="checkbox"/> Staff support | staff discuss difficulties | | | | | | |
| <input type="checkbox"/> Policy | behaviour policy exists | | | | | | |
| | policy is understood and agreed by staff | | | | | | |
| | range of rewards for good class, yard, school behaviour | | | | | | |
| | range of sanctions in place | | | | | | |
| | range of strategies used for managing behaviour | | | | | | |
| | behaviour is assessed and monitored | | | | | | |

Summary of Concerns

Actions Required

My Thoughts About School Checklist



PUPIL'S NAME

CLASS

DATE

The things I like best at school are:

The things I don't like about school are:

The things that I am good at are:

The things I find hard are:

I am happy in class when:

I am happy during break and lunch times when:

My friends are:

I need help with:

Teachers in school can help me by:

My teacher would describe me as:

My parents would describe me as:

The following questions can be asked if children have an emotional and behavioural difficulty in school.

Adults I get on best with in school are:

I get into trouble in school when:

The things I do that make my teacher feel unhappy are:

The things my teacher does that make me feel unhappy are:

I make my teacher happy when:

The things my teacher does that make me feel happy are:

The class rules are:

If someone breaks the rules:

Rewards I like best are:

The things that I need to change are:

Basic Needs Checklist

Headings under which to consider a pupil's basic need:

Does Pupil x have:

- Physiological Needs e.g. does the child have adequate food, warmth, housing etc.
- Safety Needs e.g. does the child need physical or psychological protection
- Belonging Needs e.g. does the pupil have close family friends?
- Esteem Needs e.g. does the child receive respect, positive feedback from others ,
respect others and self

Additional Notes/ Observations

Possible actions on the basis of the consideration of the basic needs question above

CLASSROOM SUPPORT PLAN

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		Date of birth	
Address		Class	
Telephone Number		Review date	
Start date of plan			
Current level of educational performance:			
Screening assessments	Date	Results	
Diagnostic assessments	Date	Results	
Further information (i.e. reports from psychologists etc.):			
Student's strengths and interests:			
Priority concerns:			

Targets for the student:

--

Strategies to help the student achieve the targets:

--

Staff involved and resources needed:

--

Signature of parent(s)/ guardian(s):

	<hr/> <hr/> <p>Date: _____</p>
--	---------------------------------------

Signature of teachers:

	<hr/> <hr/> <p>Date: _____</p>
--	---------------------------------------

CLASSROOM SUPPORT REVIEW RECORD

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:	
Date of Review:		

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

SCHOOL SUPPORT PLAN (SUPPORT FOR SOME)

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		Date of birth	
Address		Class	
Telephone Number		Review date	
Start date of plan			
Current level of educational performance:			
Screening assessments	Date	Results	
Diagnostic assessments	Date	Results	
Further information (i.e. reports from psychologists etc.):			
Student's strengths and interests:			
Priority concerns:			

Targets for the student:

--

Strategies to help the student achieve the targets:

--

Staff involved and resources needed:

--

Signature of parent(s)/ guardian(s):

	<hr/> <hr/> <p>Date: _____</p>
--	---------------------------------------

Signature of teachers:

	<hr/> <hr/> <p>Date: _____</p>
--	---------------------------------------

SCHOOL SUPPORT REVIEW RECORD

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:	
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):	
	Date: _____
Signature of teachers:	
	Date
	: _____

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

SCHOOL SUPPORT PLUS PLAN (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:	Class:	
Address:	Class Teacher:	
Telephone:	People involved in constructing this S.S.P.P.	
Mother:	Special Education Teacher(s):	
Father:	Class Teacher:	
	Parents:	
	SNA:	
Date of Birth:	Start date of plan: September,	
	Review date of plan: February,	
Current level of educational performance:		
Screening assessments	Date	Results
Diagnostic assessments	Date	Results
Further information: (Psychology Report, Occupational Therapist Report, SLT Report, other)		
Student's strengths and needs:		
Strengths	Needs	

Priority concerns/ Long term goals

--

Targets for the student:

--

Strategies to help the student achieve the targets:

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Resources:

--

Home Support:

--

Signature of parent (s)/guardian(s):	<hr/> <hr/> Date: _____
---	-----------------------------------

Signature of teachers:	<hr/> <hr/> Date: _____
-------------------------------	-----------------------------------

SCHOOL SUPPORT PLUS REVIEW RECORD

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:	
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):	<hr/> <hr/> Date: _____
Signature of teachers:	<hr/> <hr/> Date : _____

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

Role of the Special Needs Assistant (SNAs)

The purpose of the SNA scheme is to provide for the significant additional care needs, which some pupils with special educational needs may have.

1. Primary care needs SNA Tasks:

An SNA's role is to carry out duties based on the Primary Care Needs of the pupil (Taken from Circular 30/2014). These may include:

- Assistance with feeding: Where a pupil with special needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time.
- Administration of medicine: Where a pupil requires adult assistance to administer medicine and where the extent of assistance required would overly disrupt normal teaching time.
- Assistance with toileting and general hygiene: Where a child with special needs cannot independently self-toilet, and until such time as they are able to do so.
- Assistance with mobility and orientation: On an ongoing basis including assisting a pupil or pupils to access the school, the classroom, with accessing school transport [...] or to help a pupil to avoid hazards in or surrounding the school.
- Assisting teachers to provide supervision in the class, playground and school grounds: At recreation, assembly, and dispersal times including assistance with arriving and departing from school for pupils with special needs where the school has made a robust case that existing teaching resources cannot facilitate such supervision.
- Non-nursing care needs associated with specific medical conditions: Such as frequent epileptic seizures or for pupils who have fragile health.
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential: This may be for safety or personal care reasons, or where a pupil may be required to leave the class for medical reasons or due to distress on a frequent basis.
- Assistance with moving and lifting of pupils, operation of hoists and equipment.
- Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc.

The tasks noted above are the primary care support tasks for which access to SNA support is provided

2. Secondary Care Associated Tasks (SNA Tasks)

The following tasks are the type of secondary care associated tasks which SNAs will often perform, but only once they have been allocated on the basis of the primary care support tasks listed above. The indicative list of secondary associated tasks listed below is not definitive and is reflective of the tasks detailed in Circulars 08/02 and 71/2011.

The associated support tasks which may be carried out include:

- Preparation and tidying of workspaces and classrooms or assisting a pupil who is not physically able to perform such tasks to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another. To assist with cleaning of materials.
- Assistance with the development of Personal Pupil Plans for pupils with Special Educational Needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans.
- Assist Teachers and / or Principal in maintaining a journal and care monitoring system for pupils including details of attendance and care needs. Assist in preparation of school files and materials relating to care and assistance required in class by students with special needs.
- Planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with Class Teachers and other Teachers such as the Resource Teacher and School Principal, attending meetings with Parents, SENO, NEPS Psychologists, or school staff meetings with the agreement and guidance of Class Teacher/Principal.
- Assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of qualified personnel, including Class Teachers or special education teachers.
- Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff.

Differentiation

Overview

Children learn differently. They have different learning rates and styles of learning. To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons. Specifically, differentiation is about:

- **Manageable tasks**

Ensuring all children are given tasks that match their level of ability and attainment

- **Achievable tasks**

Presenting these tasks so that children can demonstrate what they know, understand and are able to do

- **Motivating tasks**

Allowing children to achieve success and feel the learning experience has been worthwhile

Different approaches work with different children. For example, some children have good visual memories and they will learn best with diagrams, maps, lists topic webs, flow-charts etc. and may find it easier to show their understanding in this form; some children remember what they hear (they have a good auditory memory) and they will find it easier to listen, talk about the task and respond verbally, while some other children need demonstrations by the teacher, and/or to watch other pupils doing the task and to start it themselves before understanding it.

This can be achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of pupils' interests
- Matching tasks to pupils' abilities and needs
- Adapting and utilising resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly.

Teachers can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access. (Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools – DES 2017)

Planning for Differentiation

- Select the topic to be taught
- Identify the specific content to be included
- Identify learning goals and objectives for the majority of students in the class

- Decide on the way the lesson will be organised and conducted for most students
- Identify students who will need modifications to the general lesson format • Prepare any necessary adaptations
- Teaching the lesson, and making any necessary additional changes while teaching
- Providing extra assistance to certain students while the lesson is in progress
- Planning appropriate methods for assessing students' learning, based on the goals and objectives.

Modification of Curriculum Content

- Students with learning difficulties may be required to cover less material
- The tasks or activities they complete may be easier to accomplish
- More able students may cover more material and in greater depth
- The nature of learning tasks set for students will be matched to their learning rate and abilities in so far as is practicable
- Differentiated content for homework can be used as one way of meeting the needs of pupils of all abilities

Differentiation by resource

- Simplify language when necessary
- Provide illustrations or diagrams
- Remove unnecessary detail
- Use cues or prompts where responses are required from students
- Access to ICT

Adapting Instruction

Some of the following strategies may be used:

- The teacher may give more or less assistance to individual students, depending on their needs
- The teacher may reteach some concepts to some students using simpler language and more examples
- Questions asked during the lesson may be pitched at different levels of difficulty for different pupils
- Closer monitoring of the work of some pupils may take place throughout the lesson
- The teacher may use particular tactics to gain and maintain the interest of less-motivated pupils
- Feedback may be given in more or less detail, according to student needs
- The rate at which the students are expected to work may be varied, with extra time allowed for some students to complete tasks

- Extension and independent work may be set for more able students

Types of Differentiation (Reference: Special Educational Needs – A Continuum of Support)

Differentiation by input	Differentiation by supporting the learning process	Differentiation by outcome
<ul style="list-style-type: none"> • Differentiation by instruction • Differentiation by Tasks • Organisation of Groups 	<ul style="list-style-type: none"> • Differentiation through pace • Differentiation through support given at different times in a task 	<ul style="list-style-type: none"> • Differentiation by quality • Differentiation by quantity • Differentiation by varying way

Examples of different types of differentiation

Differentiation by instruction

- Presentation methods could include: written, spoken, demonstration, audio, video.
- Modelling and demonstrating the task while giving instructions and showing an example of the finished product
- Clarifying and shortening instructions – one piece of information at a time.
- Use different colours for each line of text on the board – this helps children who lose their place
- Allow a few seconds thinking time for oral responses
- Ensure pupils have a clear understanding of what they have to do and why.
- Give summary of lesson – its aims, and its findings at the end.
- Ask pupils who have difficulty following instructions to repeat them back to teacher or a partner.

Differentiation of the task

- Varying types of tasks e.g. abstract oral activities vs. experiential, interactive activities.
- Having different levels of difficulty within a task.
- Modifying materials while all children are given a similar task e.g. written tasks, picture tasks, concrete, practical materials.
 - Children can work on different parts of a task e.g. research different things of interest about Ireland.
- Use the different interests and talents of pupils.

Differentiation by groupings

This will depend on the topic being taught and the size and composition of the class. Use a variety of groups e.g.

- Whole class teaching
- Mixed ability group – (useful with regard to open-ended or creative tasks)
- Ability grouping – (it is felt that too much of this type of grouping may lower self-esteem but it may be used to effect in certain academic tasks.)
- Friendship groups
- Work in pairs
- Individual work
- Peer tutoring/buddy system
- Planning and preparation are needed and children may need to be taught to work in groups successfully. Expect higher noise levels. Seat pupils with difficulties where they can see and hear the teacher clearly

Advantages of group work

- Prevents teacher dependence (children can problem solve with friends)
- Promotes collaborative and co-operative learning
- Enjoyable
- Encourages involvement in learning

Differentiation by Output: quality, quantity and how pupils will respond

Using open-ended tasks can result in a variety of ways of doing the same activity some of which will be more developed than others. Giving children opportunities to record work in different ways e.g. instead of lots of written answers. The following suggestions might be helpful:

- Various use of ICT – to record/present information/findings
- Cloze Procedures
- Jotting down main points
- Sentence completion
- Topic webs/table completed with key words
- Yes/No

- True/False
- Joining up parts of a sentence e.g. the start of the sentence to the end
- Writing frames for story writing
- Rearranging sentences
- Drawing lines to join question to answer
- Sequencing written sentence/paragraphs (cut & stick)
- Sequencing cartoons with key words
- Drawing the main idea
- Verbal responses to partner or teacher
- Colouring in correct answers
- Dictate to tape and have work typed for them
- Dictate to another person
- Record response on tape

Policy re Home Use of School Owned Assistive technology**(Pupils and Parents)****St. Aidan's NS****Hollyfield, Ballinrillick, Co. Sligo****Terms and Conditions:**

1. The laptop (or any other approved assistive technology/equipment) remains the property of (the 'School').
2. Should the designated pupil change school, including to post primary, the School will consult with the SENO with regard to the transfer of any approved assistive technology/equipment with the pupil where it is still appropriate for the pupil's assessed needs. The final decision regarding transfer will rest with the School Board of Management.
3. The laptop (or any other approved assistive technology/equipment) will be used solely by the designated pupil and will not be used by or transferred to a third party.
4. The parent will remind and teach their child to take due care of the laptop (or any other approved assistive technology/equipment) at all times when handling, transporting and using the laptop/equipment.
 - It is not to be left unattended in a public place.
 - It is not to be left unattended in a classroom or other place in the school.
 - All laptop leads must be unplugged from sockets and all accessories are to be stored safely and securely in the laptop case, with the laptop when work is complete.
 - It is not to be left in plain view in an unattended or unsecured vehicle but kept out of sight in the locked boot.
 - It is not to be interfered with, tampered with or altered by a third party.
5. The laptop will be used solely to assist with typing skills, completion of homework assignments and other school related activities. Only school approved software packages/applications may be used.
6. The designated pupil will have use of the laptop each evening from Monday to Thursday during school terms and it is to be returned to the school on Fridays for safe keeping over the weekends.
7. The laptop must be returned to the school in good working order on or before the last day of the school year or earlier if requested by the School.
8. The laptop is covered under school insurance, however, the parent must take reasonable care to avoid damage or loss.
9. Use of the laptop and including all internet usage will be supervised by a parent and will be of an appropriate nature to minimise pupil's exposure to inappropriate material.
10. The School will make regular checks to update the laptops, ensuring that anti-virus software is kept up to date and also to check for inappropriate use.

11. The laptop will be used lawfully and in accordance with the school's Acceptable Use Policy regarding the ethical use of technology, use of legal software, use of the Internet and the protection of personal data. The parent shall agree to review and adhere to the current School Acceptable Use Policy, specifically where this policy relates to the safe and appropriate use of approved IT equipment such as laptops.

12. The following is deemed by the School as being completely unacceptable and will result in the equipment being re-claimed:

- Accessing, transmitting or receiving obscene or pornographic material
- Engaging in cyber cheating or plagiarism (taking material created by others and presenting it as if it were one's own)
- Engaging in cyber bullying
- Downloading or loading software or applications that are not approved by the school

13. The laptop will be kept in good working order. All laptop faults, defects or malfunctions while in the care of the pupil are to be reported to the Principal or Class Teacher who will inform the teacher with responsibility for the servicing and upkeep of the laptop.

14. Any repairs necessary due to damage caused to the laptop while in the care of the pupil will be arranged by the school and paid for by the parent of the pupil.

15. The laptop will not be sold, assigned, transferred or otherwise disposed of.

16. Any laptop markings, tags or plates or engravings will not be removed, concealed or altered. The laptop must not be marked in any way that might reduce the value of the laptop.

17. If the laptop is lost, stolen or damaged the parent will advise the Principal as soon as possible orally and in writing including all relevant details, record of events etc.

18. Due to current software licensing arrangements covering home use, the laptop package cannot be used for any commercial purpose.

19. If any of these terms or conditions are breached, the School Board of Management may at any time revoke this arrangement.

Agreement for Signing by Pupil and Parent
Re: Home Use of School Owned Assistive Technology
St. Aidan's N.S.
Hollyfield, Ballintrillick, Co. Sligo

Laptop Make and Serial Number: _____

Value of Laptop and software: _____

I confirm that I accept responsibility for taking into my possession a laptop which is the property of St. Aidan's N.S. School Roll Number: 18366S after school on weeknights when my child requires it.

I confirm that I have read, fully understand and accept the Terms and Conditions attached to this agreement and other relevant policies as are determined by St. Aidan's NS, Ballintrillick.

Name of Pupil: _____ **Class** _____ **Teacher:** _____

Signature of Pupil: _____

Name of Parent. Guardian (BLOCK CAPITALS): _____

Signature of Parent/Guardian: _____ **Date:** _____

Address: _____

Contact Numbers: Home: _____ **Mobile:** _____

Signature of Principal: _____