

St. Patrick's Classical School



Additional Education Needs Policy

Learning Support Policy

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School Mission Statement

St Patrick's Classical School is a Catholic Voluntary Day School for boys of all abilities and backgrounds under the Patronage of the Bishop of Meath. The school was established in 1930 as a secondary school to serve the educational needs of the community of parishes, forming this part of the Diocese. As such it will at all times seek, through opportunities for worship and prayer and its Religious Studies programme, to deepen and enrich the Catholic faith of all its pupils

The school aims to provide, through as wide and as varied a curriculum as possible for the spiritual, intellectual, emotional, social, cultural and moral and physical development of all its students. In particular, the intellectual formation of all its students is pursued as fully as possible in accordance with the individual's level of ability. As partners in this education process, management, staff and parents are conscious of the importance of encouraging the growth of positive behavior and the meaningful understanding of all aspects of living with regard to citizenship, family, work and leisure.

Finally, we believe that all aspects of life of the school should be lived in a spirit of justice and charity and that Christian selflessness should be part of our dealings with one another.

Learning Support

1. Situation

St Patrick's Classical School, Roll Number 64350N is a Catholic Voluntary School for boys at second level with 930 students at present.

2. Aims of Learning Support

The principal aim of Learning Support is to optimize the teaching and learning process in order to enable students with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy and also to promote the inclusion of all students with special educational needs.

3. Subsidiary Aims

- To enable students to participate in the full curriculum for their level.
- To provide supplementary teaching and additional support in English and/or Mathematics.
- To provide additional support in project work and assignments.
- To assess and evaluate students' progress formally and informally and record their achievements.
- To communicate with staff, parents, students and external agencies.
- To establish early intervention programmes designed to enhance learning and to prevent/reduce difficulties in learning.
- To develop positive self-esteem and positive attitudes about school and learning in students.
- To enable students to monitor their own learning and become independent learners.

- To involve parents in supporting their children as close co-operation between school and home is essential if the student is to experience the full benefits of his education.
- Students will be encouraged to value and respect one another regardless of academic ability

Rationale

- St Patrick's Classical School strives to be an inclusive educational setting that can meet the needs of all our students.
- St. Patrick's Classical School aims to assist parents in making an informed decision in relation to the enrolment of their son in our school.
- To facilitate a needs assessment of the student and allow time for advance planning and preparation prior to enrolment of a student with additional needs where applicable. To comply with the legislation and relevant department circulars.

4. Learning Support Team

A. Teaching Staff 2025/26

C. Brady

G. Clarke

J. Twomey

N. Plunkett

Individual teachers have a period on their timetables.

B. Liaise with

School Management

Care Team

C. Special Needs Assistants

Ms. Margaret Byrne

Ms. Helena Byrne

Ms. Iona McCaul

Mr. Mark Curran

The Legislative Context

St. Patrick's Classical School is committed to the concept of inclusion. The school is committed to the provision of an educational programme that will meet the needs of all the students enrolled in the school, in so far as it is practicable.

The Education Act 1998, Section 9, outlines the functions of a school in relation to students with additional educational needs. It states that a school shall use its available resources to:

“Ensure that the educational needs of all students, including those with a disability or other special educational needs, are identified and provided for” (1998, p.13)

The Equal Status Act 2000 states

‘For the purposes of this Act discrimination includes a refusal or failure by the provider of a service to do all that is reasonable to accommodate the needs of a person with a disability by providing special treatment or facilities, if without such special treatment or facilities it would be impossible or unduly difficult for the person to avail himself or herself of the service’ (Part 1 (4))

and

‘This section is without prejudice to the provisions of sections 7(2)(a), 9(a) and 15(2)(g) of the Education Act, 1998, in so far as they relate to functions of the Minister for Education and Science, recognised schools and boards of management in regard to students with a disability’ (Part 1 (5))

The Education for Persons with Special Educational Needs Act 2004, Section 2 states: *‘the provision of education to a child with special educational needs shall take place alongside the provision of education to children who do not have such needs unless that is inconsistent with:*

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

(b) The effective provision of education for children with whom the child is to be educated’ (2004, p.7)

The Guidelines for Post-Primary Schools - Supporting Students with Special Educational Needs in Mainstream Schools (2017)

Principles to guide the implementation process

- Resources provided to support students with special educational needs should be used to facilitate the development of truly inclusive schools.
- Supports provided to students with special educational needs should be based on identified needs and be informed by regular reviews of progress (in consultation with parents and students) as outlined in the Continuum of Support Guidelines.
- The subject teacher has primary responsibility for the progress and care of all students in the classroom, including students with special educational needs.
- Special education teaching supports provided to schools should be used solely for the support of students with identified special educational needs, including those students for whom English is an Additional Language (EAL). The special education teaching supports **cannot** be used to reduce the student-teacher ratio for general subject teaching or to provide additional subject options for students who do not have special education needs.
- Students with the greatest levels of need should have access to the greatest level of support, and whenever possible, these students should be supported by teachers with relevant expertise who can provide continuity of support.
- Schools should establish and maintain a core team of teachers to meet the needs of students with special educational needs. All members should have the necessary experience and access to continuing professional development to support the diverse needs of students with special educational needs

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5. What are Special Needs?

The term “Special Needs” refers to a range of needs often caused by a medical, physical, mental or developmental condition or disability. These difficulties experienced by students with special needs vary greatly from student to student; they may be temporary or permanent and can be categorised as mild, moderate, severe or profound as classified by the World Health Organisation.

Management of all forms of needs should involve a team approach consisting of the student’s parents, teachers, educational psychologist (where appropriate), outside agencies (where appropriate) and management. This may involve the creation of an Individual Education Plan for those students.

Dyslexia is manifested in a continuum of specific learning disabilities related to the acquisition of basic skills in reading, spelling and/or writing. Students with dyslexia need to be recognized and understood by parents and teachers if they are to succeed in school. Due to their specific needs the subject teacher in consultation with the learning Support/Resource Teacher should draw up a programme tailored specifically to their needs.

Dyspraxia is a specific learning disability resulting from the immaturity of the neurological development of the brain. Sometimes a child with dyspraxia was referred to as the clumsy child although this terminology is

no longer used. People with this difficulty have difficulty planning and carrying out sensory/motor tasks. Students with dyspraxia will not grow out of it, they need to be understood and recognized.

Students with Emotional/Behavioural difficulties, EBD often present with negative behaviour, which impinge on their learning and often on their social development. It is important for anyone involved in the care and education of a student with serious emotional/behaviour difficulties to establish supportive links. This support may involve the following: psychologists, psychiatrists, counselors, special needs teachers/assistants and parents. This behavior can be extremely diverse and consequently the approaches to supporting such students demands flexibility and consistency. The student's need and origin of their upset needs to be addressed. Objectivity is the key to effective management of challenging behaviour.

Students on the autistic spectrum face a range of difficulties in social, emotional and language development/understanding. These difficulties can include failure to recognise other people's emotions or feelings, difficulty in understanding idioms, abstract language. A team approach is necessary involving parents, teachers, educational psychologist, outside agencies (where appropriate), and the special needs assistants and it is this team that should be involved in the development of an Individual Student Profile

Students with sensory disabilities, such as a hearing impairment (deaf as an example), should have access to a rich language environment to help stimulate language development. The provision of good support structures for the student and his family is paramount. Contact should also be made with the visiting teacher for the deaf and they should be involved with the learning support/resource teacher, special needs assistant and parents in drawing up a suitable Individual Student Profile

Students with a physical disability also will involve a team approach involving the student's parents, outside agencies (where appropriate), educational psychologist (where appropriate) and learning support/resource teacher. All should be involved in the formulating a suitable Individual Student Profile

Individual Student Profile

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Parents should also be encouraged to work with their son in the areas of language, cognitive development, self-help and social skills.

The student may be receiving services from a multi-disciplinary team and it is important that all members of that team including parents work together to plan and co-operate the necessary services.

Individual Student Profiles are essential for all students with special educational needs as Individual Student Profile allows them to follow a pace and learning style that suits their particular abilities and needs. Language development, social and personal skills and self-help skills should be part of the curriculum for all students and the focus should be on inclusion.

Communication between school and home is important as it ensures the best possible programme is always in place for that student.

6. Staff Roles and responsibilities.

The role of supporting learning is a collaborative responsibility shared by all which includes the following: the Board of Management, Principal, Deputy Principals, and Subject teachers, learning Support / Resource Teachers, Care Team, Guidance Counsellors, Chaplain, parents and Students.

It is important that everyone contributes in the planning and implementation of our school plan on Learning Support Provision.

6.1 Role of Management (Board of Management, Principal/Deputy

Principal) Management should:

- Oversee the development, implementation and review of the Learning Support policy
- Support all the staff in their professional assessment of, and provision provided for pupils with Special Educational Needs.
- Facilitate provision for pupils with Special educational Needs, by aiming to provide the best possible environment for these pupils.

6.2 Principal

“The Principal teacher has overall responsibility for the school’s learning-support programme and for the operation of services for children with special educational needs” (Learning-support Guidelines, p.38)

The Principal Teacher should:

- Assume overall responsibility for the development and implementation of the school’s policies on Learning-support and special needs.
- Support the learning support/resource team in liaising with other professionals, when appropriate, regarding pupils with special needs.
- Liaise with external agencies such as psychological services and S.E.N.O’s to arrange assessments and special provision for students with special needs.
- Oversee the implementation of a whole school assessment and screening programme to identify pupils with learning difficulties and very low achievement so that these pupils can be provided with the support they may need.
- Encourage teachers to increase their knowledge and skills in the area of learning-support, and

support staff development in the area of learning-support.

- Ensure adequate classroom accommodation and teaching resources are provided for the learning support team.
- Ensure that a secure facility for the storage of records relating to pupils in receipt of learning support is provided.
- Maintain a list of pupils who are receiving learning-support.
- Liaise with the learning support team.
- Meet with parents of pupils receiving learning-support when required.

6.3 Role of the Class Teacher

The class teacher should:

- Have primary responsibility for the progress of all pupils in his/her classroom, including those selected for learning support.
 - Should try to create an environment where learning difficulties can be alleviated by adapting learning materials for lower-achieving pupils and liaising closely with their parents.
 - Play an important role in the initial identification of pupils who may have difficulties and in turn will refer the student to the learning support team for appropriate screening.
 - Liaise with the learning support team regarding pupils with special needs in their class and the curriculum provided for them.
 - Support the learning support team in any withdrawal work necessary.
 - Liaise with the Year Head, learning support/resource teacher to develop Individual Student Profile
 - With regard to teaching students with low achievement/ability, the following approach may be implemented.
 - Provide learning activities, which will ensure success for these students, as fostering self-esteem and confidence is critical for these students.
-
- Place high achievers beside low achievers in the class and encourage co-operation between both if group work is involved.
 - Modifying the presentation and questioning techniques to maximize the involvement of low achievers.

6.4. Role of the Learning Support/Resource Team

- Prepare suitable programmes for students who receive learning/resource support.
- Develop Individual Student Profile for students in consultation with the class teacher and parents.
- Conduct diagnostic testing on each incoming first year student, record results, and identify students who may have difficulties based on the results.
- Conduct diagnostic testing for RACE and DARE.
- Liaise with outside agencies, year heads and class teachers in implementing recommendations for students. E.g. psychological services.
- Monitor identified students in need of support from the Learning Support/Resource team.
- Maintain confidential records of each student.
- Coordinate RACE applications for students who may be entitled to reasonable accommodation at state exams.
- Liaise with parents of students in receipt of support to review attainments and discuss targets.
- Assist class teachers with regard to planning, approaches to reading, writing, differentiation and other areas of concern e.g. behaviour, social skills etc.
- Liaise with outside agencies, Principal/Deputy Principal, Year Heads, class teacher and parents.

The team also is responsible for:

- The purchasing of resources, which are relevant to the learning-support/resource needs student.
- Liaising with external agencies to arrange for educational assessments and provision for students with learning difficulties.
- Meeting the principal to discuss students' needs and progress.
- Meeting as a team once a week to discuss students' needs and progress.
- Liaising with teachers and keeping them informed of students in their class with learning difficulties and advising them on how best they can help these students in their class, as inclusion is important for all students.

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Teacher Qualifications

- Claire Brady Post Grad in SEN
- Gerard Clarke Post Grad in SEN
- John Twomey Post Grad in SEN
- Niamh Plunkett Post Grad in SEN

6.5 Role of Special Needs Assistant

Special Needs Assistants are recruited specifically to assist schools in providing the non-necessary services to pupils with assessed educational needs. Their duties are assigned by the Principal acting on behalf of the Board of Management.

The Special Needs Assistant should:

- Provide special assistance as necessary for children with particular difficulties e.g. helping special needs pupils with typing or writing or computers or the use of their equipment.
- Accompany individuals or small groups who may have to be withdrawn temporarily from the classroom for one reason or another.
- Assist class teacher, under the direction of the principal, with duties of a non- teaching nature.
- Participate with school development planning, where appropriate.
- Engage with parents of special needs pupils in both formal and informal structures as required and directed by school management.

See enclosed Sheet for other duties as required Appendix 3

6.6 Role of Parents

Parents can make a huge contribution to their son's learning programme, by preparing for and supporting the work of the school by:

- Contacting the school about any concerns that they may have about their son in relation to learning-support.
- Arranging to meet someone from the Learning-support team by making an appointment through the school office or they can discuss their concerns over the phone with a member of the team.
- Raising concerns about their son's difficulty with the class teacher and/or year head if they are concerned about their son's education.
- Providing a home environment where there are opportunities for learning.
- Supporting work done at school by participating with their son in the following activities:
 - (a) Paired reading.
 - (b) Encourage their child to read books/ magazines of high interest content.
 - (c) Helping them with their homework, if necessary.
 - (d) Read or explain questions asked.
 - (e) Using support material (e.g. ICT packages) where available to support English, Math's, Typing etc.
 - (f) Explain/discuss appropriate behaviour.
- It is important that parents talk positively about school and homework.

6.7 Role of the Pupils

Pupils receiving learning/resource support should:

- Have a positive attitude towards learning-support and supplementary teaching.
- Participate fully in all assessments.
- Participate in class work or work set out by the teacher.
- Become familiar with their learning targets.
- Develop “ownership” of the skills and strategies that are taught during learning-support classes and learn to apply these to improve their own learning.

7. Time Allocation for Learning Support

Learning support/Resource is offered to students during the following times:

- Withdrawal from Irish two periods a week in first year for students who have a valid Irish exemption.
 - Withdrawal from Irish two/ three periods a week in second and third year for students who have a valid Irish exemption.
 - Withdrawal from Irish four periods a week in fifth year for students who have a valid Irish exemption.
 - Withdrawal from Irish four/ five periods a week in sixth year for students who have a valid Irish exemption.
 - Withdrawal from MFL if necessary from first to third year.
 - Team teaching in Maths and English if required and possible
 - In class support from the Resource team if required
 - Reduced timetable for students if necessary and resource will be provided when possible.
 - One to one is offered occasionally if difficulty emerges.
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- Block periods of time/intervention are offered to students when necessary e.g non exam Religion.

Learning Support/Resource teachings are timetabled with the Irish lines from first to sixth year. These groupings are a mixed ability of various needs due to the timetabling structure.

8. Early Intervention Programme

Early intervention is important in school, therefore close co-operation between class teachers and the learning support team is vital at the early stages as the class teacher will be able to identify students who may need supplementary support.

- Teachers should note down concerns and keep a sample of the students' work if possible so that it can be examined.
- Teachers can submit this information to a learning- support/ resource teacher, so that it can be evaluated.
- Results of screening and diagnostic testing will be explained to the class teacher.
- Notes on the learning difficulty will be available from the learning-support/ resource teacher.
- Lists of first years with learning difficulties and notes in relation to these difficulties will be available on shared resources in the Resource information folder from September.

8.1 Continuum of Support

St. Patrick's Classical School offers support to students matching the need to school provision.

The Three Levels of Support:

1. Support for all. 2. School Support (for some), and 3. School Support plus For a Few.

The level of support offered will increase in intensity and is matched to the needs of the student. The AEN co-ordinator will hold records of students identified as having needs at each level of support in school. The Student Support Team will work with the AEN co-ordinator to ensure the needs of students at each level of support are being met along the continuum of support.

Support for All

- Support for ALL aims to support and promote positive student learning and behaviour. Key elements of this approach are:
- Creating positive learning environments
- Best practice in teaching, with a diversity of learning opportunities
- Establishing and teaching clear behavioural and learning expectations for students
- Having a system for reinforcing and monitoring students

A student support team

This approach may include

- The use of differentiated teaching and learning materials
- Identification of learning outcomes
- Assessment for Learning (AFL) strategies
- Assessment/Screening for Learning Difficulties and BESD
- Assessment/Screening for exceptionally able and gifted students
- ANA support
- Assistive technology where appropriate
- Use of ICT

School Support (for Some)

Some students who need additional supports will be assessed in order to

- Identify Concerns and Gather Information
- Plan Interventions
- Monitor and Review

This approach may include support for all interventions but also include:

- Individual or small group teaching to address specific needs (e.g. reading, spelling, numeracy, life skills, social skills, behavioural competence).
- Team teaching
 - In class Support
 - Support teaching in smaller groups
 - Lunchtime Activities
 - Buddy System
 - Mentoring

Student Support Plan

The Care Team will work together to ensure plans are in place to meet students' needs at school support.

The plan will vary depending on identified need – see p.51 A Continuum of Support for Post Primary schools

Plan of Work, Targets, Strategies, Schemes of Work etc.

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School Support Plus

The School Support For a Few processes will generally require more intensive and individualised supports and may involve external professionals and support services. School Support applies to students whose needs are enduring and/or severe and complex and whose progress was considered inadequate despite carefully planned and reviewed interventions at the previous levels.

Some kind of individualised plan is usually needed at this point. This may take a number of forms, but they are most likely to reflect the good practice set out in the Guidelines on the Individual Educational Planning Process issued by the NCSE in 2006, which specify:

- The nature and degree of the student's abilities, skills and talents
- The nature and degree of the student's special educational needs and how those needs affect his/her educational development
- The present level of educational performance of the student
- The special educational needs of the student
- The special education and related support services to be provided to the student to enable the student to benefit from education

8.2 Initial Screening

All incoming first year pupils are screened on the day of the entrance exams using the following Standardised test C.A.T 4 The Cognitive Abilities Test (CAT) is a suite of tests that assesses a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. CAT4 is the fourth edition of the test and comprises the following sections or batteries which assess different aspects of ability: which tests the following areas:

1. Verbal Reasoning Battery – thinking with words

- Verbal Classification.
- Verbal Analogies

2. Quantitative (or Numerical) Reasoning Battery – thinking with numbers

- Number Analogies
- Number Series

3. Non-verbal Reasoning Battery – thinking with shapes

- Figure Classification
- Figure Matrices

4. Spatial Ability Battery – thinking with shape and space

- Figure Analysis
- Figure Recognition

Also further testing may be required in September based on the above results to establish a reading age.

The results of these assessments should indicate which students may need Learning –Support.

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Also the resource teacher and/or the Vice Principal consults with primary schools prior to pupils starting in first year to establish who is currently receiving learning support and the learning support team view application forms.

Most primary schools also sent forward copies of standardised test results such as the NRIT, Micra T and Sigma.

8.3. Diagnostic Testing.

Further diagnostic testing will take place for students applying for RACE for state exams, and to check progress to see if pupils are reaching set targets.

9. Monitoring Progress

Student's academic progress will be monitored by:

- Standardized and Diagnostic Assessments
- Informal Assessments
- Liaising with class teachers and parents.
- Record Keeping

9.1 Staff Meetings

At staff meetings and/or announcements in the staff room teachers are informed of students with learning difficulties and what support is available for teachers dealing with those students. Lists of incoming students with learning difficulties are placed on the shared resources drive and SchoolWise where all members of staff can refer to. Also, opportunities for staff development in the area of special needs can be provided for at staff development days.

Monitoring of the learning support policy is an ongoing development process.

10. Liaising with Parents.

The learning support team initially will provide general information to parents about the services that are available in the school. This information is provided at:

- Open and information evening.
- Meetings held with individual parents.
- Phone calls
- Parent teacher meetings.

At meetings with individual parents the following issues will be discussed:

- The services that the school provides in relation to Learning Support.
- Developmental history.
- Student's Learning Difficulty.
- Student's interests.
- Parental expectations.
- School's expectations.

- Discuss strategies with parents to help their son's learning.
- Discuss the creation of an Individual School Profile to set educational targets.
- Continued contact between the school and the home to help reach targets.
- Person whom they can contact if a concern arises over learning difficulty.

At follow up meetings or discussions the following issues will be discussed:

- The student's overall performance at school.
- Results of diagnostic assessments.
- Issues that have arisen in subject areas.
- Ongoing profiling and review of targets and setting of new ones.
- Teacher's concerns.
- Parental concerns
- A.O.B

11. Guidelines for teachers (withdrawal of students on a one to one)

- Teachers must not engage in any physical contact with any student.
- Teachers must ensure that they are in a room with a window and that they are clearly visible.

12 Homework Policies

In general homework is not given to withdrawal groups however it can be given in the following circumstances:

- (a) Homework can be given to reinforce class work.
- (b) When a student fails to complete a class task.

13. Reviewing and Monitoring of Policy

Monitoring the Learning Support Policy is an ongoing process. The Learning Support Team in conjunction will review the Policy with the Principal and staff. The learning Support/Resource teachers will meet weekly, and with the principal regularly.

14.Incoming First Years

- Resource team speaks at the information night and are available to meet parents after
- Parents can contact the school and arrange a meeting
- Sit an assessment test CAT 4 in February of 6th class
- Open afternoon in May for incoming students they get a tour of the school and meet SEN teachers and other members of staff
- SEN students are welcome to visit the school in June and meet a SEN teacher

This policy reviewed and ratified by the Board of Management:

The Board of Management approved and ratified the School Policy on the *Date*: 10-11-2025.

Signed:  Signed:



Fr. Gerry Stuart

Mr. Harry Mc Garry

Chairperson of Board of Management

Principal/Secretary to the Board of Management

Date: 10-11-2025

Date: 10-11-2025

Appendix 1

A List of Assessments

English

WRAT 5

SNIP Literacy Programme

CAT

Gap reading/comprehension J Mc Leon

N.G.R.T 111 (Digital)

Access Reading Test Colin Mc Carty and Mary Crumpler

I.Q

CAT

Maths

Wrat 4

CAT

MALT

Maths Competency Test

Appendix 2

Resources Available

The following resources are available in the learning Support Rooms:

- Prime ed.
- Toe by toe
- Word shark
- Range of cross curricular textbooks
- Library books
- Level 2 Workbooks

Availability/ Use of ICT Facilities

Currently the following IT is available:

- Seven P. C's in room 22
- Laptops assigned to pupils
- Room 31 is also available during some resource times
 - Six P.C's in Room 21

Appendix 3

Special Needs Assistants are recruited specifically to assist schools in providing the non-teaching services to pupils with assessed educational needs. Their duties are assigned by the principal acting on behalf of the Board of Management. Their work is supervised either by the Principal or another teacher as determined by the Principal. Those duties include tasks of a non-teaching nature such as:

1. Preparation and tidying up of classrooms.
2. Assisting school children to board and alight from school buses. Where necessary travel and escort during school hours on school buses may be required.
3. Special assistance as necessary for children with particular difficulties e.g. helping special needs pupils with typing or writing or computers or other use of equipment.
4. Assistance with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the pupil.
5. Assisting on out of school visits, walks, examinations and similar activities.
6. Assisting the teachers in the supervision of pupils during assembly, recreation and dispersal from the classroom for one reason or another.
7. Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom for one reason or another.
8. General assistance to the class teachers, under the direction of the Principal, with duties of a non teaching nature. (Special Needs Assistants may not act as either substitute or temporary teachers. In no circumstances may they be left in sole charge of a class)
9. Participation with school development planning, where appropriate, and co-operation with any such changes with policies and practices arising from the school development process.
10. Engagement with parents of special needs pupils in both a formal and informal structures as required and directed by school management.
11. Other duties appropriate to the grade as may be determined by the needs of the pupils and the school from time to time. Special Needs Assistants may be required to other work appropriate to the grade when special needs pupils are absent or when urgent work demands arise.

Appendix 4 :
Staff Consultation

Student Support Team Consultation Form

PRIVATE AND CONFIDENTIAL

Name of Student:

_____ **Year:**

_____ **Class:**

_____ **Class**

Teacher: _____

Year Head: _____

State how you know the student: _____

Is it a pastoral care / learning concern (please tick one)?

Pastoral care

Learning

Reason for concern:

- _____ **Signed:** _____ **Date:**

PLEASE SUBMIT THIS FORM TO ONE OF THE MEMBERS OF THE STUDENT SUPPORT TEAM – DEPUTY PRINCIPAL, YEAR HEAD, GUIDANCE COUNSELLOR OR AEN department.

Appendix 5 :***Saint Patrick's Classical School SEN
Student Profile A***

Name:	DOB:	Class:	ISP Date: September	ISP Review: May
SEN Teacher CB/JT/NP/GC	Year Head	Class Teacher	No. Of Subjects	SNA HB/MB/IMcC/MC
Abilities Skills and Talents : <ul style="list-style-type: none"> • 			Priority Learning Needs: <ul style="list-style-type: none"> • 	
Nature of SEN: <ul style="list-style-type: none"> • 				

Priority Recommendations /Targets:

- I

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**Appendix 6 : Saint Patrick's Classical School****Individual Student Plan B**

Name:	DOB:	Class:	ISP Date: September	ISP Review: May
SEN Teacher CB/JT/NP/GC	Year Head	Class Teacher	No. Of Subjects	SNA HB/MB/IMcC/MC
Abilities Skills and Talents : •			Priority Learning Needs: •	
Nature of SEN: •				

Priority Recommendations /Targets:

- I

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**In my subject
area this
means:**

1.

2.

3.

4.

Strategies to be used:

Date: _____