ADDITIONAL EDUCATIONAL NEEDS (AEN) POLICY

ETSS WICKLOW

The Glebe, Wicklow Town

INTRODUCTION

This Additional Educational Needs (AEN) policy outlines the supports that ETSS Wicklow provides for its students with additional needs. The policy is in line with the school's ethos to provide every one of its students with an equal opportunity to achieve their potential.

RATIONALE OF AEN POLICY

Our AEN policy aims to outline our commitment to creating an inclusive and supportive learning environment for all our students. This commitment is underpinned by the ethos, aims, vision and culture of ETSS Wicklow and our patrons and guided by the relevant legislation.

- The Education Act (1998)
- The Equal Status Act (2000)
- The Education (Welfare) Act (2000)
- The Equality Act (2004)
- The Data Protection Acts (1988, 1998 and 2003)
- The Freedom of Information Acts (1997 and 2003)
- The Education for Persons with Special Educational Needs Act (2004)
- The Disability Act (2005)
- The Assisted Decision-Making (Capacity) Act 2015

This policy is drafted in the context of:

- DES Circular Letters
- The guidelines published by the NCSE
- The guidelines on the Individual Education Plan Process 2006
- The guidelines on the Continuum of Support for Post-Primary Schools (NEPS)

This policy is a reflection of our current practice in ETSS Wicklow in relation to facilitating and promoting a whole school approach to additional educational needs.

The AEN Policy is connected to the following school policies:

- Intimate Care Policy
- Code of Behaviour
- Admissions Policy

AIMS AND OBJECTIVES

- To facilitate the social, emotional and educational (including literacy and numeracy) and physical wellbeing of students with additional educationalneeds;
- To ensure that students with additional educational needs are experiencinglearning in a positive way;
- To ensure that ETSS Wicklow is an inclusive learning environment that enables students with additional educational needs to realise their full potentials as unique individuals through access to an appropriate broad and balanced curriculum;
- To enable students additional educational needs to function as independentlyas possible through the provision of such educational supports as are necessaryto realise that potential;
- To help students with additional educational needs develop the skills they need tocontinue learning in adult life;
- To ensure that parents/guardians are involved in decisions about their children's education.

CATEGORIES OF ADDITIONAL EDUCATIONAL NEEDS

The various categories of special educational needs, the definitions of these categories, the criteria for the allocation of additional resources and the procedures for application are set by the Department of Education and Skills (DES) and the National Council for Special Education (NCSE) – up to date lists of these categories areavailable on the NCSE website **https://ncse.ie/.** A copy is also included in Appendix A.

ADDITIONAL EDUCATIONAL NEEDS (AEN) TEAM

The overall responsibility for the provision of education to all students, including students with additional educational needs, lies with the Board of Management, and the principal of the school has overall responsibility of ensuring that additional educational needs of students are met to the best levels possible in relation to school resources.

Roles and Responsibilities of Partners in the AEN Team

The AEN team comprises the Principal, Deputy Principal, the AEN Co-ordinator, teachers with SET Hours (AEN Core Team), the Guidance Counsellor, mainstream teachers and students with additional educational needs. The team also includes any SNA's as approved by the DES. The AEN Co-ordinator is also part of the Pastoral Care team in the school and works closely with the student support team and the Student Support Co-ordinators. The team is advised by the SENO and NEPS psychologists as well as other agencies and professionals involved with AEN students in the school. The team works in consultation and collaboration with parents and guardians.

THE AEN COORDINATOR (AENCO)

The AEN Core Team is led by an **AENCO** who provides an organisational structure for AEN in the school which facilitates collaboration among all staff members in an efficient and effective manner for the benefit of the students with additional educational needs.

The Roles and Responsibilities of the AENCO:

- Oversees the day-to-day operation of the school's AEN policy, including formulation, implementation and review;
- Acts as an advocate for students with AEN;
- Supports management with the coordination and timetabling of learning support hours;
- Supports management with the coordination and allocation of duties for SNAs;
- Liaises with and advises colleagues about AEN;
- Monitors and tracks the progress of students with AEN;
- Responsible for drawing up an official AEN register at the start of each year;
- Responsible for keeping the official register updated throughout the year;
- Oversees the notifications to staff members of important AEN issues during the year (weekly email sent by the student support coordinator)
- Oversees the filing of records and reports for students with AEN;
- Liaises with parents/guardians of students with AEN;
- Offers advice to management on the in-service/upskilling of staff concerning AEN;
- Liaises with feeder schools, teachers & parents of incoming students to gain relevant information and access to psychological assessments and other reports;
- Liaises with external agencies and support services as appropriate, including the National Council for Special Education (NCSE), the State Examinations Commission (SEC) and National Education Psychological Service (NEPS);
- Assists with administration of standardised tests to all incoming students such as NGRT and CAT4.
- Facilitates the identification of **Irish and MFL exemptions** as per the Irish & MFL Exemption Policies including liaising with parents/ guardians, language teachers, Principal and Deputy Principal;
- Coordinates applications for **assistive technology**;
- Coordinates the preparation of Student Support Plans (SSPs) and Personal Pupil Plans (PPPs) for all AEN students, in consultation with parents, teachers, outside professionals, the Deputy Principal and the principal;
- Coordinates the implementation of SSPs;
- Organises review meetings for SSPs twice per year;
- Organises communications with the AEN team;

These duties are reviewed regularly and may change to ensure the priority needs of AEN students are always being addressed as our school grows.

Special Education Teacher (Circular 14/2017)

- Providing diagnostic and informal assessments for students in order to monitor progress and evaluate the effectiveness of an intervention.
- Collaborating with subject teachers by giving advice on teaching methodologies best suited to a student.
- Providing direct teaching to a student with SEN either to reinforce the teaching that takes place in the classroom or to improve upon the core skills that may be necessary to successfully access the second level curriculum.
- To provide team teaching/co-operative teaching when withdrawal from the classroom may not be the most appropriate means of supporting the student.
- Contributing at meetings involving parents and/or outside agencies when appropriate.
- Collecting and analysing school-wide screening data, including in-take screening, transfer information, attendance, behavioural records and information from subject teachers
- Collaborating with Student Support Coordinators to provide appropriate support to identified students.
- Planning, implementing and reviewing individual and/or group interventions.
- Seeking external professional advice, as needed.
- To advise SNA's around the care needs of relevant students.

Role of Mainstream Teacher (DES Circular 14/2017)

- To be aware of the School AEN policy and procedures (as outlined in this policy) for dealing with students with AEN, and ensure all students' needs are met.
- To seek advice from the AEN Department regarding students with AEN.
- To participate in CPD in the area of AEN.
- To support/encourage independence in the student.
- To differentiate teaching and learning activities for students, including exceptionally able/gifted students.
- To create a positive classroom environment for all students.
- To create opportunities for success.
- To use assessment for learning.
- To establish and teach behavioural and learning expectations.
- To assess/monitor progress.
- To consider the needs of students with AEN in all aspects of classroom planning.
- To identify students who may be at risk (considering general progress, application, communication, behaviour, or interaction with other students).
- To complete referral forms, transfer of information forms, etc. as required by the AEN team.
- Contribute to group or individual planning and review.
- Implement agreed strategies.
- Implement individualised and specialist programmes and strategies.
- Direct the work of the SNA's in the classroom.
- Inform parents of the progress of students through the parent-teacher meeting and school reports.

Students with Additional Educational Needs:

Students who are in receipt of support teaching should, as appropriate:

- Become familiar with the targets that have been set for them
- Develop 'ownership' of the skills and strategies that are taught and learn to apply these learning

strategies and skills to improve their own learning
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

COMMUNICATION

All communication is conducted in a respectful, timely and confidential manner and follows best practice guidelines in relation to data protection and school policies.

(a) AEN Coordinator (AENCO)
The AEN Coordinator meets with the AEN team regularly to review the progress of AEN students. There are also weekly meetings with senior school management, meetings with external agencies as required, reports given at staff meetings, in-service training and staff training. Informal meetings occur on a daily basis. AEN is on the agenda at every staff meeting. Information is also communicated via the Student Support Coordinator and student support structures such as the Student Care Team.

(b) AEN Register
At the beginning of each academic year, an AEN Student Register is reviewed and adjusted as required and circulated to all teachers and to the AEN team. This register includes details in relation to a student's name, class and year, category of AEN and supports being provided. The AEN Coordinator may select a small sub-committee to help complete the SSPs for students on the AEN register.

(c) Record Keeping
All AEN records and individual AEN student files are kept in secure files in the office. Best practice guidelines in relation to data protection are followed. At the end of each year, the AEN team will fill out a student transfer form to use as reference for the following school year, should a change of SET occur. At the end of each year, the subject teacher completes a transfer of student form for each student with AEN detailing interventions that work for the student, assessment of course work, homework, behaviour and attendance. Completion and storage of these forms is the responsibility of each subject department. The forms are passed on to new teachers of the student in each particular subject area.

(d) Student Support Plans
An SSP will be prepared for each student who has additional needs in line with best practice. These SSPs will be regularly updated as per agreed protocols at ETSS Wicklow.

(e) Parents & Guardians
Communication to parents starts with events such as our open day and information evenings and includes letters/ emails/ phone calls/ VSWare texts, student journals, parent/ guardian- teacher meetings, meetings with the AENCO and staff consultation hours.

(f) External Agencies
Communications and meetings with external agencies e.g. NCSE are organised as appropriate.

AEN MODEL OF ORGANISATION IN ETSS WICKLOW

- ***Identification Process***
  When applying for enrolment, parents can inform the school of any AEN. Before starting at the school, parents/ guardians will meet with a member of the AEN teaching to discuss their child's specific needs and our school's capacity to meet these needs. We request that all relevant documentation and information be forwarded to us. Where diagnosis/reports are deemed inadequate or out of date, the Principal/Board of Management may insist that the parents/ guardians obtain an up-to-date Educational Psychological Report. In some situations, such as

for admission to the Autism Class, recommendations must be within two years of writing**.**

- ***Management Support***
  Management will ensure that the school can plan its support for all incoming students by facilitating meetings of incoming students and their parents and contacting primary schools. We facilitate the transition from primary school for students with additional educational needs through a meeting with each family before the start of the new academic year. As part of this transition programme, we ensure that we gather information about students with AEN so that they are immediately included and supported in their initial experiences in our school. In addition, all students take standardised tests such as the CAT4 which provide further information to inform planning. Teachers will also conduct in-class assessments to determine skill levels in writing, reading and numeracy.

Provision and the Continuum of Support

Continuum of Support
The model of assessment and intervention, as practised in ETSS Wicklow, is underpinned by recognition that additional educational needs occur along a continuum, from mild to severe and from transient to long term. Our response to the needs of students is organised according to NEP's Continuum of Support. Depending on needs, students may move along this Continuum of Support from one stage to another.

Student Support Plans (SSP)
A Student Support Plan is devised for students with Additional Educational Needs. All students involved in AEN support will have a tailored learning plan, with students with resource teaching hours or more complex needs having a more detailed Student Support Plan.

The Student Support Plan involves:

- Gathering information: Personal/ Background details.
- Educational details (primary school details/ assessment and learning support details).
- Categorisation of need (assessment reports/ information attained from parents).
- General profile based on formal/ informal assessment.
- AEN provision
- Priority Need.
- Setting targets for each priority learning need.
- Identifying the strategies and resources required.
- Relevant documentation.
- Setting the date for review. A review occurs each academic year. However, it may occur more often dependent on student progress and circumstances.

These SSP's aim to include the most relevant information in a clear and concise manner so that it functions practically as a working document.

Where SNA support is required, a PPP will be created outlining primary care needs and a plan for SNA deployment.

Timetabling

The AEN timetable is scheduled after the mainstream timetable is organised and issued to teachers at the start of the new school year. It is reviewed as required during the year ensuring that support is provided as

per the Continuum of Support.

Access to the Curriculum

All students are provided with the opportunity to access the mainstream Junior Cycle curriculum and student needs are supported with advice in relation to optional subjects. Where appropriate, L2LP can be facilitated to ensure that students are both challenged and rewarded at an appropriate level. Students exempt from the study of Irish attend will be facilitated with another area of study or resource time depending on level of need and availability of resources as per the Continuum of Support.

PROVISION FOR STUDENTS WITH EMERGING NEEDS

For students with emerging needs, including the exceptionally able, the concern may have been identified through the whole school screening and monitoring systems (CAT4, in class assessment, informal observation, parental concern). Teachers are asked to complete a referral form for students who they have a concern about that focuses on the student's behaviour, academic performance, homework etc. Some students will need further individual or diagnostic testing to identify the nature of their needs (both learning and behavioural). Parental/ Guardian consent is obtained before diagnostic tests are administered on an individual basis. Teachers are also encouraged to refer to students' CAT 4 results to determine the student's areas of strength and their needs and link with at least two other subject teachers before completing a referral form.

Meeting Needs and Allocating Resources

In planning the allocation of additional teaching and SNA supports, the over-riding principle is that resources are deployed to address the identified needs of students. Importantly, those with the highest level of need should have access to the greatest level of support.

Models of AEN Provision

In assessing and deciding which students need to be in receipt of supplementary teaching and which students may benefit from support within the mainstream context the following options are considered:

- Curricular differentiation
- Team Teaching/Co-operative Teaching
- In-class support/Differentiation
- Additional classes in literacy and numeracy- especially at Senior Cycle
- Inclusion of SNA in specific classes
- Small group withdrawal
- Individual withdrawal
- Organisation and Life Skills lessons
- Level 2 Learning Programmes (L2LP), a programme that is designed for students who are unable to access Level 3 Junior Cycle Curriculum and meet the requirements outlined by the Dept. Of Education to engage with this programme.
- Resource enriched class- depending on the make-up of a year group and the level of need, a smaller resource enriched class may be created in a Junior Cycle Year group to provide support to students with complex additional educational needs. Selection for this level of support is based on scores from formal testing, professional reports, information from the primary school and parents/ guardians.

The period of intervention recommended for each student is dependent on the nature and extent of their individual need. The duration of provision is varied and is reviewed throughout the intervention. There are cases where support is needed on a short-term basis, after which the student is in a position to recommence with the regular curriculum. All decisions in this regard are discussed with parents/guardians, class teachers, the student, principal and guidance counsellor.

Exceptionally Able Students

The Report of the Special Education review Committee (SERC 1993) defines students who are exceptionally gifted or talented as those who have demonstrated their capacity to achieve high performance in one or more of the following areas:

- General intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership ability
- Visual and performing arts
- Mechanical aptitude
- Psychomotor ability (e.g. athletics/ gymnastics

These students are provided for in the first instance at stage one of the NEPS Continuum of Support with strategies such as:

- Differentiated teaching;
- Project based learning;
- Access to activities that enrich and extend them;
- Accelerated learning;
- Co-curricular activities;
- Use of ICT;
- Co-operative learning;
- Supplementary reading on selected topics;

Examinations (In-House Assessment, State Examinations)

Where resources permit and when deemed appropriate, readers, scribes and other accommodations are available to students who may be eligible for such accommodations in mock exams and other school assessments. Students in non-exam years sitting a differentiated test will have that noted on their report. A separate examination centre is provided for AEN students during our in-house exams if deemed necessary and resources permit. Applications will be made to the State Examinations Commission (SEC) for Reasonable Accommodations in State Examinations (RACE) for the Junior Cycle or Leaving Certificate as required. All decisions for accommodations in State Exams lie with the State Exams Commission. For in-house exams, any accommodations offered, are done so on the explicit understanding that these accommodations are not guaranteed in State Exams.

Autism Classes

As learning needs may change over time, a student's enrolment in a special class will be kept under continual review by the school. Reviews will take place annually and include a careful examination of the student's progress in achieving his/her learning targets and to ensure that the placement continues to be appropriate for the student. The full procedure with regard to enrolments to ETSS Wicklow and to the AS

class can be found in our Admissions policy which is available on our website. A hard copy of same is available from the school office on request.

Students enrolled in the Autism Classes are placed in the School Support Plus category and are required to have Personal Pupil Plans and Student Support Files to be completed in consultation with parents, SNAs, teachers and multi-disciplinary teams where possible. The purpose of the Autism Classes is to assist autistic students to leave school with the skills necessary to participate, to the best of their ability, in an inclusive way in society and to live independent lives.

Priority Areas for Development Year 2024-2025

- Ongoing CPD for teachers and SNAs in the area of Special Education. Exceptional closure for whole staff Autism training.
- Expansion of standardised assessment tools to include MALT and PPADE.
- Maths testing for all first-year students.
- End of year review of students at each stage of the Continuum of Support.
- Beginning of year review of students at each stage of the Continuum of Support reflecting the needs following the incoming 1st Year group and any other additional students to the school.
- The creation of a student transfer form to use as reference for the following school year, should a change of AET occur.
- Subject teacher transfer of student form for each student with AEN detailing interventions that work for the student, assessment of course work, homework, behaviour and attendance. Completion and storage of these forms is the responsibility of each subject department. The forms are passed on to new teachers of the student in each particular subject area.
- Ongoing review of places for students enrolled in our Autism Classes.
- Expansion of 5th year mentoring programme with first year students with AEN.

SUCCESS CRITERIA FOR POLICY

- Ensuring that every student is given an equal opportunity to achieve their potential in an inclusive environment;
- Providing well organised plans that are kept up to date and regularly reviewed and evaluated;
- Constant monitoring of the progress of students with additional needs to ensure that they are supported to the greatest extent possible.

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REVIEW

This policy will be reviewed annually and adjusted as required in the light of any circulars or new legislation dealing with AEN in schools or development in school policy.

The next review is scheduled for 2024-2025

Appendix A: Definitions of AEN Categories (from NCSE)

General learning Difficulty/ GLD

Borderline mild general learning disability.

This category consists of children who have been assessed by a psychologist as having a borderline mild general learning disability (DES Circular Special Education 08/02).

Mild General Learning Disability. This category consists of pupils who have been assessed by a psychologist as having a mild general learning disability (DES Circular Special Education 08/02).

Mild GLD: IQ score of between 50 and 70 on a standardised test of intelligence.

Moderate GLD: Moderate general learning disability - IQ score of between 35 and 49 on a standardised test of intelligence.

This category includes pupils who have been assessed by a psychologist as having a moderate general learning disability (DES Circular Special Education 02/05).

Severe/Profound GLD: Severe and profound general learning disability -IQ score of less than 35 on a standardised test of intelligence.

This category includes pupils who have been assessed by a psychologist as having a severe or profound general learning disability. In addition, such pupils may have physical disabilities (DES Circular Special Education 02/05).

A formal diagnosis of a general learning disability also requires that a student is experiencing a significant impairment in the area of adaptive functioning or general life skills.

Specific learning disabilities include:

Specific learning disability / SLD: This category includes children who have been assessed by a psychologist as: being of average intellectual ability or higher having a degree of learning disability specific to basic skills in reading, writing or mathematics which places them at or below the 2nd percentile on suitable, standardised, norm-referenced tests.*

Children who do not meet the above criteria and, who in the opinion of the psychologist, have a specific learning disability are more properly the responsibility of the Learning Support teacher and/or the class teacher (Circular Sp Ed 08/02).

Dyslexia: is a difficulty in learning to read. This may mean that the child finds it hard to learn to read words or to understand what is written.

Dyscalculia: is a difficulty with numbers. This may mean that the child finds it hard to understand how numbers work or learn to count or add, subtract, multiply and divide.

Dysgraphia: is a difficulty with writing/spelling. This means that the child finds it difficult to write legibly and may have problems with spelling. They may find it hard to order their thoughts when writing a story or essay.

Physical disability

Pupils have permanent or protracted disabilities arising from such conditions as: dyspraxia, congenital deformities, spina bifida, muscular dystrophy, cerebral palsy, brittle bones or severe accidental injury. Because of the impairment of their physical function they require special additional intervention and support if they are to have available to them a level and quality of education appropriate to their needs and abilities. Many require the use of a wheelchair, mobility or seating aid, or other technological support. They may suffer from a lack of muscular control and co-ordination and may have difficulties in communication, particularly in oral articulation, as for example severe dyspraxia.

Pupils with a physical disability who have learning difficulties arising from the disability may need resource teaching where there are consequent significant learning difficulties.

Others may need assistive technology only (DES Circular Special Education 02/05).

Hearing impairment

This includes pupils who have a hearing disability that is so serious as to impair significantly their capacity to hear and understand human speech. This prevents the child from participating fully in classroom interaction and from benefiting adequately from school instruction. The great majority of these children have been prescribed hearing aids and are availing of the services of a Visiting Teacher.

This category is not intended to include pupils with mild hearing loss (DES Circular Special Education 02/05).

Note: Hearing loss is measured in decibels and can be mild, moderate, severe or profound (Special Education Review Committee (SERC) Report, 1993).

Levels of hearing loss as defined in the SERC report are illustrated in the following table:

Minimum audible intensity Level of impairment

20-30 decibels Mildly Hard of Hearing
30-60 decibels Moderately hard of hearing
60-89 decibels Severely hard of hearing
90 decibels or over Profoundly Deaf

Blind/visual impairment

Pupils have a visual disability which is so serious as to impair significantly their capacity to see, thus interfering with their capacity to perceive visually presented materials, such as pictures, diagrams, and the written word. Some will have been diagnosed as suffering from conditions such as congenital blindness, cataracts, albinism and retinitis pigmentosa. Most require the use of low-vision aids and are availing of the services of a Visiting Teacher (This category is not intended to include those pupils whose visual difficulties are satisfactorily corrected by the wearing of spectacles and/or contact lenses) (DES Circular Special Education 02/05).

Emotional disturbance and/or behavioural problems

Pupils are being treated by a psychiatrist or psychologist for such conditions as neurosis, childhood psychosis, hyperactivity, attention deficit disorder, attention deficit hyperactivity disorder (ADHD) and conduct disorders that significantly impair their socialisation and/or learning in school. (This category is not intended to include pupils whose conduct or behavioural difficulties can be dealt with in accordance with

agreed procedures on discipline).

Some pupils in this category may need resource teaching support. Care support from a special needs assistant may be required where a pupil's behaviour is a danger to himself or others or where it seriously interferes with the learning opportunities of other pupils.

In certain circumstances, some pupils may require both supports (DES Circular Special Education 02/05).

Severe emotional disturbance and/or behaviour problems (severe EBD).

A child with severe EBD must be in the care of a psychiatrist or clinical psychologist for a severe clinical disorder. A very small number of pupils would be expected to fall within this category.

Autism/autistic spectrum disorder (ASD)

This category includes pupils who have been assessed and classified by a psychiatrist or psychologist as having autism or autistic spectrum disorder according to DSM-IV, DSM-V or ICD-10 criteria.

In the interest of the pupil with an ASD and in order that the needs of the pupil are adequately addressed, it is important, where feasible, that for a definitive assessment of ASD, a multi-disciplinary assessment team should be involved. The need for a multidisciplinary assessment is also in keeping with NEPS policy (DES Circular Special Education 02/05).

Pupils with special educational needs arising from an assessed syndrome

The level of additional support to be provided for pupils who present with a particular syndrome, for example Down syndrome, William's syndrome and Tourette's syndrome, will be determined following consideration of psychological or other specialist reports which describe the nature and degree of the pupils' special educational needs (DES Circular Special Education 02/05).

Specific speech and language disorder (SSLD):

This category includes:

- pupils assessed by a psychologist on a standardised test of intelligence that places non verbal or performance ability within the average range or above
- pupils assessed by a speech therapist on a standardised test of language development that places performances in one or more of the main areas of speech and language development at two standard deviations or more below the mean, or at a generally equivalent level
- pupils whose difficulties are not attributable to hearing impairment; where the pupil is affected to some degree by hearing impairment, the hearing threshold for the speech-related frequencies should be 40Db
- pupils whose emotional and behavioural disorders or a physical disability are not considered to be primary causes of the difficulty experienced

This category is not intended to include pupils with speech and language delays and difficulties. Two assessments, a psychological assessment and a speech and language assessment are necessary in this case (DES Circular Special Education 02/05).

Multiple disabilities

Pupils assessed with multiple disabilities meet the criteria for two or more of the low incidence disabilities described above (DES Circular Special Education 02/05) – taken from the NCSE information booklet.

APPENDIX B - STUDENT SUPPORT PLANS – GUIDELINES

The Education for Persons with Special Educational Needs Act (2004) creates a statutory requirement to have education plans for individual students with additional educational needs.

Six steps are identified in the NCSE Guidelines in relation to drawing up, implementing and reviewing an SSP, as provided for in the Education for Persons with Special Educational Needs Act (2004). These steps are:

- **Step 1** Gathering information
- **Step 2** Statement of level of performance including strengths, needs and impact on learning
- **Step 3** Identification of priority learning needs and time frame for targets
- **Step 4** Setting targets for each priority learning need
- **Step 5** Identification of the strategies and resources required
- **Step 6** Setting date for review of SSP

The purpose of an SSP is

- to guide the provision of services,
- to encourage effective teaching and learning
- to promote access to a full curriculum.

Section 9 of the Education for Persons with Special Educational Needs Act (2004) stipulates that the matters to be specified in an education plan for an individual student should include:

- the nature and degree of the child's abilities, skills, and talents;
- the nature and degree of the child's special educational needs and how those needs affect their educational development;
- the present level of educational performance of the child;
- the special educational needs of the child;
- the special education and related support services to be provided to enable the child to benefit from education and to participate in the life of the school;
- where appropriate, the special education and related services to be provided to enable the child to effectively make the transition from preschool education to primary school education;
- where appropriate, the special education and related services to be provided to enable the child to effectively make the transition from primary school education to post-primary school education;
- the goals the child is to achieve over a period not exceeding twelve months.

In formulating priority learning needs, the AEN team considers:

- The child's current level of performance.
- The child's specific strengths and needs.
- The child's rate of progress.
- The urgency of the child's needs in specific areas of learning.
- The relevance of the learning needs prioritised.
- The child's motivation and interest.

SUGGESTED SUMMARY CHECKLIST FOR WRITING AN SSP:

Have we:	**Yes / No**
• listed the personnel involved in the development of the SSP? • included personal details about the child such as name and address? • included a comprehensive profile of the child based on the wide-ranging information gathered? • identified the child's strengths, abilities and talents? • identified the range of learning needs? • selected the child's priority learning needs • selected targets consistent with the priority learning needs? • identified appropriate teaching strategies to achieve the targets? • identified suitable materials / resources to achieve the targets? • included a date for review of the SSP? • where appropriate, identified personnel who will work with the child to help him/her achieve targets?	

The following general guidelines are suggested for planning by mainstream and resource teachers and, as appropriate, other specialist teachers:

- Planning for teaching should be linked to the targets in the students' SSPs.
- When teaching plans are being drawn up, due regard should be paid to the setting (for example classroom, laboratory, or resource room) and the framework (for example individual work, small group, or class group) in which the teaching and learning will take place.
- Short-term objectives for teaching and learning should be stated in clear, unambiguous language.
- Short-term teaching plans should be based on these objectives, showing the content to be covered, the teaching methods to be used, and the resources that are needed.
- An individual record should be kept of each student's progress towards the goals in his/her SSP.
- Short-term learning objectives and the teaching strategies should be kept under review, particularly in the light of the student's engagement with the learning activities and their progress towards the goals in their SSPs.

Date of last review: 13/10/26

To be reviewed: every 4 years unless the need arises to review it earlier