

LSRT POLICY



Resource | Learning Support | EAL | RTT



TITLE OF POLICY

Special Needs

INTRODUCTION

The following were consulted in drawing up this policy:

- Teachers
- Board of Management
- Ancillary and support staff

RATIONALE

We decided to focus on Special Needs in order

- to benefit teaching and learning in our school
- to conform to the principles outlined in the Primary School Curriculum
- to coordinate the good work already being done in the school
- to inform teachers when preparing long term and short term plans.
- to inform new teachers / temporary teachers of the approaches and methodologies used in our school
- To provide a coherent approach to the teaching of Special Needs pupils across the whole school
- to outline the procedure used for drawing up of Individual Education Plans and the involvement of parents in same.

RELATIONSHIP TO SCHOOL'S MISSION

Our mission statement

1. Scoil na mBuachaillí, Cloich na Coillte has a Catholic Ethos, promotes Irish language and culture, is caring-centred and respects different colours, creeds and intellect.
2. Every pupil is encouraged to achieve his full potential – socially, personally and intellectually – in a happy, secure learning environment.

Scoil na mBuachaillí, Cloich na Coillte



The following have participated in the formulation of this plan:

1. Resource Teacher
2. Class Teacher
3. Principal
4. Parent
5. Parent
6. SNA
- 7.
- 8.

Date:

Signed:

(Resource Teacher)

(Class Teacher)

(Parent)

(Parent)

(Principal teacher)

This plan has also been given to :

1. 3.
2. 4.



| Classroom Links |
|-----------------|
| |
| Home Links |
| |

3. The discipline in our school encourages and fosters respect and self-esteem among the pupils.
 4. We endeavour to develop supportive and open communication among pupils, teachers, parents, Board of Management and the community.
 5. We aim to have a staff that will continue to be committed, progressive and creative.
- Our policy has an understanding of the characteristic spirit of the school and reflects the school's ethos.

AIMS

We endorse the aims of the Primary School Curriculum for Special Education Needs and Learning Support

- The principal aim of learning support is to optimise the teaching and learning process in order to enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school.
- to enable these pupils and pupils with SEN to participate in the full curriculum for their class level to the best of their ability;
- to develop positive self-esteem and positive attitudes about school and learning in these pupils;
- to enable these pupils to monitor their own learning and become independent learners;
- to provide supplementary teaching and additional support and resources for these pupils in English or mathematics;
- to involve parents in supporting their children's learning through effective parent-support programmes;
- to promote collaboration among teachers in the implementation of whole-school policies on learning support for these pupils;
- to establish early intervention programmes and other programmes designed to enhance learning and to prevent/reduce difficulties in learning
- to integrate effectively Pupils with SEN into the life of the school
- to inform staff, ancillary staff and parents the procedures involved in drawing up an IEP.
- to outline procedures for the smooth transition by these pupils to Secondary school.

POLICY CONTENT

The Special Needs Policy will be addressed under the following headings:

Curriculum planning

Organisational planning

1. Early Intervention
2. If a child has a difficulty - what to do
 - LSRT Team - Responsibility for English
 - LSRT Team - Responsibility for Maths
3. Screening Test for Literacy and Numeracy
4. Types of Intervention by Learning Support Teacher / Resource Teacher
5. Paired / Shared Reading
6. Jolly Phonics
7. Learning Support - *Grouping*
8. Sight Words
9. Forward Planning
10. Formation of IEP - the stages and process involved
11. IEP Writer
12. SNA
- 13.

Appendices

CURRICULUM PLANNING

The needs of each individual student will be planned

- by the Class teacher,
- the Resource teacher
- and the Parents.

All mentioned above will be involved in the IEP process. The day to day planning for children with Special Education Needs will be the responsibility of the Class Teacher and the Resource / Learning Support Teacher. The ability and needs of the pupil will determine the pace of progress and the content of the plan.

Therefore for all issues relating to Classroom Planning please refer to the child's IEP or the teacher's individual planning.



Priority Learning Needs (continued)

Numeracy:

Motor Skills:

Social Skills, Behaviour, Self Esteem



Screening / Assessment

| SCREENING/ASSESSMENT SCORES (ACROSS CLASS LEVELS / CURRICULAR AREAS: Percentiles are only included - more detailed scores in IEP. (M.T = Micro-T, S.T = Sigma-T) | S.I | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th |
|--|------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | Mist | M. T | M. T | M. T | M. T | M. T | M. T |
| | | | | | | | |
| | S. T | S. T | S. T | S. T | S. T | S. T | S. T |
| | | | | | | | |

| Priority Learning Needs |
|-------------------------|
| <p><u>Literacy:</u></p> |

ORGANISATIONAL PLANNING

1. Early Intervention

Junior Infants:

The Junior Infant Teacher will identify the child in difficulty in the middle of Junior Infants - in February – to see who will need help in Senior Infants. Ann Beechinor will help with this and the test they will use is the Belfield Infant Assessment Test.

Senior Infants | Reading Recovery:

Pupils identified by the Junior Infant Teacher as needing extra support will be tested by the Reading Recovery Teacher. A battery of tests will be administered - including diagnostic and achievement tests.

- Letter identification test
- Concepts about print
- Hearing and recording sounds in words
- Written vocabulary
- Duncan word test
- British Ability Scales
- Running Records to determine Reading Recovery Level

The oldest weakest pupils within the ages of 5years 9 months and 6 years 6 months will be identified. These pupils will then be offered a place on the Reading Recovery Programme (subject to space - a maximum of 4 pupils can be taken in a 20 week period).

The whole class will follow the beginners PAT Programme starting after Christmas.

Senior Infants | Rang 1 | Literacy Lift Off:

Using a combination of teacher’s observations and standardised tests, the children will be divided into groups of 6 or less. A team of teachers (sometimes Special Needs Assistants will be required to help) will go into Senior Infants and First Class for a period of ten to twenty weeks, depending on the strengths | weaknesses of the classes. Where classes are large, they will be split into two and the “Literacy Lift Off Room” may be used.

Where classes are very small (e.g. in mixed classrooms) they may be combined with groups from other classes. The children will work in groups of 6 or less doing

- Creative writing
- Reading a new text
- Reading a familiar text which will be brought home to share with parents
- Working on phonic using magnetic letters

The texts used are PM+ texts Levels 1 - 25.



Summary of Other Information (From Parents, class teachers, psychologist, Speech and Language Therapist etc.)

2. If a child has a difficulty?

- Before an assessment is considered - the staged approach is worked.
- First the child will be sent to the LSRT team (see below) for screening - locally arrange the time.
- Then a programme is drawn up by the class teacher - with the help of the LSRT teacher if necessary.
- Inclusion in the Learning Support Programme if appropriate
 - This usually happens after the administering and correction of Standardised Tests.
 - The class teacher is consulted.
 - If the class teacher / principal / Learning Support teacher considers it appropriate that the child should be included in the Learning Support Programme, the class teacher contacts the parent by phone or in person to seek permission for same.
 - This is followed up by a letter (see Appendix 1)
 - Inclusion in the programme will be reviewed on a regular basis.
 - A child cannot be removed from the Learning Support programme without the prior approval of the Principal, in consultation with the class teacher, Learning Support Teacher and Parent.

LSRT Team – Responsibility for English Screening

Ann Beechinor
Pat Collins
David O'Brien

LSRT Team – Responsibility for Maths Screening

Tadhg O'Driscoll
Michael Harte

3. Screening Tests for Numeracy and Literacy

Jackson Phonics (English)
PAT Screening Test (English)
Dolche sight list (English)
Aston Index – including Schnoell (English)
Middle Infant Screening Test (English)
Neale Analysis (owned by Convent N.S.)
Micra-T Test (English)
Bangor Dyslexia Test (English)
Quest (English and Maths)
Sigma-T Test (Maths)
MALT (Maths)
Belfield Infant Assessment Test



General Information

Name:

Address:

Date of Birth:

Parent(s)/Guardian:

Class:

Class Teacher:

Resource Teacher:

NEPS Psychologist:

SENO:

SNA :

Diagnosis:

Review Date:

4. Type of Intervention by Learning Support | Resource Teacher | EAL | RTT

- Withdrawn from class individually
- Withdrawn from class for group teaching
- Group teaching along with teacher, within the class
- Co-Teaching – such as
 - Team teaching
 - Station teaching
 - Parallel teaching
 - Alternative teaching
- Group teaching for children with similar difficulties
- Group teaching for the development of Social Skills

5. Paired / Shared Reading

Will be done in

- Rang 1
- Rang 2
- Rang 3

The parents in these classes will be invited to the school by the class teachers if deemed necessary. The format of the Paired/Shared reading will be explained and the Video relation to Paired/Shared Reading will be shown.

6. Jolly Phonics

Jolly Phonics will now be used as the Phonics Programme from Junior Infants to Rang 1. Jolly Phonics Packs can be purchased in Formative Fun, Cork.

7. Learning Support | EAL - Grouping

We will consider grouping Blocks of time if the numbers are large – for example 6 weeks at a time – especially for the older boys.

The emphasis will be put on the lower level - Infants, Rang 1 and Rang 2.

8. Sight Words

Same list of sight words will be used throughout the school – Dolch List
This list will be given to all teachers – Mainstream and LSRT.



9. Forward Planning for Resource | Learning Support | EAL | RTT Teachers

Forward Planning – for a two week or a Block of time (see above) period.
Support Teachers will keep all records in their own rooms in the Filing Cabinet provided.

10. Formation of IEP

Gathering Information Form #01 - Home

- Letter sent to parents in the last week in **May** – to be returned by the 5th of June. **(see Appendix 2 - this is also on the school website / Staff Site section)**
- When sending letter to parents in the summer from now on, first we will photocopy the **Information Form #01 (returned in previous year(s) see Appendix 4)** and then parents need only fill in changes / additions to the new form.
- An SAE may also be sent.

Gathering Information Form #02 – School (see Appendix 5 - this is also on the school website / Staff Site section)

- To be completed in respect of SpEd Pupils in September and thereafter may be updated throughout the year.

Invitation sent to parents for IEP meeting (see Appendix 3 - this is also on the school website / Staff Site section)

This will be sent on the first day back in September. Every effort will be made to contact both parents (where parents are separated).

This meeting will be held in the second week of September. It will be coordinated by the child's Resource Teacher.

Completion

The IEP will be then drawn up and sent home to the parents to sign.

Review

The IEP is reviewed formally at the Parent/Teacher Meeting in March each year. However Parents are welcome to call in at any time (once an appointment is made beforehand) to discuss their child's progress.

Copies of the plan given to

- Parents
- Resource Teacher(s)
- Class Teacher

Individual Education Plan

for

Name:

Class:

School year:



| | | |
|---|--|------|
| ASSESSMENTS UNDERTAKEN: | | Date |
| | | Date |
| | | Date |
| | | Date |
| | | Date |
| TYPE AND INTENSITY OF INTERVENTION TODAY: | | |
| RESPONSE TO INTERVENTION / PROGRESS TO DATE: | | |

CLASS TEACHER'S SIGNATURE: _____

SUPPORT TEACHER'S SIGNATURE: _____

SUPPORT TEACHER'S SIGNATURE: _____

IEP COORDINATOR'S SIGNATURE: _____

DATE: _____

- Special Needs Assistant
- Principal
- SENO (if requested)

SNA and the IEP

The child's *main* SNA will attend the IEP meeting. The SNA will also be consulted at the review in March.

Timetable for releasing teachers to attend IEP planning meeting

It is vital that all IEP meetings are held over a one week period in September - in order to minimise disruption to the classes of teachers who are attending same.

Because of this we will allocate Resource Teachers to cover classes over this week - see below for example.

| SEPTEMBER | Dé Luain | Dé Máirt | Dé Céadaoin | Déardaoin | Dé hAoine |
|--------------------------------|---|---|---|-----------------------------------|---|
| IEP DAY | Michael Harte | Pat Collins | Tadhg O'Driscoll | Ann Beechinor / Sheila Hoare | David O'Brien |
| CLASSES | 6 th 1 st Senior Infants | 5 th 2 nd 1 st | 6 th 5 th 3 rd | Junior Infants 1 st | 4 th 2 nd 1 st |
| | 18 th | 19 th | 20 th | 21 st | 22 nd |
| COVERING CLASS TEACHERS | Tadhg | David | Pat | Michael | Ann |

11. IEP Writer

IEP Writer (CD ROM) may be used by all Resource Teachers in short term planning.

12. Allocation of Pupils to Resource Teachers / Learning Support Teachers / EAL / RTT

The following criteria is used when assigning pupils to teachers:

- The needs of the pupils
- The strengths of the teachers in particular areas
- In order to improve consultation between class teachers and Resource / Learning Support Teachers, these teachers will take children from a maximum of three classes (this includes low incidence and high incidence children) whenever possible.
- All Resource Teachers will take both Low Incidence and High Incidence children (wherever possible).

- The principal will allocate pupils to the teachers.

13. SNA

SNAs are usually assigned to work with one child - though it may be possible that an SNA may be assigned two or more children.

At present the SNA spends Monday, Tuesday, Thursday and Friday with the child(ren). On Wednesdays there is a “changeover day” - where a different SNA is assigned (it will be the same SNA on a Wednesday throughout the year - barring unforeseen circumstances).

SNAs are assigned to the school to meet the needs of the children in the school and will be deployed in the best interests of the children.

From September 2008 an SNA assigned to a child will be for a **maximum of two years**. The format will be the same as last year - your child will be assigned the same SNA for Monday, Tuesday, Thursday and Friday. On Wednesday he will be assigned a different SNA (it will be the same SNA on the Wednesday for the entire year.)

The child will then experience working with a variety of different Special Needs Assistants, class teachers and Resource Teachers during his time at school. This will help prepare him for his transition to secondary school later on or for other changes that may occur during his time at school - as these *changes* will be managed in a highly structured way.

*Policy drawn up in June 2006
Reviewed in November 2006
Reviewed in February 2007
Reviewed in October 2007
Reviewed in August 2009*

Scoil na mBuachaillí, Cloich na Coillte



| | | | | |
|---|-------------------------------|-------------------|--------------|--------------------|
| intervention and student response to intervention. | | | | |
| INSTRUCTIONAL STYLE OF THE CLASSROOM: | Whole – class teaching | Group work | Other | Combination |
| SELF-MANAGEMENT AND ORGANISATION SKILLS: The child's ability to manage school life, organise materials etc. | | | | |
| SPECIALIST EQUIPMENT / ASSISTIVE TECHNOLOGY REQUIRED: If applicable | | | | |
| INTERESTS / HOBBIES: | | | | |

| OUTSIDE AGENCIES | |
|---|--------------------------|
| RANGE OF AGENCIES INVOLVED WITH THE CHILD: | |
| | Frequency of involvement |
| | |
| | Frequency of involvement |



| | | | | | | | |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| EXTENT TO WHICH THE CHILD ACCESSES THE MAINSTREAM CURRICULUM: | | | | | | | |
| PROPORTION OF DAY SPENT IN MAINSTREAM CLASSROOM: If applicable | | | | | | | |
| PROGRESS BASED ON SYSTEMATIC ASSESSMENT: | | | | | | | |
| SCREENING / ASSESSMENT SCORES (ACROSS CLASS LEVELS / CURRICULAR AREAS: Percentiles are only included – more detailed scores in IEP. (M.T = Micro-T, S.T = Sigma-T) | S.L | 1st | 2nd | 3rd | 4th | 5th | 6th |
| | Mist | M T | M T | M T | M T | M T | M T |
| | | | | | | | |
| | | S.T | S.T | S.T | S.T | S.T | S.T |
| PREVIOUS END OF YEAR REPORTS: | Copies are kept in child's file and in IEP File. | | | | | | |
| REPORTS OF BEHAVIOUR ACROSS CLASSES / IN THE YARD: | | | | | | | |
| CURRICULUM SUPPORTS: Range and types of | | | | | | | |

Scoil na mBuachaillí
Cloich na Coillte,
Co. Chorcaí.
Uimhir Rolla: 20022V
Guthfón: 027-34487
Facs: 027-34487
Email: m@clonakilty.iis@eircom.net



APPENDIX I

Clonakilty Boys' N.S.,
Clonakilty,
Co. Cork.
Roll Number: 20022V
Telephone Number: 027-34487
Fax: 027-34487
Email: m@clonakilty.iis@eircom.net

15/11/06

Dear

Following our recent telephone conversation I wish to confirm that your son (named below)

_____ will be participating the Learning Support Programme for

Tick below
as
appropriate

English (Reading)

Mathematics

Please sign this note and return to the school at your earliest convenience.

Please note: Parents are welcome to call to the school at any time (once an appointment is made beforehand) to discuss their child's progress with the Learning Support Teacher or the Class Teacher

Yours sincerely,

(Class Teacher)

Barth Harrington

Barth Harrington (Príomhoide)

PARENT'S SIGNATURE: _____

Scoil na mBuachaillí, Cloich na Coillte



| | | | | | | | | | |
|--|--------|--------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--|
| SPECIAL NEEDS ASSISTANTS: If applicable | | | | | | | | | |
| CHILD'S EDUCATIONAL HISTORY: | | | | | | | | | |
| ADDITIONAL SUPPORT PROVIDED TO DATE: | | | | | | | | | |
| ATTENDANCE: (number of days missed since Junior Infants) | J.Infs | S.Infs | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | |
| REASON(S) FOR ABSENCES: If applicable | | | | | | | | | |
| PUNCTUALITY: | | | | | | | | | |
| ATTITUDE TO SCHOOL / PRE-SCHOOL: | | | | | | | | | |
| LEVELS OF ATTENTION / CONCENTRATION: | | | | | | | | | |

APPENDIX 5—THIS FORM CAN BE DOWNLOADED FROM THE WEBSITE - STAFF SITE

*Clonilla N.S.,
Co. Cork.
Roll Number: 200223
Telephone: 023-34487
Fax: 023-34487
Email: mbelonakilly.ins@eircom.net*



*Clonilla N.S.,
Co. Cork.
Roll Number: 200223
Telephone Number: 023-34487
Fax: 023-34487
Email: mbelonakilly.ins@eircom.net*

INFORMATION FORM #02 (GATHERING INFORMATION – SCHOOL)

| GENERAL INFORMATION | |
|-----------------------|--|
| CHILD'S NAME: | |
| ADDRESS: | |
| DATE OF BIRTH: | |
| CLASS (IN SEPTEMBER): | |

| DEVELOPMENTAL RECORDS | |
|--|--|
| NEEDS IDENTIFIED IN EARLY CHILDHOOD: e.g. at Pre-school | |
| RESOURCES / PERSONNEL ASSISTING INCLUSION IN PRE-SCHOOL: | |

| SCHOOL INFORMATION | |
|--------------------|--|
| CLASS: | |
| CLASS TEACHER: | |
| SUPPORT TEACHER: | |
| SUPPORT TEACHER: | |

Web Site Address: www.mbelonakilly.com

APPENDIX 2 - THIS FORM CAN BE DOWNLOADED FROM THE WEBSITE - STAFF SITE

*Spil na mBunachillí
Clonilla n.s. Coillte,
Co. Chiarraí.
Roll Number: 200223
Telephone: 023-34487
Fax: 023-34487
Email: mbelonakilly.ins@eircom.net*



*Clonilla Boys' N.S.,
Clonilla,
Co. Cork.
Roll Number: 200223
Telephone Number: 023-34487
Fax: 023-34487
Email: mbelonakilly.ins@eircom.net*

20/05/2009

Dear Parents/Guardians,

In line with our **Special Education Needs Policy** the formation of IEP (Individual Education Plan) will be dealt with as follows:

In the last week of **May** parents are contacted by letter in order to gather information for the forthcoming meeting. *This used to be completed during the summer holidays in previous years but we have decided to bring it forward so that the IEP can be drawn up earlier in September.*

If you have completed this already last year, a copy of your original Information Form #01 is enclosed, as well as a blank Information Form #01. The blank form may be used if you wish to make alterations or changes to the original form. If you wish to make no change please write **"No changes"** into the space provided.

Parents return **Information Form #01** on or before the **5th of June**. It is very important that this form is returned by the due date, so that work can begin on the new IEP.

Resource (Support) Teachers, Class Teachers etc draw up **Draft IEP** incorporating Parents' Information Form #01 and School Information Form #02 (this form is completed by the Resource Teacher in consultation with previous class teachers, Special Needs Assistants, previous school / playschool etc) and last year's IEP (if applicable).

IEP meeting held in the **second** week of September – where the draft IEP is discussed and agreed before the final one is drawn up.

Final IEP drawn up.

Completed IEP distributed to all parties and signed.

Review of IEP at Parent/Teacher meetings in March.

Each Individual Education Plan will have an **IEP Coordinator**; this will usually be the child's Resource Teacher. The Key Tasks of the IEP Coordinator are to:

- ✦ Oversee the gathering of relevant information prior to the IEP planning meeting
- ✦ Arrange time, date and location of IEP meeting and invite participants
- ✦ Assist in the development of the IEP
- ✦ Record information about the IEP and disseminate it
- ✦ Oversee the implementation and monitoring of the IEP
- ✦ Arrange for the review of the IEP

Take lead responsibility in liaising with parents and with external agencies.

The IEP Coordinator for your son's IEP is your child's Resource Teacher.

Yours sincerely,

Barth Harrington (Príomhoide)

Please note the following:

SPECIAL NEEDS ASSISTANT ARRANGEMENTS:

From September 2008 an SNA assigned to a child will be for a **maximum of two years**. The format will be the same as last year - your child will be assigned the same SNA for Monday, Tuesday, Thursday and Friday. On Wednesday he will be assigned a different SNA (it will be the same SNA on the Wednesday for the entire year.)

Your child will then experience working with a variety of different Special Needs Assistants, class teachers and Resource Teachers during his time at school. This will help prepare him for his transition to secondary school later on or for other changes that may occur during his time at school - as these *changes* will be managed in a highly structured way.

Attached to this letter is **Information Form #01** (blank) and last year's **Information Form #01** (if applicable).



| | |
|---------------------------------|--|
| STRENGTHS: | |
| WEAKNESSES: | |
| PRIORITY LEARNING NEEDS: | |
| ANY OTHER INFORMATION: | |

| CONCLUSION: | | | | |
|---|------------|--------------------------|-----------|--------------------------|
| Occasionally we will have to contact outside professionals to seek advice / share information / discuss and share assessments etc (for example: Principal/ Support Teacher of the child's Secondary School, Principal/ Support Teacher of the child's former Primary School, Educational Psychologist, Psychiatrist, Special Educational Needs Organiser, Occupational Therapist, Speech Therapist etc). | | | | |
| DO YOU GIVE YOUR CONSENT FOR THIS: | Yes | <input type="checkbox"/> | NO | <input type="checkbox"/> |

MOTHER'S SIGNATURE:

FATHER'S SIGNATURE:

DATE:



Scoil na mBuachaillí
 Cloich na Coillte,
 Co. Chiarraí.
 Móráir Rátaí: 20020
 Gníotha: 07-3394487
 Fón: 07-3394487
 E-mail: nafofona@sbys.ie@eircom.net



Cloich na Coillte Boys' N.S.,
 Cloich na Coillte,
 Co. Chiarraí.
 Rátaí Móráir: 20020
 Telefóna Móráir: 07-3394487
 Fón: 07-3394487
 E-mail: nafofona@sbys.ie@eircom.net

September 2009

| | |
|--|--|
| MEDICATION: (that the child may be taking on an ongoing basis) | |
| PHYSICAL/SENSORY DEVELOPMENT: (if applicable) | |
| SIGHT, HEARING – INFORMATION FROM ASSESSMENTS: | |
| SUBJECTS/AREAS THAT INTEREST YOUR SON: | |
| WHAT DO YOU THINK AIDS HIS LEARNING? | |
| WHAT DO YOU THINK INTERFERES WITH HIS LEARNING: | |
| CHILD'S INTERESTS AND HOBBIES: | |
| CHILD'S TALENTS: | |

Dear Parents/Guardians,

Many thanks for taking the time to complete and return the **Parents Information Form #01**.

The process for drawing up the IEP was outlined in the accompanying letter sent on the 20/05/2009.

We are now ready to hold the **IEP Planning Meeting** – below you will see a brief outline of how the meeting will be conducted and who is attending the meeting.

AGENDA FOR THE MEETING

The **IEP Coordinator** will chair the meeting – this is usually the child's Support (Resource) Teacher.

Introduction

- Chairperson
 - *states the purpose of the meeting*
 - *introduces the participants*
 - *appoints a recording secretary*
 - *establishes a timeframe*
 - *addresses the issues of confidentiality, including who should access the documentation*

During the meeting there will be an opportunity for all participants to

- *obtain a clear picture of the child's current strengths, talents, interests and needs;*
- *identify key priority learning needs that provide direction for the child's education over an agreed period of time;*

Please note: If there is any information that you are unsure of e.g. dates/nature of assessment you can leave it blank.

- engage in a discussion that takes place in an atmosphere of mutual respect involving collaboration and consensus;
- engage in a 'jargon-free' discussion where the language used is understandable by all concerned;
- express any particular concerns or aspirations.

At the close of the meeting the chairperson will

- summarise all decisions taken and clarify who should do what, by when;
- explain that the date for review will be at the Parent/Teacher Meeting held in **March 2010**;
- make arrangements for the finalised plan to be signed by the parents, the IEP Coordinator, Support Teacher, Class Teacher and Principal
- ensure that copies of the plan are made available to all relevant parties, namely: Class Teacher(s), Support Teacher(s), Parents/Guardians, SENO and Principal.

WHO IS ATTENDING THE MEETING?

Parents
 IEP Coordinator
 Support Teacher(s)
 Class Teacher(s)
 Principal may attend the meeting

The date for your son's IEP Planning meeting is

Day/Date: _____

Time: _____

If you are not in a position to attend the meeting and would like an alternative time or date please contact the school immediately to arrange same.

We are endeavouring to spend the entire week drawing up the IEPs for the boys in the school and cover has been arranged for the class teachers for this week only.

Should you require any further information, please do not hesitate to contact me,

Yours sincerely,

 Barth Harrington (Príomhoide)

 Resource Teacher

APPENDIX 4 - THIS FORM CAN BE DOWNLOADED FROM THE WEBSITE - STAFF SITE



INFORMATION FORM #01 (GATHERING INFORMATION – PARENTS)

| GENERAL INFORMATION | |
|-------------------------|--|
| CHILD'S NAME: | |
| ADDRESS: | |
| DATE OF BIRTH: | |
| CLASS (IN SEPTEMBER): | |
| ASSESSMENT: Describe | |
| DATE OF ASSESSMENT: | |
| ASSESSMENT: Describe | |
| DATE OF ASSESSMENT: | |
| ASSESSMENT: Describe | |
| DATE OF ASSESSMENT: | |

| HOME BACKGROUND | |
|---------------------------------------|--|
| MOTHER'S NAME: | |
| FATHER'S NAME: | |
| SIZE OF FAMILY: | |
| POSITION OF THIS CHILD IN THE FAMILY: | |

| INFORMATION ABOUT STUDENT | |
|--|--|
| HEALTH INFORMATION: (e.g. Illnesses, Hospitalisations, Energy Levels etc) | |