

Title

Provision for Pupils with Special Educational Needs in St. John's National School, Ballisodare, Co. Sligo.

Introductory Statement

This policy on Special Educational Needs is a statement in relation to the provision of special, support and supplementary education in our school. This policy was reviewed and updated by the whole staff in November 2013. It took cognisance of departmental guidelines and government legislation which guided its formulation.

Relevant guidelines and Legislation:

- The Learning Support Guidelines (Department of Education and Skills, 2000)
- Special Education Circular 02/05 (Department of Education and Skills, 2005)
- The Education Act (Government of Ireland, 1998)
- The Education for Persons with Special Educational Needs Act (EPSEN Act) (Government of Ireland, 2004)
- Special Educational Needs: A Continuum of Support (National Educational Psychological Service (NEPS), 2007)

Rationale

The purpose of this policy on Special Educational Needs is to facilitate and structure educational provision for those children in our school that require additional support.

Functions of the policy:

- To cater for the enrolment of pupils with special educational needs in our school
- To inform parents/guardians of whole school procedures in relation to special education provision
- To comply with legislation and departmental circulars
- To provide a framework in relation to the roles and responsibilities of the personnel involved in special education provision in our school
- To update our existing policy in line with current guidelines and structures
- To streamline the provision of Special Educational Needs support in our school

We considered, carefully, the following when this policy was being drafted:

Definition of Special Educational Needs:

“a restriction in capacity to participate in and benefit from education due to an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition”
(Section 1: EPSEN Act, Government of Ireland, 2004)

The Learning Support Guidelines (Department of Education and Skills, 2000) refer to pupils whose achievement is at a very low level and who are at risk of not reaching adequate levels of proficiency in literacy and numeracy before leaving primary school.

This policy will take cognisance of and refer to, the Continuum of Support (NEPS). The continuum will provide a framework from which all levels of additional needs can be catered for.

Relationship to the Characteristic Spirit of the School

It is our intention to provide a learning environment that is inclusive and meaningful for all our pupils. We will endeavour to always remain aware of the academic, social, physical, psychological and moral development of all the children in our school.

Our understanding of inclusive education concurs with that of the Government of Ireland (2002) who see inclusive education as a means to remove barriers, improve outcomes, eliminate discrimination and “enable individuals to achieve their full potential”.

This policy will embrace the ideals of inclusion and provide a framework from which we can continually strive towards full inclusion in order that the educational experience of each individual is appropriate and meaningful. We see inclusive education as being an active not a passive process and agree with Corbett and Slee (2000) when they suggest that;

“Inclusive education is an unabashed announcement, a public and political declaration and celebration of difference. It requires continual responsiveness to foster an inclusive educational culture.” (p. 134).

Aims: We hope that this policy will achieve:

- To outline our whole school approach to identification, teaching and learning in relation to pupils with Special Educational Needs
- To set out procedures for the enrolment of child/ren with Special Educational Needs in our school
- To assist parents in making an informed decision in relation to the enrolment of their child in our school

- To outline procedures and practices to be followed in relation to supporting the teaching and learning of pupils with Special Educational Needs
- To establish communication structures for the involvement of all the partners in the education of pupils with Special Educational Needs. (Learning Support Guidelines)
- To ensure compliance with legislation – “to promote equality of access to and participation in education and to promote the means whereby students may benefit from education” (Education Act, Government of Ireland, 1998)

Format

Our policy on Special Educational Needs will be laid out as follows:

1. Provision for the enrolment of children with identified Special Educational Needs
2. Provision for children with emerging Special Educational Needs (Continuum of Support: NEPS, 2007)
3. Drafting and Implementing an Individual Education Plan (IEP)
4. Inclusion
5. Deployment of Staff
6. Collaboration and communication
7. Resources
8. Transfer to Post-Primary School or other Primary School
9. Record Keeping
10. Reference to other relevant policies within the school

Content of the Plan

1.0 Provision for the enrolment of Children with identified Special Educational Needs

- The Board of Management (BOM) of St. John's National School, Ballisodare, Co. Sligo will consider the enrolment of a student with Special Educational Needs in accordance with the EPSEN Act (2004) when it states that:

“A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be 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.” (Section 2: EPSEN Act, Government of Ireland, 2004)*

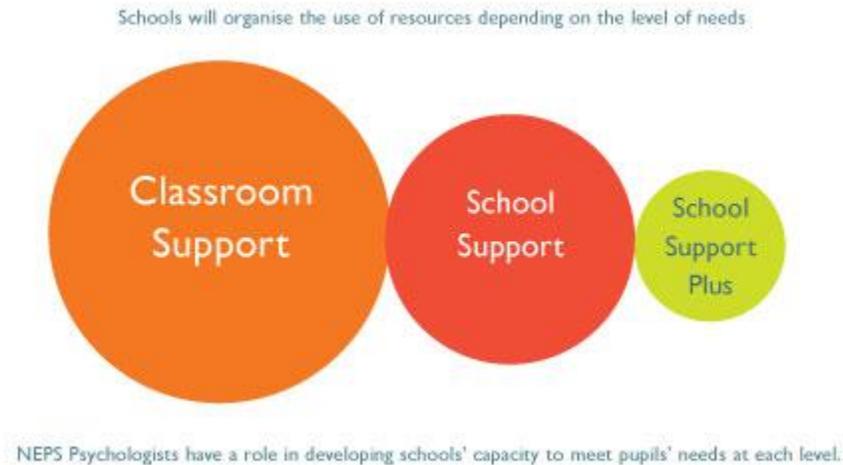
The BOM will also remain cognisant of relevant sections of the Education Act 15. – (2) d (Government of Ireland, 1998):

“A board shall publish The policy of the school concerning admission to and participation in the school, including the policy of the school relating to The participation by students with disabilities or who have other special educational needs, and ensure that as regards that policy, principles of equality and the right of parents to send their children to a school of the parents' choice are respected”

- Prior to the child's enrolment, the school will acquaint themselves with a child's special educational needs and whether these are categorised as High Incidence or Low Incidence Needs as defined by the National Council for Special Education (NCSE). This will be achieved by:
 1. Meeting between parents/principal/class teacher/special education staff/visiting teacher personnel and Special Educational Needs Organiser (SENO), as appropriate
 2. Obtaining copies/details of reports, assessments etc. from the SENO, parents or relevant professionals involved with the child
 3. Contact with SENO, National Educational Psychological Service (NEPS) or other psychologist/speech and language therapist/occupational therapist or other agency to which the child may have been referred.
- To facilitate the transition to school for the pupil, some or all of the measures from the following range may be utilised as the parties involved deem appropriate;
 1. Parental visits to the school
 2. Pupil visits to the school
 3. Staff visits to special preschools/special schools/ special units or any other service to which the child may have been in attendance
 4. Making all school employees aware of the concept of inclusion and the school's responsibility towards that (EPSEN Act, 2004)
 5. Liaison with the SENO to arrange for additional personnel/supports/resources as deemed necessary to facilitate inclusion in individual cases
- Should there be any health and safety issues arising from the individual child's mobility and/or care needs, these will be identified in order that strategies can be considered and decided upon to address them, e.g. access, toileting, supervision, administration of medicine, intimate care, additional training for Special Needs Assistant (SNA); manual handling/ lifting or other relevant training as appropriate to individual cases.

2.0 Provision for children with emerging Special Educational Needs (Continuum of Support: NEPS, 2007)

St. John's National School, Ballisodare, Co. Sligo will use the framework of the Continuum of Support (NEPS, 2007) to structure additional teaching for its pupils.



The Continuum of Support

CLASSROOM SUPPORT

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in their class. Problem solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

A pupil receiving support within their classroom would be considered to be at stage 1 in terms of the "Staged Approach to Assessment, Identification and Programme Planning" (DES Special Education Circular 02/05)

SCHOOL SUPPORT

In some cases interventions at classroom support level are not enough to fully meet the pupil's special educational needs. School Support may, therefore, be required. The class teacher needs to involve the learning support/resource teachers in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a *School Support Plan or an Individual Pupil Learning Profile (IPLP)*.

A pupil receiving mostly group support or occasional individual support in addition to classroom support would be considered to be at stage 2 in terms of the "Staged Approach to Assessment, Identification and Programme Planning" (DES Special Education Circular 02/05)

SCHOOL SUPPORT PLUS

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

A pupil receiving more intensive teaching support including more focused small group work or individual teaching is considered to be at stage 3 in terms of the "Staged Approach to Assessment Identification and Programme Planning" (DES Special Education Circular 02/05)

Procedure for the identification, screening and referral for additional teaching at St. John's National School, Ballisodare, Co. Sligo

- Both formal and informal assessment procedures will inform all teaching staff of individual pupil's performance in academic and affective areas. Please refer to our policy on Assessment for a full breakdown of all assessment techniques used at St. John's National School)
- Class Teachers can use assessment, in any of its formats, at class level to identify children who are having difficulty. **CLASSROOM SUPPORT** will be implemented to differentiate teaching and learning for that pupil to facilitate their engagement with

the curriculum. Parents will be informed of the class teacher concerns and made aware of differentiated methods to be employed.

- Formal screening tests in literacy and numeracy will be administered to all children from Senior Infants to Sixth Class. The results of these assessments will provide empirical and/or standardised data from which children will be selected for support teaching. *Note: Jolly Phonics Assessment will be used at Junior Infants to help ascertain those pupils having difficulty in this particular area; these results along with Junior Infant Teacher Observations will help select pupils for supplementary teaching.*
- At St. John's National School the Middle Infant Screening Test (MIST) will be administered to Senior Infant pupils towards the end of their fifth term in school.
- The Drumcondra Primary Reading Test (DPRT) is used to determine performance for pupils in Literacy (reading). This test is administered in May each year.
- The Drumcondra Primary Mathematics Test (DPMT) is used to establish attainment levels in mathematics. This test is administered in May each year.
- The Drumcondra Spelling Test is given to children from 2nd to sixth class in May of each year. The Single Word Spelling Test (SWST) may also be used to ascertain spelling ability/progress.
- Non-Reading Intelligence Test (NRIT) is administered to 2nd Class pupils in the second term (January – Easter). The appropriate levels of this test may be administered through the school if it is felt necessary.
- Results from formal screening tests will be considered together with class teachers' considered opinion when pupils are being referred for additional teaching support. A cut-off score of at or under the 12th percentile will be applied – pupils scoring at or under this score will receive support teaching from the Learning Support Teacher in the following order:
 1. Children scoring at or below the 12th percentile in literacy
 2. Early Intervention support in literacy
 3. Children scoring at or below the 12th percentile in mathematics
 4. Early Intervention support in mathematics

Support teaching will be structured adhering to this list where possible. Should the Learning Support Teacher's caseload be such that s/he is not in a position to meet the needs of all children then priority will be afforded in the manner articulated above.

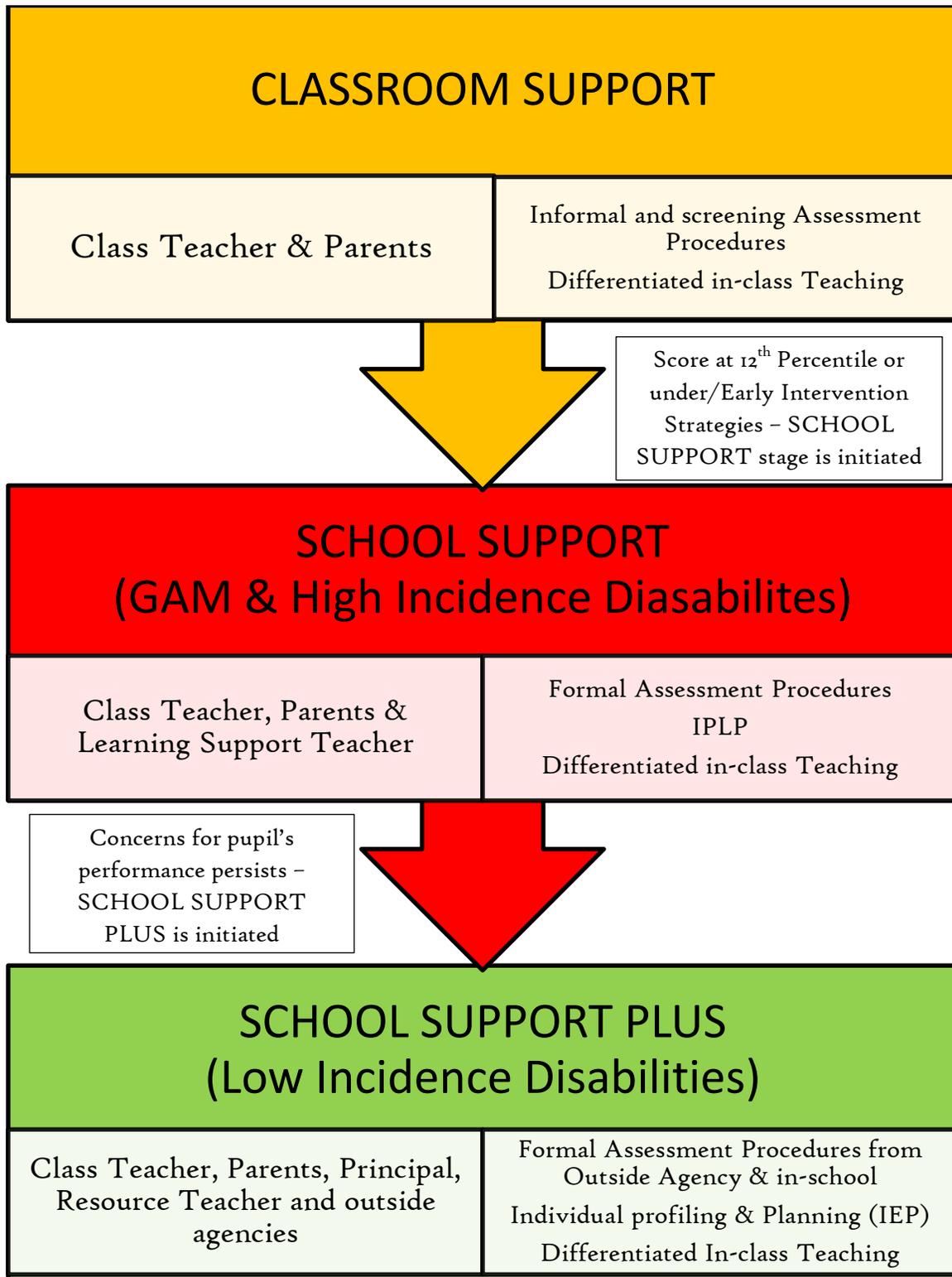
Children with English as an additional language will receive support to help improve their English language skills. This support is afforded on a class-by-class basis; priority for language support is given to the Junior Infants – 2nd Classes.

- Identification of pupils having difficulties in literacy and numeracy through the screening process instigate **SCHOOL SUPPORT** for those children that qualify.

The Learning Support Teacher, together with the class teacher, will have a role in gathering information and formal planning to meet the learning needs of those pupils identified as requiring additional support.

- Should concerns persist for individual children; the school may require assistance from professionals outside the school. In these instances, **SCHOOL SUPPORT PLUS** stage will be initiated.
- It is the policy of the school to keep the parents of any child, who is in receipt of additional teaching along the continuum of support, informed of their child's performance and any further action that may be required as determined by the teaching staff.

Movement through the Continuum of Support and Personnel Involved



Intervention

- Support teaching can be provided by the class teacher, Learning Support Teacher, and /or the Resource Teacher depending upon the stage of support an individual child is at along the Continuum of Support.
- Support/supplementary teaching can take various formats:
 1. One-to-one teaching (This model of support will be used only after careful consideration by all parties as to its potential benefits to the individual child. We, at St. John's National School agree with the DES when they advise that inclusive teaching models pervade provision (Circ 02/05)).
 2. Small group teaching
 3. Team Teaching
 - In-class Support
 - Shared Teaching
 - Station Support Teaching
- Children with emerging difficulties identified by screening procedures and those with High Incidence disabilities (See Appendix 1) will receive supplementary teaching at **SCHOOL SUPPORT** level from the Learning Support Teacher under the General Allocation Model (CIRC 02/05).
- Children with assessed, Low Incidence disabilities will receive supplementary teaching from the Resource Teacher based on individual allocations. In these instances the model of support will reflect the needs of individual children and what is deemed most appropriate for them while always remaining cognisant of the ideals of inclusive education.
- Learning Support and Resource Teachers will gather and document information on each individual in a rigorous manner. (Individual Pupil Profiles)
- Learning Support Teachers can plan for each group they teach or on an individual basis. The nature of presenting difficulty and the model of support may influence individual Learning Support Teacher's planning preferences.
- Children with assessed disabilities (High and Low incidence) will be planned for individually – an Individual Education Plan (IEP).
- Planning is a collaborative process; the class teacher, parents and any agency outside of school that is involved with individual children can contribute to it.

3.0 Drafting and Implementing an Individual Education Plan (For pupils with assessed High and Low Incidence Disabilities)

- The purpose of an IEP is to set out targets that will facilitate access to a broad and balanced curriculum for the individual child.

- It will endeavour to provide structure and identify individual pupil progress at a level commensurate with ability.

The IEP is a **written plan** prepared for a named student. It is a record of what is being agreed as 'additional to' and 'different from' the usual differentiated curriculum provision that is provided by every class / subject teacher. The **collaborative nature** of the process, through the involvement of teachers, parents, SENOs, other professionals and the students him/herself facilitates the creation and development of a working document, enabling true inclusion of students.

The IEP is a working document. At St. John's National School an IEP must contain information including:

- student's **priority learning needs**
- **targets**
- **resources** and **personnel** involved
- **implementation** of the plan
- date of **review** of the IEP

When developing an IEP we feel it is important to bear the following in mind:

- The primary focus of an IEP is on the student – that it is **individualised** and **student-centred**. It reflects the needs of the student, details priority learning needs and SMART targets and sets out a specific timeframe.
- An IEP is **inclusive** – the IEP will show how the student has access to, can participate in and benefit from the educational provision
- An IEP is **holistic** and looks at the whole student. It should include pupil strengths, needs and abilities.
- **Collaboration** is the key to a successful IEP. Collaboration involves a whole-school approach (principal, teachers and SNA if relevant), other relevant professionals, the parents and the pupil where possible.
- An IEP will be **accessible** to all the relevant stakeholders and written in clear, jargon-free language.
- The principal has overall **responsibility** to ensure that the various elements of the IEP are implemented.

These complexities mean that at St. John's National School we will endeavour, where possible, to have IEPs for individuals established within the first six consecutive weeks of the school year. This facilitates a new class teacher in getting to know the individual child and thus help to plan in a meaningful manner for them. It is our policy to plan individually

for the school year; we understand that some children will require more planning documents and this will be facilitated as individual cases present and where deemed appropriate.

Stages of Development of IEP

Step 1 – Gather Information

Gather information on the students' current level and performance in education from as many sources as possible.

Types of information:

- Cognitive ability
- Literacy skills
- Numeracy skills
- Gross and fine motor skills
- Self-management skills
- Personal and social skills
- Language and communication skills

Other areas

- Learning style/s interests
- General health
- Attendance
- Motivation
- Ability to keep class rules/ routines

Sources of information

- Student profiles from previous teachers (mainstream, learning support or resource teacher)
- Parents and the student themselves if appropriate
- School records and reports, earlier IEPs (performance from the beginning of the IEP process)
- Any formal assessments
- Checklists (observation lists/records)
- Work samples e.g. portfolios

Organising planning meeting

- Who will attend?
- What information is circulated in advance of the meeting to facilitate a productive time saving process?

Step 2 – Generate a Student Profile

- Generate a student profile.
- Document student's strengths, abilities and talents.
- Document student's specific needs and the connection between needs and learning.

Step 3 – Set Priority Learning Needs

- Set priority learning needs and time frame for attainment
- Identify priority learning needs for those areas where the student is experiencing difficulties.
- Concentrate on a realistic number of the student's most significant needs.

Step 4 – Set Smart Targets

- Set SMART Targets. These are:
 - Specific
 - Measurable
 - Agreed
 - Realistic
 - Timed

Step 5 – Review

- Set a review date.
- Distribute documented IEP to all relevant parties.
- Review and plan appropriate ways of meeting targets within different settings. This will include mainstream / classroom teachers as they have a key responsibility in including students with special educational needs.

IEP Meetings

- The principal and/or relevant support teacher will have responsibility for co-ordinating IEP meetings
 - Below, is a suggested format for IEP Meetings
1. Welcome and Introductions
 2. Purpose of meeting - to discuss and discover the strengths and needs of (the student) and to develop a purposeful IEP
 3. Present level of performance
 - a. Strengths – in school, home and community (teacher and parents)
 - b. Needs – in all environments
 - c. Assessment information – informal as well as formal
 4. Formulating targets – based on strengths, needs and assessment information
 5. Determine supplementary aids and services – including curriculum modifications and adaptations
 6. Agree location – where targets will be addressed
 7. Closure – develop a ‘wish list’ by having each person share a wish for the student during the coming year (parents to listen and add theirs last)

Roles and Responsibilities – Continuum of Support

Role of the Board of Management

- The Board of Management has an important role in developing, supporting and monitoring school policies related to special education provision
- To ensure adequate classroom accommodation and teaching resources are provided
- To provide a secure facility for storage of records
- To sanction and support in-career development, training or course attendance for teacher if it is deemed to be of benefit to the provision of special education in school
- To make available to the school, the funds to have child/ren assessed outside of the NEPS scheme if, and only if, it is deemed most urgent and relevant that an individual child should receive such an assessment and if, and only if, the funds are available to meet this.

Role of the Principal

- To co-ordinate learning support and special education provision in school
- To take responsibility for the development and implementation of school policy on special education provision
- To monitor the implementation of the special education policy
- To work with teachers and parents
- To monitor the selection of pupils
- To oversee the whole school assessment and screening programme
- To make available to teachers information on relevant in-career development, training and/or courses in special education
- To liaise with NEPS with regard to psychological assessments and/or support that the school may require
- To liaise and organise private psychological assessments that the Board of Management are willing to provide
- To contact and ensure parental consent before a pupil proceeds for educational psychological assessment (See Appendix)
- To consider and pay for any additional educational materials/schemes/programmes for use in special education
- To facilitate teachers (Class, LST and/or RT) to organise and attend meetings with outside professionals and/or parents of individual children as necessary

Role of the Class Teacher

The overall responsibility for the educational needs of any pupil rests with the class teacher

- To employ learning strategies that help prevent learning difficulties
- To use assessment in any of its forms to identify those children experiencing difficulty
- To administer formal screening tests in literacy and mathematics and any other assessment deemed appropriate in every academic year
- To collaborate with the Learning Support Teacher(s) and/or Resource Teacher in target-setting for individual pupils
- To differentiate the class curriculum to meet the needs of pupils experiencing difficulties
- To make parents aware of any concerns with regard to their child and their performance at school
- To meet with NEPS representatives; private educational psychologists; speech and language therapists and any other professional involved in individual cases, to discuss

individual pupil's performance at school so as to enhance and add to the overall profile of a pupil.

Role of the Learning Support Teacher

- To collaborate with the principal, class teacher and parents of individual children
- To provide supplementary teaching to pupils using a variety of models – one-to-one (if, and only if, it is deemed most appropriate and necessary), group withdrawal, in-class support, team teaching
- To inform parents of referral of their child to **SCHOOL SUPPORT STAGE** and seek their written permission for their child to attend such support
- To organise and implement early intervention and prevention measures to the junior classes (Junior Infants, Senior Infants and 1st Class)
- To advise the principal of any issues or further concerns in individual cases
- To conduct an analysis of screening and diagnostic assessments in literacy and mathematics each year to compile a School Needs Analysis in terms of supplementary teaching requirements for the next academic year
- To profile and plan for individuals and/or group support
- To monitor and record progress
- To identify those children that require referral to **SCHOOL SUPPORT PLUS**

Role of the Resource Teacher

- To collaborate with class teacher, principal, parents and outside professionals involved in individual cases
- To seek written parental permission prior to working with individual children
- To assess and profile individual pupils in order to determine their strengths and priority learning needs
- To provide supplementary teaching to pupils using a variety of models – one-to-one (if, and only if, it is deemed most appropriate and necessary), group withdrawal, in-class support, team teaching
- To advise the principal of any issues or further concerns in individual cases
- To plan, individually for each pupil on his/her caseload
- To implement individualised learning programmes
- To record any progress

Role of the SNA

- Assistance, as necessary, with clothing, feeding, toileting and general hygiene for individual pupils assigned SNA support and remaining mindful of any health and safety requirements

- Assisting with supervision of pupil(s) assigned SNA support during assembly, break times, recreation and dismissal from school
- Preparing and tidying the room
- Assisting children at admission each morning into the classroom
- Special assistance, as necessary, for children with particular difficulties – typing, writing or other equipment that facilitates engagement with the curriculum for individual children
- Assisting during out-of-school walks, tours etc
- General assistance to the class teacher, under the direction of the principal, with duties of a non-teaching nature. (SNA will not, ever, act as either a substitute or temporary teacher or be left in sole charge of a class or group of children)

4.0 Inclusion

It is our fundamental philosophy to continually strive towards inclusion/inclusive education for all our pupils. To that end, there are some practical and organisational steps that have been taken to facilitate this.

- Our enrolment policy supports the ideals of inclusion and welcomes all children as pupils
- Children are educated in a mainstream classroom, with their peers; individualised or group support may be required in some cases – it is our policy that this be conducted in as inclusive a manner as possible while always remaining cognisant of the specific needs of individual children.
- We endeavour to ensure that pupils are included as fully as is possible in the life of the classroom and the school as a whole.
- Class teachers will adapt teaching style and differentiate teaching and learning as required.
- There are strategies in place in the SPHE curriculum to raise awareness in the general pupil population of the needs of persons with disabilities and acceptance.
- IEP targets focus on those aspects of a child's presentation that will facilitate their inclusion as completely as possible. Attention to aspects of an individual's behaviour, social skills, organisation and other affective areas can take precedence over academic targets should it be considered that targeting such skills is ultimately more valuable to that individual.

5.0 Deployment of Staff

- The principal, in consultation with the Staff, ensures that the most effective deployment of staff in meeting the overall special education requirements of the school taking into account the experience/expertise of the teachers and SNAs.
- Resource teaching hours (Low Incidence Disabilities) and SNA allocations are determined by the NCSE. Upon receipt of this information, the principal assigns personnel to individual cases.
- Currently, Support Teachers are assigned to classes and work along with Class Teachers to provide support (Literacy/Numeracy and/or affective areas) to all the children within those classes.

6.0 Collaboration and Communication

- There are various arrangements in place to facilitate collaboration between those involved in a child's education:

Teachers and Parents

- Informal contact between Class Teacher and Parent (e.g at the end of the school day). Should a parent wish to meet with a class teacher – parents are requested to seek an appointment; this ensures as little disruption to the running of that teacher's class as possible.
- A written letter will be sent to parents to inform them of commencement, continuation/discontinuation of supplementary teaching. Parents are asked to sign it to show their acceptance of this case.
- Should a child be referred for psychological assessment; the principal will write to that child's parents formally, parents will meet with principal and class teacher in school prior to the assessment and upon its completion.
- Learning targets and strategies for supplementary teaching and classroom differentiation will be discussed with parents once their child/ren are in receipt of supplementary teaching.
- In certain circumstances, a Home/School copy will be established as a communication tool; Class teachers will decide whether this is necessary in individual cases
- Formal Parent-Teacher Meetings are in November each year
- Occasionally, a case conference to discuss planning for individual children may be arranged by the school or by other agencies involved in individual cases. These are welcomed by the school as we see this as an opportunity to

fully appreciate and thoroughly plan while being in position to have knowledge and expertise from a wide knowledge base. If the school calls such a conference, it will be hosted by the school with the Principal, Class Teacher, Resource Teacher, parents and other agency professionals present.

Class Teachers and Support Teachers

- At St. John's National School we recognise the importance of gathering information and planning effectively. We appreciate the need for communication between teaching professionals in order for this to occur.
 - Class Teachers and Support Teachers can meet informally before/after school
 - The principal will supervise classes to release class teachers to meet with support teachers to plan when the need arises.
 - From time-time, appointments are made by professionals from outside the school; we see it as being important that both the class teacher and support teacher are present to talk with such professionals. In this case, the principal will release both teachers from duty and provide supervision in order that they can collaborate.
 - The Staff have identified discretionary hours as part of the Haddington Road Agreement to use to facilitate planning meetings for support teaching.

7.0 Resources

The following areas are resourced in our school;

- Literacy
 - Phonic schemes
 - Range of additional reading schemes
 - Language support materials
 - ICT
 - Spelling games
 - Language games
- Numeracy
 - Numicon
 - Number – fractions, decimals and percentages
 - Shape and Space – 2 and 3-d shapes
 - Range of calibrated measuring equipment (Length/Weight/Capacity)
 - Maths facts games
 - ICT
- Social Skills

- Programmes
- Games

A complete inventory of resources is available from the school.

- The Learning Support and Resource Teachers are responsible for sourcing additional materials/resources as they seem appropriate and after the approval of the Principal.
- All class teachers can have access to Learning Support/Resource Teaching resources if they are applicable to teaching and learning in their classroom.

Success Criteria

Success or otherwise of this policy will be determined through:

- Practices and procedures listed in this policy being consistently implemented by teachers
- Positive feedback from teachers, parents and pupils

Roles and Responsibilities

Roles and responsibilities in relation to this policy have been articulated throughout. The Board of Management has an important role in the ongoing development and monitoring of this policy.

The principal and the teaching staff together have responsibility in the day-to-day implementation of the policy.

Timeframe for Implementation

The policy will formally commence in January 2015.

Timetable for Review

This policy for be reviewed for it effectiveness in June 2016.

Ratification and Communication

This policy is available to view on our school website.