



KILBRIDE NATIONAL SCHOOL

Ní neart go cur le Chéile

Inclusive Education and Special Education Policy

Introductory Statement

The Inclusive Education and Special Education Policy at Kilbride National School sets out the school's approach to providing an inclusive, equitable and needs-led education for all pupils, including pupils with special educational needs and those who require additional support to access and participate fully in school life. The policy was initially developed following the introduction of the Special Education Teaching Allocation Model and was identified as a key priority by the school's Special Education Teacher (SET) team during the 2016/2017 academic year. It was developed and reviewed by a working group during 2017, with input from school staff and the Board of Management (BOM), finalised in October 2017 and subsequently made available to parents/guardians and the wider school community.

Since its introduction, the policy has been reviewed and updated to reflect developments in legislation, Department of Education and Youth (DEY) requirements and guidance, national frameworks, research and evidence-informed practice in inclusive education and the provision of support for pupils with special educational needs.

The current policy is informed in particular by the DEY's revised *Guidelines for Primary Schools: Supporting Children with Special Educational Needs in Mainstream Classes*, which underpin Circular 0064/2024 and replaced the previous 2017 Guidelines. The policy is also informed by the accompanying *Indicators of Effective Practice for Primary Schools*, the Continuum of Support framework, the Department's guidance and templates relating to Student Support Files and Student Support Plans, and relevant DEY circulars and procedures relating to the allocation and deployment of Special Education Teachers (SET), Special Needs Assistants (SNAs), assessment, inclusion, pupil wellbeing and support for children with additional needs.

The policy will be read in conjunction with the school's other relevant policies and procedures, including its Assessment Policy, Special Needs Assistant Policy, Code of Behaviour, Bí Cineálta Policy, Child Protection and Safeguarding Statement and Procedures, Data Protection Policy, Health and Safety Policy, Intimate Care Policy and Wellbeing Policy.



The school recognises that effective special education provision is a whole-school responsibility. The provision of support is guided by the principles of inclusive education, inclusive school culture, collaboration, wellbeing, engagement and participation, child-centred and needs-based practice, evidence-informed practice and outcomes, and governance and accountability. Decisions regarding support are informed by the individual strengths, interests and needs of each pupil, assessment information, the pupil's response to intervention, professional judgement and the resources available to the school.

The school is committed to the effective use of its SET resources in accordance with the current DEY allocation model. Support will be organised in a flexible and responsive manner and may include inclusive classroom practice, in-class support, co-teaching, small-group teaching, individualised teaching and, where appropriate, withdrawal from the mainstream classroom. The nature, intensity and duration of support will be reviewed in response to pupils' identified needs and their progress.

The school is also committed to meaningful collaboration with pupils, parents/guardians, teachers, SET, SNAs and relevant external professionals, where appropriate. Student Support Files and Student Support Plans will be used to support a structured, evidence-informed process of identifying priority learning needs, setting meaningful and individualised targets, implementing agreed actions, monitoring progress and reviewing provision. This approach is consistent with the Department of Education and Youth Inspectorate's current emphasis on clear, individualised and meaningful Student Support Plans.

This policy is intended to be a living document. It will be reviewed regularly and updated where necessary to reflect changes in legislation, Department of Education and Youth circulars, guidelines, national policy or school practice. A formal review will take place at least annually, with an earlier review undertaken where significant changes in DEY requirements, legislation or the needs of the school community make this necessary.

School Information

Kilbride National School opened in the late 1800s under the patronage of the Catholic Church. We endeavour to create a positive and inclusive atmosphere that respects all children, regardless of their religious, social, cultural background or Special Educational Needs. Our school is a rural school with a significant number of children with complex needs enrolled. Given the demographics of the local population and the nature of enrolment in our school, our provision of support and timetables are regularly reviewed.



Rationale

The purpose of this policy is to provide a clear and consistent framework for identifying educational needs and for planning, providing, monitoring and reviewing appropriate supports for pupils at Kilbride National School. This policy is informed by the following legislation, statutory requirements, DEY circulars, guidelines and supporting documentation.

Legislation and Statutory Requirements

- The Education Act 1998, as amended;
- The Equal Status Acts 2000–2018, as amended;
- The Education for Persons with Special Educational Needs Act 2004, as amended;
- The Children First Act 2015 and the current *Child Protection Procedures for Primary Schools* (2025);
- The Data Protection Act 2018 and the General Data Protection Regulation (GDPR), as applicable;
- The Education (Provision in Respect of Children with Special Needs) Act 2022.

DEY Circulars, Guidelines and Supporting Documentation

- *Autism Good Practice Guidance for Schools – Supporting Children and Young People* (2022), where relevant to the provision of support for autistic pupils;
- *Guidelines for Primary Schools: Supporting Children with Special Educational Needs in Mainstream Classes* (2024), which underpin Circular 0064/2024 and replace the previous 2017 Guidelines;
- *Circular 0064/2024 – The Operation, Application and Deployment of Special Education Teacher Resources*;
- *Indicators of Effective Practice for Primary Schools*, together with the accompanying *Student Support File*, *Student Support Plan* and supporting documentation for the implementation of the revised SET Guidelines;
- *Circular 0048/2026 – Information in Relation to Standardised Testing and Other Matters – Academic Year 2025/26 and Subsequent Years*, insofar as it relates to assessment and standardised testing in primary schools;
- *Circular 0011/2026 – The Special Education Teacher (SET) Allocation for the 2026/27 School Year (Primary)*.



Related DEY Circulars and Guidance Table

Circular/Guidance	Area	Relevance to Kilbride	Status at date of policy adoption
0064/2024	SET Provision, application and deployment	Core Framework	Current
The Department of Education's 2024 Guidelines for Primary Schools: Supporting Children with Special Educational Needs in Mainstream Classes (2024)	SET Guidelines Inclusive SEN Provision	Core Framework supporting circular 0064/2024	Current
0011/2026	SET allocation 2026/2027	Allocation/deployment	Current
0048/2026	Standardised testing and assessment	Assessment	Current
0049/2026	SNA allocation 2026/2027	SNA provision	Current
0030/2014	Role of SNA	SNA duties/deployment	Current operative framework

SNA framework – current status:

The school will implement the SNA allocation and role arrangements currently in force and applicable to recognised primary schools. Circular 0030/2014 remains the operative reference for the SNA scheme and SNA role arrangements unless and until it is formally replaced, amended or superseded by the DEY. The school will have regard to any subsequent DEY circulars, guidance or arrangements as and when they are formally issued and come into force. Any proposed SNA Workforce Development Plan, role framework or associated arrangements that have been suspended, deferred, remain under development or have not yet been formally implemented will not be treated as operative requirements of this policy.



Belief Statement

Kilbride National School is committed to providing an inclusive, welcoming and supportive educational environment in which every child is valued, respected and enabled to participate, learn and achieve to the greatest extent possible. We believe that every child has the right to an education that recognises and responds to their individual strengths, interests, abilities and needs. We believe that inclusion is a whole-school responsibility. Every pupil is a valued member of our school community and should experience a sense of belonging, safety, dignity and participation. We are committed to creating a culture in which difference and diversity are respected and in which all pupils are supported to develop their confidence, independence, wellbeing and potential. Kilbride National School recognises that pupils may experience different barriers to learning and participation and may require different levels and forms of support. We therefore adopt a child-centred and needs-based approach, informed by the pupil's strengths and needs, assessment information, their response to intervention and appropriate professional judgement. A diagnosis or identified difficulty does not, in itself, determine the nature or level of support provided.

The school is committed to removing or reducing barriers to participation, learning and achievement. For special educational needs (SEN) pupils, this may involve adapting teaching approaches, the learning environment, communication methods, activities, resources or routines, as well as providing targeted or individualised support where appropriate.

The school also recognises and values the linguistic and cultural diversity of our school community. Pupils who are learning English as an additional language (EAL) are welcomed, valued and supported to access the curriculum and participate fully in school life. Appropriate language-learning and inclusive classroom approaches will be used to support their development of English and their continued participation in learning. EAL provision is considered separately from the identification of SEN, while recognising that a pupil may have both EAL and SEN needs and may require support for each.

We are committed to working in partnership with pupils, parents/guardians, teachers, Special Education Teachers (SET), Special Needs Assistants (SNAs) and relevant external professionals, where appropriate, to ensure that support is purposeful, proportionate and responsive to the individual needs of each child. The school will use the resources allocated by



the DEY and the BOM responsibly, equitably and effectively to support the inclusion, participation, wellbeing and educational progress of all pupils. Our commitment is that every child will be known, valued, included and supported to participate fully in the life of Kilbride National School.

Principles of Inclusive Education and Special Education

The SEN Model is underpinned by eight principles. These principles provide the foundation for the development and ongoing review of the systems, structures, practices and policies through which Kilbride National School supports the inclusion, participation, learning and wellbeing of all pupils, including pupils with special educational needs.

The principles reflect the DEY's *Guidelines for Primary Schools: Supporting Children with Special Educational Needs in Mainstream Classes* and the accompanying *Indicators of Effective Practice*. They are intended to guide not only the work of the SET team, but the practice of the whole school community. At Kilbride National School, these principles are understood as interconnected. They inform how the school identifies strengths and needs, plans and provides support, deploys SET resources, collaborates with pupils and parents/guardians, monitors progress and evaluates the effectiveness of provision.

Inclusive Education

Kilbride National School is committed to providing an inclusive education in which all pupils are valued as members of the school community and are supported to participate meaningfully in learning and school life. Inclusive education means that SEN pupils are supported, wherever possible, within their mainstream class and alongside their peers. The school recognises that inclusion is not simply about physical placement in a mainstream classroom; it is about ensuring that pupils can access, participate in and make progress in learning.

At Kilbride this means:

- Planning learning experiences that take account of the diverse strengths, interests, abilities and needs of pupils;
- using differentiated, adaptive and inclusive teaching approaches within the mainstream classroom;
- using Universal Design for Learning approaches where appropriate to reduce barriers to participation and learning;



- providing additional support through a range of approaches, including in-class support, team teaching, small-group teaching and individualised teaching, where appropriate;
- ensuring that SET provision complements and strengthens high-quality mainstream classroom teaching;
- considering the least restrictive and most inclusive approach that will effectively meet the pupil's identified needs;
- supporting pupils to participate in the full life of the school, including curricular, co-curricular and social activities;
- avoiding unnecessary separation of pupils from their peers;
- reviewing support where a pupil's needs or response to intervention changes.

The school recognises that inclusion is a whole-school responsibility and is not the sole responsibility of the SET team. The DEY's inspection findings emphasise that effective special education teaching is closely aligned with identified needs and that effective collaboration between the SET and mainstream class teacher is central to high-quality provision.

Inclusive School Culture

An inclusive school culture is one in which every pupil feels valued, respected, safe and a sense of belonging. At Kilbride National School, inclusion is reflected in the attitudes, relationships, expectations and practices of the whole school community. The school recognises that an inclusive culture is created through everyday interactions and through the consistent expectations of pupils and adults.

At Kilbride this means:

- Promoting a culture in which difference and diversity are recognised and respected;
- maintaining high expectations for all pupils while recognising that pupils may require different approaches and levels of support to achieve them;
- promoting positive relationships between pupils and between pupils and staff;
- ensuring that pupils with SEN are active members of their class and school community;
- identifying and reducing barriers that may prevent pupils from participating fully;
- promoting positive attitudes towards additional support so that receiving support is viewed as a normal part of learning;
- ensuring that pupils are not defined solely by a diagnosis, difficulty or area of need;
- working to prevent exclusion, isolation and stigma;
- promoting a sense of belonging and connectedness;



- ensuring that the school's policies and procedures reflect its commitment to inclusion.

Kilbride recognises that the quality of the school's inclusive culture is fundamental to the effectiveness of its special education provision.

Collaboration

Effective special education provision depends on meaningful collaboration between the adults and professionals supporting a pupil. At Kilbride National School, collaboration is viewed as a shared responsibility involving the pupil, parents/guardians, class teacher, SET, SNAs where appropriate, school leadership and relevant external professionals.

At Kilbride this means:

- The Class Teacher and SET working collaboratively to identify strengths, needs and appropriate interventions;
- sharing relevant assessment information and professional knowledge;
- jointly planning where in-class or team-teaching approaches are being used;
- ensuring that SET teaching is connected to and complements the pupil's learning in the mainstream classroom;
- consulting with pupils in a manner appropriate to their age, developmental stage and communication needs;
- involving parents/guardians appropriately in the identification of needs, planning, implementation and review of support;
- liaising with relevant external professionals, where appropriate and where information-sharing is lawful and necessary;
- ensuring that Student Support Files provide a shared record of the actions taken and the pupil's progress;
- using professional dialogue to review what is working and what may need to change.

Collaboration should result in shared understanding and coordinated action, rather than simply the exchange of information. The Department's inspection findings specifically identify collaborative planning between the SET and class teacher as an important feature of effective practice.

Wellbeing

Kilbride National School recognises that positive wellbeing is fundamental to children's ability to learn, participate and develop. The school adopts a whole-school and preventative approach



to wellbeing and recognises the importance of supportive relationships, belonging, connectedness and a physically and psychologically safe learning environment.

At Kilbride this means:

- Creating classrooms where pupils feel safe, respected and valued;
- developing positive and trusting relationships between pupils and staff;
- recognising the social and emotional needs of pupils alongside their learning needs;
- supporting pupils to develop independence, confidence, resilience and self-advocacy;
- identifying barriers to engagement, attendance and participation;
- using positive and preventative approaches to support behaviour and emotional regulation;
- considering sensory, communication, social and emotional needs when planning learning;
- providing appropriate supports for pupils experiencing difficulties that affect their access to learning;
- working with parents/guardians and relevant professionals where additional support is required;
- ensuring that wellbeing considerations inform, but do not replace, appropriate educational planning and intervention.

Where a pupil's wellbeing is affecting their access to education, the school will consider the interaction between wellbeing, learning, participation and identified educational needs when planning support.

Engagement and Participation

Kilbride National School recognises pupils as active participants in their education. Pupils should, wherever possible and appropriate, have opportunities to express their views about their learning, strengths, interests, goals and the supports that help them.

At Kilbride this means:

- Listening to pupils' views about their learning and support;
- taking account of pupil voice when developing and reviewing Student Support Plans;
- helping pupils understand their strengths, needs and learning targets;
- involving pupils in setting achievable and meaningful goals where appropriate;
- providing opportunities for pupils to contribute to decisions that affect their education;
- using communication methods appropriate to the pupil's age, developmental level and



communication profile;

- encouraging pupils to develop independence and self-advocacy;
- ensuring that pupils understand that additional support is a positive part of learning;
- monitoring not only academic progress but also participation, engagement and confidence.

The school recognises that participation must be meaningful. Listening to a pupil's views should, where appropriate, have an influence on planning and decision-making rather than being a purely procedural exercise. The Department's current inspection materials emphasise meaningful pupil participation and giving children's views due weight in decision-making.

Child-Centred and Needs-Based

Kilbride National School adopts a child-centred and needs-based approach to special educational provision. The school recognises that pupils with the same diagnosis or identified condition may have very different strengths, needs, learning profiles and support requirements. Consequently, a diagnosis, assessment score or professional report will not, in isolation, determine the nature, level or duration of school-based support.

At Kilbride this means:

- Identifying each pupil's strengths, interests and needs;
- considering the pupil's individual learning profile and educational context;
- using a range of assessment information to inform decisions;
- considering the pupil's response to intervention;
- identifying appropriate targets based on priority needs;
- selecting interventions that are appropriate to the pupil and supported by evidence;
- providing the appropriate level of support according to identified need;
- reviewing provision regularly;
- adapting or changing interventions where progress is limited;
- recognising that needs may change over time;
- ensuring that support is not determined solely by diagnosis or by a single assessment result.

The principle that those with the greatest level of need should have access to the greatest level of support is central to the allocation and deployment of SET resources. The DEY describes the allocation model as moving away from a diagnosis-led system towards an identified-needs approach, with schools having responsibility for using their allocated resources to meet



identified needs. This principle is particularly important for Kilbride: support follows identified educational need, rather than a label.

Evidence-Informed Practice and Outcomes

Kilbride National School is committed to using evidence, professional knowledge and assessment information to inform special education provision. The purpose of additional support is not simply to provide an intervention or a number of teaching hours. The purpose is to improve outcomes for the pupil.

At Kilbride this means:

- Using assessment information to identify priority areas for intervention;
- establishing clear and meaningful learning targets;
- selecting interventions that are appropriate to the pupil's identified needs;
- using approaches supported by evidence and professional guidance;
- monitoring pupil progress;
- recording relevant actions and outcomes in the Student Support File;
- reviewing the effectiveness of interventions;
- adapting provision where a pupil is not making sufficient progress;
- ensuring that SET support is purposeful and linked to identified needs;
- using data alongside teacher observation, professional judgement and pupil/parental perspectives;
- evaluating whether the support provided is making a meaningful difference.

The school will distinguish between activity and impact. The fact that a pupil has received additional teaching does not, in itself, demonstrate that the support has been effective. The DEY's current materials emphasise the identification of strengths, interests and needs, evidence-informed intervention and monitoring of the pupil's response to intervention.

Governance and Accountability

Effective special education provision requires clear leadership, appropriate structures, effective use of resources and ongoing evaluation. At Kilbride National School, responsibility for special educational provision is shared across the school community, with clearly defined roles for the BOM, Principal, SENCO, Class Teachers, SETs, SNAs and other relevant staff.

At Kilbride this means:

- The Board of Management provides appropriate oversight of the school's SEN policy



and provision;

- the Principal provides leadership in the implementation and coordination of the school's inclusive approach;
- the SENCO supports the effective coordination of SEN provision and the work of the SET team;
- class Teachers retain responsibility for the education of all pupils in their classes and work collaboratively with SETs to meet identified needs;
- SET resources are deployed strategically and flexibly according to identified pupil and school needs;
- the school maintains an appropriate Schedule of Deployment for SET provision;
- Student Support Files and Student Support Plans are maintained and reviewed appropriately;
- interventions and supports are monitored for effectiveness;
- relevant staff engage in professional learning relating to inclusion and special educational needs;
- the school uses self-evaluation and the Department's Indicators of Effective Practice to identify strengths and areas for development;
- the policy and associated procedures are reviewed regularly;
- The school ensures that its use of special education resources is consistent with current Department of Education and Youth requirements.

Governance and accountability therefore extend beyond compliance. They involve knowing what provision is being delivered, why it is being delivered, whether it is effective, and what needs to change. The DEY's Indicators of Effective Practice are specifically designed to assist schools in identifying effective practice and prioritising areas for development.

At Kilbride National School, these eight principles are not viewed as separate or standalone commitments. They operate together to inform the school's approach to identifying strengths and needs, planning and delivering support, deploying SET resources, collaborating with pupils and parents/guardians, monitoring progress and evaluating outcomes. The principles underpin a whole-school approach in which high-quality inclusive classroom teaching is the foundation, additional support is provided according to identified need, and provision is reviewed and adapted in response to the pupil's progress and changing needs.



Aims of the Policy

The purpose of this policy is to provide a clear, consistent and inclusive framework for identifying and responding to the educational needs of all pupils at Kilbride National School. It seeks to ensure that pupils, including those with Special Educational Needs, are supported to access, participate in and make progress in their education, while recognising and building on their individual strengths, interests and abilities.

The policy aims to:

1. Promote Inclusive Education

- Ensure that all pupils are welcomed as valued members of the school community and have meaningful opportunities to participate in learning and in the wider life of the school.
- Promote an inclusive school culture in which diversity is respected, high expectations are maintained and barriers to learning and participation are identified and reduced.
- Ensure that additional support complements high-quality classroom teaching and is provided in the most inclusive manner appropriate to the pupil's identified needs.

2. Identify Strengths and Educational Needs

- Establish clear and consistent procedures for identifying pupils who may require additional educational support.
- Identify pupils' strengths, interests, abilities and areas of need, rather than focusing solely on difficulties or diagnoses.
- Draw on a range of appropriate information, including teacher observation, classroom assessment, standardised assessment where appropriate, work samples, parental/guardian information, pupil voice and relevant professional reports.
- Ensure that identification of need is an ongoing process and that provision is responsive to changes in a pupil's learning profile and circumstances.

3. Implement the Continuum of Support

- Implement the DEY's Continuum of Support as a framework for identifying need, planning interventions, monitoring progress and reviewing provision.
- Ensure that support is proportionate and responsive to the pupil's identified needs and their response to intervention.
- Provide support at Classroom Support, School Support and School Support Plus levels, as appropriate.



- Review the level and nature of support regularly and adapt provision where the pupil's needs or response to intervention change.

4. Use Special Education Teaching Resources Effectively

- Deploy the school's SET allocation strategically, flexibly and equitably in accordance with current DEY requirements.
- Ensure that SET provision is based on identified educational need rather than diagnosis alone.
- Prioritise support according to the level and nature of identified need and the potential impact of the intervention.
- Use a range of approaches, including inclusive classroom support, team teaching, small-group teaching and individualised teaching, where appropriate.
- Ensure that SET provision is coordinated with mainstream classroom teaching and contributes to positive outcomes for pupils.

5. Provide Individualised and Needs-Based Support

- Develop support that reflects each pupil's individual strengths, needs, interests, circumstances and learning profile.
- Set clear, meaningful and measurable targets that are appropriate to the pupil and linked to identified priority needs.
- Select interventions and strategies that are appropriate, evidence-informed and proportionate to the pupil's needs.
- Recognise that pupils with similar diagnoses or identified needs may require different forms or levels of support.
- Ensure that support is reviewed and adapted in response to evidence of pupil progress.

6. Develop and Maintain Student Support Files and Plans

- Use the Student Support File to provide a structured record of the identification of need, assessment information, interventions, targets, actions, progress and review.
- Develop Student Support Plans where appropriate, setting out clearly the pupil's priority needs, targets, planned interventions and intended outcomes.
- Involve relevant staff, parents/guardians and, where appropriate, the pupil in the planning and review of support.
- Ensure that support plans remain current, purposeful and responsive to the pupil's progress and changing needs.



7. Monitor Progress and Evaluate Outcomes

- Establish effective systems for monitoring the progress of pupils receiving additional support.
- Use appropriate assessment information, teacher observation, work samples, pupil voice, parental/guardian feedback and other relevant evidence to evaluate progress.
- Review interventions regularly to determine whether they are having the intended impact.
- Adapt, intensify, reduce or discontinue interventions where evidence indicates that a change is appropriate.
- Ensure that decisions about support are informed by evidence, professional judgement and the pupil's response to intervention.

8. Promote Pupil Voice, Engagement and Participation

- Recognise pupils as active participants in their education.
- Provide pupils with appropriate opportunities to express their views about their learning, strengths, needs, goals and the supports that help them.
- Take account of pupil voice when planning and reviewing support, having regard to the pupil's age, developmental level and communication needs.
- Promote independence, self-advocacy, confidence and active participation in learning.

9. Promote Collaboration and Partnership

- Foster effective collaboration between pupils, parents/guardians, Class Teachers, SETs, SNAs, school leadership and relevant external professionals, where appropriate.
- Ensure that roles and responsibilities are clearly understood across the school community.
- Promote regular professional communication and collaborative planning between Class Teachers and SETs.
- Work in partnership with parents/guardians and relevant professionals to develop a shared understanding of the pupil's strengths, needs and appropriate supports.
- Ensure that information is shared appropriately and in accordance with relevant legislation and school procedures.

10. Support Pupil Wellbeing

- Recognise the relationship between wellbeing, learning, participation and educational progress.
- Promote a safe, respectful and supportive learning environment in which pupils feel a



sense of belonging.

- Consider social, emotional, behavioural, communication, sensory and other factors that may affect a pupil's ability to access and participate in education.
- Use positive, preventative and supportive approaches that promote pupils' independence, confidence, resilience and engagement.

11. Promote Effective Inclusion of Pupils with EAL

- Recognise and value the linguistic and cultural diversity of the school community.
- Ensure that pupils who are learning English as an additional language are supported to access the curriculum and participate fully in school life.
- Use appropriate language-learning, classroom and communication strategies to support pupils' development of English.
- Recognise that EAL is distinct from SEN, while acknowledging that a pupil may have both EAL and SEN needs and may require appropriate support in relation to each.

12. Ensure Effective Governance, Accountability and Continuous Improvement

- Ensure that the school's special education provision is implemented in accordance with relevant legislation and current DEY requirements and guidance.
- Ensure that SET and other available resources are used responsibly, equitably and effectively.
- Maintain appropriate systems for planning, recording, monitoring and reviewing special education provision.
- Provide appropriate leadership, oversight and professional development to support effective inclusive practice.
- Use the DEY's *Indicators of Effective Practice for Primary Schools*, school self-evaluation and other relevant evidence to identify strengths and areas for development.
- Review this policy regularly and amend it where necessary to reflect changes in legislation, DEY requirements, national guidance, research and effective practice.

Roles and Responsibilities

1. Board of Management

The BOM has overall responsibility for the governance and oversight of the school and plays an important role in ensuring that Kilbride National School provides an inclusive education for all pupils, including SEN pupils. The BOM will ensure that the school's approach to inclusive education and special educational provision is consistent with relevant legislation, DEY



requirements and guidance, and the school's ethos and policies. In fulfilling its responsibilities, the BOM will:

- Approve, oversee and support the implementation and periodic review of the school's Inclusive Education and Special Education Policy and related policies and procedures.
- Ensure that the school operates within the requirements of relevant education legislation and current DEY circulars, guidelines and procedures relating to inclusive education and special educational provision.
- Support the Principal and staff in providing a high-quality, inclusive education for all pupils and in promoting high standards of teaching, learning, assessment and pupil wellbeing throughout the school.
- Ensure, within the resources available to the school, that appropriate accommodation, facilities, equipment, teaching and learning resources and secure arrangements for the storage of confidential records are available to support inclusive education and special educational provision.
- Ensure that appropriate arrangements are in place for the secure management and protection of sensitive pupil information and records, in accordance with relevant data protection and confidentiality requirements.
- Ensure that the school's SET allocation is used appropriately and in accordance with the current DEY allocation and deployment arrangements.
- Support the Principal in ensuring that the deployment of SETs reflects the school's identified needs and is consistent with the principles of inclusion, equity, flexibility and effective use of resources.
- Support the development of an inclusive school culture in which SEN pupils are valued, respected and enabled to participate meaningfully in all aspects of school life.
- Promote awareness among staff, pupils, parents/guardians and the wider school community of the school's commitment to inclusion and of the importance of respecting the rights, dignity, strengths and individual needs of all pupils.
- Support the school's use of School Self-Evaluation (SSE) and school improvement processes to identify strengths and areas for development in relation to inclusive education, teaching, learning and the provision of support for SEN pupils.
- Ensure that appropriate arrangements are in place for the development, implementation and review of the School Self-Evaluation and School Improvement Plan, where relevant, including priorities relating to inclusion and special educational provision.



- Support the provision of appropriate professional learning and development for staff, within available resources, to promote effective inclusive and special educational practice.
- Ensure that the school's policies and procedures provide an appropriate framework for the needs-based identification, planning, provision and review of support, while recognising that the day-to-day professional decisions regarding individual pupils are the responsibility of the appropriate school staff.
- Receive appropriate information from the Principal regarding the implementation and effectiveness of the school's special educational provision, while respecting the confidentiality of individual pupil information.
- Review the effectiveness of the school's overall approach to inclusion and special educational provision as part of its governance and oversight responsibilities and support ongoing improvement where required.

Board of Management and Individual Pupil Support

The BOM recognises that decisions regarding the identification of individual educational needs, the development of Student Support Plans, the selection and implementation of interventions, and the day-to-day deployment of SET resources are professional and operational matters for the Principal and relevant teaching staff, in accordance with DEY requirements and the school's policies and procedures. The BOM's role is therefore one of governance, oversight, resourcing and accountability, rather than the direct management of individual pupil support arrangements.

2. Principal

The Principal has a central leadership role in ensuring that Kilbride National School provides an inclusive, equitable and effective education for all pupils, including SEN pupils. The Principal is responsible for leading the implementation of the school's policies, procedures and practices in accordance with relevant legislation, DEY requirements and guidance, the school's ethos, and the resources available to the school. Circular 0064/2024 emphasises the central role of school leadership in ensuring an inclusive, whole-school approach to the application and deployment of SET resources.



In fulfilling this role, the Principal will:

Leadership and Inclusive Practice

- Provide leadership in the development, implementation, monitoring and review of the school's approach to inclusive education and the provision of support for SEN pupils.
- Ensure that school policies, procedures and practices promote an inclusive school culture in which all pupils are valued, respected and supported to participate meaningfully in learning and school life.
- Promote a whole-school approach to inclusive teaching and learning, ensuring that high-quality classroom teaching remains the foundation of provision for all pupils.
- Ensure that the school's approach to special education reflects the principles of the 2024 *Guidelines for Primary Schools: Supporting Children with Special Educational Needs in Mainstream Classes*, including inclusion, collaboration, wellbeing, engagement and participation, child-centred and needs-based practice, evidence-informed practice, and governance and accountability.

Identification, Assessment and Planning

- Ensure that appropriate whole-school systems for assessment, identification and monitoring are in place to identify pupils' strengths, interests and educational needs.
- Ensure that a range of relevant information is considered when identifying need, including teacher observation, classroom assessment, standardised assessment where appropriate, parental/guardian information, pupil voice and relevant professional reports.
- Ensure that the Continuum of Support is used as the framework for identifying needs, planning interventions, monitoring progress and reviewing provision. The three stages are Classroom Support, School Support and School Support Plus.
- Ensure that appropriate Student Support Files are maintained for pupils receiving additional support and that these files provide an accurate and up-to-date record of relevant support, interventions, targets, consultations, reviews and outcomes.
- Ensure that Student Support Plans identify the pupil's priority learning needs and contain meaningful and individualised targets and actions. Current Inspectorate findings specifically identify these as important areas of effective practice.
- Ensure that systems are in place for the regular monitoring and review of pupils' progress and that provision is adapted where evidence indicates that a change is



required.

Special Education Teaching Resources

- Lead the effective and equitable deployment of the school's SET allocation in accordance with current DEY requirements and Circular 0064/2024.
- Ensure that SET resources are deployed according to identified educational need, rather than diagnosis alone, and that provision is flexible and responsive to changing pupil and school needs.
- Ensure that appropriate teachers are assigned to special education teaching roles, taking account of their skills, knowledge, experience and professional development.
- Ensure that SET provision complements and supports classroom teaching and that arrangements promote inclusion and meaningful participation in mainstream classes.
- Ensure that appropriate systems are in place for the collaborative planning and communication of relevant information between Class Teachers and SETs supporting continuity and progression in pupils' learning.

Coordination and Communication

- Assign responsibility for coordinating the school's special education provision to an appropriately designated Special Educational Needs Coordinator (SEN Coordinator) and ensure that the role is clearly defined and supported.
- Ensure that appropriate time is provided within the school's organisation and timetable for SETs and relevant teachers to plan, consult, review provision and communicate with parents/guardians, where appropriate.
- Ensure that roles and responsibilities relating to inclusive education and special educational provision are clearly communicated to all relevant staff, including Class Teachers, SETs and SNAs.
- Facilitate the sharing of relevant professional knowledge and effective practice across the staff as part of developing a whole-school inclusive culture.
- Ensure that appropriate arrangements are in place for meaningful collaboration with pupils, parents/guardians and relevant external professionals or agencies, where appropriate.
- Communicate and liaise with the Special Educational Needs Organiser (SENO) and the National Council Special Education (NCSE) as appropriate in relation to matters within



their respective roles and responsibilities.

Professional Learning

- Facilitate and support teacher professional learning in inclusive teaching and learning and in meeting the diverse needs of SEN pupils.
- Promote opportunities for staff to develop their knowledge, skills and understanding of evidence-informed inclusive and special educational practice.
- Encourage and support SETs to engage in relevant professional learning and continuing professional development, including DEY-supported and other appropriate programmes.

Transition

- Ensure that appropriate systems are in place to support continuity and progression during transitions, including transitions between classes and, where relevant, transitions between primary and post-primary education.
- Where appropriate, facilitate communication with early learning and care settings and post-primary schools to support effective transition planning for SEN pupils, subject to appropriate consent, confidentiality and information-sharing requirements.

Provision Planning and Review

- Ensure that the school's overall provision for SEN pupils is reviewed regularly and adjusted in response to identified pupil needs, available resources, evidence of progress and current DEY guidance.
- Ensure that the deployment of SET resources is reviewed regularly and that the school's Schedule of Deployment reflects identified needs and the principles of inclusion, flexibility and effective use of resources.
- Ensure that systems are in place for maintaining appropriate records relating to pupils receiving additional support, including Student Support Files and relevant care or support plans where required.
- Ensure that appropriate arrangements are in place for the secure storage, management and sharing of sensitive pupil information in accordance with data protection, confidentiality and school policy requirements.



Parents/Guardians and Pupil Voice

- Ensure that parents/guardians are appropriately informed and involved in the identification of needs, planning, implementation and review of support for their child.
- Ensure that pupils are given appropriate opportunities to contribute their views to decisions concerning their learning and support, having regard to their age, developmental level and communication needs.
- Meet with parents/guardians, where appropriate, to discuss concerns, support arrangements and progress, while ensuring that communication is constructive, respectful and focused on the pupil's strengths, needs and educational outcomes.

3. Special Educational Needs Co-Ordinator

The Special Educational Needs Co-Ordinator (SENCO) supports the Principal, teachers, SETs, parents/guardians and relevant external agencies in promoting an inclusive education for pupils with special educational needs and/or additional educational needs.

The SENCO:

- Communicates regularly with the Principal in relation to the identification, provision, monitoring and review of supports for pupils with special educational needs.
- Supports the school in promoting an inclusive educational environment in which pupils with additional needs can access, participate in and benefit from education alongside their peers, in accordance with their individual needs.
- Liaises, where appropriate and with due regard to parental consent and data protection requirements, with external agencies and professionals involved in supporting pupils with additional educational needs.
- Works collaboratively with the National Educational Psychological Service (NEPS) psychologist, SET team and class teachers to identify pupils who may require additional educational support and to prioritise referrals for psychological consultation or assessment in accordance with relevant NEPS procedures.
- Consults with SEN Class Co-ordinators (SENCC) and relevant members of the SEN team to identify, support, monitor and review the educational needs and progress of pupils receiving additional support.
- Co-ordinates regular SEN team planning and review meetings to promote effective communication, consistency of provision and appropriate monitoring of pupil progress.
- Supports the SEN team, where appropriate, in developing and reviewing timetables for



additional teaching support, ensuring that provision is responsive to identified educational needs and is consistent with the school's allocation of SET resources.

- Facilitates communication with parents/guardians regarding their child's educational needs and the supports being provided and encourages meaningful parental involvement in significant decisions concerning their child's education.
- Provides parents/guardians with appropriate information regarding available educational supports and signposts them to relevant services and agencies where required.
- Co-ordinates whole-school standardised assessment arrangements and supports the appropriate use of assessment information to identify pupils who may require additional educational support.
- Co-ordinates the screening and identification of pupils who may benefit from additional support, using standardised assessment results alongside teacher observation, classroom-based assessment, consultation with parents/guardians and other relevant information.
- Ensures that decisions regarding additional educational support are based on the pupil's identified educational needs and are consistent with the school's Continuum of Support approach.
- Facilitates referrals to relevant external professionals or services where appropriate, in consultation with parents/guardians and in accordance with the procedures of the relevant service. The school does not undertake or assign clinical diagnoses.
- Oversees the school's systems for recording, tracking and reviewing assessment information and pupil progress, ensuring that records are securely maintained and accessed only by authorised personnel.
- Maintains appropriate records of pupils receiving additional teaching support and ensures that these records are reviewed and updated as required.
- Supports the implementation and review of Student Support Files for pupils receiving additional support, ensuring that identified needs, targets, interventions, monitoring and review arrangements are appropriately documented.
- Supports effective transition planning for pupils with special educational needs, including liaison with early learning and care settings, relevant professionals, parents/guardians and post-primary schools, as appropriate.
- Ensures that relevant information required to support successful transition is shared appropriately and lawfully, having regard to parental consent, confidentiality and data



protection requirements.

- Supports the Principal and school leadership in maintaining and reviewing the school's provision for pupils with special educational needs, including the school's School Provision Plan, in accordance with current DEY and NCSE guidance.
- Liaises with the school's SENO, where appropriate, regarding access to supports and services available through the NCSE.
- Supports applications for assistive technology and other relevant NCSE supports, in collaboration with the Principal, teachers, parents/guardians and relevant professionals, and in accordance with current NCSE procedures and eligibility criteria.
- Promotes a collaborative approach to special educational needs provision, recognising that responsibility for the education and inclusion of pupils with additional needs is shared across the whole-school community.
- Supports the school in maintaining appropriate confidentiality and secure handling of sensitive pupil information in accordance with applicable data protection legislation and school policies.
- Keeps up to date with developments in legislation, DEY circulars, NCSE guidance, NEPS guidance and evidence-informed practice relating to special educational needs and inclusive education.

The SENCO carries out these functions under the direction of the Principal and within the policies, procedures and resources of the school. The role does not replace the statutory responsibilities of the BOM, Principal, teachers, parents/guardians, NCSE, HSE or other relevant agencies.

4.SEN Class Co-ordinators

A SENCC may be assigned from the SET team to each class level or stage, having regard to the school's staffing allocation and organisational arrangements. The SENCC supports the Class Teacher and SET team in the identification, planning, implementation, monitoring and review of educational provision for pupils with special educational needs and/or additional educational needs.

The SENCC:

- Meets regularly with Class Teachers to discuss pupils' educational needs, progress, participation and engagement, and to review the effectiveness of supports in place.
- Maintains appropriate records of meetings, agreed actions and reviews, in accordance



with the school's record-keeping, confidentiality and data protection procedures.

- Works collaboratively with Class Teachers to identify appropriate classroom-based strategies and evidence-informed interventions to address pupils' identified educational needs.
- Provides advice and support to Class Teachers regarding the implementation and review of the school's Continuum of Support, in accordance with current DEY, NEPS and NCSE guidance.
- Provides guidance to Class Teachers regarding procedures for seeking advice, consultation or support from relevant external services and agencies, where appropriate.
- Supports the Class Teacher in developing, implementing and reviewing appropriate documentation, including a Student Support File and Student Support Plan where required, in accordance with the relevant stage of the Continuum of Support and current DEY guidance.
- Supports the Class Teacher in developing and reviewing classroom support plans and other relevant planning and monitoring documentation.
- Supports communication with parents/guardians regarding the educational supports being provided to their child, where appropriate and in consultation with the Class Teacher and Principal.
- Where appropriate, participates in meetings with parents/guardians concerning a pupil's additional educational needs, including discussions regarding progression through the Continuum of Support or possible referral to an external service. Such meetings should normally be undertaken collaboratively with the Class Teacher and/or Principal, as appropriate.
- Communicates relevant concerns, observations and recommendations from Class Teachers to the SENCO and SET team, including through regular SEN team planning and review meetings.
- Contributes to the identification of pupils who may require additional support and to the review of assessment information, teacher observations and other relevant evidence.
- Supports the appropriate recording, monitoring and review of pupil progress and intervention outcomes.
- Maintains and updates relevant class-level SEN records and assessment information in accordance with school procedures and applicable data protection requirements.
- Liaises with external agencies and relevant professionals, where appropriate and



authorised, regarding the educational provision and support of pupils with additional needs.

- Ensures that information received from external professionals is communicated appropriately to relevant members of staff, subject to confidentiality and data protection requirements.
- Supports effective transition arrangements for pupils with special educational needs, where relevant, in collaboration with the Class Teacher, SENCO, parents/guardians and other appropriate professionals or educational settings.
- Promotes an inclusive approach to teaching and learning and supports the participation and inclusion of pupils with special educational needs within their mainstream class setting, where appropriate.
- Contributes to the review and development of effective special educational needs provision within the school and keeps up to date with relevant DEY, NCSE and NEPS guidance.

The SENCC carries out these functions as part of the school's SEN/SET team and under the direction of the Principal. The SENCC does not replace the professional responsibilities of the Class Teacher, the SENCO or the Principal, nor does the SENCC independently determine a pupil's diagnosis, eligibility for services or statutory entitlement to supports.

5. Class Teacher

Class Teachers have primary responsibility for the teaching, learning, progress, development, inclusion and care of all pupils in their classrooms, including pupils with special educational needs and/or additional educational needs.

The Class Teacher:

- Promotes an inclusive, positive and supportive classroom environment in which every pupil is valued, respected and encouraged to participate fully in school life.
- Promotes student voice and participation, including through appropriate opportunities for pupils to express their views, interests, strengths, preferences and experiences in relation to their learning and support.
- Completes the school's *My Thoughts About School* document, where appropriate, with pupils to support student voice and ensure that pupils' views and experiences inform planning and provision.
- Provides accessible and meaningful learning experiences for all pupils and varies the



structure, content, pace and mode of instruction to support participation and engagement.

- Differentiates teaching strategies, approaches, resources, tasks and expectations to take account of the range of abilities, experiences, strengths, interests and educational needs within the class.
- Adapts lessons and learning activities to take account of individual pupils' interests, strengths, needs and preferred ways of accessing learning.
- Matches tasks and learning experiences appropriately to pupils' strengths, interests and identified priority learning needs.
- Uses and adapts a range of resources and teaching approaches, including visual supports, assistive and digital technology, concrete materials, scaffolding and other appropriate supports, to make learning accessible.
- Uses a variety of appropriate methodologies, activities and learning experiences, including active learning, collaborative learning, small-group instruction, individualised teaching and scaffolded instruction, as appropriate to pupils' needs.
- Identifies and responds to pupils' learning difficulties, strengths, interests and individual learning preferences through ongoing observation, assessment and professional judgement.
- Gathers relevant information and uses a range of assessment approaches to identify pupils' strengths, needs and priority areas for support and to inform teaching and learning.
- Uses assessment information, including standardised assessment results where appropriate, alongside classroom-based assessment, observation and professional judgement to identify pupils who may require additional support.
- Administers and corrects standardised tests of achievement in literacy and numeracy in accordance with the school's assessment policy and the requirements of the relevant test provider.
- Discusses relevant assessment outcomes with the SENCC, SENCO and/or SET team, as appropriate, to inform the planning, monitoring and review of educational support. Standardised test results are considered alongside other relevant evidence and are not used in isolation to determine a pupil's need for additional support.
- Identifies pupils' strengths, interests and priority learning needs to inform the planning, implementation, assessment and regular review of interventions at the appropriate level



of the Continuum of Support.

- Implements agreed learning targets and classroom strategies identified in a pupil's support plan and integrates these into everyday classroom teaching and learning.
- Participates in the school's Continuum of Support process and contributes to the identification, planning, implementation, monitoring and review of supports at the appropriate level.
- Develops a Classroom Support Plan where a pupil has emerging needs requiring additional classroom-based support, in accordance with the school's Continuum of Support procedures.
- Initiates and maintains appropriate documentation relating to classroom-based support and ensures that relevant records and actions are maintained in the pupil's Student Support File, where applicable.
- Contributes to the development and review of Student Support Plans for pupils receiving School Support and School Support Plus, in collaboration with the pupil, parents/guardians, SET team, SENCC/SENCO and relevant external professionals, where appropriate.
- Works collaboratively with the SET team to identify appropriate priority learning targets, teaching strategies, interventions and methods of monitoring progress for pupils receiving additional teaching support.
- Meets regularly with the SET team and other relevant school personnel to review pupil progress, discuss concerns and evaluate the effectiveness of interventions and supports.
- Participates in the review and updating of Classroom Support Plans, Student Support Plans and School Support Plus plans, as appropriate.
- Implements agreed targets and interventions within the mainstream classroom and ensures that additional support provided by the SET team is connected to and complements classroom teaching and learning.
- Meets with parents/guardians, in accordance with school procedures, to discuss concerns regarding their child's educational progress, strengths and needs and to provide appropriate updates on progress and supports.
- Involves pupils and their parents/guardians, where appropriate, in planning and reviewing supports, having regard to the pupil's age, maturity and ability to express their views.
- Collaborates with the Principal, SENCO, SENCC, SET team, other relevant teachers,



parents/guardians and external professionals, where appropriate, to support pupils with special educational needs to participate and engage meaningfully in education.

- Implements relevant recommendations from professional reports and advice, where appropriate and within the school's role, resources and policies.
- Where applicable, collaborates with the SEN/SET team regarding learning objectives, teaching approaches and activities for team teaching and other models of in-class support.
- Ensures that pupils receiving additional support remain connected to the curriculum and classroom learning and that support arrangements promote inclusion and meaningful participation.
- Works collaboratively with the SNAs, where assigned to the class, to support pupils' identified care needs and access to education, in accordance with the SNA's role and the direction of the Principal.
- Provides appropriate guidance and direction to the SNA in relation to the pupil's identified care needs and facilitates effective communication between the SNA, Class Teacher and relevant members of the school team.
- Recognises that the SNA does not have responsibility for the pupil's teaching or learning and that responsibility for the pupil's educational programme remains with the Class Teacher and relevant teaching staff.
- Engages in relevant continuous professional development (CPD) and professional learning to develop knowledge, skills and capacity in relation to special educational needs, inclusive practice, differentiation and evidence-informed approaches to teaching and learning.
- Maintains confidentiality and handles pupil information in accordance with school policy and applicable data protection legislation.
- Contributes to effective transition planning for pupils with special educational needs, where appropriate, in collaboration with the SENCO, SET team, parents/guardians, pupils and relevant educational settings or professionals.
- Maintains appropriate records of planning, assessment, interventions, meetings, reviews and pupil progress in accordance with school procedures.

The Class Teacher retains primary responsibility for the pupil's teaching, learning, progress, inclusion and care within the classroom, regardless of whether the pupil also receives support from the SET team or an SNA. The provision of additional support is a



collaborative responsibility involving the Class Teacher, SET team, SENCO/SENCC, Principal, pupil, parents/guardians and, where appropriate, relevant external professionals

6. Special Education Teacher

The SET is a member of the school's teaching staff who provides additional teaching support to pupils with special educational needs and/or additional educational needs. The SET works collaboratively with the Class Teacher, SENCC, SENCO, Principal, pupils, parents/guardians and relevant professionals to plan, implement, monitor and review appropriate educational provision.

The SET:

- Contributes to the development of an inclusive school culture, reflected in the school's ethos, values, policies and practices.
- Promotes inclusive, whole-school, preventative and proactive approaches to teaching and learning that support the participation and progress of all pupils.
- Contributes to the development and implementation of effective whole-school structures and systems for the identification, planning, delivery, monitoring and review of special educational needs provision.
- Works collaboratively with the Class Teacher and SEN team in identifying pupils who may require additional educational support, using the school's Continuum of Support and problem-solving process.
- Works with the Principal and SENCO in the development, implementation and monitoring of whole-school approaches to supporting pupils with special educational needs.
- Collaborates with Class Teachers in the development, implementation and review of Classroom Support Plans, Student Support Plans and School Support Plus Plans, as appropriate to the pupil's identified needs and level of support.
- Contributes to the development and maintenance of Student Support Files and ensures that relevant information regarding interventions, targets, progress and reviews is appropriately recorded.
- Works collaboratively with pupils and their parents/guardians, Class Teachers, SENCC, SENCO, Principal and other relevant school staff as part of the school's problem-solving and support process.
- Takes account of the pupil's strengths, interests, views, needs and learning preferences



when planning and delivering additional teaching support.

- Provides targeted and evidence-informed teaching and learning interventions based on the pupil's identified priority learning needs and agreed support-plan targets.
- Provides additional teaching support through a range of appropriate models, including in-class support, team teaching, small-group teaching and individual teaching, as appropriate to the pupil's needs and the school's available resources.
- Where appropriate, provides targeted supplementary teaching in literacy, numeracy and other areas of identified educational need.
- Plans teaching and learning on a regular basis to address the specific needs and agreed learning targets of individual pupils and groups of pupils receiving additional support.
- Ensures that additional teaching support is appropriately linked to and complements the pupil's learning within the mainstream classroom.
- Uses a range of evidence-informed teaching approaches, methodologies, resources and interventions appropriate to the pupil's identified needs.
- Monitors pupils' responses to intervention and uses assessment information and professional judgement to evaluate the effectiveness of supports and inform subsequent planning.
- Meets regularly with Class Teachers and other relevant staff to review pupils' progress and the effectiveness of Classroom Support Plans, Student Support Plans and School Support Plus Plans.
- Provides advice, guidance and practical support to Class Teachers, where appropriate, regarding differentiated teaching approaches, interventions, resources and strategies to support pupils with special educational needs.
- Supports Class Teachers in adapting classroom approaches and learning experiences to promote the inclusion, participation and progress of pupils receiving additional support.
- Contributes to whole-school screening and assessment procedures in accordance with the school's assessment policy and relevant DEY guidance.
- Administers and interprets appropriate educational assessment and screening tools within their professional competence and in accordance with relevant assessment requirements and school procedures.
- Uses assessment findings alongside classroom-based assessment, teacher observation and other relevant information to inform teaching and learning. Assessment results are not used in isolation to determine a pupil's need for support or to establish a clinical



diagnosis.

- Communicates relevant assessment information and educational recommendations to Class Teachers, the SENCC/SENCO and, where appropriate, parents/guardians, in accordance with school procedures and professional responsibilities.
- Meets with parents/guardians, as appropriate and in collaboration with the Class Teacher and/or SENCO, to discuss educational concerns, progress, interventions and support.
- Maintains appropriate records of planning, assessment, interventions, pupil progress and reviews for pupils receiving additional teaching support.
- Updates and maintains appropriate planning and progress records for individual pupils and groups of pupils in accordance with school procedures.
- Maintains appropriate confidentiality and ensures that pupil information is securely managed and shared only where there is a legitimate educational or professional need and in accordance with applicable data protection requirements.
- Collaborates with relevant external agencies and professionals, where appropriate and authorised, to support the educational needs of pupils.
- Implements relevant recommendations from professional reports and advice, where appropriate and within the school's role, resources and policies.
- Supports effective transition planning for pupils with special educational needs, including transitions between classes, educational settings and post-primary education, where appropriate.
- Contributes to the planning and implementation of transition supports in collaboration with pupils, parents/guardians, Class Teachers, SENCO/SENCC and relevant professionals.
- Engages in relevant CPD and professional learning to develop and maintain the knowledge, competencies and skills required to provide high-quality, evidence-informed support.
- Reflects on professional practice, including teaching approaches, assessment practices and interventions, and uses this reflection to enhance the quality and effectiveness of provision.
- Contributes to the review and development of school policies, procedures and practices relating to inclusion and special educational needs, where appropriate.
- Participates in SEN/SET team planning and review meetings and contributes relevant



information regarding pupils receiving additional support.

- Works collaboratively with the SENCO and SENCC to ensure effective communication, continuity of support and appropriate monitoring of pupils receiving additional teaching support.
- Supports the effective use of the school's allocation of special education teaching resources by providing support in accordance with identified pupil needs and the school's School Provision Plan.
- Ensures that additional teaching provision is reviewed regularly and adjusted in response to pupil progress, changing needs and evidence regarding the effectiveness of interventions.

The SET does not replace the responsibility of the Class Teacher for the teaching, learning, progress and inclusion of pupils within the mainstream classroom. Additional teaching support is provided as part of a collaborative whole-school approach, with the SET working in partnership with the Class Teacher and wider school team to meet identified educational needs.

7. Special Needs Assistants

SNAs are members of the school staff who provide additional adult support to pupils with special educational needs who have identified and significant care needs. The role of the SNA is to support pupils to attend, participate in and access education, while promoting their dignity, independence, wellbeing and inclusion in school.

The SNA works under the direction of the Principal and in collaboration with the Class Teacher and relevant school staff. The SNA's role is complementary to, but distinct from, the role of the teacher. The duties of SNAs are carried out in accordance with the current requirements and guidance of the Department of Education and Youth, including Circular 0030/2014, the SNA allocation arrangements applicable to the school, relevant NCSE guidance and any subsequent Departmental circulars or guidance that are applicable to the school. The allocation and deployment of SNA support is determined in accordance with the school's allocation from the NCSE and the identified care needs of pupils. The fact that a pupil has a special educational need or disability does not, in itself, mean that the pupil requires SNA support.

The SNA:

- Supports pupils with identified primary and/or significant care needs, in accordance



with DEY guidance and the pupil's identified needs.

- Provides appropriate assistance with personal care and other identified care needs, while promoting the pupil's dignity, privacy, independence and ability to develop self-management skills.
- Supports pupils to safely access and participate in the school environment, including classroom activities, movement around the school, transitions and appropriate school activities.
- Supports pupils during arrival and departure, where required, and assists with transitions within the school day in accordance with the pupil's identified care needs.
- Supports pupils during break and lunchtime periods where required, in accordance with the school's arrangements and the pupil's identified care needs.
- Provides appropriate support to pupils with identified mobility, toileting, hygiene, feeding, medical or other significant care needs, within the SNA's role, training and competence and in accordance with relevant school procedures.
- Supports pupils to access the curriculum and participate in learning activities where this support is required because of their identified care needs.
- Supports pupils to develop independence and self-management skills rather than creating unnecessary dependence on adult support.
- Promotes the social and emotional wellbeing, dignity and inclusion of pupils in accordance with their individual needs and the school's policies.
- Supports pupils to participate in school activities and experiences, including appropriate extracurricular activities, outings and educational experiences, where required and where arrangements have been made in accordance with the pupil's care needs.
- Works collaboratively with the Class Teacher and relevant members of the school team to support the pupil's access to education.
- Communicates relevant observations regarding the pupil's care, wellbeing, participation and independence to the Class Teacher and/or Principal in accordance with school procedures.
- Contributes relevant information to the development and review of appropriate care arrangements and support plans.
- Participates, where appropriate and as requested, in meetings concerning the pupil's identified care needs, including relevant Student Support/Support Plan meetings and meetings with parents/guardians or relevant professionals.



- Participates in relevant care planning and review meetings, where appropriate.
- Implements agreed care and support strategies in accordance with school procedures and the direction of the Principal and relevant teaching staff.
- Maintains appropriate records of care and support provided where such records are required by the school or relevant procedures.
- Maintains strict confidentiality regarding pupils, families and information acquired in the course of their work.
- Attends relevant training, professional learning and development opportunities provided or approved by the school, particularly where these relate to the identified care needs of pupils.
- Ensures that any training, procedures or professional requirements relevant to particular care needs are followed appropriately.
- Works in accordance with the school's Child Safeguarding Statement and Child Safeguarding Risk Assessment, Code of Behaviour, Health and Safety Policy, Administration of Medication Policy and other relevant school policies.
- Reports any concerns relating to pupil safety, welfare, care or wellbeing promptly to the appropriate member of staff in accordance with school procedures.
- Supports the safe participation of pupils in the schoolyard and other school activities in accordance with the school's supervision arrangements and the pupil's identified care needs.
- Accompanies pupils to other areas of the school or to supplementary teaching/support sessions, where this is necessary, to address an identified care need and has been agreed as part of the school's arrangements.
- Supports the effective inclusion of pupils with special educational needs while recognising that the SNA is not responsible for teaching or delivering the curriculum.
- Does not undertake the professional teaching duties of the Class Teacher or SET.
- Does not independently diagnose, assess or determine a pupil's special educational needs or eligibility for SNA support.
- Works collaboratively with the Class Teacher, SET team, SENCC/SENCO and Principal while maintaining the professional boundaries of the SNA role.

Role of the SNA in relation to teaching and learning

The SNA may support a pupil's access to learning and participation in classroom activities



where this arises from the pupil's identified care needs. However, the SNA does not have responsibility for planning, delivering or assessing the pupil's educational programme. Responsibility for teaching, learning, curriculum planning, differentiation, assessment and educational progress remains with the Class Teacher and relevant teaching staff. The SNA should promote the pupil's independence and participation and should avoid unnecessary over-support or dependence on adult assistance.

Deployment of SNA Support

SNA support is deployed as a whole-school resource in accordance with the school's NCSE allocation and the identified care needs of pupils. The deployment of SNA support is determined by the Principal, in consultation with relevant school staff, and in accordance with DEY and NCSE requirements. SNA support is a whole-school resource. An SNA may therefore be required to support pupils other than those with whom they ordinarily work, where this is necessary to meet identified care needs and is consistent with the school's SNA allocation and deployment arrangements. The school will prioritise pupils with identified significant care needs in accordance with the applicable DEY and NCSE requirements.

Review

The provision and deployment of SNA support will be reviewed regularly in accordance with the pupil's changing needs, progress towards independence and the school's allocation and deployment arrangements. Parents/guardians will be involved in relevant discussions concerning their child's care needs and support, in accordance with school procedures. This section should be read in conjunction with the Kilbride National School SNA Policy, which provides a more detailed description of the role, duties, responsibilities, deployment and professional boundaries of SNAs. The school will amend this section where necessary to reflect any subsequent DEY or NCSE circular, guidance or national policy that supersedes or modifies the requirements referred to above.

8. Parents/Guardians

Collaboration and the sharing of relevant information between home and school are essential to the school's inclusive approach to education and to supporting pupils with special educational needs and/or additional educational needs. Parents/guardians have valuable knowledge of their child and are encouraged to share information that may assist the school in understanding and



supporting their child's educational, social, emotional, communication, physical and care needs. The school recognises parents/guardians as important partners in their child's education and is committed to meaningful communication, consultation and collaboration with families. The views of the child, where appropriate having regard to their age, maturity and ability to express their views, will also be considered in the planning and review of support. The school will work collaboratively with parents/guardians in identifying strengths, interests and educational needs, planning appropriate interventions, monitoring progress and reviewing the effectiveness of supports. This approach is consistent with the DEY's current model for Special Education Teaching and the Continuum of Support.

Parents/Guardians should:

- Share relevant information regarding their child's development, learning, wellbeing, behaviour, communication, physical needs, care needs and participation in school.
- Provide the school with relevant professional reports, recommendations and other information that may assist in understanding and meeting their child's educational needs.
- Inform the school when new relevant professional information becomes available, including where an assessment or report is pending and this information may be relevant to the child's education or support.
- Understand that professional reports and recommendations are important sources of information and will be considered alongside the school's own assessment information, observations, the child's strengths and interests, response to intervention and overall educational profile.
- Understand that professional reports and recommendations inform educational planning but do not, in themselves, determine the type, frequency, duration or manner of educational support or accommodation that the school can provide.
- Understand that the school may seek clarification or further information regarding professional recommendations where this is necessary to support appropriate educational planning.
- Participate, where appropriate, in discussions with the Class Teacher, SET team, SENCC, SENCO and/or Principal regarding their child's strengths, needs, progress and educational support.
- Contribute relevant information to the school's problem-solving process and to the



development and review of Classroom Support Plans, Student Support Plans and School Support Plus Plans, as appropriate.

- Share their child's views, interests, strengths and preferences with the school and encourage their child to participate in discussions about their education and support, where appropriate.
- Attend meetings arranged by the Class Teacher, SET team, SENCO, SENCC or Principal where their participation would assist in the planning, implementation or review of support.
- Work collaboratively with the school in agreeing appropriate learning targets, strategies and interventions for their child.
- Support, where appropriate, agreed strategies and learning activities at home where these have been discussed and agreed with the school.
- Communicate relevant changes in their child's circumstances, health, development or support needs that may affect their child's learning, wellbeing, attendance, participation or safety at school.
- Recognise the importance of regular school attendance and punctuality in supporting continuity of learning and intervention. Where a pupil is absent, the school will make reasonable arrangements within its available resources; however, additional teaching sessions or individual support cannot necessarily be rescheduled or replaced.
- Understand that the primary responsibility for the education of pupils in mainstream classes, including SEN pupils, rests with the Class Teacher. Special education teaching provides additional teaching support where this is identified as appropriate through the school's support process.
- Understand that a diagnosis, professional report or identified learning difficulty does not, in itself, determine the type, frequency or duration of special education teaching support. Additional teaching support is planned and deployed in response to identified educational needs and in accordance with the school's Continuum of Support and available SET resources.
- Understand that the school's SET allocation is a whole-school resource and is deployed according to the identified educational needs of pupils within the school. The allocation is not an individual entitlement attached to a particular pupil.
- Understand that additional teaching support may be provided through a range of approaches, including in-class support, team teaching, small-group teaching and



individual teaching, depending on the pupil's identified needs and the school's provision arrangements. Withdrawal from the mainstream classroom is not an automatic or necessary component of SET support.

- Understand that the level, type and intensity of educational support may change over time as the pupil's needs, progress and response to intervention are reviewed.
- Understand that the Continuum of Support is a graduated, needs-led framework through which the school identifies strengths, interests and needs, plans appropriate interventions, monitors progress and reviews the pupil's response to support.
- Understand that a pupil does not require a formal diagnosis in order to receive appropriate educational support. The school considers the pupil's identified educational needs and the evidence available through the school's assessment and problem-solving processes.
- Understand that professional reports and recommendations do not automatically determine the educational provision that a school can provide. The school considers recommendations alongside the pupil's educational profile, assessment information, classroom observations, response to intervention and the resources available to the school.
- Understand that the school operates a regulation-first approach to classroom practice. Classroom routines, expectations, boundaries and teaching approaches are designed to support the regulation, safety, engagement and learning of all pupils and are applied consistently, while reasonable and educationally appropriate adjustments may be made where these can be accommodated within the school's provision.
- Understand that recommendations contained in professional reports, including recommendations for sensory breaks, movement breaks, access to particular resources, reduced task demands or other accommodations, will be considered by the school but do not automatically create an entitlement to a specified intervention, accommodation, frequency or duration.
- Understand that parents/guardians cannot require or demand sensory breaks, movement breaks or other individualised regulation strategies solely on the basis that these are recommended in a professional report. Where such strategies are considered appropriate, the school will determine how, when and to what extent they can be provided safely, appropriately and in a manner that supports the pupil's participation and learning while maintaining the effective functioning of the classroom.



- Understand that the school's consideration and implementation of professional recommendations must take account of the pupil's identified educational needs, the school's assessment and observations, the likely impact of the proposed accommodation or intervention, the classroom context, the needs of other pupils, available staffing and resources, and the school's responsibility to provide an effective and inclusive learning environment.
- Understand that parents/guardians are expected to work collaboratively with the school and cannot pressure or require the school to provide, continue or enforce a particular support, accommodation or intervention where this would have a significant or unreasonable adverse impact on the wellbeing, safety, regulation, participation or educational experience of the pupil concerned or of other pupils.
- Understand that the individual needs of one pupil must be considered alongside the collective educational, developmental, safety and wellbeing needs of all pupils. Support or accommodations for one pupil cannot be implemented in a manner that significantly compromises the teaching, learning, safety, regulation, wellbeing or reasonable access to education of other children.
- Understand that an inclusive approach does not mean that every requested accommodation can be provided in the form requested. The school will seek to identify practical, proportionate and educationally appropriate strategies that respond to the pupil's identified needs while maintaining an effective, safe and supportive learning environment for the wider class and school community.
- Understand that the school retains responsibility for determining the educationally appropriate implementation of supports and accommodations within the school's overall provision. Where a requested support is not considered appropriate, practicable or proportionate in the circumstances, the school will consider alternative strategies that may address the identified educational need while protecting the wellbeing and educational needs of all pupils.

Pupils

Pupils receiving additional educational support should, where appropriate and having regard to their age, maturity and ability to express their views:

- Be given meaningful opportunities to contribute to the identification of their strengths, interests, needs and priorities for learning.



- Have opportunities to contribute to the development and review of their short- and medium-term learning targets.
- Be supported to understand the learning targets that have been agreed for them and how these targets relate to their learning and progress.
- Be encouraged to express their views about the teaching approaches, strategies and supports that help them to learn and participate effectively.
- Develop an increasing understanding and ownership of the skills, strategies and approaches introduced through additional teaching support and be encouraged to apply these independently where appropriate.
- Participate in reviewing their progress and be encouraged to reflect on what they have learned, what they have found helpful and what they may need to work on next.
- Have opportunities to engage in age-appropriate self-assessment and reflection as part of the assessment and review of their learning.
- Communicate, where appropriate, any concerns, difficulties or changes in their learning, wellbeing or support needs to a trusted member of staff.
- Be encouraged to develop independence, confidence and self-advocacy in relation to their learning and support.
- Participate positively and safely in classroom, school and additional support activities.
- Attend school regularly and punctually, recognising that regular attendance supports continuity of learning, intervention and progress.
- Understand that the purpose of additional educational support is to help them access learning, develop their skills and become increasingly independent learners.

The school will have regard to the voice, views and preferences of pupils when planning and reviewing educational support, while recognising that the level of involvement will be appropriate to the pupil's age, maturity and individual circumstances.

Attendance

Regular attendance is important in supporting continuity of learning, intervention and progress. Parents/guardians are expected to support their child's regular attendance and punctuality and to communicate appropriately with the school regarding absences. Where a pupil is absent, the school will make reasonable efforts within its available resources to maintain continuity of support. However, additional teaching sessions, including withdrawal sessions, cannot necessarily be rescheduled or replaced following an absence.



Irish Language Exemptions

A diagnosis of special educational needs, learning difficulty or other additional need does not, in itself, result in an automatic exemption from the study of Irish. Applications for exemption from the study of Irish in primary school will be considered in accordance with DEY Circular 0054/2022 – Exemptions from the Study of Irish – Primary, and the associated Guidelines for Primary Schools, as amended or replaced by any subsequent DEY guidance. Exemptions from the study of Irish are granted only in the exceptional circumstances and in accordance with the eligibility criteria set out in Circular 0054/2022. The school will not grant an exemption solely on the basis of a diagnosis of special educational needs or a parental request. Parents/guardians who wish to seek an exemption should discuss their child's circumstances with the Principal and relevant teachers before making an application. A written application for an exemption must be made by the parent/guardian to the Principal and must identify the grounds on which the exemption is being sought.

The school will consider each application in accordance with the criteria and procedures set out in Circular 0054/2022. Relevant information from the Class Teacher, SET and other appropriate school personnel may be considered as part of the process. Where an exemption is being considered on the basis of significant learning difficulties, the school will have regard to the requirements of Circular 0054/2022, including the requirement that the pupil has had access to a differentiated approach to language and literacy over time and that the specified assessment criteria are met. The decision to grant an exemption is made by the Principal in accordance with the DEY's prescribed criteria and procedures. Where an application is refused, parents/guardians have the right to appeal the school's decision to the Irish Exemptions Appeal Committee (IEAC) in accordance with the DEY's appeals procedure.

Parents/guardians should discuss any concerns regarding their child's progress in Irish with the Class Teacher and/or relevant member of the SET Team. The school will continue to use appropriate differentiation and inclusive teaching approaches to support pupils in learning Irish, where an exemption has not been granted.



Special Needs Assistant Support

Parents/guardians should understand that SNA support is separate from SET support. SNA support is provided to support pupils with identified care needs in accordance with the relevant DEY and NCSE requirements. The allocation of SNA support is not determined solely by a diagnosis or parental request. SNA support is a school-based whole-school resource and is deployed by the school in accordance with the school's allocation and the identified care needs of pupils. An SNA is not automatically assigned exclusively to an individual pupil for the duration of the school day. SNAs may support more than one pupil where this is necessary to meet identified care needs and is consistent with the school's allocation and deployment arrangements. The school will review the deployment of SNA support in accordance with pupils' identified care needs, the school's allocation and the relevant DEY and NCSE requirements. Parents/guardians should refer to the school's SNA Policy for further information regarding the role, deployment and responsibilities of SNAs.

Communication, Review and Transition

Parents/guardians are encouraged to communicate concerns regarding their child's educational progress, wellbeing, participation or support with the Class Teacher and/or relevant member of the SEN team. Where appropriate, concerns may subsequently be discussed with the Principal in accordance with the school's communication and complaints procedures.

The school recognises that parents/guardians may have information or perspectives that differ from those of school staff. Such information will be considered respectfully as part of the school's ongoing assessment and review process. The school will provide appropriate opportunities for parents/guardians to discuss their child's progress and support.

Parents/guardians are encouraged to participate in transition planning where appropriate, including sharing relevant information with the school and, with appropriate consent and in accordance with applicable procedures, with the receiving educational setting.

The school will work collaboratively with parents/guardians and relevant professionals to support effective transitions between classes, schools and educational settings.



Model of Special Educational Needs Support

Kilbride National School implements a needs-based, inclusive model of support in line with DEY guidance, specifically Circular 0064/2024. This circular outlines the SET Allocation Model, which promotes a flexible and responsive approach to meeting the diverse needs of pupils in mainstream settings. Our approach is also informed by the principles of the Continuum of Support and the framework of Universal Design for Learning (UDL), which emphasises proactive planning, multiple means of engagement, representation, and expression to support all learners.

In-Class Support as the Primary Mode of Delivery

In this policy, co-teaching (sometimes referred to as team teaching) means two teachers sharing responsibility for planning and delivering instruction to the same class or group. In-class support is the broader term and may include co-teaching, targeted teaching, small-group work and other appropriate approaches. In accordance with national policy and the principles of inclusive education, Kilbride National School prioritises the provision of support within the mainstream classroom, where appropriate, as the primary approach to meeting pupils' needs.

- The SET team collaborates with Class Teachers to provide support through co-teaching (team teaching), station teaching, and targeted small-group work within the classroom.
- Teaching and learning are guided by the UDL framework, ensuring that classroom activities are designed from the outset to be accessible, engaging, and challenging for all pupils, including those with additional needs.
- This model supports social inclusion, curriculum access, and the development of independence and resilience in learners.
- Planning and provision are documented through the Student Support File process and aligned with the Continuum of Support framework (Classroom Support, School Support, and School Support Plus).

Withdrawal Support – Needs-Based and Evidence-Informed

- In line with the school's needs-based approach and Circular 0064/2024, withdrawal support may be considered where a pupil has a high level of identified educational need and where evidence indicates that targeted withdrawal is the most appropriate form of support, typically within School Support Plus. Withdrawal is not determined by diagnosis alone.
- Withdrawal is used strategically and sparingly, with clearly defined, time-bound targets



and ongoing review to ensure it remains the most appropriate form of support.

- The decision to provide withdrawal support is based on collaborative planning between the SET team, Class Teachers, the Principal, and parents/guardians, and is rooted in evidence from formal and informal assessments.

Early Years – Junior Infants and Senior Infants

The school recognises the importance of providing early, inclusive and responsive support during the Junior Infant and Senior Infant years. In accordance with Circular 0064/2024 and the accompanying *Supporting Children with Special Educational Needs in Mainstream Classes: Guidelines for Primary Schools*, the school will seek, wherever appropriate, to provide additional educational support within the mainstream classroom.

The school's preferred approach for pupils in Junior and Senior Infants is an inclusive, classroom-based model of support, rather than routine withdrawal from the mainstream classroom. This approach recognises the importance of children's participation in their class community and of providing support within the context in which learning takes place.

Additional support in the infant classes may include:

- Co-teaching and collaborative teaching between the Class Teacher and SET.
- In-class targeted teaching and intervention.
- Small-group teaching within the classroom, where appropriate.
- Differentiated and scaffolded teaching approaches.
- Universal Design for Learning (UDL)-informed approaches to planning, teaching and assessment.
- The use of visual supports, concrete materials and appropriate educational and assistive technology.
- Targeted early intervention in areas such as language, literacy, numeracy, communication, social development and learning skills.
- Classroom-based assessment and monitoring of pupil progress.
- Regular collaboration between the Class Teacher, SET and other relevant members of the school team.
- Consultation with parents/guardians and relevant external professionals, where appropriate.



The Class Teacher remains central to the education of all pupils in the mainstream class, including pupils with special educational needs. The SET works collaboratively with the Class Teacher to provide additional teaching support based on the pupil's identified strengths, interests and educational needs. The school recognises that early intervention should be timely, targeted and responsive to the individual pupil. Support will therefore be planned, implemented, monitored and reviewed through the school's Continuum of Support, taking account of the pupil's progress and response to intervention.

The school will regularly review the effectiveness of the support provided and will adapt the approach where necessary. The type, intensity and frequency of support may change as the pupil's needs, progress and response to intervention develop.

This approach aims to:

- Promote inclusion, participation and belonging within the mainstream classroom;
- provide early and timely intervention;
- minimise unnecessary separation from the pupil's peers and classroom learning;
- promote access to a broad and balanced curriculum;
- use Universal Design for Learning, differentiation and evidence-informed teaching approaches to respond to a diverse range of needs;
- strengthen the capacity of the mainstream classroom to support diverse learners;
- promote pupil engagement, independence and participation;
- ensure that support is provided in the least restrictive and most inclusive environment appropriate to the pupil's needs; and
- ensure that the school's SET resources are deployed in a needs-led, flexible and equitable manner across the school.

The school's approach to supporting pupils in Junior and Senior Infants will be reviewed in light of pupil progress, emerging needs, the effectiveness of interventions and any subsequent changes to DEY guidance, Circular 0064/2024 or *Supporting Children with Special Educational Needs in Mainstream Classes: Guidelines for Primary Schools*.

Student Support File

The school will use the Student Support File to support continuity and progression in provision for pupils receiving additional support through the Continuum of Support. The Student Support File provides a structured record of the pupil's pathway through the Continuum of Support and may



include relevant information relating to the pupil's strengths, interests, identified needs, interventions, targets, progress and reviews. The Student Support File and Student Support Plan will be used to support effective communication and continuity between teachers and across transitions between classes and school years. Targets included in Student Support Plans will be meaningful, individualised, achievable and relevant to the pupil's identified priority learning needs. The Department's Inspectorate has highlighted the importance of effective use of Student Support Files and meaningful, individualised targets in supporting continuity and progression for pupils with SEN.

Continuum of Support

Our school is committed to an inclusive approach to supporting all pupils and recognises that children have different strengths, interests, abilities and educational needs. We use the DEY's Continuum of Support Framework to identify, plan for, provide and review appropriate support for SEN pupils. The Continuum of Support is a staged framework for responding to pupils' educational needs in a flexible and proportionate manner. It supports a problem-solving approach in which the school identifies the pupil's strengths, interests and needs, gathers and analyses relevant information, plans appropriate interventions, implements those interventions and reviews their effectiveness.

The three levels of support are:

- **Classroom Support – Support for All**
- **School Support – Support for Some**
- **School Support Plus – Support for a Few**

These levels are not intended to represent a fixed sequence through which every pupil must progress. The level and nature of support provided should reflect the pupil's identified needs and the impact those needs have on their learning, participation, wellbeing and socialisation. A pupil may move between levels of support as their needs change and in response to the effectiveness of interventions.

The Continuum of Support also recognises the importance of early identification and intervention. Support should be provided at the earliest appropriate opportunity and should be reviewed regularly to ensure that it continues to meet the pupil's identified needs. The school will use the Continuum of Support alongside the DEY's *Guidelines for Schools: Supporting Children and Young People with Special Educational Needs in Mainstream Classes*, issued in 2024 and underpinning Circular



0064/2024. The revised Guidelines emphasise an inclusive, whole-school approach and clarify the roles and responsibilities of school staff in supporting pupils with SEN.

Classroom Support – Support for All

Classroom Support is the first level of the Continuum of Support and is the level at which the needs of pupils are primarily addressed through effective classroom practice. The class teacher has primary responsibility for the teaching and learning of all pupils in their class. Classroom Support involves high-quality, inclusive and differentiated teaching, appropriate classroom management and the use of evidence-informed approaches to address emerging or identified needs.

Where a pupil experiences difficulty accessing learning, participating in classroom activities or progressing in an area of development, the class teacher will consider:

- The pupil's strengths, interests and abilities;
- The pupil's identified learning or developmental needs;
- The pupil's participation and engagement in learning;
- Relevant information from assessment and observation;
- The learning environment and classroom context;
- Appropriate differentiation and inclusive teaching approaches;
- Interventions or strategies that may support progress; and
- The views of the pupil and their parents/guardians, where appropriate.

Where appropriate, the class teacher may consult with members of the SET team and/or other relevant school personnel when planning appropriate classroom-based support. The effectiveness of interventions will be monitored and reviewed. Where a pupil makes sufficient progress, the support may be reduced or discontinued as appropriate. Where concerns persist despite appropriate classroom-based interventions, the pupil may require a more targeted level of support.

School Support – Support for Some

Where a pupil's needs are more persistent, significant or complex, or where appropriate classroom-based interventions have not resulted in sufficient progress, the pupil may require School Support – Support for Some. At this level, a more targeted and systematic problem-solving process is undertaken. The class teacher, in collaboration with the SET team and other relevant personnel as appropriate, will gather and analyse information relating to the pupil's strengths, interests, needs and progress.



A Student Support Plan will be developed where appropriate. The plan will identify the pupil's priority learning needs, agreed targets, appropriate teaching and learning approaches, interventions, supports and arrangements for monitoring and review. Parents/guardians and, where appropriate, the pupil will be involved in the planning and review process. Relevant information from previous interventions, assessment, observation and other appropriate sources will be considered.

Interventions may take place:

- Within the mainstream classroom;
- through co-teaching or team teaching;
- through small-group teaching;
- through individual teaching where appropriate;
- through targeted literacy or numeracy interventions;
- through social, emotional, behavioural or communication supports; and/or
- through other appropriate evidence-informed approaches.

The aim of School Support is to provide targeted intervention while maintaining the pupil's inclusion and participation in the mainstream learning environment as far as possible.

Progress will be monitored and the Student Support Plan reviewed regularly. Where the pupil's needs are successfully addressed, the level of support may be reduced or returned to Classroom Support. Where significant and persistent needs remain, consideration may be given to School Support Plus.

School Support Plus – Support for a Few

School Support Plus – Support for a Few is intended for pupils with more significant and complex needs who require a highly individualised and intensive level of support. At this level, the school will use information gathered through previous support and intervention, together with any additional assessment or professional advice that is relevant and available. A Student Support Plan will identify the pupil's priority needs, meaningful and individualised targets, interventions, supports, responsibilities and arrangements for monitoring and review. School Support Plus may involve collaboration with personnel and services outside the school, where appropriate and where relevant to the pupil's educational needs. Such collaboration may include engagement with NEPS, NCSE personnel or other relevant professionals/services. Support provided at School Support Plus will continue to include appropriate classroom-based provision and the targeted supports available at School Support level. The purpose is not simply to provide additional teaching but to ensure that



provision is appropriately matched to the pupil's identified needs. The pupil's progress and response to intervention will be reviewed regularly. Supports will be adjusted as necessary to reflect changes in the pupil's strengths, interests, needs and circumstances.

Behaviours of Concern and Crisis Situations

Kilbride National School will respond to behaviours of concern in accordance with the DEY's *Understanding Behaviours of Concern and Responding to Crisis Situations: Guidelines for Schools in Supporting Students*, Circular 0081/2024 and subsequent DEY updates, including Circular 0042/2026.

The school's approach will prioritise prevention, early intervention, positive behavioural support and de-escalation. Where a pupil presents with behaviours of concern, staff will seek to understand the underlying needs, triggers and context and will implement appropriate preventative and supportive strategies. Physical intervention will only be considered as a last resort, where necessary to prevent harm, and will never be used as a disciplinary measure. Any physical intervention must be proportionate to the circumstances and limited to the minimum duration necessary to maintain safety. Any incident involving physical intervention or restraint will be recorded, reported and reviewed in accordance with current DEY requirements and relevant school procedures. **Seclusion will not be used.** Where behaviours of concern are recurring or indicate an increased level of need, the school will consider whether the pupil's Student Support Plan, Behaviour Support Plan or other relevant support arrangements require review, in consultation with the pupil, parents/guardians and relevant staff and professionals, as appropriate.

Assessment and Prioritisation of Additional Educational Support

Assessment is an integral part of teaching and learning and is used to inform planning and to identify pupils who may require additional support. The school uses a range of assessment approaches, including:

- teacher observation;
- questioning;
- work samples and portfolios;
- self-assessment;
- teacher-designed tasks and assessments;
- curriculum-based assessment;



- standardised assessment where appropriate;
- screening assessments;
- diagnostic assessment where appropriate; and
- information provided by parents/guardians, pupils and relevant professionals.

Assessment information is considered alongside the pupil's classroom performance, participation, strengths, interests and response to previous interventions. No single assessment result will, on its own, determine whether or not a pupil requires additional educational support. Assessment should contribute to a broader understanding of the pupil and should inform the identification of priority learning needs, the planning of appropriate interventions and the review of progress. The school will continue to review the assessment and screening tools used to ensure that they are appropriate, reliable and useful in informing teaching, learning and support planning.

As the school's SET allocation is a limited whole-school resource, the school must establish clear and transparent procedures for prioritising pupils for additional teaching support. Standardised assessment results are therefore used, alongside other relevant evidence and professional judgement, as one factor in the school's internal prioritisation process.

As a general school guideline:

- Pupils whose standardised assessment results fall below the 12th percentile will normally be considered for School Support or School Support Plus, where there is evidence of an identified educational need and where additional teaching support is considered appropriate following the school's assessment and problem-solving process.
- Pupils whose standardised assessment results fall between the 12th and 20th percentile will normally be considered for Classroom Support and/or other appropriate classroom-based interventions, taking account of the pupil's wider educational profile, identified needs and response to intervention.

These percentile ranges are used by the school as guidelines to support consistent and equitable decision-making. They do not constitute statutory thresholds, do not create an automatic entitlement to Special Education Teaching, and should not be interpreted in isolation from the pupil's wider educational profile.

A pupil whose standardised assessment result falls below the stated percentile does not automatically



qualify for a particular level, type, frequency or duration of additional teaching support. Equally, a pupil whose result falls above the stated ranges may require additional support where other assessment information, teacher observations or evidence indicates an identified educational need. Where a pupil's assessment results fall within a prioritisation range, the school will consider, as appropriate:

- The pupil's strengths, interests and identified educational needs;
- classroom-based assessment and teacher observations;
- the pupil's progress over time;
- the pupil's response to classroom-based interventions;
- the nature, frequency and persistence of the identified difficulty;
- the impact of the identified difficulty on the pupil's access to, participation in and progress through the curriculum;
- relevant information provided by the pupil and parents/guardians;
- relevant professional reports and recommendations; and
- the level of additional teaching support required in comparison with the needs of other pupils and the school's available SET allocation.

Where demand for additional teaching support exceeds the resources available to the school, pupils presenting with the greatest level of identified educational need will be prioritised for available additional teaching provision.

The school will review pupils' needs and progress regularly. The type, intensity and frequency of support may change over time in response to the pupil's progress, changing needs and response to intervention.

Parents/guardians are welcome to discuss their child's educational needs and assessment results with the Class Teacher and/or SEN team. However, a request for additional teaching support, a diagnosis or a professional recommendation does not, in itself, determine a pupil's access to a particular level or amount of school-based SET support.

The school's use of these assessment and prioritisation guidelines is intended to ensure that decisions about the deployment of limited additional teaching resources are transparent, consistent, needs-led and equitable across the whole school.



External Assessment and Professional Recommendations

Where the SET Team considers that consultation with or referral to an external professional or service may assist in understanding a pupil's educational needs, this recommendation will be discussed with the parents/guardians. The school will explain, where appropriate, the purpose of any proposed assessment or referral and how the information may assist educational planning.

Parents/guardians are encouraged to consider recommendations for further assessment carefully and to discuss any concerns they may have with the school. Recommendations for further assessment are based on the information available to the school at the time and may be reviewed if new information or concerns arise. Where an external professional seeks to visit the school or observe/assess a pupil in school, the school will follow its procedures relating to professional identification, safeguarding, parental consent, confidentiality and data protection. Professional reports and recommendations will be considered as part of the overall assessment of the pupil's educational needs but do not automatically determine the type or amount of school-based educational support that can be provided.

Assessment and Screening Procedures

The school currently uses a range of assessment and screening procedures across the primary school. These include, as appropriate:

Junior Infants

- Observation
- Checklists
- Belfield Infant Assessment Profile (BIAP)
- Renfrew Language Test
- Teacher-designed assessment tasks

Senior Infants

- Observation
- Checklists
- Early Drumcondra Numeracy Test
- Test 2-R
- Teacher-designed assessment tasks

First Class

- Observation



- Checklists
- Early Drumcondra Literacy Test
- Early Drumcondra Numeracy Test
- Drumcondra English Test
- Drumcondra Spelling Test
- Sigma-T Maths Test
- Teacher-designed assessment tasks

Second Class

- Observation
- Checklists
- Drumcondra English Test
- Drumcondra Spelling Test
- Sigma-T Maths Test
- Non-Reading Intelligence Test (NRIT), where appropriate
- Teacher-designed assessment tasks

Third Class

- Observation
- Checklists
- Drumcondra English Test
- Drumcondra Spelling Test
- Sigma-T Maths Test
- Teacher-designed assessment tasks

Fourth Class

- Observation
- Checklists
- Drumcondra English Test
- Drumcondra Spelling Test
- Sigma-T Maths Test
- Non-Reading Intelligence Test (NRIT), where appropriate
- Teacher-designed assessment tasks

Fifth Class

- Observation
- Checklists



- Drumcondra English Test
- Drumcondra Spelling Test
- Sigma-T Maths Test
- Teacher-designed assessment tasks

Sixth Class

- Observation
- Checklists
- Drumcondra English Reading Test
- Drumcondra Spelling Test
- Sigma-T Maths Test
- Teacher-designed assessment tasks

Additional assessment tools may be used where appropriate to support the identification of a pupil's strengths and needs and to inform intervention. These may include:

- MALT Maths Assessment Test;
- York Assessment of Reading for Comprehension (YARC);
- PhAB Phonological Assessment Battery;
- York Assessment of Early Reading;
- Drumcondra Spelling Test;
- Words Their Way Spelling Assessments;
- Drumcondra English Test;
- Drumcondra Early Literacy Test;
- Dyscalculia Assessment;
- Drumcondra Early Numeracy Test;
- Sigma-T Maths Assessment;
- Renfrew Language Scales;
- WellComm Language Assessment;
- Assessment of Comprehension and Expression;
- Non-Reading Intelligence Test (NRIT);
- Non-Verbal Reasoning Skills Test;
- Dyslexia Screening Test (DST-J); and
- Single Word Reading Test (SWRT).

The use of any assessment tool will be determined by its relevance to the pupil's identified needs



and the purpose for which the assessment is being undertaken. Assessment results will be interpreted in context and will be used to inform teaching and intervention rather than being viewed in isolation. Where standardised assessment is administered, results will be considered as one element of the wider assessment information available to the school.

Prevention and Early Intervention

The school recognises the importance of prevention and early intervention in supporting positive learning outcomes. Our approach is based on inclusive classroom practice, early identification of emerging needs, effective differentiation, collaboration and timely intervention. The class teacher, supported by the SET team and school leadership where appropriate, will seek to identify and respond to emerging needs at the earliest appropriate opportunity.

Preventative and early intervention approaches include:

- differentiated teaching and learning;
- inclusive classroom environments;
- Universal Design for Learning approaches;
- structured observation and ongoing assessment;
- early literacy and numeracy interventions;
- targeted language and communication support;
- development of agreed approaches to literacy and numeracy across the school;
- collaboration between class teachers and the SET team;
- consultation with parents/guardians;
- monitoring of pupil progress;
- timely review of interventions; and
- appropriate transition and information-sharing arrangements.

Support Provided by the Special Education Teacher Team

The SET team works collaboratively with class teachers to support the inclusion, participation and progress of pupils with identified special educational needs.

Support may be provided through a range of approaches, including:

- in-class support;
- co-teaching/team teaching;
- small-group teaching;
- individual teaching where appropriate;



- targeted literacy interventions;
- targeted numeracy interventions;
- language and communication interventions;
- Aistear-based interventions where appropriate;
- diagnostic and screening assessment;
- Literacy Lift-Off;
- reading initiatives;
- paired reading;
- buddy reading;
- conversation stations; and
- other evidence-informed interventions appropriate to identified needs.

The deployment of SET resources will be determined by the school in accordance with Circular 0064/2024 and the DEY's Guidelines. SET resources are a whole-school resource and are deployed to respond to identified educational needs, with priority given to pupils with the greatest level of need. The allocation of SET resources is not an individual entitlement based solely on a diagnosis or assessment result.

Infant Classes and Early Intervention

In Infant classes, structured and ongoing observation and assessment of pupils' language, literacy, numeracy, social and emotional development will support the early identification of emerging needs. The SET team may support the class teacher through appropriate in-class interventions and collaborative planning. Early intervention may include:

- conversation stations;
- Literacy Lift-Off;
- phonological awareness and phonics station teaching;
- Ready Set Go Maths;
- Aistear-based approaches;
- language development activities;
- early literacy interventions; and
- early mathematical development activities.

Close collaboration between Infant teachers and the SET team will support continuity of provision and early identification of pupils who may require additional support.



Literacy

The school promotes literacy development through a range of whole-school and targeted approaches, including:

- a print-rich learning environment;
- Literacy Lift-Off;
- Drop Everything and Read (DEAR);
- uninterrupted, sustained silent reading where appropriate;
- Literacy Week;
- World Book Day;
- Book Fair activities;
- library visits;
- paired reading;
- buddy reading;
- targeted reading interventions; and
- other evidence-informed literacy approaches.

Numeracy

The school promotes numeracy through:

- Maths Stations;
- Ready Set Go Maths;
- Maths Week;
- differentiated classroom activities;
- targeted numeracy interventions; and
- other evidence-informed approaches appropriate to pupils' identified needs.

Universal Design for Learning and Inclusive Practice

The school is committed to an inclusive approach to teaching and learning in which all pupils are supported to access, participate in and make meaningful progress within the curriculum. Inclusive practice is embedded in everyday classroom teaching and is an integral part of meeting the diverse strengths, interests, abilities and needs of all pupils. The school uses Universal Design for Learning (UDL) principles to support the design of accessible and inclusive learning experiences. UDL involves anticipating learner variability and proactively reducing barriers to learning by providing pupils with appropriate and flexible ways to engage with learning, access information and



demonstrate their knowledge, understanding and skills. In planning and delivering learning experiences, teachers will, as appropriate:

- Provide multiple means of engagement, taking account of pupils' interests, strengths, motivation and opportunities for choice and participation;
- provide multiple means of representation, presenting information and concepts in a range of accessible ways, including visual, auditory, oral, practical, concrete and digital formats;
- provide multiple means of action and expression, allowing pupils appropriate and varied ways to demonstrate their learning and understanding;
- explicitly teach and model key concepts, vocabulary, routines, learning strategies and expectations;
- provide appropriate scaffolding, prompts, examples, visual supports and worked models to support pupils' access to learning;
- use flexible grouping and classroom organisation to promote participation, collaboration and independence;
- provide appropriate opportunities for pupil choice, agency, self-regulation and independence;
- adapt the pace, level of challenge, resources or task demands where appropriate, while maintaining high expectations for all pupils;
- use assistive technology and other appropriate resources to reduce barriers to participation and learning;
- use ongoing assessment and observation to identify barriers to learning and to inform responsive teaching; and
- work collaboratively with pupils, parents/guardians, SETs and relevant professionals, where appropriate, to identify effective approaches and supports.

Differentiation

Differentiation forms an important part of inclusive teaching and learning. Teachers will adapt the content, process, learning environment and/or ways in which pupils demonstrate their learning, where appropriate, to respond to identified strengths and needs. Differentiation will be used to ensure that pupils can engage meaningfully with learning and make progress while maintaining appropriate expectations and access to the curriculum.

Differentiation may include:

- Adapting learning activities and resources;



- providing additional scaffolding or support;
- varying the level of challenge;
- using flexible grouping;
- adjusting the pace of learning;
- providing alternative or supplementary resources;
- using visual, practical, concrete or digital supports;
- providing different ways for pupils to demonstrate their learning; and
- adapting the learning environment where appropriate.

Where a pupil requires support in addition to high-quality inclusive classroom practice, targeted approaches may be provided through the Continuum of Support. These may include in-class support, co-teaching/team teaching, flexible small-group teaching, individualised teaching where appropriate, targeted interventions and other evidence-informed supports.

The school recognises that UDL, differentiation, assessment and targeted intervention are complementary elements of an inclusive approach. UDL seeks to anticipate and reduce barriers for all learners at the planning stage, while differentiation and targeted supports enable teachers to respond to individual or identified needs as they arise.

The overall aim is to ensure that all pupils are enabled to participate fully in school and classroom life, to experience success in learning and to make meaningful progress in accordance with their individual strengths, interests and needs.

Monitoring and Review

All additional support provided through the Continuum of Support will be monitored and reviewed.

The purpose of review is to determine:

- whether the identified needs remain current;
- whether the interventions are being implemented as planned;
- whether the pupil is making progress towards agreed targets;
- whether the pupil's strengths and interests are being appropriately incorporated into provision;
- whether the level or type of support remains appropriate; and
- what changes, if any, should be made to the support plan.

The school will use evidence gathered through observation, assessment, work samples, pupil voice,



parental/guardian input and other relevant information to inform reviews.

Where a pupil's needs change, support will be adjusted accordingly. The school will seek to ensure that support is proportionate, responsive and focused on enabling the pupil to participate fully in school life and make meaningful progress. The Continuum of Support will therefore operate as an ongoing cycle of identification, assessment, planning, intervention, monitoring and review, rather than as a fixed pathway. The Student Support File will support continuity and progression as pupils move between classes and through the levels of support.

Timetabling

When developing and reviewing the school timetable, consideration will be given to the effective deployment of SET resources and to the provision of appropriate opportunities for collaboration, planning, consultation and review. The deployment of SET resources will be flexible and responsive to identified pupil needs and will reflect the principles of inclusion, collaboration and effective use of resources set out in Circular 0064/2024 and the *2024 Guidelines for Primary Schools: Supporting Children with Special Educational Needs in Mainstream Classes*.

The timetable will provide, within the resources available to the school, appropriate opportunities for:

- Collaborative planning between Class Teachers and SETs;
- review of pupil progress and interventions;
- SET team planning and consultation;
- communication with parents/guardians where appropriate;
- team teaching and in-class support;
- targeted small-group and individualised teaching where appropriate; and
- liaison with relevant professionals and agencies, where appropriate.

SET provision will be reviewed regularly and adjusted in response to identified pupil needs and progress.

Communication, Planning and Collaboration

Kilbride National School recognises that effective collaboration between Class Teachers, SETs, the Principal, the SENCO and other relevant staff is central to effective inclusive practice.

The school will provide appropriate opportunities for staff to:

- Share relevant information about pupils' strengths, interests and needs;
- plan and review interventions;



- monitor progress towards identified targets;
- discuss the effectiveness of current provision;
- plan team teaching and in-class support where appropriate;
- consider changing or emerging needs; and
- coordinate provision across the school.

A designated period is currently allocated within the school timetable for SET coordination and planning. This time may be used flexibly for pupil support planning meetings, care-related meetings, team-teaching planning, SEN coordination, consultation, review and SET team meetings with the Principal, as required. The precise use of this time may be adjusted by school management in response to the school's operational and educational needs.

Additional Care Support

Pupils who have significant additional care needs arising from disability may require support from a SNA. The purpose of SNA support is to assist teachers in meeting identified care needs and to facilitate the pupil's access to and participation in education. The SNA role is not a teaching role and does not replace the professional responsibilities of the Class Teacher or SET. Where a pupil requires additional care support, appropriate planning will be undertaken by relevant school staff. This may include the Class Teacher, SENCO, Principal and SNA, in consultation with the pupil and parents/guardians and, where appropriate, relevant professionals. Where appropriate, an individual care/support plan will identify the pupil's relevant care needs, the supports required and the roles of those involved.

Where intimate care is required, the school's Intimate Care Policy will be followed at all times. The pupil's dignity, privacy, safety and individual needs will be respected. SNA support is determined in accordance with the DEY's current SNA allocation arrangements and the pupil's identified significant care needs. The need for general classroom support, sensory breaks, assistance with learning or teaching needs does not, in itself, constitute a basis for SNA allocation. Parental requests are an important part of the school's consideration of a pupil's needs but do not, in themselves, determine entitlement to SNA support.

Assistive Technology

Where a pupil has an identified need for assistive technology to support access to teaching and



learning, the school will consider the appropriate supports in accordance with current DEY arrangements. The provision of assistive technology will be considered on the basis of the pupil's identified educational needs, functional requirements and ability to access the curriculum, rather than diagnosis alone. Where an application or recommendation to the DEY or NCSE is required, the school will follow the relevant current procedures and provide the necessary supporting information. A recommendation from a professional report that assistive technology may be beneficial does not, in itself, constitute approval or entitlement to a particular device or technology. Where assistive technology is provided, the school will support the pupil and relevant staff in using it effectively and will regularly review its impact on the pupil's access to learning. The class teacher and SNA will ensure that the pupil's work is printed and placed in their copybook, where appropriate, to support organisation, accessibility and engagement with learning.

Health and Safety

Kilbride National School is committed to providing a safe, inclusive and supportive learning environment for all pupils and staff. Where a pupil has identified health, care or safety needs that may affect their participation in school, appropriate arrangements will be put in place in accordance with relevant school policies and procedures. Where appropriate, the school may undertake a risk assessment to identify and manage significant risks associated with a pupil's participation in particular activities or environments. Relevant staff will be informed of information necessary to support the pupil's health, safety and wellbeing. Information will be shared on a need-to-know basis and in accordance with data protection, confidentiality and safeguarding requirements. Where a pupil has a specific medical or care need, the school's relevant health, medical, intimate care or emergency procedures will apply. The school will seek advice from parents/guardians and relevant healthcare or other professionals, where appropriate, to ensure that reasonable and appropriate arrangements are made to support the pupil's safe participation in school life.

Supervision and Child Safeguarding

All arrangements for one-to-one, small-group and in-class support will comply with the school's Child Safeguarding Statement, Child Safeguarding Risk Assessment and relevant safeguarding procedures. Where a pupil receives individual or small-group support outside the mainstream classroom, the school will ensure that appropriate arrangements are in place for supervision, visibility and safeguarding. Where reasonably practicable and appropriate to the setting, individual support will take place in an



environment that allows for appropriate visibility and/or observation. Where a pupil is withdrawn from class for additional teaching support, the SET will make appropriate arrangements for the pupil's transition to and from the support setting. SNAs do not ordinarily provide teaching support. Where an SNA accompanies or supports a pupil outside the classroom as part of their care duties, this will be undertaken in accordance with the pupil's identified care needs and the arrangements agreed by the relevant school staff. Where pupils from the special class participate in mainstream classes or activities, the SET and relevant mainstream staff will collaborate to ensure that the experience is purposeful, appropriately supported and consistent with the pupil's individual needs. The responsibilities for supervision will be clearly understood by the staff involved. A SNA from the Autism Class will accompany the child to the mainstream class and will remain until the child returns. Any changes to arrangements or supports will be communicated appropriately.

Confidentiality, Data Protection and Records

Kilbride National School is committed to protecting the privacy, dignity and rights of all pupils and to ensuring that personal information is collected, used, stored and shared appropriately and lawfully. All staff must comply with the school's Data Protection Policy, applicable data protection legislation, relevant DEY guidance, and the school's procedures relating to confidentiality and the management of pupil records. Information relating to a pupil's educational, medical, care, personal or family circumstances is confidential and must be handled with appropriate care and discretion. Staff must:

- access pupil information only where it is necessary and appropriate for the performance of their professional duties;
- discuss confidential information only with those who have a legitimate professional need to know and in appropriate settings;
- ensure that paper and electronic records are stored securely and protected from unauthorised access;
- take appropriate precautions when creating, transmitting, storing and disposing of confidential information;
- share personal information with external agencies or professionals only where there is an appropriate lawful basis for doing so and in accordance with the school's Data Protection Policy and applicable legislation; and
- ensure that information shared is relevant, necessary and proportionate to the purpose for which it is being shared.

Where information is required to be shared for child safeguarding, health and safety, statutory or other



lawful purposes, the school will follow the relevant legislation, DEY guidance and school procedures. Parental/guardian consent will be sought where appropriate and where required; however, the sharing of information will not be dependent on consent where another lawful basis applies or where information must be shared to meet a legal or statutory requirement.

Special Educational Needs Records

Student Support Files

Where a pupil requires additional educational support, the school will maintain appropriate documentation in accordance with the relevant stage of the Continuum of Support and current DEY guidance. Where appropriate, this will include a Student Support File and, at the relevant stage, an individualised Student Support Plan. The Student Support File provides an overarching record of the pupil's additional educational support and should contain relevant and current documentation relating to the planning, implementation, monitoring and review of that support. Depending on the individual pupil's circumstances, the Student Support File may include:

- Student Support Plans and relevant review documentation;
- relevant assessment information;
- professional reports provided to the school;
- records of referrals to, or consultations with, relevant external services;
- relevant reports or correspondence from external professionals;
- records of meetings or consultations with parents/guardians, relevant school staff and external professionals; and
- other documentation necessary to support continuity and progression in the pupil's education.

Student Support Files must be kept current, relevant and purposeful. They should not become repositories for unnecessary, duplicated or outdated information. Only information that is relevant, necessary and proportionate to the provision of educational support should be retained.

Student Support Files will be maintained securely and accessed only by staff who require the information in the course of their professional duties. In accordance with current DEY guidance, the Student Support File should provide an accurate and useful record of the support provided and should reflect the pupil's current priority learning needs, targets, actions and progress.

Whole-School SEN Records

The school will maintain appropriate whole-school records to support the planning, coordination, monitoring and review of special educational provision.



These records may include:

- records of identified areas of need;
- relevant assessment information and analysis;
- records of interventions and provision;
- SET deployment and timetabling records;
- records of SET team planning and review meetings;
- relevant School Support and School Support Plus planning documentation;
- records relating to parent/guardian consultation;
- whole-school assessment information; and
- other documentation required to support the effective planning and review of special educational provision.

Whole-school SEN records will be maintained securely and in accordance with the school's Data Protection Policy, applicable data protection legislation and relevant DEY guidance.

Access to Pupil Records

Parents/guardians and pupils have rights in relation to personal data held by the school, subject to applicable data protection legislation and any relevant legal limitations. Requests for access to personal data will be managed in accordance with the school's Data Protection Policy and the applicable procedures for exercising data protection rights. Such requests should be directed to the person designated by the school to manage data protection matters. Access to a pupil's records will be considered in accordance with applicable legal requirements and does not necessarily provide unrestricted access to all records or information held by the school.

Security and Data Breaches

The school will take appropriate technical and organisational measures to protect personal information against unauthorised access, loss, alteration, disclosure or destruction. All staff are responsible for reporting any actual or suspected personal data breach promptly in accordance with the school's Data Protection Policy and data breach procedures. The school will assess and respond to any reported data breach in accordance with applicable data protection legislation and, where required, will notify the relevant parties or the appropriate regulatory authority within the applicable statutory timeframe.

Retention and Disposal of Records

Pupil records will be retained only for as long as is necessary and appropriate, taking account of legal,



regulatory, educational and administrative requirements and the school's records retention procedures. Records will be securely disposed of when they are no longer required, in accordance with the school's Data Protection Policy and Records Retention procedures.

Bí Cineálta and Inclusion

Kilbride National School implements its Bí Cineálta Policy to Prevent and Address Bullying Behaviour in accordance with the Department of Education and Youth's *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools*.

The Bí Cineálta procedures replaced the 2013 Anti-Bullying Procedures and came into effect from the beginning of the 2025/2026 school year. They are based on a child-rights-based and partnership approach and recognise the responsibility of the whole school community in preventing and addressing bullying behaviour. The school's Inclusive Education and Special Education Policy should therefore be read alongside the school's Bí Cineálta Policy. Where bullying behaviour affects a pupil receiving additional support, relevant information may be considered as part of the pupil's overall educational and wellbeing support, where appropriate and in accordance with confidentiality and data protection requirements.

A record relating to bullying behaviour should not automatically be placed in a pupil's Student Support File. Where the information is relevant to the pupil's educational support, it may be appropriately considered and documented within the Student Support File in accordance with the school's procedures.

The fact that a pupil has special educational needs does not, in itself, determine whether behaviour constitutes bullying behaviour. Where behaviour associated with a pupil's disability, communication difficulty or additional need is relevant to an incident, the school will consider the circumstances carefully while applying the definitions and procedures contained in the Bí Cineálta procedures. The school will seek to ensure that SEN pupils are supported to participate fully in prevention and response measures and that appropriate consideration is given to their communication, social, emotional and learning needs.

Related Policies and Documents

This policy should be read in conjunction with relevant DEY legislation, circulars, guidelines and



procedures, and with the following school policies and documents, as applicable:

- Admissions Policy
- Bí Cineálta Policy to Prevent and Address Bullying Behaviour
- Intimate Care Policy
- Special Needs Assistant Policy
- Assessment Policy
- Child Safeguarding Statement and Risk Assessment
- Data Protection Policy
- Code of Behaviour
- School Safety Statement
- Health and Safety Policy
- Wellbeing Policy/Strategy
- relevant policies relating to Assistive Technology
- any other school policy relevant to the provision of support for individual pupils.

Implementation and Review

The Inclusive Education and Special Education Policy will be implemented by the Principal, SENCO and relevant staff. It will be reviewed regularly to ensure continued alignment with current legislation, DEY requirements, circulars, guidelines and effective practice. The policy will be reviewed in accordance with the school's agreed policy review cycle and earlier where there are significant changes to legislation, Department guidance, allocation arrangements or school practice. This policy was reviewed and approved by the Board of Management on 9 September 2026.