

# Scoil Naomh Buithe

## POLICY FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

### 1. Inclusion:

The Education for Persons with Special Educational Needs Act (2004) states that

"A child with SEN shall be educated in an inclusive environment with children who do not have such needs unless the degree or nature of those needs of the child is such that to do so would be inconsistent with the best interests of the child, or the effective provision of education for children with whom this child is to be educated".

Scoil Naomh Buithe is an inclusive environment which embraces and celebrates the uniqueness of every pupil. We strive to nurture and care for all the needs of all the pupils within the school. Pupils with SEN are integrated into mainstream classes. They receive instruction in all areas of the Revised Primary School Curriculum and receive additional support where necessary. Appropriate terminology will be used when referring to the pupil with SEN; for example "The child has Autistic Spectrum Disorder. The child has a mild general learning disability. The child has a specific speech and language disorder."

### 2. Enrolment of children with special educational needs:

Parents are given an enrolment and information form to fill out prior to their child enrolling in the school. On this form parents are asked to give details of all assessments the child may have had. Parents are also given basic information on the school, stressing the importance of parents informing the school of any 'special need' their child may have. If a pupil has an identified special need and is already receiving a service from another organisation, it is the responsibility of the parents to notify the school. If parents do not notify the school of needs/assessments and/or services received by their child enrolled in the school, the BoM will delay admitting the child into the school until it receives such reports. The Special Educational Needs Organiser (SENO) is contacted at the earliest opportunity so as to apply for resource teaching/SNA assistance/technology etc. for the pupil. There is an onus on the school to meet the needs of the child with special needs and their peers who may not have a special need. In line with the School Enrolment policy, if the resources specified in reports are not sanctioned by the SENO, the BoM will appeal the decision of the SENO and delay admitting the enrolled child into the school environs until the resources to meet the child's needs (as specified by the reports and/or by the professional team working with the child prior to enrolling) are in place.

Parents will be informed at all times of progress and meetings arranged with them to discuss concerns etc. The class teacher and SEN teacher will read all current reports on the child, prior to receiving the child in school.

### **3. Special education needs team:**

The SEN team consists of the Principal, Special Education Needs Co-ordinator, Teachers providing resource, learning support. .

### **4. Roles and Responsibilities**

In attempting to achieve the above objectives the BOM, Principal and Staff will take all reasonable steps within the limits of the resources available to fulfil the requirements outlined in this policy document.

#### **(a)Board of Management**

The BoM will fulfil its statutory duties towards pupils with special needs. It will ensure that the provision required is an integral part of the school plan. Members will be informed about the school's SEN provision - funding, equipment and personnel.

#### **(b)Principal**

- The principal teacher has overall responsibility for the school SEN programme and for the operation of services for children with SEN.
- She will endeavour to ensure that all children with SEN have received the appropriate resources.
- Together with the SEN Team she meets parents to advise them on procedures to avail of SEN services and to address any concerns they may have.
- She liaises with the SENO and all outside agencies and advises the SEN team and class teachers should concerns arise.
- She will encourage members of staff to participate in training to help them meet the objectives of this policy.

#### **(c)Special Education Needs Co-Ordinator.**

The Special Education Needs Co-Ordinator in consultation with the Principal will:

- Oversee the day to day operation of the SEN policy.
- Coordinate provision for children with special educational needs.

- Liaise with and advise fellow teachers.
- Liaise with and advise SNAs with regard to supporting children with special needs.
- Liaise and support parents of children with special needs.
- Monitor and evaluate SEN provision.
- Facilitate planning for class teacher with support teacher at the beginning of the year and as the need arises.
- Oversee the records of all children with special needs.
- Liaise with external agencies including the psychology services - organising assessments
- Arrange for Parental Consent forms to be signed by parents of children receiving Learning Support (Appendix 1) and Resource hours (Appendix 2)

**(d) Special Needs Teacher:**

**Each individual Special Needs Teacher will:**

- Provide direct teaching and educational support for pupils with educational needs according to the diagnosis given and co-ordinate information about a specific learning difficulty.
- Collaborate and liaise with relevant class teachers, Special Educational Needs team as well as parents and outside agencies in developing an Individual Education Plan/Individual or Group Pupil Learning Profile.
- Provide direct teaching and educational support to the individual pupil.
- Acquire an expertise and knowledge in the areas of a variety of special needs to enable them to give advice and support to class teachers.
- Liaise with the Class teacher and S.N.A.s to implement the I.E.P/I.(G)P.L.P.
- Provide support to the class teacher by assisting with modifications to the curriculum content, developing alternative resources and setting up student support networks in the class.

**(e) Classroom teacher:**

- The class teacher has primary responsibility for the progress of all pupils in his/her class(es), including those selected for supplementary teaching. A particular responsibility of the class teacher is to create a classroom environment in which learning difficulties are identified and efforts made to remediate same. This is best achieved by grouping pupils for instruction, providing lower achieving pupils with strategies for reading

and problem solving, adapting learning materials for lower-achieving pupils and liaising closely with their parents.

- The class teacher will initiate the three stage process in identifying and assessing a potential pupil for special educational resource. To this end the class teacher will acquire knowledge of the educational difficulties of their pupils to enable them to integrate and differentiate the curriculum for those with special needs. *Reference Staged Approach Page 8.*
- Where a pupil is selected to receive supplementary teaching, it is essential that the class teacher collaborates with the LS Teacher and parents to develop the learning targets in the pupil's Individual/Group Profile and Learning Profile and to plan and implement the activities designed to attain those targets. . *Reference Staged Approach Page 8.*
- Class teachers will also be involved in the collaboration between outside professional agencies and parents in supporting IEP/I(G)P.L.P.
- Where supplementary teaching cannot be provided for a pupil, or is being phased out or discontinued, the class teacher will need to develop and implement a support programme that meets the pupil's changing needs, in consultation with the learning support teacher.

#### **(f) Special Needs Assistant:**

The SNAs work under the direction and supervision of the Principal and the class teachers in order to help promote effective learning and teaching. Their role is as follows:

- To contribute to the effective organisation and use of resources
- To contribute to the quality of care and welfare of pupils
- To support the needs of pupils in effectively accessing the curriculum
- To support the quality of learning and teaching in the classroom
- To support the child with special needs within the school in terms of physical, emotional, social and intellectual support.
- To be involved in further training to enable them to update knowledge of the various special needs in the school population.

#### **(g) Parents:**

The Role of the parents is vital in the success of support for pupils with special needs. Parents contribute by:

- Regular communication with the class Teacher and Support Teacher
- Fostering a positive attitude towards school and learning in the child.
- Encouraging and supporting homework tasks.

## **Procedures for early intervention/ screening/ referral of children with S.E.N. :**

Scoil Naomh Buithe promotes a policy of early intervention in order to support children identified as having a need for additional support from the SEN team. Parents will be informed at all stages of any concerns teachers may have.

### **Early Intervention**

We believe it is very important to identify and assess children with special needs as early as possible, so that effective interventions can be put in place.

**Early Literacy tests** are administered in **Junior Infants** during their **last term** in school.

From Christmas onwards in **Junior Infants**, the class teacher and SEN team tracks results of all Periodic tests (sight words, reading fluency and sounds). If these scores show cause for concern every parent is contacted and a support home programme is set up with them. (Ref Stage 1 Page 8)

This also applies to Senior Infants, Rang a 1 and Rang a 2 throughout the school year.

The **MIST (Middle Infants Screening Test)** is administered to all pupils in **Senior Infants** during the **second-term** of the school year.

Both **Drumcondra Early Numeracy** and one of **Drumcondra Early Literacy** or **Jolly Phonics Assessment** are administered in the **last term** of **Senior Infants**

Children whose **Mist/Drumcondra/Jolly Phonics** scores show cause for concern are prioritised for Learning Support subject to time being available.

## **6. Special education team meetings:**

The SEN team meets three times a year (September, December and January) to plan for and review progress. They also meet with individual mainstream teachers to discuss the learning programmes and progress of children currently receiving additional support from the SEN team. At these meetings teachers are expected to identify other children in their classes who they feel are at risk and may benefit from extra support. The Special Education Needs Co-Ordinator will arrange the dates for these meetings.

Individual Educational Programmes/ Individual or Group Pupil Learning Profile will be drafted/reviewed/updated following these meetings. Parent-Teacher meetings are held in the first term (November) of each school year. Parents are invited at this time to meet with the SEN teacher. However, meetings are

arranged with parents, as considered necessary, to discuss their children's progress, at any time during the year.

### **7. In the Classroom:**

Pupils with SEN require an environment which is well organised and predictable and a programme which is presented clearly and with abundant opportunities for success. Pupils with SEN will participate and be facilitated to access all areas of the curriculum. Realistic learning goals and expectations will be adopted in relation to the pupil's overall progress. Adaptations to the curriculum, outcomes, activities, and resource materials will be made through the use of differentiation. The teacher will vary the use of strategies to meet the learning needs of the pupils with SEN. Where the pupil is unable to participate in the class curriculum, an individual programme of work will be designed for the pupil in consultation with the SEN teacher. Depending on the level of need an SNA will be assigned to the class at certain periods to assist the class teacher in their work. The teacher and SNA will encourage active participation by the pupil in the class. There will be a balance between the provision for the pupil's academic and social needs. ICT may be used to further facilitate the pupil's learning. Certain pupils may have a recommendation for an exemption from Irish; however parents must request this exemption in writing to the Principal. Homework is allocated by the Class /Learning Support/Resource Teacher and may be differentiated in consultation with the parents.

### **8. The staged approach:**

The SEN team with the Principal and relevant teachers adopt a staged approach to intervention (see model of Staged Approach on page 8). If concerns remain after intervention and additional support from the teacher and SEN team, (Stage 2) the school may request a consultation and assessment of the pupil's need from a specialist outside the school. (Stage 3) Where this is the case, the parents' permission in writing will be sought to do so. Should parents refuse to give their consent to have a pupil assessed the Board of Management may apply to the Circuit Court for an order to have the pupil assessed.

### **9. Learning support:**

Drumcondra Reading and Sigma-T test results are examined in June in order to identify pupils who are at risk. Pupils who obtain a percentile score of 10 or less are timetabled for learning support the following year. Children who score

between the 10th and 20th percentile may be considered for support if allocation allows. Class teachers' observations, periodic assessments records and concerns are also used to identify pupils at risk. Concerns are discussed at the SEN meetings but must also be brought to the attention of the team as they arise. Literacy and numeracy skills are the primary focus of the teaching. Learning support teaching may be conducted either out of class or in class. Pupils receive support either individually or in a group. If the parents refuse to give their permission for a pupil to receive extra support, a written record of their decision, signed by parents will be kept in the child's file. (Ref. Page 17)

### **10.Resource teaching:**

Pupils are allocated resource hours from the SENO using the low incidence model. The parents of the child are met and their permission is sought before the child is timetabled. The SEN teacher in consultation with the parents, class teacher and other professionals working with the child designs an IEP. The IEP will identify specific areas of need for the child and these will be incorporated into his/her scheme of work.

The child is timetabled for resource teaching in September in consultation with the class teacher.

Resource teaching may be conducted either out of class or in class. Pupils receive support either individually or in a group.

If the parents refuse to give their permission for a pupil to receive extra support, a written record of their decision, signed by parents will be kept in the child's file.

**Staged Approach to Meeting the Needs of Pupils with Special Educational Needs**

<b>Observation</b>	<b>Process</b>	<b>Personnel Involved</b>
<p><b>Stage 1</b> Class teacher/parent has concerns regarding a pupil's academic, physical, social, behavioural or emotional development</p>	<p>Class teacher informs one of the teachers on the Special Needs team and in consultation with this teacher administers appropriate screening measures. Class teacher devises a plan, which aims to meet pupil's identified needs within the normal classroom setting. The success of this plan is regularly reviewed in consultation with parents and termly with the Special Needs team.</p>	<p><i>Class teacher</i> <i>Parent</i> <i>Special Needs team</i></p> <p><i>Additional Supports Available</i></p> <p><i>Principal</i> <i>NEPS Psychologist</i></p>
<p align="center"><i>If concern remains after a number of reviews, the Special Education Support Team in the School may make a decision to move to Stage 2</i></p>		
<p><b>Stage 2</b> Child is referred to learning support teacher, with parental permission for further diagnostic testing.</p>	<p>If diagnostic testing indicates that supplementary teaching would be beneficial, this is arranged. Parent, class teacher and learning support teacher collaborate in devising, implementing and reviewing the pupil's learning plan.</p>	<p><i>Class teacher</i> <i>Parent</i> <i>Special Needs team</i></p> <p><i>Additional Supports Available</i></p> <p><i>Health Board</i> <i>NEPS Psychologist</i> <i>Other Support Staff and Services available to school</i></p>



*If significant concerns remain after a number of reviews, it may be necessary to implement Stage 3*

<p><b>Stage 3</b> School formally requests a consultation, and, where appropriate, an assessment of need from a specialist outside the school.</p>	<p>A learning plan is devised by personnel involved, which includes identification of any additional available resources that are considered necessary in order to implement the plan. Parents should be fully consulted throughout this process. This learning plan should be subject to regular reviews, leading to revisions of the learning plan and referral for specialist review as necessary.</p>	<p><i>Class teacher</i> <i>Parent</i> <i>Special Needs team</i> <i>Relevant Specialist</i></p> <p><i>Additional Supports which may be necessary.</i></p> <ul style="list-style-type: none"> <li>• <i>NEPS Psychologist</i></li> <li>• <i>Scheme for Commissioning Psychological Assessments</i></li> <li>• <i>Speech and Language Therapist</i></li> <li>• <i>Occupational Therapist</i></li> <li>• <i>Psychiatrist</i></li> <li>• <i>Paediatrician</i></li> </ul>
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### **11... Outside agencies:**

#### **Collaboration with outside Agencies:**

These agencies could include any combination of the following;

- Speech and Language Therapists.
- Occupational Therapists.
- Psychologists.
- H.S.E. personnel.
- Doctors and Psychiatrists
- Any other personnel involved with the individual child.

The principal will oversee the referral process in the case of a psychological assessment. The Principal contacts the NEPS Psychologist and a meeting is requested. The pupil(s) selected for assessment may be discussed at this meeting. The psychologist timetables the pupil for assessment. When the assessment is completed the parents, principal and teacher are informed of the results. If the child has a special need under the low incidence category, the principal will contact the SENO in order to apply for resource teaching. Should it be considered that a child may need a referral to another agency, the matter will be brought to the attention of the parents and they will be requested to act upon same.

Outside personnel (when available) are most welcome to visit the school to provide intervention to a particular child. The class/SEN teacher/Principal will meet the specialist involved to obtain and share information regarding the pupil.

#### **Visiting Teachers:**

- These teachers allocated by the DES provide support on specific learning difficulties such as Hearing Impairment and Visual Impairment.
- The Visiting teacher will liaise with the Support teacher, Class teacher and Principal in order to provide support and specific information and expertise in these given areas.

## **12. Individual Educational Plans and Individual or Group Pupil Learning Profiles**

### ***Individual Educational Plans:***

An IEP will be designed specifically for each pupil who has been allocated resource hours under the low incidence model of allocation. The IEP will reflect what is different and unique about the pupil. It will be linked to the curriculum and focus on clear relevant targets. The class teacher and SEN teachers will use a template. (Appendix 3) The IEP will be designed in consultation and collaboration with the class teacher, SEN teacher, parents, and other professionals working with the child.

An I. (G) P.L.P. will be designed specifically for each pupil who has reached Stage 2 of the staged approach (See Page 8). The I. (G) P.L.P. Will be linked to the curriculum and focus on clear relevant targets. The class teacher and SEN teachers will use a template. (Appendix 4) The I.P.L.P. will be designed in consultation and collaboration with the class teacher, SEN teacher, parents, and other professionals working with the child.

### **13. Record keeping:**

Copies of each child's assessments and reports are kept in the child's file and stored in a locked cabinet to ensure confidentiality. Access is available on a need to know basis. The assessments and reports are stored in the school for a period of 9 years from when the child leaves the school.

### **14. Approaches to involving parents and outside personnel:**

Parents are invited to meet the SEN teacher in September to discuss the needs of the pupil with Special Needs and the nature and content of the intervention. Parents are free at any time to make an appointment with the class teacher, SEN teacher or Principal to discuss any concerns they may have. Parent/teacher meetings will be held in November/December of each year.

### **15. Procedures for Provision of Resources for Pupils with SEN:**

On recommendation from a specialist, funding for specialised equipment and resources for pupils with SEN will be applied for. Some will be purchased upon receipt of sanction of funding.

### **16. Training for teachers/staff:**

Training for parents, teachers, SNAs and other staff is arranged when required.

### **17. Approaches to timetabling:**

The SEN team liaise with the class teachers in September in order to draw up a timetable for provision of resource/learning support.

**18. Work Schedule of the SEN teachers:** The caseload for additional resource, learning support will be divided and decided on by the SEN team following analysis of test results in June and early September.

### **19. Health and Safety:**

All appropriate measures are taken to ensure the safety of each pupil with SEN. Depending on the severity of need all staff members will be informed and alerted to possible hazards. To ensure the safety of pupils with SEN on the schoolyard, the Special Needs Assistants are present for the duration of yard breaks along with the teachers on duty. Should a pupil with acute safety needs enrol in the school, the Health and Safety policy will be reviewed for that pupil.

## **20. Administration of medicine:**

Refer to policy

## **21. Code of Behaviour: (Ref. Code of Behaviour Policy)**

In general pupils with SEN will follow the code of behaviour throughout the school. In extenuating circumstances where a pupil has a behavioural disorder, an individual behaviour management plan will be drawn up by the principal, class teacher, SEN teacher, SNA and parents. The team when implementing the personal behaviour plan may devise personal rewards and sanctions.

## **22. Transfer to post-primary:**

It is the duty of the parents of the pupil(s) with SEN to inform the post-primary school of their child's needs. Written consent from the parents will be sought prior to forwarding of assessments/reports to the post-primary school.

## **23. Differentiation**

The term 'differentiation' refers to the method whereby the teacher varies content, activities, methodology and resources when taking into account the range of interests, needs and experience of the students. It is a process that allows for variation in pace, amount, content, level and method of curriculum presentation to ensure that learning experiences are appropriate for all students. It is particularly important in meeting the challenges of those with special educational needs.

*(NCAA 2002, Draft Guidelines for Teachers of Students with Mild General Learning disabilities, P.20)*

**Please also refer to Appendix 5 page 16.**

## **25. Assessment:**

Refer Assessment Policy

## Appendix 1

### Letter of Consent for Additional Support in Scoil Naomh Buithe (Class Teacher)

I/We have discussed \_\_\_\_\_ progress and educational needs with the class teacher and give consent for him/her to receive additional support from the special education teacher.

Signed \_\_\_\_\_ Signed \_\_\_\_\_  
(Parent/Guardian) (Parent/Guardian)

OR

I/We have discussed \_\_\_\_\_ progress and educational needs with the class teacher and ***do not give*** consent for him/her to receive additional support from the special education teacher.

Signed \_\_\_\_\_ Signed \_\_\_\_\_  
(Parent/Guardian) (Parent/Guardian)

Date \_\_\_\_\_

## Appendix 2

### Letter of Consent for Additional Support in Scoil Naomh Buithe. (Class Teacher and Special Ed. Teacher)

I/We have discussed \_\_\_\_\_ progress and educational needs with the class teacher and the teacher for special educational needs and give consent for him/her to receive additional support from the special education teacher.

Signed \_\_\_\_\_ Signed \_\_\_\_\_  
(Parent/Guardian) (Parent/Guardian)

OR

I/We have discussed \_\_\_\_\_ progress and educational needs with the class teacher and the teacher for special educational needs and **do not give** consent for him/her to receive additional support from the special education teacher.

Signed \_\_\_\_\_ Signed \_\_\_\_\_  
(Parent/Guardian) (Parent/Guardian)

Date \_\_\_\_\_

## **Appendix 3**

### **IEP Format**

- Name of child
- Date of birth
- Address
- School, Class & Class Teacher
- People involved in constructing the IEP
- Contact information
- Additional information and concerns
- Commencement date/Review date

#### Page 2:

- Summary of available information (formal/informal)
- Strengths
- Needs
- 2-3 Priority Learning Needs (long term learning goals)

#### Page 3 & Subsequent pages:

- Learning targets related to the priority learning need
- Target date/Date achieved
- Teaching strategies
- Materials/Resources
- Other staff involved in implementing IEP targets
- Home activities
- Timetable

#### **Group Educational Plans:**

The SEN teachers for children who have been selected for learning support, language support or additional support will design group Educational Plans. A template will be used consisting of:

- Names of children
- Class & Class Teacher
- Learning Period
- Priority Learning Needs
- Learning Targets
- Learning Support Activities and Strategies
- Materials

## Appendix 4

### Individual Profile and Learning Programme

Name:	Class:			
Address:	Class teacher:			
	Learning Support Teacher:			
Telephone:	Commencement date:			
D.O.B	Review date:			
Screening Assessment				
Name of Test	Date	Result	Date	Result
Diagnostic Assessment				
Name of Test	Date	Result	Date	Result
Informal Assessment before Supplementary Teaching:		Informal Assessment Supplementary Teaching:		
Summary of Other Information ( <i>eg class teacher, parents, other professionals</i> )				
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>				
Learning Strengths and Attainments:				
<ul style="list-style-type: none"><li>•</li><li>•</li></ul>				
Priority Learning Needs:				
<ul style="list-style-type: none"><li>•</li><li>•</li></ul>				



Learning Targets for the Period				Date Achieved	
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>					
Learning Support Activities - Learning Support Teacher					
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>					
Materials					
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>					
Learning Support Activities - Class Teacher					
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>					
Learning Support Activities - Home					
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>					
Supplementary Teaching		<input type="checkbox"/> Group      Duration of Programme from to		<input type="checkbox"/> Individual      Number of Weeks	
Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time					
Location					

## Appendix 5

### Differentiation

#### Definition

The term differentiation is used to describe the various strategies teachers use to enable groups of students with diverse learning characteristics to participate in the mainstream programme.

*(Westwood, 2003, P.202)*

...teaching things differently according to observed differences among learners

*(Westwood, 2003, P.202)*

The term 'differentiation' refers to the method whereby the teacher varies content, activities, methodology and resources when taking into account the range of interests, needs and experience of the students. It is a process that allows for variation in pace, amount, content, level and method of curriculum presentation to ensure that learning experiences are appropriate for all students. It is particularly important in meeting the challenges of those with special educational needs.

*(NCAA 2002, Draft Guidelines for Teachers of Students with Mild General Learning disabilities, P.20)*

#### Planning Differentiation

- Select the topic to be taught
- Identify the specific content to be included
- Identify learning goals and objectives for the majority of students in the class
- Decide on the way the lesson will be organised and conducted for most students
- Identify students who will need modifications to the general lesson format
- Prepare any necessary adaptations
- Teaching the lesson, and making any necessary additional changes while teaching
- Providing extra assistance to certain students while the lesson is in progress
- Planning appropriate methods for assessing students' learning, based on the goals and objectives.

When planning the differentiated objectives, it is usually helpful to have in mind the following three sentence starters:

- All students will...
- Some students will...
- A few students might...

This helps teachers to identify the essential core of knowledge *all* students will master through differentiated activities.

*Some* students will achieve more than this

*A few* may carry out extended activities to increase learning

### **Modification of Curriculum Content**

- Students with learning difficulties are required to cover less material
- The tasks or activities they complete may be easier to accomplish
- More able students may cover more material and in greater depth
- The nature of learning tasks set for students will be matched to their learning rate and abilities
- Differentiated content for homework can be used as one way of meeting the needs of pupils of all abilities

### **Differentiation by resource**

- Simplify language when necessary
- Provide illustrations or diagrams
- Remove unnecessary detail
- Use cues or prompts where responses are required from students

### **Adapting Instruction**

As a result of differentiation, there will be changes in both teaching and learning policies. Some of the following strategies may be used:

- The teacher may give more or less assistance to individual students, depending on their needs
- The teacher may reteach some concepts to some students using simpler language and more examples
- Questions asked during the lesson may be pitched at different levels of difficulty for different pupils
- Closer monitoring of the work of some pupils may take place throughout the lesson
- The teacher may use particular tactics to gain and maintain the interest of poorly motivated pupils

- Feedback may be given in more or less detail, according to the students' needs
- The rate at which the students are expected to work may be varied, with extra time allowed for some students to complete tasks
- Extension and independent work may be set for more able students

## Ratification of Policy

This policy was adopted by the Board of Management on 04/12/2013

This policy will be reviewed by the Board of Management once in every school year.

Signed: \_\_\_\_\_

Chairperson of Board of Management

Signed: \_\_\_\_\_

Principal

Date: \_\_\_\_\_