



NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment

NCCA Action plan for Planning


Chapter 2: Planning for
the education of children
in care and detention

June 2023

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Chapter 2 Planning for the education of children in care and detention

 **All children in residential care must have a Care Plan and all children in detention must have a Placement Plan. The Education Plan is an integral part of the overall plan**
(Guidelines: Supporting teaching and Learning in care and detention schools, page 8.)

In our school, every student has a Student Support File. The Student Support File facilitates teachers in documenting the progress and needs of our students over time and identifying the appropriate level of support required. This is complimented by individual teacher's own planning. We have a Special Educational Needs team (SENCO) comprising of the principal, deputy principal, special educational needs coordinator and English teacher. We meet regularly to create and review student support files. We are also a part of our ETB's SENCO forum. This is a new development in our school, but hugely beneficial in relation to support and advice.

Children in care, residential care, detention and attending special schools often have had interrupted education, have a history of non-school attendance, and have attended multiple schools. As a result, access to information regarding educational attainment and achievement can be difficult to obtain. This affects both short-term and long-term planning.

To plan effectively for every student, we need access to information. To get this information, we have created an action plan, with timeframes and persons of responsibility, to try and get the information required. It is not always possible to access this information, due to reasons outlined earlier, but it is a process that is in place to try and achieve this aim.

The following Action Plan is based on a school with an application and admissions policy in place. Schools attached to Special Care Units can use steps 3 to 5 as appropriate.

The Plan

Action Plan – Student Admissions

Step by step guide

Role/Responsibility Who?	Action What?	Timeframe When?
1. Student Application		
Education Welfare Officer or Social Worker.	Submit application form to school.	When a school place is needed by the student.
2. Consideration of Student Application		
The Principal and Deputy Principal consider application in line with school's admission policy.	Based on the application form and supplementary material, a decision is made.	It is recommended that this is completed in a timely manner – dependent on receipt of all relevant documentation.
3. Student Interview		
Principal	Interview of student prior to him beginning school.	Two weeks before beginning school, if possible, to allow for planning.
4. Further information request		
Designated Teacher	Contact previous schools for school/progress reports	Preferably before the student starts school.
5. Student Support Files		
Designated Team	Use information from application form, interview, previous school reports, and other additional documentation to begin planning Student Support File.	It is preferable to have this completed prior to the student starting school so that staff are informed of additional needs and a review date is set.

Step 1 – Student Application

This step applies to those schools where students apply. Schools where children are given a place by the state will not use the student application forms. However, some of the questions in the application form may be helpful to use when gathering information about the student on their placement.

Application Form

Name of Young person:

Address of young person:

Date of Birth:

PPS Number:

Name of Mother:

Name of Father:

Name of Guardian (if applicable):

Parent(s) Address:

.....

.....

.....

.....

Parent(s) Phone Number:

Address of Guardian: (if applicable):

.....

.....

.....

.....

Partner(s) name and contact details (if applicable):

.....

Care status of young person (where applicable):

.....

Name & address of referring Tusla area:

.....

.....

Name, address, phone number, and email of Social Worker:

.....

.....

Name, address & phone number of Social Work Team Leader:

.....

.....

Name, address & phone number of Principal Social Worker:

.....

.....

Name, address and phone number of J.L.O.:

.....

.....

Brief description of the current educational needs of the young person: Why is a placement in a High Support School setting required?

.....

.....

.....

Health

Name & Address of Doctor:

.....

Date of last full medical (if applicable):

Medical Condition(s):

.....

.....

Is the young person currently on medication? Yes No

If yes, please specify

.....

Allergy\Allergies: Yes No

If yes, describe:

.....

Any specific medical needs including dietary needs?

.....

Issues with food: Yes No

If yes, describe:

.....

Issues with body image: Yes No

If yes, describe:

.....

Poor Coordination: Yes No

If yes, describe:

.....

Poor Personal Hygiene: Yes No Sometimes

Poor Social Skills: Yes No

If yes, describe:

.....

Speech or language difficulties: Yes No

If yes, describe:

.....

Smoker/Use Vapes Yes No
(We are part of a non-smoking campus)

Do you own a mobile phone? Yes No

Has the young person undertaken psychological or psychiatric assessments? Yes No

Date, Name & Address of professionals involved:

.....

.....

Outcomes of assessments:

.....

.....

Strategies/interventions to support the young person:

.....

.....

Strengths Identified:

.....

.....

.....

Transport

Is the young person within reasonable commuting distance from the school?

 Yes No

Is transport available to bring young person to and from school?

 Yes No

What type of transport is available?

.....

.....

Education History

Current educational status:

.....

Names of schools attended, and education levels attained:

Name of School attended	Dates	Education attained

Has the young person undertaken any educational assessments?

.....

Date, Name & address of Professionals involved:

.....

.....

.....

.....

Details of any specific education needs identified:

.....

.....

.....

.....

Challenging Behaviours

Has the young person been involved in or displayed any Challenging behaviours while in an educational setting?

.....

.....

.....

Signature of Placing Social Worker:

Signature of Placing Social Work Team Leader:

Signature of Parent/Guardian:

Date:

Step 2 – Consideration of student application

The principal/deputy principal considers the application form in line with the school's admission policy. A decision is made, and the applicant is informed. It is recommended that this is completed in as short a time frame as possible, depending on the submission of all relevant documentation.

Step 3 – Student Induction Interview

After the student is accepted, he meets the principal for an induction interview. The principal discusses with the student their likes/dislikes, difficulties, favourite subjects, goals. The interview has a formal structure but is conducted in the form of an informal chat with the student. It is recommended that this occurs approximately 2 weeks before the student begins school to allow for planning.

Student Induction interview template

Insert school name, information, logo etc. here

Student Name: Date:

Interests & Hobbies:

.....
.....
.....

What do you like about school:

.....
.....
.....

Favourite Subjects:

Why do I like these subjects?

Difficulties in School:

	Yes	No
Attendance		
Punctuality		
Writing		
Reading		
Basic Maths i.e. Addition/ Subtraction/Multiplication		
Making Friends		
Following rules		
Teachers		

What part of the school day do you find most difficult/work best?

Morning: Lunch time: Evening:

How do I learn best in class?	
By doing activities	
Reading	
Writing	
Watching/Seeing	

My teachers help me best by:

I need help with:

What prevents me from learning in class?

Why do you want to go to our school?

Career Ambition:

.....

Wellbeing

I exercise regularly	
I have a good sleep routine	
I have a good diet.... My favourite food is	

Long Term Goals:

.....

Short Term Goals:

.....

Personal Reflection:

.....

Parent/Guardian:

.....

Step 4 – Further Information

The designated teacher contacts all his previous schools for information and asks them to forward any school reports that they may have. This should be completed in a timely fashion, before the student starts school to allow for planning.

Step 5 – Student Support Files

When all the information has been received, the Designated Team will meet and use the information from the application form, interview, previous school reports and any other relevant documentation to begin planning the student support file. It is preferable to have this completed prior to the student starting school, so that the teachers and SNAs are informed. The student may have to be tested if there is a lack of information in reports and a date will be set for that. The test used in our school is the WRAT 5. A review date will be set, in approximately 6 weeks, to further plan and assess. At that stage, the student will have settled in, and all staff will know him better.



Insert school logo here

Student Support File

Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

A Continuum of Support

Developing a student support plan is the outcome of a problem-solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Student Support File, Log of Actions

Date	Actions

Support Checklist

Name	Age	Class
General Information	Date Checked	Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning-screening		
8. Observation of learning style/ approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?consultation/advice with outside professionals?		
14. Informal or formal consultation/ advice with outside professionals?		
15. Advice given by learning support/ resource teacher or other school staff?		
16. Other interventions put in place in school?		
Action needed		
Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20		

Support Plan*

Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)

To be completed by the teacher(s).

For help, see SEN: A Continuum of Support – Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers pp.71–74; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp. 51, 53, 54, 57.

Student's name	Age
Lead teacher	Class/Year
Start date of plan	
Review date of plan	
Student's strengths and interests	
Priority concerns	
Possible reasons for concerns	
Targets for the student	
Strategies to help the student achieve the targets	
Staff involved and resources needed	
Signature of parent(s)/ guardian(s)	
Signature of teacher	

*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.

Support Review Record*

Classroom Support
 School Support (Support for SOME)
 School Support Plus (Support for A FEW)

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

For help, see SEN: A Continuum of Support - Guidelines for Teachers; BESD: A Continuum of Support - Guidelines for Teachers; A Continuum of Support for Post-Primary Schools, Resource pack for Teachers; Student Support Teams in Post-Primary Schools.

Student's name	Class/year
Names of those present at review	Date of Review
What areas of the plan have been most successful and why?	
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?	
Have the student's needs changed since the start of the plan, and if so how?	
Recommended future actions - <i>what, how, who, when?</i>	
Any comments from the student?	
Any comments from the parent(s)/guardian(s) comment?	
Signature of parent(s)/guardian(s)	
Signature of teacher	

Outcome of review (tick as appropriate)	
Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
Continue at Current Level of Support	Request consultation with other professionals

*A consultation with a NEPS psychologist/ other professionals may contribute to this review.

Examples of approach in action

I plan to use one of the incoming first year students to map out this process from application to student support file stage.

Stage 2

Starting their school placement.

Induction plan for attending school

How a student starts school is also part of the planning process. This involves collaboration with the principal, deputy principal, parents/guardians, care staff, social workers, education welfare officers and most importantly, the student.

Many students will be anxious about starting school, so they are gradually admitted. They might start with a morning for a couple of days, increasing the timeframe to lunchtime, until gradually they are comfortable completing full days in school. Other students will complete this process much faster. It is all dependent on the individual needs, circumstances and previous experiences of the student.

A student Induction Booklet can help with the settling in process. It can be given to students before they start and contains some of the key information that they will need.


Student Induction Booklet

Insert School name and logo




Student Induction Booklet

Insert School name and logo




Introduction

We welcome you to our school community and we hope that you enjoy your time and experience all that the school has to offer.



Mission Statement

- To provide a positive child-centred education based on care and respect for each person in the school community.



The School Day

• 9:15-9:30	Breakfast Club
• 9:30-11.10	Class (2 Classes)
• 11:10-11:25	Break
• 11.25- 1:05	Class (2)
• 1:05-1:30	Lunch
• 1:30-3:05	Class (2)



School Programmes

- Level 2 Learning Programme
- Level 3 Junior Cycle
- Leaving Certificate Applied
- A range of short courses

Arrangements for Break Times



1st years have both breaks in Room



2nd and 3rd years have both breaks in Room



5th and 6th years have break in Room



5th and 6th years have permission to walk to the shop at lunchtime.

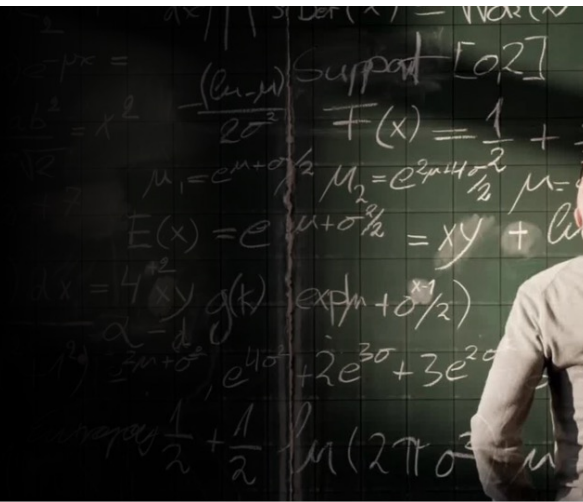
Important Information

Phones must be handed up to staff in the morning. It is returned at the end of the school day. 5th and 6th year students can get their phones if they are going to the shop at lunchtime.

The school is situated on a non-smoking campus so phones/vapes must be handed up to staff in the morning. They are returned at the end of the school day.

School Staff

- Principal
- Deputy Principal
- English teacher
- Maths teacher
- Engineering teacher
- Wood Technology teacher
- P.E teacher
- Visual Art teacher
- S.N.A's



Extra-curricular activities

Soccer

Gaelic hurling
and football

Music
Generation

Swimming

Horse riding

Gym

Basketball

Badminton



Crannóg Nua School

Education Report

Name:

Period Covered by Report:

Attendance:

Timetabled Classes	Possible Classes	Attended Classes

Educational Goals:

Maths	Targets: Update:
PE	Targets: Update:
English	Targets: Update:
History	Targets: Update:
Woodwork	Targets: Update:
Craft	Targets: Update:
Life Skills	Targets: Update:
Art	Targets: Update:
Music	Targets: Update:
Geography	Targets: Update:
CSPE	Targets: Update:

General Overview:

Linda Halpin
School Principal



Crannóg Nua School

Educational Update

Name:

Period Covered by Report:

Attendance:

Timetabled Classes	Possible Classes	Attended Classes

Educational Goals:

Maths	Update:
PE	Update:
English	Update:
History	Update:
Woodwork	Update:
Craft	Update:
Life Skills	Update:
Art	Update:
Music	Update:
Geography	Update:
CSPE	Update:

General Overview:

Linda Halpin
School Principal



Crannóg Nua School

Exit Report

Name:

Period Covered by Report:

Attendance:

Timetabled Classes	Possible Classes	Attended Classes

Educational Goals:

Maths	Learning Objectives: Attendance: Achievement: Application:
PE	Learning Objectives: Attendance: Achievement: Application:
English	Learning Objectives: Attendance: Achievement: Application:
History	Learning Objectives: Attendance: Achievement: Application:
Woodwork	Learning Objectives: Attendance: Achievement: Application:
Craft	Learning Objectives: Attendance: Achievement: Application:
Life Skills	Learning Objectives: Attendance: Achievement:



Crannóg Nua School

Exit Report

Name:

Period Covered by Report:

Attendance:

Timetabled Classes	Possible Classes	Attended Classes

Educational Goals:

Maths	Learning Objectives: Attendance: Achievement: Application:
PE	Learning Objectives: Attendance: Achievement: Application:
English	Learning Objectives: Attendance: Achievement: Application:
History	Learning Objectives: Attendance: Achievement: Application:
Woodwork	Learning Objectives: Attendance: Achievement: Application:
Craft	Learning Objectives: Attendance: Achievement: Application:
Life Skills	Learning Objectives: Attendance: Achievement: Application:

Art	Learning Objectives: Attendance: Achievement: Application:
Music	Learning Objectives: Attendance: Achievement: Application:
Geography	Learning Objectives: Attendance: Achievement: Application:
CSPE	Learning Objectives: Attendance: Achievement: Application:

General Overview:

Linda Halpin
School Principal

School Welcome

'Education is a gift that no one can take away'



School Mission Statement:

Our school aims to provide a happy, secure and friendly learning environment, where all members of the school community work in partnership. Each individual is valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive atmosphere.

The School Day:

The School Day runs from 10:00 to 15:10. There are 6 classes each day:

Class

1. 10.00 – 10.40
2. 10.40 – 11.20

Break

3. 11.40 – 12.20
4. 12.20 – 13.00

Lunch

5. 13.50 – 14.30
6. 14.30 – 15.10

Induction:

When you begin your induction at Crannóg Nua School, you will be given a tour of the school and a chance to meet all the teachers. To help you settle into school, the classes you will do on your first days are:

- Day 1: 2 classes**
- Day 2: 4 classes**
- Day 3: 6 classes (a Full Day)**

On Day 2 you will be asked to complete some tests so that we can prepare your school programme.

School Programmes:

As a student at Crannóg Nua School you will follow your own individual educational programme. This is called an **IEP**. You will help to develop your IEP and you will decide your targets and goals with the teachers. You will also have the opportunity to give your opinion in the student questionnaire section of the IEP.

You will be able to work on programmes such as Junior Cycle, QQI Level 3, Transition Year, Leaving Certificate and Wellbeing.

Subjects:

You will study many different subjects including:

- English
- History
- Maths
 - PE
- Woodwork
 - Craft
 - SPHE
- Cooking
- Geography
 - CSPE
 - Art
 - Music



School Points System:

Each school day, you have the opportunity to earn 50 points in school. 7 points can be earned in each of the 6 classes. The points are awarded for school attendance (2) and behaviour (5). Attending all your classes will earn you a daily bonus of 8 points.

At the end of the week, point totals for each student are calculated. The aim is to reach Level 5 which will result in €10 for the student. Your money will be put into savings, and you will have a savings card to show how much you have. You can ask the school to buy things online for you with this money. These are the different levels and their cash amounts:

Level 1	0 - 99 points	€2
Level 2	100 - 139 points	€4
Level 3	140 - 179 points	€6
Level 4	180 - 219 points	€8
Level 5	220 - 250 points	€10

Student of the Week:

‘Student of the Week’ is an extra €10 which is given each week to the one student for going that extra mile in school.

‘Student of the Week’ can be awarded for:

- ‘Most Improved Student’
- ‘Best Attendance’
- ‘Great Week in School’
- ‘Star Student’

You will be given a *Certificate of Achievement* which you can proudly keep at home and a copy of the certificate will be displayed in the school.



Contract:

I _____ agree to follow the rules of Crannóg Nua School.

They are:

- To respect my teachers, classmates and school property at all times.
- To arrive in school on time for class each day.
- To try to be the best that I can be.

Signed:

Student: _____

Principal: _____



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