

Loreto Secondary School, Wexford



SNA Deployment Policy

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Mission Statement

Truth, freedom, justice, sincerity and joy – as relevant today in Loreto, Wexford as for Mary Ward in 1609.

Key Principals of Implementation of SNA Resources:

1. All students, irrespective of additional care needs, are welcomed and enabled to enrol in Loreto Secondary School, Wexford
2. We are committed to making the necessary adaptations to include students with additional care needs. School staff will make necessary adaptations to the teaching, learning, social and physical environment.
3. Additional supports are deployed and managed effectively by the school to support those students with additional care needs who most need them.
4. Allocation and deployment of supports is flexible and responsive to students' needs and focused on delivering the right supports to meet additional care needs at the right time.
5. The use of additional care supports is focused on the development of students' independence, so they are enabled to live independent lives when they transition from school – in line with their individual abilities.
6. Additional care supports are used to promote better outcomes for students.
7. Parent/Guardian(s) engagement in their child's education is of central importance.

Planning:

The following steps are followed when allocating additional care supports for students with special/additional educational needs.

Identifying a student's needs:

The school will:

- Review existing information on the student's needs, using school-based data and information from former placements/schools, parents and external agencies.
- Where possible, engage in additional screening and data gathering as required, using informal and formal assessment approaches (e.g. observation, information on social engagement and emotional regulation, and relevant professional reports).
- Identify concerns and/or supports required for the academic student, which may include social, emotional and/or care needs etc.
- Identify Primary Care Needs and/or Secondary care associated tasks as part of this process, before any care need support is considered.
- Actively engage and collaborate with parents/guardians to elicit their views.
- Aim to capture the voice of the student at this, and all stages of this process.
- Using the information gathered, a PPP will be compiled and monitored/updated throughout the year.

Setting Goals and Targets:

- Based on identified needs, the Student Support Plan and PPP is commenced/updated. Clear targets for the student's holistic development at each level of the Continuum of Support are set. Additional Care Targets are also developed at this stage.
- Parents/guardians and students are involved in this process as much as possible.

Planning Intervention Methods and Approaches:

- The school will identify the level and type of support required to meet targets for each student on the Continuum of Support. We consider methodologies and pedagogies best suited to promoting meaningful inclusion.
- Care needs that can be addressed at the whole school and/or class level do not require SNA support. SNA support is activated only when a student has additional care needs that cannot otherwise be addressed.
- Weekly SET and SNA meetings with the SLT are used to monitor students' needs and progress.

Organising and Deploying Support for Intervention:

- The SENO will allocate SNAs to the school each year.
- The school will cross-reference the needs of students across the Continuum and consider common needs that can be met by grouping to ensure effective and efficient use of supports, agree which staff will cater for these groups/individuals and agree when and where the support will take place.
- The school will tailor additional care support to enable students to gradually achieve their targets as independently and as soon as is possible and appropriate.
- In considering SNA allocation, the school will be mindful of the requirement that students with the greatest level of need should receive the greatest level of support from SNAs.
- The deployment of SNAs is flexible in line with the changing needs of the student population throughout the year. All deployment is tracked and recorded at a weekly meeting with SNA team and the Deputy Principal.

Monitoring, recording and reviewing progress:

- A register of students is regularly maintained to monitor all students receiving support and the nature and focus of the support, at Whole-school/Classroom Support level by all teachers and at the School Support and School Support Plus levels.
- The review section of the School Support Plan is used to monitor and review each student's response to each target and strategy in their Support Plan.
- The school aims to involve parents/guardians in this process as well as taking in to account the voice of the student as much as possible.
- SNAs contribute to and support the student to voice their views on their Additional Care Support Targets.
- The SNA assists the teacher to monitor how the student is responding to the strategies and targets chosen to address their additional care needs. This includes documenting

(via observations and schedules) the progress being made in relation to the student's care needs on a day-to-day basis.

- SNAs meet with the Deputy Principal once a week to discuss the care needs of students in their care. Timetables and supports are discussed and can lead to the reorganisation of SNA support to reflect a student's response to intervention.
- Records of how SNA resources are deployed are kept by the Deputy Principal to address all students' additional care needs.
- The SLT meets with the SET Core Team once a week to discuss the support needs of students with special educational needs. This can lead to the reorganisation of SNA support to reflect a student's response to intervention.

Staff Roles and Responsibilities:

The Principal/Deputy Principal has responsibility for:

- Assigning roles and tasks to the SNA
- Coordinating the timetable of the SNAs
- Monitoring the effectiveness of the SNAs contribution to the needs of the student.
- Managing any conflict which may arise.
- Coordinating meetings with the SNA team.
- The PPP for students with SNA access.

The subject teacher:

- Has responsibility for the educational progress of all students in his/her class.
- Has a key role in bringing about the successful inclusion of students with SEN/AEN in the mainstream class.
- Will collaborate with SNAs regularly.

Special Needs Assistants:

- Provide care assistance to named students who have special/additional educational needs.
- Make a valuable contribution to the school's capacity to provide inclusive education to these students.
- Are made aware of the SEN/AEN plan and are given guidance on their role in the successful implementation of this plan.
- Recognise their role in the health and safety of the student and in their social, emotional, and educational development, without developing a culture of dependency.
- Assist / escort students on school trips in line with primary care needs.
- Give special assistance as necessary to students with specific difficulties e.g., helping students with SEN with typing, writing or other use of equipment in line with primary care needs.
- Assist with clothing, feeding, toileting and hygiene, being mindful of the health and safety needs of the student as necessary, when required to meet the specific needs of students.
- Assist with RACE during house examinations and state examinations.
- Assist the teacher in the supervision of pupils during assembly, recreation and in movement from one classroom to another.
- Accompany individual or small groups who may be withdrawn temporarily from the classroom. Give general assistance to the subject teacher, under the direction of the

Principal/Deputy Principal, of a non- teaching nature. The SNA may not act as either substitute or temporary teacher. In no circumstances may they be left in sole charge of a class.

- Participate with school development planning in AEN, where appropriate, and cooperate with any such changes to policies and practices arising from the school development process.
- Engage with parents of students with SEN as required and directed by school management.
- The SNA may be re-assigned to other appropriate work when special needs students are absent such as student observations, updating of PPPs etc.
- Treat all matters relating to school business and their work as strictly confidential.
- Engage in CPD and engage with external agencies for additional training as needed.

Date of ratification by the Board of Management:

9/2/26

John Mc Ginnity

John Mc Ginnity,

Principal and Secretary to the Board of Management.

Edward Lyons.

Edward Lyons,

Chairperson, Board of Management.