



Powerstown Educate Together National School

Roll No: 20384J

Powerstown Road, Tyrrelstown, Dublin 15

Telephone: 01 8272018

Email: info@powerstownet.com

www.powerstownet.com

Powerstown Educate Together National School

NEPS Assessment Policy

This policy has been formulated by Powerstown ETNS to inform parents, staff and community members the process of involving National Educational Psychology Service (NEPS) in the school.

Contents

Introductory Statement:.....	2
Rationale:	2
Relationship to School Ethos:	2
Internal School Procedures:.....	3
Criteria in order of priority:	3
Roles and Responsibilities:.....	3
Evaluation:	3
Implementation:.....	3

Introductory Statement:

This policy was drawn up in response to an ever increasing demand for NEPS involvement for pupils in recent years.

Rationale:

- The development of an inclusive school environment for pupils with special educational needs is a key strand of our work at Powerstown ETNS
- The NEPS model of a 'Continuum of Support' encompasses a graduated problem solving model of assessment and interventions in schools comprised of three distinct school based processes, namely Classroom Support, School Support, and School Support Plus.
- The focus is on identifying actions which can be taken to make a positive difference to pupils
- NEPS is committed to developing best practice in relation to meeting the needs of all children with special educational needs and to supporting school staff.

Relationship to School Ethos:

All pupils have needs including the need to feel a sense of belonging, the need to feel safe, the need to communicate and to be communicated with and the need to be respected and valued.

As an Educate Together school, we endeavor to provide an appropriate learning environment where every child is encouraged and enabled to develop to their full potential

Role of Parents:

- Powerstown ETNS values the role of parents as their child's primary educator and the active role parents play within the school.
- Parents are encouraged to discuss with class teachers any concerns they may have about their child's academic development.
- Extra support is provided to children through the Continuum of Support (COS). There are three levels of support: Classroom, School & School Plus. More information on COS can be read in our Continuum of Support Policy
- If children are receiving extra support through the Continuum of Support, extra meetings are scheduled with parents to keep them informed of children's targets
- Parents are formally invited to parent teacher meeting three times a year with class teachers and support teachers (if relevant). Informal meetings are scheduled with class teachers and parents, on request before and after teaching hours.

Internal School Procedures:

- It is essential that the needs of pupils with special educational needs can best be considered in terms of a structured on-going support plan.
- The NEPS model of a 'Continuum of Support' must be followed through the stages outlined in our Special Education Policy.
- Request for NEPS involvement must come from the child's class teacher.
- Parents are encouraged to speak to class teachers if they have any concerns for their child. If parents feel their child would benefit from NEPS assessment, the class teacher must agree.

Criteria in order of priority:

Each year, every class teacher is asked to complete "Priority Needs for NEPs Assessment" with the support of the Continuum of Support Teacher. Please see Appendix 1

This list is then discussed by COS team and principal.

Principal hosts a planning meeting with the NEPs psychologists and discusses priority needs. Children are then prioritised in order of needs at whole school level.

Only in exceptional circumstances, whereby a child is considered a significant health and safety risk to themselves or others can the Board of Management make changes to this list thereafter.

Roles and Responsibilities:

All staff members share in the implementation of this policy. Deputy Principal will act as coordinating teacher in consultation with Principal Teacher.

Evaluation:

This policy will be reviewed annually by In School Management Staff and amendments added as required.

Implementation:

This policy was ratified by Board of Management on Tuesday 22nd September 2015



Powerstown Educate Together National School

Roll No: 20384J
 Powerstown Road, Tyrrelstown, Dublin 15
 Telephone: 01 8272018
 Email: info@powerstownet.com
www.powerstownet.com

Appendix 1: Priority needs for NEPS Involvement - Academic Year 2017-2018

Psychologist: _____ School Name: _____ Date: _____

1	2	3	4	5	6*	7**
Student Initials/ School need	Class	Prev. Psychological Assessment/diagnosis? Prev. Referrals for Support (GP, CAMHS, etc)	School Screening carried out NRIT/NVRT/CAT; SIGMA/Numeracy; MICRA/Literacy/ Language (Quote Standard Scores) Behavioural Checklists (BESD @prim sch, Continuum of Support @ sec sch)	Nature of presenting need: Learning (Gen LD, Specific LD, Specific Speech & Lang?), EBD, Well being etc. School need: Consultation?/ Support &Development? Input on CoS, BESD, Student Support Team, Critical Incident Support, FRIENDS for Life ?	At what stage of Continuum of Support (CoS) is this student being supported? Describe support/interventions	Agreed Next Steps & Priority Needs for NEPS Involvement

* **NEPS Continuum of Support:** Level 1 Classroom support within Classroom Interventions, Level 2 School support, extra school-based supports, Level 3 School Support Plus, more specialised interventions e.g. outside agency involvement, etc.

** Please Note: Column 7 will be completed collaboratively at Planning Meeting