

SCOIL MHUIRE CLARINBRIDGE

**POLICY ON
SPECIAL
EDUCATIONAL
NEEDS (SEN)**

Special Educational Needs Policy

Introduction

Scoil Mhuire, Clarinbridge has drawn up this policy in consultation with the staff, parents and the Board of Management.

This policy is informed by the Guidelines for Primary Schools (Supporting Pupils with Special Educational Needs in Mainstream Schools) and Special Education Circular 0013/2017.

Rationale of Policy

This policy was drawn up to provide practical guidance for teachers, parents and other interested parties on the provision of effective support to pupils with Special Educational Needs (SEN), as well as to fulfil our obligations under the Acts below:

- Education Act (1998)
- Education Welfare Act (2000)
- The Equal Status Act (2000)
- Disability Bill (2002)
- E.P.S.E.N. Act (2004)

It is the policy of this school to

- Ensure that supports provided to children with special educational needs should be based on identified needs as outlined in Special Education Circular 0013/2017.
- Support children with identified special educational needs, including children for whom English is an Additional Language (EAL).
- Ensure that children with the greatest levels of need should have access to the greatest level of support.
- Create an inclusive learning environment ensuring that all children gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.

Aims of Policy

This policy aims to:

- Develop self-esteem and positive attitudes to school and learning for all children.
- Work in partnership with parents in supporting their children's needs.
- Promote a whole school approach to collaboration between Class Teachers, Special Education Teachers (SETs), Special Needs Assistants (SNAs), outside professionals and parents to enhance provision of the SEN programme for pupils.

Roles & Responsibilities

The support of Special Needs Education pupils is a collaborative responsibility shared by all partners in the learning experience. This will include Board of Management, S.E.N.O., Principal, Special Needs Co-ordinator, Class Teacher, Special Needs Teachers, Parents, Special Needs Assistants and Visiting teachers.

Board of Management

The role of the Board of Management is to:

- Ensure the development, implementation and review of Special Educational Needs policy for the school
- Ensure a budget is allocated for specialised resources needed to deliver the programmes for pupils with SEN.
- Ensure records gathered are stored in a secure facility as per the GDPR guidelines.
- Budget for ongoing support for Professional Development in SEN for staff.

The Principal & the Deputy Principal/SEN Coordinator

The Principal has overall responsibility for the operation of the school's SEN and the operation of services for children with special educational needs.

The Deputy Principal/SEN Coordinator will;

- Oversee the implementation of a whole school assessment and screening programme to identify children with very low achievement and/or learning difficulties.
- Monitor the selection of children for supplementary teaching
- Keep teachers informed about the external assessment services (e.g. National Educational Psychological Services NEPS) that are available and the procedures to be followed in initiating referrals
- Maintain a list of children who are receiving supplementary teaching
- Support the implementation of a tracking system at whole school level to monitor the progress of children with learning difficulties
- Ensure all policies described in the school plan are inclusive.
- Ensure that the Special Education Needs of Pupils are met along a continuum
- Facilitate communication between class teachers and parents of children in receipt of supplementary teaching
- Support the professional development of class teachers and SETs by encouraging them to attend courses and/or avail of support services.
- Ensure that resources are solely for the support of pupils with identified needs including those for whom English is an additional language.
- Ensure that SETs cannot be used for whole class teaching purposes.

Parents

Our school is aware that clear and timely communication with parents of pupils with SEN is essential for effective inclusion. Our school makes every effort to ensure that collaboration and sharing of relevant information between the school, parents and outside agencies are facilitated to inform best outcomes for SEN pupils.

Parents contribute by:

- Engaging in the process of The Continuum of Support (such as consultation regarding their children's strengths and needs and the supports and strategies that are being implemented to foster their child's learning).
- Regular communication with the Class Teacher and SET.
- Fostering a positive attitude about school and learning in the child.
- Encouraging and supporting with homework tasks.
- Provide the Principal with any relevant reports received from outside professionals and agencies regarding their child.

<https://www.education.ie/en/The-Education-System/Special-Education/a-new-model-for-allocating-special-education-teachers-to-mainstream-schools.pdf>

Class Teacher

- **First-line responsibility for the education of all children in his/her class, thus having primary responsibility for differentiating school work and homework.**
- Engage in evidence-informed teaching and classroom management approaches
- Adapt teaching approaches and differentiate lessons that facilitate meaningful inclusion of children with special educational needs.
- Will design an individual programme of work in the consultation with the SET for pupils who are unable to participate in the class curriculum
- Adapt the environment to promote curricular access for pupils.
- Will read and become familiar with all reports on pupils in their care.
- Will use specialised equipment e.g. FM system and adopt approaches recommended by other professionals as far as possible.
- Will liaise with SET and SNA in implementing programmes.
- Collaborate with SET and parents in the planning process in drawing up and implementing the Student Support File.
- Will guide the SNA in supporting children with SEN .

Special Education Teacher (SET)

The principal aim of SET is to optimise the teaching and learning process for children with SEN.

The main role of SET will be:

- Employ a wide range of teaching approaches, methodologies (including Team Teaching) and resources to cater for particular learning styles and meet a variety of needs.
- Collaborate and liaise with Class Teacher, Special Educational Needs co-ordinator as well as parents and outside agencies in developing a Support Plan (a general support plan, a behaviour plan or contract, and individual learning profile, an individual education plan, a personalised learning plan etc.)
- 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.
- 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.
- To promote whole school strategies in the areas of literacy, numeracy and social emotional teaching.
- Support pupils who require additional teaching support; “Individualised learning needs can be addressed in a variety of ways and should not be solely equated with withdrawal from class for one-to-one or group tuition.” (Circular 0013/2017, p.18) Teaching approaches will include a combination of team-teaching, co-operative teaching, early intervention and small group or individual supports to address specific learning needs.
- Collaborate with class teachers to plan interventions to meet the priority learning needs of pupils.
- Create short term planning documents which reflect the support plans.
- Outcomes need to be routinely assessed, recorded and used to review progress and plan further interventions.
- In order to streamline targets SET’s need to assess for learning at the beginning of the year and ensure assessment of learning at year end.

Special Needs Assistants (SNAs)

Please see Circular 0030/2014

www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0030_2014.pdf

The duties of Special Needs Assistants (SNAs) are assigned by the Principal. These duties will involve tasks of a non-teaching nature, such as:

- Assistance with feeding: where a child with special needs requires adult assistance
- Administration of medicine: where a child requires adult assistance to administer medicine
- Assistance with toileting and general hygiene: (including catheterisation) where a child with special needs cannot independently self-toilet, and until such time as they are able to do so
- Assistance with mobility and orientation: on an ongoing basis including assisting a child or children to access the school, the classroom, with accessing school transport or helping a child to avoid hazards in or surrounding the school
- Assisting teachers to provide supervision in the class, playground and school grounds: at recreation, assembly, and dispersal times including assistance with arriving and departing from school for children with special needs.
- Confidentiality in all matters in relation to school issues in general and in relation to the child/children assigned to the SNA in particular.
- Non-nursing care needs associated with specific medical conditions: such as diabetes, epilepsy etc.
- Care needs requiring frequent interventions including withdrawal of a child from a classroom for movement breaks when essential: This may be for safety or personal care reasons, or where a child may be required to leave the class for medical reasons or due to distress on a frequent basis.
- Assistance with moving and lifting of children, operation of hoists and equipment. (See Health and Safety Policy)
- Assistance with severe communication difficulties including enabling curriculum access for children with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times
- Preparation and tidying up of rooms in which teaching and learning is taking place .
- Preparation and organisation of the child's learning resources.
- Assisting in out-of-school visits, walks and similar activities.
- To support and assist a child to become independent and responsible, the duties of the SNA may be modified as appropriate in the classroom. information and expertise in these given areas

SNA's are reminded to-

Remember: If unsure of the task required of you as SNA, please ASK for assistance.

Please have a list of care needs and daily routines readily available in your folders in order to ease handover to substitute or other SNA's if the need arises.

Each end of school year, the SNAs are assigned to their roles for the following school year. This is then communicated via letter to the parents of the pupils concerned.

Please see Appendix 4.

The Principles of SEN are;

Inclusion :

Scoil Mhuire is an inclusive school environment which embraces and celebrates the uniqueness of every pupil. Scoil Mhuire strives to nurture and to cater for the needs of all pupils within the school. Pupils are encouraged to actively participate and engage in their learning and their life in this school.

Whole School Policies used to prevent literacy, numeracy and emotional difficulties

As a means of preventing the occurrence of learning difficulties insofar as possible, the following strategies are being implemented;

- The development and implementation of agreed whole school approaches to language development, e.g. phonological awareness, reading, writing and comprehension strategies
- The development and implementation of agreed whole school approaches to the teaching and language of aspects of Maths, e.g. our whole school approach to active learning and the use of concrete materials and the use of specific Maths Language.
- Raising awareness at whole school level of the importance of building resilience and developing emotional fluency by the following: Anti Bullying week, Wellbeing week, Amber Flag.
- Throughout the school, the following programmes are being developed to match identified needs: Zippy's Friends, Friendship Terrace programme, Zones of regulation, Friends for Life and Weaving Wellbeing.
- Promotion of parental understanding and involvement through attendance at an induction meeting for the parents of Junior Infants in September, the arrangement of formal and informal Parent-Teacher Meetings, as well as ongoing collaboration with parents
- On-going teacher observation and assessment of children.
- New approaches are being trialled and developed and using assessment data to evaluate the efficacy of these interventions e.g. station teaching, Lift Off Literacy etc.
- School policy on Physical Interventions and detailed strategies on prevention and monitoring inappropriate behaviour.

Provision of Intensive Early Intervention

- The principle of early intervention applies, therefore children from Junior Infants to First Class are given priority in the allocation of additional support teaching. (reference page 33 of guidelines).
- In Junior Infants a particular set of pupils may be selected for intensive small group tuition in literacy and numeracy for a short period of time when deemed necessary.
- Whole school/classroom support for all for literacy and numeracy is provided by a number of teachers who team-teach from Senior Infants to First Class. This is based on the Literacy Lift- Off model from the Reading Recovery Programme.
- A Student Support File is developed to plan interventions, document progress and needs, and to track a child's pathway through the Continuum of Support for those with identified needs. Following a period of intervention and review of progress, a decision is made as to the appropriate level of support required by the child. This may result in a decision to discontinue support, to continue the same level of support, or move to a higher or lower level of support.

Direction of Resources towards Children with Greatest Need.

Pupils who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES, 2010) This will be evidenced through school-based assessment of attainment, behavioural, social and emotional functioning and needs set out in professional reports and ongoing monitoring of learning outcomes.

Special Education supports are allocated according to identified needs ensuring those with the highest level of need have access to the greatest level of support. (Circular 0013/2017, p15-16).

Identification of pupils for support:

Schools take into account the following:

- Standardised tests are used to screen and identify pupils' performance in reading and mathematics. Those pupils performing below the 10th percentile are prioritised for support in literacy and numeracy.
- Pupils who were previously in receipt of supplementary teaching from a resource or learning support teacher and who continue to experience significant learning difficulties.
- Pupils who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES, 2010). This will be based on collation of evidence through school-based assessment of attainment, behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. Schools should also take into account needs set out in professional reports, where available.
- Pupils with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties. Pupils who have specific learning disabilities.
- Pupils with significant Special Educational Needs. For example, pupils with significant learning, behavioural, emotional, physical and sensory needs. These pupils need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs.
- Schools should also carefully consider the needs of other pupils who may present with a range of learning whose interaction may present a significant barrier to the pupils' learning and ability to access the curriculum.
- Pupils who have additional literacy or language learning needs including those pupils who need additional English Additional Language Support.

The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs should be based on their needs and should be provided differentially through the continuum of support process.” (Circular 0013/2017, p15-16).

Provision of Supplementary Teaching (See Appendix 1)

The work of the SET is the provision of supplementary teaching to the children identified

- Children are usually taken as part of a group but one to one teaching may be provided where small group teaching has not been effective.

- Classes will be intensive in terms of frequency, every day or 3/4 days a week, depending on class level and identified needs.
- A system of withdrawal and/or in-class support will operate in response to the needs of the individual child.
- The Class Teacher and the SET will meet to devise a School Support Plan / IPLP (Individual Programme and Learning Profile). The SET will devise the School Support Plus Plan/Individual Education Plan (IEP) in consultation with the Principal/Deputy Principal, class teacher and parents. The child can also contribute to setting his/her own short-term targets.
- The SET will include the following documentation in individualised files which will be kept in the class teachers' room or in the SETs room as appropriate:
 - (i) Student support file which may include the following as appropriate: a general support plan, a behavioural plan or contract, an Individual Profile and Learning programme(IPLP), Individual Educational Plan(IEP)
 - (ii) Short term planning and programme record
 - (iii) Records, comprehension checks, Dolch word lists, Jackson Phonics Tests etc.
 - (iv) Samples of written work

Individual Child Learning Profile(IPLP)/ Individual Educational Plan(IEP)

The Individual Child Learning Profile (IPLP) will be drawn up for children in receipt of **School Support** and the Individual Educational Plan(IEP) will be drawn up for children in receipt of **School Support Plus - See Appendix 1**

The plan will address the children's full range of needs and will include:

- Details from the Class Teacher
- Assessment Results
- Other relevant information, e.g. reports from other agencies
- Learning strengths and attainments
- Priority learning needs which will be linked to assessment, interventions and will be strengths based and developed collaboratively
- Learning targets which will be measurable and observable
- Class based learning activities
- Supplementary support activities.

Educational plans will be differentiated in line with a child's needs. A support plan should include clear measurable learning targets and specify the resources and interventions that will be used to address student needs in line with the Continuum of Support process.

Regular reviews of learning targets as part of an ongoing cycle of assessment, target setting, intervention and review will take place.

Continuing and Discontinuing Special Educational Teaching in Literacy and Numeracy

- Following the end of an Instructional Term review as detailed above, a decision is made as to the appropriate level of support required by the child. A decision will be taken to discontinue support, to continue the same level of support, or move to a higher or lower level of support
- The decision making process involves consultation between the class teacher, the SET, and the child's parents and account is also taken of the overall SEN demands.
- The criteria on which the decision will be made include a consideration whether:
 - (i) the child has achieved some/all of the learning targets set and
 - (ii) the child will be able to cope independently/semi independently in the classroom.
- A decision to continue the provision of supplementary teaching will result in a revision of the child's IEP/IPLP.

Referral to out of School Agencies

- The SEN Co-ordinator organises the referral of children to outside agencies, e.g. Educational Psychologist, Speech & language Therapist, Occupational Therapist etc
- The Principal and/or SET and/or Class Teacher meet with the parents to discuss the need for the referral and to seek consent.
- The Class Teacher completes the necessary referral form in consultation with the appropriate school personnel.
- The external professional may visit the school to meet with the child, parents, principal, Class Teacher and the SET as appropriate, and the assessment is conducted
- This is followed by a return visit at which findings are discussed, recommendations are considered and an appropriate response is agreed.
- If there is a concern regarding any possible delay of the follow-through post assessment, such concern is pursued by the Principal with the out of school agency concerned.

External agencies that support practice in the school include the Brothers of Charity, CAMHS, HSE, TúsLá, NEPS, NEWB, PDST, SESS and the Gardaí.

Visiting Teachers:

These teachers allocated by the D.E.S. provide specific learning and technical support in relation to difficulties such as Hearing Impairment and Visual Impairment

The visiting teacher will liaise with the SET, Class teacher and S.N.A. (where applicable) in order to support the child to become independent and responsible. The duties of the SNA may be modified as appropriate in the classroom.

Health and Safety Issues

Every staff member and pupil is entitled to a safe, secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each pupil with SEN. When a place is offered to a child with SEN, every effort will be made to ensure that the supports to which the child is entitled are in place as soon as possible. Staff members will be informed of any potential risks and, where necessary, individual plans will be drawn up and implemented.

Please see school's Safety Statement for further details.

See also school's Policy on Physical Intervention. This outlines strategies for prevention of behaviour that may lead to health and safety concerns.

Supervision/Child Protection

- Where pupils receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both themselves and the pupil are visible through the glass panel in the door.
- Where there is no glass panel, the door of the room should remain open.
- Where pupils are withdrawn for support, the SET teacher will (where deemed necessary) collect and return children to their classrooms.
- Please see school policy on Physical Intervention

Success Criteria

Practical indicators of the success of the policy;

- Positive improvements in standardised tests in literacy and numeracy among children in receipt of additional support teaching
- Achieving a coordinated approach to SEN in the school
- A fully inclusive school
- Children with the greatest level of need accessing the greatest level of support
- Core team of SET to meet the needs of children with SEN
- Maintaining records of individualised and differentiated programmes of work for individual/groups of children
- Clarity among staff as to their roles
- Bi-annual reviews of progress

Ratification & Communication

This policy was reviewed and ratified by the Board of Management of Scoil Mhuire, Clarinbridge on the 24th February 2021 and subsequently communicated to the school community via newsletters and the school website.

Signed:



Chairperson Board of
Management

Appendix 1

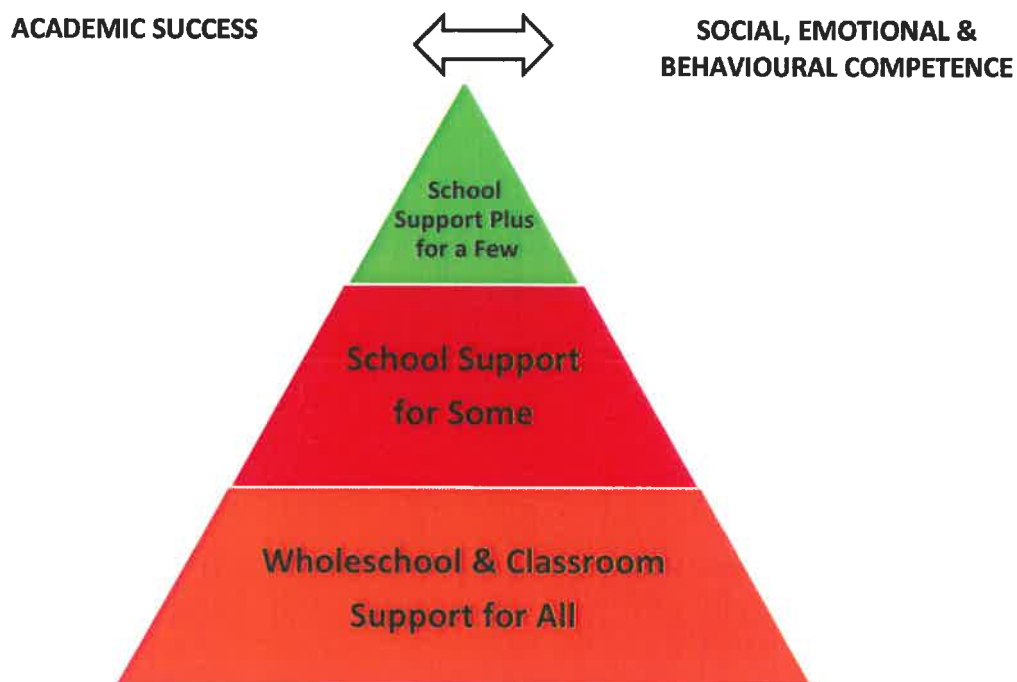
Identification of Educational Needs through the Continuum of Support Process <i>Primary</i> (Guidelines, p.9-10)	
Classroom Support	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parental consultation <input type="checkbox"/> Teacher observation records <input type="checkbox"/> Teacher-designed measures /assessments <input type="checkbox"/> Basic needs checklist * <input type="checkbox"/> Learning environment checklist* <input type="checkbox"/> Pupil consultation - My Thoughts About School Checklist <input type="checkbox"/> Literacy and numeracy tests <input type="checkbox"/> Screening tests of language skills <p>A Classroom Support plan runs for an agreed period of time and is subject to review</p>
School Support	<p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher observation records <input type="checkbox"/> Teacher-designed measures / assessments <input type="checkbox"/> Parent and pupil interviews <input type="checkbox"/> Learning environment checklist <input type="checkbox"/> Diagnostic assessments in literacy/numeracy <input type="checkbox"/> Formal observation of behaviour including ABC charts, frequency measures <input type="checkbox"/> Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition. A School Support Plan operates for an agreed period of time and is subject to review</p>
School Support Plus	<p>This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher observation and teacher-designed measures <input type="checkbox"/> Parent and pupil interviews <input type="checkbox"/> Functional assessment <input type="checkbox"/> Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc. <p>Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress. A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation</p>

*These checklists are available in the Continuum of Support Guidelines for Teachers

https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf

Appendix 2

A Continuum of Support



Student Support File

<https://www.sess.ie/special-education-teacher-allocation/primary/continuum-support-primary>

A Guide for Parents/Guardians and Students (A New Model For Allocating SET to Mainstream Schools)

<https://www.education.ie/en/The-Education-System/Special-Education/a-new-model-for-allocating-special-education-teachers-to-mainstream-schools.pdf>

Behavioural Emotional and Social Difficulties (A Continuum of Support)

https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_besd_continuum_teacher_guide.pdf

Guidelines on the Student Support Plan are available at:

<http://www.sess.ie/sites/default/files/inline-files/Student-Support-File-Guidelines.pdf>

Appendix 2 Links to relevant support material

Transitioning to Post Primary School

<https://www.sess.ie/sites/default/files/inline-files/Transition-to-Post-Primary-School-Sample-Transition-Programmes.pdf>

<http://ncse.ie/wp-content/uploads/2016/01/3-NCSE-2016-Changing-Schools-final-web-27.01.16.pdf>

Role of the Special Educational Needs Organiser (SENO)

<http://ncse.ie/wp-content/uploads/2014/11/RoleOfSENO.pdf>

Further Information available on the following websites.

www.sess.ie

www.ncse.ie

www.ncca.ie

CIRCULAR 52/2019 - REVISION OF CIRCULAR 12/96 ON EXEMPTION FROM THE STUDY OF IRISH

<https://assets.gov.ie/27471/6add2a93f75e40c19233c552f226bcac.pdf>

Circular No 0010/2013 Scheme of grants towards the purchase of essential assistive technology equipment for pupils with physical or communicative disabilities

www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0010_2013.pdf

NCSE (National Council for Special Education) www.ncse.ie

NEPS (National Educational Psychological Service) @
www.education.ie

SENO (Special Educational Needs Organiser) Contact via NCSE

SESS (Special Education Support Service) www.sess.ie

HSE (Health Service Executive) www.hse.ie

CAMHS (Child and Mental Health Services) Contact HSE Merlin Park
University Hospital

TUSLA (Child & Family Agency) www.tusla.ie info@tusla.ie

Brothers of Charity www.brothersofcharity.ie

Middletown Centre for Autism www.middletownautism.com

As I Am www.asiam.ie

Inclusion Ireland www.inclusionireland.ie

Appendix 4 Sample Letter to Parents re SNA Allocation/Policy on Communication



Dear Parents & Guardians,

We mentioned last year that it would be likely that there would be changes to the SNA allocation to pupils this coming school year YYYY / YY. We have discussed this with the SNA staff and heard their concerns re being with a pupil for an extended period and a need to refresh with new challenges to broaden their professional experience. We are also aware that SENOs advise that pupils work with the new SNA every so often in order to foster more independence in pupils as they move towards Secondary School. This coming year is the only opportunity to make changes as henceforth, we would expect the same SNA would stay with those pupils currently in third and fourth classes as they move towards the end of their primary school cycle here. As a result, the situation for your child next year is:

Pupil's Name: _____ SNA allocation for YYYY/YY: Name of SNA _____

SNAs have begun familiarising themselves with the pupils that they will care for next year and there will be further transitioning in the coming days. We have no doubt that your child will benefit from learning to work with a new SNA as they grow older.

School Policy re Communication between Home and School

We wish to remind you of our policy re communication between home and school. We have taken advice from professionals such as educational psychologists on this also. Essentially, we need to establish a communication routine which does not involve texting or phone calls to the SNA's personal mobile phones re school matters, as these are not official means of communication.

The following are the main points.

1. All communication between home and school in the coming year YYYY / YY shall be on the normal school policy basis.

This includes:

- A. Spoken or verbal communication with the classroom teacher and SNA at handover time in the mornings and evenings when going home.
- B. Written communication via a note to classroom teacher re progress at school etc or SNA (re care needs only)
- C. Written communication via journal diary between classroom teacher and SNA and home
- D. Phone call to Geraldine in the office 091 –796191 if emergency or any other message not given in any of the above.
- E. Arrangement to hold meeting after school with classroom teacher, SET or SNAs

2. No mobile phone numbers should be exchanged between parents and SNAs for the purpose of contacting each other re school matters. So please use one of the systems above for all school related communication in the new school year.

Wishing you and your children are very happy summer and see you on DD/MM/YYYY.