



Support Teaching Policy

Date ratified by the Board of Management: October 2008

Date of review: 04/06/2010

Date of review: 22/10/2014

Date of review: 13/09/2017

Date of review: 27/01/2020

**School Patron: The Right Rev. Dr. Paul Colton,
Bishop of Cork, Cloyne and Ross**

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Chairperson: Mr Daniel Emerson

Principal: Ms Jill Horan

Introductory Statement

This policy was originally formulated by the staff of St. Multose National School, in consultation with parents and sanctioned by the Board of Management. The purpose of the policy is to outline ways in which we at St. Multose School endeavour to support children's learning within the school according to his/her needs.

Rationale

- St. Multose N.S. aims to help children to think clearly, creatively and critically and to act independently. Positive strategies are in place to identify and address learning difficulties.
- Inclusion, early assessment, a team approach with specialist teachers and a multidisciplinary approach are recognised as essential. Pupils will be provided for with equality of access and at a level appropriate to their needs.
- St. Multose N.S. recognises its duty in identifying pupils who require support teaching and making provision for them as early in their school life as possible. Pupils with the highest level of need will have the highest level of support in literacy and numeracy.
- The school has become adept at early identification of children who need extra support and liaises regularly with support services and parents to ensure the best care and learning for the children in the school.

Relationship to the Characteristic Spirit of the school

Our school cherishes all pupils equally and endeavours to aid them to reach their full potential. A sense of personal achievement, rather than failure, is the ultimate goal for all children, irrespective of difficulties and limitations. All children have strengths and these should be focused on and used to boost children's self-esteem and confidence in their own abilities.

Aims

- To ensure that all children reach their full potential, insofar as possible.
- To ensure that suitable teaching and equipment is in place to accommodate those who struggle academically.
- To put in place procedures for assessment of children with educational difficulties.
- To assist the formulation of individual programmes of work, if deemed necessary.
- To provide CPD (continuous professional development) for staff to ensure knowledge and skills are in line with current policy and procedures.

Guidelines

Role of Assessment in Support Teaching

- Assessment is used to monitor learning and to ascertain achievement in each area of the curriculum.
- Assessment is also used to identify children with specific learning difficulties or gifted pupils providing information so as effective intervention can be put in place.
- Assessment assists communication between teacher and child, teacher and parent and between teacher and teacher.
- Assessment/testing affirms the good work being done in school.
- Assessment/testing allows progress to be monitored.

Standardised and Diagnostic Testing

Support teachers will assist class teachers in administering standardised testing. Support teachers will administer diagnostic testing in consultation with the class teacher.

- Diagnostic testing (administered by support teachers)
 - Used to point towards specific strengths and weaknesses in literacy and numeracy:
GL assessment, York Assessment for Reading and Comprehension (YARC), Test2R etc.

Communication to Parents/Retention of Records

- The Support Teachers may meet with parents following diagnostic testing and, for children in receipt of supplementary tuition, regularly throughout the year
- All results will be stored securely in locked files – only parents and staff will have access to test results.
- Diagnostic and standardised test results will be filed and kept until child is 21 years of age.
- 6th class pupils' school reports (Education Passport) will be sent to their relevant secondary schools upon request.

Procedure should child show signs of learning problems: Continuum of Support approach

• Pupils, who exhibit needs within the class environment, will follow the Continuum of Support. See attached appendix for an outline of the Continuum of Support. A Classroom Support Plan should be in place before a child is considered for school support.

A continuum of support student file shall include:

- The nature and degree of the child's abilities, skills and talents
- The nature and degree of the child's special educational needs
- The present level of educational performance
- Test results or other assessment results
- Special education and related support services to be provided and the goals the child is to achieve for the term/period.

In the event that a child, already enrolled in the school, should show signs of having special educational needs, then the following measures will be used:

- When the principal, having been advised by parents/guardians/teachers or otherwise, forms an opinion that a child has special educational needs, the principal shall take such measures as necessary to meet the educational needs of the student.
- The Continuum of Support will be used, in conjunction with any other support available within the school.
- If the principal is of the opinion that the student concerned is still not benefiting from the education programme provided the principal shall arrange for an assessment of the student to be carried out.
- The assessment is to be carried out by people such as a psychologist, a medical practitioner/psychiatrist, Occupational or Speech Therapist, the principal of the school, a teacher of the school, a qualified social worker, a play therapist and/or other suitably qualified therapists. • The assessment is to be carried out with the consent of the parents/guardians.

- The principal shall ensure the parents of the child, the S.E.N.O. and such other persons as are appropriate are consulted and that the involvement of the parents/guardians is facilitated.
- When a School Support Plus (SSP) Plan has been prepared by the Support Teacher/s, the principal shall ensure that it is furnished to the parents/guardians and they have an opportunity to discuss it.
- The principal of the school shall ensure the educational plan is implemented and ensure that the school will apply to the Department of Education and Skills for the necessary grants and support services.
- The support teacher/s shall review each S.S.P for those children at the start of each term.
- They will meet with parents/guardians and the class teacher to discuss the S.S.P. Outside agencies may attend S.S.P. meetings as necessary.
- Parents, support teachers and the principal will sign the S.S.P. Success Criteria

This policy endeavours to best assist children with learning (and emotional and/or behavioural) difficulties and to support their parents. It is hoped that all children would make pleasing progress and engage with numeracy and literacy in a practical way. Improved test scores and overall performance will provide an indication of success. Improvements in social skills, confidence/self-esteem, coping and life skills will show success in less academic areas.

Roles & Responsibilities

- Class teachers and the Principal, in conjunction with the support teachers, parents and a psychologist from NEPS (or another approved Educational Psychologist) are responsible for assessing pupils and providing them with the best help available.
- The Department of Education & Skills is responsible for providing necessary equipment to make it possible to provide the best care available.
- The principal will liaise between NEPS psychologist and parents, and between the S.E.N.O., parents and all teachers.
- Parents are responsible for co-operating with S.S.P (School Support Plus) planning and implementation of suggested follow-up activities in the home.
- A letter will be sought from parents/guardians if they refuse support/assessments in order to indemnify the school from further action.

Responsibility for Review

The support teachers, principal and class teachers will carry out the review. Feedback from parents, during parent-teacher meetings and information from SNAs will be noted and discussed at the review.

Ratification & Communication

The Board of Management ratified the revised policy and the policy was circulated to staff and uploaded to the school website.

Signed:



Date: 27/01/2020

Daniel Emerson Chairperson of the Board of Management

Identification of Needs through the Continuum of Support Process - (Primary Guidelines, p.9-10)

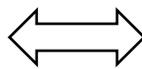
Classroom Support	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> • Parental consultation • Teacher observation records • Teacher-designed measures /assessments • Basic needs checklist * • Learning environment checklist* • Pupil consultation - My Thoughts About School Checklist • Literacy and numeracy tests • 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"> • Teacher observation records • Teacher-designed measures / assessments • Parent and pupil interviews • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • 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"> • Teacher observation and teacher-designed measures • Parent and pupil interviews • Functional assessment • 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>



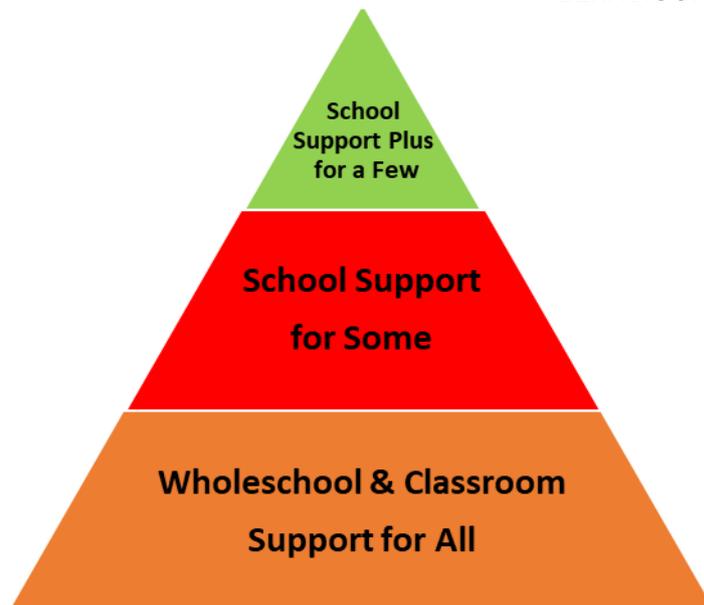
STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

A Continuum of Support

ACADEMIC SUCCESS



SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE



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.

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?		
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		
<i>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</i>		

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(s)	

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

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