

## Aston Village Educate Together National School Support and Assessment Policy

<b><u>Chapter</u></b>	<b><u>Section</u></b>
<a href="#"><u>Preamble</u></a>	<a href="#"><u>Preamble</u></a>
<a href="#"><u>1. Context</u></a>	<a href="#"><u>1.1 Our School</u></a>
<a href="#"><u>1. Context</u></a>	<a href="#"><u>1.2 Making our School Inclusive</u></a>
<a href="#"><u>1. Context</u></a>	<a href="#"><u>1.3 Quality Framework</u></a>
<a href="#"><u>1. Context</u></a>	<a href="#"><u>1.4 Current Model of Allocation and Support</u></a>
<a href="#"><u>2. A Needs Based Approach</u></a>	<a href="#"><u>2.1 Continuum of Support</u></a>
<a href="#"><u>2. A Needs Based Approach</u></a>	<a href="#"><u>2.2 Key Principles</u></a>
<a href="#"><u>2. A Needs Based Approach</u></a>	<a href="#"><u>2.3 Outside Services</u></a>
<a href="#"><u>2. A Needs Based Approach</u></a>	<a href="#"><u>2.4 Needs</u></a>
<a href="#"><u>3. Assessment</u></a>	<a href="#"><u>3.1 AoL and AfL</u></a>
<a href="#"><u>3. Assessment</u></a>	<a href="#"><u>3.2 Screening</u></a>
<a href="#"><u>3. Assessment</u></a>	<a href="#"><u>3.3 Other Assessment Tools</u></a>

<a href="#"><u>3. Assessment</u></a>	<a href="#"><u>3.4 Standardised Testing</u></a>
<a href="#"><u>4. Identifying Needs</u></a>	<a href="#"><u>4.1 Approaches to Identifying Needs</u></a>
<a href="#"><u>4. Identifying Needs</u></a>	<a href="#"><u>4.2 Irish Exemption</u></a>
<a href="#"><u>4. Identifying Needs</u></a>	<a href="#"><u>4.3 Allocation of Students on Continuum of Support</u></a>
<a href="#"><u>5. Meeting Needs</u></a>	<a href="#"><u>5.1 Models of Support</u></a>
<a href="#"><u>5. Meeting Needs</u></a>	<a href="#"><u>5.2 Early Intervention and Prevention</u></a>
<a href="#"><u>5. Meeting Needs</u></a>	<a href="#"><u>5.3 Selection of Students for Additional Support</u></a>
<a href="#"><u>5. Meeting Needs</u></a>	<a href="#"><u>5.4 Consent and Notification</u></a>
<a href="#"><u>6. Deploying Resources</u></a>	<a href="#"><u>6.1 Use of Building and Rooms</u></a>
<a href="#"><u>6. Deploying Resources</u></a>	<a href="#"><u>6.2 Assistive Technology and Visiting Teachers</u></a>
<a href="#"><u>6. Deploying Resources</u></a>	<a href="#"><u>6.3 Role of ICT</u></a>
<a href="#"><u>6. Deploying Resources</u></a>	<a href="#"><u>6.4 Materials to Adapt Classroom Environment</u></a>
<a href="#"><u>6. Deploying Resources</u></a>	<a href="#"><u>6.5 Visual, Multi-sensory and Connected Approach</u></a>
<a href="#"><u>6. Deploying Resources</u></a>	<a href="#"><u>6.6 Programmes and Schemes used in Support</u></a>
<a href="#"><u>6. Deploying Resources</u></a>	<a href="#"><u>6.7 Continuing Professional Development (CPD)</u></a>
<a href="#"><u>6. Deploying Resources</u></a>	<a href="#"><u>6.8 Staff Collaboration</u></a>
<a href="#"><u>7. Planning and Recording</u></a>	<a href="#"><u>7.1 Inclusion</u></a>
<a href="#"><u>7. Planning and Recording</u></a>	<a href="#"><u>7.2 Planning and Recording Templates and Guidelines</u></a>
<a href="#"><u>7. Planning and Recording</u></a>	<a href="#"><u>7.3 Personal Pupil Plan (PPP)</u></a>

<a href="#">7. Planning and Recording</a>	<a href="#">7.4 Student Support File</a>
<a href="#">7. Planning and Recording</a>	<a href="#">7.5 Daily Record and Preparation of Work</a>
<a href="#">7. Planning and Recording</a>	<a href="#">7.6 Records of Pupil Work and Assessment</a>
<a href="#">7. Planning and Recording</a>	<a href="#">7.7 Support Management System</a>
<a href="#">8. Evaluating and Reporting Outcomes</a>	<a href="#">8.1 Review of Planning</a>
<a href="#">8. Evaluating and Reporting Outcomes</a>	<a href="#">8.2 Engagement with Parents and Outside Services</a>
<a href="#">8. Evaluating and Reporting Outcomes</a>	<a href="#">8.3 School Transfer</a>
<a href="#">8. Evaluating and Reporting Outcomes</a>	<a href="#">8.4 Closing the Continuum of Support File</a>
<a href="#">9. Implementation of Policy</a>	<a href="#">9.1 Roles and Responsibilities</a>
<a href="#">9. Implementation of Policy</a>	<a href="#">9.2 Implementation Plan</a>
<a href="#">Appendices</a>	<a href="#">Appendices</a>

This policy was formulated by Des Coyle and includes input from the staff, the Board of Management and Parents Association. This policy will be available to the wider school community via the school webpage. A copy of this policy will be made available to the Department of Education and Skills and to the patron if requested.

Ratified by Board of Management on:

Signed:

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Dr. Conor Brennan  
Chairperson.

# **1. Context**

## **1.1 Our School**

Aston Village [Educate Together](#) National School is an equality-based, co-educational, child-centred and democratically run primary school in the large and growing urban area of Drogheda. Opening in 2008, we have in 2019 over 415 students with a diverse range of backgrounds and abilities. Our vision is to provide a welcoming, positive and inclusive learning environment for all students in line with our ethos. Using the staged approach of the Continuum of Support, providing support at the right time in the right way for our students is key to achieving this vision. We are strongly committed to promoting participation, improving outcomes and developing students' academic, social, emotional and independent living skills. Evidence-based whole-school approaches to teaching and learning, effective methods of assessment and ongoing engagement with parents, students and outside services form an integral part of each stage of support a student may receive.

## **1.2 Making our School Inclusive**

- Everyone is made to feel welcome and valued.
- Students are encouraged to help each other.
- There is a respectful partnership between staff, students and parents
- There are high and appropriate expectations for all students.
- Difference amongst the school community is celebrated.
- All new students are helped to settle into the school.
- Support for students with additional needs is co-ordinated.
- Teaching is planned and delivered with the learning of all students in mind.
- Staff seek to minimise barriers to learning and participation in all aspects of the school.
- Where language is a barrier between school and home, the school will utilise ICT and translators as appropriate to overcome this.

## **1.3 Quality Framework**

All practice in relation to support and assessment should be viewed through the lens of the [Quality Framework for Primary Schools](#) (2016). We endeavour to demonstrate a high standard of learner outcomes and learner experiences, a high quality of teacher's individual and collaborative practice and a capacity for leadership to manage and develop the teaching and learning of students with additional needs.

## **1.4 Current Model of Allocation and Support**

Since 2017, the Department of Education provides a single support teaching allocation every two years to schools, communicated using the annual [Primary Staffing Circular](#). This allocation is defined in hours, where every 25 hours equals one teacher. This allocation is based on data which the Department of Education considers is representative of a school's educational profile. It is then up to each individual school to deploy teachers in what is considered the best manner possible to meet the needs of students enrolled in the school, prioritising those with the greatest needs. The allocation remains the same until the two years is complete regardless of how many students requiring additional support attend the school during that time. The educational profile is comprised of the following components where each school receives a per capita amount of the total number of special education teachers nationwide based on :

- Baseline (20%) - Number of students on roll
- Social Context (5.5%) - Weighted data on deprivation based on Pobal Small Map areas
- Gender (4.35%) - Weighted data based on number of boys on roll
- Standardised Tests (27.85%) - Data submitted annually from standardised tests for 2nd, 4th and 6th classes, weighted by STens 1-4
- Complex Needs (42.5%) - Number of students accepted or waiting to be accepted onto Early Intervention and Children's Disability Services Teams, plus legacy resource hours from the previous allocation model.

In a separate scheme, the Department of Education has allocated certain schools a particular number of permanent support staff due to high numbers of students with English as an Additional Language (EAL). Schools may appeal to the Department of Education annually after the publication of the Primary Staffing Circular in February/March under Appeals Criteria D to provide further EAL support teachers, based on projected numbers of students falling under the following four categories who have been assessed using the [Primary School Assessment Kit](#) as not yet reaching B1.3 level of proficiency as defined by the [Common European Framework of Reference for Languages](#).

- Number of EAL students in school less than 1 year
- Number of EAL students in school between 1 and 2 years
- Number of EAL students in school less than 2 and 3 years
- Number of EAL students in school more than 3 years

The Department of Education may at its discretion (there are no published criteria) allocate an additional temporary EAL teacher, subject to confirmation of the projected enrolment numbers after the following September 30th. As of the school year 2019-20, Aston Village ETNS has one

permanently allocated teacher on the basis of EAL and one temporary support teacher allocated on the basis of an EAL appeal. Aston Village ETNS opened up with less than 70 pupils in 2008 with two EAL support teachers allocated. Due to its location and context, the school also experiences a high degree of student arrivals each year. Despite appealing each year, we have not increased that number even though the school's enrolment numbers have grown by over 600%.

Therefore, as of the 2019-20 school year, Aston Village ETNS has been allocated nine support teachers, alongside 2.5 additional part time hours which are clustered with a neighbouring school.

## **2. A Needs-Based Approach**

### **2.1 Continuum of Support**

The model by which the school aims to identify and meet needs, deploy resources and evaluate outcomes is the [Continuum of Support](#). This is a staged approach by which the level and intensity of support is deployed in accordance with the presenting needs of a student at a point in time.

- *Classroom Support* is an intervention process for a student coordinated by the class teacher in consultation with the support coordinator and carried out within the regular classroom. It may also include those students who benefit from support teachers timetabled to a class in order to facilitate early intervention and supplementary support.
- *School Support* is an intervention process for a student which is usually planned for and implemented collaboratively by support teachers working alongside the class teacher. Interventions at this stage will be additional to those provided through classroom support.
- *School Support Plus* is an intervention process for children with complex and/or significant needs requiring a level of intervention over and above that of the other levels of support. This is usually planned for and implemented collaboratively by support teachers working alongside the class teacher. It may involve the involvement of external services to assist and guide the intervention for the student.

The Continuum of Support is underpinned by the recognition that needs occur along a continuum from mild to severe and from transient to long term. Thus, a school must be adaptable, flexible and prepared to meet the changing needs of its students. With this in mind we will, in line with [Department of Education Guidelines](#), implement robust systems of

- Identifying needs
- Meeting needs

- Deploying resources and
- Evaluating outcomes

## **2.2 Key Principles**

Four key principles underpin all aspects of our support policy. These should be given consideration in every facet of planning and decision making.

- Assessment - Evidence should be gathered to identify and meet student's needs and plan for subsequent interventions.
- Whole School Approach - Best practice regarding supporting pupils should be shared and agreed upon and implemented on a school-wide basis
- Parental Engagement - As outcomes are better when every stakeholder in a child's development is in partnership, parents should be aware of their child's needs and communicated with (in line with school policy) as how to best support them
- Outside Services - If there is an opportunity for a student to access and benefit from an outside service, the school should encourage and facilitate this to the best possible degree.

## **2.3 Outside Services**

Below is a non-exhaustive list of outside services which the school works with, alongside a brief description of the services they provide in the experience of the school. The Principal and Support Coordinator coordinate our interactions with these services, with the assistance of the secretary who helps to manage the school appointments diary. The school facilitates these services working with students and staff in school with the approval of parents. In order to ensure their work can be facilitated, these services should liaise through the office with the Principal or Support Coordinator. Similarly if school staff members are in contact with or are intending to contact outside services regarding a student, they should ensure the Principal and / or Support Coordinator are aware of this.

<b>Service</b>	<b>Description of Service</b>
Special Educational Needs Officer (SENO)	<i>Makes decisions regarding securing and maintaining access to Special Needs Assistants (SNA), access to school transport, access to assistive technology, enrolment in special classes</i>
Primary Care Speech and Language Therapy	<i>Offers assessment, advice and/or therapy regarding speech and language difficulties for those with non-complex needs</i>

Primary Care Occupational Therapy	<i>Offers assessment, advice and/or and therapy regarding movement and coordination difficulties, conditions affecting physical development and sensory processing concerns for those with non-complex needs</i>
Primary Care Psychology	<i>Offers assessment, advice and therapy regarding emotional, behavioural and/or relationship difficulties for those with non-complex needs</i>
Primary Care Physiotherapy	<i>Offers assessment, advice and therapy regarding functional movement and mobility for those with non-complex needs</i>
Early Intervention Speech and Language Therapy	<i>Offers assessment, advice and/or therapy regarding speech and language difficulties for those with complex needs such as ASD, MGLD or CP under the age of 6</i>
Early Intervention Occupational Therapy	<i>Offers assessment, advice and/or and therapy regarding movement and coordination difficulties, conditions affecting physical development and sensory processing concerns for those with complex needs such as ASD, MGLD or CP under the age of 6</i>
Early Intervention Psychology	<i>Offers assessment, advice and therapy regarding cognitive, emotional, behavioural and/or relationship difficulties for those with complex needs such as ASD, MGLD or CP under the age of 6</i>
Early Intervention Physiotherapy	<i>Offers assessment, advice and therapy regarding functional movement and mobility for those with complex needs such as ASD, MGLD or CP under the age of 6</i>
Early Intervention Behaviour Therapy	<i>Offers assessment and advice regarding emotional and behaviour difficulties for those with complex needs such as ASD, MGLD or CP under the age of 6</i>
Children's Disability Services Speech and Language Therapy	<i>Offers assessment, advice and/or therapy regarding speech and language difficulties for those with complex needs such as ASD, MGLD or CP over the age of 6</i>
Children's Disability Services Occupational Therapy	<i>Offers assessment, advice and/or and therapy regarding movement and coordination difficulties, conditions affecting physical development and sensory processing concerns for those with complex needs such as ASD, MGLD or CP over the age of 6</i>
Children's Disability Services Psychology	<i>Offers assessment, advice and therapy regarding cognitive, emotional, behavioural and/or relationship difficulties for those with complex needs such as ASD, MGLD or CP over the age of 6</i>
Children's Disability Services Physiotherapy	<i>Offers assessment, advice and therapy regarding functional movement and mobility for those with</i>

	<i>complex needs such as ASD, MGLD or CP over the age of 6</i>
Children's Disability Services Behaviour Therapy	<i>Offers assessment and advice regarding emotional and behaviour difficulties for those with complex needs such as ASD, MGLD or CP over the age of 6</i>
Enable Ireland Speech and Language Therapy	<i>Provides speech and language services to children with certain disabilities such as ASD, MGLD or CP under the age of 6 in partnership with the HSE</i>
Enable Ireland Occupational Therapy	<i>Provides occupational therapy services to children with certain disabilities such as ASD, MGLD or CP under the age of 6 in partnership with the HSE</i>
Enable Ireland Physiotherapy	<i>Provides physiotherapy services to children with certain disabilities such as ASD, MGLD or CP under the age of 6 in partnership with the HSE</i>
Child and Adolescent Mental Health Services (CAMHS)	<i>Provides assessment and treatment for mental health difficulties for young people, including ADHD, EBD, severe anxiety and certain syndromes.</i>
Visiting Teacher for Hearing Impaired (VTHI)	<i>Makes recommendations on the use of assistive technologies, and advises staff working with children with a significant hearing impairment</i>
NEPS	<i>Offers advice and assessment regarding students learning difficulties or development, or learning areas the school prioritises. Provides assistance to schools regarding critical incidents.</i>
NCSE Support Service	<i>providing support and expertise to schools on issues related to behaviour and providing Continuing Professional Development (CPD) and support for teachers in the area of special educational needs (SEN)</i>
HSE Paediatrician	<i>Focused on prevention, detection, and management of physical, behavioural and developmental problems that affect children</i>
HSE Public Health Nurse	<i>Provides health screening in schools and provides health services in the community</i>
HSE Ophthalmology	<i>Service providing eye care to children with sight related difficulties</i>
HSE Audiology	<i>Assesses, diagnoses and treats hearing related difficulties</i>
HSE Diabetes Nurse	<i>Provides treatment for and advises schools on managing students with diabetes</i>

Assessment of Need Officer	<i>Provides a preliminary non-diagnostic assessment for children who may or may not have a disability and makes referrals to relevant services</i>
Tusla Family Support Workers	<i>Service focussed on early intervention aiming to promote and protect the health, well-being and the rights of children</i>
GPs	<i>Makes referrals to relevant health care related services</i>
ISPCC Childhood Support Worker	<i>Provides free one-to-one therapeutic child-centred services for children during difficult or traumatic times in their lives</i>

## **2.4 Needs**

The introduction of the current model in 2017 has meant a large move away from children receiving diagnosis of conditions. Children used to receive resource hours for disorders such as Specific Speech and Language Disorder (SSLD), Specific Literacy Difficulty (SLD or dyslexia), dyscalculia (a specific numeracy difficulty), Developmental Coordination Disorder (DCD or dyspraxia), Dysgraphia (a specific handwriting difficulty), Emotional Behaviour Disorder (EBD), Attention Deficit Disorder (ADD or ADHD). Of course, children may still be diagnosed with these conditions, but it occurs less frequently and has no bearing on the number of support hours a school receives. Autism Spectrum Disorder (ASD), Sensory Processing Disorder (SPD), Mild General Learning Difficulty (MGLD), medical disabilities and physical disabilities such as Cerebral Palsy (CP) or visual or hearing impairment are a particular focus of outside services, alongside school refusal.

Despite a move away from diagnosing children with conditions, the needs associated with those conditions remain to be met. Furthermore, there can often be significant overlap between needs. Schools therefore, with the assistance of parents and outside services, assess which needs an individual student has, devise a plan to meet them using the Continuum of Support and deploy what resources are available to attempt to meet those needs, always prioritising those with the greatest needs. Below is a general list of needs that would typically be encountered in a school and possible responses the school could make to meet those needs.

<b><u>Need</u></b>	<b><u>Brief description</u></b>	<b><u>Possible responses</u></b>
Basic Needs	Are there needs around food, warmth, shelter, physical or psychological protection,	<ul style="list-style-type: none"> <li>● <i>Assess using Basic Needs Checklist.</i></li> <li>● <i>Discuss with Principal</i></li> <li>● <i>Referral to organisations that assist in these areas</i></li> </ul>

	belonging or self esteem?	
Attendance Needs	Poor attendance or school refusal	<ul style="list-style-type: none"> <li>● <i>Assess using Aladdin statistics.</i></li> <li>● <i>Liaise with family.</i></li> <li>● <i>Consider referral to EWO, Primary Care Psychology or CAMHS as appropriate.</i></li> <li>● <i>Utilise <a href="#">AVETNS School Attendance Strategy</a></i></li> </ul>
Medical Needs	Ongoing chronic conditions such as diabetes, sickle cell anemia or epilepsy, or students who take medication daily in school	<ul style="list-style-type: none"> <li>● <i>Plan for care needs with parents and health professionals.</i></li> <li>● <i>Apply for access to SNA where appropriate.</i></li> <li>● <i>Seek CPD from relevant health professional.</i></li> <li>● <i>Adapt expectations.</i></li> <li>● <i>Follow <a href="#">AVETNS Administration of Medicines Policy</a></i></li> </ul>
Physical Needs	Mobility difficulties including cerebral palsy. Genetic or hormonal disorders. Hearing impairment. Visual impairment. Tics.	<ul style="list-style-type: none"> <li>● <i>Screen for visual, hearing or motor skills concerns.</i></li> <li>● <i>Plan for care needs with parents and health professionals.</i></li> <li>● <i>Apply for access to SNA where appropriate.</i></li> <li>● <i>Apply for access to assistive technology where appropriate.</i></li> <li>● <i>Adapt environment.</i></li> <li>● <i>Plan for inclusion of student insofar as possible.</i></li> <li>● <i>Provide additional support materials in classroom where appropriate such as cushions, slope boards, pencil grips, different scissors types, therabands, theraputty.</i></li> <li>● <i>Refer to occupational therapist or physiotherapist as appropriate.</i></li> <li>● <i>Seek support materials from occupational therapist or physiotherapist if available.</i></li> <li>● <i>Support from support teacher through Smart Moves programme where appropriate.</i></li> </ul>
Care needs	Requirement for assistance with medicines, feeding, toileting, mobility, supervision, communication, emotional, behavioural, physical, specialist equipment, or sensory needs	<ul style="list-style-type: none"> <li>● <i>Plan for care needs with parents.</i></li> <li>● <i>Refer to outside service as appropriate.</i></li> <li>● <i>Seek support materials from outside service if available.</i></li> <li>● <i>Apply for access to SNA where appropriate.</i></li> </ul>
Sensory Needs	Over or under stimulation to the senses of sight, hearing,	<ul style="list-style-type: none"> <li>● <i>Identify nature of sensory need with parents using checklists.</i></li> <li>● <i>Refer to outside service as appropriate.</i></li> </ul>

	touch, smell, taste, movement or balance	<ul style="list-style-type: none"> <li>● <i>Seek support materials from outside service if available.</i></li> <li>● <i>Seek CPD.</i></li> <li>● <i>Adapt environment or provide access to additional support materials as appropriate.</i></li> <li>● <i>Apply for access to SNA where appropriate.</i></li> </ul>
Life Skills	Functional living and adaptive skills required for full participation in later life - basic living skills, home skills, community participation skills, school skills and independent living skills	<ul style="list-style-type: none"> <li>● <i>Assess using Assessment of Functional Living Skills (AFLS).</i></li> <li>● <i>Seek advice and support materials from occupational therapist as appropriate.</i></li> <li>● <i>Agree plan of work with parents.</i></li> <li>● <i>Adapt environment and learning activities as appropriate.</i></li> <li>● <i>Apply for access to SNA where appropriate.</i></li> </ul>
Speech and Speaking	Unclear speech or difficulties producing certain sounds. Stammering.	<ul style="list-style-type: none"> <li>● <i>Screening test for speech sounds.</i></li> <li>● <i>Refer to speech and language therapist as appropriate.</i></li> <li>● <i>Seek advice and support materials from speech and language therapist as appropriate.</i></li> <li>● <i>Class teacher to demonstrate how to produce a certain sound and encourage student as appropriate to clearly say sound.</i></li> <li>● <i>Class teacher to have high expectations for sounds student knows how to produce but sometimes doesn't.</i></li> <li>● <i>Where speech difficulty coincides with language difficulty or EAL, school may offer School Support with a support teacher.</i></li> <li>● <i>Programmes of work from the school Speech and Language Box can be used.</i></li> <li>● <i>For stammering, refer to stammering resource pack from Michael Palin Centre for Stammering.</i></li> </ul>
Language Needs	Difficulties with receptive and / or expressive language where English is the first language	<ul style="list-style-type: none"> <li>● <i>Assess using Belfield Infant Assessment Profile (BIAP) and / or Primary School Assessment Kit - Listening and Speaking (PSAK).</i></li> <li>● <i>Refer to speech and language therapist as appropriate.</i></li> <li>● <i>Seek advice and support materials from speech and language therapist as appropriate.</i></li> <li>● <i>Classroom teacher should differentiate by checking understanding frequently and restating or rephrasing language to ensure understanding and by adapting expectation of written work.</i></li> <li>● <i>School may offer School Support with a support teacher.</i></li> <li>● <i>Planning should be representative of the <a href="#">Receptive Expressive Social Hierarchy of Skills</a></i></li> </ul>

English as an Additional Language	Where language used at home is not English spoken by native English speakers	<ul style="list-style-type: none"> <li>● <i>Assess using Primary School Assessment Kit (PSAK).</i></li> <li>● <i>Classroom teacher should differentiate by checking understanding frequently and restating or rephrasing language to ensure understanding and by adapting expectation of written work.</i></li> <li>● <i>Depending on severity of language barrier, school may offer School Support with a support teacher.</i></li> <li>● <i>In infant classes, students access a support teacher at a language station and structured play activities during Aistear, as well as small group station teaching with two support teachers in numeracy.</i></li> <li>● <i>Planning should be representative of the EAL Curriculum in <a href="#">Up and Away Resource Book</a>.</i></li> <li>● <i>Ongoing persistent difficulties with acquiring language after two years of exposure to English speaking environment coupled with parents reporting language delay in home language indicates a referral to speech and language could be in order.</i></li> </ul>
Attention Needs	Poor sustained attention, zoning out, impulsivity, excessive task-irrelevant activity, frequent restlessness, movement and fidgeting, excessive talking	<ul style="list-style-type: none"> <li>● <i>Assess using checklists.</i></li> <li>● <i>Adapt classroom environment, rules and expectations to reduce opportunity for behaviour to manifest.</i></li> <li>● <i>Follow discipline policy up to and including introducing a behaviour plan using the school's <a href="#">Guidelines for Developing a Behaviour Plan</a>.</i></li> <li>● <i>Work towards an effective home-school response to presenting needs.</i></li> <li>● <i>Consult and utilise <a href="#">Continuum of Support Behavioural Social and Emotional Difficulties</a>.</i></li> <li>● <i>Support should be classroom based unless occurring alongside other learning difficulties.</i></li> <li>● <i>If attention difficulties are sustained over a significant period of time despite consistently planned and implemented intervention, consider referral to CAMHS through GP.</i></li> <li>● <i>Apply for SNA where criteria are met.</i></li> </ul>
Behaviour Needs	Difficulty with coping with regular class routines or social situations including play. Attention seeking behaviours. Withdrawal or mood swings. Adversely affecting their own or other's learning. Aggressive, argumentative, defensive or oppositional	<ul style="list-style-type: none"> <li>● <i>Assess using checklists as detailed in AVETNS Guidelines for Developing a Behaviour Plan.</i></li> <li>● <i>Adapt classroom environment, rules and expectations to reduce opportunity for behaviour to manifest.</i></li> <li>● <i>Follow discipline policy up to and including introducing a behaviour plan using the school's Guidelines for Developing a Behaviour Plan.</i></li> <li>● <i>Work towards an effective home-school response to presenting needs.</i></li> <li>● <i>Consult and utilise Continuum of Support Behavioural Social and Emotional Difficulties.</i></li> <li>● <i>Support should be classroom based unless occurring alongside other learning difficulties.</i></li> <li>● <i>If behavioural difficulties are sustained over a significant period of time despite consistently</i></li> </ul>

	behaviour. Obsessive or repetitive behaviours.	<p><i>planned and implemented intervention, consider referral to Primary Care Psychology or CAMHS through GP.</i></p> <ul style="list-style-type: none"> <li>● <i>Apply for SNA where criteria are met.</i></li> </ul>
Social and Emotional Needs	Internal or external barriers preventing full inclusion or participation in school life. Play skills. Language or communication barriers. Anxiety. Changing or difficult home circumstances. Selective mutism.	<ul style="list-style-type: none"> <li>● <i>Assess using observation, checklists.</i></li> <li>● <i>Identify what is causing the lack of participation.</i></li> <li>● <i>Consult with parents.</i></li> <li>● <i>Consider whether there is bullying or relationship difficulties in school.</i></li> <li>● <i>Where there are play skills to be taught, classroom teacher may meet needs in the classroom or school may offer School Support with a support teacher as appropriate.</i></li> <li>● <i>Where there is a language or communication barrier, school may offer School Support with a support teacher.</i></li> <li>● <i>Where there is anxiety or changing or difficult home circumstances, consider referral to appropriate outside service.</i></li> <li>● <i>Where selective mutism may be a possibility, school will follow our Selective Mutism Strategy and consider referral to appropriate outside service.</i></li> </ul>
Motor and Coordination Needs	Difficulties with tasks involving motor skills and coordination, ranging from PE and sports to handwriting and cutting. Low muscle tone. Often poor posture. Hypermobility of joints. Tire easily.	<ul style="list-style-type: none"> <li>● <i>Assess using Belfield Infant Assessment Profile (BIAP), Gross Motor Skills Checklist and "Superman" check.</i></li> <li>● <i>A referral may be made to Primary Care Occupational Therapy or Physiotherapy as appropriate.</i></li> <li>● <i>Advice and support materials should be sought from outside services as available.</i></li> <li>● <i>Consult with parents and encourage participation in sports outside school.</i></li> <li>● <i>Infants take part in fine motor activities daily and fine motor activity stations once a week.</i></li> <li>● <i>Offer supportive materials such as slope boards, cushions, theraputty, therabands, pencil grips, different types of scissors.</i></li> <li>● <i>Classroom teacher to differentiate by expectation and offer additional tasks designed to build motor skills and muscle tone like carrying books or cleaning whiteboards.</i></li> <li>● <i>School may offer School Support with a support teacher using the Smart Moves programme.</i></li> <li>● <i>Where recommended, the school can make an application for Assistive Technology.</i></li> </ul>
General Learning Difficulties	Where cognitive ability has been assessed by a psychologist as being below	<ul style="list-style-type: none"> <li>● <i>Assess using Belfield Infant Assessment Profile (BIAP), CAT4 and / or NVRT.</i></li> <li>● <i>A referral should be made to Early Intervention or Children's Disability Services as appropriate for assessment.</i></li> </ul>

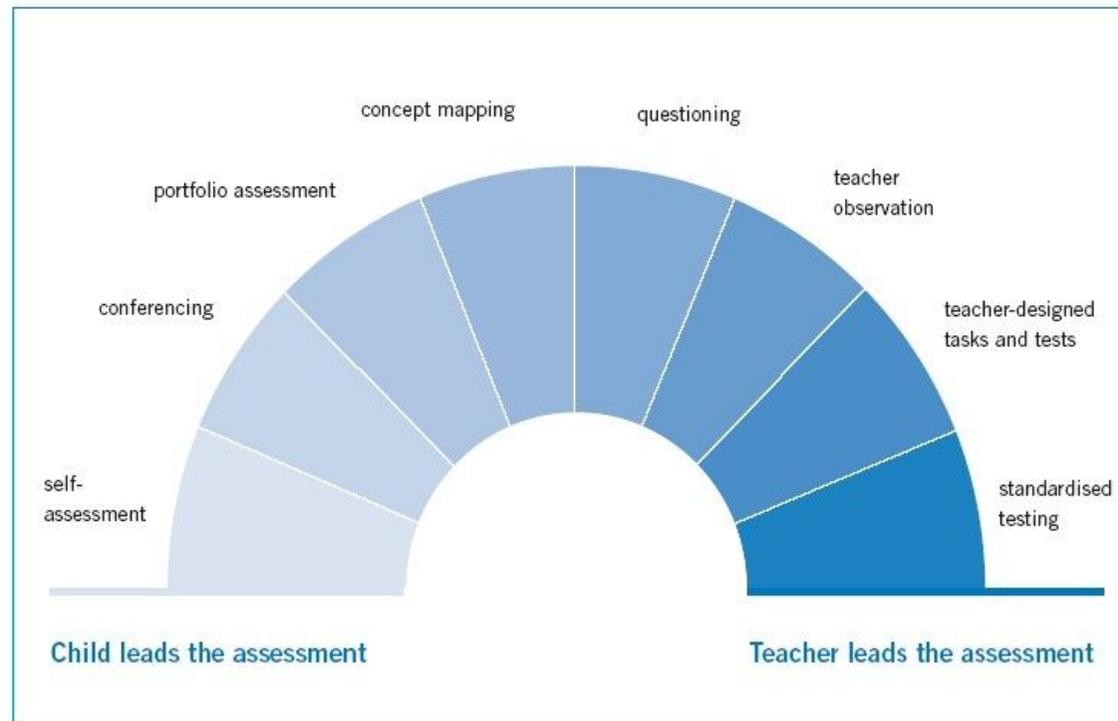
	an IQ of 80	<ul style="list-style-type: none"> <li>● School will offer School Support Plus with a support teacher.</li> <li>● Planning should reflect <a href="#">NCCA Guidelines for Students with Mild General Learning Difficulties</a></li> </ul>
Numeracy Needs	Difficulties with Mathematics where students fall below a standard score of 90 or consistently struggle with classroom assessments	<ul style="list-style-type: none"> <li>● Assess using yearly standardised tests, plus bi-termly classroom assessments.</li> <li>● Junior Infants take part in Maths stations with two support teachers four days a week.</li> <li>● Senior Infants take part in Maths stations in six week blocks with two support teachers.</li> <li>● Where it is felt students presenting with numeracy difficulties can keep up with the class curriculum, they can access an in-class support teacher which is allocated to each class from 1st to 6th daily.</li> <li>● If it is felt that students cannot keep up with the class curriculum, they will be offered School Support Plus with a support teacher.</li> <li>● School seeks access to Maths Recovery / Mata sa Rang CPD.</li> <li>● Class teachers and support teachers shall implement the <a href="#">Mathematics School Improvement Plan</a>.</li> </ul>
Word Decoding Needs	Difficulty with word reading, such as phonological awareness, blending, automaticity etc.	<ul style="list-style-type: none"> <li>● Assess using Drumcondra Primary Reading Test, York Assessment of Reading Comprehension (YARC), Jolly Phonics assessment, sound checklists, word checklists.</li> <li>● Class teacher should differentiate by level, teaching style, task, support or expectation as appropriate.</li> <li>● Students scoring a standard score of 89 or below on the annual standardised tests will be assessed to ascertain whether the difficulty behind their performance lies with decoding performance or comprehension.</li> <li>● Where it is determined that the primary difficulty lies with decoding, students should be offered School Support with a support teacher, utilising the school <a href="#">Literacy Support Strategy</a>.</li> </ul>
Comprehension Needs	Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows	<ul style="list-style-type: none"> <li>● Assess using Drumcondra Primary Reading Test, York Assessment of Reading Comprehension (YARC), Wide Range Achievement Test (WRAT).</li> <li>● Class teacher should differentiate by level, teaching style, task, support or expectation as appropriate.</li> <li>● Students scoring a standard score of 89 or below on the annual standardised tests will be assessed to ascertain whether the difficulty behind their performance lies with decoding performance or comprehension.</li> <li>● Where it is determined that the primary difficulty lies with comprehension, students should</li> </ul>

		<i>be offered School Support with a support teacher, utilising the Building Bridges of Comprehension programme.</i>
Writing Needs	Difficulty with writing skills, completing written tasks or handwriting.	<ul style="list-style-type: none"> <li>● <i>Assess using work samples, table top work checklist, Belfield Infant Assessment Profile (BIAP), Gross Motor Skills Checklist and “Superman” check.</i></li> <li>● <i>A referral may be made to Primary Care Occupational Therapy if appropriate.</i></li> <li>● <i>Advice and support materials should be sought from outside services as available.</i></li> <li>● <i>Consult with parents.</i></li> <li>● <i>Infants take part in fine motor activities daily as well as fine motor activity stations once a week.</i></li> <li>● <i>Offer supportive materials such as slope boards, cushions, theraputty, therabands, pencil grips, different types of scissors.</i></li> <li>● <i>Classroom teacher to differentiate by expectation and offer additional tasks designed to build motor skills and muscle tone like carrying books or cleaning whiteboards.</i></li> <li>● <i>Class teacher to ensure all children have the correct handwriting posture, pencil grip and other related skills.</i></li> <li>● <i>School may offer School Support with a support teacher using the Smart Moves programme, Building Bridges of Comprehension or for writing skills workshops as appropriate.</i></li> <li>● <i>Application for Assistive Technology if criteria met.</i></li> </ul>
<a href="#">Exceptionally Able</a>	Students who require opportunities for enrichment and extension that go beyond those provided for the general cohort of students.	<ul style="list-style-type: none"> <li>● <i>Identified through standardised testing (Maths and English 99th percentile), parent teacher or self-referral (music, technology, history, geography, science, art, drama, PE, SPHE).</i></li> <li>● <i>Complete checklists in Guidelines for Exceptionally Able Students.</i></li> <li>● <i>Identify relevant profile.</i></li> <li>● <i>Class teacher to differentiate as appropriate to meet cognitive needs by focussing on skills development.</i></li> <li>● <i>Opportunities to be provided at a whole school level to build on strengths.</i></li> </ul>

### **3. Assessment**

#### **3.1 AoL and AfL**

[Assessment](#) is the process of gathering, recording, interpreting, using, and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes. Strategies can range from student led to teacher led.



There are two principal approaches to assessment.

- Assessment of Learning (AoL) - Assessing and recording a child's learning at the end of a given period. Also known as summative assessment.
- Assessment for Learning (AfL) - Gathering evidence during teaching and learning to inform and adapt teaching and learning. Also known as formative assessment.

No single assessment strategy is exclusive to AoL or AfL but those more child-led strategies have a greater focus on AfL and the more teacher-led strategies have a greater focus on AoL. In order to meet the needs of children, and in particular to differentiate for those with greater needs, our school must place a strong emphasis on AfL. Our students should be able to say 'My teacher talks to me about how to improve my work' and 'My teacher talks

to me about my test results'. We must focus on three central questions and then provide feedback to students on what they are doing and how they should be doing it:

1. Where is the student in their learning now?
2. Where is the student going in their learning?
3. How will the student get to the next point in their learning?

Considering the large level of language needs in our school, we must ensure that we make our use of AfL as visible as possible. This can be achieved by the use of work samples displayed using a visualiser or otherwise to demonstrate what students work should contain and should not contain. Written tasks should be visually as well as orally demonstrated, with student's understanding of what they are being asked to do checked before they begin their task and during a task if it is warranted.

<b><u>Assessment Strategies</u></b>	<b><u>Examples</u></b>
Self assessment	<i>Rubrics, Know, Want to know, Learned (KWL) grids, Plus, Minus and Interesting (PMI) diagrams, ladders, traffic lights, talk partners/buddies, checklists and webs, self correcting work</i>
Conferencing	<i>Discussing the student's thinking, identifying what could be improved, providing feedback, discussing the outcome of tests, parent-teacher conferences, teacher-teacher conferences</i>
Portfolio assessment	<i>Examples of written work at different stages of development (stories, letters, poetry), project work in SESE, work samples in visual arts, charts or diagrams from mathematics or science, photographs or videos of the child's participation in an activity</i>
Concept mapping	<i>2d concept mapping, 3d concept mapping, computer concept mapping, teacher led concept mapping</i>
Questioning	<i>Closed questions, open questions, probing, providing opportunities for children to ask questions</i>
Teacher observation	<i>Listening, watching, noticing, recognising, responding to the child, checklists, individual, group, targeted, event samples, time samples</i>
Teacher designed tasks and tests	<i>Written assessments, oral assessments, practical assignments</i>
Standardised testing	<i>Drumcondra Reading Test, Drumcondra Mathematics Test, MICRA T, SIGMA T, Primary School Assessment Kit,</i>

	YARC, WRAT, CAT4, DST
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Teachers should be able to demonstrate that a variety of assessment strategies have been used and appropriate records of assessment are kept in an assessment folder or recorded using ICT.

### **3.2 Screening**

Early intervention is a key component of support. Screening for students needs is therefore important. Below is a schedule for screening in Aston Village ETNS. Appropriate screening shall also take place if a class teacher brings a concern regarding a student to the Support Coordinator's attention. An ongoing programme of in-school CPD should build capacity for class and support teachers to effectively screen for needs.

<b><u>Class</u></b>	<b><u>When</u></b>	<b><u>Area</u></b>	<b><u>Who</u></b>	<b><u>Screening</u></b>
Every class	Each term	Attendance	All	<i>Aladdin Attendance Statistics</i>
Junior Infants	1st term	Language	All	<i>Primary School Assessment Kit - Initial Interview Assessment for New Pupils</i>
Junior Infants	1st term	Speech	All	<i>Speech sounds screener</i>
Junior Infants	1st term	Motor skills	All	<i>Belfield Infant Assessment Profile Gross Motor Skills check</i>
Junior Infants	Each term	Writing	All	<i>Table Top Work Checklist</i>
Junior Infants	Any term	Hearing	All	<i>HSE Hearing and Vision Checks</i>
Junior Infants	Any term	Vision	All	<i>HSE Hearing and Vision Checks</i>
Junior Infants	3rd term	Infant Development	All	<i>Belfield Infant Assessment Profile</i>
Junior Infants	3rd term	Numeracy	All	<i>Numeracy Skills Checklist</i>
Junior Infants	3rd term	Word decoding	All	<i>Jolly Phonics Sounds Checklist</i>
Senior Infants	Each term	Writing	All	<i>Table Top Work Checklist</i>

Senior Infants	1st term	Word decoding	All	<i>Jolly Phonics Sounds Checklist</i>
Senior Infants	1st term	Word decoding	All	<i>Tricky Words Checklist</i>
Senior Infants	2nd term	Word decoding	All	<i>Jolly Phonics Reading Assessment</i>
Senior Infants	Each term	Numeracy	All	<i>Numeracy Skills Checklist</i>
Senior Infants to 6th class	Each term	Writing	All	<i>Submission of independent writing sample.</i>
1st to 6th class	1st term	Writing	All	<i>Table Top Work Checklist</i>
1st to 6th class	Each term	Numeracy	All	<i>Seasonal Numeracy Assessments</i>
1st to 6th class	3rd term	Exceptionally Able	All	<i>Drumcondra Reading and Mathematics Tests</i>
1st to 6th class	3rd term	Language / EAL	All	<i>Primary School Assessment Kit - Reading and Writing</i>
1st class	3rd term	Literacy	All	<i>Drumcondra English Test</i>
2nd class	2nd or 3rd term	Cognitive	All	<i>CAT 4 and / or NVRT</i>
2nd to 6th class	3rd term	Reading	All	<i>Drumcondra Reading Test</i>
2nd to 6th class	3rd term	Numeracy	All	<i>Drumcondra Reading Test</i>
1st to 6th class	Any term	Reading	Targeted	<i>YARC assessment of reading accuracy, fluency and comprehension</i>
Any class	Any term	Basic needs	Targeted	<i>Basic Needs Checklist shall be used before any child starts on the Continuum of Support</i>
Any class	Any term	Vision	Targeted	<i>HSE Hearing and Vision Checks for students who move to school or previously</i>

			d	<i>missed screening</i>
Any class	Any term	Hearing	Targeted	<i>HSE Hearing and Vision Checks for students who move to school or previously missed screening</i>
Any class	Any term	Motor skills	Targeted	<i>Gross Motor Skills Assessment Checklist from Smart Moves Programme</i>
Any class	Any term	Sensory	Targeted	<i>Social, Emotional, Motor and Sensory Needs Checklist</i>
Any class	Any term	Life skills	Targeted	<i>Assessment of Functional Living Skills</i>
Any class	Any term	Attention	Targeted	<i>Social, Emotional, Motor and Sensory Needs Checklist</i>
Any class	Any term	Behaviour	Targeted	<i>Social, Emotional, Motor and Sensory Needs Checklist</i>
Any class	Any term	Language / EAL	Targeted	<i>Primary School Assessment Kit - Listening and Speaking</i>

### **3.3 Other Assessment Tools**

Assessment should be for a specific purpose. The following assessments are available should there be a wish to assess in a specific area for further detail or information to inform teaching and learning.

<b>Assessment</b>	<b>Purpose</b>
VB-MAPP	<i>The Verbal Behavior Milestones Assessment and Placement Program assesses the language, learning and social skills of children with autism or other developmental disabilities.</i>
PEP-3	<i>Individualised assessment for children with ASD below 7.6 years.</i>

Listening and Literacy Index	<i>Assessing Listening Difficulties</i>
PIP Developmental Charts	<i>A checklist of the important stages of behavioural development in the first five years, focusing on milestones in the five main areas of physical, social, eye-hand, play and language development</i>
Dyscalculia Screener	<i>Identify pupils with dyscalculic tendencies</i>
Phonological Awareness Battery	<i>Assess phonological awareness</i>
WRAT - Wide Range Achievement Test	<i>Measure attainment in reading, spelling and maths</i>
QUEST II	<i>Screening, Diagnostic and Remediation Kit</i>
WRAPS	<i>Word recognition and phonics assessment</i>
NRIT	<i>Non-reading test of verbal reasoning</i>
DST	<i>Dyslexia Screener</i>
Test2R	<i>Early literacy assessment</i>
MIST	<i>Middle Infant Screening Test - Early literacy assessment</i>
MICRA	<i>Standardised tests of reading comprehension</i>
SIGMA	<i>Standardised tests of mathematics</i>
Bury Infant Check	<i>Screening device to identify children in need of early intervention in Junior Infants. Assesses Language, Learning style, Memory, Number, Perceptual motor skills</i>
DRA	<i>Diagnostic Reading Analysis provides standardised measures of reading accuracy (as standardised scores and reading ages), fluency/reading rate and reading comprehension</i>
Neale Analysis of Reading Ability	<i>Neale Analysis of Reading Ability (NARA) measures the accuracy, comprehension and rate of reading in pupils from the age of 6 to 12 years</i>

### **3.4 Standardised Testing**

In the final term, generally towards the end of May, 1st to 6th classes complete the Drumcondra Reading and Maths Tests. The process for this standardised testing is as follows:

1. The month before the tests, the Support Coordinator will liaise with classroom and support teachers to ascertain if any students require exemptions from testing and if so, what standardised test they should complete instead.
2. The Support Coordinator orders the standardised tests and ensures there are enough manuals and scoring templates.
3. The week before the tests, a timetable is agreed for when testing takes place in the mainstream classrooms. Classroom teachers indicate their preference as to whether they wish to complete the English or Maths test first and what time of the school day they wish to complete the test. Testing on a Monday and Friday is discouraged as students may be tired. Arrangements are made with support teachers to test groups from 1st class as the Drumcondra Reading in that class is conducted in groups as well as to test those who are exempt from the main tests across the school.
4. The tests and manuals are distributed.
5. The Support Coordinator prepares the Aladdin system by adding each standardised test for each class, including the level, season and which students are exempt.
6. Children should not be told that the tests are due to take place until the morning of the assessment.
7. The evening before the first test is due to take place, tables should be arranged so that students cannot look into each other's booklets, utilising the A and B booklets. Particular attention should be given to students who may tend to copy other's work and barriers put up if necessary. Each student should be provided with a pared pencil and a rubber.
8. Teachers should ensure that all pages of a test booklet have been completed and students have actively read over their work by asking them on how many items they changed their answers.
9. Arrangements should be made for students who finish the test early to remain quietly engaged.
10. Class teachers are responsible for correcting tests. This is an important aspect of AfL where teachers can establish areas of teaching and learning that may require attention in the future.
11. When tests are corrected, teachers must input each student's individual answers. This is to allow for full analysis of results across the school and from year to year and to identify individual student's needs. Support teachers may assist in this stage in agreement between classroom and support teacher.
12. Following the completion of the tests, the Support Coordinator will establish which students missed their tests through absence and make arrangements for them to be completed at a later date.

13. Students who are absent for tests should not be marked absent on the Aladdin test record, but rather left blank and their results added in later once they have completed the test. This is to ensure that a class's results can be analysed accurately. A note can be made on Aladdin that the test was completed with those students on a different day with a support teacher.
14. Support Coordinator will ensure that testing results for 2nd, 4th and 6th class are submitted through the Esinet Portal to the Department of Education by the second week in June.
15. Support Coordinator will ensure that testing results are displayed correctly as standard scores on end of year reports on Aladdin when they are released to teachers to complete in June.
16. Support Coordinator will analyse attainment results in conjunction with the class teacher in relation to ability and support with a view to establishing which students would benefit from further assessment or should move up or down levels on the Continuum of Support.

## **4. Identifying Needs**

### **4.1 Approaches to Identifying Needs**

In order to place students appropriately on the Continuum of Support, it is important to identify what needs, as outlined above, a student has. This can be done in many ways.

1. Admissions
  - a. When enrolling their child, parents are asked on the enrolment form if there any concerns around additional needs. These are then followed up on by the Principal or Support Coordinator
  - b. The school may be in contact with an early years setting such as Clever Clogs who may indicate that a student transferring to our school has particular needs. In the future, it is likely that schools will receive report cards from early years settings.
  - c. If a student has attended a school previously, the school will seek a report card or other information to ascertain if a student has additional support needs.
  - d. Aston Village ETNS hosts an open night for prospective parents each May or June. At this open night, parents are encouraged to speak to the Principal, Support Coordinator or other teachers if they have any concerns regarding their child's needs.
  - e. Following this open night, the school hosts an open day for all incoming Junior Infants. New students may be observed during this time and it is another opportunity for parents to discuss potential concerns about their child's needs with the Principal, Support Coordinator or other teachers.
  - f. The school may receive reports or other information from outside services about incoming students who access their service.

- g. Where it becomes apparent that incoming students will have care needs such as that their inclusion in school will require access to SNA support, the school will make every effort possible to secure such access before the student begins in school.
- 2. Screening
  - a. As outlined in screening section above
- 3. Assessment
  - a. Standardised Tests
  - b. Classroom Assessments
- 4. Referral from staff
  - a. If the Principal, class teacher, support teacher or SNA has any concerns regarding a student's needs, they should speak to the Support Coordinator
- 5. Referral from parent
  - a. If a parent has concerns regarding a student's needs, they can speak to the Principal or Support Coordinator.
- 6. Communication from outside service
  - a. Where an outside service has been interacting with a family, that outside service may bring concerns regarding a student's needs to the attention of the Principal or Support Coordinator.
- 7. Interaction with outside service
  - a. Where the school feels an outside service may be best placed to assess or identify a student's needs, or where that outside service is likely best placed to offer advice, therapy or otherwise regarding a student's needs, the school may, through the appropriate referral pathway, seek the input of an outside service, such as those outlined in the sections above.
  - b. It is the policy of the school to facilitate where possible visiting professionals from outside services, such as NEPS psychologists, including provision of rooms or staff being made available to consult with the visiting professional. As the school is extending this courtesy, it is expected that visiting professionals would reciprocate this courtesy by arranging their visits by consent through the office in a timely fashion as well as being punctual if a time has been arranged.

#### **4.2 Irish Exemption**

Since September 2019 with the publishing of [Circular 52/19](#), the onus has been placed on schools to ascertain whether a student should qualify for and be granted an exemption from the study of Irish. The criteria have also been changed, with exemptions essentially only available to those who have been educated for three years or more outside the country before they were 12, or for students in 2nd class and above who despite receiving

additional support present with a standardised score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.

An examination of whether a student should be considered for an Irish exemption can be started in 3 ways:

1. A request from a parent.
  - a. a consultation will take place between the Support Coordinator and teachers as to whether a student would benefit or not from an Irish exemption. If in the experience of the teachers it is felt they would not benefit, parents will be strongly recommended that an exemption should not be pursued at this time.
  - b. If it is felt the student would benefit from an exemption, the Support Coordinator will ascertain through assessment whether the student fits the testing criteria.
  - c. If the student fits the criteria, the school will begin the formal paperwork process as outlined in the [Irish Exemption Guidelines](#) involving parental application, [sharing of information](#), checklist of actions to be taken and the Certificate of Exemption.
2. Support Coordinator's analysis of testing scores indicating it is likely a student may be eligible for an exemption.
  - a. a consultation will take place between the Support Coordinator and teachers as to whether a student would benefit or not from an Irish exemption. If in the experience of the teachers it is felt they would not benefit, then an exemption will not be pursued until a parent makes an application.
  - b. If it is felt the student would benefit from an exemption, the class teacher will consult with parents to ascertain if it something the parents would like to pursue.
  - c. If the parents wish to pursue an exemption, the Support Coordinator will ascertain through assessment whether the student fits the testing criteria.
  - d. If the student fits the criteria, the school will begin the formal paperwork process as outlined in the Irish Exemption Guidelines involving parental application, sharing of information, checklist of actions to be taken and the Certificate of Exemption.
3. A request from a class teacher.
  - a. Support Coordinator will ascertain through assessment whether the student fits the testing criteria.
  - b. If they fit the criteria, the class teacher will consult with the parents to ascertain if they would like to pursue an exemption.
  - c. If the parents wish to pursue an exemption, the school will begin the formal paperwork process as outlined in the Irish Exemption Guidelines involving parental application, sharing of information, checklist of actions to be taken and the Certificate of Exemption.

It is generally the policy of Aston Village ETNS to complete standardised testing for the purposes of Irish exemptions only where there is agreement between the Principal, Support Coordinator, class teacher, previous class teacher and support teachers that the student would benefit from an exemption.

Where a student has been granted an Irish exemption, it should be recalled that students may continue to participate in oral activities and that provision should be made by the class teacher to provide extra literacy activities for them to complete during Irish time. A standard suggestion is to provide an English in Practice book at the student's operational level which they may complete and self correct.

#### **4.3 Allocation of Students on Continuum of Support**

The Support Coordinator is responsible for allocating students to the appropriate level of support on the Continuum of Support. The following general guidelines are followed:

<b><u>Level</u></b>	<b><u>Model</u></b>	<b><u>Description</u></b>
School Support Plus	Generally in pairs or sometimes one-on-one	<ul style="list-style-type: none"> <li>• Students with significant care needs / behavioural needs / access to SNA support</li> <li>• Students with a significant and / or persistent attainment gap between them and their peers in Language and / or Literacy and / or Numeracy)</li> <li>• Students with three or more different types of needs requiring support from a support teacher (eg word decoding, numeracy, language)</li> </ul>
School Support	Generally small groups or pairs	<ul style="list-style-type: none"> <li>• Students who can generally keep up with the class curriculum with support from a support teacher in one or two areas where the student may be withdrawn in small groups</li> </ul>
Classroom Support	Groups in class or class teacher differentiation	<ul style="list-style-type: none"> <li>• Students who benefit from access to an in-class support teacher in the area of literacy or numeracy</li> <li>• Students who require differentiation from the class teacher or their learning environment adapted by the class teacher, where there is not a need for input from a support teacher</li> </ul>

The Support Coordinator will maintain a current record of all students who are on the Continuum of Support in the school, including what level they are on and what needs they are presenting with. When a student does any of the following, a note is made on that student's Student Support File by the class or support teacher:

1. Commences on the Continuum of Support
2. Moves up or down a level on the Continuum
3. Begins working with a new support teacher or class teacher
4. Exits the Continuum of Support

## **5. Meeting Needs**

### **5.1 Models of Support**

- Early Intervention and Prevention
- In-class with class teacher - *Differentiation*
- In-class with support teacher - *Typically during numeracy but also literacy. May be group work, station teaching or supporting individuals*
- Withdrawal in groups - *A model of support to bridge an attainment gap, teach additional strategies or skills, or reinforce topics previously covered*
- Withdrawal in pairs - *A model of support to bridge an attainment gap, teach additional strategies or skills, or reinforce topics previously covered*
- Withdrawal one-on-one - *A model of support to bridge an attainment gap, teach additional strategies or skills, or reinforce topics previously covered*
- Inclusion from special class - *This is where students from special classes attend a mainstream class with support from an SNA and participate in learning activities or practice socialising with peers in a supported environment.*
- Reverse inclusion - *This is where students from mainstream classes take part in activities in or with a special class where one of their peers attends.*
- Special Class students accessing support teacher - *In exceptional cases, it may be deemed that a support teacher is best placed to provide support in a particular area to a student enrolled in a special class as they access the curriculum.*

### **5.2 Early Intervention and Prevention**

Our school deploys significant support teaching resources in our Junior Infants, Senior Infants and 1st classes in order to prevent future needs occurring, to intervene early if needs become apparent and to give all of our students the best possible start to their schooling. We do this by working with students in smaller groups through:

1. Aistear - Each of the Junior Infants and Senior Infants classes attend play-based Aistear daily. There are five stations - Small World, Role Play, Construction, Creative and Language. Children attend one station per day. The class teacher runs the Creative station and a support teacher runs the language station.
2. Infant Maths Stations - Junior Infants attend Maths stations four days a week. There are four stations - one independent, one run by the class teacher and two stations run by support teachers. Children attend one station per day. Senior Infants follow the same routine, except their stations alternate every six to eight weeks with literacy stations
3. Infant Literacy Stations - Senior Infants attend Literacy stations every six to eight weeks for four days a week. There are four stations - Listening & Comprehension, Phonics, Reading and independent. One station is run by the class teacher and two stations are run by support teachers. Children attend one station per day.
4. Infant Fine Motor - Junior and Senior Infants attend fine motor activity stations one day a week. There are four stations - one independent, one run by the class teacher and two stations run by support teachers. Children rotate to each station every seven to eight minutes.
5. 1st class Literacy Stations - Four support teachers are allocated to the two 1st classes for literacy stations four days a week. There are four stations - Writing (themed), Reading, Phonics and handwriting. The handwriting station is independent while one station is run by the class teacher and two stations are run by support teachers. Children attend one station per day.

Where children are deriving benefit from this model of support, it is key to note the following:

- The class teacher maintains responsibility for discipline and must be present at all times
- Where multiple teachers are present, all teachers must be engaged or assisting students at all times
- While planning should be collaborative, the class teacher retains overall responsibility for the planning of and implementation of the curriculum. Support teachers cannot and do not have responsibility for the delivery of any curriculum subject to a class.

### **5.3 Selection of Students for Additional Support**

Each year at the end of June, the Support Coordinator will select pupils for additional support to begin the following September using the following process:

1. A list of students is made based on identified needs, with each student allocated a particular level on the Continuum of Support.
2. Students are then matched or grouped where appropriate with others, taking into account needs, abilities, age and base class. This produces a total number of groupings. If this exceeds the number of slots available due to the allocation from the Department of Education, the Support Coordinator will make a decision to allocate support time on the basis of greatest need.
3. Students are then allocated to support teachers cognisant of the teachers experience, qualifications and relationships with students, whilst also bearing in mind the constraints that timetables may impose.
4. A timetable for each support teacher is then created in the following order:
  - a. Students with access to SNA receive their support time when SNA is taking legally required break
  - b. Aistear, maths stations and literacy stations - these often require more than one support teacher being made available at the same time. It has been decided that Junior Infants should not access Aistear and their stations before either break time but at other times deemed more suitable.
  - c. Students attending Smart Moves are then allocated as the hall is only available in the slot after big break.
  - d. All other infant support is then allocated due to the constraint of infant home time.
  - e. Each class teacher from 1st to 6th is then allocated a support teacher for in-class numeracy support. It has been decided that all numeracy support should take place before lunch break.
  - f. Students, who due to reason of ability are not accessing the mainstream class curriculum in literacy / numeracy or otherwise, are then allocated.
  - g. Next allocated are those students who are attending support with more than one support teacher, or attend support more than once per day - the times they are allocated are not back-to-back and must be in different times of the day - ie maximum once in the morning, once between breaks, once in the afternoon.
  - h. If a student is exempt from a particular subject such as Irish, or cannot access the mainstream class curriculum in a given subject, every effort is made to ensure that they receive support from a support teacher, if eligible, at this time.
  - i. The support timetable is then cross-referenced with class teachers to ensure that, except where inappropriate, students are accessing the core subjects with their class teacher according to the class teacher's timetable.
  - j. The class teacher, through flexible timetabling, should attempt to ensure that where students access support through a withdrawal model to meet their primary learning needs that they have the opportunity to partake as much as possible in every curriculum subject.

- k. The support timetable is then cross referenced with the PE timetable with either timetable adjusted to ensure full participation of all in PE.

Support Teachers should always be cognisant of the following around timetabling:

- The inclusion of pupils in class activities such as PE, Art, Music, hands-on experiments, classroom visits etc
- Flexibility - Schools are dynamic places and we must be flexible with our timings
- Value of consistency for all pupils but especially prioritise those with school support plus
- All students who access support through withdrawal must be collected from and accompanied back to their classroom, particularly before a bell is due to go.

#### **5.4 Consent and Notification**

If a student is to begin School Support or School Support Plus using a withdrawal model, the Support Coordinator will receive written consent from a parent / guardian before withdrawal can commence.

At the beginning of each school year, a notification will be sent out to all parents of students on the Continuum of Support, indicating their level on the Continuum, which areas they are receiving support with and which teacher(s) they are receiving support from.

## **6. Deploying Resources**

### **6.1 Use of buildings and rooms**

The school has allocated one classroom to be used before big break for the purposes of Aistear and another classroom to be shared by two support teachers to be used for the purposes of infant and maths literacy stations. Each other support teacher has an individual classroom. Where possible, support teachers are allocated to rooms closest to the majority of students they will work with. The PE Hall has also been reserved in the slot after big break for a support teacher to use it for Smart Moves. Support teachers also have access to, subject to availability, the library, sensory rooms and the kitchen.

## **6.2 Assistive Technology and Visiting Teachers**

According to the terms of [Circular 10/13](#), students with certain disabilities (with accompanying professional reports) may be eligible to apply for government-funded assistive technology, where without such specialist equipment it would not be possible for the student to access the curriculum. This typically includes audiology supports for the hearing impaired such as hearing aids or classroom audio systems, equipment in relation to visual impairment or equipment geared towards assisting with physical or communication difficulties such as chairs or furniture and laptops or tablets.

Specifically in relation to audiology supports, a handover before the beginning of a new school year should take place. The caretaker will be responsible for moving any wall-mounted audiology supports. Every effort must be made to ensure that all devices are charged and ready daily.

Visiting Teachers for the Hearing or Visually Impaired are available for consultation regarding assistive technology in their area. They also check in with each class teacher during the year to ensure the equipment is working to the satisfaction of teacher and student. Occupational therapists should be consulted on an ongoing basis regarding the present suitability of special furniture provided for those with relevant needs.

Aston Village ETNS will decide on a case-by-case basis where a parent requests to use personally funded and owned technology (eg pen reader, laptop). Aston Village ETNS will decide on a case-by-case basis about the onward transfer of assistive technology to other schools, although it should be noted directly from Circular 10/13 that “although equipment is sanctioned to support a particular pupil, the equipment is sanctioned to a school and will, as a general rule, remain the property of the school and be available for allocation to other or subsequent pupils with similar disabilities.”

## **6.3 ICT**

Technology has the potential to support inclusion and learning in a number of ways by providing opportunities for students to learn and practice skills in new and different ways, participate more fully or increase engagement where it otherwise might have been less, such as for students with English as an Additional Language or students at risk of educational disadvantage. Support teachers have access to computers and tablets and a range of educational software, as coordinated by the ICT Coordinator.

## **6.4 Materials to Adapt Classroom Environment**

Where recommended and / or for as long as deemed helpful, students may be offered:

- Slope boards - Provide a more suitable angle for some students to write at
- Move 'n' sit Cushions - There are two types of cushions; a wedge to facilitate improved posture or a round cushion to facilitate movement
- Scissors - Scissors with different grips, self opening or table top scissors for those with physical needs.
- Dycem Roll - Can be put in pages or books to prevent them slipping
- Theraputty - Available in different strengths, used to develop hand strength to improve fine motor or handwriting skills
- Theraband - Available in different strengths, used to improve muscle and motor skills by providing resistance
- Visual schedules - Tells students what is going to happen and the order in which it will happen
- Organisational checklists - Used to encourage students to develop organisational skills and develop responsibility for their materials
- Timers - Used to maintain students on task for a designated period of time

These adaptations should be noted on both the Student Support File and Personal Pupil Plan.

### **6.5 Visual, Multi-sensory and Connected Approach**

Considering the significant proportion of students with English as an Additional Language as well as others with language and communication difficulties, all support teachers should ensure that they use teaching methodologies and materials which are visual as well as auditory and allow for a multi-sensory approach where possible. Concrete materials should be used in early stages of learning without neglecting the need to move learning into abstract terms as well. Where possible, support teachers should seek to establish links with prior learning to build on and reinforce previous learning.

### **6.6 Programmes and Schemes used in Support**

Teaching materials should be adapted to best meet the identified needs of the students support teachers are working with. Notwithstanding this, there are some programmes, schemes and resources which are commonly suitable to be used by support teachers.

<b><u>Area</u></b>	<b><u>Programme or resource</u></b>	<b><u>Currently stored</u></b>
Gross Motor Skills	Smart Moves programme	ICT Coordinator's room
Speech and language	Speech and language box including Black Sheep Press	Support Coordinator's room

Numeracy	Numeracy Resources	Maths stations room
Word decoding	Springboard Connect reading scheme and other reading schemes	Literacy Coordinator's room
Comprehension	Building Bridges of Comprehension plus associated materials	Literacy Coordinator's room
EAL	Up and Away	Support Coordinator's room
Listening	Listening Stations	Maths stations room

It should also be noted that outside services sometimes submit resources or programmes of work related to individual students which can be used. Teachers may also request parents or outside services to provide programmes or materials if it is deemed useful. It should be noted that a support teacher's primary focus with a student may be in a different area to that of an outside service and it is not a school's responsibility to deliver the programmes of outside services where their primary focus does not align with the school's current support focus.

### **6.7 Continuing Professional Development (CPD)**

Staff are encouraged to build on their past experience by engaging in CPD, particularly if there is going to be an area of teaching and learning in the near future where it is felt skills need to be built upon. Several agencies provide SEN-specific courses or advice such as:

- NCSE Support Service / SESS
- Local Education Centres
- HSE Regional Education Centres
- INTO Online

All staff are offered training in Managing Aggression and Potential Aggression (MAPA). Staff are encouraged to share their learning and retain copies of notes from CPD on Google Drive to be shared with other teaching staff. An ongoing programme of in-house CPD shall be provided in the areas required for full implementation of this policy.

### **6.8 Staff Collaboration**

There is naturally a large element of collaboration required between teaching staff in providing additional support for students. Staff should always put professionalism and the best interests of the child to the forefront. With the aim of maximising teaching contact time, efforts should be made to schedule professional conversations between class teachers, support teachers and the Support Coordinator before or after school hours. Where this may not be possible, it is suggested to utilise time on a Friday afternoon where many students may be involved in school sports or golden time activities. There are also further opportunities to plan collaboratively during designated after-school planning hours.

Teachers are encouraged to plan collaboratively, provide regular feedback on how students are progressing and share advice and experience with one another. Should there be any concerns or questions about what is or should be happening in support, these issues should be raised with the relevant teacher or Support Coordinator as appropriate.

## **7. Planning and Recording**

### **7.1 Inclusion**

Arrangements for children from special classes being included in activities in the mainstream should be recorded:

1. Across the whole school on the Support Management document.
2. In both the class teacher's and the special class teachers long and short term planning

### **7.2 Planning and Recording Templates and Guidelines**

Support teachers are required to complete three different types of documents for planning and recording: PPPs for each student on their caseload, the Student Support File for each student on their caseload, and the Daily Record Sheet, which can be filled in daily, weekly and fortnightly as required and also acts as the teacher's monthly account.

When completing support planning, the following principles should be adhered to:

- The learning activities and methodologies should be relevant to the individual student and matched to their ability and needs
- The methodologies should be evidence-based or a combination of evidence based approaches

- The identified needs should be originally derived from a form of assessment
- Planning needs to be non-generic and specific to each individual student with defined learning activities
- Activities should be pitched at the student's Zone of Proximal Development (ZPD) where there is sufficient challenge and scope for new learning without the student being overburdened or not sufficiently challenged
- Activities should allow for incremental progress to be made
- Progress should be possible to monitor over the timeframe of the plan
- Planning should include only that which is attainable over the timeframe of the plan

### **7.3 Personal Pupil Plan (PPP)**

In the mainstream, there is one single template for planning for students needs. In Aston Village ETNS, we refer to it as a Personal Pupil Plan or a PPP. This is utilised whether planning for Classroom Support, School Support or School Support Plus. It is always to be used in conjunction with the Student Support File. PPPs must be completed for all students on the Continuum of Support.

- PPPs for students on School Support or School Support Plus should be completed, reported to and signed off by parents twice a year.
- To allow class and support teachers to become familiar with a student before finalising planning for that student, the first time period for the PPP to be completed should be in or before November, in particular before or at the parent-teacher meetings.
- The second time period where PPPs should be updated, reported to and signed off by parents should be before the two week school holiday in the spring - typically around March time.
- PPPs for students on Classroom Support should be completed, reported to and signed off by parents once per year, at or around parent-time meeting time.
- Parental engagement is a key part of the planning process and due consideration should be given to their input and suggestions. Parents often have valuable insight into their child's strengths and weaknesses and can provide other information relevant to their child's history.
- It is absolutely necessary for parents to be aware of their child's current attainment in school in relation to their ability and to share appropriate expectations with teaching staff.
- Where appropriate, such as with older students, conferencing should take place with students to make them aware of how the teacher feels they are doing and ascertain what they are finding difficult and what strategies they have found helpful.

- Planning is a collaborative process which should include all staff involved in a student's education. Where possible, this should take place with all relevant staff present at a planning meeting. Where this may not prove possible, it is anticipated that for School Support and School Support Plus PPPs, the support teacher(s) will produce a draft plan which can then be discussed with the class teacher and amended as necessary.
- Classroom teachers are responsible for Classroom Support PPPs.
- In the final two weeks of June, support teachers will be asked to update students plans for the following September so that class and support teachers may start with a more up to date picture of a child's progress and needs.
- In all cases, teachers may seek advice from the Support Coordinator on planning.

There are three sections to a PPP.

Section A: Learning Needs - This is for all students who are on the Continuum of Support

Section B: Behaviour Needs - This is specifically for those students who require a behaviour plan

Section C: Care Needs - This is specifically for those students with access to SNA support

Where Section's B and C are not relevant, they should be deleted from the PPP.

All PPPs are created by the Support Coordinator on Google Drive and shared with relevant class teachers, support teachers and SNAs. This is to allow for continuity of planning. The Support Coordinator will provide anonymised samples of completed PPPs as a guide to teachers in completing them.

Below are some general guidelines when completing Section A on a PPP:

1. If only Section A is to be completed, the document should be no more than 2 pages (ie 1 sheet of paper back to back). Be brief but precise and reduce unnecessary spaces.
2. Use initials instead of names and use age in years and months instead of dates of birth.
3. Put abbreviations in for support level (CS: Classroom Support, SS: School Support, SSP: School Support Plus)
4. In the Support Teachers / Need section, put the support teacher's first name followed by the need abbreviated in brackets. Example: Des (Num), Brian (Lit).
5. Plans should generally be dated either November or March, unless the plan is being signed off on during a different month.

6. Insert a link to that student's Student Support File using the Insert Link function.
7. Each need or outcome should have its own box. They don't need to be numbered. It should be stated in a word or two or short sentences.
8. Methodology / skill - The numbering in this box should be reflected in the numbering in the resources box. There should be the same number - ie if there are 4 skills to be taught there should be 4 numbers in the resources box matched to each of the skills to be taught.
9. Resources need to be specifically named, particularly when it comes to level (eg "Springboard Readers Level 10" as opposed to "Readers")
10. It should always be recalled that the teacher is a resource - indeed, a key resource.
11. If there are extra rows in the needs section, delete them, or add rows if there are not enough.
12. Adaptations and differentiations should be specific to the child and generally relevant to how the student is differentiated for in the mainstream classroom. "Uses a move n sit cushion in the classroom to aid posture", "Uses a visual schedule to aid transitions" or "Student completes 6 spellings per week instead of 10" are examples of differentiation. "A variety of teaching approaches used" is for example too vague and not specific to the particular child.
13. Timetable section should indicate what times the student works with any support teacher. A very brief description can also be put in. Example: 9.55-10.25 Literacy - Grammar.
14. Assessments to be carried out as part of this plan - This can include things like checklists, spelling tests, the Primary School Assessment Kit, Jolly Phonics Reading Assessment, or other testing as appropriate.
15. Support activities to be carried out at home - In the spirit of home-school partnership, note down activities that should be carried out at home to reinforce what is happening in school
16. Assessment and Review Date: This should generally be the following November or March as appropriate, unless it is agreed to meet sooner.
17. If something is not applicable, put N/A

If completing Section B: Behaviour Needs on a PPP, please refer to the school's Guidelines on Developing a Behaviour Plan.

To complete Section C: Care Needs, a meeting will be held between the Support Coordinator and the SNA and / or the class teacher and / or the previous class teacher to establish and confirm current care needs.

#### **7.4 Student Support File**

Each student on the Continuum of Support must have a Student Support File. This is a child's "support story". The Student Support File stays with the child all the way from when they start on the Continuum of Support to when they finish on the Continuum of Support or finish primary school in Aston Village ETNS. The Support Coordinator creates each document on Google Drive and shares them annually with the relevant teachers. They should form an important part of the handover between staff working with the student. The Student Support File should be open or accessible during a

parent-teacher meeting so that it can be updated, particularly with the strengths and interests information. The following procedures are in place for filling in Student Support Files:

1. The date the file is opened is the date that the student started on the Continuum of Support. This is when the classroom teacher and support coordinator agree the student should start on the Continuum of Support. The date should generally reflect when they started on classroom support, rather than with school support. For students who have been attending support preceding when the school began to implement the Student Support Files, this date will be when the parents first consented for their child to receive support.
2. If a child is starting on the Continuum of Support, the Support Coordinator will share a PPP and a Student Support File for this student with the relevant teachers.
3. If a student has any diagnosis, such as ASD, dyslexia, DCD or otherwise, it can go in the Diagnoses box, with the year of diagnosis in brackets beside it. Example - SSLD (2013).
4. A Continuum of Support File is only closed when it has been agreed that the student has met the criteria for exiting the Continuum of Support, or when the student finishes up in Aston Village ETNS.
5. Details on the student's strengths and interests, their general learning style and a summary of their learning needs should be updated annually.
6. Any information regarding hearing, vision, medical, motor skill, behaviour or ongoing basic needs should then be recorded. For example, if a student wears glasses, or has a partial hearing loss in one ear. It is very important that a student's hearing, vision and basic needs have been screened and the results recorded on the Student Support File. If there is doubt as to whether hearing and vision have been screened previously, teacher should make enquiries to the Support Coordinator or parents as to whether hearing and vision have been screened for.
7. For completing the Log of Actions:
  - a. Insert new rows at top. The latest entry should be at the top of the log.
  - b. Acronyms can be used to describe the Continuum of Support level and to name outside services.
  - c. If no outside service is involved in a particular action, put N/A or a -.
  - d. Link any new support plans. This is to ensure future teacher's can more easily access past support plans if required.
  - e. Note meetings. This can include updates from outside services, important information from parents, outcomes from teacher review meetings, student beginning on a new long term programme of work etc.
  - f. Note timetabling. At the beginning of each school year, it should be noted that a student has begun attending support with a particular support teacher, including for what purpose and for how long in minutes per day. This should also be updated if the support teacher(s) or the length of time of support change during the school year
  - g. Summarise relevant information from other organisations working with the student. This should include the key points from professional reports.

- h. Results of standardised testing (apart from Drumcondra Tests) or seasonal testing should be recorded on the Student Support File if they are relevant to a student's current support focus.

### **7.5 Daily Record and Preparation of Work**

The Daily Record Sheet is to be used to complete planning on a daily, weekly and fortnightly basis as required and also acts as the teacher's monthly account. The Support Coordinator will distribute the template to all support staff. It is important that this document is kept updated daily as in the case of unexpected teacher absence, a substitute teacher will need to be able to pick up from where a teacher left off. To do this, they will need to know what learning has recently taken place and what learning is due to take place next. Some guidelines for support teachers in compiling the Daily Record sheet:

- Insert new rows at the top. The latest planning and recording should be at the top, not the bottom.
- Note when pupil did not attend
- Note if support time did not happen due to being forced to cover elsewhere due to lack of substitutes.
- Write reflective notes where appropriate
- When planning and recording, list the relevant need first (from PPP), then note the content or learning activity (with the specific resource) for that need. Example - "Writing - Procedural Writing - Creating a recipe for a sweets pizza" or "Word Decoding - SC Lvl 14 - Lion City P. 15-19"

Except where not possible, teachers should make every effort to have their teaching materials for the following day prepared and at hand. Apart from being best practice, this is hugely important in the context of unexpected absences and having things prepared for substitute teachers. In the event of a planned absence, the teaching materials and daily notes must be left available. After the October midterm each school year, support teachers are requested to produce a "sub pack" comprising of a week's work of general learning materials per group, matched to their ability, in the event of an unexpected absence of several days to a week.

### **7.6 Records of Pupil Work and Assessment**

Each support teacher should have a mechanism for storing work completed by students under their direction. This can be in copies, in folders, in boxes or any other appropriate method. It should be possible for a substitute teacher or other visitor to have at hand the work the students have previously completed. It is good practice for the class teacher to see what work their student is producing with the support teacher and regular communication is encouraged in this respect. Similar arrangements must be in place in respect to assessment completed with the support teacher,

such as checklists, testing or other assessments. Results of standardised testing (apart from Drumcondra Tests) or seasonal testing should be recorded on the Student Support File.

### **7.7 Support Management System**

The Support Coordinator maintains a document to record and manage assessment and other information relating to support. The support teaching team have access to this document. It includes:

1. Records of Irish Exemptions
2. Support Timetables
3. Records of inclusion of students in special classes
4. List of assessments
5. A list of all students on the Continuum of Support, both past and present
6. Initials of pupils
7. The present level on the Continuum of Support
8. A link to each student's Student Support File
9. A record of the focus of each student's support plan
10. A record of consent for participation in a withdrawal model
11. A record of parent notification of current support teachers
12. A record of students with access to SNA support
13. Records of results of certain standardised assessments (YARC, WRAT, DST, NRIT, EAL)
14. Records where known of hearing and vision screening with outside services
15. Records of school screening assessments such as speech, motor skills or other
16. Records of any significant gaps in attainment between a student and their class level
17. Records of student's previous interactions with outside services
18. Records of diagnoses from outside services
19. Records of students accessing materials to differentiate classroom environment

A filing cabinet of paper files is also maintained in the Support Coordinator's room. This should always be kept locked. These files should not be removed from the school and should be returned to the filing cabinet immediately after viewing. They should not be photocopied. Each student on the Continuum of Support has a file in this filing cabinet. Each file should be organised with three folders:

1. School Assessments
2. Support Plans
3. Outside Services

## **8. Evaluating and Reporting Outcomes**

### **8.1 Review of Planning**

- Where teachers are working collaboratively with students on the Continuum of Support, such as with in-class numeracy or stations, frequent communication should occur to ensure the interventions being utilised are being effective and meeting the needs of the students.
- Teachers should consider reviewing school support and school support plus plans every eight weeks, normally at the end of a half-term or term, or earlier if it is warranted. Support plans are always working documents and should be updated when necessary.
- Where students needs are accessing support through a model of station teaching, a mechanism must be agreed and implemented amongst the teachers involved that allows for monitoring the progress of individual students who are on the Continuum of Support.
- During the twice yearly PPP review process, class teacher and support teachers should review progress made, decide on which aspects of the plan to continue or discontinue and decide if new approaches are required. This should then be reflected in the new PPP.
- Before the beginning of each school year, a handover of planning and information should occur involving class teachers, support teachers and where necessary the Support Coordinator. This should include a discussion of the Student Support File, reviewing relevant parts of assessment folders, a handover of items such as audiology supports or move n sit cushions and a discussion regarding the student's PPP.

### **8.2 Engagement with Parents and Outside Services**

- Support teachers for students on school support and school support plus meet parents and report progress twice a year, in November and March. This is always in conjunction with the class teacher, with the support teacher sitting in on the meeting. Support teachers generally do not arrange to meet with parents without the class teacher as the class teacher retains overall responsibility for the student's progress. Parents may request an appointment through the office to meet with a class teacher regarding their child's progress at other times of the year.
- The Support Coordinator will occasionally sit in on meetings, particularly for students are on School Support Plus, to ensure continuity and to ensure that a student's needs continue to be met as they change.
- Class teachers write an end-of-year report in June. Support teachers may feed in to this process by updating the class teacher on the student's progress in support. In some instances, it may be most beneficial for the class teacher to write the report alongside a support teacher. It should be noted that the class teacher retains overall responsibility for writing the end-of-year report.
- From time to time, schools receive requests from outside services to report on student's progress in school. Whilst this is always dealt with on a case-by-case basis, the school always seeks to facilitate such requests despite it's addition to the workload of teachers where it is in the best interests of the child.

### **8.3 School Transfer**

- Where a student transfers to another primary school, our school will facilitate requests to send on the most recently completed end of year report.
- Where a student transfers to secondary school, we follow the NCCA Guidelines on the transfer of written information through the [Education Passport](#) materials.
- It is a parent's responsibility to provide professional reports or Certificates of Irish Exemptions to another school should a student transfer.

### **8.4 Closing the Continuum of Support File**

Students should only move up or down the Continuum of Support one level at a time. An appropriate length of time should be spent on classroom support before a decision is made to close the Continuum of Support file. Assessment should form a key part of the decision for a student to exit the Continuum the Support. The decision shall be made by consultation between the class teacher, support teacher(s) and Support Coordinator.

Guidelines to exit the Continuum of Support based on different needs could include:

<b><u>Need</u></b>	<b><u>Possible exit criteria</u></b>
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Language / EAL	Achieving a minimum B1.1 standard on listening and speaking on the Primary School Assessment Kit
Word reading	Achieving a standard score of 91 or above on a word reading assessment such as the YARC
Comprehension	Achieving a standard score of 91 or above on a comprehension test such as the Drumcondra Reading Test
Numeracy	Achieving a standard score of 91 or above on a numeracy test such as the Drumcondra Maths Test
Motor skills	Passing the Gross Motor Skills Assessment
Speech	Completing speech screener for relevant sounds
Sensory	Checklist completed showing sensory behaviour is being well managed
Attention	Checklist completed show attention needs are reduced
Behaviour	Checklist completed showing behaviour is being well managed
Life Skills	AFLS Assessment
Attendance	Unexplained days missed 15 or less per annum
Speaking	Evidence from observation that impact of stammering or selective mutism is much reduced
Writing	A number of recent writing samples which compare favourably with what could be expected by age

The Support Coordinator and class teacher shall agree on how this assessment should best be completed. The Support Coordinator shall provide a letter detailing the decision to withdraw the student from the Continuum of Support.

## **9. Implementation of Policy**

### **9.1 Roles and Responsibilities**

1. Principal - Dermot McCullen
  - a. *Acts as Designated Liaison Person (DLP)*

- b. Overall responsibility for leading education in school*
  - c. Overall responsibility for allocating and managing staff*
  - d. Apply to or respond on behalf of school to the NCSE, DES and other services as required*
  - e. Liaise with BOM regarding enrolment and other areas relating to support and assessment*
  - f. Refer to or liaise with outside services as required*
  - g. Manage absences and substitutes for absences*
  - h. Approve procurement of resources as required*
  - i. Liaise with parents where prudent*
  - j. Approve or reject exemptions from the study of Irish*
  - k. Allocate classrooms and use of rooms for staff*
  - l. Arrange for staff meetings and whole-school CPD as required*
2. Deputy Principal
- a. Acts as Deputy Designated Liaison Person (DDLDP)*
  - b. Record arrangement for inclusion and reverse inclusion in special classes*
  - c. Coordinate timetables with support timetables*
3. School Secretary
- a. Assist in managing the school diary*
  - b. Communicating with parents and staff as required*
4. ICT Coordinator
- a. Lead CPD in areas involving ICT and support and assessment*
  - b. Maintain ICT resources used in support and assessment*
5. Literacy Coordinator
- a. Lead SSE in the area of literacy*
  - b. Provide for books and other materials through the book scheme as appropriate*
  - c. Maintain literacy resources used by SET Team*
6. Numeracy Coordinator
- a. Lead SSE in the area of numeracy*
  - b. Maintain numeracy resources used by SET team*

## **9.2 Implementation Plan**

1. Full implementation of Classroom Support Plans
2. Full Implementation of Student Support Files
3. Full implementation of parental engagement aspects of Continuum of Support Planning
4. Agree mechanism by way the progress of individual students during station teaching may be monitored
5. Ensure school planning templates have a section where inclusion from special classes can be included
6. Communication of Support and Assessment Policy to all teaching staff
7. Create scavenger-hunt-like staff activity and quiz in relation the Support and Assessment Policy to familiarise teachers with key sections
8. Agree mechanism by which support teacher's "sub packs" will be stored
9. Support teachers to attend in-school CPD regarding PPP and Student Support File template
10. Support Management Document to be brought fully up to date
11. Identify Exceptionally Able Needs and implement Exceptionally Able Guidelines
12. Agree mechanism by which it can be ascertained which AFL strategies are being used in classrooms
13. Arrange timetable and topic order for ongoing in-school CPD in relation to assessment
14. Create reminder on calendar to review attendance statistics
15. Create a Table Top Work Checklist and share with staff
16. Review how numeracy is assessed in infants maths stations and produce and utilise standard checklist
17. Review of enrolment form as regards identification of needs
18. Create a mechanism by which infant fine motor skills and assessed and screened
19. Retrospectively sort files in filing cabinet into agreed format
20. Retrospectively complete all student support files for students on School Support Plus
21. Upskill all support teachers in Junior Infant-related assessments so that screening can be effectively carried out in the 1st term
22. Update Basic Needs Checklist as Google Form and add to policy
23. Procure school appropriate method of screening for vision in absence of professionals
24. Update Motor Skills checklist as Google Form and add to policy
25. Create record on Support Management System of assistive technology
26. Create box of support materials suggested by occupational therapists
27. Update Sensory, Social, Emotional and Attention Checklist as Google Form and add to policy
28. Make Sensory Regulation course notes available to all teaching staff available via Google Drive
29. Procure Assessment of Functional Living Skills Assessment

30. Procure NVRT assessment
31. Update speech screener as Google Form and add to policy
32. Make stammering resource pack available to all staff via Google Drive
33. Make Selective Mutism Strategy a stand alone document and make available to all staff on Google Drive
34. Produce standardised template or document for teaching to report results of classroom numeracy and spelling tests
35. Continue to attempt to secure CPD in Reading Recovery and Maths Recovery / Mata sa Rang
36. One single whole school assessment data document to be investigated to see if possible
37. Update Initial Interview Assessment for New Pupils as a Google Form
38. Update Jolly Phonics Sounds Checklist as a Google Form
39. Update Tricky Words Checklist as a Google Form
40. Create a single mechanism for report Jolly Phonics Reading Assessment scores
41. Create system on Google Drive for submission of student writing samples
42. Create central storage of all support and assessment resources
43. Review availability of social, emotional and behavioural resources and procure new ones if necessary
44. Develop a support learning strategy for each area

## Appendices

- [Learn Together](#)
- [Looking at Our Schools](#)
- [SESS - Inclusive Education](#)
- [Primary Staffing Circular 2019](#)
- [Primary School Assessment Kit](#)
- [Common European Framework of Reference for Languages](#)
- [Continuum of Support](#)
- [Continuum of Support Resource Pack](#)
- [Continuum of Support Behaviour](#)
- [Guidelines for Primary Schools - Supporting Pupils with Special Educational Needs in Mainstream Schools](#)
- [Exceptionally Able Guidelines](#)

- [Guidelines on Mild General Learning Difficulty](#)
- [National Policy on Access to Services for Children & Young People with Disability & Developmental Delay](#)
- [AVETNS School Attendance Strategy](#)
- [AVETNS Administration of Medicines Policy](#)
- [Receptive Expressive Social Hierarchy of Skills](#)
- [Up and Away](#)
- [AVETNS Guidelines for Developing a Behaviour Plan](#)
- [AVETNS Literacy Support Strategy](#)
- [Assessment in the Primary School Curriculum](#)
- [Irish Exemption Circular](#)
- [Irish Exemption Guidelines](#)
- [AVETNS Irish Exemption Letter](#)
- [Assistive Technology Circular](#)
- [Education Passport Guidelines](#)