

Additional Support Policy Support For All

*St. Mary's National School
Grace Park Rd.
Athlone*

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1.SUPPORT POLICY

This policy was reviewed by the Principal, Staff and Learning Support team of St. Mary's NS at a series of consultative meetings during the 1st term of 2017.

2. Aims:

- To optimise teaching and learning for all pupils
- To identify and cater effectively for individual pupils experiencing low achievement and/or learning difficulties in English and Mathematics and to fulfil our obligations under the Education Act 1998
- To allocate resources to effectively meet the needs of children with additional needs
- To track, monitor, review and report on the progress of children with additional needs

3. Specific Aims / Objectives of Additional Support

Through the implementation of this policy we strive as far as is practicable to:

- Facilitate pupils' participation in the full curriculum for their class level.
- Develop positive self-esteem and positive attitudes to school and learning.
- Enable pupils to monitor their own learning and become independent learners within their own ability
- Involve parents in supporting their children's learning.
- Promote collaboration among teachers

4. Guiding Principles

The school recognises that effective learning programmes are based on the following principles:

- Effective whole-school policies which emphasise the enhancement of classroom-based learning for all pupils.
- Whole school involvement in drawing up and implementing school policy.
- Prevention of failure.
- Implementation of Intensive Early Prevention and Early Intervention up to and including 3rd class.
- Direction of resources towards pupils in greatest need.

5. Staff Roles and Responsibilities

Learning Support is a collaborative responsibility shared by all partners in the learning experiences. It is important that all partners contribute in the planning and implementation of our school plan on learning support.

Board of Management

The role of the Board of Management is to:

- Ensure adequate classroom accommodation and teaching resources are provided for the SEN Teachers
- Provide a secure facility for storage of records in relation to pupils in receipt of Learning Support
- Budget for ongoing support for Professional Development
- Oversee the development, implementation and review of school policy on SEN.

Principal

The role of the Principal is to:

- Assume overall responsibility for the development and implementation of the school's policy on SEN in co-operation with the Board of Management, teachers, parents and children.
- Work with teacher and parents in the development of the School Plan on Additional Support in the context of Special Needs Education.
- Monitor the selection of pupils for Learning Support Teaching, ensuring that this service is focused on the pupils with lowest levels of achievement (\leq to the 12th P.R.).
- Assume direct responsibility for co-ordination additional support in the context of Special Needs Services.
- Oversee the implementation of a Whole-School Assessment and Screening Programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need.
- Allocate time within the school timetable for the SET team to plan and consult with teachers.
- Keep teachers informed about the External Assessment Services that are available and the procedure to be followed in initiation referrals.
- Help teachers increase their knowledge and skills in the area of L/S through on-going Professional Development.

Class Teacher

The Class Teacher has primary responsibility for the progress of all pupils in his/her class, including those selected for Supplementary Support teaching. In supporting the development and implementation of the School Plan on Additional Support, the Class Teacher:

- Implements teaching programmes which optimise the learning of all pupils and to the greatest extent possible prevent the emergence of learning difficulties.
- Differentiates teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class.
- Opens a Pupil Support File once additional needs have been identified and require classroom support.
- Implements the school policies on screening and selecting pupils for supplementary teaching in English and Maths by co-operating and assisting with the administration and scoring of appropriate screening measures.
- Collaborates with the SEN teacher in the development of a School Support Plan for each pupil who is in receipt of supplementary teaching (School Support and School Support Plus
- Adjusts classroom programmes in line with the agreed learning targets and activities for each pupil who is in receipt of supplementary teaching
- Adjusts the class timetable to ensure that children in receipt of supplementary teaching will not be absent for the same subject/activity during each session.
- Meet with Special Education Teachers, relevant staff, parents and pupils (when appropriate) to review IEPs
- Co-ordinates the role and responsibilities of the SNA in relation to the needs of pupil with SEN within the class(es) to which they are assigned.

With regard to teaching pupils with low achievement, the following general approaches and methods are recommended:

- Such children should be prioritised when accessing information from previous class teacher.
- Group Teaching according to ability.
- Regular class/groups tests which offer challenges and opportunities for success to children of all levels of achievement.
- Modification of presentation and questioning techniques to maximise the involvement of pupils with low achievement in class activities.
- Emphasis on oral language development across the curriculum.

- Providing pupils with extra tutoring. **Standard Scores** (SS) of NNRIT, Sigma-T and Micra-T are cross-referenced using Aladdin to identify pupils who are underachieving.
- Setting learning targets and class/group tests at an appropriate level.
- Providing learning activities and material which are suitably challenging but which also ensure success and progress.
- Carrying out error analyses of a pupil's work to pinpoint specific areas of difficulty.
- Class Teacher may consider setting up a 'buddy system' in the class (high achievers collaboratively working with low achievers e.g. peer tutoring/paired reading).

A key to successful Learning Support is a high level of consultation and co-operation between the Class Teacher and the Learning Support Teacher. Central to this consultation is the development, implementation and review of Individual Profile and Learning Programmes

Special Education Teacher (SET)

The role of the SEN Teacher is to :

- Communicate with the principal in relation to SEN matters on an on-going basis.
- Liaise with external agencies about the provision for pupils with additional needs
- Liaise with class teachers to identify, support and monitor children with additional needs.
- Attend regular SET team planning meetings to ensure effective communication and support for children with additional needs
- Develop a *Student Support Plan* in consultation with the Class Teacher and parents, for each pupil who is availing of additional support teaching, and a *Student Support Plus Plan* for students availing of low incidence teaching hours (LITH).
- Provide teaching in English and Maths, to pupils in the school who experience low achievement in accordance with the school's selection criteria.
- Contribute to the development of policy on Additional Support at whole school level.
- Provide advice to the class teachers in such areas as individual pupil assessment and programme planning, as well as approaches to language development, reading, writing and mathematics for pupils experiencing learning difficulties.

- Contribute at school level to decision making regarding the purchase of learning resource books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the Learning Support room.
- Perform a defined role in co-ordinating the provision of Special Needs and Learning Support services in the school.
- Consult with the Principal regarding pupils who need to be referred to outside agencies.
- Meet with class teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of supplementary teaching.
- Meet twice a year with class teachers, relevant staff, parents and pupils (when appropriate) to review IEPs.
- Meet with parents regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their progress
- Maintain a list of pupils who are receiving supplementary teaching and special education support.
- Maintain a record of attendance of pupils at supplementary teaching sessions
- Complete a Weekly/Fortnightly Planning record in line with the school policy on record keeping for each child or group of students in receipt of supplementary teaching
- Provide necessary information to the new school if the pupil with SEN is moving/transitioning to secondary school.

Special Needs Assistants:

The duties of the SNA will be carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/class teachers.

The role of the SNA is to:

- meet the care needs of the SEN pupils to which they have been assigned
- support the needs of pupils in effectively accessing the curriculum
- contribute to the quality of care and welfare of the pupils
- support learning and teaching in the classroom
- attend, where possible, training courses/workshops provided by the BOM
- attend IEP meetings and/or meetings with relevant professionals, when necessary
- ensure the safety of the SEN pupils in the schoolyard, and be present for the duration of the yard breaks along with the teachers on duty
- accompany SEN pupils to supplementary lessons when appropriate.

Parents/Guardians:

The role of parents supporting the Learning Support for their children is vital to its success. Parents may contribute through:

- Regular communication with the Class Teacher and Learning Support Teacher.
- Supporting the work of the school and keeping the class teacher informed of the progress and challenges they observe in their child's learning.
- Fostering positive attitudes about school and learning in the child.
- Attending meetings arranged by the class teacher or SET team.
- Support the targets outlined in their child's support plans and engage in all suggested home-based activities
- Participation in Shared Reading Programme.
- Encouraging the child to visit library.
- Developing the child's oral language.
- Developing the child's social mathematics.
- Ensuring punctuality and regular attendance at school.

Pupils:

Pupils who are in receipt of supplementary teaching should, as appropriate:

- be given the opportunity to contribute to the setting of goals and targets
- become familiar with the targets that have been set for them
- develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.

Communication Strategies

The operation of an effective communication system between all the parties involved in meeting the learning needs of the child is considered essential. The various strands of the system include:

- Class Teacher and the Learning Support Teacher following a low score on a screening test.
- Principal and/or Learning Support Teacher and/or Class teacher and parents following a low score on a screening test, including the seeking of approval of further Diagnostic Assessment and/or provision of supplementary teaching.

- Regular communication between the Learning Support Teacher and the Class Teacher, through participation in formal and informal meetings.
- Communication between the Learning Support Teacher and parents.

6. Prevention Strategies

As a means of preventing the occurrence of learning difficulties, the following strategies are being implemented –

- The development and implementation of agreed whole school approaches to Literacy and Numeracy in order to ensure progression and continuity from class to class.
- The development and implementation of agreed whole school approaches to language development (as outlined in the new ***Primary Language Curriculum***), phonological awareness and to the teaching of other aspects of English.
- Delay in introducing the formal process of reading as per the Revised Curriculum.
- Promotion of parental understanding and involvement through their attendance at an induction meeting for the parents of incoming Junior Infants, the provision of the *Tips for Parents* booklet, the arrangement of formal and informal Parent-Teacher Meetings, as well as ongoing collaboration with Parents' Association.
- In our effort to cater for the needs of all our pupils, we will explore a variety of Support Models, including in-class, withdrawal and banding. At present (Academic Year 2016-2017) Banding / Streaming for Maths & English from 1st – 6th continues between 9.30am – 11.00am daily. High Achievers, Middle / Average Ability and Learning Support Groupings are catered for by two Main-Stream Class Teachers and one Learning Support Teacher.
- On-going observation and weekly assessment of pupils by Class Teachers with Assessment Booklets used to test Spellings and Maths (1st to 6th classes). Results reported to parents.
- *First Steps Reading, Writing, Speaking and Listening* (transitioning to the ***Primary Language Curriculum***) implemented throughout the school as part of DEIS initiative to improve standards of literacy within St. Mary's.
- **“Literacy Lift Off”** – 6 week blocks for Senior Infants and 1st Class Groupings with additional support offered to the weaker pupils in Term 3. Pre & post - recording of reading levels attained.
- **Reading Recovery** in place for selected Senior Infants & 1st Class pupils.

- Promotion of Numeracy eg. Ready Set Go Maths, Hands-on approach, Maths for Fun
- Where needs arise and subject to available resources, Middle/Senior pupils may be offered additional support in English and Maths.

7. Early Intervention Programmes in St. Mary's

- The principle of **Early Intervention** applies in St. Mary's. Pupils from Junior Infants to First Class are given priority in the allocation of English Learning Support.
- In Junior Infants, pupils who are considered most "*at risk*" are screened in May using **Belfield Infant Assessment Profile (B.I.A.P)** & teacher observation. **Total Scores** for each of the five categories assessed are plotted on a Diagnostic Pupil Profile Chart for each pupil tested.
- Senior Infant Pupils are screened annually in May using **MIST**.
- A **Benchmarking Kit** is used to assess pupils & subsequently for placement in groupings for Reading Recovery. It also determines who is eligible for Reading Recovery.
- **NNRIT (Level 1 - ages 6:2-8:10yrs)** is administered to pupils in 1st Class prior to Christmas subject to parental permission.
- **Early Intervention programmes include:**
 - Aistear
 - Reading Recovery
 - Maths Recovery
 - Ready Set Go Maths
 - Literacy Lift-Off
 - PEEP Programme
 - Get Great at Reading

8. Selection of Pupils for Additional Support

- Priority for Learning Support is given to those pupils who perform at or below the 12th Percentile, including pupils who receive Resource Teaching.
- Teacher Recommendations are also taken into account

- Communication between the Class teacher and / or the Learning Support Teacher and the parents of the children in September follows the screening process to inform of the need for extra support.

In the allocation of places for Learning Support, the priorities are as follows:

- Children scoring at or below 12th P.R in Literacy (Micra-T)
- ~~Literacy in Senior Infants and 1st Class~~— specific children identified by class teacher/s ~~targeted for Reading Recovery~~
- Children scoring at or below 12th P.R. in Maths (Sigma-T)

Children scoring between 12th – 19th P.R. in Literacy & Numeracy

These children are considered in the “*at risk*” category and progress is closely monitored (New Filing / Record Keeping System in place to track their progress)

Once all children falling within these categories have been catered for, support may be given to following -

- Junior Infants In-class support – Specific children targeted for individual /group support.
- Class teachers’ requests for individual children to be withdrawn for behavioural problems.
- **Station Teaching and Team Teaching** are ways of targeting and supporting our pupils.

9. Information Gathering and Assessment

Assessment is performed on an on-going basis by the class teacher. Methods include self-assessment, questioning, teacher observation, portfolios of work and teacher-designed tasks and tests. The information gathered enables the teacher to gather information on children who may require supplementary teaching.

In addition, standardised testing is carried out in all classes annually. The information gathered from these formal assessments is then used to inform decisions for support.

Assessment and Screening Tests:

In St. Mary’s N.S. we carry out the following assessment procedures:

- Junior Infants: Observation, Checklists, BIAP (for “*at risk*” pupils)

- Senior Infants: Observation, Checklists, MIST, Reading/Maths recovery
- 1st Class: Observation, Checklists, Micra-T, Sigma-T, Reading/Maths Recovery, NNRIT
- 2nd Class: Observation, Checklists, Micra-T, Sigma-T
- 3rd Class: Observation, Checklists, Micra-T, Sigma-T
- 4th Class: Observation, Checklists, Micra-T, Sigma-T, New NRIT
- 5th Class: Observation, Checklists, Micra-T, Sigma-T
- 6th Class: Observation, Checklists, Micra-T, Sigma-T.

10. Meeting Needs and Allocating Resources

Once pupils needs have been identified, Special Education Teachers (SETs) are deployed to address these needs as required. At St. Mary's N.S. we deploy SETs in a variety of ways in order to effectively meet pupils' needs. We aim to strike a balance between in-class support, group and individual support while ensuring that the needs of children with additional needs are met inclusively.

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with the highest level of need should have access to the greatest level of support. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. We also cross-reference the needs of pupils at School Support and School Support Plus levels and consider common needs that can be met by grouping, to ensure effective and efficient teaching and learning approaches.

At the end of each instructional term teachers meet and review children's needs, the resources in place and progress made using the Continuum of Support problem solving model. In this way, following a period of intervention, some pupils may no longer require additional teaching supports, some may require the same level, while others may require more or alternative supports.

11. Provision of Banded/Streamed Support Teaching

- The primary work of the Support Teacher is to support the pupils identified above in a "streamed group" where teaching & Yearly Schemes are differentiated to cater for their needs. Each L/S pupil has an individual *School Support Plan* designed for him/her in Literacy and/or Numeracy.

- Classes will be daily 9.30am -11.00am.
- Topic-based Maths using Folens *Planet Maths Scheme* & additional worksheets are used.
- Folens Scheme *Reading Zone* is used as the main reading material from 1st to 6th Class. However a differentiated Reading Scheme with supporting material **may** be considered for use with pupils who have lost contact with their class grouping (decided on basis of individual need).
- **First Steps Reading** strategies, processes and conventions associated with comprehending different types of texts are explicitly taught.
- SEN teacher sets appropriate homework.
- The maximum number of pupils in the Learning Support will not exceed 10 pupils.
- The Class Teacher is at all times responsible for setting weekly spellings linked with Phonics Programme that is being taught in the base classroom. Class Teacher is also responsible for completing *First Steps Writing, Speaking /Listening Programme* & updating relevant files in accordance with School Policy.

12. Additional Support:

- In-class Support (Infant Classes) will be jointly designed and monitored by the Class Teacher and the Learning Support Teacher
- One to one and small group teaching may be provided, resources permitting, where group teaching has not been effective.
- A system of withdrawal and / or In-class Support will operate in response to the needs of the individual pupil.
- **Station Teaching and Team Teaching** are also employed as ways of targeting and supporting our pupils.

13. Tracking, Recording and Reviewing Progress:

The needs of pupils with special educational needs can best be considered in terms of a continuum and therefore support given is also on the basis of a continuum. We use a Student Support File to plan interventions, and to track a pupil's pathway through the Continuum of Support. Our Student Support File is based on the NEPS template and is stored on the school server (Aladdin). All support files should include:

- Cover sheet with pupil's details
- A Log of Actions
- A Support Checklist
- Standardised/diagnostic test scores
- Support plans (see below)
- Checklists

Support Plans:

The continuum of support encompasses a graduated problem solving model of assessment and intervention comprised of three distinct school based processes. These are underpinned by the recognition that special educational needs occur along a continuum from mild to severe and from transient to long term.

Stage 1 – Classroom Support

Classroom Support is an intervention process coordinated by the class teacher and carried out within the regular classroom. This is a simple plan which is drawn up by the class teacher which outlines the pupil's additional needs, and the actions which will be taken to address these needs. The parents and school principal should be made aware of the concerns and plan. The Classroom Support Plan should include a review date, possibly at the end of a school term.

Stage 2 – School Support

School Support is an assessment and intervention process which is usually co-ordinated by the support teacher working with the class teacher. Interventions at this stage will be additional to those provided through classroom support. It sets out the nature of the pupil's difficulties, defines specific teaching, learning and/or behavioural targets and sets a timescale for review.

Stage 3 – School Support Plus

School Support Plus is generally for children with complex and/or enduring needs and whose progress is considered inadequate despite carefully planned interventions at the previous levels. A plan is drawn up by the Class and Support teacher, in collaboration with the child's parent(s)/guardians, the pupil (when appropriate), and on the advice of external agencies. This plan sets out the nature and degree of the pupil's abilities, needs, levels of educational performance and the special education and related support services to be provided to the pupil to enable him/her to achieve their potential. It will include strategies for supporting the pupils progress, specific methodologies/programmes to be implemented, support required from a Special Needs Assistant (if appropriate), the pupil's priority learning needs, long and short term targets to be achieved, and the monitoring and review arrangements to be

put in place. *School Support Plus Plans* are discussed with parents and reviews are signed twice yearly. The success criteria is whether the child has met the targets as outlined in the *Student Support Plans*.

14. Record Keeping:

Support Teachers will maintain the following documentation in individualised files (**Essential Records**) -

- School Support and School Support Plus Plans as part of Student Support Files for students accessing additional support.
- Short term Planning using agreed template.
- Monthly Report - Cuntas Míosuil (copy also on file in the office)
- Timetable for each instructional term (Copy sent to office)
- Permission Slips/Refusal Slips
- Samples of written work
- All relevant checklists (Running Records, Dolch Lists, Sight Vocabulary / High Frequency Lists etc).
- Records of SEN meetings with parents, outside agencies and inter-school meetings.
- Test results for each child availing of support, including analysis of these where possible.
- Assessment folder (including Pupil's name, class level, Interests, Strengths, Learning needs, P-T meetings: dates, issues, actions taken, Observations regarding subject areas (always dated), and Selected samples of child's work (dated and directly related to targets))

A confidential file is opened on every SEN pupil and all relevant information is retained there – e.g. Psychological Reports and HSE Reports & correspondence. The Student Support Files are uploaded on Aladdin (the School's Administration Package).

All results of Standardised Testing – i.e. Sigma-T, Micra-T, in addition to MIST, Schonell Spelling and the NNRIT are entered and available on Aladdin. A profile documenting results can be printed off for each pupil.

15. Collaboration

- A formal meeting takes place between SEN Teacher and parents at the beginning of each Instructional Term to discuss Plan of Work for the Instructional Term & review previous targets.

- Meeting(s) between SEN teacher and Class Teacher/s takes place on “Croke Park” afternoons during collaborating sessions.

16. Referral for Psychological Assessment

- The Class Teacher in consultation with SEN Teacher advises the Principal/designated teacher of need for referral to outside agencies, e.g. Educational Psychologist, Speech Therapist etc.
- The Principal/designated teacher will then co-ordinate the referral.
- The Principal and /or Learning Support Teacher and / or Class Teacher meet with the parents to discuss the need for the referral and to seek consent.
- The Class Teacher completes the necessary referral form(s) in consultation with the SEN Teacher & Parents. This involves following the “*Staged Approach*” as documented in the NEPS Special Educational Needs – A Continuum of Support – i.e. The “*Classroom Support Plan*” is the first step of the process for children who present with difficulties in the mainstream classroom.
- **Resource Pack for Teachers** available www.education.ie with all necessary forms. Also at www.ncse.ie Application Forms can be downloaded i.e. Appendix 4(School Care Needs) and BCN 1 where the primary reason for SNA application relates to Behaviour Care Needs. Paper work should begin no later than October to ensure that the necessary supporting material is in place for March deadline.
- Ideally, this will be followed by a follow-up consultation with psychologist to discuss recommendations and the school’s response.
- The principal will pursue any concerns expressed by SEN teachers regarding follow through post assessment with the out of school agency involved.

17. Assessment and Evaluation

Assessment is of central importance in monitoring and enhancing the quality of education. Consequently, assessment procedures are an integral part of the School Plan for this school. The following outlines the assessment procedures in operation in St. Mary’s -

- In Junior Infants, pupils “*at risk*” are screened in May using the **Belfield Infant Assessment Profile (B.I.A.P)** and also teacher observation.

- Senior Infant pupils are screened annually in May using the Middle Infant Screening Test (**Mist**).
- Standardised Testing is administered from 1st class to 6th in English and Mathematics using **Micra-T and Sigma-T** in the last term during the month of May. These results are computerised and results are interpreted at Class Level and Whole School Level. Results are printed off and two files (English and Maths) are stored in the office. These results are used by staff to evaluate learning & to inform St. Mary's DEIS Plan & all Policy Reviews. Comparison of results from one year to the next is possible using a tracking system on **Aladdin** (*School's Administration Package*) and results are graphed for easy interpretation.
- Using Aladdin, St. Mary's results can be plotted against National Average(s) & resulting graphs analysed.
- **Schonell Spelling** is administered in May of every year & Spelling Age is established for pupils 1st -6th Classes. Results are reported to Parents on the End of Year Report.
- NNRIT (Level 3 8:2 to 11:10 yrs.) is administered to pupils in 4th class prior to Christmas with results recorded on Aladdin. SS of Micra & Sigma-T & NNRIT are cross referenced, with results carefully analysed to identify discrepancies. Pupils who are deemed to be under achieving are highlighted by Class Teachers.
- Sigma-T papers for all students are analysed to inform teaching and assess progress / difficulties in the different Strand Areas. Targets are then set for DEIS Plan for Numeracy.
- In May 2013 in line with DES Guidelines, the Staff decided & agreed on a template designed by NCCA. Results of Standardised Testing are communicated to Parents using Standard Score. The Report Card is sent home two weeks before the end of term to facilitate parents who wish to respond to the report & meet with Class Teacher before the end of June.
- Non-Standardised Tests are also administered in the remaining curricular areas of Irish, Geography & History.
- All school tests are based on the content of the schemes of work which teachers use as the basis for their curriculum programme.
- Teacher observation and judgement are the principal tools used in the assessment of pupil progress in areas of the curriculum that do not lend themselves to quantitative marking systems ie. Music, Art, PE, Drama, SPHE.
- Teacher vigilance and observation are important aspects of assessment in the affective, social and emotional development of all children.
- Informal testing is carried out by teachers on an on-going basis.
- Learning Support and Resource teachers may also decide to choose from a selection of other tests to inform teaching & learning eg - *Schonell*

Word Reading, RAIN Sentence Reading Test, Ted Ames Diagnostic Reading Stages 1-3, Dyslexia Screening, Basic Number Diagnostic.

18. Supporting EAL Pupils in St. Mary's N.S.

The term EAL is used when referring to pupils where mother language at home is not English. St. Mary's School aims to meet the needs & celebrate the skills of EAL pupils and help them to achieve the highest possible standards.

- We aim to welcome and value cultural, linguistic and educational experiences that pupils with EAL bring to this school.
- We aim to help EAL pupils to become confident and fluent in speaking, listening, reading and writing in English in order to fulfil their academic potential and to integrate the pupil into all mainstream learning and activities in St. Mary's.
- In St. Mary's our classrooms value cultural differences and foster a range of individual identities.
- We identify the pupils' strengths and encourage them to transfer their knowledge, skills and understanding of one language to another.
- We recognise that pupils with English as an additional language will need more time to process and answer both orally & in written format.
- We give newly- arrived young children time to absorb English (there is a recognised "*silent period*" when children understand more English than they use – this will pass if their self-confidence is maintained).
- Children are grouped to ensure effective opportunities for talking and that talking is used to support writing.
- Our **School Enrolment Form** identifies pupils where English is their second language .The *Initial Interview* is administered on the new arrival during the first week in school by the Learning Support Teacher.
- Newcomer pupils can be assigned to classes in September or at any time during the academic year.

- When a new EAL pupil arrives, the Language Support Teacher will assess the pupil's competence level in English and then the pupil will join an appropriate group for Language Support.
- We use the **Primary School Assessment Kit** to identify children most in need and to record attainment progress.
- All pupils will follow the full school curriculum.
- Language Support is provided and is organised in small groups if possible in the Language Support Rooms or alternatively as In-Class Support.
- The Language Support Teacher follows the "*Up and Away*" Programme for English Language Support in Primary Schools. Listening, Speaking, Reading and Writing are taught in an integrated manner.
- Pupils are provided with a range of opportunities to engage in Speaking & Listening activities in English with classmates and adults.
- Support is provided to extend vocabulary.

Monitoring of progress of EAL pupils is carried out by the Language Support Teacher annually, using the **Primary School Assessment Kit** and more frequently if teachers see the need for it.

19. Success Criteria

Implementation of this policy will result in enhancement of pupils learning in the following ways:

- Improved standards of academic achievement.
- Flexibility & movement through the Streaming Groups based on assessment results & with reference to NNRIT results & teacher feedback.
- Enhance parental involvement in supporting their child's learning needs. HSCL Teacher will support the implementation of this policy.
- Increased levels of communication between school personnel in relation to pupil's progress.
- Learning Support provision continuously focused on children with greatest need from Junior Infants to Sixth Class.

20. Health and Safety Issues

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

21. Supervision/Child Protection

- Where pupils receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both themselves and the pupil are visible through the glass panel in the door.
- Where there is no glass panel, the door of the room should remain open.
- Where pupils are withdrawn for support, the SET teacher should collect and return children to their classrooms.
- Where a child has access to an SNA, they may withdraw the child from the class if a plan is in place with the class teacher.