



## **Polasaí Tacaíocht Foghlama** *Learning Support Policy*

### **Réamhrá** *Introduction*

Cuireadh an polasaí seo le chéile trí phróiseas comhoibrithe idir foireann múinteoireachta na scoile, an Bord Bainistíochta agus Coiste na dTuismitheoirí chun eolas a thabhairt faoi chúrsaí Tacaíochta Foghlama i nGaelscoil an Chuilinn. Rinneadh uas-dhatú ar an bpolasaí i 2018 théis cuairt scoile ó chomhairleoirí ón NCSE.

- *This policy was formulated through a process of collaboration between the teaching staff of the school, an Bord Bainistíochta agus Coiste na dTuismitheoirí to provide information regarding Learning Support structures in Gaelscoil an Chuilinn. The policy was updated in 2018 after a school visit from NCSE coordinators.*

Dá mba rud é go bhfuil difríocht idir a bhfuil scríofa as Gaeilge agus as Béarla sa pholasaí seo, glactar leis an leagan Gaeilge mar an leagan cruinn agus an leagan Béarla mar aistriúchán.

- *Should there be any discrepancy between the Irish and English in this policy, it is accepted that the Irish is the correct version and the English is provided as a translation.*

### **Réasúnaíocht** *Rationale*

Cuireadh an polasaí seo le chéile chun treoracha praiticiúla a chur ar fáil do mhúinteoirí, do thuismitheoirí agus do na páirtithe leasmhara eile scoile atá buairt orthu maidir le faidhbeanna foghlama a bpáistí. Cintíonn an polasaí go bhfuil tacaíocht a fháil ag páistí atá ag teipeadh nó atá fadhbanna foghlama acu. Comhlíonann sé dualgaisí an scoile faoin *Acht Oideachais 1998* agus cur i bhfeidhm na Ciorcláin seo a leanas ón Roinn Oideachais maidir le Tacaíocht Foghlama: 07/02, 08/02, 24/03, 02/05, 70/14 agus 13/17

*This policy is intended to provide practical guidance to teachers, parents and other concerned persons on the provision of effective learning support to pupils experiencing or likely to experience learning difficulties. The policy will also fulfil our obligations under the Education Act 1998,*

*Education and Welfare Act 2000 and Disability Bill 2002 and reflects the content of DES Circulars 07/02, 08/02, 24/03, 02/05, 70/14 and 13/17.*

## **An Gaol le Spioraid Sainiúil na scoile** *Relationship to the School's Ethos*

Tá sé mar aidhm again ard-chaighdeán oideachais a chur ar fail trí mheán na Gaeilge, báite in éiteas a chothaíonn luachanna Críostaíoch agus oidhreacht na hÉireann. Bheadh sé mar mhian againn trí thaithí dearfach foghlamtha go dtabharfaí spreagadh do gach páiste a gcumas féin a shroichint agus a bheith neamhspléach, caoinfhulangach, cinéalta agus muiníneach. Beidh sé mar sprioc againn mar phobal scoile atmaisféar fáilteach, comhoibritheach, cumarsáideach a chothú inár measc féin, go mbeimid ag obair as lámha a chéile le na páistí a chur ar thóir a maitheasa sa saol.

### ***'Fásann an dúchas sa bhfoghlaim'***

*We aim to provide an excellent standard of education through the medium of Irish, steeped in an ethos that promotes Christian values and Irish heritage. We hope to inspire every child to achieve their full potential by giving them a positive experience of education and encouraging them to be independent, tolerant, kind and confident.*

*Our aim as a school community is to create a welcoming, cooperative, communicative atmosphere, in which we work together to give our students the best possible start in life.*

## **Aidhmeanna agus Sainchuspóirí** *Aims and Objectives*

Nuair a chuirtear an polasaí seo i bhfeidhm táimid ag súil

1. Go gcuirfead ar chumas pháistí feidhmiú agus foghlaim ag a leibhéal féin
2. Féin-mhuinín agus féin mheas a chothú i dtreo na scoile agus i leith foghlama
3. A chur ar chumas páistí féin mhonatóireacht a dhéanamh ar a bhfoghlaim agus go mbeidh siad in ann foghlaim go neamhspléach de réir a gcumas féin
4. Cabhrú le tuismitheoirí tacú lena bpáistí ina bhfoghlaim
5. Comhoibriú a chur chun cinn i measc foireann na scoile
6. Idirghabháil luath-ghníomhach a chur i bhfeidhm chun minicíocht na faidhbeanna a laghdú

*When this policy is fully implemented, we expect*

- 1. To enable children to perform and learn individually*
- 2. To develop positive self-esteem and positive attitudes about school and learning in pupils*
- 3. To enable pupils to monitor their own learning and become independent learners*
- 4. To involve parents in supporting their children's learning*
- 5. To promote collaboration among teachers in the implementation of whole school policies on learning support for pupils*
- 6. To establish early intervention programmes designed to enhance learning and to prevent difficulties in learning.*

## **Prionsabail na Tacaíochta Foghlama** *Learning Support Principles*

Tá an clár Tacaíochta Foghlama bunaithe ar na prionsabail seo a leanas

- ✓ Éiteas chuimsithe le hard mhianta agus spriocanna soiléire a dhéanann freastal ar riachtanaisí sóisialta agus acadúla na bpáistí
- ✓ Timpeallacht a tháirgeann dea-oibre
- ✓ Tuiscint, machnach agus forbairt proifisiúnta na fóirne
- ✓ Caidrimh éifeachtach le tuistí, daltaí, cairde, foireann agus cuiditheoirí scoile
- ✓ Polasaithe éifeachtach scoile agus ról lárnach ag tuistí
- ✓ Cláracha aonaracha do pháistí bunaithe ar mheasúnú den churaclam, scileanna sóisialta, scileanna móthúchána agus iompar
- ✓ Idirdhealú trí réimse stráitéisí agus modhanna
- ✓ Luath idirghabháil dhian a sholáthar, agus
- ✓ Acmhainní a dhíriú ar na daltaí is géire gá.

*Our Learning Support programme is based on the following principles*

- ✓ *Ethos of inclusion, well-being, high aspirations and goal setting for social and academic needs*
- ✓ *An enabling environment*
- ✓ *Staff knowledge, reflection and continued professional development*
- ✓ *Effective relationships and collaboration with parents, students, peers, professionals and school staff*
- ✓ *Effective whole school policies and parental involvement*
- ✓ *Individualised learning programmes through assessment of curriculum, social skills, emotional skills and behaviour*
- ✓ *Differentiation through a variety of strategies and approaches*
- ✓ *Provision of intensive early-intervention*

✓ *Direction of resources to pupils in greatest need*

## **Clárú** *Registration*

Tugtar foirmeacha cláriúcháin do thuistí roimh a chláraíonn a bpáistí sa scoil. Ar an fhoirm siúd, iarrtar ar thuistí sonraí d'aon mheasúnú nó tástáil a rinneadh ar an bpáiste a roinnt. Tá rí-thábhacht ag baint leis an teolas a roinntear maidir le riachtanaisí foghlama a bpáistí.

Má tá deacracht foghlama ag páiste, tá sé de dhualgais ar na tuistí an teolas seo a roinnt leis an scoil. Déantar teagmháil le SENO na scoile chomh luath agus is féidir chun tacaíocht a fháil le deacrachtaí an pháiste a shárú. Nuair a bhailítear an teolas cuí, déanfaidh Bord Bainistíochta na scoile gach iarracht freastal ar riachtanaisí an pháiste i dteannta le páistí na scoile uile seachas má dhéantar cinneadh nach féidir freastal ar riachtanaisí ar mhaitheas an pháiste agus ar mhaitheas na páistí eile atá sa scoil.

*Parents are given forms to complete prior to their child enrolling in the school. On this form parents are asked to give details of all developmental assessments the child may have had and concerns that may have arisen. The school stresses the importance of parents informing the school of any 'special need' their child may have.*

*If a pupil has an identified special need and is already receiving a service from another organisation, it is the responsibility of the parents to notify the school. The Special Education Needs Organiser (SENO) is contacted at the earliest opportunity so as to apply for support/SNA assistance for the pupil if appropriate. Having gathered the relevant information, the Board of Management will ensure that a child with Special Educational Needs will be educated in an inclusive environment with children who do not have special needs unless the degree or nature of those needs is not in the best interests of the child and that it does not interrupt the effective provision of education for children with whom the child is to be educated.*

## **Roghnú** *Selection*

Is mian linn go mbeidh an oiread daltaí agus is féidir ag fáil tairbhe as an gclár Tacaíochta Foghlama. Mar sin féin toisc go bhfuil sé ráite go mbeidh sé dírithe ar na daltaí is géire gá, caithimid córas a dhearadh a chinnteoidh go mbeidh an clár in úsáid do na páistí sin.

Is é an Príomhoide, i gcomhairle leis an múinteoir ranga, an MTF a chinnteoidh cé h-íad na daltaí a bheidh ag glacadh páirte sa chlár Tacaíochta Foghlama.

**Beidh roghnú na bpáistí ó Naíonáin** bunaithe ar bhreathnóireacht an mhúinteora agus ar thástálacha beaga rialta deartha ag an múinteoir.

**Beidh roghnú na bpáistí ó Rang 1**, bunaithe ar thorthaí MIST ag deireadh Naíonáin Mhóra, ar bhreathnóireacht an mhúinteora agus ar thástálacha beaga rialta deartha ag an múinteoir.

**Beidh roghnú na bpáistí ó Rang a 2** suas bunaithe ar aon pháiste a fhaigheann scór atá ag nó faoi an 20ú percentíl ar thrialacha chaighdeánacha Dhroim Chonracha, an SIGMA-T nó an MICRA-T. Is féidir páistí a fhaigheann scór níos airde ná sin a chlarú chomh maith má bhíonn spás nó má cheaptar le géar gá.

Déanfar athbhreithniú ar an liosta páistí atá ag glacadh páirte sa chlár go leanúnach.

*We aim to support as many pupils as possible through the Learning Support programme and equally we need to prioritise this support for the pupils in greatest need of support.*

*The final decision on those pupils in receipt of learning support will rest with the Principal and the Learning Support teacher.*

*Learning Support pupils are identified and selected in the Infant classes based on the classroom teacher's observation, attainment checklists and classroom assessments.*

*Learning Support pupils are identified in First Class based on the Middle Infant Screening Test (MIST) results completed at the end of Senior Infants as well as classroom teacher's observations, attainment checklists and classroom assessments.*

*Learning Support pupils are identified in Second Class upwards based on pupils scoring below the 20<sup>th</sup> percentile in their annual Drumcondra assessments in Gaeilge, English and Mata. Pupils with higher scores than the set 20<sup>th</sup> percentile range may be selected for support should concerns arise and the availability exists in the Learning Support Programme.*

*The pupils selected for inclusion in the Learning Support programme are reviewed regularly.*

## **Cruinnithe & Tuairisciú *Meetings & Reports***

Beidh cruinnithe míosúla ag an bhfoireann Tacaíocht Foghlama (na múinteoirí TF agus an Príomhoide) chun cúrsaí agus dul chun cinn a phlé.

Buailfidh an múinteoir Tacaíocht Foghlama leis an múinteoir ranga agus leis an CRS más

cuí go míosúla chun athbheithniú rialta a dhéanamh ar phleananna agus ar spriocanna IEP atá bainte amach ag na páistí. Cruthófar clár-ama ag tús na bliana a bheas roinnte le foireann na scoile.

Bíonn cruinnithe tuistí eagraithe againn do mhí na Samhna agus do mhí Feabhra gach bliain. Beidh cruinnithe níos rialta ag tuistí páistí atá riachtanaisí sa bhreis acu más cuí le linn an scoil bhliain chun uas-dhátú agus dul chun cinn na páistí a phlé.

Tá minicíocht na gcrúinnithe agus tuairisciú socraithe thíos-luaithe.

<b>Cruinniú / Tuairisciú</b>	<b>Cé atá freagrach &amp; i láthair?</b>	<b>Billeoga le comhlíonadh</b>	<b>Minicíocht</b>
Cruinniú Múinteoireacht Foirne (Team Teaching)	Múin Tac Fogh, Múin Ranga, CRS	Team Teaching Planning / Record sheet	Míosiúil
Gnáth Cruinnithe Tuistí Scoile	Múin Ranga (Múin Tac Fogh & CRS más cuí)	Billeoga Cruinnithe Tuistí	Mí na Samhna (Naí Mhóra- R6) Mí Feabhra (Naí Bheaga)
Cruinnithe Tuistí Tacaíocht Foghlama	Múin Tac Fogh, Múin Ranga, CRS	I.E.P. Billeoga Dul Chun Cinn / Review & Planning sheets	Faoi dhó sa scoilbhliain ar a laghad nó níos minice más gá ag braith ar cén céim ina bhfuil an páiste
Páistí ag Céim 1 Tacaíocht Ranga	Múin Ranga (& CRS más cuí)	Leabhrán Céim a 1 Spriocanna réalaíoch don scoil agus don bhaile.	Gach 6-8 seachtain
Páistí ag Céim 2 Tacaíocht Scoile	Múin Tac Fogh, Múin Ranga, (& CRS más cuí)	Leabhrán Céim a 2 I.P.L.P billeog scoile Spriocanna réalaíoch don seomra ranga, seomra tacaíochta & don bhaile.	Cruinniú míosúla le dul chun cinn a phlé

Páistí ag Céim 3 Tacaíocht Scoile Móide (I.E.P)	Múin Tac Fogh, Múin Ranga, (& CRS más cuí)	Leabhrán Céim a 3 I.E.P. Spriocanna réalaíoch don seomra ranga, seomra tacaíochta & don bhaile.	<ul style="list-style-type: none"> <li>• Teimpléid Míosúla le comhlíonadh maidir le dul chun cinn</li> <li>• Athbhreithniú IEP faoi dhó sa bhliain (Feabhra &amp; Deireadh Fómhar)</li> </ul>
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*The main schedule of meetings and updating of plans are listed above.*

*Parent Teacher meetings are held in November and February each year. However, parents of pupils with SEN may be invited to attend meetings at other times of the year to discuss progress and/or concerns and when devising and updating an IEP.*

## **Ról An Múinteoir Ranga** *Role of the Classroom Teacher*

Tá an múinteoir ranga freagrach as na daltaí ar fad atá ina rang. Titeann cúram na ndaltaí le deacrachtaí foghlama ar an múinteoir ranga freisin. Tá sé de dhulgais ar an múinteoir ranga suíomh ranga a chruthú ina léirítear scileanna láidre idirdhealú agus go bhfuil réimse modhanna múinte curtha i bhfeidhm. Ba cheart an dea-chleachtadh páistí a chur i ngrúpaí go rialta, straitéisí a mhúineadh do dhaltaí chun deacrachtaí a shárú agus teagmháil rialta le tuistí a chur i bhfeidhm. Nuair a roghnaítear páiste do mhúinteoireacht breise, ní foláir páirt a bheith ag an múinteoir ranga i leagan amach agus baint amach na spriocanna foghlama do Phróifíl agus Clár Foghlama Aonair. Beidh comhoibriú rialta idir an múinteoir ranga, an MTF, an Príomhoide agus na tuismitheoirí.

Déanfaidh an múinteoir ranga idirdhealú idir pháistí le deacrachtaí foghlama agus na páistí eile ó thaobh obair ranga agus obair bhaile de. Níos mó eolas ar rólanna agus freagrachtaí in Aguisín A den pholasaí.

*The class teacher has primary responsibility for the progress of all pupils in his/her class, including those selected for support teaching. A particular responsibility of the class teacher is to create a classroom environment that promotes differentiation and a variety of teaching methodologies and strategies to fully support children in need of additional support. This is best achieved by grouping pupils for instruction, providing lower achieving pupils with*

*strategies for reading and problem solving, adapting learning materials for pupils who are low-achieving and liaising closely with their parents. Where a pupil requires more than differentiation at class level, it is essential that the class teacher should contribute to developing the learning targets in the pupil's Support Plan and to the planning and implementation of activities designed to attain those targets. Where support teaching cannot be provided for a pupil, or is being discontinued, the class teacher will need to develop and implement a support programme that meets the pupil's changing needs.*

*The classroom teacher must differentiate classroom work and homework for children with learning difficulties. More detailed information on roles and responsibilities in Appendix A.*

## **Ról na dTuismitheoirí** *The Role of Parents*

*“Mar gheall ar an eolas sainiúil atá ag tuismitheoirí ar a leanbh féin, féadann siad páirt mhór a ghlacadh i gclár foghlama an linbh” –*

*(Treorlínite le hAghaidh Tacaíochta Foghlama 2000)*

Beidh comhoibriú agus idirmhalartú eolais le tuismitheoirí mar chuid lárnach d’obair na scoile le daltaí le riachtanaisí faoi leith. Eagróidh an MTF cruinnithe rialta le tuismitheoirí na ndaltaí atá ag glacadh páirte sa scéim agus cuirfear comhairle ar fáil faoi ghníomhaíochtaí a chabhróidh leis an bpáiste agus déanfar plé rialta leo ar dul chun cinn a bpáistí maidir le na spriocanna atá leagtha síos dóibh a bhaint amach.

Ní thógtar daltaí amach as na seomraí ranga gan é a bheith curtha in iúl do na tuismitheoirí roimh ré. Líonfaidh na tuismitheoirí/caomhnóirí foirm cheadaithe in Aguisín B.

*Parental support and the sharing of information is central to an effective Learning Support programme. Regular meetings are scheduled with parents whose children are benefitting from the Learning Support programme to discuss progress and targets set for their child. The school will aid and advise parents on how best to help their child at home. Children can only be withdrawn from the classroom with parental consent on a specific school consent form available in Appendix B.*

## **Special Needs Assistants** *Cuntóirí Riachtanais Speisialta*

Tá an seans ann go dtabharfaí cead Cuntóir Riachtanais Speisialta a aimsiú chun freastal ar riachtanaisí páiste. Faightear cead tuistí roimh a dhéantar iarratas chuig an SENO i leith CRS a fháil do pháiste. Oibríonn an CRS faoi chúram an mhúinteoir ranga chun foghlaim an pháiste a éascú agus a chur chun cinn. Is ag an Príomhoide amháin atá an cúram an CRS a eagrú i ranganna éagsúla sa scoil. Déanfar athbhreithniú bliaintiúil ar ról agus cúram an CRS.

*A Special Needs Assistant may be appointed to the school to support a child. The parents' permission is sought before an application is made to the SENO for an SNA. The SNA works*



*under the direction and supervision of the class teacher in order to promote effective learning and teaching. The Principal has the sole responsibility of allocating SNA support throughout the school. The allocation will be reviewed annually.*

## **Cur i bhfeidhm: Treoir Leanúntas Tacaíochta NEPS (Aguisín B & C)**

### *Implementation: NEPS Continuum of Support Approach (Appendix B & C)*

Cuimsítear múnla céimnithe measúnaithe agus idirghabhála i scoileanna mar réiteach ar fhadhbanna sa leanúntas tacaíochta a mhínítear sna treoirlínte seo. Tá trí phróiseas éagsúla sa mhúnla a d'fhéadfaí a úsáid i scoileanna agus déantar achoimre orthu thíos:

*The continuum of support described in these guidelines encompasses a graduated problem solving model of assessment and intervention in schools comprised of three distinct school based processes which are summarized below:*

Is próiseas idirghabhála atá sa **Tacaíocht Ranga** (Céim 1) a ndéanann an múinteoir ranga comhordú air agus a tharlaíonn sa ghnáthsheomra ranga.

*Classroom Support (Step 1) is an intervention process coordinated by the class teacher and carried out within the regular classroom.*

Is próiseas measúnaithe agus idirghabhála atá sa **Tacaíocht Scoile** (Céim 2) a ndéanann an múinteoir tacaíochta foghlama/acmhainne comhordú air agus é nó í ag obair i gcomhar leis an múinteoir ranga. Beidh na hidirghabhálacha a tharlóidh ag an bpointe seo sa bhreis ar na hidirghabhálacha a bhaineann leis an tacaíocht ranga.

*School Support (Step 2) is an assessment and intervention process which is usually co-ordinated by the learning support / resource teacher working alongside the class teacher. Interventions at this stage will be additional to those provided through classroom support.*

Is próiseas atá sa **Tacaíocht Scoile Móide** (Céim 3) a chuirtear ar fáil nuair a lorgaíonn an scoil seirbhísí seachtracha ábhartha chun measúnú agus forbairt níos mine a dhéanamh ar chlár idirghabhála. Baineann an leibhéal seo le leanaí a bhfuil riachtanais chasta agus/nó riachtanais bhuana ag gabháil dóibh agus a mheastar nach bhfuil dul chun cinn sásúil á dhéanamh acu in ainneoin na n- idirghabhálacha a leagadh amach go cúramach ag an leibhéal roimhe seo.

*School Support Plus (Step 3) is generally characterised by the school requesting the involvement of relevant external services in more detailed assessment and development of intervention programmes. This level of intervention is for children with complex and/or enduring needs and whose progress is considered inadequate despite carefully planned interventions at the previous levels.*

Aithnítear go bhfuil leibhéil dhifriúla de riachtanais speisialta oideachais ann – idir riachtanais éadroma go troma agus riachtanais dhíomuana go fadtéarmacha – agus tacaíonn an dearcadh sin leis an múnla measúnaithe agus idirghabhálacha a ndéantar cur síos air anseo.

*The model of assessment and intervention outlined here is underpinned by the recognition that special educational needs occur along a continuum from mild to severe and from transient to long term.*

Tá sé i gceist go n-úsáidfí na treoirínite seo i gcomhar le Treoirínite Tacaíochta Foghlama (2000) agus an Cur Chuige Céimnithe ar Mheasúnú agus ar Idirghabháil a dtugtar breac-chuntas orthu san Imlitir ar Oideachas Speisialta 02/05. Is féidir iad a úsáid i gcomhar leis na Treoirínite ar an bPróiseas um Phlean Oideachais ar bhonn Dalta Aonair (An Chomhairle Náisiúnta um Oideachas Speisialta, 2006).

*These guidelines are intended to compliment the Learning Support Guidelines (2000) and the Staged Approach to Assessment and Intervention outlined in Special Education Circular 02/05. They may be used in conjunction with the Guidelines on the Individual Education Plan Process (NCSE, 2006).*

## **Céim 1: TACAÍOCHT SA SEOMRA RANGA CLASSROOM SUPPORT**

Ag Céim a 1 tá idirghabháil a chuireann an múinteoir ranga i bhfeidhm sa seomra ranga chun tacú le deacrachtaí an pháiste a shárú.

Is seo'd í an t-idirghabháil is coitianta agus an chéad chéim nuair atá buairt léirithe i leith dul chun cinn an pháiste. D'fheadfadh go mbeadh an múinteoir buartha faoin bhforbairt shóisialta, chognaíoch nó iompar páistí ina bhfuil sé soiléir go bhfuil riachtanais faoi leith acu. D'fheadfaí gur páistí atá ag baint ard-chaighdeán amach agus a bhfuil sé soiléir go bhfuil difreálú de dhíth sa seomra ranga.

Cuirtear tús leis an bhfaidhb réiteach ag an léibhéal seo nuair atá buairt ar leith ag múinteoir nó tuismitheoir faoi dhul chun cinn páiste. Déanann an múinteoir agus an tuismitheoir na deacrachtaí a phlé agus déanfar iarracht straitéisí éifeachtacha a chur i bhfeidhm le na deacrachtaí a shárú.

Straitéisí a d'fhéadfaí a chur i bhfeidhm ag an céim seo ná

- Rialacha ranga agus modhanna spreagadh a hathbhreithniú chun freastal ar riachtanaisí na bpáistí siúd atá faidhbeanna iompar nó díriú ar a gcuid oibre.
- Comhlíontar seicliosta maidir le riachtanaisí bunúsacha an pháiste
- Déanfar iniúchadh ar shuíomh agus atmaisféar an seomra ranga agus déantar caidrimh, iompar agus modhanna múinte a hathbhreithniú
- Is mór an cabhair an am OSPS a chaitheamh go luachmhair ag díriú ar chaidrimh dearfach agus ag plé iompar dearfach srl.

De ghnáth nuair a dhéantar na hidirghabháil thuas-luaite a chur i bhfeidhm sa seomra ranga, réitíonn sé deacrachtaí beaga a thagann aníos. Ach le roinnt beaga páistí nach sáraíonn na céimeanna thuas-luaite na deacrachtaí atá acu, beidh ar an múinteoir Plean Ranga a chur i bhfeidhm don pháiste. Tá teimpléid agus treoir ar conas é seo a bhaint amach sa leabhrán Leanúntas Tacaíochta NEPS.

Théis tréimhse áithrid ama ag an céim seo, déanfar cinneadh an bhfuil na deacrachtaí sáraithe nó an leanfar le tréimhse eile tacaíocht ranga nó an bhfuil ar an bpáiste bogadh ar aghaidh chuig Céim a 2: Tacaíocht Scoile.

### **Step 1: CLASSROOM SUPPORT**

*Classroom Support: An intervention process co-ordinated by the class teacher and carried out within the classroom to overcome varying difficulties.*

*Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in their class. This could also range from pupils with very high abilities that require work differentiated to meet their needs.*

*Problem solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective.*

*Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs e.g.*

- *Teachers plan, implement and review classroom rules, incentives and consequences to meet the needs of all pupils, paying particular attention to those who may be inattentive, impulsive and disruptive.*
- *Teachers also place their classroom within the wider context of the pupils' lives. For example, they consider if a pupil's basic needs such as food, warmth, shelter, safety and security are adequate.*
- *Teachers reflect on the classroom learning environment and consider how physical conditions, relationships, classroom discipline, teaching and learning can sustain difficult behaviour.*
- *The dedicated time for SPHE provides a valuable means for building positive relationships, developing positive behaviour and for addressing particular needs observed in the class group through topics such as 'I am unique'; feelings; decision making; belonging; identity and self esteem; or through social skills training which can focus on many of the skills that pupils need for success in school.*

*In some situations, when all of the above has been considered and interventions are put in place, they may be sufficient to meet the needs of pupils with certain difficulties. However, for a small minority, a decision may be made to initiate a Classroom Support Plan. A template and directions on how to complete the classroom support plan are available in the Continuum of Support (Appendix B).*

*After a specific period of time, the Classroom Support Plan is reviewed and a decision is made based on the progress to date. It may be decided that the pupil has reached the set objectives or that the pupil would benefit from further classroom support planning or perhaps that the pupil should progress onto Step 2: School Support.*

## **Céim 2: Tacaíocht Scoile *School Support***

Tá próiseas níos déine chun fadhbanna a réiteach i gceist le Tacaíocht Scoile agus baintear úsáid as eolas a bhailítear agus as idirghabhálacha a rinneadh sa phróiseas Tacaíochta Ranga. Bíonn baint ag na múinteoirí tacaíochta foghlama/acmhainne leis an gcéim seo cé gurb é/í an múinteoir ranga a bhíonn freagrach go hiomlán as gach a fhoghlaimíonn an dalta. D'fhéadfadh gurb é nó gurb í an múinteoir ranga, más cuí sin, nó duine de na múinteoirí tacaíochta a bheadh i mbun an chomhordaithe. Is aige/aici a bheidh an ról ceannasach, tríd is tríd, maidir le fadhbanna a réiteach agus maidir lena thuilleadh measúnaithe, idirghabhálacha agus athbhreithnithe a chomhordú i gcomhar leis an dalta, baill eile foirne agus leis na tuismitheoirí. De ghnáth na páistí atá igceist anseo ná

- ✓ Páistí ag nó faoin 20ú peircintíl 'sna trialacha caighdeánacha (Béarla, Gaeilge nó Matamaitic)
- ✓ Luath idirghabháil: Naíonáin & Rang 1- ar mholadh an mhúinteora ranga, seicliostaí agus bunaithe ar thorthaí na dtástálacha rialta a dhéantar.

- ✓ Páistí ó Rang 1 nár éirigh go maith leo sa MIST.
- ✓ Páistí atá tacaíocht mothúchánach nó sóisialta de dhíth de bharr tubaiste nó eachtra tromchúiseach

*School Support involves a more intensive problem solving process, building on information gathered and interventions carried out under Classroom Support. While the class teacher retains overall responsibility for the pupils learning, the learning support / resource teachers will be involved at this stage. The co-ordinating role may be taken by the class teacher, where appropriate, or by one of the supporting teachers. He/she will generally take the lead in problem solving and in coordinating further assessment, intervention and review in consultation with the pupil, other staff and parents. Pupils generally at this level of intervention are:*

- ✓ *Pupils functioning at or below the 20<sup>th</sup> percentile in standardised tests (English, Irish or Math)*
- ✓ *Early intervention in Infants or 1<sup>st</sup> class based on the recommendation of the classteacher and supported by class based assessments and attainment checklists.*
- ✓ *Pupils in 1<sup>st</sup> class that scored poorly in their MIST assessment.*
- ✓ *Pupils in need of emotional or social support to help over come stressful/tragic events in their lives*

Casfaidh an múinteoir ar thuismitheoirí an dalta nuair a bheidh eolas bailithe agus measúnú déanta. Cuirfear Plean Tacaíochta Scoile i dtoll a chéile ina leagfar amach an cineál deacrachtaí foghlama atá ag an dalta, ina míneofar spriocanna múinteoireachta, foghlama agus iompraíochta agus ina leagfar amach scála ama don athbhreithniú. Is cóir an plean a chur i bhfeidhm den chuid is mó i ngnáthshuíomh an tseomra ranga agus is cóir go gcuirfeadh cláir idirghabhálacha a bheadh bunaithe ar an scoil agus fócasaithe leis an bplean. D'fhéadfadh an tacaíocht seo tarlú sa rang nó taobh amuigh den seomra ranga. D'fhéadfadh gníomhartha a dhéanfaí sa bhaile a chur san áireamh chomh maith.

*Following information gathering and assessment, the teacher, will meet the pupils' parents. A School Support Plan will be drawn up which will set out the nature of the pupils' learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan should for the most part be implemented within the normal classroom setting and complimented by focused school based intervention programmes. The child may equally be withdrawn from the classroom at this stage of intervention. Home based actions may also be included.*

Théis tréimhse ama agus an plean curtha i bhfeidhm, déanfar cinneadh maidir le dul chun cinn an pháiste.

- ✓ D'éirigh leis an Tacaíocht Scoile agus is féidir an páiste a sheoladh ar ais chuig Tacaíocht Ranga (Céim a 1)
- ✓ Tá cinneadh déanta leanacht ar aghaidh le tréimhse eile ag Tacaíocht Scoile (Céim a 2)
- ✓ Níl ag éirí leis an bpáiste ag Céim a 2 agus beidh orthu bogadh ar aghaidh chuig Tacaíocht Scoile Móide (Céim a 3)

*Once the plan devised at School Support level is fully implemented and due for review, the Learning Support team will decide on one of the three following options.*

- ✓ *The intervention was successful and the child may return to Step 1, Classroom Support*
- ✓ *The intervention is somewhat successful and the child needs another period of time at Step 2 with readjusted targets and interventions*
- ✓ *The child is not reaching the targets set at Step 2 and it is decided that the child should progress onto School Support Plus (Step 3)*

### **Céim 3 Tacaíocht Scoile Móide** *School Support Plus*

Beidh gairmithe seachtracha agus seirbhísí tacaíochta rannpháirteach i gcoitinne sa phróiseas Tacaíochta Scoile Móide - próiseas níos mionsonraithe a bhaineann le fadhbanna a réiteach chun cuidiú leis an dalta. Baineann tacaíocht scoile móide leis na daltaí sin ag a bhfuil riachtanais bhuna agus/nó throma agus chasta agus a mheastar nach leor an dul chun cinn atá á dhéanamh acu d'ainneoin idirghabhálacha a beartaíodh go cúramach agus a ndearnadh athbhreithniú orthu agus a bhfuil sonraí fúthu sna pleananna Tacaíochta Ranga agus/nó Tacaíochta Scoile.

Úsáidfean an teolas a bailíodh ag Céim a 1 & 2 mar thacú chun tús a chur leis an bhfaidhb réiteach ag an stáid seo. Tacóidh athbhreithniú den obair atá curtha i

gcríoch i dtacaíocht ranga agus i dtacaíocht scoile eolas tábhachtach maidir le IEP an pháiste.

Nuair a bheadh an t-eolas bailithe agus toiliú na dtuismitheoirí faighte, d'fhéadfadh go n-iarrfadh an comhordaitheoir go mbeadh gairmithe seachtracha cuí rannpháirteach sa phróiseas (mar shampla Múinteoirí ar Cuairt, Síceolaithe Oideachais, Síceolaithe Cliniciúla, Síciatraithe, Teiripeoirí Saothair nó Teiripeoirí Urlabhra agus Teanga). Is í Eileen Dwyer ár Síceolaí ó NEPS agus Mary Hughes SENO na scoile.

Ag an stáid seo beidh na páistí seo a leanas.

- ✓ Páistí a tugadh uaireanta acmhainne dóibh
- ✓ Páistí atá tar éis tástáil a bheith déanta orthu ag síceolaí agus atá tuairisc a léiríonn na deacrachtaí atá acu. Sásaíonn siad an critéir maidir le deacracht íos-mhínicíocht agus uaireanta GAM tugtha dóibh dá bharr.
- ✓ Páistí atá ag fanacht ar thástál le síceolaí agus atá ar liosta feithimh.

*The School Support Plus process will generally involve external professionals and support services in a more detailed problem solving process to help the pupil. School support plus applies to those pupils whose needs are enduring and/or severe and complex and whose progress is considered inadequate despite carefully planned and reviewed interventions detailed in Classroom Support and/or School Support plans.*

*The information from Classroom Support and School Support work will provide the starting point for problem-solving at this level. A review of the work already done at classroom support and school support will provide important information for a pupil's IEP.*

*Following the gathering of information, the co-ordinating teacher may, with parental consent, request the involvement of appropriate external professionals (e.g. Visiting Teachers, Educational Psychologists, Clinical Psychologists, Psychiatrists, Occupational Therapists, or Speech and Language Therapists).*

*Our NEPS school psychologist is Eileen Dwyer and our SENO is Mary Hughes.*

*The following pupils are generally on the School Support Plus stage.*

- ✓ *Pupils with complex needs*
- ✓ *Pupils who have had an assessment with an external professional.*

## **Páistí Ard-Ghnóthachtaí *High-Achieving Pupils***

Tuigimid go bhfuil páistí sa scoil atá ibhfad os cionn an meán ó thaobh ábaltachta agus déanfaimid gach iarracht freastal orthu **MÁ** bhíonn an t-am ag an MTF/A tar éis freastal ar na páistí eile. Úsáidfear na trialacha chaighdeánacha chun na páistí sin a aithint. Molfar an Centre of Talented Youth i DCU do thuismitheoirí na bpáistí sin. Déanfar iarracht clárú le MissionV a fhreastlaíonn ar riachtanaisí páistí le hard chumais i scoileanna mar chuid de na céimeanna chun na buanna seo a fhorbairt.

*We recognise the importance of supporting and challenging pupils with very high abilities in the school. Every effort will be made to meet their needs which can be supported by the Learning Support teacher (should the time allow) once the needs of those pupils in greatest need is met. We use standardised test results to allocate this provision to particular pupils. We recommend the Centre of Talented Youth in DCU to parents. The school may engage in various programmes such as MissionV etc. to meet their needs.*

## **Cúraimí agus Dualgaisí *Roles and Responsibilities***

Tá liosta curaimí agus rólanna forleathan foireann na scoile i dTacaíocht Foghlama leagtha amach in Aguisín A.

*The extensive and varying roles and responsibilities of the school staff in Learning Support is outlined in Appendix A.*

## **Athbhreithniú *Review***

Déanfar athbhreithniú ar an bpolasaí seo gach triú bliain nó mar is gá.

*This policy will be reviewed every third year or earlier if the need arises.*

## **Daingniú agus Cumarsáid *Ratification and Communication***

Dhaingnigh an Bord Bainistíochta an polasaí ar an 25ú Aibreán 2018.

Cuirfear cóip den pholasaí ar fáil do gach ball foirne agus do gach thuismitheoir nuair a dhaingnítear é.

*This policy was ratified by the Board of Management on the 25th of April 2018.*

*A copy of the policy will be available to each member of staff on our school server and available to each parent from our school website.*

Sínithe: \_\_\_\_\_

Cathaoirleach

Dáta: \_\_\_\_\_