



St. Patrick's Junior School

TENNIS COURT LANE, SKERRIES, CO. DUBLIN.

K34 D799

Principal: Máire Ní Chróinín

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Roll Number: 16333Q

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ADDITIONAL NEEDS POLICY

St. Patrick's JNS, Skerries

RATIONALE:

The core of the policy is that all children should experience success at school. This policy endeavours to identify at the earliest possible opportunity children who may have either learning difficulties, including a diagnosed disability, or exceptional ability and put in place a whole school response to their needs.

INTRODUCTION:

St Patrick's Junior School is a co-educational mainstream primary school catering for children from mixed social and cultural backgrounds. The purpose of this policy is to provide practical guidance for teachers and parents and other interested parties on the provision of effective additional teaching support to pupils experiencing low achievement and/or learning difficulties, as well as to fulfil our obligations under the Education Act 1998.

DEFINITION OF ADDITIONAL NEEDS

We understand Additional Needs to be as defined in relevant D.E.S. circulars. Interventions with pupils will be delivered in a manner that best meets the needs identified, which may be through group, individual teaching and/or classroom support.

IDENTIFICATION OF CHILDREN WITH ADDITIONAL NEEDS

Concerns about children may arise in a number of ways:

- The Additional Needs of some children are identified before they begin attending Primary School.
- Parents inform the principal or Class Teacher of a concern they have regarding their child's development.
- Teachers may have a concern regarding a child in their class.
- Concerns may arise following standardised testing.

The school adheres to guidelines from the DES Circular 0013/2017: "The school may allocate additional teaching support to pupils where it has identified learning needs using school based assessment, the NEPS Continuum of Support and the Guidelines provided to schools. Schools can also draw on professional reports where available. Under the new model, a child should receive additional teaching support based on their identified learning needs, rather than primarily on diagnosis of disability".

The following categories of pupils will receive supplementary teaching from the Additional Needs Team:

- Pupils whose achievement is at or below the 10th percentile on standardised tests in English or Mathematics will be prioritised.



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- Pupils whose achievement is at or below the 10th percentile on standardised tests in English or Mathematics will be prioritised.
- Pupils with assessed difficulties.
- Pupils who are observed to have particular difficulties such as those associated with identified conditions, for example: social, emotional, co-ordination or attention control difficulties. The school will meet these needs insofar as possible, with reference to resources available to the school.

The school currently has the following provisions to cater for children with Additional Needs:

- Four Additional Needs Teachers (3.9 fulltime posts) for children with Additional Educational Needs.

EXEMPTION FROM THE STUDY OF IRISH

Where the possibility of exemption from the study of Irish is raised on an assessment report, granting of same is as per the terms of the Department of Education and Skills Guidelines and of the school's Gaeilge Exemption Policy which is available on the school website (www.stps.ie).

Please note that the exemption of any child from the study of Irish in and of itself will have no effect whatsoever on access to Additional Needs Teaching for that child.

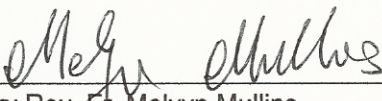
IMPLEMENTATION AND REVIEW

The implementation of this policy commenced in February 2012. It is reviewed at the end of every third school year, or earlier where circumstances may warrant.

RATIFICATION AND COMMUNICATION

This policy is published on the school website www.stps.ie. It amalgamates and supersedes all previous relevant policies (Special Needs Policy, Resource Teaching Policy, Policy on Exceptionally Able Pupils, Assessment Policy, Psychological Assessment Policy).

This policy was reviewed by staff and approved by the Board of Management of St. Patrick's J.N.S. in **November 2018**.

Signed: 
Very Rev. Fr. Melvyn Mullins,
Chairman, Board of Management

Date: 5/2/2019

ADDITIONAL NEEDS TEACHING POLICY

AIM

The principal aim of Additional Needs Teaching is to optimise the teaching and learning process so as to enable pupils with additional needs to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school.

OBJECTIVES:

Through the implementation of this policy we strive to:

- Facilitate improved pupil learning and maximise pupil 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 the staff of the school in the implementation of whole school policy on additional needs.
- By differentiation assist the long- and short-term planning of teachers (Assessment for Learning).
- To create a procedure for monitoring achievement (Assessment of Learning).
- To generate baseline data that can be used to monitor achievement over time.
- To co-ordinate assessment procedures on a whole school basis involving parents and pupils in managing strengths and weaknesses.

GUIDING PRINCIPLES

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

- Effective whole-school policies
- Whole school involvement
- Provision of intensive early intervention
- Direction of resources towards pupils in greatest need.

PREVENTION STRATEGIES

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

- The development and implementation of agreed whole school approaches to language development e.g. phonological awareness.
- The development and implementation of an agreed whole school approach to the Maths Programme e.g. Maths Language.
- Promotion of parental involvement through formal and informal Parent/Teacher meetings.
- School to home information letters/notes/emails/texts.
- Class-based early intervention by the Class Teacher resulting in provision of Additional Teaching Support (Classroom Support).
- Ongoing observation and assessment of pupils by Class Teacher.

STANDARDISED ASSESSMENT

The school administers MICRA and SIGMA standardised tests to all 1st Class pupils in October of First Class and to 2nd Class pupils in October and May of Second Class. The tests are usually administered by the Class Teacher with the support of a member of the Additional Needs Teachers team. Children absent on the day of class testing will be tested by a member of the ANT team as soon as possible thereafter. If a particular test is deemed inappropriate for a pupil, arrangements will be made for that pupil to engage in a different activity elsewhere for the duration of the test. The progress of children with additional needs will also be assessed using the objectives and targets of their Personal Pupil Plan (PPP).

Standard and sTen Scores along with Percentile Ranking are securely recorded on the Databiz Administrative System. A copy of the class results will be retained and securely stored by the teacher and passed on to the following year's teacher in June. The Additional Needs Team analyse the results. Results inform decisions made regarding children attending Additional Needs Teaching.

DIAGNOSTIC ASSESSMENT

Diagnostic/screening tests in use by the Additional Needs Team include but are not limited to:

- Sigma-T
- MICRA-T
- Quest Literacy and Numeracy Diagnostic Tests
- Phonological Awareness Test 2
- Jackson Phonics
- Westwood Maths Checklist
- NRIT – Non-Reading Intelligence Test
- NARA – Neale Analysis of Reading Ability
- Pearson Dyslexia Screening Test
- Phonological Awareness Robertson & Salter
- Maths Matters & Mathemagic Assessments
- GL Assessments – verbal & non-verbal
- Belfield Infant Assessment Profile

Such tests are administered by the Additional Needs Team following Classroom Support and in consultation with parents/guardians. The administration of such tests is in keeping with the approach recommended by the Department of Education and Skills and the NCSE (National Council for Special Education) where a staged approach is used by the individual Class Teachers before recourse to diagnostic testing/psychological assessment. Parents are consulted and if involvement by NEPS (National Educational Psychology Service) is warranted, a NEPS Request for Involvement form is completed. The school will facilitate such involvement.

SELECTION OF PUPILS FOR ADDITIONAL NEEDS TEACHING

Classroom Support Plan:

Before any pupil receives Additional Needs Teaching, the classroom teacher, in consultation with the Additional Needs teachers, draws up a programme (Classroom Support Stage on the Continuum of Support) suitable to the pupil's needs based on their observations. A review date is set for a review of the Classroom Support plan. A current copy of this plan is kept and securely stored by the classroom teacher. If the pupil is selected for School Support at the review date of the classroom plan, the

classroom teacher will give the pupil's Classroom Support Plan to the Learning Support Teacher. From then on, the plan is kept in the pupil's Additional Needs Teaching file. The Classroom Support Plan informs the Personal Pupil Plan (PPP) for that pupil. Templates for the Classroom Support documents are available from the Additional Needs Team. The principle of Early Intervention applies.

Junior Infant pupils are screened for possible Early Intervention with an Additional Needs Teacher. Teacher observation, checklists, and perhaps an appropriate BESD document, are used to select Junior Infants for support. In the last term, the Additional Needs Team carries out In-School Assessments, GL Reasoning 5 (Verbal and Non-Verbal) and perhaps the B.I.A.P. for the purpose of selecting groups of children in most need of support (School Support Stage on the Continuum). With parental consent, the selected groups of children would begin attending for Additional Needs Teaching from the September of their Senior Infant year.

The following categories of pupils will receive supplementary teaching from the Additional Needs Team:

- Pupils whose achievement is at or below the 10th percentile on standardised tests in English or Mathematics will be prioritised.
- Pupils with assessed difficulties.
- Pupils who are observed to have particular difficulties such as those associated with identified conditions, for example: social, emotional, co-ordination or attention control difficulties. The school will meet these needs insofar as possible, with reference to resources available to the school.

School Support Plan:

In the allocation of places for Additional Needs Teaching at School Support level, the following are prioritised:

- Children already receiving Additional Needs Teaching.
- Children in Senior Infants who have been identified following Junior Infant screening and assessment.
- Children in 1st Class not already identified in Senior Infants who are at or below the 10th percentile in Standardised Tests in Literacy and Numeracy (and in ascending order depending on caseload).
- Children in 2nd Class at or below the 10th percentile in Literacy and/or Numeracy (and in ascending order depending on caseload).
- Children presenting with difficulties in Literacy in all classes depending on caseload.
- Children presenting with difficulties in Numeracy in 1st and 2nd Classes depending on caseload.
- Children presenting with other learning difficulties, e.g. Speech & Language, Social Communication, Motor Skills and other specific diagnoses in the professional judgement of the Class Teacher and Additional Needs team.
- Support is given through a combination of In-Class Support and/or withdrawal as part of a small group or on an individual basis.

Provision of Supplementary Teaching

The primary work of the Additional Needs Teacher is the provision of supplementary teaching to the pupils identified above.

The school year is divided into 2 instructional terms of approximately 20 weeks each. The maximum caseload per teacher at any one time shall be 30 pupils. Classes will be intensive in terms of frequency.

A system of withdrawal and/or In-Class Support will operate in response to the needs of the pupils. The

Additional Needs Teacher decides the size of groups, taking into account the individual needs of pupils and the overall caseload. One-to-one teaching may be provided where small group teaching has not been effective and caseload permits.

Personal Pupil Plans

The Class Teacher and the Additional Needs Teacher meet to devise Personal Pupil Plans (PPPs). For children who are at the School Support Plus stage, the Class Teacher, Additional Needs teacher, parents and outside professionals involved with the child contribute to the development of the PPP.

The Personal Pupil Plan will be in accordance with the criteria as advised in the Guidelines issued by the DES in 2000 and in Circular 0013/2017. The plan will address the pupils' full range of needs and will include:

- Details from Class Teacher
- Assessment results
- Other relevant information e.g. reports from other agencies
- Learning strengths and attainments
- Priority learning needs
- Learning targets
- Class-based learning activities
- Supplementary support activities to include ICT
- Details of physical care needs, where relevant.
- Details of SNA support, where relevant, along with plans to increase the independence of the pupil in this regard.
- Home support activities

Each plan will be monitored through teacher observation and the keeping of planning and progress records.

A detailed review will take place at the end of each instructional term. The Additional Needs Teacher and/or Class Teacher may meet parents to discuss the child's progress in light of the review.

ORGANISATION OF ADDITIONAL NEEDS TEACHING

Storage of Documentation

The Classroom Teacher will maintain the following documentation

- Classroom Support Plan
- Standardised Testing Data for current class group

The Additional Needs Teacher will maintain the following documentation

- Personal Pupil Plan
- Short term planning and programme record
- Samples of written work
- Assessment records

This documentation is securely stored in locked filing cabinets in accordance with the school's Data Protection policy.

Classroom Management for Children with Additional Learning Needs

St. Patrick's JNS follows best practice guidelines for classroom management as advised by the Department of Education and Skills, the Professional Development Service for Teachers, the National Educational Psychological Service, the National Council for Special Needs, the Special Educational Support Service for teachers, Middletown Autism and other relevant professionals.

Open and honest communication and collaboration between school and parents is vital in catering to the needs of all our pupils, particularly those with additional needs. The school may where necessary make use of a daily home/school communication diary ("back and forth book") and/or regular scheduled meetings to facilitate this.

Classroom Management strategies to be employed, where this is in the best interest of the child, include but are not limited to the use of:

- PECS
- Social Stories
- Visual Timetables
- Home/School Communication Notebook
- Independent Work Stations
- Calm Room (always under the supervision of a member of staff)
- Movement Breaks both within and away from the classroom (always under the direct supervision of a member of staff)
- Behavioural Management Strategies such as "token economy"
- Teachers regularly undertake Continuous Professional Development in order to ensure that we continue to follow good practice guidelines. For the benefit of all our pupils and in the spirit of collegiality we share knowledge gained from these courses with our colleagues in the school.

Timetabling

The provision of Additional Needs Teaching is in addition to the regular class teaching in English and Maths. Time allocated per child will depend on the needs of the pupil and demands on the service. Efforts are made to ensure that pupils do not miss out on the same curricular area each time they attend Additional Needs Teaching except where a pupil has been exempted from a subject by the DES. Likewise, the school will endeavour to ensure that pupils do not miss classes they particularly enjoy. The SNA and PE timetables are also taken into account.

The provision of Additional Needs Teaching may include withdrawal of pupils from their classroom and/or In-Class Support. In-Class Support, if appropriate, will be jointly designed and monitored by the Class Teacher and Additional Needs Teacher.

Continuing and Discontinuing Additional Needs Teaching

Ideally children should not receive Additional Needs Teaching for more than two years unless they are still at or below the 10th percentile. Following the end of instructional term review, as detailed above, a decision is made to continue/discontinue the provision of Additional Needs Teaching. The criteria on which this decision is made include:

- Has the pupil achieved some/all of the learning targets set?
- Will the pupil be able to cope in the classroom learning context?
- Has the pupil's score in standardised testing changed significantly?

A decision to continue the provision of Additional Needs Teaching will result in a revision of the pupil's PPP. The decision-making process will involve consultation between the Class Teacher, Additional Needs Teacher and parents. Account will also be taken of the overall Additional Needs demands in the school.

Communication Strategies

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

- Junior Infant Pack distributed to parents of all Junior Infant pupils, containing a booklet which explains school policies and how parents and teachers can work together for the benefit of pupils. Included in the pack is a consent form to allow for diagnostic testing by the Additional Needs Team if and when necessary.
- Informing parents of concerns regarding progress in school.
- Outlining the school's practice with regard to diagnostic testing and follow up procedures.
- Consultation between Class Teacher and Additional Needs teacher following a low score on a screening test.
- Consultation between Principal and/or Additional Needs teacher and/or Class Teacher and parents following a low score on a screening test, including the seeking of approval for diagnostic assessment and provision of Additional Needs Teaching.
- Ongoing communication between the Additional Needs Teacher and the Class Teacher.
- Regular communication between the Additional Needs Teacher and parents.

Referral to Out-of-school Agencies

The Additional Needs Team co-ordinates the referral of pupils to outside agencies e.g. Educational Psychologist (N.E.P.S), Occupational Therapist (Community), Speech and Language Therapist (Community). Referral to C.A.M.H.S can only be made by the G.P. on behalf of child's parents. In the case of referral to Assessment of Need (A.O.N) the Additional Needs teacher and the Class Teacher will meet the parents and outline concerns about the child's learning difficulties and talk the parents through the A.O.N. process. It is the parents who must contact the Assessment Officer and arrange for initial interview to begin the process of Assessment of Need.

After a period of Additional Needs Teaching, where a child is still not making progress towards their full ability level (based on GL & NRIT screening tests, Sigma/MICRA and the professional opinion of the class/additional needs teacher) and with the consent of the pupil's parents, NEPS involvement may be sought.

The Principal and/or Additional Needs Teacher and/or Class Teacher meet with the parents to discuss the need for the referral and to seek consent to look for appropriate support from N.E.P.S. and/or other relevant agencies in relation to the pupil's needs.

The Additional Needs Teacher and Class Teacher complete the necessary referral form in consultation with the appropriate school personnel. Class Teachers cooperate with outside professionals' requests for questionnaires to be answered with regard to a child's behaviour pattern, or evidenced gross/ fine motor difficulties etc.

The external professional may visit the school to meet with the pupil, parents, Principal, Class Teacher and the Additional Needs Teacher as appropriate and assessment is conducted. Requested classroom observations are facilitated. When a copy of an Assessment Report is given to the school, every effort

is made to follow the recommendations in the report.

Where concern arises regarding the manner or speed of the follow-through post-assessment, such concern is pursued by the Principal with the out-of-school agency.

The Education Welfare Act 2000 authorizes the Board of Management, with the consent of the parent of a child, to arrange for the child to be assessed as to his or her intellectual, emotional and physical development by such a person as may be determined by the Board with the concurrence of the parent. (Education Welfare Act, S.10.4).

In the situation where parents refuse to grant consent for their child to attend for either a psychological assessment or Additional Needs Teaching, a record of the offer and its rejection, signed by the parents, will be kept in the child's file. Where a parent refuses to give consent, the Board may apply to the Circuit Court for an order that an assessment of the child be carried out. (Education Welfare Act, S. 10.5)

Roles and Responsibilities

The implementation of our policy will be supported as follows:

The Role of the Principal is to:

- Liaise with outside agencies and professionals.
- Attend meetings between Class Teacher, Additional Needs Teacher, parents and/ or outside professionals.

The Role of the Additional Needs Teacher is to:

- Assist in the implementation of a broad range of whole school strategies designed to enhance early learning and to prevent learning difficulties.
- Develop Personal Pupil Plans and learning programmes for pupils who are selected for Additional Needs Teaching in consultation with the Class Teacher and parents.
- Ensure secure storage of files relevant to Additional Needs Teaching in a secure location in the Additional Needs Teacher's room.
- Consult with Class Teacher to develop Classroom Support Plan for individual pupils as necessary.
- Maintain weekly/fortnightly/monthly planning for each individual or group of pupils in receipt of Additional Needs Teaching.
- Deliver intensive Early Intervention Programmes to pupils in Junior Classes.
- Meet regularly with parents to discuss pupil's progress.
- Provide support in the development of skills in Literacy, Numeracy and other areas when they arise.
- Contribute to the development of policy at the whole school level and at the cluster level where applicable.
- Liaise with Class Teacher on individual pupil's needs and progress.
- Liaise with external agencies.
- Maintain a list of pupils who are receiving Additional Needs Teaching and those with Additional Needs.
- Conduct diagnostic assessments.
- Maintain and review pupil records.
- Liaise with Principal, teachers and parents.

At School Support Plus Level, The Role of the Additional Needs Teacher is to:

- Assess and record the child's needs and progress.
- Set specific time-related targets for each child and agree these with the Class Teacher and Principal.
- Engage in direct teaching of the child, either in a separate room or within the mainstream class.
- Advise Class Teachers in regard to adapting the curriculum, teaching strategies, text books, I.C.T. and other related matters.
- Meet and advise parents, accompanied by the Class Teacher, as necessary.
- Meet with relevant professionals in the child's interest e.g. psychologists, speech and language therapists and visiting teachers.
- Seek advice and benefit from the expertise of relevant agencies, for example, the National Council for Special Education/Special Education Support Service or Middletown Autism group.
- Keep abreast of research, development and recognised best practice in how best to meet the special education needs of some of our pupils.

The Role of the Class Teacher is to:

- Maintain primary responsibility for the pupils' learning needs within his/her class.
- Make parents aware of the concerns of the school about their child's progress.
- Devise a Classroom Support Plan where necessary in consultation with Additional Needs Teacher.
- Secure storage of the Classroom Support Plan document in the pupil's individual file which is securely kept in a locked press in the classroom.
- Comply with the school's practise with regard to diagnostic testing and follow-up procedures.
- Where possible, attend meetings between Additional Needs Teacher and pupil's parents.
- Consult and co-operate with Additional Needs Teacher or Teachers on pupil's Personal Pupil Plan (PPP).
- Be alert to the possibility that some children may have a specific learning difficulty and bring it to the attention of the Additional Needs Teacher.
- Modify class programmes to suit the needs of pupils.
- Where there is an SNA, outline their duties clearly for the instructional term.

The Role of the Parent

- Support for and participation in their child's learning.

The Role of the Board of Management

Oversee implementation and review of the Additional Learning Needs policy and the provision of adequate resources, accommodation and storage within the overall budget provided for by the Department of Education and Skills.

PROVISION OF RESOURCES

Resources for the provision of Additional Needs Teaching include a variety of textbooks, library books, ICT, ancillary materials, manipulatives and games, oral language development materials.

A variety of testing materials are also in use which include standardised tests, diagnostic screening tests and tests which measure reading attainment, phonological awareness and Maths attainment.

While Additional Needs Teaching resources will primarily be used in the Additional Needs Teaching room, they may be made available to Class Teachers following consultation with the Additional Needs Team.

SUCCESS CRITERIA

The school-wide implementation of this policy will result in enhancement of pupil learning in the following ways:

- Improved standards of academic achievement as evidenced by the pupil's Personal Pupil Plan.
- Enabling the discontinuation of the provision of Additional Needs Teaching for individual pupils based on positive assessment results.
- Enhanced parental involvement in supporting their child's learning needs.
- Increased opportunities for effective communication between school personnel in relation to pupils' progress.

EXCEPTIONALLY ABLE PUPILS

It is the objective of the Additional Needs Teaching policy in regard to exceptionally able pupils to provide for the identification of these pupils and as far as possible to provide for their educational needs within the class.

Aims

- To identify each child's strengths and build on them as early as possible.
- To integrate the child as fully as possible.
- To consciously build the child's self-esteem.
- Insofar as possible, to provide the necessary resources to extend the child's learning.

Definition

An exceptionally able child is one who in the opinion of the Class Teacher performs exceptionally for their age, in two or more curricular areas.

Approach

In keeping with the ethos of the school every effort will be made to identify, stimulate, challenge and integrate the child. This will take place in the child's normal environment, the classroom. There will be no withdrawal from class.

As a school we recognise that there are exceptionally able pupils who may also exhibit deficiencies in other areas, e.g. poor social skills, poor attention span.

In class all pupils will be encouraged to be independent learners. The class library provides an invaluable resource for private study and research. The computer is also a valuable resource within the classroom with older pupils being given duties and printing out work from the computer.

Pupils will be challenged within subject areas by being given extra work after completing the task or activity set for the whole class. The school operates a system of pooling and sharing of resources to cater for extra or extension material at each level.

Progress

Progress shall be monitored by the Class Teacher. The progress for review and development is done informally on an on-going basis. Formal assessment takes place in 1st and 2nd class. There shall be regular consultation with the parents to ensure that the needs of the child are being provided for within

the capacity of the school.

Outside-School Activities

Any information that becomes available to staff which would be of benefit or interest to the exceptionally able child shall be communicated to the parents, for example information relating to the Centre for Talented Youth, Dublin City University, will be given to parents of these children. Parents shall be encouraged to bring their child to a suitable after-school activity to suit the child's interest, e.g. music, art etc.

IN-CLASS SUPPORT

The additional Needs Team provide In - Class support at all 4 class levels throughout the school year. The most suitable Model of delivering In- class support will be chosen and planned for before support begins. Models include, Team Teaching, Station Teaching and Parallel Teaching. Below is a breakdown of the type of In-class support typically provided at each class level:

Junior Infants:

September: Familiarisation/ Socialisation:

- Provide new pupils with the level of attention needed in the first days of formal schooling.
- Model and teach the basic rules of the school which all of our pupils are required to follow: "kind hands, kind words, kind actions".
- Help new pupils to learn and feel comfortable with the rhythms and routines of the primary school classroom.
- Help pupils begin to understand what is expected of them in the classroom and to support them in meeting these expectations.
- Begin to make preliminary observations on the abilities and needs of each child in the class with a view to planning an appropriately differentiated scheme of work for the year.

Mid-September to End October: Numicon

- Introduce the children to the **Numicon** resource, initially through free play and discovery learning.
- The children continue to become familiar with the resource through games and structured tasks designed to establish number concept and the sequence of numbers to 10.

November/ December: Aistear

- Additional Needs Teachers provide In-Class Support in each Junior Infant classroom during Aistear time. The aim is to support the children as they engage in learning through play in the socio-dramatic area. The themes usually covered at this time of the year are 'The Café' and 'Santa's Workshop'.

January/ February: Assessment

- The Additional Needs Teachers carry out individual class-based assessments, as agreed with the Class Teacher, e.g. Jolly Phonics sounds checklist, High Frequency word reading, Assessments from Current Maths schemes in use. These assessments go towards preparation for Parent/ Teacher meetings. They also help the ANTs make informed decisions as to which children should receive **Early Intervention** support in the final term.

Senior Infants:

Throughout the entire year alternating 6-week blocks of In-class support are given in all the Senior Infant classes. The blocks alternate between Literacy and Numeracy. Prior to a block beginning, a plan of work is agreed between the Class Teacher and the ANT assigned to the class for the year.

First And Second Classes:

Throughout the school year, each class receives support in the area of Literacy, Numeracy or other (e.g. Social/ Emotional). The support will be for a Minimum of 1 day per week but will increase depending on the needs of the children in a particular class.

IMPLEMENTATION:

In-Class Support is provided on an on-going basis during both instructional terms. Prior to commencement of In-Class Support, the Additional Needs Teacher and the Class Teacher will meet in order to plan content to be taught during the In-Class Support.

Whole school needs and whole class strengths and weaknesses, as evidenced by results of standardised tests in Maths and Reading, are cross referenced with the PPPs of individuals in each class in order to give focus to the programme of work for the block of In-Class Support which includes:

- Realistic goals/targets are set for the programme,
- Methods of assessing these targets are identified,
- Methods of monitoring and evaluating the programme are identified,
- A date for evaluation of the programme is set.

The model of support used in each classroom will depend on the needs of pupils in that class, for instance:

- Same content/different content
- Whole class/group work
- Equal responsibility/one teacher leading and one supporting

Types of groupings are established, e.g.

- Same ability
- Mixed ability
- Specific target

Preparatory work is evenly shared between the Class Teacher and the Additional Needs Teacher. Classroom rules and protocols are shared. Responsibility for discipline and classroom management is established. Responsibility for record keeping and assessment is established. Responsibility for communication with other staff and parents is established. During the block of In-Class Support the Class Teacher and the Additional Needs Teacher will meet as necessary to update or refine plans in the light of previous In-Class sessions. At the conclusion of the block, the teachers will agree a report which will be included in both teachers' cúntas míosiúil.