

# Gorey Central School

## Gorey Central School School Policy for Learning-Support Provision.

This Policy was originally written in 2005 and reviewed in 2008 and 2013 in line with The Learning Support Guidelines, The NEPS Continuum of Support, EPSEN act & DES Circular 02/05.

### 1. Situation.

Gorey Central School has 1 full time and 1 part-time Learning Support teacher & 1 part-time Resource teacher.

### 2. Aims of Learning-Support.

The principal aim of Learning-Support is to optimise the teaching and learning process in order to enable pupils with learning difficulties to achieve adequate levels of proficiency in literary and numeracy before leaving primary school. (LSG: p. 15).

#### 2.1 Subsidiary aims.

- To enable pupils to participate in the full curriculum for their class level
- To develop positive self esteem and positive attitudes about school and learning in pupils
- To enable pupils to monitor their own learning and become independent learners
- To provide supplementary teaching and additional support in English and / or Mathematics
- To involve parents in supporting their children through effective parent-support programmes
- To promote collaboration among teacher in the implementation of whole-school policies on learning support for pupils
- To establish early intervention programmes designed to enhance learning and to prevent / reduce difficulties in learning
- To guard the self-esteem and self-image of the learner.

### 3. Principles.

Effective learning programmes are based on the following principles:

- Effective whole-school policies and parental involvement
- Prevention of failure
- Provision of intensive early intervention
- Direction of resources towards pupils in greatest need.

### 4. Staff Roles and Responsibilities.

The role of supporting learning is a collaborative responsibility shared by all:- The Board of Management, Principal Teacher, Class Teachers, Learning-Support Teacher, Resource Teacher, Parents and Children. It is important that everyone contributes in the planning and implementation of our school plan on Learning-Support Provision.

# Gorey Central School

## **4.1 Role of the Board of Management.**

The Board of Management should:

- Oversee the development, implementation and review of the Learning-Support policy.
- Ensure that adequate classroom accommodation and teaching resources are provided for the learning-support teacher.
- Provide adequate funds for the purchase of Learning-Support materials.
- Provide a secure facility for storage of records relating to pupils in receipt of learning-support services.

## **4.2 Role of Principal.**

The Principal Teacher should:

- Assume overall responsibility for the development and implementation of the school's policies on learning-support and special needs in co-operation with the Learning-Support Teacher.
- Help to co-ordinate the caseloads/work schedules of the Learning Support & Resource Teachers
- Work with teachers in the development of the school plan on learning-support and special needs.
- Monitor the implementation of the school plan on learning-support and special needs on an ongoing basis.
- Organise at least one cluster meeting per annum.
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with very low achievement.
- 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.
- Keep teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Help teachers increase their knowledge and skills in the area of learning-support.
- Liaise regularly with the Learning-Support Team.
- Assume direct responsibility for co-ordinating learning-support and special needs services. The role of co-ordinating learning-support and special needs services may be filled by the principal teacher him / herself. Alternatively the principal teacher may assign these duties to another teacher such as a special education teacher, learning-support teacher or post holder.

Typically, the duties assigned to this role would include the following:

- Maintaining a list of pupils who are receiving supplementary teaching and / or special educational services
- Help to co-ordinate the caseloads / work schedules of the learning-support and resource teachers
- Supporting the implementation of a tracking system at whole-school level to monitor the progress of children with learning difficulties
- Advise parents on procedures for availing of special needs services
- Liasing with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs

# Gorey Central School

- Arrange for classroom accommodation and resources, as appropriate.

## **4.3 Role of Class Teacher.**

Circular 02/05 demands the implementation of the Staged Approach. Stage 1 of this approach requires class teachers to support their pupils' learning, in the first instance.

The Staged Approach requires class teachers to construct simple, individual plans of support, and to implement this plan for a specified time before referring the child for Stage 2 interventions.

Circular 02/05 demands that, "Interventions with pupils at stages 2 and 3 should include a classroom support plan to ensure that the pupils' needs are met for the whole school day" (p. 9).

- The *Learning Support Guidelines* (2000) advocate a significant change in the role of the class teacher, in terms of increasing emphasis on consultation with the learning-support teacher and with parents.
- The class teacher has primary responsibility for the progress of all pupils in her / his class, including those selected for supplementary teaching.  
This can be achieved by:
  - Grouping pupils for instruction
  - Providing lower-achieving pupils with strategies for reading, spelling and problem solving
  - Adapting learning materials for lower-achieving pupils
  - Liasing closely with their parents.
- When supplementary teaching cannot be provided for a pupil, or is being phased out or discontinued, the class teacher will need to develop and implement a support programme that meets the pupil's changing needs, in consultation with the learning-support teacher.
- In supporting the development and implementation of the school plan on learning support the class teacher should administer and score appropriate screening measures, and discuss the outcomes with the Learning-Support Teacher.
- The class teacher plays an important role in the initial identification of pupils who may have general or specific learning disabilities. Following Teacher Observation and/or the child's performance in Teacher designed tasks and tests the child may be put on to Stage 1 Support where deemed appropriate.
- For each pupil who is in receipt of supplementary teaching, the class teacher will collaborate with the learning-support teacher in the development of an Individual Profile and Learning Programme by identifying appropriate learning targets and by organising classroom activities to achieve those targets.
- For each pupil who is in receipt of supplementary teaching, the class teacher will adjust the class programme in line with the agreed learning targets and activities on the pupil's Individual Profile and Learning Programme and maintain a record of the pupil's progress towards achieving those learning targets.
- For each child who is in receipt of supplementary teaching, the class teacher will prepare and implement a Classroom Support Plan which has been approved by the child's Parents/Guardians and the school Principal by the end of September each year.

# Gorey Central School

- With regard to teaching pupils with low achievement, the following general approaches and methods are recommended:
  - Group teaching
  - Modifying presentation and questioning techniques to maximise the involvement of pupils with low achievement in class activities
  - Placing an emphasis on oral language development across the curriculum
  - Providing pupils with extra tutoring in the key basic skills in literacy and numeracy
  - Setting learning targets at an appropriate level
  - Providing learning activities and materials 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, for particular attention in subsequent lessons
  - Setting up '*buddy systems*' if possible in class (high achievers collaboratively working with low achievers).
- A key role of successful learning-support is a very 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 Pupil Targets. This consultation will be achieved through formal meetings, and through informal consultation as the need arises.
- If the Class Teacher requests support from the LS Team on an inclass basis the Class Teacher is responsible for guiding LS Teachers regarding the content of the lessons and resources needed for children within the LS Caseload. The Class Teachers are responsible for the differentiation and provision of the class work for all children on LS Caseload in their class during Inclass Support. The LS Team will collaborate with Class Teachers to offer advice and may assist with gathering resources.
- Any SNA working in a class alongside a Class Teacher is under the guidance of the Class Teacher at all times. The Class Teachers are responsible for the differentiation and provision of the class work for all children with an SNA.
- It is accepted practice for class teachers to consult with the parents of all their pupils from time to time. However, for parents of pupils who are in receipt of Learning/Resource Support, additional time should be devoted to consultation and collaborative planning. In the case of each pupil who has been identified as experiencing low achievement and / or a learning difficulty the class teacher should:
  - The Process:
    1. Assign the child to Stage 1 in accordance with the staged model. The teacher then informs the Principal & Learning Support Team so that staged Intervention records can be updated.
    2. The Class Teacher should then speak to the Parents regarding his/her concerns.
    3. Class Teacher should complete an Information Gathering sheet with the Parents using the NEPS Continuum of Support book (Appendix 1).
    4. If deemed necessary the Class Teacher will administer appropriate tests with the child using checklists/profiles & record the results. The Learning Support team may assist in the testing at this stage if deemed necessary.

# Gorey Central School

5. The Class Teacher will compile results of any formal testing carried out on the pupil and will use the results to assist their planning for the pupil. Any formal test results should be stored in the child's individual file,
6. The Class Teacher may wish to carry out a specific diagnostic test which may be carried out by the Learning Support Team. Written Parental Consent must be arranged by the Class Teacher prior to any formal diagnostic testing taking place. The Class Teacher should be familiar with the Testing Materials available in the school.
7. The Class Teacher will compile a Classroom Support Plan (Appendix 2) for the child using the NEPS Continuum of Support book in consultation with the Learning Support Team. The Stage 1 plan should be signed by the Parents, Class Teacher & Principal and should be stored in the child's file. It is the Class Teacher's responsibility to do this.
8. From Senior Infants to 6<sup>th</sup> Class the Class Teacher will review the Classroom support plan annually and this will be completed by the end of September. Classroom support plans for children in Junior Infants will be put in place by their class teacher in the February of their first year of school if deemed necessary.
9. If concerns remain following intensive classroom intervention by the Class Teacher and Home Support the Class Teacher may request the involvement of Support Teachers and, if appropriate and caseload permitting, the pupil will move to Stage 2 Support. At this point it may be deemed necessary to conduct further assessments by an Educational Psychologist/OT or other Outside Agencies on a Public or Private basis. This information will be given to the Parents by the Class Teacher
10. If the pupil is moved to Stage 2 provision the Class Teacher, support teacher(s) and Parents assess the child's needs and an IPLP is drawn up by the Learning Support team.
11. The Class Teacher will liaise with external agencies such as educational psychologists, speech and language therapists relevant to the children in their care.
12. At the end of the Summer Term following Screening tests the Learning Support Team will allocate pupils to Stage 1, Stage 2 & Stage 3 in line with the criteria outlined in this policy. The Learning Support Team will write letters to inform Parents/Guardians of children who are going to be on Stage 1, Stage 2 or Stage 3 the following academic year. It is the Class Teacher's responsibility to distribute these letters and to contact, by telephone, Parents of children who are new to Stage 1, Stage 2, Stage 3 or of those who are being discontinued from Learning Support provision to answer any questions they may have.

## **4.4 Role of Learning-Support Team - LS Teacher(s) & Resource Teacher.**

The activities of the learning support team should include both teaching and non-teaching duties in accordance with the Learning-Support Guidelines. Discrete time for non-teaching duties is timetabled every Friday for a block of 1 hour where possible.

The LSRTs activities should include, where possible:

# Gorey Central School

- Assisting in the implementation of a broad range of whole-school strategies designed to enhance early learning and to prevent learning difficulties.
- Provide supplementary teaching commensurate with the child's particular and individual needs.
  - Research the pupil's specific learning difficulty, to become au fait with this impediment to learning.
  - Implement recommendations from outside agencies, wherever possible, and liaise with outside agencies pertinent to the children in their care.

The learning-support team's activities should include, where possible:

- Development of an Individual Profile and Learning Programme for each pupil who is selected for supplementary teaching, in consultation with class teachers and parents. The first IEP will be in place by October mid term.
- Maintaining a weekly planning and progress record, or equivalent, for each individual or group of pupils in receipt of learning support/Resource.
- Delivering intensive early intervention programmes and providing supplementary teaching in English and / or Mathematics to pupils in the junior section of the school (Senior Infants to 2<sup>nd</sup> Class), caseload permitting.
- Providing teaching in English and / or Mathematics to pupils in the senior section of the school who experience low achievement and / or learning difficulties.
- Contributing to the development of policy on Learning-Support at the whole school level.
- Providing advice to the Class Teacher (if requested) about pupils who are experiencing learning difficulties.
- Liaising with external agencies such as educational psychologists, speech and language therapists etc in collaboration with the Class Teacher.
- Meet with the LS Team & Principal teacher at least once each school term to discuss issues relating to the provision of Learning-Support.
- Contributing at the school level to decision making regarding the purchase of learning resources, books and materials to be made available to pupils with learning difficulties in their mainstream classrooms and in the learning-support teacher's room.
- The LSRT should work closely with class teachers to implement school policies on preventing learning difficulties, screening pupils for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching and other forms of learning-support, where it is deemed necessary.
- The learning-support team should aid class teachers in implementing school policies on preventing learning difficulties, screening pupils for learning difficulties, interpreting the outcomes of diagnostic assessments and providing supplementary teaching and other forms of learning-support, where it is deemed necessary.
- The learning-support team play an important role in co-ordinating the selection of pupils for supplementary teaching. The learning-support team should complete a Notice of Concern form for pupils that they feel are having a specific difficulty. At the end of the Summer Term following Screening tests the Learning Support Team will allocate pupils to Stage 1, Stage 2 & Stage 3 in line with the criteria outlined in this policy. The Learning Support Team will write letters to inform Parents/Guardians of children who are going to be

# Gorey Central School

on Stage 1, Stage 2 or Stage 3 the following academic year. It is the Class Teacher's responsibility to distribute these letters and to contact, by telephone, Parents of children who are new to Stage 1, Stage 2 or Stage 3 to answer any questions they may have.

- In addition to providing supplementary teaching to pupils, the learning-support team are involved in administering a range of formal and informal assessments and in maintaining records of the outcomes of those assessments. The learning-support team should:
  - Monitor the ongoing progress of each pupil in receipt of supplementary teaching in relation to the attainment of agreed learning targets and short-term objectives that arise from them, and record the observations in the Weekly Planning and Progress Record, or equivalent.
  - Review the progress of each pupil at the end of an instructional term and record it on the pupil's Individual Profile and Learning Programme.
- Meet with parents of each pupil who is in receipt of Stage 2 /Stage 3 Support to discuss targets and ways in which attainment of the targets can be supported at home and to review the pupil's attainment of agreed targets.

On occasion, extraordinary events/classes/visiting experts may take place in the school. It is our policy that pupils should not be removed from classes where any extraordinary event is taking place. When a pupil misses LS teaching as a result of remaining in class the LS team will endeavour to reschedule the class. However it is acknowledged that this will not always be possible. If no arrangements can be made to alter the days timetable satisfactorily any time without pupils present shall be deemed discrete time for non-teaching duties.

As one of our LSRTs is shared between 3 schools, the following caution contained in the Learning-Support Guidelines, is particularly relevant to our situation: "Teachers providing learning-support services in a cluster of schools face additional challenges in meeting the learning needs of pupils"

## **4.6 Role of Parents.**

Parents can prepare for and support the work of the school by:

- Providing a home environment in which there are opportunities for adults and children to participate together in language, literacy and mathematical activities in the early years before formal schooling begins.
- Supporting the work of the school by participating with their child in such activities as:
  - Using Information and Communications Technology (ICTs), where available, to support learning in English and / or Mathematics
  - Book sharing / reading stories
  - Storytelling
  - Paired reading (listening to and giving supportive feedback on oral reading)
  - Discussions about school and other activities to build vocabulary and thinking skills
  - Writing lists and short accounts about children's experiences

# Gorey Central School

- Counting and measuring and other activities involving number
- Visits to the zoo, museum, library etc... to broaden the range of their child's experiences
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities outlined in their child's Individual Profile and Learning Programme and discussing the outcomes with the child's teachers.
- Talking positively about school and school work;
- Availing of real-life situations to discuss the importance of language, literacy and mathematics.
- Modelling involvement in language, literacy and mathematical activities at home by engaging in and talking about these activities.
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities outlined in their child's Individual Profile and Learning Programme and discussing the outcomes with the child's teachers.
- Parents should keep the class teacher informed of the progress that they observe in their child's learning. They should also let the school know of any learning difficulties that they observe in their child at home. If, following diagnostic assessment, the child has been identified as requiring supplementary teaching, the parents should attend a meeting with the learning-support teacher to discuss:
  - The results of the assessment
  - The learning targets in the child's Individual Profile and Learning programme
  - The actions to be taken by the school to meet those targets
  - The ways in which attainment of the targets can be supported at home.
- Where a child is in receipt of supplementary teaching from the learning-support teacher, the parents should:
  - Discuss their child's progress with the learning-support teacher at the end of each instructional term, and, in cases where supplementary teaching is to be continued, discuss the revised learning targets and activities in their child's Individual Profile and Learning Programme
  - At the discontinuation of supplementary teaching, discuss with their child's teachers how the child's future learning needs can continue to be met at school and at home
  - Participate in activities organised by the school that are designed to increase the involvement of parents in their children's learning
  - Become familiar with and contribute to the development of the school plan on learning support individually and through involvement in parents' associations.

## **4.7 Role of Pupils.**

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

- Become familiar with the medium and short-term learning targets that have been set for them and they should be given the opportunity to contribute to the setting of such targets.
- Contribute to the selection of texts and other learning materials that are relevant to the attainment of their learning targets.



# Gorey Central School

- 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.

## 5. Internal Provision.

### **5.1 Prevention Strategies.**

Our strategies for preventing learning difficulties include:

- The development of agreed approaches to the teaching of English and Mathematics in order to ensure progression and continuity from class to class. (See Plan Scoile for English and Mathematics)
- Provision of additional support in language development and relevant early literacy and mathematical skills to pupils who need it
- Implementation of a parent involvement programme for parents of children attending learning support that focuses on developing children’s oral language skills, shared books with children and developing their early mathematical skills
- Implementation of paired reading programmes involving adults/parents and pupils in the school
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties
- Close collaboration and consultation between the Infant teacher and the Learning-support teacher.

### **5.2 Early Intervention Programmes.**

Early intervention is a vital component of the learning-support provision in this school, caseload permitting. Early intervention programmes may be provided by the class teacher and / or by the learning-support teacher in accordance with the Staged Approach, outlined in Circular 02/05 (pp. 21-22),

- Close collaboration and consultation between the class teachers and the learning-support teacher, will identify pupils who may be in need of early intervention. Teacher observation and professional opinion will be given due consideration and respect in the selection of pupils for early intervention programmes.
- Intensive early intervention programmes in the early primary classes can be an effective response to meeting the needs of children with low achievement. These programmes will:
  - Be set within a specific time frame (13-20 weeks)
  - Be based on a shared expectation of success by everyone involved
  - Involve small group teaching or one-to-one teaching where small group teaching has not been effective
  - Include a strong focus on oral language, laying the foundation for meaningful reading activities and further development of language and comprehension skills

# Gorey Central School

- Emphasise the development of phonemic awareness and a range of other word identification skills
- Engage the pupils in frequent supervised oral and silent reading of texts at appropriate levels of difficulty and monitor their comprehension
- Stress the interconnected nature of listening, speaking, reading and writing
- Focus on language development in mathematics, and in the development of mathematical procedures and concepts.

## **6 Screening, Assessment, Caseload, Selection, Permissions and Review.**

School Policy for Learning-Support Provision. The following decisions were ratified at the Staff Meeting in August 2013.

### 6.1 Initial Screening.

Class teachers will carry out the formal testing. Class teachers will also correct and record results for both Micra-T and Sigma-T standardised tests (1st – 6th).

The class teacher will carry out MIST testing on Senior Infants annually in February with the support of the LS Team if necessary. Class teachers will also correct and record results for the MIST tests.

The Junior Infant Class Teacher will carry out The Early Literacy Test and BIAP on the children who they have academic concerns about in April/May. The class teacher will correct and record the result and will inform parents of any difficulties experienced by a child.

NRIT/NVRT will be conducted annually by the class teachers in 1st & 5th Classes in September/October, with support from the LS team if necessary. Class teachers will also correct and record results for the NRIT/NVRT tests.

### 6.2 Diagnostic Assessment.

Class teachers may wish to discuss the school's recorded results with the LS Team and further screening tests and / or diagnostic assessments may be deemed necessary.

During specific times when large numbers of pupils need to be tested as a group or individually it is deemed necessary to include more discrete non-teaching time on the LS timetable.

### 6.3 Caseload Decisions.

30 is the agreed maximum number of pupils that can be taught by any one full time learning-support teacher, in Gorey Central School, at any one time. The school acknowledges that this figure is too high and every effort will be made to reduce it. The Staged Approach together with current guidelines (the LSG), and DES directives must inform all decision-making regarding the LSRT's caseload.

# Gorey Central School

## 6.4 Selection Criteria.

The following selection criteria encompass all current guidelines and general good practice. The LSRT will select pupils in accordance with these criteria, stopping at (1) if his / her caseload is full, but will continue on to point (2) caseload permitting, and so on through the selection criteria.

1. Pupils with Low Incidence Diagnosis
2. Pupils with High Incidence Diagnosis
3. All pupils who score at/below the 10<sup>th</sup> Percentile in Literacy
4. All pupils who score at/below the 12<sup>th</sup> Percentile in Literacy
5. Early Intervention Literacy Infants – 2nd for pupils who continue to experience difficulty, despite Stage One interventions by the Class Teacher or who attain at or below 30<sup>th</sup> percentile on Standardised Literacy Testing in 1st Class.
6. All pupils who score below the 10<sup>th</sup> Percentile in Numeracy
7. All pupils who score at/below the 12<sup>th</sup> Percentile in Numeracy
8. Early Intervention Numeracy Infants – 2nd for pupils who continue to experience difficulty, despite Stage One interventions by the Class Teacher or who attain at or below 30<sup>th</sup> percentile on Standardised Numeracy Testing in 1st Class.
9. Pupils scoring above the 12<sup>th</sup> percentile on standardised assessments in literacy,  
who continue to experience difficulty, despite Stage One interventions by the class teacher, under the Staged Approach
10. Pupils scoring above the 12<sup>th</sup> percentile on standardised assessments in mathematics, who continue to experience difficulty, despite Stage One interventions by the class teacher, under the Staged Approach.

\*Children scoring between 13-25<sup>th</sup> Percentile on Standardised Micra & Sigma testing will automatically be placed at Stage 1 by the Learning Support Team in June following Testing. Other children will be placed at Stage 1 Maths/English at the Class Teacher's discretion during the year.

## 6.5 .Staff Meetings.

The learning-support teacher will arrange to meet Parents of his/her Caseload during the school year. The LSRTs will attend and contribute to staff meetings, as usual. LSR will be included on the agenda for staff meetings at least once per instructional term.

## 6.6 Travelling Time.

The shared LSRT ensures that the time spent travelling between schools is kept to the minimum possible, while providing regular support to pupils.

# Gorey Central School

## 6.7. Review of the Cluster-Wide Policy on Learning-Support.

At least one meeting per year will accomplish regular review of the cluster-wide policy.

The meeting will be co-ordinated by the base principal.

## 7. Continuing and Discontinuing Supplementary Teaching.

- An instructional term is generally taken to mean 13-20 weeks of instruction.
- A meeting will be held on occasion with the parents in cases where supplementary teaching is to be continued to discuss the revised learning targets and activities in the pupil's Individual Profile and Learning Programme.
- Supplementary teaching will normally be discontinued where the targets have been met and the pupil (on assessment) is performing above the percentile laid down in the criteria for receiving learning-support.
- The school may decide to discontinue supplementary teaching with some pupils (who have made satisfactory progress), in order for the learning-support teacher(s) to provide intervention for pupils, after the analysis of screening test results. Due consideration will be given to the overall needs of the school and all of its pupils.
- It may be deemed appropriate to cease LS of children in 6th Class depending on their needs to allow development of Self esteem and Independence. It may be appropriate to use any remaining time to conduct a Transfer Programme with individual 6th Class children.

## 7. Monitoring Progress.

Monitoring the academic progress of the pupils in this school will be accomplished by:

- Observation and assessment of the language, literacy and numeracy skills of the pupils in all classes to facilitate early identification of possible learning difficulties by the class teacher.
- Formal Standardised and informal testing by the class teacher.
- Diagnostic testing by the learning-support teacher.

## 8. Liasing with Parents.

### 8.1 Communication with Parents.

Effective communication with parents is critically important to the success of a learning-support programme.

- Teachers will take every opportunity to make parents familiar with the purpose and procedures of the school's learning-support team.

# Gorey Central School

- Activities may be organised in our school, from time to time, to increase the involvement of parents in their children's learning, e.g. Paired / Shared reading.
- Parents will be encouraged to support their child's learning through:
  - Developing children's oral language through discussion
  - Motivating children to read more
  - Creating a home environment where literacy can thrive
  - Selecting books that interest children
  - Counting, measuring and other activities involving number.

## 8.2 Principal Teacher Liaising with Parents.

While the learning-support teacher will consult with parents and outside agencies on an ongoing basis, the principal teacher can facilitate the involvement of parents in the learning-support process by:

- Establishing school policies and procedures, which enable parents to become involved effectively in the provision of learning-support.
- Overseeing the development of links between teachers and the providers of assessments and other services.

## 8.3 Class Teacher Liaising with Parents.

- As soon as a pupil comes to the attention of the school because of low achievement it will be possible for the class teacher, in the context of ongoing contact with the parents, to make them aware of the situation and to ascertain the parent's views about the child's performance at school.
- The Class Teacher will seek the parent's approval in writing (forms for this can be obtained by the class teacher from the Learning support team) to proceed with diagnostic assessment, the results of which, may lead to supplementary teaching. The diagnostic tests will be completed by teachers, with support from the Learning Support team. The results of any tests will be reported to the parents by the class teacher with support from the LS team, as necessary. If deemed appropriate and caseload permitting, the child may be selected for leaning support.
- Parent's must accept or decline the place in writing on a letter sent to them by the class teacher. The letter for class teachers to send to Parents can be obtained from the Learning Support team. The Learning Support team will provide a copy of the proposed targets for the Parents to sign, indicating their approval.

## 8.4 The Learning-Support Teacher(s) and Resource Teacher Liaising with Parents.

In addition to providing general information to parents about the learning-support services that are available in the school, the learning-support teacher should:

- Discuss the learning targets in the child's Individual Profile and Learning Programme with the parents, the actions to be taken by the school inclass/withdrawal to meet those targets and the ways in which attainment of the targets can be supported at home (if it is decided that supplementary teaching will be provided by the learning-support teacher).

# Gorey Central School

- Communicate on an ongoing basis with the parents of each pupil who is in receipt of supplementary teaching so that progress can be positively affirmed and any difficulties in implementing the pupil's learning programme at school or at home can either be anticipated and avoided or addressed without delay.
- Consult with the parents of each pupil who is in receipt of supplementary teaching to review the pupil's attainment of agreed learning targets, to discuss the level of supplementary teaching (if any) that will be provided and to revise the pupil's Individual Profile and Learning Programme as necessary. These meetings will take place during the school day and will be separate from the normal P/T teacher meetings which the LS team will not attend.
- Consult with parents when supplementary teaching is to be discontinued and identify ways in which the pupil's learning can continue to be supported at school and at home
- Recommend strategies and resources to parents that will enable them to help with their child's development in such areas as oral language, reading, writing, spelling and mathematics
- Where relevant, collaborate with other teachers to advise parents on ways in which they can support their children's learning at home.

## 9. Monitoring and Reviewing of Policy.

Monitoring of the Learning-Support Policy is an ongoing and developmental process. The Policy will be reviewed as is deemed necessary. A cluster meeting will be held in the last term of each school year in order to review the cluster-wide policy.