

Our Lady of Fatima



Support Teaching Policy: Literacy & Numeracy

This Support Teaching Policy adheres to its responsibilities acknowledges and is informed by the legislative requirements of:

The Education Act (1998)

The Education Welfare Act (2000)

The Equal Status Act (2000)

Overall Aim

The role of support teaching is to provide support to students who have the greatest level of need in literacy and/or numeracy.

Subsidiary aims:

- To develop in all students a positive self-esteem and attitude to school and learning.
- To enable all students to have ownership of their own learning and become independent learners
- To develop programmes that enhance and support learning
- To promote collaboration among teachers in the implementation of whole- school policies on teaching.

1. **Roles within Support Teaching.** The role of ST is a collaborative responsibility shared by all - the Board of Management, Pupils, Parents, Principal, Deputy Principal, Support Teacher, and class teacher.

Role of Board of Management

- To oversee the development, implementation, and review of school policy on learning support.

The Role of the pupil.

- Pupils in Our Lady of Fatima School are expected and encouraged to collaborate with their teachers and each other and to engage fully in their own learning as active participants.
- To assist in the development of their own IEP
- To provide feedback on an ongoing basis on how they perceive the intervention programme to be progressing

The Role of Parents

- To assist in the development of their child's Individual Education Plan
- To dialogue with their child's Support teachers on an ongoing basis
- To attend parent teacher meetings.

The Role of the Principal.

- To monitor the implementation of the school policy on support teaching on an ongoing basis.
- To assign the staff, Support Teachers, and Special Needs Assistants to work with pupils who present with learning needs.
- To allocate time at staff meetings for support learning issues and/or complex learning issues.
- To select, in consultation with the support team and class teacher, classes from which a pupil shall be withdrawn for Support Teaching.
- To participate in regular evaluation and review of Support Provision.

The Role of DP

- To apply to the State Examination Commission for reasonable accommodation, where appropriate, in the State Exams.

The Role of the Support Teacher

- To advise the principal of pupils who require support provision and to consult in the allocation of pupils as to those requirements.
- To engage in regular evaluation with colleagues in the progress of pupils.
- To consult with colleagues in determining what resources are required in the Resource Room and advise the principal accordingly.
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The Role of the Classroom Teacher.

- All teachers in Our Lady of Fatima School participate in supporting learning of their pupils
- To acquaint themselves of the learning needs of all their pupils
- To provide learning experiences that best suits individuals in their class
- To provide assessment for learning that best suits all individuals in their classes.
- To advise the Support Teacher and Support Team of pupils in their classes who need specific support and/or learning resources.
- To accommodate withdrawal of a pupil from their classes as appropriate.
- To inform the parents that their child is receiving extra support.

The Role of the Support Team

- The Support Team comprises of Literacy, Numeracy and ASD Support.
- The Support Team will meet half-termly to review methodologies, strategies, timetabling etc.
- The Support Team will facilitate an on-going review of all students' progress.

2. **Access to Support Teaching** – Identification and selection of students.

The Support Teacher, following consultation with the class teacher will be responsible for selecting students who will receive learning support. A combination of methods will be used to aid selection.

- Formal and Informal Assessment, including end of year (May) assessments.
- The support teacher will collate the results and look at students' scores. If necessary, an individual education programme is designed for each student in a further effort to support student's needs.
- The support teacher must finalise and prioritise students within the hours allocated.
- Teacher Referral – for new enrolments. Class teachers may refer students to the Support Team if they notice that a student is experiencing difficulties in class. A referral form should be completed using the attached template (**Appendix A**). Based on the information received from the class teacher combined with previous test results, the Support Team will decide if learning support is required.

3. Models of Support Teaching

There are several models of delivery of Support Teaching in operation in Our Lady of Fatima School. The model chosen will depend on the needs of the pupil/s.

- One teacher to one pupil
- One teacher to a small group (e.g., 2-3)
- In Class Support.

The type of support may change from year to year depending on the individual students and what type of support best suits their needs. The type of support which will be delivered yearly may also be determined by SSE (School Self Evaluation), ongoing reports and review.

There will be an initial meeting between support staff and class teachers at the beginning of the year, to discuss methodologies and learning styles, necessary to support individual students both in class and during withdrawal lessons.

The support teacher will collaborate with the class teacher in constructing a support plan/IEP.

Review & Evaluation

The policy will be reviewed as necessary and updated where appropriate.

Ratified by the Board of Management on :14th September 2022

Signed: William Swan ADM

Chairperson B.O.M.

APPENDIX A

1. Student's Name	
2. Student's Class:	
3. Please confirm that you have consulted the appropriate support teacher prior to completing this form	
4. Please give details of interventions/strategies used to date	
5. Name of teacher referring	
6. What is the area of concern. You may select more than one.	
<i>Behavioural e.g., acting out; disruption, avoidance etc</i>	
<i>Emotional e.g., family, or personal issues, grief etc</i>	
<i>Social e.g., isolation, low level peer conflict etc</i>	
<i>Learning e.g., literacy, numeracy, organisation</i>	
7. Reason for concern:	
8. Consultation with parent:	
Signature:	Date: