



Additional Educational Support St Joseph's Secondary School

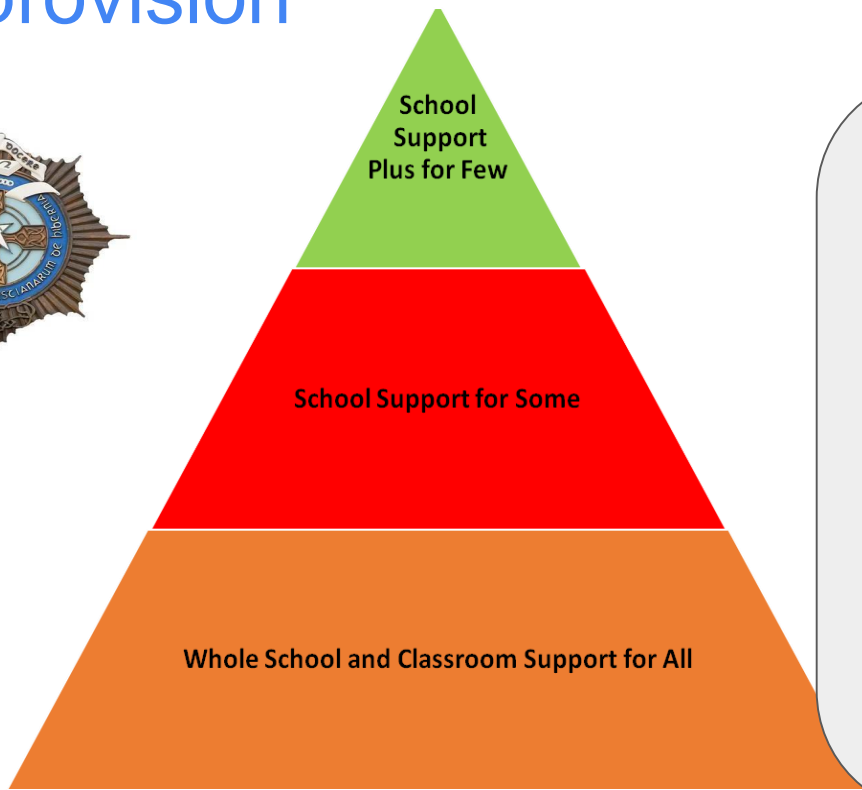
Additional Educational Support provides an extra layer of support for all students

There is currently a team of resource teachers and SNAs that provide this support

Schools now decide and control how resource support is provided in their school



St Joseph's follow the Continuum of Support model of provision



Whole School Framework

Intake screening

Collection of information from primary school

Student Passport

Teacher observation

Teacher assessment

Learning Environment

Student Support Team involvement

Team teaching

Standardised tests of literacy/numeracy

Student consultation

School Support/Support for Some



School
Support
Plus for Few

School Support for Some

Whole School and Classroom Support for All

Teacher observation records
Teacher-designed measures /
assessments
Parent/student interview
Learning environment checklist
Diagnostic assessments in
literacy/numeracy
Formal observation of behaviour
Functional assessment as
appropriate, including screening
measures for social, emotional
and behavioural difficulties

School Support Plus/Support for Few



School
Support
Plus for Few

School Support for Some

Whole School and Classroom Support for All

At this level, subject teacher(s), parents and special education teachers, in collaboration with outside agencies, as required engage in a more detailed and systematic approach to information gathering and assessment. This involves using a broad range of formal and informal assessment and diagnostic tools, including teacher observation, student interview, measures of cognitive ability and social, emotional, behavioural and adaptive functioning, as appropriate.

Data generated from this process are used to plan an appropriate intervention and serve as a baseline against which to map progress. A Support Plan at this level is likely to be more detailed, individualised, and to involve longer term planning and consultation.

Three Step Process to Support Students

- **STEP 1:** Identifying Needs

Gathering information from:

(Primary school; Drumcondra assessments; PPADE assessments ; Professional Reports; Parents; Students themselves)



Three Step Process to Support Students

STEP 2: Addressing Needs
(Match support with identified need)

• **STEP 3:** Recording and Monitoring Outcomes
(Establish baseline; record progress; assess outcomes; plan next steps)





Students access support as needs arise.

For some it may be short term support to address a particular issue

Approximately 35% of students will get extra support over the course of their education



St Joseph's ensures that students with the highest level of need access the greatest level of support.