

**NOTE TO TEACHER:**

**PLEASE ENSURE YOU ALSO INCLUDE ALL STAGE 1, 2 AND 3 DOCUMENTS IN THIS FILE.**

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| **STUDENT SUPPORT FILE Cover Page**  ***(all Blue sections to be filled in by the Class Teacher)*** | |
| **Name of Student** |  |
| **Date of Birth** |  |
| **School** | Scoil Bhríde Nurney Kildare 16345a |
| **Date File Opened** |  |
| **Date File Shut** |  |

**A Continuum of Support**

***(Academic Success ↔ Social, Emotional and Behavioural Competence)***

***Developing a student support plan is the outcome of a problem-solving process, involving school staff, parent(s)/guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.***

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| **Student Support File, Log of Actions** | |
| ***Date*** | ***Actions*** |
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| *Please tick below the appropriate colour box below*  ***nurney logo jpeg.jpgClassroom Support (support for all) – Stage 1 – Green* **  ***School Support (support for some) – Stage 2 – Yellow* **  ***School Support Plus support for a few) – Stage 3 – Red* ** | | | | |
| **Basic Needs Checklist** | | | | |
| **Pupils Name:** | **Age:** | **Class:** | | **Date:** |
| **tick.pngHeadings under which to consider a pupil’s basic needs** | | | | |
|  | | | Physiological needs e.g. does the child have adequate food, warmth, housing etc? | |
|  | | | Safety needs e.g. does the child need physical or psychological protection? | |
|  | | | Belonging needs e.g. does the pupil have close family and friends, feel part of his / her class. | |
|  | | | Esteem needs: e.g. does the child receive respect, positive feedback from others and respect others and self? | |
| **Possible actions suggested to the teacher on the basis of the questions above:** | | | | |
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| **tick.pngLearning Environment Checklist (Part A)** | | | | | | | | | | | | | | | | | | | | |
| **Environment / Physical conditions** | | | | | | | | | ***Tick the area where action could be taken to make a difference for the pupil:*** | | | | | | | | | | | |
| **nurney logo jpeg.jpg** | | | | | Layout of room & furniture | | | |  | | | | | Adequate working space for students & teacher | | | | | | |
|  | | | | | Good decor / lots of displays etc? | | | |  | | | | | Ease of movement in room | | | | | | |
|  | | | | | Temperature | | | |  | | | | | Lighting | | | | | | |
|  | | | | | Noise level | | | |  | | | | | Seating *(Facing board - neighbouring pupil compatibility - height for writing)* | | | | | | |
|  | | | | | Appropriate resources/ equipment organised and readily available for all pupils? | | | |  | | | | |  | | | | | | |
| **Social factors / Relationships** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | Classroom procedures & rules are made clear and understood by all pupils and consistently applied | | | | | | | | | | | | | | | |
|  | | | | | Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures) | | | | | | | | | | | | | | | |
|  | | | | | Changes between tasks are managed smoothly and effectively | | | | | | | | | | | | | | | |
|  | | | | | Pupils know what to do next without asking | | | | | | | | | | | | | | | |
|  | | | | | The class is generally on task | | | | | | | | | | | | | | | |
|  | | | | | A variety of different actions (academic & behaviour) are frequently noticed and praised | | | | | | | | | | | | | | | |
|  | | | | | A variety of praise and rewards are used | | | | | | | | | | | | | | | |
|  | | | | | Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress | | | | | | | | | | | | | | | |
|  | | | | | Any disruptive or off-task behaviour is effectively managed | | | | | | | | | | | | | | | |
|  | | | | | Good communication and feedback between teacher and each pupil about progress is maintained | | | | | | | | | | | | | | | |
| **Teaching & Learning - Methods, Materials & Procedures** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***The extent to which:*** | | | | | | | | | | | | | | | |
|  | | | | | Tasks set are appropriate for the pupil s level of understanding and skills | | | | | | | | | | | | | | | |
|  | | | | | Learning goals are clearly defined and shared with the pupil. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for the pupil to engage in activities in which s/he can be successful. | | | | | | | | | | | | | | | |
|  | | | | | Steps in learning goals are small enough to ensure progress. | | | | | | | | | | | | | | | |
|  | | | | | Activity content / tasks are of interest to the pupil | | | | | | | | | | | | | | | |
|  | | | | | Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate. | | | | | | | | | | | | | | | |
|  | | | | | A variety of teaching approaches used. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for a variety of pupil responses- oral/ practical/ written. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for pupil involvement in decision making and recording. | | | | | | | | | | | | | | | |
|  | | | | | Opportunities are provided for pupil to generalise/transfer learning from one situation to another. | | | | | | | | | | | | | | | |
|  | | | | | Regular monitoring and recording of progress occurs | | | | | | | | | | | | | | | |
| **Classroom Activity** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***Routines established for:*** | | | | | | | | | | | | | | | |
|  | | | | | entering class | | | |  | | | | | | | leaving class | | | | |
|  | | | | | giving out resources | | | |  | | | | | | | gathering resources | | | | |
|  | | | | | asking for help | | | |  | | | | | | | gaining whole class attention | | | | |
| **Learning Environment Checklist (Part B)** | | | | | | | | | | | | | | | | | | | | |
| **Rules / Rewards / Consequences** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***Rules are:*** | | | | | | | | | | | | | | | |
|  | | few in number | | | | |  | | decided upon in consultation with pupils | | | |  | | | | | | displayed | |
|  | | | | | ***Rewards and consequences are:*** | | | | | | | | | | | | | | | |
|  | | | | | named | | | |  | | | | | | | linked to behaviour | | | | |
|  | | | | | rewards are rewarding to class | | | |  | | | | | | | rewards are achievable | | | | |
|  | | | | | sanctions are understood and fair | | | |  | | | | | | | sanctions are imposed consistently | | | | |
| **School Environment** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | ***Tick which area needs change:*** | | | | | | | | | | | | | | | |
|  | **Playground/ yard 🡪** | |  | layout | |  | | equipment | |  | | Supervision | | | | |  | | | rules |
|  | **Movement: effective routines for 🡪** | | |  | | movement around school | |  | | lining up | | | | |  | | | | | corridors |
|  | **Break/lunchtimes**  **🡪** | | |  | | clear simple rules | |  | | rewards and consequences clear | | | | |  | | | | | activities available |
|  | | | | Staff support | | | |  | | | | | | | staff discuss difficulties | | | | | |
|  | **Policy 🡪** | | |  | | | | behaviour policy exists | | |  | | | | | | | policy is understood and agreed by staff | | |
|  |  | | |  | | | | range of rewards for good class, yard, school behaviour | | |  | | | | | | | range of sanctions in place | | |
|  |  | | |  | | | |  | | |  | | | | | | | range of strategies used for managing behaviour | | |
|  |  | | |  | | | |  | | |  | | | | | | | behaviour is assessed and monitored | | |
| **Summary of concerns:** | | | | | | | | | | | | | | | | | | | | |
| **Provisions already in place:** | | | | | | | | | | | | | | | | | | | | |
| **Actions required:** | | | | | | | | | | | | | | | | | | | | |

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| **nurney logo jpeg.jpg“My Thoughts about School” Checklist (Part A)** | | | |
| **Name:** | **Age:** | **Class:** | **Date:** |
| **The things I like best at school are:** | | | |
| **The things I don t like about school are:** | | | |
| **The things that I am good at are:** | | | |
| **The things I find hard are:** | | | |
| **I am happy in class when:** | | | |
| **I am happy during break and lunch times when:** | | | |
| **My friends are:** | | | |
| **I need help with:** | | | |
| **Teachers in school can help me by:** | | | |
| **My teacher would describe me as:** | | | |
| **My parents would describe me as:** | | | |
| **My friends would describe me as:** | | | |
| **“My Thoughts about School” Checklist (Part B)** | | | |
| **The following questions can be asked if children have an emotional and behavioural difficulty in school.** | | | |
| **Adults I get on best with in school are:** | | | |
| **I get into trouble in school when:** | | | |
| **The things I do that make my teacher feel unhappy are:** | | | |
| **The things my teacher does that make me feel unhappy are:** | | | |
| **I make my teacher happy when:** | | | |
| **The things my teacher does that make me feel happy are:** | | | |
| **The class rules are:** | | | |
| **If someone breaks the rules:** | | | |
| **Rewards I like best are:** | | | |
| **The things that I need to change are:** | | | |