

**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:** |