



St Fergal's College

One to One Teaching Policy

Contents

Introduction	3
Mission Statement	3
Ethos and Core Values	3
Rationale	3
Wellbeing	3
GDPR	3
Additional Educational Needs (AEN).....	3
Child Protection	4
Principles of Best Practice in Child Safeguarding.....	4
Relevant Legislation	4
Aims	4
Procedures	5
Safeguarding Requirements:.....	5
Review and Evaluation.....	6
Bibliography	6

Introduction

St Fergal's College is a co-educational, multi-denominational, multi-cultural post-primary school, situated in Rathdowney, Co. Laois, under the patronage of the Laois and Offaly Education and Training Board (LOETB).

Mission Statement

St. Fergal's College aims to provide a quality education for all our students in a caring and respectful environment. We enable students to develop fully a sense of their own unique worth by providing a broadly based curriculum that fosters intellectual, spiritual, moral, emotional and physical growth. We are committed to promoting good relationships between students, staff, parents and our community. We aim to create a safe, healthy, learning environment that nurtures self-discipline and encourages our students to take responsibility for their own learning. We aim to educate our students not only for now, but also for life.

Ethos and Core Values

St Fergal's College is a co-educational, multidenominational school underpinned by the core values of:

- Excellence in Education
- Care
- Equality
- Community
- Respect

Rationale

In St Fergal's College, all students are given equal opportunities in line with the Education (Admissions to School) Act 2018. Once enrolled, our school strives to provide equal opportunities to engage with the curriculum and school life.

The Board of Management recognises that child safeguarding and welfare considerations permeate all aspects of school life and must be reflected in policies, practices, and activities.

It is the policy at St Fergal's College that one-to-one teaching is offered only in the best interest of the student, and in line with statutory obligations under the Children First Act 2015 and the Child Protection Procedures for Primary and Post-Primary Schools 2025.

Wellbeing

Due consideration has been given to all aspects of student wellbeing in renewing this policy.

GDPR

This policy has been reviewed in line with the Data Protection Act 2018 and GDPR requirements.

Additional Educational Needs (AEN)

This policy must be read in conjunction with the school's AEN Policy.

Child Protection

This policy has been developed in accordance with St Fergal's College Child Safeguarding Statement and in compliance with:

- Children First Act 2015
- Children First: National Guidance for the Protection and Welfare of Children (2017)
- Child Protection Procedures for Primary and Post-Primary Schools 2025

Principles of Best Practice in Child Safeguarding

The school will:

- Recognise that safeguarding and welfare of children is of paramount importance.
- Fully co-operate with relevant statutory authorities.
- Adopt safe practices to protect both children and staff.
- Ensure that no member of staff, student teacher, visitor, or volunteer engages in unsupervised one-to-one teaching unless specifically authorised and in line with safeguarding procedures.

Relevant Legislation

This policy is drafted in the context of the specific provisions and definitions with regard to children with disabilities and additional educational needs and the statutory requirements placed on schools, Boards of Management and the Department of Education and Skills (DES) by the following legislation:

- Education Act 1998
- Equal Status Acts 2000 & 2004
- Education Welfare Act 2000
- EPSEN Act 2004
- Data Protection Act 2018
- Children First Act 2015
- Child Protection Procedures 2025
- Circulars 14/2017 and 35/2017

These provide a legislative framework for the inclusion of students with AEN into mainstream schools.

Aims

1. To ensure that students in receipt of AEN support are identified and provided for in a fair and equitable manner so that their learning potential and their sense of self-worth and dignity is developed and respected.
2. To ensure that students in receipt of AEN support are offered a broad, balanced, relevant, progressive, continuous and differentiated curriculum and that they are provided for in an inclusive way.
3. To increase the literacy and/or numeracy skills of students with AEN to the best of their ability.
4. To enable students to access the curriculum and to develop students' self-esteem, confidence and feelings of achievement and fulfilment in accordance with the school's mission statement.

5. To assist teaching staff with the educational management of students with additional educational needs where appropriate.
6. To ensure the effective and efficient use of resources.
7. To review and evaluate the effectiveness of practice in support of students with AEN.

Procedures

Where it is deemed appropriate for an individual student, one-to-one teaching may be provided in St Fergal's College.

- Mainstream teachers, within the framework of a whole-school approach to inclusion, have the primary responsibility for teaching all students, including students with AEN, within their class groups.
- The mainstream teacher may become aware of the possibility of general and/or specific learning difficulties and will bring this to the attention of the AEN Department.
- Essential consultation occurs between mainstream teachers and the AEN teaching team in setting individual students' targets and in outlining and recording student progress.
- The mainstream teacher is integral to the process, given their contribution in helping to identify the targets in the AEN student's Individual Education Plan (IEP).
- Teachers with resource/AEN hours support the individual learning needs of students in collaboration with mainstream teachers, liaising with the AEN team and the student to access and formulate individual programmes that provide curricular and other necessary support.
- The impact of one-to-one teaching will be discussed at weekly care meetings.

Safeguarding Requirements:

- Sessions must take place in rooms with a glass panel/vision panel, or the door should be left ajar.
- Seating arrangements, timetabling, and the physical environment will be planned to ensure visibility and safety.
- A timetable of one-to-one sessions must be available to the Principal or Deputy Principal.
- Parents/guardians will be advised of and give consent to one-to-one teaching arrangements.
- Visitors, guest speakers, volunteers, SNAs, and student teachers may not conduct one-to-one sessions unsupervised.
- Online/remote one-to-one teaching will not take place unless at least three participants are present (e.g., teacher, student, parent/guardian).
- All one-to-one arrangements must align with the school's Child Safeguarding Statement.
- All teachers providing one-to-one support will keep appropriate records and complete evaluations of the strategy to determine its benefit and progress.

Review and Evaluation

This policy will be reviewed every two years or sooner if:

- new legislation is enacted,
- guidance is issued by the Department of Education,
- or a safeguarding concern highlights a need for review.

Reviewed by staff:	Date:
Reviewed by students:	Date:
Approved by BOM Chairperson:	Date:

Bibliography

- National Council for Special Education Continuum of Support (2007)
- Department of Education, Child Protection Procedures for Primary and Post-Primary Schools 2025
- Children First: National Guidance for the Protection and Welfare of Children (2017)
- INTO Guidance: Teacher Protection and Use of Reasonable Force (2019)

National Council for Special Education Continuum of Support (Post Primary 2007). Retrieved from: https://www.sess.ie/sites/default/files/inline-files/neps_special_needs_resource_pack.pdf (Accessed 2022, Sept 28).