

## Additional Support Pathways



### Additional Support Pathways and the Primary Language Curriculum

The Primary Language Curriculum contains Learning Outcomes and associated Progression Continua. The Learning Outcomes in the Primary Language Curriculum describe the expected learning and development for children at the end of a period of time. To help teachers in using the Learning Outcomes to plan for, and provide activities and experiences that support

children's language learning over this period of time, the Progression Continua describe aspects of the Learning Outcomes in more detail.

The curriculum supports every child to progress and work towards these learning outcomes at a rate and pace appropriate to their abilities and to have this learning recognised.

The Additional Support Pathways have been developed to provide access, opportunity and challenge for children with learning disabilities in the low moderate to severe and profound range of ability. The Pathways are designed for use at primary and post-primary level for this cohort of learners. The Pathways support continuity and progression for the learner as they transition between classes, and on to post-primary programmes.

The Additional Support Pathways align with the Progression Pathways designed for students with a general learning disability (GLD) in the low moderate to severe/profound range of ability participating in Level 1 Programmes (LILPs) for Junior Cycle. The Primary Language Curriculum/Curaclam Teanga na Bunscoile supports teachers in using the evidence they gather from conversations and interactions with children and from language activities to help make informed decisions about the next steps in children's language learning. With this in mind, teachers may decide to use the Additional Support Pathways for children outside the low moderate to severe/profound ability range as well as for children within the range. This decision should be made in consultation with other professionals in the school community, reflect the child's Individual Education Plan (IEP) and be kept under review.

## Additional Support Pathways

### Who is the Additional Support Pathways for?

Children who may need to avail of the Additional Support Pathways will have their own Individual Education Plan (IEP) as part of their support file where specific and realistic goals are agreed upon by the teacher, parent and child. Each child is an individual with a unique set of strengths which need to be celebrated and nurtured. Children with a learning disability in the low moderate to severe and profound range of abilities are supported to use their own unique skills and talents in making discoveries of their own world. These children will benefit from having more time to process information and transfer knowledge learned in different situations. The first step for their teachers is to find their strengths and priority learning areas/goals/targets in order to plan their learning journey.

### Using the Additional Support Pathways:

Teachers can use the Additional Support Pathways to help children work towards Learning Outcomes. Children may be on a different pathway for different Learning Outcomes.

The Additional Support Pathways describe, through seven descriptive indicators, a learning journey of children within this cohort. The way in which the child learns may not follow the conventional linear path of development for their typically developing peers. Therefore, the Additional Support Pathways should be approached in a flexible manner to challenge the child to reach their potential. Given the diversity of the needs, strengths and interests of the children in this cohort, a universal approach is key.

## Additional Support Pathways



ADDITIONAL SUPPORT PATHWAYS	The child...
EXPERIENCING	is present during a learning activity. S/he is exposed to and/or aware of the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
ATTENDING	becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.
RESPONDING	demonstrates capacity to actively or purposefully take an interest in the learning environment. S/he begins to indicate likes, dislikes or preferences. S/he actively responds to a learning activity with or without support.
INITIATING	shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/or influence that environment.
ACQUIRING	demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning
BECOMING FLUENT	moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
GENERALISING	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.