

SPHE POLICY



TITLE OF POLICY

Social, Personal and Health Education (SPHE)

INTRODUCTION

The following were consulted in drawing up this policy:

- Teachers
- Parents
- Board of Management
- Ancillary and support staff

RATIONALE

We decided to focus on SPHE in order

- to benefit teaching and learning in our school
- to conform to the principles outlined in the Primary School Curriculum
- to coordinate the good work already being done in the school
- to inform teachers when preparing long term and short term plans.
- to inform new teachers / temporary teachers of the approaches and methodologies used in our school.

RELATIONSHIP TO SCHOOL'S MISSION

Our mission statement

1. Scoil na mBuachaillí, Cloich na Coillte has a Catholic Ethos, promotes Irish language and culture, is caring-centred and respects different colours, creeds and intellect.
2. Every pupil is encouraged to achieve his full potential – socially, personally and intellectually – in a happy, secure learning environment.
3. The discipline in our school encourages and fosters respect and self-esteem among the pupils.

- Investigating and Resolving Bullying in School, Further Steps for Teachers, NEHB
- INTO Intercultural Guidelines for Schools
- Trócaire – Development Education resources
- Bereavement Counselling for Children, Barnardos
- Video: Childsafe – Be safe on the Farm, Health and Safety Authority, 10 Hogan Place, Dublin 2

APPENDIX 2

Websites

PCSP	www.pfsp.ie
SDPS	www.sdps.ie
NCTE	www.ncte.ie/ internetsafety
DES	www.education.ie
NCCA	www.ncca.ie
INTO	www.into.ie
IPPN	www.ippn.ie
NPC Primary	www.npc.ie

June 2006

- Secretary
- Part-time teachers
- Part-time staff
- Board of Management
- Parent's Association
- Parents
- Pupils (where appropriate)

APPENDIX 1

Reference Section

- Curriculum documents for SPHE
- Primary School Curriculum, Your child's learning, Guidelines for Parents
- NCCA Draft Guidelines for Teachers of Students with General Learning Disabilities, 2002
- Equal Status Act 2000
- Looking at our School, 2003, DES
- Map of SPHE Resources for Primary Schools, North Eastern Health Board
- Relationships and Sexuality Education in Catholic Schools, Veritas
- Relationships and Sexuality Education, A Partnership Between Home and School, DES
- Guidelines for developing a School Substance Use Policy, DES
- Walk Tall, Programme for the Prevention of Substance Misuse
- Bí Folláin, A Programme of Social & Health Education for Primary Schools, Standard Printers
- Primary School Health Education Programme, Health Education Office, Donegal.
- Action for Life, Irish Heart Foundation
- Child Protection Guidelines and Procedures, 2001, DES
- Children First, National Guidelines for the Protection and Welfare of Children, 1999, Dept. of Health and Children
- Our Duty to Care, Dept. of Health and Children
- Stay Safe Programme, Health Promotion Unit, Dept. of Health & Children; CAPP, Cherry Orchard Hospital, Dublin 10
- Be Safe - Road Safety, Fire Safety, Water Safety. National Safety Council
- Stop it! Steps to address bullying, Wexford Education Network
- Responding to Bullying, First Steps for Teachers, The Cool School Programme. NEHB

4. We endeavour to develop supportive and open communication among pupils, teachers, parents, Board of Management and the community.
 5. We aim to have a staff that will continue to be committed, progressive and creative.
- Our policy has an understanding of the characteristic spirit of the school and reflects the school's ethos.

AIMS

We endorse the aims of the Primary School Curriculum for SPHE

- To promote the personal development and well-being of the child
- To foster in the child a sense of care and respect for himself and others and an appreciation of the dignity of every human being
- To promote the health of the child and provide a foundation for healthy living in all its aspects
- To enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future
- To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- To enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world

POLICY CONTENT

The SPHE Plan will be addressed under the following headings:

Curriculum planning

- Strands and strand units

- Contexts for SPHE
- Approaches and methodologies
- Assessment
- Children with different needs
- Equality of participation and access

Organisational planning

- Policies and programmes that support SPHE
- Policies/Programmes
- Substance Use Policy
- Relationships and Sexuality Education
- Stay Safe Programme
- Child Protection
- Homework
- Resources
- Programmes and other materials
- Guest speakers
- Individual teachers' planning and reporting
- Staff development
- Parental involvement
- Community links

CURRICULUM PLANNING

1. Strands and strand Units

Active learning is the principal teaching and learning approach recommended for SPHE. The SPHE programme reflects a spiral approach, where similar aspects are revisited in different ways according to the age, stage of development and readiness of the child. SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom.

IMPLEMENTATION

Roles and Responsibilities

Ms. Orla O'Keeffe will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

The plan will be monitored at staff meetings (led by Ms. O'Keeffe), School Development Planning meetings and occasionally at Board of Management meetings.

Timeframe

It is hoped that this plan will be fully implemented by January/February 2006.

REVIEW

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school.

Roles and Responsibilities

Those involved in the review will be

Teachers

Pupils (if appropriate)

Parents

Post holder/plan co-ordinator Ms. Orla O'Keeffe

BOM

Timeframe

This plan will be reviewed in June 2006 - coordinator Ms. Orla O'Keeffe.

RATIFICATION AND COMMUNICATION

This plan will be ratified by Board of Management.

This plan will be communicated to

- Teachers
- SNAs
- Caretaker

- Board of Management Parent Representatives are responsible for ratifying the policy

Refer to Teacher Guidelines: SPHE p. 30 and also Guidelines for Parents - Your child's learning (Primary School Curriculum) for more details

12. Community links

Members of the local community play a supportive role in SPHE programme. Our anti-bullying policy for example states ...

“However incidents of bullying extend beyond the school. Because of this members of the wider school community should be encouraged to play a positive roll in assisting schools to counter bullying behaviour by reporting such behaviour to parents and/or schools as appropriate.”

All agencies that could play a supportive role in the teaching and learning of the SPHE programme will be encouraged to assist. Post of Responsibility Holder Ms. Orla O’Keeffe will initiate contact where appropriate.

SUCCESS CRITERIA

How will we know that the plan has been implemented?

- Teachers’ preparation will be based on this plan
- Procedures outlined in this plan are consistently followed
- Staff Meeting evaluation and feedback

How will we know that the plan has achieved its aims? What are the indicators?

- Feedback from teachers/parents/pupils/community
- Inspectors’ suggestions/report
- Feedback from second level schools

How has the plan enhanced pupil learning?

We will know if this plan has enhanced pupil learning if the Aims on page 3 are realised.

- SPHE will be planned in such a way that the child will receive a **comprehensive programme in SPHE over a two year period.**
- Some strand units will be chosen from each of the strands in any one year.
- The strand units not covered in year one will be included in the teacher’s planning for the following year.
- Because of this it is essential that teachers plan **together** for the two year cycle.
- Below: Strand Units for each class in the school for the year.
- All new teachers will be given a copy of this policy by SPHE Coordinator - Ms. Orla O’Keeffe (Post of Responsibility holder).

2. Contexts for SPHE

The content of the SPHE curriculum is presented in three strands, *Myself, Myself and others* and *Myself and the wider world*. The divisions within each strand are referred to as strand units.

SPHE will be taught through a combination of contexts:

Strands	Strand Units (Junior Infants)	Strand Units (Senior Infants)
Myself	Taking care of my body (Nov/Dec) Safety and Protection (Mar/Apr)	Self-Identity (Jan/Feb) Growing and Changing (Nov/Dec)
Myself and others	Myself and my family (Sep/Oct) My Friends and other people (Jan/Feb)	My Friends and my Family (Sep/Oct) Relating to Others (Mar/Apr)
Myself and the wider world	Developing Citizenship (May/June)	Media Education (May/June)

Strands	Strand Units (Rang 1)	Strand Units (Rang 2)
Myself	Self-identity (Sep/Oct)	Growing and Changing (Sep/Oct)
	Taking care of my body (Nov/Dec)	Safety and Protection (Jan/Feb)
Myself and others	Myself and my family (Mar/Apr)	Relating to others (Mar/Apr)
	My friends and other people (May/June)	
Myself and the wider world		Developing Citizenship (Nov/Dec)
		Media Education (May/June)

Strands	Strand Units (Rang 3)	Strand Units (Rang 4)
Myself	Self-identity (Sep/Oct)	Safety and Protection (Mar/April)
	Taking care of my body (Nov/Dec)	Making decisions (Nov/Dec)
	Growing and Changing (Mar/Apr)	
Myself and others	My friends and other people (Jan/Feb)	Myself and my family (Sept/ Oct.)
		Relating to others (Jan/Feb)
Myself and the wider world	Developing Citizenship (May/June)	Media Education (May/June)

Teachers are always encouraged to attend courses and share what they have learned with the rest of the staff.

Time will be allocated at staff meetings to discuss issues related to SPHE - during the Post of Responsibility feedback area of the meeting.

The role of Resource teacher, Learning-Support teacher, Special Needs Assistant, Caretaker, Secretary, other staff in relation to SPHE

- is to support the teaching and learning of SPHE
- to monitor areas of the yard/playground to ensure that child are kept safe
- to keep a watchful eye over all the children in the school
- to make themselves familiar with the Child Protection Guidelines and Procedures.

11. Parental involvement

How can parents contribute to the development and implementation of SPHE in the school?

Opportunities for involvement include:

- participating in school planning and review
- supporting teachers in implementing particular aspects of the programme
- discussing the learning that has taken place in school with their children
- reviewing resources for specific aspects of the programme

Parents are informed of the school's programme for SPHE by

- Newsletter (Links)
- Parents Representatives on the Board of Management
- Parents Association
- School Website

Parents are also involved in reviewing aspects of SPHE within the school *e.g. Substance Use, Child Protection, Relationships and Sexuality Education (RSE), etc* by

- giving feedback to draft policies
- members of the policy committee are representatives of the parents

SPHE?

- reflective of active methods of learning?
- well-designed and durable?

The school has an Acceptable Use Policy and this has been explained to all the children. There is also a **Responsible Internet Usage Code** near each computer and this has also been explained to the children.

Mr. Michael Harte has responsibility for the Resource Libraries and Art/Craft/Science/Maths etc equipment room. He also has responsibility for labelling, replacing and renewing resources.

See Teacher Guidelines: SPHE pp.31-33, 102-103; PCSP website – SPHE section for strand units and class levels resource lists; ICT in the Primary School Curriculum: Guidelines for Teachers for more details

8. Guest speakers

- The class teacher will always be present to ensure that our school policy is adhered to.
- A copy of this policy will be given to Guest Speakers.
- The class teacher will monitor questions asked and answered.

See Teacher Guidelines: SPHE p. 32 for more details

9. Individual teachers' planning and reporting

This whole school plan/policy along with the curriculum documents for SPHE will inform the long and short-term planning undertaken by teachers. The Cúntas Míosúil will help in reviewing and developing the whole school plan/individual teacher preparation for following years. This will be discussed at staff meetings and Ms. Orla O'Keeffe (Post of Responsibility Holder) will manage this area.

10. Staff development

Ms. Orla O'Keeffe (Post of Responsibility Holder) has responsibility for monitoring new developments in SPHE. She will assist teachers if necessary to access current research, reference books, resource materials, websites dealing with SPHE.

Strands	Strand Units (Rang 5)	Strand Units (Rang 6)
Myself	Self-identity (Oct) Safety and Protection (Nov/Dec) Making Decisions (Nov/Dec)	Taking care of my Body (Sep/Oct) Growing and Changing (Mar/April) Making Decisions (Jan)
Myself and others	Myself and my Family (Jan/Feb) Relating to Others (March/April)	My Friends and Other People (Nov/Dec) Relating to Others (Feb)
Myself and the wider world	Media Education (May/June)	Developing Citizenship (May/June)

- Discrete time
- Integration with other subject areas

A positive school climate and atmosphere fosters the health and well-being of all the members of the school community. It reflects a safe and secure environment where children experience a sense of belonging and know that the concerns and contributions of parents, children and teachers are taken into account. A positive school climate and atmosphere nurtures self-confidence and self-worth and promotes respectful and caring relationships throughout the school. It therefore provides the context in which work carried out in a range of subjects, including SPHE, is lived out and makes sense.

Putting the values and principles upheld in the school community into practice Children are constantly encouraged to treat everyone they meet in the school with respect. When difficulties arise all parties are spoken to and difficulties aired and resolved. Children are spoken to regularly by the principal and teachers.

Communicating these practices to new teachers/support staff?

This is done during Staff Meetings, School Development Planning Days, all staff are involved in policy formation and review. A copy of this policy will be given to all new staff members by Ms. Orla O’Keeffe (Post of Responsibility Holder for SPHE).

Communicating these practices to families enrolling their children in the school?

Parents are always given copies of relevant policies. There are information meetings for parents of new children in October and these practices are discussed.

Appropriate strategies for creating a positive school climate include:

- **Building effective communication within the school -**
Staff meetings, Assembly, Intercom system, Post is shared around among all staff members, Principal regularly visits classroom to talk to teachers and pupils.
- **Catering for the individual needs of the children**
Assessment - both formal and informal is ongoing, Standardised testing starts in Senior Infants with the MIST tests and thereafter with the Mira-T and Sigma-T tests, if appropriate psychological assessments are sought, IEP are drawn up for children with Special Needs, SNAs are provided if needed, Special Education Needs Teachers intervene at the earliest opportunity, Homework Club after school two days a week for boys in Rang 1 - Rang 6, Speech and Language Therapy support is provided by CoAction, Occupational Therapy support is provided by CoAction.
- **Creating a health-promoting physical environment**
Clean and safe school, Healthy Lunch Policy, Safety Statement, Participation in PE and sporting activities is actively encouraged, Sports Day held at the end of the year, Swimming, rugby and GAA training sessions organised.
- **Developing democratic processes**
All partners involved in the education of pupils in our school are consulted - Teachers, Special Needs Assistants, Ancillary Staff, Parents, Board of Management and Pupils

as laid down in the **Child Protection Guidelines and Procedures**. Parents can if they wish request a copy of the Guidelines from the office or download a copy from the school website.

1. Homework

The class teacher will give homework in SPHE if he/she considers it appropriate and worthwhile to do so.

(Refer to school’s Homework Policy for more detail)

7. Resources

Programmes, ICT, Internet, Videos, Textbooks, Supplementary Materials

The resources/materials supplementary to the programme are stored in the Resource Library and are noted in the **Fearas / Inventory**.

Even though Ms. O’Keeffe (Post of Responsibility Holder for SPHE) is responsible for sourcing SPHE resources but in reality any staff member may source any resources for the library.

All resources are stamped and will soon be numbered (to ensure it goes back to the correct shelf). Resources are returned after use to enable other members to borrow them.

The following criteria apply to the selection of resources, programmes, videos, textbooks, workbooks, ICT programmes:

Is the resource in question

- in accordance with school policies?
- in line with the principles of the SPHE curriculum?
- sufficiently flexible to take into account the children’s present knowledge and to allow the teacher to link this with the new learning?
- appealing to children and to the teacher?
- up to date?
- accompanied by clear instructions on how it could be used effectively in the class?
- free of bias?
- produced by a reputable agency?
- devoid of racial or sexual stereotyping?
- in keeping with the aims and objectives of the class programme in

sistent with the ethos of the school.

- The child's right to privacy will be respected at all times. Teachers, in their capacity as professional educators, will neither answer or allow questions which may invade the children's' privacy.

Confidentiality

- Before any discussion begins ground rules will be established by the teacher with the class.
- Children will be encouraged to discuss issues that are brought up in class at home with their parents/guardians.
- However it will be explained that whatever is discussed in the classroom must **not** be spoken about in the schoolyard / in the presence of younger children.

Parental Concerns

If parents are concerned about any aspect of the Stay Safe Programme they should discuss their concerns with their child's class teacher or the principal.

5. Child Protection

This school follows the Department of Education and Science Child Protection Guidelines and Procedures which are based on Children First, National Guidelines for the Protection and Welfare of Children.

(Reference: Child Protection Guidelines and Procedures, 2001, DES)

The Board of Management has designated the principal (or in his absence the vice-principal) to have specific responsibility for child protection. This person is the Designated Liaison Person (DLP) for the school.

All new staff are given a **Confidential Document - *What would a substitute / new teacher need to know*** - which informs them to contact the DLP **immediately** if they have any Child Protection concerns.

Copies of the **Child Protection Guidelines and Procedures** will be given to all staff members. Other copies will be available in the office on request.

Parents have been informed that the school is following the recommendations

- **Enhancing self-esteem**
Jobs/Responsibilities are given to boys to enhance their self-esteem, talents are developed and the genuine efforts of children are praised and encouraged.
- **Fostering respect for diversity**
We have a policy of inclusion in our school, the SPHE programme, Alive-O programme and other discreet programmes are used in this area.
- **Fostering inclusive and respectful language**
Respect for ourselves and others is always encouraged and emphasised throughout the year.
- **We endeavour to develop appropriate communication between home and school by**
 - Holding information meetings for all new parents in October.
 - Holding information meetings for Rang 6 parents in October.
 - Holding regular meetings with the Parent's Association representatives and addressing their AGM.
 - Keeping parents informed and up to date of all school events by publishing a newsletter - Links - regularly.
 - Publishing and updating our website regularly.
 - Involving parents in policy formation by inviting feedback to policies.
 - Preparation for the sacraments - involving parents in these nights.
 - Parent/Teacher meetings.
- **We have a school approach to assessment by**
 - Each October administering the Micra-T test to Rang 1 - Rang 6
 - Each February administering the MIST test to Senior Infants
 - Each June administering the Sigma-T to Rang 1 - Rang 6
 - We keep Pupil Profiles on all children, which are passed on to the next teacher each September.

- Informal in class assessment - ongoing throughout the year.

Discrete SPHE time provides for the teaching of some elements of the programme during designated class periods. This time can be used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum.

To use this time effectively it may be more appropriate for the teacher to organise it in block periods and use it as required rather than confining the time to a set period in each week

It will be timetabled as follows - 1/2 hour per week, one hour per fortnight or blocks or 1-2 hours where feasible or appropriate.

Class teachers are best placed to decide for themselves and their class

- Which content objectives will be addressed through discrete time
- How the lessons are timetabled

When drafting timetables for withdrawal of pupils for supplementary teaching, teachers are conscious of including these pupils for as much of the SPHE programme as possible.

An integrated approach allows for many aspects of SPHE to be dealt with in the context of relevant subject areas. Through a variety of learning experiences across the curriculum children work together, solve problems, make decisions, engage in dialogue and reflect critically.

Some subject areas also provide the most appropriate context for exploring particular aspects of SPHE: for example, developing a sense of care and respect for the environment could be fostered through science and history, while safety in water could be appropriately explored through physical education.

Class teachers are best placed to decide for themselves and their class

- Which content objectives will be addressed through integration with other subjects
- How to ensure that this integration is meaningful

The class teacher will decide based on the needs of the class which content objectives covering substance use will be addressed in discrete time.

See School Substance Use Policy for further details

3. Relationships and Sexuality Education (RSE)

RSE is addressed in the context of SPHE in the RSE Policy.

The class teacher will decide based on the needs of the class which content objectives covering RSE will be addressed in discrete time.

See School RSE Policy for further details

4. Stay Safe Programme

The class teacher will decide based on the needs of the class which content objectives covering Stay Safe will be addressed in discrete time.

The Stay Safe programme is usually covered after Christmas each year in Senior Infants, Rang 3 and Rang 6. This means that pupils will access the programme on three occasions during their school lives. Parental Permission is first sought. Children who are withdrawn from these lessons are sent to a different classroom. The Programme is reviewed each year at staff meetings.

Dealing with Questions

- The material discussed in class will always be “class appropriate”.
- Factual Questions and / or moral questions will be dealt with in a “class appropriate” manner in line with the ethos of the school.
- Question Boxes will **not** be used.
- If a particular question from a child falls within the agreed programme for that class group, the teacher will answer the question in the class setting. If the question falls outside the agreed programme and may be unsuitable for the class level as laid down and agreed, the teacher may suggest that the child discuss that particular question with his parent/guardian outside of school.
- If a question asked concerns a moral issue, the answer given will be con-

Children with disabilities have access to a Resource Teacher and if appropriate to an SNA.

Diversity within our school community is valued - our school “respects different colours, creeds and intellect.”

Are there gender issues that need to be considered in relation to SPHE?

Gender equity is to the fore at all times.

ORGANISATIONAL PLANNING

1. Policies/Programmes

SPHE links in with the following school policies/programmes –

- Substance Use,
- RSE,
- Stay Safe*,
- Child Protection*,
- Enrolment,
- Code of Behaviour,
- Anti Bullying,
- Health and Safety Statement,
- Healthy Eating,
- Care of the Environment*

The policies marked * are not devised as yet, even though for example the Stay Safe Programme is in place.

2. Substance Use Policy

The National Drugs Strategy, ‘Building on Experience’, requires schools to have a drugs policy in place. This is at Draft Policy stage at the moment and should be completed by February 2006.

- How the integrity of the individual subject is maintained
- How to reflect this integration in their timetable

See SPHE Curriculum p. 11, Teacher Guidelines: SPHE p. 5, pp.22 – 41 for more detail

3. Approaches and methodologies

Active learning is a key principle of the overall curriculum and is the principal learning and teaching approach recommended for SPHE. The more the child is directly engaged in the learning process, cognitively, physically, emotionally and creatively, the more he or she is enabled to internalise what is learned.

The following active learning strategies promoted in the school.

- Drama activities
- Co-operative games
- Pictures, photographs and visual images
- Discussion: in pairs, small groups, with whole class
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets
- Media Studies
- Information and communication technologies
- Looking at children’s work: portfolios, projects ...
- Other

A broad range of approaches and methodologies are suggested in the curriculum guidelines to realise the aim of involving children in their own learning. These can be used effectively for SPHE.

- Talk and discussion
- Skills through content
 - Collaborative learning
 - Problem-solving
 - Use of the environment

See Teacher Guidelines: SPHE pp. 54-99 for more detail

4. Assessment

Assessment is a central part of the everyday learning and teaching process in SPHE. It can provide valuable information on the child's progress and on the effectiveness and suitability of the programme and the teaching methods being used.

Assessment can enhance the relationships between the parent/s and the teacher and between the child and the teacher. It provides information that can be communicated to the parent/s and ensures that learning experiences are based on the most comprehensive information about the child. Assessment can also contribute to the child's sense of security because it ensures that each child knows how he is performing in school and that individual difficulties are being acknowledged and dealt with as they occur.

Whole school approach to assessment

We will assess the child's progress in SPHE by the following methods

- teacher observation,
- teacher designed tests and tasks,
- portfolios, projects,
- self-assessment by pupils

The information regarding the child's abilities, strengths and overall progress in SPHE will be shared with the parents at Parent/Teacher meetings in March and in the end of year report.

See SPHE Curriculum pp. 70-77 for more detail

5. Children with different needs

- Children with Special Needs are supported to ensure their participation in the SPHE Programme by the Class Teacher, SNA and the Resource Teacher.
- All children are encouraged to make an important contribution regardless of academic achievement.
- Activities may be adapted and modified so that all children in the class can participate - only once it is safe and practical to do so.

- **What are the responsibilities of the class/learning-support/resource teachers in relation to SPHE?**
The Resource Teachers and SET Teachers will support and consolidate the work done in the classroom.
- **What is the role and responsibility of the special needs assistant (SNA) in relation to SPHE?**
The SNA will support the work done in the classroom.
- **Are there specific or sensitive issues which need to be considered in meeting the individual needs of children e.g. bereavement or loss, disability, illness...**
Two of our teachers have been trained in Bereavement / Loss Counseling and these teachers' expertise will be harnessed at these times. We are considering setting up a "course" for children of Parents who have separated in the past few years.
- **List the resource materials, ICT hardware and software, used by children with learning difficulties or special needs?**
A List of all resources are included in our Fearas Inventory.

6. Equality of participation and access

All children have equal access to services, facilities, and amenities in the school environment - the only consideration is safety.

Members of the Travelling Community have access to a Resource Teacher.

Children for whom English is not the first language have access to a Language Support Teacher.

There are supports in place for children experiencing any form of disadvantage - help with the purchase of books, swimming etc. There is also a homework club that runs two days a week from late September - late May.

Children with literacy/numeracy problems have access to a learning support teacher.