



# THE SCHOOL COMPLETION PROGRAMME

# Student Referral Procedures and Support Programme Guidelines



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## Introduction

In October 2003, letters were sent to all School Completion Programme (SCP) projects reminding them of the importance of keeping accurate records (on the numbers and identities) of young people who are targeted for support by SCP. Each project was instructed to put in place a student profiling system that established the exact number of young people being targeted, the names of each targeted child and the range of supports in place for them (see Appendix 1).

In order to assist projects with profiling, the following set of guidelines has been produced. Projects that have already established a student profiling system are encouraged to consider adopting elements of the framework suggested in the guidelines. Projects that have not established a student profiling system are provided with a framework that can be adopted locally.

Student profiling (also known as pupil profiling) can be defined as a system to:

“Establish a baseline of the pupils’ abilities in core development areas, which in turn will help to identify:

- Appropriate strategies for moving forward in each area;
- How the environment can be structured to suit the pupil’s needs;
- When outside agencies or support services should be consulted” (Hull Learning Services, 2004).

Student profiling has become a common tool for measuring student progress in education settings in countries such as England, Germany and the United States. An extension of student profiling- Individualised Education Plans (IEPs)- has become an integral element in the educational development of pupils with Special Educational Needs (SEN). The use of IEPs has been legislated for in many countries including the United States, New Zealand and Canada (McCausland, 2005). In Ireland, the Education for Persons with Special Educational Needs (EPSEN) Act, enacted in 2004, provides a statutory basis for the use of IEPs.

The School Completion Programme, an initiative that focuses on young people at risk of early school leaving before completion of Senior Cycle, uses a targeted approach to support young people who present with a variety of risk factors. Student profiling is utilised in School Completion projects as a system to measure the progress of targeted young people at risk of early school leaving.

The following guidelines on student profiling will:

- Provide a background on student profiling;
- Outline the results of the SCP survey on student profiling;
- Provide a systematic framework on student profiling in SCP;
- Provide examples of good practice of student profiling within SCP.

## What is Student Profiling?

The development of student profiling has its roots in the debate on how to record the achievement of students who fail to complete post-primary education with relevant qualifications. In Scotland, for example, working groups were established in the 1970s to explore the feasibility of producing pupil 'profiles', which would summarise the achievement of pupils. Profiles would reflect general skills such as perseverance and enterprise as well as specific achievements (Somekh et al, 1996). The most recent system of profiling used in Scotland is the National Record of Achievement (NRA), which provides pupils with an opportunity to record their own achievement through the education system as well as providing a product similar to a C.V. to potential employers when they leave school.

An evaluation of the National Record of Achievement system in Scotland in 1996 provided mixed results. The following concerns emerged from the evaluation:

- While commitment to the process and product was high in schools, there was a lack of interest in and awareness of the NRA amongst users outside of school;
- The NRA was considered very time-consuming to implement;
- The NRA had varied success in embedding itself as a whole school approach to assessment and recording;
- It was difficult for young people to write positively about themselves and focus on their achievements;
- There was a lack of clarity and considerable differences of opinion amongst different stakeholders about the purpose and value of the NRA post-school;
- Young people seemed keen to continue updating their NRAs post-school but few institutions or organisations were encouraging them to do this (Somekh et al, 1996).

Currently in the UK, schools have moved away from National Records of Achievement to 'Progress File'. Progress File helps pupils to:

- Identify and present their learning and achievements;
- Set targets for learning and plan how these can be met;
- Develop self-esteem, personal qualities and values to help pupils to become responsible citizens.

Progress File is currently used in 80% of schools in England and Wales. It has been noted that Progress File has an important role to play in maximising the achievements of all pupils both in relation to the curriculum and wider aspects of life in the school community (Department for Education and Skills (DfES), no date).

According to guidelines established for the Office for Standards in Education (OFSTED) Inspectors<sup>1</sup>, Progress File can potentially assist pupils in relation to the following issues:

- Whether the school provides effective support and advice for all its pupils, including the monitoring of academic progress, personal development, behaviour and attendance;
- Whether the school uses support and guidance to raise pupil achievement;
- Whether the school involves pupils and parents in discussion about each individual pupil's strengths and weaknesses;
- Whether targets are set for behaviour or attendance as well as academic achievements;
- Whether there is support for the school's programme for personal support and guidance;
- Whether young people are encouraged to plan and review their progress and set SMART (Specific, Measureable,

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<sup>1</sup> It must be noted that OFSTED Inspectors are not yet required to report on the use of Progress File. However, Inspectors are encouraged to take stock of the ways in which the Progress File is helping to improve the quality of learning and raise pupil achievement.

Attainable, Realistic, Tangible) attainable targets to raise achievement, and address any areas of weakness including behaviour and attendance;

- Whether a record of pupils' progress and attainment is provided both in and out of school;
- Whether an individual learning plan is provided for each pupil (DfES, no date).

In Ireland, student profiling is an integral part of the Junior Certificate School Programme (JCSP). According to a recent evaluation of JCSP:

“The JCSP has at its core a system of student profiling that provides students with a record of their achievements.....A profiling statement is a general description of a particular area of knowledge, ability or skills. Essentially, a statement affirms that a student knows, understands or can do something and teachers, will be aware of the strengths and needs of their students”(Department of Education and Science (DES) Inspectorate, 2005).

Profiling in JCSP is both subject-specific and / or cross-curricular. Cross-curricular statements, in particular, are not subject-specific but are aimed at enhancing the JCSP students' social and personal skills (such as punctuality and co-operation), as well as non-subject specific academic competencies. Each statement is defined or described by a series of 'learning targets'. To achieve a statement all targets must be completed and students are regularly assessed on the achievement of the learning targets. Students receive feedback and acknowledgement of success. At the end of third year, and before the Junior Certificate examination, students receive their JCSP profile. A student profile is a positive record of statements that a student is working on or has achieved and will have been compiled through the junior cycle.

The Inspectorate found that about two-thirds of the schools involved selected profiling statements for their own classes. The Inspectorate also recommended that the selection and assessment of statements be co-ordinated within a school, that students be involved to the greatest extent possible in the selection and assessment of their statements, and that the selection of statements should take individual differences into account (DES Inspectorate, 2005). Concerns were also noted in relation to profiling, principally to the administrative workload associated with it.

In the United States, the development and use of student profiling highlights some potential difficulties of such a system. Student Profiling is being established in some U.S. schools as a way to identify students who are believed to be prone to violence. Educationalists have expressed concern that students could be unfairly labelled and that information collected in the profiles would be stored permanently and follow the pupil for the rest of his or her educational career. Advocates suggest that educators intervene in reading problems and other learning difficulties and should do the same if a student appears prone to violence (McKay, 1999).

In a Connecticut school district, 'behavioural evaluations' are developed with the help of social workers, psychologists and law enforcement officers. Parents of students who fit the profile are notified and recommended for in-school counselling or out-of-school treatment, and those referrals do not appear on a student's permanent record (McKay, 1999).

In terms of the wider extension of student profiling, Individual Education Plans (IEPs) are to become an integral tool in the development of education for people with special education needs in Ireland under the remit of the National Council for Special Education. The National Council for Special Education has recently published guidelines on the Individual Education Plan process (NCSE, 2006).

According to Toolan<sup>2</sup> (2005), the following indicators inform an IEP:

- Bibliographical and family details;
- Reasons for referral and date;
- School / class / subject teachers, others;
- Support personnel;
- Medical health data;
- Interests / talents;
- Learning styles;
- Social / emotional development;
- School development – attitudes, motivation, attendance;
- Attainment – baseline development;
- Communication skills, subject areas;
- Parental involvement;
- Other agencies;
- Additional relevant information.

In Australia, the Department of Education in Queensland views the development of IEPs for students with special educational needs as a ‘collaborative and ongoing’ process. It brings students, parents and professionals together as appropriate to consider the student’s level of performance and to determine needs and learning priorities for the following 6 months. The product of this process is the student’s individual plan, which provides key information to help educators meet individual educational needs resulting from the student’s disability. The plan is not designed to completely rewrite the general educational programme, it merely identifies the modifications to the general education programme that are required to respond to individual needs (McCausland, 2005).

The IEP model in Queensland consists of the following:

- Student details and information;
- Timeframes – start and review dates;
- IEP team – members’ names, role and responsibilities, contact details;
- Duty of care aspects relating to health, medical and therapy support and student safety;
- Statement of measurable goals for prioritised learning for the following 6 months;
- Links to class curriculum, key learning and competency areas;
- Key learning strategies – may include instructional content, teaching strategies, resource materials, specialist support and classroom management;
- Monitoring procedures – may include data collection, discussion and informal observations.

IEPs will become more common in Ireland as the EPSEN Act is rolled out. SCP personnel should take the lead from other relevant personnel in the school system if required to support an Individual Education Plan for a particular targeted student.

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<sup>2</sup> Presentation by Eugene Toolan, Head of Education, St. Angela’s College, Sligo September 2005 to the Irish Learning Support Association (I.L.S.A) Conference ‘Supporting Pupils with Learning Difficulties / Special Educational Needs in Mainstream Schools’.

## SCP survey on Student Profiling

In order to ascertain the extent to which student profiling is in operation in SCP projects, a questionnaire was sent to all 82 projects in January 2006. Local Co-ordinators were asked two questions in relation to student profiling<sup>3</sup>:

1. Has your project put in place a student profiling system for students targeted for SCP supports?
2. Are formal records in your student profiling system kept for all students targeted for SCP supports or only for students targeted for intensive / individual SCP support (i.e. supports such as therapy, counselling, learning support)?

Local Co-ordinators were also encouraged to submit examples of their current profiling system, which have been incorporated into the section on best practice.

Seventy-three projects returned the questionnaire to the SCP National Co-ordination Service, representing a response rate of 89%. Of those projects who responded to the questionnaire, 61 projects had established a profiling system, 12 projects had not.

**Table 1: Establishment of Student Profiling system**

Profiling System	Number	Percentage
Yes	61	84
No	12	16
Total	73	100

Of those projects that responded, the majority have implemented a student profiling system. The types of student profiling systems that have been implemented vary quite considerably within this figure. Systems range from referral sheets for each targeted student to attendance tracking for targeted students to an integrated profiling system that includes weekly progress reports, contracts, needs-analysis reports, medical reports etc.

A number of projects have produced referral forms as the basis for profiling young people targeted by SCP. The referral form outlines the criteria for targeting young people at risk of early school leaving, which is completed by school principals, other relevant school-based staff or relevant outside agencies. A record of attendance is usually included on the referral form.

Attendance tracking is also used to profile targeted young people. Attendance is used as an indication of a young person's attachment to school. Poor attendance can lead to early school leaving (NEWB, 2005). Attendance tracking is used to profile targeted students in SCP through their in-class / in-school attendance and their attendance at supports provided by SCP.

A smaller number of SCP projects operate a more detailed profiling system. This system can include progress sheets for each student targeted by SCP, needs-analysis forms for each student targeted by SCP reviewed every six months, meeting records, contracts of responsibility with young people targeted by SCP, consent forms for counselling services, among others.

<sup>3</sup> Student Profiling is defined as a system which "allows SCP projects to keep formal records on how targeted young people at risk are progressing at key stages of the education process. Profiling can take different forms. In practice, SCP projects profile by putting in place formal referral processes, attendance monitoring, monitoring effectiveness of SCP interventions, individual progress reports, good behaviour record sheet etc. Any or all of these elements can make up a student profiling system."

Any type of profiling system adopted by SCP projects should be informed by time constraints and legal implications for keeping sensitive records on young people targeted by SCP (see Appendix II).

Table 2 highlights whether profiling is carried out for all young people targeted by SCP or only for young people targeted for intensive / individual SCP support. It must be noted that a number of SCP projects target quite a considerable number of young people and profiling each one could be considered prohibitive.

**Table 2: Type of Profiling**

Type of profiling	Number	Percentage
All targeted	39	54
Intensive support	20	27
No data	14	19
Total	73	100

Fifty-four percent of projects that responded to the questionnaire profile all young people targeted by the project. A smaller percentage (27%) only profile targeted young people who are offered intensive / individual support. Any profiling system adopted by SCP must address the need to profile the general progress of targeted students and the specific progress of students who are identified for intensive support.

### Rationale for Profiling

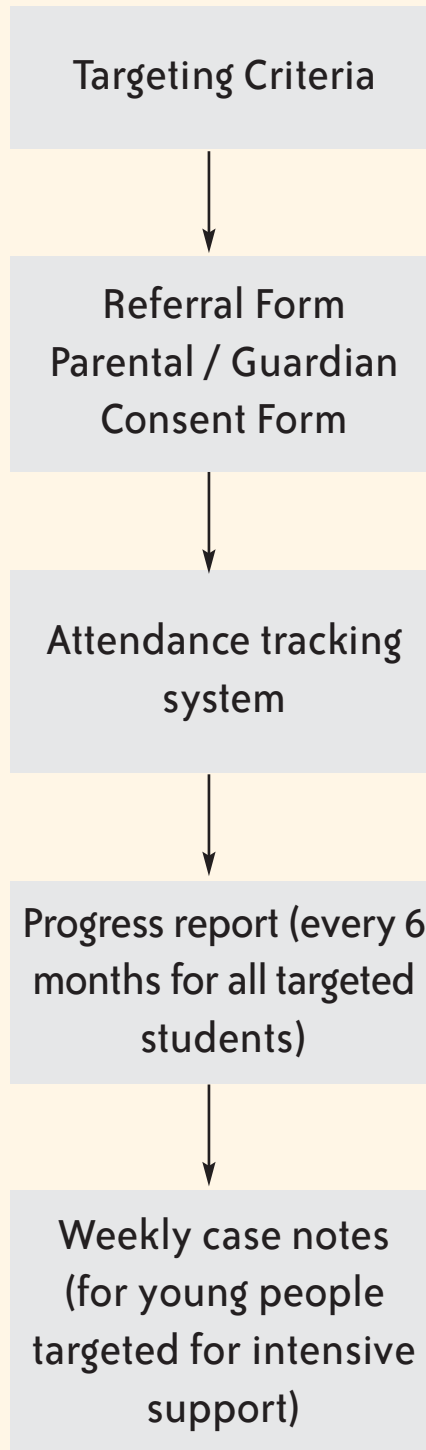
Projects were also asked to explain the rationale for adopting a profiling system. One Local Co-ordinator summed up the rationale as follows:

- To establish a profile of the child on the point of referral. The issues and concerns outlined in the referral form, as perceived by the school and / or parents, inform the initial SCP programme of support and the type and level of service, which is deemed most appropriate to the individual child at the point of referral;
- To establish a baseline for the evaluation of the service and the effectiveness of the support package offered to and availed of by the child and his / her parents;
- To record salient information and emerging issues on an ongoing basis regarding the child and the factors, which may be hindering or helping his / her ability to participate in education. This ensures constant review and subsequent delivery of the most appropriate service;
- To monitor and measure the level of support given to any individual child and his / her family and review its impact and appropriateness (for both direct and indirect contact);
- To provide a professional mechanism of recording and building a profile should child protection issues be suspected prior to a referral to the HSE;
- To protect individual members of SCP staff working with the target group. Record forms provide an instant point of reference should reports be requested through the courts, the Health Service Executive, the Educational Welfare Board, the Gardaí, the parents etc. Professional record keeping is also necessary to protect the project in the event of staff turnover. It also ensures and maintains continuity and consistency of appropriate supports for the child and his / her family (staff training in Freedom of Information is advisable as it informs the appropriate manner of recording information for the protection of the worker);
- To ensure professional accountability to each child / parents / schools / SCP Management Group and the Department of Education and Science.



## Student Profiling Framework

Projects are encouraged to adopt the following student profiling framework:



## Targeting Criteria

Local Management Committees establish criteria for targeting students at risk of leaving school early. Each local project develops its own set of criteria based on local circumstances and local need. Criteria for targeting young people through SCP can and do include:

- Family history of early school leaving /absenteeism;
- Poor and / or inconsistent attendance;
- Literacy / numeracy difficulties;
- Behavioural difficulties;
- Family circumstances;
- Member of a minority group;
- Indication of socio-economic deprivation;
- Referral from statutory agency;
- Poor level of academic achievement.

Each project's targeting criteria should form the basis of a young person being referred to the School Completion Programme. The criteria chosen should therefore reflect the needs of the students attending schools participating in the programme.

## Referral Form

Using the targeting criteria adopted by local SCP projects, relevant stakeholders should use a formal procedure to refer young people to the programme. The 'referral form' could include the following information:

- Student details: Name, Date of Birth, Age, Address, Gender, relevant phone number;
- Family Details: Number of members in family, position in family, family status;
- School Details: Name of School, Class, Class Teacher, school transferred from;
- Existing in-school supports;
- Existing out-of-school supports;
- Existing external agency involvement;
- Psychological assessment;
- Strengths / Weaknesses;
- Reason for referral (targeting criteria);
- SCP supports recommended for student (as noted on Retention Plan);
- Name of person who made referral: Position, signature;
- Date.

The next section will provide a referral form template that projects could adopt as part of their profiling system.

## Parent / Guardian Consent Form

Parents / guardians must sign a consent form prior to supports being offered to a targeted young person. In some projects, the targeted young person also signs a consent form / contract before participating in SCP supports.

The next section will provide a consent form template that could be adopted by SCP projects.

## Attendance Tracking

The majority of SCP projects have already established attendance tracking systems. These systems track the attendance patterns of all students in the relevant school and / or the students targeted by SCP. The attendance tracking system adopted by SCP projects should have attendance patterns of all targeted students available to them. Projects should also establish a system to track the attendance of targeted students who participate in SCP supports.

The next section will provide templates for recording attendance in-school / in-class and in SCP supports.

## Progress Reports

An integral element of profiling is recording the achievements of young people targeted by SCP from one point to the next. As many SCP projects target widely, it is suggested that projects track the achievement of all targeted young people every six months. Projects could record the progress of targeted young people based on the following indicators:

- Attendance in class / attendance at recommended SCP supports;
- Behavioural improvements;
- Academic achievement (literacy and numeracy, exam grades);
- Personal and social development (improvements in confidence, self-esteem, anger management, happiness etc.);
- Efficacy of supports being offered to targeted young person;
- Involvement with external agencies.

The Local Co-ordinator in consultation with other relevant stakeholders should complete the progress report<sup>4</sup>. A version of the progress report could also be adapted so that young people targeted by SCP could record their own progress and level of achievement every 6 months.

The next section will provide progress report templates that SCP projects could adopt.

## Weekly Case Notes

Some students targeted by SCP require intensive and individual support. In these cases, weekly progress reports are encouraged. These reports are completed by individual staff members in respect of their contact with individual targeted students. These forms record the number of contact sessions with a child during any particular week, the content of the sessions, the child's demeanour, progress, behaviour etc. and any concerns, which may arise on a daily basis. Indirect contact with school personnel, family or agency personnel is also noted.

The next section will provide templates for recording weekly progress in targeted students who require intensive and individual support.

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<sup>4</sup> Progress reports should be completed in collaboration with relevant stakeholders (e.g teachers, year heads, principals, relevant agencies). If information is acquired verbally from relevant stakeholders, Local Co-ordinators should take the responsibility for recording information.

## Examples of good practice of student profiling in SCP

### Example 1: Targeting Procedure<sup>5</sup>

#### SCP Targeting Mission Statement

The project aims to positively target those children and young people who are deemed at risk of early school leaving. To increase attendance and retain those children and young people so that they may complete their education to post-primary senior cycle.

#### Aim

To continuously develop a targeting system that correctly identifies those children and young people who are at risk of early school leaving by using a 5-point selection criteria.

#### Who is responsible for targeting?

The overall responsibility lies with the SCP Co-ordinator. However, he / she should recruit the help of teachers, HSCL teachers, parents, community projects and other relevant statutory and non-statutory bodies.

#### How to target

The project has developed selection criteria for targeting which has been put into a referral form. The referral assessment form should be given to all class teachers and form tutors at the close of the academic year - April / May for post-primary school and May / June for primary school.

Referral assessment forms should also be given to any statutory or non-statutory agencies in the community who have dealings with the individual schools. The teachers, form tutors, members of outside agencies must then fill out a form for each child they believe should be targeted under the project.

#### Drawing up target lists

Once all the referral assessment forms have been collected, the SCP Co-ordinator should sit down with the Principals and the HSCL teacher of the relevant schools and go through the referrals.

Referrals should be prioritised into groups of most at risk and moderately at risk. From those referrals a target list for each school shall be produced.

#### Informing the relevant bodies of those on SCP target lists

When the schools re-open in September the SCP Co-ordinator shall inform each relevant class teacher and form tutor of those children / young people on the target lists.

Representatives of outside agencies dealing with the children / young people should also be informed that the child / young person's name is on the target list.

#### Updating Individual Profile

Attached to each target referral assessment form is an individual progress diary form. This form must be updated periodically by the SCP Co-ordinator or the SCP project worker involved with the individual child or young person.

It may not be necessary to keep an individual progress diary for each and every individual involved in the SCP programme, however those children and young people deemed seriously at risk must have regular updates entered into their progress diaries.

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<sup>5</sup> This is the targeting procedure of one specific SCP project.

## **Confidentiality**

Under no circumstances should a child's / young person's involvement in the project be discussed with any persons outside of the SCP community unless it is deemed appropriate to do so by the Management Committee.

## **Storage of Target Lists & Individual Progress Diaries**

Target lists and completed referral forms shall be stored in the SCP Co-ordinator's office in a locked cabinet.

A copy of the target list must also be kept in each individual school by the Principal and / or the SCP Co-ordinator.

Individual progress diaries will be stored in the SCP office in a locked cabinet along with the individual's target referral assessment form.

## Example 2: Referral Form

### Referral Form

#### Student Details

Name: \_\_\_\_\_ D.O.B \_\_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_

Gender: \_\_\_\_\_ Telephone: \_\_\_\_\_

#### Family Details

Number in Family: \_\_\_\_\_ Position in Family: \_\_\_\_\_

Living at Home?  With both Parents?  Living with Mother?

Living with Father?  Living in Care?  Other? (please supply details)

Other details:

\_\_\_\_\_  
\_\_\_\_\_

#### School Details

Name of school: \_\_\_\_\_

Class: \_\_\_\_\_ Class teacher: \_\_\_\_\_

School Transferred from (if relevant): \_\_\_\_\_

#### Existing In-school Supports

Therapeutic Support  Psychological Assessment

Special Class  Other (please supply details)

Learning Support

Art Therapy

Counselling

Other details:

\_\_\_\_\_  
\_\_\_\_\_

Supports offered but not accepted

## Existing Out-of-school Supports

After-school clubs

Social Services

Therapeutic Support

Other (please supply details)

Other details:

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Supports offered but not accepted

## External agency Involvement

Are you aware of any involvement with outside agencies?

Yes

No

Please supply details of involvement:

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## Psychological Assessment

Does the student have a current educational psychologist report?

Yes

No

Additional comments:

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## Strengths and Weaknesses

Please provide some details about the strengths and weaknesses of the student.

Strengths:

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Weaknesses:

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### Reason for Referral (as per targeting criteria)

- Family History of early school leaving / absenteeism
- Poor and / or inconsistent attendance
- Literacy / numeracy difficulties
- Behavioural difficulties
- Family circumstances
- Member of the Traveller Community / Ethnic Minority
- Indication of socio-economic deprivation
- Referral from statutory / non-statutory agency
- Poor level of academic achievement

### Supports Recommended for Student (as per Retention Plan)

- |                       |                          |                         |                          |
|-----------------------|--------------------------|-------------------------|--------------------------|
| After-school clubs    | <input type="checkbox"/> | Breakfast / Lunch Club  | <input type="checkbox"/> |
| Attendance monitoring | <input type="checkbox"/> | Key Worker Support      | <input type="checkbox"/> |
| Tutorial              | <input type="checkbox"/> | Mentoring               | <input type="checkbox"/> |
| Anger Management      | <input type="checkbox"/> | Social & Personal       |                          |
| Transfer programme    | <input type="checkbox"/> | Development             | <input type="checkbox"/> |
| Therapeutic Support   | <input type="checkbox"/> | Holiday Support         | <input type="checkbox"/> |
|                       |                          | Other                   | <input type="checkbox"/> |
|                       |                          | (please supply details) |                          |

Other interventions:

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Referred by: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_



# Example 3: Parental / Guardian Consent Form

## Parent / Guardian Consent Form

I consent to \_\_\_\_\_ (child's name)

participating in the \_\_\_\_\_ School Completion Programme's

\_\_\_\_\_ (name of intervention).

Does your child have any illness or allergies? Please list

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Is your child taking any medication? Please list

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G.P.: \_\_\_\_\_

Address: \_\_\_\_\_

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Contact no: \_\_\_\_\_

Signed: \_\_\_\_\_ (Parent / Guardian)

Date: \_\_\_\_\_

## Example 4: Attendance tracking system: for SCP supports<sup>6</sup>

- To be completed each term for each child / young person targeted by SCP

Name of Intervention			In-school		After-school		Holiday support	
			1. Individual Curriculum		1. Learning and development activities for individuals and groups		1. Summer Programme	
			2. Additional Teaching		2. Cultural, leisure and sporting activities		2. Easter Programme	
			3. Social and Personal development		3. School assignment and homework support		3. Activity Trips	
			4. Transfer programme					
			5. Attendance monitoring and tracking					
			6. Mentoring and counselling					
Name of targeted student	Class	D.O.B	Involvement in in-school activities	Attendance	Involvement in after-school activities	Attendance	Involvement in holiday support	Attendance
Dave Murphy	1st	12.03.98	4.	4 out of 5 sessions	3.	8 out of 12 sessions	1.	Full attendance
			6.	2 out of 4 sessions				

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

<sup>6</sup> Each category (in-school, after-school, holiday) documents the supports available in the project. Each support offered to a targeted student is listed next to his / her name, for example Dave Murphy was offered a transfer programme, mentoring and counselling. The next column indicates his attendance at those supports. The same approach is used for after-school and holiday supports.

## Example 5: Monthly Attendance Record

School: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Class / Year: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Age: \_\_\_\_\_

Month	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
No. of days absent										

### Monthly Attendance Record

Please enter the number of days the student was **absent** for each month

Total number of days absent for year: \_\_\_\_\_

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

## Example 6: Progress Report

### Six-month Assessment of Progress

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Please circle student's performance in the following areas.**

<b>Language</b>	<b>Very poor</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
Oral communication	1	2	3	4	5
Reading	1	2	3	4	5
Spelling	1	2	3	4	5
Writing	1	2	3	4	5
<b>Maths</b>					
Computation	1	2	3	4	5
Problem-Solving	1	2	3	4	5
Tables	1	2	3	4	5
<b>Homework</b>					
Completed on time	1	2	3	4	5
Quality of Work	1	2	3	4	5
<b>Personal / social development</b>					
Attitude to school	1	2	3	4	5
Behaviour in class	1	2	3	4	5
Behaviour in Yard	1	2	3	4	5
Concentration in class	1	2	3	4	5
Listening skills	1	2	3	4	5
Completes work on time	1	2	3	4	5
Co-operation with others	1	2	3	4	5
Can work independently	1	2	3	4	5
Self- confidence in class	1	2	3	4	5
Self- confidence with peers	1	2	3	4	5

# Attendance / Punctuality

<b>Attendance / Punctuality</b>	<b>Number</b>	<b>Total</b>
Number of absences this year		
Number of days late this year		
Number of SCP sessions attended		

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

## Student Progress Form- SCP Interventions

Student: \_\_\_\_\_

Class: \_\_\_\_\_

School: \_\_\_\_\_

School Supports	Assessment	SCP Supports	Assessment	External agencies / other significant developments	Assessment
September-February					
<b>e.g. Extra literacy supports</b>	<b>Still very disruptive in class</b>	<b>Homework Club</b>	<b>Attended twice. Little improvement</b>	<b>Engaged with Local Youth Service</b>	<b>Positive interaction.</b>
March - August					

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

# Example 7: Weekly Case Notes

## Weekly Case Notes

Student: \_\_\_\_\_

Week Ending: \_\_\_\_\_

### 1. Description of Direct Contact

#### Monday:

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#### Tuesday:

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#### Wednesday:

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#### Thursday:

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#### Friday:

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**2. Indirect Contact (who with and summary of interaction)**

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**3. Other notes (deviations in planned contact, incidents, new information)**

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Completed by: \_\_\_\_\_

Date: \_\_\_\_\_



# Meetings Record

Date: \_\_\_\_\_

Time / Duration: \_\_\_\_\_

Venue: \_\_\_\_\_

## Agenda for meeting:

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## Those who attended:

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## Meeting content:

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## Decisions made / Actions to be taken / Responsibility?

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Completed by: \_\_\_\_\_

# Case Review

Targeted Young Person: \_\_\_\_\_

School: \_\_\_\_\_

Class: \_\_\_\_\_

Attendance Record: \_\_\_\_\_

Discipline / Application:

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Conclusions / Recommendations:

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Concerns:

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Agreed Action:

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Prepared by: \_\_\_\_\_ Date: \_\_\_\_\_ Next review: \_\_\_\_\_

Attendance Record: \_\_\_\_\_

Discipline / Application:

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Conclusions / Recommendations:

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Concerns:

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Agreed Action:

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Prepared by: \_\_\_\_\_ Date: \_\_\_\_\_ Next review: \_\_\_\_\_

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# Appendix I- Letter sent to SCP projects on Targeting and record keeping

16th October 2003

## Re: School Completion Programme - Targeting and record keeping

I wish to remind all Local Management Groups of the importance of keeping accurate records (on the numbers and identities) of young people who are targeted for support by the School Completion Programme (SCP). For the programme to make an effective impact in the lives of those most at-risk of early school leaving, it is essential that targeting be based on agreed criteria at local level.

At this stage each SCP Project should have in place a student profiling system. This system will enable your local co-ordinator to establish the exact number of young people being targeted, the names of each targeted child and the range of supports in place for them. In turn, this information must be readily available to the National Co-ordinator / Assistant National Co-ordinator and for inspection by auditors, should they visit your project.

In relation to records on student profiling please note that with reference to Section 2, (1)(c) of the Data Protection Act The data—

- (i) shall be kept only for one or more specified and lawful purposes,
- (ii) shall not be used or disclosed in any manner incompatible with that purpose or those purposes,
- (iii) shall be adequate, relevant and not excessive in relation to that purpose or those purposes, and
- (iv) shall not be kept for longer than is necessary for that purpose or those purposes.

Project personnel, therefore, are entitled to access to student profiles in order to carry out their role in supporting young people most at-risk of early school leaving.

It is also the responsibility of the Local Management Committee to ensure that security procedures are put in place, in view of the sensitive nature of information held by the project.

It is crucial for the success of the School Completion Programme that targeting is as precise as possible and that it is the most at-risk young people who are benefiting from the supports and interventions.

Many elements of the retention plan will require the employment of personnel to work with the targeted young people. While sessional and part time workers play an invaluable role in SCP, it should be pointed out that there are certain advantages in employing personnel on a contract basis. Project workers are on site all the time, which provides continuity in the delivery of service and helps in the development of relationships with the at risk young people. Value for money is an important consideration at all times and a full time worker who can be employed to carry out a variety of activities, throughout the year, may represent better value than a large number of people employed on an hourly rate.

I would like again to take this opportunity of thanking you for your continued support and involvement in the project.

Yours sincerely,

*Aidan Savage*

## Appendix II- Legal Considerations of Student Profiling

In relation to records on student profiling please note that with reference to Section 2, (1)(c) of the Data Protection Act  
The data –

- (i) shall be kept only for one or more specified and lawful purposes,
- (ii) shall not be used or disclosed in any manner incompatible with that purpose or those purposes,
- (iii) shall be adequate, relevant and not excessive in relation to that purpose or those purposes, and
- (iv) shall not be kept for longer than is necessary for that purpose or those purposes.

Project personnel, therefore, are entitled to access to student profiles in order to carry out their role in supporting young people most at-risk of early school leaving.

It is also the responsibility of the Local Management Committee to ensure that security procedures are put in place, in view of the sensitive nature of information held by the project.

Currently, primary and post-primary schools do not come under the Freedom of Information Act 1997 or the Freedom of Information (Amendment) Act 2003. However, information recorded on young people targeted by SCP should be prudent in nature and as constructive as possible.



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