

# Policy for Supporting Children with Complex Needs in the Mainstream School

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	<b>Date</b>
Staff Consultation	
Parental Consultation	
Ratified by BoM	

<p>Signed: _____</p> <p>Chairperson, BoM</p> <p>Date: _____</p>
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### **Guiding Principles:**

- All our children have a right to an education, which is appropriate to them as individuals. We want all our children to feel that they are a valued part of our school community.
- The resources provided to support pupils with special educational needs, will be used to facilitate the development of a truly inclusive school.
- Supports provided to pupils with special educational needs will be based on identified needs and be informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the *Continuum of Support Guidelines*.
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs.
- Pupils with the greatest levels of need will have access to the greatest level of support, and whenever possible, these pupils will be supported by teachers with relevant expertise who can provide continuity of support.

As far as possible, therefore, it is our aim to minimise the difficulties that children may experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

### **Inclusion:**

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy as set out in this document, aims to enable all children to become fully integrated members of our school community. This will be achieved by careful consideration of the needs of each child and by either modifying activities or by providing support that will help the child to participate in them.

## **Three principles for inclusion**

### **Setting Suitable Learning Challenges**

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible (see Higher Able Children policy). In order to do this, Donabate Portrane Educate Together National School will use the 'Continuum of Support Process' as outlined in Table 1 below to identify educational needs. Identification of educational needs is central to setting suitable learning challenges for our SEN pupils. Using the continuum of support framework, our school will identify pupils' educational needs to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. It is important to look at pupils needs in context, and to use our resources to support this (for example, learning environment checklist, teacher checklist for whole-class structures and supports).

**Table 1: Identification of Educational Needs through the Continuum of Support Process**

<p><b>Classroom Support</b></p>	<p>The <b>class teacher</b> considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class.</p> <p>A classroom support plan is developed and/or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> <li>• Parental consultation</li> <li>• Teacher observation records</li> <li>• Teacher-designed measures/assessments</li> <li>• Basic needs checklist *</li> <li>• Learning environment checklist*</li> <li>• Pupil consultation - My Thoughts About School Checklist</li> <li>• Literacy and numeracy tests</li> <li>• Screening tests of language skills</li> </ul> <p>A classroom support plan runs for an agreed period of time and is subject to review and is signed by all parties (class teacher, parents...)</p>
<p><b>School Support</b></p>	<p>The <b>support teacher</b> in consultation with the class teacher considers how to differentiate the learning programme effectively to accommodate the needs of the pupil under review.</p> <p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none"> <li>• Teacher observation records</li> <li>• Teacher-designed measures/assessments</li> <li>• Parent and pupil interviews</li> <li>• Learning environment checklist</li> <li>• Diagnostic assessments in literacy/numeracy</li> <li>• Formal observation of behaviour including ABC charts, frequency measures</li> <li>• Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties</li> <li>• Classroom Support File</li> </ul> <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small groups or individual tuition.</p> <p>A school support plan operates for an agreed period of time and is subject to review and is signed by all parties (support teacher, class teacher, parents.)</p>

<b>School Support Plus</b>	<p>The <b>support teacher</b> in consultation with the class teacher considers how to differentiate the learning programme effectively to accommodate the needs of the pupil under review.</p> <p>This level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> <li>• Teacher observation and teacher-designed measures</li> <li>• Parent and pupil interviews</li> <li>• Functional assessment (psychological, educational, occupational, speech and language...)</li> <li>• Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc.</li> </ul> <p>Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.</p> <p>A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation and is signed by all parties (support teacher, class teacher, parents.)</p>
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### Meeting Children's Diverse Learning Needs

We take into account the different backgrounds, experiences, interests and strengths that influence the way in which children learn when we plan our approaches to teaching and learning. In planning our support, the 'Planning Template' outlining the six point action plan below will be utilised.

### Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs (Primary Guidelines, P19-20)

Action 1: Identification of pupils with special educational needs	<p>Review existing information on pupils' needs, using school-based data and any information from parents and external professionals. Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).</p> <p>Identify all pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
Action 2: Setting targets	<p>Based on individual needs, set clear learning targets for each pupil at each level of the continuum of support.</p>
Action 3: Planning teaching methods and approaches	<p>Identify the level and type of intervention required to meet targets for each pupil on the continuum of support. Schools should consider</p>

	methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. They should also be mindful that the interventions and supports that they are using are <b>evidence-informed</b> .
Action 4: Organising early intervention and prevention programmes	Based on identified needs, choose <b>evidence-informed</b> early intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.
Action 5: Organising and deploying special education teaching resources	Cross-reference the needs of pupils at school support and school support plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place.  Be mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.
Action 6: Tracking, recording and reviewing progress	Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored: <ul style="list-style-type: none"> <li>• At whole-school and classroom support level by all teachers</li> <li>• At the school support and school support plus levels by class teachers and support teachers.</li> </ul>

### **Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Children**

We recognise that a minority of children will have particular learning and assessment requirements that will create barriers to learning. Our SEN policy envisages a whole school approach that takes into account the roles of the Board of Management, the principal, class teacher, support teacher, special needs assistant and the parents.

In attempting to achieve the above objectives the BoM, principal and staff will take all reasonable steps within the limits of the resources available to fulfil the requirements outlined in this policy document.

### **Board of Management**

The BoM will fulfil its statutory duties towards pupils with special educational needs. It will ensure that the provision required is an integral part of the school development plan. Members will be knowledgeable about the school's SEN provision - funding, equipment and personnel. The BoM:

- Oversees the development, implementation and review of school policy on support for children with extra needs.
- Provides adequate class accommodation and teaching resources.
- Provides a secure facility for storage of records.

### **Principal**

The principal has overall responsibility for the day-to-day management of provision. He/she will work closely with the SEN co-ordinator and will keep the BoM informed about the working of this policy. It will be the role of the principal in collaboration with the SEN co-ordinator to:

- Develop inclusive whole-school policies and monitor their implementation.
- Assign staff strategically to teaching roles, including special education roles.
- Co-ordinate teachers' work to ensure continuity of provision for all pupils.
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies.
- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically.
- Facilitate the continuing professional development of all teachers in relation to education of pupils with special educational needs, and ensure that all school staff (class teachers, support teachers and special needs assistants) are clear regarding their roles and responsibilities in this area.

### **SEN Co-ordinator**

The Special Needs Co-ordinator will be responsible for:

- Overseeing the day-to-day operation of the SEN policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers and contributing to in-service training of staff.
- Liaising with and advising SNAs with regard to supporting children with special needs.
- Liaising with parents of children with special needs.
- Monitoring and evaluating SEN provision.
- Keeps a list of pupils who are receiving supplementary teaching.
- Facilitating planning for class teacher with support teacher.
- Supports the implementation of a tracking system at a whole-school level to monitor the progress of children who avail of additional support.
- Keeps teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Advises parents on procedures for availing of special needs services.
- Liaises with external agencies such as NEPS/AON to arrange assessments of children with SEN.
- Liaise with teachers in the ASD classes in relation to procedures and support where necessary.
- Liaises with SENO regarding all aspects of special education provision.
- Oversees the drafting of classroom support, school support and school support plus plans.

### **The Role of the Class Teacher**

Effective teaching and learning is critically important for all pupils, and especially for those with complex needs. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued. Mainstream class teachers have first-line responsibility for the education of all pupils in their classes.

Accordingly, classroom teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom. This will include adapting their teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs. All mainstream class teachers will implement teaching approaches and methodologies that facilitate the meaningful inclusion of pupils with complex needs. These include:

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Heterogeneous group work
- Differentiation
- Interventions to promote social and emotional competence
- Embedding information and communications technology (ICT) in teaching, learning and assessment
- Opening Classroom Support plan in consultation with SEN Co-ordinator, core support teacher and parents.
- Liaise with staff in ASD classes in setting targets and in managing behaviours.

Every pupil needs to be taught a broad and balanced curriculum that is appropriate to his/her developmental level. Pupils' levels of interest, attention, concentration and persistence should be gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the range of learning needs in any class, mainstream class teachers will regularly need to differentiate their lessons. This can be achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs.
- Adapting lessons to take account of pupils' interests.
- Matching tasks to pupils' abilities and needs.
- Adapting and utilising resources, including the use of technology.
- Aspiring towards suitably challenging learning outcomes and assessing accordingly.

Teachers can make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access.

### **The Role of the Support Teacher**

Support teachers should be familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches will include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a pupil with complex needs may be supported at classroom level, or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models.

Some pupils with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions should be based on careful identification of strengths and needs, including multi-disciplinary assessment when necessary.

The type of support offered depends on the child's individual needs and takes the form of:

- curriculum support.
- life and/or social skills training.
- physical training/gross motor development.
- speech training/communication and/or language development.
- behaviour modification programmes.
- assistance with sensory modulation.
- development of anger management strategies.
- a combination of some/all of the above.

The Core Support Teacher will be responsible for:

- Planning their interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant continuum of support plan.
- Short-term planning should reflect the support plan targets and should break down the development of skills and content into small incremental steps to address each pupil's specific needs.
- Outcomes for pupils should be routinely assessed, recorded and used to review progress. These outcomes should also be used to inform the targets for the next phase of intervention.
- Using a variety of team teaching strategies.
- Paper work on Irish exemptions and assistive technology
- Consultation with Class teachers on psychological assessment paperwork.

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the complex needs provision available in the school. Our school will consult with parents on strategies/plans/interventions relating to the education of children with complex needs. This helps to ensure that parents understand the school's approaches and better enables them to support their children in transitioning through the school.

### **Parental Involvement**

Good parental engagement is a critical factor in enhancing outcomes for pupils with complex needs. Parental engagement is enhanced when parents are consulted in relation to their children's needs and strengths, on the supports and strategies being developed to support their children, and when they are involved in regular reviews of progress. The Continuum of Support process and use of the Student Support File provide valuable opportunities to engage with parents and to build a collaborative approach to identifying and responding to the needs of pupils with complex needs. There may also be opportunities for parents to work collaboratively with the school through initiatives such as paired reading etc.

In addition to consultation around the individual needs of their child, parents also value receiving good information on the nature and type of the complex needs provision available in the school. Our school will strive to ensure that parents are well informed of interventions/strategies/talks etc. pertaining to the education of children with complex needs.

The Parents/Guardians of the pupils of Donabate Portrane Educate Together can prepare for and support the work of the school by:

- Supervising, assisting with, showing interest in and signing homework.
- Reading and telling stories to their child/children.
- Listening to and giving supportive feedback on oral reading.
- Where their child is in receipt of supplementary teaching, implementing suggested home-based activities and discussing the outcomes with the child's teachers.
- Signing and returning consent forms to the school when necessary(intimate care plans, differentiated curriculum consent, medical care plans and one to one support teaching)
- Talking positively about school and school work.
- Keeping the class teacher informed of any home factors which may be affecting their child's progress.
- Participating in activities organised by the school that are designed to increase the involvement of parents in their children's learning.
- Helping children to develop their organisational skills.
- Helping children to look after school books and other resources which are loaned to the children for use at home.
- Supporting programmes and initiatives implemented by the school.
- Implementing programme outlined by external agencies e.g. touch typing/ speech and language/occupational therapy plans etc.

### **Enrolment**

The school aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The Education For Persons with Disabilities Act 2004, states that 'A child is entitled to attend the school which is most suited to his or her overall needs'.

Parents are required to notify the school of their child's complex needs on the enrolment/admissions form. The SEN co-ordinator will request a copy of the child's medical or psychological report. No child will be refused admission solely on the grounds that s/he has SEN except where the provision required is incompatible with that available in our school.

### **Special Facilities**

Donabate Portrane Educate Together is a two storey building with ramps where appropriate and a lift. There are rooms specially equipped for our ASD classes including a lights room, sensory room and garden. Where specialised equipment is to be used (i.e. in the case of a child with cerebral palsy) training will be given to staff as required.

### **Resources**

Donabate Portrane Educate Together is a well-resourced school, which constantly monitors and updates its resources. I.T. provision is good and is updated regularly.

### **Whole School Strategies to minimise learning difficulties**

Our strategies for preventing learning difficulties include:

#### **1. Promotion of Literacy:**

- Whole school promotion of Reading for Pleasure.
- Implementation of strategies to improve literacy standards by Literacy co-ordinators at Junior and Senior level (power hours, spelling interventions, dyslexia workshops)
- Use of Jolly Phonics scheme at Infant levels.

- Introduction of cursive handwriting at Junior Infant level.
- Building Bridges Comprehension Strategies.
- Parallel Reading schemes from Senior Infants to Fourth Class.
- PAT program in First and Second Class.
- Print rich environment in both reading and writing alphabet.
- Shared/paired reading.
- Story time, Library time, DEAR time, Celebration of World Book Day, word games, class library, visiting authors.
- Book Club for children in Fifth and Sixth Class.
- Access to Literacy apps/programs (SNIP/Toe by Toe/Lexia) with Support Teachers.
- Aistear programme in Infants classes.

## **2. Early Intervention**

We believe it is very important to identify and assess children with complex needs as early as possible so that effective interventions can be put in place. Baseline Screening tests are administered in Junior Infants during their second term in school and followed up by diagnostic assessment where concerns are evident. The M.I.S.T. (Middle Infants Screening Test) is administered to all pupils in Senior Infants during the second term of the school year. Pupils who present with scores below a given point are selected to participate in the Forward Together Programme. This programme is implemented by parents at home. Where it is not possible for parents to run the programme it will be run with the children by the core support teacher.

At the end of the 8-10 weeks, every participating pupil is re-tested (using M.I.S.T.) to measure progress made as a result of this early intervention.

## **Stages of Assessment and Provision**

Access to the school's broad and balanced curriculum is achieved for most children by differentiation of class work by the class teacher. When a class teacher or core support teacher identifies a child with complex needs they provide interventions that are **ADDITIONAL TO** or **DIFFERENT FROM** those provided as part of the school's usual differentiated curriculum. The first line of responsibility for the progress of all pupils in the class lies with the class teacher.

### **Observation and/or assessment(class teacher):**

Observation: Methods in use- personal checklists, record sheet for each child, consultation with core support teacher, listening to reading, correction of homework.

Recording observation-Checklists, Personal records, reading records, paired reading, class teacher observation.

Share concerns with: - Last year's/ next year's teacher, similar level teacher, parents, core support teacher, SEN co-ordinator

## Record of Differentiated Support in class

Register of Pupils with Complex Needs who are in receipt of interventions through the  
Continuum of Support Framework

<b>Classroom Support</b>				
Pupil Name	Class	Description of SEN	Nature of Supports Literacy, numeracy, social, emotional, behavioural, life-skills	Focus of Support In-class, withdrawal in small groups or individual, school yard
<b>School Support</b>				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support
<b>School Support Plus</b>				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support

Class teachers initially discuss their concerns with the child's parents.

The triggers for this intervention could be;

- The child makes little or no progress even when teaching approaches are directed at an identified area of weakness.

- The child shows signs of difficulty in developing literacy and numeracy skills, which result in poor attainment.
- Persistent emotional or behavioural difficulties which do not respond to behaviour management techniques used by the school.
- Has sensory or physical difficulties.
- Has communication and/ or relationship difficulties.

The class teacher completes a Stage One (Classroom Support plan) form and monitors the Record of Differentiated Support for an agreed time. The class teacher must inform the SEN co-ordinator of this decision. If this strategy does not work then the teacher will continue to the next stage, School Support. Parents will need to sign their consent to this plan.

### **Stage Two (School Support)**

In cases where the Record of Differentiated Support indicates that progress has not been made, or if the results of tests (M.I.S.T., Drumcondra Primary Reading Test, Sigma T, Belfield Infant Assessment Programme, diagnostic tests) and teacher observation indicate this to be the case, intervention in the form of a support teacher will be accessed. Again, class teachers will discuss their concerns with the child's parents. The action taken will be as follows:

- The class teacher and support teacher will differentiate the curriculum in specific areas with achievable goals to be implemented by the class teacher and support teacher.
- These programmes will be reviewed and updated regularly and at least twice a year (Feb+ June)
- While every effort will be made to allow the SEN group/individual to remain included in class, there may be a need to work part of the programme in a SEN room with the support teacher or class teacher. This withdrawal will be time limited and for specific purposes only.
- Where progress is such that the child is no longer giving cause for concern, the child will revert to the usual differentiated curriculum available to all children. (Classroom Support)

### **Stage Three (School Support Plus)**

The support or class teacher will perform diagnostic tests on these children usually at the beginning of the school year where relevant. The class teacher with the support teacher and SEN coordinator, in consultation with the child's parents, may consider the following actions:

1. A psychological assessment will be arranged (see Education for Persons with Disability Act 2004)
2. Other outside agencies may need to be contacted, who will advise on a range of provision including School Support Plus targets and strategies.
3. The triggers for extra intervention could be that, despite receiving an individualised programme the child:
  - Continues to work at Primary Curriculum levels substantially below that of children of a similar age.
  - Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning, or that of other children, despite an appropriate behaviour management programme and School Support Plus plan.
  - Has sensory and/or physical needs, and requires additional specialist equipment or regular visits from an advisory service.

4. If it is felt by the psychologist that a child has care needs, a special needs assistant may be applied for.
5. In circumstances where a child uses specialised equipment, consultants will be required to demonstrate how the equipment is to be used to at least two SNAs and either the class or support teacher.
6. If the psychologist recommends an exemption from Irish the Principal will see to this under guidance from the Department of Education and Skills.

### **School Support Plus Plan (SSP)**

Based on psychologist's report, tests, records of differentiation and support plan the class teacher with the core support teacher, SNA (if assigned), parents and representatives of outside agencies (if necessary) formulate a School Support Plus Plan.

These plans, which employ a small - steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded targets, we ensure that the child experiences success.

This plan includes:

- the nature and degree of the child's abilities and skills.
- the degree of the child's complex needs.
- the present level of performance.
- services to be provided.
- services for transition to second level school where appropriate.
- the targets, which the child hope to meet prior to the agreed review date.

The strategies set out in the SSP will, as far as possible, be implemented in the normal classroom setting.

The management of the SSP strategies will be the responsibility of the class teacher, support teacher and the SEN coordinator.

### **Drafting of School Support Plus Plan**

In September a parent input form is sent home prior to the SSP meeting with parents. The parents are invited to attend a meeting to discuss targets based on the report and/or input form. The class teacher, SNA (if allocated) will also attend the meeting. Again, outside agencies may play a part in formulating the final copy. The targets will be recorded on the SSP.

Where targets aren't met it may be decided that the child continues to receive additional supports. Once targets have been successfully met new targets may be set by parents and teachers. Where progress is satisfactory, and where the child is consistently achieving targets over the stated time, a decision may be made to revert to School Support/Classroom Support. An official review meeting will happen in January/February (Parent Teacher meeting.) Core Support teachers will also review in June (by phone, email or face to face meeting).

SSPs for children moving to second level school will be referred to at the consultation meetings with the relevant secondary school representative. It is the parent's responsibility to provide the school with the relevant assessments and documentation.

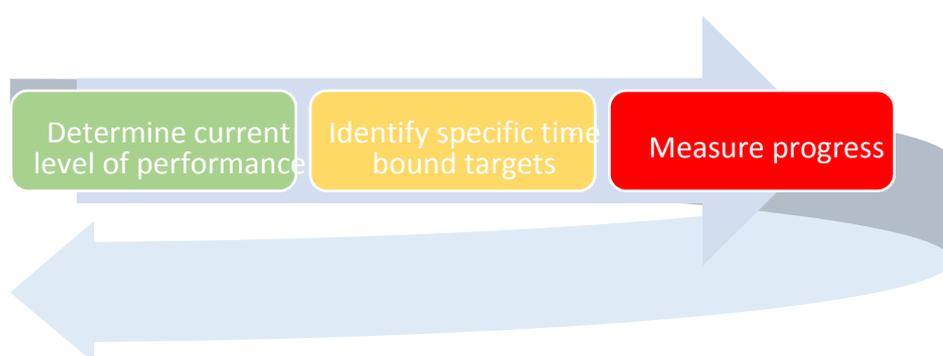
### **Complaints**

If parents have a complaint about the Special Education provision made, they should in the first instance make an appointment to speak to the core support teacher / class teacher, then the SEN coordinator and finally the principal.

The complaint will be investigated and dealt with as early as possible. If the matter is not resolved to the parents' satisfaction, they may raise the matter to the B.O.M.

### **Monitoring and Reviewing**

Pupils' progress in relation to achieving their targets will be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow pupils to demonstrate their progress. This will lead to the establishment of specific targets to be achieved within a defined timeframe as outlined below.



Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn should lead to adjustments in support plans. The Student Support File provides schools with a useful resource to support and record this process. It includes a Support Review Record to guide teachers when monitoring progress and reviewing outcomes with parents and pupils. Such monitoring of progress, and subsequent adaptation of support plans, are key drivers of effective practice.

In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review will include some of the following measures: attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for pupils with complex needs.

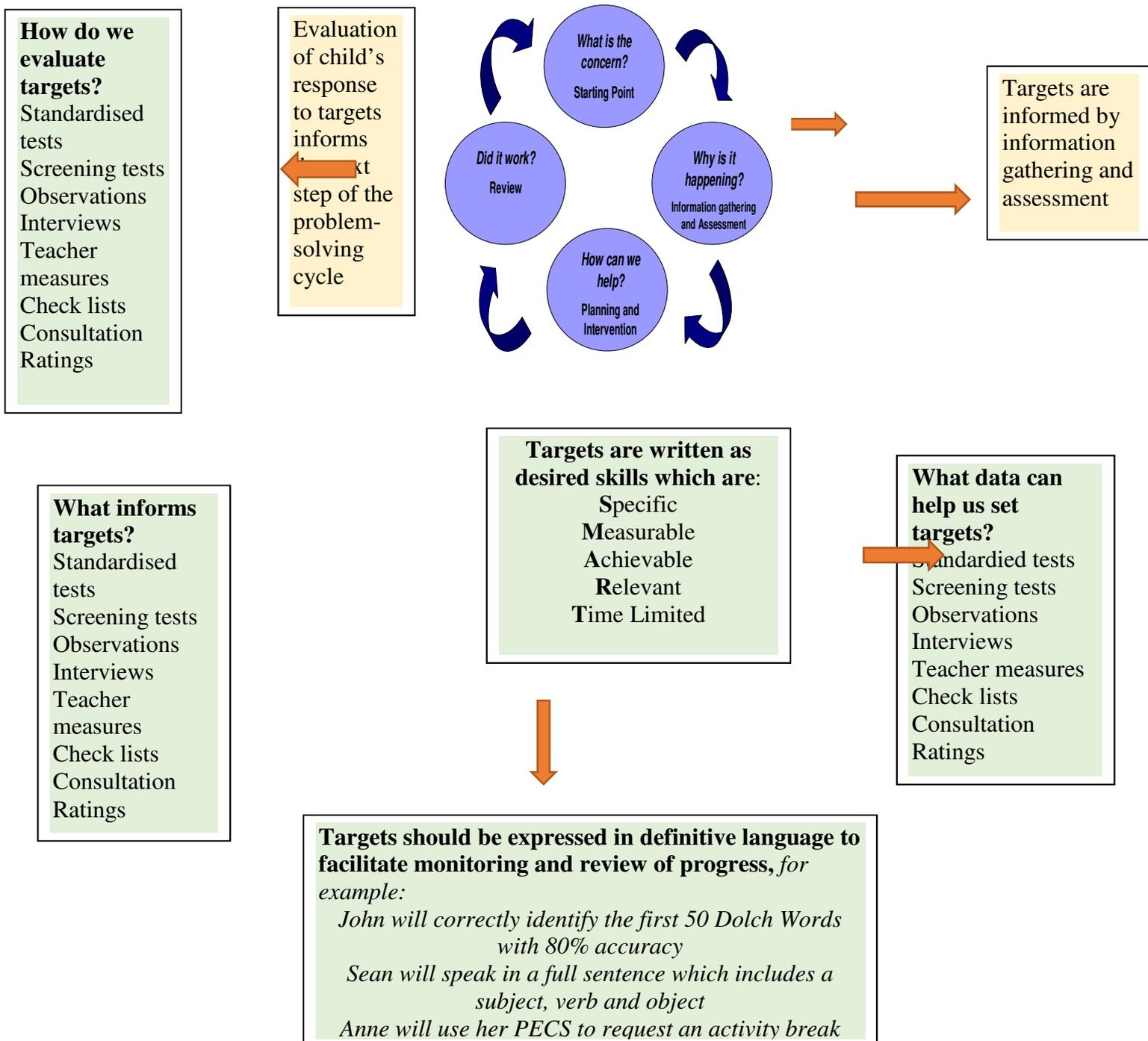
The BOM will ensure that SEN provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy by monitoring:

- the standards obtained by children with complex needs.
- the number of children at each of the three stages: Classroom Support, School Support, School Support Plus.
- The level and pattern of help (i.e. average time allocated and the balance of in-class and withdrawal support)

- Views of parents.
- Visits from specialist teachers.
- Staff views on in-service.
- Children's views.

This policy will be reviewed every three years.

## Appendix 1: Target-setting as part of the problem-solving-framework

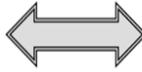


## Appendix 2

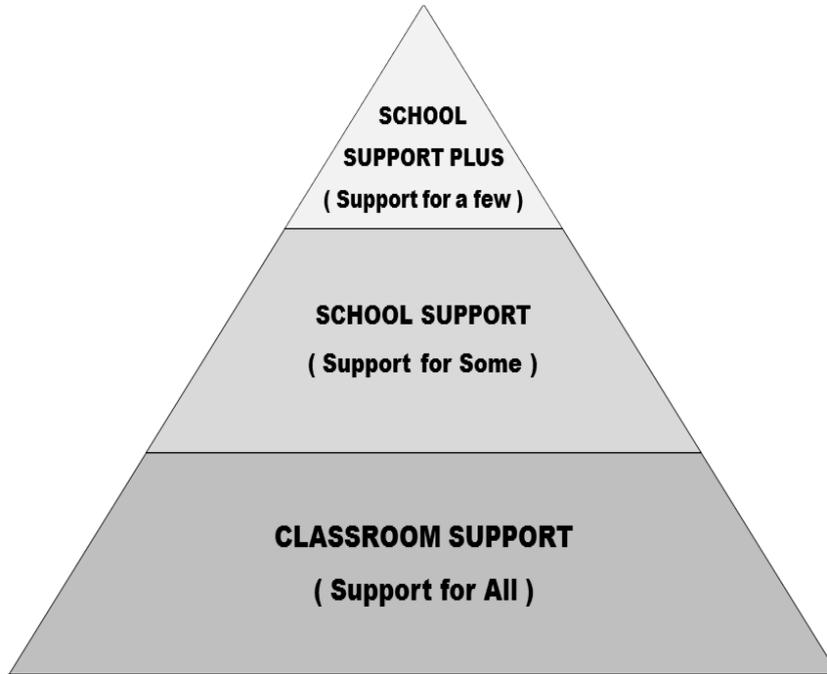
<b>Student Support File</b>	
<b>Name of Student:</b>	
<b>Date of Birth:</b>	
<b>School:</b>	
<b>Date File Opened:</b>	
<b>Date File Closed:</b>	

**A Continuum of Support**

**ACADEMIC SUCCESS**



**SOCIAL, EMOTIONAL &  
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 concern. We gather information, we put together a plan and we review it.*

## Support Checklist

### Student Support File, Log of Actions

Date	Actions

<b>Name:</b>	<b>Age:</b>	<b>Class:</b>
<b>General Information:</b>	<b>Date Checked:</b>	<b>Comments:</b>
1. Parent(s)/Guardian(s) Consulted:		
2. Information from previous school/preschool gathered:		
3. Hearing:		
4. Vision:		
5. Medical Needs:		
6. Basic Needs Checklist Completed:		
7. Assessment of learning-screening:		
8. Observation of learning style/approach to learning:		
9. Observation of Behaviour:		
10. Interview with Pupil:		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by learning support/resource teacher or other school staff?		
16. Other interventions put in place in school?		
<b>Action needed</b>		

**SUPPORT PLAN**

*Classroom Support  
School Support (Support for SOME)  
School Support Plus (Support for A FEW)*

To be completed by the Teacher(s) For help, see 'SEN, A Continuum of Support - Guidelines for Teachers', BESD: A Continuum of Support - Guidelines for Teachers pp.71-74;

<b>Student's Name:</b>		<b>Age:</b>	
<b>Lead Teacher:</b>		<b>Class</b>	
<b>Start Date of Plan:</b>			
<b>Review Date of Plan:</b>			
<b>Student's Strengths and Interests:</b>			
<b>Priority Concerns:</b>			
<b>Possible Reasons for Concerns :</b>			
<b>Targets for the Student:</b>			
<b>Strategies to help the Student Achieve the Targets:</b>			
<b>Staff Involved and Resources Needed:</b>			
<b>Signature of Parent(s)/ Guardian(s):</b>			
<b>Signature of Teacher:</b>			

**SUPPORT REVIEW RECORD**

*Classroom Support*  
*School Support (Support for SOME)*  
*School Support Plus (Support for A FEW)*

To be completed by the teacher(s) as a review of the plan and as a guide for future actions. For help, see 'SEN: A Continuum of Support - Guidelines for Teachers', 'BESD: A Continuum of Support - Guidelines for Teachers'

<b>Student's Name:</b>	<b>Class</b>
<b>Names of those present at review:</b>	<b>Date of Review:</b>
<b>What areas of the plan have been most successful and why?</b>	
<b>Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?</b>	
<b>Have the student's needs changed since the start of the plan? If so, how?</b>	
<b>Recommended future actions - what, how, who, when?</b>	
<b>Any comments from the student?</b>	
<b>Any comments from the parent(s)/guardian(s)?</b>	
<b>Signature of parent(s)/ guardian(s):</b>	
<b>Signature of teacher(s):</b>	

<b>Outcome of Review (tick as appropriate):</b>			
<input type="checkbox"/>	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	<input type="checkbox"/>	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
<input type="checkbox"/>	Continue at Current Level of Support	<input type="checkbox"/>	Request consultation with other professionals

\*A consultation with a NEPS psychologist/ other professionals may contribute to this review



