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St Michael's NS

Support Policy for Pupils with Special Educational Needs

Ethos of St Michael's NS

Saint Michael's NS is under the patronage of the Church of Ireland. The BOM and the staff of the school seek to promote the development of honesty, truthfulness, courtesy, punctuality and responsibility in each individual pupil attending the school. A caring and tolerant attitude to other people and to the environment is promoted.

Saint Michael's NS is committed to the principle of inclusion and equality for all its pupils. It is important that all pupils feel that they are part of the school community and experience an environment where they feel welcome and valued. Regard for the right and view of others is part of the ethos of Saint Michael's NS.

It is expected that the above values and attitudes will be extended to all pupils in the school; to members of the school staff, parents, friends and others who may have occasion to visit the school.

Saint Michael's NS seeks to promote these values and attitudes both by discrete teaching in the classroom and in the informal life of the school. Pupils are encouraged to see themselves as members of a community where all are equal irrespective of age, gender, educational attainment or family circumstances. Senior pupils are encouraged to adopt a caring and responsible attitude to the junior pupils.

Context

St Michael's NS is a single storey building with ramps where appropriate. Saint Michael's NS has five class teachers, including a teaching principal. The school has two SNAs (1.83 allocation). The SET team comprises 2 full-time SEN teachers, one full time EAL teacher (temporary post 2021/22) and a shared SEN teacher (14.5 hours). In this document the term SEN teachers will be used for all members of the SET team.

Aims

Saint Michael's NS is committed to supporting our pupils in achieving their full potential. The provision of SEN support teaching is an integral part of this aim.

Through the implementation of the SEN policy Saint Michael's NS aims to:

- support the inclusion of pupils with SEN
- involve parents in supporting their children

Under the patronage of the Church of Ireland

Saint Michael's National School, 11, Barrington Street, Limerick V94 A0K7

- develop positive attitudes about school and learning
- ensure that the staged approach embodied in the Continuum of Support is implemented
- optimise the teaching and learning process to enable pupils with special education needs to reach their potential
- enable pupils to participate in the full curriculum
- support appropriate differentiation in the classroom
- support the pupils' development, both socially and emotionally
- enable pupils to understand themselves as learners, to monitor their own learning and become independent learners
- promote collaboration among teachers in the implementation of whole-school policies on learning support
- promote early intervention programmes to enhance learning and to target areas of learning difficulties

Guiding Principles

Guidelines for Levels of Support

The teaching of pupils with special educational needs will follow the principles of the Continuum of Support model as contained in 'Guidelines for Primary Schools – Supporting Pupils with Special Educational Needs'.

Pupils with the greatest levels of need will have access to the greatest level of support.

The provision of support will be based on the model of intervention appropriate for the pupil and may comprise 1:1 support; withdrawal of a group; in-class support.

An SEN teacher cannot assume sole responsibility for the delivery of any curriculum subject to any particular class. SET will be used for the benefit of pupils who have been identified as requiring support.

Roles and Responsibilities

The role of supporting learning is a collaborative responsibility shared by the school community: the Board of Management; principal, class teachers, SEN teachers, SNAs, parents and pupils and outside agencies.

SET Coordinator

The SET coordinator is responsible for

- overseeing the day-to-day operation of the SET policy
- arranging an overview meeting of the SEN team every four to six weeks
- liaising with teachers to organise the timetable for support teaching
- liaising with class teachers and SNAs
- liaising with parents of children with special needs
- ensuring the continuum framework is up to date
- overseeing the selection of pupils for psychological assessments in consultation with principal, class teachers and SEN teachers
- liaising with external agencies such as NEPS, SENO, NCSE, Psychologists
- storing confidential information

SEN Teachers

The role of the SEN teacher will be to

- support the class teacher in optimising teaching and learning opportunities
- provided specialised teaching to those children with identified special educational needs (including in-class support and support via withdrawal)
- provision of supplementary teaching to cater to the pupil's individual needs
- be familiar with the pupil's needs and preferred learning styles
- be familiar with a range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs
- develop a support plan for each pupil receiving supplementary teaching in consultation with class teacher and parents
- maintain a short-term plan and progress record for each pupil or group of pupils withdrawn for support teaching
- administer a range of formal and informal assessments and maintain records of the outcomes
- review the progress of pupils at the end of an instructional block
- together with the class teacher, keep a log of actions in the Support Plan
- support the delivery of early intervention and prevention strategies
- assist the implementation of whole-school procedures for the selection of pupils for supplementary teaching
- contribute to the development of the SEN Policy
- liaise with external agencies (eg: SLT, OT) and implement suitable recommendations wherever possible
- storing confidential information

SNAs

The role of the SNA will be to carry out duties based on the care needs of the child. The SNA should have the opportunity to read relevant reports and documentation relating to the pupils in their care. The tasks associated with the SNA's duties can be of a primary or secondary nature (Circular 0030/2014).

The care support tasks may include:

- administration of medicine
- assistance with toileting and general hygiene
- assistance with mobility and orientation

Board of Management

The Board of Management 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 Board of Management will:

- oversee the development, implementation, and review of the policy for Special Education Teaching
- ensure that adequate classroom accommodation and teaching resources are provided for support teachers
- provide a secure facility for storage of records in relation to pupils in receipt of support education
- provide adequate funds for the purchase of support teaching materials *"Funds provided for these materials should not be limited to the learning support grant provided by the Department of Education and Science"* (Learning Support Guidelines P.47)

The Role of the Principal

The principal has overall responsibility for the education of children with special educational needs. The principal works closely with the SET coordinator. It is the role of the Principal in collaboration with the SET coordinator to:

- develop inclusive whole school policies and monitor their implementation
- liaise regularly with the SEN teachers
- ensure that whole school procedures are established to facilitate the effective involvement of parents, pupils, and outside agencies
- ensure that effective systems are implemented to identify pupils' needs
- facilitate the continuing professional development of teachers in relation to education of pupils with special educational needs
- ensure that all school staff are clear regarding their roles and responsibilities

Class Teacher

The class teacher has primary responsibility for the progress and care of all pupils in the class. The class teacher will:

- provide effective teaching and learning opportunities appropriate to the needs of the pupils
- support the identification of learning difficulties
- provide classroom support at level 1 of the Continuum of Support
- draw up classroom support plans 'interventions with children at stages 2 and 3 should include a classroom support plan to ensure that the children's needs are met for the whole school day' (Guidelines 2017 p.7)
- log actions in the support plan
- communicate with parents/guardians
- be familiar with relevant reports and documentation relating to pupils with special educational needs in their class

A key role of successful support is a high level of consultation and cooperation between the class teacher and the SEN teacher. Central to this consultation is the development, implementation, and review of support plans. This consultation will be achieved through formal timetabling at least once per instructional block, and through informal consultation as the need arises.

- assisting pupils while at play, as appropriate
- provision of non-nursing care needs associated with specific medical conditions
- care needs requiring frequent interventions including withdrawal of a child from a classroom when necessary
- supervising their assigned pupils during break times. The SNA will be aware at all times of the position of their assigned pupil in the yard
- assistance with severe communication difficulties including enabling curriculum access for children with physical disabilities or sensory needs and those with significant and identified social and emotional difficulties
- assistance with the development of Personal Pupil Plans (PPP) for children with special educational needs, with a particular focus on developing a care plan to meet the care needs of the pupil
- maintaining a journal of care needs
- planning for activities and classes where there may be additional care requirements associated with activities
- attending meetings with parents, SENO, NEPs, school staff meetings
- assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills development under the direction of appropriate personnel
- assistance to attend or participate in out of school activities, walks and visits

The Role of Parents/Guardians

Good parental engagement is a critical factor in enhancing outcomes for pupils with special educational 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 special educational needs.

Saint Michael's N.S. consults with parents when developing and reviewing policies relating to the education of children with special educational needs at parent teacher meetings and when reviewing Continua of Support.

The Pupil

Pupil participation is supported through teaching that is responsive to the personal needs of the learner and is further enhanced by structuring and pacing learning experiences that are challenging, engaging and enjoyable.

'The involvement of pupils in the development, implementation and review of their own learning programmes is an important principle underlining effective supplementary teaching' (Learning Support Guidelines P.54)

External Agencies

Saint Michael's N.S. liaises with external agencies such as NEPS (National Educational Psychological Service), SENO (Special Education Needs Organiser), NCSE (National Council for Special Education), CAMHS (Child and Adolescent Mental Health Service), Tusla (Child and Family Agency), School Age teams, Speech and Language Therapists, Occupational Therapists. Where possible recommendations from external agencies are embedded in the Continua of Support.

Supporting pupils with Special Educational Needs

The three-tier approach will be used to meet the needs of pupils who require access to school support ie:

- the identification of needs
- how the needs can be met
- monitoring and recording outcomes for pupils with SEN

The Continuum of Support Framework is used to identify pupils' educational needs. These needs may include academic, social and emotional needs, physical difficulties, sensory needs and language and communication difficulties. The identification of the pupil's needs indicates whether the pupil should have access to:

- Whole School and Classroom Support for all
- School Support for some
- School Support Plus for a few

Pupils with identified complex needs which are significant, and enduring may, according to their level of need, receive School Support Plus. However, as assessment is ongoing, in some cases a pupil with identified complex needs may move to School Support or Classroom Support depending on the assessed identification of need and progress of the pupil.

The Continuum of Support Process: a Staged Approach (*Appendix*)

Classroom support

- The class teacher differentiates the learning programme to accommodate the needs of the pupil/s in the class.
- A classroom support plan is drawn up and parents are consulted.
- A classroom support plan will run for a specific length of time and is subject to review (using the Review section from the Continuum of Support document).
- At the review stage it may be decided that the pupil does not require a differentiated approach; the pupil should continue with classroom support or the pupil should access the next tier of support: School Support for Some.

School Support for Some

- The plan of School Support for Some is devised and parents are consulted.
- This support plan may detail suitable teaching approaches eg: team teaching, small groups, individual tuition.
- This support plan operates for a specific length of time and is subject to review.
- At the review stage it may be decided that the pupil's progress warrants a return to classroom support
- If there are concerns at the review stage, it may be decided to continue at the level of school support or to instigate School Support Plus.

School Support Plus for a Few

A pupil receiving more intensive teaching support including more focused small group work or individual teaching is considered to be at stage 3 in terms of the "Staged Approach to Assessment Identification and Programme Planning" (DES Special Education Circular 02/05).

- This level of the continuum is informed by a detailed, systematic approach to information gathering in consultation with parents.
- There may be a broad range of formal and informal assessments and this may, with parental consent, include reports from outside professionals. However, it is not a necessity that a pupil has a diagnosis by an outside professional in order to benefit from school support plus.

- A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.
- In some cases, intervention at this stage may be necessary for some pupils on entry to school where they have been identified at an early age as having complex special educational needs.
- The following is an indication of educational needs which may be deemed appropriate for School Support Plus.

Autistic spectrum disorder

Physical disability

Hearing impairment

Visual impairment

Emotional, social and/or behavioural disturbance or difficulties

Moderate general learning disability

Severe/profound general learning disability

Assessed syndrome

Specific speech and language disorder/impairment

Mild general learning disability

Borderline mild general learning disability

Specific learning disability

Attention deficit disorder / attention hyperactivity disorder

School Support Plus is provided for pupils with the greatest need. In some cases, there will be a fluidity between the types of support as some pupils in the above categories may be identified as requiring School Support or Classroom Support. Some pupils may also have come to a stage where classroom support is sufficient.

When it has been identified that a child is not making improvement and performing below the tenth percentile despite School Action / 'School Support' the class teacher with the special education teacher and SEN coordinator, in consultation with the child's parents, may consider the following actions:

Log of Actions

The 'Log of Actions' in the Continuum of Support document will be kept updated by both the class teacher and SEN teacher.

Selection Criteria

The following criteria will be used by Saint Michael's N.S. to select pupils for supplementary teaching

- Pupils with complex needs
- Prevention and early intervention: this may include pupils from Junior Infants to 1st Class who may require support eg: EAL, Literacy, Maths
- Pupils who have scored on or under the 10th percentile in standardised literacy assessments
- Pupils who have scored on or under the 10th percentile in standardised maths assessments

- EAL pupils who are enrolled in older classes and who are having difficulty accessing the curriculum due to the language barrier
- Pupils who have scored at or under the 20th percentile on standardised assessments in literacy and/or Maths and who continue to experience difficulty, despite interventions made by the class teacher at the first stage of the continuum of support: classroom support.
- Pupils who have scored at or under the 25th percentile on standardised assessments in literacy and/or Maths and who continue to experience difficulty, despite interventions made by the class teacher at the first stage of the continuum of support: classroom support.
- Pupils who have not made adequate progress after Classroom Support interventions
- Exceptionally able/gifted children: interventions will be made in the first instance by the class teacher at classroom support level. Support from the Centre for Talented Youth Ireland (CTYI) will be accessed as appropriate.

Planning Template

The six-point action plan contained in 'Guidelines for Primary Schools – Supporting Pupils with Special Educational Needs' will guide the School's allocation of teaching resources for pupils with special education needs. (*Appendix*)

1. Identification of pupils with special educational needs
2. Setting targets
3. Planning teaching methods and approaches
4. Organising early intervention and prevention programmes
5. Organising and deploying special education teaching resources
6. Tracking, recording and reviewing progress

Support Teaching Models

The provision of support will be based on the model of intervention appropriate for the pupil/s and this may include

- 1:1 support
- withdrawal of a group
- in-class support

Review and monitoring

Continua of Support are drawn up at the end of September. A review is conducted in January and June of the academic year. The class teacher consults with the special education teacher, SNA (if the pupil has SNA access) parents and the pupil (if appropriate).

Progress will be reviewed; the review will be recorded in the support plan (Appendix 4). The targets of the new Continuum of Support Plan will be drawn up and agreed. Recommendations from outside agencies may form part of this Continuum of Support.

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

Early Intervention

- Differentiation of the curriculum by the mainstream class teacher to cater for individual strengths and needs
- Development and implementation of agreed approaches to the teaching of literacy and Maths to ensure progression and continuity from class to class
- Include a strong focus on oral language and laying the foundation for meaningful reading activities and further development of language and comprehension skills
- Emphasise phonemic awareness and other word identification skills
- Use of concrete materials
- Ongoing observation and assessment of language, literacy and numeracy skills of pupils in the infant classes to facilitate early identification of possible learning difficulties
- Class based early intervention by the class teacher focusing on the provision of additional individualised support, as and when required
- Provision of additional support in language, early literacy, early mathematical skills for those who require it
- Support for pupils experiencing social, emotional, behavioural difficulties
- Promotion of parental involvement

Early Intervention Strategies

Early intervention programmes may be provided by the class teacher and/or the SEN teachers in accordance with the Continuum of Support model. Collaboration and consultation between class teachers and SEN teachers will identify children who may require early intervention. Teacher observation and professional opinion will be given due consideration in the selection of pupils for early intervention programmes at the appropriate level of the Continuum.

- implementation of an English language programme for Junior and Senior Infants who have English as a second language
- active learning programme for all junior infants with specific emphasis on oral language development, underpinned by the principles of the Aistear programme and the new language curriculum
- SEN teachers will support in-class teaching and/or withdrawal of individuals or groups

Monitoring the Continuum of Support Framework

At the end of each instructional block the progress of each pupil who is receiving support teaching will be evaluated in the Review section of the Continuum of Support document. This will be carried out in consultation with the SEN teacher, the class teacher, and parents/guardians.

At this stage it may be decided whether the pupil will continue to receive support at the same level or be moved to a different level on the Continuum of Support. It may be decided to discontinue supplementary teaching if satisfactory progress has been made and targets have been met.

If a pupil is to remain on the Continuum of Support, a decision will be made regarding level of support and revised targets will be set in the support plan.

Monitoring Progress

The Support Review record on the Continuum of Support will be completed by the SEN teacher in collaboration with the class teacher. This will be carried out in January and June or at a different date if the support measures and learning outcomes are subject to a shorter time frame.

Reports from outside agencies and results of standardised tests are kept on Aladdin. Standardised tests comprise:

- MIST (Middle Infant Screening test) is administered to Senior Infants in the summer term
- DPRT, DPMT, DPST – (Drumcondra Primary Reading Test, Drumcondra Primary Maths Test, Drumcondra Primary Spelling Test) are administered from 1st Class to 6th Class in the summer term
- NVRT (Non-Verbal Reasoning Test) is administered to 3rd Class and 5th Class in the autumn term
- CAT4 is administered during the year when necessary
- (BIAP) Belfield Infant Assessment Profile is administered when necessary but in the summer term for Junior Infants when required

Personal Pupil Plans for pupils who have SNA access are drawn up in September

The End of Year School Report is sent to parents in June. These reports are drawn up on Aladdin.

‘Hand-over’ liaison will take place between the present teacher and the teacher who will be teaching the class in September of the new academic year.

Liaising with Parents

Parent teacher meetings for junior infants take place in October.

Parent teacher meetings take place formally in November for Senior Infants to 6th Class. Parent teacher meetings may also take place during the year when required.

At the parent teacher meeting in November the first stage and second stage of support, Classroom Support and School Support, will be discussed.

If the need for Classroom Support or School Support emerges earlier than November, the parent teacher meeting may be arranged earlier.

If the need for Classroom Support or School Support emerges later the year another parent teacher meeting will be arranged.

Parent teacher meetings for parents whose child is receiving School Support Plus will take place with the parents/guardians, the class teacher, the SEN teacher, and the SNA if applicable.

Meetings with parents of pupils receiving support will take place early in the first term and in February of the second term when Continuum of Support are being reviewed.

An Information Meeting is held for parents/guardians of incoming junior infants in June.

An end of year report is sent home in June and opportunities to discuss this report are made available before the end of term.

Timetabling

SEN teaching is in addition to pupils' regular class programme in Literacy and Maths insofar as is practicable.

Co-teaching where two teachers work together can operate in class. However, if it is deemed more beneficial to a group being taught by the SEN teacher, the group can be withdrawn to a quieter area.

Insofar as is practicable, pupils should not miss the same curricular area each time they are withdrawn for supplementary teaching.

The SET team will review the timetable, in consultation with class teachers, at the end of each instructional block or earlier if deemed necessary.

Attendance

An attendance record of pupils who are withdrawn to by the SEN teachers will be kept by each SEN teacher.

Monitoring and Reviewing the SEN Policy

The Principal and Deputy Principal will monitor and review this policy. This review will be initiated by the SET Co-ordinator.

SEN Policy Success Criteria

A whole school approach to the implementation of this SEN Policy will:

- ensure that pupils with SEN gain access to a broad and balanced curriculum and have opportunity of access to appropriate education
- enable the pupils to develop positive self-esteem and positive attitudes to school and learning
- improve standards of academic performance and achievement
- encourage parental involvement in supporting their child's learning
- enhance collaboration between school personnel

The achievement of the success criteria will be assessed through feedback from teachers, pupils and parents/guardians; pupils' achievement and ongoing monitoring of pupils' academic performance, attainment of personal targets and self-esteem.

This policy will be reviewed every three years.

Signed: 
Chairperson Board of Management

Date: _____

APPENDIX

(From 'Guidelines for Primary Schools – Supporting Pupils with Special Educational Needs in Mainstream Schools')

Action 1: Identification of pupils with special educational needs

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).

Identify **all** pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.

Action 2: Setting targets

Based on individual needs, set clear learning targets for each pupil at each level of the Continuum of Support.

**Action 3:
Planning
teaching
methods and
approaches**

Identify the level and type of intervention required to meet targets for each pupil on the Continuum of Support.

Schools should consider 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 evidence-informed.

**Action 4:
Organising
early-
intervention
and prevention
programmes**

Based on identified needs, choose evidence-informed 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:

- At **Whole-school and Classroom Support** level by all teachers
- At the **School Support and School Support Plus** levels by class teachers and special education teachers

(From 'Guidelines for Primary Schools – Supporting Pupils with Special Educational Needs in Mainstream Schools')

**ACADEMIC
COMPETENCE**

**SOCIAL, EMOTIONAL &
BEHAVIOURAL
COMPETENCE**



**Individualised &
Specialist Support**

**School
Support Plus
for a Few**

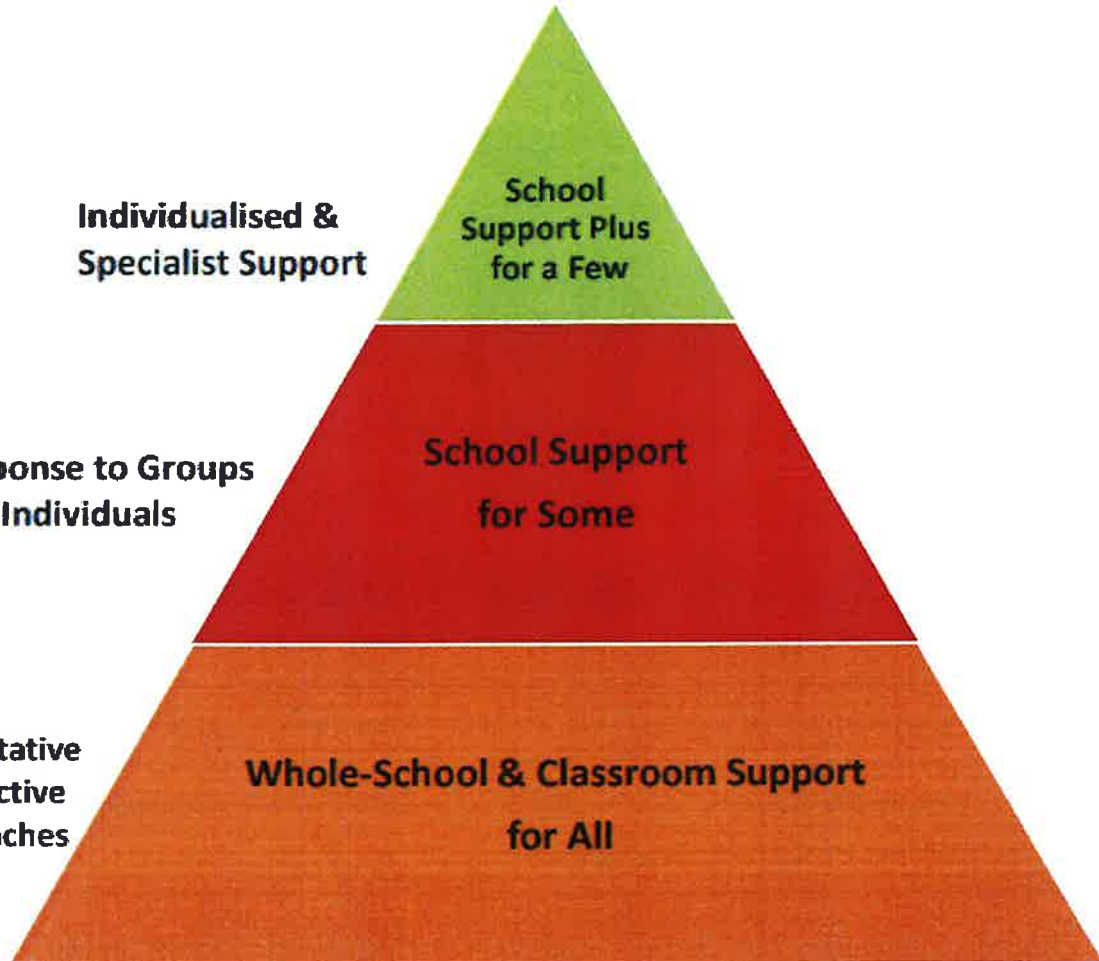
**Response to Groups
and Individuals**

**School Support
for Some**

**Preventative
& Proactive
Approaches**

**Whole-School & Classroom Support
for All**

A Continuum of Support



Classroom Support	<p>The class teacher 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"> ● Parental consultation ● Teacher observation records ● Teacher-designed measures/assessments ● Basic needs checklist * ● Learning environment checklist* ● Pupil consultation - My Thoughts About School Checklist ● Literacy and numeracy tests ● Screening tests of language skills <p>A classroom support plan runs for an agreed period of time and is subject to review.</p>
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School Support for some	<p>At this level a support plan is devised and informed by:</p> <ul style="list-style-type: none"> ● Teacher observation records ● Teacher-designed measures/assessments ● Parent and pupil interviews ● Learning environment checklist ● Diagnostic assessments in literacy/numeracy ● Formal observation of behaviour including ABC charts, frequency measures ● Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties <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.</p>
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School Support Plus	<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> <p>Teacher observation and teacher-designed measures</p> <ul style="list-style-type: none"> ● Parent and pupil interviews ● Functional assessment ● Results of standardised testing such as measures of cognitive ability, social, emotional and behavioural functioning, adaptive functioning etc
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Data generated from this process is used to plan an appropriate intervention and can serve as a baseline against which to map progress.

A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.

SUPPORT PLAN*

FEW)

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

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; *A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers*, pp. 51, 53, 54, 57.

Student's Name:	Age:
Lead Teacher:	Class/Year:
Start Date of Plan:	
Review Date of Plan:	
Student's Strengths and Interests:	
Priority Concerns:	
Possible Reasons for Concerns :	
Targets for the Student:	

Strategies to help the Student Achieve the Targets:

Staff Involved and Resources Needed:

Signature of Parent(s)/ Guardian(s):

Signature of Teacher:

SUPPORT REVIEW RECORD*

FEW)

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

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', 'A Continuum of Support for Post-Primary Schools, Resource pack for Teachers', 'Student Support Teams in Post-Primary Schools'.

Student's Name:

Class/ Year:

Names of those present at review:

Date of Review:

What areas of the plan have been most successful and why?

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?

Have the student's needs changed since the start of the plan? If so, how?

Recommended future actions – what, how, who, when?

Any comments from the student?

Any comments from the parent(s)/guardian(s)?

Signature of parent(s)/ guardian(s):

Signature of teacher(s):

Outcome of Review (tick as appropriate):

Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support

Continue at Current Level of Support

Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus

Request consultation with other professionals

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