
Whole-School Policy for Students with Additional Educational Needs



**San Carlo Senior National School,
Leixlip, Co. Kildare**

This is a review of current policy to be read in conjunction with the 'Continuum of Support Guidelines' and 'Updated Guidelines for Primary Schools: Supporting Pupils with Special Educational Need in Mainstream Classes 2024'

Background:

This policy is adjusted in the context of the revised model for allocating special education teaching resources introduced by the Department of Education and Skills in December 2024.

Special Education Circular 0064/2024. Effective provision for pupils with special educational needs is situated within a fully inclusive whole-school framework which emphasises effective teaching and learning for all and good collaboration and engagement between schools, parents/guardians and pupils.

Also underpinning our policy are the following documents:

- **The Education Act (1998)** –
The Board of Management of San Carlo Senior is required to have and implement a policy that allows for maximum accessibility to the school. It requires that the educational needs of all students are identified and provided for by the school by means of support with teaching and learning appropriate to (their) abilities and needs.
- **The Education for Persons with Special Educational Needs (2004)** -
(Reviewed June 2025) requires that a Student Support Plan should be devised and implemented for each pupil with special educational needs.
- **Looking at Our Schools (2022)** –
A Quality Frame-work for Primary Schools
- **The NEPS Continuum of Support Guidelines (2024)**
- **NCSE Inclusive Education Framework (2011)**

Introduction & Guiding Principles:

- All of our children have a right to an education which is appropriate to them as individuals. We want them to feel that they are a valued part of our school community.
- The resources provided to support pupils with special educational needs, are used to facilitate the development of a truly inclusive school.
- Supports provided to pupils with special educational needs, are based on identified needs and are informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines (2007) and updated Guidelines for Primary Schools: Supporting Children with Special Education Needs in Mainstream Classes (2024) .
- 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 have access to the greatest level of support, and whenever possible, these pupils are supported by teachers with relevant expertise who can provide continuity of support, in accordance with Circular 13/17 and the accompanying guideline and updated guidelines.

As far as possible, therefore, it is our aim to minimise the difficulties that children may experience. We aim to achieve this through our inclusive support model within our school's context.

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 children with additional educational needs, and children whose first language is not English, to become fully integrated members of our school community. This is 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.

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. In order to do this, Scoil San Carlo uses the '*Continuum of Support Process*' (see figure 2 below) to identify educational needs. Identification of educational needs is central to setting suitable learning challenges for our pupils with additional educational needs. Using the continuum of support framework, our school identifies 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 a pupil's needs in context, and to use our resources to support this.

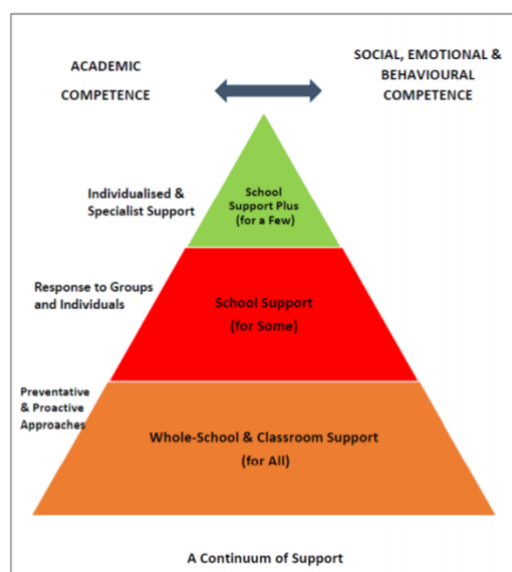


Figure 2: Continuum Of Support

Meeting Children's Diverse Learning Needs:

We take into account the different backgrounds, experiences, neurodivergence, interests and strengths that influence the way in which children learn, when we plan our approaches to teaching and learning. In planning our support, we utilise follow the Continuum of Support. The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

Principles of our Policy:

The Department of Education and Youth provides special education teaching supports directly to schools based on their educational profiles (including a baseline component). This gives stability to schools' staffing arrangements over a number of years. It offers schools greater autonomy to allocate teaching resources flexibly, based on pupils' needs, without the requirement for a diagnosis of disability. A key principle underpinning this revised model is that all pupils, irrespective of special educational needs, are welcomed and enabled to enrol in their local schools. In addition, a fundamental objective is that special education teaching resources are utilised in the optimum manner to improve learning experiences and educational outcomes for pupils with special educational needs. The Department has set out the Continuum of Support Framework to assist schools in identifying and responding to pupils' needs.

The following is an overview of the principles which are used to guide the implementation of the revised model for allocating special education teaching supports in our school.

- The role of supporting learning is a collaborative responsibility shared by all of the school community: The Board of Management; Principal Teacher; Class Teachers; Learning Support Teachers; Special Class Teachers; SNAs; Parents; Pupils and External Bodies & Agencies. It is important that everyone contributes to the implementation of our school plan on SEN Provision.
- Supports provided to pupils with special educational needs are based on identified needs and are 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/additional educational needs.

- Special/Additional education teaching supports are used solely for the support of pupils with identified special educational needs, including those pupils for whom English is an Additional Language (EAL). Special/Additional education teaching supports are not used to reduce the pupil-teacher ratio in mainstream classes nor to allow any special education teacher sole responsibility for the delivery of any curriculum subject to any particular class.
- Pupils with the greatest levels of need have access to the greatest level of support, and whenever possible, these pupils are supported by teachers with relevant expertise who can provide continuity of support. Additional teaching supports are deployed according to identified pupil needs in literacy and numeracy in addition to specific needs in such areas as oral language, social interaction, behaviour, emotional development and application to learning, rather than being based on a diagnosis of disability.
- A core team of special/additional education support teachers will be established and maintained to meet the needs of pupils with special/additional educational requirements. All members will have the necessary experience and access to continuing professional development to support the diverse needs of pupils with special educational needs.
- The school will implement the *Continuum of Support Framework* as set out by the DEY to assist schools in identifying and responding to our pupils' needs. This framework recognises that special/additional educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that pupils require different levels of support depending on their identified educational needs.
- Interventions are incremental, moving primarily from class-based interventions to more intensive and individualised support, where and when deemed necessary. They are informed by careful monitoring of progress.
- In line with good practice, the identification of need, education planning and allocation of special education teaching is supported through effective whole-school planning.
- We recognise that the key elements of an inclusive whole-school approach to supporting pupils with special and additional educational needs includes:
 - i) A process of addressing and responding to the diversity of needs of learners which involves removing barriers so that each learner will be enabled to achieve the maximum benefit from his/her schooling. (*Inclusive Education - NCSE 2011*)
 - ii) A positive ethos and learning environment whereby all pupils, including those with special educational needs, feel welcome and experience a sense of community and belonging.

- To achieve this, we seek to promote our pupils' participation and active engagement in meaningful learning activities and in the life of the school.
- We foster a commitment to developing pupils' academic, social, emotional and independent living skills, such as reflecting on their own progress and developing a sense of ownership of, and responsibility for their own learning.
- We focus on high aspirations and on improving outcomes for all pupils.
- We strive to enable all our pupils to grow as learners through respectful interactions and experiences that are challenging and supportive and experience opportunities to develop the skills and attitudes necessary for lifelong learning.

(LAOS 2022 – A Quality Framework for Primary Schools)

Whole-School Planning:

The whole-school approach is a collaborative action by the school community (in consultation with parents and pupils). It encompasses a process of reflection, planning and review of policies and practices, and includes an evaluation of how pupils with special and additional educational needs are identified, the interventions that are put in place to meet their needs and how the outcomes of those interventions are measured and monitored. It addresses the full continuum of needs - ranging from milder and more transient needs to difficulties that are severe and enduring (for example, significant learning, sensory, physical, communication, social, emotional and behavioural difficulties).

In order to achieve this, our teachers will:

- Plan for assessing pupils' attainment of the intended learning objectives of the lesson or series of lessons, using both assessment of learning and assessment for learning.
- Maintain assessment records that are clear, useful and easy to interpret and share.
- Meaningfully differentiate content and activities in order to cater for the varying needs and abilities of pupils.
- Be encouraged to become involved in local professional networks (within the school itself and with other schools) where good special educational *needs practice and disability awareness can be shared and promoted. (2017 Guidelines: p. 27).*

Staff Meetings:

SEN/AEN provision in our school will be included on the agenda for staff meetings at least once per instructional term. Any shared Support Teachers *attend staff meetings at their base schools.*

Parent-Teacher Meetings:

The nature of SEN/AEN support means that meetings with parents are on-going and regular. The SEN teacher may also meet parents along with the class teacher at the November Parent-Teacher Meetings, where appropriate.

Educational Planning/ The Continuum Of Support:

In line with DEY guidelines, we utilise a three-step process to support pupils with special educational needs:

1. How can we identify needs?
2. How can we meet needs?
3. *How can we monitor and report on progress?*

(See Appendix 5)

The Department has set out the *Continuum of Support Framework* to assist schools in identifying and responding to pupils' needs.

This framework recognises that special and additional educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that pupils require different levels of support depending on their identified educational needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support, and that they are informed by careful monitoring of progress.

The Continuum of Support is a problem-solving model of assessment and intervention that enables schools to gather and analyse data, as well as to plan and review the progress of individual pupils. Using the Continuum of Support framework, we can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. The framework emphasises the importance of looking at a pupil's needs in context.

SEN teachers plan interventions carefully to address pupils' priority learning needs and to achieve the targets identified in the relevant Continuum of Support plan. Short-term planning, on a weekly basis, reflects the Support Plan targets and breaks down the development of skills and content into small incremental steps to address each pupil's specific needs on a fortnightly basis.

Outcomes for pupils are routinely assessed, recorded and used to review progress. These outcomes are used to inform the targets for the next phase of intervention. Provision for pupils with special and additional educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process.

The process involves the class teacher, special education teachers, parents, the pupil and relevant professionals. Interventions should draw on evidence-informed practice and the professional knowledge and experience of teachers. These interventions reflect the priority learning needs of pupils, as well as building on their strengths and interests. Support plans set out the agreed targets, the resources required, the strategies for implementation and a time-frame for review. All support plans are considered working documents and are implemented dynamically throughout their term of use.

The Continuum Of Support:

i) Stage One- Classroom Support (See Appendix 1)

The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. Where it is deemed required, a classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.

A Classroom Support plan runs for an agreed period of time (Usually 6 weeks) and is subject to review. It contains Classroom Support level of interventions, including targets, interventions and progress. It records priority concerns, possible reasons, targets and strategies, staff and resources involved.

It is informed by parental consultation, teacher observation records, teacher-designed measures /assessments, literacy and numeracy tests, screening tests of language skills.

It may include a Basic Needs Checklist/ Learning Environment Checklist/Pupil Consultation - My Thoughts about School Checklist

ii) Stage Two - School Support (See Appendix 2)

At this level a School Support Plan is devised and informed by:

- Teacher Observation Records
- Teacher-Designed Measures/Assessments,
- Parent and Pupil Interviews
- Basic needs/Learning environment/Thoughts About School Checklists
- Diagnostic assessments in Literacy/Numeracy
- Observation of Behaviour & Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties where relevant.

The School Support Plan details student's personal details, strengths and interests, relevant information from assessments, standardised tests & diagnostic tests, priority concerns, possible reasons for concerns, targets, staff involved and resources needed, strategies including suitable teaching approaches, programmes and interventions.

A School Support Plan operates for an agreed period of time, typically a term of 18 weeks, and is subject to regular review.

iv) Stage Three- School Support Plus (See Appendix 3)

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 and reports from outside professionals (as appropriate) and may include: Teacher observation and teacher-designed measures, parent and pupil interviews, results of assessments and standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc.

Data generated from this process is then used to plan an appropriate intervention and can serve as a baseline against which to map progress.

A School Support Plus Plan is more detailed and individualised and includes details of consultation/ information from outside agencies/ personnel, the SEN category of pupil, their strengths and needs, their priority learning needs, specific targets and possible support from home.

**Interventions with pupils at stages 2 and 3 normally includes a dimension of classroom support to ensure that the pupils' needs are met for the whole school day.*

The Student Support File (See Appendix 4):

A Student Support File will be used to plan interventions and to track a pupil's pathway through the Continuum of Support. Teachers will document progress and needs over time and the file will assist in providing the most appropriate support to pupils, in line with their level of need.

Following a period of intervention and review of progress, a decision will be made as to the appropriate level of support required by the pupil. This may result in a decision to discontinue support, to continue the same level of support, or move to a higher or lower level of support.

Many different types of support plans can be included in the support file. A support plan can take the form of a general plan for support, a behavioural plan or contract, an individual profile and learning programme, an individual educational plan or a personalised pupil plan. All meetings/ actions are logged in the Support File.

The Student Support File facilitates a graduated response across the different levels of the Continuum: Classroom Support, School Support and School Support Plus. For pupils with significant, enduring and complex needs, collaboration with external professionals (for example, occupational therapist, speech and language therapist and psychologist), including multi-disciplinary teams may be required.

Action Plan to Guide the Allocation of Additional Teaching Supports for Pupils with Special/Additional Educational Needs:

Action 1: Identification of pupils with special/additional educational needs -

We identify all pupils with special educational needs in the school and match their needs to the appropriate level on the Continuum of Support.

We review existing information on pupils' needs, using school-based data, and any information from parents and external professionals. We engage in additional screening and data gathering as required, using informal and formal assessment (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).

Parental Permissions:

- Written parental permissions are required for children to receive School Support / School Support Plus.
- Written parental permissions for school-based assessments are given to parents on school entry.
- Written parental permission is required for the school to liaise with any outside agencies directly regarding their child.

Initial Screening:

Class Teachers will carry out initial screening tests and standardised assessments. The Support Teachers will administer further screening tests, if deemed necessary.

Diagnostic Assessment:

The Support Teacher will discuss each class's recorded results with the Class Teacher, and carry out further screening tests and / or diagnostic assessments where it is deemed necessary. The results of these tests will inform the caseload selection process. The Principal and SEN Co-Ordinator will be kept informed at all times during this process.

Caseload Decisions:

The Staged Approach together with current guidelines (2017) and DES Circulars will inform all decision-making regarding the Support Teachers' caseloads.

Selection Criteria:

Pupils will be identified for additional teaching support in accordance with the *Continuum of Support Guidelines, and Circular 0013/2017 (Pgs 15-16)*. In identifying pupils for support, we take into account the following:

- Standardised tests can be used to screen and identify pupils' performance in reading and mathematics. Those pupils performing **at the 10th percentile or below** should be prioritised for support in literacy and numeracy.
- Pupils who were previously in receipt of supplementary teaching and who continue to experience significant learning difficulties.
- Pupils who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support process. This includes needs set out in professional reports where they have been made available.
- Pupils with significant Special Educational Needs. For example, pupils with significant learning, behavioural, emotional, physical and sensory needs. These pupils need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs.
- Other pupils who may present with a range of learning issues whose interaction may present a significant barrier to the pupils' learning and ability to access the curriculum.
- Pupils who have additional literacy or language learning needs including those pupils who need English as an Additional Language Support.

Support may be provided to pupils at Classroom Support/School Support/School Support Plus level of the NEPS' Continuum of Support Process.

The intensity of additional support that is provided for pupils with low achievement and pupils with special educational needs is based on their needs and is provided differentially through the continuum of support process.

Action 2: Setting Targets –

Based on individual needs, we set clear learning targets for each pupil at each level of the Continuum of Support. Good target-setting is central to effective teaching and learning for pupils with special education needs. Targets are written as desired skills which are: Specific, Measurable, Achievable, Relevant, Time-Limited (SMART)

Best practice indicates that targets will be few in number.

Targets should be expressed in a way that reflects the specific special educational needs of individual pupils.

The four guiding principles for devising targets for pupils are that they should be:

- *Linked To Assessment* -
Targets will be based on the evidence collected through both formal and informal assessment approaches such as standardised tests, screening tests, teacher measures and observations, interviews, checklists, consultations.
- *Strengths-Based* –
While targets should be achievable within a specified time frame, they should also challenge and build on existing knowledge and address pupils' holistic needs.
- *Linked To Interventions* –
They should be informed by priority learning needs and directly linked to suitable interventions.
- *Developed Collaboratively* –
We will consult with parents when setting targets and reviewing progress. The views of pupils will be included in this process, through their direct involvement in the discussion or by gathering their views in advance of the review process. This collaboration will help ensure that targets are relevant, meaningful, realistic, and that we are drawing on the strengths and interests of pupils.

Action 3: Planning Teaching Methods and Approaches –

We identify the level and type of intervention required to meet targets for each pupil on the Continuum of Support. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. We are mindful that the interventions and supports are evidence-informed. These may include:

- Modification of the curriculum
- Modification of the learning environment
- Integrating the child into an appropriate and perhaps less restrictive environment
- Pre-empting, consolidating and revising what is happening in the classroom
- Implementing specific class programmes to provide equal opportunities for all children to participate
- Timetabling of creative and social activities for ‘whole class’ involvement
- Implementing special programmes for children with specific needs e.g. PAT programme, auditory and/or visual discrimination programmes, IT, SNIP, Core-words, social skill programmes, etc.
- Facilitating programmes recommended by multi-disciplinary personnel
- Being flexible in response to learning opportunities as they arise during the year; Acquiring, replacing and updating materials and resources essential for good quality teaching
- Encourage the development of independence, support pupils to take responsibility for their own learning and behaviour
- Recognise that children have different talents and learning styles
- Liaise with post-primary schools or services

Action 4: Organising Early- Intervention and Prevention Programmes –

- Based on identified needs, we choose evidence-informed early intervention/prevention programmes to address a pupil’s concerns.
- We identify time needed and staffing commitment required.

Action 5: Organising and Deploying Special Education Teaching Resources

- We 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.
- We decide which teacher(s) will cater for these groups/individuals and when and where the teaching will take place, mindful of the requirement that pupils with the greatest level of need should receive the greatest level of support from teachers with relevant expertise.

Therefore, provision for support may be made in a combination of ways. Examples include the following:

-A pupil may work as a member of a mainstream class, supported by an additional member of staff within a mixed-ability mainstream classroom.

-A pupil may work as a member of a small group of children supported by an additional member of staff within a mixed-ability mainstream classroom.

-A pupil may be supported individually, carrying out his/her own programme of work within the classroom context.

-A group of pupils with a common need may be withdrawn from the class for intensive tuition or to work on a programme of support, after which all other models of support have been explored and considered.

-A teacher may, after all stages of support have been explored and considered, withdraw a pupil individually for the delivery of a specialised intervention programme.

- Time will be maintained for co-ordinating, planning and reviewing activities to ensure effective and optimal use of supports. Co-ordination time will be kept to a minimum in order to ensure that teaching time is maximised.
- Additionally, flexibility in terms of resource allocation will be needed to allow for emerging needs during the school year.

Action 6: Tracking, Recording and Reviewing Progress –

- We establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored. This 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 Plan provides teachers with a useful resource to support and record this process. It is used 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. It 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.

- A Time Frame of an Instructional term of approximately 18 weeks is operated. Plans are therefore normally reviewed at the February mid-term. If possible, a meeting will be held at the beginning/end of each instructional term with the parents in cases where supplementary teaching is to be continued, to discuss the revised learning targets and activities in the pupil's Support Plan.
- Supplementary teaching will normally be discontinued where the targets have been met and the pupil (on assessment) is performing above the percentile laid down in the selection criteria for receiving support.
- In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level.

Roles and Responsibilities of Personnel within the School –

Role of The Board of Management:

- Oversee the development, implementation and review of the school SEN policy.
- Ensure that the additional Special Educational Needs Teaching supports are used in their entirety to support pupils identified with special educational needs, learning support needs, and additional needs.
- Ensure that satisfactory classroom accommodation and teaching resources are provided for support teachers, including the provision of adequate funds for the purchase of SEN materials.)
- Provide a secure facility for storage of records relating to pupils in receipt of SEN services.
- Encourage the school use the self-reflective questionnaire (Appendix 7) and other audit instruments to review their professional development needs and to plan suitable training initiatives for teachers.

Role of The Principal:

Assume overall responsibility for the development and implementation of the school's policy on Special Educational Needs in co-operation with the Support Teachers. This will include the following:

- Co-ordinate teachers' work to ensure continuity of provision for all pupils to include the caseloads / work schedules of the Support Teachers.
- Assign staff strategically to teaching roles, including special education roles.
- Monitor the selection of pupils for supplementary teaching, ensuring that this service is focused on the pupils with very low achievement and ensuring that effective systems are implemented to identify pupils' needs and that progress is monitored methodically.
- Ensure the organisation and co-ordination of the construction of Support Plans and ensure that pupils who have been allocated SEN provision receive it.
- Ensure that individualised planning takes place where it is required.
- Maintain a list of pupils (**Continuum of Support Overview Document**) who are receiving supplementary teaching and / or special educational services and oversee the implementation of a tracking system at whole-school level to monitor the progress of children with learning difficulties. (See Appendix 6)
- Ensure that an inclusive whole-school policy exists where procedures are established to facilitate the effective involvement of the pupil, parents and external professionals / agencies.
- Keep teachers informed about the external assessment services that are available and the procedures to be followed for initial referrals.
- Facilitate the continuing professional development of all teachers in relation to the education of pupils with special educational needs.
- Ensure that all school staff (class teachers, special education teachers and special needs assistants) are clear regarding their roles and responsibilities.
- Arrange classroom accommodation for Support Teachers and for the provision of SEN funding and resources.
- Organise the funding and provision of appropriate assessment tests.
- Liaise with external agencies such as psychological services to arrange assessments and special provision for pupils with special needs and complete application forms for outside agencies such as NCSE; NEPS; CAMHS etc.
- Advise Parents on procedures for availing of special needs services.
- Co-ordinate and organise SNAs' work and timetabling.

N.B. Some of these actions will be delegated to teams or other members of staff while the principal retains overall responsibility for the school's provision for pupils with special educational needs. (See below)

Role of The Special Educational Needs Co-Ordinator:

The duties of the Special Educational Needs Coordinator are to co-ordinate the SEN provision within the school as follows:

- Oversee the implementation of a whole-school assessment and screening programme to identify pupils with very low achievement and learning difficulties so that these pupils can be provided with the support they need to include the administration by Class Teachers of a whole-school screening programme to identify pupils with very low achievement and/ or learning difficulties in English and Mathematics.
- Liaise with class teachers and SEN teachers regarding the needs of pupils requiring supplementary special needs education.
- Collaborate with the Principal Teacher to discuss issues relating to the development and implementation of the school plan on SEN, and to the provision of SEN.
- Monitor the selection of pupils for supplementary teaching with the Principal, ensuring that support is focused on the pupils with the greatest need.
- Identify the level of support that is needed to meet the pupil's needs, in conjunction with the Principal, Class Teacher and Parents.
- Maintain a list of pupils who are receiving supplementary teaching at each stage of support - Classroom Support/School Support/School Support Plus. (See Appendix 6)
- Oversee the creation of Student Support Files to include student support plans or Individualised Educational Plans as required.
- Support the Principal Teacher to implement a tracking system at whole-school level to monitor the progress of children with learning difficulties.
- Assist the Principal Teacher to co-ordinate the caseloads/work schedules of the Support Teachers.
- Liaise with external agencies and individuals such as Special Education Needs Organisers (SENO), NEPS Psychologists, the NCSE Support Service, the Inspectorate, the Health Board, Speech Therapists, Occupational Therapists and other allied Health Professionals for information purposes and/ or to arrange assessments and special provision for pupils with special needs.
- Complete application forms for outside agencies such as NCSE; NEPS; CAMHS/Others in collaboration with class and support teachers, parents and the Principal teacher, as required.
- Liaise with previous primary schools or upcoming Post Primary schools regarding the educational needs of incoming/ outgoing children with learning difficulties.
- Support the SEN team in liaising with parents regarding their child's special needs education.
- Oversee the annual screening tests and collate the results so as to identify children in need of learning support.
- Consult with Class Teachers on the identification of pupils who may need diagnostic assessment, taking into account the pupils' scores on

appropriate standardised screening measures, agreed criteria for identifying pupils, teachers' own views of the pupils' difficulties and needs and Support Teacher caseload.

- Co-ordinate comprehensive diagnostic assessment for each pupil who has been identified as experiencing low achievement and / or learning difficulties.
- Advise Parents on procedures for availing of special needs services, when requested.
- Keep teachers informed about external assessment services that are available and the procedures to be followed for initial referrals, when requested.
- Research current assessments for primary schools.
- Advise Class Teachers about baseline and screening assessments in September each year, when requested.
- Order and distribute standardised assessment scripts each year
- Maintain assessment tests and share the results of such with the Principal teacher.
- Oversee and advise on timetabling and resources within SEN.
- Advise on Transition, when requested.
- Organise for review of the SEN policy in consultation with all the partners in the school.

Role of the Class Teacher:

Has first-line responsibility for the education of **all** pupils in their classes, including those with special educational needs. All mainstream class teachers implement teaching approaches and methodologies that address the diverse needs within the classroom and facilitate the meaningful inclusion of pupils with special educational needs. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued, so that every pupil is taught a broad and balanced curriculum that is appropriate to his/her developmental level.

Class teachers will make lessons accessible to a broad range of pupils through the use of a variety of appropriate teaching approaches and methodologies which may include:

- Active learning.
- Grouping pupils for instruction.
- Individual teaching.
- Scaffolded instruction.
- Environmental adaptations where necessary.
- Providing lower-achieving pupils with strategies for reading, spelling and problem solving.
- Planning lessons to address the diverse needs within the classroom.
- Adapting teaching approaches for some pupils whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern.
- Modifying presentation and questioning techniques to maximise the involvement of pupils with low achievement in class activities.
- Placing emphasis on oral language development across the curriculum.
- Using Co-operative teaching and learning.
- Using Collaborative problem-solving activities.
- Using Heterogeneous group work- including peer tutoring/buddy systems/paired reading programmes.
- Using Interventions to promote social and emotional competence.
- Providing learning activities and materials which are suitably challenging but which also ensure success and progress.
- Embedding Information and Communications Technology (ICT) in teaching, learning and assessment.
- Incorporating the use of Assistive Technology where sanctioned and appropriate into their teaching and learning.
- Using differentiation to cater for the range of learning needs 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, i.e. setting learning targets at an appropriate level and aspiring towards suitably challenging learning outcomes, adapting and utilising resources, including the use of technology.

- Liaising closely with Parents and elicit relevant information from them, i.e. regarding hearing / vision checks.

- Implementing the school policies on screening in English and in Mathematics from 3rd to 6th class by administering and scoring appropriate screening measures- [Drumcondra Reading Test/ Drumcondra Spelling Test/ Sigma –T Maths Test).
- Collaborating with the SEN teacher in the development of support plans by identifying appropriate learning targets and by organising classroom activities to help pupils achieve those targets.

**A key feature of successful support is a high level of consultation and co-operation between the class teacher and SEN teacher, and the implementation of the Continuum of Support.*

The Class Teacher plays an important role in the initial identification of pupils who may have general or specific learning disabilities. The Staged Approach requires Class Teachers to construct a simple, individual plan of support (Classroom Support Plan) and to implement the plan and review its success regularly, before referring the child for Stage 2 interventions. In the case of a pupil who has been identified as experiencing low achievement and / or a learning difficulty following administration of an appropriate screening measure, the Class Teacher should:

- (a) Make Parents aware of concerns about their child's progress.
- (b) Outline the support that is available to pupils who experience low achievement and / or learning difficulties (Classroom Support / School Support or School Support Plus).
- (c) Inform Parents that a meeting with the Support Teacher(s) and / or the Class Teacher will follow diagnostic assessments.
- (d) Attend, if possible, the meeting between the pupil's Parents and the Support Teacher(s).
- (e) Collaborate with Parents and Support Teachers on the formation of a Support Plan by identifying appropriate learning targets and by organising classroom activities to achieve those targets.
- (f) Indicate to Parents how the pupil's class programme will be modified in order to achieve the agreed learning targets in the pupil's Support Plan.

Role of the Learning Support Teacher:

The special education teacher provides additional teaching to children attending mainstream classes with special educational needs and should lead, model and ensure a high standard of provision. Special education teachers should be familiar with a wide range of teaching approaches, methodologies and resources appropriate to meeting a variety of special educational needs. Teaching approaches include a combination of team-teaching initiatives, early intervention, small group and individual support. This may include a combination of in-class support and withdrawal of children (if appropriate).

The role of the special education teacher includes:

- Contributing to the development of an inclusive school culture, demonstrated through ethos, values and inclusive school policies and practices.
- Promoting inclusive whole-school preventative and proactive teaching and learning approaches.
- Developing inclusive school structures and systems in the organisation of provision for children with special educational needs.
- Leading in the identification and provision of support for children with special educational needs in the school context, using the Continuum of Support problem-solving process.
- Liaising closely with the principal on the development, implementation and monitoring of whole-school approaches to the education of children with special educational needs.
- Leading, in collaboration with the class teachers, on the development of Student Support Files and Student Support Plans for children with special educational needs, who are identified in the School Provision Plan for Children with Special Educational Needs at the levels of School Support (Some) and School Support Plus (Few) (Appendix 1).
- Collaborating, liaising and communicating with parents/guardians, the child, other relevant teachers and staff, the school principal and relevant others, as part of the problem-solving process.
- Engaging and collaborating with external agencies and services outside of the school as appropriate and necessary.
- Planning to support transitions for children with special educational needs.
- Using evidence-informed teaching and learning approaches to support the special educational needs of children, and monitoring response to intervention.
- Sharing relevant information, regarding the special educational needs of children, with class teachers to support their meaningful engagement and participation in lessons.
- Advising and supporting class teachers when requested.

- Engaging in TPL to upskill and develop the knowledge, competencies and skills required for high quality provision of support for children with special educational needs.
- Reflecting on individual professional practice, including teaching approaches, to enhance provision.
- Preparing and planning on a weekly basis in order to address each child's specific needs as reflected in support plan targets.

Each special education teacher is responsible for leading the development, implementation and review of Student Support Plans for the children with whom they are involved in providing direct additional teaching support. Where more than one special education teacher is involved in providing the additional teaching support, one special education teacher takes the lead in the planning process, and in the coordination of supports for that child.

Role of the Special Needs Assistant:

The role of the SNA is primarily to provide for the significant additional care needs, which some pupils with special educational needs may have. The duties of an SNA are assigned by the Principal Teacher and sanctioned by the Board of Management.

Those duties involve tasks of a non-teaching nature such as:

- Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties.
- Assistance with moving and lifting of pupils, operation of hoists and equipment.
- Assistance with mobility and orientation, assisting a pupil or pupils to access the school, the classroom, with accessing school transport, or to help a pupil to avoid hazards in or surrounding the school.
- Administration of medicine where a pupil requires adult assistance to administer medicine and where the extent of assistance required would overly disrupt normal teaching time.
- Assistance with clothing, feeding, toileting and general hygiene where the pupil requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time.
- Non-nursing care needs associated with specific medical conditions such as frequent epileptic seizures or for pupils who have fragile health.
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential. This may be for safety or personal care reasons, or where a pupil may be required to leave the class for medical reasons or due to distress on a frequent basis.
- Assisting on out-of-school visits, walks and similar activities.
- Assisting the teachers in the supervision of pupils with special needs in transition, during assembly, recreational and dispersal periods.
- Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom.
- Preparation and tidying up of or assisting a pupil who is not physically able to perform such tasks to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another.
- Assistance with the development of Personal Pupil Plans for pupils with Special Educational Needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans.
- Assist Teachers and / or Principal in maintaining a journal and care monitoring system for pupils including details of attendance and care needs.
- Assist in preparation of school files and materials relating to care and assistance required in class by students with special needs.
- Planning for activities and classes where there may be additional care requirement associated with particular activities.
- Liaising with Class Teachers and other Teachers such as the Resource

Teacher and School Principal.

- Attending meetings with Parents, SENO, NEPS Psychologists, or school staff meetings with the agreement and guidance of Class Teacher/Principal.
- Assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of qualified personnel, including Class Teachers or support teachers.

N.B. Special Needs Assistants may not act either as substitute or temporary teachers. In no circumstances may they be left in sole charge of a class.

Role of Parents/ Guardians:

Parents can support the work of the school in supporting their child by:

- Providing a home environment in which there are opportunities for adults and children to participate together in language, literacy and mathematical activities.
- Supporting the work of the school by participating with their child in relevant activities such as: Book sharing/ Storytelling, Paired reading (listening to and giving supportive feedback on oral reading), having discussions about school and other activities to build vocabulary and thinking skills, writing lists and short accounts about children's experiences, Counting and measuring and other activities involving number.
- Organising visits to the zoo, museum, library etc. to broaden the range of their child's experiences.
- Using Information and Communications Technology (ICTs), where available, to support learning.
- Talking positively about school and school work.
- Working on agreed Targets at home.
- Keeping the Class Teacher informed of the progress that they observe in their child's learning.
- Let the school know of any learning difficulties that they observe in their child at home.
- If, following diagnostic assessment, the child has been identified as requiring supplementary teaching, the parents should attend a meeting with the Support Teacher to discuss the results of the assessment, the learning targets in the child's Support Plan, the ways in which attainment of the targets can be supported at home.
- Where a child is in receipt of supplementary teaching, the Parents should discuss their child's progress with the Support Teacher at the end of each instructional term, and, in cases where supplementary teaching is to be continued, discuss the revised learning targets and activities in their child's Support Plan.
- At the discontinuation of supplementary teaching, discuss with their child's teachers how the child's future learning needs can continue to be met at school and at home.

Role of Pupils:

Pupils who are in receipt of supplementary teaching should, as appropriate:

- Outline his / her interests, aspirations, strengths.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.
- Contribute to the Support Plan by becoming familiar with the medium and short-term learning targets that have been set for them and they should be given the opportunity to contribute to the setting of such targets.
- Contribute to the selection of texts and other learning materials that are relevant to the attainment of their learning targets.
- Develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning.

Role of External Bodies and Agencies:

"A range of supports are available from the Department, NCSE and NEPS to assist schools in supporting children and young people with special educational needs. Co-ordination is enhanced when schools liaise with and contribute to health-led assessment and delivery of interventions and when they facilitate meetings between parents and various support services." (2024 Guidelines)

- We will maintain familiarity with the range of health services in the locality (HSE and HSE-funded services), and also with external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the NCSE Support Service, the Inspectorate, and allied health professionals for support and guidance for our SEN pupils and for information, including referral pathways.
- We will endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support.

Prevention/ Early Intervention Strategies:

"The use of early-intervention and prevention programmes helps mitigate the development of learning, social and emotional difficulties." (2024 Revised Guidelines).

We acknowledge that prevention and early intervention strategies are a cornerstone of supporting learning. Our strategies for preventing learning difficulties include:

- The development of agreed approaches to the teaching of English and Mathematics in order to ensure progression and continuity from class to class. (See Plean Scoile for English and for Mathematics).
- The use of concrete materials at every opportunity.
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of pupils to facilitate early identification of possible learning difficulties.
- Close collaboration and consultation between class teachers and the Support teachers.
- Teacher observation and professional opinion will be given due consideration in the selection of pupils for early intervention programmes at Classroom Support / School Support level.
- School-based assessment of attainment, and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes
- A wide variety of approaches to the teaching of reading – Language Experience approach, development of sight vocabulary through word banks, audio presentation of books, Flying start to Literacy group reading programme and other graded reading schemes, Building Bridges of Understanding comprehension strategies programme, use of class novels, paired reading to include Reading Buddies within the school and in conjunction with TY students from Confey College where possible.
- The provision of a stimulating and print rich environment; e.g. corridor and classroom displays, Book fortnight, Write-A-Book project etc
- Provision of appropriate support in the classroom for pupils for whom supplementary teaching has been discontinued/ reduced.
- Use of the Department's support services which offer a wide range of programmes and resource materials related to the social, emotional and behavioural needs of all pupils, including those with special educational needs.
- Support and direction for parents with regard to possible literacy and numeracy supports in the home.

Liaison with Parents/ Guardians:

Effective communication with parents is critically important to the success of a support programme.

- Teachers will take every opportunity to make parents familiar with the purpose and procedures of the school's support team.
- The Parent/carer should keep school informed of any difficulties and of course successes they notice. Activities may be organised in our school, from time to time, to increase the involvement of parents in their children's learning, e.g. 3rd Class Induction meetings, sharing information on talks and relevant information services and sessions e.g. in the local library with parents.
- The Principal Teacher may oversee the development of links between parents and service providers e.g. Speech and Language Therapists etc. Once a pupil has come to attention because of low achievement it will be possible for the Class Teacher:
- To make them aware of the situation and to ascertain parental views about the child's performance at school.
- Contact/ meet with the parents of each pupil who has been selected for diagnostic assessment (if such a meeting is requested at this point by the parents).
- If the pupil is selected for Classroom Support, the Class Teacher will; discuss priority learning needs and learning targets for the child's Support Plan with parents, discuss ways in which attainment of the agreed targets can be supported at home, communicate regularly with parents of pupils who are receiving Classroom Support, consult with parents when Classroom Support is to be discontinued (or escalated) and identify ways in which the pupil's learning can continue to be supported at school and at home.
- The Support Teacher will contact/meet with a pupil's parents to discuss the outcomes after diagnostic assessments have been completed.

If the pupil is selected for School Support/School Support Plus, the Support Teacher will:

- seek written parental permission for their child to receive supplementary teaching at School Support/School Support Plus, discuss priority learning needs and possible learning targets for the child's Support Plan with the parents, discuss ways in which attainment of the agreed targets can be supported at home, communicate on an ongoing basis with the parents of each pupil who is in receipt of supplementary teaching at School Support/School Support Plus, so that progress can be positively affirmed and any difficulties in implementing the pupil's learning programme at school or at home can either be anticipated and avoided or addressed without delay.
- Consult with the parents of each pupil who is in receipt of supplementary teaching at School Support/School Support Plus level at the end of the instructional term to review the pupil's attainment of agreed learning targets, to discuss the level of supplementary teaching (if any) that will be provided in the next instructional term and to revise the pupil's Support Plan, if necessary.
- Consult with parents when supplementary teaching is to be discontinued at School Support/School Support Plus, and identify ways in which the pupil's learning can continue to be supported at school and at home.
- Where required, help parents to complete forms necessary for the involvement of outside agencies.
- Ensure parents have signed permission documents for the involvement of outside agencies.
- Where relevant, demonstrate techniques and strategies to parents that will enable them to help with their child's development in such areas as oral language, reading, writing, spelling and mathematics, as appropriate.

Transition:

Transitions have been identified as a significant risk factor to the wellbeing of children with special educational needs. This includes transitions from preschool to primary school, from primary school to post-primary school, as well as transitions within and across the school setting. Supporting smooth transitions in the school, such as transitions between special education teaching and mainstream class settings, is very important for fostering wellbeing at school.

(Updated 2024 Guidelines page 47)

Incoming pupils-

- We liaise closely with the staff of our Junior School particularly in relation to the transfer of incoming 3rd class pupils with SEN in advance of the school year in an effort to put strategies in place to minimise anxiety.
- We meet with parents of these pupils to discuss useful strategies.
- We arrange for advance visits for the pupils to the senior school.
- Where a pupil with SEN is transferring from another school/ returning from a special school, every effort will be made to discuss that pupils needs with the previous SEN staff involved.

Outgoing pupils-

The National Council for Curriculum and Assessment (NCCA) has developed a suite of materials to support the reporting and transfer of pupil information from primary to post- primary schools.

- Our school uses the NCCA materials presented under the umbrella title of 'Education Passport'. This includes: 6th Class Report Card including My Profile sheet (for children) and My Child's Profile sheet (for parents). A Special Educational Needs Summary Form is included to support the sharing of information for pupils with identified learning needs.
- The Education Passport materials are forwarded to the relevant post-primary school, following confirmation of enrolment, ideally by end of each June
- We maintain a close relationship with Confey College and liaise directly with their SEN Department regarding pupils with SEN/AEN transferring, including an Annual meeting of 6th class teachers/principals and SEN teachers with Year Head and SEN/AEN Staff of Confey College.
- SEN/AEN pupils are brought to Confey College in May for a special Orientation session and to meet the SEN/AEN staff there.
- We will refer to the additional resources for schools in planning for effective transitions available at the Department of Education and Skills and NCSE websites where necessary.

- Where a pupil with SEN/AEN is transferring to another school, every effort will be made to discuss the pupil's requirements with the SEN/AEN Staff of the new school.

Staff Continuous Professional Development

Research has consistently shown that the quality of teaching is the most critical factor in enhancing pupils' learning and educational experiences. It is envisaged that schools will establish and maintain skilled special education support teams to guide provision. Since all teachers have responsibility for teaching pupils with special educational needs, it is important that all staff members engage in appropriate CPD to develop the capacity of schools to meet the educational needs of all pupils.

As a staff, we will:

- Regularly review our ongoing professional development needs, with reference to the provision of quality teaching and learning in both the mainstream classroom and special education settings.
- Each consider their own training needs in order to develop an inclusive whole-school approach to special educational needs provision, to review their own professional development needs and to plan suitable training initiatives.

The Board of Management, through the Principal, encourages staff to pursue personal professional development by:

- Attending in-service courses on which they may report back to the rest of the staff.
- Become involved in local professional networks (within the school and with other schools) where good special educational needs practice and awareness can be shared and promoted
- Access and use support from Oide, SESS, NCSE and NEPS.

Recording and Storage of Records:

- Each class teacher will be furnished with a copy of the pupil's support plan when it has been prepared to be included in the Pupil Assessment Folder.
- A copy will be included in the Pupil Support file.
- A copy will be given to the parent/guardian.
- An electronic copy will also be uploaded to the school's Aladdin Connect Database, stored under 'Documents' on the child's profile.
- Class teachers will be given a copy of any *recommendations* from an assessment report by an outside agency.
- Standardised test results are stored in hard copy form in the relevant filing cabinet in the school. These hard copies are the responsibility of the SENCO to be able to store and locate. The information is also stored as data files on the school server.
- Pupil Support Files and Sigma-T paper tests booklet are kept in storage on the school premises until the student has reached 21 years of age.

Testing Timetable and Procedures		
Class	Time	Test
Third	September	DPST 2/Beginning of Year Maths Assessment
	October	NNRIT 3: Non-Reading Intelligence Test /Daniels and Diack Reading Assessment/ Free Writing Sample
	May/ June	DPRT 3/ DPMT 3
Fourth	September	Free Writing Sample/ DPST 3
	May/ June	DPRT 4/DPMT 4
Fifth	September	Free Writing Sample/DPST 4
	May/ June	DPRT 5/ DPMT 5
Sixth	September	Free Writing Sample/DPST 5
	May/ June	DPRT 6/ DPMT 6

Pupils who require Diagnostic testing may be administered tests from the following: (The list is not exhaustive)

YARC – Reading / Comprehension

Maths – selected parts from Assessment pack from the Maths Programme

Jackson Phonics Test – Phonics assessment

If necessary, the following may be used to assess pupils:

Dyslexia Portfolio (Martin Turner)

Non-Verbal Reasoning Test (GL Assessment)

NARA (Neale Analysis of Reading Attainment)

Addendum - Provision for Special/Autism Classes:

In response to the establishment of two special classes (with the second class open from September 2025) within Scoil San Carlo Senior National School, this addendum outlines how the school's Special Educational Needs (SEN) policy extends to support pupils enrolled in these classes. These classes provide a highly structured, supportive environment for pupils with additional needs, ensuring access to an appropriate and meaningful education in line with their individual profiles. The school remains committed to inclusion, integration, and the promotion of positive educational outcomes for all pupils.

Each special class is staffed in accordance with Department of Education guidelines, including a qualified class teacher and Special Needs Assistants (SNAs), where appropriate. Individualised support is guided by Student Support Files and, where relevant, Personal Pupil Plans or equivalent planning frameworks. These plans are developed collaboratively, involving teachers, parents/guardians, external professionals, and, where appropriate, the pupils themselves. Targets are regularly reviewed to ensure they remain responsive to pupils' evolving needs.

Integration with mainstream classes is facilitated wherever appropriate, based on pupils' strengths, interests, and readiness. Opportunities for inclusion may include participation in selected academic subjects, social activities, school events, and extracurricular programmes. This approach supports social development, peer relationships, and a sense of belonging within the wider school community, while respecting the individual needs of each pupil. The school adopts a multidisciplinary approach to SEN provision, working closely with external agencies such as the National Educational Psychological Service (NEPS), speech and language therapists, occupational therapists, and other relevant professionals. Recommendations from these services inform teaching approaches, interventions, and accommodations within both the special classes and mainstream settings.

Ongoing professional development is prioritised to ensure all staff are equipped with the knowledge and skills required to support pupils in the special classes. This includes training in areas such as autism education, positive behaviour support, communication strategies, and inclusive teaching practices.

This addendum should be read in conjunction with the existing SEN policy, reflecting Scoil San Carlo Senior National School's commitment to providing an inclusive, supportive, and high-quality educational experience for all pupils.

Admission to the special classes is managed in line with the school's Admission Policy and relevant Department of Education guidelines. Applications must be submitted within the stated enrolment period and be accompanied by appropriate professional documentation outlining the child's needs. Placement in a special class is subject to the availability of places and confirmation that the class setting is suitable to meet the child's identified needs.

From 2026/2027 school year onwards, all applications must be accompanied by a letter from the NCSE confirming your child has the required diagnosis and recommendation for a special class.

Review:

Our policy will be reviewed bi-annually and from time to time in light of experiences and circumstances that influence change within the school context.

Ratification:

This policy has been formally adopted for use in the school by the Board of Management at its meeting on and formally comes in to operation on 15th June 2026.

Signed on behalf of the Board of Management:

Tony Boland

BOM Chairperson

Cian Forde

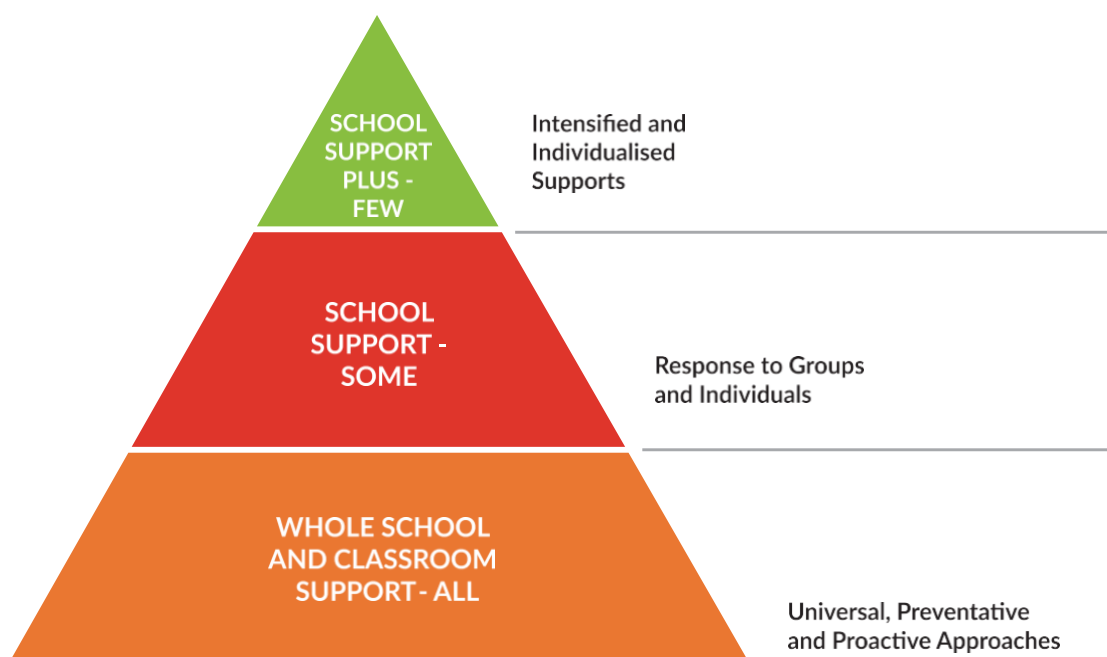
School Principal

Date: _____



Scoil San Carlo Senior National School

STUDENT SUPPORT FILE	
Name	
Date of Birth	
School	
Date File Opened	
Date File Closed	



Developing a Support Plan is the outcome of a problem-solving process, involving school staff, parent(s)/ guardian(s) and the young person. We start by identifying concerns, we gather information, we put together a plan and we review it.



Scoil San Carlo Senior National School

Classroom Support Plan (Support For All)

To be completed by the teacher(s) in collaboration with parents/guardians and the child.

Name		Age	
Class teacher		Class	
Start date of plan			
Review date of plan			
Strengths and interests:			
<i>Priority concerns</i>			
<i>Possible reasons for concerns</i>			
<i>Targets</i>			
<i>Strategies to help achieve the targets</i>			
<i>Staff involved and resources needed</i>			
Signature of parent(s)/ guardian(s)			
Signature of teacher			



Scoil San Carlo Senior National School

Classroom Support Plan (Support For All) – Review Document

To be completed by the teacher(s) in collaboration with parent(s)/guardian(s) and the child as a review of the plan and as a guide for future actions.

Name:	Class:		
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 child's needs changed since the start of the plan, and if so, how?			
Recommended future actions – what, how, who, when?			
Child's views?			
Parent(s)/guardian(s) views?			
Signature of parent(s)/ guardian(s)			
Signature of teacher(s)			
Outcome of review (tick as appropriate)			
☐	Revert to previous level of support	☐	Progress to next level of support - School Support - Some School Support Plus - Few
☐	Continue at Current Level of Support	☐	Request consultation with other professionals



Scoil San Carlo Senior National School

School Support Plan (Support For Some)

To be completed by the teacher(s) in collaboration with parents/guardians and the child.

Name		Age	
Lead teacher		Class	
Start date of plan			
Review date of plan			
<i>Child's strengths and interests:</i>			
<i>Priority concerns</i>			
<i>Possible reasons for concerns</i>			
<i>SMART Targets</i>			
<i>Strategies to help achieve the targets</i>			
<i>Staff involved and resources needed</i>			
Signature of parent(s)/ guardian(s)			



Scoil San Carlo Senior National School

School Support Plan (Support For Some) – Review Document

To be completed by the teacher(s) in collaboration with parent(s)/guardian(s) and the child as a review of the plan and as a guide for future actions.

Name:	Class:	
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 child's needs changed since the start of the plan, and if so how?		
Recommended future actions – what, how, who, when?		
Child's view?		
Parent(s)/guardian(s) views?		
Signature of parent(s)/ guardian(s)		
Signature of teacher(s)		

Outcome of review (tick as appropriate)			
☐	Revert to previous level of support - Classroom Support - All	☐	Progress to next level of support - School Support Plus - Few
☐	Continue at Current Level of Support	☐	Request consultation with other professionals



Scoil San Carlo Senior National School

School Support Plus Plan (Support For A Few)

To be completed by the teacher(s) in collaboration with parents/guardians and the child.

Name		Age	
Lead teacher		Class	
Start date of plan			
Review date of plan			
<i>Student's strengths and interests</i>			
<i>Priority concerns</i>			
<i>Possible reasons for concerns</i>			
<i>SMART Targets</i>			
<i>Strategies to help achieve the targets</i>			
<i>Staff involved and resources needed</i>			
Signature of parent(s)/guardian(s)			
Signature of teacher			



Scoil San Carlo Senior National School

School Support Plus Plan (Support For A Few) – Review Document

To be completed by the teacher(s) in collaboration with parent(s)/guardian(s) and the child as a review of the plan and as a guide for future actions.

Name:	Class	
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, and if so, how?		
Student's views		
Parent(s)/Guardian(s) views		
Recommended future actions – <i>what, how, who, when?</i>		
Signature of parent(s)/guardian(s)		
Signature of teacher(s)		

Outcome of review (tick as appropriate)			
☐	Revert to previous level of support - Classroom Support - All	☐	Progress to next level of support - School Support - Some
	School Support - Some		School Support Plus - Few
☐	Continue at Current Level of Support	☐	Request consultation with other professionals



Scoil San Carlo Senior National School

Support Checklist

Name:	Age:	Class:
General Information	Date Checked	Comments
Parents/ Guardians Consulted		
Information from previous school/preschool gathered		
Hearing		
Vision		
Medical Needs		
Basic Needs Checklist completed		
Assessment of learning ¹		
Observation of learning/approach to learning		
Observation of social and emotional development		
Child's views		
Classroom work adapted?		
Learning environment adapted?		
Yard/school environments adapted?		
Informal or formal consultation/advice with outside professionals?		
Advice given by special education teacher or other school staff?		
Other interventions put in place in school?		
Action needed		