

**OUR LADY'S
SECONDARY SCHOOL**



**SPECIAL EDUCATIONAL NEEDS
POLICY**

Mission Statement:

This policy was created in accordance with Our Lady Secondary School's Mission Statement.

Our Lady's Secondary School is a holistic centre of development and learning where each person is special and treated as such. We, the staff and students, enjoy working together to realise our full potential in a healthy, safe, stimulating and friendly environment where the atmosphere is one of mutual respect, cooperation and challenge. Christian community is our heritage and goal, the Good News of the Gospel is our story.

School Context

Our Lady's Secondary School is a Voluntary Catholic School under the trusteeship of CEIST. The school is Co-Educational and currently has approximately 725 students and over 50 teachers as well as a range of ancillary and support staff. The school has a Board of Management comprised of Trustee Nominees, Teacher Nominees and Parent Nominees. The Board of Management delegates the day-to-day running of the school to the Principal. The school supports the principles of inclusiveness, equality of access and parental choice in relation to enrolment. In supporting these principles it also recognizes/is cognizant of the rights of the Trustees CEIST, the Religious and Educational Philosophy of the Sisters of Mercy and the funding and resources available.

Mercy Philosophy of Education

Inspired by the vision of Catherine McAuley, Mercy Education is committed to holistic development and to the achievement of the full potential of each student, particularly those who are disadvantaged or marginalised. It is a process informed and influenced by the teaching and example of Jesus Christ and is conducted in an atmosphere of care, respect and joy. Mercy Education is committed to ongoing whole school development in collaboration and partnership with the Board of Management, Staff, Students, Parents/Guardians and the wider community.

CEIST Core Values

The Core Values of CEIST are:

- Promoting Spiritual & Human Development
- Achieving Quality in Teaching and Learning
- Showing Respect for Every Person
- Creating Community
- Being Just and Responsible

Rationale:

The purpose of the formation and implementation of this SEN policy, which is regarded as a reflection of current practice, is to comply with legislation and provide a set of guidelines for the use of additional teaching resources provided by the Department of Education and Skills to support students with special educational needs. This policy is written in context of a revised model introduced in September 2017 for allocating\the allocation of Special Education Teaching (SET) resources. https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0014_2017.pdf

Legislative Context

Education for Persons with Special Educational Needs Act 2004:

“Special Education Needs” means a restriction in the capacity of the person to participate and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without the condition”

Education (Welfare) Act 2001:

Aims to provide accessible education for all children as an integral part of their welfare. The State acknowledges the rights and responsibilities of parents as the prime educators of the child.

The Equal Status Act 2000:

Aims to promote equality and prohibit types of discrimination, harassment and related behaviour in connection with the provision of services, property and other opportunities to which the public generally has access, in-so-far as they apply to our school.

Education Act 1998:

This Act makes provision, in the interests of the common good, for the education of every person in the state, including any person with a disability or who has other special educational needs:

Department of Education & Science Circulars, specific reference to

https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0014_2017.pdf

Supporting Publications

Guidelines for Post-Primary Schools Supporting Students with Special Educational Needs in Mainstream Schools (DES 2017)

Special Educational Needs: A Continuum of Support for Post Primary (NEPS 2007)

Special Educational Needs: A Continuum of Support for Post Primary Resource Pack for Teachers (NEPS 2007)

Behavioural, Emotional and Social Difficulties: A Continuum of Support Guidelines for Teachers (NEPS 2007)

NCSE Toolkit New Teacher Allocation Model (NCSE 2017)

This policy should also be read in conjunction with our Admissions Policy, Code of Behaviour, Student Support Policy, Guidance Plan and Attendance Policy.

Special Educational Needs

“Special Education Needs” means a restriction in the capacity of the person to participate and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without the condition”

(Education for Persons with Special Education Needs Act 2004)

The various categories of special educational needs, the definitions of these categories, and the criteria for the allocation of additional resources and the procedures for application are set by the Department of Education and Skills (DES) and the National Council for Special Education (NCSE) and are as follows:

- Physical disability
- Hearing impairment
- Visual impairment
- Emotional disturbance and/or behaviour problems
- Severe emotional disturbance and/or behaviour problems
- Mild general learning disability
- Borderline general learning disability
- Specific learning disability
- Moderate general learning disability
- Severe or profound general learning disability
- Autism/autistic spectrum disorder
- Pupils with special educational needs arising from an assessed syndrome
- Specific speech and language disorder
- Multiple disabilities

The special educational needs of a student include those who warrant additional support to participate and access a broad and balanced curriculum to ensure we strive towards the provision of an inclusive educational environment. Our Lady’s Secondary School recognise SEN to include EAL (English as Additional Language) and exceptionally able and gifted students.

Aims and Objectives

As set out in The Education Act 1998, The Education for Persons with Special Educational Needs Act 2004 and The Equal Status Acts 2000-2004, Our Lady’s Secondary School aims to:

- Give practical effect to the constitutional rights of children who have a disability or who have other special educational needs, as they relate to education.
- Provide, as far as is practicable and having regard to the resources available, a level and quality of education appropriate to the needs and abilities of all students in the school.
- Ensure that students with special educational needs are educated in an inclusive environment, as far as possible.
- Affirm that students with special educational needs have the same right to avail of, and benefit from education as students who do not have those needs.

- Co-operate and work closely with the National Council for Special Educational Needs (NCSE) and other agencies with regard to the education of students with special educational needs.
- Develop a whole school approach and shared responsibility of helping students cope with their difficulties.
- Ensure that all members of staff are aware of the special educational needs of students and of the contribution they can make in this area.
- Develop staff expertise in supporting students with special educational needs.
- Monitor and evaluate the effectiveness of practice in support of students with educational needs.
- Ensure the appropriate referral system for students with learning difficulties is followed where all partners are involved as relevant: Principal, SEN Coordinator, Guidance Counsellor, Parent\Guardian, Student, NEPS Psychologist and / or other relevant agencies
- Encourage and foster positive partnership with parents\guardians, in order to achieve appropriate support for students at home.

Values

The values underpinning this policy are:

- To support students who have any form of additional educational need and to minimise its impact on their education and development, thus fostering positive self-esteem.
- To promote an environment which meets the student's learning, physical, social, emotional and sensory needs.
- To acknowledge and support each student's role in the school community.
- To prioritise the nurturing of teaching and learning relationships.
- To recognise individual talents and abilities.
- To promote strong collaborative relationships between students, staff, parents and support agencies.
- To ensure that every student has as wide an access to the curriculum as possible.

Roles & Functions of Key Personnel

The role of special educational needs support is a collaborative one shared by all the educational partners- Board of Management, Principal, Deputy Principal, Management, SEN Coordinator, Guidance Counsellor, Subject Teachers and SNA's.

Board of Management

To support the implementation and review of SEN policy, to provide supports and resources to aid a whole school approach and to promote inclusive practices through the School Plan.

Principal

The Principal has the general responsibility for establishing and promoting whole-school policies and procedures for the implementation of the DES Continuum to support the learning of all students, including those with special educational needs. The Principal will liaise with the Deputy Principals and SEN Coordinator in:

- Allocating students to class
- Assigning SNA timetables & associated duties

Special Educational Needs Core Team

The SEN team includes the Deputy Principal, Guidance Counsellor, support teachers, relevant subject teachers, relevant Year Head, SNA's. The aforementioned personnel ~~and~~ work under the direction and guidance of the Principal to fulfil the following duties:

- Coordinating data gathering, screening, diagnostic testing and retention of student data.
- Planning for the transition of students with special educational needs from primary school.
- Coordinating the school's provision for the inclusion of students with special educational needs. This will include the establishment and regular monitoring of the SEN register, including regular communication with staff.
- Assisting in programme planning for individual students with special educational needs and, as appropriate, provide advice to teacher colleagues on curriculum, teaching and learning strategies and resources.
- Creating a timetable for each student allocated resource hours, which will include the name of the allocated resource teacher.
- The planning, implementation and review of student support plans.
- Supporting the communication of information regarding students' needs to subject teachers, form tutors and year heads.
- Liaising with NEPS, other external agencies and relevant health professionals.
- Liaising with parents\guardians of students with special educational needs.
- Applying for Reasonable Accommodations for students.
- Liaising with the Principal and Guidance Counsellor to organise a cognitive ability test for first years and any assessments relevant to students transferring into other year groups.
- Overseeing transport arrangements for students with Special Educational Needs.
- Assisting staff to manage needs effectively and advising school management on CPD needs of the staff.
- Producing and providing resources to support teachers.

The Role of the Subject Teacher

At Our Lady's Secondary School the academic progress of students throughout the school rests in the first instance with the subject teacher. In order to ensure that as a school we meet the needs of all our students subject teachers are encouraged to:

- Be aware of the school's policies and procedures (as outlined in this document) for dealing with students with special educational needs.
- Seek advice from the SEN Core Team regarding students with special educational needs.
- Take responsibility for their own professional development to seek adequate training for the identified needs of students within their class.
- Where a student has SNA access the subject teacher should plan how to most effectively engage the SNA in consultation with the SEN Core Team.
- Where a student has access to Team Teaching support the subject teacher should plan how to most effectively engage the SNA in consultation with the SEN Core Team.
- Support/encourage independence in the student's learning.

- Consider how to differentiate the learning programme effectively to accommodate the needs of all students in the class.

Subject teachers must have due regard to the rights of students with special educational needs. The school recognises that it is the professional duty of each subject teacher to support these students using the strategies, which have been made available to them. A referral process has been established. (See Appendix 1)

The Role of the Special Needs Assistant (SNA)

The SNA provides care and assistance to named students who have special educational needs. They make a valuable contribution to the schools capacity to provide inclusive education to these students. The duties of the Special Needs Assistant involve tasks of a non-teaching nature such as:

- Giving special assistance as necessary for students with particular difficulties e.g. helping special needs students with typing, writing or other equipment.
- Assisting with feeding, clothing, toileting and general hygiene and being mindful of the health and safety needs of students.
- Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom for one reason or another.
- Providing general assistance to the class teachers, under the direction of the Principal with duties of a non-teaching nature.
- SNA's may not act as either a substitute or temporary teacher, they will not, under any circumstances, be left in sole charge of a class or group of children.
- Engaging with parents of special educational needs pupils in both formal and informal structures as required and directed by school management.
- Other appropriate duties as may be determined by the needs of the pupils and the school.

Role of the Student

- To assist staff in the creation and implementation of Student Support File
- To be involved in the setting and implementation of targets
- To review their learning targets with teachers and parents.

Role of the Parent\Guardian

The role and input of parents\guardians is vital to the success of the student. It is imperative that the parents\guardians and the school work together with the support of outside professionals to ensure the best possible outcomes for each student. It is extremely important that the school recognises and values the role of the parent\guardian. It is equally important that the parent\guardian respects and values the role of teachers as the professional educators.

- To provide all necessary information and documentation to the school in relation to their child's needs e.g. psychological reports, OT report, etc
- To assist staff in the creation and implementation of Student Support File
- To communicate freely with the school at any time if they are concerned about their child's education
- To attend meetings with outside professionals at request of the school.
- To work with and support the school in providing the best possible education for each student.

SEN Model of Organisation

Identification of Students with Special Educational Needs

A Student Support File will be opened for students transferring to Our Lady's Secondary School with identified needs from primary school (see template in Appendix 2) All information gathered in relation to a student with SEN will be stored securely, treated confidentially and used only for educational purposes. A profile of the student will be developed from:

- Information on the student's application form and documentation provided on enrolment.
- Information given by parents / guardians who contact the school directly to discuss their child's needs.
- Psychological or other assessments provided to the school.
- Primary School Passports.
- NEPS Post Primary Transfer Guidelines.
- Formal and Diagnostic assessment tests carried out after enrolment and other assessments as appropriate (e.g. assessment of behavioural/social skills, literacy and numeracy and WRAT V).
- Support Team/ SEN Core Team and subject teacher's observations.
- Information provided by visiting teachers or other external multiagency professionals involved with the student.

Existing students with Emerging Needs

When concerns re the learning/progress of existing students are raised by parents\guardians, staff or by the student themselves, the student support team and the SEN Core Team will investigate using the relevant assessments

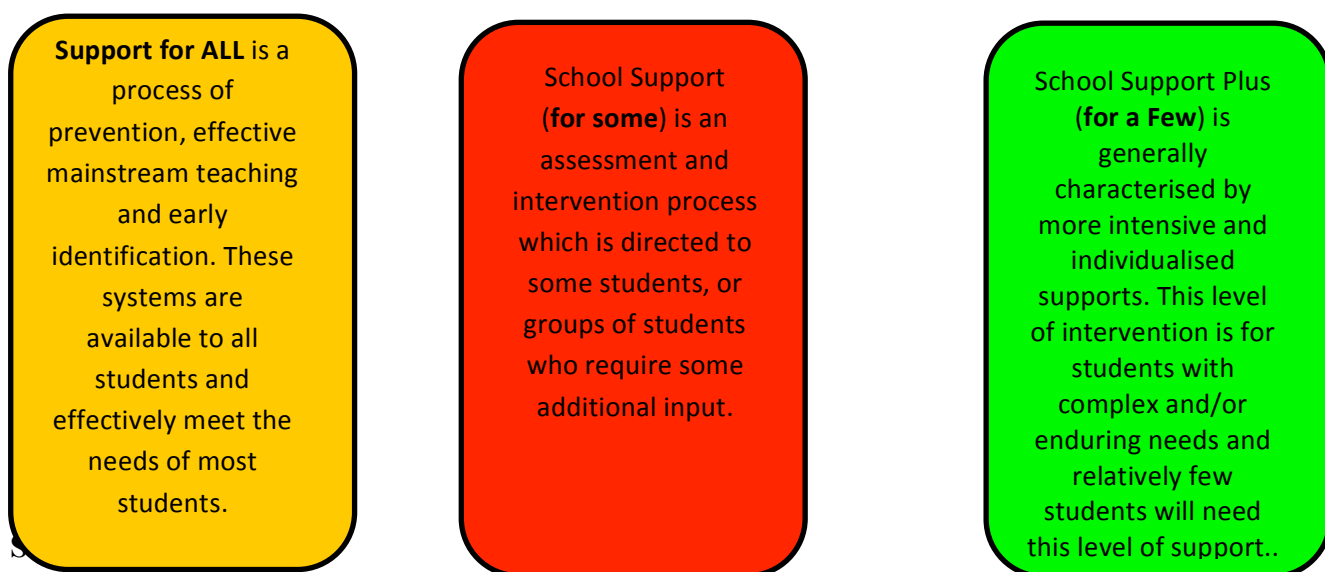
'Students who have needs that emerge during their post-primary education, would typically have their needs met through the Continuum, by first receiving Support for ALL. The process of identifying needs, gathering information and planning and reviewing interventions, will help identify students with higher levels of need who will need additional support. In turn, the processes inherent in School Support (for some), will identify those needing School Support Plus (for few). Therefore students with emerging needs might typically work their way through the levels of support, as needed. Of course, many students will be able to have their needs met at School Support and will not need the level of support needed at School Support Plus, while others might need School Support for a period of time and then revert to Support for ALL. However, sometimes a student will be 'fast-tracked' because needs emerge quickly and require intensive levels of support.' (Continuum of Support, NEPS, p. 10, 1.4.2)

Student Support File

If a student has been identified through the process outlined above a Student Support File will be created in a collaborative process involving the SEN Core Team, student, parents\guardians, relevant subject teachers or Year Head and possibly external agencies.

Student Support files enable us to plan interventions and to track students' pathway through the Continuum of Support. It facilitates teachers in documenting progress over time and assists them in providing an appropriate level of support to students, in line with their level of need. Following a period of intervention and review of progress, a decision is made as to the appropriate level of support required by the student. 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.

Continuum of Support



Support for All

Support for ALL aims to support and promote a positive teaching and learning environment. This level of support emphasises preventative and proactive approaches. The subject teacher considers how to differentiate the learning programme effectively to accommodate the needs of all students in the class. The education of students throughout the school rests in the first instance with the subject teacher. Each teacher should be aware of which students may experience obstacles to learning and put in place appropriate differentiated teaching & learning strategies including ICT, AFL, Success Criteria, Assistive Technology, learning expectations, positive behaviour recognition and collaboration with the student.

Where students continue to present with significant difficulties, despite whole-school interventions, such as differentiated teaching

School Support for Some

This level of support is a response to groups and individuals. A Support Plan is devised and informed by teacher observation records, teacher assessment, Learning Environment Checklist, parent/student interview, diagnostic assessments in literacy and numeracy, observation of behaviour and functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties.

Support at this level includes team-teaching, small group or individualised tuition, peer mentoring, inclusion in social skills groups, in class support behaviour reward and consequence systems. A Support Plan operates for an agreed period of time and is subject to review.

School Support Plus for a Few

This is individualised and specialist support. At this level subject teachers, parents\guardians and SEN teachers, in collaboration with outside agencies, as required engage in a more detailed and systematic approach to information gathering and assessment. This involves using a broad range of formal and informal assessment and diagnostic tools, including teacher observation, student interview, measures of cognitive ability and social, emotional, behavioural and adaptive functioning, as appropriate.

Data generated from this process is used to plan an appropriate intervention and serve as a baseline against which to map progress. A support plan is detailed and individualised and involves longer term planning and consultation.

Models of Organisation and Class Placement

To facilitate additional support, the following models are used:

- Mixed ability for subjects, with the exception of Irish, English & Maths
- Small group teaching for those exempt from particular subject areas.
- Team Teaching for literacy and numeracy
- Restricted curriculum-exemptions from Irish/MFL/Science.
- SEN classes
- A combination of above.
- Intervention programmes
- Support Team; Guidance Counsellor or external counsellor

The chosen model relevant for the student will only be determined in collaboration with student, parents\guardians and school.

Reasonable Accommodation for State Examinations

The application for RACE is made by the SEN Department and the Principal on behalf of the parent/pupil. Psychological and medical reports that recommend reasonable accommodation for certain students will be followed up on, however in making any application the school has to fulfil the criteria as established by the SEC and Department of Education & Skills. All Applications fulfilling the SEC criteria will be forwarded to the 'Reasonable Accommodation' section of the State Examinations Commission. The State Examinations Commission has very clear criteria from which application can be sought here in relation to Reasonable Accommodation which can be accessed on the following website www.examinations.ie

Irish Exemptions

- An exemption from the study of Irish means that a student attending a primary or post-primary school is not required to study Irish. There are certain limited circumstances whereby an exemption may be granted. The authority to grant an exemption has been delegated to school management. A written application for an exemption is made by the parent or guardian to the school Principal on behalf of their child. The application should state the reasons why the exemption is being sought. A child will only be considered for an exemption at Our Lady's Secondary School where his/her educational circumstances come within the provisions of the relevant Post Primary Circular. Once the exemption has been granted the student, parents / guardians, relevant staff and the Principal will meet to discuss an alternative timetable / additional supports subject to the availability of resources.

Exemption from Modern Foreign Languages

An exemption from the study of Modern Foreign Languages means that a student attending a primary or post-primary school is not required to study a Modern Foreign Language. There are certain limited circumstances whereby an exemption may be granted subject to the following criteria:

- Teacher Referral Consultation Form to be completed including photocopies of students work highlighting the concern and a brief outline of supports investigated.
- At this stage the Principal will investigate additional supports through assessment testing, classroom observations, etc.
- If additional supports do not lead to an improvement the parents / guardians have to request an exemption from the Principal in writing.
- The parents / guardians of the student in question will meet with Guidance Counsellor to highlight the possible implications of giving up a Modern Foreign Language.
- In collaboration with the student, parents / guardians, relevant staff and the Principal an alternative timetable / additional supports will be agreed put in place subject to the availability of resources.

Criteria of selection of students for SEN classes

- Students who have been assessed and diagnosed by a Psychologist may be eligible for a placement within the SEN classes. The classes cater for Mild/Moderate GLD

A student will only be eligible for a place in our Special Needs Class if it is stated in a Psychological Report that your "son/daughter is eligible for a placement in a special class catering for Mild General Learning difficulties". School management would also liaise with the NEPS Psychologist in relation to a recommendation that placement in a special class is the optimum setting for the student at that time given their learning and adaptive needs.

The Special Unit comprises of up to three class groups (1, 2 and 3L) catering for students with Mild GLD special educational needs over a period of approximately 6 years. Students will engage with the Level 2 Learning Programmes and the Junior Certificate Schools Programme.

Work Experience

The career paths for students with special educational needs may be varied and different to main stream students. It is necessary to implement a work exploration programme to develop their awareness of work experience, to seek an area of interest and to improve their skillset as well as develop social & interpersonal skills. Through the Work Experience Programme students can develop their personal, social, communication, problem solving, creativity and organisational skills that are vital to independent living. This optional programme can assist the student in making the transition from school life to adult life.

Students will engage in work experience subject to meeting the following criteria:

- Parent / Guardian permission is sought and granted for the student to participate in the Work Experience Programme.
- The SEN Core Team are of the view that the student has the appropriate skillset and level of ability to benefit from the work experience placement.
- The student displays adequate and appropriate social skills.
- The student has a good awareness of health & safety regulations.
- The student has a suitable behaviour record.
- A level of maturity & trust is established.
- The student is a minimum of 16 years old.
- The student has secured a suitable placement.
- The school management is satisfied that all relevant criteria in relation to Garda Vetting, insurance etc has been met.

To monitor and review the student's progress the following will be implemented;

- A visit to work placements by school personnel.
- A Work Experience journal will be completed weekly and this will be signed by the parent\guardian and mentor / supervisor at work experience

Transfer to Adult life:

To ensure students with SEN transfer successfully through to adult life ~~the school~~ the following approaches may be implemented:

- A monitored Work Experience programme in the JCSP/ LCA class
- The combination of the JCSP/TY programme
- A career guidance programme provided to all students
- Liaison with NTDI & other disability services
- Meetings with members of the SEN Core Team and / or school management.
- Meetings with the NEPS Psychologist.

The Gifted Student

To meet the broad continuum of SEN, it is equally important to meet the needs and utilise the strengths of students identified as Gifted and Talented. Some students had the ability to excel in certain areas. To ensure they do not under achieve it is vital to identify and monitor their progression. The following recommendations are advocated to subject teachers to fulfil their potential;

- Assess, monitor and students to identify the Gifted and Talented
- Provide information regarding programmes and external supports for students and parents.
- Ensure that all students are suitably challenged in all lessons so that gifted, talented and exceptionally able students make appropriate levels of progress
- Provide the opportunities for differentiated work / resources and opportunities for open-ended homework
- Develop and provide opportunities for extension work / projects and provide appropriate pastoral care
 - Provide opportunities for professional development of teachers when available to inform teaching strategies e.g make contact with experts external to the school
 - Provide a wide range of extra- curricular opportunities to encourage talent to flourish
 - Provide mentoring and additional provision for students of exceptional ability where deemed appropriate

Our Lady's Secondary school will continue to cater for these students through the curriculum on offer and also through the extra-curricular activities which students are encouraged to participate in.

Curriculum

The Education Act states that a school should “*promote the moral, spiritual, social and personal development of students*”. Our school strives to provide a broad and balanced curriculum to meet the social and academic individual needs of students. To achieve this the following programmes are on offer:

- Junior Certificate Schools Programme
- Junior Certificate
- Junior Cycle Profile of Achievement
- Transition Year
- Leaving Certificate
- Leaving Certificate Vocational Schools Programme
- Leaving Certificate Applied

Liaising with Support Agencies

In keeping with our ethos of promoting the holistic development of the child, there is ongoing and regular communication between Our Lady's Secondary School and external agencies in relation to students with special educational needs. We have established procedures for liaising with the following services in order to optimise the quality of provision for students with special educational needs at the individual, group or whole-school level.

- NEPS–National Educational Psychologist Services

- Primary Care Speech and Language Therapists & Occupational Therapists,
- SENO–Special Education Needs Organiser through National Council for Special Education
- Child Adolescent Mental Health Services (CAMHS)
- Visiting Teacher Services for Deaf and Visual Impaired
- Education psychologists
- Medical Personnel

Monitoring & Review of SEN Policy

It is vital to review the provisions of SEN and therefore the review process of this policy needs to measure its success, development and improvement. It is proposed that this should take place regularly, a minimum of every 2-3 years, or as a response to legislative changes.

Date of Review: _____

Chairperson of Board of Management: _____

Appendix 1

Student Support Team Consultation Form

PRIVATE AND CONFIDENTIAL



Name of Student: _____

Year: _____

Class: _____

Class Teacher: _____

Year Head: _____

Is it a pastoral care / learning concern (please circle one)?

Pastoral care Learning

Reason for concern:

Strategies/ supports implemented

Signed: _____ Date: _____

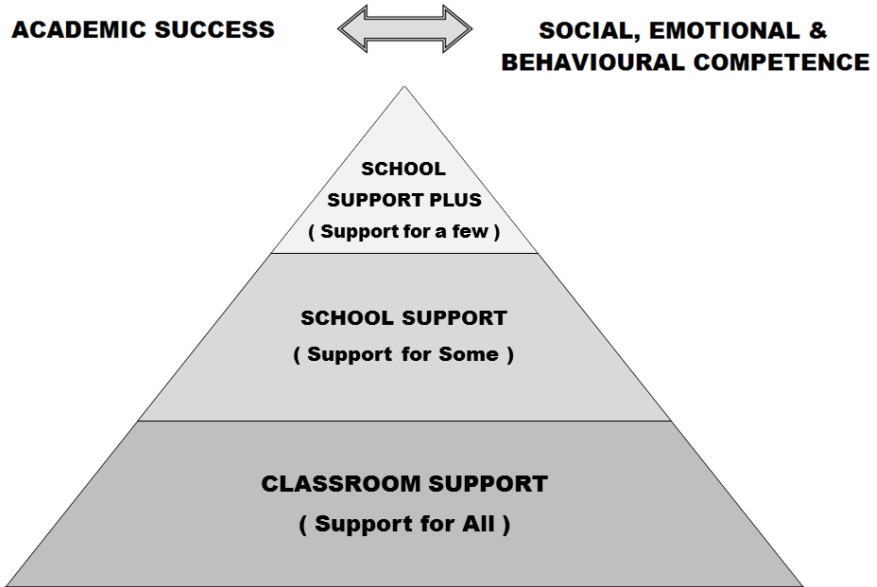
PLEASE SUBMIT THIS FULLY COMPLETED FORM TO ONE OF THE MEMBERS OF THE SEN TEAM. PLEASE ATTACH PHOTOCOPIES OF RELEVANT WORK TO SUPPORT THE REFERRAL IF RELEVANT

Appendix 2



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

A Continuum of Support



Support Checklist

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

Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20

SUPPORT PLAN*

Classroom Support

School Support (Support for SOME)

School Support Plus (Support for A FEW)

To be completed by the teacher(s).

For help, see *SEN: A Continuum of Support - Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74; *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			

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

SUPPORT REVIEW RECORD*

Classroom Support

School Support (Support for SOME)

School Support Plus (Support for A FEW)

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

For help, see SEN: A Continuum of Support - Guidelines for Teachers; BESD: A Continuum of Support – Guidelines for Teachers; 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, and if so how?	
Recommended future actions – <i>what, how, who, when?</i>	
Any comments from the student?	
Any comments from the parent(s)/guardian(s) comment?	
Signature of parent(s)/ guardian(s)	
Signature of teacher(s)	

Outcome of review (tick as appropriate)

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

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

