The Red Door School

Continuum of Support

Approved by Board of Management: **23rd March 2021**

Next Review date: **March 2022**

Signed: _____
(Chairperson of the Board of Management)

The Red Door School – Continuum of Support

A Staged Approach to Assessment, Identification and Programme Planning

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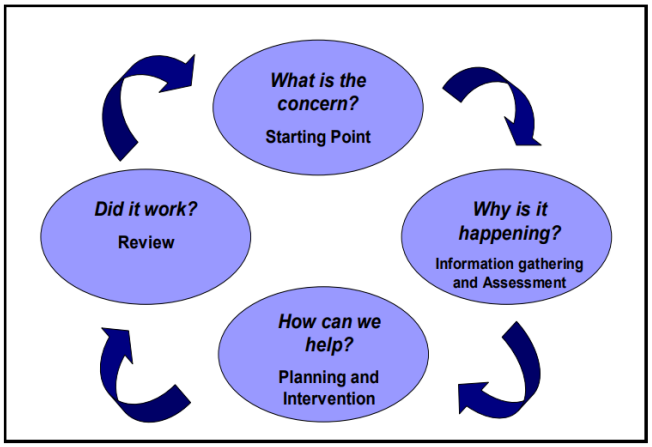
Introduction

The Red Door School has developed the strategies outlined within this policy in line with NEPS Publication 'Special Educational Needs: A Continuum of Support' (see Appendix 2) This process, which schools and teachers use to identify and cater for special educational needs generally, is applied more specifically here to the context of our school.

It should be noted that these guidelines are designed for all staff. The purpose of the guidelines is to support school staff in the process of building on current good practice and to help to develop systems, skills and structures for responding to pupils' needs. The guidelines reflect best practice in working with children with Autism and behavioural, emotional and social needs.

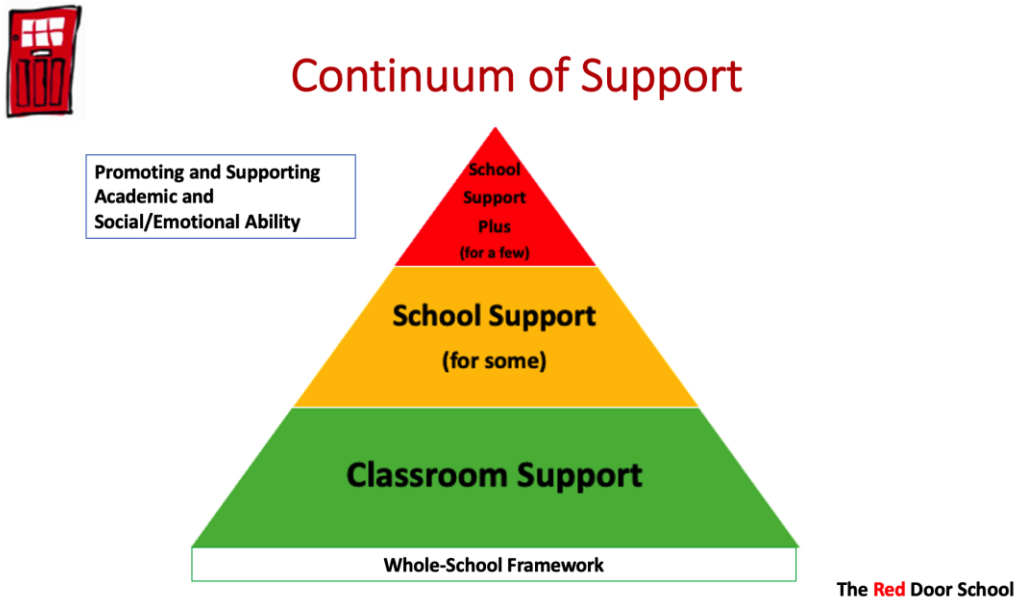
The Continuum of Support document encompasses a problem solving approach to understanding and developing interventions for pupils experiencing a range of learning and behavioural difficulties. Each perspective is considered in terms of its theoretical basis and then how it relates to the problem solving process as shown below:



The term 'support' in this policy refers to both assessment and intervention. The focus is on identifying actions which can be taken to make a positive difference to the pupil/s. These actions are identified using a problem solving approach. An incrementally more systematic process is outlined depending on where the pupil's needs lie on the continuum in terms of intensity and duration. This enables the school to meet the needs of all pupils while managing the organisation of resources allocated to the school on the basis of both the General Allocation Model and those allocated to particular pupils by the NCSE.

This document should be read in conjunction with our **Assessment and Recording Policy**

Continuum of Support Overview



Classroom Support

An intervention process carried out by the class teacher and implemented by the teacher and SNA's within the classroom.

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in their class.

School Support

Assessment and intervention process co-ordinated by Class teacher in collaboration with the Clinical supervisor.

In some cases interventions at classroom support level are not enough to fully meet the pupil's special educational needs. A School Support Plan may be needed. This involves more systematic gathering of information and the development of a Positive Behaviour Support Plan. The class teacher needs to involve the Clinical Supervisor in the problem-solving process at this point. Resources available under General Allocation may be used to intervene in a proactive way to address identified difficulties. The Clinical Supervisor may assist by advising on appropriate interventions or supporting the school staff in implementing them.

School Support Plus

The school requests involvement of relevant external services in more detailed assessment and interventions.

School Support Plus will generally involve personnel from outside the school in the problem solving, assessment and intervention process.. A review of the work already done at classroom support and school support will provide important information for a pupil's IEP/Positive Behaviour Support Plan.

A whole school framework for supporting behaviour

The Red Door School promotes a positive approach to behaviour which views all behaviour as a communication of some need.

Throughout the Continuum of Support, **classroom organisation** is central to the support process Good classroom organisation provides predictability for pupils and consistency of management. These are essential in promoting learning and socialisation and in minimising behaviours of concern.

The Learning Environment

The learning environment has a fundamental influence on pupil behaviour. Pupils who either are not stimulated or are overwhelmed by the environment or learning activities provided in the classroom are more likely to engage in disruptive or withdrawn behaviour. A range of programmes, curricula and teaching methods, suited to the needs of the pupils in the school, will facilitate engagement. Differentiation of teaching methods to suit diverse needs, abilities and learning styles show each pupil that they are respected and valued. The SPHE curriculum is central to pupil development and is an essential part of the school programme. It provides great opportunities for positive teaching of pro-social behaviour and for helping pupils develop socially and emotionally.

The physical environment

It is important to make best use of the space and resources available to facilitate effective learning.

Elements of good planning include:

- creating a pleasant and welcoming environment - clean, well maintained, uncluttered;
- having an awareness of impact of lighting/ventilation/noise/temperature control;
- displaying work/visual aids in a manner appropriate to age group and changing displays regularly;
- thinking about how to use space and seating arrangements for working and ease of movement;
- ensuring easy access to materials, e.g. extra supplies, items/books clearly labelled and within easy reach.

Establishing the classroom rules

The establishment of clear behavioural expectations and boundaries is one of the key elements in effective classroom management. Developing a set of classroom rules in collaboration with pupils creates a shared understanding of how the members of the class manage themselves and interact with each other

Rules should be:

- few in number;
- negotiated with pupils;
- age and developmentally appropriate;
- stated positively and in terms of observable behaviours;
- displayed clearly;
- explained and opportunities for role play/practice provided; referred to frequently

Establishing routines

Behaviours of concern are more likely to occur when pupils are unsure of what to do. The establishment of routines helps to clarify how, when, and where to do what is required of them. This avoids activities becoming chaotic and thus reduces the opportunity for, and occurrence of, behaviours of concern.

Social and Emotional Teaching Strategies

Pupils' capacity to engage with learning, to manage their behaviour, and to regulate their emotions are essential pre-requisite skills to enable them to benefit from the learning and socialisation opportunities provided within the school. These skills can, and need to be, taught as part of a school curriculum.

The SPHE curriculum provides a comprehensive framework for developing pupils' awareness of self and others, along with skills for relating effectively in the local and community environment.

Some additional Emotional Regulation Supports which we use at individual and whole class level are:

The ALERT Programme – an international evidence-based programme *'How Does Your Engine Run*'. The programme aims to help students monitor, maintain and change their level of alertness so that it is appropriate to the situation or task. The programme identifies students' sensory needs and preferences and encourages student use of sensory motor strategies to support self regulation so that their engines are running 'just right'. The strategies and activities taught can be incorporated into home and school routines.

The Incredible Five Point Scale - A 5-point scale that is developed to help an individual understand and learn when emotions, voices, or whatever you are moderating is getting out of control. It can be developed by the teacher or parent or as a collaboration between the teacher / parent and the individual with autism (or other behavioral issues).

For further detail and support documents for teachers are encouraged to align with NEPS Model of Service - "**Behavioural, Emotional and Social Difficulties – A Continuum of Support" (**https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_besd_continuum_teacher_guide.pdf)

Responding to Crisis Behaviour

Adapting the environment and changing triggers and consequences of behaviour can bring about a change in behaviour

- Use clear messages that are phrased positively. Say what you mean, mean what you say and, ideally, say it once.
- If the child attempts to argue back with you use the 'broken record' technique. Repeat the request in a calm neutral voice as often as it takes. By doing this the child will be unable to argue back and is less likely to raise his/her voice.

If your attempts to calm the situation and the child do not work be mindful that the higher the level of arousal the less rational the person is likely to be. In these situations remember:

- Don't try to reason, argue or negotiate with the child at this point as they cannot listen and may be passed the point of being able to calm down. Trying to reason with them may only escalate the situation.
- Try to remove any audience.
- Stay calm and controlled. Do not take the things personally. Children can find it frightening when they feel the adult is not in control of the situation.
- Remove the child from class to a quiet supervised room to allow the child to calm down.
- If it is unsafe to remove the child rom class to calm down remove the child's peers from the class while the situation is being dealt with.
- Ensure the child and other children and adults are safe.
- It can take a child up to 30 – 45 minutes to recover from a stress response. Ensure you give the child this time to calm down as trying to problem solve or mediate before this time can lead to another angry episode.
- For some pupils it may be possible when the child is calm to problem solve the incident with them. For example, ask them what happened? How did they feel? What did they do? What were the consequences? What will they do next time in a similar situation? The child can also be encouraged to write or draw their response on a 'Think Sheet' (See Individual Intervention document 9)
- Staff need time to reflect and problem solve together after a challenging situation in school so that they can learn from the situation and put appropriate protocols in place in the event the child exhibits the same behaviour again.

Remember crisis management is not a strategy for teaching acceptable behaviour. Sometimes crisis management procedures can serve as reinforcers of behaviour. Crisis situations will continue to occur if crisis responses are the only interventions used. In addition, these techniques are only effective when they are based on a solid foundation of pro - active classroom management, positive behaviour management and

Stage 1: Classroom Support - Initiating a Classroom Support Plan

The Starting Point

The starting point for the Classroom Support process is when a teacher, parent or other professional expresses a concern about a pupil in school. Any indications that a pupil may have additional or special educational needs should be explored and addressed. Concerns may relate to learning and /or social, emotional and behavioural difficulties which may affect the pupil s ability to progress at the same rate as their peers.

Information Gathering and Assessment

The teacher will need to gather information to make an initial assessment of the pupil s additional or special educational needs

including the strengths and particular talents which the pupil may have. This information will be used to inform planning. Teachers might collect the following types of information during this phase of the classroom support process:

In the Classroom	From Pupil	From Parents	From other sources
Survey of the learning environment Samples of work Observations of the pupil s learning and behaviour Results from screening tests or other test results or profiles	Where appropriate Personal experience/perception of any difficulty (in an age appropriate way) Views about what currently helps and additional actions/strategies, which they feel may help	Information on the pupil s health and development Factors which may be contributing to any difficulty Information on the pupil s learning and behaviour in school and at home Views on what they think may help	Information from other schools, preschools and programmes attended Information available within the school from health or social services

Planning and Intervention

Following an initial assessment of the pupil s needs a simple plan will be drawn up which outlines the pupil s additional educational needs and the actions, including individualised teaching and management approaches, which will be taken to meet the pupil s needs.

For the classroom teacher the basic components at this level are:

- Informing the parents and Clinical Supervisor of concerns about a pupil.
- Developing an individual approach to learning/behaviour which may include apadpting the environment and/or further differentiating the curriculum.
- Monitoring pupils response over time and keeping a written record of what has been done (Classroom Support Plan)

The Review Process

A review of Classroom Support actions may involve the class teacher, parents and pupil (in an age appropriate manner) and should focus on:

The pupil s response to learning/behavioural interventions Progress made by the pupil
The effectiveness of the actions taken
Suggested next steps

The outcomes of the review process may be:-

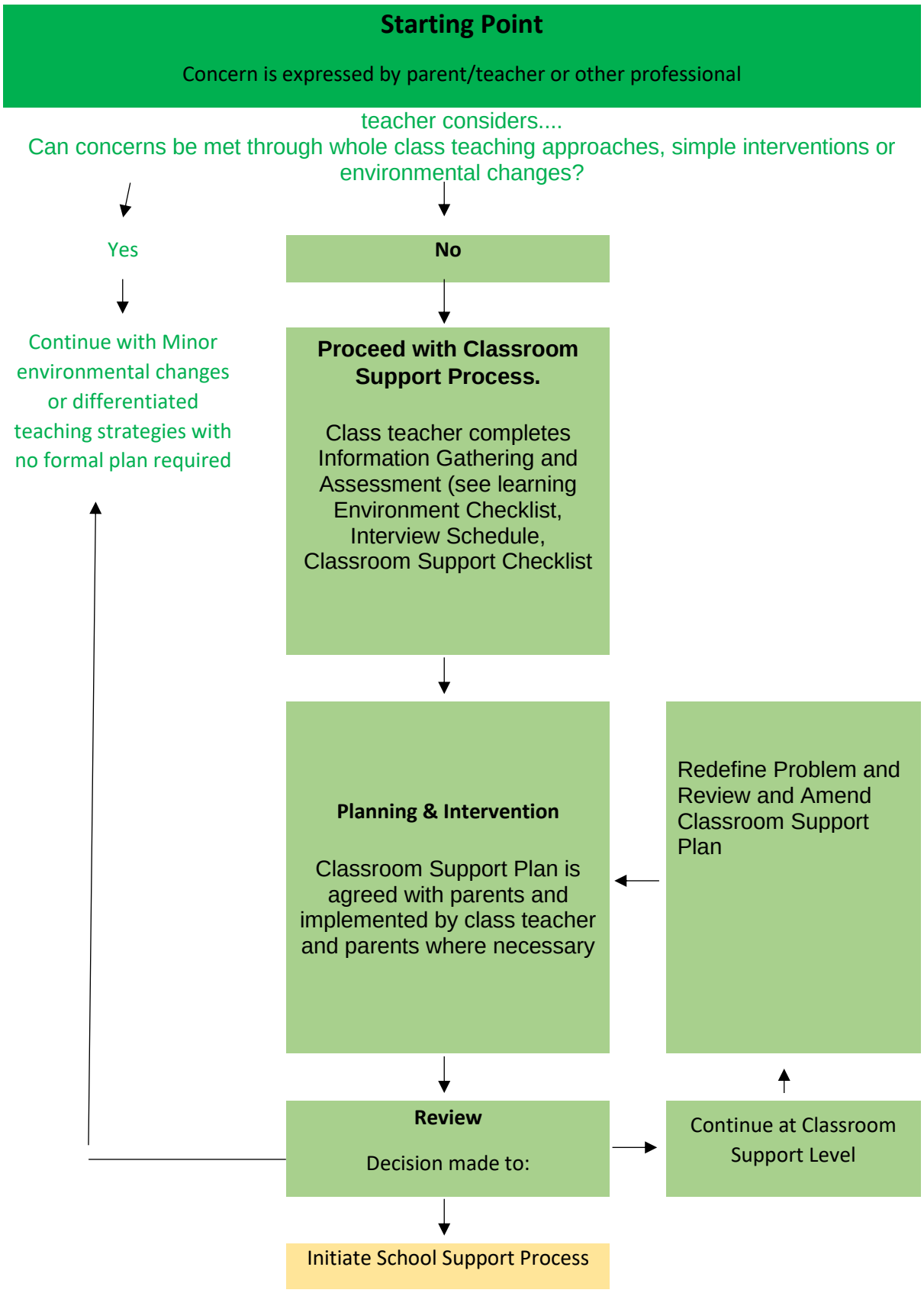
PUPIL NO LONGER REQUIRES A CLASSROOM SUPPORT PLAN.	PUPIL CONTINUES TO HAVE A CLASSROOM SUPPORT PLAN	SCHOOL SUPPORT IS INITIATED
If progress remains satisfactory after a number of reviews by the teacher and parents, no further Classroom Support Plans may be necessary. Strategies which have been helpful may now be a routine part of the approach used with the child.	If, the parents and teacher consider that the pupil is making progress towards the targets set, it may be decided to continue with the same plan. A date for a further review should then be agreed to ensure progress is maintained. If, however, the parents and teacher consider that the pupil s progress towards the targets set is less than expected, the reasons for this will need to be considered. Revised targets and adjustments to the strategies tried may be agreed and if necessary, a new Classroom Support Plan is drawn up. A date for a further review should then be agreed.	If, after reviews and adjustments to the Classroom Support Plan, it is agreed that the pupil is not making adequate progress, it may be decided that the School Support process is initiated.

Roles and Responsibilities

CLASS TEACHER	Clinical Supervisor	PRINCIPAL	OTHER PROFESSIONALS
The class teacher liaises with the parents regarding the decision to initiate the Classroom Support process. Good practice would suggest that the class teacher will generally act as co-ordinator throughout the problem solving process in consultation with the pupil and his/her parents. The class teacher may also seek advice from the Clinical Supervisor and will	The role of the Clinical Supervisor is to provide advice and resources to the class teacher which will assist him/her in the assessment process and in the development of classroom interventions for the pupil.	The principal s role is to note the fact that a Classroom Support process is being put in place.	Other professionals such as Educational Psychologists, Speech and Language Therapists, Visiting Teachers etc may be involved indirectly, offering consultation or advice in relation to appropriate approaches for pupils presenting with difficulties. In addition, work on the development of whole school policies, practices

keep the principal informed. He or she should maintain a record of relevant information which will be used should more detailed problem solving be required at School Support level.			and initiatives to support all pupils with special educational needs in partnership with NEPS, DES staff and other outside agencies can support interventions at this stage .

Stage 1:Classroom Support Flow Chart



Stage 2: School Support Process

Starting Point

During the review of a pupil s Classroom Support Plan the decision may be made by the class teacher, Clinical Supervisor and parents to initiate the School Support process. This decision is taken when interventions which are additional to, or different from, those provided within a Classroom Support Plan, are considered necessary to enable the pupil to learn more effectively. Other support staff within the school will be involved in this decision as necessary.

Information Gathering and Assessment

The School Support process involves further assessment and information gathering which will inform the development of a new Support Plan. It will be important to gather information from the following sources:

FROM THE SCHOOL	FROM THE PARENTS	FROM THE PUPIL	FROM OTHER SOURCES
Information gathered from the classroom teacher including the Classroom Support Checklist, Plans and Reviews Results from screening tests or other test results. Results of standardised attainments tests/diagnostic assessments/criterion referenced assessments Observation of learning style Observation of pupils behaviour in the classroom and in informal settings such as the school yard	Current information on the pupil s health and development, including any medical assessments Information on and perceptions of the pupils learning and behaviour in school and at home Factors which may be contributing to any difficulty and/or lack of adequate progress Views on additional measures that they consider may help	As appropriate Personal perception of any difficulty (in an age/developmentally appropriate way) Views about what currently helps Additional actions which they the pupil feels may help	With parental consent, information and advice from other agencies such as Health and Social services, Voluntary agencies, Education Welfare Board, etc. Response to programmes attended outside school e.g. homework clubs, youth club

Planning and Intervention

Following information gathering and assessment, the class teacher, in collaboration with the Clinical Supervisor will develop a School Support Plan which will set out the nature of the pupil s learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review.

Essentially School Support level involves all the components from the Classroom Support Level plus additional support and / or focussed teaching time.

The School Support process is co-ordinated by the class teacher in collaboration with the Clinical Supervisor and recorded using the School Support Plan

The Review Process

The co-ordinating teacher will arrange a review with the pupil's parents. The review process should focus on:

- The progress the pupil has made towards the targets set out in the School Support Plan as well as general progress made The extent to which the pupil s needs are being met by the plan
- The effectiveness of the strategies set out in the School Support Plan
- The parents views on progress made at home in supporting the pupil in the ways agreed in the School Support Plan
- The pupil s view on progress made and on the interventions agreed in the plan where appropriate
- Additional information or advice arising from observation of the pupils response to the teaching and management strategies, which may inform future planning Agreed next steps

The outcomes of the review process may be:

PUPIL CONTINUES TO HAVE A SCHOOL SUPPORT PLAN	INTERVENTION FOR THE PUPIL REVERTS TO A CLASSROOM SUPPORT PLAN	SCHOOL SUPPORT PLUS PROCESS IS INITIATED
If the pupil s progress is considered to be satisfactory, additional targets and a review date may be agreed. If, however, the pupil s progress towards the targets set is less than expected, the reasons for this will need to be considered. Revised targets and adjustments to the strategies tried may be agreed and a new School Support Plan is drawn up. A date for further review should then be agreed. If progress remains satisfactory after review, it may be decided to continue with the plan in order to maintain the progress made, with an agreed date for review of the need for continuation.	If progress remains satisfactory, it may be decided after one or a number of reviews that the pupil no longer needs a School Support Plan and a Classroom Support plan may be agreed.	If a review of a School Support Plan indicates that the pupil s difficulties continue to create a significant barrier to their learning and/or socialisation, then the pupil s needs should be considered at School Support Plus level.

Roles and Responsibilities

CLASS TEACHER	Clinical Supervisor	THE PRINCIPAL	OTHER PROFESSIONALS
The class teacher consults with the Clinical Supervisor, principal and pupils parents about initiating the School	The Clinical Supervisor will usually be involved in the problem solving process or in providing additional	Having obtained parental consent, the principal records the	Other professionals such as Educational Psychologists, Clinical Psychologists, Speech

Support process. The class teacher contributes to the problem solving process and remains responsible for working with the pupil in the classroom, providing/ensuring classroom supports as agreed in the School Support Plan. The teacher in collaboration with the Clinical Supervisor takes the lead role and continues to consult with school staff, the pupil and his/her parents throughout the process. Following consultation with parents the teacher may seek additional information or advice from other professionals	support to the pupil. This support may be direct in the form of working with the pupil or more frequently indirectly through classroom observations and in-class staff training. The Clinical Supervisor maintain a record of relevant information which would provide a basis for more detailed problem solving if required at School Support Plus level. A file should be maintained containing records in relation to assessment, intervention and reviews (from both the classroom support and school support levels)	decision to implement a School Support Plan and ensures the School Support File is opened and maintained. Principal is responsible for sign off if pupil is escalated to School Support Plus Level.	and Language Therapists, Visiting Teachers etc may provide a consultation service to teachers. They may also give advice in relation to appropriate assessment and intervention approaches for particular pupils without necessarily working directly with the pupil. Parental consent should be sought where discussions occur about an individual named pupil. The appropriateness of involvement and availability of the professional in question should be discussed with the professional in the first instance.

Stage 2: School Support Flow Chart

Starting Point

Class teacher raises the Classroom Support Plan with Clinical Supervisor

Class teacher in collaboration with Clinical Supervisor
review the records detailing the Classroom Support process, re-defines the problem and considers whether the behaviour can be met with changes to Classroom Support Process

Yes

Redefine Problem and Review and Amend at Classroom Support Level

No

Proceed with School Support Process.

Clinical Supervisor Co-ordinates further Information Gathering and Assessment (see School Support Checklist) involving class teacher, the pupil, parents and other teachers as appropriate.

Planning & Intervention

A School Support Plan is agreed with parents and implemented by class teacher in school

Redefine Problem and Review and Amend Classroom Support Plan

Review

Decision made to:

Continue at Classroom Support Level

Initiate School Support Plus Process

Stage 3: School Support Plus

Starting Point

The School Support Plus process will be initiated if, in reviewing the School Support Plan, it is agreed that the pupil is not making adequate progress.

Because this process may often lead to more intrusive and individualised assessment and provision for a pupil it is important to consider carefully the presenting problem and effectiveness of intervention to date before embarking on this process.

Co-ordinating teacher arranges a review with the Clinical Supervisor of the presenting problem and of the records from the consultation with the pupil, parents, class and external professionals, as appropriate. At this stage the Principal will be involved in application for any resources or approval of strategies.

Information Gathering and Assessment within the School Support Plus Process

The Clinical Supervisor will usually take on a co-ordinating role for planning at the School Support Plus level of support.

The Clinical Supervisor will support the class teacher and SNA's in gathering further information to inform the assessment process which may involve, as appropriate, external professionals. This co-ordinating teacher will work closely with the pupil s teachers and parents in considering:

Information previously gathered and reviews of Classroom and School Support Plans and Pupil's response to earlier interventions
Information regarding involvement of outside agencies
Areas where more detailed school based assessment may be needed

The involvement of external professionals (*see section 2.1 of the NCSE guidelines on the IEP process for suggested checklists for gathering information).*

Following the gathering of information, the co-ordinating teacher may, with parental consent, request the involvement of appropriate external professionals (e.g. Visiting Teachers, Educational Psychologists, Clinical Psychologists, Psychiatrists, Occupational Therapists, or Speech and Language Therapists).

Professionals external to school may be involved in working with the pupil directly or they may act in an advisory capacity supporting the class teacher and learning support / resource teacher in implementing the plan.

The pupil s parents and in an age/developmental stage appropriate manner, the pupil, should be involved in the development, implementation and review of the School Support Plus Plan.

The review process

The School Support Plus co-ordinating teacher should organise the review process. Parents should be invited to contribute to this review. Outside professionals and the area SENO may be involved as appropriate or necessary. The review process should focus on:

- Progress towards targets made by the pupil
- Any new information and/or assessment results
- The effectiveness of the strategies/methodologies used
- The effectiveness of the materials/equipment provided
- The effectiveness of the supports(individual, group, class) provided Future action

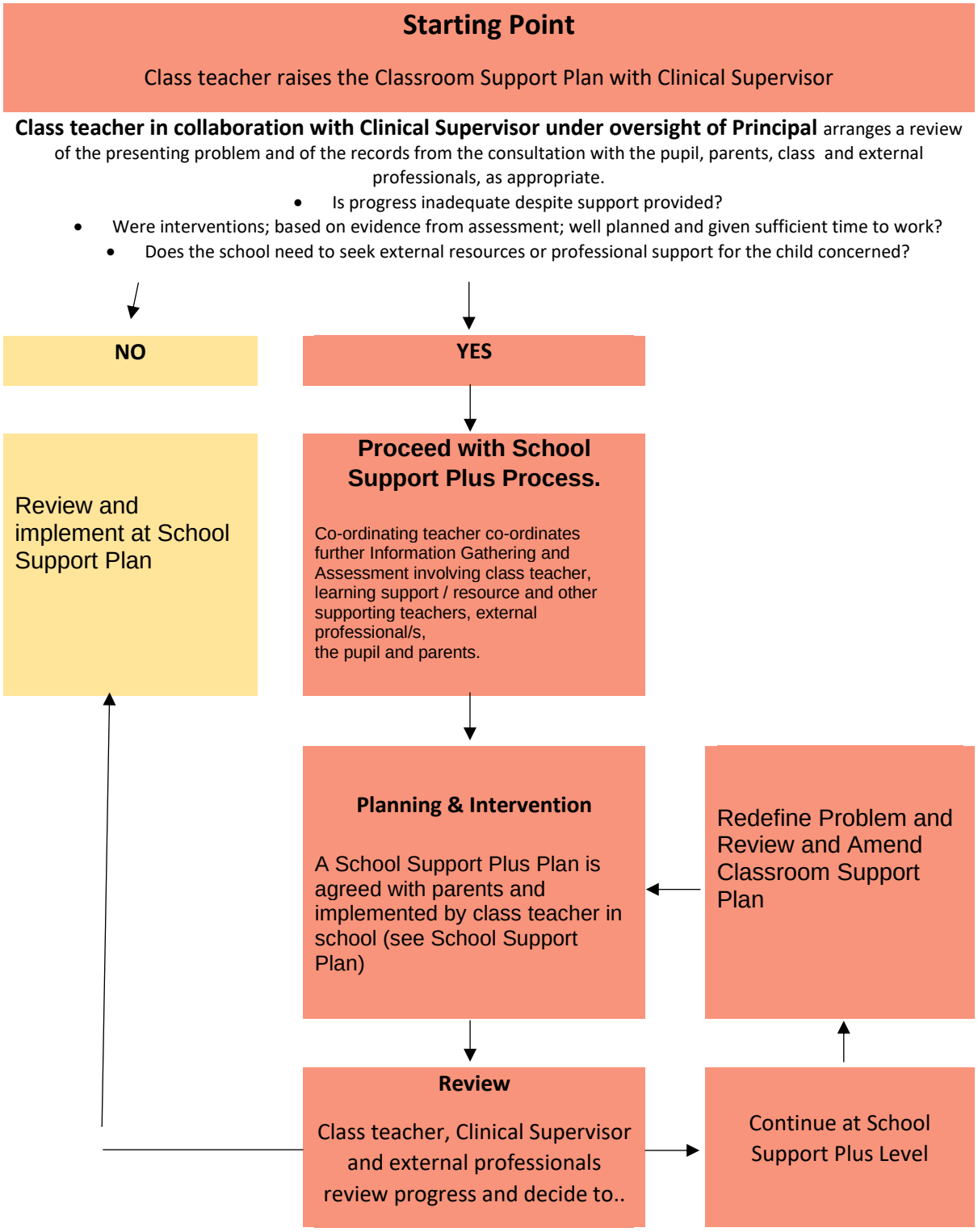
The outcomes of the review process may be:-

THE PUPIL CONTINUES TO NEED INTERVENTION AT SCHOOL SUPPORT PLUS LEVEL:	THE PUPIL NO LONGER REQUIRES INTERVENTION AT SCHOOL SUPPORT PLUS LEVEL
If the pupil s progress has been satisfactory, an updated Support Plan may be drawn up. If the Support Plan is considered to need adjustment, a new, or adapted, plan should be drawn up. If the pupil s progress remains satisfactory following review all concerned may decide to increase gradually the periods between reviews.	If the pupil s progress continues to be satisfactory all concerned may decide that the pupil no longer needs the intensive level of support being provided and would be able to cope with the greater part of classroom tasks with some additional support. In this case it may be decided that the pupil s needs may be met by having a School Support Plan in place.

Roles and responsibilities

THE CLASS TEACHER	Clinical Supervisor	PRINCIPAL	OTHER PROFESSIONALS
The class teacher contributes to assessment and planning and remains responsible for working with the pupil in the classroom and providing/ensuring classroom supports. Co-ordinating the assessment of the pupil s learning/social, emotional and behavioural difficulty and identification of special educational needs involving, as appropriate, and with parental consent, relevant external agencies in the process. Coordinating the development of the Individual Education Plan.	At School Support Plus Level the Clinical Supervisor takes on the lead responsibility for the School Support Plus process. Reviewing the outcomes of interventions detailed in the Classroom and School Support Plans. Monitoring and supporting interventions and reviewing the Individual Education Plan, working alongside the class teacher, external professionals and involving the pupil s parents. The Clinical Supervisor maintains a file containing records in relation to consent for the involvement of external professionals, the assessment process, interventions, reviews and records of earlier school and classroom support processes.	Having obtained parental consent, the principal records the initiation of the School Support Plus process. In line with best practice the principal should ensure that a file is maintained in relation to the School Support Plus Process. The Principal is responsible for Liaising with the Special Educational Needs Coordinator (SENO) as appropriate.	Other professionals such as Educational Psychologists, Speech and Language Therapists and Visiting Teachers may be involved in providing advice through a range of direct and indirect assessment approaches and in providing support to individual pupils and/or their teachers, including contributing to intervention plans for individual pupils.

Stage 3: School Support Plus Flow Chart



Ratification & Review

This policy was adopted by the Board of Management on _____

This policy and its implementation will be reviewed by the Board of Management once in every school year or as necessary in the light of new advice and legislation. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____ Date: _____
(Chairperson of Board of Management)

Signed: _____ Date: _____
(Principal)

Date of Next Review: March 2022

Appendix 1 – Classroom Evaluation – Key Performance Indicators

Classroom:		**Date:**	

Tick the appropriate column based on observation:
Strongly Agree 5 Agree 4 Unsure 3 Disagree 2 Strongly Disagree 1

Area 1 – Physical Structure	Performance Level				
	5	4	3	2	1
A. Activity Zones					
The zones of the classroom which are used for different activities are clearly distinguished and labelled with symbols and words which correspond directly to those used on the child's schedule.					
All staff use consistent language when directing the child to the classroom activities (for example – we are going to group, teacher table)					
B. General Organisation					
The classroom floor and surfaces are kept clear, only essential resources are stored in the classroom, pathways through classrooms and exits are kept clear and unobstructed throughout the day.					
All materials and resources are labelled clearly and replaced after each use.					
Visual schedules for class and pupils are kept up to date and accurate and reflect the activities that are happening at that time.					
IEP tracking folders – are kept up to date and accurate. All materials required are stored within or next to the IEP tracking folder and are replaced neatly after each use.					
C. Low Arousal Approach					
Reinforcers, edibles, interesting teaching materials are kept out of sight, in covered boxes, out of reach or in cupboards where possible.					
All visuals in the classroom are purposeful and meaningful to the child.					
Auditory distractions are kept to a minimum –eg. we use headphones for pupils using ict devices where others are working					
All language and verbal instructions used during pupil contact times is consistent across staff members and unnecessary staff conversations are kept to non-pupil contact times or are conducted when not in the presence of the pupil.					
Items which are potentially dangerous or likely to prompt disruptive behaviour are stored securely when not in use.					
D. Creating Independence					
Pupils are encouraged to operate their own visual schedules, token boards etc.					
The classroom is organised and labelled in an appropriate way in which the pupils can operate with maximum independence – visual cues for where to hang coats, place lunch boxes, tidy away their toys and find their activity zones.					
Resures are readily available in the classroom to support the use of proactive strategies (first next boards, visual schedules, token economies, timers, ensuring their communication systems are always with them, etc.) to support our pupils daily.					
Pupils have opportunities either at an independent workstation or centre table to practice tasks they have mastered and complete work independently with minimal prompting.					

Area 2 – Clear Consistent Communication	Performance Level				
	5	4	3	2	1
Roles and expectations of all team members are clearly defined, and communicated with all staff.					
Instructions and materials for running pupils' educational tasks are clearly documented in the IEP tracking Folder.					
There is a central location (staff noticeboard) where all staff information is clearly displayed.					
A schedule for staff supervision during class activities is in place and visible to all staff (this includes pupil rotation, break schedules, responsibility while in community)					
A daily schedule of activities is displayed and where known in advance changes to the general activities are communicated clearly with all staff.					
There is a clearly labelled area in the classroom where a policy folder for all staff members is available					
Regular meetings with the whole class team are held where updates are given to changes which will effect the classroom, and where staff can express concerns.					
Where behaviour support plans are put in place for a pupil there is an opportunity given by the class teacher or behaviour analyst to provide training to the whole class team on how this will be implemented.					
I have identified the following areas of strength					
I have identified the following areas for attention:					

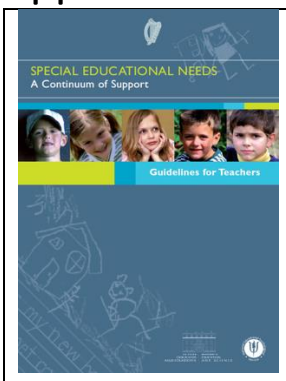
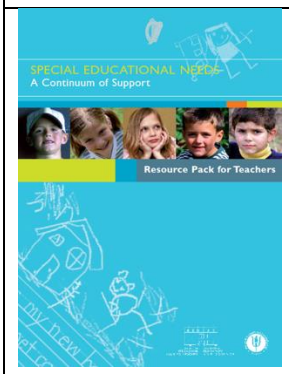
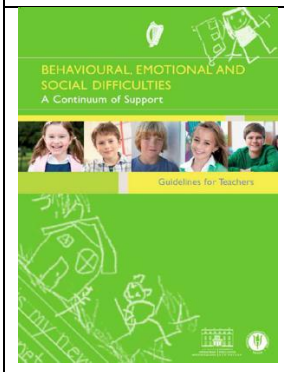
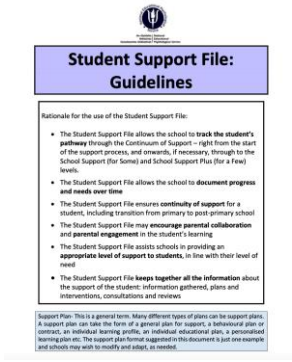
Completed by: _____

Appendix 2 Identification of Needs through the Continuum of Support Process - (Primary Guidelines, p.9-10)

Classroom Support	The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme. This is informed by: • Parental consultation • Teacher observation records • Teacher-designed measures /assessments • Basic needs checklist * • Learning environment checklist* • Pupil consultation - My Thoughts About School Checklist • Literacy and numeracy tests • Screening tests of language skills A Classroom Support plan runs for an agreed period of time and is subject to review
School Support	At this level a Support Plan is devised and informed by: • Teacher observation records • Teacher-designed measures / assessments • Parent and pupil interviews • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition. A School Support Plan operates for an agreed period of time and is subject to review
School Support Plus	This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include: • Teacher observation and teacher-designed measures • Parent and pupil interviews • Functional assessment • Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc. Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress. A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation

*These checklists are available in the Continuum of Support Guidelines for Teachers

Appendix – Further information links

	Primary and Special Schools Special Educational Needs: A Continuum of Support: Guidelines for Teachers http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf
	Primary and Special Schools Special Educational Needs: A Continuum of Support: Resource Pack for Teachers http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_resource_pack.pdf
	Primary and Special Schools Behavioural, Emotional & Social Difficulties: A Continuum of Support – Guidelines for Teachers http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_besd_continuum_teacher_guide.pdf For a leaflet outlining how to support children in primary schools: http://www.education.ie/en/Schools-Colleges/Information/Resources-Guidance/sped_guidelines_pupils_difficulties_p.pdf
	Primary and Special Schools Student Support File Guidelines https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Student-Support-File-Guidelines.pdf