



SPECIAL EDUCATIONAL NEEDS

A Continuum of Support



Guidelines for Teachers



AN RINN OIDEACHAIS AGUS EOLAÍOCHTA | DEPARTMENT OF EDUCATION AND SCIENCE





Contents

FOREWORD BY DIRECTOR	1
INTRODUCTION	2
THE SCHOOL CONTEXT - MEETING THE NEEDS OF ALL PUPILS	3
THE CONTINUUM OF SUPPORT - OVERVIEW	6
CLASSROOM SUPPORT	11
CASE STUDY - TOM	17
SCHOOL SUPPORT	21
CASE STUDY - MARY	27
SCHOOL SUPPORT PLUS	31
CASE STUDY - SALAH	37
CASE STUDY - MELANIE	41



Foreword by the Director

The development of inclusive school environments for pupils with special educational needs has been an important aspect of Department of Education and Science policy over the past decade. Significant increases in the number of teachers and special needs assistants have been made in order to support schools in including these pupils. The valuable role of Learning Support/Resource Teachers is acknowledged. However, the Department also recognises that the central role of the class teacher in identifying and planning for the needs of all pupils is essential to the effective inclusion of pupils with special educational needs.



All children are unique and special educational needs can occur on a continuum from mild to severe and from transitory to enduring. Therefore, a graduated approach to identification and programme planning is recommended. This approach has formed the basis for the three-stage approach to assessment and intervention described in the NEPS Model of Service leaflet and in the Department's recent special education circulars. Psychologists in NEPS work to support schools in developing this approach to assessment and intervention.

These guidelines present a continuum of assessment and intervention processes which acknowledges the central role of the class teacher supported as appropriate by the school's special education personnel and by agencies external to the school. The term "continuum" has been used to reflect the fact that individual special educational needs may occur anywhere along a continuum. The level of intervention and support provided in school should, therefore, be matched to those needs and their changing nature over time.

These Guidelines have been designed to assist teachers in primary schools to identify needs and to develop and evaluate interventions to meet those needs. The accompanying Resource Pack is intended to provide practical advice and photocopiable templates for teachers to use or adapt for their own use in supporting pupils in their classroom and school.

The Guidelines take account of international practice as well as of best practice in this country. They are intended to complement the Learning Support Guidelines (2000) and to be used in conjunction with the Guidelines on the Individual Education Plan Process (NCSE 2006). I am grateful for the feedback received from those consulted, including teachers, principals, the Irish National Teachers Organisation, the Inspectorate in the Department, the Special Education Support Service, the Primary Curriculum Support Service, the National Council for Curriculum and Assessment, the National Council for Special Education and staff from St. Patrick's College of Education.

I hope that these Guidelines and Resource Pack are of practical use to teachers and that they become working templates for regular use and adaptation in the evolving context of the education of pupils with special educational needs in Irish schools.

Paddy O Dwyer
Director, NEPS



Introduction

The focus of the guidelines is on the process schools and teachers may use to identify and cater for the special educational needs of individual pupils in proportion to the impact of those needs on their learning and socialisation. The process moves from simple classroom based interventions to more specialised and individualised interventions.

The continuum of support described in these guidelines encompasses a graduated problem solving model of assessment and intervention in schools comprised of three distinct school based processes which are summarized below:

Classroom Support is an intervention process coordinated by the class teacher and carried out within the regular classroom.

School Support is an assessment and intervention process which is usually co-ordinated by the learning support / resource teacher working alongside the class teacher. Interventions at this stage will be additional to those provided through classroom support.

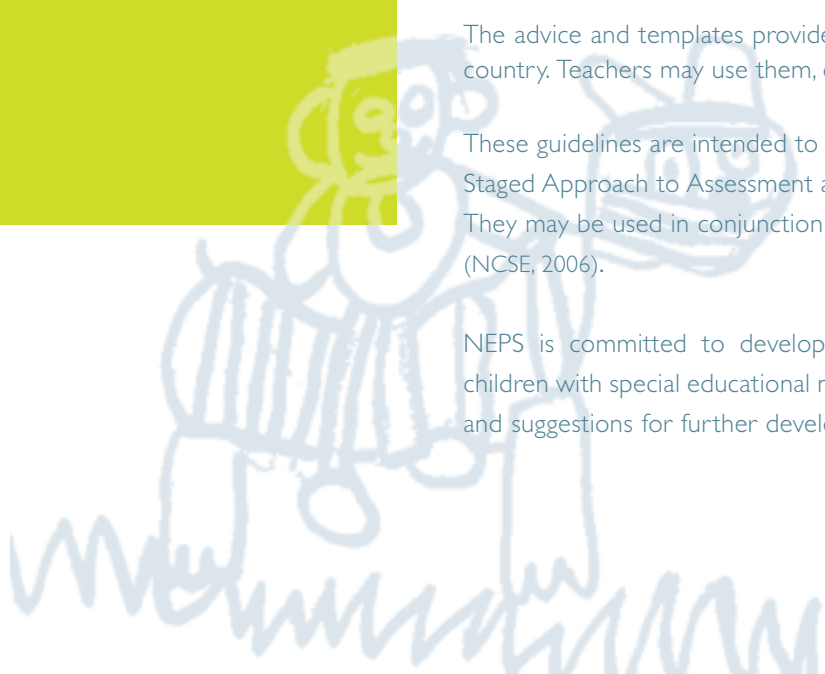
School Support Plus is generally characterised by the school requesting the involvement of relevant external services in more detailed assessment and development of intervention programmes. This level of intervention is for children with complex and/or enduring needs and whose progress is considered inadequate despite carefully planned interventions at the previous levels.

The model of assessment and intervention outlined here is underpinned by the recognition that special educational needs occur along a continuum from mild to severe and from transient to long term.

The advice and templates provided build on good practice already in evidence throughout the country. Teachers may use them, or adapt them for use, in ways that suit their current context.

These guidelines are intended to compliment the Learning Support Guidelines (2000) and the Staged Approach to Assessment and Intervention outlined in Special Education Circular 02/05. They may be used in conjunction with the Guidelines on the Individual Education Plan Process (NCSE, 2006).

NEPS is committed to developing best practice in relation to meeting the needs of all children with special educational needs and to supporting teachers. We welcome your feedback and suggestions for further developments.





The School Context - Meeting the needs of all pupils

Whole School Approaches

All pupils have needs including the need to feel a sense of belonging, the need to feel safe, the need to communicate and to be communicated with and the need to be respected and valued. In meeting these needs, teachers need to view their pupils as learning not only within their classroom setting but also within the context of the ethos and culture of the school. It is important, therefore, to be mindful of how the culture, ethos and learning environment of the school demonstrates to each pupil that he/she is respected and valued. How the school promotes the moral, social, emotional, cultural, intellectual and physical development of all learners is central to the development of an inclusive ethos.

The teacher also needs to place their classroom and school within the wider context of the pupils' lives. The complex physiological, social and emotional needs children bring to school should be considered in addition to their learning needs within school. A useful model (and an example of how it can be used) for considering the basic needs of pupils can be found in the Resource Pack.

Creating a Positive Learning Environment within the Classroom

Teachers continually make adjustments in their classrooms to ensure the best possible learning outcomes for pupils. They vary classroom seating, activities and task instructions. In considering the needs of all pupils, teachers need to be aware of classroom organisation, teaching and learning styles. Therefore teachers may want to reflect on aspects of the learning environment that may need to be changed in order to bring about improved learning for the pupils. Using checklists can be a means of doing this more comprehensively and reflectively.

See the Resource Pack for an illustrative case study and a sample Learning Environment Checklist

Differentiation

Mainstream class teachers cater for pupils with a wide range of abilities and needs who have a diverse range of personal/home experiences. Pupils vary in their learning rates and styles. Differentiation is about matching teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in a mainstream class. In other words, different teaching methods and approaches work with different pupils. Differentiation is an important means by which a teacher can show each pupil that they are respected and valued.

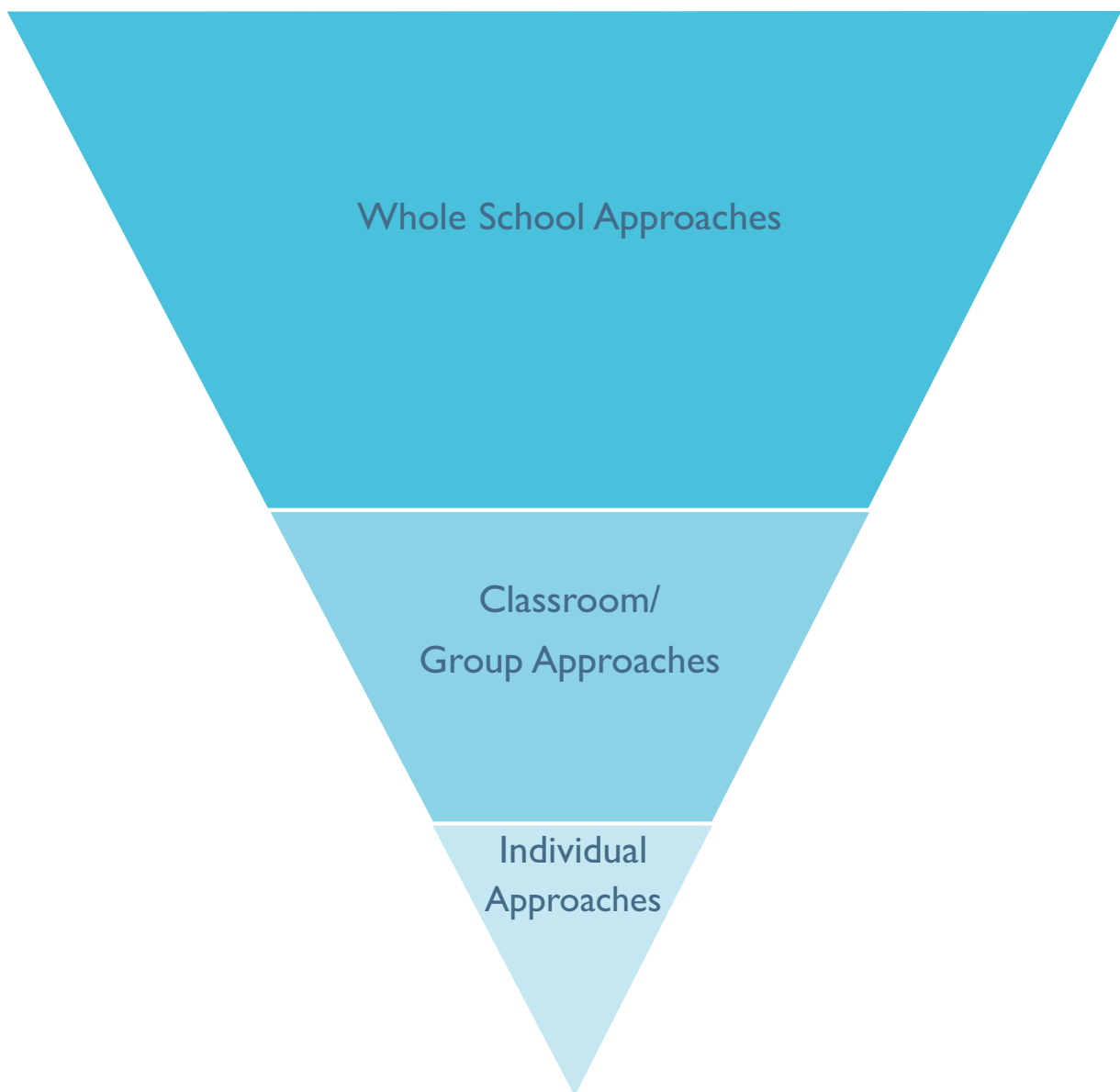
The needs of the majority of pupils within a mainstream class can be met by differentiating teaching approaches for that class.

Appendix I of these guidelines provides an explanation of differentiation and outlines types and examples of differentiation within the classroom.

Section I of the NCCA Guidelines for Teachers of Students with General Learning Disabilities also outlines the process of differentiation (reference www.ncca.ie)

Pupils requiring a more individualised approach

Some pupils within a mainstream class will have distinct or individual special educational needs. In meeting the needs of these pupils teachers typically consider alternative strategies within the classroom and provide a more individualised approach. A smaller number of pupils have special educational needs that require support from other teachers within the school community learning support/resource, resource teachers and other supporting teachers and/or from professionals outside the school community in addition to the support provided by their class teacher. These guidelines are intended to aid teachers in supporting these pupils.

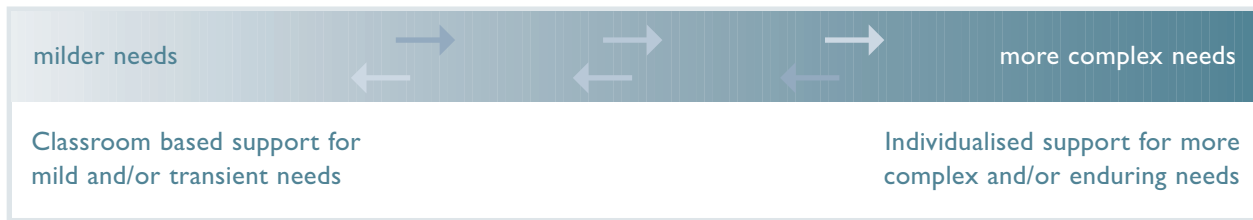


A small % of pupils require an individual approach from the class teacher, from support teachers and from outside professionals depending on the needs of the pupil.



Rationale for a Continuum of Support for meeting individual needs:

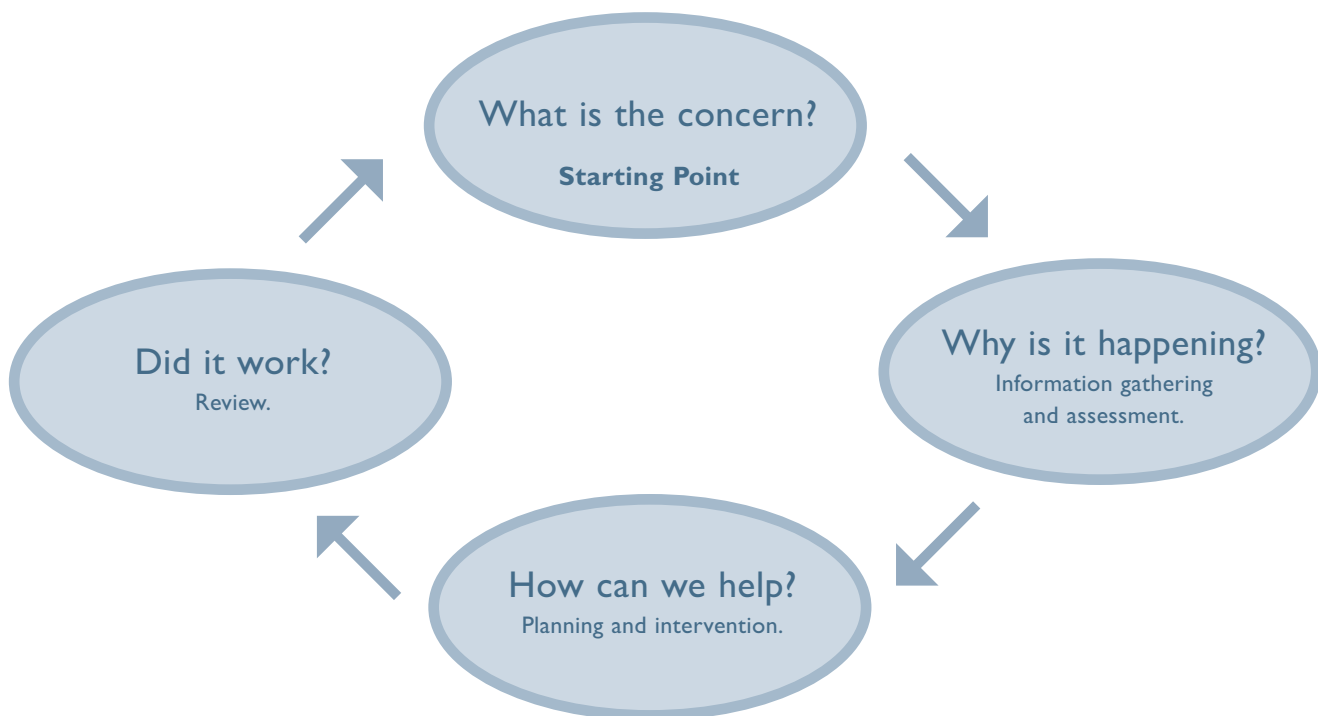
The needs of pupils with special educational needs can best be considered in terms of a continuum and therefore support given is also on the basis of a continuum.



The term support in these guidelines 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. However, the same thematic questions should guide the thinking and action process at each level of support:

- What is the concern?
- Why is it happening?
- How can we help?
- Did it work?

This diagram demonstrates how intensity of support correlates with intensity of resource allocation.



This problem-solving process is, therefore, one of assessment, intervention and review.

The Continuum of Support

CLASSROOM SUPPORT

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.

Problem solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

A pupil receiving support within their classroom would be considered to be at stage 1 in terms of the "Staged Approach to Assessment, Identification and Programme Planning"

(DES Special Education Circular 02/05)

SCHOOL SUPPORT

In some cases interventions at classroom support level are not enough to fully meet the pupil's special educational needs. School Support may, therefore, be required. The class teacher needs to involve the learning support/resource teachers in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan or an Individual Pupil Learning Profile (IPLP).

A pupil receiving mostly group support or occasional individual support in addition to classroom support would be considered to be at stage 2 in terms of the "Staged Approach to Assessment Identification and Programme Planning"

(DES Special Education Circular 02/05)

SCHOOL SUPPORT PLUS

If a pupil's special educational needs are severe and/or persistent, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will continue to be an important element of his/her individual education plan.

A pupil receiving more intensive teaching support including more focused small group work or individual teaching is considered to be at stage 3 in terms of the "Staged Approach to Assessment Identification and Programme Planning"

(DES Special Education Circular 02/05)

colour coding throughout report

■ CLASSROOM SUPPORT

■ SCHOOL SUPPORT

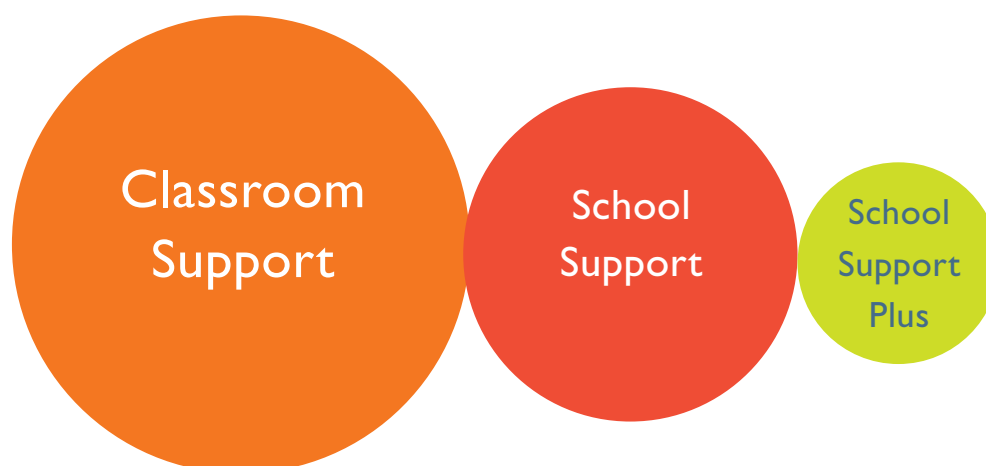
■ SCHOOL SUPPORT PLUS



While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school. However it may also apply for some pupils following an event which impacts significantly on them in school.



Schools will organise the use of resources depending on the level of needs



NEPS Psychologists have a role in developing schools' capacity to meet pupils' needs at each level.

THE NEPS PSYCHOLOGIST'S SUPPORT FOR THE PROCESS

NEPS psychologists can support schools in developing whole school approaches as well as strategies suited to individual classes/groups of pupils. They will normally be involved in a consultative and advisory capacity with pupils receiving **Classroom Support** and **School Support** and will be more likely to engage in direct work with the pupil, parents and teachers of pupils who are receiving support at **School Support Plus** level.

ORGANISATION OF RESOURCES TO SUPPORT THE CONTINUUM OF NEED

Meeting the needs of individual pupils with special educational needs is often related to the organisation of the resources available within the school. Appendix 2 - outlines the relation between the Continuum of Support and the organisation of resources allocated to the school on the basis of both the General Allocation and those allocated for individual pupils by the NCSE.



Continuum of Support Process

Each level of support should be viewed as a problem solving process which includes the following

The Process

- A The Starting Point
- B Information Gathering and Assessment
- C Planning and Intervention
- D Review

Roles and responsibilities

Case study



Classroom Support



Classroom Support



Classroom Support involves a problem solving process which focuses on identifying and addressing the special educational needs of individual pupils who require approaches to learning and/or behaviour within the classroom which are additional to or different from those required by other pupils. The class teacher has responsibility for interventions at this level.

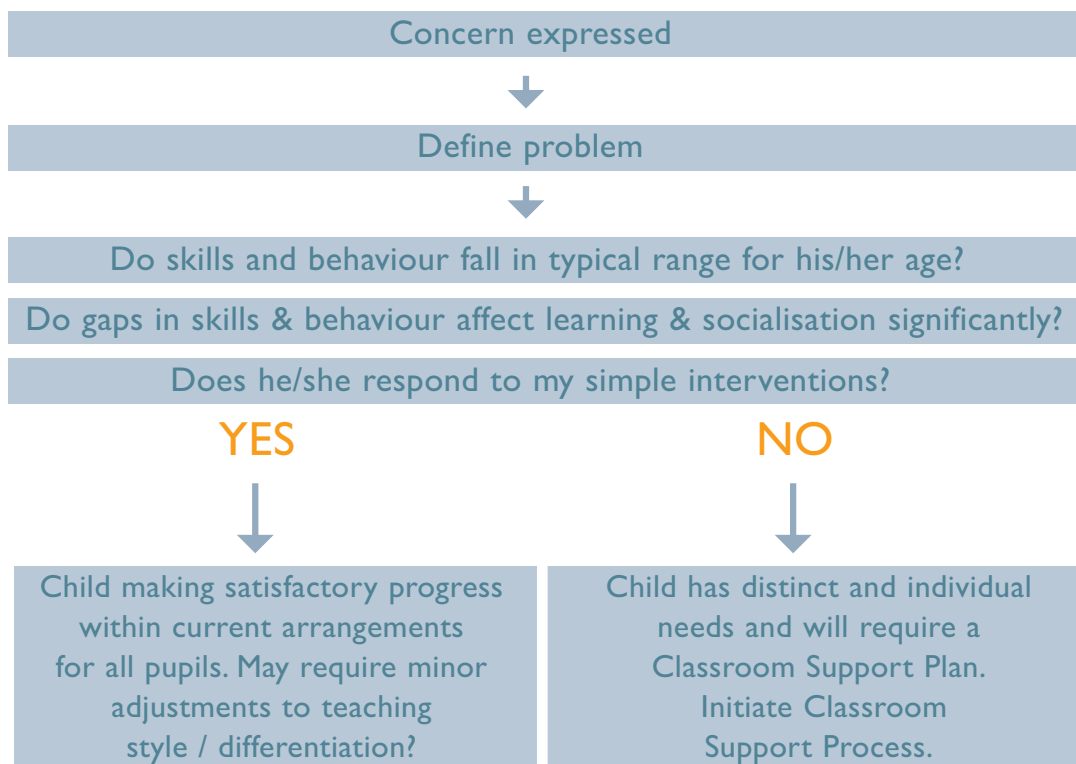
The Process

A 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. These difficulties may also be identified by the class teacher through observation, classroom screening and/or assessment procedures. Sometimes parents approach the class teacher with concerns about their child's progress. Regardless of the source of the concern it may be useful to consider the following questions before deciding to initiate the Classroom Support process:

- Do the pupil's skills and behaviour fall within the range considered typical for his/her age group?
- To what extent do any gaps in skills and behaviour affect the pupil's learning and socialisation?
- How is the pupil responding to simple interventions (adjustments to teaching style, differentiation) already in place?

As was noted in the introduction, teachers teach in varying ways in order to meet the wide range of needs within their classroom. For example, they may sometimes use visual approaches to help those who find listening difficult or use group work to help those who learn best when watching or working with others. On the basis of the answers to the above questions the teacher may decide that some adjustments to teaching style and differentiation within the classroom setting may be sufficient to meet the pupils needs. Alternately a decision may be made to initiate the Classroom Support process.





B 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

- Survey of the learning environment (See the Resource Pack for a sample Learning Environment Checklist)
- Samples of work
- Observations of the pupil's learning and behaviour
- Results from screening tests or other test results or profiles

FROM THE PUPIL

- 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

See the Resource Pack (pg 11), for a sample interview schedule

FROM THE PARENTS

- 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

FROM OTHER SOURCES

- Information from other schools, preschools and programmes attended
- Information available within the school from health or social services

A blank Classroom Support Checklist is included in the Resource Pack, (pg 12).

This checklist can be used to help teachers gather appropriate information about an individual pupil at this stage of the process.

C Planning and Intervention

Following an initial assessment of the pupil's needs, the teacher will meet the pupil's parents. 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. The plan may also include home-based actions to be taken by the pupil's parents to support their child's development.

Such meetings with parents may be informal, may be held within already existing structures, such as parent-teacher meetings, or may be additional to them.

ACTIONS MAY INCLUDE

- specific classroom /yard management strategies to be used
- use of individualised teaching methodologies and/or curriculum delivery
- a focus on the individual needs of the pupil within whole class interventions e.g. Circle Time or small group activities

The Classroom Support Plan should include a review date. This could be at the end of a school term. For example; the timing of the review should take into account the nature of the proposed interventions, the time needed to implement them and the period after which it might reasonably be expected that a positive change would have occurred.

For the classroom teacher, the basic components at this level are essentially

- Informing the parents and principal of concerns about a pupil
- Developing an individual approach to learning and/or behaviour which may include adapting the learning environment and/or further differentiating the curriculum.
- Monitoring the pupil's response over time, and involving the pupil and the parents in this
- Keeping a simple written record of what has been done (e.g. Classroom Support Plan).

A blank Classroom Support Plan is included in the Resource Pack, (pg16) with a space for review notes.



D 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:-

THE PUPIL CONTINUES TO HAVE A CLASSROOM SUPPORT PLAN

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.

THE PUPIL NO LONGER REQUIRES A CLASSROOM SUPPORT PLAN.

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.

SCHOOL SUPPORT IS INITIATED

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

THE CLASS TEACHER

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 learning support / resource teacher in the school and will 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.

SUPPORTING TEACHERS

The role of the learning support/resource teacher (and/or other supporting teachers, where available) 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 and, where appropriate, home based interventions for the pupil.

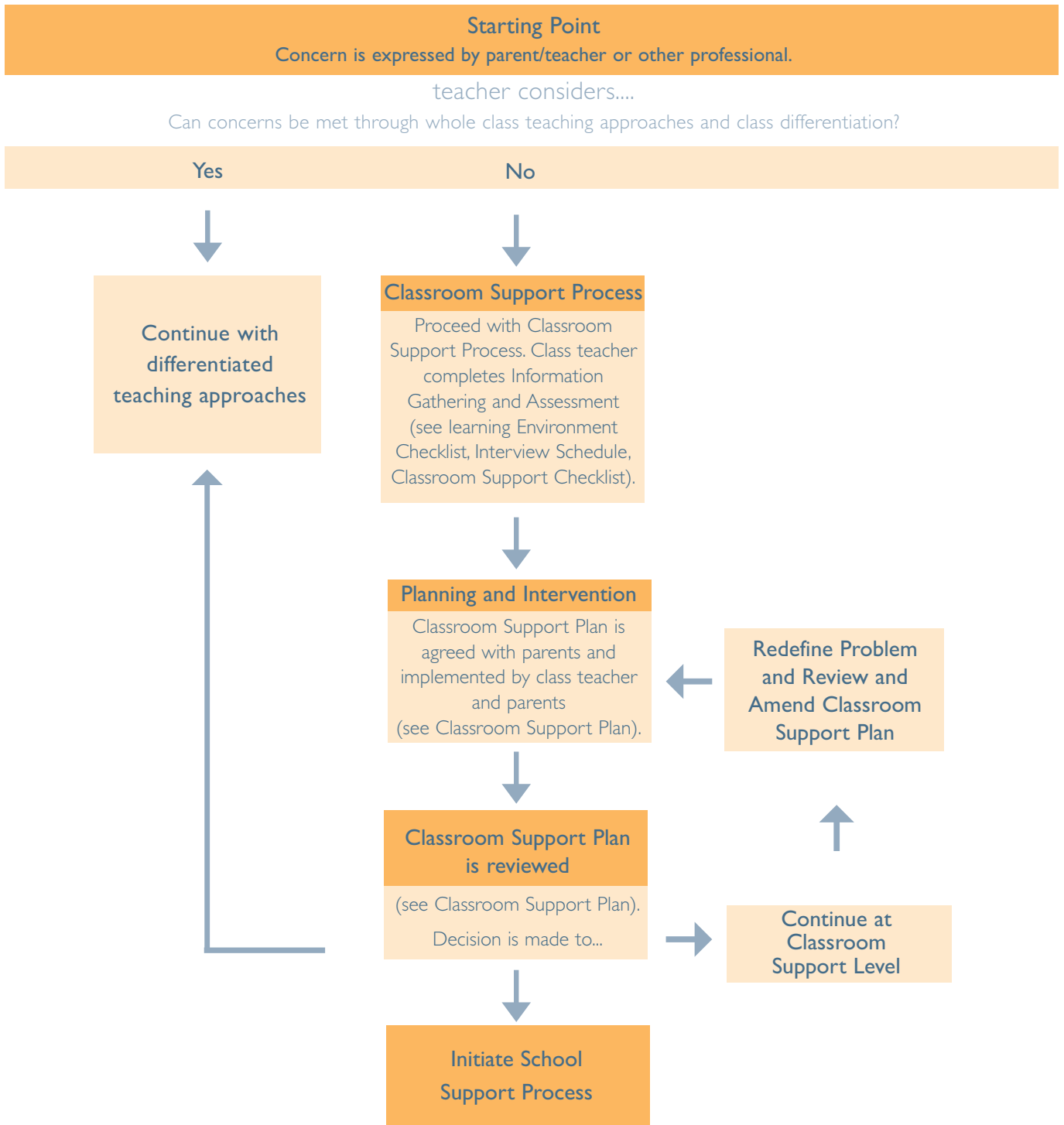
THE PRINCIPAL

The principal's role is to note, in line with the school's SEN policy, the fact that a Classroom Support process is being put in place.

OTHER PROFESSIONALS

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 early difficulties. In addition, work on the development of whole school policies, practices 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 .

Classroom Support Process



While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school. However it may also apply for some pupils following an event which impacts significantly on them in school.



Case Study - Tom

Classroom Support

The case study of Tom may help further illustrate the process and the use of some of the documents mentioned previously.



PUPILS NAME Tom Dempsey | DOB xx/xx/xx | CLASS Junior Infants

Tom is in Junior Infants. He is described by his class teacher as inattentive. He talks to other pupils when they are working. He does not look at his teacher when she is talking and does not raise his hand to answer questions or contribute to any class discussion. He has difficulty following basic directions on a one to one basis and when instructions are given to the whole class.

Classroom Support Checklist

PUPILS NAME Tom Dempsey

DOB xx/xx/xx

CLASS Junior Infants

DATE November 2006

GENERAL INFORMATION	CHECKED (YES/NO)	COMMENTS
Parents consulted	yes	Grommets inserted at 3 years. Attended speech and language therapist before attending school. Date unknown
Information from previous school/preschool gathered	yes	None
Hearing	yes	Difficulties in past. Late to speak. Had grommets inserted. Monitored at hospital
Vision	yes	Fine. Neither parent nor teacher report concerns
Medical Needs	yes	N/A
Basic Needs checklist completed	no	N/A
Assessment of learning- screening,	yes	Locke and Beech 'Teach talking' checklist BIAP., completed.
Observation of learning style/ approach to learning	yes	Listening poor. Seems to watch and copy others. Doesn't contribute in class. Misunderstands directions (and therefore tasks) but does not ask teacher to clarify
Observation of behaviour	yes	Little interaction with others but appears happy in class and yard
Interview with pupil	no	Has told mother that he likes PE day and he likes to sit next to AP
Classroom work differentiated	yes	Visual cues used. Instructions repeated to him on one to one basis.
Learning environment adapted	yes	Moved him to front of class facing teacher
Yard/school environments adapted	no	N/A
Informal consultation with outside professionals	no	Parents to request information from speech and language therapist.
2 ACTION NEEDED	yes	Classroom Support Plan
3 ACTIONS AGREED WITH PARENTS AND RELEVANT STAFF	yes	Classroom Support Plan agreed



Classroom Support Plan

OUR CONCERNS ARE	REVIEW - DATE & COMMENTS
<ul style="list-style-type: none"> - Tom has difficulty following directions - Tom is reluctant to speak in class 	
WE THINK IT MAY BE HAPPENING BECAUSE	
<p>Tom doesn't understand some of what teacher is saying</p> <p>Tom doesn't realise teacher is speaking to him as well the rest of the group</p>	
SOME STRATEGIES WHICH MAY WORK ARE	
<p>Speaking slowly, calling name, using visual cues</p> <p>Use of home-school scrapbook with pictures to stimulate discussion and understanding of wh questions and categories of words e.g where is...?, what do we do with...?, clothes, school things etc 06/02/06</p> <p>Tom to prepare an item of news to tell to the class during newstime every Monday morning (with parents, on the way to school).</p>	<p>Tom has grown in confidence and contributes well to class discussions. He has enjoyed the scrapbook and likes to tell his news.</p> <p>06/02/07</p>
WE WILL KNOW THINGS HAVE IMPROVED WHEN?	
<p>Tom follows routine classroom directions most of time without repetition. Tom contributes one item of news to class discussions following cue from teacher each day or whenever.</p>	<p>Tom still needs individual guidance. 06/02/07</p>
WE WILL REVIEW (date, time and convenor)	
<p>Ms Shaw to plan review in February 2007.</p>	

Signed: Teacher Anne Shaw

Parents Sarah Dempsey

FIRST REVIEW DATE February 07

Attending Sarah Dempsey and Ms Shaw

Tom is happy sitting with Red group. Sarah reports that both herself and Paul are very happy with Tom's progress and feel his difficulties are resolving. Sarah brought a speech and language therapy report to school. It noted mild difficulties and did not recommend therapy, but noted that Tom may be overwhelmed in new situations.

It was agreed to continue above interventions, but also encourage peers at red table to act as 'listening buddies'. Ms Shaw will praise Tom for listening and send occasional note home to celebrate success.

Continue at Classroom Support Level. Review in June 07.

SECOND REVIEW DATE June 07



School Support



School Support



School Support involves a more intensive problem solving process, building on information gathered and interventions carried out under Classroom Support. While the class teacher retains overall responsibility for the pupil's learning, the learning support / resource teachers will be involved at this stage. The co-ordinating role may be taken by the class teacher, where appropriate, or by one of the supporting teachers. He/she will generally take the lead in problem solving and in coordinating further assessment, intervention and review in consultation with the pupil, other staff and parents.

The Process

A Starting Point

During the review of a pupil's Classroom Support Plan the decision may be made by the class teacher, principal 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.

B 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

- Information gathered from the classroom teacher including the Classroom Support Checklist, Plans and Reviews
- Results from screening tests or other test results.

FROM INDIVIDUAL ASSESSMENTS CARRIED OUT BY LEARNING SUPPORT / RESOURCE AND CLASS TEACHERS -

may include any, or all, of the following

- Results of standardised attainments tests/diagnostic assessments/criterion referenced assessments
- Observation of learning style
- Observation of pupil's behaviour in the classroom and in informal settings such as the school yard

FROM THE PARENTS

- Current information on the pupil's health and development, including any medical assessments
- Information on and perceptions of the pupil's 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

FROM THE PUPIL

- Personal perception of any difficulty (in an age appropriate way)
- Views about what currently helps
- Additional actions which they the pupil feels may help

FROM OTHER SOURCES

- 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

A blank School Support Checklist is included in the Resource Pack (pg17).



C Planning and Intervention

Following information gathering and assessment, the teacher, will meet the pupil's parents. A School Support Plan will be drawn up 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. The plan should for the most part be implemented within the normal classroom setting and complimented by focused school based intervention programmes. Home based actions may also be included.

The School Support Plan could include

- A description of the pupil's learning/social, emotional and behavioural strengths and difficulties
- Targets to be achieved within a given time frame
- Actions to support the pupil in achieving those targets: (within class and within school)
 - Specific individual programmes
 - Group and paired work (including e.g. paired reading, buddy systems, mentoring programme)
- Materials / equipment needed
- Staff involved in implementing each aspect of the plan
- Additional provision and frequency of this support
- Any modifications to work schedules/timetable
- Parental involvement and support at home, agreed with the parents
- Medical, speech and language therapy etc
- Monitoring arrangements
- Review date

Essentially School Support level involves all the components from the Classroom Support Level plus additional support and / or focussed teaching time. (eg. from the learning support / resource teacher)

- Depending on the nature of the needs and on the school context, the additional teaching might be within a small group or individual or a combination of both either in class or on a withdrawal basis.
- The School Support process is co-ordinated by the class or learning support / resource teacher and recorded using the School Support Plan. Teachers already familiar with the Individual Pupil Learning Profile (IPLP) from the Learning Support Guidelines may wish to use this as an alternative.

Two sample blank School Support Plans are included in the Resource Pack (pgs20&21).

After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken. This will enable teachers to fine-tune programmes and methods and to provide information for the review process. Teachers should modify and adapt the interventions, depending on the pupil's response and rate of progress. This is essentially an action research approach.

D The Review Process

The co-ordinating teacher will arrange a review meeting, between the teacher/s and 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
- Additional information or advice arising from observation of the pupil's response to the teaching and management strategies, which may inform future planning
- Agreed next steps

The outcomes of the review process may be

THE PUPIL CONTINUES TO HAVE A SCHOOL SUPPORT PLAN

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.

INTERVENTION FOR THE PUPIL REVERTS TO THE CLASSROOM WITH A CLASSROOM SUPPORT PLAN

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.

THE SCHOOL SUPPORT PLUS PROCESS IS INITIATED

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 (see page 33 Starting Point).

A blank Review Record is included in the Resource Pack (pg22).



Roles and Responsibilities

THE CLASS TEACHER

The class teacher consults with the supporting teacher/s, principal and pupil's parents about initiating the School 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 ACTING AS CO-ORDINATOR FOR THE SCHOOL SUPPORT PLAN

All involved in the process agree on who is best placed to take on this role. The coordinating teacher then 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 coordinating teacher may seek additional information or advice from other professionals to supplement information from the Classroom Support Level. He or she should continue to maintain a record of relevant information which would provide a basis for more detailed problem solving if required at School Support Plus level. This role can be filled by a class teacher or supporting teacher.

SUPPORTING TEACHERS

The learning support / resource teacher will usually be involved in the problem solving process or in providing additional support to the pupil. In some schools there may be more than one supporting teacher involved as appropriate to the presenting problem. (eg. language support teacher; home school liaison teacher or support teacher).

THE PRINCIPAL

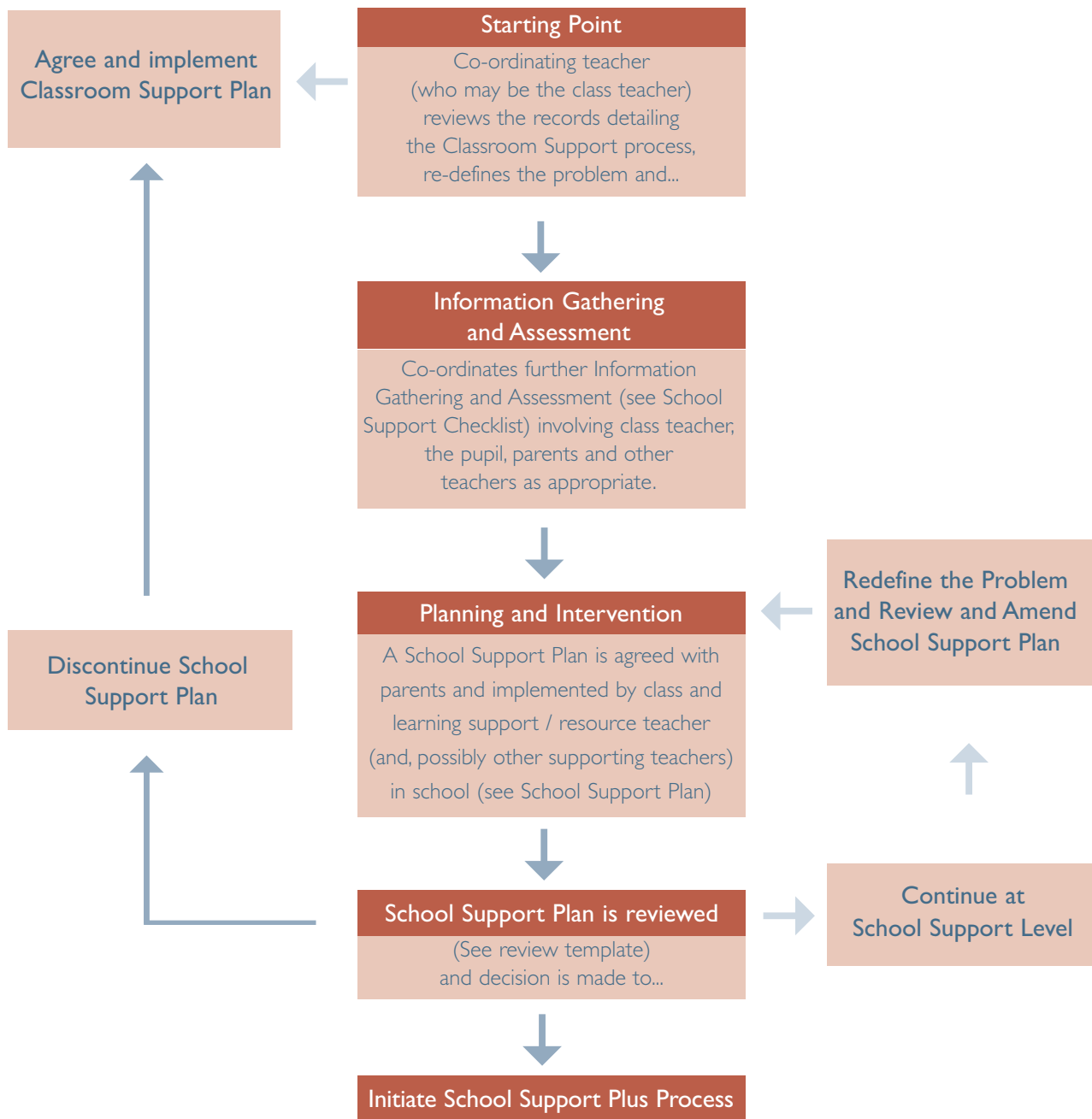
Having obtained parental consent, the principal records the decision to implement a School Support Plan. A file should be maintained containing records in relation to assessment, intervention and reviews (from both the classroom support and school support levels).

OTHER PROFESSIONALS

Other professionals such as Educational Psychologists, Clinical Psychologists, Speech 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.

Advice on the development of whole school policies, practice and initiatives in relation to the provision and development of intensive early intervention programmes for pupils with similar needs can be also be initiated and/or supported by external professionals and agencies.

School Support Process



While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school, however it may also apply for some pupils following an event which impacts significantly on them in school.

Case Study - Mary

School Support Plan

The case study of Mary may help further illustrate the process and the use of some of the documents mentioned previously.



PUPILS NAME Mary | DOB xx/xx/xx | CLASS Second class

Case study - Mary

Mary is in 2nd class. She has had a Classroom Support Plan since the start of 1st class. Her class teacher, Ms Baker, reports that, despite the differentiated approaches adopted within the classroom setting, Mary's progress is less than expected. Ms Baker describes Mary's reading as hesitant. She describes her written work as disorganised, with poor handwriting and spelling. Ms Baker believes Mary's ability appears to be in line with that of her peers in the class, despite her literacy difficulties. She describes Mary as being articulate and as performing well in Maths and on tasks that do not require literacy skills. Mary is beginning to become disruptive in class, talking to other pupils and becoming restless. She has difficulty completing written work. Recently she has thrown her work in the bin without showing it to Ms Baker.

Ms Baker decides to talk to Ms Gallagher, the learning support / resource teacher regarding her ongoing concerns for Mary. Following discussion they agree to gather further information and complete an individual assessment with Mary. Ms Baker observes Mary's behaviour in school and also uses 'My thoughts about school' interview schedule to gain some insight into how Mary views her difficulties. She carries out some standardised tests of literacy with her. Ms Gallagher uses the Non Reading Intelligence Test (NRIT) to assess Mary's general ability. She also gets Mary to do some free writing work to assess her written expression skills and completes diagnostic tests of literacy, including spelling.

A meeting is arranged for both teachers with Mary's parents. Mary's parents have also noted a change in Mary's behaviour at home. She is refusing to do homework and will not read aloud in front of her siblings. They feel she has become very self-conscious about difficulties in school.

Based on the information shared it is decided that Mary will receive additional literacy support with Ms Gallagher on a daily basis. A school support plan is agreed and put in place.

School Support Checklist

PUPILS NAME **Mary** | DOB **xx/xx/xx** | CLASS **2nd class**

I GENERAL INFORMATION	CHECKED (YES/NO)	COMMENTS
Parents/Guardians consulted and involved	yes	Homework club agreed.
Hearing	yes	Fine.
Vision	yes	Fine.
Medical Needs	yes	None.
Assessment of learning – Written attainments tested, checklists and diagnostic tests administered	yes	NARA II: Reading Accuracy = 7th percentile Drumcondra spelling test = 5th percentile. NRIT average range. Written work weak.
Observation of learning style/approaches to learning	yes	Little confidence with literacy work. Avoiding written work. Works slowly and Rarely checks her work.
Observation of pupil, if appropriate	yes	More restless during literacy work. Performs well during oral discussions and maths. Sometimes appears unhappy in class. No difficulties in yard. Has friends.
Interview with pupil	yes	Reports reading and spelling hard. Likes to work with Ms Gallagher. Embarrassed by difficulties. Reported feeling 'stupid'
Learning environment adapted	yes	More opportunities now being provided for a variety of responses oral/practical/diagrams in general subject areas.
Yard/other environment adapted	yes	None
Informal or formal consultation/advice with outside professionals	no	None. Consultation with NEPS psychologist planned, if required, following review.
Involvement from support teacher or other school staff	yes	Support teacher involved in information gathering and assessment.
Other interventions in school put in place	yes	Homework club.
2 ACTION NEEDED	yes	School Support Plan
3 ACTION AGREED WITH PARENTS AND RELEVANT STAFF	yes	Date set for review

Further information, work samples, reports and the classroom support plan should be attached.



School Support Plan

PUPILS NAME **Mary** | CLASS **2nd class** | START DATE **12/01/07** | CO-ORDINATING TEACHER **Mrs Gallagher**
 Learning Support Teacher
 REVIEW DATE **27/04/07** |

Pupil's strengths and interests:

Mary enjoys PE and sports. She is good at maths and oral work.

Priority concerns:

Mary's handwriting is poor, her written work disorganised and spelling weak. She is beginning to become disruptive in class. She is becoming talkative and has difficulty completing written work. Recently she has thrown work in the bin without showing it to the teacher.

We want to achieve (targets):

*To spell 40 words from the frequently used spelling list.
 To organise stories with a clear, beginning, middle and end.
 Will complete and hand up written work.*

Strategies we will use are:

Spelling - Four words to be targeted weekly. Use a Simultaneous Oral Spelling approach. Words to be used in sentences. Fun games and exercises used e.g. fishing games, snap, bingo etc. Mary to keep record of progress. Written work - Teach Mary to use a simple template to organise her stories (eg. who? where? what?). Behaviour - Star chart for completing and handing up work.

Staff involved and resources needed are:

*Ms Gallagher will work on spelling and written work with Mary 3 times per week.
 Ms Gallagher will work with the class teacher on creative writing once a week.
 Ms Baker will give Mary a reward when she has 10 stars.*

We measure progress and success by:

Mary will spell 3/4 words correctly each week when words are selected randomly from the list in week seven of the term. Mary has achieved her star chart goal at least once a week. Mary takes part in creative writing activities and will be able to write a short piece of narrative writing with a clear beginning, middle and end. Mary will read and write 75% of her target words.

We will review (date, time and convenor)

Ms Gallagher will convene a meeting on the 27/4/07 at 2.00

Signed: Teacher/s Fiona Gallagher M. Baker
 Parents John Collins Catherine Collins

Review Record

PUPILS NAME *Mary* | CLASS *Second Class* | DOB *xx/xx/xx* | DATE *27/04/07*

PRESENT AT REVIEW *Mr McGrath & Ms Malone (parents). Ms Baker (class teacher).
Ms Gallagher (Learning Support Teacher)*

Review Record

WHAT HAS BEEN MOST SUCCESSFUL AND WHY?

Mary is using her template for story writing without prompting. She is very interested in story content. She also responded to the star chart and now enjoys getting feedback on her work.

WHAT HAS BEEN LEAST SUCCESSFUL AND WHY?

Mary does well on the weekly spelling test, but doesn't apply this learning during creative writing sessions.

WHAT ARE THE PUPIL'S CURRENT NEEDS?

Mary still has considerable difficulty producing written work. Her free writing contains frequent spelling errors.

WHAT ACTIONS ARE RECOMMENDED?

Continue with supports currently in place. Ms. Gallagher will help Mary to compile a personal spelling note book and to use computer programmes to expand her spelling ability. Ms. Baker and Ms. Gallagher to focus on content of written work and not comment on weak spellings for now. Ms Gallagher will consult with the school's NEPS psychologist regarding other strategies and programmes which might be suitable.

LIST HOW, WHO AND WHEN ACTIONS WILL BE CARRIED OUT

Ms Gallagher - as above. Parent-support with homework. Teachers to focus on content except for targeted spellings for now.

PUPIL/YOUNG PERSON'S COMMENTS

Mary has enjoyed working with Ms Gallagher and is very positive about the work she is doing in class and earning stars.

PARENT/GUARDIANS COMMENTS

Mary's parents feel that Mary is happier in school and more motivated. However, as the demands of producing sustained written work increase, they are concerned about how her difficulties impact on her.

Signed *Fiona Gallagher*

Date *27 April 07*



School Support Plus



School Support Plus



The School Support Plus process will generally involve external professionals and support services in a more detailed problem solving process to help the pupil. School support plus applies to those pupils whose needs are enduring and/or severe and complex and whose progress is considered inadequate despite carefully planned and reviewed interventions detailed in Classroom Support and/ or School Support plans.



Some students who have their needs met through the School Support Plus process may also fall under the terms of the Education for Persons with Special Educational Needs Act (EPSEN) 2004. Equally, some students at this level, will not necessarily be covered by the terms of EPSEN, but will benefit from School Support Plus level of intervention. This group may include pupils with High Incidence and Low Incidence Disabilities as defined by the Department of Education and Science in Special Education Circular 09/04.

Pupils needing support at this level will have their needs and interventions detailed and monitored through an Individual Education Plan

A 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.

The NCSE Guidelines on the IEP Process provide examples of best practice for planning and review purposes within the School Support Plus process. The checklists and templates supporting the Classroom and School Support processes may also be used as part of the process of IEP development and information gathered through these processes will contribute to the School Support plus problem solving process.

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. The following questions may be considered:

NATURE OF CONCERN

Is there evidence to suggest that the pupil:

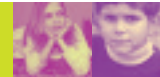
- Has needs which are causing significant barriers to learning and/or impeding the development of social relationships?
- Is not making adequate progress despite the planned support already provided?

ASSESSMENT AND INTERVENTION

Were the teaching and/or behavioural interventions:

- Based on clear evidence from assessment?
- Well planned and given sufficient time to work?

The Classroom Support and School Support checklists and plans previously completed for the pupil should help in considering these questions.



CONSULTATION

Parents

- How do they feel about the interventions which have been tried?
- Are they in agreement with initiating this process?

The Pupil

Have the pupil's views been sought (in an age/developmental stage appropriate manner) about

- The interventions and supports tried?
- Their perception of problem?

Teachers

- Have all teachers working with the pupil been consulted?
- What are their views about the effectiveness of the interventions and supports already provided?

External Professionals

- Has the advice of external professionals been sought regarding interventions at Classroom and School Support level or in relation to initiating this process?

B Information Gathering and Assessment within the School Support Plus Process

One teacher will usually take on a co-ordinating role for planning at the School Support Plus level of support. The co-ordinating teacher may be the learning support / resource teacher, or the pupil's class teacher.

The co-ordinating teacher will support the class teacher and any other supporting teachers 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
- 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).

Educational Psychologists can play a key role in the problem solving process at this level. NEPS psychologists work in collaboration with teachers and parents in clarifying problems, through consultation and further joint assessment. Based on the information gathered they collaborate with teachers in planning and monitoring interventions which take account of the pupil's strengths and address the identified needs.

C Planning and intervention

An Individual Education Plan is drawn up based on the information gathered.

The individual education plan should describe:

- The nature and degree of the pupil's abilities, skills and talents
- The nature and degree of the pupil's special educational needs and how those needs affect his/her educational development
- The present level of educational performance of the pupil
- The special educational needs of the pupil
- The special education and related support services to be provided to the pupil to enable the pupil to benefit from education (and related services to be provided to the pupil to enable the pupil to effectively make the transition from pre-school education to primary school education) including:
 - Strategies for supporting the pupil's progress and inclusion in the classroom setting (classroom support)
 - Individual and/or small group/special class interventions/programmes
 - Specific methodologies/programmes to be implemented
 - Specific equipment/materials and/or IT supports if required to support learning and access to the curriculum
 - Support required from a Special Needs Assistant (SNA) if appropriate
- The goals which the pupil is to achieve over a period not exceeding 12 months e.g.:
 - The pupil's priority learning needs
 - Long and short term targets to be achieved
- Monitoring and review arrangements to be put in place

(see NCSE Guidelines on the IEP process)

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-appropriate manner, the pupil, should be involved in the development, implementation and review of the Individual Education Plan.

When the EPSEN act 2004 is fully implemented the Special Educational Needs Organiser (SENO) will be consulted in relation to the preparation of the IEP for pupils who come under the terms of the Act and will receive a copy of the plan.

see sample I.E.P. Planning Sheet and sample Individual Education Plan in the Resource Pack (pgs23&24).

D 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 should 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

see I.E.P. Review sheet in the Resource Pack (pg25).



The outcomes of the review process may be:-

THE PUPIL CONTINUES TO NEED INTERVENTION AT SCHOOL SUPPORT PLUS LEVEL:

If the pupil's progress has been satisfactory, an updated IEP may be drawn up. If the IEP 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.

THE PUPIL NO LONGER REQUIRES INTERVENTION AT SCHOOL SUPPORT PLUS LEVEL

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

The class teacher contributes to assessment and planning and remains responsible for working with the pupil in the classroom and providing/ensuring classroom supports.

THE CO-ORDINATING TEACHER

Once the process is initiated the co-ordinating teacher takes on the lead responsibility for the School Support Plus process.

This will normally involve

- Reviewing the outcomes of interventions detailed in the Classroom and School Support Plans.
- 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.
- Liaising with the Special Educational Needs Coordinator (SENO) as appropriate.
- Monitoring and supporting interventions and reviewing the Individual Education Plan, working alongside the class teacher, support teachers, external professionals and involving the pupil's parents.

LEARNING SUPPORT / RESOURCE and/or TEACHERS

Learning support / resource and/or resource teachers will usually be involved in both the assessment and intervention process. They may provide additional support either on a withdrawal basis or through class support. At this level it is possible that there will be more than one supporting teacher involved with the pupil.

THE PRINCIPAL

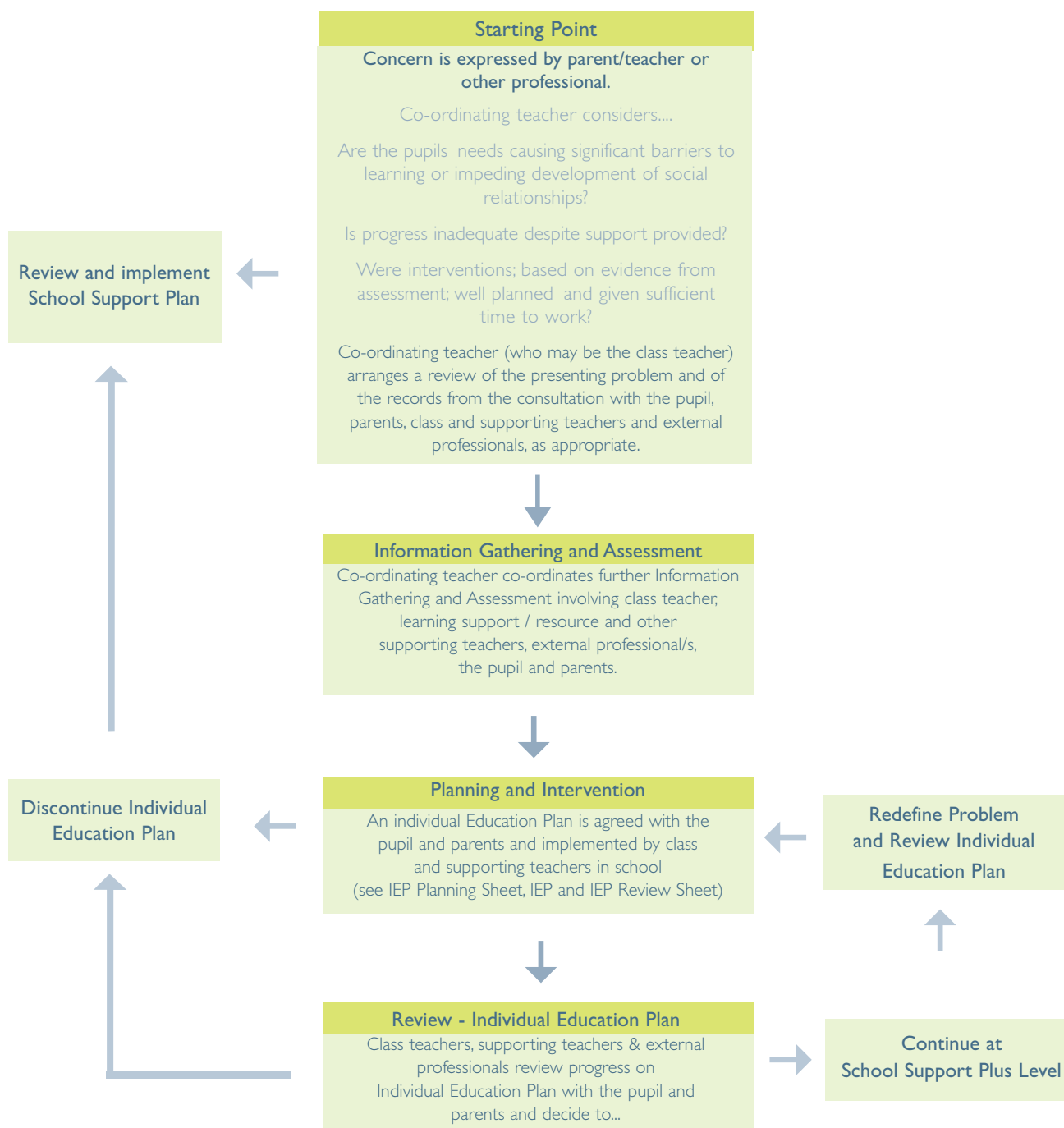
Having obtained parental consent, the principal records the initiation of the School Support Plus process. In line with best practice the principal should ensure that a file is maintained containing records in relation to consent for the involvement of external professionals, the assessment process, interventions, reviews and records of earlier school and classroom support processes.

When the EPSEN Act (2004) is fully implemented, it states that "the principal shall ... cause a plan to be prepared" for those pupils who meet the terms of Section 3 of the act.

OTHER PROFESSIONALS

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.

School Support Plus Process





Case Study I - Salah

School Support Plus

The case study of Salah may help further illustrate the process and the use of some of the documents mentioned previously.



PUPILS NAME Salah | **DOB** xx/xx/xx | **CLASS** Senior Infants

CASE STUDY SALAH

Salah is in Senior Infants. When he came to school in Junior Infants Salah was already 5 years old. He was attending speech and language therapy due to language delay. In school, Salah spoke in one or two word phrases and rarely initiated conversation with peers. He had difficulty with everyday independent living tasks, such as putting on / taking off his coat. Salah also struggled with aspects of formal learning, such as counting objects to 3 and learning to recognise letters.

Salah has received support at Classroom and School Support levels. A School Support Plan was drawn up and is being monitored and reviewed.

At a recent review meeting it was agreed that while Salah had made progress in some areas, his learning difficulties were continuing to impact significantly on his progress across all areas of the curriculum. It was agreed that a School Support Plus process be initiated. The school requested the involvement of the NEPS psychologist in this process. Part of the psychologist's involvement included assessment of Salah's cognitive and adaptive functioning. The outcome of this assessment was that Salah was found to have a Mild General Learning Disability, with significant delays in language and communication and self-help skills, which are significantly impacting on his learning and social development.

IEP Planning Sheet

Progress to Date/ Strengths

the nature and degree of the child's abilities, skills and talents

Salah has become more settled in school and has begun to play alongside others and can also sometimes play co-operatively with one other child. Salah enjoys listening to stories and particularly likes stories about animals. Salah has made significant progress in following instructions, as long as the instructions are given to him individually and in small steps. He has also built a positive relationship with school staff, especially the resource teacher and SNA.

Areas for Improvement/Presenting Difficulties

The nature and degree of the child's special educational needs and how those needs affect his/ her progress

Salah has difficulty with formal learning. He has not yet learnt all the letter names or sounds and has only 4-5 sight words (based on his class reader). He finds maths activities challenging and is not ready for addition. Salah needs help to develop social skills, such as getting his needs met and waiting his turn. Salah lacks some basic skills, such as taking care of his own equipment, finding his coat and tidying up after lunchtime.

The present level of educational performance of the child

Salah knows the names of ten letters and some letter sounds (a, c, d, m, s, t). He can count to ten by rote and recognises the written numbers 1 and 2. Salah does not yet understand 1:1 correspondence. He is performing socially and academically like a younger child, perhaps at the early Junior Infant level.

Summary of Special Educational Needs

The special educational needs of the child

Salah has special educational needs relating to his mild general learning disability (see psychologist report of Oct 2006). With additional needs in the areas of language and social skill development.

Special Educational Provision

The special education and related support services to be provided to the child

A range of interventions have been put in place for Salah at School Support Plus level by Mr Fahy, Learning Support / Resource Teacher.

- 2 hours per week on literacy (with one other pupil).*
- 2 sessions per week working on social skills and language work in a small group.*
- one individual maths session and some in-class support.*

SNA support is offered to support independent living skills.

Further Information

Advice from speech and language therapist is on file.



PUPILS NAME Salah

DOB xx/xx/xx

CLASS Senior Infants

DATE 10/11/06

Individual Education Plan

Long Term Goals

- For Salah to participate in a suitably differentiated Senior Infants Programme..
- For Salah to develop independence skills and social skills.
- For Salah to develop early reading skills and number concepts.

Targets and Strategies

the goals which the pupil is to achieve over a period not exceeding 12 months

Targets

- Salah to be able to follow routines, such as find and put on his coat, fetch lunch box, eat neatly (mouth closed), tidy up after eating, use dustbin and wash hands after using toilet.
- Salah to learn to recognise, read and write the letters sounds.
- Salah to be able to isolate beginning or ending sounds.
- Salah to develop a sight vocabulary (20 words from class reading scheme).
- Salah to be able to read simple books to teachers and parents (Oxford Reading Tree Stage 2).

Strategies

- Reminders and advice from teacher and SNA. Teaching and practicing social skills with supporting teacher and SNA. Practice of this skill during social skills/ language sessions. Prompt during class and play time.
- School and home to model behaviour expected and reward Salah. SNA to be available to give Salah help; Physical prompts at first, fading to verbal prompts over the term.
- Individual teaching support four mornings a week Salah s parents will read with him daily and will help him identify letters in the environment and play games with him.
- Teacher will provide concrete materials for development of early number concepts. Individual support from Mr Fahy, concrete objects and sandpaper numbers. Parents will support at home, eg. setting the table (counting out five settings, knives, forks etc).
- Communication with home regarding skills being taught.

Signed (Staff)

Michael Fahy

Signed Parent/s

Amy Johnson

Date

10 / 11 / '06

Proposed Review Date

29 / 04 / '07

IEP Review Sheet

Progress to Date/ Strengths

The nature and degree of the pupil's abilities, skills and talents

Salah has responded well to his IEP. He has made a new friend (someone who lives nearby). There is a significant improvement in his social skills and Salah is now able to follow everyday routines and use please and thank-you. Salah is making steady progress with reading, and has completed most of Oxford Reading Tree Stage 2 readers.

Areas for Improvement / Presenting Difficulties

The nature and degrees of the pupil's special educational needs and how those needs affect their progress

Salah still has difficulty with all areas of language and needs simplified instructions and some level of differentiation. His phonic knowledge is not yet reliable and Salah is not ready to apply phonics to reading or spelling.

Salah's mild general learning difficulties impact on all areas of formal learning.

The present level of educational performance of the pupil

Salah's MIST literacy assessment indicates significant weaknesses in early literacy, particularly in writing letters. Salah continues to need concrete objects for number work. He is still functioning at the level of a younger pupil (early Junior Infant level).

Summary of Special Educational Needs

The special educational needs of the pupil

Salah continues to have special educational needs relating to his mild general learning disability.

Special Educational Provision

The special education and related support services to be provided to the pupil

Continued provision at School Support Plus level. Support for social skills can now be reduced, and one of the sessions previously given to language group and social skills will now be given to in-class support to develop hand writing and fine motor control. Other supports, as per previous plan.

Further Information

Salah is being considered for a Speech and Language review assessment.

Salah is making excellent progress and, if this is sustained, it is hoped that he may be able to revert to School Support level of support, perhaps by the end of first class.



Case Study 2 - Melanie

School Support Plus -

The case study of Melanie is an example of planning for a pupil entering the school with significant identified needs. It is taken from The Guidelines on the Individual Education Plan Process, (NCSE 2006).



PUPILS NAME Melanie O'Donoghue | **CLASS** First Class | **D.O.B.** 6/1/97
Date of Plan XXX

Case Study Melanie

Melanie is a troubled seven year old girl in first class. Melanie only joined the school in October of this academic year, when she came into care in a local children's home after the breakdown of a foster placement. Melanie is one of five children, all of whom are in care at the moment. Her two older sisters (14 and 16) live with relatives, while her brothers (3 and 6) are in a foster placement together. It seems likely that Melanie will need long term care arrangements and the health board is exploring options for her. Melanie's father is dead and her mother has irregular supervised access to Melanie. Melanie also sees her siblings on a monthly basis.

Information from Melanie's previous school is limited at this time. She attended school in Liverpool, although no records are currently available about her school experiences there. It appears that Melanie has been out of school since early June of last year. She was assessed by a multi-disciplinary team at the Child and Adolescent Psychiatry Services and the school was allocated resource teaching hours on the basis of her assessed needs. Melanie has not had a full intellectual assessment as there is no particular concern about her general level of ability. She appears to be intellectually able, but is considered to be underachieving due to emotional issues.

Melanie now attends a large, popular girls' school in a socially mixed area. As can be seen from her IEP Melanie has difficulties with social interaction and with managing her emotions. On a one to one basis she relates well to adults and seems to crave individual attention. In the classroom she appears emotionally needy and demands considerable teacher time and attention.

IEP Planning Sheet

Summary of Special Educational Needs

(The special educational needs of the child)

Melanie experiences emotional and behavioural difficulties. She attends the Child and Adolescent Psychiatry Services. A report from the multi-disciplinary team is on file.

Progress to Date/ Strengths

(the nature and degree of the child's abilities, skills and talents)

Melanie has settled well into her new classroom and has begun to understand what is expected. She relates well to the class teacher and responds to praise and encouragement. Melanie loves music and singing. She also enjoys individual attention and will work well in a one to one setting. Melanie is socially interested in others. She is improving her basic skills in reading and spelling and takes pride in completed work.

Areas for Improvement/Presenting Difficulties

(The nature and degree of the child's special educational needs and how those needs affect his / her progress)

Melanie tends to dominate others and to want to be in control of situations. She is unwilling to share equipment with others at her table and will snatch equipment, hoard items and refuse to return items. Melanie is socially isolated at present. She is quick to highlight the weaknesses of others. On the yard Melanie is frequently involved in conflict (at least 3 incidents every week). She will quickly resort to physical aggression if she cannot have her own way (kicking, pushing or hitting others). In class, Melanie often does not complete her work, usually through lack of application. This is causing her to underachieve.

(The present level of educational performance of the child)

Melanie's recent Micra-T and Sigma-T results indicate that she is functioning at the 12th and 16th percentile. Melanie is able to participate in the entire first class curriculum and when she is calm and settled she is capable of work of a good standard.

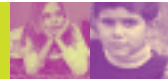
Special Educational Provision

(The special education and related support services to be provided to the child)

Melanie gets support from Ms Mooney (resource teacher) for 4 sessions (45 minutes each) per week. Two sessions are individual and two are as part of a small group.

Further Information

Melanie came into care eight months ago. She is currently living in 55 The Beeches Care Home, but her situation is being reviewed with a view to a more long term placement in a family. There has been a query about Melanie's hearing and Melanie's carers will seek an urgent review with her GP. Melanie attends Dr Meade at the Child Psychiatry Clinic.



Individual Education Plan

Priorities / Long Term Goals

- For Melanie to develop new friendships.
- For Melanie to complete assigned tasks in school.

Targets and Strategies

the goals which the pupil is to achieve over a period not exceeding 12 months

Target 1 - For Melanie to play co-operatively in the yard

Strategies

- Participation in weekly social skills group with resource teacher
- Participation in whole class Circle Time
- Melanie to be supported by her 6th class buddy
- Melanie to be part of the litter monitor team one day per week
- Care staff also to encourage friendships by allowing Melanie to invite a friend to join in activity, such as bowling

Target 2 - For Melanie to share equipment at her table

Strategies

- Whole class to be encouraged to share
- Care staff to provide Melanie with new pencil case and full set of equipment
- Class teacher to include this in daily behaviour monitoring chart

Target 3 - For Melanie to speak kindly to other students

Strategies

- Resource teacher to work with Melanie on appropriate ways of expressing disappointment or anger and to model how to make positive comments/ praising / acknowledging others and their work. The class teacher will also model this descriptive praise
- Class teacher to monitor as part of daily behaviour monitoring chart

Target 4 - For Melanie to have tasks completed within given time

Strategies

- Melanie to be told explicitly what is expected of her at beginning of session
- If work is finished ahead of time, Melanie can go to reading corner or help Mrs Duff in the office (Mon, Tues & Thur morning only)
- If work is not completed, Melanie will do it for homework (note in school journal to care staff)

Target 5 - For Melanie to realise that her work can be of a very good standard

Strategies

- Encourage Melanie to notice when she has done well objectively (spellings all right)
- All staff to comment positively when Melanie produces good work, to include telling her directly that she is clever, bright, talented etc.
- Melanie to be sent to show her good work to the principal when she has done particularly well.
- Care staff to display Melanie's good work on kitchen fridge.

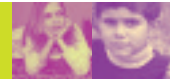
Rewards for reward chart will be negotiated with school staff and Care staff and reviewed regularly. The day is divided into three sessions, morning, after break and afternoon. Melanie has three targets on her chart, (speak nicely, share equipment and do my work) For the moment, every time Melanie earns 15 ticks, she will get a star for table 2 and 10 minutes special computer time.

Signed Staff	<u>Karen Mooney</u>	Date	XXX
Signed Parent	<u>Stephen O'Donoghue</u>	Date	XXX
Signed Student	<u>Melanie O'Donoghue</u>		
Proposed Review Date	<u>XXX</u>		

Explanatory comments about the targets and strategies

In relation to target 5, it is noted that all staff will comment positively when Melanie has done good work, including telling her directly that she is clever, bright, talented. This approach is based on attribution theory and it is aimed at helping Melanie develop a more positive self-concept. Staff have discussed and agreed to this approach. It has also been noted that when praising Melanie staff should avoid adding any additional comments, such as, 'If only you did work like this all the time' which would detract from the positive message.

Melanie's reward card is both a way of monitoring her behaviour and of involving her in self-monitoring, which should develop her sense of responsibility for her own behaviour (internal locus of control). The idea is that Melanie and her teacher will discuss her behaviour very briefly at the end of each session and the teacher will decide if Melanie earns a smiley face, which is then drawn onto the card. This structured approach also helps both Melanie and the teacher to keep the targets in mind. The rewards to be offered are negotiated with the care home, rather than being rewards different to or additional to the reward system already in place in the school. It is not anticipated that these reward cards will be needed over a long term, but perhaps for 4 to 6 weeks to address particular behaviours.



IEP Review Sheet

Summary of Special Educational Needs

(The special educational needs of the child)

Melanie experiences emotional and behavioural difficulties. She attends the Child and Adolescent Psychiatry Services. A report from the multi-disciplinary team is on file.

Progress to Date/ Strengths

(the nature and degree of the child's abilities, skills and talents)

Melanie has responded well to the structured programme and particularly liked her reward cards. She has earned rewards such as going to the cinema and the zoo with care staff. Melanie is making steady progress in academic learning and is coping well with the whole class reading scheme, particularly since she began paired reading with her 6th class buddy. She is now completing tasks more regularly and her behaviour on the yard has improved, with only three physical incidents in the last month (compared to 3 per week previously).

Areas for Improvement/Presenting Difficulties

(The nature and degree of the child's special educational needs and how those needs affect his/ her progress)

Melanie still has some difficulty speaking kindly to others and will need further work in this area. This continues to be a problem on the yard, when Melanie is quick to use insulting language and say hurtful things, including personal comments about children's appearance and racial insults.

(The present level of educational performance of the child)

Melanie is reading the class reader. She will be doing the MICRA-T in June. Maths is emerging as an area of relative weakness and Melanie now attends a learning support group for maths.

Special Educational Provision

(The special education and related support services to be provided to the child)

Following this review it was agreed that Melanie will go to Ms Mooney (resource teacher) for 2 sessions (45 minutes each) per week, with one session for individual work and one session for group work. She will also attend the first class learning support maths group with Mr Feeney, 4 times per week.

Further Information

Melanie's care situation is under review. It is likely that she will remain in The Beeches for a further 4-6 months. Her key worker is Nadia Ruane. The hearing review has indicated some fluid in both ears. Grommets are a possibility and Melanie is to be reviewed in 6 months.

A further IEP is planned for the summer term, with a focus on communication skills.



Target Card

This Target Card Belongs To Melanie O'Donoghue

Day _____ Date _____

	I speak kindly to others	I share with the girls at my table
Morning (before break)	<input type="checkbox"/>	<input type="checkbox"/>
Morning (after break)	<input type="checkbox"/>	<input type="checkbox"/>
Afternoon	<input type="checkbox"/>	<input type="checkbox"/>

I need to collect _____ smiley faces to get a reward.



The reward I want is...



Appendices

GLOSSARY	48
DIFFERENTIATION	50
THE CONTINUUM OF SUPPORT AND RESOURCE ORGANISATION	52



Glossary

A ACRONYMS

DES	Department of Education and Science
EPSEN	Education for Persons with Special Educational Needs Act, 2004
IEP	Individual Education Plan
IPLP	Individual Pupil Learning Profile
NCCA	National Council for Curriculum and Assessment
PCSP	Primary Curriculum Support Service
NCSE	National Council for Special Education
SDP	School Development Planning
SEN	Special Educational Needs
SENO	Special Educational Needs Organiser
SESS	Special Education Support Service
SNA	Special Needs Assistant

B TERMS

Supporting Teacher

Depending on the needs of the pupil, this could be any of the following

- Learning Support/Resource teacher, currently allocated to primary schools under the General Allocation
- Resource Teacher — a special education Resource teacher allocated to the school to cater for the needs of pupils with special needs arising from a low incidence disability in terms of Special Education Circulars 09/04 and 02/05.
- Resource Teacher for pupils from the Travelling Community
- Support Teacher allocated to a limited number of schools on a pilot basis to cater for the needs of pupils with social, emotional or behavioural difficulties
- Language support teacher for pupils who have language needs as well as special educational needs
- Home-School Liaison Co-ordinator allocated to certain urban and rural schools on the basis of disadvantage.



C ADEQUATE PROGRESS

Whatever the pupil's initial presenting difficulties, the key test of how far their needs are being met with the level of support being provided is whether they are making adequate progress.

There should not, however, be an assumption that all pupils will progress at the same rate. In each individual case, a judgement needs to be made as to what is reasonable to expect a particular pupil to achieve. This will have been considered in setting targets in the plan.

It could be considered that a pupil is making adequate progress if

- There has been an improvement in the pupil's rate of progress
- The pupil demonstrates improvements in social and personal skills
- The pupil demonstrates improvement in behaviour
- The pupil's progress is similar to that of peers in the same instructional group
- The targets set out in the plan are achieved

(Reference: The Special Educational Needs Revised Code of Practice, DFES, 2001, Chapter 5, paragraphs 541 and 542)

(see also section 3 of the NCCA Guidelines for Teachers for Students with Learning Disabilities on 'Defining Progress')

D ASSESSMENT

Information on assessment is available on the NCCA website in the NCCA Guidelines for Teachers of Students with General Learning Disabilities (www.ncca.ie). Information on useful standardised and diagnostic tests is available from the special education support service website (www.sess.ie). NEPS psychologists may also be consulted on suitable assessment tools and methods.

E ACKNOWLEDGEMENT

Some of the templates used are adapted from: *PATHWAY - Making Decisions About the Education of Pupils Giving Concern by Miles Halliwell & Tom Williams (1991) NFER Nelson*

An example used for School Support Plus is taken from: *Guidelines on the Individual Education Plan Process by the National Council for Special Education (2006) Government Publications*

The section on Differentiation is based on material devised in collaboration with *Eithne O Shea, Special Needs Co-ordinator, St. Thomas' Senior N.S., Tallaght.*

F CASE STUDIES

Please note that all named pupils and their contexts referred to in exemplars and case studies in these guidelines are fictional.

The needs attributed to them are based on those that commonly occur and not on real cases.

Differentiation

Rationale

Children learn differently. They have different learning rates and styles of learning. Different approaches work with different children. Some children have good visual memories and they will learn best with diagrams, maps, lists, topic webs, flow-charts and may find it easier to show their understanding in this form. Some children remember what they hear (they have a good auditory memory) and they will find it easier to listen, talk about the task and respond verbally. Other children need demonstrations by the teacher, and/ or to watch other students doing the task and to start it themselves before understanding it.

Specifically differentiation is about:-

Manageable tasks

Ensuring all children are given tasks that match their level of ability and attainment.

Achievable tasks

Presenting these tasks so that children can demonstrate what they know, understand and are able to do.

Motivating tasks

Allowing children to achieve success and feel the learning experience has been worthwhile.

Types of differentiation:

Differentiation by Input

- Differentiation by instruction
- Differentiation by Task
- Organisation of groups

Differentiation by supporting the learning process

- Differentiation through Pace
- Differentiation through support given at different times in a task

Differentiation by outcome

- Differentiation by quality
- Differentiation by quantity
- Differentiation by varying way

Examples of different types of differentiation:

Differentiation by instructions

- Presentation methods could include: written, spoken, demonstration, audio, video.
- Modelling and demonstrating the task while giving instructions and show an example of the finished product
- Clarify and shorten instructions- one piece of information at a time.
- Use different coloured chalk for each line of text on the board-this helps children who lose their place
- Underline key words
- Use pictures to support understanding
- Allow a few seconds thinking time for oral responses
- Ensure pupils have a clear understanding of what they have to do and why.
- Give summary of lesson — its aims and findings at the end.
- Ask pupils who have difficulty following instructions to repeat them back to teacher or a partner.

Differentiation of the task

- Varying types of tasks e.g. abstract oral activities vs. experiential, interactive activities.
- Having different levels of difficulty within a task.
- Modifying materials while all children are given a similar task e.g. written tasks, picture tasks, concrete, practical materials.
- Children can work on different parts of a task e.g. research different things of interest about Ireland.
- Use the different interests and talents of pupils.



Differentiation by groupings

This will depend on the topic being taught and the size and composition of the class. Use a variety of groups e.g.

- Whole class teaching
- Mixed ability group - (good for open ended or creative tasks)
- Ability grouping - (too much of this type of grouping can lower self esteem but it is good for certain academic tasks.)
- Friendship groups
- Work in pairs
- Individual work
- Peer tutoring/ buddy system
- Planning and preparation are needed and children may need to be taught to work in groups successfully. Expect higher noise levels. Seat pupils with difficulties where they can see and hear the teacher clearly

Advantages of group work

- Prevents teacher dependence - (children can problem solve with friends)
- Promotes collaborative and co-operative learning
- Enjoyable
- Encourages involvement in learning

Differentiation by Output: quality, quantity and how pupils will respond

Using open ended tasks can result in a variety of ways of doing the same activity some of which will be more developed than others. Giving children opportunities to record work in different ways e.g. instead of lots of written answers the following suggestions might be helpful:

- Close procedures
- Yes/No
- True/False
- Joining up parts of a sentence - e.g.
- the start of the sentence to the end
- Writing frames for story writing e.g.
- Character/animal, name, emotion - 3 reasons for this emotion
- Opposite of these emotions - What s caused the change
- Character; name, emotion, happy ending
- Rearranging sentences
- Drawing lines to join question to answer
- Sequencing written sentences/ paragraphs (cut & stick)
- Sequencing cartoons with key words
- Drawing the main idea
- Verbal responses to partner or teacher
- Colouring in correct answers
- Jotting down main points
- Sentence completion
- Topic webs/tables completed with key words
- Dictate to tape and work typed for them
- Dictate to another child
- Record response on tape

Continuum of Support

Continuum of Support	Assessment, Planning, Review and Record Keeping	Teaching Arrangements (grouping and methods)	Human Resources	DES Circular 02/05
<p>Classroom Support</p>	<p>Whole School policy and procedures on inclusion, SEN and promoting positive behaviour and social and emotional competence etc will guide classroom based assessment and interventions.</p> <p>Assessment methods to identify strengths and needs will include consultation with parents, early years screening tests, criterion referenced tests, formative, curriculum based assessment, checklists and observation. (all of which can be used to supplement information from any standardised group tests if used).</p> <p>Any sensory difficulties or medical needs identified or ruled out.</p> <p>A Classroom Support Plan will be drawn up in collaboration with the parents and, where possible, taking into account the pupil's views.</p> <p>The plan will be simple, workable and agreed with parents to be reviewed within a reasonable time frame. The review with parents will focus on progress, effectiveness of the strategies agreed, identifying current needs and agreeing new targets and strategies, if considered necessary.</p> <p>The Classroom teacher retains a file containing results of assessments, classroom support plans and reviews.</p>	<p>Access to the full curriculum with differentiation in terms of delivery and response, where appropriate.</p> <p>Careful consideration is given to the teaching, learning and social environment of the classroom including the rules, routines, rewards and consequences employed in this setting. (Assessing how these may reduce or create barriers to learning for individual pupils)</p> <p>Flexible grouping arrangements within the classroom are employed to facilitate differentiated approaches, to encourage skill development and to provide peer support where appropriate.</p> <p>Consideration is given to the use of specialised software and programmes for some groups and individuals. Pupil and parent involvement in the plan are outlined and agreed</p>	<p>Class teachers take responsibility for:</p> <ul style="list-style-type: none"> o identifying/designing any classroom based accommodations to reduce barriers to learning for the pupil o delivering and reviewing differentiated individualised or group programmes/interventions within the classroom o consulting with parents and, where appropriate, pupil and other school personnel in relation to this process o reflecting on assessment/intervention with colleagues and other visiting professionals, where necessary or appropriate. <p>Specialist Teachers, NEPS Psychologists and other professionals may support the work of the classroom or subject teacher at this level through:</p> <ul style="list-style-type: none"> o Contributing to whole-school/staff training and policy development in the areas of inclusion and the promotion of social and emotional competence, language development etc. o Providing occasional advice on programmes, methods and strategies through informal consultations with class teachers where the focus is more on developing the skills or repertoire of the teacher than on individual pupils 	<p>Stage I Schools and Class teachers are responsible for meeting the needs of all pupils through differentiated approaches within the classroom setting</p>



Continuum of Support

The Continuum of Support and Resource Organisation School Support

Continuum of Support	Assessment, Planning, Review and Record Keeping	Teaching Arrangements (grouping and methods)	Human Resources	DES Circular 02/05 Stage II
<p>School Support</p>	<p>Assessment and planning will take into account, and build on, the outcomes of Classroom Support plans. The pupil's strengths and needs will be assessed through the use of e.g. criterion referenced tests, teacher observation, behaviour recording schedules and may be supplemented by standardised and/or diagnostic assessment tests results</p> <p>A co-ordinating teacher for the School Support Plan will be identified (class teacher, Learning Support Teacher/Resource Teacher) and will facilitate the School Support planning intervention and review process. A Plan is drawn up collaboratively by class teacher, parents and support teacher/s involving, as appropriate, the pupil. The School Support Plan (or Individual Pupil Learning Profile) will identify a small number of SMART targets some or all of which may be shared with other pupils in a group where the targets and strategies for teaching are set out in a group plan.</p> <p>A systematic review process involving teachers parents and pupil allows for:</p> <ul style="list-style-type: none"> o ongoing monitoring of pupil progress and effectiveness of interventions o consideration of new factors, the setting of new targets and fine-tuning of existing strategies/identification of new strategies. The school maintains a file on the pupils containing all documentation relating to this process. 	<p>Adaptations to the physical, learning and social and emotional environment of the classroom are made in accordance with the needs of the pupil and strategies identified in the School Support Plan or IPLP. These could include consideration of seating arrangements; organisation of materials; visual supports; provision of work stations; peer support etc</p> <p>Grouping arrangements are used flexibly within the class/across a number of classes.</p> <p>The pupil may receive additional support outside of the class where flexible individual and small group approaches are used to promote skill development and independent learning</p> <p>Specialist software, targeted time limited interventions / programmes, special equipment and different materials may be used.</p> <p>Out of hours initiatives e.g. breakfast and homework clubs may be considered</p> <p>Pupil and parent involvement in the plan are clearly outlined and agreed.</p>	<p>The class teacher takes responsibility for:</p> <ul style="list-style-type: none"> o working with the pupil on a daily basis o implementing any classroom based accommodations and delivering differentiated individualised or group programmes /interventions identified in the School Support planning process o contributing to the review process o reflection on practice and identification of own continuing professional development needs as indicated by this process <p>Learning Support/Resource/Support teachers are responsible for the development and delivery of individualised or small group programmes either within or outside the classroom setting.</p> <p>Specialist Teachers, NEPS Psychologists and other professionals may support the work of the classroom or subject teacher and support teachers at this level through:</p> <ul style="list-style-type: none"> o Contributing to whole-school/staff development in relation to meeting specific needs and developing / delivering specific early intervention programmes for target groups <p>Providing advice on programmes, methods and strategies through informal or formal consultations with class teachers/groups of support teachers where the focus remains on development of practice.</p>	<p>General Allocation Model provides for additional teaching support</p> <p>NOTE: Pupils who can be expected to be receiving support at this level include those who previously received learning support for literacy and maths as well as those with language or social, emotional or behavioural needs, who need some support additional to what could normally be offered by the class teacher (eg social skills group once per week).</p>

Continuum of Support

Continuum of Support	Assessment, Planning, Review and Record Keeping	Teaching Arrangements (grouping and methods)	Human Resources	DES Circular 02/05 Stage - III
<p>School Support Plus</p>	<p>Assessment building on the outcome of previous plans will focus on how the pupil learns and the reasons for inadequate progress despite planned interventions. Assessment methods will include more in-depth analysis of learning strengths and difficulties using diagnostic tests and more sophisticated measures and analysis of particularly difficult or significant behaviours.</p> <p>The school may request the involvement of external professionals e.g. NEPS psychologists, speech and language therapists and mental health professionals in the assessment process either directly or indirectly</p> <p>The School Support Plus Process is facilitated by a co-ordinating teacher - usually a designated staff member with responsibility for the organisation of SEN within the school.</p> <p>An Individual Education Plan is drawn up which includes carefully considered long and short term targets, delivery methods and evaluation strategies. The plan incorporates consultation and advice from external professionals e.g. psychologists, SLTs etc. (see Guidelines on the IEP process, NCSE, 2006).</p> <p>The plan is reviewed regularly with parents and pupil.</p>	<p>Access to a suitably differentiated curriculum. Some pupils will benefit from adaptations to the curriculum as outlined in the NCCA draft guidelines for pupils with general learning difficulties.</p> <p>Some modifications of the classroom/school environment may be needed to support the outcomes specified in the IEPs.</p> <p>Additional and different activities e.g. multi-sensory techniques which support skill development and provide opportunities for specific reinforcement and over-learning outside of the classroom setting will be needed for some pupils.</p> <p>Some pupils may benefit from access to a special class/SNA for part of the day if this is part of the school's internal organisation for some pupils with SEN.</p> <p>Additional access to ICT, specialist software and other specialist equipment and materials may be necessary to meet the targets set out the IEP.</p>	<p>The class teacher remains responsible for:</p> <ul style="list-style-type: none"> o working with the pupil on a daily basis o implementing any classroom based accommodations and delivering some of the differentiated individualised or group programmes /interventions identified in the School Support Plus planning process o contributing to the review process o reflection on practice and identification of own continuing professional development needs as indicated by this process <p>Learning Support/Resource Teachers/Support Teachers/Special class teachers are responsible for the development and delivery of individualised or small group programmes in support of the targets identified in the IEP.</p> <p>Some pupils will benefit from the support of a special needs assistant allocated to the classroom.</p> <p>Specialist Teachers, NEPS Psychologists and other professionals may support the work of the class teacher and support teachers at this level through:</p> <ul style="list-style-type: none"> o direct/indirect involvement in assessment intervention planning and review o multi-agency support 	<p>Stage III General Allocation Model and specific individual allocations through the NCSE of resource teaching/SNA support provide for additional support above the level which is provided at Stage II .</p> <p>NOTE: Includes most pupils with special educational needs described by DES as High Incidence and all pupils with SEN described by DES as having Low incidence Special Educational Needs.</p>