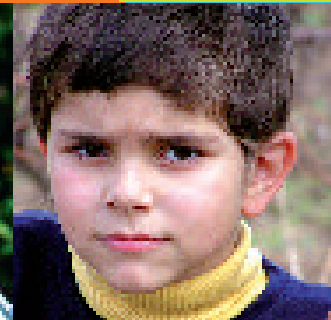
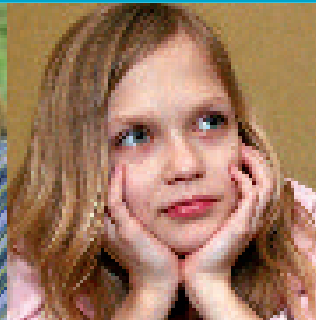
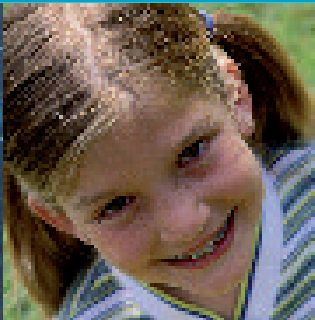




SPECIAL EDUCATIONAL NEEDS

A Continuum of Support



Resource Pack for Teachers





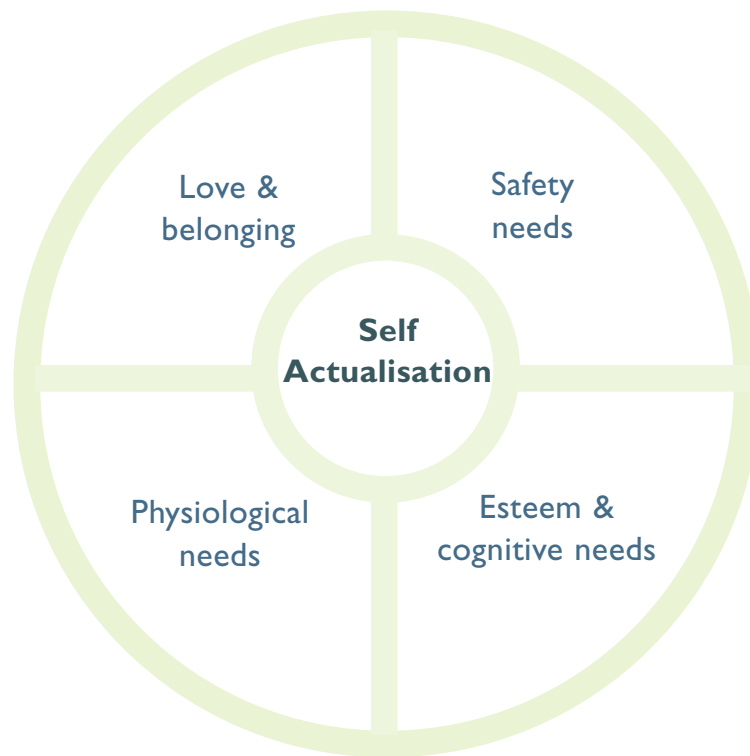
Contents

- MODEL FOR CONSIDERING BASIC NEEDS WITH CHECKLISTS2
- CREATING POSITIVE LEARNING ENVIRONMENT WITH CHECKLISTS6
- LEARNING ENVIRONMENT CHECKLISTS — BLANK SAMPLE9
- MY THOUGHTS ABOUT SCHOOL CHECKLIST11
- CLASSROOM SUPPORT CHECKLIST AND GUIDELINES FOR COMPLETION12
- CLASSROOM SUPPORT PLAN AND REVIEW RECORD — BLANK SAMPLES16
- SCHOOL SUPPORT CHECKLIST AND GUIDELINES FOR COMPLETION17
- SCHOOL SUPPORT PLAN — BLANK SAMPLES20
- SCHOOL SUPPORT PLAN REVIEW — BLANK SAMPLE22
- IEP PLANNING SHEET — BLANK SAMPLE23
- IEP — BLANK SAMPLE24
- IEP REVIEW SHEET — BLANK SAMPLE25



Model for Considering Basic Needs and example

Basic Needs



This model of basic needs checklist is adapted from Maslow's Hierarchy of needs.

- Everyone needs to survive and have his or her physiological needs met, for example, need for food, shelter, water.
- People need safety and security. People generally need protection and an environment that is reasonably predictable. Safety needs include physical, economic and psychological security.
- People need to belong, to be loved and to love. This happens through social and physical contact with friends and family.
- We need others to recognise our worth and with this comes self-respect, self esteem and a sense of self competence.
- According to Maslow it is only when humans have all these basic needs met that that we can reach self-actualisation. This refers to the need to become everything that one is capable of becoming.

Basic needs in this diagram are not represented as a hierarchy but rather as equally important factors in a person's development into a fully self-actualised person. This is based on recent research findings into resilience which suggest that even if basic needs such as safety or physiological needs are not met, having other basic needs met can promote resilience against adversity (Grotberg, E 1997) Resilience has been defined as;

qualities which cushion a vulnerable child from the worst effects of adversity in whatever form it takes and which helps a young person to cope, survive and thrive even in the face of great hurt and disadvantage. (Gilligan 1997)

This model can provide a useful way thinking about where a child is coming from and can provide a useful insight into how to best help a child. For example, if a child is coming to school without breakfast, feels worthless and has few friends how can we expect them to concentrate on lessons? Addressing these basic needs often comes before as well as while implementing any individual interventions for a pupil.



Basic Needs Checklist

This page shows a checklist can be useful in considering a pupil's basic needs

Name: _____

Headings under which to consider a pupil's basic needs:

- Physiological needs e.g. does the child have adequate food, warmth, housing etc?

- Safety needs e.g. does the child need physical or psychological protection?

- Belonging needs e.g. does the pupil have close family and friends, feel part of his / her class.

- Esteem needs: e.g. does the child receive respect, positive feedback from others and respect others and self?

Possible actions suggested to the teacher on the basis of the questions above:

The example of Daniel set out below may help illustrate how considering a pupil's unmet needs can suggest actions which might be taken to bring about positive change for a pupil.

CASE STUDY DANIEL

Daniel's parents have little contact with the school. His attendance is poor and he is often late for school. He doesn't always wear his full uniform. He rarely arrives with a packed lunch but is given money to buy food on the way to school. Therefore, he will often arrive with sweets and fizzy drinks. He is having problems attending in class and is often in trouble for misbehaving in class and the yard. He is having difficulties accessing structured learning. He has few friends and can be observed playing with younger children in the yard.

Daniel's teacher used the Basic Needs Checklist to consider whether his basic needs were being met. She decided that his physiological needs such as food and physical care were a priority. In addition, his need to belong, such as developing friendships is also important.

Methods for meeting these needs include offering Daniel breakfast in school through the school breakfast club. The Home-school Community Liaison teacher will try to explore with the family ways to ensure he has his uniform and will talk about the value of supporting the school policy of healthy lunches and self care. If he arrives to school without his uniform he will be offered a school jumper to wear. The class teacher will take the opportunity to emphasize healthy eating and self care during SPHE lessons. The teacher will seek opportunities to share positive information about Daniel with his parents and the school and will take proactive steps to engage the parents in the life of the school. His teachers will encourage Daniel to make good choices and will re-inforce good choices (eg. wearing his uniform).

A buddy system is to be set up for Daniel. A system will be set up whereby if children have no one to play with in the yard they can sit on a bench designated the class friendship bench. Once a child sits here other children must invite that child to join in their game.

Additionally, the teacher will make a point of welcoming Daniel positively to school every day (irrespective of what time he arrives) and will comment positively on his achievements and show an interest in his out-of-school activities (Daniel is interested in and knowledgeable about greyhounds).

NOTE It is recognised that some schools would have difficulty implementing all such interventions. Schools will need to consider the feasibility of interventions on the basis of the resources available to them. For example a school with a Home-school Community Liaison teacher may be better able to build a positive relationship with the family than a small school with a teaching principal. For some pupils, a Social Worker or Family Support Worker may provide a valuable support. Therefore, schools need to develop realistic interventions, depending on the availability of resources and services (both within the school and within the community). Most schools would be able to make a school jumper available, to set up a buddy system and friendship bench, as well as being able to offer positive regard and a welcoming environment.



Basic Needs Checklist

Daniel's teacher thought about his basic needs under the following headings:

Physiological needs e.g. does the child have adequate food, warmth, housing etc?

... Lunch made up of fizzy drinks and sweets/crisps. No fruit or sandwich.
Often has no uniform. Causing comments from other pupils.

Safety needs e.g. does the child need physical or psychological protection

...Not that we are aware of.

Belonging needs e.g. does the pupil have close family and friends?

...Lacks friends in his own class group. Tends to play with younger children.
Peers are conscious of his poor personal hygiene. Others do not want to partner him in PE or choose him to be in their group/ team.

Esteem needs e.g. does the child receive respect, positive feedback from others, respect others and self?

...No. Daniel does not appear to get praise or respect from others and probably gets quite a bit more negative feedback than positive feedback

Possible actions suggested to the teacher on the basis of the consideration of the basic needs questions above:

- Talk to home-school liaison re lunch / hygiene.
- Offer some healthy foods in school.
- Provide clean jumper / sweatshirt.
- Concentrate on healthy eating and importance of hygiene in SPHE.
- Set up buddy system in class, friendship bench in yard.
- Always greet Daniel positively when he arrives in school (even if late) commenting that you are glad to see him.
- Praise and encourage positive behaviour and effort at work.
- Give his parents positive feedback on how Daniel is doing whenever possible.

Creating Positive Learning Environments

A case study of Ciarán may help to illustrate the use of the learning environment checklist.

CASE STUDY CIARÁN

Ms Kelly was concerned about Ciarán's behaviour in school. He was eager to help his teacher in class but was therefore frequently out of his seat to help with tasks. However, his attempts to help were disruptive and caused disruption for others. Disagreements often broke out between Ciarán and other pupils when he was distributing workbooks and crayons at the beginning of a lesson. He appeared clumsy and disorganised when moving around the room. Consequently the other pupils would laugh or else became annoyed with him. He constantly shouted out answers rarely raising his hand during class discussions. He would frequently leave his seat to gain help from his teacher with tasks.

Ms Kelly completed the checklist on page 7 to help her reflect on how she might adapt the learning environment to help Ciarán. She ticked the areas where she considered she needed to make adaptations.

Alternatively, Ms Kelly could have rated her learning environment using a score of 1–10, according to how satisfied she was with each factor within her classroom.

10 represents very satisfied and no change is needed and 1 is very dissatisfied and change is required

| | | | |
|---|--|---|--|
| 3 | Layout of room & furniture | 9 | Adequate working space for students & teacher |
| 9 | Good decor / lots of displays etc? | 7 | Ease of movement in room |
| 8 | Temperature | 4 | Asking for help |
| 8 | Noise level | 8 | Seating - Facing board - neighbouring pupil compatibility - height for writing |
| 3 | Appropriate resources/ equipment organised and readily available for all pupils? | | |

Using this rating Ms Kelly considered that she needed to make adaptations to

- 1) Layout of room & furniture 2) Organisation of equipment 3) Getting teacher attention



Learning Environment Checklist Example - Ciarán

CHECKLIST

Environment / Physical Conditions: Mark the area where action could be taken to make a difference for the pupil

- | | |
|--|---|
| <input checked="" type="checkbox"/> Layout of room & furniture | <input type="checkbox"/> Adequate working space for students & teacher |
| <input type="checkbox"/> Good decor / lots of displays etc? | <input checked="" type="checkbox"/> Ease of movement in room |
| <input type="checkbox"/> Temperature | <input type="checkbox"/> Lighting |
| <input type="checkbox"/> Noise level | <input type="checkbox"/> Seating - Facing board - neighbouring pupil compatibility - height for writing |
| <input checked="" type="checkbox"/> Appropriate resources/ equipment organised and readily available for all pupils? | |

Social Factors / Relationships:

- Classroom procedures & rules are made clear and understood by all pupils and consistently applied
- Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures).
- Changes between tasks are managed smoothly and effectively
- Pupils know what to do next without asking
- The class is generally on task
- A variety of different actions (academic & behaviour) are frequently noticed and praised
- A variety of praise and rewards are used
- Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress
- Any disruptive or off-task behaviour is effectively managed
- Good communication and feedback between teacher and each pupil about progress is maintained

Teaching & Learning - Methods, Materials & Procedures:

The extent to which

- Tasks set are appropriate for the pupil's level of understanding and skills.
- Learning goals are clearly defined and shared with the pupil.
- Opportunities are provided for the pupil to engage in activities in which s/he can be successful.
- Steps in learning goals are small enough to ensure progress.
- Activity content / tasks are of interest to the pupil.
- Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate.
- A variety of teaching approaches used.
- Opportunities are provided for a variety of pupil responses- oral/ practical/ written.
- Opportunities are provided for pupil involvement in decision making and recording .
- Opportunities are provided for pupil to generalise / transfer learning from one situation to another.
- Regular monitoring and recording of progress occurs

Classroom Activity

routines established for:

- | | | | |
|-------------------------------------|----------------------|-------------------------------------|-------------------------------|
| <input type="checkbox"/> | entering class | <input type="checkbox"/> | leaving class |
| <input checked="" type="checkbox"/> | giving out resources | <input checked="" type="checkbox"/> | gathering resources |
| <input checked="" type="checkbox"/> | asking for help | <input type="checkbox"/> | gaining whole class attention |

Rules / Rewards / Consequences

Rules are:

- | | | | |
|--------------------------|---------------|--------------------------|--|
| <input type="checkbox"/> | few in number | <input type="checkbox"/> | decided upon in consultation with pupils |
| <input type="checkbox"/> | displayed | <input type="checkbox"/> | implemented |

rewards and consequences are:

- | | | | |
|--------------------------|-----------------------------------|--------------------------|------------------------------------|
| <input type="checkbox"/> | named | <input type="checkbox"/> | linked to behaviour |
| <input type="checkbox"/> | rewards are rewarding to class | <input type="checkbox"/> | rewards are achievable |
| <input type="checkbox"/> | sanctions are understood and fair | <input type="checkbox"/> | sanctions are imposed consistently |

School Environment

Tick which area needs change

- | | | |
|-------------------------------------|----------------------------------|--|
| <input type="checkbox"/> | Playground/ yard | layout equipment supervision rules |
| <input type="checkbox"/> | Movement: effective routines for | movement around school lining up corridors |
| <input checked="" type="checkbox"/> | Break/lunchtimes | clear simple rules rewards and consequences clear activities available |
| <input type="checkbox"/> | Staff support | staff discuss difficulties |
| <input type="checkbox"/> | Policy | positive behaviour policy / code of discipline exists policy is understood and agreed by staff range of rewards for good class, yard, school behaviour range of sanctions in place range of strategies used for managing behaviour behaviour is assessed and monitored |

Summary of Concerns

The room layout does not facilitate ease of movement around the room; resources and equipment such as crayons and workbooks are not readily available to pupils; changes between lessons can be unstructured, routines for giving out resources and gathering resources are not fully established; rules regarding gaining teachers attention is not clear and pupils use a variety of ways to gain teacher attention.

Actions Required

Leave a selection of crayons and pencils on each groups table. Nominate one pupil from each table to be responsible on a weekly basis to distribute and gather any resources needed. Nominate one pupil on daily basis to help with more general tasks. Ensure Ciarán is given a specific job to do each day. Teach the rule regarding gaining teacher attention. Operate a teacher 'Help Board' when the teacher is busy, (i.e. Check your work first and then with one other person before asking the teacher. Then write your name on the teacher help board and the teacher will come around to you in turn. While waiting do some other work or reading).



Learning Environment Checklist

Environment / Physical Conditions: Tick the area where action could be taken to make a difference for the pupil

- | | | | |
|--------------------------|--|--------------------------|--|
| <input type="checkbox"/> | Layout of room & furniture | <input type="checkbox"/> | Adequate working space for students & teacher |
| <input type="checkbox"/> | Good decor / lots of displays etc? | <input type="checkbox"/> | Ease of movement in room |
| <input type="checkbox"/> | Temperature | <input type="checkbox"/> | Lighting |
| <input type="checkbox"/> | Noise level | <input type="checkbox"/> | Seating - Facing board - neighbouring pupil compatibility - height for writing |
| <input type="checkbox"/> | Appropriate resources/ equipment organised and readily available for all pupils? | | |

Social Factors / Relationships:

- Classroom procedures & rules are made clear and understood by all pupils and consistently applied
- Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures)
- Changes between tasks are managed smoothly and effectively
- Pupils know what to do next without asking
- The class is generally on task
- A variety of different actions (academic & behaviour) are frequently noticed and praised
- A variety of praise and rewards are used
- Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress
- Any disruptive or off-task behaviour is effectively managed
- Good communication and feedback between teacher and each pupil about progress is maintained

Teaching & Learning - Methods, Materials & Procedures:

The extent to which

- Tasks set are appropriate for the pupil's level of understanding and skills.
- Learning goals are clearly defined and shared with the pupil.
- Opportunities are provided for the pupil to engage in activities in which s/he can be successful.
- Steps in learning goals are small enough to ensure progress.
- Activity content / tasks are of interest to the pupil.
- Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate.
- A variety of teaching approaches used.
- Opportunities are provided for a variety of pupil responses- oral/ practical/ written.
- Opportunities are provided for pupil involvement in decision making and recording .
- Opportunities are provided for pupil to generalise/transfer learning from one situation to another.
- Regular monitoring and recording of progress occurs

Classroom Activity

routines established for:

- | | |
|---|--|
| <input type="checkbox"/> entering class | <input type="checkbox"/> leaving class |
| <input type="checkbox"/> giving out resources | <input type="checkbox"/> gathering resources |
| <input type="checkbox"/> asking for help | <input type="checkbox"/> gaining whole class attention |

Rules / Rewards / Consequences

Rules are:

- | | | |
|--|---|------------------------------------|
| <input type="checkbox"/> few in number | <input type="checkbox"/> decided upon in consultation with pupils | <input type="checkbox"/> displayed |
|--|---|------------------------------------|

rewards and consequences are:

- | | |
|--|---|
| <input type="checkbox"/> named | <input type="checkbox"/> linked to behaviour |
| <input type="checkbox"/> rewards are rewarding to class | <input type="checkbox"/> rewards are achievable |
| <input type="checkbox"/> sanctions are understood and fair | <input type="checkbox"/> sanctions are imposed consistently |

School Environment

Tick which area needs change

- | | | | | |
|---|--|---|---|--------------------------------|
| <input type="checkbox"/> Playground/ yard | <input type="checkbox"/> layout | <input type="checkbox"/> equipment | <input type="checkbox"/> supervision | <input type="checkbox"/> rules |
| <input type="checkbox"/> Movement: effective routines for | <input type="checkbox"/> movement around school | <input type="checkbox"/> lining up | <input type="checkbox"/> corridors | |
| <input type="checkbox"/> Break/lunchtimes | <input type="checkbox"/> clear simple rules | <input type="checkbox"/> rewards and consequences clear | <input type="checkbox"/> activities available | |
| <input type="checkbox"/> Staff support | <input type="checkbox"/> staff discuss difficulties | | | |
| <input type="checkbox"/> Policy | <input type="checkbox"/> behaviour policy exists | <input type="checkbox"/> policy is understood and agreed by staff | | |
| | <input type="checkbox"/> range of rewards for good class, yard, school behaviour | <input type="checkbox"/> range of sanctions in place | | |
| | <input type="checkbox"/> range of strategies used for managing behaviour | | | |
| | <input type="checkbox"/> behaviour is assessed and monitored | | | |

Summary of Concerns

Actions Required



My Thoughts about School Checklist



My Thoughts About School...

| NAME | CLASS | DATE |
|---|-------|------|
| The things I like best at school are: | | |
| The things I don't like about school are: | | |
| The things that I am good at are: | | |
| The things I find hard are: | | |
| I am happy in class when: | | |
| I am happy during break and lunch times when: | | |
| My friends are: | | |
| I need help with: | | |
| Teachers in school can help me by: | | |
| My teacher would describe me as: | | |
| My parents would describe me as: | | |
| My parents would describe me as: | | |

The following questions can be asked if children have an emotional and behavioural difficulty in school.

| |
|---|
| Adults I get on best with in school are: |
| I get into trouble in school when: |
| The things I do that make my teacher feel unhappy are: |
| The things my teacher does that make me feel unhappy are: |
| I make my teacher happy when: |
| The things my teacher does that make me feel happy are: |
| The class rules are: |
| If someone breaks the rules: |
| Rewards I like best are: |
| The things that I need to change are: |

Classroom Support Checklist

NAME

| DOB

| CLASS

| DATE

| GENERAL INFORMATION | CHECKED (YES/NO) | SUMMARY OF INFORMATION |
|--|------------------|------------------------|
| Parents consulted | | |
| Information from previous school/preschool, or previous class teacher gathered | | |
| Hearing | | |
| Vision | | |
| Motor Skills | | |
| Medical Needs | | |
| Basic Needs checklist completed | | |
| Assessment of learning-screening, attainments tested, if appropriate | | |



| GENERAL INFORMATION <small>CONTD...</small> | CHECKED (YES/NO) | SUMMARY OF INFORMATION |
|---|---------------------|------------------------|
| Observation of learning style/ approach to learning | | |
| Observation of behaviour | | |
| Interview with pupil | | |
| Classroom work differentiated | | |
| Learning environment adapted | | |
| Yard/school environments adapted | | |
| Informal consultation with outside professionals | | |
| ACTION NEEDED | | |
| ACTIONS AGREED WITH PARENTS AND RELEVANT STAFF | | |

Classroom Support Checklist Guidelines

NAME

| DOB

| CLASS

| DATE

| GENERAL INFORMATION | CHECKED (YES/NO) | SUMMARY OF INFORMATION |
|--|------------------|---|
| Parents consulted | | Meeting parents/guardians to inform them of any concerns is important. The parents views on: <ul style="list-style-type: none"> • their child s health and development (see below for further information); • their child s strengths and interests; • their child s learning at home and in school; • factors which they think may be contributing to any difficulty and views on what might help can be ascertained. In addition, check whether there has been involvement from any outside agency. |
| Information from previous school/preschool, or previous class teacher gathered | | If a pupil has transferred from another school, updated information on their progress and any assessment and intervention results should be made available with the consent of parents. Information from preschools on the child s early development, learning and behaviour can also inform school programmes and practice. The name of the school, preschool/play group and the length of time the child attended could be kept on file. |
| Hearing | | Check when the pupil s hearing was last tested and the results. If there is a difficulty check: how long there has been a problem; who the child is attending; the level of difficulty; weather the problem is impacting on the child s education. |
| Vision | | Check when was the pupil s eyesight was last tested and the results. If there is a problem check <ul style="list-style-type: none"> • what type of difficulty it is; • whether the pupil needs to wear glasses in school and if so, when; • if they attend a specialist; • whether the problem is impacting on the child s education. |
| Motor Skills | | ¥ Check if the child has had any difficulty walking, crawling or with self-help skills (eg. closing coat, using cutlery) |
| Medical Needs | | Check whether the pupil is generally in good health. If not, gather relevant details e.g. operations, asthma, eczema, allergies etc. |
| Basic Needs checklist completed | | See resource pack for explanation and checklist. |
| Assessment of learning-screening, attainments tested, if appropriate | | Gather information from the following type of screening tests: <ul style="list-style-type: none"> • the Belfield Infant Assessment Profile (BIAP); • LARR Test of Emergent Literacy; • Middle Infant Screening Test (MIST); • Early Language Skills Checklist; • Non Word Intelligence Test (NRIT); • SIGMA — T; MICRA — T; • Drumcondra reading and Math tests. • Neale Analysis of Reading. In addition, consider the pupil s language and communication and gross and fine motor skills. |



| GENERAL INFORMATION CONTD... | CHECKED (YES/NO) | COMMENTS |
|---|------------------|--|
| Observation of learning style/ approach to learning | | Consider the following. <ul style="list-style-type: none"> • Whether the pupil learns best through seeing, listening or doing. • How they approach a task (with confidence, anxiety, nervousness). • Can they plan their work and approach it in an organised fashion? • How do they attend to a task? • What feedback do they require? • Do they work accurately or speedily? • Do they pay attention to detail? |
| Observation of behaviour | | Observe the pupil's behaviour in a range of situations (class, small group, during paired work, in the yard, around corridors). Record what can be seen or heard. (eg. concentration, social skills) |
| Interview with pupil | | Depending on the nature of the pupil's need and age ask the pupil what they feel they are good at and not so good at in school, what they like and dislike, who they enjoy playing with or working with. If the pupil has a behaviour difficulty ask if they know what is causing them concern or getting them into trouble. Find out how the pupil feels in these situations and whether they want to change their behaviour. Check whether they have any ideas how they could improve the situation. (see my thoughts about school checklist). |
| Classroom work differentiated | | Check whether: the pupil's ability and levels of attainments match with the tasks that are set; tasks are achievable for the pupil; the content methodology and resources are varied and match their leaning style. |
| Learning environment adapted | | Consider the classroom environment, social factors, relationships, teaching and learning. (See learning environment checklist). |
| Yard/school environments adapted | | Consider the play area, corridors, P.E hall, assembly area and whole school issues that may affect learning or behaviour. |
| Informal consultation with outside professionals | | Seek any relevant professional advice or information from, for example: Visiting Teacher; NEPS Psychologist; Speech and Language Therapist. |
| ACTION NEEDED | | After gathering this information and clarifying the pupil's needs, actions can be agreed with parents. These actions should be specific and manageable for both the class teacher and parent. Only a small number of actions should be agreed (no more than four). (See Classroom Support plan template for examples on how to record these actions). |
| ACTIONS AGREED WITH PARENTS AND RELEVANT STAFF | | Following an agreed period of intervention, the outcome of the actions should be shared with parents and relevant staff. (See Classroom Support Plan for an example of how to record this review). You may want to consider informing the Principal regarding the child's needs and progress at this stage. |

Classroom Support Plan

| NAME | DOB | CLASS | DATE |
|--|-----|-------|--------------------------|
| OUR CONCERNS ARE | | | REVIEW - DATE & COMMENTS |
| | | | |
| WE THINK IT MAY BE HAPPENING BECAUSE | | | |
| | | | |
| SOME STRATEGIES WE WILL ADAPT ARE: | | | |
| | | | |
| WE WILL KNOW THINGS HAVE IMPROVED WHEN? | | | |
| | | | |
| WE WILL REVIEW (date, time and convenor) | | | |
| | | | |

Signed: Teacher _____ Parents _____

| | |
|--------------------|-----------|
| FIRST REVIEW DATE | Attending |
| | |
| SECOND REVIEW DATE | |
| | |



School Support Checklist

NAME | DOB | CLASS | DATE

| GENERAL INFORMATION | Checked (Yes/No) | COMMENTS |
|---|------------------|----------|
| Parents consulted | | |
| Information from previous school /preschool gathered | | |
| Hearing | | |
| Vision | | |
| Motor Skills | | |
| Medical Needs | | |
| Basic Needs checklist completed | | |
| Assessment of learning— screening, attainments tested, if appropriate | | |
| Observation of learning style/approach to learning | | |
| Observation of behaviour | | |
| Interview with pupil | | |
| Classroom work differentiated | | |
| Learning environment adapted | | |
| Yard/school environments adapted | | |
| Informal consultation with outside professionals | | |
| Direct input from supporting teacher/s | | |
| Other interventions in place in school | | |
| Action needed | | |

further information, samples of work and reports can be attached, if available.

School Support Checklist Guidelines

| NAME | DOB | CLASS | DATE |
|---|------------------|---|------|
| GENERAL INFORMATION | CHECKED (YES/NO) | COMMENTS | |
| Parents/guardians consulted and involved | | Following on from the information gathered at the classroom support level it is important to have further meetings with parents/guardians to keep them informed of developments. Further information from parents can be gathered on: <ul style="list-style-type: none"> • their child's health and development • their child's strength and interests • perceptions of their child's learning at home and in school (since the class support review) • current or additional factors which they think may be contributing to any difficulty and views on additional measures that they think might help. Check again whether there has been involvement from any outside agency since your last meeting. | |
| Hearing | | If hearing was identified as a problem at classroom support level, check any developments. | |
| Vision | | If eyesight was identified as a problem at classroom support level, support check any developments. | |
| Motor Skills | | If motor skills were identified as a problem at classroom support level, support check any developments. | |
| Medical Needs | | Check up to date information on whether the pupil is in good health. If not, gather further details. | |
| Assessment of learning — attainments tested, checklists and diagnostic tests administered | | Building on initial screening gather information from the following type of tests: <ul style="list-style-type: none"> • Early Years Easy Screen (EYES); • Teaching Talking checklist; QUEST; • Basic Number Diagnostic Test; • Neale Analysis of Reading Ability (NARA); • Drumcondra Primary Spelling Test; NFER Non — Verbal Reasoning test; • Phonological Assessment Battery (PhAB); Dyslexia Screening Test (DST). | |
| Observation of learning style/approaches to learning | | Build on information gathered through the Classroom Support checklist. Ask about what helps them learn and how they prefer to learn. Observe the pupil in class, during individual or group learning situations and note observations of their learning style and approach to tasks. | |
| Observation of pupil, if appropriate | | Observe the pupil's behaviour in a range of situations. Record what can be seen or heard. Make a note of the frequency of the behaviours (once a week, 3 times a day, 10 times a lesson). Record the triggers to the behaviour (when, where, with whom, what lesson/task). Note the consequence of behaviour (what happened as a result e.g. how did the teacher/ pupils respond? was work avoided? Did consequences maintain the problem? Analyse results with support staff or other professionals. Consider consulting with the school's assigned NEPS psychologist regarding appropriate checklist or observation schedules if necessary. | |
| Interview with pupil | | | |



| GENERAL INFORMATION <small>CONTD...</small> | CHECKED (YES/NO) | COMMENTS |
|--|------------------|---|
| Learning environment adapted | | Building on previous information, again consider classroom environment. |
| Yard/school environment adapted | | Building on previous information, again consider the play area, corridors, PE hall, assembly area and whole school issues that may affect learning or behaviour. (See learning environment checklist). |
| Informal or formal consultation/advice with outside professionals | | Where formal advice is to be sought from outside professionals the school should request consent from the child's parents. Child and Family Services, Psychologists, Speech and Language therapists, Physiotherapists and Occupational therapists may offer direct advice to schools regarding children attending their service. NEPS psychologists can consult and support schools regarding named and unnamed children. Dates of contact and information should be noted. |
| Direct input from support teacher or other school staff offered | | Support/advice from special needs teachers (on a withdrawal, group or in class basis) should be offered at this stage. List the person offering this support and the type and frequency of the support provided. Record whether any other teacher such as home school liaison officer, rural co-ordinator, etc, has been involved with the pupil. |
| Other interventions in school put in place | | List any other interventions put in place such as, breakfast club, homework club, peer mentoring, buddy systems, art therapy, drama therapy. |
| ACTIONS AGREED | | After gathering this information, actions can be agreed with parents to address the concerns identified. These actions should be specific and manageable for the class teacher, support staff and/or parent. Only a small number of actions should be agreed (no more than four). (See School Support Plan template for examples on how to record this information). |
| SCHOOL SUPPORT PLAN AND OUTCOMES SHARED WITH PARENTS AND RELEVANT STAFF | | Following an agreed period of intervention, the outcome of the actions should be reviewed with parents and relevant staff. (See School Support Plan Review Template for an example of how to record this review). Informing the Principal regarding the child's needs and progress at this stage is important. |

School Support Plan

PUPIL'S NAME _____ CLASS _____ START DATE _____ REVIEW DATE _____ CO-ORDINATING TEACHER _____

| |
|---|
| Pupils strengths and interests |
| What to Teach |
| How to Teach it <small>(resources, materials, strategies)</small> |
| Who, Where, When |
| Criteria for Success |
| Review Date & Comments |



School Support Plan

| | | |
|--------------------------|-------|-------------|
| PUPILS NAME | | START DATE |
| CO-ORDINATING TEACHER | CLASS | REVIEW DATE |

PUPILS STRENGTHS AND INTERESTS:

PRIORITY CONCERNS:

WE WANT TO ACHIEVE (TARGETS):

STRATEGIES WE WILL USE ARE:

STAFF INVOLVED AND RESOURCES NEEDED ARE:

WE MEASURE PROGRESS AND SUCCESS BY:

WE WILL REVIEW (DATE, TIME AND CONVENOR)

Signed: Teacher/s _____

Parents _____

School Support Review Record

NAME

| DOB

| CLASS

| DATE

WHAT HAS BEEN MOST SUCCESSFUL AND WHY?

WHAT HAS BEEN LEAST SUCCESSFUL AND WHY?

WHAT ARE THE PUPIL S CURRENT NEEDS?

WHAT ACTIONS ARE RECOMMENDED?

LIST HOW,WHO AND WHEN ACTIONS WILL BE CARRIED OUT

PUPIL/YOUNG PERSON S COMMENTS

PARENT/GUARDIANS COMMENTS

Signed _____

Date _____



School Support Plus IEP Planning Sheet

NAME | DOB | CLASS | DATE

| | |
|--|--|
| <p>Progress to Date / Strengths</p> <p>The nature and degree of the child's abilities, skills and talents</p> | |
| <p>Areas for Improvement/ Presenting Difficulties</p> <p>The nature and degrees of the child's special educational needs and how those needs affect his/ her progress</p> | |
| <p>The present level of educational performance of the child</p> | |
| <p>Summary of Special Educational Needs of the child</p> | |
| <p>Special Educational Provision</p> <p>The special education and related support services to be provided to the child</p> | |
| <p>Further Information</p> | |

School Support Plus

PUPIL'S NAME

| DOB

| CLASS

| DATE

Individual Education Plan

Priorities / Long Term Goals

Progress to Date / Strengths

Targets and Strategies

Signed (Staff) _____

Signed Parent/s _____

Date _____

Proposed Review Date _____



School Support Plus IEP Review Sheet

| NAME | DOB | CLASS | DATE |
|--|-----|-------|------|
| <p>Progress to Date / Strengths The nature and degree of the child's abilities, skills and talents</p> | | | |
| <p>Areas for Improvement/ Presenting Difficulties The nature and degrees of the child's special educational needs and how those needs affect his / her progress</p> | | | |
| <p>The present level of educational performance of the child</p> | | | |
| <p>Summary of Special Educational Needs The special educational needs of the child</p> | | | |
| <p>Special Educational Provision The special education and related support services to be provided to the child</p> | | | |
| <p>Further Information</p> | | | |