



# Indicators of Effective Practice - Section 3

## Examples - Student Support Files for Post-Primary schools



## Section 3:

### The Problem-Solving Process: Examples

Three examples which illustrate how the problem-solving process, outlined in Section 2 of the *Indicators of Effective Practice*, was used to identify strengths, interests and needs of three young people, are documented in this section.

**Example 1** illustrates the problem-solving process at the level of **School Support - Some**.  
**Examples 2 and 3** illustrate the problem-solving process at the level of **School Support Plus - Few**

These examples have been developed to illustrate the implementation of the problem-solving process at each level of the Continuum of Support. They may be used as a guide to inform and reflect on current approaches to identifying learning strengths and needs, planning and reviewing progress. It is important that they are read in conjunction with Section 2 of the *Indicators of Effective Practice*.

Each example of a Student Support File starts with a brief introduction to the young person outlining a summary of the implementation of the problem-solving process.

This is followed by an example of a Student Support File that includes:

- Student Details
- Log of Actions
- Support Checklist
- Student Support Plan
- Student Support Plan-Review

Schools may wish to modify the format or design of the Support Checklist, Student Support Plan or Student Support Plan -Review.

## Example 1:

### School Support-Some - Introducing John

#### What is the concern?

John is a 14-year-old boy in second year. His parents informed the school that it was a struggle to get him to go to school in the mornings and that he regularly complained of stomach pains. They visited the family GP and he was referred to a paediatrician for further investigation. No underlying health issues were identified, and John's parents were advised to talk to his school about possible reasons for his reluctance to attend. They reported that he was not sleeping and seemed constantly tired and irritable. John's parents also reported that he seemed to have very little homework and, when asked, told them that he did it at school. John's school had noticed that he had missed a day every week between October and December of second year.

#### Why is it happening?

The concerns reported by John's parents were raised by his year head at a meeting of the school's Student Support Team. It was agreed that information should be gathered to help identify possible reasons for his reluctance to attend school. John's year head reviewed his school file to identify any relevant information from his primary school Education Passport, as well as results of standardised ability (CAT4) and attainment tests (PPAD-E) from first year. His year head distributed the *Subject Teacher Survey* from the *Continuum of Support Resource Pack for Teachers* to his subject teachers. John's year head also gathered information from John using the *My Views about School* questionnaire from the *Managing Reluctant Attendance and School Avoidance Behaviour: A Good Practice Guide for Post-Primary Schools* (Appendix B). Further information from John's parents was obtained using the *Information Gathering School and Parent/Guardian Checklist* (Appendix A). A member of the special education teaching team carried out standardised assessment of literacy skills using the WIAT III Teacher Edition and completed the *Gathering Information Checklist* from the *Continuum of Support Resource Pack for Teachers*. Information gathered was discussed at the following meeting of the Student Support Team. It was evident from information gathered that John was experiencing difficulties with writing, Maths and organisational skills, and that this was possibly contributing to his reluctance to attend school. It was agreed that additional support at the level of School Support-Some would be beneficial. John and his parents were consulted, and John agreed that it would be helpful to get additional teaching support from a special education teacher. This was recorded on the *School's Provision Plan for Young People with Special Educational Needs*. All information was recorded by the lead special education teacher in a Student Support File.

#### How can we help?

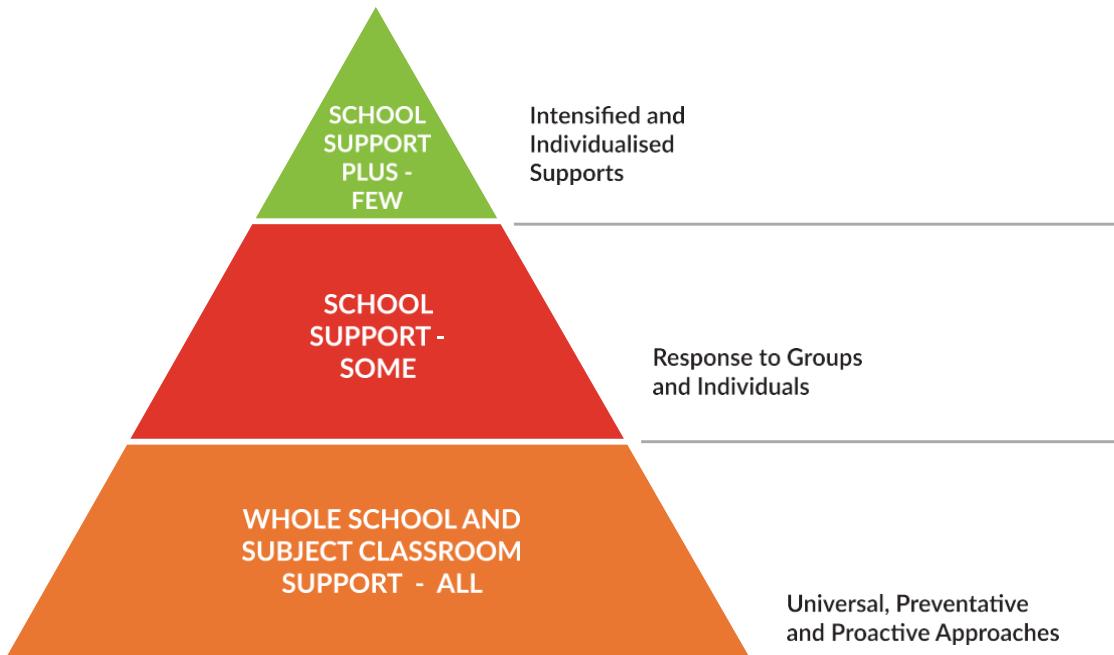
John's strengths, interests and priority areas of concern were identified by his lead special education teacher in collaboration with John, his parents and his subject teachers. These were recorded in a Student Support Plan. SMART targets were agreed in each of the areas, and evidence-informed strategies and interventions were identified. The lead special education teacher informed John's subject teachers of the areas of concern targeted in his Student Support Plan and implications for his learning in mainstream subject classrooms. John's Student Support Plan was shared on the school's secure online platform and through collaborative discussion. John's subject teachers were invited to review the learning environment of their classrooms using the *Learning Environment Checklist* (Appendix G). It was agreed, in collaboration with John and his parents, that he would receive support in the areas of wellbeing, Maths, reading comprehension and writing. Homework tasks were adapted where writing was required. John attended the guidance counsellor weekly for solution-focused support and to check in on his *My Being in School Plan*.

### Did it work?

John's response to intervention was monitored by the lead special education teacher in collaboration with John, his subject teachers and his parents. A review meeting was held with John, his parents and the lead special education teacher. An improvement was recorded in John's attendance and his parents reported that his mood had improved. While he still complained about going to school, they reported that he missed less days and there was a reduction in stomach complaints. John's parents reported that they found *Supporting Your Child When They Are Reluctant To Attend School* a useful resource for talking to him about managing his feelings of worry about school. John stated that he was happy to continue with the additional teaching support and it was agreed that this would continue at the level of School Support-Some.

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STUDENT SUPPORT FILE	
Name	John
Date of Birth	15-03-2011
School	XXXXX
Date File Opened	January 2025
Date File Closed	



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

## Log of Actions

Date	Actions
January 2025	Student Support Team meeting to discuss information received from John's parents regarding school avoidance. Ms. Black (special education teacher) issued Subject Teacher Survey and reviewed John's school file for information, including his Education Passport from primary school. Mr. Blake (year head) met with John and his parents. The special education teaching team issued a Subject Teacher Survey and carried out assessment of literacy skills.
February 2025	Meeting with parents, special education teacher, year head and guidance counsellor followed by meeting with John, special education teacher and guidance counsellor. Agreed additional support to be provided by members of the special education teaching team, led by Ms. Black, in collaboration with guidance counsellor at level of School Support-Some. Recorded on School Provision Plan for Young People identified with Special Educational Needs. Subject teachers were informed that John is to access additional special education teaching support and were requested to complete Appendix G – Learning Environment Checklist. Guidance counselling sessions completed.
May 2025	Student Support Team review. Improvement in attendance recorded. Progress to continue to be monitored.
May 2025	Review of Student Support Plan. Lead special education teacher, guidance counsellor and parents in attendance. John indicated preference for review on his own with special education teacher. Agreed that John is responding to intervention and supports to continue at level of School Support-Some. John also agreed to continue support. Targets amended and new targets set to reflect progress.

## Support Checklist

Name: John	Age: 14	Year: Second year
General Information	Date Checked	Comments
Parents/Guardians consulted	Jan & Feb 2025  May 2025	Meeting in school with lead special education teacher, year head and guidance counsellor. Parents completed Appendix A <i>Information Gathering School and Parent/Guardian Checklist- Managing Reluctant Attendance and Schools Avoidance Behaviour - A Good Practice Guide for Post-Primary Schools</i> .  Parents attended review of progress
Information from previous school gathered	Jan 2025	John received special education teaching support for Maths in primary school. Period of school avoidance reported in 5 <sup>th</sup> Class.
Hearing		No concerns reported by parents
Vision		No concerns reported by parents
Medical Needs	Jan 2025	John's parents reported he attended paediatrician to investigate stomach complaints.
Assessment of learning	Jan 2025  Sep 2023  Oct 2023  Jan 2025  May 2024	Strengths identified in practical subject areas. <ul style="list-style-type: none"> <li>• Interests in sports and local history</li> </ul> Concerns identified in: <ul style="list-style-type: none"> <li>• Engagement and participation in classes</li> <li>• Organisation and completion of writing tasks</li> <li>• Reading Comprehension</li> <li>• Maths – concepts including algebra, accessing Junior Cycle Maths curriculum and problem-solving</li> </ul>
Formal and informal assessment:		
<ul style="list-style-type: none"> <li>• CAT4 (Verbal Reasoning – SS86; Quantitative Reasoning SS74)</li> <li>• PPADE           <ul style="list-style-type: none"> <li>• Spelling – SS89</li> <li>• Reading Comprehension – SS83</li> <li>• Writing – Basic vocabulary and quality of expression.</li> <li>• Reading Speed – SS87</li> </ul> </li> <li>• Subject Teacher Survey</li> <li>• Maths – teacher observation/samples of work/classbased summative and formative assessment/ student self- reporting</li> <li>• First Year Summer Maths test – 37%</li> </ul>		

Name: John	Age: 14	Year: Second year
<b>General Information</b>	<b>Date Checked</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>Second year - assessment of literacy skills <ul style="list-style-type: none"> <li>WIAT III (Teacher Edition)</li> <li>Word reading – SS88</li> <li>Reading comprehension – SS83</li> <li>Spelling – SS88</li> </ul> </li> </ul>	January 2025	John was observed to read with fluency but to lack confidence when answering questions on texts - responded 'Don't Know' when he was unsure of answers.
<b>Observation of learning/participation in learning</b>	Jan 2025	John's English, French and Irish teachers reported that he was withdrawn and quiet and that it was difficult to engage him in class. His Maths teacher reported that he was not doing any homework and that he was experiencing difficulty with understanding of Maths concepts. Increased engagement and participation were reported in practical classes and History class.
<b>Observation of social interaction and emotional regulation</b>	Jan 2025	Withdrawn and quiet in classes. John has a small group of friends since transferring from primary school.
<b>Consultation with John</b>	Jan 2025	<p>John completed <i>My Views about School (Appendix B)</i> with guidance counsellor.</p> <p>John reported that he prefers practical subject areas (Wood Technology, Graphics and Visual Art). Likes PE but finds writing and Maths difficult, and dislikes language subjects, including English.</p> <p>Reports feeling that he is not good at learning and is feeling overwhelmed by homework. Dislikes being asked questions in class.</p>
<b>Classroom work adapted?</b>	Jan 2025	Maths teacher reported that digital learning technology was introduced to motivate, increase visual support and provide choice for students in modes of learning. Also planning to provide opportunities for peer tutoring and pair/small group collaboration in lesson tasks.
<b>Learning environment adapted?</b>	Jan 2025	Subject teachers completed <i>Appendix G Learning Environment Checklist</i>
<b>Yard/school environments adapted?</b>	Jan 2025	N/A
<b>Informal or formal consultation/advice with outside professionals?</b>	Feb 2025	Informal discussion with NEPS psychologist regarding wellbeing supports and resources. Special education teacher and Wellbeing Co-ordinator to attend NEPS training for <i>My FRIENDS Youth</i> programme.

Name: John	Age: 14	Year: Second year
General Information	Date Checked	Comments
Advice given by special education teacher or other school staff?	Feb 2025	<p>Subject teachers requested to:</p> <ul style="list-style-type: none"> <li>• Increase opportunities for paired and small group work activities to support increased engagement and participation in classes.</li> <li>• Refrain from asking John to answer questions in class unless he volunteers or learning has been sufficiently scaffolded.</li> <li>• Maximise use of visual supports to aid comprehension. Use information on writing frames distributed to language teachers by special education teacher.</li> <li>• Adapt learning environment in classes following completion of Appendix G where appropriate.</li> </ul>
Other interventions put in place in school?		<p>My FRIENDS Youth programme to commence in Oct 2025 with John's year group.</p> <p>Study skills support to be provided by guidance counsellor to year group commencing September 2025 and to be implemented by subject teachers.</p>
Action needed		Special education teaching support at level of School Support-Some

## STUDENT SUPPORT PLAN

### *School Support - Some*

To be completed by the special education teacher(s) in collaboration with the student, subject teachers and parents/guardians

Name	John	Age	14.
Lead teacher	Ms. Black, Special Education Teacher	Year	Second Year
Start date of plan	February 4 <sup>th</sup> 2025		
Review date of plan	May 23 <sup>rd</sup> 2025		

**Student's strengths and interests:** John prefers practical subjects and activities. Works better in pairs or small groups. Enjoys sport and is an ardent Liverpool fan. Has interest in history including local history as family live beside old military barracks and great grandfather was a soldier. Likes social media.

#### **Priority concerns**

##### **John requires support in areas of**

- Wellbeing – regulation and coping skills
- Maths algebra, number patterns, procedural fluency, conceptual understanding
- Reading Comprehension
- Organisation and completion of writing tasks

#### **Possible reasons for concerns**

John has experienced difficulties since first year with the transition to post-primary, and requires support to develop coping skills to support regulation when feeling stressed or anxious. Recent school-based assessment highlighted difficulties in understanding mathematical concepts. John requires support with reading comprehension as well as with organisation and completion of writing tasks. He finds written homework overwhelming.

#### **SMART Targets**

##### **Wellbeing – John will**

- attend school every day and check in with Ms. Black/Mr. Blake each morning before going to class.
- identify when he is feeling overwhelmed at school and use his break card to go to the library for an agreed duration of 10 minutes.
- participate in football training during lunch times and after school twice weekly.
- attend weekly sessions with guidance counsellor

##### **Maths – John will**

- identify rules in number patterns using visual patterns and models with support from special education teacher and Maths teacher.
- calculate value of variables in number sentences and equations in paired and small group activities with support from special education teacher and Maths teacher.

##### **Reading Comprehension/Writing skills – John will**

- organise information in writing tasks using writing frames, graphic organisers/concept mapping with support from special education teacher, History and English teacher.
- identify and summarise key information required to answer questions using KWL strategy and highlighter.
- draft, edit and revise responses to questions through joint activities with peers.

**Strategies to help John achieve the targets**

**Wellbeing** – extracurricular activities – regular sport and exercise for health and wellbeing and peer relationships; daily check-in to build positive relationships with key staff.

**Literacy** – organisation and planning of writing tasks through brainstorming activities; concept mapping and graphic organisers; writing frames; KWL; scaffolding, gradual release of responsibility model; think-pair-share, topics to motivate interests including History and social media.

**Mathematics** - algebra – number patterns; explicit teaching, modelling and multiple means of engagement and representation of learning; visual patterns using computer modelling and visual representations; paired/group collaborative learning activities.

**Staff involved and resources needed**

Staff: Ms. Black, lead special education teacher –writing supports; Mr. Byrne, guidance counsellor – wellbeing, Mr. Green, special education teacher – Maths support; Mrs. Brown, Maths teacher

**Resources**

NEPS – Continuum of Support for Post-Primary Schools Resource Pack for Teachers

NEPS – Managing Reluctant Attendance and School Avoidance Behaviour: A Good Practice Guide for Post-Primary Schools

NEPS – Supporting your Child when they are Reluctant to Attend School. Guidance for Parents and Guardians of Post-Primary School Children

NEPS – Listening to Children and Young People

NEPS - Normalising Thoughts, Feelings and Behaviours: A Guide for School Staff

NEPS – Managing Stress and Anxiety – A Guide for Students

OIDE – Post Primary Literacy Resources for Teachers

DE/NEPS/ERC – PPAD-E <https://www.tests.erc.ie/ppad-e>

NEPS – Organisation Tips Post Primary

<https://jigsaw.ie/managing-anxiety/>

NEPS - Maths Support 2020

OIDE – Maths Resources

OIDE – Graphic Organisers

Signature of parent(s)/ guardian(s)

Signature of teacher

## STUDENT SUPPORT PLAN - REVIEW

School Support-Some

To be completed by the special education teacher(s) in collaboration with the student, subject teachers and parents/guardians

Name: John	Year	Second year
<b>Names of those present at review:</b> John, his parents, year head, guidance counsellor and lead special education teacher	<b>Date of Review</b> May 23 <sup>rd</sup> 2025	
<b>What areas of the plan have been most successful and why?</b> John's attendance has improved and he has only missed three days since the start of the plan. The check-in is working well and gives John a bit of time to settle and have a chat with his teacher before going to class. John is going to football practice every week and turns up to watch when he does not want to play. John reports that he likes to walk to relax and has been observed walking the perimeter of the pitch with one or two of his friends on days when he does not play. The <i>My Being in School Plan</i> worked very well as it gave John autonomy in choosing the steps and support he needed to come to school every day, and it provided a way for him to talk about things he found most difficult at school. John's Maths teacher reports that he likes technology and is enthusiastic about using the software provided. His Maths teacher also reports that he works well in pairs. John is using the KWL strategy and writing frames to support comprehension and organisation of writing tasks in English and History – his teacher reports that he manages better when there is a clear structure for him to follow when writing. John has attended all sessions with Mr. Blake.		
<b>Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?</b> John's parents report his mood has improved. He is still reported to be withdrawn in classes unless structured activities require participation in pairs or small groups. Need for structured activities to encourage participation in classes, especially in language-based classes.		
<b>Have the student's needs changed since the start of the plan, and if so how?</b> While John's attendance has improved, he still requires targeted intervention in areas outlined in the support plan.		
<b>Recommended future actions – what, how, who, when?</b> John will continue to be supported at the level of School Support-Some. A meeting will take place with John in September 2025 to agree the plan for the first term of third year. Ms. Black to continue as lead special education teacher. Given John's request that the use of the break card is no longer included in the plan, John will identify when he requires breaks throughout the day. For next year, he may benefit from progression from the <i>My Being in School Plan</i> to a greater focus on development of coping skills through participation in My FRIENDS Youth programme. Guidance counselling sessions discontinued and this can be reviewed with Student Support Team, if required.		
<b>Any comments from the student?</b> John reported that he would prefer not to use the break card as he does not want to be seen to be treated differently to anyone else in the class. John said that he would prefer to go for a walk at lunch times. John said that he found the additional support with Maths and writing helpful and would like to continue this when he is in third year to help with exam preparation.		
Signature of parent(s)/guardian(s)		
Signature of teacher(s)		

Outcome of review (tick as appropriate)			
<input type="checkbox"/>	Revert to previous level of support- Whole School Subject Classroom Support-All or School Support-Some or School Support Plus-Few	<input type="checkbox"/>	Progress to next level of support - School Support-Some or School Support Plus-Few
<input checked="" type="checkbox"/>	<b>Continue at Current Level of Support</b>	<input type="checkbox"/>	Request consultation with other professionals

## **Example 2:** School Support Plus-Few – Introducing Alan

### **What is the concern?**

Alan is a 13-year-old boy in first year. The school is concerned about the difficulties he is experiencing with the transition to post-primary school. Alan has been identified as autistic and he also has an intellectual disability in the mild range. He lives at home with his younger sister and parents. Alan's mother said that he enjoyed primary school and seemed to cope very well in the small school environment. However, since starting in the larger post-primary school, she found it difficult to get him out to school in the morning, and said that he pleaded with her to let him stay at home. He refused to wear the school jumper and was in trouble at school on a number of occasions for not wearing his full uniform. Alan's mother reported that he was content to stay in the house and would not accompany her to shops, or to anywhere there are large gatherings of people. At school, some of Alan's teachers reported to his year head that he sat at the back of the class, with his coat hood pulled over his head, and does not answer questions, or participate in class activities in a number of subjects. His teachers noticed that his school bag appeared very heavy, and that he was not using his locker. At break times, he was observed to walk around the perimeter of the school. Alan's teachers reported concerns that he was becoming socially isolated from peers and that he was making little progress with schoolwork. Alan has accessed special education teaching support since September for Maths, literacy and the transition to post-primary school at the level of School Support Plus-Few.

### **Why is it happening?**

Alan's lead special education teacher gathered information about his strengths and needs across the key domains outlined in the *Autism Good Practice Guidance for Schools*, including the Learning Environment, Language and Communication, Social Development, Emotional Development, Sensory Processing, Daily Living Skills, Academic and Behavioural Development. A meeting was convened by the lead special education teacher to explore how Alan could be best supported at school. Alan, his mother, his two special education teachers, and year head attended the meeting. It was evident from information gathered that Alan was experiencing difficulties related to sensory processing (becoming overwhelmed in busy classrooms and school environments). Alan's teacher for Wood Technology reported that he covered his ears when machinery was in use. Alan's mother reported that he was sensitive to textures and materials with wool. Based on information gathered, it was evident that Alan required additional targeted support with the transition to post-primary school.

### **How can we help?**

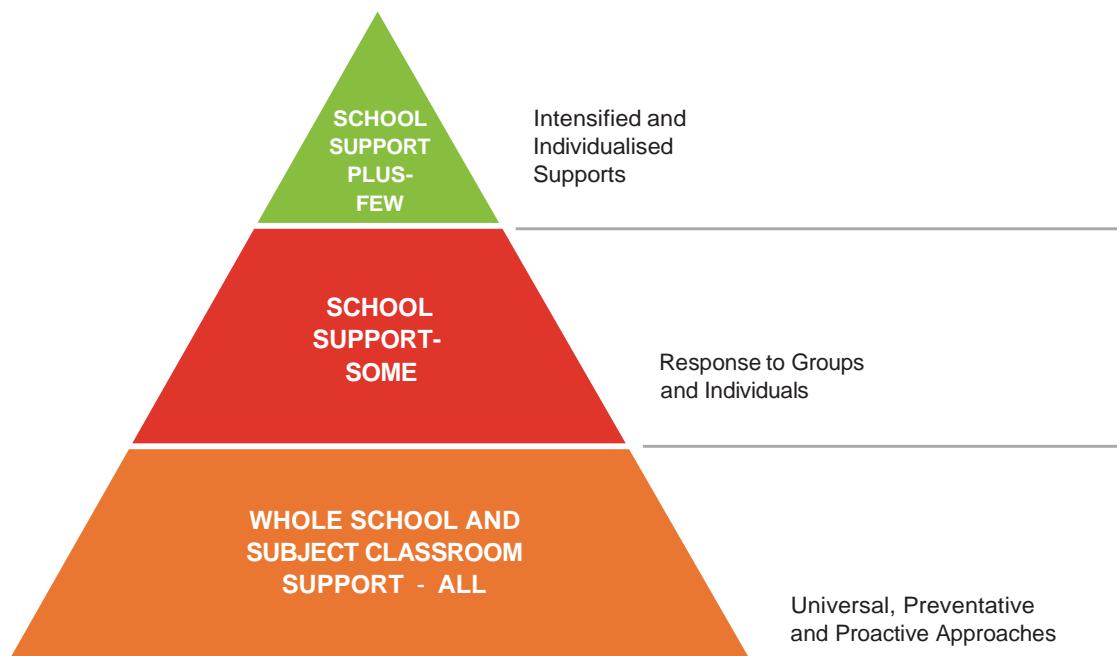
All information was recorded in Alan's Student Support File. It was agreed that Alan would continue to access special education teaching support at the level of School Support Plus-Few. Alan's strengths, interests and needs were summarised, and priority needs/areas of concern recorded in the *Strengths and Needs across Domains* template (Appendix 5-*Autism Good Practice Guidance for Schools*). Areas of concern were recorded in the Student Support Plan. SMART targets were agreed in each of the areas identified, and evidence-informed strategies and interventions were documented for each target. Based on information gathered across domains, Alan's strengths and interests were identified in his creativity and artistic ability which were evident in areas of Visual Arts and Graphics. Priority areas of need targeted to support Alan's transition to post-primary school were identified in communication, literacy, Maths and regulation.

### Did it work?

Alan's response to intervention was monitored by the lead special education teacher in collaboration with Alan and his mother. An initial review meeting was held with Alan, his mother and the lead special education teacher following a period of one month. Alan questioned why he needed SNA support to use his locker and expressed a preference that this would no longer continue. It was agreed that he would ask one of his peers or his mentor if he needed help with his locker and timetable and that this would be monitored in consultation with subject teachers, to ensure that he was managing books, materials and his timetable, as well as locating classes. It was agreed that there would be another review meeting early in the second term. Following a January review of the Student Support Plan, Alan switched subjects from Wood Technology to Home Economics. A review of progress was recorded in the Student Support Plan-Review.

Insert school logo here

<b>STUDENT SUPPORT FILE</b>	
Name	Alan
Date of Birth	15-03-2011
School	XXXXX
Date File Opened	August 2024
Date File Closed	



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

## Log of Actions

Date	Actions
August 2024	Alan visited the school in May with his special education teacher from primary school. He had a tour of the school, was allocated a locker and met some of his new teachers. Transition planning meeting with the school principal, the lead special education teacher, Alan, his parents and his primary school special education teacher took place in June. Agreed that Alan will access additional special education teaching support at the level School Support Plus-Few and this was recorded in his Student Support File and the <i>School Provision Plan for Young People identified with Special Educational Needs</i> .
August 2024	Alan agreed to access the games' centre and sensory space in the library at break times and as required throughout the day. Alan was provided with a map of the school and a visual timetable.
October 2024	Meeting with lead special education teacher and year head to discuss concerns reported by subject teachers. Special education teacher issued <i>Subject Teacher Survey</i> to all subject teachers. Reviewed student file and first-year assessment results.
October 2024	Meeting with Alan's mother, special education teacher, and year head followed by meeting with Alan. Agreed additional special education teaching support at the level of School Support Plus-Few. Three special education teachers and one SNA involved in provision of support. One special education teacher to lead on coordination of supports. Subject teachers informed and requested to complete <i>Learning Environment Checklist</i> . Agreed SNA supervision/support with use of locker at break times. Mentor from TY to link with Alan at lunch times.
November 2024	Meeting to update on progress with Alan, his mother and special education teachers. Alan requested SNA support discontinued. Lead special education teacher liaised with Occupational Therapist regarding use of ear defenders for Wood Technology classes. Progress to be monitored. Review date agreed for January 2025.
January 2025	Review of Student Support Plan. Lead special education teacher, Alan's mother. Alan joined meeting. Discontinued Wood Technology – taking Home Economics instead. Supports to continue at level of School Support Plus-Few.

## Support Checklist

Name: Alan	Age: 13	Year : First year
General Information	Date Checked	Comments
Parents/Guardians consulted	Aug 2024  Oct 2024  Nov 2024  Jan 2025	Parents attended transition planning meetings with special education teacher (Mr. Smith) in June 2024 in primary school  Information gathered by special education teacher from Alan, his mother and subject teachers  Meeting to update on progress with Alan and his mother. Alan requested discontinuation of SNA support. Special education teacher liaised with OT and teacher about Alan's sensitivity to noise.  Review of Student Support Plan with Alan and his mother. Subject teachers noted that Alan participated in paired activities in some classes. No longer attending Wood Technology – Alan requested change to Home Economics.
Consultation with Alan  <i>My Thoughts about School</i>	Oct 2024	Alan said that he liked lessons where he was not asked questions and that Visual Art and Graphics were his favourite classes. He said that some lessons were too noisy and that sometimes he didn't understand what the teachers were talking about.
Information from primary school gathered	June 2024	Alan received special education teaching support in primary school. Received a diagnosis with Autism and Mild General Learning Disability aged 7. Copy of professional report, Transfer Review Form, Education Passport and Student Support File received from Alan's primary school. Record of June 2024 transition planning meeting with primary school teachers and Alan's parents.
Hearing	Aug 2024	No concerns reported
Vision	Aug 2024	No concerns reported
Medical Needs	Aug 2024	No concerns reported

Name: Alan	Age: 13	Year : First year
General Information	Date Checked	Comments
<b>Basic Needs Checklist completed</b>  <i>Basic Needs Checklist and Sensory Integration checklist</i>	Oct 2024	<p>Needs identified in areas including:</p> <ul style="list-style-type: none"> <li>• Physiological Needs –sensory needs – busy spaces; loud noise in music and practical classes – covering ears at times; textures – school jumper/wool. Pacing around school environment; unpredictability related to new school routines and multiple classes.</li> <li>• Belonging – need to connect with peers/school staff</li> </ul>
<b>Assessment of learning</b> <ul style="list-style-type: none"> <li>• CAT 4 <ul style="list-style-type: none"> <li>• Verbal Reasoning SS68</li> <li>• Quantitative Reasoning SS75</li> </ul> </li> <li>• PPADE <ul style="list-style-type: none"> <li>• Spelling – SS83</li> <li>• Reading Comprehension – SS77</li> <li>• Word Reading – SS88</li> </ul> </li> <li>• Maths –observation/ student self-reporting</li> <li>• Language and Communication – observation/checklist</li> <li>• Subject Teacher Survey</li> </ul>	Oct 2024	<p>Strengths: Likes Graphics and Visual Art</p> <ul style="list-style-type: none"> <li>- talented artist</li> <li>- has developed positive relationships with one or two peers and special education teacher</li> <li>- engages in paired work with peers</li> </ul> <p>Requires support with:</p> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Completion of written work including homework</li> <li>• Maths –accessing Junior Cycle Maths curriculum; problem-solving; engagement in classes.</li> <li>• Attention and concentration, expressing needs, following instructions in class and answering questions when asked.</li> </ul>
<b>Observation of behaviour including:</b> <ul style="list-style-type: none"> <li>• Regulation/coping skills</li> <li>• Social interaction with school staff and peers</li> </ul>	Oct 2024	Reported to put his head down on desk and put his hood up when spoken to by subject teachers in lessons. Relates well on a one-to-one with special education teacher. Observed to interact with two boys from primary school but does not appear to interact with other peers.
<b>Classroom work adapted?</b>	Oct 2024	Subject teachers reported that Alan does not like to be treated differently to other students and requested advice from special education teaching team as to how best to support him in class.

**Indicators of Effective Practice - Section 3**  
**Examples - Student Support Files for Post-Primary schools**

Learning environment adapted?	Oct 2024	Subject teachers asked to review learning environment of classes using Learning Environment statements from <i>Indicators of Effective Practice</i> . (Autism Good Practice Guidance for Schools)
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Name: Alan	Age: 13	Year : First year
General Information	Date Checked	Comments
Yard/school environments adapted?	Sep 2024	Quiet spaces set up in library for lunch times.
Informal or formal consultation/advice with outside professionals?	Oct 2024	Special education teacher attended TPL provided by NCSE. NCSE Advisor provided generic advice on use of ear defenders.
Advice given by special education teacher or other school staff?	Oct 2024	<p>Subject teachers requested to:</p> <ul style="list-style-type: none"> <li>• Use visual supports and strategies including concept mapping to facilitate comprehension, predictability and opportunities for Alan to apply his artistic skills in class.</li> <li>• Increase opportunities for paired/small group work activities to support increased engagement and participation in classes.</li> <li>• Facilitate opportunities for Alan to take breaks in the sensory room or library when he requests using his break card. Refrain from asking Alan questions or to read in front of his peers.</li> <li>• Adjust homework demands and ensure tasks are broken down into component parts and made explicit through modelling, peer support and visual supports.</li> </ul>
Other interventions put in place in school?	Aug 2024	<p>Games centre (board games) set up in common area to support first years with the transition to post-primary. Sensory space/library accessible at agreed times throughout the day.</p> <p>SNA support at break times where required for organisation of materials. TY peer mentoring. My FRIENDS Youth programme in second term.</p>
Action needed		Monitor and update targets at level of School Support Plus-Few



## STUDENT SUPPORT PLAN

### *School Support Plus - Few*

To be completed by the special education teacher(s) in collaboration with the student, subject teachers and parents/guardians

Name	Alan	Age	13
Lead teacher	Mr. Smith, SET	Year	First year
Start date of plan	September 2 <sup>nd</sup> 2024		
Review date of plan	November 25 <sup>th</sup> 2024; January 15 <sup>th</sup> 2025		

#### ***Student's strengths and interests:***

Alan enjoys art activities, including drawing cartoons and graphic design. He likes the subject Graphics in school. Relates well on one-to-one with adults and connects with familiar peers. Likes watching videos on social media.

#### ***Priority concerns***

##### ***Alan requires support in areas of***

- Communication/ regulation – expressing needs and coping skills;– organisation of materials; sensitive to noise and textures
- Literacy – reading comprehension; writing tasks
- Maths – using calculator; computation and problem-solving

#### ***Possible reasons for concerns***

Alan is autistic and also has an intellectual disability in the mild range. Alan recently transferred from primary to post-primary school and is adjusting to the transition, including the social, practical and academic demands of the new learning environment. Alan's sensory processing preference and needs should inform adaptations to his learning environment to facilitate participation at school.

#### ***SMART Targets***

##### ***Alan will***

##### ***Communication/ Regulation***

- Request time away from class, when he needs calm time, in the library/sensory space using his break card.
- Identify when he needs to wear ear defenders in Wood Technology classes with prompting from Wood Technology teacher (added Oct 24).
- Arrive ten minutes early to access locker and organise books/material required using visual timetable each morning supported by SNA (added Oct 24).

### **Literacy**

- Identify and summarise key points in passages using KWL strategy and highlight key words with support from special education teacher and subject teachers across subject areas with a focus on English and History from September to January.

### **Maths**

- Participate in at least one paired learning activity involving use of calculator for computation and problem solving, with one other peer in Maths support classes three times a week.

### **Staff involved**

Staff: Mr. Smith, lead special education teacher, literacy; emotional/social and sensory regulation; Ms. Tighe, Maths support; Ms. French, SNA support (locker and visual timetable)/supervision in library.

### **Resources**

DE *Autism Good Practice Guidance for Schools*  
Middletown Centre for Autism *Anxiety Management*  
NEPS – *A Continuum of Support for Post-Primary Schools: Guidelines for Teachers*  
NEPS – *Listening to Children and Young People*  
NEPS *Normalising Thoughts, Feelings and Behaviours: A Guide for School Staff*  
NEPS – *Managing Stress and Anxiety – A Guide for Students*  
OIDE – *Post Primary Literacy Resources for Teachers*  
OIDE – *Post Primary Literacy Padlet*  
NCSE – <https://ncse.ie/relate>  
NEPS – *Organisation Tips Post- Primary*  
NEPS *Maths Support 2020*  
OIDE – *Maths Resources*  
OIDE – *Graphic Organisers*  
DE – *Advice on assessment*

Signature of parent(s)/ guardian(s)

Signature of teacher

## STUDENT SUPPORT PLAN - REVIEW

### *School Support Plus - Few*

To be completed by the special education teacher(s) in collaboration with the student, subject teachers and parents/guardians

<b>Name:</b> Alan	<b>Year</b>	First
<b>Names of those present at review:</b> Mr. Smith, lead special education teacher; Ms. French, SNA; Alan; and Alan's mother	<b>Date of Review</b>	January 15 <sup>th</sup> 2025
<b>What areas of the plan have been most successful and why?</b>		
<b>Communication/regulation</b>  Alan is using the break card to access sensory space and library. Accessing breaks more during Maths and French classes. No longer attending Wood Technology and switched to Home Economics. Parents report improvement in mood at home. Teachers informed not to ask Alan about uniform jumper. Use of stress kit in calm area of library most successful as consistent with keen interest in doodling and drawing. Does not want support from SNA when retrieving materials from locker so supported by two peer buddies since November 24. Gets on well with TY peer mentor-using visual timetable.  <b>Literacy</b> – teachers report Alan is engaging with concept mapping activities in English and History lessons when supported by peer.  <b>Maths</b> – works well in small group with special education teacher and participates in short structured paired learning activities.		
<b>Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?</b>  Alan expressed wish to switch to Home Economics from Wood Technology and no longer uses ear defenders at school. Increased participation and engagement at school due to structured activities, access to sensory space/calm area and adaptation of learning environment of subject classes to allow for multiple modes of representation (concept maps/visual) and engagement (paired activities).		
<b>Have the student's needs changed since the start of the plan, and if so how?</b>  Priority needs identified continue to form basis of plan. No longer required to arrive early to access locker space as accustomed to routine and using visual timetable attached to inside door of locker. Peers assist when required.		
<b>Young person's views</b>  Alan reported that he likes attending the games club at lunch time and asked if the selection of activities could be expanded.		
<b>Parent(s)/guardian(s) views</b>  Alan's parents reported that he appears more settled at school and has adjusted to routines. They said that Alan was worried about assessments and upcoming Christmas tests and asked if he could access support preparing for these.		

**Recommended future actions – what, how, who, when?**

Continue with targets. Expand use of concept mapping as a study skills tool across subject areas. Lead special education teacher to incorporate use of social stories to alleviate reported anxiety around tests.

Signature of parent(s)/guardian(s)	
Signature of teacher(s)	

Outcome of review (tick as appropriate)			
<input type="checkbox"/>	Revert to previous level of support - Whole School and Subject Classroom Support - All or School Support - Some	<input type="checkbox"/>	Progress to next level of support - School Support - Some or School Support Plus - Few
<input checked="" type="checkbox"/>	<b>Continue at Current Level of Support</b>	<input type="checkbox"/>	Request consultation with other professionals

## Example 3:

### School Support Plus-Few – Introducing Aisha

#### What is the concern?

Aisha is a 13-year-old girl in first year of post-primary school. In primary school Aisha accessed special education teaching support at the level of School Support Plus-Few. It was reported that Aisha had attended HSE Speech and Language Therapy (SLT) services intermittently between the ages of 3 and 10 years old. At a transition planning meeting at the end of 6<sup>th</sup> class in primary school, Aisha's mother reported that she found all aspects of learning difficult. Her primary special education teacher and her mother expressed concern that Aisha would be overwhelmed by a full subject load in first year and requested a reduced curriculum. It was agreed following discussion with Aisha that she would experience the majority of subjects and attend special education teaching support lessons. It was agreed this would be reviewed after the midterm break of first year.

Aisha's subject teachers noticed the difficulties that she experienced with classwork and homework. Some of Aisha's subject teachers reported that she often complained of headaches in class and had difficulty understanding concepts. She was reported to appear anxious about schoolwork. Aisha regularly complained about feeling unwell and requested to go home early on those occasions.

At a meeting with Aisha's mother, she confirmed that Aisha found the transition to post-primary school challenging and often complained that the work was very hard. Aisha told her year head that she did not understand what the teachers were talking about and that the work was making her head feel sore. She said she enjoyed some of the practical subjects but found everything else hard and did not like asking for help in front of others.

#### Why is it happening?

Aisha's lead special education teacher reviewed all of the information in the Student Support File that had informed her Student Support Plan. Aisha's mother informed the school that she had contacted HSE Speech and Language Therapy (SLT) services to request a review due to her ongoing difficulties. She provided the school with a SLT report indicating that Aisha had severe receptive language difficulties. A lead special education teacher gathered information to identify Aisha's strengths and needs across the key areas of development including, learning, literacy, language and communication, numeracy, social and emotional development and organisational skills. Within each area, information was gathered from a range of sources using formal and informal assessment approaches. The *Subject Teacher Survey* from the *Continuum of Support for Post-Primary Schools Resource Pack for Teachers* was distributed by the lead special education teacher to all Aisha's subject teachers to record their observations. Aisha completed the *My Thoughts about School* checklist with the special education teacher. The concerns reported by Aisha, her mother and teachers were recorded in a Student Support File along with copies of the completed checklists and assessment data. Information gathered was discussed at a meeting of the core special education teaching team. It was evident from information gathered that Aisha required support in areas of comprehension, written expression, Maths, wellbeing and regulation/organisational skills. It was agreed that Aisha would be provided with special education teaching support at the level of School Support Plus-Few. All information was recorded in a Student Support File.

## How can we help?

The Support Checklist of the Student Support File was completed to identify and record Aisha's strengths, interests and needs, based on information gathered in collaboration with Aisha, her parents and relevant subject teachers. Priority needs/areas of concern were agreed in the areas of literacy, language, numeracy, and regulation. SMART targets were agreed in each of the priority areas of need identified, and evidence-informed strategies and interventions were documented for each target. The Student Support Plan was updated to reflect the additional information gathered and the targets were updated. The lead special education teacher consulted with Aisha's subject teachers about her priority learning needs and implications for her learning in mainstream subject classrooms. Aisha's Student Support Plan was shared on the school's secure online platform and through collaborative discussion. Teachers were invited to review the learning environment of their classrooms using the Learning Environment statements from the *Continuum of Support Resource Pack for Teachers*.

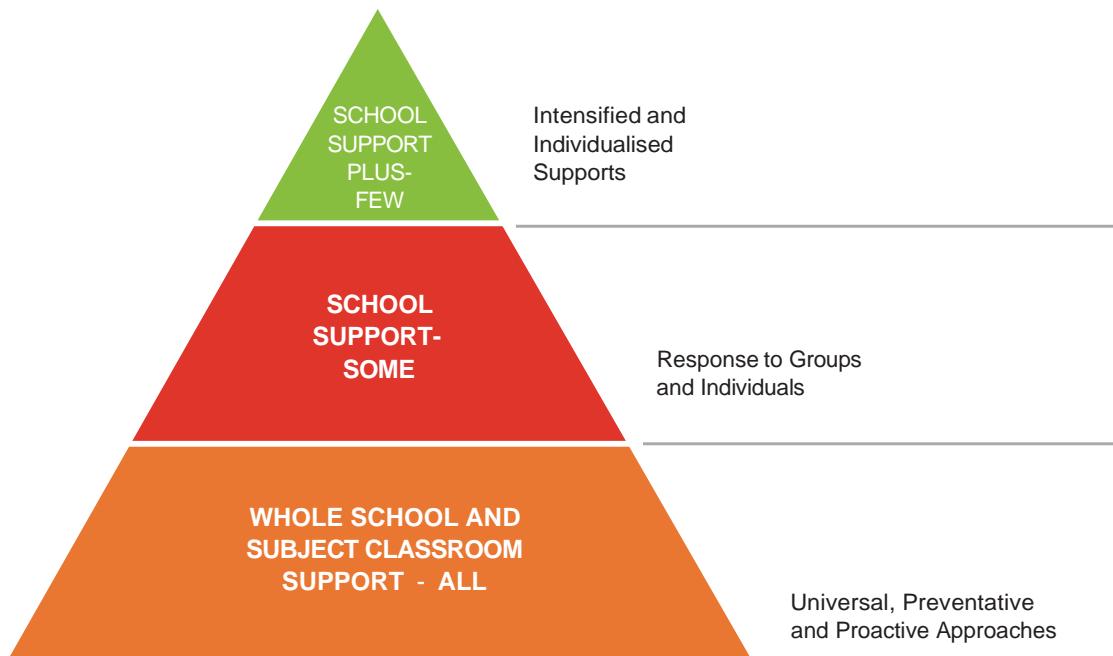
It was agreed in collaboration with Aisha, her parents, members of the special education teaching team and the principal, that the number of Junior Cycle subjects Aisha was accessing would be reduced to support her participation, inclusion and to scaffold success in her learning. It was agreed that she would be provided with further additional special education teaching supports during these lesson times, for individual and small group support. Team-teaching would be used as a support to provide targeted intervention in Maths and English classes. Aisha accessed SNA support to develop her regulation skills in the organisation of books/materials and her locker for transitions across the school day. Supervision was provided for regulation breaks throughout the school day. Aisha suggested setting up a dance/fitness club in the school with a friend, and two transition year students agreed to help with the organisation and coordination of this. It was agreed this would take place initially once a week during lunch time for first years. It was agreed that Aisha's subject and special education teachers would check in with each other and Aisha regularly to monitor her progress.

## Did it work?

Aisha's response-to-intervention and support was monitored by the lead special education teacher in collaboration with Aisha, her teachers and her mother. An initial review meeting was held with Aisha, her parents and the lead special education teacher following the mid-term break in February. Aisha's mother reported that she was waitlisted for HSE SLT services. Aisha reported that she was finding things easier at school now that she was getting extra help and was really enjoying the dance club, which had proven popular with other girls in first year. The SNA supporting Aisha reported that she had a much better understanding of the timetable and materials required and was increasingly independent in managing this, unless there was an unexpected change to the daily routines. Aisha and her mother agreed that she was not experiencing as many headaches after school, but still found herself overwhelmed at times when she could not understand what teachers were talking about in classes. It was reported that she was due to attend an appointment with a paediatrician in the summer regarding her headaches. It was agreed that another review would be held before the summer break.

Insert school logo here

STUDENT SUPPORT FILE	
Name	Aisha
Date of Birth	10-06-2011
School	XXXXX
Date File Opened	August 2024
Date File Closed	



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

## Log of Actions

Date	Actions
August 2024	Student Support File opened including copies of transition planning meeting (May 2024), Education Passport and Transfer Review Profile from the primary school. Aisha accessing support at School Support Plus-Few.
November 7th 2024	Aisha's mother met with year head to discuss concerns about how Aisha was coping with first year. Agreed reduced subject load and increase in access to special education teaching support.
November 10th 2024	Special education core team to gather further information and carry out assessment of literacy, numeracy, language and communication, social and emotional development and organisational skills. Mother to forward copy of most recent Speech and Language Therapy (SLT) report.
November 24 <sup>th</sup> 2024	Student Support File and Student Support Plan updated and targets amended and agreed with Aisha and her mother. Review to take place February 2025.
February 6th 2025	Review of progress meeting held involving Aisha, her mother, year head, guidance counsellor and lead special education teacher. Support to continue and review again in May. Aisha's mother reported that Aisha is waitlisted for SLT Services.
May 16th 2025	Review meeting attended by Aisha, her mother, year head, guidance counsellor and lead special education teacher. Support to continue at level of School Support Plus-Few.

## Support Checklist

Name: Aisha	Age: 13	Year: First year
General Information	Date Checked	Comments
Parents/Guardians consulted	Aug 2024	Agreed with parents Aisha to access special education teaching support. Aisha to access the majority of subjects.
	Oct 2024	Meeting to update progress with Aisha's mother who expressed concern regarding her progress. Further reduction in subject load agreed alongside increased access to special education teaching support.
	Nov 2024	Information gathered by year head and special education teacher from Aisha, her mother and teachers. Mother submitted last SLT report (2020) outlining Aisha's severe receptive language difficulties.
	Feb 2025	Review of progress involving Aisha's mother. Recorded in Student Support Plan-Review. Next review to take place in May 25.
Information from primary school gathered	June 2024	Aisha received special education teaching support for language, literacy and numeracy in primary school. Student Support File from Aisha's primary school and information provided in the Transfer Review Form reviewed by the special education core team.
Hearing	Nov 2024	Aisha's mother reported that the development of speech and language skills improved after grommets inserted at approx. age 6.
Vision	Nov 2024	No concerns reported by Aisha or her mother.
Medical Needs	Nov 2024	Concerns about headaches reported since starting in first year. Aisha's mother said that the GP had made a referral for further investigation.
Basic Needs Checklist	Nov 2024	No concerns identified.

Name: Aisha	Age: 13	Year: First year
General Information	Date Checked	Comments
<b>Assessment of learning</b> <ul style="list-style-type: none"> <li>CAT 4 <ul style="list-style-type: none"> <li>Verbal - SS64</li> <li>Quantitative - SS70</li> </ul> </li> <li>PADD-E <ul style="list-style-type: none"> <li>Spelling - SS82</li> <li>Reading Comprehension - SS62</li> <li>Word Reading - SS82</li> </ul> </li> <li>Maths -observation/student self-reporting and class tests</li> <li>Language and Communication – observation/teacher reports</li> <li>Subject Teacher Survey</li> </ul>	Nov 2024	<p>Strengths:</p> <ul style="list-style-type: none"> <li>Likes Visual Art, Home Economics, PE. Loves music and attends dancing classes outside of school.</li> </ul> <p>Needs identified in:</p> <ul style="list-style-type: none"> <li>Listening Comprehension/receptive language – following instructions, recall of information, sequencing of information</li> <li>Written Expression - organising and sequencing written work</li> <li>Reading Comprehension recall, summarising and understanding of vocabulary/new concepts</li> <li>Maths –accessing Junior Cycle Maths curriculum; reading and understanding the questions; understanding of concepts; problem-solving using calculator and basic operations.</li> </ul>
<b>Observation of learning/approach to learning</b>	Nov 2024	Aisha's subject teachers reported that she is quiet and does not volunteer to participate in class. Requires one-to-one support in Maths and English classes. Her teachers noted that she seems overwhelmed at times but that she always tries her best. Needs to be given time to think and process information when asked a question. Language needs to be simplified. Responds positively to praise and encouragement. Teachers reported Aisha has difficulties working independently and with organisation of class and subject materials. Home Economics teacher reported she often forgot to bring ingredients for practical classes.
<b>Observation of</b> <ul style="list-style-type: none"> <li>relationships with school staff and peers</li> <li>coping skills</li> </ul>	Nov 2024	Aisha has friends and interacts well with peers during break times. Maths teacher reported she has become upset in class. Pleasant and polite in interactions with teachers.

<b>Name:</b> Aisha	<b>Age:</b> 13	<b>Year:</b> First year
<b>General Information</b>	<b>Date Checked</b>	<b>Comments</b>
<b>Consultation with Aisha</b>  <i>My Thoughts about School</i>	Aug 2024	Aisha asked if she could attend the majority of subjects and agreed to special education teaching supports in small group.
	Nov 2024	Aisha noted that she likes some classes at school but finds Maths, English, Irish, French and Science very difficult. She asked if she could drop some of her subjects and get more support instead. She said that she sometimes did not know what the teachers were talking about and this made her feel like she did not want to be at school. She said she wanted to learn but was finding first year really hard and wanted someone to help her and show her what to do. She said she hoped to be a dance teacher when she finished school.
<b>Classroom work adapted?</b>	Nov 2024	Some subject teachers reported that they simplified language used to explain concepts.
<b>Learning environment adapted?</b>	Dec 2024	Subject teachers asked to review learning environment of classes using Learning Environment Classroom Checklist from Continuum of Support Resource Pack
<b>Yard/school environments adapted?</b>	Sep 2024	NA
<b>Informal or formal consultation/advice with outside professionals?</b>	Feb 2025	Special Education Teacher accessed advice from NEPS on supporting students with language difficulties
<b>Advice given by special education teacher or other school staff?</b>	Oct 2024	Strategies for subject teachers to support access to the curriculum included in Student Support Plan.
<b>Other interventions put in place in school?</b>	Jan 2025	Aisha and other students in first year to start dance club at lunch times in break room supported by two TY students – 30 mins once a week for 6 weeks agreed. SNA support in the morning and at break times where required for organisation of materials.
<b>Action needed</b>	Jan 2025	Increased access to special education teaching support at the level School Support Plus-Few and reduced subject load.

## STUDENT SUPPORT PLAN

### *School Support Plus-Few*

To be completed by the special education teacher(s) in collaboration with the student, subject teachers and parents/guardians

Name	Aisha	Age	13
Lead teacher	Mr. Smith, special education teacher	Year	First year
Start date of plan	September 2 <sup>nd</sup> 2024		
Review date of plan	February 6 <sup>th</sup> 2025		

#### ***Student's strengths and interests:***

Aisha enjoys art activities, music, dance and cooking. She likes to play football. She gets on well with her peers and has two good friends in her year. She is motivated to learn and wants to be a dance teacher when she leaves school.

#### ***Priority concerns***

##### ***Aisha requires support in areas of:***

- Listening comprehension/receptive language skills - understanding concepts and following instructions; recall of information; comprehension of subject specific terminology; oral expression – responding and answering questions; written and oral expression.
- Reading comprehension/writing task – understanding of concepts, identifying and summarising relevant information and answering questions.
- Maths – accessing Junior Cycle Maths curriculum; comprehension of questions; understanding of concepts; problem-solving; language of Maths; use of a calculator.
- Wellbeing – regulation and coping skills.
- Organisational skills - organising books and materials required for classes; homework tasks.

#### ***Possible reasons for concerns***

Aisha has severe receptive language difficulties and this is likely to impact on her understanding of concepts. It is also likely to impact on the speed at which she can process what she hears, respond to instructions, retain information and express her thoughts/ideas.

#### ***SMART Targets***

##### ***Comprehension and written expression Aisha will:***

- Summarise key information from texts using concept mapping and writing frames with support from subject teachers (English, Home Economics) and special education teacher.
- Sequence steps in tasks related to practical subjects (Home Economics, Science) using graphic organisers with support from special education teacher (added Nov2024)
- Identify key information and vocabulary in written questions in think-pair-share activities. (Added Nov 2024)

**Maths – Aisha will:**

- Read and underline the key parts of the questions in pairs with support from special education teacher.
- Use a calculator independently to perform addition and subtraction e.g. to add the costs of ingredients in recipes in Home Economics
- Sequence steps of mathematical procedures using visual representations with support from special education teacher (added Nov 2024)

**Wellbeing – Aisha will:**

- Identify when she is feeling overwhelmed and present break card to access time in calm space.
- Participate in 30 minute dance sessions once weekly for six weeks, supported by peers in transition year.

**Organisational skills – Aisha will:**

- Bring appropriate books and materials to class using visual schedule/checklist with prompting from SNA (added Nov 2024).

**Strategies to help Aisha achieve the targets:**

**Advice for subject teachers:**

- Link introduction of new concepts to prior learning and knowledge using language that Aisha can understand.
- Increase wait time for Aisha to process information when issuing instructions regarding tasks to be completed in class.
- Break tasks into steps.
- Use visual supports and digital technology to facilitate recall and comprehension.
- Teach and define new vocabulary and provide opportunities for reinforcing core vocabulary and key concepts. Link with special education teacher.
- Increase opportunities for paired/small group work activities to practise strategies and support increased engagement and participation in classes.
- Facilitate opportunities for movement breaks in classes.
- Refrain from asking Aisha to read in front of her peers without prior warning and preparation.
- Differentiate questioning to ensure success by careful timing, scaffolding and increasing wait-time
- Adjust homework demands and ensure tasks are broken down into component parts and made explicit through modelling, peer support and visual supports.

**Small group support:**

- Opportunities to practise comprehension strategies and use of writing frames using a scaffolding approach.
- Use of word banks to develop vocabulary and link to known concepts across subject areas.
- Develop skills in use of mind maps and graphic organisers to support recall and comprehension.
- Use of visual representations and digital technology to support development of procedural fluency in maths. Use of colour coding and checklists to support organisation of books and materials.
- Positive affirmations, visualisations and breathing exercises to support emotional regulation.
- Opportunities for participation in preferred activities during break times including dancing.

***Staff involved and resources needed.***

Staff: Mr. Smith, lead special education teacher, literacy; emotional/social and sensory regulation; Ms. Tighe, Maths support; Ms. French, SNA support (locker and visual timetable)/supervision in library.

***Resources***

OIDE – Post Primary Literacy Resources for Teachers

OIDE – Post Primary Literacy Padlet

JCT – Oral Language Resources

OIDE – Technology in Education

JCT – Maths resources

NCSE – Movement Breaks in Post Primary classrooms

NEPS – Organisation Tips Post Primary

NEPS – Maths Support 2020

OIDE – Maths Resources

OIDE – Graphic Organisers

DE – Advice on assessment

NEPS – Listening to Children and Young People

NEPS Normalising Thoughts, Feelings and Behaviours: A Guide for School Staff

NEPS – Managing Stress and Anxiety – A Guide for Students

Signature of parent(s)/guardian(s)

Signature of teacher

## STUDENT SUPPORT PLAN - REVIEW

*School Support Plus-Few*

To be completed by the special education teacher(s) in collaboration with the student, subject teachers and parents/guardians

<b>Name:</b> Aisha	<b>Year</b>	First year
<b>Names of those present at review:</b> Special education teachers, Mr. Smith and Ms. Tighe; Aisha and her mother.	<b>Date of Review</b>	Feb 6 <sup>th</sup> 2025
<b>What areas of the plan have been most successful and why?</b> Aisha reported that she is happier coming to school since accessing special education teaching support, particularly in Maths as this was a subject she found very difficult. She also stated that she found school easier now that she did not have as many subjects. Aisha's mother agreed that the adjustments made to written homework demands were helpful as well as the option for Aisha to complete and submit work online. Aisha reported that she was really enjoying the dance sessions with her peers in first year.		
<b>Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?</b> Aisha's teachers reported that she is arriving to class on time with correct books and materials and that SNA support has helped in this area. It was reported that she seemed to work well in paired activities as the support of peers helped her to engage and participate in class.		
<b>Have the student's needs changed since the start of the plan, and if so, how?</b> Aisha continues to require support in identified areas of need.		
<b>Student/young person views</b> Aisha reports that she is happy to continue with targets and would like to continue dance sessions at lunch times		
<b>Parent views</b> Aisha's mother reports that Aisha is happier coming to school and particularly enjoys lunch time dance sessions. She requested that homework demands be kept to a minimum as Aisha is very tired in the evenings after school.		
<b>Recommended future actions – what, how, who, when?</b> Continue with support and areas targeted in plan.		
Signature of parent(s)/guardian(s)		
Signature of teacher(s)		

Outcome of review (tick as appropriate)			
<input type="checkbox"/>	Revert to previous level of support- Whole School and Subject Classroom Support-All or School Support-Some	<input type="checkbox"/>	Progress to next level of support - School Support-Some or School Support Plus-Few
<input checked="" type="checkbox"/>	Continue at Current Level of Support.		



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