



## Inclusive Practice Reflection

Note: SNA support is for significant primary care needs. Behaviour is a communication of unmet need and this should be explored to ensure the best outcomes for students. The teacher should engage in holistic assessment to fully understand the specific needs of the student who requires support. The identified need may not be a care need and the support of an SNA is not a behaviour intervention. The provision of SNA support should not be considered as a response to behaviour.

### 1. Whole-School & Universal Practice

Actions	✓	Date
<ul style="list-style-type: none"> <li>Staff are familiar with <a href="#">NCSE Relate</a> principles: Regulation-first, relationship-centred practice, predictable environments.</li> </ul>		
<ul style="list-style-type: none"> <li>Staff are familiar with the <a href="#">DEY Autism Good Practice Guidance for Schools</a></li> </ul>		
<ul style="list-style-type: none"> <li>School's Wellbeing Policy is active and has been referred to.</li> </ul>		
<ul style="list-style-type: none"> <li>Classroom has universal supports: visual schedules, clear expectations, calm/regulation spaces, predictable environment</li> </ul>		
<ul style="list-style-type: none"> <li><a href="#">NCSE Sensory Spaces</a> and included reflective tool have been used.</li> </ul>		
<ul style="list-style-type: none"> <li><a href="#">NCSE Physical Classroom Environment: Creating Universal Learning Spaces</a> has been consulted.</li> </ul>		
<ul style="list-style-type: none"> <li><a href="#">NCSE Classroom Sensory Screening Tool</a> has been completed</li> </ul>		
<ul style="list-style-type: none"> <li><a href="#">NCSE Visual Supports within an Inclusive Learning Environment</a> has been consulted</li> </ul>		
<ul style="list-style-type: none"> <li>Whole school training has been undertaken in the last 2 years. (Whole school training sessions can be requested on the school support portal on <a href="http://www.ncse.ie">www.ncse.ie</a>)</li> </ul>		

### Reflection

Reflect on: What has worked well? What difference did that make? What next?

## 2. Understanding the Student's Needs

Actions	✓	Date
• <a href="#">Getting to Know Me Tool</a> completed and reviewed		
• <a href="#">Stressor Tool</a> completed and reviewed — identifying environmental, sensory, social, and cognitive stressors.		
• School Support Plan in place with supports matched to identified needs.		
• Student's strengths and interests documented and used in day to day planning.		
• Outdoor environment — zoned areas, staggered transitions, check-ins.		

## Reflection

Reflect on: What did you find out? What did you change? How did it help?



### 3. Planning & Support

Actions	✓	Date
• Classroom Support Plan implemented — adjustments, goals, and strategies reviewed.		
• School Support Plan implemented — targeted interventions with assigned staff and review notes.		
• School Support Plus Plan developed with multi-agency input (NEPS/OT/SLT), with Student Support File up to date.		
• SMART targets set and progress monitored.		
• Targets are linked to identified needs		

### Reflection

Reflect on: What was the impact of SET support? What strategies were introduced over the course of the plans? How has the environment been adjusted? Consider the following and expand: seating, transitions, visuals supports. Is curriculum and learning accessible at all times for this student?



#### 4. Collaboration & Communication

Actions	✓	Date
• Parents/Caregivers are involved in planning and supports		
• The <a href="#">student's voice</a> is included at all stages. <ul style="list-style-type: none"><li>○ coping strategies, preferred supports, and communication preferences documented</li></ul>		
• NEPS and other community supports consulted where appropriate and recommendations implemented.		

#### Reflection

Reflect on: How did Student Voice impact decisions on support? How will collaboration continue going forward? Is enough known about the student to put in place the correct supports?

## 5. Resources Deployed

Detail [SET supports](#) deployed. How many hours per week and per session? What time of day was the support deployed and why? Was the support individual, small group or in class?

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## 6. Phases of Support

[Phases of Support](#) planning has been implemented and all relevant staff are aware of their roles in support towards a calm and proactive environment. This should be included in the Student Support File.

## 7. Documentation Required

<b>Actions</b>	✓
Submit the 2 most recent SET school support plans	
List NCSE training completed by staff working with the student in last 2 years: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	
Other supports received: <ul style="list-style-type: none"><li>•</li><li>•</li></ul>	