



# Swords Community College Autism Class Policy 2025/26

**Date for Review:  
June 2026**

**Signed:** \_\_\_\_\_  
Chairperson of Board of Management

**Signed:** \_\_\_\_\_  
Principal (Secretary to Board)

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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The Autism Class attempts to enable all students with Autism to belong to an educational community without prejudice and within which individual difference is celebrated.

The class reflects the inclusive ethos of Swords Community College and wherever possible the students in the Autism Class are integrated within the mainstream school.

## Special Education Needs Mission Statement

Swords Community College endeavours to provide quality education for all students in a caring disciplined and respectful environment. We aim to prepare students for life and responsible citizenship and to motivate them towards the achievement of their full potential.

### Definition:

The purpose of the Autism Class is to assist students with Autism to leave school with the skills necessary to participate, to the best of their ability, in an inclusive way in society and to live independent and fulfilled lives.

### Development of the Autism Class: Aims and Objectives:

- To provide a whole school response to the needs of students with Autism within the overall ethos of the school.
- To provide a safe, nurturing and happy environment in which students are guided and supported.
- To provide a predictable and consistent environment where students' needs are implicitly understood and met.
- To facilitate every aspect of the student's education from their transfer from primary school to their transition to college/work upon completion of their education at Swords Community College.
- To identify any difficulty that students with Autism are experiencing as early and as thoroughly as possible.
- To encourage parental co-operation and involvement and to keep parents/guardians regularly informed of progress.
- To work in partnership with parents/ guardians, students, the Special Educational Needs Organiser (SENO) and other outside professionals.
- To set achievable and manageable targets for students attending the Autism Class.
- To employ a variety of resources, equipment (See Appendix 1) and teaching strategies to enable differentiation in the approach to the curriculum.
- To provide access to an extended curriculum whereby students are taught in the areas of social skills and life skills training and stress management strategies
- To attempt to meet the sensory needs of students in the Autism Class by providing access to sensory and sensory integration rooms.
- To promote and encourage the integration of all students in the Autism Class within the mainstream school.

Admissions: See Appendix 2 for Admission to Autism Class taken from Swords Community College Admissions Policy.

## Assessment:

An assessment includes an evaluation of the nature and extent of the student's Autism diagnosis and of the services which the student needs to be able to reach his potential and fully participate in and benefit from education.

It may also include:

- Screening tests in literacy and numeracy for all incoming First year students.
- Diagnostic and informal testing to clarify and identify the exact areas of strength and need.

\*All testing is subject to the consent of parents/ guardians.

\*Definitive conclusions will not be drawn from these tests. They are, however, used as part of a multifaceted assessment involving:

(a) Information from primary schools- consultation with class teacher, learning support teacher/ resource teacher in the feeder primary schools.

(b) Consultation with parents/ guardians.

(c) Consultation, where appropriate, with students with Autism.

(d) Feedback from subject teachers.

(e) Consultation with outside professionals that are involved with students with Autism.

\*All procedures, test results and information received are documented and filed. In addition, relevant information in relation to a student with Autism specific educational needs is brought to the attention of mainstream teachers.

## Induction:

It is the objective of the Autism Class teacher and support staff to facilitate the successful transfer of students with Autism from their primary school to Swords Community College. The Autism Class teacher or the SEN Co-ordinator visit the students in their primary school and also meet with the students' class teacher and/or resource teacher. The student with Autism and their parents/guardians then visit the Autism Class and receive a tour of the school prior to commencement of new school year.

## Role of Autism Class Teacher:

To support the delivery of the mainstream curriculum in a way that meets the needs of students with Autism and to provide access to an extended curriculum, which will include; Social Skills training, Life Skills training, Sensory programme, stress management strategies etc.

- Assessing and recording students' needs and progress.
- Devising individual visual timetables.
- Setting specific, time-related targets for each student.
- Direct teaching of the students on a one-to-one basis or group setting within the Autism Class.

- Collaborating with class teachers regarding adapting the curriculum, teaching strategies, suitable textbooks, use of I.T. and a range of other related matters.
- Monitoring and managing student's behaviour and progress.
- Meeting with relevant professionals, in the student's interest such as psychologists, speech and language therapists, occupational therapists.
- Co-ordination of timetable and programme for SNAs.
- Organising and facilitating a range of structured lunchtime activities.
- Weekly Progress Meeting with SNAs.
- Meeting and regular communication with parents/ guardians.

## Consultation with mainstream teachers:

Communication of relevant information between Autism class teachers and mainstream teachers is on-going. General guidelines for the teaching of students with Autism are given to teachers who teach a student with Autism (See Appendix 3).

Mainstream teachers have the facility to request that a student return to the Autism Class at any time if a healthy safety concern arises.

Management are kept informed of the progress/needs of each student through regular consultation with Autism Class teachers.

## Role of parent(s)/ guardian(s):

Partnership with parents/guardians plays a crucial role in enabling students who attend the Autism Class to achieve their potential. Parents/ guardians are regarded as the primary educators of their child and their input and involvement at every stage of their child's education is encouraged and valued.

Communication with parents/guardians is on-going. This is done through the home school journal and/or emails/phone calls. Meetings with parents/guardians are held at least twice yearly to review progress and plan future targets. Parents/guardians are encouraged to support the school in working with their child.

## Role of the Special Needs Assistant (SNA):

- Give general assistance to the mainstream teacher and Autism class teacher, under the direction of the Principal, with duties of a non-teaching nature.
- Attend weekly meeting with Autism Class Teacher to discuss progress of student(s).
- Duties shall be modified to support the particular needs of each student concerned.

## Student Support File (SSF):

A Student Support File is prepared for every student who attends the Autism Class (See template in Appendix 5).

Contents of an Student Support File include;

1. The nature and degree of the student's special educational needs.
2. The nature and degree of the student's abilities, skills and talents.
3. The special education provision provided to the student.
4. The present level of educational performance of the student.
5. The targets for the student, in which achievement will be attempted, will take place over a period not exceeding 12 months.

A copy of the SSF is given to and signed by the parents/guardians. It will be available upon request to the SENO and other relevant professionals.

Parents/ guardians may appeal against:

- Any statement or description of their child's special education needs that they consider incorrect or inadequate to meet their child's needs.
- The failure of the school or Department of Education and Skills to implement any part of the plan.

Curriculum and Integration:

All students attending the Autism Class in Swords Community College attend mainstream classes in so far as possible. The Autism Class will provide the relevant supports for students with Autism to enable them to integrate into the mainstream classes, so as they can be taught alongside their peers with the majority of their learning taking place there.

During time in the Autism Class, Students have access to an extended curriculum (either individually or in a small group setting) where they will receive social and life skills training, a sensory programme and stress management strategies. Students will also benefit from pre and/or post tutoring of mainstream subjects.

The Individualised Timetable:

Students in the Autism Class operate from a modified timetable. The number of academic subjects undertaken is wholly dependent on their needs and abilities. Activities in the Autism Class are also individualised. Each student's timetable is constantly under review and changes can be made throughout the academic year.

Catering for unstructured time:

Students in the Autism Class are provided with structured lunchtime activities, which are supervised by a teacher/ SNA.

The majority of these activities, which take place throughout the week, are open to students in mainstream classes thereby enabling students in the Autism Class to socialise and get to know their peers in a structured, yet informal setting.

## Exams:

Reasonable accommodations have been put in place in an effort to negate the stress that is associated with class tests and exams for students with Autism.

Mainstream teachers are asked to give adequate notice of all class tests. Students in the Autism Class have the option of completing class tests within the Autism Class with the teacher or SNA. Students are given extra time (if required) to complete exams and may also be provided with appropriate reasonable accommodations if deemed necessary by the State Examinations Commission.

This process is continued up to and including the Junior Certificate Examination (and beyond if necessary) where reasonable accommodations, if deemed necessary, are made for students with Autism under the direction of the SEN Co-ordinator and in consultation with students/ parents/ mainstream teachers.

Support Services and links to outside agencies:

The Autism Class in Swords Community College has established links with the following agencies:

- National Council for Special Education (NCSE)
- Special Education Support Service (SESS)
- Special Education Needs Organiser (SENO)
- Psychological Support Services (PSS)
- Occupational Therapy (OT), Speech and Language Therapy (SLT) and Psychology Services in Health Service Executive (HSE).

## Legislation:

The school authorities are committed to complying with the following legislation and guidelines:

- The Education Act 1998
- The Education Welfare Act 2000
- The Equal Status Act 2000
- The Comhairle Act 2000
- The Disability Act 2005
- The Education for Persons with Special Education (EPSEN) Act 2004
  
- The National Council for Special Education (NCSE) Guidelines on the Individual Education Plan Process 2006
- The National Council for Curriculum Assessment (NCCA) Guidelines for Teachers of Students with General Learning Disabilities 2007
- Department of Education and Science Guidelines on Inclusion of Students with Special Educational Needs- Post Primary 2007

Review of Policy will take place every 2 years.

## Appendix

### Appendix

1

Resources and Equipment in Autism Class (This is a sample and not an exhaustive list of resources)

TTAP – TEACCH Transition Assessment Profile (2<sup>nd</sup> Edition-2007.)

Educoot L2LPs Booklets and resource packs.

‘Hedbanz’ (Language Development) Game.  
Variety of Games including Monopoly, Jenga, Connect 4, Bingo and playing cards. Collection  
of large geometric shapes.  
Bubble Tube Lamp  
Bean Bags,

Fully equipped Sensory room. All classrooms have own sink, bathroom access and chill out room. Access to the unit is through the fire doors from the GP area and through a separate entrance beside the admin office for the unit.

\*Denotes Personal Resources of Autism Class Teacher

All equipment in stored in the classroom and the storeroom.

## Appendix 2 Admission to the Autism Class

- The special class for children with Autism has been developed with the co-operation and support of the NCSE and DES. The class will cater for the catchment area of Swords, and can accommodate a maximum of 6 students (boys & girls) who have a diagnosis of Autism.
- DES policy dictates that all ability levels should be catered for within the Autism Class. The Board of Management supports such a policy unless the nature and degree of the needs of the student are such that to enrol the student concerned would be inconsistent with both the best interests of the student concerned and the effective provision of education for other students with whom the student concerned is to be educated. Students with severe behavioural difficulties will not be enrolled.
- Parents who wish to enrol their child into First year should make contact with the Principal prior to the Open Day of the academic year when the child is in 6<sup>th</sup> Class in Primary School. Applications for the class must be returned to the office on or before the closing date for First year applications. The school is obliged to make it clear that no late applications can be considered for the class particularly when places for first year are oversubscribed.
- Parents must attend an interview with the Principal and provide all relevant documents pertaining to their child's diagnosis and to their previous schooling/ education. The diagnosis must be in accordance with the DSM V for resourcing and documentation must also have a recommendation for a 'special class placement' (NCSE requirements)
- Where a report outlining the student's care or educational needs is deemed inadequate or out of date, the Principal/Board of Management may insist that the family obtain an up to date educational and/or psychological report.
- As places within the Autism Class are limited (total of 6), the school shall run a lottery to determine the order in which places can be filled if there are more qualified applicants than places available.
- Participation in the Autism Class will be subject to ongoing review.
- Transfer from other second level schools to the Autism Class will be in line with the requirements of the Swords Community College admissions policy and applicants also satisfying the criteria for Autism Class.
- A decision to enrol a student in the Autism Class will be made by the Board of Management and a decision by the Board is final. Students who are enrolled in this class will follow the mainstream curriculum and Level 2 Programme where appropriate. This is determined on an individual basis. Students will be registered with the relevant year group.

## Appendix 3

<p>Autistic Spectrum Disorders</p> <p>“Autism is not me. Autism is just an information processing problem that controls who I am.”</p> <p>Donna Williams, author of <i>Nobody, Nowhere &amp; Somebody, Somewhere</i> Jessica Kingsley: London (1998)</p>
<p>Students with ASDs are described as sharing a triad of impairments that affects their ability to understand and use non-verbal and verbal communication, understand social behaviour – which affects their ability to interact with other students and adults – and think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities. This triad may be described as a tripartite cluster of specific abnormal patterns of social, communicative and thought behaviours. It has been suggested that an additional dimension related to difficulties in processing sensory information might also be added to the triad.</p>
<p>Impairments in communication refer to verbal and non-verbal communication. Verbal difficulties may include a delay in the development of language, comprehension difficulties, literalness, poorly modulated intonation and delivery of speech, echolalia (echoing speech), unusual vocabulary and repetitive use of language. Non-verbal difficulties include difficulty in empathising with others and in appropriately interpreting social cues, body language and facial expressions. Gestures are often stiff, stilted or overexaggerated.</p>
<p>Students demonstrate a lack of flexibility of thinking and behaviour, and one may notice poor social imagination, resistance to change, restricted and/or repetitive activities and routines, and an obsessional and narrow range of interests.</p>
<p>Symbolic play and joint attention skills are also impaired in students with ASDs. A lack of ‘shared attention’ or difficulty participating in the activities or enjoyment of others has been highlighted as a particular challenge to teachers as it affects the student’s ability to share interests, have varied interests, adapt behaviour according to the situation, accept changes in rules and routines, engage in imaginative play with others, accept others’ points of view and generalise learning.</p>
<p>Furthermore, students with ASDs may engage in hand flapping, rocking or spinning; demonstrate heightened sensitivity to noise, smell, taste, touch or visual stimuli; experience erratic sleep patterns; display unusual eating habits; engage in self-injurious or aggressive or hyperactive behaviour; exhibit an unusual posture or gait and possess irrational fears or phobias.</p>
<p>Since the 1980s the idea has emerged of a spectrum which acknowledges the impact of both the range of general learning disability and level of ASDs for the student’s learning and teaching programmes.</p>
<p>Appendix 3 Asperger's Syndrome</p> <p>“There is no right type of Asperger’s. People with Asperger’s are as varied as Norwegians and trombone players.”</p>

Mark Haddon, author of *The Curious Incident of the Dog in the Night-Time*, Vintage: London (2004)

Asperger's syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterised by subtle impairments in three areas of development: social communication, social interaction and social imagination. There is no clinically significant delay in cognitive development or in language acquisition.

However, students with Asperger's syndrome have communication difficulties and may speak in a monotonous or exaggerated tone and at great length about a topic that is of particular interest to them irrespective of the reaction of the listener. Students find it difficult

to interpret social signals and interact with others. They often excel at memorising facts and figures but exhibit difficulty thinking in the abstract ways required for subjects such as English and Religious Education.

Students may have additional motor co-ordination and organisational problems such as a tendency to compartmentalise thinking (e.g. completion of a task may be perceived as unrelated to the presentation of the task), difficulties in managing time and completing work, eating, drinking and sleeping irregularities, an inability to block out distractions affecting attention span, inappropriate eye contact, and sensory and perceptual sensitivities. Asperger's syndrome affects students in the average to above average ability range.

Student with Autism  
Tips for Learning and Teaching for Mainstream Teachers

### Impairments in Social Interaction

- Students with Autism are literal thinkers.
  - Students are confused by the rules that govern social behaviour.
  - Students require direct teaching in social skills.
- 
- Be aware of the difficulties for students inherent in less structured situations such as break, lunchtime, in the corridor and in transitions between lessons.
  - Develop a 'Buddy system' with mainstream peers.

### Impairments in Language and Communication

- Students require support in understanding the purpose and value of communication.
  - Attention needs to be directed to teaching social aspects of language such as turn taking and timing.
- 
- Use visual material and/or signing to support and facilitate students' communicative initiations and responses.
  - Provide precise instructions for students to follow.

- Always refer to the student by name as he/she may not realise that ‘everyone’ includes them.
  - Do not expect eye contact and never turn the student’s face towards you.
- Keep verbal instructions brief and simple.

### Impairments in Imagination with a Restricted Range of Behaviours, Activities and Interests

Students must be helped to cope with new and/or varying activities.  
Pre-empt the student’s anxiety that results from being presented with unstructured or unfamiliar situations without prior warning/explanation.

### Additional Tips for Learning and Teaching

\*This information is from the Special Education Support Service Website ([sess.ie](http://sess.ie))

\*Further detailed information available from *Autistic Spectrum Disorders: A Guide to Classroom Practice*, Autism Working Group (2003) Belfast: Department of Education, Northern Ireland (in March 2004 SESS issued all schools with a copy of this booklet, alternatively this booklet can be downloaded from [sess.ie](http://sess.ie)).

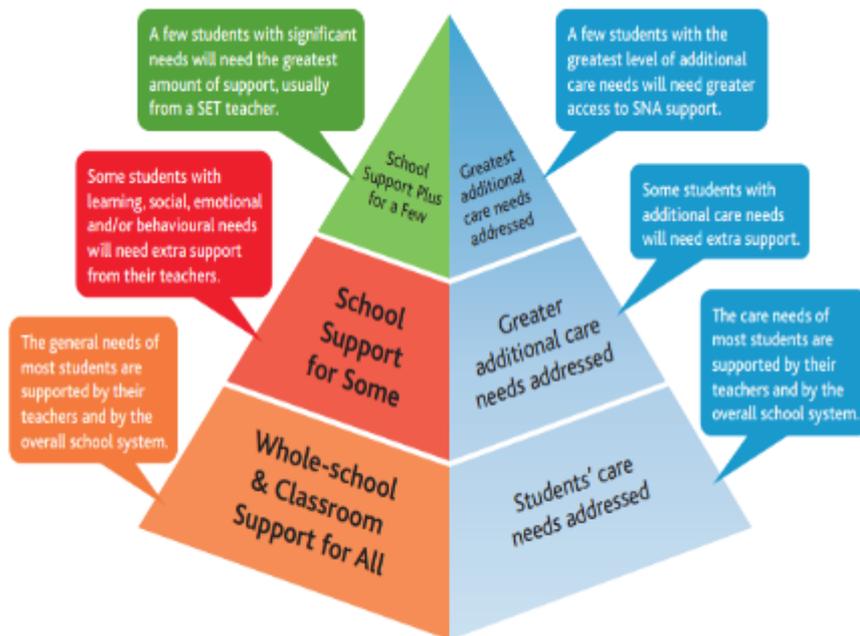
Adjustments may need to be made to the classroom to address the student’s under sensitivity/oversensitivity to noise, smell, taste, light, touch or movement.

- Structure the classroom environment to reduce distractions.
- Secure student’s attention prior to issuing instructions/engaging in conversation.
- Provide structures that assist students in understanding the duration of tasks.
- Make the links between different tasks clear to students.
- Use computers to support the student’s learning and teaching opportunities.

Disapprove of inappropriate behaviour and not of the student.

Appendix 4

<b>STUDENT SUPPORT FILE incorporating Care Needs</b>	
<b>Name of Student</b>	
<b>Date of Birth</b>	
<b>School Year</b>	
<b>Date File Opened</b>	
<b>Date File Closed</b>	
<b>Where Student lies on Continuum of Support</b>	





6. <b>Basic Needs Checklist completed</b>		
7. <b>Assessment of learning- screening</b>		
8. <b>.Observation of learning style/approach to learning</b>		
9. <b>Observation of behaviour</b>		
10. <b>Interview with pupil</b>		
11. <b>Classroom work needs to be differentiated?</b>		
12. <b>Learning environment needs to be adapted?</b>		
13. <b>Yard/school environments needs to be adapted?</b>		
14. <b>Informal or formalconsultation/advice with outside professionals?</b>		
15. <b>Advice given by learning support/resource teacher or other school staff?</b>		
16. <b>Other interventions put in place in school?</b>		
<b>Action needed</b>		
<i>Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20</i>		

**To be**

**completed by the SEN Link teacher.** For help, see SEN: A Continuum of Support – Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers pp.71-74; A Continuum of Support for Post Primary Schools, Resource Pack for Teachers, pp. 51, 53, 54, 57.

<b>Student's name:</b>		<b>Age:</b>	
<b>SENCO</b>		<b>Year / Class:</b>	
<b>Year Head:</b>		<b>Assistant Yr Head / SEN Link Teacher:</b>	
<b>Tutor:</b>			
<b>SNA</b>			

Start date of plan:	
Review date of plan:	
<b>Nature of SEN:</b> <b>Educational Needs:</b> <b>Care Needs:</b>	
<b>Further Information:</b> <b>Possible reasons for concerns:</b>	
Where Student lies on COS:	
Irish Exemption:	
Assistive Technology Granted by DES:	
In receipt of SEN transport Granted by DES:	
In Receipt of RACE in SEC exams / Semester Exams:	
What RACE is the student in receipt of in SEC Exams:	
Student's abilities, strengths, talents and interests:	
Priority Learning Needs:	
Priority Recommendations /Targets for the Student:	

**Staff involved and resources needed:**

All Students Subject Teachers – fill in boxes below

All SET Teachers – fill in boxes below

SEN Link Teacher:

The following Section must be completed by all the Subject teacher(s) teaching student.

<b>Teacher 1:</b>  <b>To support this students Priority Recommendations and 3 Targets.</b> In my subject _____ this means:	<b>Strategies to be used to support this student:</b>
1.	1.
2.	2.
3.	3.

<b>Teacher 2:</b>	<b>Strategies to be used to support this student:</b>
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<p><b>To support this students Priority Recommendations and 3 Targets.</b></p> <p>In my subject _____ this means:</p>	
<p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>

<p><b>Special Education Teacher 1:</b></p> <p><b>To support this students Priority Recommendations and 3 Targets.</b></p> <p>In my subject _____ this means:</p>	<p><b>Strategies to be used to support this student:</b></p>
<p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>

Signature of parent(s)/ guardian(s)	
Signature of SEN Link Teacher:	

**SUPPORT PLAN CONTINUED: ADDITIONAL CARE SUPPORT TARGETS**

*(Where additional Care Needs are identified)* 3\* To be completed by the teacher(s) in consultation with parent s/guardians and staff supporting the additional care needs of the student. The voice of the student should also be captured as part of this process, as appropriate

<p><b>Long Term Care Goals:</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
<p><b>Care Targets (incorporating the voice of the student):</b></p> <p>1.</p> <p>2.</p> <p>3.</p>
<p><b>Strategies to help the student achieve the Care targets :</b></p> <p>1.</p> <p>2.</p> <p>3.</p>

<b>Staff including support staff, involved:</b>
Parent / Guardian Input:
<b>Frequency of support:</b>
<b>Timeline for achievement of Targets:</b>
<b>Review Date:</b>
<b>Signature of Parent(s) / guardian(s):</b>
<b>Signature of Teacher:</b>

<b>Student's name:</b>	Class/ Year
<b>Names of those present at review</b>	<b>Date of Review:</b>
<b>What areas of the plan have been most successful and why?</b>	
<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>	
<b>Have the student's needs changed since the start of the plan, and if so how?</b>	
<b>Recommended future actions – <i>what, how, who, when?</i></b>	
<b>Any comments from the student?</b>	
<b>Any comments from the parent(s)/guardian(s) comment?</b>	

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

Outcome of review (tick as appropriate)	
Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
Continue at Current Level of Support	Request consultation with other professionals

### **SUPPORT PLAN REVIEW RECORD CONTINUED: FOR ADDITIONAL CARE SUPPORT TARGETS** *(Where additional Care Needs are identified)* <sup>3\*</sup>

*To be completed by the class/subject(s) when reviewing the Student Support Plan, to inform future targets, in collaboration with parents/guardians, the student and staff supporting the additional care needs of the student.*

What care targets have been most successful and why?
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?
Have the student's additional care needs changed since the start of the plan, and if so how?
Feedback from the student re: his/her progress
Comments from the parent(s)/guardian(s):
Recommended future actions-what, how, who, when?
Signature of parent(s)/ guardian(s)
Signature of teacher(s)

Outcome of review (tick as appropriate)	
Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
Continue at Current Level of Support	Request consultation with other professionals