



Special Educational Needs Policy

Introduction

Carns National School is a small, two-teacher co-educational primary school in county Sligo operating under the patronage of the Bishop of Elphin. The school has one Special Education Teachers (SET), who is shared with other schools and the support of Special Needs Assistants (SNAs).

The term **special educational needs** (SEN) is wide-ranging and encompasses children who struggle with acquiring literacy and/or numeracy skills, those with challenges related to fine or gross motor skills, children for whom English is an additional language (if this affects their progress), and children with diagnosed disabilities. In this document, **SEN** refers to special educational needs in this comprehensive context.

The policy is based on Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools (Department of Education & Skills, 2017).

Purpose of the Policy

The purpose of this policy is to offer practical guidance for teachers, parents, and other stakeholders on delivering effective support for pupils with SEN, those experiencing low achievement, and learners facing learning difficulties. This policy aims to ensure that we meet our obligations under the Education Act, 1998, and provide a consistent and inclusive approach to educational support.

Rationale and Aims of the SEN Support

Carns NS aims to foster the holistic development of our students, nurturing their diverse talents and abilities while laying the groundwork for lifelong learning. A

key part of this commitment is the provision of a high-quality system of SEN support and teaching.

Through the implementation of our SEN policy, we aim to:

- Support the inclusion of children with SEN within our school community.
- Foster positive attitudes towards school and learning among our students.
- Ensure the effective implementation of the Staged Approach/Continuum of Support (see below).
- Maximise the teaching and learning process to help children with learning difficulties reach sufficient levels of proficiency in literacy and numeracy before leaving primary school (Guidelines for Schools, p15).
- Enable children to fully participate in the curriculum.
- Support appropriate differentiation in the classroom to meet diverse needs.
- Encourage the social and emotional development of children.
- Help children understand themselves as learners.
- Involve parents in actively supporting their children's learning.
- Foster collaboration among teachers to implement whole-school policies on learning support.
- Promote early intervention programmes aimed at enhancing learning and preventing or reducing learning difficulties.

Principles of SEN Support

The provision of SEN support in our school is based on the following principles:

1. Resources provided to support pupils with special educational needs should be used to facilitate the development of truly inclusive schools.
2. Supports provided to pupils with special educational needs should be based on identified needs and be informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines.
3. The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs.
4. Special education teaching supports provided to schools should be used solely for the support of pupils with identified special educational needs, including those pupils for whom English is an Additional Language (EAL). The special education teaching supports cannot be used to reduce the pupil-teacher ratio in mainstream classes. Neither can they be used to allow any special education teacher sole responsibility for the delivery of any curriculum subject to any particular class.
5. Pupils with the greatest levels of need should have access to the greatest level of support, and whenever possible, these pupils should be supported by teachers with relevant expertise who can provide continuity of support.

6. The Special Education Teacher should have the necessary experience and access to continuing professional development to support the diverse needs of pupils with special educational needs.

P5 The Guidelines for Primary Schools Supporting Pupils with SEN: Principles to Guide the Implementation Process.

Continuum of Support – Staged Approach

The following layout of the stages of the Continuum of Support is taken from *Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools. See Appendix 1 for Support Plan.*

Identification of Educational Needs through the Continuum of Support Process	
Classroom Support	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. A classroom support plan (See Appendix 2) is developed and / or adjusted over time for those pupils who do not respond appropriately to a differentiated programme.</p> <p>This is informed by:</p> <ul style="list-style-type: none"> ● Parental consultation ● Teacher observation records ● Teacher-designed measures /assessments ● Basic needs checklist * ● Learning environment checklist* ● Pupil consultation - My Thoughts About School Checklist ● Literacy and numeracy tests ● Screening tests of language skills <p>A Classroom Support plan usually runs for 6 weeks and is subject to review.</p>
School Support	<p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"> ● Teacher observation records ● Teacher-designed measures / assessments ● Parent and pupil interviews ● Learning environment checklist ● Diagnostic assessments in literacy/numeracy ● Formal observation of behaviour including ABC charts, frequency measures ● Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties <p>A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition.</p> <p>A School Support Plan operates for an agreed period of time</p>

	and is subject to review
School Support Plus	<p>The School Support Plus level of the continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> • Teacher observation and teacher-designed measures • Parent and pupil interviews • Functional assessment • Results of standardised testing such as measures of cognitive ability; • social, emotional and behavioural functioning; adaptive functioning etc. • Data generated from this process are then used to plan an appropriate intervention • and can serve as a baseline against which to map progress. <p>A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation.</p>

Roles and Responsibilities

The role of supporting learning is a collaborative responsibility shared by all the school community: The Board of Management, Principal Teacher, Parents, Class Teachers, SETs, SNAs, Children and external bodies and agencies.

Board of Management

The Board of Management will:

- Be kept informed of the reviewed SEN policy and any subsequent updates.
- Ratify the SEN policy.
- Ensure that appropriate classroom accommodations and teaching resources are provided.
- Ensure secure storage facilities for records related to children receiving SEN support.

Principal

The Principal has overall responsibility for the school's SEN programme and the leadership role is central for the operation of services for children with special education needs. The principal will work closely with the special education teacher (SET) and will keep the Board of Management informed about the working of this policy. It will be the role of the principal in collaboration with the SET Team to:

- Develop and implement inclusive, whole-school policies, and monitor their effectiveness.

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- Assign staff strategically to teaching roles, including special education positions.
- Coordinate teachers' work to ensure consistent and comprehensive support for all pupils.
- Establish school-wide procedures to effectively engage parents, pupils, and external professionals/agencies.
- Implement systems to identify pupils' needs, ensuring progress is systematically tracked and reviewed.
- Support the ongoing professional development of all teachers in relation to special educational needs (SEN) and clarify roles and responsibilities for all school staff, including class teachers, special education teachers, and special needs assistants (SNAs).
- Advise SNAs on supporting children with special needs.
- Facilitate planning between class teachers and support teachers.
- Liaise with the Special Educational Needs Organiser (SENO) regarding all aspects of SEN provision.
- Arrange exemptions from the study of Irish for eligible pupils.
- Oversee the daily operation of the SEN policy.
- Coordinate support and provision for pupils with SEN.
- Provide guidance and support to colleagues and contribute to staff in-service training.
- Monitor and evaluate the effectiveness of SEN provision.
- Maintain a record of pupils receiving supplementary teaching.
- Inform teachers about available external assessment services and referral procedures.
- Liaise with external agencies, such as the National Educational Psychological Service (NEPS), to arrange assessments for pupils with SEN.
- Securely store confidential information (e.g., psychological assessment reports) and share it with relevant stakeholders, including class teachers, support teachers, SNAs, and external agencies, as appropriate.

Class Teacher:

The Class Teacher has primary responsibility for the progress of all children in his/her class, including those selected for supplementary teaching. (Guidelines 2017). Effective teaching and learning is critically important for all pupils, and especially for those with special educational needs. Meaningful inclusion implies that all pupils are taught in stimulating and supportive classroom environments where they are respected and valued.

The Class Teacher will:

- Provide effective teaching and learning opportunities for all pupils.
- Assist in identifying learning difficulties among students.
- Deliver Classroom Support at Stage 1 of the Continuum of Support.
- Record actions and progress in the Support Plan.
- Maintain clear and consistent communication with parents/guardians.
- Develop Classroom Support Plans (Stage 1 of the Continuum of Support), ensuring alignment with the guidelines: *"Interventions with children at*

Stages 2 and 3 should include a classroom support plan to ensure that the children's needs are met for the whole school day" (Guidelines 2017, p.7).

- Collaborate with the Support Teacher to create a Support Plan for each child receiving supplementary teaching at School Support or School Support Plus levels on the Continuum. This includes identifying suitable learning targets and organizing classroom activities to meet those targets.
- Ensure effective support through a high level of consultation and cooperation between the Class Teacher and the Special Education Teacher (SET).
- Prioritize the development, implementation, and review of support plans through both formal timetabled meetings (at least once per instructional term) and informal consultations as needed.

Ref: p 11 +12 The Guidelines for Primary Schools Supporting Pupils with SEN

Special Education Teacher (SET):

The central role of the Special Education Teacher (SET) will be:

- Assisting the class teacher in maximizing teaching and learning opportunities.
- Delivering specialized instruction to children with identified special educational needs.

SET responsibilities will consist of both teaching and non-teaching duties including:

- Delivering supplementary teaching tailored to the child's specific and individual needs.
- Researching the child's learning difficulty or special educational needs (SEN) to better understand their requirements and preferred learning strategies.
- Being familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs (Guidelines 2017 p.13).
- Collaborating with Class Teachers and parents to develop a Support Plan for each child receiving supplementary teaching.
- Keeping a Short-Term Plan and Progress Record, or equivalent, for each child or group receiving withdrawal support for teaching.
- Working with the Class Teacher to maintain a Short-Term Plan and Progress Record for in-class support.
- Conducting a variety of formal and informal assessments and documenting the results systematically.

This will involve:

- Administering an initial Diagnostic Assessment, if necessary, for children identified with low achievement and/or learning difficulties based on appropriate screening results, and recording the findings in their Support Plan.
- Monitoring the progress of children receiving supplementary teaching, focusing on the achievement of agreed learning targets and short-term

objectives, and documenting observations in the Short-Term Plan and Progress Record, or equivalent.

- Reviewing each child's progress at the end of an instructional term and recording outcomes in their Support Plan.
- Providing supplementary teaching in English and/or Mathematics for children experiencing low achievement or learning difficulties at School Support or School Support Plus levels, in line with selection criteria. This may also include support for developing social skills, gross/fine motor skills, and English language skills (EAL).
- Documenting all actions in the Support Plan.
- Delivering early intervention programmes to address learning needs promptly.
- Assisting in implementing whole-school procedures for selecting children for supplementary teaching.
- Contributing to the formulation and development of the school's SEN policy.
- Offering guidance to Class Teachers upon request.
- Meeting with parents of children receiving support teaching to address ongoing concerns.
- Collaborating with external agencies, such as speech and language therapists, and applying their recommendations where feasible.
- Enforcing school policies on preventing learning difficulties, screening students, interpreting diagnostic assessment outcomes, and providing supplementary teaching as needed.

Special Needs Assistants

The role of an SNA will be to carry out duties based on the care needs of the child. The tasks associated with these duties can be of a primary or secondary nature. (Circular 0030/2014). The primary care support tasks may include:

Primary Care Support Tasks:

- Administering medication.
- Assisting with toileting and general hygiene.
- Supporting mobility and orientation.
- Helping teachers supervise in the classroom, playground, and school grounds, including during recreation, assembly, and dismissal times.
- Assisting children during play, as appropriate.
- Providing non-nursing care related to specific medical conditions.
- Care needs requiring frequent interventions including withdrawal of a child from a classroom when essential.
- Supporting children with severe communication difficulties, including enabling curriculum access for those with physical disabilities, sensory needs, or significant social and emotional challenges.

Secondary Care Support Tasks:

- Preparing and tidying workspaces and classrooms or assisting children who are unable to do so themselves. This may involve organizing materials, displaying work, or facilitating transitions between activities.
- Assisting with the development and review of Personal Pupil Plans (PPPs) for children with Special Educational Needs, with a focus on care plans to address specific needs.
- Assistance with maintaining journals and care monitoring systems, including tracking attendance and care requirements.
- Supporting planning for activities and classes that involve additional care needs.
- Attending meetings with parents, the Special Educational Needs Organiser (SENO), the National Educational Psychological Service (NEPS), or school staff, under the guidance of the Class Teacher, Principal or SET.
- Facilitating a child's access to therapy or psycho-educational programmes, such as anger management or social skills classes, as directed by relevant personnel.
- Providing assistance during out-of-school activities, such as walks or visits, where teaching staff cannot provide adequate support.

Role of Parents/Guardians

The central role of parents/guardians of children with Special Educational Needs (SEN) aligns with that of all parents/guardians: to support the school's efforts and enhance their child's learning and development at home. The Continuum of Support process, along with the Student Support File, offers valuable opportunities for collaboration with parents, fostering a cooperative approach to identifying and addressing the needs of pupils with SEN. When a child is identified as having additional needs, we rely on their parents/guardians to actively engage with us in exploring all possible strategies to help the child reach their full potential.

Parents and guardians can prepare for and support the work of the school by:

- Supervising, assisting with, and showing interest in their child's homework, as well as signing it when completed.
- Reading stories to their child and engaging them in storytelling.
- Listening to their child's oral reading and providing positive, supportive feedback.
- Implementing suggested home-based activities for children receiving supplementary teaching and discussing the outcomes with the teachers.
- Speaking positively about school and schoolwork to foster a supportive attitude.
- Keeping the class teacher informed about any home factors that may impact their child's progress.

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- Participating in school-organized activities aimed at enhancing parental involvement in their child's learning.
- Assisting their child in developing organizational skills.
- Encouraging their child to care for school books and resources loaned for home use.
- Supporting school-implemented programmes and initiatives.

Role of External Bodies and Agencies

Our school liaises with external professionals such as NEPS Psychologists, Special Education Needs Organisers (SENO), the National Council for Special Education (NCSE) Support Service, the HSE (Health Service Executive), Early Intervention Teams, School Age Teams, Tusla, Visiting Teachers for children with hearing loss or other sensory needs, and the Inspectorate.

We acknowledge that the needs of many children span both health and education services. We therefore liaise with and contribute to health-led assessment and delivery of interventions and facilitate meetings between parents and various support services. We also endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the Continuum of Support.

Organisation of SEN Provision

Admissions

The school aims to meet the needs of any child whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. The Education for Persons with Disabilities Act 2004 states that 'A child is entitled to attend the school which is most suited to his or her overall needs'.

Parents are encouraged to notify the school of their child's special needs in advance of their enrolment. The Board of Management will request a copy of any reports that could assist the school in providing an appropriate education for the child and in meeting his/her individual needs. No child will be refused admission solely on the grounds that s/he has SEN except where the provision required is incompatible with that available in our school.

Prevention and Early Intervention Strategies

- Differentiation of the curriculum is usually done by the mainstream class teacher to cater for individual strengths and needs.
- Whole school Literacy Initiatives:
 - Station Teaching

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- Guided Reading
 - Buddy Reading
 - DEAR Time
 - Jolly Phonics
 - Building Bridges of Understanding
 - Sound Linkage - Phonological Awareness Programme
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- Careful development of phonological awareness, rhyming skills and oral language skills, before formal reading of words and books.
 - The use of concrete materials as much as possible and as appropriate.
 - Ongoing structured observation and assessment of the language, literacy and numeracy skills of children in the Infant classes to facilitate early identification of possible learning difficulties.
 - Class-based early intervention by the class teacher focusing on the provision of additional individualised support, as and when required.
 - Provision of additional support in language development/early literacy/early mathematical skills to children who need it.
 - Support for children experiencing social/emotional difficulties and problems with concentration.
 - Provision of Assistive Technology as appropriate.
 - Promotion of parental involvement through their attendance at induction meetings for parents/guardians of incoming Junior Infants and the arrangement of formal and informal parent/teacher meetings.

Early Intervention Strategies

Early intervention programmes may be provided by the class Teacher and/or the SET, in accordance with the Staged Approach (NEPS Continuum). Collaboration and consultation between the Class Teachers and the SETs, should identify children who may be in need of early intervention. Teacher observation and professional opinion will be given due consideration in the selection of children for early intervention programmes at Classroom Support/School Support level. Early intervention strategies will include:

- Withdrawal of children to a support teaching room, in-class support, team teaching, group work and individual support will be provided, as appropriate and if it is in a child's best interest.
- Frequent oral and silent reading of texts
- Development of Word attack skills
- Development of listening, speaking, reading & writing skills
- In maths, focus on language development
- Paired Reading- Parents are encouraged to do this with their children at home.
- Weaving Wellbeing programme being taught in the Senior Room and upper classes of Junior Room.

- Zones of Regulation programme being implemented with individuals and small groups as deemed appropriate

SET Teaching Strategies

Teaching strategies vary depending on the needs of the pupils involved, timetable, availability of resources and personnel. Usually there will be a mixture of the following strategies in use:

- In-class support which may involve
 - Station teaching
 - Co-Teaching
 - Lead & Support teaching
 - Peer tutoring support
- Withdrawal in small groups for work on targets in
 - Literacy
 - Numeracy
 - Behavioural/ Social skills
- Individual withdrawal for more specific work/ programmes being done with pupils
- Use of digital technologies/ assistive technologies as appropriate

Selection criteria

The following criteria will be used by our school to select children for supplementary teaching in line with the new model of Special Education Teaching (Circular 13/2107).

1. Children scoring at or below the 12th percentile on standardised assessments in Literacy.
2. Children scoring at or below the 12th percentile on standardised assessments in Maths.
3. Early intervention in Literacy and/or Numeracy - Infant class children who continue to experience difficulties in early literacy skills, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
4. Children experiencing serious difficulties with social or emotional development or application to learning, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it.
5. Children who have English as an Additional Language (EAL) and whose English needs further support
6. Children scoring at or below STEN 4 (30th percentile) on standardised assessments in literacy and/or Maths and who continue to experience difficulty, despite interventions made by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class

teacher will have opened a Support Plan and recorded the interventions in it.

7. Exceptionally Able/Gifted Children. Interventions will be made in the first instance by the Class Teacher at Classroom Support (Stage 1) level of the NEPS Continuum of Support. The class teacher will have opened a Support Plan and recorded the interventions in it. Support from Centre for Talented Youth Ireland (CTYI) is accessed as appropriate.

Continuing and Discontinuing Supplementary Teaching

- At the end of each instructional block/term the progress of each child who is in receipt of support teaching will be evaluated following consultation with the child's class teacher and where appropriate, the child's parents/guardians.
- A decision will be made regarding their continued level of support and revised targets will be set in their Support Plan.
- The school may decide to discontinue supplementary teaching with some children when satisfactory progress has been made and targets have been met.
- Pupils moving down from School Support should be placed on a Classroom Support Plan for continued targeted interventions by the class teacher. Only after this scaffolded support has ceased is supplementary support fully discontinued.
- The school may also decide to discontinue supplementary teaching with some children who are now performing above the percentile laid down in the selection criteria for receiving support; however, if both the class teacher and support teacher feel such a child needs scaffolding to maintain this standard then continued supplementary teaching may be offered if place is available

Monitoring Progress

The Support Review Record on the Continuum of Support will be completed by the SET in collaboration with the Class Teacher. This will be carried out at the end of each instructional period. The completed review will be saved in Aladdin (our school Administration System) and may include information from:

- Classroom Tests
- Termly Assessments
- Standardised Tests
- Parental input and observations
- Teacher designed tests and tasks based on support plan targets
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of the children in the Infant classes to facilitate early identification of possible learning difficulties.

Record Keeping

Class Teachers will keep a record of teacher designed tests, end of term tests and checklists in an Assessment Folder for their class. Appropriate samples of pupil work will be kept by each class teacher & SET.

Other files and documents are stored on Aladdin and/or s secure, central filing system, attached to the relevant pupil record such as:

- Standardised test results
- Diagnostic Assessments and other checklists administered by the SET will be recorded in the support plan
- Support Plans and Personal Pupil Plans
- Professional Reports such as psychological or occupational therapy reports
- End of Year school Report will be issued to parents/guardians in June. These reports are saved in Aladdin.

Liaising with Parents/Communicating Information

- Class teacher meets with parents/guardians initially to discuss concerns and outline the supports available in the school.
- SET and Class Teacher meet with parents to agree a School Support Plan for the child.
- SET liaises with parents of children in receipt of supplementary teaching to demonstrate methodologies that could be useful at home to further the child's learning.
- Parents are encouraged to become involved in their child's learning.
- Parent Teacher Meetings are held in November for all classes.
- An end-of-year report goes home in June each year. Opportunities to discuss this report are made available before the end of term.

SEN Policy Success Criteria

A whole school approach to the implementation of our SEN policy will:

- ensure that children with SEN gain access to a broad, balanced curriculum and have opportunity of access to an appropriate education.
- develop positive self-esteem and positive attitudes to school and learning among our pupils.
- improve standards of academic performance and achievement.
- enhance parental involvement in supporting their child's learning.
- increase collaboration between school personnel.

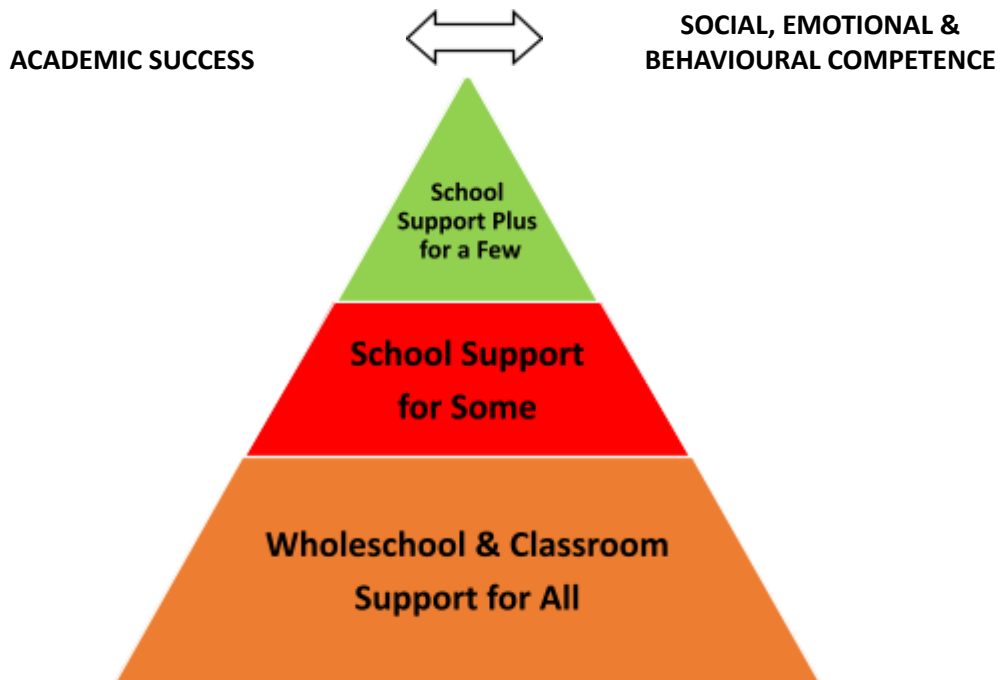
The achievement of these success criteria will be assessed through: feedback from teachers, children and parents/guardians; child's achievements and ongoing analysis of children's academic performance and attainment of personal targets.

Appendix 1 Support File



STUDENT SUPPORT FILE (Profile, Support Plan, Short Term Plan, Support Review Record)	
Name of Student	
Date of Birth	
Nature and Degree of SEN	
Assessed by	
Outside Agencies	
School Supports	
Date File Opened	
Date File Closed	

A Continuum of Support



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Please indicate where the student is on the continuum of support

Log of Actions

Date	Actions

STUDENT PROFILE

Present Level of Educational Performance

Assessment

Date	Test	Administered by	Outcome

Record of Informal Assessments completed

Name of Assessment	Date	Administered by

Summary of information from School Tests/State Exams

Test	Subjects	Results

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General Information

Attendance:
Hearing:
Vision:
Medical needs:
Motor skills:
Hobbies and interests:
Self-management skills:
Regulation/Dysregulation:
Concentration:
Social and interpersonal skills:
Self-esteem:
Motivation:
Study skills:
ICT skills:
Classroom work differentiated (UDL):
Learning environment adapted (UDL):
Yard/School environments adapted (UDL):
Other interventions put in place in school:
Approach to learning:

Literacy Skills

Language and Communication

Receptive (Listening skills included here):

Expressive:

Pragmatic:

Reading and Writing

Early literacy skills:

Phonological awareness:

Phonics:

Word attack skills:

Sight Vocabulary:

Fluency and accuracy:

Comprehension skills:

Penmanship:

Content:

Spelling:

Numeracy Skills

Early numeracy skills:
Language of numeracy:
Basic number facts and operations:
Advanced operations:
Problem solving:
Functional numeracy:

Strengths and interests	Learning Needs
Priority Learning Needs	

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SUPPORT PLAN

Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)

Start date of plan		
Review date of plan		
Student's strengths and interests		
Priority Learning Needs:		
Targets for the student		
Strategies to help the student achieve the targets		
Staff involved and resources needed:		
Signature of parent(s)/ guardian(s)		
Signature of teacher		

SHORT TERM PLAN

Group:	Class/Year:
Date: _____ to _____	Timetable:

Targets:

Targets: _____

_____ **Targets:**



Learning Outcomes for Group

Learner Experience <i>(What and Why?)</i>	Strategies <i>(How?)</i>	Personnel/Resources <i>(Who/ How?)</i>	Evaluation <i>(Did it work?)</i>

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SUPPORT REVIEW RECORD

*Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)*

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