

**Classroom Support Plan** *Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in their class. Problem solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.*

A pupil receiving support within their classroom would be considered to be at stage 1 in terms of the "Staged Approach to Assessment, Identification and Programme Planning"

(DES Special Education Circular 02/05)

SEN: A Continuum of Support - Guidelines for Teachers (2007, p.6)

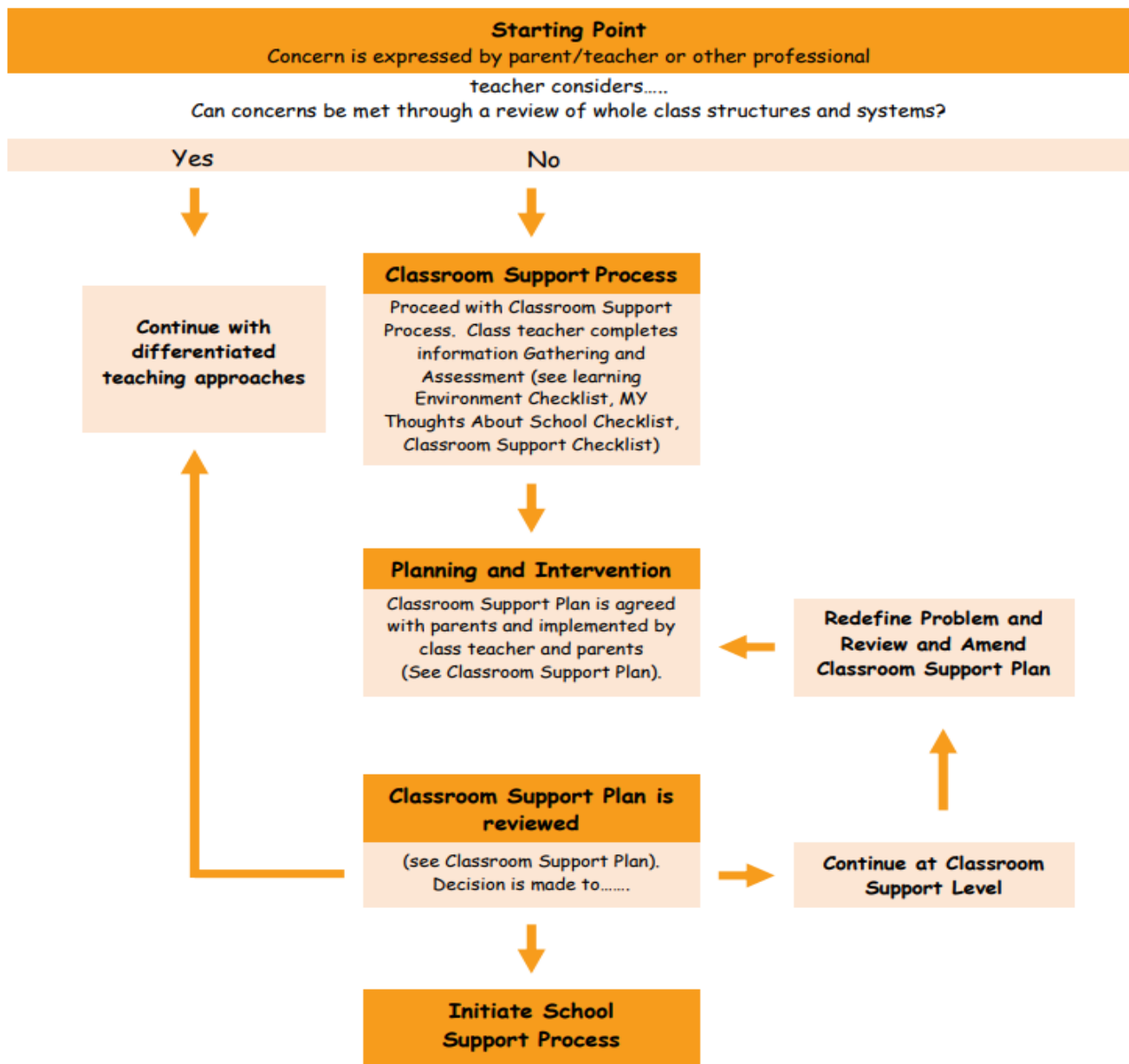


Figure 1: Behavioural, Emotional and Social Difficulties-A Continuum of Support (2010, p.40)

## Classroom Support Plan

\* *BESD- Continuum of Support: Guidelines for Teachers* (2010, p.70)

PUPIL'S NAME

DOB

CLASS

DATE

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

FIRST REVIEW DATE	ATTENDING
SECOND REVIEW DATE	

Signed: Teacher: \_\_\_\_\_ Parent: \_\_\_\_\_