

## School Support Plan

In some cases interventions at classroom support level are not enough to fully meet the pupil's special educational needs. School Support may, therefore, be required. The class teacher needs to involve the SET in the problem-solving process at this point and this stage involves more systematic gathering of information and the development and monitoring of a School Support Plan.

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

A pupil receiving mostly group support or occasional individual support in addition to classroom support is considered to be at stage 2 in terms of the "Staged Approach to Assessment, Identification and Programme Planning"

(DES Special Education Circular 02/05)

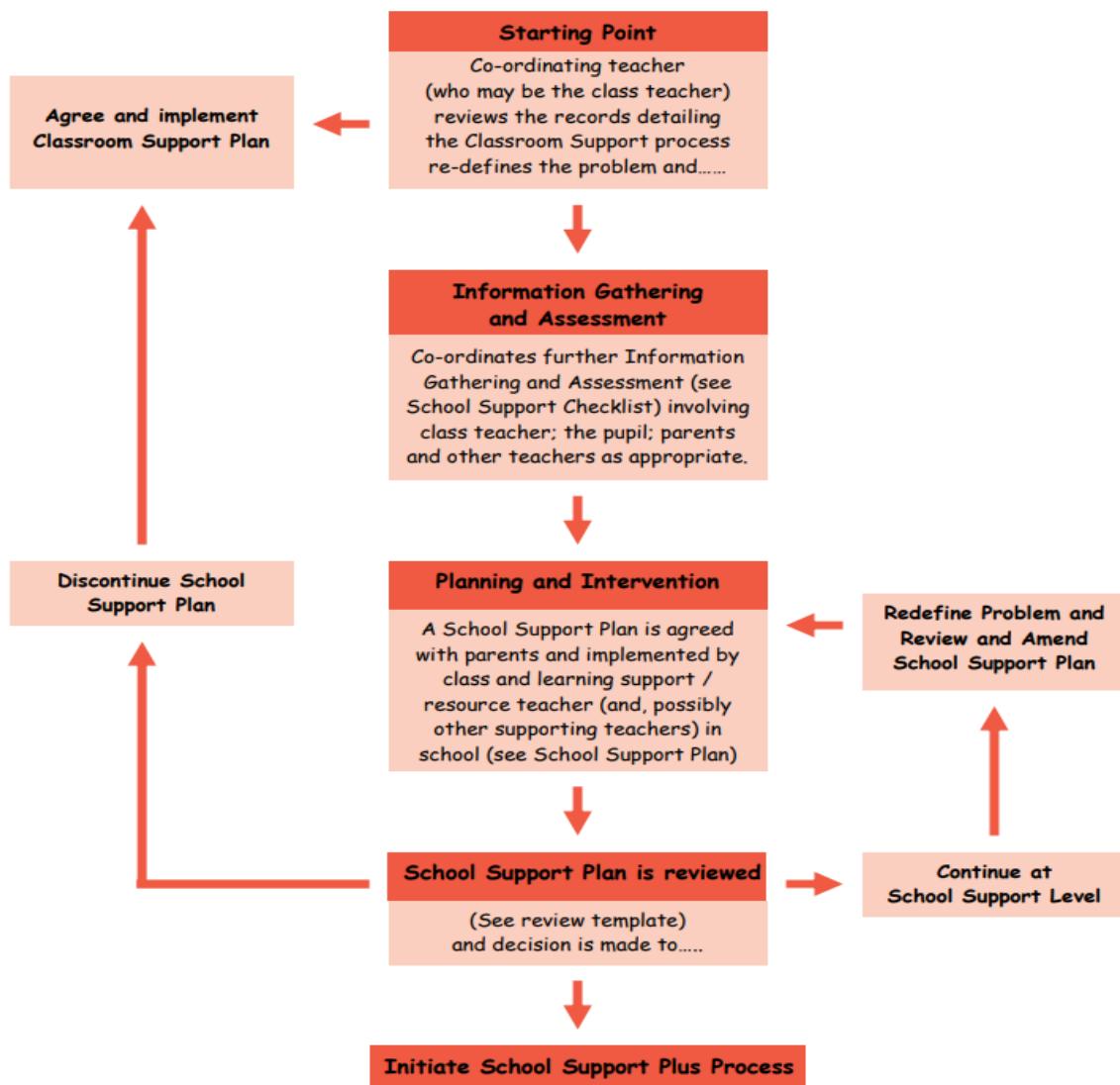


Figure 1: Behavioural, Emotional and Social Difficulties-A Continuum of Support (2010, p.45)

## School Support Plan

\*This template is sourced from the *BESD- Continuum of Support: Guidelines for Teachers* (2010, p.72)

PUPIL'S NAME

DOB

CLASS

Co-ordinating Teacher

Start Date

Review Date

**PUPIL'S STRENGTHS AND INTERESTS**

**WHAT TO TEACH**

**HOW TO TEACH IT (resources, materials, strengths)**

**WHO, WHERE, WHEN**

**CRITERIAL FOR SUCCESS**

**REVIEW DATE AND COMMENTS**

Signed:

Teacher/s \_\_\_\_\_

Parents \_\_\_\_\_

This template is sourced from the *BESD- Continuum of Support: Guidelines for Teachers* (2010, p.73).

**PUPIL'S NAME**

DOB

## CLASS

## Co-ordinating Teacher

**Start Date**

### Review Date

<b>PUPIL'S STRENGTHS AND INTERESTS</b>	
<b>PRIORITY CONCERNS</b>	
<b>WHAT WE WANT TO ACHIEVE (TARGETS)</b>	
<b>STRATEGIES WE WILL USE:</b>	
<b>STAFF INVOLVED AND RESOURCES NEEDED:</b>	
<b>WE WILL MEASURE PROGRESS AND SUCCESS BY:</b>	
<b>WE WILL REVIEW (Date, Term and convenor)</b>	

Signed: Teacher/s \_\_\_\_\_

## Parents