



## Droichead – Special Education Teacher (SET) Checklist - Post-primary

### At a Glance

Upon entry to post-primary school, some students' educational needs are already known and documented. However, for other students, their needs may emerge over time. In these cases, the student may have already been receiving support in the Support for ALL level (effective mainstream interventions), but it has become apparent that a greater level of support is necessary for the student to thrive academically and socially. As such, the student may require additional interventions and support measures to address their specific learning needs. It is important to regularly monitor students' progress and assess their needs, so that appropriate support can be provided in a timely and effective manner.

(NEPs, DES, 2010)

### Gathering Information Checklist

Before commencing Support for Some or Support for Few it is important that the SET is providing the level and nature of support to reflect students' specific learning needs. The following checklist can be used to gather information on students' learning.

Prompts	Yes/No	Details/Recommendations
Has the student previously been in receipt of learning support?		
Has the student undergone formal assessments? Examples include Educational Psychology Report, Speech & Language Assessment, Occupational Therapy Assessment		
Has the student been granted an exemption from the study of Irish?		



Does the student have access to Assistive Technology?		
Has the student's Education Passport been forwarded?		
Were the parents/guardians consulted?		
What were the student's intake screening scores e.g., CAT - 4?		
Were diagnostic assessments administered? Examples include WIAT for Teachers III, Woodcock Johnson IV, Diagnostic Reading Analysis (DRA)		
Were informal assessments administered? Examples include Teacher Observations, Behaviour Checklists, Subject Teacher Survey, Reading running records, Maths Proficiency Test		
Have prioritised learning needs been identified?		

## Examples of Areas of Need

Area of Need	Examples of Potential Difficulties
Literacy	Difficulty with reading fluency and decoding.
	Difficulty with comprehension and summarising.
	Struggles with spelling and grammar.
	Struggles to understand figurative language, idioms, or metaphors.
	Struggles with writing style and tone.
	Difficulty with notetaking, organisation, or study skills.
	Difficulty with following written directions or written assignments.
	Struggles with comprehension of digital or visual information.





Numeracy	Difficulty with basic maths operations, problem-solving, fractions, decimals, percentages or basic algebraic concepts.
	Struggles with time management.
	Difficulty with units of measurement and conversion.
	Difficulty with mathematical reasoning or understanding word problems.
	Struggles with interpreting graphs or charts.
	Difficulty with understanding probability or statistics.
Social & Emotional	Struggles with regulating emotions, impulsivity, anxiety, or depression.
	Difficulty with making or keeping friends, communicating or interacting with others.
	Struggles with empathy, perspective-taking, or understanding social norms and reading social cues.
	Difficulty with managing stress or conflict resolution.
	Struggles with self-esteem, motivation, or confidence.





Behavioural	Difficulty with self-regulation, attention, or hyperactivity.
	Struggles with staying on task, completing assignments, or following rules.
	Difficulty with regulating emotions e.g..., managing anger, frustration, or impulsivity.
	Struggles with coping with changes in routine or transitions.
	Difficulty with managing sensory input or responding to sensory stimuli.
Physical	Has mobility issues e.g., requires access to ramps, lifts, or modifications to the physical environment.
	Has a medical condition that may require additional medical support e.g. monitoring their condition or providing first aid in an emergency.
	Has a physical disability that may require adaptive equipment to help them complete tasks or participate in activities.

## How to Monitor Progress

Students' progress in achieving their targets needs to be regularly monitored and recorded. There are a number of means of monitoring progress such as:

- Standardised tests
- Teacher – designed tests
- Checklists
- Samples of work
- Teacher observations
- Reports from subject teachers/year heads
- Attendance record
- Behaviour record
- Reflective meeting with the student
- Meetings with parents/guardians and/or outside agencies
- Feedback from referrals made to Pastoral Care Team.

(NCSE, 2017)





## Further Information

*Supporting Students with Special Educational Needs* (NCSE, 2017) provides guidance on the three-step process to support students with special educational needs.

*A Continuum of Support for Post-Primary Schools – Guidelines for Teachers* (NEPS, 2010) provides a comprehensive overview of identifying needs and developing and evaluating interventions to address those needs as they present on a continuum from mild to severe and from transient to enduring.

*Inclusion of Students with Special Educational Needs, Post Primary Guidelines* (DES, 2007) details specific guidance on planning at both whole-school level and for the individual student.

The National Council for Special Education (NCSE) *Guidelines on the Individual Education Plan Process* (NCSE, 2006) provides a guide to good practice in the preparation, implementation, and review of individualised education plans (SSPs/SSPPS).

National Educational Psychological Service (NEPS, 2010) *Behavioural, Emotional and Social Difficulties – A Continuum of Support: Guidelines for Teachers* provides practical suggestions and support for teachers in responding to the needs of pupils with behavioural, emotional and social difficulties.





## Useful Websites

<https://asiam.ie/>

<http://downsyndrome.i/resources/>

<https://dyslexiaireland.ie>

<http://www.elsp.ie/>

<https://giftedireland.ie/irish-resources/>

<https://ilsa.ie/>

<https://www.middletownautism.com/>

<https://ncse.ie/teachers-post-primary>

<https://www.gov.ie/en/service/5ef45c-neps/>

