***Identification of Needs through the Continuum of Support Process - (Post-Primary Guidelines, p.9-10)***

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| **Whole-School and Classroom****(Support for All)** | The Post-Primary Continuum of Support contains a range of ideas and resources to assist in identification, intervention and monitoring of outcomes. The subject teacher considers how to differentiate the learning programme effectively to accommodate the needs of all students in the class.Identification of those needing additional support can be informed by:Intake screeningCollection of information from primary schools, including Student PassportTeacher observation Teacher assessmentLearning Environment ChecklistStudent Support Team involvementStandardised tests of literacy/numeracy Student consultationParental consultationWhere students continue to present with significant difficulties, despite whole-school interventions (such as differentiated teaching, a mentoring programme or social skills group), School Support (for Some) is initiated. |
| **School Support (for Some)** | At this level a Support Plan is devised and informed by:Teacher observation recordsTeacher-designed measures / assessments Parent/student interviewLearning environment checklistDiagnostic assessments in literacy/numeracyFormal observation of behaviour including ABC charts, frequency measuresFunctional assessment as appropriate, including screening measures for social, emotional and behavioural difficultiesSupport at this level can take many forms, for example: team-teaching, small group or individualised tuition, peer mentoring, inclusion in social skills groups, behaviour reward and consequence systems.A Support Plan operates for an agreed period of time and is subject to review. |
| **School Support****Plus****(for a Few)** | At this level, subject teacher(s), parents and special education teachers, incollaboration with outside agencies, as required engage in a more detailed and systematic approach to information gathering and assessment. This involves using a broad range of formal and informal assessment and diagnostic tools, including teacher observation, student interview, measures of cognitive ability and social, emotional, behavioural and adaptive functioning, as appropriate.Data generated from this process are used to plan an appropriate intervention and serve as a baseline against which to map progress.A Support Plan at this level is likely to be more detailed, individualised, and to involve longer term planning and consultation. |

\*These checklists are available in the Continuum of Support Guidelines for Teachers