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

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| Classroom Support | 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 is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme. This is informed by: • 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 A Classroom Support plan runs for an agreed period of time and is subject to review |
| School Support  | At this level a Support Plan is devised and informed by: • 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 A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition. A School Support Plan operates for an agreed period of time and is subject to review |
| School Support Plus  | This 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: • 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. A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation |

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