***Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs (Post-Primary Guidelines, p. 22)***

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| **Action 1:**  **Identification of**  **students with**  **special**  **educational needs** | Review existing information on students’ needs, using school-based data, and information from primary schools, parents and external professionals.  Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, standardised tests, diagnostic tests).  Identify **all** students with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support. |
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| **Action 2:**  **Setting targets** | Based on identified needs, set clear targets at Support for All, School Support and School Support Plus levels of the Continuum of Support. |
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| **Action 3: Planning**  **teaching methods**  **and approaches** | Identify the level and type of intervention required to meet targets for each student on the Continuum of Support.  Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching, small group and individual teaching. They should also be mindful that the interventions and supports that they are using are evidence-informed. |
| **Action 4:**  **Organising early-**  **intervention and**  **prevention**  **programmes** | Based on identified needs, choose evidence-informed early intervention/prevention programmes to address concerns.  Identify time needed and staffing commitment required. |
| **Action 5:**  **Organising and**  **deploying special**  **education**  **teaching resources** | Cross-reference the needs of students at School Support and School Support Plus levels and consider common needs that can be met through in-class/team-teaching, small group and individual support to ensure effective and efficient teaching and learning approaches.  Agree which teacher(s) will cater for these students and when and where the teaching will take place. Be mindful of the requirement that students with the greatest level of need should receive the greatest level of support from teachers with relevant expertise. |
| **Action 6:**  **Tracking,**  **recording and**  **reviewing**  **progress** | Establish a tracking and recording system, to ensure that the progress of all  students in meeting their identified targets is monitored:   * At **Whole-School (Support for All) level** by all teachers * At the **School Support (for Some ) and School Support Plus (for a Few) levels** by subject teachers and special education teachers |