***Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs (Primary Guidelines, p. 19-20)***

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| Action 1: Identification of pupils with special educational needs | Review existing information on pupils’ needs, using school-based data, and any information from 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 pupils with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support. |
| Action 2: Setting targets | Based on individual needs, set clear learning targets for each pupil at each level of the Continuum of Support. |
| Action 3: Planning teaching methods and approaches | Identify the level and type of intervention required to meet targets for each pupil on the Continuum of Support. Schools should consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group 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 pupils at School Support and School Support Plus levels and consider common needs that can be met by grouping to ensure effective and efficient teaching and learning approaches. Agree which teacher(s) will cater for these groups/individuals and when and where the teaching will take place.  Be mindful of the requirement that pupils 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 pupils in meeting their identified targets is monitored:  • At Whole-school and Classroom Support level by all teachers  • At the School Support and School Support Plus levels by class teachers and special education teachers |