








LEVELS OF SUPPORT 2025

<p>How the school support file looks</p>	<p>***EVERY TEACHER CAN UPDATE THE LOG OF ACTIONS to record a concern/incident/interaction/meeting/ phone call etc.that may be helpful for teachers working with the child to know. The log is ALWAYS initialled by the recorder and SHARED WITH THE CLASS TEACHER.</p> <p>CHILD PROTECTION/confidential files are managed and stored by the DLP and Deputy DLP and information given to staff on a “need to know” basis.</p>
 <p style="text-align: center;">A</p>	<p>Level/Type of support: Highest Level- School Support Plus - withdrawal by SET and/or in-class support using differentiated activities e.g. station teaching/ paired reading etc. The support the children receive here in total is less than 1 hr withdrawal a day except in exceptional circumstances.</p> <p>Focus of Support: is on the targets set in the child’s School Support Plus Plan and reviewed at the end of every term by the mainstream and SET teachers together.</p> <p>Diagnosis: Complex needs. Usually has a diagnosis/ may not have a diagnosis but may be awaiting one.</p> <p>Records: The student <u>has a School Support Plus Plan</u> with targets discussed with parents when initiated, then at the P/T meeting in November, where a copy is given to parents and usually signed by them. <u>If there are any concerns about progress the parent/s are invited to a meeting later in the year either by phone or email.</u></p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • <u>Special Needs co-ordinators</u> decide what support files should be green. No other teacher changes the green files. • <u>The SET</u> updates the Student Support Plan (SSP) on-line. • <u>The mainstream teachers</u> are familiar with the SSP plan and it informs teaching. Teacher planning is available to the principal if requested. • SNA access and support is highlighted on the front page of the SSP with a <i>smiley face</i>. The teacher decides how this access time to an SNA is managed. • <u>All teachers</u> use the log of actions to inform class teachers of incidents of concern etc. as noted above in red text.
 <p style="text-align: center;">A</p>  <p style="text-align: center;">B</p>	<p>Level/Type of support: Moderate. School Support/ SET Support- withdrawal by SET and/or in-class support using differentiated activities e.g. station teaching/ paired reading etc.</p> <p>Focus of Support: is on the targets set in the child’s School Support Plan, <u>agreed in September and reviewed at the end of each term</u> by the mainstream and SET teacher together.</p> <p>Diagnosis: A. When the child has a diagnosis it is recorded in the highlighted green cell. B. When the child has no diagnosis the file is all red.</p> <p>Records: The student <u>has a School Support Plan</u> with targets discussed with parents usually at the P/T meeting in November. The log of actions on-line and physical file are updated and communicated to parents when necessary.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • <u>The SET</u> updates the Student Support Plan (SSP) on-line. If the SET teacher/class teacher deem that the child no longer needs SET support, they can change the colour of the file to orange or white with an orange rim/but never white (this is usually done after a block of support is given). If they deem that the child needs more support, they communicate this to one of the two Special Needs co-ordinators who may decide to change the file to green. Colours of files are checked in June for September. • <u>The mainstream teachers</u> are familiar with the SSP plan and it informs teaching. Teacher planning is available to the principal if requested. • SNA access and support is highlighted on the front page of the SSP with a <i>smiley face</i>. The teacher decides how this access time to an SNA is managed. • <u>All teachers</u> use the log of actions (as noted above in red text)

ON-LINE SUPPPORT PLANS with log of actions for every child

 <p style="text-align: center;">A.</p>  <p style="text-align: center;">B.</p>	<p>Level/ Type of support: In-class support via differentiated teaching/learning and/or a model such as station-teaching etc. No withdrawal.</p> <p>Focus of Support: as identified by the class teacher with advice from the SET.</p> <p>Diagnosis: May/ May not have a diagnosis. If there is a diagnosis, it will be recorded in a green cell.</p> <p>Records: A and B. The Log of Actions is used to record progress and is used by all teachers when necessary. The physical file is updated by the class teacher.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • <u>The mainstream class teacher</u> uses the log of actions and SET advice to plan differentiated teaching/learning/homework. Parents are informed of any concerns at least once a year (usually November at the parent/teacher meetings). • Teacher planning is available to the principal if requested. • SNA access and support is highlighted on the front page of the SSP with a <i>smiley face</i>. The teacher decides how this access time to an SNA is managed. • The <u>SET</u> provides advice to the class teacher. An SET teacher with the mainstream teacher will review the log of actions in orange files in June (ready for the following September) and decide whether or not the child needs more support (they change the file to red) or less support (they change the file to white with an orange rim B). If they deem that the child needs the highest level of support, they consult with one of the two SET co-ordinators who may decide to move the child to green. The changing of orange files to red and vice versa will be reviewed throughout the year following a block of support. • <u>All teachers</u> use the log of actions to inform class teachers of incidents of concern. If a file is white with an orange rim, this indicates that there was a concern about this child at some stage in their 8 years in the school and they had some level of support. AN ORANGE FILE may change to white with an orange rim (B), but NEVER BECOMES FULLY WHITE . In this way the child's progress continues to be closely monitored.
 <p style="text-align: center;">A.</p>  <p style="text-align: center;">B.</p>	<p>Level/Type of support: in-class support only.</p> <p>Focus of Support: as identified by the class teacher with advice from SET as required. Diagnosis: No (see A. file is all white). Yes (See B. file is white but the diagnosis is recorded in a green cell).</p> <p>Records:</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • <u>The mainstream class teacher</u> reads the log of actions noting any changes and reads the physical file and reports from outside professionals (if there is a diagnosis) before beginning to teach the child. Parents are informed of any concerns at least once a year (usually November at the parent/teacher meetings). • <u>All teachers</u> use the log of actions to inform class teachers of incidents of concern.

Continuum of Support Explained

Needs based not diagnosis based

The continuum of support model is NOT diagnosis based but needs based. A pupil with a diagnosis is not automatically entitled to School Support or School Support Plus. A pupil without a diagnosis can be School Support Plus if they have the highest level of need. School Support Plus is only available to a small percentage of the highest level of need in the school. Some pupils will need School Support Plus for the entirety of their time in school. Others may move to School Support Plus due to emerging needs. Generally these pupils have a few different concerns i.e. they have complex needs.

Levels of Support

PLEASE REFER TO THE COLOUR CODED 2 PAGE DOCUMENT ATTACHED for details. We can only do our best within the resources allocated by the DES. There is a limit on the number of children at school support level (red and green) for which an SET teacher can be responsible. Likewise there is a limit on the number of children that a mainstream teacher can support with individual support plans (orange) while at the same time working with the SET in trying to meet the needs of the children in their classrooms with school support plans (red and green). Sometimes we may feel that we are not meeting the needs of all the children and this is a reality we have to accept - we can only do our best within the limited resources available to us.

Pupils can remain at Classroom Support Stage (orange), if needs can be met in the classroom (via differentiation, station teaching etc.). The log of actions is used to record progress. For a period of time (long or short) the child's file will be orange. Together the SET and mainstream teacher may/may not decide, to move a child to a School Support Plan (red) where the child can now be withdrawn from the classroom by the SET.

The colour of the SSPs are checked by the mainstream and SET teachers together in June (ready for the following September). Parents are informed of the child's progress at least once a year usually in November at the P/T meeting.

If the classroom teacher and SET cannot agree on support levels or how support is given, advice will be sought from the Special Needs co-ordinators. If agreement is still not reached, the principal will listen to concerns and ultimately make a decision on the best path forward for the child's learning, taking on board the views of all, school policy and DES guidelines.

Responsibilities

Homework:

The class teacher is responsible for differentiating and monitoring the learning and homework for ALL the children in their classes. They may decide not to give homework or differentiate/reduce homework for some children.

Children on School Support or School Support Plus Plans (red/green): All work given by the SET to the child getting *School Support* or *School Support Plus*, whether in school or out of school, should align with the targets set for the child, in the child's SSP and agreed early in the year by the SET and class teacher.

Children on Classroom Support (orange): The SET teacher does not assign homework or correct homework for children on classroom support (orange). SETs may support classroom support children (orange) indirectly in the classroom through a model such as station teaching along with children with school support plans (red and green) but they do not withdraw them (orange) or assign them work or correct work assigned to these children (orange) by the classroom teacher.

Homework is indirectly communicating with parents what is going on in the classroom (reinforcing what is taught) by the class teacher and is an important link between home and school. It is very important that parents know that their child's class work and homework is monitored by their child's classroom teacher. This responsibility is not that of the SET.

COMMUNICATING PLANS AND INTERVENTIONS TO PARENTS

Parents are expected to sign the Support Plans written for individual children. The Support Plan is shared at least once a year with parents (usually in November at the parent/teacher meeting).

If parents refuse to sign the Support plans, this is noted in the log of actions section of the SSF, along with the parents reason for not doing so, if known.

Using an on-line App to arrange meetings November 2025: The PTCfast app/ Databiz will be used to organise times of parent/teacher meetings for both mainstream and SETs.

STANDARDISED TEST SCORES

On-line recording

Prior to the Friday of the 3rd last week in June, SET teachers ensure all standardized test scores are recorded on-line in Databiz for all the children in the class/es to which they are assigned. This data is entered into the child's individual file in Google Drive. Test scores are recorded in each child's individual SSP but NOT in the *Log of Actions grid*. Instead all test scores are recorded in order from one year to the next, in a grid below the "general information" sheet and above the log of actions so that progress from one year to the next can be monitored and clearly visible.

MOVEMENT OF STUDENT FILES at the end of the school year

Movement of Physical Files

The APII responsible for recordkeeping arranges with teachers the transfer of physical files at the end of the school year. The physical files are moved before the Friday of the 2nd last week of term using the new class lists for the following September. Mainstream teachers check all physical files before they move them following advice/guidelines from the APII responsible for recordkeeping and in-line with the school record-keeping policy.

Movement of on-line Files

On-line the SET moves each child's file into the folder of the class teacher to which the child has been assigned for the following year, in the shared Google Drive Space titled "SEN Support Documents", referring to the class lists for the following September. The SEN co-ordinators manage these folders.

COMMUNICATION OF INFORMATION TO THE NEW CLASS TEACHERS

For safety reasons class teachers when meeting their new classes need to know from the outset who has an allergy, whose behaviour is a concern, whether or not there is a diagnosis etc.

To facilitate this:

On the last Monday and Tuesday in June, SET teachers will supervise classes so that mainstream teachers will have 2 hours to read the log of actions of every child in their class (and the support file if time allows) for the following September. It is expected that class teachers will read the physical files of the children in their classes at a time that suits them, as part of normal preparation for the following year's work.

TRANSITION of children to new classes where they meet their new teacher: This happens the third last day of school term.