Student Support Planning within the SET Allocation /Continuum of Support Model

INTO CONSULTATIVE CONFERENCE ON SPECIAL EDUCATION 2019

Geraldine O Loughlin

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National Council for Special Education
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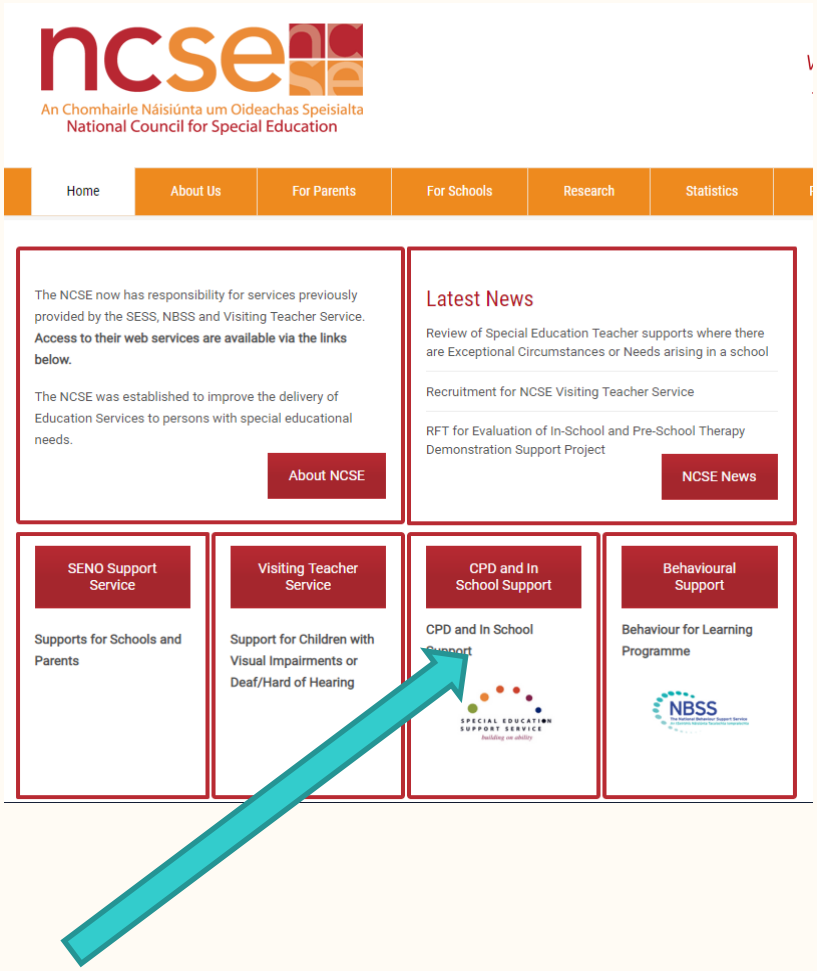
Building Schools' Capacity

- Develop schools' capacity to include students with special educational needs.
- Promote a continuum of support which is inclusive and responsive.
- Strive to bring about improved educational experiences and outcomes for all students.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The NCSE now has responsibility for services previously provided by the SESS, NBSS and Visiting Teacher Service. Access to their web services are available via the links below.
The NCSE was established to improve the delivery of Education Services to persons with special educational needs.
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RFT for Evaluation of In-School and Pre-School Therapy Demonstration Support Project
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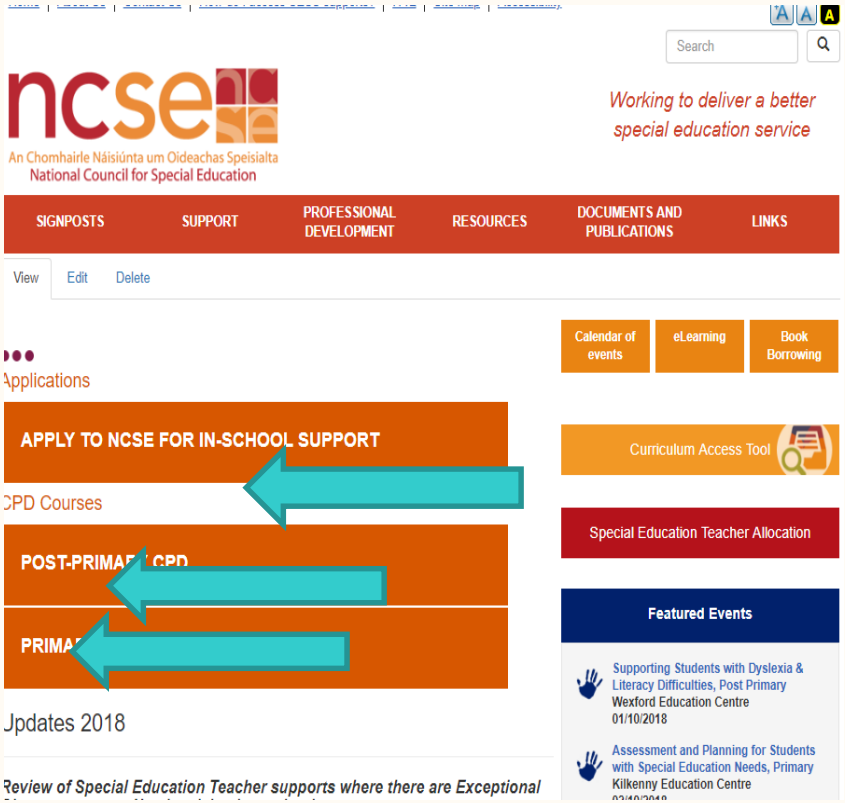
Supports for Schools and Parents
Visiting Teacher Service
Support for Children with Visual Impairments or Deaf/Hard of Hearing
CPD and In School Support
CPD and In School
Behavioural Support
Behaviour for Learning Programme
NBSS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Wexford Education Centre
01/10/2018
Assessment and Planning for Students with Special Education Needs, Primary
Kilkenny Education Centre

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Aims of the presentation

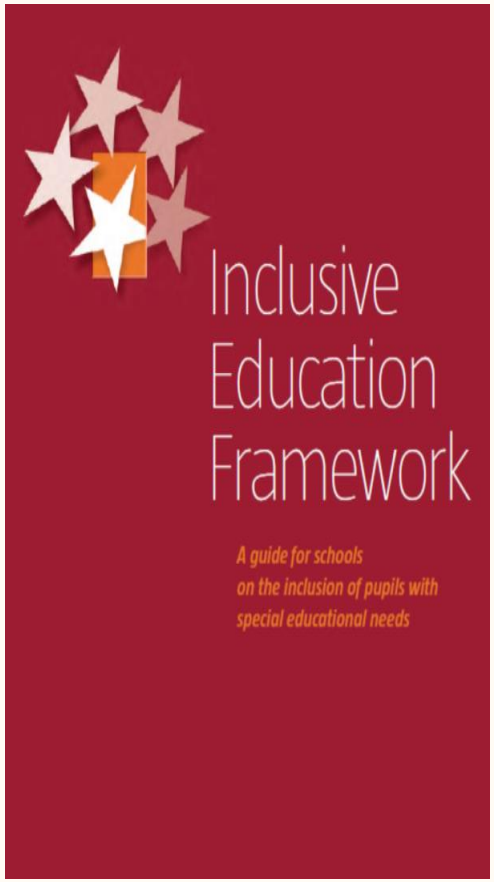
- To develop an understanding of the context and rationale for Student Support Plans
- To develop an understanding of the student support plan process.
- To develop an understanding of how to put a student support plan into practice

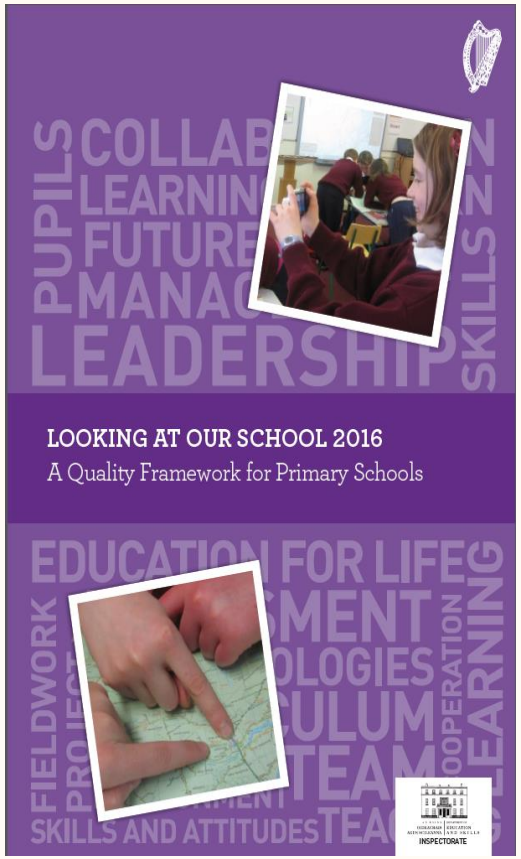
Vision of Inclusive Education

- *'To provide that people with special educational needs shall have the same right to avail of, and benefit from, appropriate education as do their peers who do not have such needs' EPSEN (2004)*

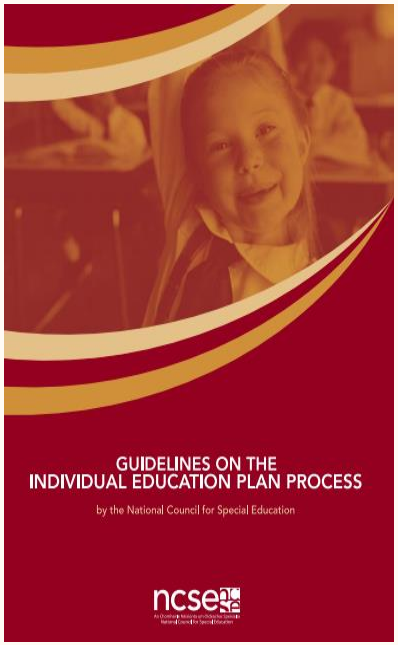
- *Responsibility of each and every teacher*

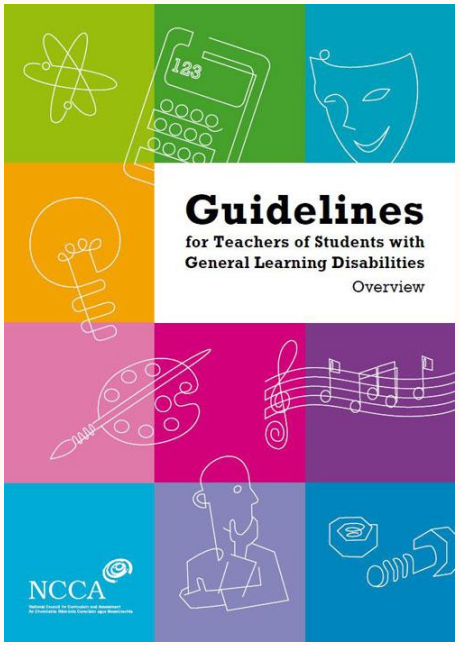
Inclusive planning practices in schools

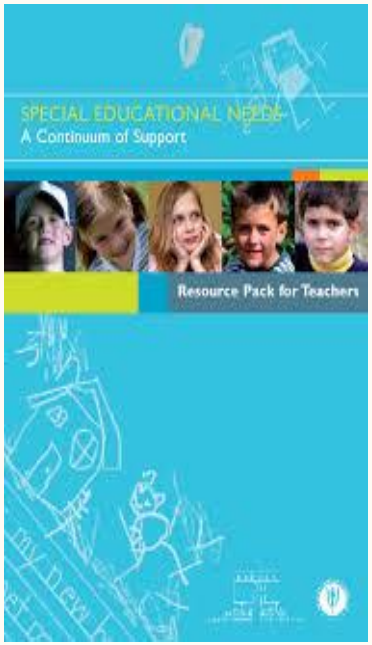




Useful publications







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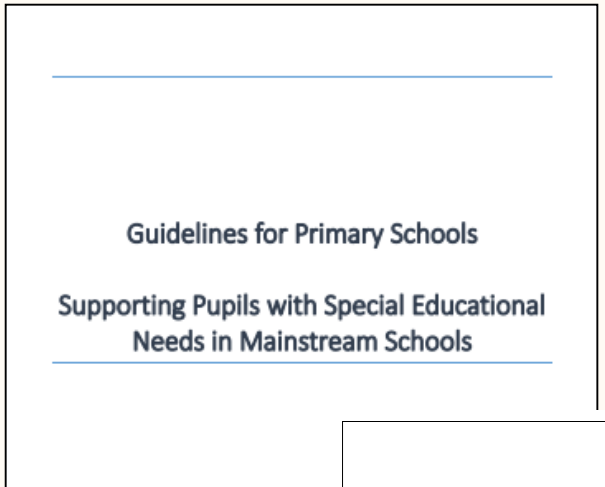
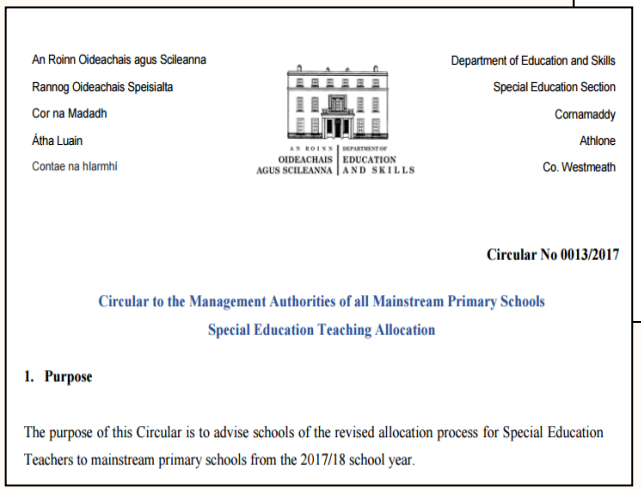
SET allocation model


Guidelines for Primary Schools

Supporting Pupils with Special Educational Needs in Mainstream Schools


An Roinn Oideachais agus Scileanna
Rannog Oideachais Speisialta
Cor na Madadh
Átha Luain
Contae na hIarmhí

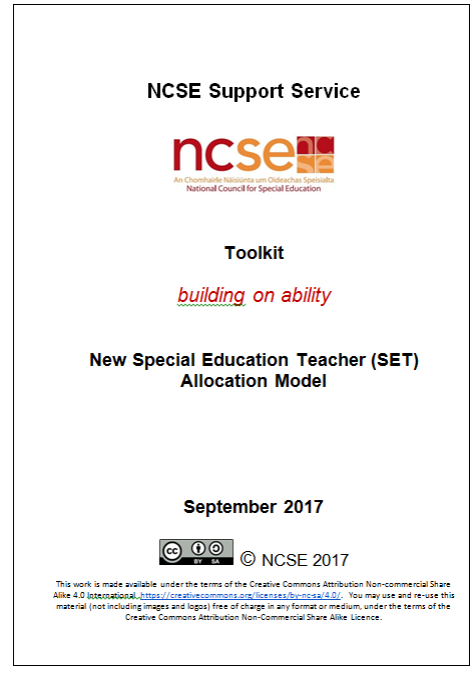
Department of Education and Skills
Special Education Section
Cornamaddy
Athlone
Co. Westmeath

Circular No 0013/2017

Circular to the Management Authorities of all Mainstream Primary Schools
Special Education Teaching Allocation

1. Purpose

The purpose of this Circular is to advise schools of the revised allocation process for Special Education Teachers to mainstream primary schools from the 2017/18 school year.


NCSE Support Service

Toolkit

building on ability

New Special Education Teacher (SET) Allocation Model

September 2017

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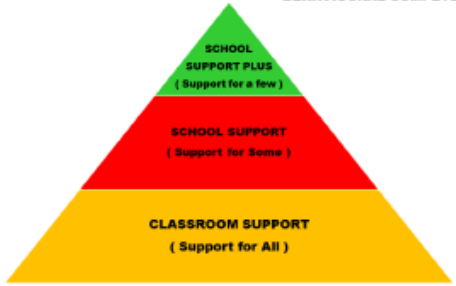
Student Support File

Insert school logo here

STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

ACADEMIC SUCCESS ⟺ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE



A Continuum of Support

Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

National Educational Psychological Service

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Six Actions to Guide the SET Allocation/COS Model

3 Step Process	Six Actions
Step I Identifying Needs	**Action 1 - Identify needs.**
Step 2 Meeting the Needs	**Action 2- Setting targets** **Action 3- Planning teaching methods and approaches** **Action 4- Organising early intervention and prevention programmes** **Action 5- Organising and deploying resources.**
Step 3 Monitoring and recording outcomes	**Action 6- Tracking Recording and reviewing progress - Whole school and individual progress.**

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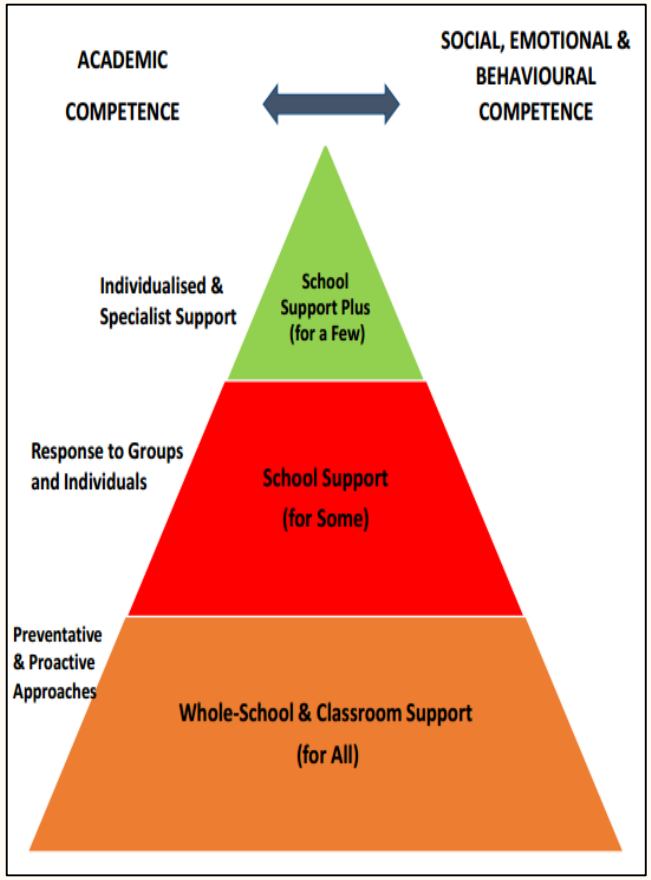
Action 1- Identifying needs

Using the **Continuum of Support framework**, schools can identify students' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties



Classroom, School and School Support Plus

Continuum of Support

Intensive, Individualised Interventions and supports

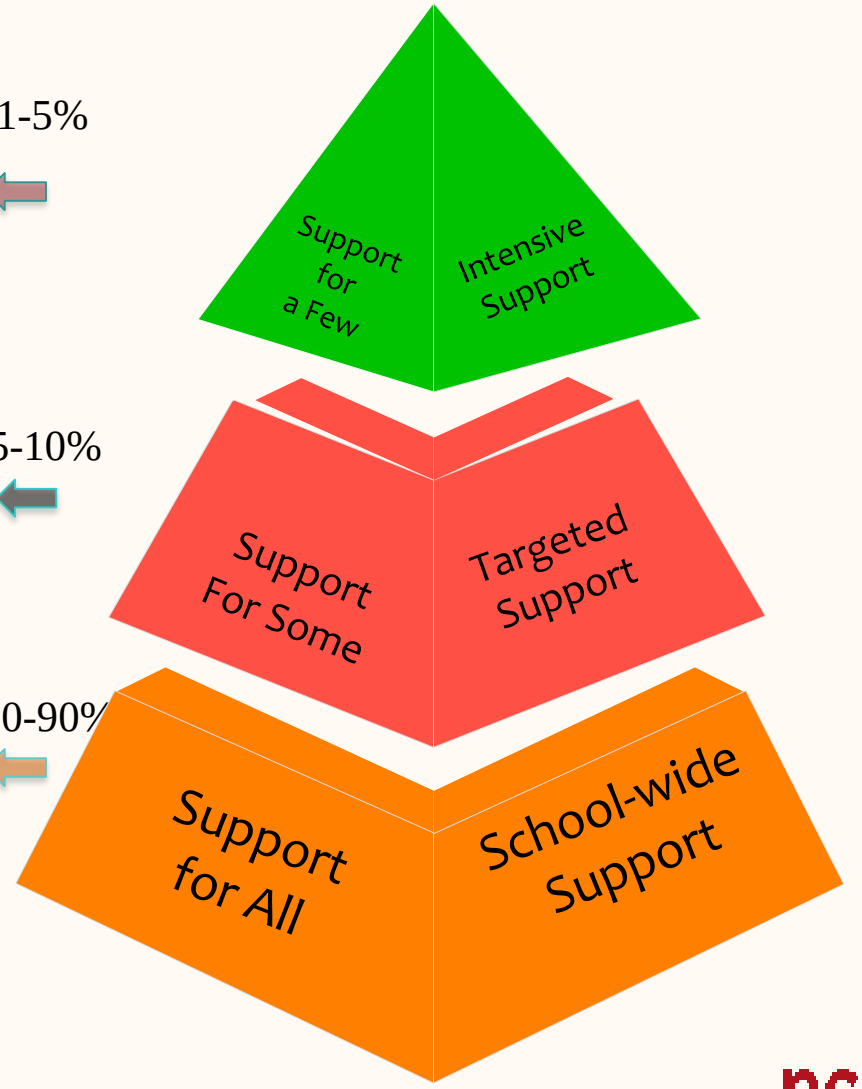
1-5%

Targeted Group Interventions and supports

5-10%

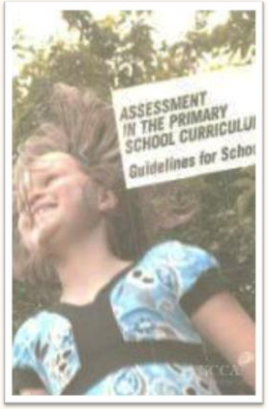
Universal Interventions and supports which are
Preventive and proactive

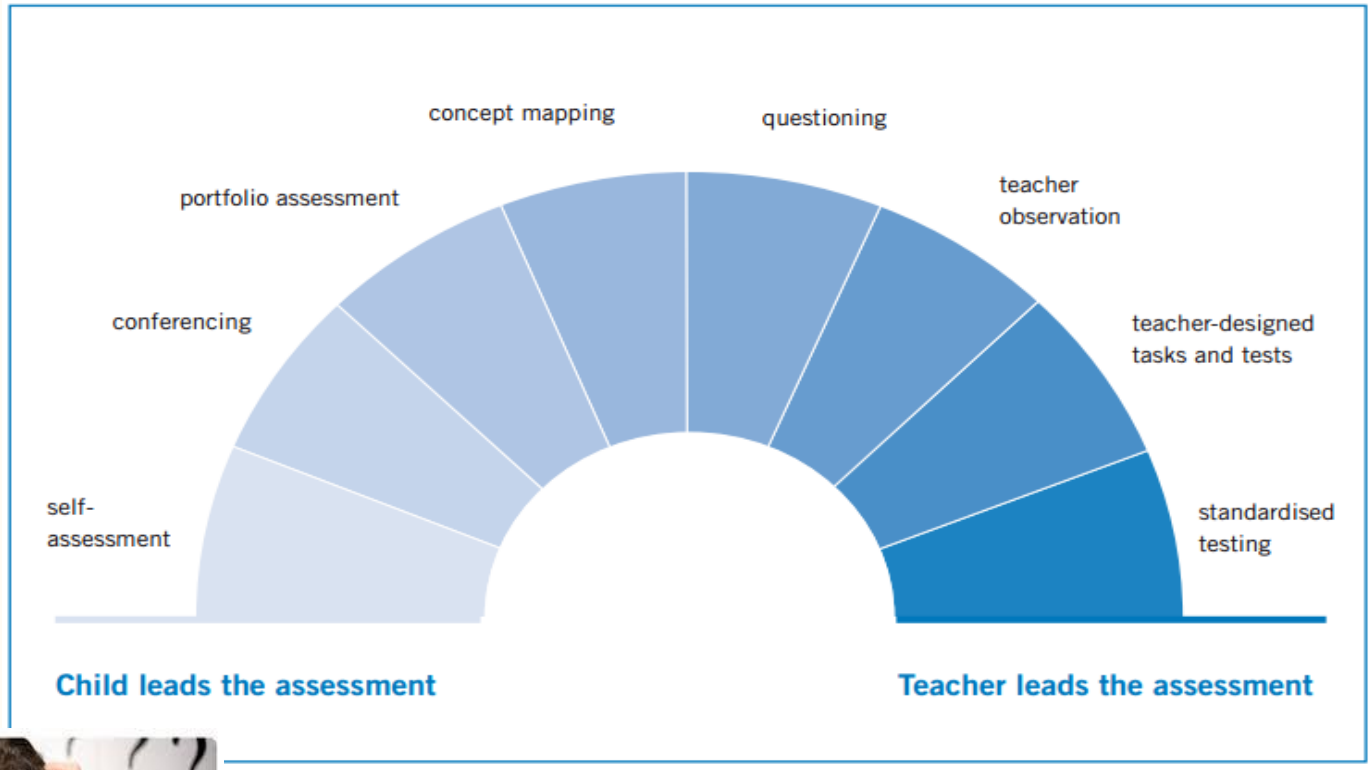
80-90%



What is Assessment?

Assessment in the Primary School Curriculum – Guidelines for Schools' (NCCA)





Rationale: Who?

Continuum of Support

Multi-tiered Support

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How do you identify students with SEN in your school?

How are you currently documenting the needs and progress of your students ?

Student Support File

- ‘Support Plan’ is a general term

- Support plans can take the form of a general support plan, a behaviour plan or contract, an individual learning profile, an individual education plan, a personalised learning plan, group plan etc.

- Student support file can be modified or adapted as needed

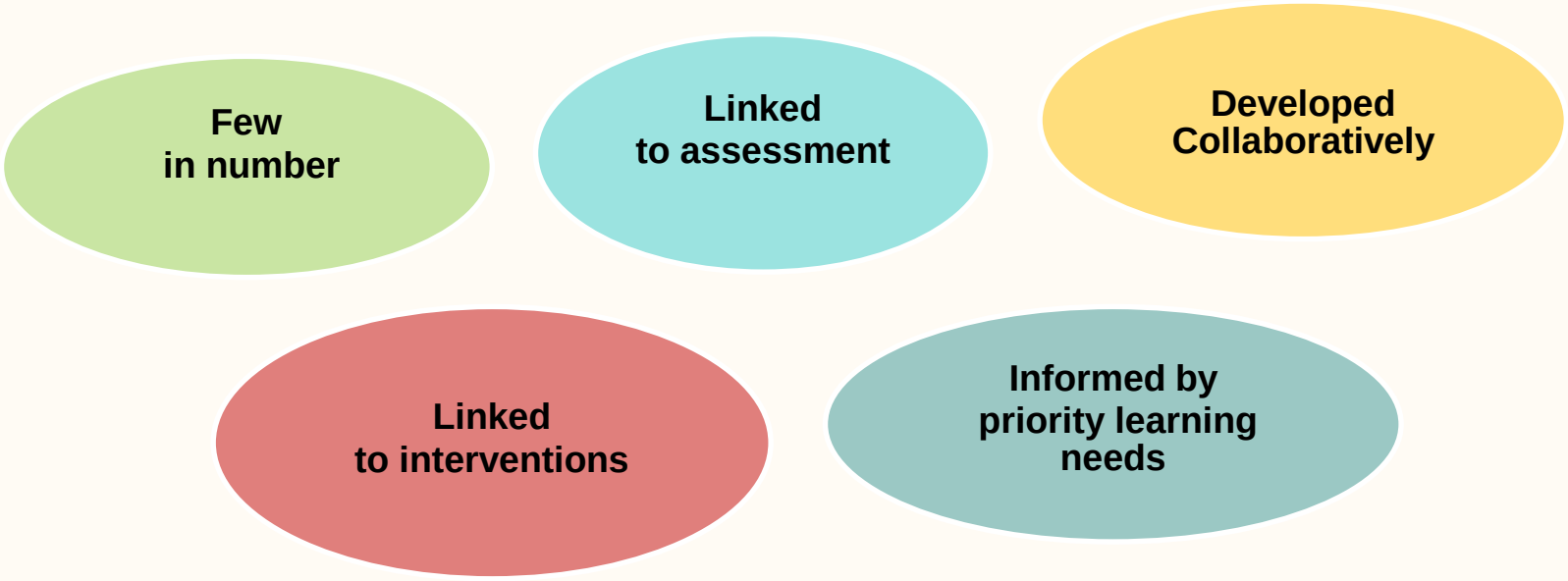
Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework

Classroom Support				
Pupil Name	Class	Description of SEN	Nature of Supports Literacy, numeracy, social, emotional, behavioural, life-skills	Focus of Support In-class, withdrawal in small groups or individual, school yard
School Support				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support
School Support Plus				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support

Completed sample in Resource Booklet

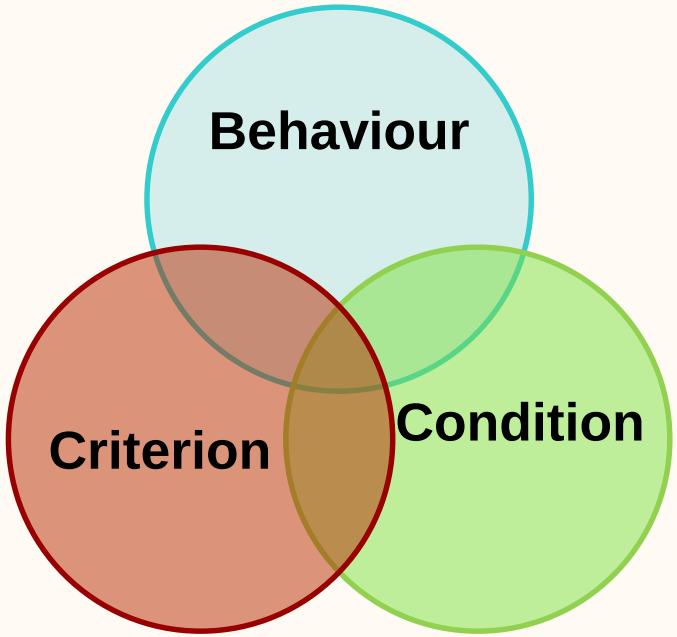
Action 2: Target-Setting

Good target-setting is central to effective teaching and learning.
Best practice indicates that that targets should be:



Targets should be expressed in a way that is **measurable and observable** and should **reflect the specific needs of the child**.

The Language of Targets



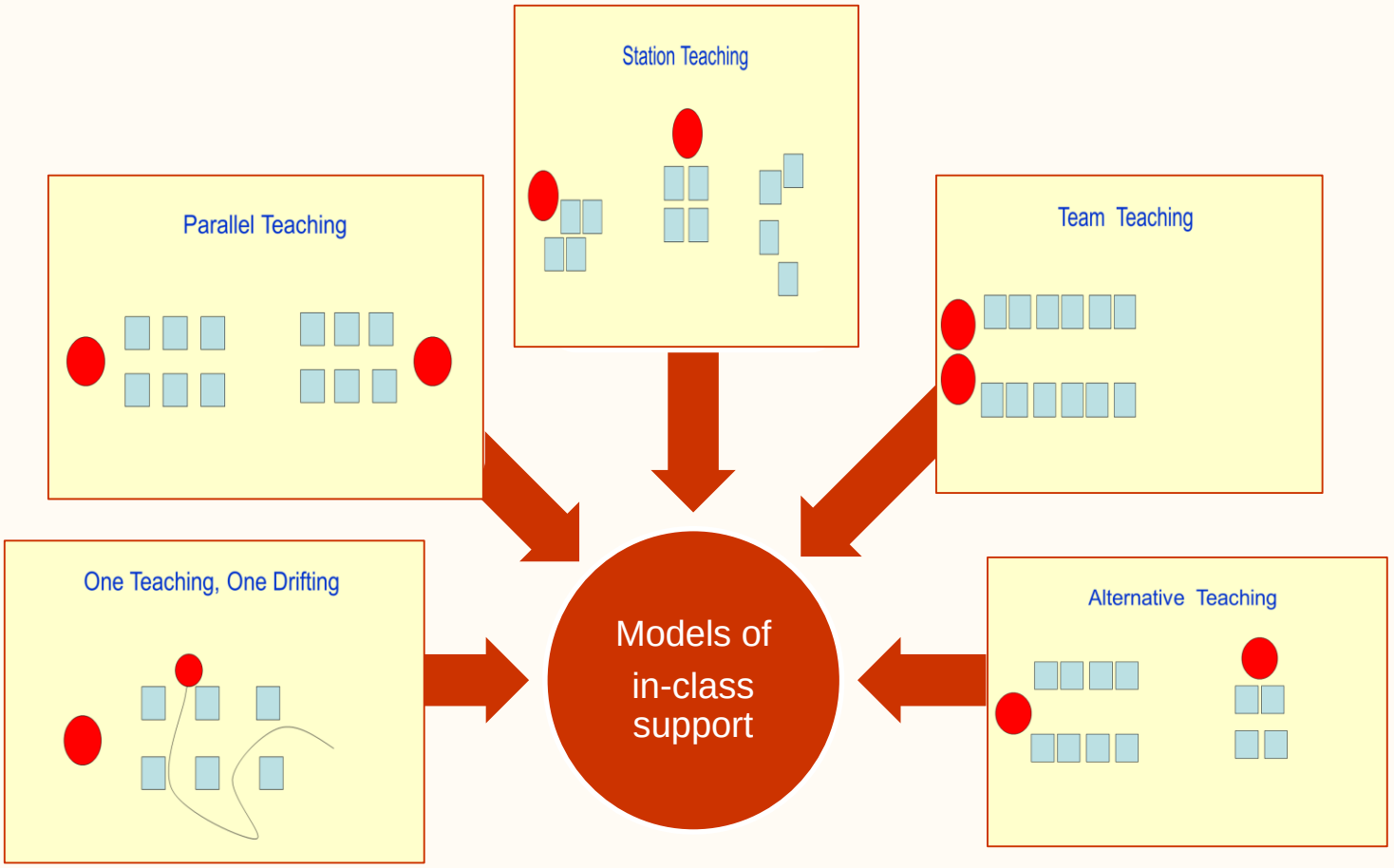
- S • Specific
- M • Measurable
- A • Achievable
- R • Realistic
- T • Timed

When prompted by teacher, Jack will find and put on his coat, before going out on the yard on 4 out of 5 occasions..

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 integration, 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

Models of in-class support



Planning and Co-ordination of SEN

Circular 13/2017 and Circular 14/2017

The allocation includes provision for the conducting of planning and co-ordination activities required to ensure the most effective and optimal use of the special educational needs teaching hours provided to schools, for children. The effective use of resources will be dependent upon effective timetabling practices that ensures continuity and avoids undue fragmentation of provision.

Action 4- Organising early intervention and prevention programmes

- Based on identified needs, choose evidence- informed early interventions/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 and 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

Managing the provision for pupils with special educational needs in your school

Toolkit page 6

School provision plan for pupils with special educational needs
School: Roll No: _____
School Year: _____ Reviewed: _____
Special Educational Needs Teaching:_____ hours

Teacher Name	Hours	Brief Description of role and Duties

Resource Book Samples

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Action 6-Tracking and Recording

- 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.

See Reflective Questionnaires

Review of plans

It is good practice for schools to review individualised student plans on a regular basis in line with student needs

How else can we know if it is working or worthwhile?

What is progress?

- Evidence of progression
- Skills development

How can we measure it?

- Checklists, teacher measures, observations, standardised tests, screening tests, rating scales etc.
- Measures of attainment, well-being, communication, independence, attendance and social inclusion

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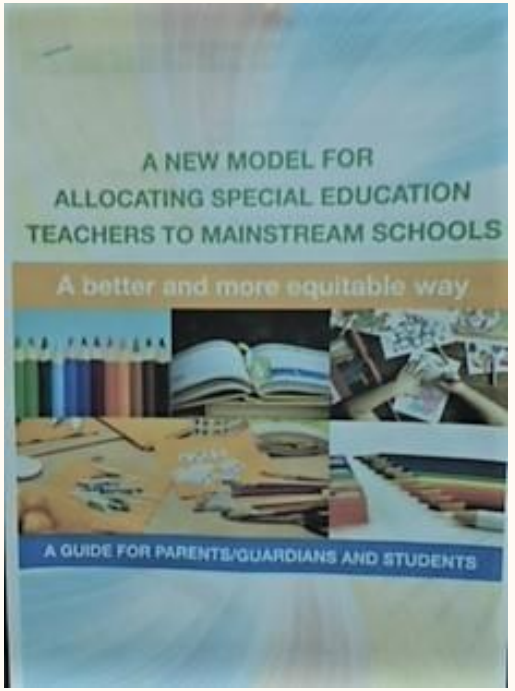
Parental Engagement

Good Parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs…

A Guide for Parents & Guardians- Booklet
https://www.education.ie/en/The-Education-System/Special-Education/a-new-model-for-allocating-special-education-teachers-to-mainstream-schools.pdf



Giangreco (2000)