

Supporting Pupils with Special Educational Needs *

Key Actions for Primary Schools

Implementing a Continuum of Support for Pupils with Special Educational Needs:

A Three-Step Process

1. Identification of need

- ◆ Use the **Continuum of Support problem-solving process** to identify and respond to academic, social and emotional needs
- ◆ Gather and analyse data from **observation, interview, curriculum-based assessment, screening and diagnostic assessment**, as well as from **professional reports**, as appropriate
- ◆ **Consult** with parents and pupils, and with relevant external professionals, as appropriate
- ◆ Use the **Student Support File** to record identification and assessment of needs, intervention supports and review of progress

2. Meeting need

- ◆ Plan, implement and review **early-intervention approaches** to promote academic, social and emotional skills
- ◆ Class teacher, special education teacher, parents and pupils collaborate to set **specific time-bound targets**
- ◆ Carefully match interventions to **identified need**
- ◆ Continue to promote **effective teaching approaches**, including **differentiation** of content and activities to ensure that all pupils are engaged purposefully in meaningful learning activities

3. Monitoring and reviewing outcomes

- ◆ Using baseline information, **review and record progress** and plan for next steps in pupils' learning
- ◆ Maintain **support plans** that are clear, useful and easy to interpret and share
- ◆ **Review outcomes** at individual, group, class and whole-school level



A Continuum of Support

The **Continuum of Support Guidelines** help schools to identify and respond to needs

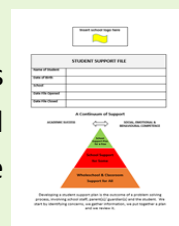
Whole-school approaches

- ◆ Continue to develop an **inclusive learning environment** where **all pupils** feel welcomed, valued and are engaged in the life of the school
- ◆ Take a **whole-school approach** to review of policies and practices on learning, behaviour and well-being
- ◆ Engage in **continuing professional development** to enhance the skills of **all teachers** in supporting pupils with special educational needs



The Student Support File

A flexible resource that enables schools to plan interventions and to track progress through the continuum of support



Allocation of special education teaching supports

- ◆ The **level and nature of support** should reflect the **specific needs** of pupils as set out in their support plans and **be informed** by careful **monitoring and review of progress**
- ◆ Allocate special education teaching supports according to identified needs, ensuring those with the **highest level of need have access to the greatest level of support**