

Continuum of Support Model for NEPS Assessment  
Review Spring 2015

The following is relevant to our school policy on Assessment.

- Class Teachers will always involve parents in the "Classroom Support Plan" stage by recording strategies in use etc and co-sign with Parents.
- Teacher will adhere to the contents and recommendations contained in... "SPECIAL EDUCATIONAL NEEDS A Continuum of Support Resource Pack for Teachers" when designing a Classroom Support Plan and liaise with the Principal in the early stages of same.
- Classroom Support Plan direct focus will start in Senior Infants and , in certain cases, Junior Infants.
- When pupils are promoted from class to class the host teacher will refer to the end of year report for each pupil, any previous classroom support plan, the previous class teacher and the pupil's work record folder.
- End of School year reports must not be subjectively written from the teacher's own view point. This will help eliminate the risk of bias and/or reporting to please the reader(s). There should not be an over-reliance on generic terms such as...wonderful/excellent/fantastic.
- Reporting must focus on what the child has or has not achieved in relation to specific targets as outlined in the curriculum.

- Where the child has not achieved it is important that this is reported also, both to colleagues and parents.
- The above guarantees accuracy of reporting and clarity of communication from class to class
- Confusion is reduced/eliminated and conflict lessened where this practice is adhered to.
- Consistency of recording and reporting is beneficial to all concerned.
- Each teacher is encouraged to seek support and advice wherever necessary in order to put together a valid (NEPS acceptable) Classroom Support Plan.
- The duration of the plan is undefined and varies from child to child.
- In particular it is important to alert parents to issues at the end of Senior Infants and at the very least as soon as the problem arises i.e. as early as Junior Infants if necessary.
- Resources to facilitate the successful implementation of support plans will be agreed between staff involved and the Board of Management if necessary.
- Support plans will be monitored/reviewed by teachers concerned.
- Records of monitoring exercises will be made

- Staff must exercise sensitivity when engaging with parents at all times, particularly when a recommendation is being made for a pupil to attend a special class/school. The teacher always errs on the side of "what is best for the pupil concerned" as opposed to any negative impact loss, temporary or otherwise, resources has on the school