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This webpage provides ease of access for schools, parents/guardians, children and young people in relation to the application and deployment of Special Education Teachers (SET) in mainstream classes in primary and post primary schools.Schools can access a series of documents to aid them in supporting children and young people with special education needs in their mainstream classes by clicking on the relevant link below. • The revised Guidelines, underpinning circular 0064/2024, replace those issued in 2017. They have been developed over the past eighteen months by the Inspectorate, The National Educational Psychological Service (NEPS) and the National Council for Special Education (NCSE) in conjunction with the Department. The updated Guidelines are provided to aid schools to support children and young people in mainstream classes with Special Educational Needs. • The Guidelines incorporate existing good practices evident in schools along with feedback provided, during their development, from our educational partners. • The Indicators of Effective Practice are provided for schools to help the school identify areas of current effective practice, build on these effective practices and prioritise areas for development.This unifies all key documentation into a single location, that schools require, to support all children with special education needs and the guidelines provide further links to other resources and supports available to schools.Under the Parents/Guardian area below is a short leaflet which gives an overview of the Special Education Teacher allocation and deployment process which may help parents/guardians.Finally for children and young people in our mainstream schools they may access short explanations of the Special Education Teaching support. This may also help children and young to understand that everyone needs help from time to time, and that's ok.In early 2025, we will provide:• Examples of Student Support files and Student Support plans are provided, which illustrate how the Problem-Solving Process, outlined in Section 2 of the Indicators of Effective Practice for Schools, was used to identify strengths, interests and needs of the children and young people. • A set of templates to support schools which they may find useful in supporting children and young people with Special Education Needs. • A series of supports will be made available to assist schools in the implementation of effective practice in the following key areas:Introduction to The GuidelinesThe Continuum of Support FrameworkKey actions in the provision of special education teaching supportThe Student Support File and The Student Support PlanEffective timetabling practices in post-primary schools Guidelines for Primary Schools Supporting Children with Special Educational Needs in Mainstream Classes Indicators of Effective Practice for Primary Schools Student Support Files and Student Support Plans Examples Primary Supporting Children and Young People with Special Educational Needs in Mainstream Classes - Guidelines for Schools- Primary/Post-Primary Guidelines for Post Primary Schools Supporting Children with Special Educational Needs in Mainstream Classes Indicators of Effective Practice for Post Primary Schools Student Support Files and Student Support Plans - Examples Post- Primary Special Education Teaching Support in Primary Schools Guide for Children Special Education Teaching Support in Primary Schools Guide for Children Leaflet 2 Special Education Teaching Support in Post Primary Schools Guide for Young People Guide for Children: Special Education Teaching Guide for Young People: Special Education Teaching Special Education Teaching Support in Primary and Post Primary Schools Quick Reference Guide for Parents/Guardians Guide for Parents or Guardians: Special Education Teaching English Version Click here to view the English version of our guidelines on the Individual Education Plan Process. Irish Version Click here to view the Irish version of our guidelines on the Individual Education Plan Process. By clicking “All Cookies” you agree to our Cookie Policy, it helps us better understand how the site is used and give you the best experience.By clicking "Default Cookies" you agree to store cookies on your device that technically necessary for the operation of a website.Click to learn more Skip to content Recorded preparation templates, completed samples, and resources for special class teachers can be found below. Brief guidance on what recorded preparation is needed in a special class/ school can be found at the bottom of this page, and detailed guidance can be found in our dedicated blog post. Fully Editable Social Stories/ Narratives What recorded preparation is needed in a special class? Each child needs an individual long term which can be in IEP or School Support Plus plan format. Each child that has SNA access in a school also needs a Personal Pupil Plan or an Integrated Student Support and Care Needs Plan. Long term recorded preparation for each subject is also needed. The Guidance on Preparation for Teaching and Learning for all Primary and Special Schools FAQ (2021, pp. 6-7) says that “In the special school context the intended learning should be drawn from the age appropriate primary or post-primary curriculum to ensure children have access to, participate in, and benefit from an education that is inclusive and appropriate to their abilities and needs”. Therefore, our long term recorded preparation for curriculum subjects at the appropriate level (which can be accessed from the class level menu), may also be applicable. For short term recorded preparation our “SET Short Term Plan Template” may be used when planning for an individual child e.g. working 1 to 1 on their individual targets, and you can use our “Short Term Recorded Preparation Template” for whole class planning. TeachingPlans does not offer sample short term recorded preparation for special classes, as it is very common for children in special classes to be in different class levels, and even when they are in the same class level, their needs can be extremely different. The Curriculum Access Tool (CAT-GLD) might be need to be used to identify appropriate learning experiences for children with learning difficulties. Therefore, it is not possible to create sample plans that include all of the permutations of class levels and learning needs in the special class context. Detailed guidance on what recorded preparation is needed in a special class/ school can be found in our blog post. We use cookies on our website to give you the most relevant experience by remembering your preferences and repeat visits. By clicking “Accept”, you consent to the use of ALL the cookies and our privacy policy.Privacy & Cookies Policy By clicking “All Cookies” you agree to our Cookie Policy, it helps us better understand how the site is used and give you the best experience.By clicking "Default Cookies" you agree to store cookies on your device that technically necessary for the operation of a website.Click to learn more Individual education plans (IEPs) are used by many schools as a planning, teaching and reviewing tool for children and young people with special educational needs (SEN). Here, we explain what IEPs are and how you and your child can be involved with them. An IEP is a document that helps teaching staff to plan for your child. It should include strategies to help them learn and be used to review their progress. The IEP should be guided by your child's profile, records, assessments, their strengths and statement of SEN if they have one. It should help your child to access and engage with the curriculum. IEPs are different for each child or young person and should set out what should be taught, how it should be taught and how often. There isn't a standard format for IEPs, but they generally include details of short-term targets and the additional support that has been put in place to help your child meet them. The document should be accessible and understandable to all. It should be agreed by you and, wherever possible, your child as it's important for you to be involved at this first stage. What should be in an IEP? The nature of the child or young person's learning or developmental difficulties What help should be given Who will give the help, what equipment, programmes or materials will be used When, where and how often the help will be given The nature of the support required from parents at home Any pastoral care or medical requirements The monitoring and review arrangements How it will be decided if the help has been successful (you may see the phrase 'success criteria') You may want to consider this list before attending a review meeting so that you are clear about what needs to be included. Targets IEPs should focus on up to three or four key short-term targets for your child. The targets should relate to literacy and numeracy but can also focus on other areas, such as helping your child to develop independence skills. For children and young people on the autism spectrum targets may focus on communication, social inclusion and flexibility. Targets that are set for your child should be SMART: specific so it is clear what your child should be working towards measurable so that it is clear when the target has been achieved achievable realistic so that they are relevant to your child's needs and circumstances time-bound (to be achieved by a specified time). When setting targets school staff should consider your child's age, ability, concentration, emotional and behavioural issues and how they prefer to learn as well as your home circumstances. You should be involved and informed of any action the school is going to take and any help that you may be able to give your child at home. Guidance from the Department of Education suggests that communication with parents is vital and that your wishes, feelings and knowledge should be taken into account. With a thorough understanding of your child, you can give vital support at home to help them meet their targets. Where possible your child should also contribute to the targets set for them. The school should consider whether your child: knows they have an IEP and why contributes to the preparation of their IEP knows what targets have been set for them knows why support is being given gets feedback about their progress in a format they can understand gets the chance to express their views and be listened to The content of an IEP should change as your child's needs develop. If specific targets set in an IEP are achieved, it means that the extra help has been successful. New targets then need to be set at an IEP review meeting. Alternatively, it may be decided that the help given has been so successful that an IEP is no longer needed. Strategies and resources The section that outlines the strategies and resources the school will use to help your child reach their targets should include: who will carry out the support eg teacher, classroom assistant when the support will happen eg 4 x 30 minute small group sessions per week) what the nature of the support will be eg teaching strategies, resources, interventions and/or programmes where the support will happen eg in class or elsewhere Success criteria This section of the IEP will contain information on how your child is progressing with their targets, whether or not they have been achieved and if the additional help has been successful. When should IEPs be used? IEPs should be used to set out the extra help offered to individual pupils who need it, normally in stages 2 and 3 of the five possible stages of identifying, assessing and providing for a child's SEN. They should also be used for children undergoing statutory assessment and for those with statements of special educational needs. If a child moves from one stage to another or to a statement they should have a new IEP. It's likely that a new IEP will be drawn up after each review too, as the targets on them should be short-term. If a pupil has a statement, the short-term targets and strategies set out in their IEP should be linked to the overall objectives and provision set out in their statement. Managing IEPs Teachers should have time set aside for writing, teaching and reviewing IEPs. All IEP targets must be achievable for both the pupil and teacher. Regular periods of time working with a pupil with SEN or the pupil working on an IEP target should be included in the teacher's daily or weekly teaching plans. Reviewing IEPs IEPs should be reviewed regularly, normally termly or twice a year. You should be invited to attend and take part in reviews. At least one review can be carried out at parents' evening. Where possible, everyone involved in your child's education and support should take part in the review. Reviews of IEPs should not be confused with the statutory annual review meeting that is carried out for children with a statement of SEN. However, the child's IEP should be discussed as part of this meeting. What does this mean in practice? When reviewing your child's IEP the teacher should consider: if appropriate targets had been set for your child whether or not your child met the targets if the strategies and resources were suitable and frequent enough if the strategies were effective whether your child make progress in other areas if there any unresolved problems that need to be addressed whether your child stay at the stage they are on or move up or down the five stage process. Both your views and those of your child should be sought and recorded. After considering progress, the targets to be achieved by the next review should be set by appropriate staff with your involvement and input from your child if possible. The role of teaching staff and specialists The special educational needs co-ordinator (SENCO) and your child's teacher(s) are responsible for preparing the IEP. The SENCO should make sure that all staff working with your child are aware of their IEP and that there is good communication between those supporting them. Professionals from outside the school, such as a specialist teacher, an educational psychologist or a speech and language therapist, might provide advice to help prepare the IEP. They might also make additional specialist assessments, or be involved in teaching your child directly. When IEPs are developed with the help of specialists, the strategies in the IEP should usually be used, at least in part, in the normal classroom setting. It will be helpful for you to find out which specialists, if any, will be working with your child. Further help Useful reading Home / Yearly Plans Rated 5.00 out of 5 based on 2 customer ratings This download includes a blank IEP template which can be used for planning for children with any type of SEN e.g. autism, S&L, dyslexia etc. It also includes 2 sample completed IEPs (for fictional children), one for autism and one for dyspraxia which can be used to see how IEP targets are written and reviewed for those new to SET. The purpose of the sample completed plans is to illustrate how to complete the IEP and to show what can be included in each section only. Support plans are highly specific to each child and their individual needs and so this plan is not suitable or transferrable to another child. The documents are in Microsoft Word Format.

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