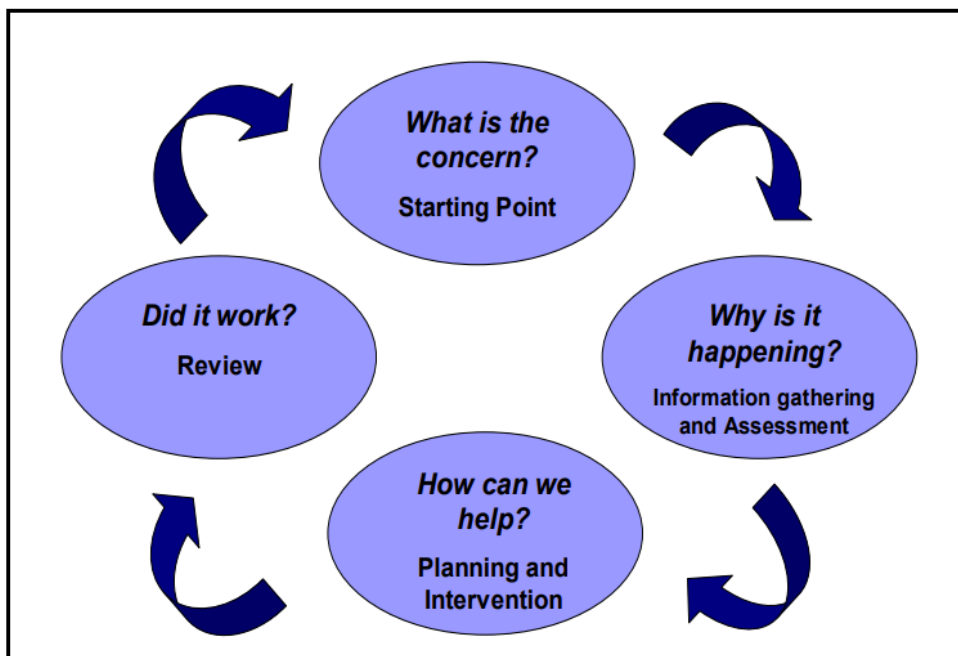


The Continuum of Support (Primary)

The Department has set out the Continuum of Support framework to assist schools in identifying and responding to students' needs. This framework recognises that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that students require different levels of support depending on their identified educational needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support, and that they are informed by careful monitoring of progress.

- Special Educational Needs - A continuum of support (Resource Pack for Teachers) / Riachtanais Speisialta Oideachais Leanúntas Tacaíochta - Phacáiste Acmhainne do Mhúinteoirí
- Special Educational Needs - A continuum of support (Guidelines for Teachers) / Riachtanais Speisialta Oideachais Leanúntas Tacaíochta - Treoirínte do Mhúinteoirí

The Continuum of Support is a problem-solving model of assessment and intervention that enables schools to gather and analyse data, as well as to plan and review the progress of individual students.



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. The framework emphasises the importance of looking at a student's needs in context, and provides useful resources to support this (for example, Learning Environment Checklist, Teacher Checklist for Whole-Class Structures and Supports).

The Continuum of Support enables schools to identify and respond to needs in a flexible way. This

means that needs can be responded to as early as possible. Of course, the principle that pupils with the greatest level of need have access to the greatest levels of support is of primary importance. This approach is also supported by information and engagement with external professionals, as required.

The following levels of support are suggested.

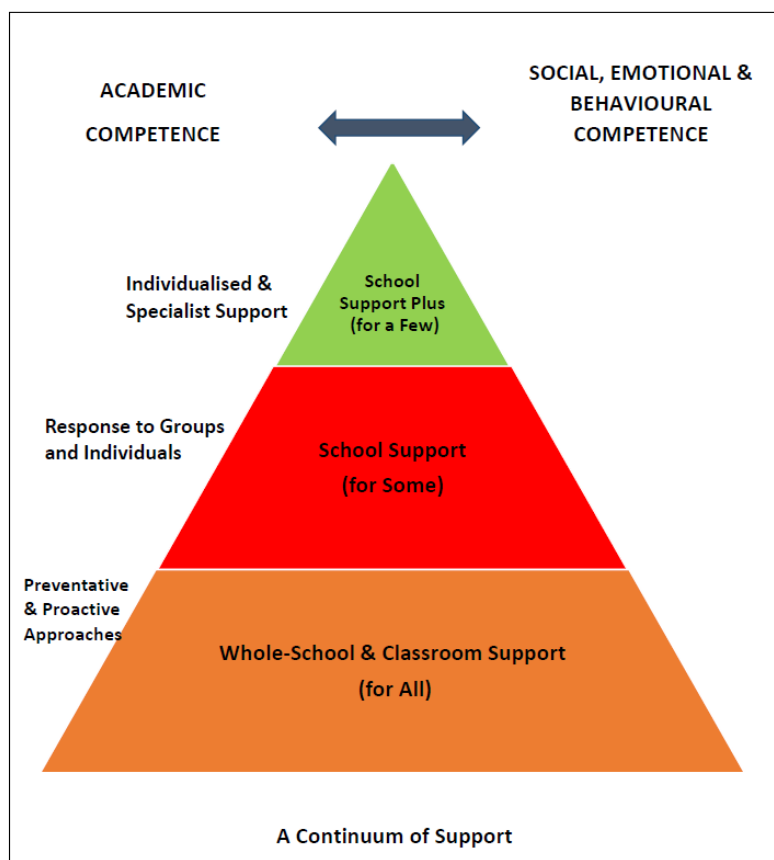


Table 1 (download here) outlines how a school can collect evidence about students' educational needs at each level of the Continuum of Support. This evidence can then be used to adapt teaching, to plan the next steps in students' learning and to gauge their responses to intervention. When data and information are carefully collected, shared and compared, schools can identify and respond to those students who have special educational needs.

Source URL:

<https://www.sess.ie/special-education-teacher-allocation/primary/continuum-support-primary>