

# Student Support File Review Checklist

6-8 Week Review Cycle Guide for Irish Schools

Student: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Review Cycle: \_\_\_\_\_ of \_\_\_\_\_ Support Level: \_\_\_\_\_ SET: \_\_\_\_\_

## 1 Before the Review

- Student Support File is up to date and accessible
- Current Student Support Plan targets have been in place for 6-8 weeks
- Baseline data and starting levels are recorded for each target
- Progress monitoring data has been collected throughout the cycle
- Log of Actions entries are current (if SNA support is in place)
- Relevant work samples and assessment records are gathered

## 2 Review Each SMART Target

- Target 1 status reviewed: Fully Met / Partially Met / Not Met / No Longer Relevant
- Target 2 status reviewed (if applicable)
- Target 3 status reviewed (if applicable)
- Evidence of progress documented for each target (observation, test, work sample)
- Conditions and supports provided during the cycle are recorded
- Barriers to progress identified and noted

## 3 Evaluate Response to Intervention

- Overall response to intervention assessed (positive / partial / limited)
- Teaching approaches and strategies evaluated for effectiveness
- Frequency, duration, and setting of support reviewed
- Child's engagement and participation levels considered
- Environmental factors that helped or hindered progress noted

## 4 Consultation & Collaboration

- Class teacher input gathered on progress across the curriculum
- Parent/guardian consulted and their observations recorded
- Child's voice captured using age-appropriate methods
- SNA input included (if applicable) on care needs and daily support
- External professional advice considered (if reports available)

## 5 Review Meeting

- Review meeting scheduled with all relevant parties
- Progress summary prepared for discussion
- Outcome agreed collaboratively: Continue / Amend / Escalate / Close
- If continuing: existing targets adjusted or new targets drafted
- If escalating: rationale documented for moving to next support level
- If closing: evidence recorded that needs are now met at current level
- Updated Student Support Plan signed by class teacher, SET, and parent/guardian

## 6 Update the Student Support File

- Completed review record added to the SSF
- Updated Student Support Plan filed
- New targets and intervention details documented for next cycle
- Next review date set (within 6-8 weeks)
- SSF stored securely with restricted access

## Problem-Solving Cycle (NEPS)

1. **Identify** - Gather information on strengths and needs
2. **Assess** - Clarify the nature and extent of the concern
3. **Intervene** - Implement targeted support (6-8 weeks)
4. **Review** - Evaluate response and decide next steps

## 3 Review Outcomes

**Continue at current level** - Targets partially met; adjust and continue support

**Escalate to next level** - Limited response after 2+ cycles; increase support intensity

**Close/reduce support** - Targets fully met; needs can be addressed at lower level

## SSF Contents Checklist

[Cover Page](#)[Background Info](#)[Strengths & Needs](#)[Support Plans](#)[Review Records](#)[Parent Input](#)[Child's Voice](#)[Professional Reports](#)

## Key Review Timings

**6-8 weeks** - Standard review cycle for each support plan

**Twice per year** - Minimum formal reviews aligned with school terms

**12-16 weeks** - Typical period before considering level change (2 cycles)

**Annually** - EPSEN Act minimum review requirement (Section 11)



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