



Scoil Chonglais Post-Primary School

Educational Support Policy (AEN) Policy



BORD OIDEACHAIS AGUS OILIÚNA
CHILL DARA AGUS CHILL MHANTÁIN
KILDARE AND WICKLOW
EDUCATION AND TRAINING BOARD

Mission Statement

Scoil Chonglais is a warm, caring, and welcoming school in which all students are valued and respected. We provide a positive, supportive, and inclusive learning environment, where each student and their unique contribution is celebrated. We are committed to excellence in education and to empowering each student to reach their full potential.

School Motto

“Empowering Minds, Shaping Futures and Celebrating Success”

KWETB Core Values

Scoil Chonglais is a coeducational, multid denominational post primary school, under the patronage of KWETB. Our school community is committed to our ETB core values of Excellence in Education, Care, Respect, Equality and Community.



Introduction

This Educational Support/AEN policy has been developed because of a collaborative process led by members of our AEN team, our guidance counsellors, and senior management in consultation with members of our teaching staff and parent and student representatives. It is drafted in the context of all circular letters issued by the Department of Education, regarding additional educational needs and the Continuum of Support Guidelines issues by NEPS.

Aims and Objectives

To create a positive learning environment where all students, including those with additional educational needs, feel welcome and experience a sense of community and belonging in school.

To give educational, emotional and social skills support to individual students and create an environment that is conducive to the student's wellbeing.

To provide for the needs of all students through the broad, balanced curriculum we offer.

To enhance the educational experience of students who are having difficulty accessing learning.

To support mainstream teachers where possible, in their education of all students, and particularly those with additional educational needs.

To ensure that all members of staff are aware of the additional educational needs of students and of the contribution that they can make in supporting all students.

To promote student participation and active engagement in their own learning, so that each student is afforded the opportunity to reach their potential.

To promote common practice in literacy and numeracy across the school and to develop student literacy and numeracy skills.

The Legal Context

This policy is drafted in the context of the statutory requirements placed on schools by the following:

- The Education Act 1998
- The Education Welfare Act 2000
- Equal Status Act (2000 - 2018)
- The Education for Persons with Special Needs Act 2004 (EPSEN)
- The Equal Status Act 2000-2004
- The Disabilities Act (2005)
- Child First Act (2015)
- Special Education Circular 0014/2017 and 0021/2022

Roles and Responsibilities

The following key roles are identified within this policy:

- The role of the Board of Management
- The role of the Principal
- The role of the Deputy Principal
- The role of the AEN coordinator
- The role of the Guidance Counsellor
- The role of the parents/guardians
- The role of the mainstream subject teacher
- The role of the AEN teacher
- The role of the special needs assistant
- The role of students

The role of the Board of Management

The role of the Board of Management is outlined in the relevant legislation. The BOM oversees the development and review and implementation of school policy on AEN.

The Role of the Principal

The Principal:

- recruits teachers and SNAs as vacancies arise and ensures that all are inducted to their work in the school, aware of the ethos and values of the school and committed to working towards our goals.
- has responsibility for all aspects of the day-to day management of policy and provision for students with additional educational needs.
- manages the effective and efficient use of AEN resources, including the allocation of hours, teachers and funds.
- appoints a Special Educational Needs Co-coordinator (SENCO).
- consults with the AEN coordinator and other relevant personnel.
- liaises with the NCSE and Department of Education regarding needs and provision of resources.
- ratifies RACE and Irish Exemption applications.
- informs the Board of Management of any issues, which are relevant to learning support/additional educational needs.
- aims to develop a core Additional Educational Needs Team within the school with a specific remit to ensure identification of and support for students with additional educational needs.
- actively supports a whole school approach to Additional Educational Needs and makes staff aware of their responsibilities in this area
- encourages staff involved in SEN provision to partake in relevant training

The Role of the Deputy Principal

The Deputy Principal:

- Has a lead role in supporting the whole school view of AEN
- Liaises with the AEN coordinator and AEN teachers re timetabling.
- Timetables learning support and resource classes and support for all support classes in consultation with the principal.
- Liaises with the AEN team and management throughout the year to review provision for students with AEN
- Liaises with mainstream teachers and SNA's

The Role of SEN Coordinator (SENCO)/AEN Coordinator

The SEN coordinator has a leadership role within the AEN Department and the wider school. Amongst the tasks which the AEN Coordinator undertakes are the following:

- Timetabling of students who require support for some or support for few under the Continuum of Support model for Learning Support and Resource.
- Timetabling of SNAs for pupils with access.
- Liaising with SNAs regarding individual student needs.
- Meeting and liaising with the Additional Educational Needs Team regarding timetabling requirements and designing school support plans for pupils with an additional need.
- Devising Care Needs Plans for Pupils with SNA access.
- Liaising with all parents of pupils with additional needs and with parents of pupils where a concern has been raised that there may be an additional need.
- Liaising with all students with an additional educational need.
- Liaising with management re. AEN provision, timetabling, allocation of resources etc.
- Liaising with staff, year heads, SNAs and Meitheal leaders on requirements of pupils with additional educational needs.
- Liaising with the Guidance Counsellor on Irish exemptions.
- Meeting with the Guidance Counsellor re. concerns raised by staff re. pupils with additional needs.
- Liaising with the Guidance Counsellor re results of standardised tests.
- Testing of students in school.
- Liaising with parents re. results of educational assessments and standardised tests.
- Testing of all students with an educational assessment who are to sit the Junior Cert for RACE to ascertain eligibility for a reader / spelling / grammar waiver.
- Informing teachers of new educational needs that come to light during the school year and advice as to the difficulties and needs of the child.
- Liaising with outside services when required.
- Liaising with school psychologist re pupils that need to be tested.
- Liaising with SENCO when required.
- Sourcing assistive technology for pupils who require it.

- Visiting feeder primary schools and liaising with primary school teachers, principals and resource teachers re incoming pupils with additional needs.
- Liaising with NEPS and the NCSE as necessary.

The Role of the Guidance Counsellor

- Screens enrolment forms to identify students who may have SEN/medical issues
- Coordinates the testing of incoming first year students using the CAT 4 Tests.
- Works closely with the Year Heads, the SENCO and SEN team and management to identify students requiring further support in school.
- Liaises with psychologists and other outside agencies, as necessary
- Organises additional student testing as necessary
- Advises students and their parents on the appropriate programme and subject options for them.
- Liaises regularly with the SENCO (Special Educational Needs Coordinator).
- Assists students and parents in the completion of Disability Access Route (DARE) applications.
- Coordinates Reasonable Accommodations at Certificate
- Examinations

The Role of the Parents/Guardians

- Parents/ guardians have a critical role to play in the education of their children and especially in the case of students with special educational needs.
- Parents know their children best and they can provide valuable information to the school in the form of assessments and primary school reports, but also in terms of general observations and/or concerns that they have about their children.
- Parents are invited to meet with the SEN Coordinator, Guidance Counsellor and/ or Principal regarding their children to share information, review progress and address any concerns or observations that they may have.
- Parents assist and monitor their child's programme of work at home.

The role of the mainstream subject teacher

The mainstream subject teacher has primary responsibility for the progress of all students in his/her class. The subject teacher:

- facilitates access to the curriculum for all students, in line with the NEPS continuum of support model.
- keeps up to date with information on the additional educational needs of students that they teach.
- communicates with teachers providing additional support on a student's progress and exchanges relevant information with them.

- assists in identifying and referring students who are having difficulty accessing the curriculum to the AEN coordinator.
- advises students and parents on progress.
- assists with the accommodation of House and State examinations.
- advises students on options.
- adopts a whole school approach to AEN support in line with the continuum of support model

The role of the AEN Teacher

The AEN teacher:

- assists students with additional educational needs in accessing the curriculum.
- provides information on individual students.
- works with subject teachers on curriculum strategies.
- creates a knowledge base on additional education.
- assists in providing education to meet the needs of students requiring additional support.
- consults with students on their needs.
- communicates with parents.
- prepares Student Support Files and reviews and updates them regularly.
- testing of students in school.
- sets time related targets and conducts reviews.
- prepares students approved for reasonable accommodation, for house and state examinations.
- offers advice and adopts a consultative role.
- facilitates a whole school approach to AEN provision.
- assists in the formulation of policy in the area of AEN
- undertakes ongoing professional development and shares information with other members of the AEN team and wider staff as appropriate.
- works with parents/guardians to enhance the students learning.
- advises on subject options.

Role of the Special Needs Assistant

Special Needs Assistants (SNAs) play an important role in assisting the teacher to support students with special educational needs. The SNA provides the necessary non-teaching services to students with assessed educational needs. The SNA acts in a care and support role that is non-teaching in nature and works under the guidance and supervision of the Principal and class teacher.

Some of the key roles and responsibilities of an SNA in Ireland include:

- **Supporting Students:** SNAs help students with disabilities, learning difficulties, or special needs. They help these students in activities that might be challenging for them, such as mobility, personal care, or academic tasks.
- **Assisting Teachers:** SNAs work closely with teachers to implement individual education plans (IEPs) and support strategies tailored to the specific needs of each student. They aid in modifying learning materials, providing additional guidance, and ensuring students' participation in classroom activities.
- **Promoting Inclusivity:** SNAs facilitate the inclusion and integration of students with special needs into mainstream classrooms, fostering a supportive and inclusive learning environment for all students.
- **Personal Care Support:** Depending on the students' requirements, SNAs may assist with personal care tasks such as feeding, toileting, and mobility support, ensuring the students' comfort and safety throughout the school day.
- **Observation and Reporting:** SNAs closely monitor students' progress and behavior, providing valuable feedback to teachers and relevant professionals. They document and report on students' achievements, challenges, and any notable changes, contributing to the development of tailored support plans.
- **Collaboration and Communication:** Effective communication and collaboration with teachers, parents, therapists, and other educational professionals are crucial aspects of an SNA's role. They participate in meetings, contribute insights, and ensure a cohesive approach to supporting the students' needs.
- **Promoting Independence:** SNAs work towards fostering independence and autonomy in students by employing appropriate strategies and encouragement, aiming for the students to achieve their potential in various aspects of their lives.

The Role of the Student

- To attend regularly and punctually
- To engage as fully as possible in their mainstream and support classes.
- To communicate progress and identify challenges and successes.
- To be involved, where possible, in setting learning targets with their support teachers

Transfer from Primary School

Prior to entry, the Additional Educational Needs Coordinator visits the local feeder primary schools, as an important step in identifying students with special educational needs and ensuring continuity of provision for them. Contact is also made with parents of students who are identified as having special educational needs re arranging suitable provision for them. This liaison with the primary schools and parents prior to entry, coupled with the results of the Cognitive Ability Tests helps the school to identify students who may need additional support in post primary school. Early identification of educational need is essential, to respond in the best way possible.

Incoming students with special educational needs are offered a tour of the school in the May prior to entry by the SENCO. This helps to facilitate the smooth transition of students to our school. The Special Educational Needs coordinator is also available to speak with parents on Open Evening as outlined in the principal's address on the night.

To support the transfer of all students there is a comprehensive induction programme in place. We have Meitheal Leaders in our school who are 6th year students who are trained to work with first years and ease their transition to post primary school.

Teachers are provided with information on the students they teach in a sensitive and confidential manner so that they are in a position to provide the best learning environment possible to our students.

Transfer into other year groups

When a student transfers into a year other than first year information is sought from the parent and the previous school regarding the educational needs of the student transferring.

Provision for students with additional educational need using the NEPS Continuum Support Model

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. This process is also supported through engagement with external professionals, as required.

The Continuum of Support suggests the following levels of support

1. Support Plus (for a Few) Individualised & Specialist Support
2. School Support (for Some) Response to Groups and Individuals
3. Whole-School & Classroom Support (for All) Preventative & Proactive Approaches

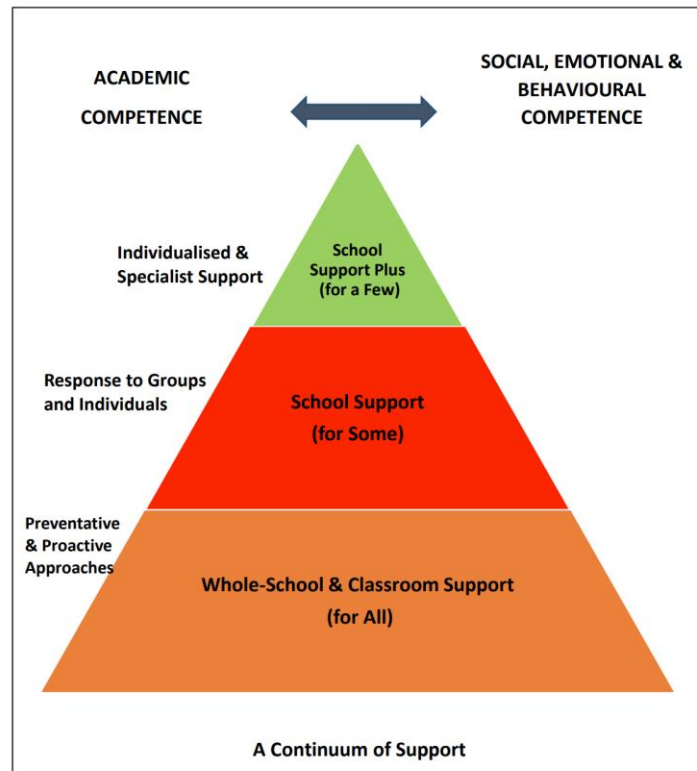
The following principles (DES circular 0014/2017) guide the implementation of the Continuum of Support process in Scoil Chonglais -

- Supports provided to students with special educational needs should be based on identified needs and be informed by regular reviews of progress (in consultation with parents and students)
- The subject teacher has primary responsibility for the progress and care of all students in the classroom, including students with special educational needs.
- The special education teaching supports cannot be used to reduce the student-teacher ratio for general subject teaching or to provide additional subject options for students who do not have special education needs.
- Students with the greatest levels of need should have access to the greatest level of support, and whenever possible, these students should be supported by teachers with relevant expertise who can provide continuity of support.
- Schools should establish and maintain a core team of teachers to meet the needs of students with special educational needs. Members of the team should have the necessary experience and access to continuing professional development to support the diverse needs of students with special educational needs. Students may need to be assessed in school by the Education Support team for the purposes of determining how best to support their individual learning needs.

Using the NEPS Continuum of Support Framework, we aim to identify students' educational needs as soon as practicably possible, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

The following diagram taken from the DE guidelines on supporting students with additional educational needs in mainstream schools illustrates this approach.

The Continuum of Support suggests the following levels of support:



From: Guidelines for Post Primary Schools. Supporting students with special educational needs in mainstream schools (2017, p.10).

Table 1: Identification of Educational Needs through the Continuum of Support Process	
Whole-School and Classroom (Support for All)	<p>The Post-Primary Continuum of Support contains a range of ideas and resources to assist in identification, intervention and monitoring of outcomes. The subject teacher considers how to differentiate the learning programme effectively to accommodate the needs of all students in the class.</p> <p>Identification of those needing additional support can be informed by:</p> <ul style="list-style-type: none"> • Intake screening • Collection of information from primary schools, including Student Passport • Teacher observation • Teacher assessment • Learning Environment Checklist • Student Support Team involvement • Standardised tests of literacy/numeracy • Student consultation • Parental consultation <p>Where students continue to present with significant difficulties, despite whole-school interventions (such as differentiated teaching, a mentoring programme or social skills group), School Support (for Some) is initiated.</p>
School Support (for Some)	<p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"> • Teacher observation records • Teacher-designed measures / assessments • Parent/student interview • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties <p>Support at this level can take many forms, for example: team-teaching, small group or individualised tuition, peer mentoring, inclusion in social skills groups, behaviour reward and consequence systems.</p> <p>A Support Plan operates for an agreed period of time and is subject to review.</p>

School Support Plus (for a Few)	<p>At this level, subject teacher(s), parents and special education teachers, in collaboration with outside agencies, as required engage in a more detailed and systematic approach to information gathering and assessment. This involves using a broad range of formal and informal assessment and diagnostic tools, including teacher observation, student interview, measures of cognitive ability and social, emotional, behavioural and adaptive functioning, as appropriate.</p> <p>Data generated from this process are used to plan an appropriate intervention and serve as a baseline against which to map progress.</p> <p>A Support Plan at this level is likely to be more detailed, individualised, and to involve longer term planning and consultation.</p>
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Identificaiton of Students with Additional Educational Needs

Teachers are responsible for the education of students within their classrooms. It is important for each teacher to familiarize themselves with the individual needs of the students in their class groups. In many cases, students' needs are addressed through the provision of differentiated work tailored to their abilities. For certain groups, team teaching is implemented if it is deemed beneficial, and this approach is arranged during the timetabling process.

For students whose learning continues to cause concern, a referral to the Additional Educational Needs (AEN) Coordinator may be appropriate. This referral should be made in writing, with the concern clearly outlined and supported by evidence. After consulting with the teacher, the AEN Coordinator, and the AEN team, along with other relevant school personnel, a decision will be made on the best course of action for that student. In some cases, further testing may be necessary to determine whether the student has a learning difficulty. In other situations, referral to the Guidance Counsellor, ongoing monitoring by the mainstream subject teacher and year head, and the provision of differentiated work may be sufficient.

Additionally, referral to an outside agency may be appropriate in cases related to family matters or for formal educational, emotional, or behavioral assessments, which may involve a psychologist. Parental consent is required before any formal assessment takes place.

Arrangements for students with Learning Support (school support for some) and Resouce (school support for few).

In Learning Support the focus is on literacy and numeracy for students below the tenth percentile.

In Resource, supports are provided for students with an additional need who cannot be supported sufficinetly by learning support. Pupils with Dyslexia on the 1st or 2nd percentile or students with multiple additional needs may require resource.

Selection for additional support is therefore a multidimensional approach which can be summarised as follows:

- a) Pre entry assessment – CAT 4.
- b) Informal meetings with primary school teachers and/or information provided by parents.
- c) Investigation of an expression of concern by subject teachers.
- d) Standardised testing e.g. WIAT, Neale Analysis, Wrat 4 Group reading.
- e) Current psychological assessments/reports provided by parents.
- f) Medical reports

Where a student is not benefiting from the educational programme and where the principal in conjunction with the Guidance Counsellor, is of the opinion that a student is not benefiting from the education programme provided by the school, the Principal in consultation with the parents/guardians of the student shall arrange an assessment of the student to be carried out.

The School Curriculum

We endeavour to provide students with the broadest range of subject options possible at both junior and senior level. Once identified, a student will be supported in his/her learning to the greatest extent possible within the resources available in the school.

Banding English Irish Maths

Students from 2nd to 6th year are banded where practicable for Irish, English and Mathematics. An additional teacher is placed in these bands where possible for team teaching purposes and to support students who require more individual attention. Team teaching is encouraged as the school recognises its place in promoting inclusion and in promoting support for all.

In other cases, as is the case with learning support and resource smaller groups of 1: 1 support may be more appropriate.

In occasional circumstances, the curriculum may be altered or customised to meet the requirements of a child with learning difficulties. Any such alteration will be done in consultation with all concerned, (i.e. student, parent/guardian, teachers, AEN Team and management).

Students with Irish Exemptions

A significant number of resource students have Irish Exemptions. Learning support is provided for students with an exemption class during classes when Irish is timetabled for other students.

Withdrawal from studying a foreign language.

All students are given the option to study a language in Scoil Chonglais. In selecting options in first year, students select either French or German. If following the identification of need process outlined earlier, a student is not studying a modern foreign language, resource support is provided this time.

Reasonable Accommodations in Examinations

Post Primary school students with additional educational needs may have reasonable accommodations provided in Certificate examinations in particular circumstances. Reasonable accommodations are designed to remove as far as possible the impact of a additional educational need on student's performance and enable the student to access state examination on a fair footing. The Guidance Counsellor coordinates RACE applications in consultation with the Additional Educational Needs Coordinator and the Principal. Criteria for granting a reasonable accommodation are very stringent. Not all applications for Reasonable Accommodations will be granted by the SEC.

In summary the following steps may be taken to support students with special educational need in accessing the curriculum.

- a. Measures previously outlined in line with the Department's Continuum of Support.
- b. Support in subjects during Irish and/or languages.
- c. Special Needs Assistants in class.
- d. Support in examination techniques for students approved for Reasonable Accommodation in the Certificate Examinations.
- e. Choosing options: Transitional times in school are times of choice. It is very important that all students make wise choices. This is especially true for students with learning difficulties. The Guidance Counsellors and Additional Education Department will consult and advise students and parents at these critical junctures.

In exceptional circumstances only, a reduced timetable may be agreed with additional support in core subjects

Effective Teaching Methodologies

A variety of methodologies are used depending on the needs of the students. Individual needs are based on parental information and information received from primary schools, subject teachers, standardised reports and psychological assessments where available.

Literacy

- a) A multisensory approach – oral, visual, auditory, kinaesthetic using project work and over learning.
- b) Interactive/highly verbalised fostering reflection, thinking, inquiring, communication and open mindedness.
- c) One to one or small group instruction,
- d) Readathon for 1st and 2nd years each year.
- e) Project work
- f) Oral presentations

- g) Team teaching

Numeracy

- a) Multi-sensory employing concrete maths (dice playing, cards and art) and practical maths (measurement, weighing and money).
- b) Core course work using exam papers and interventional strategies to make coursework more accessible.
- c) One to one or small group instruction.
- d) Over learning, constant revision.
- e) Team teaching

Social and Emotional Difficulties

All teachers try to support students experiencing social and emotional difficulties without investigation or encroachment of privacy.

Below are some of the strategies used.

- a) Positive interaction with the students.
- b) Behavioural intervention skills.
- c) Providing space for students to be successful.
- d) Expecting the best from students in terms of behaviour, work and social interaction.
- e) Behavioural contracts drawn up in consultation with NEPs.

Class Organisation

Each individual teacher makes out a seating plan for their own classes.

Planning for a Culturally Diverse Society

We have many students from many different cultures registered in Scoil Chonglais and we recognise that we live in a culturally diverse society. Additional supports in the form of EAL, SNA and AEN hours are provided in addition to the supports already outlined for all students.

Cross Curricular Planning

- Links between Additional Needs Department and mainstream teachers on an ongoing basis.
- Links with the Guidance Counsellors
- Links with the IT Department

Participation in School Programmes

Students with additional educational needs are actively encouraged to take a full part in extracurricular activities. This will be dependent on the identified additional need of the student and the suitability of the activity for him/ her and the health and safety of the student with the additional need, and all students and staff. Inclusion in school activities is seen as a key element in fostering self-esteem and personal growth.

A Whole School Approach

A whole school approach, under the Continuum of Support is adopted in addressing the needs of students with additional educational needs. In this sense, subject teachers have a very important role to play in the identification of students' needs, and the involvement and support of all the partners – parents, teachers, SNA's, the AEN coordinator and team, school management is vitally important in addressing students' needs to the highest possible level.

Planning

Planning is a prerequisite for all effective teaching and is especially so for students with special educational needs.

Teachers are provided with information on the previously identified needs of students with additional educational needs through the secure Microsoft Teams Platform. This information is essential to teacher planning and effective support for all in accessing the curriculum.

Individual Education Plans are prepared for students where possible

The Student Support File is a collaborative, working document and will consider the following:

- The student's abilities, skills and talents.
- The nature and degree of the child's additional educational need.
- An agreement of goals.
- A collaborative approach to student progress.

Every effort is made annually by management to develop and sustain a core AEN team and to allocate teachers with training and or a particular interest in AEN as support teachers.

Communication

- Effective communication amongst all relevant partners is essential in ensuring that every effort is made to address the additional educational needs of students.
- Parents provide information at the time of enrolment and throughout a student's educational journey with us on the additional educational needs of their children.
- The AEN coordinator liaises with the feeder primary schools to gather information prior to student entry.
- A meeting is held at the end of each academic year between the AEN coordinator and the Principal and Deputy Principal to discuss requirements of AEN students across the continuum of support.
- Parents/guardians have an opportunity to meet with the AEN Coordinator and/ or the relevant member of the AEN team to discuss provision for their child.
- Subject review meetings are also held with all subject teachers at the end of each academic year and sometimes particular class needs are identified and addressed in the following year's timetable as a result of these meetings.
- An annual meeting is held at the start of each year and led by the AEN coordinator to outline to staff the nature of AEN provision in the school and the responsibilities of the mainstream teachers with regard to Additional Education.
- Communication between the AEN coordinator and school management is maintained through both formal and informal meetings.
- Communication between the AEN coordinator and the AEN team and teaching staff is maintained so that up to date information regarding students additional education needs is exchanged.
- Relevant information regarding students with additional educational needs is shared confidentially with staff through the secure Microsoft Teams platform. This is updated as new information becomes available throughout the year and staff are alerted to this.
- Student Support Files are uploaded to the secure Teacher Share Drive and VS Ware and teachers are asked to familiarise themselves with a student's Support Plan and note observations/ recommendations / suggested amendments throughout the year.

Assessment and Reporting

All students are assessed on an ongoing basis. Assessment may be formal, informal, summative or formative.

Formal Assessment

- Incoming first year students take the Cognitive Ability Tests (CAT) prior to entry
- Students from 1st to 6th year sit formal timetabled exams prior to Christmas and in May
- Mock exams take place for 3rd and 6th years annually.
- The SEN coordinator may assess students using a formal diagnostic test like the WRAT or WIAT.

- Other professionals working with the school may formally assess a student.

Informal Assessment

- In class questioning
- End of Unit/ chapter questioning
- Assessing homework/ project work.
- Group work
- The use of various IL strategies
- Observation in class and various social settings
- Discussion between the student and the subject teacher

The responsibility for many aspects of formal and informal assessment lies in the first instance with the subject teacher. The Guidance Counsellor organises the CAT 4 tests and the SEN coordinator carries out formal diagnostic assessment on a one-to-one basis when required.

Recording and Reporting Assessment Data

- Teachers record assessment data both formal and informal each year.
- End of term examination results are included on a formal end of term school report issued to parents prior to Christmas and at the end of each academic year.
- The tracking my progress feature in the student journal is a useful way to record progress.
- Formal and informal meetings with senior management, the AEN team, mainstream teachers, SNA's and the Guidance Counsellor, parents and students are arranged as necessary to discuss and record progress

Record Keeping Procedure

- Student file kept by Guidance Counsellor. The file contains: enrolment form, psychological report (where relevant), standardised tests, medical reports, copies of correspondence with parents, correspondence with SENO.
- Administrative file kept by the AEN Coordinator: The file contains some or all of the above pertaining to individual students, i.e. psychological and medical reports, correspondence with SENO and DES, State Examination Commission, parents etc.
- Relevant Information regarding students with additional need is kept on the secure Microsoft Teams platform, accessible by all teachers.

- Educational Passports from primary school are kept on Microsoft Teams platform and accessed by the AEN Team, Guidance Counsellor, Year Head.

Resources

- Personnel: Teaching staff and AEN team, Guidance Counsellor, hours allocated by DE and NCSE for learning support and resource, SNAs
- Physical Resources – designated rooms 25a and 25b and 8a and 8b.
- Books and other teaching aids.
- Any assisted technology that is provided by the DES.

Availability/Use of ICT Facilities

- Desktop computers in Room 25.
- Student Library
- Staff Library
- Laptop trolleys
- Student Devices

Provision for Health and Safety Requirements

- All pupils and teachers are familiar with fire exits from rooms.
- Care must be taken with digital projector cables.
- All first years will be walked around the school to be familiar with all fire exits.

Wellbeing

We are very aware of the Wellbeing Guidelines for school and the promotion of wellbeing is central to all that we do.

Incoming additional educational students are given a tour of the school in May before they start with us the following September. This eases their transition to post primary schools and will help to reduce any stress and anxiety that they may feel. This is reinforced once they start school by using their individual timetables and giving them a tour of the school once again.

Supporting mainstream teacher's work builds up confidence and success and enables students to better engage and access the curriculum.

The small group structure creates a safe working environment where students feel more confident to engage.

The small group structure also allows them to build positive key staff relationships. These key people are usually their advocates among the staff.

Check ins are arranged for students identified as requiring additional supports

Homework support is also offered with pupils who need extra help.

Evaluation

- Constant informal discussion within the additional educational needs team.
- Ongoing review of Student Support File
- Departmental Meetings.
- Discussions with students, [parents, mainstream teachers and management

Links with External Agencies

The school engages with a significant number of outside agencies.

These include:

- National Education Psychology Service
- NCSE
- Special Educational Needs Officer
- State Examination Commission.
- Tusla
- Social Workers
- Oide
- HSE

**This list is not exhaustive.*

Review and ratification of Policy

Ratification by Board of Management

This policy was adopted and ratified by the Board of Management on **13/01/2025**

Board of Management Next Review

This policy will be reviewed by the Board of Management in **September 2025**