



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.

Definitions of AEN and Inclusion

Section 1 of the Education of Persons with Special Educational Needs Act 2004 defines special educational needs and inclusion in the following terms:

'Special educational needs means in relation to a person, a restriction in the capacity of a person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition'

'A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with

(a) the best interests of the child as determined in accordance with any assessment carried out under this Act

Or

(b) the effective provision of education for children with whom the child to be educated.'

For this policy, the term Special Education Needs (SEN) includes those with learning support and resource needs. It also includes those with a physical disability but no educational need. As such, SEN will be referred to as AEN.

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 Equal Status Act (2000)
- The Equal Status Act (2000 - 2018)
- The Education Welfare Act (2000)
- The Data Protection Acts (1988, 1998 and 2003)
- The Education for Persons with Special Educational Needs (EPSEN) Act (2004)
- The Disability Act (2005)
- The Child First Act (2015)
- Circular 0014/2017: Special Education Teaching Allocation
- Circular 0053/2019: Irish exemptions
- Circular 0064/2024 Deployment of Special Education Teacher resources
- Looking at our Schools A Quality Framework for Post Primary Schools (2022)

Supporting Publications

The following publications were consulted in writing this policy:

- Inclusion of Students with Special Educational Needs: Post-Primary Guidelines (DES, 2007)
- Supporting Students with Special Educational Needs in Mainstream Schools (DES, 2017)
- Special Educational Needs: A Continuum of Support – Guidelines for Teachers
- Guidelines for Post Primary Schools Supporting Young People with Special Educational Needs in Mainstream Classes
- Indicators of Effective Practice for Post Primary Schools

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 Core Team
- 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, 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 an Additional 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 AEN provision to partake in relevant training

The Role of the Deputy Principal

- Has a lead role in supporting the whole school view of AEN
- Liaises with the AEN coordinator and AEN teachers regarding 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 the AEN Coordinator

The AEN 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 AEN Core Team regarding timetabling requirements and designing school support plans for pupils with an additional need.
- Development of 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 regarding 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 around concerns raised by staff about students with additional needs.
- Liaising with the Guidance Counsellor regarding results of standardised tests.
- Testing of students in school.
- Liaising with parents regarding results of educational assessments and standardised tests.
- Testing of all students with an educational assessment who are to sit the Leaving and Junior Cert for RACE to ascertain eligibility for accommodations.
- Informing teachers of new educational needs that come to light during the school year and advice as to the challenges and needs of the child.
- Liaising with outside services when required.
- Liaising with School Psychologist regarding students that require an Educational Assessment.
- Liaising with SENO when required.
- Preparing Assistive Technology applications when required, and sourcing equipment when needed.

- Visiting feeder primary schools and liaising with primary school teachers, principals and resource teachers regarding incoming students 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 and administers the CAT 4 Tests.
- Works closely with the Year Heads, the SENCO and AEN team and management to identify students requiring further support in school.
- Liaises with psychologists and other outside agencies, as necessary.
- Advises students and their parents on the appropriate programme and subject options.
- Liaises with the SENCO (Special Educational Needs Coordinator).
- Assists students and parents in the completion of Disability Access Route (DARE).

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 AEN Core Team

- Under the guidance of the AEN Coordinator, the AEN Core Team consists of teachers (Link Teachers) with expertise in AEN, who are responsible for the development, implementation and review of the Support Plans in one year group. Each year group has one assigned AEN Link Teacher.
- The Link Teacher for each year group has the responsibility to develop a Student Support Plan and ensure it is implemented and reviewed for all students with additional educational needs who are directly providing additional teaching support.
- The Link Teacher takes the lead in the planning process, the coordination of supports for that young person, and communication with relevant subject

and/or special education teachers, parents/guardians and external agencies, where appropriate.

- As part of the problem-solving process, the Link Teacher clarifies concerns through collaboration with the student, their parents/guardians, and relevant teachers, to reach a shared understanding of the young person's strengths, interests and needs, and to ensure consistency in approaches to the provision of support.
- The Link Teacher collaboratively develops a Student Support Plan which includes:
 - priority areas for targeted intervention
 - SMART targets
 - level and type of intervention provided
 - details of personnel involved in implementation of interventions
 - review of response to intervention

The Role of the Mainstream Subject Teacher

- The subject teacher has primary responsibility for the teaching, learning and assessment of all young people in their classroom.
- Subject teachers monitor and adapt the learning environment to accommodate the diverse strengths and needs of young people in their classrooms, including:
 - physical factors
 - layout and organisation of classroom space and school environments
 - universal approaches to teaching, learning and assessment
 - communication of expectations and routines
 - adaptations and accommodations to engage, motivate and sustain the interests of all learners

The Role of the AEN Teacher

- The AEN teacher/s, in collaboration with the subject teacher/s, provides additional teaching support to students with additional educational needs.
- Members of the AEN Core Team and AEN teachers will engage in TPL to upskill and develop the requisite knowledge, competencies and skills required for the provision of high-quality support for students with additional educational needs.
- The AEN teachers will ensure that all information relevant to the additional educational needs of students and their progress is recorded in a Student Support File.

- Supports students with additional educational needs in accessing the curriculum and provides information on individual students.
- Liaise with subject teachers on curriculum strategies and creates a knowledge base on additional education.
- 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 and assists in the formulation of policy in AEN

The Role of the Special Needs Assistants (SNAs)

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.

- **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 behaviour, 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

Transition to 1st Year at Scoil Chonglais Post Primary School

Prior to entry, the Additional Educational Needs Coordinator visits the local feeder primary schools, an important step in identifying students with special educational needs and ensuring continuity of provision for them.

Contact is made with parents of students who are identified as having an additional; educational need regarding 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 throughout their time at Scoil Chonglais.

Incoming students with additional educational needs take part in an Induction Programme in May/June organised by the SENCO. This helps to facilitate the smooth transition of students to our school. Meitheal Leaders are trained to support and provide guidance to incoming 1st Years prior to and during the transition.

Transfer from other Post Primary Schools

The Guidance Counsellor consults with the AEN Coordinator regarding additional support if a student transfers into the school where applicable. The AEN Coordinator will contact the parents and student to discuss support.

School AEN Provision

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

The Department of Education 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

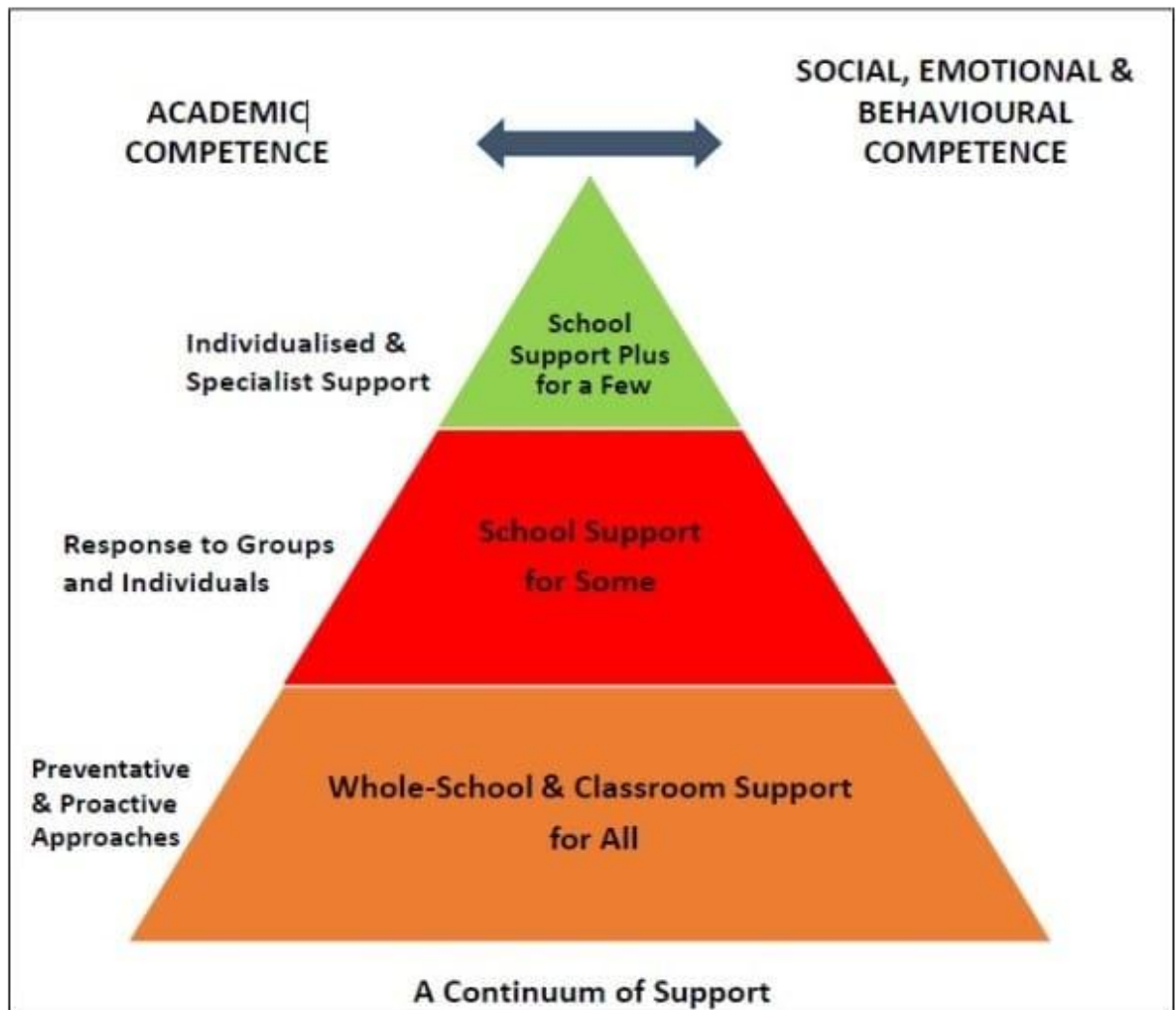
1. Support Plus (for a Few) Individualised & Specialist Support
2. School Support (for Some) Response to Groups and Individuals
3. Whole-School & Classroom Support (for All) Preventative & Proactive Approaches

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

- Supports provided to students with additional 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 additional educational needs.
- The educational 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 additional 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 additional 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 additional educational needs. Students may need to be assessed in school by the AEN Coordinator 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.

Continuum Support Model



National Council for Special Education (NCSE) "Continuum of Support"

Table 1: Identification of Educational Needs through the Continuum of Support Process	
Whole-School and Classroom (Support for All)	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. Identification of those needing additional support can be informed by: • 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 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.
School Support (for Some)	At this level a Support Plan is devised and informed by: • 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 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. A Support Plan operates for an agreed period of time and is subject to review.
School Support Plus (for a Few)	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. Data generated from this process are used to plan an appropriate intervention and serve as a baseline against which to map progress. A Support Plan at this level is likely to be more detailed, individualised, and to involve longer term planning and consultation.

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.

Additional Educational Needs Support Classes/Team Teaching

Where timetabling and teacher availability allows, different methods of in class support are utilised to ensure students with AEN are benefiting from an inclusion education with their peers. The mainstream teacher and the co-teacher will decide which model best suits the needs of any student(s). The in-class support model is flexible and subject to change.

Students from 1st 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 Spanish, French or German. A Modern Foreign Language (MFL) exemption is granted if applicable and the student is timetabled for support currently.

Weekly Withdrawal Classes (11-week blocks)

Weekly AEN withdrawal sessions at Scoil Chonglais are designed to provide targeted, small-group or individualised support to students with additional educational needs over two 11-week cycles. These sessions focus on key developmental areas such as literacy, numeracy, social communication, emotional regulation, and executive functioning. Each withdrawal is planned in collaboration with subject teachers and the AEN Coordinator to ensure alignment with classroom learning and individual student support plans. Students may engage in structured activities including reading fluency practice, comprehension strategies, numeracy games, social stories, and self-management techniques. The sessions also offer a quiet, supportive space for students to build confidence, develop coping strategies, and receive personalised feedback. Progress is monitored weekly, with observations and notes recorded to inform future planning and parent communication. The withdrawal model is flexible, allowing for adjustments based on student needs, attendance, and emerging priorities, and is a key component of Scoil Chonglais's inclusive education framework.

Level 2 Learning Programme

The Level 2 Learning Programmes (L2LP) are designed to provide a meaningful and accessible curriculum for students with significant additional educational needs who may not be able to engage fully with the mainstream Junior Cycle curriculum. These programmes are tailored for students with a high moderate to low mild general learning disability and focus on developing key life and academic skills in a supportive and structured environment. The L2LP framework is built around five core areas: Communication and Language, Living in the Community, Numeracy, Personal Care, and Preparing for Work. Each area is supported by a set of learning outcomes that promote independence, social inclusion, and personal development. Students may engage with L2LP over a period of up to four years, and where appropriate, may also access selected Level 3 subjects. Assessment is continuous and formative, with certification provided by the State Examinations Commission upon completion. The programme is implemented through differentiated teaching strategies, individualised planning, and collaboration among teachers, SNAs, parents, and external professionals. At Scoil Chonglais, L2LP is a vital component of our inclusive education approach, ensuring that all students can thrive and participate fully in school life.

English as Additional Language (EAL)

In Scoil Chonglais, we recognise and value the linguistic diversity of our students. Students for whom English is an additional language are supported through inclusive teaching strategies and targeted interventions to ensure equitable access to the curriculum. We are committed to identifying and addressing the specific language development needs of EAL learners, distinguishing these from additional educational needs. Staff receive guidance and training to support language acquisition across all subject areas, and we work in partnership with families to celebrate students' home languages and cultures while promoting English language proficiency.

Reasonable Accommodations in Examinations (RACE)

Scoil Chonglais 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 an additional educational need on student performance and enable the student to access state examination on a fair footing. The AEN Coordinator coordinates RACE applications in consultation with the Principal. Criteria for granting a reasonable accommodation are very stringent. Accommodations are granted by the SEC, the school has no part to play in the decision once the application is submitted.

In summary the following steps may be taken to support students with AEN 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 timetable.
- 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
- f) Withdrawals for one-to-one support.

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.
- f) Withdrawals for one-to-one support.

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
- Consultation with the English and Mathematics 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 additional educational needs. Teachers are provided with information on the previously identified needs of students with additional educational needs through confidential and private suites, using the Teacher Share Drive and VShare.

Wellbeing

The AEN Department are familiar with 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.

Communication

- Effective communication amongst all relevant partners is essential in ensuring that every effort is made to address the AEN of students.
- Parents provide information and relevant documentation 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.
- An AEN monthly review meeting is held every month between the AEN coordinator and the Principal and Deputy Principal to discuss requirements of AEN students across the continuum of support.
- AEN Core Team meetings take place twice each term.
- 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.
- 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 regarding Additional Education.
- Student Support Files are uploaded to the secure Teacher Share Drive and VShare 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 in 1st, 2nd TY and 5th Year sit formal timetabled exams prior to Christmas and in May
- Mock exams take place for 3rd and 6th years annually.
- The AEN coordinator may assess students using a formal diagnostic test like the WRAT, WIAT, Dash, NGRT.
- 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

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.
- Formal and informal meetings with senior management, the AEN team, mainstream teachers, SNAs and the Guidance Counsellor, parents and students are arranged as necessary to discuss and record progress

Record Keeping Procedure

- A hardcopy of the student file is kept by Guidance Counsellor, this file contains the following enrolment form, psychological report (where relevant), standardised tests, medical reports, copies of correspondence with parents, and correspondence with SENO.
- A hardcopy of the administrative file is kept by the AEN Coordinator, this file contains: some or all the above pertaining to individual students, i.e. psychological and medical reports, correspondence with SENO and DES, State Examination Commission, parents etc.
- Student Support Plans are stored on the Teacher Share Drive.

- Reports, Assessments and Exemptions are stored on VSware and only accessed by relevant school staff.
- Educational Passports are saved on VSware 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

- Student Library
- Staff Library
- Laptop trolleys
- Student Devices

Provision for Health and Safety Requirements

- Care plans are in place for students with physical disabilities.
- All pupils and teachers are familiar with fire exits from rooms.
- Care must be taken with digital projector cables.

Evaluation

- Constant informal discussion within the additional educational needs team.
- Regular review and update of Student Support Files
- AEN Core Team 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 (NEPS)
- National Council for Special Education (NCSE)
- Child and Adolescent Mental Health Service (CAHMS)
- Lucena Clinic
- TUSLA
- Occupational Therapist
- Speech and Language Therapy
- Visiting Teacher for the Blind
- Enable Ireland
- Dyslexia Ireland
- State Examination Commission
- TUSLA
- 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 **10/11/2025**

Board of Management Next Review

This policy will be reviewed by the Board of Management in **November 2026**