



# **Scoil Chonglais**

## **Post-Primary School**

### **Le Chéile 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.



## **Policy Aims**

Scoil Chonglais is committed to fostering an inclusive, respectful, and supportive learning environment for all students. We celebrate the individuality of each student and aim to ensure that all students with educational needs are fully supported in an inclusive learning environment to reach their potential academically, socially, and emotionally.

## **Rationale**

Scoil Chonglais caters for a wide range of abilities, interests and aptitudes. In Scoil Chonglais we aim to support all types of learning difficulties. This policy aligns with national legislation and guidelines, including:

- The Education Act (1998)
- The EPSEN Act (2004)
- The Equal Status Acts (2000–2018)
- The Disability Act (2005)
- The Child First Act (2015)
- Relevant Department of Education Circulars

Scoil Chonglais recognises the importance of differentiated teaching, inclusive practices, and collaborative planning to meet the diverse needs of students.

## **Objectives**

- Provide a welcoming and inclusive environment for students.
- Promote full integration into school life where appropriate.
- Support academic, social, and emotional development.
- Ensure staff are trained and supported.
- Engage parents/guardians as partners in their child's education.
- Comply with all relevant legislation and Department of Education guidelines.

## **Le Chéile Class Overview**

Scoil Chonglais operates a dedicated ASD class, designed to support students with a primary diagnosis of Autism.

The class:

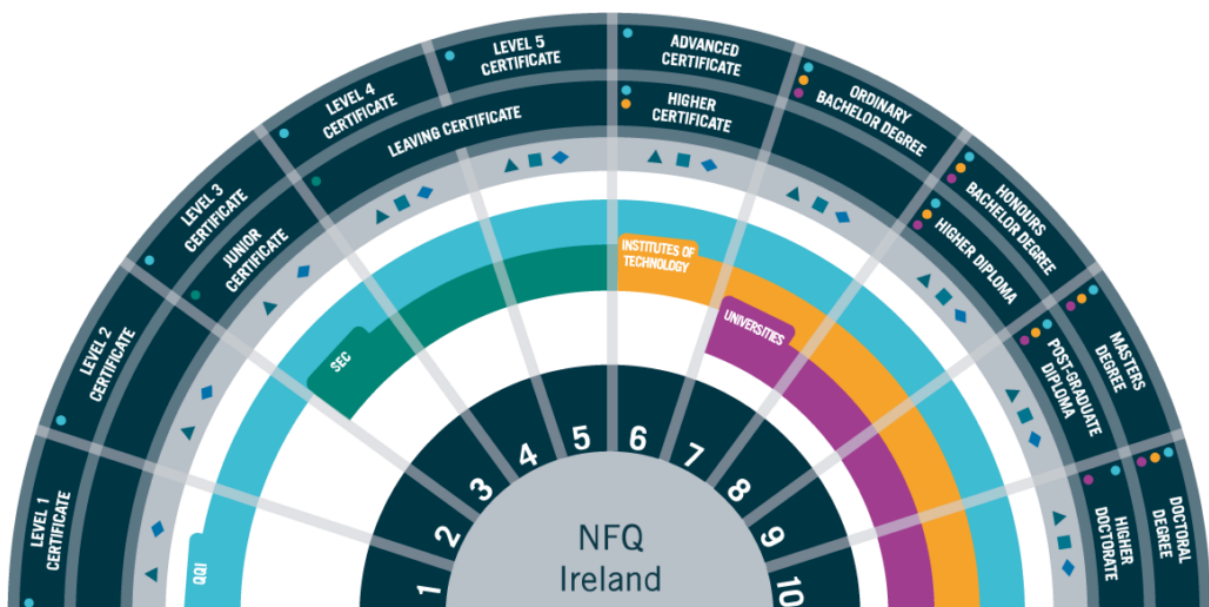
- Has a maximum of six students.
- Is staffed by teachers and SNAs.
- Offers individual workstations, visual schedules, and tailored timetables.
- May provide a reduced curriculum based on individual needs.
- Encourages participation in mainstream activities but only where beneficial and appropriate.

## Curriculum and Timetabling

- Flexible timetables accommodate sensory needs, emotional regulation, and life skills development.
- Students may follow Level 2 Learning Programmes (L2LP) where appropriate.
- Integration into mainstream classes is encouraged when beneficial and feasible.

## 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.



## **Roles and Responsibilities**

### **Le Chéile Coordinator:**

The Le Chéile Coordinator is responsible for the overall management and strategic planning of the ASD provision within the school. This includes overseeing the timetabling of ASD classes, developing and reviewing student support files, and coordinating the implementation of individual student support plans (SSPs). The Coordinator liaises regularly with parents/guardians, external professionals (e.g. psychologists, speech and language therapists, occupational therapists), and mainstream teachers to ensure a holistic approach to student support. They also lead the SNA team, facilitate professional development opportunities, and ensure that best practices in autism education are embedded across the school.

### **Teachers:**

Teachers working with students with Le Chéile students are expected to prepare differentiated schemes of work that reflect the individual learning profiles of their students. They collaborate with the Coordinator to ensure consistency in planning and delivery. Teachers monitor progress, adapt teaching strategies, and contribute to the development of student support plans. They also play a key role in promoting inclusion by facilitating opportunities for Le Chéile students to engage in mainstream classes and whole-school activities, where appropriate.

### **Special Needs Assistants (SNAs):**

SNAs provide essential care and educational support to students. Their responsibilities include assisting with personal care, supporting transitions between activities and environments, and helping students to regulate emotions and behaviour. SNAs work closely with teachers to implement strategies outlined in support plans and contribute valuable observations to inform planning. They also support students during break times, on school trips, and in accessing in-house and state examinations. SNAs are encouraged to participate in relevant training and are valued members of the school's inclusive education team.

### **Parents/Guardians:**

Parents and guardians are key partners in the education of students. They are expected to provide all relevant documentation, including psychological and therapy reports, and to give consent for the use of resources such as assistive technology and SNA support. Parents are encouraged to maintain regular communication with the Le Chéile Coordinator and participate in transition meetings, reviews, and planning processes. Their involvement in home-based learning activities and their feedback on their child's progress is vital to ensuring continuity between school and home.

### **Students:**

Le Chéile students are supported to take an active role in their learning. They are encouraged to engage with the support provided, participate in assessments, and contribute to the development of their own learning goals. Where appropriate, students are involved in discussions about their support plans and are given opportunities to express their preferences and needs. Building independence, confidence, and self-advocacy are key aims of the Le Chéile programme at Scoil Chonglais.

## **Enrolment Procedures**

- Enrolment follows the school's Admissions Policy.
- Applicants must provide:
  - A psychological report recommending ASD class placement.
  - Relevant therapy reports (SLT, OT).
  - Completed online application form.

## **Transition Support**

To Scoil Chonglais:

- Transition programmes include school visits, meetings, and phased integration.
- Collaboration with primary schools and parents is essential.

To Further Education:

- Transition planning begins in the final year.
- Support includes visits to further education settings, travel training, and guidance counselling.

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### **Ratification by Board of Management**

This policy was adopted and ratified by the Board of Management on **21/09/2026**

### **Board of Management Next Review**

This policy will be reviewed by the Board of Management in **September 2027**