

Luttrellstown Community College



Special Education Needs Policy

1. Special Educational Needs Policy Introduction

The core values of Respect, Care, Equality, Community and Excellence in Education are encompassed in the day-to-day life of Luttrellstown Community College (LCC) and Coláiste na Tulchann (CnaT). The school aims to provide a caring, happy, and safe environment, to foster a journey of learning. Our mission statement defines us as "united in our diversity to educate, integrate and facilitate excellence in the modern world for a better future." LCC/CnaT seeks to promote the development of the whole person and aims to create, with the assistance of parents, responsible citizens. The development of the whole person will be based on personal responsibility, inter-dependence, respect for people and respect for property.

This policy is developed in line with [Circular 0064/2024, The Guidelines for Post Primary Schools Dec 2024](#), [Indicators of Effective Practice for Post-Primary Schools 2025](#) and the [Continuum of Support Framework 2017](#).

Special Educational Needs Department Mission Statement:

The Special Educational Needs Department provides educational support tailored to suit the learning needs of each student on an individual basis. We do this through identification of their educational needs by liaising with parents/guardians, primary school staff, external agencies where applicable, and LCC/CnaT staff.

The Special Educational Needs (SEN) department provides a safe, welcoming environment to support the needs of our students across the continuum of support in our school. We also have an Autism hub called Laochra which supports students with specific recommendations and needs. See school admissions policy for further information on Laochra.

2. Aims

LCC/CnaT aim to:

- Encourage and foster positive partnership with parents, to achieve appropriate support for students with special educational needs at school.
- Co-ordinate the advice, guidance, and support of other agencies in supporting students with special educational needs.

- Co-operate and work closely with the National Council for Special Educational Needs (NCSE) and other agencies regarding the education of students with special educational needs and the allocation of supports/resources.
- Where possible, allocate one link person to each year group to act as SEN Link Teacher and link with staff, parents/guardians, and care teams in relation to students with SEN in that year group.
- Carry out formal assessment/s of all students on entry into LCC/CnaT to identify needs, then monitor and observe to inform allocation of resources along with other data gathered.
- Ensure that students with identified needs, are provided for in a fair and equitable manner so that their learning potential and their sense of self-worth and dignity is developed and respected
- Ensure that all members of staff are aware of the individual needs of students in their care and of the potential of these students via VShare and SEN register.
- Share the care list and SEN register with all staff at the beginning of the academic year through Microsoft Teams to best inform their in class practice with SEN students. These are live documents which are updated by SEN team/care teams.
- Acknowledge the primary responsibility of the subject teacher and work to support them in meeting the needs of the student.
- Ensure the effective and efficient use of resources to meet the needs of students with SEN.
- Help develop staff expertise in supporting students with special educational needs (CPD opportunities in co-teaching).
- Ensure that students with individual needs are educated in a responsibly inclusive environment.
- Ensure that students with Individual needs are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way in consultation with key stakeholders.
- Provide programmes that meet the individual needs of students. At Junior Cycle, such programmes might include Level Two Learning Programmes (L2LPs), Short Courses and Learning Support interventions such as Social Skills, Literacy and Numeracy Support. Senior Cycle programmes might include Leaving Certificate Applied (LCA), and Senior Cycle Level Two Learning Programmes (SCL2LPs).
- Ensure that, where appropriate, students can achieve the learning outcomes/intentions of their individual programmes in the mainstream class.

3. The Student

All students attending LCC/CnaT are unique. Students attending LCC/CnaT have a variety of individual needs. We aspire to put the student and not the need first.

3.1 English as an Additional Language (EAL)

Students with English Language needs are catered for through the school's general allocation of resource hours. Each year, students' English Language skills are tested (or re-tested), with subsequent planning formed based on the level of need.

3.2 Irish Exemptions

The study of Irish is compulsory in the Irish school system. Receiving an exemption from the study of Irish is a serious decision and one that is highly regulated by the Department of Education, as outlined in circular 0055/2022 (Appendix 1). Obtaining an exemption from studying Irish is a procedural undertaking that requires time. It may involve interpreting test results, gathering information, devising, reviewing plans, and ensuring every effort is made to support the student's success in the subject prior to an exemption being sought. Merely having a recommendation for exemption from a psychologist, psychiatrist, or other professional is insufficient on its own to secure an exemption, as detailed in the circular.

Please note that the decision regarding access to SET teaching, instead of Irish instruction time, is entirely separate. Being granted an exemption does not automatically qualify a student for resource support.

Irish Exemption can only be granted in exceptional circumstances as set out by the Department in Circular 0055/2022

<https://www.gov.ie/en/circular/f33d5-exemptions-from-the-study-of-irish-post-primary/>

If a student has been granted an Irish Exemption in primary school, a copy of this certificate must be furnished to the school Principal on enrolment for this to continue for post primary school.

The circular and application for are both available through the school website.
<https://www.luttrellstowncc.ie/>

3.3 Modern Foreign Language Exemptions

A modern foreign language is compulsory for a student to study in LCC/CnaT. A Modern Foreign Language exemption is at the discretion of an Príomhoide after consultation with the SEN Department and other relevant stakeholders.

3.4 Exceptionally Able Students (EAS)

The school supports students who demonstrate high levels of ability or talent and require learning opportunities beyond the curriculum. In line with the Education Act (1998), these students are recognised as having additional educational needs. We aim to identify exceptionally able students as early as possible, provide appropriate differentiation and enrichment, promote a culture of excellence, and support both academic progress and well-being. Exceptional ability may be shown in areas such as general intellectual ability, specific subjects, creativity, leadership, or the arts and sport. Students are identified through testing, teacher observation, and evidence of external achievement. Support is provided daily through differentiated in-class strategies, including higher-order questioning, project-based learning, and independent research, as well as through extracurricular activities and external enrichment opportunities.

4. Laochra

Laochra is the name of the LCC/CnaT Autism hub. This hub aims to provide an inclusive environment that caters to the needs of students on the Autism spectrum and who satisfy the provisions of our admissions policy with respect to our special classes. The hub strives to adhere to the best practice guidelines at post primary level to promote academic, social and emotional wellbeing within the school setting.

5. The Special Educational Needs Team - People Involved

Ultimate responsibility for the education of children with individual needs in LCC/CnaT rests with the Board of Management. The Board, and the Principal acting on its behalf, will work with the SEN team and all staff to monitor implementation of the SEN programme on an on-going basis to ensure best practice, will promote a whole-school, inclusive, needs-based, and collaborative approach to special educational provision and will also appoint various staff to operate the programme.

Key Principles of Special Education Teaching Model

- **Inclusive Education** – Schools must foster a culture where students with SEN are fully integrated into learning and school life.
- **Collaboration** – Effective SEN support requires teamwork between teachers, parents, external professionals, and students.
- **Wellbeing and Engagement** – Student wellbeing is central to learning, and their active participation in planning and decision-making is encouraged.
- **Needs-Based Support** – Support should be tailored to student needs, with those requiring the most assistance receiving the highest levels of intervention.
- **Evidence-Informed Practices** – Schools should use proven strategies, data collection, and regular monitoring to inform interventions.

5.1 Role of the Board of Management

The Board of Management shall oversee the development, implementation, and review of the Special Educational Needs Policy. The board of management must ensure that it receives annual confirmation from the principal on the use of the special education teaching resources for the mandatory data required to be noted and maintained by the board to provide this assurance

The overall responsibility for the provision of education to all young people, including young people with special educational needs, lies with the board of management. Boards of Management and principals are charged with specific duties in legislation. In the case of special education teaching resources, the board of management recognises that this is an additional resource which is ring-fenced for the sole purpose of supporting young people with special educational needs.

The board must ensure that special education teaching resources are used for their intended purpose only to support young people with special educational needs in their school.

The board of management has the responsibility for overseeing the development, implementation and review of school policies and services in relation to the inclusion of young people with special educational needs. In this regard the board will:

- Ensure that all young people have access to a high-quality education as well as high standards of teaching, learning and assessment in the school.
- Make arrangements for the preparation of a School Improvement Plan that contains a summary of the areas for improvement identified as part of the School Self Evaluation (SSE) process, including the objectives and the measures that will ensure equity of access to, and participation in, all aspects of the activities of the school, by young people with special educational needs, to the greatest extent practicable.
- Arrange for the publication of the school policy on the education of young people with special educational needs. This document should include the school's policy on the admission and participation of young people with special educational needs, the arrangements for identifying these young people, and for their educational provision in the school.
- Arrange for periodic reviews of the range of curriculum provision within the school to ensure that suitable programmes are on offer to all young people, including those with special educational needs.
- Ensure that reasonable accommodations are made within the school for young people with special educational needs, as appropriate.
- Contribute to the development of awareness and knowledge among teachers, non-teaching staff members and young people, of the needs of young people with special educational needs, and of their particular responsibilities for the inclusion of these young people in the school community

5.2 Príomhoide/ ACB

The principal and other school leaders have the responsibility for establishing, promoting and implementing inclusive whole--school policies and procedures, which are supportive of the learning of all young people, including those with special educational needs. The principal ensures that the board of management is kept fully informed on the deployment of special education teaching resources. The principal oversees how the resources, including human resources, and special education teaching hours are used to ensure that the young people with the greatest level of need have access to the greatest levels of support. The principal may delegate specific functions to other members of the staff.

- Ensures the development and implementation of inclusive whole--school policies and procedures relating to the inclusion of young people with special educational needs and monitors and reviews their implementation.

- Oversees a whole--school approach to assessment and screening to identify strengths, needs and interests to guide the allocation of appropriate teaching and learning supports.
- Ensures effective engagement with feeder primary schools to support the transition of young people with special educational needs.
- Where possible, deploys teachers who have the appropriate skills, knowledge and understanding to special education teaching roles.
- Establishes a core special education teaching team.
- Collaborates with the core special education teaching team to delegate roles and responsibilities for the effective allocation of resources and timetabling, based on identified needs across the Continuum of Support.
- Ensures that systems are in place for effective sharing of relevant information on young people's needs with all subject and special education teachers.
- Facilitates teacher professional learning for all teachers in relation to whole school inclusive and teaching and learning practices and the education of young people with special educational needs.
- Encourages and facilitates special education teachers to undertake the Post-Graduate Diploma Programme of Continuing Professional Development for Special Education Teachers that is available through a number of Higher Education Institutes (HEIs).
- Ensures that all school staff, including subject teachers and special education teachers, guidance counsellors and special needs assistants (SNAs), are clear regarding their roles and responsibilities in this area.
- Ensures that teachers with relevant experience and expertise in special educational needs provide additional targeted supports to young people with special educational needs.
- Ensures that whole--school procedures are established to facilitate the effective involvement of parents/guardians, young people and external professionals/ agencies in provision for young people with special educational needs.
- Ensures that the School Provision Plan for Young People with Special Educational Needs is updated.
- Ensures that a Student Support File has been created for all young people as per Continuum of Support guidelines. This file is located in SENCO office.
- Ensures that a Student Support Plan is developed and contained within the School Support File for all young people identified as per Continuum of support guidelines. SSPs are stored on MS Teams.

5.3 Role of the Core Special Education Teaching Team

The principal has overall responsibility for the school's provision for young people with special educational needs. The principal establishes a core team of teachers and may delegate responsibility for the organisation, planning and provision of special education teaching to this team, or to a teacher/s to co-ordinate this team. The principal has oversight of the work of the special education teaching team including the identification, preparation, planning, provision and timetabling of additional supports for young people with special educational needs.

Members of the special education teaching team, where possible, have the necessary experience, interest, and access to professional development to support the diverse needs of young people with special educational needs.

- Contributing to the development of an inclusive school culture, demonstrated through ethos, values and inclusive school policies and practices.
- Promoting inclusive, whole--school preventative and proactive teaching and learning approaches.
- Contributing to the ongoing development of inclusive school structures and systems in the organisation of provision for young people with special educational needs, including informing timetabling of additional supports.
- Liaising closely with the principal on the development, implementation and monitoring of whole--school approaches to the education of young people with special educational needs.
- Assisting with the development of whole--school procedures for the selection of young people for additional special education teaching support using the Continuum of Support model.
- Co-ordinating information gathering, screening and testing where appropriate or at specific testing times throughout the school year.
- Contributing to transition planning for young people with special educational needs.
- Ensuring that all young people identified with special educational needs, who receive additional teaching support, have their needs documented in a Student Support File.
- Ensuring that a Student Support Plan is developed for students requiring such.
- Distributing responsibility within the team for the development, implementation and review of Student Support Plans.
- Supporting the communication of information regarding the young person's special educational needs to relevant staff.

- Establishing procedures and protocols for liaising with other agencies, including the Psychological Support Service (PSS), National Council for Special Education (NCSE), the Inspectorate and other relevant agencies/ professionals.
- Collaborating and co-ordinating provision across school support structures including Guidance Counsellors and care teams.

5.4 Role of the Special Education Teacher

The special education teacher provides additional support to young people attending mainstream classes who have been identified as having special educational needs. Special education teachers should have up- to -date knowledge of a wide range of teaching approaches, methodologies and resources appropriate to meet a variety of special educational needs. Special education teaching provision includes in class support such as co-teaching, small group and/or individual support, where appropriate as required and as per the Continuum of Support Framework.

- Assists with the identification and provision of support for young people with special educational needs in the school context using the Continuum of Support model.
- Develops Student Support Files and Student Support Plans as agreed by the team, for the young people with special educational needs to whom receive support in the some/few categories.
- Collaborates, liaises and communicates with parents/guardians, the young person, other relevant teachers and staff, the special education teaching team, the Student Support Team, the school principal and relevant others, as part of the problem-solving process.
- Engages and collaborates with external agencies and services outside of the school as appropriate and necessary.
- Uses evidence informed teaching and learning approaches to support the special educational needs of young people, and monitors response to intervention.
- Plans, as best practice suggests, for the effective implementation of specific, measurable, achievable, realistic and time-bound (SMART) targets that have been agreed following the process of liaison, communication and collaboration described above.
- Plans to support transitions for young people with special educational needs.
- Provides support across a variety of settings including in -class, small group and/or individual support.

- Shares relevant information with subject teachers regarding the special educational needs of young people to support their meaningful engagement and participation in lessons.
- Advises subject teachers when requested.
- Engages in CPD to upskill and develop the knowledge, competencies and skills required for high quality provision of support for young people with special educational needs.
- Reflects on individual professional practice, including teaching and learning approaches, to enhance provision.

5.5 Behaviour for Learning (BFL)

This program is designed to encourage positive behaviours and offer tailored goals for students who would benefit from additional support at Luttrellstown Community College. This is in collaboration with the NCSE. It is delivered through three levels: Level 1, "Supports for All"; Level 2, "Supports for Some"; and Level 3, "Supports for Few," by the BFL teachers. BFL support is provided from the SEN allocation.

5.6 Laochra Co-ordinator

The co-ordinator of Laochra manages the Autism hub.

The co-ordinator's role typically involves overseeing services and support for individuals on the Autism spectrum. Responsibilities include developing individualised student plans, collaborating with support services, creating supportive and inclusive environments, ensuring students have accommodations and supports required to succeed academically and socially in a post primary setting.

5.7 Special Needs Assistants (SNAs)

Based on an allocation being granted by the NCSE, a small team of SNAs will cater for the greatest primary care needs of identified students as per circular 0030/2014. SNAs should be involved in training and attend meetings relevant to their role. They will also carry out duties as assigned by the Principal/ Deputy Principals and SENCO. SNAs perform a hugely significant role in the school and are a significant link between students,

teachers, Tutors, SET's, SEN Link Teachers, the SENCO, Caomhnóir and the Senior Leadership Team.

SNAs are recruited specifically to assist in the care needs of pupils with disabilities in an educational context and therefore do not have a teaching/pedagogical role. The classroom teacher is responsible for educating all pupils in his/her class, including any pupil with a special educational need.

5.8 Class Teacher

Subject teachers make a critical contribution to the creation of a supportive and caring environment in the school for young people with special educational needs, through which these young people are affirmed in their learning and participation in the life of the school. Within the framework of a whole school approach to inclusion, **subject teachers have primary responsibility for teaching, learning, and assessment, for all young people within their class groups, including those with special educational needs.**

The subject teacher:

- Provides an inclusive learning environment that facilitates the wellbeing of all young people through their meaningful participation in learning in the mainstream classroom.
- Develops positive relationships with all young people in their class groups, including those with special educational needs.
- Demonstrates flexibility in approaches to teaching, learning and assessment, to enhance the learning experiences and learning outcomes for all.
- Identifies and communicates concerns where needs emerge at the level of Subject Classroom Support All with parents/guardians, the young person, and other relevant staff.
- Communicates and collaborates with the special education teaching team, as necessary, including seeking advice and/or assistance to facilitate inclusive practice in their classroom.
- Accesses all information in a Student Support File and/or Student Support Plan that is relevant and necessary to plan effectively for teaching and learning at mainstream subject level.
- Ensures that all young people are provided with a learning programme and environment that enables them to access, participate and experience success in a broad and balanced curriculum.

- Adapts teaching approaches, as required, to meet individual needs and specifically, to facilitate the achievement of targets that are set in Student Support Plans, as appropriate to the subject area.
- Contributes, as appropriate, to reviews of Student Support Plans, by providing information on a young person's progress in the subject classroom context, and by collaborating with the members of the special education teaching team as required.
- Informs parents/guardians of their child's progress through regular parent/guardian teacher meetings and school reports, and by being available to meet parents/guardians from time to time, as required.
- Contributes to school development planning for young people with special educational needs through strategic planning at the subject department level within the school.

5.9 Care Teams

The Care Teams in LCC/CnaT consists of: Deputy Principals, Caomhnóir, Leas Caomhnóir, SEN Link Teacher, Tutors, The SENCO, SEN Link teachers and Guidance Councillor will support the Care Team, attend Care Team meetings where necessary, advise, assist, and communicate with Parents and services for the relevant students.

Their role of the Care Team is to:

- Support all students in the year group
- Attend Care Team meetings, twice per semester
- Communicate with parents which may include meetings/phone calls.

5.10 Parents/Guardians

Parental/Guardian engagement is enhanced when parents and guardians are consulted in relation to their children's needs and strengths, on the support and strategies being developed to support their children, and when they are involved in updates/reviews of progress. The Continuum of Support (Appendix 2) provides valuable opportunities to engage with parents/guardians and to build a collaborative approach to Identifying and responding to the needs of students with special educational needs. The effectiveness of any strategy or Intervention will be crucially influenced by the involvement of the student's parents/guardians.

Throughout the academic year further updates, and details will be communicated to parents. They are also expected to work closely with the SEN staff to make their child's learning experience as positive as possible. Parents and guardians are Informed of academic progress two times a year via term reports on VShare and then at Parent

Teacher Meeting (PTM) once a year.

Parents are invited to contact the SEN Department during the year if required. Parents are always contacted if a student is to be referred to the SEN Department. Parents are expected to support the work of the school with the student and to ensure the correct use and maintenance of any aids or equipment that is provided for the student.

5.11 Students

Students have a critical role to play in the development and evaluation of their own learning. Good engagement and participation in their own education has many associated benefits for students. This is particularly important for students with special educational needs and can help enhance their academic and social and emotional outcomes. They can become:

- More independent as learners and enabled to take more responsibility for their own learning.
- Successful as learners and better able to develop skills and strategies to maximise their own learning.
- Involved in part of the development of their own individual goals and learning targets and outcomes.
- At the whole-school level, all students, including those with special educational needs, must be given the opportunities where possible to share their point of view on issues that affect them in school, and so contribute to reviews of relevant policies and practices in schools.

6. Identifying Students with individual Needs and Learning Difference

6.1 Access Across the Continuum of Support Framework.

As of March 2017, there is a new model of allocating teaching resources to students. Individual students are no longer granted specific hours from the NCSE based on their diagnosis. Schools have the autonomy to allocate teaching resources based on the level of a student's need, rather than based on diagnosis. Decisions on the support offered to students will be made based on several criteria. These include but are not limited to:

- Information gathered from assessments by external agencies (if a student has one).
- Information gathered from parents/guardians.
- Information gathered from primary school.
- Teacher referrals.
- Formal and informal school assessments.
- Observation by teachers.
- Students registered for support in Laochra.
- Communication with outside agencies.

6.2 Methods of Identifying Students with Individual Needs and Learning Differences

Pre-enrolment:

- The SENCO will contact feeder schools to set up transition meetings for all incoming first year students. This helps to identify students with individual needs and learning differences.
- The SENCO will meet with some parents. All relevant documentation in relation to the student with SEN should be passed on to LCC/CnaT on transition to ensure effective planning and that adequate resources can be accessed for that student when they arrive.
- Decisions on applications for admission will be based on the implementation of the Admissions Policy of the school, the information set out in the annual Admission Notice of the school and the information provided by the Applicant in the application for admission, once received before the closing date set out in the annual Admission Notice.

Screening of First Year students:

- All incoming 1st Year students are screened using a standardised screening ability test - CAT 4. This data is used to create mixed ability classes.
- 1st year students may also sit literacy and numeracy attainment testing.

- This data also forms part of the information used for allocating learning support if deemed appropriate.
- If considered appropriate, these students' parents/guardians will be offered the opportunity for their child to avail of the appropriate support, where available.
- Further referrals may be made to outside agencies by parents/guardians with the support of the school.

Students with SEN who transfer from another post-primary school will adhere to the admissions policy and complete the transfer form. Parents/guardians are encouraged to share as much information with us as possible for the most effective planning for their student.

6.3 On-going assessment of students:

- From time to time, it can emerge that a student who was not previously identified as having individual needs and learning differences is experiencing barriers to learning. For students who continue to cause concern, referral to the SEN team may be appropriate.
- If the SEN team decides that a student would benefit from further intervention/testing, Parents/guardians are informed, and their consent is sought prior to any assessment taking place. The outcome of this assessment will determine what course of action is taken.
- The results of in school assessment are not diagnostic and are simply a signpost of a possible need or otherwise. Firstly, the student's needs are supported through the structures available to all students.

7. Allocation of Resources and Teaching of Students with SEN

Resources in school will be directed towards the students with the greatest need and following the model of allocation for resource hours. The SEN team will interpret the outcome of assessments and consider the most appropriate form of intervention for the student, in consultation with parents/guardians, subject teachers, SNAs and relevant outside agencies.

LCC/CnaT aspires to provide an educational experience to students with Special Educational Needs in an inclusive setting within the class group. This may take the form of co-teaching in particular subjects. It may also take the form of small classes. If withdrawal of students with SEN from mainstream classes for SET teaching is deemed necessary, parent's/guardians' permission will be sought. Students may be timetabled with a subject teacher for Learning Support if the SENCO or Principal deems it appropriate and the resources are available. The timetable of such classes is reviewed on a regular basis by the SENCO.

8. Models of Provision of Learning Support

We aspire to provide a model of responsible inclusion that best meets the needs of the individual student. In line with the new model of allocation, support for achieving learning outcomes or intentions in the mainstream class group is the preferred method of provision.

- Small classes are used only where a student requires specialised individual support.
- Co-teaching is the preferred method of provision. Some students will get support in small groups using SET hours where the need is identified and the allocation is available. The organisation of these groupings is the responsibility of the SENCO/Link Teacher. Groups are arranged, where possible, based on similar needs and the capacity to withdraw students at the same time.
- Small group classes are used where groups of students are given Numeracy, Literacy, social skills, or life skills/organisation support.

9. Psychological Support Services (PSS) Assessments

In the event of excessive demand for PSS support, a waiting list system shall apply. Each DDLETB school is allocated two referrals per academic year. These referrals are staff and student based. Priority is based on the needs of the school/student as decided by the principal. Places on this list shall be prioritised according to need, as determined by the Principal and the SENCO. The PSS offers short term educational support following a referral from a school.

The Psychological Support Service gives precedence to responding to critical incidents that occur within the Dublin Dun Laoghaire Education Training Board (DDLETB). Other interventions they offer to referred students/staff are:

- the provision of both direct and indirect support to students as they strive to access the curriculum.
- the resolution of behavioural, motivational, emotional, and cognitive difficulties of individual persons, through assessment and therapeutic Intervention.
- professional support of teaching staff, in relation to students or other professional issues

10. Transport

School transport is available through the Department of Education's School Transport Scheme, operated by Bus Éireann. Eligibility is determined by the child's special educational need, as assessed by the National Council for Special Education (NCSE) through its Special Education Needs Organisers (SENOs).

Please refer to the Transport guidelines for details. (See Appendix 2)

This policy is in keeping with:

- [Education Act 1998](#)
- [Education \(Welfare\) Act 2000](#)
- [Education for Persons with Special Educational Needs \(EPSEN\) Act 2004](#)
- [The Equal Status Act \(2000\)](#)
- [The Education for Persons with Disabilities Bill \(2003\)](#)
- [The Equality Act \(2004\)](#)
- [The Data Protection Acts \(1988, 1998 and 2003\)](#)
- [The Freedom of Information Acts \(1997 and 2003\)](#)
- [Circular 0014/2017 - Special Education Teaching Allocation - Post Primary](#)
- [Circular 0055/2022 - Exemptions from the study of Irish - Post Primary](#)
- [Guidelines for Post primary schools DEC 2024](#)
- [The operation/application and deployment of Special Education Teacher resources. Circular 0064/2024](#)
- [Transport scheme for Children with Special Education Needs Arising from a Disability](#)

Glossary of Terms used in this Policy

AT	Assistive Technology
CAT 4	Cognitive Ability Test 4th Edition
CPD	Continuing Professional Development
EAL	English as an Additional Language
EAS	Exceptionally Able Student
EPSEN Act 2004	Education for Persons with Special Educational Needs Act
GLD	General Learning Disorder
LCA	Leaving Cert Applied Program (Senior Cycle)
L2LP	Level 2 Learning Programme
MFL	Modern Foreign Language
NCSE	National Council for Special Education
PSS	Psychological Support Service
PTM	Parent Teacher Meeting
SCL2LP	Senior Cycle Level 2 Learning Programme
SEC	State Examination Commission
SEN	Special Education Needs
SENCO	Special Education Needs Co-Ordinator
SENO	Special Education Needs Organiser (NCSE)
SESS	Special Education Support Services
SET	Special Education Teacher
SNA	Special Needs Assistant
SSF	Student Support File

The Continuum of Support Framework

The Continuum of Support is a framework to guide the identification of young people's strengths and needs, and for monitoring response to intervention. This framework recognises that special educational needs occur along a continuum, ranging from mild to more significant, and from transient to enduring. It recognises that young people require different levels of support depending on their identified educational needs, and that needs may change over time. Using this framework helps to ensure that interventions are incremental, moving from class based interventions to more intensive and individualised support, and that they are informed by careful monitoring and review of response to intervention.

Description of each level of the Continuum of Support

- **Whole School and Subject Classroom Support - All** involves support for all young people in the school. This includes universal, preventative and proactive teaching and learning approaches at whole school and subject classroom level for the engagement and participation of all young people.
- **Subject Classroom Support - All** is for those young people with emerging needs in the subject classroom context. It is the first response, led by the subject teacher, when concerns emerge in relation to a young person's learning, wellbeing and/or social emotional development. These are young people who have not yet been identified as requiring support at the level of School Support Some or School Support Plus Few. **The provision of Subject Classroom Support All is the responsibility of the subject teacher.**
- **School Support - Some** involves the provision of additional targeted teaching and learning supports in response to the special educational needs of small groups and/or individuals. This level of support involves the allocation of one or more special education teachers.
- **School Support Plus - Few** involves the provision of highly individualised, intensive and targeted additional teaching and learning supports for young people, whose special educational needs are enduring, and significantly impact on their learning and participation in the school environment. This level of support involves the allocation of one or more special education teachers.

Level 2 Learning Programme:

Designed to make the Junior Cycle curriculum more accessible to students with low mild to moderate range of general learning disabilities (Appendix 3)

Senior Cycle Level 2 Learning Programme:

Designed to make the Senior Cycle curriculum more accessible to students with low mild to moderate range of general learning disabilities (Appendix 3)

National Council for Special Education:

(NCSE) was formally established under the Education for Persons with Special Educational Needs Act 2004 (EPSEN Act) on 1st October 2005.

Special Education Needs:

Special Education Needs means, in relation to a person, is a restriction in the capacity of the 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 and cognate words shall be construed accordingly. (EPSEN Act, 2004)

Student Support File:

A Student Support File (SSF) is a written document to plan interventions and to track a student's pathway through the Continuum of Support made as to the appropriate level of support required by the student. This may result in a decision to discontinue support, to continue the same level of support, or move to a higher or lower level of support.

Special Educational Needs Organiser (SENO):

The NCSE employs a countrywide network of about eighty Special Educational Needs Organisers (SENOs). SENOs provide a direct service to the parents of children with special educational needs and to schools within designated geographical areas.

Monitoring and Review

LCC/CnaT will monitor, review and evaluate this policy and all related work and procedures on an ongoing basis to ensure legal compliance and the maintenance of best practices.

This policy was adopted by the Board of Management on 15 / 06 / 2026

Signed: [Signature]
Chairperson of Board of Management

Date: 15-June 2026

Date of next review: June 2027

Signed: [Signature]
Principal

Date: 15/06/2026

Appendices

Appendix 1

[Circular for exemptions to the study of Irish](#)

[Irish Exempt Application form](#)

[Education Act 1998](#)

[Education \(Welfare\) Act 2000](#)

[Education for Persons with Special Educational Needs \(EPSEN\) Act 2004](#)

[The Equal Status Act \(2000\)](#)

[The Education for Persons with Disabilities Bill \(2003\)](#)

[The Equality Act \(2004\)](#)

[The Data Protection Acts \(1988, 1998 and 2003\)](#)

[The Freedom of Information Acts \(1997 and 2003\)](#)

[Circular 0014/2017 - Special Education Teaching Allocation - Post Primary](#)

[Circular 0055/2022 - Exemptions from the study of Irish - Post Primary](#)

[Guidelines for Post primary schools DEC 2024](#)

[The operation/application and deployment of Special Education Teacher resources.
Circular 0064/2024](#)

[Transport scheme for Children with Special Education Needs Arising from a Disability](#)

[Indicators of Effective Practice for Post-Primary Schools 2025](#)

Appendix 2

[The Special Needs Assistant \(SNA\) scheme to support teachers in meeting the care needs of some children with special educational needs, arising from a disability](#)

[Special Education Teaching Support in Primary and Post Primary Schools](#)

[Guidelines for Post Primary Schools.pdf](#)

[Circular 0064/2024 - The operation/application and deployment of Special Education Teacher resources.](#)

[Transport Scheme for Children with Special Education Needs](#)

Appendix 3 - Level 2 Learning Programmes

<https://www.curriculumonline.ie/junior-cycle/level-2-learning-programmes/>

[SC-L1-L2-Programme-Statement-EN_09.24.pdf](#)