Ar scáth a chéile

a mhaireann na ndaoine

KILKENNY CITY

VOCATIONAL SCHOOL

KCVS INCLUSION POLICY

kcetb

Bord Oideachais agus Oiliúna
Chill Chainnigh agus Cheatharlach
Kilkenny and Carlow
Education and Training Board

MULTI-DENOMINATIONAL · STATE · CO-EDUCATIONAL

Excellence in Education

Respect · Care · Community · Equality

Introduction, Vision, Mission, Overarching Aim.

Introduction:

Kilkenny City Vocational School is a co-educational, multidenominational post-primary school. KCVS is one of thirteen post-primary schools under the patronage of Kilkenny and Carlow Education & Training Board (KCETB).

KCETB schools are state, co-educational, multidenominational schools underpinned by the core values of:

- Excellence in Education;
- Care;
- Equality;
- Community and
- Respect.

As the state provider of education, the ETB sector defines a 'multidenominational' school in the following way:

In ETB schools, all students are given equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our schools strive to provide all students with equal opportunities to engage with the curriculum and school life. In all aspects of school life all members of our school communities are treated equitably regardless of their race, gender, religion/belief, age, family status, civil status, membership of the Traveller community, sexual orientation, ability or socio-economic status.

Our school provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. We strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our school promotes a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff. We prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values.

In ETB schools, students of all religions and beliefs are treated equally. The school environment and activities do not privilege any particular group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

Kilkenny City Vocational School (KCVS)

Our Aims

Our aim in Kilkenny City Vocational School is to provide an inclusive learning environment which will foster the academic, social and emotional development of all students and enable each to realise their individual potential. In line with our core values, provision for those with additional needs will reflect the diverse range of cultures and abilities of students in our school. We strive for equity over equality.

Our Ethos and Values

The Board of Management of KCVS upholds the ethos of the school, ensuring that it is:

- Promoting Excellence in Education;
- Caring;
- Equality based;
- Community focused and
- Grounded in Respect.

KCVS welcomes students with Special Educational Needs/Additional Learning Needs (SEN/ALN) and adheres to the following principles of the Education for Persons with Special Educational Needs Act (2004):

· The education of learners with SEN shall wherever possible take place in an inclusive environment with those who do not have such needs

· Learners with SEN shall have the right to avail of and benefit from appropriate education.

· Learners with SEN should leave school with the skills necessary to participate, to the level of their capacity, in the social and economic activities of society and to live independent and fulfilled lives. We ground our policy in DES/NCSE *"Guidelines for Post Primary Schools – Supporting students with SEN in Mainstream Classes" (2024)* & NCSE *"An Inclusive Education for an Inclusive Society" (2024)*

Inclusion – Definitions and Descriptions

Special Educational Needs

In the Education for Persons with Special Educational Needs Act (2004) the term "special educational needs" is defined as:

"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"

(Government of Ireland, 2004b, section 1)

http://www.oireachtas.ie/documents/bills28/acts/2004/A3004.pdf

Inclusion

For the purposes of this policy, the following definition by the NCSE has been adopted. Inclusion is defined as a process of:

- addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities
- removing barriers to education through the accommodation and provision of appropriate structures and arrangements, to enable each learner to achieve the maximum benefit from his/ her attendance at school. http://www.ncse.ie/uploads/1/NCSE_Inclusion.pdf

Additional Educational Needs

All students attending KCVS are unique and have a variety of individual needs. We aspire to put the student and not the need first. Additional needs may include (but are not restricted to) any of those outlined below:

Physical Disability/Illness/Challenges

For example, hearing impairment, wheelchair users, diabetes, cystic fibrosis, speech and language difficulties etc.

Emotional / Behaviour Challenges

Typically, ADHD, but other disorders can apply. The behaviour of students with ADHD is characterized by poor sustained attention, impaired impulse control, an inability to delay gratification and excessive task-irrelevant activity. With the right support and/or medication students can thrive in a "mainstream" school.

Specific Learning Difficulty

Dyslexia - difficulty with reading and processing

Hyperlexia - difficulty with comprehension

Dyscalculia - difficulty with numbers

Dysgraphia - difficulty with writing

Dyspraxia - difficulty with motor skills

General Learning Disability (GLD)

Students can present with a borderline, mild, moderate or severe and profound general learning disability. While students with low moderate and severe and profound GLD may require special schooling, we welcome students with GLD's to our school. Teachers of students with GLD can access a variety of teaching tools and can seek advice from the AEN Team, our AEN Padlet, Oide, National Council for Curriculum and Assessment (NCCA) and Guidelines for Students with GLD and the Special Education Support Services (SESS). It is envisaged that students with borderline mild and high mild GLD will participate in the Junior Cycle framework at Level 3 while students who cannot access Level 3 can avail of the Level 2/Level 1 Learning Programmes (L2LP) through our Moderate class "Suaimhneas"

Autistic Spectrum Disorders (ASD)

Autism is a life-long developmental difference that affects how a person interacts and communicates with other people and the world around them.

Autism is a condition that involves difficulties with:

- Social Interaction
- Language and Communication
- Behaviour.

Students with ASD may have different or extreme responses to sensory stimuli. They may have restricted interests and/or repetitive patterns of behaviour, interests, or activities. The diagnostic characteristics of autism vary from one person to another. The idea of a "spectrum" is that most people exhibit some autistic traits - just having one or two does not mean a person has Autism or ASD. Young people with Asperger's Syndrome are often high-functioning and can cope very well in a mainstream setting. Many students with ASD can cope well with typical AEN support through our Autism Classes "SUAS"

English as an Additional Language (EAL)

English as an Additional Language is described as a temporary difficulty with accessing the curriculum due to a language deficit. This deficit can and will, with intervention, improve over time.

More Able and Gifted

Gifted students can also find post primary education extremely stressful or distressing and may struggle to fit in. KCVS endeavours to address the needs of particularly able students, using methods such as differentiated teaching styles and individual support where deemed necessary.

Scope, Rationale, Legislative Framework

Scope of the Policy

This policy applies to *all* students in KCVS: those who are presenting with social, emotional or academic needs, those with emerging needs, those who require EAL support, those from minority groups, and students with exceptional ability. It is also intended to serve the school community including Board of Management, the Principal, the teaching and ancillary staff, and parents.

Rationale

This policy is written in the context of a revised model for allocating Special Education Teaching resources which was introduced by the DES in Circular 05/25. Effective provision for students with AEN/SEN in KCVS is part an inclusive whole-school framework which emphasises effective teaching and learning for *all* students and meaningful collaboration between the school, parents/guardians, and students. This policy should be viewed as an 'evolving' working document and should take account of developments in practice as they happen and of resources available to the school at the time.

3.3 Legislative Framework:

This policy takes cognisance of the following legislation:

The Education Act (1998)

The Equal Status Act (2000)

The Equality Act (2004)

The Disabilities Act (2005)

The Education Welfare Act (2000)

The Education for Persons with Special Educational Needs (EPSEN) Act (2004)

The Data Protection Act (2018)

Circular No: 0064/2024 & 05/2025: Special Education Teaching Allocation

Circular No: 0032/2025: Addresses Special Needs Assistant (SNA) allocation for the upcoming school year (primary and post-primary).

Circular No: 0039/2025 sets out the Department's approach and key measures to support forward planning for special education provision for 2026/2027 and beyond — signalling a forward-looking, system-wide planning approach.

It also takes consideration of other guidelines that may be applicable such as "Indicators of Effective Practice" "Guidelines for Post-Primary Schools – Supporting Young People with Special Educational Needs in Mainstream Classes

Other relevant policies:

Our whole-school approach to inclusion is informed by the following policies:

- Admissions Policy
- Code of Behaviour
- DEIS Plan
- RSE Policy
- SPHE Policy
- Student Support Team Policy
- SNA Policy
- Intimate Care Policy
- Whole School Guidance Plan
- Wellbeing Policy
- Assessment Policy
- Homework Policy
- Attendance Policy
- Digital Strategy Plan
- Acceptable Use Policy
- Health & Safety Policy
- Bí Cínnealta Policy
- Child Protection Policy

Guiding Principles and Aims:

- The subject teacher has primary responsibility for the progress and care of *all* students, including those with additional needs.

- Students with the greatest level of need will have access to the greatest level of support, and where possible, those students will be supported by teachers with relevant expertise who can provide continuity of support.

- We advocate a 'strengths-based' approach to supporting learning and behavioural needs.

- KCVS has a core team of teachers who coordinate the identification of needs, planning the support, and monitoring and reviewing the needs of pupils with SEN.

- A collaborative, whole-school approach to support provision is reflected in our in-house teams and committees.

- Supports provided to students will be used to facilitate the development of a truly inclusive school. Supports on offer may vary from year-to-year, depending on resources available at that time.

- Support is delivered through a variety of approaches, including offering appropriate curricular options, team-teaching/co-teaching, small group support, and 1 to 1 support where applicable.

- Supports provided to students will be based on identified needs and be informed by regular reviews of progress (in consultation with teachers, parents, and students) as outlined in the Continuum of Support Guidelines.

- Staff members will be actively encouraged to access available Continuing Professional Development (CPD) to support the diverse needs of students.

- Students and their parents/guardians will be involved in decision making process and planning of support.

Provision in Action in KCVS:

Details of provision in more depth (including specific programmes) can be viewed on our One Page Provision database as well as comprehensive provision map (See Appendices 1 & 2)

A Three-Step Process to Support SEN Students:

In KCVS we follow the NEPS Continuum of Support framework by engaging in a three-step process in identifying and responding to our students' needs.

This framework recognises that needs occur along a continuum, ranging from mild to severe, from transient to long term, and that students require different levels of support depending on their individual needs. 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 of progress.

Review

Better Services, Better Outcomes for Students with Special Educational Needs Self-Reflective Questionnaire (DES, 2017) and

Guidelines for PostPrimary Schools Supporting Young People with Special Educational Needs in Mainstream Classes (2024) will be we used annually to review inclusive provisions and practices.

Our three-step process is as follows:

1) Identification of Needs
2) Meeting Needs
3) Reviewing and Recording and Monitoring Outcomes

Screening Procedure

Students will be assessed as follows:

✓ New Group Reading Test (NGRT) (To assess literacy levels).
✓ Progress in Maths (PTM) (To assess numeracy levels).
✓ Cognitive Abilities Test (CAT4) (To assess student's aptitude levels)

1. Incoming first years undergo a Post Primary Transfer Review which highlights any specific resources that maybe required by a student on entry to post primary education.

2. On entry all students undertake the following assessment – CAT4 to ascertain aptitude levels.

3. This may be followed by diagnostic assessment, which involves the administration of diagnostic tests by the learning support student. The learning support teacher will then discuss the outcomes with the special educational needs coordinator (SENCO). The SENCO and the SEN Team will then consider the most appropriate form of intervention for the student.

4.	Programme **planning** where there is a meeting between the SENCO, Principal and the Parents. The SENCO develops the Student Support File in consultation with the SET, students and parents.

5.	Programme **implementation** where the subject teacher makes appropriate modification of teaching approaches. The SET implements the Student Support File on a termly basis.

6.	Programme **Review** is made at the end of each term where there is an assessment of the student's progress and an evaluation of the learning programme. There is consultation between the SENCO, SET, student and parents and a decision is made with regard to the level of support now required by the student.
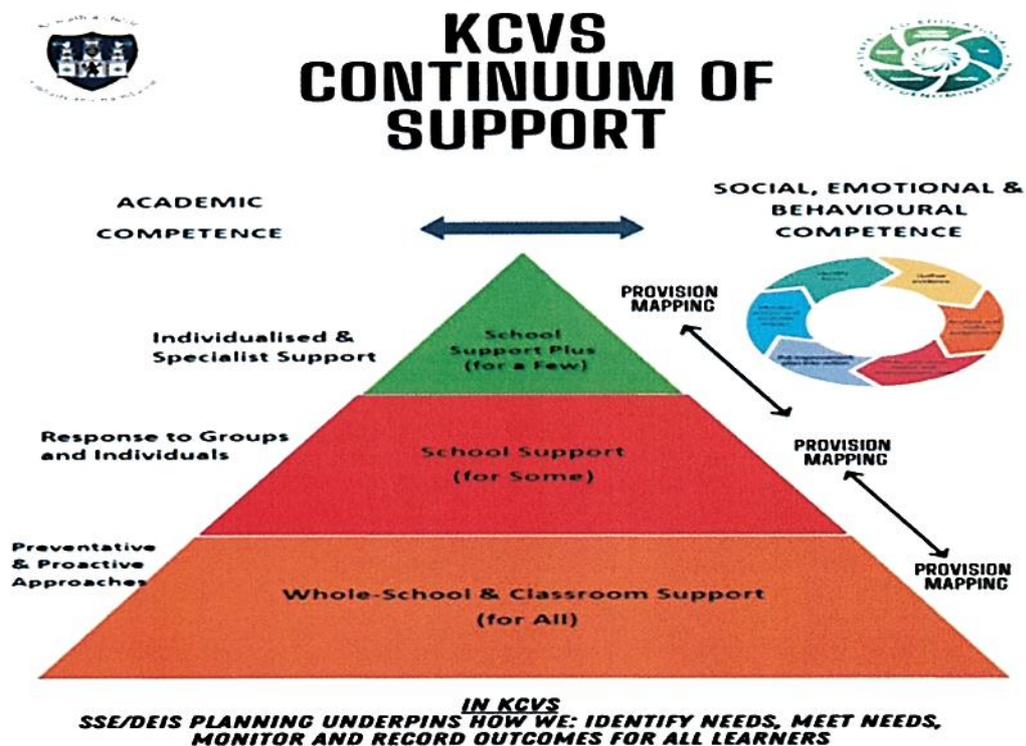
The Special Educational Needs Coordinator/member of SET meets parents to:

- discuss the results of diagnostic assessment
- Organise smooth transitions from primary to post primary and further – sharing data
- discuss the drawing up of learning targets in the student's Student Support File
- discuss the actions to be taken by the school to meet those targets
- suggest ways in which attainment of those targets can be supported at home
- answer any queries and address any concerns the parent may have.
- Referral onto NEPS if applicable
- Referral to outside agencies

Continuum of Support

We use the Continuum of Support Framework set out by the Department of Education to identify and support students with additional needs. Like this framework, we recognise 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 additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving

from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress. [1]

KCVS CONTINUUM OF SUPPORT

ACADEMIC COMPETENCE

SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

Individualised & Specialist Support — School Support Plus (for a Few) — PROVISION MAPPING

Response to Groups and Individuals — School Support (for Some) — PROVISION MAPPING

Preventative & Proactive Approaches — Whole-School & Classroom Support (for All) — PROVISION MAPPING

IN KCVS
SSE/DEIS PLANNING UNDERPINS HOW WE: IDENTIFY NEEDS, MEET NEEDS, MONITOR AND RECORD OUTCOMES FOR ALL LEARNERS

Step 1: Identification of Need

KCVS operates a policy of early identification of the academic, social and emotional needs throughout a student's time in our school. We achieve this through following a reflective process as outlined in the PP-COS, Looking at Our Schools and the School-Self Evaluation Process.

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[1] https://www.sess.ie/documents-and-publications/government-agencies/special-educational-needs-continuum-support-guideline

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.

Step 2 – Meeting Needs

Having identified a student's needs and the educational planning required to meet those needs, the second step emphasises the importance of effective teaching and learning strategies. Students may be allocated support at different levels: Support for Some and Support for a Few.

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.

Step 3 – Monitor and Recording Outcomes

Our school leaders oversee a whole-school approach to the monitoring and recording of progress. Students' progress is regularly and carefully monitored.

- This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation and reports from subject teachers, tutors and year heads)

- This leads to the establishment of specific targets to be achieved within a defined timeframe.

- In addition to monitoring outcomes at the individual level, we review outcomes at group, class and whole-school level. This review may include measures of attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for students.

Team Teaching

In line with best practice from DES, we endeavour to accommodate where possible the inclusion of all students in the classroom so where possible learning support will/may be conducted in the regular classroom during the timetabled subject time, this is achieved through team teaching, i.e. the SET will attend the class and work with the subject student for the best possible outcome for the student. We do recognise that in some circumstances that this support may not be the best approach and in such situations the student will be withdrawn for intensive group or one to one teaching. Some Team Teaching hours are pre-set on the Timetable while some Team-Teaching hours can be applied for by teachers through our Team-Teaching booklet. (See our Team-Teaching policy, Appendix 4) All team teachers will receive "priority student list" for each of their classes so they can identify which students they are working with easily.

Roles and Responsibilities at all stages of the Continuum of Support

General

We are following all relevant guidelines and are no longer using the terms 'Learning Support' and 'Resource' teacher/hours in our policies and plans.

We now use the terms Special Education Teacher/Coordinator and support hours/supports/interventions.

All teams which support inclusive practice in our school are:

SEN Core Team

School Support Team

School Behaviour Team

Critical Incident Team

Positive Behaviour Support Team

Assessment Team

DEIS Team

Literacy and Numeracy Team

Wellbeing Team

Inclusion Team

We work closely with staff from the School Completion Programme.

(This list is not exhaustive)

The role of the subject teacher

Meeting Needs through effective teaching and learning

Subject teachers in KCVS have first-line responsibility for the education of all students in their classes. They adapt their teaching approaches for some students whose ability, application, motivation, communication, behaviour, or interaction with peers require interventions/supports.

All subject teachers implement teaching approaches and methodologies that facilitate the meaningful inclusion of all students. These whole school strategies include

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Co-teaching/Team teaching
- Interventions to promote social and emotional competence
- Embedding of Information and Communications Technology (ICT) in teaching, learning and assessment
- Collaborate with SEN team and contribute to planning
- Guiding work of the SNA in the classroom specific to their subject needs and the care needs of the student.

To cater for the range of learning needs in any class, subject teachers use a variety of methodologies and approaches to suit the learning styles/needs of all students in their class, by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs.
- Using an inclusive, differentiated, and flexible approach to student output, such as homework, assignments, projects, and tests.
- Adapting lessons for students' interests.
- Matching tasks and processes to students' abilities and needs.
- Adapting and utilising resources, including use of technology.
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

- Using UDL and Talk Moves among other whole school strategies in their lessons.

In KCVS, we aim to ensure that every student is taught a curriculum that is appropriate to his/her developmental level. In matching programmes to students' needs, we examine the range of curriculum options available, including Junior Certificate Schools Programme, Junior Cycle Programme Junior Certificate Level 1/2 Learning Programmes and Leaving Certificate & Leaving CertificateApplied Programme.

Special Educational Needs Team

KCVS has a core team of teachers whose role includes developing, implementing and monitoring a whole-school approach to the education of students with additional educational needs.

In KCVS, the Special Educational Needs Coordinator (SENCO) is the person(s) who has overall responsibility for the coordination of supports for those with additional needs.

The ASD Coordinator is responsible for the coordination of supports for those who have been diagnosed as having an Autistic Spectrum Disorder.

The MGLD Coordinator is responsible for the coordination of supports for those who have been diagnosed as having Moderate General Learning Disabilities (MGLD).

The Special Education Teacher (SET) is a teacher who has been allocated a significant amount of support hours as part of their timetable.

Members of this team have the necessary experience and ongoing access to professional development to support the diverse needs of students. Our special education needs team takes a collaborative approach to ensure that those students with the greatest level of need have access to support from teachers with the necessary experience and expertise.

This involves developing whole-school procedures for the identification of students for supplementary teaching, assisting in the implementation of whole-school strategies to enhance teaching and learning, and providing guidance to colleagues on the implementation of students' support plans.

The core team will work closely with subject teachers, parents and with other support structures within the school, and members are often also part of the Student Support Team.

The role of the Coordinators within the SEN Team

(including those in Mainstream, in ASD classes and in Special Classes)

Below is a broad outline of duties that may be the responsibility of a coordinator. It must be noted that these duties are dependent on the school context in any given year.

The SEN Coordinator role may include the following:

- The SEN Coordinator may be responsible for the overall co-ordination of special educational needs support within the school, including the identification of students for whom additional teaching supports are to be provided and timetabling and organising the provision of those supports.

- Assisting with arrangements for the successful transfer of students from their primary school and gathering information about students, including those with special educational needs, before, during and after this transfer

- Assisting in programme planning for individual students with special educational needs and, as appropriate, providing advice to teacher colleagues on curriculum, teaching and learning strategies, textbooks and other teaching and learning resources.

- The selection and maintenance of teaching and learning resources for our SET team.

- Liaising with parents/guardians of SEN students and prospective students

- Liaising with support personnel and external professionals and agencies, including the coordination of applications to the Department of Education and Skills, NCSE, SENO, NEPS, SESS, HSE and other education and health agencies, as appropriate, for resources and support services for students with special educational needs

- Maintenance, storage of and access to reports and records on students in receipt of supports.

- Communicating with relevant staff regarding the gathering and dissemination of essential information.

- Assisting with the arrangement of professional assessments, as appropriate, of students who have may have special educational needs.
- Assessing students and preparation of applications for Reasonable Accommodations at State Examinations and Disability Access Route to Education for third level colleges with the guidance counsellor
- Facilitates and chairs SEN department meetings
- Liaises with the SENO in relation to all SEN matters including; assessment reports, support provision, SNA access and applications to the NCSE for Assistive Technology
- Maintains and updates Student Support Files* as well as the yearly database of those in receipt of supports
- Compiles an overall Provision Map of Supports and list of programmes and interventions per academic year.
- Administers and maintains records of assessment tests carried out throughout the school year in collaboration with the guidance counsellor
- Developing a climate of confidentiality regarding sensitive information.
- Disseminates information about students in line with GDPR guidelines. (VSWare/OneNote)

Role of the Special Education Teacher

The SET works closely with the SENCO. They share responsibility for setting targets and recording and monitoring outcomes for the students they work with regularly. Responsibility for the creation of Student Support Files will be shared between SET and SENCO based on the needs of the students in any given year.

Role of the Behaviour for Learning Teacher

The BFL programme teacher works with identified students, individually or in small groups, on BFL programmes that are designed to meet their social, emotional, behavioural, and academic needs, so they can achieve and succeed in school. They also work on a whole- school basis- promoting positive behaviour among the entire school and supporting staff to deal with challenging behaviour.
The SEN Coordinator and BFL teacher collaborate regularly.

Role of the Principal

The Principal will support the SENCO in ensuring that the additional learning needs of students are met.

The Principal will take general responsibility for establishing and promoting school-wide policies and procedures which support the learning of *all* students.

The Principal will support the SENCO in a school-wide approach to assessment and identification of needs and ensure that opportunities are provided to all staff to support the process of monitoring and reviewing progress.

The Principal will guide and support the SET team/ coordinators in their duties.

Role of the Special Needs Assistant

The duties of the SNA are assigned by the SENCO in accordance with circular 30/14 and in conjunction with circular 30/20

The work of the SNA should be supervised either by the SENCO or in the absence of the SENCO by the ASD Coordinator

Those duties involve **tasks of a non-teaching nature and are based on the primary care needs of the student.**

Duties of Care

Primary Care Needs

- Assistance with feeding
- Administration of medicine
- Assistance with toileting and general hygiene
- Assistance with mobility and orientation
- Assisting teachers to provide supervision in the class, playground and school grounds
- Non nursing care needs associated with specific medical conditions
- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential
- Assistance with moving and lifting of children, operation of hoists and equipment
- Assistance with severe communication difficulties

Secondary Care Needs

Preparation and tidying of workspaces and classrooms

•Assistance with the development of Personal Pupil Plans for children with SEN – focus on developing care plan
•Assist teachers in maintaining a journal of care monitoring system including details of attendance and care needs
•Planning for activities and classes where there may be additional care requirements (under guidance of teacher)
•Assistance with enabling a pupil to access therapy or educational programmes(under direction of qualified staff – teachers, OT, S + L) • Assistance to attend or participate in out of school activities

Role of Parent

- To support and participate in their student's learning.
- To meet with class student and / or SET and participate in the setting of educational targets.

Role of Student

It is important for the students to have an input into the development, implementation and review of their own learning. By doing so they can:

- become more independent as learners
- become aware of different learning styles
- become aware of their own strengths and weaknesses or needs
- enjoy success and evaluate their progress
- excel at and enjoy many curricular and extra-curricular activities which would not be practical in the mainstream class due to class size.
- develop ownership of the skills and strategies taught during supplementary teaching and apply these strategies and skills in their mainstream class situation.

Role of Board of Management

The role here is to oversee the implementation and review of the school SEN Policy, to also oversee the provision of adequate resources and accommodations for SEN student creating an inclusive environment.

Allocation, Timetabling and Target Setting

Allocation of Resources

Specialist staff must be deployed in a way that will best address the needs of students who require additional support. An important aspect of the revised allocation model is that additional teaching

supports are deployed according to identified needs, rather than being based on a diagnosis of disability. Thus, KCVS has greater autonomy and flexibility in how we allocate special education teaching resources. We endeavour to deploy members of the special education team in a variety of ways in order to effectively meet students' needs (for example, in-class support with team teaching, group withdrawal).

- In KCVS, we place the student at the centre of planning and provision and value their voice in the decision-making process. They are invited to contribute their views on their individual support needs, prioritising their targets and monitoring their own progress.

- At the whole-school level, students have opportunities to share their views on issues that affect them in school, and so contribute to reviews of relevant policies and practices in schools.

- Effective communication and engagement with parents are critically important in moving towards a needs-based approach to the allocation of additional teaching resources. Parents are consulted in relation to their child's needs, support plan, and are involved in regular reviews of progress.

- When allocating teaching resources, we are mindful of the benefits of early intervention programmes and allocate teaching resources as required, based on identified needs and school context.

- We also aim to provide additional targeted support to students within the context of a mainstream subject lesson through team-teaching, through group or individual withdrawal or, through a combination of these modes of intervention.

- Importantly, the level and type of support should reflect the specific targets of individual students as set out in their support plans and be informed by careful monitoring and review of progress. In this way, following a period of intervention, some students may no longer require additional teaching supports, some may require the same level, while others may require more intensive supports. Accordingly, the groupings timetabled for withdrawal may change over time.

- When deploying teaching resources, we aim to maintain time for co-ordinating, planning and reviewing activities to ensure effective and optimal use of supports. Additionally, flexibility in terms of resource allocation is required to allow for emerging needs during the school year.

- The Principal of KCVS gives due consideration to the professional development and acquired expertise of teachers when allocating teaching roles and supports.

Timetabling

KCVS adopts a flexible approach to timetabling to ensure that extra capacity is available to address changing needs during the year. Accordingly, some members of the special education team may be allocated flexible timetables with inbuilt capacity to respond to additional needs. In deciding our approach to timetabling, we consider the following:

- The overall school timetable is designed carefully to make appropriate provision for students with additional needs.
- A core special education team which is being developed and maintained in order to provide greater stability and continuity of support.
- Members of the Special Education Team are consulted when the timetable is being developed.
- Provision is made for the special education teachers to support subject teachers through team-teaching/in-class/co-operative teaching and joint planning. Co Teaching booklet is used as a support here for teachers.
- Provision is made for the withdrawal of students for focused individual and/or group intervention where warranted. Targeted small-group interventions, using evidence-informed programmes for students with similar needs, is an effective way to use resources.
- The impact of withdrawal on students' access to the curriculum with their year groups is considered.
- Timetables should be flexible wherever possible to cater for the specific or emerging needs of students.

Student Support Plans

When students are identified through the process outlined above, a Student Support File may be created (if required) for each of those students in response to their individual needs. Student Support Files will be created through a collaborative process which may include some or all of the following: the SEN Team, Student Support Team, Year Head/Tutor, Behaviour for Learning Teacher, Subject Teachers, parents, SNAs, the student and sometimes external professionals.

The Student Support File will allow the relevant staff to document progress over time and it will assist us in providing an appropriate level of support to students in line with their level of need.

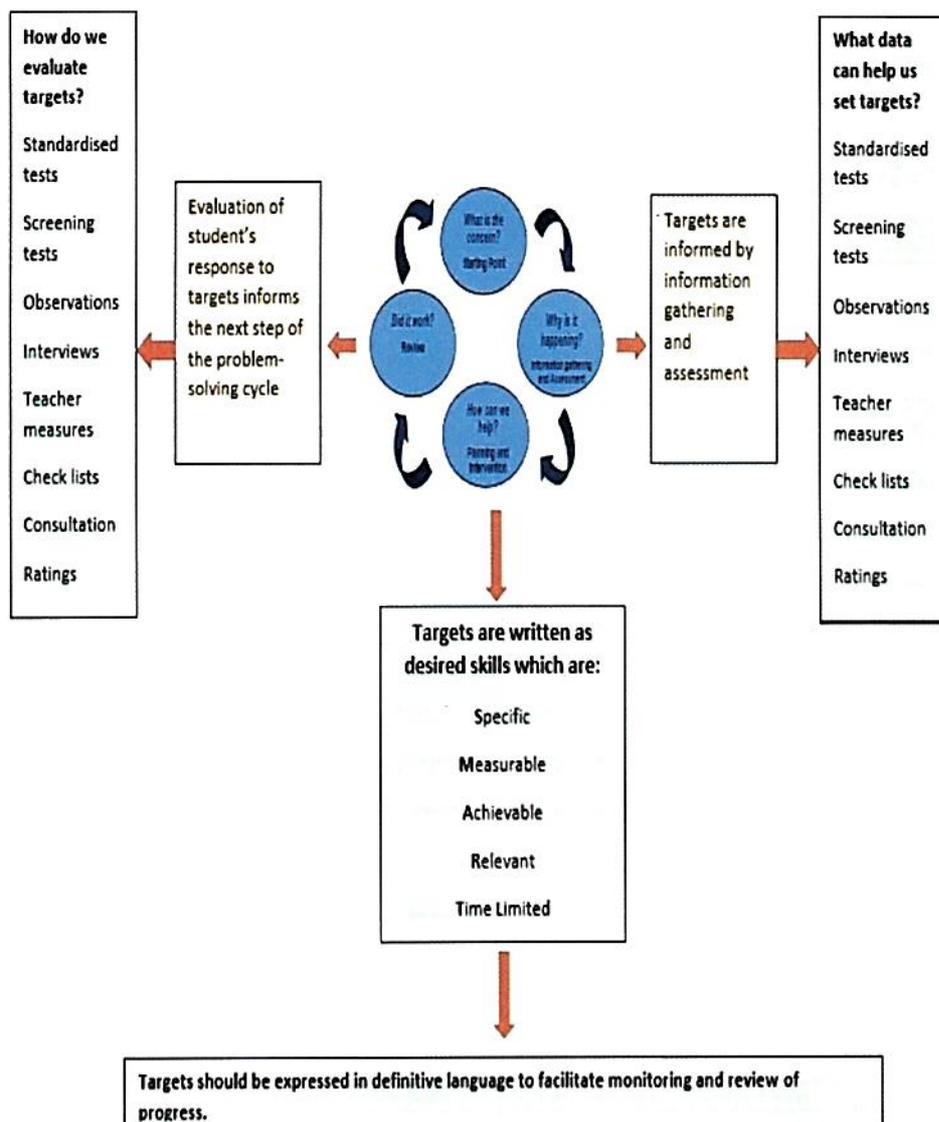| Determine current level of performance | Identify specific time-bound targets | Measure progress |

The school team, in consultation with subject teachers, plan their interventions carefully to address students' priority learning needs and to achieve the targets identified in the relevant Student Support Plan. Short-term planning reflects the support plan targets and should break down the development of skills and content into small incremental steps to address each student's specific needs. (Appendix 3)

Recommendations from Student Support Files for each student will be made available to all teachers through appropriate procedures and in line with GDPR guidelines. All Student Support Plans will be hyperlinked on our Student Tracker on Microsoft Teams where teachers have access to targets, strategies etc.

Target Setting

We adopt at problem-solving approach to target setting which reflects the presenting needs of our students:

How do we evaluate targets?		What data can help us set targets?
Standardised tests	Evaluation of student's response to targets informs the next step of the problem-solving cycle	Standardised tests
Screening tests		Screening tests
Observations	Targets are informed by information gathering and assessment	Observations
Interviews		Interviews
Teacher measures		Teacher measures
Check lists		Check lists
Consultation		Consultation
Ratings		Ratings

Targets are written as desired skills which are:

Specific

Measurable

Achievable

Relevant

Time Limited

Targets should be expressed in definitive language to facilitate monitoring and review of progress.

Compliance with recently updated legislation and guidelines

Data Protection

In KCVS, we are compliant with GDPR Guidelines as set out in the Data Protection Act 2018. In order to comply with our legislative responsibilities under EPSEN (2004), we take the following approach to the sharing of data:

- In order to fulfil our responsibility to **all students,** every teacher needs to be aware of each students needs in their classroom.

- All teachers need to know the diagnosis/category of Special Educational Need/emerging need/concerns about a student in order to ensure that their classroom practice is as inclusive as possible.

- It is appropriate to share professional **recommendations** from reports pertaining to learning/behavioral/medical needs that are relevant to classroom practice.

- Professional reports in their entirety should only be seen by Principal, members of the SEN team or other members of the Student Support Team who are working directly with the student

Irish Exemptions

Circular 0055/2022 outlines the revised procedures and criteria for processing exemptions. Exempting a student from the study of Irish will be considered only in exceptional circumstances. The decision to exempt a student from the study of Irish is an important decision that has implications for his/her future learning. The decision to grant an exemption from the study of Irish is made by the principal teacher, but it must be made following detailed discussion with the student's parent(s)/guardian(s), the student where he/she is the applicant, the class teacher, special education teachers, and the student. See our KCVS Irish Exemption Policy.

Record Keeping

The SET teacher will maintain the following documentation in individualised folders which are centralised in the Sencos office/Microsoft Teams. SENCO and relevant class teacher/SET/ students will be involved in the planning process and will be kept updated on test results/Reading Ages/Diagnostic Scores progress etc through our student tracker on Teams.

1. Individual Profile and Education Plan
2. Planning and programme record
3. Review of Progress
4. Test papers and results
5. Samples of written work
6. Reports from outside agencies

Reasonable Accommodations

The Special Educational Needs co-ordinator, in consultation with other members of the SEN Department and Year head, identifies those students in need of reasonable accommodation in school and state examinations. Psychological reports that recommend reasonable accommodation for certain students must be acted on and applications forwarded to the "Reasonable Accommodation" section of the State Examinations Commission.

In-School assessment will continue to be administered to those students identified as potential candidates requiring reasonable accommodation.

Assistive Technology

The SENCO, in consultation with other members of the SEN Department, identifies those students in need of Assistive Technology through written recommendations on reports. The SENCO will liaise with parents and apply for AT grant with the SENO, order the equipment once granted, then aided by the IT co-ordinator with setting up the device. The SENCO will then issue the AT policy to parent and student to sign for responsibility of the AT during their time in KCVS.

Links with Outside Agencies

The school will liaise with any outside agencies in agreement with parents that will support and assist the learning of students these include

- National Council for Special Education (NCSE)
- National Education Psychological Service (NEPS)
- Speech and Language Therapists
- Social Workers/HSE

- A representative from Post Primary Schools to discuss transfer of 6th class students with Special Educational Needs. Meeting take place usually in summer term.

Referral to Out-of-school Agencies

- The Special Educational Needs Co-ordinator (SENCO) co-ordinates the referral of students to outside agencies, such as National Council for Special Education (NCSE) and the designated Educational Psychologist.
- The SENCO/or home school liaison may meet with the parents to discuss the need for the referral and to seek consent.
- The SENCO completes the necessary referral form in consultation with the appropriate school personnel.
- This is followed by a return visit at which findings are discussed, recommendations are considered, and an appropriate response is agreed.
- Where concern arises regarding the manner or speed of the follow–through post assessment, such concern is pursued by the SENCO with the out-of-school agency.

National Educational Psychological Service (NEPS) Assessments

In the event of excessive demand for NEPS psychological assessments, a waiting list system shall apply. Each school is allocated a limited number of assessments per year, and priority is based on the needs of the student determined by Principal/SENCO/Yearhead and SET team. Places on this list shall be prioritised according to need, in consultation with the SEN team, Year Heads, subject teachers etc. as appropriate.

NEPS offers short term support and provides broad psychological support, subject to a school making a request. The service facilitates onward referral of students to other specialist agencies appropriate to their needs. The model adopted by NEPS incorporates a multi-disciplinary, consultative, team-based approach. Interventions by the team are directed towards:

- 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.

- preventative work with target groups
- professional support of teaching staff (in relation to students or other professional issues)

Health and Safety Issues

Every staff member and pupil are entitled to a safe, secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each pupil with SEN. When a place is offered to a student with SEN, every effort will be made to ensure that the supports to which the student is entitled, are in place as soon as possible. Staff members will be informed of any risk, and where necessary, individual plans will be drawn up and implemented.

Priority areas for Development

Reflective Practice

In KCVS we regularly review provision and practice through the School Self-Evaluation Process. Looking at our School: A Quality Framework (2022) supports us as we engage in this process. Areas for development are then prioritised in our School DEIS Plan.

Appendix 1 and 2 of this policy contain both our overall SEN Provision Map and a detailed breakdown of all supports and provisions. These documents are updated every academic year and reflect the presenting needs of our students at the time.

Continuous Professional Development

In KCVS, we use Looking at our School (2022) as a framework to identify areas for training or upskilling of staff.

- Area of Focus last year- 2024-2025 Student Voice/Student Participation

Areas for Improvement

To further develop our whole school approach to inclusive practice, we have identified the following areas for improvement for the academic year 2025/2026:

- Cooperative Teaching/Team Teaching
- Differentiation Strategies – EAL Learners
- Using digital technology to support priority students

Appendix 1   Overview of Provision

Preventative, Proactive & Solution Focused Whole School Approaches to Inclusive & Special Education (Planning Overview)

Whole School Teaching and Learning Interventions supporting Academic Competence (e.g.)

- Early intervention Screening & Assessment for intervention
- Teacher CPD/Time for professional dialogue/sharing of best practice/Teaching & Learning Committee
- Timetabling structures facilitate inclusion
- Continuity of staff
- Curricular options such as LCA, JCSP, TY, L2LP
- Special Classes
- Support is allocated to those with greatest need
- Subject teachers have primary responsibility for provision
- Students understand learning outcomes and expectations
- Areas for improvement identified in SIP/DEIS plans
- Relevant policies are reviewed by all stakeholders

Refer to School Provision Map for detailed interventions across the 3 stages of the PP-COS

Whole School Supports for Social/ Emotional & Behavioural Competence

- (Positive) Code of Behaviour and Rewards System
- Clear ladder of referral
- Rules/Expectations/Sanctions/ Rewards are clear
- Whole School (Level 1) Approaches NBSS
- Support for ALL PP-COS guidelines
- Student Support Team/ Positive Behaviour Support Team
- Robust referral systems, both in-house and external

CPD Priorities 2019-2020 (e.g.)

- ASD- full day- all staff
- Co-teaching/Team-Teaching
- Diagnostic literacy assessment- 2 SETs
- New Model- developing school profile- SLT & Core SEN Team
- Junior Cycle- full day- all staff
- JCT L2LPs- key SETs
- Wellbeing curriculum- core staff
- SNA allocation and review
- SESS ASD training

Key Tasks SEN Team (e.g.)

- ✓ Standardised assessments
- ✓ Student Support Plans, including Care Plans
- ✓ 1 Child, 1 Plan approach
- ✓ Parent meetings and reviews
- ✓ Schoolwide screening assessments- prep & schedule
- ✓ RACE- parents meeting
- ✓ RACE- process applications, assessments
- ✓ CPD- audit, plan and deliver
- ✓ SLARS- meeting & consultation
- ✓ VS Ware- review & update information/SEN database
- ✓ SNA allocation and ongoing review of support
- ✓ Collaboration between SET Co, ASD Co, BfL to optimise use of supports
- ✓ Student Support Team
- ✓ Consultation on overall timetable/mapping needs

Resource Allocation 25/26

SET Stats

Total Hours:
SEN Coordinators:
ASD Coordinators:
BfL:
SNAs Main:
SNAs ASD:
No. Of Teachers with hours:

Integrating the Guidelines Appendix 6: Self-Reflective Questionnaire

Step One- IDENTIFY

- ✓ Gather and analyse data from Primary Passport
- ✓ Learning Environment Checklists
- ✓ Consultation with Parents and Students
- ✓ Gather and Review Professional Reports
- ✓ First Year Screening Tests
- ✓ Second Year- Screening
- ✓ Review of House Exams
- ✓ Third YR -State Exams
- ✓ SCP- Targeting
- ✓ Teacher referrals/Progress reviews/Subject Teachers survey
- ✓ Attendance Tracking
- ✓ Record presenting needs
- ✓ Note our Strengths, Areas for Improvement and Actions
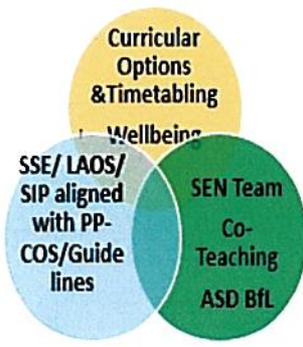
Step Two- MEET NEED

- ✓ Plan and Implement early intervention approaches
- ✓ Vary modes of delivery based on needs- individual, small group or co-teaching
- ✓ Targeted withdrawal for some Evidenced-based interventions (learning and behavioural) VEP, Catch-Up, Friends, ALERT, Toe By Toe, delivered by the most suitable staff.
- ✓ External Support and/ or referral
- ✓ Reapply evidenced based assessment (Assessment For Intervention)
- ✓ Support for all subject teachers on differentiation/suitable teaching approaches
- Note our Strengths, Areas for Improvement and Actions needed

Step Three- MONITOR & RECORD

- ✓ Review Reports termly (including SSPs/ BSPs/ PPPs)
- ✓ Record Baseline data and set measurable targets, time-specific.
- ✓ Attendance- SCP
- ✓ Continuous assessment data
- ✓ Engagement in school life
- ✓ Wellbeing- PASS- Student Support Team
- ✓ Parents Meetings
- ✓ Assessment for Intervention- retesting and informed planning
- ✓ Review of outcomes at individual, group, class and whole school level
- ✓ Retesting- further referral
- ✓ Observations- SNA support
- ✓ VS Ware integration with documents
- Note our Strengths, Areas for Improvement and Actions needed

Integration & Support- Whole School Approach

Curricular Options & Timetabling

Wellbeing

SSE/ LAOS/ SIP aligned with PP-COS/Guidelines

SEN Team Co-Teaching ASD BfL

School Completion Targeting- Essential

- Clear referral process through Student Support Team

Key metrics used to identify most in need:

- Attendance
- Timekeeping
- Behaviour
- Teacher concerns
- Student Support Team
- SEN identified need
- Low achievement levels
- Family support needs
- Living support needs
- TUSLA involvement/ Agency support
- Other (specify)

Template adapted by Dr. Johanna Fitzgerald, Mary Immaculate College with permission from Mr. Billy Redmond, Principal St. Laurence College Dublin currently on career break. Further resources on www.learninghouse.ie

Appendix 2 Provision Map – RISE – Realising Inclusive Special Education In ETB PP Schools

Area of Need	Whole-School Support for All Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL	School Support for Some Interventions delivered at School Support/ Support for SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework	School Support for Few Interventions delivered at School Support Plus/ Support for Few level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals
1- Social and Emotional Learning	- Code of Behaviour with integrated rewards system (Ethos: Care, Respect) (Wellbeing: relationships) - Attendance Promotion/Attendance Drives with Integrated Rewards System (Ethos: Excellence in Education, Care) - Schoolwide Positive Behaviour Support (Ethos: Care, Respect, Community) (Wellbeing: relationships) - Positive Behaviour System (Ethos: Excellence in Education, Care) (Wellbeing: relationships) - KCVS – Area of Focus 2024/25 'Student Voice' - Talk Moves (Ethos: Care, Equality, Excellence in Education) (Wellbeing: Culture and Environment) - SSE process/School Improvement Plan reflects identified targets (Ethos: Excellence in Education, Care) (Wellbeing: relationships) - Recently reviewed and ratified our (Code of Behaviour, Anti-Bullying Policy, Wellbeing Policy) (Ethos: Care, Equality, Respect) (Wellbeing: relationships)	- Pastoral Care team (Ethos: Care, Community, Respect) (Wellbeing: relationships) - Internal Guidance referral system/counselling (Ethos: Care, Community, Respect) (Wellbeing: relationships) - SEN department referral (Ethos: Equality, Care, Community, Excellence in Education) (Wellbeing: relationships) - Various Lunchtime club (Ethos: Excellence in Education, Care) (Wellbeing: relationships) - Breakfast Club (Ethos: Care, Equality, Community) (Wellbeing: relationships) - Evidence based screening/diagnostic testing (Ethos: Excellence in Education, Equality) - SSPs/LBCs (Ethos: Care, Excellence in Education, Respect, Equality) - Social Skills Training (Ethos: Care, Community, Excellence in Education) (Wellbeing: relationships) - Retracking Programme (Ethos: Care, Excellence in Education) - Restorative Practice approach to building relationships/managing conflict (Ethos:	- Individualised school support plans such as IAP, IEP, SSP (Ethos: Care, Excellence in Education, Equality) (Wellbeing: Curriculum) - JC L2LPs (Ethos: Excellence in Education) - Input from NEPS / NCSE/ CAMHS (Ethos: Community) - Modified timetables for students having difficulty (Ethos: Care, Equality) (Wellbeing: relationships) - Individual in-school counselling (Ethos: Care, Excellence in Education) (Wellbeing: relationships) - Individual guidance counselling (Ethos: Care, Excellence in Education) (Wellbeing: Curriculum) - SSPs/ LBCs (Ethos: Care, Excellence in Education, Respect, Equality) (Wellbeing: relationships)

- Well-being committee and Well-being week (Ethos: Care, Community) (Wellbeing: relationships)
- Amber Flag status (Ethos: Equality, Care) (Wellbeing: relationships)
- Use of Digital Platform VSware to monitor and track Attendance (Ethos: Care, Excellence in Education)
- Access to Extra-Curricular and Co-Curricular Activities (Ethos: Excellence in Education, Care, Respect) (Wellbeing: Relationships, Policy and Planning)
- Involvement in relevant fundraising/ Awareness campaigns (Ethos: Excellence in Education, Equality) (Wellbeing: relationships)
- JSCP Whole School Initiatives (Ethos: Excellence in Education Equality) (Wellbeing: relationships)
- Primary Transition Programme (Ethos: Care) (Wellbeing: relationships)
- Review of Primary Passports (Ethos: Care) (Wellbeing: relationships)
- School Induction programme (Ethos: Excellence in Education, Care, Community) (Wellbeing: relationships)
- SPHE Curriculum (Ethos: Care, Respect) (Wellbeing: relationships)
- Tutor System (Ethos: Care, Excellence in Education, Community) (Wellbeing: relationships)
- Student Support Team/Pastoral Care system (Ethos: Care, Excellence in Education, Community, Respect) (Wellbeing: relationships)
- Career Guidance (Ethos: Care, Excellence in Education) (Wellbeing: Curriculum)

- Care, Community, Respect, Excellence in Education, Equality) (Wellbeing: relationships)
- Why Try (BfL) (Ethos: Respect, Care, Excellence in Education)
- Friends for Life (Ethos: Excellence in Education, Respect, Community)
- Mindfulness/Yoga/Other (Ethos: Care, Excellence in Education)
- EAL Plan & Testing (Ethos: Excellence in Education, Care, Equality)
- SNA Record Keeping (Ethos: Equality, Excellence in Education) (Wellbeing: relationships)
- Access to School Sanctuary Room (Ethos: Equality)
- Junior Cert Level 2 Programme in response to need/to encourage attendance & retention (Ethos: Care, Excellence in Education)
- NCSE Level 2 Intervention (Ethos: Care, Excellence in Education)
- Switch to continuous assessment model for some to reduce exam stress – LCA Programme (Ethos: Excellence in Education, Care)

- BfL teacher (Ethos: Care, Excellence in Education) (Wellbeing: relationships)
- Catch Up Literacy (Ethos: Care, Excellence in Education)
- NCSE Level 3 Intervention (Care)
- 1 to 1 programme with member of SEN team (Ethos: Care)
- Access to School Quiet Room (Ethos: Equality, Care, Excellence in Education) (Wellbeing: relationships)
- Access to School BFL Room (Ethos: Equality, Care, Excellence in Education)
- Access to ASD Special Class 'SUAS' (Ethos: Equality, Care, Excellence in Education) (Wellbeing: relationships)
- Access to MGLD Special Class 'Suaimhneas' (Ethos: Excellence in Education, Care, Equality) (Wellbeing: relationships)
- Access (shared/full) to SNA Support (Ethos: Excellence in Education, Care, Equality) (Wellbeing: relationships)
- In-house multidisciplinary planning of support/ shared Student Support Plan (Ethos: Care, Excellence in Education, Equality) (Wellbeing: Curriculum)

- HSCL Support (Ethos: Community, Care) (Wellbeing: relationships)
- School Completion Programme (Ethos: Care) (Wellbeing: relationships)
- Assessment & Academic Performance Monitoring (Ethos: Excellence in Education, Care) (Wellbeing: Curriculum)
- Drop Everything and Think (Ethos: Excellence in Education)
- Mental Health Awareness Week Activities (Ethos: Respect)
- Critical Incident Response Team (Ethos: Care, Respect, Community) (Wellbeing: relationships)
- DEIS Summer Progr amme (Ethos: Care, Community) (Wellbeing: relationships)
- Parental engagement inc multiple methods of communication utilised (Ethos: Community, Excellence in Education, Respect)
- Student voice/Student Council/Student Teams (Ethos: Community, Respect, Equality, Excellence in Education, Care) (2)
- Co-teaching (Ethos: Excellence in Education) (Culture and Environment)
- Restorative Practice as a whole school approach (Ethos: Respect, Care) (Wellbeing: relationships)

2- Social and Communication Skills

1. Ethos

2. Wellbeing framework

- In-class differentiation of content and outputs (Ethos-Excellence in Education, 3,4,5,6,7)
- Entry into competitions reflecting a range of talents (e.g. Junk Kouture) (Ethos: Excellence in Education) (4,5,6,7)

- SEN department referral (Ethos- Care 3,4,5 6)
- Lunch club – Social games group (Ethos: Care, Community) (2,4,5,6,7)
- Smart board used in SEN classroom for social games (Ethos: Excellence in Education) (4,5,6,7)

- Individualised school support plans (3,4,5,6,7)
- JC L2LPs (Ethos: Excellence in Education, Care, Equality) (4,5,6,7)
- Input from NEPS / NCSE/ SLT (3,4,5,6,7)

3. Understanding Behaviours of concern **4. Bí Cinealta** **5. Guidelines for PP schools AEN** **6. Literacy, Numeracy Digital** **7. Whole school Guidance**	- Field trips/tours (Ethos: Excellence in Education) (4,5,6,7) - Trinity Access Programme (Ethos: Excellence in Education, Equality) - School of Sanctuary (Ethos: Care, Community, Excellence in Education, Respect, Equality) (2,4,5,6,7) - Student Council initiatives (3,4,5,6,7) - One Voice in-class strategy (3,4,5,6,7) - 'Hands Up' in-class strategy (Ethos: Excellence in Education) (Wellbeing: relationships) - Whole staff CPD (Ethos: Excellence in Education) - Breakfast Club (3,4,5,6,7)	- Specific focus on oral communication with JC students in SEN classes (Ethos: Excellence in Education, Care, Respect) (4,5,6,7) - LCA curriculum for 5th and 6th (Ethos: Excellence in Education, Equality) (4,5,6,7) - Art Therapy (3,4,5,6,7) - Social Skills Groups (Ethos: Community, Excellence in Education) (4,5,6,7) - Social Stories (Ethos: Care, Excellence in Education) (6,7) - Peer mentoring programme (Ethos: Care, Excellence in Education, Community) (2,7) - Role play (Ethos: Excellence in Education) - Speech, language and communication interventions/programmes (3,4,5,6,7) - SSPs/LBCS (Ethos: Care, Excellence in Education, Respect, Equality) (2,4,5,6,7) - Friends for Life Programme (Ethos: Excellence in Education, Community) - NCSE Level 2 Intervention (Ethos: Equality, Excellence in Education) (4,5,6,7) - DEIS Summer Programme (Ethos: Excellence in Education, Care) (2,4,5,6)	- Individual in-school counselling (Ethos: Care, Excellence in Education) (2,4,5,6,7) - SSPs/LBCS (Ethos: Excellence in Education, Care, Equality) (5,6) - Mentoring programmes eg KK Traveller Movement (Ethos: Care, Respect, Equality, Community) - Social, Emotional, Behavioural and Adaptive Functioning assessment (AFLs) (3,4,5,6,7) - Emotional Literacy testing/programme (3,4,5,6,7) - 1 to 1 programme with member of SEN team (Ethos: Excellence in Education, Care, Equality) (2,4,5,6,7) - Access (shared/full) to SNA Support (3,4,5,6,7) - planning of support/ shared Student Support Plan (Ethos: Excellence in Education, Care, Equality) (2,4,5,6,7)
3- Self-management and/or organisational skills	- Colour coded timetables (Ethos: Care, Equality, Respect) (Wellbeing: relationships) - Self Assessment and Peer Assessment (Ethos: Excellence in Education, Respect) (Wellbeing: Culture and Environment) - First term transition timetable/taster programme (Ethos: Excellence in Education) (Wellbeing: relationships)	- SEN department referral (Ethos: Care, Excellence in Education, Equality) - Highlighted group of 1st years who need extra support in organisation (early intervention) (Ethos: xcellence in Education, Care) (2) - 'Getting It Together' – NCSE Programme provided (Ethos: Excellence in Education, Care) (2)	- JC L2LPs (Ethos: Excellence in Education, Care, Equality) - Self-monitoring checklists (Ethos: Excellence in Education) (Wellbeing: relationships) - SSPs (Ethos: Excellence in Education, Care, Equality) (Wellbeing: relationships)

- Incoming 1st year primary school visits (Ethos: Care, Community) (Wellbeing: relationships) - Visual Supports/ Visual Schedules (Ethos: Care, Community) (Wellbeing: relationships) - Classroom routines are consistent - Handouts designed to be accessible: Graphic organisers, mind maps, Journals - timetable, school codes of behaviour, Lockers- designated areas, Effective Questioning (Ethos: Excellence in Education, Community, Care, Equality, Respect) (Wellbeing: relationships and Culture and Environment) - Homework given at the beginning of class (Ethos: Excellence in Education) - Handouts/notes uploaded to 365 if required by some (Ethos: Excellence in Education) - Homework policy (Ethos: Excellence in Education) (Wellbeing: relationships) - Co- Teaching/Team-teaching (Ethos: Excellence in Education) (Wellbeing: relationships) - Study Skills packs (Ethos: Excellence in Education, Care) (Wellbeing: relationships) - Study Skills Week (Ethos: Excellence in Education) (Wellbeing: relationships)	- LCA curriculum for 5th and 6th (Ethos: Excellence in Education, Care) - Colour coded timetables, checklists and study plans. (Ethos: Care) (2) - Social stories (Ethos: Excellence in Education, Respect, Equality, Care) - Movement breaks (Ethos: Care, Excellence in Education) (2) - Timers (Excellence in Education) - Self-monitoring checklists (Ethos: in Education) (2) - Alert Programme (Ethos: Excellence in Education, Care) (2) - SNA locker support (Ethos: Excellence in Education, Care) (2) - Locker quiet zone (Ethos: Excellence in Education, Care) (Wellbeing: relationships) - SSPs (Ethos: Excellence in Education, Equality, Care) (Wellbeing: relationships) - NCSE Level 2 Intervention (Ethos: Excellence in Education, Care) - Access to Sensory/Quiet Room (Ethos: Excellence in Education, Care) (Wellbeing: relationships) - Use of OT recommended self-regulation supports in class (Ethos Excellence in Education, Care) (Wellbeing: relationships) - Optimal seating plans encouraged in all classes (Ethos: Excellence in Education, Care) (Wellbeing: relationships)	- SNA supports to encourage independence. (Ethos: Excellence in Education, Care, Equality) (Wellbeing: relationships) - AFLS Assessment (Ethos: Excellence in Education, Care, Equality) (Wellbeing: relationships) - NCSE Level 3 Intervention (Ethos: Excellence In Education) - 1 to 1 programme with member of SEN team (Ethos: Excellence in Education, Care, Equality) - In-house multidisciplinary planning of support/ shared Student Support Plan (3)
4- Study Skills - Study skills classes offered to exam years (Ethos: Excellence in Education, Equality, Care)	- Study skills focus in SEN classes prior to school exams (Ethos: Excellence in Education, Care) (Wellbeing: relationships)	- Individual study skills development (Ethos: Excellence in Education, Care)

Column 1

- Option Subjects and Subject Choice systems in place (Ethos: Excellence in Education, Respect) (Wellbeing: Curriculum, Relationships and Partnerships)
- Switch to continuous assessment model for some years (Ethos: Excellence in Education, Equality, Care)
- Study skills seminars (Ethos: Excellence in Education, Equality, Care)
- Afterschool study and Study Skills Club (Ethos: Excellence in Education, Equality) (Wellbeing: Curriculum)
- Mind mapping & Graphic organisers (Ethos: Excellence in Education, Equality, Care) (Wellbeing: relationships)
- AFL strategies to provide effective feedback to students (Ethos: Excellence in Education, Care) (Wellbeing: Culture and Environment)
- Note-taking strategies (Ethos: Excellence in Education, Equality, Care) (Wellbeing: relationships)
- Learning to learn strategies- explicit teaching of metacognitive skills- NBSS resources (Ethos: Excellence in Education, Equality, Care) (Wellbeing: relationships)
- Cross-curricular JCSP Initiatives (Ethos: Excellence in Education, Equality, Care) (Wellbeing: Curriculum)
- Career Talks/TY Subject Fair to assist with subject choice (Ethos: Excellence in Education) (Wellbeing: Relationships and Partnerships)
- Academic Target Setting and Whole School promotion of High Expectations

Column 2

- Bespoke study plans (Ethos: Excellence in Education, Care, Equality)
- Subject revision checklist development Differentiated handouts (Ethos: Excellence in Education, Care, Equality)
- Comprehension strategies (Ethos: Excellence in Education) (Wellbeing: relationships)
- Explicit teaching of time management and scheduling strategies (Ethos: Excellence in Education) (Wellbeing: relationships)
- Explicit teaching/modelling of study skills across subject areas (Ethos: Excellence in Education) (Wellbeing: relationships)
- SSP (Ethos: Excellence in Education, Care, Equality) (Wellbeing: relationships)

Column 3

- SSP (Ethos: Excellence in Education, Care, Equality) (Wellbeing: relationships)
- NCSE Level 3 Intervention (Ethos: Excellence in Education, Care, Equality)
- 1 to 1 programme with member of SEN team (Ethos: Excellence in Education, Care, Equality)
- In-house multidisciplinary planning of support/ shared Student Support Plan (Ethos: Excellence in Education, Care, Equality) (Wellbeing: relationships)

5- Life Skills		
(Ethos: Excellence in Education, Respect, Community) (Wellbeing: Curriculum, Relationships and Partnerships) - LCA programme (Ethos: Equality, Excellence in Education) - Work experience - C.V/ Cover Letter/ Interview preparation modules (Ethos: Excellence in Education) - Wellbeing programme (Ethos: Excellence in Education, Care) (Wellbeing: relationships) - Lift Programme for Future Leaders - Future Leaders Programme (Ethos: Excellence in Education) - Debating in 4th Year (Ethos: Excellence in Education)	- SEN department referral (Ethos: Care, Community, Excellence in Education) **(Wellbeing: relationships)** - LCA curriculum for 5th and 6th year (Ethos: Care, Excellence in Education) - Mindfulness (Ethos: Care, Excellence in Education) - Collaboration with outside agencies eg. NCSE/NEPS etc (Ethos: Excellence in Education, Care, Respect, Community) **(Wellbeing: Relationships and Partnerships)** - Transition Support Plans (Ethos: Care, Excellence in Education) **(Wellbeing: relationships)** - Typing skills (Ethos: Excellence in Education) - Self-care skills (Ethos: Care) - Conflict resolution skills (Ethos: Excellence in Education) - Social Stories (Ethos: Care, Excellence in Education) - ECDL Certification – 4th Year (Ethos: Excellence in Education) - SSPs (Ethos: Excellence in Education, Care, Equality) **(Wellbeing: relationships)**	- Individualised school support plans (Ethos: Excellence in Education, Care, Equality) **(Wellbeing: relationships) SCP worker to offer support to targeted individuals (Ethos: Excellence in Education, Equality, Community)** - Collaboration with outside agencies e.g. OT/Ed Psych (Ethos: Community, Excellence in Education, Care) **(Wellbeing: relationships)** - JC L2LPs (Ethos: Excellence in Education, Respect, Care) - Access (shared/full) to SNA Support with complex needs (Ethos: Excellence in Education, Care, Equality) - Work experience (Ethos: Excellence in Education) - CAMHS and NEPS support/ intervention (Ethos : Care, Community) **(Wellbeing: relationships)** - Transition Support Plans (Ethos: Care, Excellence in Education) **(Wellbeing: relationships)** - In-house multidisciplinary planning of support/ shared

Student Support Plan (Ethos: Excellence in Education, Care, Equality) **(Wellbeing: relationships)**

6- Behaviour	- Best You Can Be Awards (Ethos: Care, Community, Equality, Excellence in Education, Respect) **(Wellbeing: relationships)** - Student of the Month Awards (Ethos: Care, Community, Equality, Excellence in Education, Respect) **(Wellbeing: relationships)** - Student support team (Ethos: Care, Community, Equality, Excellence in Education, Respect) **(Wellbeing: relationships)** - School Behaviour Team (Ethos: Care, Community, Equality, Excellence in Education, Respect) **(Wellbeing: relationships)** - Co- Teaching/Team-teaching (Ethos: Excellence in Education) - Emerging concern referral sheets (Ethos: Care) **(Wellbeing: relationships)** - Clear expectations/ladder of referral/sanctions (Ethos: Care) - Parent/guardian communication/opportunities to meet (Ethos: Care) **(Wellbeing: relationships)**	- SEN department referral (Ethos: Care, Community, Excellence in Education) **(Wellbeing: relationships)** - Student Behaviour contracts (Ethos: Respect, Excellence in Education) - Incident Report sheets (Ethos: Respect) - Seating plans encouraged throughout school (Ethos: Excellence in Education) **(Wellbeing: relationships)** - Class behaviour plans (Ethos: Respect, Excellence in Education) **(Wellbeing: relationships)** - Care Team Lean in/Lean out (Ethos: Care) **(Wellbeing: relationships)** - Check and Connect (Ethos: Care) **(Wellbeing: relationships)** - LBCs (Ethos: Excellence in Education) - NCSE Level 2 Intervention/Programmes (Ethos: Excellence in Education, Care)	- Individualised school support plans (Ethos: Care, Equality) **(Wellbeing: relationships)** - Collaboration with outside agencies e.g. Education Welfare Officer (Ethos: Community) **(Wellbeing: relationships)** - Year head liaison, go to person for students needing time out of class. (Ethos: Care, Excellence in Education) **(Wellbeing: relationships)** - Timetable modification (Ethos: Care, Excellence in Education) **(Wellbeing: relationships)** - Behaviour target setting and review (Ethos: Excellence in Education, Respect) **(Wellbeing: relationships)** - CAMHS instructed initiatives (Ethos: Community, Care) **(Wellbeing: relationships)** - NCSE tailored behavioural and academic programmes (Ethos: Care, Respect)

	- BfI teacher (Ethos: Excellence in Education, Respect) **(Wellbeing: relationships)** - Regular check in - check out throughout the day (Ethos: Care, Equality) **(Wellbeing: relationships)** - LBCs (Ethos: Excellence in Education) **(Wellbeing: relationships)** - NCSE Level 3 Intervention (Ethos: Excellence in Education, Care, Equality) - 1 to 1 programme with member of SEN team (Ethos: Excellence in Education, Care, Equality) - In-house multidisciplinary planning of support/ shared Student Support Plan (Ethos: Excellence in Education, Care, Equality) **(Wellbeing: relationships)**	
7- Language	- SEN language development linked to Speech and language therapist or identified needs. (Ethos: Care) **(Wellbeing: relationships)** - Catch Up Literacy Programme (Ethos: Excellence in Education) - Literacy & Language Supports, Strategies & Resources (Ethos: Excellence in Education, Community)	- SEN department referral (Ethos: Care, Excellence in Education) **(Wellbeing: relationships)** - EAL Liaison teacher (Ethos: Excellence in Education, Community) **(Wellbeing: relationships)** - Withdrawal from third language / Irish (if exempt) class for extra support with English (Ethos: Excellence in Education) **(Wellbeing: relationships)** - Keys words journal (Ethos: Excellence in Education)
		- Multi-sensory approach to subject teaching (Ethos: Equality, Excellence in Education) **(Wellbeing: relationships)** - Key word displays in classrooms (Ethos: Equality, Excellence in Education) - Rapid Plus Reading Programme (Ethos: Equality, Excellence in Education, Care) - SNIP Spelling Programme (Ethos: Equality, Excellence in Education) - Teaching the language of subject/Word banks/JCSP Keywords (Ethos: Equality, Excellence in Education)

- Use of ICT for Language Support (Ethos: Excellence in Education) (Wellbeing: relationships)
- EAL support (Ethos: Excellence in Education, Community)
- SSPs (Ethos: Excellence in Education, Equality, Care) (Wellbeing: relationships)
- NCSE Level 3 Intervention (Ethos: Excellence in Education, Equality, Care)
- 1 to 1 programme with member of SEN team (Ethos: Care) (Wellbeing: relationships)
- In-house multidisciplinary planning of support/ shared Student Support Plan (Ethos: Excellence in Education, Care, Equality)

- Mind maps, graphic organisers (Ethos: Excellence in Education)
- Oral descriptive and expressive skills development (Ethos: Excellence in Education)
- Sight word building (Ethos: Excellence in Education, Equality, Care)
- Rapid Plus Reading Programme (Ethos: Excellence in Education)
- SNIP Spelling Programme (Ethos: Excellence in Education, Equality)
- Literacy & Language Supports, Strategies & Resources (Ethos: Excellence in Education, Community)
- Use of ICT for Language Support (Ethos: Excellence in Education, Care, Equality)
- Small group, tailored language programme (Ethos: Excellence in Education, Care, Equality)
- NCSE Level 2 Initiative (Ethos: Excellence in Education, Care, Equality)
- Notes uploaded to SEN Notebook (Ethos: Excellence in Education, Care, Equality)

- Class discussions and debating (Ethos: Equality, Excellence in Education)
- Orally presenting work (Ethos: Equality, Excellence in Education)
- Role play (Ethos: Equality, Excellence in Education)
- Mock interview and oral preparations (Ethos: Equality, Excellence in Education)
- Literacy & Language Supports, Strategies & Resources (Ethos: Excellence in Education, Community)
- Scaffolding information in classes and using visuals to support where and when possible. Think/Pair/Share (Ethos: Equality, Excellence in Education)
- Wait time/Take-up time (Ethos: Equality, Excellence in Education)
- JC CBA (Ethos: Equality, Excellence in Education)
- Co-teaching/Team-teaching (Ethos: Equality, Excellence in Education)
- ICT – use of appropriate, evidence-based apps/software (Ethos: Equality, Excellence in Education)
- Visual Supports (Equality, Excellence in Education)
- Creative Writing Competition (Equality, Excellence in Education)
- Use of Language Apps in Classrooms (Ethos: Equality, Excellence in Education) where English is a second language
- Texts translated for EAL learners (Ethos: Equality, Excellence in Education, Care) (Wellbeing: relationships)
- Co-Creating/Sharing Success criteria (Excellence in Education, Equality,

8- Literacy

Respect) (Wellbeing: Culture and Environment, Relationships and Partnerships)

- Literacy committee (Ethos: Equality, Excellence in Education)
- Textbook reading age review (Ethos: Equality, Excellence in Education)
- Use of Library for pleasure reading once a week in all English classes (Ethos: Equality, Excellence in Education)
- Multi-sensory approach to subject teaching (Ethos: Equality, Excellence in Education, Care)
- Sharing of learning intentions / keywords (Ethos: Equality, Excellence in Education) (Wellbeing: Culture and Environment)
- Public speaking – debating offered (Ethos: Equality, Excellence in Education)
- Integration of digital technology into subject teaching (Ethos: Equality, Excellence in Education)
- Standardised Screening tests as part of Entrance Exams (digital version) (Ethos: Equality, Excellence in Education) (Wellbeing: relationships)
- Standardised Testing as per Assessment Policy (Ethos: Excellence in Education, Equality, Care) (Wellbeing: Curriculum)
- Primary school liaison (Community, Excellence in Education) (Wellbeing: relationships)
- Follow up CAT4 test (Ethos: Excellence in Education) (Wellbeing: relationships)
- Further post testing in 2nd and 5th year (Ethos: Excellence in Education)

- SEN department referral (Ethos: Excellence in Education, Care, Equality) (Wellbeing: relationships)
- Use of appropriate ICT (Ethos: Excellence in Education, Equality)
- Use of accessibility tools within software packages (Ethos: Excellence in Education)
- Small group withdrawal (Ethos: Excellence in Education)
- In-class teacher support/ co-teaching (Ethos: Excellence in Education)
- RACE accommodations testing and subsequent applications for state exams (Ethos: Excellence in Education)
- CatchUP Literacy program (Ethos: Excellence in Education)
- LCA curriculum for 5th and 6th (Ethos: Excellence in Education, Equality)
- Paired reading programme (Ethos: Excellence in Education)
- JC Level 2/Level 1 Programme (Ethos: Excellence in Education, Care, Equality)

- SSPs (Ethos: Excellence in Education, Care, Equality) (Wellbeing: relationships)
- Individual classes timetabled (Ethos: Excellence in Education, Care) (Wellbeing: relationships)
- RACE accommodations for state exams (Ethos: Equality, Excellence in Education) (Wellbeing: Curriculum)
- CatchUP Literacy program (Ethos: Excellence in Education)
- SNIP (Ethos: Excellence in Education, Equality)
- NEPS struggling readers strategy supports (Ethos: Excellence in Education)
- Literacy programmes delivered 1 to 1 (by suitably trained staff) for those with significant needs (Ethos: Community, Equality)
- NCSE Level 3 Intervention (Ethos: Excellence in Education, Equality, Care)
- 1 to 1 programme with member of SEN team (Ethos: Excellence in Education, Equality, Care)

- In-house multidisciplinary planning of support/ shared Student Support Plan (Ethos: Excellence in Education, Equality, Care) **(Wellbeing: relationships)**
- JC Level 2/Level 1 Programme (Ethos: Excellence in Education, Equality, Care)
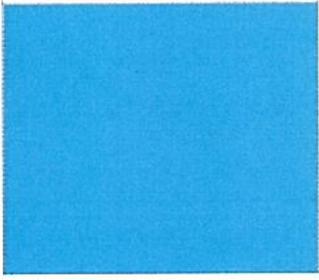
- Literacy plan/Literacy as a target in SIP/DEIS Plan (Ethos: Excellence in Education)
- Access to Vocabulary Enrichment Programme (Ethos: Equality, Excellence in Education)
- Writing frames (Ethos: Excellence in Education)
- Keywords journal banks (Ethos: Excellence in Education)
- Box of books scheme for reading for pleasure. Also used in Speed Book Club (Ethos: Excellence in Education, Respect, Community)
- Drop Everything and Read/Think (JCSP) (Ethos: Excellence in Education)
- Key exam terms in journal (Ethos: Excellence in Education)
- School newsletter (Ethos: excellence in Education) **(Wellbeing: relationships)**
- Library access to books suitable for students reading ages (Ethos: Equality, Excellence in Education, Community)
- Class sets of dictionaries (Ethos: Equality, Excellence in Education, Care)
- Review of reading ages of textbooks before selection for book list (Ethos: Excellence in Education)
- Differentiation for SEN referenced in all/some subject plans (Ethos: Equality, Excellence in Education, Care, Respect).

9- Numeracy

Column 1
- JCSP Numeracy Initiatives (Ethos: Excellence in Education)
- Numeracy Focused Competitions (Ethos: Excellence in Education) (Wellbeing: Curriculum)
- Social maths/ functional maths (Ethos: Excellence in Education) (Wellbeing: Culture and Environment)
- Staff training in highlighting Numeracy across the curriculum (Ethos: Excellence in Education)
- Standardised Screening tests as part of Entrance (Ethos: Excellence in Education) (Wellbeing: relationships)
- Standardised Testing as per Assessment Policy (Ethos: Excellence in Education, Equality, Care) (Wellbeing: Curriculum)
- Multi-sensory approach to subject teaching (Ethos: Excellence in Education, Care, Equality, Respect)
- Sharing of learning intentions / keywords (Ethos: Equality, Excellence in Education) (Wellbeing: Culture and Environment)
- Integration of digital technology into subject teaching (Ethos: Excellence in Education, Equality)
- Access to follow up diagnostic testing at school level (Ethos: Excellence in Education)
- Numeracy board (Ethos: Excellence in Education)
- Maths week (ethos: Excellence in Education)
- Cross-curricular Maths initiatives (Ethos: Excellence in Education)

Column 2
- SEN department referral (Ethos: Excellence in Education, Equality, Care) (Wellbeing: relationships)
- Small group withdrawal (Ethos: Excellence in Education)
- In-class teacher support (Ethos: Excellence in Education)
- LCA curriculum for 5th and 6th (Ethos: Excellence in Education)
- Pre-teaching mathematical terms (Ethos: Excellence in Education)
- SSPs
- Paired maths (Ethos: Excellence in Education)
- Multi-sensory activities (Ethos: Excellence in Education, Care)
- NCSE Level 2 Programme (Ethos: Excellence in Education, Equality, Care)
- Numeracy Ninjas Programme
- JC Level 2 Programme (Ethos: Excellence in Education, Equality, Care)

Column 3
- SSPs (Ethos: Excellence in Education, Care, Equality) (Wellbeing: relationships)
- Individual classes timetabled (Ethos: Excellence in Education, Care) (Wellbeing: relationships)
- Tailored maths initiatives (Ethos: Excellence in Education) (Wellbeing: relationships)
- Organisational skills (Ethos: Excellence in Education) (Wellbeing: relationships)
- Sequential development (Ethos: Excellence in Education) (Wellbeing: relationships)
- Scaffolding (Ethos: Excellence in Education) (Wellbeing: relationships)
- Pre-teaching class topics (Ethos: Excellence in Education)
- NCSE Level 3 Intervention (Ethos: Excellence in Education)
- 1 to 1 programme with member of SEN team (Ethos: Excellence in Education, Care)
- In-house multidisciplinary planning of support/ shared Student Support Plan (Ethos: Excellence in Education, Care) (Wellbeing: relationships)

- JC Level 2/Level 1 Programme (Ethos: Excellence in Education, Care)

- Pre-teaching of vocabulary (Ethos: Excellence in Education)
- Key word banks (Ethos: Excellence in Education)
- Numeracy links identified in all subject areas Differentiation for SEN referenced in all/some subject plans (Ethos: Excellence in Education, Care, Respect, Equality)
- Numeracy Ninjas Programme (Ethos: Excellence in Education)

- SSPs (Ethos: Excellence in Education, Care, Equality) (Wellbeing: relationships)
- Access (shared/full) to SNA Support Collaboration with outside agencies e.g. Occupational Therapist / HSE (Ethos:Community, Care) (Wellbeing: relationships)
- Teachers using auditory system for students with hearing impairment (Ethos: Excellence in Education, Care, Equality) (Wellbeing: relationships)
- Additional teacher in PE classes for students with mobility impairment (Ethos:

- Additional toilet and changing facilities with space for wheelchairs (Ethos: Care, Equality) (Wellbeing: relationships)
- Computer typing skills program used for those with laptops (Ethos: Excellence in Education) (Wellbeing: relationships)
- Quiet/Sensory room (Ethos: Excellence in Education, Care)
- Sensory breaks (Ethos: Excellence in Education, Care)
- Movement breaks (Ethos: Excellence in Education, Care) (Wellbeing: relationships)
- Comfort Audio Device (Ethos: Excellence in Education) (Wellbeing: relationships)
- Stress balls (Ethos: Care) (Wellbeing: relationships)
- Fidgets (Ethos: Care) (Wellbeing: relationships)
- Weighted blanket (Ethos: Care) (Wellbeing:

10- Physical and/or Sensory

- Annual audit of sensory and physical environment (Ethos: Excellence in Education, Care) (Wellbeing: relationships)
- Primary school liaison prior to enrolment (Ethos: Community) (Wellbeing: relationships)
- Building is fully accessible with lifts and ramps (Ethos: Care, Excellence in Education)
- Corridors are suitably wide (Ethos: Excellence in Education)
- Building is clean and safe (Ethos: Care, Respect)
- School Sanctuary room open to all (Ethos: Care, Respect)
- Range of modern PE equipment (Ethos: Excellence in Education)

	relationships) - **SSPs (Ethos: Excellence in Education, Care, Equality) (Wellbeing: relationships)**	Excellence in Education, Care) **(Wellbeing: relationships)** -Sloping boards (Ethos: Care) **(Wellbeing: relationships)** -Heathfield chairs (Ethos: Care) **(Wellbeing: relationships)** - Sensory rocking chairs (Ethos: Care) **(Wellbeing: relationships)** -Sensory diets (Ethos: Care) **(Wellbeing: relationships)** - SSPs (Ethos: Excellence in Education, Care, Equality) **(Wellbeing: relationships)** - NCSE Level 3 Intervention - 1 to 1 programme with member of SEN team (Ethos: Excellence in Education, Care, Equality) - In-house multidisciplinary planning of support/ shared Student Support Plan (Ethos: Excellence in Education) **(Wellbeing: relationships)**
11- Exceptional Ability	- Differentiated Learning (Excellence in Education) - Collaborative Projects: Encourage teamwork with mixed abilities, where gifted students can develop leadership (Excellence in Education) - Create cross-curricular activities that allow students to apply their knowledge and skills creatively(Excellence in Education)	- Identify talented students to represent the school in competitions like science fairs, debating contests, Junk Kouture, F1 in schools (Excellence in Education) - Workshops with Experts: Host guest speakers & workshops in fields like science, engineering, arts, or literature. (Excellent in Education, Community) - Offer workshops on skills like public speaking, creative writing, or digital	Independent Projects: Encourage them to pursue independent research, creative projects, or entrepreneurial endeavours, with support from a teacher (Excellence in Education) - Offer early access to higher-level courses or
	- Appropriate seating plans (Ethos: Excellence in Education) (Wellbeing: relationships) - Space for quiet time (Ethos: Excellence in Education, Care, Respect) - Multi-sensory teaching approaches encouraged (Ethos: Excellence in Education, Respect, Equality, Care) - Quiet room – open to all with presenting needs (Ethos: Excellence in Education, Respect, Equality, Care) - Whole staff CPD/overview from relevant professionals (Ethos: Excellence in Education)		

- examination options. (Excellence in Education)
- Develop a student support file with input from students, parents, and teachers, focusing on their unique strengths and interests. (Excellence in Education, Equality, Care) (Wellbeing: Curriculum)
- Facilitate access to funding for unique educational opportunities, such as specialised training programs. (Excellence in Education)

- design aimed at groups with high potential. (Excellence in Education, Equality)
- Cambridge Assessment (Excellence in Education

- Co-Creating Success criteria (Excellence in Education) (Wellbeing: Culture and Environment)
- Provide all students with access to online learning platforms such as Teams and digital resources for independent exploration. (Excellence in Education, Ethos)
- Peer-Led Activities: Allow gifted students to design or lead certain activities, promoting leadership and collaboration across all abilities. (Excellence in Education, Equality)
- Celebrate their unique contributions through awards, assemblies, or publication in the local paper, social media platforms, boosting confidence and motivation. (Respect, Excellence in Education)

12- Medical

- GP/ HSE external monitoring (Ethos: Care) (Wellbeing: relationships)
- Access (shared/full) to SNA Support (Ethos: Care, Community) (Wellbeing: relationships)
- NCSE Level 3 Intervention (Ethos: Excellence in Education, Care, Equality)
- 1 to 1 programme with member of SEN team (Ethos: Excellence in Education, Care) (Wellbeing: relationships)
- In-house multidisciplinary planning of support/ shared

- Identified staff administer medication as directed by GP. (Ethos: Care) (Wellbeing: relationships)
- Blood sugars monitored/ support for student using new technology for Type 1 Diabetes (Ethos: Care) (Wellbeing: relationships)
- Care Plan in place (Ethos: Care) (Wellbeing: relationships)
- List of trained First Aiders in the school (Ethos: Care) (Wellbeing: relationships)

- Identified staff to all to administer general first aid and monitor for signs of illness. (Ethos: Care) (Wellbeing: relationships)
- Relevant training provided to all staff where needed (Ethos: Care) (Wellbeing: relationships)
- Overview of needs delivered to whole staff upon (Ethos: Care) (Wellbeing: relationships)
- Upskilling/further training reviewed every year (Ethos: Care) (Wellbeing: relationships)

Student Support Plan (Ethos: Excellence in Education)
(Wellbeing: relationships)
- Regular Liaison with family/medical team/ hospital tutor/Home Tuition tutor
(Ethos: Community)
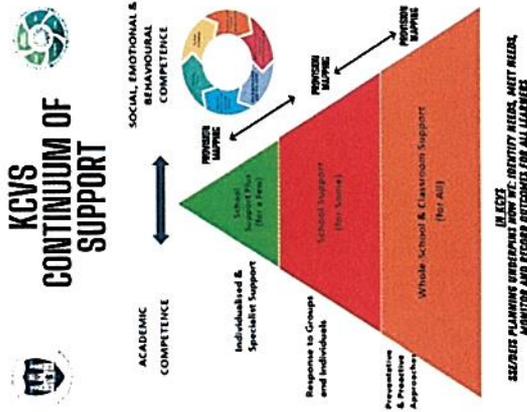(Wellbeing: relationships)

Appendix 3   SSF Cycle

Early September- Handover meeting-
New SSP and Class student gather further information by completing formal and informal assessments

Late September- SSP targets are formulated from the data gathered by Students SEN Team. A draft SSP is written and sent home for parent's approval. SSP is finalised and plan is put into action

SSF CYCLE

January/February- SSP is received at an SSP Meeting and amended if necessary

May- End of Year gathering information by completing formal and informal assessments to inform progress and SSP Review

Jun- Final SSP Review Meeting and Priority Learning Goals for next academic year are agreed with parents

APPENDIX 4

Co-Teaching in KCVS

Mission Statement

We Aim:

- To provide all our students with the best possible education in a caring, disciplined and affirming environment.
- To develop the personal, academic and spiritual potential of each student.
- To foster a sense of self-esteem, honesty and respect among all the members of our school community.
- To create on-going opportunities for staff and parents which will enable them to understand their role as educators.
- To provide a welcoming environment for parents where they are partners in the education of their children.

KCVS
CONTINUUM OF
SUPPORT

ACADEMIC COMPETENCE

SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

Individualised & Specialist Support — School Support Plus (for a Few)

Response to Groups and Individuals — School Support (for Some)

Prevention & Proactive Approaches — Whole-School & Classroom Support (for All)

PROVISION MAPPING

IN KCVS
SEE/RLES PLANNING DEVELOPMENT ROT. IDENTIFY NEEDS, MEET NEEDS, MONITOR AND RECORD OUTCOMES FOR ALL LEARNERS

Definition of Co-Teaching:

Co-teaching is two or more people sharing responsibility for teaching all the students assigned to a classroom. It involves the distribution of responsibility among teachers for planning, instruction and evaluation for a classroom of students.

Co-teaching is the recommended strategy by the NCSE in targeting students who are both above and below average abilities. Staff establish trust, develop and work on communication, share the workload, celebrate student success and work together creatively to overcome inevitable challenges and problems.

*This policy was drawn up by Senior Management and our AENCO in consultation with and ratified by the Board of Management and circulated to staff. It is also available for parents/guardians on the school's website.

Inclusivity:

Creating an inclusive school environment is essential to the ethos of our school. An inclusive school environment reflects values and affirms linguistic, ethnic and cultural diversity.

"Inclusion is now increasingly seen as a process designed to increase the engagement of each child and young person in their learning, build the capacity of all schools and settings to create welcoming cultures and communities"

DES 2024 "Reflections on Inclusion in the Irish Education System"

The Department of Education and Skills recognises that it is important that schools have policies and procedures in place that promote and facilitate the inclusion of all children. The employment of Co-Teaching takes the stigma away from any one student and provides a better learning and teaching environment for all.

Our Co-Teaching model in KCVS is one method of providing an inclusive educational placement for all students. Co-Teaching is effective for students with a variety of instructional needs, including English language learners, children with disabilities, and gifted children.

- Some Co-Teaching support is pre-set on the Timetable. The Co-teacher will be attached to one class for the year. This is aimed at supporting classes who require Special Education teaching hours. They may require temporary support or who have high achieving grades.
- Some Co-Teaching support can be applied for. Teachers who are interested in having Co-Teaching support in their classes submit a "teacher support request form" (Appendix 1) to the Principal, who will liaise with the AENCO and Senior Leadership Team to distribute Co-Teaching hours where the greatest student need is identified working in line with the Continuum of Support through our Provision Map.
- The application form is available twice in the academic year- May & June.
- Some Co-Teaching may have set periods on their timetable but will not be attached to the same class for the entire year. They will do a block of time in one class and move to another where there is a greater need, e.g. during 1st year induction, CBAs, Exam prep etc.
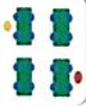
Guidelines for teachers involved in Co-teaching in KCVS

- Both teachers are equal in their positions as class teachers.

- Both teachers fill out the Co-Teaching template with roles and responsibilities clearly identified. (Appendix 4)

- The lead teacher (the timetabled teacher) takes lead responsibility for all students in the classroom, in terms of completing evaluations. The Co-teacher will take joint responsibility in planning the lesson and delivering the lesson and will assist with assessment and evaluation.

- It is important to note that the teacher applying for Co-Teaching is responsible for completing evaluations and reporting.

- Roles and Responsibilities must be clearly defined in the planning stage and be understood and respected by both parties. (Appendix 3)

- Both teachers must be on time for class and remain in the classroom for the duration of the lesson.

- Both teachers draw up their monthly plan (Appendix 3) and reflect on their Co-Teaching experience through the monthly Evaluation sheet (Appendix 2)

- All preparations e.g. photocopying must be completed in advance of the lesson.

- Teachers are asked to liaise with our AENCO, Aaron Fogarty for information and updates regarding students with AEN and their needs and also for further CPD/TPL opportunities.

- Both teachers will be responsible for endeavours to meet targets set out for individual students with additional educational needs and for uploading their observations of these students as well as progress being made by students on a monthly basis through our individual classroom supports plans (CSP) on OneNote.

Models of Team Teaching

Models of Team Teaching

Station Teaching

- Heavily dependent on personnel
- Teachers divide the responsibility of planning and instruction
- Clear learning focus is important
- Pupils rotate from stations, either on the same day or on the next day of team teaching. With younger pupils they often rotate within the same day but older pupils might rotate over the duration of a week.
- Professional engagement
- Increased instructional intensity and individualization
- Assessment critical for teachers to identify learning achieved

Lead and Support Teaching

- 'Lead' teacher can take on role of the 'support' teacher and vice versa
- All pupils have access to the same curriculum and interventions are integrated
- Shared language and experience which makes collaboration easier and allows both teachers to be aware of the progress of pupils
- All pupils can access both teachers as required, teachers are not assigned to pupils
- Various forms of assessment can be done by the lead teacher, support, teacher or both teachers

Parallel Teaching

- Teachers teach the **same content** to two groups of pupils in the same **physical space**, a significant advantage being a reduced pupil-teacher ratio
- Suitable at all class levels

Alternative Teaching
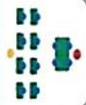
- One teacher manages the large group while the other teacher delivers an alternative lesson, or the same lesson with alternate materials or approaches, to a small group of pupils for a specific instructional purpose
- The smaller pupil-teacher ratio benefits the pupils when they are learning

Teaming Teaching

- Both teachers are responsible for planning and they share the instruction of all pupils.
- The lessons are taught by both teachers who actively engage in conversation, not lecture to encourage discussion by pupils.
- Both teachers are actively involved in the management of the lesson and behaviour management.
- Sometimes used along with another model of co-teaching, for example comprehension strategy, problem solving, mental maths. Each teacher has an active and equal role

SUPPORT FROM SCHOOL:
- Ongoing Professional development for staff
- Mentoring with our AENCO

- Time for face to face interaction, time to plan, share and reflect with colleagues during school hours including lunch & learn.
- Scheduled evaluation of process with Principal and AENCO
- Planning templates for staff
- Time to set pupil expectations at the beginning and throughout the year
- Visits to co-taught classrooms to become familiar with other co-teachers and practices they employ through our Buddy Pod system
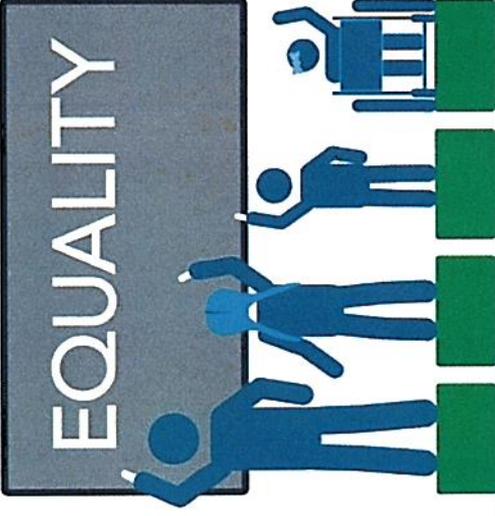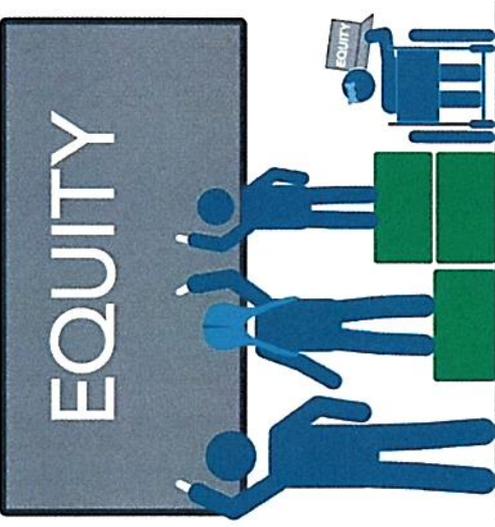- Co-teaching planner booklet

Equity is whe[re] [eve]ry student
has what they [nee]d to succeed.

EQUALITY

EQUITY

Appendices

KCVS Co-Teaching Support Request Form

School Year: _____

1. Teacher Information

- Full Name: _____
- Subject(s) Taught: _____
- Year Group(s): _____

2. Co-Teaching Support Request Details

- Reason for Requesting Co-Teaching Support (Check all that apply):

  ☐ High number of students with additional learning needs

  ☐ Classroom management support

  ☐ Differentiation for mixed-ability students

  ☐ Support for English as an Additional Language (EAL) students

  ☐ New or unfamiliar curriculum content

  ☐ Other (please specify): _____

- Briefly describe the challenges you are facing in your classroom:

- How do you think a co-teacher could support your class?

Preferred Co-Teaching Model (if applicable):

☐ One Teach, One Assist
☐ Parallel Teaching
☐ Station Teaching
☐ Alternative Teaching
☐ Team Teaching
☐ No preference

3. Additional Information

- Are there specific days/times when co-teaching support is most needed?

- Is there a specific teacher you would like to work with? (Optional)

4. Approval & Signatures

Requesting Teacher's Signature: _____   **Date:** _____

AENCO/Principal Approval:
☐ Approved ☐ Not Approved

Comments: _____ **Date:** _____

Signature: _____

KCVS Monthly Co-Teaching Evaluation Form

Month/Year: _____

1. Teacher Information

- **Subject Teacher:** _____
- **Co-Teacher:** _____
- **Class/Year Group:** _____

2. Co-Teaching Effectiveness

- Which **co-teaching models** were used this month? (Check all that apply)

  ☐ One Teach, One Assist

  ☐ Parallel Teaching

  ☐ Station Teaching

☐ Alternative Teaching

☐ Team Teaching

- How effectively did the co-teaching approach support student learning?

☐ Excellent ☐ Good ☐ Satisfactory ☐ Needs Improvement

- What worked well in your co-teaching collaboration?

- What challenges did you experience this month?

3. Student Progress & Learning Outcomes

- Were student learning targets met?

☐ Yes, fully ☐ Partially ☐ No

- Which strategies were most effective in meeting student needs?

☐ Differentiated instruction (UDL Approach)

☐ Small group support

☐ Talk Moves

☐ BFL strategies

☐ Other: _____

- What additional support or adjustments are needed to improve student outcomes?

4. Teacher Collaboration & Reflection

- How well did the teachers communicate and plan together?

☐ Excellent ☐ Good ☐ Needs Improvement

- What professional development or resources would help improve co-teaching effectiveness?

5. Next Steps & Action Plan for the Upcoming Month

- Adjustments to teaching strategies:

- Additional resources/support needed:

- Other comments:

Subject Teacher's Signature: _____ **Date:** _____

Co-Teacher's Signature: _____ **Date:** _____

Appendix 3:

KCVS Monthly Planning Template:

Year Group	Students	Area of Need	UDL Strategies	
Week	Co-Teaching Goal/Targets	Topics	Responsibilities	Reflections
Week 1				
Week 2				

Week 3			
Week 4			

Example Monthly Planning Template

1st Year	AB, BC, CD	ASD, Dyslexia, ODD	ICT, group work, movement breaks	
Week	Co-Teaching Goal/Targets	Topics	Responsibilities	Reflections
Week 1	e.g Identify individual student needs and supports	Outline of lessons, content and skills	Lead teacher: Deliver lesson, Co-teacher: Assist & Targeted support	Any adjustments or observations
Week 2	e.g. Implement targeted	Detailed co-planning for	Lead teacher: Manage	Progress on targets &

	strategies for support	differentiated instruction	evaluation, Co-Teacher: Collaboration on preparing materials	potential challenges
Week 3	e.g. Monitor individual student progress	Plan engaging activities to foster inclusivity	Both teachers ensure that all instructional materials are adapted to accommodate the needs of students with diverse learning styles and additional educational	Feedback on student outcomes and behaviours
Week 4	e.g. Evaluate the success of the month strategies	Reflection-based improvements for upcoming lessons	Joint analysis of assessments	Final evaluation and next steps

Appendix 4

Planning for Co-teaching

Questions?	Teacher A (Mainstream?)	Teacher B (Support?)	Together
Content:			
Who plans the lessons? Who has responsibility for selecting lesson content, aims, objectives etc?			
Who has responsibility for evaluation, reformulation of objectives etc?			
Who writes up the lesson plans/evaluations?			
Who marks the copies?			
Who sets exam papers?			
Who marks exams?			
Who teaches the main group?			
Who teachers the 'target' group?			
Who corrects homework?			
Other?			
Classroom & materials:			
Who defines the area within which people work?			
Who looks after materials?			
Who stores materials?			
From what Department's budget are materials bought?			

Who adapts materials for pupils for whom they are unsuitable?			
Other?			
Classroom Management:			
Who has responsibility for discipline?			
Who will monitor attendance, punctuality, uniform, detention etc?			
Who will liaise with the tutor, Year Head, Deputy Principal, Principal etc?			
Who will go to the Parent/Teacher meetings?			
Who will meet parents and other professionals who call?			
Who will organise the class into groups etc?			
Who decides the classroom rules: noise, movement, neatness, etc?			
Who decides on classroom routines?			
Other?			

Co-Teaching Partner Checklist

Co-teaching partners have:

Discussed and understood the definition of co-teaching.	
Discussed and identified preferred co-teaching model.	
Discussed and shared understandings with regard to students with Special Educational	

Needs (SEN) and expectations in relation to accommodations, and instructional needs.	
Shared, discussed, and identified shared roles and responsibilities.	
Discussed perceptions of a shared classroom.	
Shared and discussed similar beliefs and how to resolve differences if they arise.	
Shared the potential strengths and differences each teacher brings to the co-teaching dynamic.	

Shared and discussed perceptions on the following topics:

Classroom rules _____

Assessment _____

Disciplinary issues _____

Parent contact _____

Classroom routines _____

Homework _____

Physical environment of classroom _____

Teacher style or preference _____

Other

Gairm Scoil na Cathrach
Sráid Nua
Cill Chainnigh

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Ratification of KCVS Inclusion Policy

Ratification:

This Policy was ratified by B.O.M Kilkenny City Vocational School on 03rd November 2025

Signed: _[signature]_   Date: 03/11/25

BOM - 03/11/2025

KCVS Inclusion Policy

Signed: **Principal**   _[signature]_

Chairperson BOM   _[signature]_