

Coláiste Mhuire Eas Géitine



Additional Educational Needs (AEN) / Special Educational Needs (SEN) Policy

Ratified June 2026



Additional Educational Needs (AEN) / Special Educational Needs (SEN) Policy

Abbreviations

AEN	Additional Educational Needs
AENT	Additional Educational Needs Team
NCSE	National Council for Special Education
NEPs	National Educational Psychological Service
RACE	Reasonable Accommodations for Certified Exams
SEC	State Exams Commission
DARE	Disability Access Route to Education
EAL	English as an Additional Language

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1. Introduction

This policy outlines the provision for students with Additional Educational Needs (AEN) in Coláiste Mhuire Askeaton. It reflects Department of Education guidelines and the school's Inclusion Policy, promoting an inclusive, student-centred approach to teaching, learning and wellbeing.

It is grounded in a whole-school approach to inclusion, ensuring that all students can access, participate in and benefit from education, in line with the Education Act (1998) and the EPSEN Act (2004).

2. Mission and Ethos

Coláiste Mhuire is a co-educational, multi-denominational post-primary school under the patronage of Limerick and Clare Education and Training Board (LCETB). The school is guided by the ETBI Patrons' Framework on Ethos, underpinned by the values of Excellence in Education, Care, Equality, Community and Respect.

The school promotes an inclusive culture where diversity is valued and every student is supported to reach their full potential academically, socially and emotionally.

3. Scope

This policy applies to all students enrolled in the school, including those with Additional Educational Needs, Special Educational Needs, English as an Additional Language (EAL), and those identified as exceptionally able.

4. Rationale

This policy provides a framework for the identification of needs, planning, provision and review of supports for students with AEN. It ensures consistency, transparency and accountability in the use of resources and supports the school's commitment to inclusive education.

5. Legislative Framework

This policy is informed by the following legislation:

- Education Act (1998)
- Education Welfare Act (2000)
- Equal Status Act (2000)
- EPSEN Act (2004)
- Disability Act (2005)
- Education (Admissions to Schools) Act (2018)
- Data Protection Act (2018)

6. Key Supporting Publications to inform Practice in Coláiste Mhuire

NCSE Guidelines for Post-Primary Schools: Supporting Young People with SEN (2024)

Provides a framework for inclusive education, co-teaching and the effective deployment of Special Education Teaching resources.

How This Informs Practice in Coláiste Mhuire

- Supports the implementation of Circular 0064/2024.
- Reinforces co-teaching and inclusive classroom practices.
- Guides the work of the AEN Core Team and student support planning.

Looking at Our School 2022 (LAOS)

Quality framework for school self-evaluation, school improvement and effective leadership.

How This Informs Practice in Coláiste Mhuire

- Supports School Self-Evaluation and improvement planning.
- Provides a benchmark for effective teaching, learning and leadership.
- Encourages reflective practice and student voice.

NEPS Continuum of Support

Provides a graduated framework for identifying and responding to students' academic, social, emotional and behavioural needs.

How This Informs Practice in Coláiste Mhuire

- Supports early intervention and targeted supports.
- Guides Student Support Teams and AEN planning.
- Informs evidence-based decision making and referrals.

Wellbeing Policy Statement and Framework for Practice

Promotes a whole-school approach to student wellbeing, belonging and participation.

How This Informs Practice in Coláiste Mhuire

- Supports Junior Cycle Wellbeing provision.
- Underpins the work of the Care Team and Guidance Department.
- Promotes positive relationships, attendance and student engagement.

Autism Good Practice Guidance for Schools

Provides practical guidance on supporting autistic students through inclusive and neuro-affirmative practices.

How This Informs Practice in Coláiste Mhuire

- Supports the Special Class and inclusive school practices.
- Encourages regulation-focused and sensory-aware supports.
- Promotes consistency of approach across the school.

NCSE Relate

Promotes a relationship-based and neuro-affirmative approach to behaviour, viewing behaviour as a form of communication and emphasising the principle of Regulate, Relate, Reason.

How This Informs Practice in Coláiste Mhuire

- Supports Behaviour for Learning and restorative practice.
- Reinforces inclusive and wellbeing-focused approaches.
- Complements Bí Cineálta and student support structures.
- Encourages understanding behaviour through the lens of regulation, relationships and student need.

These publications provide a coherent evidence-based framework that informs teaching, learning, wellbeing, inclusion and student support practices in Coláiste Mhuire. Together, they support the school's commitment to providing an inclusive, caring and student-centred learning environment where all students are supported to participate, belong and achieve success.

7. Other Relevant Policies *Required. (Approved / Review / Draft)*

Policies				
Admissions Policy	Administration of Medicine Policy	AI/Acceptable Usage Policy	Bí Cineálta	Assessment Policy
Behaviours of Concern Policy	Child Protection/Safeguarding Policy	Code of Positive Behaviour	Critical Incident Policy	Data Protection Policy
Health and Safety Policy	Homework Policy	Internet Acceptable Use Policy	Intimate Care Policy	One to One Teaching Policy
Pastoral Care Policy	Relationships and Sexuality (RSE) Policy	School Trips Policy	Social Media Policy	SPHE/Wellbeing Policy
Student Support Policy and Procedures	Substance Misuse Policy	Teaching, Learning and Assessment Policy	Wellbeing Policy and Procedures	Whole School Guidance Plan and Programme

8. School Context

Coláiste Mhuire is a co-educational, multi-denominational post-primary school under the patronage of Limerick and Clare Education and Training Board (LCETB). The School has an average enrolment of under 300 students (2025/26)

On average the school's annual "AEN Review of Needs" would identify 17% of students with a diagnosed additional education need with a further 6% of students with no formal outside diagnosis identified as needing support based on observations and assessments in school.

AEN REVIEW OF NEEDS 2025_26											
<i>Students with reports, are available in the office. Differentiation sheets for these students are also available on the server in staff shared in the 'LS staff info' folder. Additional information on disabilities is also available on staff shared or in your AEN guide</i>											
FIRST NAME	SURNAME	CODE	YEAR	DIAGNOSIS	MEDICAL	NOTES	SUBJECTS/AREA OF NEED	Assistive Technology	Irish exemption	SNA Access	Continuum
			2	SLD-Dyslexia			Literacy & Numeracy.	Yes / No	Yes / No	Yes/NO	Whole School/Classroom, School Support, School Support plus
								No	No	No	Whole School/Classroom

AEN Review of Needs/Audit log example

Allocation:

The Special Education Teacher (SET) allocation for the 2025/26 school year (*Circular 0005/2025*)

For mainstream classes:

SET Hours (Rounded)	SET Post	Effective date
127.5	5.8	1 st September 2025

The allocated SET hours for 2025/26 school year are calculated as follows, please refer to **circular 0005/2025** for further details:

Enrolment	Education Profile Literacy	Education Profile Numeracy	Educational Disadvantage	Total (Rounded)
18.69	52.07	47.20	8.53	127.5

The following temporary SET resources were allocated:

Temporary SET Hours	Temporary SET Posts	Effective date
12.5	0.6	6 th January 2025

Special Class Provision:

Coláiste Mhuire established a Special Class provision for students with Autism Spectrum Disorder (ASD) and Neurodevelopmental Behavioural Support Needs (NBSS) in the 2023/24 school year, with the allocation increasing to **1.5 SET Posts** for 2025/26, reflecting the school's commitment to providing targeted, needs-based supports in line with Department of Education guidance on inclusive practice and special educational provision.

Special Needs Assistants:

An allocation of 5 Special Needs Assistants (SNAs), comprising four full-time and two part-time positions, who provide care and access supports for students with additional needs across both the mainstream setting and the Special Class provision.

Circular 0032/2026 clarifies the role of the SNA in supporting students with special educational needs to attend, participate in and be included in all aspects of school life. In Coláiste Mhuire the primary responsibility of the SNA is to assist students with identified core care and support needs, while promoting their independence, wellbeing and engagement in learning. Working as part of a collaborative whole-school team, SNAs support students with areas such as personal care, mobility, communication, emotional regulation, transitions and participation in school activities. Under the direction of the Principal and teaching staff, SNAs contribute to the implementation and review of Student Support Plans, support students to access learning opportunities and foster positive relationships, confidence and independence. While teachers retain primary responsibility for teaching and learning, our SNAs play a vital role in ensuring that students can successfully access the curriculum and participate as fully as possible in the life of the school.

Allocating SNA access & Operation

SNA	Primary Group / Year	SNA 1–3 remain predominantly attached to their assigned groups. SNA 1–3 rotate into Group D in a balanced manner across the week. When SNA 1–3 rotate into Group D, either SNA 4 or SNA 5 rotates to cover their primary group. Morning supervision links directly to the P1–3 Group D allocation. Rotations occur in 3-period blocks to support continuity.
SNA 1	First Years - Group A	
SNA 2	Second Years - Group B	
SNA 3	Third Years - Group C	
SNA 4	Cuimsitheach - Group D	
SNA 5		

Weekly Rotation Example

Day	Block	Group A	Group B	Group C	Group D
Monday	P1–3	SNA 4	SNA 2	SNA 3	SNA 1 & SNA 5
	P4–6	SNA 1	SNA 2	SNA 3	SNA 4 & SNA 5
	P7–9	SNA 1	SNA 2	SNA 3	SNA 4 & SNA 5
Tuesday	P1–3	SNA 1	SNA 5	SNA 3	SNA 2 & SNA 4
	P4–6	SNA 1	SNA 2	SNA 3	SNA 4 & SNA 5
	P7–9	SNA 1	SNA 2	SNA 3	SNA 4 & SNA 5
Wednesday	P1–3	SNA 1	SNA 2	SNA 4	SNA 3 & SNA 5
	P4–6	SNA 1	SNA 2	SNA 3	SNA 4 & SNA 5
	P7–9	SNA 1	SNA 2	SNA 3	SNA 4 & SNA 5
Thursday	P1–3	SNA 1	SNA 2	SNA 3	SNA 4 & SNA 5
	P4–6	SNA 5	SNA 2	SNA 3	SNA 1 & SNA 4
	P7–9	SNA 1	SNA 4	SNA 3	SNA 2 & SNA 5
Friday	P1–3	SNA 1	SNA 2	SNA 3	SNA 4 & SNA 5
	P4–6	SNA 1	SNA 2	SNA 5	SNA 3 & SNA 4

Sample daily timetable

SNA Timetables 2026/27										
MONDAY										
First Years (A)		Second Years (B)		Third Years (C)		Transition Year (E)	Cuimsitheach (D)		Notes	
Aodh	Nessan	Conn	Fiachra	Brid	Caomhín		Room 08			
08:30 to 09:00		Before School Student Support (10:50 - 11:10)							SNA 1 - Mainstream Support	
AM	08:50 - 09:30					S.K	SNA	Teacher / PLU	SNA 2 & SNA 3 to take break from 10:30 to 10:45	
		Ms. SNA 4	Ms. SNA 2	Ms. SNA 3	Ms. SNA 5		Ms. SNA 1			
	09:30 - 10:10					S.K	Ms. SNA 1			
		Ms. SNA 4	Ms. SNA 2	Ms. SNA 3	Ms. SNA 5		Ms. SNA 1			
	10:10 - 10:50					S.K	Ms. SNA 1			
		Ms. SNA 4	Ms. SNA 2 *	Ms. SNA 3 *	Ms. SNA 5					
Break Student Support (10:50 - 11:10)										SNA 2 - Mainstream Support SNA 3 - Room 8 Support
MID	11:10 - 11:50					S.K	Ms. SNA 4		SNA 1 & SNA 5 to take Lunch together or separate from 12:35 to 13:10 OR 13:50 to 14:25	
		Ms. SNA 1	Ms. SNA 2	Ms. SNA 3	Ms. SNA 5		Ms. SNA 4			
	11:50 - 12:30					S.K	Ms. SNA 4			
		Ms. SNA 1	Ms. SNA 2	Ms. SNA 3	Ms. SNA 5		Ms. SNA 4			
	12:30 - 13:10					S.K	Ms. SNA 4			
		Ms. SNA 1	Ms. SNA 2	Ms. SNA 3	Ms. SNA 5					
Lunch Student Support (13:10 - 13:45)										SNA 1 - Mainstream Support SNA 4 - Room 8 Support
PM	13:45 - 14:25					S.K	Ms. SNA 4		All SNA's to support at the end of the school day assisting students with organisation, transitions, emotional regulation, safe departure arrangements, & ensuring students are supported appropriately as they leave the school environment.	
		Ms. SNA 1	Ms. SNA 2	Ms. SNA 3	Ms. SNA 5		Ms. SNA 4			
	14:25 - 15:05					S.K	Ms. SNA 4			
		Ms. SNA 1	Ms. SNA 2	Ms. SNA 3	Ms. SNA 5		Ms. SNA 4			
	15:05 - 15:55					S.K	Ms. SNA 4			
		Ms. SNA 1	Ms. SNA 2	Ms. SNA 3	Ms. SNA 5					
End of Day Student Support (15:45 to 15:55)										

One of the two SNA's emplaced in Cuimsitheach (Room 08) will have responsibility to assist AS students accessing mainstream classes, in accompanying to classes.

Supervision Rotation

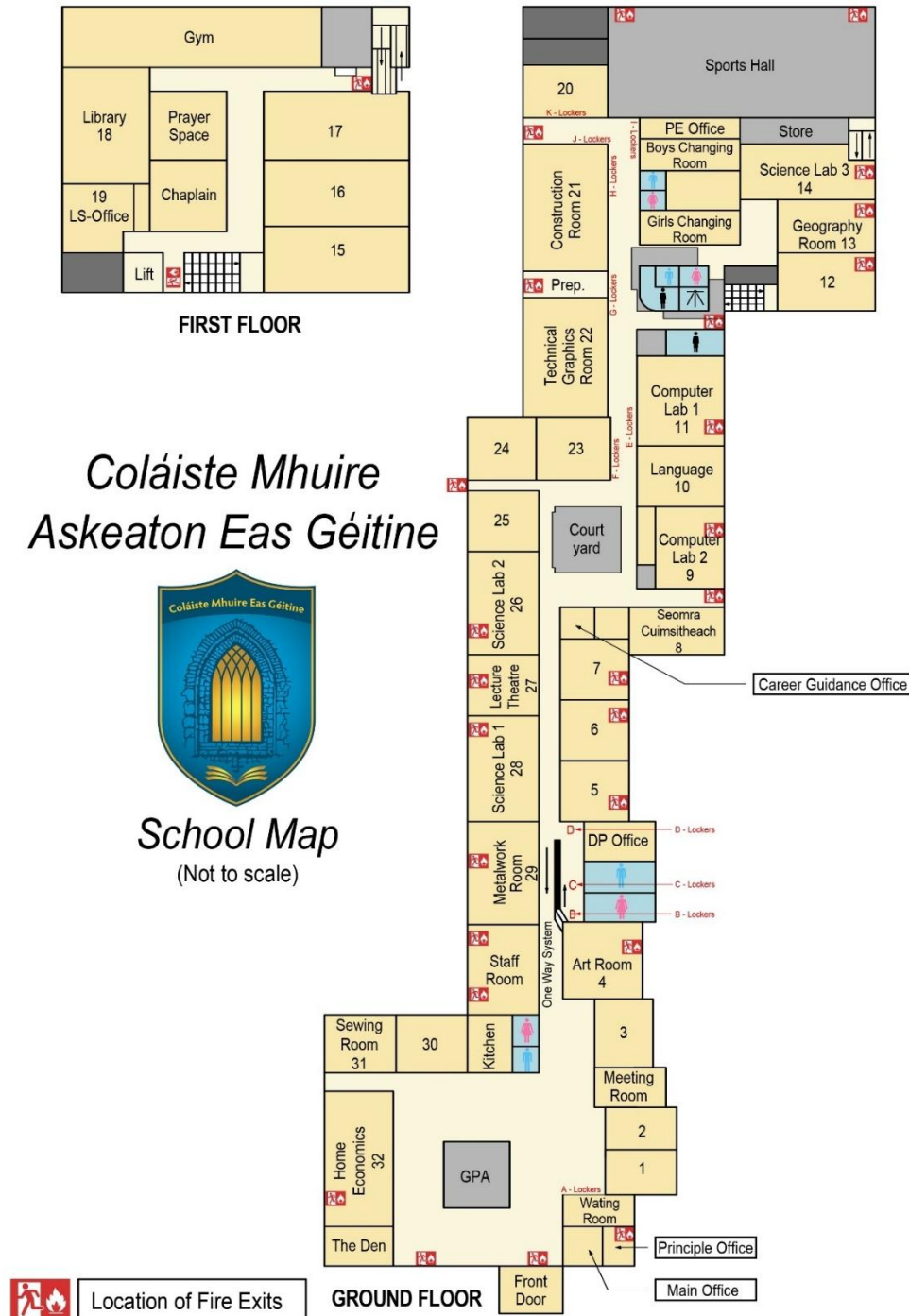
Day	Morning Supervision	P1-3 Group D Allocation
Monday	SNA 1	SNA 1 joins Group D
Tuesday	SNA 2	SNA 2 joins Group D
Wednesday	SNA 3	SNA 3 joins Group D
Thursday	SNA 4	SNA 4 in Group D
Friday	SNA 5	SNA 5 in Group D

Day	Break	Lunch Duty
Monday	SNA 2 & SNA 3	SNA 1 & SNA 4
Tuesday	SNA 1 & SNA 4	SNA 2 & SNA 5
Wednesday	SNA 2 & SNA 5	SNA 3 & SNA 4
Thursday	SNA 3 & SNA 4	
Friday	SNA 1 & SNA 5	

The Schools physical infrastructure consists of a mainly single storey building and two-storey extension with appropriate access provided, 1 Special Class with sensory space, 15 general classrooms, 1 resource room, 1 toilet with wheelchair access, 1 Woodwork Technology room, 1 Engineering room, 1 Art Room, 3 Science Labs, 1 Home-Economics Room, 1 DCG room, 2 Computer Rooms, PE Hall including gym.



School Map
(Not to scale)



Programmes:

The following programmes are offered in the School:

- Junior Cycle (JC & JCSA)
- Transition Year (TY)
- Leaving Certificate Applied (LCA) (*should demand arise*)
- Leaving Certificate / Senior Cycle
- Level 1 & 2 Learning Programmes (*when the need arises at Junior & Senior Cycle*)

Level 1 & 2 Learning Programmes

In line with the principles of inclusion and the Continuum of Support, Coláiste Mhuire will first consider whether a student can access the Level 3 curriculum with appropriate supports before determining that Level 2 or Level 1 is the most suitable pathway. As a general rule:

Programme	Typical Student Profile
Level 1 Learning Programme	<i>Students with moderate to profound GLD and very significant support needs</i>
Level 2 Learning Programme	<i>Students with significant cognitive and adaptive functioning difficulties, typically in the mild GLD range</i>
Level 3 Junior Cycle (with supports)	<i>Most students with SEN, including many students with ASD, ADHD, Dyslexia, DCD, Emotional/Behavioural Needs</i>

Decisions regarding programme placement are evidence-based and informed by a comprehensive assessment of the student's educational needs, strengths, and capacity to access the curriculum.

9. Inclusion

At Coláiste Mhuire, inclusion means that every student is welcomed, valued, and supported to participate fully in school life. It is about creating an environment where diversity is respected and where all students-regardless of ability, background, language, or identity-can learn, grow, and thrive together. Inclusion involves removing barriers to learning and participation, promoting equity, and ensuring that all members of the school community feel a sense of belonging. It is a whole-school commitment to fairness, respect, and opportunity for all.

This commitment to inclusion is reflected in and supported by key whole-school policies and practices, including the Bí Cineálta Policy, Wellbeing Policy, the Whole School Guidance Plan, and the school's School Self-Evaluation (SSE) priorities e.g. Student Voice 2022/2025 & Using UDL 2025/2026, all of which promote student participation, wellbeing, equity, and positive educational outcomes for every learner.

Descriptors of Inclusive Provision in Our School:

Area	Description
Inclusive Education System	We welcome and value all students. Diversity-including neurodiversity-is respected. Barriers to learning and participation are identified and removed to enable every student's engagement.
Inclusive School Culture	Inclusion is a shared responsibility. All students should feel they belong, are respected, and are active members of the school community. This is reflected in policies, relationships, and everyday practices.
Collaboration	Staff, students, families, and professionals work together to support learning and wellbeing. The Principal leads this process, supported by the special education team. Collaboration includes planning, reviewing, and improving inclusive practices.
Wellbeing	Wellbeing is central to education. It is supported through positive relationships, inclusive teaching, and a caring school environment. Every student should have at least one trusted adult in the school who understands their strengths and needs.
Engagement and Participation	Students are involved in decisions about their learning and support. Their participation is enabled and respected. They help set learning goals and monitor their own progress.
Student-Centred and Needs-Based	Support is tailored to each student's needs, which may change over time. The Continuum of Support ensures that help is provided in a responsive way and at the right level-from classroom strategies to more intensive individual support.
Evidence-Informed Practice	Support is based on what works and evidence of what works. Teachers use a range of assessments and observations to understand students' strengths and needs. Supports, approaches and strategies are informed by students' profiles of strengths, needs and interests. Progress is monitored and reviewed, and plans are adjusted as needed.
Governance and Accountability	Special education resources are used only for their intended purpose. The Board of Management and Principal ensure that support is properly planned, delivered, monitored, reviewed and recorded.

10. Self-Evaluation (SSE) priorities:

At Coláiste Mhuire we use the School Self-Evaluation (SSE) process and the Looking at Our School (LAOS) framework alongside the provision mapping process and toolkit to inform our School Improvement Plan (SIP).

Provision mapping (*Appendix A*) allows us to review current supports, identify areas for development, and set measurable targets for all students, including those with Additional Educational Needs (AEN). The toolkit supports us in tracking interventions and outcomes, ensuring that our improvement planning is strategic, inclusive, and focused on enhancing teaching, learning, and student wellbeing across the school.

In our school we are currently in Year 2 of the third cycle of School Self Evaluation planning (2023-2026)

This School Improvement Plan prioritises the implementation of Universal Design for Learning (UDL) as a key approach to supporting Additional Educational Needs (AEN) across the school. This inclusive framework will provide multiple means of engagement, representation, and assessment to ensure that all students can access and participate meaningfully in learning. A strong digital learning and SEN/AEN focus will further support differentiated teaching practices, student wellbeing, and improved educational outcomes for learners with diverse needs.

School Improvement Plan (SIP)	Targets	Actions
Towards Reflection 2018/2019	☐ To share Learning Intentions ☐ To share Success Criteria ☐ To use the 3 W's as a method for reflection	☒ Use the guidelines provided in The Language of Reflection booklet. ☒ To incorporate the reflection model in the student journal during classroom based reflection.
Student Voice 2022/2025	☐ To increase the gathering of student voice on their understanding of teaching and learning policies ☐ Compare students' understanding of CMA's targeted methodologies from previous SIP (Pre Covid Senior cycle and Post Covid Junior Cycle) ☐ To analyse teacher responses on teaching methodologies and student voice.	☒ To find champions of active teaching methodologies, reflection tools and technology in our school to in-service in September 2025 at staff meetings and pop-up work shops. ☒ All of the above will be carried out under the umbrella of the Universal Design for Learning which is the focus of curriculum leaders this year. ☒ To reactivate some of the targets from previous SIPs
Using UDL 2025/2026	☐ By May 2026, all subject departments will have reviewed and updated their subject plans to explicitly embed UDL principles, ensuring that schemes of work include strategies for accessibility, differentiation, and learner engagement ☐ By December 2025, students will have structured opportunities in every subject area to reflect on their learning and contribute feedback, with at least 75% of students reporting in surveys that they feel their voice is valued and that they can show their learning in multiple ways ☐ By June 2026, at least 80% of teachers will regularly use ICT tools to provide multiple means of representation, engagement, and expression, as evidenced by teacher self-reports, classroom observations, and student feedback	☒ To work as a subject department on plans at department meetings ☒ To use the UDL strategies in the classroom ☒ To allow for student voice in the classroom on how they like to learn ☒ To upskill staff on ICT ☒ To provide effective ICT tools

11. Principles of AEN Provision

Special Education Teacher (SET) resources in Coláiste Mhuire are strategically deployed within an inclusive, evidence-based framework grounded in the Continuum of Support, problem-solving approach, student and parent participation, and accountability

Principle	What it means	Evidence in our School
Inclusive Education	All students welcomed and supported	Mixed-ability classes, co-teaching, inclusive policies
Collaboration	Whole-school partnership	SST meetings, AEN Core Team meetings, parent engagement
Wellbeing	Focus on belonging	Wellbeing programmes, SPHE
Student-Centred	Needs-based approach	Individual support plans
Evidence-Based	Use of data and assessment	Standardised testing, monitoring
Accountability	Proper use of resources	Provision mapping and review

12. Continuum of Support

Coláiste Mhuire uses the Continuum of Support framework set out by the Department of Education to assist in identifying and responding to pupils' needs. This framework recognises that additional educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that pupils require different levels of support depending on their identified educational 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.

The Continuum of Support framework is used to identify and respond to student needs.



Level of Support	What is it?
Support for Few	<i>Intensive, individualised support for students with significant and enduring needs. Requires input from SETs and other specialist staff. Involves close collaboration and regular review.</i>
Support for Some	<i>Targeted support for small groups or individuals with emerging needs. Delivered by Special Education Teachers (SETs). Focuses on specific skill development and early intervention.</i>
Support for All (Whole School & Subject Classroom Support)	<i>Universal, preventative, and proactive strategies for all students. Led by subject teachers who identify and respond to early concerns. Focuses on inclusive teaching, wellbeing, and collaboration.</i>

See Appendix B: Continuum of Support Toolkit for Teachers

13. Identification of Needs

Coláiste Mhuire uses a broad range of evidence-informed approaches to identify and respond to students' needs, including:

- Parent/guardian information and consultation
- Information from previous schools and external professionals, where appropriate
- Monitoring of attendance, participation, engagement, wellbeing, behaviour, and response to interventions over time
- External reports (e.g., NEPS)
- Standardised testing (e.g., CAT4, NGRT)
- Student Support Files (Appendix F) and Education Passports
- Teacher observations
- Classroom-based assessments
- AEN Referral Form
- Student voice and student views
- Student Support Team referrals (*Student Support Team Referral Form, Appendix G*)

This information is collated and reviewed by the AEN Core Team, with recommendations for supports, interventions, and levels of provision made collaboratively by the AEN and Autism Class (AS) Coordinators.

The key actions and processes followed to effectively and efficiently deploy special education teaching support across the Continuum of Support is illustrated below.



14. Roles and Responsibilities

Key individuals and teams contribute to a whole-school approach to inclusive education in Coláiste Mhuire. This shared responsibility across the school community-leaders, teachers, support staff, students, and families-in creating an environment where all students are valued, supported, and enabled to thrive in line with their potential and aligned to the SET Guidelines

Role	Summary Key Responsibilities
Board of Management	Ensures policy implementation and resource allocation
Principal	Leads inclusive practice
AEN Core Team	Coordinates supports and planning
Subject Teachers	Differentiate teaching and monitor progress
SNAs	Provide care support
Parents	Engage in planning and review
Students	Participate in their learning

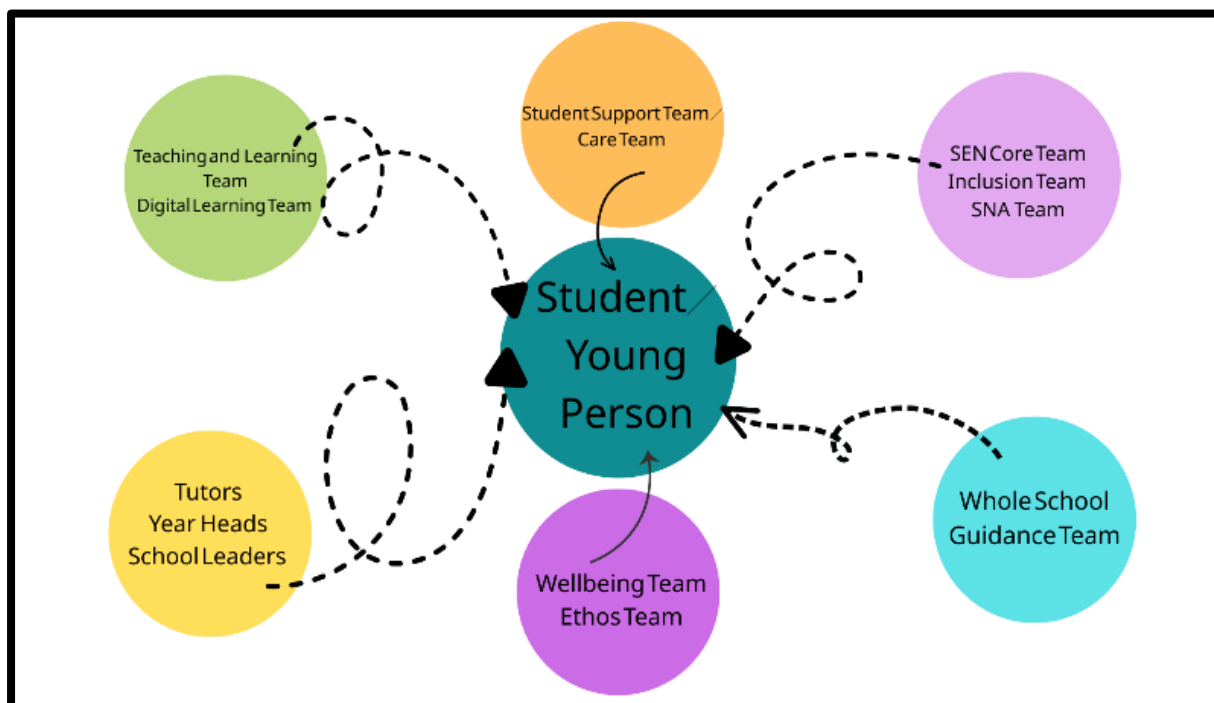
Role	Key Responsibilities
Board of Management	• Holds ultimate responsibility for inclusive education in line with legislation (e.g., Education Act 1998). • Ensures AEN resources are used solely for students with AEN, including in team teaching/co-teaching. • Oversees development, implementation, and review of inclusion related policies. • Ensures equitable access, publishes Whole School Inclusion Policy, reviews curriculum, and makes reasonable accommodations. • Promotes awareness of inclusion among staff and students. • Manages grants, staffing, and resources; receives annual confirmation from principal on AEN resource use. • Supports School Self-Evaluation (SSE) using frameworks like <i>Looking at Our School</i> and <i>SSE Guidelines</i>.
Principal	• Leads development of an inclusive school culture and ensures implementation/review of inclusive policies. • Oversees deployment of AEN resources, prioritising students with greatest needs. • Establishes and manages the additional education core teaching team, delegating planning and resource allocation. This may include a designated AENCO role. • Leads whole-school assessment and screening; ensures effective transition from feeder schools. • Facilitates Teacher Professional Learning (TPL) and encourages postgraduate study for SETs. • Ensures systems and facilities are in place for sharing information, collaboration with parents, students, and professionals. • Maintains and updates School Provision Plan and oversees the maintenance Student Support Files. • Oversees timetabling across the continuum of support.
Subject Teacher	• Creates inclusive classrooms for all students, incorporating information provided by the SET team. • Adopts Universal Design for Learning (UDL) and differentiation in teaching, materials, and assessment.

Role	Key Responsibilities
	• Collaborates with special education team for planning and supports (e.g., team teaching). • Monitors student progress, identifies needs, and reviews support plans. • Forwards referrals to the AEN Core Team through the AEN Referral Form. • Engages in ongoing professional development for inclusive education. • Shares relevant information with AEN team and parents/students and contributes to support files/plans. • Foster and develop positive relationships with students.
Core Additional Education Teaching Team <i>(Mainstream SET and Special Class)</i>	• Established by the Principal to ensure high-quality, needs-based AEN support across mainstream and special class provision. • Leadership roles such as AENCOs and Special Class Coordinators can be agreed with school leaders and shared among staff with relevant experience and professional development, ensuring responsibilities are distributed to prevent overload. • Collaboration with school leaders on whole school approaches to inclusion. • Dedicated to providing additional teaching supports for students with AEN, including those accessing support in special classes. • Oversees whole school procedures for the selection and placement of students at different levels of the CoS. • Ensures students with greatest needs receive support from most qualified teachers. • Leads planning, coordination, delivery, and review of AEN supports • Leads assessment/screening testing and information gathering. • Maintains Student Support Files and School Provision Plan. • Collaborates with subject teachers and delivers targeted small-group interventions. • Collaborates with outside agencies. • Supports transitions and ensures continuity of support.
Special Education Teacher (SET)	• Delivers additional teaching supports in mainstream and small-group/individual settings. • Collaborates with subject teachers for inclusive classroom practices. • Collaboration with students and families. • Plans and implements evidence-informed interventions tailored to individual needs. • Maintains Student Support Files and contributes to School Provision Plan. • Supports curriculum access (e.g., Level 1/2 Learning Programmes, LCA). • Participates in transition planning for students. • Engages in professional development. • Works as part of the core AEN team for planning and review. • Collaborates with outside agencies.
Behaviour for Learning (BfL) Teacher <i>(Previously Care Team)</i>	• Works with identified students individually or in small groups on BfL programmes. • Addresses social, emotional, behavioural, and academic needs. • Promotes positive behaviour school-wide and supports staff with challenging behaviour.

Role	Key Responsibilities
Special Needs Assistant (SNA) <i>(The role of the SNA Circular 0032/2026)</i>	• Collaborates regularly with AEN Coordinator. • As outlined in Circular 0032/2026. • Support students' identified care needs. • Promote independence, wellbeing and inclusion. • Support communication, regulation and social development. • Facilitate students' access to learning and participation in school life under the direction of teachers. • Assist with transitions, supervision and daily routines. • Contribute to Student Support Planning and review. • Collaborate with teachers, parents and relevant professionals. • Uphold the dignity, rights and confidentiality of students.
Student	• Central to support delivery; empowered to take responsibility for learning and behaviour. • Participates in and benefits from education; contributes to positive school atmosphere. • Can voice opinions via Student Council (or other forum/group) • Develops self-awareness and help-seeking skills through Wellbeing, SPHE, RE, CSPE. • Encouraged to approach any staff member with concerns.
Parent/Guardian	• Plays a pivotal role in child's development and attitude to school. • Supports school policies and inclusion plan. • Communicates with SET team and attends meetings. • Participates in development/review of relevant policies. • Engages in school life and Parents' Association activities.
Inclusion Lead <i>(AENCO / ASCO / AP. Established Aug. 2026)</i>	• Leads Inclusion Team and coordinates support for students with additional needs. • Develops and maintains the school provision map. • Embeds inclusive practices in teaching, learning, and assessment. • Collaborates with LCETB Inclusion Coordinator. • Monitors and evaluates impact of interventions.
Inclusion Team	• Led by Inclusion Lead; may include SETs, SNAs, Guidance Counsellors, DEIS Coordinators, Year Heads, Subject teachers, student, parent, SCP, HSCL, school leader. • Plans and delivers targeted supports. • Engages in collaborative planning and review. • Promotes inclusive classroom practices. • Ensures effective use of resources. • Fosters student-centred culture and self-advocacy.
Student Support Team (SST)	• Multidisciplinary team coordinating support for students with diverse needs. • Meets regularly to discuss welfare, learning, and behaviour. • Uses structured referral process for early identification/intervention. • Develops tailored support plans, liaises with external agencies, and monitors progress. • Fosters an inclusive environment for all students.
Programme Coordinator	• Reviews access to differentiated and inclusive curricula (inclusive system/culture). • Collaborating with staff, students, and families (whole school responsibility).

Role	Key Responsibilities
	- Monitoring student progress and profiling with student voice (problem-solving, engagement). - Maintaining records and accountability (governance). - Using evidence-informed approaches to adjust teaching and programme content (evidence-informed practice).
Guidance Counsellor	- Aware of students with assessed educational needs - Coordinate the School assessment of incoming First Years - Advise on appropriate subject and programme choice - Advise if a reduced curriculum is being considered - Investigate and advise on appropriate Third Level options - Assist in the DARE process - Enable the student to continue learning in adult life
Chaplain	- Promotes the wellbeing, inclusion, and sense of belonging of students with AEN - Provides pastoral, emotional, and spiritual support to students as needed - Works collaboratively with the AEN team, staff, and families to support student needs - Encourages and supports meaningful participation in school and faith life - Contributes to a caring and inclusive whole-school environment

All these roles share responsibility for inclusive education through a collaborative, whole-school approach that supports early identification, coordinated planning, and responsive, student-centred interventions in line with the NEPS Continuum of Support.



15. Types of Support

The following section outlines the main types of support available within our school in line with the Guidelines for Post-Primary Schools Supporting Young People with Special Educational Needs in Mainstream Classes.

The planning and deployment of resources (the types of support) is allocated based on need.

Special Education Teaching (SET) allocations operate alongside other additional supports to provide a coherent, inclusive, and student-centred approach to provision. Responsibility for the allocation and organisation of supports rests with the Principal, informed by the recommendations of the AEN Core Team, through the Continuum of Support and problem-solving process.

Subject teachers, SET teachers, and special class teachers work collaboratively, under the direction of the Senior Leadership Team and the guidance of the AEN Core Team, which is informed by identified student needs and Student Support Plans to ensure supports are implemented in the best interests of each learner.

In addition to mainstream supports, the school's special class provision offers intensive, targeted support for students enrolled in the class; while also facilitating opportunities for reverse inclusion/integration, whereby mainstream students may access learning and sensory spaces as required. Careful collaborative planning between subject teachers and special class teachers supports students' academic, sensory, social, emotional, and non-academic development.

Type of Support	What is it?	Purpose
Co-Teaching*	The SET and class/subject teacher jointly plan and deliver lessons to the whole class.	Promotes inclusive practice by using two teachers' expertise; may involve lead & assist, parallel or station teaching.
One-to-One (Individual)	Direct teaching or support provided to a single student by a SET, usually outside the mainstream classroom or in the special class.	For students with significant or complex needs requiring highly individualised instruction.
Small Group Support	Teaching or support delivered to a small group (typically 2–6) with similar learning needs outside of the main classroom or in the special class.	Targets specific skills (e.g., literacy, numeracy, social skills) while encouraging peer interaction.
In-Class Support	The SET or Special Class teacher works within the mainstream classroom, supporting students during regular lessons or inclusion of students from the special class in regular lessons.	Helps students access the curriculum with tailored support like differentiation or scaffolding.
Special Class Provision	Special class teachers, SETs, subject teachers and SNAs support students in our special class who will engage with learning for some or all their	For students with significant or complex needs requiring highly individualised instruction and who are enrolled in the special class, or who

Type of Support	What is it?	Purpose
	school day in a small group environment.	have a need which can be met by flexible and planned reverse inclusion.
SNA Support	SNAs work closely with subject teachers, SETs and special class teachers to support primary and secondary care needs of students in regular lessons, individual and small-group support or in the special class.	Students with primary and secondary care needs receive additional support either in regular classes, individual or small-group support or in the special class. SNA allocations are connected to specific students in the school.

* There are six recognised models of co-teaching. These include: One Teach, One Assist; One Teach, One Observe; Station Teaching; Parallel Teaching; Alternative Teaching; and Team Teaching. In the Irish post-primary context, the terms *co-teaching* and *team teaching* are often used interchangeably, though interpretations and implementation may vary between schools.

* **Withdrawal support is a distinct intervention model and should not be considered or recorded as co-teaching, as co-teaching involves collaborative in-class instruction delivered jointly by the subject teacher and SET teacher within the mainstream classroom environment.**

* **Regardless of the model, the focus is on collaborative, inclusive teaching that supports all learners.**

16. Co-Teaching

Co-teaching promotes inclusive practice by enabling students with additional educational needs to access the curriculum alongside their peers in their mainstream classroom. In line with Circular 0064/2024, the Guidelines for Post-Primary Schools: Supporting Young People with Special Educational Needs (2024), and the NCSE Relate Framework, co-teaching facilitates the provision of targeted support within the learning environment while maintaining high expectations, participation, belonging and engagement for all students.

It allows teachers to combine their expertise, differentiate instruction, provide timely interventions, and respond flexibly to learner needs without unnecessarily removing students from valuable classroom experiences. Co-teaching therefore supports a strengths-based, inclusive approach that seeks to minimise barriers to learning and maximise student outcomes.

Management Support

School management supports the implementation of co-teaching as an inclusive approach to teaching and learning. Where practicable, management will facilitate co-teaching through timetabling arrangements, access to professional learning, and the allocation of available teaching resources. Management will promote a collaborative culture that supports shared responsibility for all learners.

Teacher Planning Responsibilities

Planning for co-teaching forms part of the professional duties of all teachers engaged in this practice. Consistent with the Teaching Council's Code of Professional Conduct and Department of Education guidance, teachers are expected to plan, prepare, review, and evaluate learning experiences for all students within their classes.

Co-teaching planning should be embedded within existing teacher planning processes and professional collaboration time. Teachers are expected to engage in ongoing communication regarding learning intentions, teaching approaches, differentiation strategies, assessment practices, and the respective roles of each teacher within the co-taught setting.

Collaborative Planning Practices

Effective co-teaching requires purposeful and ongoing collaboration between teachers. Co-teaching partners should establish agreed approaches to lesson planning, classroom organisation, assessment, student support, and evaluation of learning outcomes.

Planning should be informed by available student information, including Student Support Files, Student Support Plans, and other relevant educational information. Teachers are encouraged to utilise the Co-Teaching Planning Templates contained in the Appendix H of this policy to support collaborative planning and reflection on practice.

It is suggested that planning discussions should focus on:

- Learning intentions and success criteria;
- Differentiation and Universal Design for Learning (UDL) approaches;
- Assessment and monitoring of student progress;
- Allocation of teaching roles and responsibilities;
- Selection of appropriate co-teaching models;
- Review and refinement of practice based on student need.

Co-Teaching Models

The six collaborative co-teaching models provide flexible ways for teachers to work together, allowing them to respond to student strengths, needs and learning preferences while promoting inclusion, participation and access to the curriculum. Effective co-teaching enables teachers to combine their expertise, differentiate instruction, increase student engagement and provide targeted support without removing students from their peers. The choice of model should be guided by the intended learning outcomes, the needs of students and the nature of the lesson.



MODELS OF CO-TEACHING

Six collaborative approaches to maximise learning and support all students.

1 ONE TEACH, ONE OBSERVE

Where one teacher leads the lesson while the other teacher observes their partner teacher and/or the students.



2 ONE TEACH, ONE SUPPORT

Places one teacher in the lead role and the other teacher acts as a support for students in the classroom. The type of support provided will depend on the lesson and students' needs.



3 ALTERNATIVE TEACHING

Provides for one teacher leading the lesson with a larger group while the other teacher engages with a smaller group, perhaps with alternate material, according to their needs.



4 STATION TEACHING

Allows teachers to facilitate project work or group processes among students working in groups. Teachers can rotate around the groups providing specific instruction while some groups work independently.



5 PARALLEL TEACHING

Provides for the splitting of a class into two possibly evenly sized diverse groups within the classroom to maximise participation. Each teacher leads the instruction with one group delivering the same content simultaneously.



6 TEAM TEACHING

Involves two teachers sharing responsibility for the class equally. While their roles may change over the course of a lesson, both teachers are centrally involved in facilitating the learning in the lesson.



Collaborate. Support. Inspire. Achieve Together.



17. Assessment and Monitoring

Assessment and monitoring of students with Additional Educational Needs (AEN) is an ongoing, collaborative, and evidence-informed process guided by the NEPS Continuum of Support and the Guidelines for Post-Primary Schools Supporting Young People with Special Educational Needs in Mainstream Classes.

A range of assessment approaches is used to identify strengths, priority learning needs, and appropriate supports, including formal testing, standardised assessments, classroom-based assessments, teacher observation, and ongoing monitoring of student engagement, participation, wellbeing, and progress.

Student progress is regularly reviewed through Student Support Plans (*Appendix 6*), which outline identified needs, targets, interventions, and responses to support. Monitoring and review are informed through collaboration between subject teachers (*AEN Referral Form – Appendix 7*), SET teachers, the AEN Core Team, students, parents/guardians, and external professionals where appropriate.

Parent-teacher-student meetings, formal reports, and ongoing communication with families form an important part of this review process and support a shared understanding of student progress and next steps.

Assessment information is used to guide teaching and learning approaches, inform interventions, support differentiated practice, and ensure that supports remain responsive to the evolving needs of each learner.

18. Supporting Transitions

Supporting transitions is essential to ensuring continuity of learning and wellbeing for students with special educational needs/additional educational needs as they move between educational settings and within the school. In Coláiste Mhuire we strive to support this in several ways.

Focus Area	Key Actions
Early Planning	Begin transition planning early through collaboration with feeder schools and NCSE SENOs. AENCO and ASCO undertake feeder school visits in May of each year.
Information Sharing	Share Student Support Files, Education Passports, and relevant records to inform planning are scanned and added to students support folders.
Student & Family Engagement	Involve students, parents/guardians, and external professionals to ensure person-centred planning. AENCO and ASCO
Coordination	AENCO's, SETs, ASCO, guidance counsellors and school leaders coordinate supports and liaise with primary schools and school-leaver services as required.
Continuity of Support	Maintain consistent supports across key transitions, including Junior to Senior Cycle.
Phased Transitions	Use gradual, flexible and carefully planned approaches for students with complex needs, involving multidisciplinary input.

The school collaborates with parents, students and external agencies such as NEPS and NCSE to support all transitions.

19. Psychometric and Standardised Assessments

At Coláiste Mhuire psychometric and standardised assessments are used to support students' educational, emotional, and vocational development. These assessments include ability, attainment, and diagnostic tests, administered by appropriately qualified staff in line with Circular 0058/2019.

Testing is available across all year groups and is guided by informed consent by parents and informed assent by students, clear communication, and constructive feedback. Data are shared responsibly and stored securely, with staff receiving ongoing training and supervision. These practices help ensure that assessments are used effectively to inform teaching, support planning, and guide students in their future choices.

See Appendix C.

20. English as an Additional Language (EAL) Provision & Inclusive Support for International Students

Coláiste Mhuire is dedicated to supporting students who use English as an Additional Language (EAL), ensuring they can fully engage with school life and learning. EAL provision is embedded within our inclusive, whole-school approach, promoting diversity, equity, and student participation.

In line with current national guidance;

- Coláiste Mhuire recognises an EAL learner as any student whose home language differs from the language of instruction in school, including students born in Ireland and Traveller students who speak Cant, Gammon or Shelta.
- An EAL need is identified through assessment of English language proficiency rather than nationality, ethnicity or length of time in Ireland.
- Students identified as requiring EAL support are to be assessed using the NCCA EAL Assessment Toolkit and their proficiency benchmarked against the Common European Framework of Reference for Languages (CEFR).
- Progress is monitored through consideration of both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

Coláiste Mhuire includes EAL provision within its Whole School Inclusion Policy as students learning English may also present with Additional Educational Needs (AEN). While EAL teaching hours are allocated separately from the Special Education Teaching (SET) allocation, close collaboration between an EAL Coordinator*, AEN Core Team, SET teachers, Special Class staff and mainstream teachers is essential to ensure a coordinated and inclusive approach to supporting learners.

** An EAL Coordinator may form part of the school's AEN Core Team and support the identification, assessment, monitoring and review of EAL provision.*

Further details regarding roles, assessment tools and support strategies are outlined in Appendix D.

21. Irish Exemptions

Some students may be eligible for an exemption from studying Irish under specific criteria set out by the Department of Education and Youth, as outlined in Circular 0055/2022. These criteria include factors such as a student's age and educational background, or the presence of certain special or additional educational needs supported by gathered evidence. In Coláiste Mhuire decisions are made in line with the circular and are fully documented. Further details on the exemption process can be found in Appendix E.

Not all students who hold an exemption from the study of Irish have identified additional educational needs. Where a student does not require targeted support interventions, they will be expected to engage in purposeful educational activities, including supervised study, independent learning, reading, homework completion, research, project work, or other curriculum-related tasks.

Where appropriate and subject to available resources, during Irish class periods students with an identified additional educational need may at times access Special Educational Teaching, literacy or numeracy interventions, study skills programmes, organisational support, wellbeing supports, English language support, or other targeted interventions identified through the Continuum of Support.

The school recognises the value of early intervention and prioritises the provision of alternative educational activities and support interventions for Junior Cycle students. This approach aims to maximise the impact of early intervention and support students in developing the academic, organisational and learning skills necessary for successful engagement in post-primary education.

22. Review of Policy

This policy will be reviewed every two years or as required.

*and at end of next
Academic year.*

Signed: M. Hargrave
(Chairperson of Board of Management)

Date: 18/6/26

*MAA
HTH*

Signed: [Signature]
(Principal)

Date: 18/6/26

Appendices

Appendix A: Provision Map Example, *Managing Reluctant Behaviour and School Avoidance Behaviour*

The following table incorporates detailed actions, structured according to the **Continuum of Support** framework for managing reluctant attendance and school avoidance behaviour.

It is based on the following documents:

1. *Supporting your Child when they are Reluctant to Attend School: Guidance for Parents and Guardians of Post-Primary School Children*. Dublin: Department of Education (National Educational Psychological Service)
2. *Managing Reluctant Attendance and School Avoidance Behaviour: A Good Practice Guide for Post-Primary Schools*. Dublin: Department of Education (National Educational Psychological Service).

Environmental check list and Appendices mentioned are from these documents

Support for all	Support for Some	Support for Few
Wellbeing Promotion: Implementing a whole-school approach focusing on Culture & Environment, Relationships, Curriculum, and Policy & Planning	Early Intervention: Holding meetings between the school and parents as soon as early signs of reluctance (distress, frequent lateness, unexplained absences) emerge	Highly Individualised Support: Providing intensive, targeted interventions for students with enduring needs that significantly impact school participation
Preventative Classroom Practice: Using the Learning Environment Checklist to identify and implement proactive strategies that create safe, predictable learning spaces	Key School Contact: Appointing a designated staff member (e.g., Year Head, Guidance Counsellor) to act as a bridge between the student, family, and staff	Gradual Return to School: Implementing a structured, stepped plan (e.g., starting with meeting a staff member in the car park or attending for a few hours) to re-establish attendance
Predictability and Routine: Establishing clear, consistent routines, classroom rules, and rewards to reduce anxiety for all students	Comprehensive Information Gathering: Using standard checklists (Appendix A) and student-voice tools (Appendix B) to understand specific barriers and the student's views	Referral to External Services: Facilitating referrals to the Educational Welfare Service (EWS) if a student is absent for more than 20 days
Staff Capacity Building: Providing staff training on trauma-informed approaches, stress management, and resilience-building programs like 'Friends Resilience'	Student Support Plan: Creating a recorded plan in the Student Support File that includes practical strategies, such as the use of "break cards" or "early leave" cards to manage sensory needs	Clinical Referrals: Advising parents to consult a GP for possible CAMHS referral if the student has moderate to severe mental health needs
Anti-Bullying & Transitions: Maintaining robust anti-bullying procedures and effective transition programs for students entering or moving through the school	Targeted Skill Teaching: Directly teaching the student self-regulation , coping strategies, problem-solving, and social skills during support time	Interagency Collaboration: Participating in interagency forums, such as a ' Meitheal ' process, to coordinate support from multiple external services
NEPS Consultation (System-level): Seeking psychologist advice on whole-school wellbeing and evidence-based approaches	Classroom Differentiation: Adjusting academic, social, or sensory demands (e.g., avoiding reading aloud in class or providing movement breaks)	Direct Specialist Involvement: Engaging the NEPS psychologist directly with the student and parents to review progress and identify specialist strategies

Appendix B: Continuum of Support Toolkit for Teachers

Subject Classroom Support

Support for ALL

This level of support is the **foundation of the Continuum of Support** and applies to **all students** in mainstream classrooms. It focuses on **inclusive, high-quality teaching and learning** practices that benefit every learner, including those with additional educational needs (AEN).

Key Features:

- **Responsibility of the Subject Teacher:** Subject teachers are central to this level of support. They are responsible for creating inclusive learning environments and adapting teaching strategies to meet diverse needs.
- **Universal Design for Learning (UDL):** Teaching is guided by UDL principles, which promote flexible approaches to instruction, assessment, and engagement to support all learners.
- **Differentiation:** Teachers differentiate content, process, product, and learning environment to ensure accessibility and challenge for all students.
- **Collaborative Practice:** Subject teachers work closely with the special education team, year heads, and student support teams to identify and respond to emerging needs.
- **Monitoring and Review:** Teachers observe and monitor student progress, using formative assessment and feedback to inform teaching and identify students who may need additional support.
- **Early Intervention:** If concerns arise, teachers initiate the **Problem-Solving Process**, gathering information and consulting with colleagues to determine appropriate next steps.
- **Documentation:** Notes and observations may be recorded to support future planning and referral to School Support–Some if needed.

This level is about **proactive, inclusive teaching** that ensures all students are supported from the outset.

School Support – Some

This level of support is for students whose needs are **more persistent or complex** than can be addressed through Subject Classroom Support–All. It involves **targeted, additional teaching and learning support**, typically delivered by **special education teachers**.

Key Features:

- **Activated when classroom-level supports are insufficient** and the student is not making expected progress.
- **Collaborative approach** involving:
 - Subject teachers
 - Special education teaching team
 - Parents/guardians
 - The student
 - Possibly the Student Support Team

Process:

1. **Clarify Concerns:**
 - Use the **problem-solving process** to identify and understand the student's strengths and needs.
 - Gather information from assessments, observations, and consultations.
2. **Information Gathering:**
 - Includes formal/informal assessments, teacher observations, student and parent input, and screening tools.
 - May involve **individualised assessments** by special education teachers.
3. **Plan Interventions:**
 - Based on identified **priority learning needs**.

- Interventions may include:
 - **Team teaching**
 - **Small group instruction**
 - **Individualised support**
- Interventions are **evidence-informed** and tailored to the student's strengths and interests.
- 4. **Develop a Student Support Plan:**
 - Includes **SMART targets** aligned to the student's needs.
 - One special education teacher takes the lead in coordinating the plan.
- 5. **Monitor and Review:**
 - Regularly assess the student's **response to intervention**.
 - Adjust targets or strategies as needed.
 - Decide whether to:
 - Continue at this level,
 - Step down to Subject Classroom Support–All, or
 - Escalate to **School Support Few** if needs are not met.

School Support – Few

This level of support is for **young people with the greatest level of need**, including those with **significant and enduring special educational needs**, or those who **have not responded** to interventions at the School Support–Some level.

Key Features:

- **Highly individualised and intensive support** tailored to the student's strengths, interests, and needs.
- Focus on **quality educational and skills-based interventions** to promote:
 - Independence
 - Engagement
 - Social-emotional development
 - Personal care
 - Success in learning and school life

Process:

1. **Identification of Needs:**
 - Holistic and collaborative assessment across multiple domains:
 - Literacy and numeracy
 - Social and emotional regulation
 - Executive functioning
 - Communication and language
 - Motor coordination and sensory needs
 - Independence and self-care
 - Involves subject teachers, special education teachers, parents/guardians, and the student.
 - May include input from **external professionals** (e.g. NEPS, SLTs, OTs, CAMHS).
2. **Student Support Plan:**
 - Developed collaboratively and led by a member of the special education teaching team.
 - Includes **SMART targets** and clearly defined roles for all involved.
 - Records evidence-informed interventions and response to intervention.
 - May include support from SNAs and external agencies.
3. **Flexible Delivery:**
 - Support may be provided through:
 - In-class team teaching
 - Small group or individual support
 - Adapted environments and curriculum
 - Curriculum adaptations are considered to maximise participation.
 -

4. **Monitoring and Review:**

- Regular review of progress and response to intervention.
- Targets are adjusted or new ones set based on collaborative evaluation.
- All updates are recorded in the **Student Support File**.

16 **Target Setting Using the Problem-Solving Process**

This section outlines how schools can set **effective learning targets** for students with special educational needs using a **structured, collaborative approach**.



Key Principles:

- Targets must be **aligned to the student's priority learning needs**, identified through the **problem-solving process**.
- Targets should be **SMART**:
 - **Specific**
 - **Measurable**
 - **Achievable**
 - **Realistic**
 - **Time-bound**

Steps in the Process:

1. Information Gathering:

- Use a mix of **formal and informal assessments**, including:
 - Screening tests
 - Observations
 - Curriculum-based assessments
 - Interviews
 - Teacher measures
 - Checklists
 - Ratings
 - Standardised tests
 - Consultation with parents, students, and professionals

2. **Collaborative Planning:**
 - Involves:
 - Subject teachers
 - Special education teachers
 - Parents/guardians
 - The student
 - SNAs and external professionals (where appropriate)
3. **Target Definition:**
 - A target is a **clear statement of a skill** the student is expected to develop through intervention.
 - Targets are based on the student's **strengths, interests, and developmental stage**.
4. **Monitoring and Review:**
 - Progress is tracked through the student's **response to intervention**.
 - Targets are **reviewed regularly** and adjusted as needed.
 - All updates are recorded in the **Student Support Plan** and **Student Support File**.

Appendix C: Psychometric and Standardised Testing

Overarching Principles and Definitions

In Coláiste Mhuire the Guidance Counsellors and AEN Coordinators/Teachers collaborate closely and adhere to the guidelines set out in Circular 0058/2019, Advice on the use of assessment instruments/tests for Guidance or for additional and special educational needs (AEN) in post-primary schools.

The circular details the types of tests administered in schools, and the most appropriately qualified staff to administer these tests.

Types of Assessment Instruments

Standardised ability tests are designed to be curriculum-independent and measure more enduring and long-term traits than the attainment of learning. They measure potential and what a student is capable of knowing rather than what is known.

Standardised attainment tests (sometimes referred to as achievement tests) measure what a student knows and can be used to assess, for example, students' knowledge and skills in literacy and numeracy, and to determine progress in these areas. On foot of information garnered from various assessment practices including ability and achievement tests, further information may be gathered through the administration of diagnostic tests to provide a more detailed view of a student's learning strengths and needs.

A diagnostic test is designed to provide specific information about a student's strengths and needs in some aspect of learning, for example, word identification skills or understanding of number concepts. In addition, guidance counsellors may use the outcomes of ability and interest tests to guide and to support students' decision-making regarding subject choice and senior-cycle programme options and to support their career development, including planning for higher education, further education and training, apprenticeships, or work.

Testing across the Continuum of Support

Insert a table here of what tests you use and when, per year group.

Access to testing is available to students at all levels of the continuum. Though our referrals system, we endeavour to identify emerging and presenting needs of our students and though additional testing, identify how we can support them further. Informed consent is sought before administering any tests, and the purpose of the test is clearly explained to students and parents/guardians.

Feedback

We ensure that appropriate, accurate and constructive feedback is provided in a timely fashion to students and parents by appropriately qualified personnel, for example, guidance counsellors or suitably qualified special education teachers. Students are provided with the opportunity to explore their assessment results in the context of the educational options available to them in the school and to inform their future educational and vocational development, career choices and decision making. Students and parents are also made aware of the limitations of the results of standardised tests during this discussion and the importance of other factors including the students' interests, talents and experiences, and information available from other sources.

Sharing of Data

The results of standardised tests are shared with other relevant members of school staff in order to plan effectively to meet the educational, emotional, and behavioural and wellbeing needs of the

students. It may also be necessary at times to share relevant information with external parties, such as NEPS, CAMHS and the Inspectorate for example, in accordance with the school's policies on standardised testing and data protection. We are mindful of the limitations of standardised tests when sharing results and the potential for students to acquire a label based on these results. When sharing results, we present them in a way that is clearly understood by the receiving party.

Storage & Retention

We are aware of and comply with our obligations relating to access to stored data under the Freedom of Information Act 1997, the Freedom of Information (Amendment) Act 2013, associated regulations, and the Data Protection Acts 1988 and 2003, and GDPR (2018).

Training & CPD for Staff

The administration of ability tests in our school is restricted to appropriately qualified personnel who have been specifically trained in specialised psychometric testing, including the selection and administration of such assessment instruments, interpretation of assessment results, scoring and feedback. Typically, in the case of psychometric instruments of general ability (and individually administered achievement tests), our qualified guidance counsellors or teachers of special education with appropriate qualifications administer these specific tests. We continue to engage in on-going training and continuing professional development, where available.

Some assessments, such as standardised group achievement tests, can be administered by subject teachers, under the supervision of a suitably qualified person (Circular 0058/2019). We check in advance with the test publisher on the specific qualifications required for each instrument used. In the case where a test is being administered by a teacher who is not yet suitably qualified, we offer peer-to-peer supervision at school level and at cross-college level through our WWETB Guidance Counsellors Community of Practice. We are cognisant that the results of these tests may have implications for applications for Irish Exemptions, RACE and DARE, and so ensure that robust supervision processes are in place.

In addition, AENCOs/SETs, and Guidance Counsellors are encouraged by our Senior Leadership team to engage in WWETB's Communities of Practice (each have their own group), attend all relevant CPD pertaining to testing, keep up to date with circulars and registers which list appropriate testing instruments and seek membership of any professional associations.

Appendix D: EAL Provision

EAL Provision

Coláiste Mhuire is committed to supporting students who use English as an Additional Language (EAL) in achieving their full potential. EAL provision is embedded within our inclusive whole-school framework and reflects the values of diversity, equity, and student voice.

Key Principles

- Inclusivity: Affirming linguistic, ethnic, and cultural diversity within the school community.
- Access to Curriculum: Ensuring EAL students can access the full curriculum alongside their peers.
- Individualised Support: Providing tailored learning experiences based on each student's language proficiency and educational background.
- Collaboration: Promoting strong partnerships between EAL support teachers, mainstream teachers, parents, and students.
- Achievement and Empowerment: Supporting language development while recognising and celebrating the talents EAL students bring to (School).

Roles and Responsibilities

- EAL Coordinator: Identifies EAL students, assesses proficiency, develops strategies, supports staff, and monitors progress.
- EAL Support Teachers: Deliver targeted language programmes, assess needs, and track progress.
- Mainstream Teachers: Adapt teaching strategies and collaborate to ensure curriculum access.
- School Leaders: Integrate EAL provision into strategic planning and policy review.
- Student Voice: EAL students are encouraged to participate in school life and provide feedback on their learning experiences.
- Parents: Actively engaged through communication, workshops, and collaborative planning.

Assessment	Support Strategies	Resources
- Initial and Ongoing Assessment: Using tools such as the NCCA EAL Post-Primary Assessment Kit and the Bell Foundation's EAL Assessment Framework. - Holistic Approach: Building a comprehensive learner profile, avoiding reliance on formal standardised tests.	- Targeted EAL classes - Small group and individualised instruction - Curriculum-linked language support - Use of bilingual dictionaries in state examinations	- Guidance and toolkits from NCCA, Oide, and PDST - Relevant circulars available via Circulars.gov.ie

EAL provision is reviewed regularly to ensure it remains responsive to student needs and aligned with best practice.

Appendix E: Irish Exemptions

Irish Exemptions

LCETB Procedure for Applications for exemption from the study of Irish (CL 0055/2022)

1. Parent/Guardian or student who has reached 18 years completes application form; May use letter 1a. with 2b. for students newly arrived from abroad and once application is received proceed to step 4. The important piece here is that they are made aware of the consequences for future study.
2. Application is acknowledged enclosing:
 - a. Letter of acknowledgement
 - b. Information on implications
 - c. Copy of CL 55/2022
3. Assessment meeting(s) is held with parents/guardians/student, where required. It may be possible to engage in this communication by phone/email/letter or a combination of all. Data gathered to support application and a decision is made using checklist for assessment of application;
4. Outcome of application is communicated in writing by:
 - a. Letter granting exemption
 - b. Certificate of Exemption

OR

- c. Letter refusing Exemption
- d. Appeal Form

Appendix F: Student Support Files (Template)



STUDENT SUPPORT FILE

Student Information			
Name of Student			
Date of Birth			
Date File Opened			
Date File Closed			
Support Level	Classroom ☐	School ☐	School Plus ☐



Developing a student support plan is the outcome of a problem-solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Student Support File Log of Actions

[illegible]

General Support Checklist, To be completed by AEN Coordinator							
Class Level:	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	6 th Year	Comments:
Date Checked:							
1. Parents Consulted							
2. Information from previous school/ pre-school gathered							
3. Hearing							
4. Vision							
5. Medical Needs							
6. Basic Needs Checklist Completed							
7. Assessment of Learning - Screening							
8. Observation of Learning Preference							
9. Observation of Behaviour							

10. Interview with Pupil							
11. Classroom work Differentiated?							
12. Learning Environment Adapted?							
13. Yard/School Environment Adapted							
14. Informal/Formal Consultation/Advice From Outside Agencies							
15. Advice given by Special Education Teacher/Other School Staff							
16. Any other interventions Put in place in school?							
Action Required:							

Stage 1 Classroom Support

Student Information

Lead Teacher:		Attendance:	
Date Classroom Support File opened:		Date Classroom Support File closed, if applicable:	
Start Date of Classroom Support Plan:		Review Date of Classroom Support Plan:	

Class Teacher-Based Assessment

Assessment Type:	Date Administered:	Administrator:	Results:

Informal Assessment

Observations/Checklists

Social & Emotional Skills:

Self-Management Skills:

Ability to Follow Class Rules & Routines:

Motivation:

Motor Skills:

Language Skills:

Literacy Skills:

Numeracy Skills:

ICT:

Learning Preference & Interests:

Child's Strengths & Attainments

Priority Concerns

1.

Possible reasons for concerns:

2.

Possible reasons for concerns:

3.

Possible reasons for concerns:

Priority Learning Targets for Student

1.

Target Progress: (please tick)

Not Achieved:	Acquiring:	Becoming Fluent:	Achieved:
Date: _____	Date: _____	Date: _____	Date: _____

Personnel involved:

Strategies to help student achieve targets:					
Resources Required:					
2.	Target Progress: (please tick)				
	Not Achieved:	Acquiring:	Becoming Fluent:	Achieved:	
Personnel involved:	Date: _____	Date: _____	Date: _____	Date: _____	
Strategies to help student achieve targets:					
Resources Required:					
3.	Target Progress: (please tick)				
	Not Achieved:	Acquiring:	Becoming Fluent:	Achieved:	
Personnel involved:	Date: _____	Date: _____	Date: _____	Date: _____	
Strategies to help student achieve targets:					
Resources Required:					

Signature of Parent(s)/Guardians:			
Signature of Class Teacher:			
Date:		Agreed Review Date:	

CLASSROOM SUPPORT PLAN	
Review Record	
Names of those present at review meeting:	Date of Review:
What areas of the plan have been most successful and why?	
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?	
Have the student's needs changed since the start of the plan, and if so, how?	
Recommended future actions – what, how, who, when?	
Any comments from the student?	
Any comments from the parent(s)/guardian(s) comment?	
Signature of parent(s)/ guardian(s)	
Signature of teacher(s)	
Date:	
Outcome of review (tick as appropriate)	
Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
Continue at Current Level of Support	Request consultation with other professionals

Stage 2 School Support

Student Information

Special Education Teacher:		SNA: (if applicable)	
		Attendance:	
		Health:	
Date School Support File opened:		Date School Support File closed, if applicable:	
Start Date of School Support Plan:		Review Date of School Support Plan:	

Diagnostic School-Based Assessment

Assessment Details:	Date Administered:	Administrator:	Results:

Informal Assessment

Observations/Checklists

Social & Emotional Skills:

Self-Management Skills:

Ability to Follow Class Rules & Routines:

Motivation:

Motor Skills:

Language Skills:

Literacy Skills:

Numeracy Skills:

ICT:

Learning Style & Interests:

Child's Strengths & Attainments

Priority Concerns

1.

Possible reasons for concerns:

2.

Possible reasons for concerns:

3.

Possible reasons for concerns:

Priority Learning Targets for Student

1.

Target Progress: (please tick)

Not Achieved:	Acquiring:	Becoming Fluent:	Achieved:

Personnel involved:		Date:		Date:		Date:	
Strategies to help student achieve targets:							
Resources Required:							
2.			Target Progress: (please tick)				
		Not Achieved:	Acquiring:	Becoming Fluent:	Achieved:		
Personnel involved:		Date:		Date:		Date:	
Strategies to help student achieve targets:							
Resources Required:							
3.			Target Progress: (please tick)				
		Not Achieved:	Acquiring:	Becoming Fluent:	Achieved:		
Personnel involved:		Date:		Date:		Date:	
Strategies to help student achieve targets:							
Resources Required:							

Signature of Parent(s)/Guardians:			
Signature of Teacher(s):			
Date:		Agreed Review Date:	

SCHOOL SUPPORT PLAN	
Review Record	
Names of those present at review meeting:	Date of Review:
What areas of the plan have been most successful and why?	
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?	
Have the student's needs changed since the start of the plan, and if so, how?	
Recommended future actions – what, how, who, when?	
Any comments from the student?	
Any comments from the parent(s)/guardian(s) comment?	
Signature of parent(s)/ guardian(s)	
Signature of teacher(s)	
Date:	
Outcome of review (tick as appropriate)	
Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
Continue at Current Level of Support	Request consultation with other professionals

Stage 3 School Support Plus

Student Information			
Gaeilge Exemption:	YES ☐ NO ☐	Health:	
Doctor's Details:	Name:	Address:	Telephone:
Date School Support File opened:		Date School Support File closed, if applicable:	
Start Date of School Support Plus Plan:		Review Date of School Support Plus Plan:	
Support Team			
Class Teacher			
Special Education Teacher			
SNA Support, if applicable			
Home Support			
Other Supports			

Assessment Information

Professional/Outside Agency Assessment Information	
Assessment Type:	
Date of Assessment:	
Details:	
Assessment Type:	
Date of Assessment:	
Details:	

Assessment Type:	
Date of Assessment:	
Details:	

Further Diagnostic School-Based Assessment			
Assessment Details:	Date Administered:	Administrator:	Results:
Informal Assessment			
Observations/Checklists			
Social & Emotional Skills:			
Self-Management Skills:			
Ability to Follow Class Rules & Routines:			
Motivation:			
Motor Skills:			

<i>Language Skills:</i>
<i>Literacy Skills:</i>
<i>Numeracy Skills:</i>
<i>ICT:</i>
<i>Learning Style & Interests:</i>

Child's Strengths & Attainments	
Priority Concerns	
1.	
Possible reasons for concerns:	
2.	
Possible reasons for concerns:	
3.	
Possible reasons for concerns:	

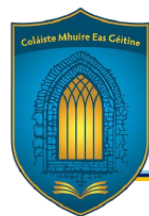
Priority Learning Targets for Student				
1.	Target Progress: (please tick)			
	Not Achieved:	Acquiring:	Becoming Fluent:	Achieved:
Personnel involved:		Date:	Date:	Date:
		_____	_____	_____

Strategies to help student achieve targets:				
Resources Required:				
2.	Target Progress: (please tick)			
	Not Achieved:	Acquiring:	Becoming Fluent:	Achieved:
Personnel involved:		Date:	Date:	Date:
		_____	_____	_____
Strategies to help student achieve targets:				
Resources Required:				
3.	Target Progress: (please tick)			
	Not Achieved:	Acquiring:	Becoming Fluent:	Achieved:
Personnel involved:		Date:	Date:	Date:
		_____	_____	_____
Strategies to help student achieve targets:				
Resources Required:				

Signature of Parent(s)/Guardians:			
Signature of Teacher(s):			
Date:		Agreed Review Date:	

SCHOOL SUPPORT PLUS PLAN			
Review Record			
Names of those present at review meeting:			Date of Review:
What areas of the plan have been most successful and why?			
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?			
Have the student's needs changed since the start of the plan, and if so, how?			
Recommended future actions – <i>what, how, who, when?</i>			
Any comments from the student?			
Any comments from the parent(s)/guardian(s) comment?			
Signature of parent(s)/ guardian(s)			
Signature of teacher(s)			
Date:			
Outcome of review (tick as appropriate)			
	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support		Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
	Continue at Current Level of Support		Request consultation with other professionals

Appendix G: AEN Referral Form (Template)



Coláiste Mhuire Eas Géitine
Askeaton



Student Details

Student Name: _____
Year Group / Class: _____
Year Head: _____
Teacher making Referral: _____

Please provide some details about the **strengths / Interests of the student.**

Areas of Concern (Literacy, Numeracy, Social, Emotional, Organisation, Sensory, Communication, etc:

List steps that have been taken to address the concerns to date: (e.g. discussion with student, contact / meeting with parent / guardian, support in class, differentiation of schoolwork / homework, etc.). How long have you used these – what has worked?

Reason (s) for Referral

What are the concerns you have (please tick)?

Learning ☐ Social ☐ Emotional ☐ Sensory ☐ Other ☐

Absenteeism	☐	Poor and / or inconsistent attendance	☐
Literacy / numeracy difficulties	☐	Speech & Language (Communication)	☐
Behavioural difficulties	☐	Concentration	☐
Organisation	☐	Homework	☐
Social & Emotional Concerns	☐	Poor level of academic achievement	☐
Other (please supply details)	☐	Engagement	☐

Please provide any details that you feel are important:

Appendix H: Sample Co-Teaching Resources