Special Educational Needs Policy

Scoil Pól

Introduction

The principal aim of Special Educational Support in Scoil Pól is to provide a positive learning environment, which will foster the academic, social and emotional development of students with Special Educational Needs (SEN) and to enable each to realise their individual potential. In line with our ethos and Department of Education and Youth (DEY) guidance, educational support strategies will actively seek to include the diverse range of cultures and abilities of our students with special educational needs.

Rationale

This policy document aims to outline the school's provision of special educational support for students with SEN. It articulates the philosophy that underpins this provision. The policy is written in the context of the various pieces of legislation listed below. The policy is a working document and will be reviewed regularly. The policy reflects our current practice.

Scope of the Policy

This policy applies to all students with SEN, including students with exceptional ability, who attend Scoil Pól. It is also intended to serve the school community including Board of Management (BOM), the principal, the teaching and ancillary staff and parents.

Legal Framework

Scoil Pól sets out to provide education for all its students, with reference to legislation regarding students with SEN as listed below:

- The Education Act (1998)
- The Education (Welfare) Act 2000
- The Equal Status Acts 2000–2018
- The Equality Act (2004)
- The Disability Act 2005
- The Education (Admission to Schools) Act 2018
- The Data Protection Acts 1988–2018 and the General Data Protection Regulation (EU) 2016/679 (GDPR)
- The Education for Persons with Special Educational Needs (EPSEN) Act 2004
- The Education (Provision in Respect of Children with Special Needs) Act 2022
- The Children First Act 2015
- The Assisted Decision-Making (Capacity) Act 2015 (relevant to students aged 18 and over)
- The UN Convention on the Rights of Persons with Disabilities (ratified by Ireland in 2018)

Department circulars and guidance referred to in this policy:

- Circular 0064/2024: The operation/application and deployment of Special Education Teacher resources
- (replaces Circulars 0013/2017 and 0014/2017)
- Guidelines for Post-Primary Schools: Supporting Young People with Special Educational Needs in
- Mainstream Classes (DEY, December 2024) and the accompanying Indicators of Effective Practice
- Circular 0030/2014: The Special Needs Assistant (SNA) scheme, and the annual SNA allocation circular
- Circular 0055/2022: Exemptions from the study of Irish (post-primary)

- Circular 0047/2021: Guidelines on the use of reduced school days
- Circulars 0081/2024 and 0042/2026: Understanding Behaviours of Concern and Responding to Crisis
- Situations
- Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools
- (2024)
- Wellbeing Policy Statement and Framework for Practice (revised 2019)
- NEPS, A Continuum of Support for Post-Primary Schools

Related Policies

- Admissions Policy
- Assessment & Homework Policy
- Bí Cineálta Policy to prevent and address bullying behaviour
- Child Safeguarding Statement
- Code of Behaviour
- Critical Incident Policy
- Data Protection Policy
- Guidance Policy
- Health & Safety Statement
- Student Acceptable Use, IT & Mobile Device Policy
- Intimate Care Policy
- Administration of Medication Policy
- Attendance Policy
- Complaints Procedure
- Wellbeing Policy
- Relationships and Sexuality Education (RSE) Policy

Aims of the Policy

The principal aim of Special Educational Support in Scoil Pól is to provide a positive learning environment, which will foster the academic, social and emotional development of students with SEN and to enable each to realise their individual potential.

Special Educational Support provision also seeks to:

- Enable students of all abilities to avail of and benefit from an appropriate education, in so far as the school can cater for them.
- Provide students with consistent opportunities to experience success.
- Provide supplementary teaching and additional support in literacy and numeracy.
- Provide supplementary teaching and additional support in behaviour and organisational skills.
- Involve parents or guardians in the support of their child's education.
- Promote collaboration among teachers in the implementation of a whole school policy on Special Educational Support for students.

- Protect and enhance the self-esteem of the learner.

Definitions

- ***Special Educational Needs (SEN)*:** 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.'

- The term **'exceptionally able'** is used to describe students who require opportunities for enrichment and extension that go beyond those provided for the general cohort of students (NCCA 2007, p.7).

- ***Inclusion*:** For the purposes of this document, 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, and
  - 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.
  - *Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Educational Needs (NCSE 2010, p.39).*

Roles and Responsibilities

The SEN team comprises the Principal, Deputy Principals, the Special Educational Needs Co-ordinator (SENCO), the Special Education Teachers (SETs), the Guidance Counsellors and the mainstream teachers. The team also includes Special Needs Assistants (SNAs), as allocated by the NCSE. The Principal, Deputy Principals, Guidance Counsellors and SENCO are also part of the Student Support team in the school and work closely with this student support team and with Year Heads. The team is advised by the SENO and NEPS psychologist as well as other agencies and professionals involved with SEN students in the school. The specific roles and responsibilities of personnel are as described in the DES Inspectorate publication, *Inclusion of Students with Special Educational Needs: Post-Primary Guidelines (2007)*, and the Department's Guidelines for Post-Primary Schools: Supporting Young People with Special Educational Needs in Mainstream Classes (December 2024). In addition, the school's Special Education Teacher allocation is deployed in line with Circular 0064/2024, which replaced Circular 0014/2017.

Role of Board of Management

- *To ensure that procedures are in place to identify the needs of students with SEN, in line with the Continuum of Support.*
- To ensure that the school has an up-to-date SEN policy in place, monitor the implementation of that policy and ensure its evaluation.

- To ensure that a broad, balanced and differentiated curriculum is provided to ensure that students learn the skills necessary to participate in society.
- To ensure that necessary resources are sought on behalf of students with SEN.
- To ensure the development of positive partnerships with parents and other relevant agencies and ensure that parents are informed of their child's SEN and how these needs are being met.
- To ensure that parents are consulted with regard to and invited to participate in the making of all significant decisions concerning their child's education
- To support a whole-school approach to literacy, numeracy and digital literacy in line with Ireland's Literacy, Numeracy and Digital Literacy Strategy 2024–2033.
- To promote inclusion by ensuring that an awareness of SEN is instilled in the school community.
- To facilitate and encourage Continuous Professional Development in the area of SEN.
- To ensure that Special Education Teacher resources are used only for their intended purpose, and to receive the principal's annual confirmation of SET deployment (Circular 0064/2024).
- To receive and review reports of any incident involving the use of physical restraint (Circular 0042/2026).

Role of Principal

- To work closely with the SENCO.
- To inform the Board of Management of issues relating to SEN.
- To consult with the SENCO and other personnel who liaise with the NCSE and the DEY regarding needs and provisions.
- To ensure the effective and efficient use of resources, including the deployment of the Special Education Teacher allocation and SNA support.
- To establish a "Special Needs Support Team" in the school to ensure identification of needs and support for students with SEN.
- To promote a whole school approach to special educational needs, make all staff aware of their responsibilities in this area and to facilitate appropriate staff development in this area.
- To promote the development of positive partnerships with parents of SEN students.
- To ensure that communication and consultation exists with primary schools with regard to the enrolment of students with SEN.
- To process applications for exemption from the study of Irish in line with Circular 0055/2022.
- To provide leadership in developing relevant whole school policies
- To manage the implementation of policies and practices.
- To provide strategic support for evidence-based interventions.
- To assign roles and responsibilities.
- To keep records of those receiving support and of the level of support provided, and to confirm the deployment of SET resources to the Board of Management annually (Circular 0064/2024).
- To ensure compliance with statutory requirements.
- To direct the work of SNAs in line with Circular 0030/2014.
- To ensure that a reduced school day is used only in exceptional circumstances, with parental consent, and is notified to Tusla Education Support Service in line with Circular 0047/2021.

Role of SENCO

- To co-ordinate/ devise a school SEN Plan.
- To create and maintain a school register of students with SEN.
- To communicate the needs of students to teachers.
- To assist in the identification of students with SEN.
- To ensure that Student Support Plans and structured learning plans, in consultation with parents, teachers and student, are in place for students with SEN.
- To advise teachers of the recommendations made in professional assessments relating to individual students.
- To assist the principal in the allocation of resources.
- To coordinate applications for assistive technology for relevant students.
- To work with the SET team to coordinate and process applications for Reasonable Accommodations at the Certificate Examinations (RACE).
- To provide RACE in house exams where possible given the resources available.
- To assist the Guidance Counsellor with DARE applications.
- To liaise with outside professionals
- To meet with parents to plan and to review interventions.
- To coordinate the administration of and correction of standardised assessments.
- To assist the administration of the Cognitive Ability Test 4 (CAT4).
- To ensure that systems are in place for the referral of students by teachers, parents, etc.
- To advise and collaborate with SNAs around the care needs of relevant students.
- To facilitate regular meetings of the SEN team.
- To facilitate regular meeting of SNAs.
- To facilitate transition meetings with primary school personnel.
- To liaise with the Special Educational Needs Organiser (SENO) and the NCSE regarding SNA allocations, special class places and required returns.

Role of Year Head

- To support the creation of an inclusive climate within the school and contribute significantly to the work of the special education needs support team.
- To facilitate the inclusion of individual students with special educational needs by monitoring the student's progress within the year group.
- To encourage an awareness of special educational needs among all students, including a respect for students with SEN.
- To be involved with the transition of incoming First Years.
- To meet with incoming students in classes other than First Year.
- To become familiar with any difficulties each student may have through the SEN Register.
- To be aware of students' results from psychometric testing.
- To communicate to teachers, in conjunction with the SEN Dept, the social, behavioural and emotional needs of

students with SEN.

- To keep records of attendance, punctuality and encourage good practice in both areas.
- To provide the opportunity for students to access information regarding their own learning styles through liaison with the Guidance counsellors.
- To oversee academic tracking of the year group.
- To support students in developing study and exam skills.

Role of Special Education Teacher (SET)

- To collaborate with subject teachers by giving advice on teaching methodologies best suited to student(s).
- To provide direct teaching to student(s) with SEN either to reinforce the teaching that takes place in the classroom or to improve upon the core skills that may be necessary to successfully access the second level curriculum.
- To provide team teaching and/or cooperative teaching when withdrawal from the classroom may not be the most appropriate means of supporting the student(s).
- To contribute at meetings involving parents and/or outside agencies when appropriate.
- To collect and analyse school-wide screening data, including in-take screening transfer information, attendance and behavioural records.
- To gather information from subject teachers and other staff.
- To plan, implement and review individual and/or group interventions, involved in drawing up/ implementing and reviewing Student Support Files (SSFs). Providing appropriate assessments for students in order to monitor and evaluate the effectiveness of interventions.
- To inform SENCO where external professional advice may be needed.
- To advise SENCO around the care needs of relevant students.

Role of Guidance Counsellor

- To work with the other members of the SEN team in facilitating the provision of education for students with SEN and their inclusion in the school.
- To provide educational and career development.
- To provide targeted career information for students with SEN.
- To present at the Options Information Evening for students and their parents progressing to Senior Cycle.
- To consult with parents and staff.
- To provide vocational preparation – job search skills, preparation for work experience, etc.
- To work closely with Year Heads and the SEN team to identify students requiring support.
- To facilitate individual appointments for students in third year, Transition Year and Leaving Certificate Year to support them in making career decisions.
- To advise students and parents on subject choice and subject load.
- To liaise with students, parents and the SEN team in preparation for DARE applications.

Role of SNA

- To assist with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the student.
- To assist with organizing a student's classroom space.
- To assist students to board and alight from modes of transport. Where necessary, travel as escort during school hours on modes of transport as may be required.
- To assist students who require support when typing, writing, using IT &/or other equipment.
- To assist on out-of-school visits, walks, examinations and similar activities.
- To assist with the supervision of students with identified care needs during assembly, recreation and movement between classes, where this forms part of the student's care needs.
- To accompany individuals or small groups who may have to be withdrawn temporarily from the classroom.
- To generally assist the class teachers, under the direction of the principal, with duties of a non- teaching nature.
- To participate with school development planning, where appropriate, and cooperation with any such changes with policies and practices arising from the school development process.
- To engage with parents of students with special educational needs in both formal and informal structures as required and directed by School Management
- To carry out duties appropriate to the needs of the students and the school from time to time.
- 'Special Needs Assistants' may be re-assigned to other work appropriate to the role when students with special educational needs are absent or when particular urgent work demands arise.
- The SNA role is to support the care needs of students as set out in Circular 0030/2014. SNAs do not provide teaching or additional tuition.

Role of Escort

- To be on the bus at time of first pick-up and last set down.
- To be responsible for the safety of students when opening and closing doors prior to 'stop' and 'move off.'
- To assist students to board and alight safely from the mode of transport.
- To ensure all students are seated with appropriate straps/harnesses where provided.
- To ensure that each student is received by some responsible person at the set down point.
- To supervise students travelling on mode of transport.
- To maintain a good working relationship with the driver.
- To observe confidentiality in all aspects of work.
- To be aware of particular disabilities of students on the mode of transport and be briefed by School management on how to deal with same, e.g. epilepsy etc.
- To perform any other duties relevant to the position of escort which may be assigned by School management from time to time.
- To report all concerns to the Principal and SENCO

Role of Mainstream Teacher

- To be aware of the relevant school policies and procedures ensuring all students' needs are met.
- To ensure each student is taught in a stimulating and supportive classroom environment where all students

feel equal and valued.

- To seek advice from the SEN Department regarding students with SEN.
- To support/ encourage independence in the student.
- To differentiate teaching and learning activities for students, including exceptionally able/gifted students.
- To create opportunities for success and affirmation.
- To establish and communicate behavioural and learning expectations.
- To assess/monitor progress.
- To consider the needs of students with SEN in all aspects of classroom planning.
- To identify students who may be at risk (regarding general progress, application, communication, behaviour, &/or interaction with other students).
- To complete referral forms, transfer of information forms, etc. as required by the SEN team.
- To contribute to group or individual planning and review.
- To implement agreed strategies.
- To prepare information for Student Support Files (SSF) planning meetings.
- To implement individualised and specialist programmes and strategies.
- To inform parents of the progress of students through the parent-teacher meeting and school reports.
- To contribute to the school development planning for their subject area whilst always having regard for students with SEN.
- To build a bank of differentiated resources pertaining to their subject area, which are shared collegially.

Role of Parent/Guardian

The parents/guardians of a child with SEN are expected to provide all pertinent information to the school in relation to their child's learning difficulties, learning differences, and learning preferences. The SEN team seeks relevant professional reports from parents of students with SEN with the acceptance of a place in the school. Once they have accepted a place in the school parents are asked to complete a form indicating if the student has had educational/medical reports relevant to supporting them in school and if they have previously attended learning support/resource. Copies of Individual Education Plans are also requested.

Support of Parent/Guardian

The school recognises its responsibility under Section 14 of the EPSEN Act 2004, with regard to informing and consulting with parents about their child's special educational needs and the measures the school is taking to meet them.

Scoil Pól provides support to parents by:

- Liaising with parents prior to transfer and meeting with parents and students during the open evening or a similar event.
- Organising individual induction meetings with new students and their parents.
- Informing parents about the range of extracurricular activities available for students so that the parents can encourage their child to participate.
- Actively encouraging parents to liaise with the SENCO

Parents and home-school links

The school provides parents with regular reports on the progress of their child.

- The school app and the school journal are used for weekly/daily home-school communication, and parent-teacher meetings are held once a year for each year group.
- Students receive school reports following inhouse exams.
- Special arrangements may be made with parents in relation to the homework that each individual student with SEN is expected to undertake.
- Regular communication is available through direct email to SENCO (kevinoleary@scoilpol.ie) or by phone on 063 91197 and meetings are arranged on request.
- Parents help the school by keeping teachers informed of the progress/difficulties they observe in their child's learning as they progress through post primary school. This will include showing an interest in the completion of homework and familiarising themselves with approaches taken in school.

Involvement of Students

- The SEN department fully involve students in skills audits and discussions around their learning needs.
- Students have input into their learning targets.
- Students on behaviour support plans are encouraged to self-monitor.
- The school believes that achievements are maximised when students take ownership of their learning

Provision and the Continuum of Support

Continuum of Support

The model of assessment and intervention, as practiced in Scoil Pól, is underpinned by the recognition that special educational needs occur along a continuum of support. Our response to the needs of students is organised according to NEPS's Continuum of Support.

Identifying Students with SEN

Scoil Pól recognises special educational needs in the following categories of students:

- Those who have already been identified as having SEN.
- Those who are identified after enrolment as requiring additional educational support while in the school.
- Students, who for a variety of reasons may require temporary special educational support, (e.g. long-term illness, etc.).
- Provisions are in place for students whose first language is not English and who have been assessed and diagnosed with SEN according to DES Guidelines.
- Students who are exceptionally able in one or more areas of the curriculum.

Student Support Files

A Student Support File (SSF) is devised for students with SEN.

The SSF process involves:

- Gathering Information: Personal/ Background details.

- Educational details (previous school details/assessment and learning support details).
- Categorisation of need (assessment reports/ information attained from parents).
- General profile based on formal/informal assessment.
- SEN provision.
- Priority Need.
- Setting targets for each priority learning need.
- Identifying the strategies and resources required.
- Relevant documentation.
- Setting the date for review: A review occurs at least once each academic year. However, it may occur more often dependent on student progress and circumstances.

These Student Support Files aim to include the most relevant information in a clear and concise manner. All teachers have access to the SSF of their students on a need-to-know basis, in line with the school's Data Protection Policy. SSF targets are communicated to parents and student via their school journal.
Where a student has reached 18 years of age, the student's own consent is sought before personal information is shared with parents/guardians or external agencies, in line with GDPR and the Assisted Decision-Making (Capacity) Act 2015.

Models of SEN provision
The following are used to provide SEN support
- Curricular differentiation.
- Co teaching.
- Team teaching
- In-class support/Differentiation.
- Small group support.
- Special classes for autistic students, sanctioned by the NCSE

Behaviours of Concern and Crisis Situations
- The school follows the Department's Guidelines on Understanding Behaviours of Concern and Responding to Crisis Situations (December 2024) and Circulars 0081/2024 and 0042/2026. Physical restraint is used only as a last resort where there is an imminent risk to the physical safety of the student or others. Any such incident is recorded, reported to the Principal and the Board of Management, communicated to parents/guardians at the earliest opportunity, and reported to the NCSE in the prescribed format. It is followed by a review of the student's support plan.

Reduced School Days
- A reduced school day is used only in exceptional circumstances, as a short-term measure to support a student's return to a full school day. It requires the written consent of parents/guardians, has a clear review date, and is notified to Tusla Education Support Service in line with Circular 0047/2021. It is not used as a sanction or because of a lack of resources.

Reasonable Accommodations at the Certificate Examinations (RACE)
Applications are made by the SENCO for RACE provision for students with SEN sitting State examinations. Applications are made in line with the State Examinations Commission's RACE scheme and its annual instructions to schools.

Where resources permit and when deemed appropriate, reasonable accommodations may be provided to students who qualify for such accommodations for in-house exams.

Review and Evaluation

This policy will be reviewed every three years, or sooner if required by changes in legislation, Department circulars or school circumstances.

Next review date: **October 2028**

The policy is available on the school website and from the school office on request.

This policy was ratified by the Board of Management (BOM) on **15th October 2026**

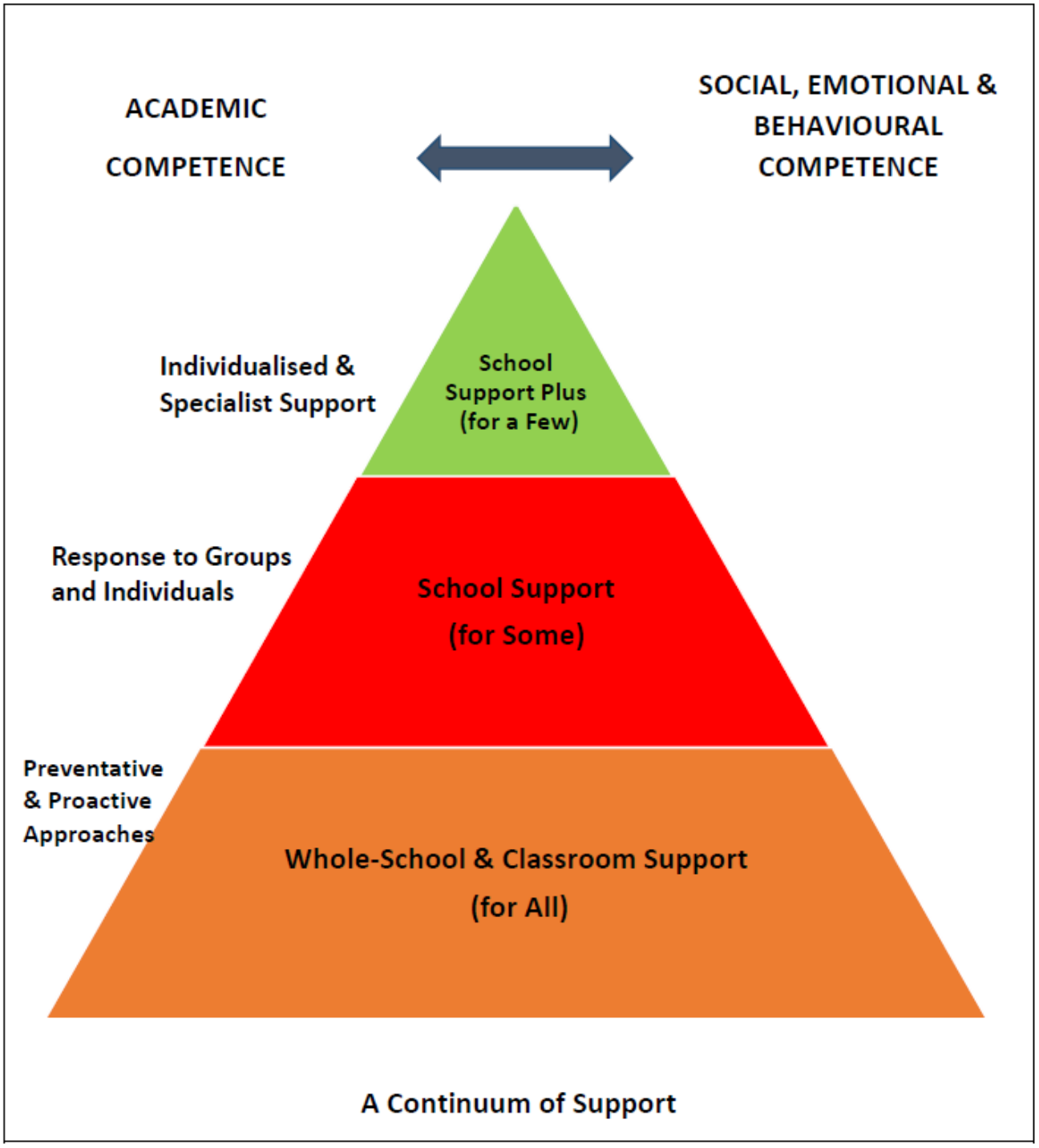
Signed: _____ Date: **15th October 2026**
Chairperson of BOM

Signed: _____ Date: **15th October 2026**
Principal

APPENDIX 1: Acronyms

CAT4	Cognitive Abilities Test 4
DARE	Disability Access Route to Education
DEY	Department of Education and Youth
EPSEN	Education for Persons with Special Educational Needs Act, 2004
HSE	Health Service Executive
LST	Learning Support Team
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
OT	Occupational Therapist
RACE	Reasonable Accommodations at the Certificate Examinations
SEN	Special Educational Needs
SET	Special Education Teacher
SENCO	Special Educational Needs Coordinator
SENO	Special Educational Needs Organiser
SNA	Special Needs Assistant
SSF	Student Support File

Appendix 2: A Continuum of Support for Scoil Pól



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.

APPENDIX 3: Scoil Pól Provision Map

Scoil Pól, Post –Primary Provision Map

Area of Need[1]	Whole-School & Classroom Support/ Support for All *Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL*	School Support/ 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 Plus/ Support for Few *Interventions delivered at School Support Plus/ Support for Few levels to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professional support*
Social and Emotional Learning	Well-being programme & week Range of speakers organised (Breast cancer, well-being, life coaching) PE offered to all classes 'Buddy System' – offering peer support to first years from older class groups Primary Transition Programme School Induction – first year students in school two days before rest of school Bí Cineálta policy Class tutoring and journal monitoring SPHE Curriculum Pastoral Care Teacher observations Student Support Team Lunch time clubs e.g. chess and draughts, science club, philosophy club, creative writing, social club,	Pastoral Care team Guidance referral system SEN department referral Lunchtime club – Social games group Internal guidance teacher counselling Diagnostic informal assessment Social Skills Training Restorative practice Friends for Life Small group withdrawal Mindfulness Yoga Teacher and SNA observations Pastoral care team for SEN At lunch/break time, HUB is open for any students who want a quiet place to eat or time out if feeling stressed. Student referral forms	Individualised school support plans JC L1/L2 LPs Input from NEPS / NCSE/ CAMHS Individual in-school counselling Individual guidance counselling SSFs Reduced subject load 4 ASD Classrooms 1 day school induction programme for students with SEN: get to know each other and the school before they join with 1st year peers Extracurricular trips or activities: Foroige, Horse riding in Liskennet, trip to sensory room at Shannon airport. Summer Programme (formerly July Provision) run in school for students in the special classes

	Career Guidance Mental Health Awareness Week activities Positive Quotes/students work/ photographs/poster displays. Critical Incident Response Team Parental engagement Student voice Cooperative groupwork		
Social and Communication Skills	Wide range of after school sports offered (GAA, soccer, Rugby, basketball etc.) Range of non-competitive school sports offered (badminton, table tennis) Well-being committee Public speaking – debating Emphasis of oral communication in new JC School musical Field trips inc. foreign trip Social Outings Cooperative group work Differentiated questioning Scaffolding/ recasting/ imitation and expansion Gaisce award (TY, 5th, 6th) Pope John Paul II Awards (TY, 5th and 6th) School Choir Sports teams Student Council initiatives Lunchtime social clubs LGBTQI+	SEN department referral Smart board used in SEN classroom for social games Specific focus on oral communication with JC students in SEN classes LCA curriculum for 5th and 6th Music workshops Art Therapy Talkabout programme Social Skills Groups Social Stories Lunch time clubs, peer mentoring Role play Speech, language and communication interventions Friends for Life Programme	Individualised school support plans JC L1/L2 LPs Input from NEPS / NCSE/ SLT/ OT Individual in-school counselling SSPs/BSPs Student interviews Social, Emotional, Behavioural and Adaptive functioning assessment. Music short course level 2 Art therapy/ short course level 2 Short course level 2 – caring for animals Extracurricular trips: Foroige, Horse riding, rowing program and music therapy Summer Programme

Self-management and/ or organisational skills	Colour coded timetables and folders Class tutor system Regular outside speakers to help with organisational and study skills (especially for exam class groups) Computer lab open at lunchtime Buddy system group for support to other year groups 2-day induction Incoming 1st year primary school visits Visual Supports/ Visual Schedules Classroom routines Graphic organisers, mind maps, Journals - timetable, school codes of behaviour, Lockers- designated areas. Pastoral Care teachers each week check and tidy lockers Homework given at the beginning of class (L – learning and W – written) Handouts Homework policy Co- Teaching /Team Teaching	SEN department referral Highlighted group of 1st years who need extra support in organisation – staff survey leading to peer/tutor support LCA curriculum for 5th and 6th Colour coded timetables, books, checklists and study plans. Social stories Movement breaks Timers Self-monitoring checklists SNA locker support Different locker locks provided if required SSFs	JC L2LPs Self-monitoring checklists OT Programme SSFs SNA supports to encourage independence. AFLS Assessment In morning before class and after school, SNA aid and assist organizing students Organisational skills workshop run in ASD classrooms. Lockers in HUB
Study Skills	Study skills classes offered to all years Preparation for Mocks and State exams Continual assessment model for all years Study skills seminars Afterschool study Mind mapping & Graphic organisers – wellbeing and careers classes. Highlighting and summarising strategies	Study skills focus in SEN classes Colour coded study plans Subject revision checklist development Differentiated handouts Visual representing Sequencing training Summarising techniques Checklist creations	Individual study skills development SSF Specific study skills

	Learning to learn strategies- explicit teaching Study skill workshops	Skim and scan Comprehension strategies Explicit teaching of time management and scheduling strategies	
Life Skills	LCW (formerly LCVP) curriculum option for 5th and 6th year studentsOrganisation of School trips/events Work experience (TY and 5th Year LCW) C.V. creation Wellbeing programme Gaisce awards	SEN department referral LCA curriculum for 5th and 6th year Mindfulness Transition Support Plans Typing skills Self-care skills Conflict resolution skills Social Stories Driver Theory Test – developed in TY SSFs	Individualised school support plans Collaboration with outside agencies e.g. Occupational Therapist JC L2LPs and short courses: Science, art, music and PE. 5 PLU's – personal care and living in a community, prep for work, literacy and numeracy. SNA support for some students with complex needs Work experience CAMHS and NEPS support/ intervention Transition Support Plans Life Skills, career skills and cookery in ASD classrooms.
Behaviour	Student support team Staff monitoring lunch/break times Code of Behaviour Use of Journals and Behavioural Correction Card (BCC) Detention Awards	SEN department referral Student behaviour contracts Report sheets Seating plans encouraged throughout school Class behaviour plans Check In Check Out strategy (CICO) Pass cards – break to Hub SNA has access to SSF	Individualised school support plans Collaboration with outside agencies e.g. Education Welfare Officer Timetable modification Behaviour target setting and review CAMHS instructed initiatives NCSE (NBSS) tailored behavioural and academic programmes

	Merit systems, Rewards, Praise for positive behaviour Parent/guardian communication Support by counselling dept. and pastoral care Co- Teaching		Regular check in - check out throughout the day Pass cards – movement break Drop in back to hub Class rewards and motivation chart
Language	Multi-sensory approach to subject teaching Key word displays in classrooms Vocabulary Enrichment Programme Teaching the language of subject/s, Word banks Class discussions and debating Orally presenting work Role play Mock interview and oral preparations scaffolding information in classes and using visuals to support where and when possible. Think/Pair/Share. Wait time JC CBA Co-teaching ICT Visual Supports	SEN department referral EAL Liaison teacher Withdrawal from third language / Irish (if exempt) class for extra support with English Keys words journal Mind maps, graphic organisers oral descriptive and expressive skills development Sight word building EAL support Vocabulary Enrichment Programme	SEN language development linked to Speech and language therapist or identified needs. SSFs
Literacy	Textbook reading age review Library, classes have access to it Multi-sensory approach to subject teaching Sharing of learning intentions / keywords Public speaking – debating offered Integration of technology into subject teaching Notes/ content available on Teams Standardised Intake tests	SEN department referral Continued WIAT test follow up for students scoring below average Small group withdrawal Individual classes timetabled In-class teacher support/ co-teaching RACE accommodations for state exams Toe by toe program	SSFs Individual classes timetabled SNAs allocated to assist in class RACE accommodations for state exams Toe by Toe program Level 1/ Level 2 Literacy programme Drop Everything and Read (DEAR)

	Primary school liaison - passports Follow up CAT4 test WIAT testing in 3rd and 6th year. Vocabulary Enrichment Programme, Writing frames, Keywords journal banks, Drop Everything and Read (DEAR) Key exam terms in journal, Access to books for students reading ages Dictionaries, Use of ICT. Graduation book Whole school literacy approaches every year	Classroom content notes provided LCA curriculum for 5th and 6th Drop Everything and Read (DEAR)	

Numeracy	Staff training in highlighting Numeracy across the curriculum Multi-sensory approach to subject teaching Sharing of learning intentions Integration of technology into subject teaching Notes/ content available on Teams Follow up CAT4 testing Numeracy board, Puzzle of the week, Maths week, Teaching of vocabulary, Key word banking, Numeracy links identified in all subject areas, AFL Diagnostic pre and post testing. Use of ICT Whole school numeracy approaches every year e.g. teach time at every opportunity (analogue/ digital)	SEN department referral Small group withdrawal Individual classes timetabled In-class teacher support Catch-up Numeracy program Notes handed out LCA curriculum for 5th and 6th Pre-teaching class topics Social maths/ functional maths SSFs Concrete materials Access to real life situations Paired maths	SSFs SNAs allocated to assist in class Individual classes timetabled Tailored maths initiatives Organisational skills Sequential development Scaffolding Pre-teaching class topics Social maths/ functional maths Level 1/ Level 2 Numeracy programme
Physical and/ or Sensory	Annual audit of sensory and physical environment Primary school liaison prior to enrolment Building is fully accessible with lifts and ramps Corridors are wide Adequate natural light in building Green space around building Building is clean and safe Prayer/meditation room open to all Range of modern PE equipment	Additional toilet and changing facilities with space for wheelchairs Computer typing skills program used for those with laptops Base classrooms allocated for students with movement difficulties Sensory room Sensory breaks Movement breaks Stress balls Fidgets	SSFs SNAs allocated to student with mobility needs Collaboration with outside agencies e.g. Occupational Therapist / HSE Student with hearing impairment situated in top of class next to teacher Additional teacher in PE classes for students with mobility impairment Balance board Trampoline / Bean Bags Quiet room

	Teachers made aware of students difficulties, seating plans,	Weighted blanket SSFs	
Medical	All staff to monitor for signs of illness Identified staff to administer general first aid	Identified staff administer medication as directed by GP. Administering of inhalers as directed by GP.	GP/ HSE external monitoring ISA support Medical Plans SNA (First aider) informed by parents of medical equipment certain students may use