



Respect - Justice - Integrity - Honesty - Saothar

# Colaiste na Mí

## Additional Educational Needs (AEN) Policy Document

2024

Kindness - Honour - Teamwork - Responsibility



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## Introduction

The Education for Persons with Special/Additional Educational Needs Act 2004 (EPSEN Act) defines Special/Additional Educational Needs 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.*

Coláiste na Mí is committed to the principle of inclusion as enshrined in the EPSEN Act:

*“A child with special (additional) educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with:*

*The best interests of the child as determined in accordance with any assessment carried out under this Act. The effective provision of education for children with whom the child is to be educated.”*

This policy document describes our vision for AEN provision at Coláiste na Mí. It explains the categories of AEN and our approach to identification of student needs. It then outlines the nature of resources available to support AEN provision and describes our model of AEN and the roles played by management, the AEN department, class teachers, SNAs and parents in implementing this model. It concludes with a summary of supports provided to class teachers.

The fundamental purpose of developing a policy within the whole school is to ensure that all students experience a quality education appropriate to their needs in a changing world, and to comply with the school's obligations outlined in the Education Act (1998), the Equal Status Act (2000) and the Education of Persons with Special Educational Needs Act (2004).

## The learning needs of students

### *Vision*

Coláiste na Mí is a child-centred, supportive learning environment where each student is encouraged and facilitated in realising their full potential in a positive climate which is caring, respectful, fair, and inclusive.

### *Inclusion*

The principal aim of this document is to outline our policy and processes for achieving the inclusion of additional educational needs in the school.

Our objective is to enable students with additional educational needs to access, participate and benefit from the education normally provided in the school to the fullest extent possible and to do so - as far as is practicable- alongside students who do not have these additional learning needs. To achieve this objective, students with additional learning needs require additional educational support, which can only be adequately provided where the school is given the necessary additional resources by the Department of Education and Skills.

Our approach to inclusion includes the following elements:

#### Whole school context

All teachers in the school will have students with additional educational needs in mainstream classrooms.

#### Participation in school programmes

Inclusion in school activities is seen as a key element in fostering self-esteem and personal growth. Students with additional educational needs are actively encouraged to take a full part in extracurricular activities while recognizing that the health and safety of all students and staff dictates that individual needs of students be considered in each situation.

#### Curriculum

We endeavour to provide all students with the broadest range of subject options and to support their learning to greatest extent possible within the resources available to the school. As required, the curriculum will be altered or customised to meet the specific requirements of a child with additional learning needs. This may include the student accessing some or all of the Level 2 Learning Programme across a number of subject areas. Any changes will be done in consultation between parents and students, the AEN department, class teachers, school management and NEPS and other relevant outside agencies, as appropriate.

### Communications

The whole school context requires an effective sharing of AEN with class teachers and year heads. This will be done in a fashion which takes into account any considerations of confidentiality.

### Collaboration with parents/guardians

The AEN department will engage with parents/guardians to keep them informed of interventions in support of the additional educational needs of their children and seek their insight and support in the framing of these interventions.

### Ongoing staff development

The class teacher plays a vital role in catering to the needs of students with learning difficulties. In order to support the teachers, staff development opportunities will include the facilitation of continuing professional development on pertinent areas of AEN and on emerging best practice on additional education needs.

### Engagement with the National Council for Special Education (NCSE)

We work closely with the NCSE, which was established under the Education for Persons with Special Educational Needs Act 2004 (EPSEN Act). Its functions include allocating resources to schools to support individual students with additional educational needs; providing information to parents, schools and other stakeholders about good practice concerning the education of children with additional educational needs; and planning and co-ordinating the provision of education and support services. The NCSE employs a countrywide network of Special Educational Needs Organisers (SENOs). Each SENO has responsibility for a list of schools and are mainly involved in resourcing schools to meet the needs of students with additional educational needs and in ensuring that these resources are used efficiently in schools, in accordance with Department of Education policy.

### Collaboration with support agencies

We draw on the support of the following agencies in meeting the needs of students with additional education needs: the National Education Psychological Service (NEPS), the Special Education Support Services (SESS), National Behaviour Support Service (NBSS), National Educational Welfare Board (NEWB), National Council for Curriculum and Assessment (NCCA), and the Health Service Executive (HSE).

## Categories of Additional Education Needs (AEN)

The EPSEN Act defines Special/Additional Education Needs (SEN or AEN) 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 Act recognizes that additional education needs may arise from four different areas of disability: physical, sensory, mental health, learning disability, or from any other condition that results in the child learning differently from a child without that condition.

A child can have a learning disability but not have any additional education needs arising from that disability which require additional supports in school.

A child can have a learning disability that is either general or specific in nature.

### General learning disability (GLD)

Children with general learning disabilities find it more difficult to learn, understand and do things than other children of the same age. They can continue to learn and make progress all through their lives but at a slower pace than other children. A general learning disability can be at the level of mild, moderate, severe or profound. The impact of the disability can be very different for individuals, with each child showing a unique profile of strengths and needs.

An IQ score can be used as an indicator of intellectual functioning: the higher the score, the higher the functioning. An average IQ score is taken to be within the range of 90-110, with 100 as the mean or average score. About 68% of people have an IQ score that lies somewhere between 85 and 115. Only 2% of people would be expected to have an IQ score of less than 70.

For the purposes of granting additional supports to schools, the DES defines the categories of general learning disability as follows:

- Mild GLD: IQ score of between 50 and 70 on a standardized test of intelligence
- Moderate GLD: IQ score of between 35 and 49 on a standardized test of intelligence
- Severe/profound GLD: IQ score of less than 35 on a standardized test of intelligence.

A formal diagnosis of a general learning disability also requires that a student is experiencing a significant impairment in the area of adaptive functioning or general life skills.

### Specific learning disability

A specific learning disability is quite different to a general learning disability. A child with a specific learning disability has difficulty in a specific area of learning such as reading, writing, spelling and arithmetical notation. Their difficulties are very specific and are not due to other causes such as their general ability being below average, defective sight or hearing, emotional factors or a physical condition. The difficulties they experience can range from mild to severe.

Specific learning disabilities include:

- Dyslexia (difficulty in learning to read): This may mean that the child finds it hard to learn to read words or to understand what is written.
- Dyscalculia (difficulty with numbers): This may mean that the child finds it hard to understand how numbers work or learn to count or add, subtract, multiply or divide.
- Dysgraphia (difficulty with writing/spelling): This may mean that the child finds it difficult to write legibly and may have problems with spelling. They may find it hard to order their thoughts when writing a story or essay.
- Dyspraxia/DCD: Children may have motor difficulties plus difficulties with: speech, organisation, planning, sequencing, working memory.

## Identification of students with additional educational needs

The identification of a student's additional educational need(s) can be ascertained in a number of ways:

### Information from parents/guardians

Parents/guardians have an obligation, on enrolment, to make known to the school details of any previously diagnosed disability or additional educational need and to make available to the school reports of any examinations or assessment tests which have been previously carried out. Consultation with individual parents/guardians is an important way to gather information to assist in the identification process.

### Liaison with the primary school/other second level school

Parents/guardians are required to sanction the release of any relevant information from the primary school on transfer.

The SENCO and/or principal will communicate with the 'feeder' primary schools, generally between January and May, to meet with teachers and/or school management to discuss the learning needs of the incoming first year students identified during the entrance assessment. The primary school will be asked to complete a student transfer form, identifying the strengths and needs of the student. Meetings may also be held between the principal and/or SENCO, the relevant teachers of the student from the primary school, the school's NEPS psychologist, and the student's parents, in order to plan for the student's transfer to Coláiste na Mí.

Parents of students transferring from another second level school are required to sanction the release of any relevant information to the school on transfer.

### Screening assessments

Enrolling students take initial screening assessments for the purposes of profiling students. These assessments may include the Cognitive Ability Test (CAT4) and the New Group Reading Test (NGRT). These group tests will be supplemented, where necessary, by individual diagnostic testing following entry in the autumn. The results of CAT4 and NGRT assessments are available to teachers on the school SharePoint. A standard score of 89 or below indicates the child is scoring below average in that area, and as such can form the basis of an identification of need.

### Staff referrals

The professional judgement of teachers working on a daily basis with students is an essential method of identification. If teachers form an opinion on that in their professional judgement a student may have an undiagnosed learning need, they should complete the *Screening Test for Learning Difficulties* referral form and submit it to the SENCO for further investigation.

### Consultation with appropriate support agencies

The SENCO will, with the permission of parents/guardians, gather relevant information from any support agencies that may be involved with the student in order to plan for the needs of the student.



## The allocation of AEN support

Coláiste na Mí uses the *Continuum of Support* (NEPS, 2017) framework in identifying and responding to students' 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 students 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.

In planning the allocation of additional teaching supports, our principle is that those students with the greatest level of need get the greatest level of support. Resources are deployed to address the identified needs of students. In addition to literacy and numeracy difficulties, many students may have specific needs in such areas as oral language, social interaction, behaviour, emotional development and application to learning.

Support is given to those with a diagnosed, identified need. Where such student have met the criteria for an exemption from Irish, the school will endeavour to offer learning support in the form of small group teaching at times when those students would be timetabled for Irish class.

Support is also offered for students who do not have a diagnosed learning need but who may benefit from support in a specific area. The evidence of the need for such support may come in the form of:

- Standardised tests such as the CAT4/NGRT/WRAT4/WIATT-III
- House exams, such as the Christmas and Summer exams
- Teacher observation records, such as the *Screening Test for Learning Difficulties* referral form
- Teacher-designed measures and assessments
- Parent and student interviews
- Diagnostic assessments in literacy and/or numeracy
- Formal observation of behaviour

Communication with parents will be made where a need is identified. With the agreement of parents, support may be offered in the form of one-to-one or small group teaching at a time when the student is timetabled to have a non-exam subject, or in the form of team/co-teaching for the class(es) where the student has an identified need.

## **Models of AEN support**

The elements of provision for those with diagnosed and/or identified learning needs are:

### Withdrawal

Students are withdrawn from Irish (if they are in receipt of an Irish exemption) and/or from a non-exam subject (such as SPHE) for support, either individually or as part of a small group.

### Team/co-teaching

In classes with student(s) with a diagnosed and/or identified a co-teacher may be added to certain classes to support such students.

### Level 2 Learning Programme

Students with a diagnosed mild to moderate learning difficulty and who cannot access the curriculum at Junior Certificate (level 3) are, as per department guidelines, eligible to follow the Level 2 Learning Programme across a number of priority learning units and short courses. Evidence of suitability for Level 2 will come from the observations of class teachers and from the results of formal and informal assessments carried out by class teachers. Class teachers should then consult with the SENCO who will discuss this with the student's parents/guardians and the student.

Where agreement is reached that the student's learning needs are best served by following elements/all of the L2LP, class teachers will coordinate their work in consultation with the SENCO through the student's Excel file on SharePoint using the NCCA planning toolkit, the AEN department's Edcoot resources, and the subject departments own resources, to ensure the requisite number of learning outcomes are met for each Priority Learning Unit identified as meeting the learning needs of the student.

## *Documentation*

### Student support plan

A student support plan is prepared by teachers for each of their withdrawal learning support students. They are developed to enable learning support teachers to plan interventions and to track a student's pathway through the Continuum of Support. It facilitates teachers in documenting progress and needs over time and assists them in providing an appropriate level of support to students, in line with their level of need.

The support plans include:

- An overview of the student's abilities, skills and talents and the nature and degree of the child's learning needs, based on a review of the student's standardised test scores, AEN documentation, and consultation with relevant subject teachers the SENCO
- Targets for learning support
- An assessment of learning and continuing needs

A sample of the student support plan is available in the appendices of this policy document

## Key roles in AEN provision

### The role of the board of management

The board's role is to ensure that the AEN policy is developed, supported and evaluated over time, and to consider reports from the principal on the policy's implementation.

### The role of the Principal

The principal has overall responsibility for the implementation of the AEN policy and ensure that it is monitored and reviewed after an appropriate length of time.

### The role of the Special/additonal Education Needs co-ordinator (SENCO)

The SENCO at Coláiste na Mí will carry out the following duties, with other members of staff where appropriate:

#### *Administrative role*

- Implement the school's SET allocation by allocating resource hours to teachers' timetables, in consultation with the deputy principal, with the principle that students with the greatest level of need received the greatest level of support, by using withdrawal learning support and team/co-teaching.
- Co-ordinate the school's SNA allocation and liaise with SNAs in order to meet the needs of students granted SNA support.
- Oversee the development of student support files for AEN students in receipt of withdrawal learning support, and co-ordinate with resource teachers the maintenance of student support plans.
- Maintain an accurate list of students with diagnosed additional educational needs and identified additional learning needs.
- Co-ordinate the Level 2 Learning Programme for students following that programme.
- Profile the AEN needs of current students in the school and communicate same to teachers.
- Plan for the meeting of identified needs as part of the school's SET allocation.
- Maintain a resource bank of material for use with AEN students as part of whole class teaching and resource teaching.
- Profile the AEN needs of incoming first years on the basis of standardised tests (such as the NGRT and CAT4) conducted at entrance exam and communicate same to school management.
- Create and implement the timetable for separate exam centre(s) during house exams for students who are or who are likely to be, eligible for such supports in state exams.
- Implement the AEN-specific elements of critical incident policy.
- Process requests from parents for an Irish exemption for their son/daughter, in line with the procedures laid out in circular 0052/2019.
- Procure resource material and standardised test material as required.

### *Assessment role*

- Conduct relevant literacy assessments with students to ascertain eligibility for an Irish exemption, as per circular 0052/2019, and process the applications for those deemed to be eligible.
- Conduct relevant literacy assessments with students to ascertain eligibility for RACE and make applications to the SEC for RACE for students deemed to be eligible for supports at the state exams.
- Conduct relevant assessments with 6<sup>th</sup> year AEN students and those referred to the SENCO by the Guidance Counsellor, to ascertain eligibility for DARE, and process applications for those deemed to be eligible.

### *Liaison role*

- Liaise with feeder primary schools to discuss the learning needs of the incoming first year students with diagnosed additional educational needs or identified additional needs for the purposes of planning AEN provision.
- Liaise with parents, teachers, year heads, school management in relation to the progress of students with diagnosed additional needs and students with identified additional educational needs.
- Liaising with learning support teachers in order that Student Support Plans remain current.
- Liaise with outside agencies such as the Special Education Needs Organiser (SENO), National Educational Psychological Service (NEPS) in relation to the needs and progress of students.
- Liaise with the other departments, such as Career Guidance, in relation to DARE and other relevant.

### *Consultative role*

- Interpret and disseminate information from psychological reports to teachers, as appropriate.
- Put whole-school interventions in place by promoting good practice in differentiation for students with diagnosed additional educational needs and students with identified additional needs in order to facilitate a whole-school approach to AEN provision.

### The role of the resource teacher

Each student in receipt of resource teaching should have a student support plan document. Using this document, resource teachers should create a profile of each student, identifying the student's strengths and needs, and from this set targets for assessment. In order to do this, resource teachers should:

- consult the CAT4, NGRT or other relevant assessments
- consult professional reports (from the AEN office)

- consult any previous learning plan (from the AEN office)
- phone student's parent(s) as necessary
- contact student's mainstream teachers in order to discuss the student's needs as they pertain to that subject.

From these teachers should set and record a number of targets for the student, to be assessed on a termly basis. From this assessment, teachers can then set new targets for the next term. The recording of targets and assessments is vital in order to evaluate a student's continuing strengths and needs and to develop the student support file document. Resources which can be used to achieve the targets set are available in the AEN folder on SharePoint.

### The role of the class teacher

The mainstream teacher has the responsibility for ensuring that all students, including those with additional educational needs, are provided with a learning programme and environment that enables them to gain access to the curriculum and to advance their learning (*Inclusion of students with special educational needs*, Department of Education, 2007). All class teachers should create a classroom environment that accommodate and takes cognizance of learning strengths and needs. Planning is especially important for students with additional educational needs, and a key element of successful AEN provision is a high level of consultation and co-operation between the class teacher and the AEN teaching team. To this end, teachers are encouraged to consult with CAT4 and NGRT assessment results and profiles of ability (available on SharePoint), and any other documentation, such as current or previous IEPs, psychological or OT reports, held in the AEN office.

The class teacher also plays an important role in the early identification of students with AEN. The class teacher should be alert to the possibility of undiagnosed learning difficulties and make the SENCO aware of such concerns by completing *Screening Test for Learning Difficulties* referral form and returning it to the SENCO. These concerns should be based on observations of student work in class, homework, and the results of class assessments.

Differentiation may be required for students who experience an AEN. This can take many forms, including:

- Setting learning objectives for students with AEN at an appropriate level
- Provide learning activities and resources that are suitably challenging and are also likely to result in success and progress
- Modify presentation, questioning techniques, style of questioning etc in order to maximise the involvement of students with AEN
- Relate the topic to life experiences or concrete examples
- Allow alternative formats for answering questions i.e. orally, typing etc
- Set up 'buddy' learning systems in the class to involve more able students working with those with AEN either in collaborative groups or in peer-tutoring arrangements
- Provide learning activities which will ensure success for these students, as fostering self-esteem and confidence is critical for these students.

In summary, the class teacher will:

- Assist in identifying and referring students who have learning difficulties
- Facilitate access to the curriculum for students with learning difficulties
- Make themselves aware of the AEN students in their class and what information is available on these students
- Differentiate appropriately where necessary to meet the learning needs of AEN students
- Exchange information with the Resource/Learning support teacher on the student's progress
- Assist with the provision of accommodations in house and state examinations
- Advise on options and subject levels
- Partake in a whole school approach to learning support

### The role of the SNA

The role of a Special Needs Assistant is to assist students with additional educational needs who also have additional and significant care needs. Such support is provided in order to facilitate the attendance of those students at school and also to minimise disruption to class or teaching time for the students concerned, or for their peers, and with a view to developing their independent living skills. A per circular 0030/2014, the purpose of the SNA scheme is to provide for the significant additional primary care needs which some students with additional educational needs may have, in SNAs may perform secondary care associated tasks of a non-teaching nature such as:

- Preparation and tidying of workspaces and classrooms or assisting a child who is not physically able to perform such tasks to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson to another. To assist with cleaning of materials
- Assistance with the development of a Personal Pupil Plan for students with additional educational needs, with a particular focus on developing a care plan to meet the care needs of the students concerned and to review such plans
- Assist teachers and/or principal in maintaining a journal or care monitoring system for students including details of attendance and care needs. Assist in preparation of school files and materials relating to care and assistance required in class by students with additional needs
- Planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with class teachers and other teachers such as the resource teacher and school principal, attending meetings with parents, SENO, NEPS, or school staff meetings with the agreement and guidance of class teacher/principal
- Assistance with enabling a student to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of qualified personnel, including class teachers or support teachers
- Assistance to attend or participate in and out of school activities: walks or visits, where such assistance cannot be provided by teaching staff.

The duties of the SNAs are assigned by the principal and the SENCO and their work is supervised by senior school management.

#### The role of parents/guardians

Parents/guardians have a key role to play in relation to the progress of their child at school. This may include:

- Providing information in the form of assessments that have been undertaken with their child (for example, psychological or other assessments) and Primary school reports.
- Meeting with the SENCO and/or resource teachers to advise and consult on the nature of their child's need
- Assisting with and monitoring their child's programme of work at home
- To ensure their child attends school regularly and punctually
- To engage as fully as possible in their mainstream and support classes
- To be involved where appropriate in setting learning targets with the SENCO and their child's support teacher



## Students with AEN and the arrangements for the exemption from the study of Irish

Exempting a student from the study of Irish is an important decision that should be considered only in exceptional circumstance as it has implications for a student's future learning. Coláiste na Mí is bound by the arrangements set out in circular 0053/2019 for the exemption of students from the study of Irish, and in the implementation of same by the *Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools* (NEPS, 2019), the Inspectorate and Special Education Section (DES, 2017); *Exemptions from the Study of Irish: Guidelines for Post-Primary Schools* (English-medium) (DES, 2019); and in accordance with the *NEPS Continuum of Support* (NEPS, 2017).

Section 2.2 of Circular 0053/2019 sets out the exceptional circumstances in which consideration may be given to granting a student an exemption from the study of Irish:

- a. students whose education up to 12 years of age (or up to the final year of their primary education) was received outside the state and where they did not have opportunity to engage in the study of Irish, or
- b. students who were previously enrolled as recognised students in a primary or post-primary school who are being re-enrolled after a period spent abroad, provided that at least three consecutive years have elapsed since the previous enrolment in the State and are at least 12 years of age on re-enrolment, or
- c. students who
  - (i) present with significant learning difficulties that are persistent, despite having had access to a differentiated approach to language and literacy learning in both Irish and English over time. Documentary evidence to this effect, held by the school should include student support files detailing
    - regular reviews of learning needs as part of an ongoing cycle of assessment
    - target-setting
    - evidence-informed intervention and review, including test scores (word reading, reading comprehension, spelling, other scores of language/literacy) at key points of review, and
  - (ii) at the time of the application for exemption present with a Standardised Score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10th percentile.

In order to satisfy these criteria, it is the policy of the school that the student's word reading, word spelling and reading comprehension is assessed using the WRAT4, WIATT-III or other suitable assessment listed on the *Guidance on the selection of discrete tests of literacy attainment in English* (2019). If the student's standardised score in either of those three categories is at or below the tenth percentile, an intervention, which will be part of an ongoing cycle of review and assessment, in line with the *Continuum of Support*, is then put in place. A

follow up assessment of the student's word reading, word spelling and reading comprehension can be carried out. If the student's standardised score in either word reading, reading comprehension or spelling is at or below the 10<sup>th</sup> percentile, the application for an Irish exemption can then be processed.

### **Students with AEN and the study of Modern Foreign Languages**

It is the policy of Coláiste na Mí that all students, irrespective of whether an exemption from the study of Irish has been granted, must study a modern foreign language when they begin first year. As per Department of Education and State Examinations Commission advice, there is no exemption from the study of modern foreign languages, except for students following the Leaving Certificate Applied (LCA) program, for which an exemption from Irish confers an exemption from a modern foreign language.

### **Students with English as an additional language (EAL)**

Resources for the support of EAL students comes under the school's special education teaching (SET) allocation. Students learning English as an additional language can be identified by the SENCO through:

- information gleaned from enrolment forms
- feedback from class teachers or year heads
- contact with parents

EAL students may be supported through withdrawal learning support or co-teaching. An assessment of need may be carried out using the *EAL Post-Primary Assessment kit* (NEPS).

## Resources and information for teachers

### Information for class teachers

The National Council for Curriculum and Assessment (NCCA) has prepared a set of subject area guideline booklets to assist teachers in differentiating their class material to suit students with general learning disabilities.

### AEN folder on SharePoint

The AEN folder in the SEN section of SharePoint includes information, teaching strategies and resources related to specific learning difficulties, ASD, differentiation and the Level 2 Learning Programme. Teachers may also consult the *Coláiste na Mí AEN reference handbook*, which outlines the categories of SEN and differentiated teaching and learning strategies for each.

### AEN filing cabinet

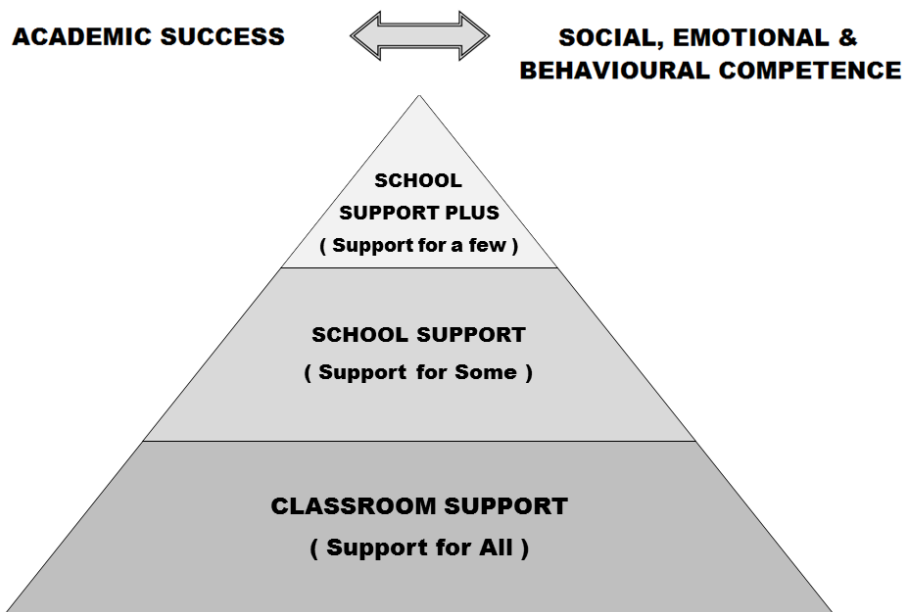
The AEN filing cabinet in the AEN office contains student files which include information on student assessments as well as student files. Student files including

- psychological and OT reports
- Student support files
- Correspondence with SENO
- Correspondence with outside agencies

## **Appendix 1: Student support file (adapted from the *Continuum of Support*)**

| <b>STUDENT SUPPORT FILE</b> |  |
|-----------------------------|--|
| <b>Name of Student</b>      |  |
| <b>Date of Birth</b>        |  |
| <b>School</b>               |  |
| <b>Date File Opened</b>     |  |
| <b>Date File Closed</b>     |  |

### A Continuum of Support



*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**

| Date | Actions |
|------|---------|
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## Support Checklist

| Name:   | Age:         | Class:   |
|---|--------------|----------|
| General Information   | Date Checked | Comments |
| 1. Parents/ Guardians Consulted   |              |          |
| 2. Information from previous school/preschool gathered  |              |          |
| 3. Hearing  |              |          |
| 4. Vision   |              |          |
| 5. Medical Needs  |              |          |
| 6. Basic Needs Checklist completed  |              |          |
| 7. Assessment of learning- screening  |              |          |
| 8. Observation of learning style/approach to learning   |              |          |
| 9. Observation of behaviour   |              |          |
| 10. Interview with pupil  |              |          |
| 11. Classroom work differentiated?  |              |          |
| 12. Learning environment adapted?   |              |          |
| 13. Yard/school environments adapted?   |              |          |
| 14. Informal or formal consultation/advice with outside professionals?  |              |          |
| 15. Advice given by learning support/resource teacher or other school staff?  |              |          |
| 16. Other interventions put in place in school?   |              |          |
| <b>Action needed</b>  |              |          |
| <i>Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20</i> |              |          |

# SUPPORT PLAN\*

Classroom Support  
School Support (Support for SOME)  
School Support Plus (Support for A FEW)

## To be completed by the teacher(s).

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74; *A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers*, pp. 51, 53, 54, 57.

|  |  |            |  |
|--|--|------------|--|
| Student's name                                     |  | Age        |  |
| Lead teacher                                       |  | Class/year |  |
| Start date of plan                                 |  |            |  |
| Review date of plan                                |  |            |  |
| Student's strengths and interests                  |  |            |  |
| Priority concerns                                  |  |            |  |
| Possible reasons for concerns                      |  |            |  |
| Targets for the student                            |  |            |  |
| Strategies to help the student achieve the targets |  |            |  |
| Staff involved and resources needed                |  |            |  |
| Signature of parent(s)/ guardian(s)                |  |            |  |
| Signature of teacher                               |  |            |  |



# SUPPORT REVIEW RECORD\*

Classroom Support  
 School Support (Support for SOME)  
 School Support Plus (Support for A FEW)

**To be completed by the teacher(s) as a review of the plan and as a guide for future actions.**

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers*; *A Continuum of Support for Post-Primary Schools, Resource pack for Teachers*; *Student Support Teams in Post-Primary Schools*.

|  |                |  |
|--|----------------|--|
| Student's name   | Class/ Year    |  |
| Names of those present at review   | 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)  |                |  |

| <b>Outcome of review (tick as appropriate)</b> |   |  |   |
|--|---|--|---|
|  | 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 2: Coláiste na Mí student support plan (for students in receipt of withdrawal learning support)**



**AEN department  
Student support plan**

|  |  |            |  |
|--|--|------------|--|
| Student's name   |  | Age        |  |
| Teacher  |  | Class/year |  |
| Start date of plan                                       |  |            |  |
| Review date of plan                                      |  |            |  |
| <b>Student's strengths</b>                               |  |            |  |
|  |  |            |  |
| <b>Student's area(s) of need</b>                         |  |            |  |
|  |  |            |  |
| <b>Targets for the student</b>                           |  |            |  |
|  |  |            |  |
| <i>Resources to help the student achieve the targets</i> |  |            |  |
|  |  |            |  |
| Signature of teacher                                     |  |            |  |

### Learning support progress assessment

**Term:**

|  | Student was able to... | Student still needs help with... |
|--|------------------------|----------------------------------|
|  |                        |                                  |
|  |                        |                                  |

*Any other comments:*