

CASTLEKNOCK CC LEARNING & LANGUAGE SUPPORT POLICY 2025-2027



Review Dates

Staff	Autumn 2014	Reviewed
Parents	January 2015	Reviewed
Student Council	April 2015	Reviewed
BOM	April 2015	Ratified
Reviewed	May 2018	Reviewed
BOM	December 2018	Ratified
Staff, Students & Parents Reviewed	Jan – April 2022	Reviewed
BOM	April 2022	Ratified
<i>Staff, Students & Parents Reviewed</i>	<i>September 2025</i>	<i>Reviewed</i>
<i>BOM</i>	<i>November 2025</i>	<i>Ratified</i>

Next Review April 2027

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Abbreviations

Abbreviation	Definition
AT	Assistive Technology
CAO	Central Applications Office
CAT 4	Cognitive Abilities Test 4th Edition
DARE	Disability Access Route to Education
DASH	Detailed Assessment of Speed of Handwriting
DES	Department of Education & Skills
EBD	Emotional Behavioural Disorder
FETAC	Further Education Training Awards Council
GLD	General Learning Disabilities
HEAR	Higher Education Access Route
LS	Learning & Language Support Department
L2LP	Level 2 Learning Programme
NCSE	National Council for Special Education Needs
NEPS	National Educational Psychological Service
NGRT	New Group Reading Test
PSS	Psychological Support Service
RACE	Reasonable Accommodation Certified Examinations
SEN	Special Educational Needs: Includes additional & special educational needs. Sometimes referred to as AEN.
SET	Special Education Teaching
SENO	Special Education Needs Organiser
SNA	Special Needs Assistant
SSF	Student Support File
SSP	Student Support Plan
WRAT	Wide Range Achievement Test
WIAT	Wechsler Individual Achievement Test

The Mission Statement of Castleknock Community College

We the pupils, parents, and staff of Castleknock Community College, strive for excellence in a caring and supportive environment. Growing and developing through co-operation will enable all to realise their full potential.

“A graduate from CCC is recognised as a young person who possesses a strong moral purpose and holds the courage of their convictions. Graduates will be equipped with the life skills to understand their own well-being so that they can manage their emotional, mental, spiritual, and physical needs.”

Introduction

Castleknock Community College is committed to providing comprehensive and effective Learning & Language support for students. This enables a specific cohort of students who have Additional Needs, with an appropriate framework of support, to access their curricula and achieve their potential. It is our goal for all students to have their needs appropriately identified and met. This policy considers the student as a young person and as a learner.

1. Principles

1.1 At Castleknock Community College we are determined to meet the educational needs of all our students. This policy describes the principles, aims and objectives, by which the College will identify, assess, and provide for students with Additional Needs.

1.2 Additional needs can take a variety of forms, including specific learning needs, health related needs, and behavioral needs. Challenges experienced by some students make it harder for them to learn as easily as their peers. These students need extra support to access the curriculum and achieve their potential. Challenges include (but are not limited to):

- General Learning Disabilities: A general learning disability can range from borderline mild, mild, moderate to severe/profound.
- Autistic Spectrum Disorder (ASD)
- Specific Learning Difficulties e.g., dyslexia, dyscalculia
- Visual or Hearing impairment
- Physical Challenges e.g., Developmental Co-ordination Disorder (DCD/Dyspraxia), Cerebral Palsy
- Attention Deficit (Hyperactive) Disorder (ADD/ADHD)
- Speech and Language Challenges
- Down's Syndrome
- Emotional Disturbance/ Anxiety Disorders
- Behavioural Disorders
- Medical or Health Issues
- Students with a dual diagnosis, for example Down Syndrome and Autism, Autism and Cerebral Palsy

This policy considers the Additional Needs provision outlined in the various acts pertaining to the provision of students with Additional Needs, notably the Education Act of 1998, the EPSEN Act 2004 and the Admissions to Schools Act 2018 underpin the key elements of this policy. This policy aligns with the 2024 Department of Education Guidelines for Post-Primary Schools Supporting Young People

with Special Educational Needs in Mainstream Classes and with Circular 0064/2024. It reflects principles such as inclusive education, wellbeing, collaboration, and evidence-informed practice.

1.3 The College recognises the right of students with Additional Needs to be educated in a mainstream College and the importance of genuine communication and partnership with parents and students in planning, delivering, and evaluating individual support. The College recognises that provision for Additional Needs is an integral part of its overall aim to raise the achievement of all students.

1.4 Some students will permanently, or from time to time, have a greater difficulty in learning than the majority of students of their age. Some may have needs that prevent or hinder them from making use of the facilities provided for our students. We will give these students individual consideration and make special provision for them, working in partnership with others, as necessary. The College's intention is that the needs of all students are identified and met as soon as possible.

1.5 All students whether they have Additional Needs or not, must have equal access to the full curriculum of the College and all activities. Students with Additional Needs will be encouraged and supported to become independent and take responsibility within the College.

2. Roles & Responsibilities in Coordinating Provision for Students with Additional Needs

2.1 Roles have been clarified in line with the 2024 guidelines. The role of supporting learning is a collaborative responsibility shared by all in the College community: Learning & Language Support Department, management, staff, students, and parents who have a positive and active part to play in achieving this aim.

2.2 The Overall responsibility for the provision of education to all young people, including young people with special educational needs, lies with the **board of management**. The board must ensure that Special Education Teaching (SET) resources are used for their intended purpose only to support young people with special educational needs in their school and that appropriate systems and procedures are in place to ensure school resources are managed appropriately and correctly and in a manner that provides for appropriate accountability to the relevant parties. The board of management must ensure that it receives annual confirmation from the principal on the use of the special education teaching resources. The Schedule of Deployment of Special Education Teachers (Appendix 1) outlines how teaching resources are allocated across the school, supporting planning and accountability.

2.3 The **school principal** has the responsibility for establishing, promoting and implementing inclusive whole school policies and procedures which are supportive of the learning of all young people including those with special education needs the principal oversees how the resources, which are provided to the school to support young people with special education needs, are used to ensure that the young people with the greatest level of need have access to the greatest level of support. The principal can establish a core special education teaching team and allow time for the core team to identify, review monitor and coordinate provision for young people with special educational needs.

2.4 **Learning & Language Support Department** contributes to the development of an inclusive school culture including school policies and practices. This department promotes whole school, inclusive, proactive teaching and learning approaches. Areas of responsibility include:

- Using the school provision plan (appendix 2) to record relevant information relating to some young people receiving additional support to track provision and progression across the Continuum of Support (Appendix 3).
- The LS Department will ensure that they are fully involved in developing and monitoring the College's SEN policy, and that SEN provision is an integral part of the College development

plan. The coordinator along with College Management will ensure that they are fully informed of the College's SEN provision, including how funding, equipment, and personnel resources are deployed. They will ensure that the quality of SEN provision is regularly monitored and evaluated.

- Students at 'Support for a Few' have individualised educational programmes developed to ensure that every student can experience success and make progress in line with their potential. Based on their assessed needs and learning goals, students may engage with mainstream subjects, specialised programmes, or a combination of both. Where appropriate, students may follow mainstream subjects to examination level and/or access Junior Cycle Level 2 Learning Programmes (L2LPs). Subject department plans incorporate the Junior Cycle Level 2 Priority Learning Units within their Schemes of Work to maximise meaningful inclusion and support. At Senior Cycle, access to mainstream classes is considered individually for each student based on their profile and learning trajectory. For students whose needs are best met through the Leaving Certificate Level 2 Programme, this programme is delivered through the Learning and Language Support Department. Students following a Senior Cycle L2 pathway are supported, where appropriate, to achieve relevant Learning Outcomes within mainstream settings, such as selected Leaving Certificate Applied classes, in accordance with their individual needs and strengths. Decisions regarding programme access and support pathways are informed by assessment, professional judgement, and the individual student's learning profile, strengths, interests, and needs.

2.5 The Learning & Language Support Department Coordinator has overall responsibility for Management of the policy, for assessment and provision for students with Additional Needs and for keeping College Management informed on Additional Needs policy and provision. The Learning & Language Support Coordinator has oversight of all matters regarding the day-to-day management of all aspects of Additional Needs policy and provision, for leading the Learning & Language Support Team and coordinating the involvement of outside agencies.

The Specific Responsibilities of the Role may include:

- Identifying students whose needs require support at Level 2 or 3 of the Continuum of Support
- Intake screening and collecting information from primary schools including student passport.
- Arranging standardised tests and/or diagnostic tests of literacy/numeracy.
- Advocating on behalf of students
- Applying for resources e.g., SET allocations, SNA allocations.
- Timetabling the SET and Language allocation
- Applying for accommodations for students e.g., RACE/DARE/HEAR.
- Individual work with students e.g., planning, implementing, and reviewing interventions.
- Co-ordinating the SEN team.
- Liaising with the Senior Leadership Team, subject teachers, guidance counsellors etc..
- Liaising with parents
- Collaborating with outside agencies e.g., Psychological Support Service.
- Directing the work of SNAs in the school.
- Developing policies and procedures.
- Putting whole-school initiatives and interventions in place.
- Arranging for cognitive assessments and other psychological assessments to be conducted.
- Identifying relevant CPD and providing CPD to staff.
- Provision mapping and allocating resources.

2.5 Role of the SEN Year Group Co-ordinator. A SEN Year Group Co-ordinator is appointed to oversee the provision of support for students with Additional Needs for each year group.

Specific Responsibilities of this Role may include:

- Developing Student Support Plans (SSP- see appendix 4)/ Care Plans.

- Arranging standardised tests and/or diagnostic tests of literacy/numeracy.
- Applying for accommodations for students e.g. RACE/DARE/HEAR
- Individual work with students e.g., planning, implementing, and reviewing interventions.
- Intake screening and collecting information from primary schools including student passport.
- Liaising with parents
- Attending Care Meetings
- Liaising with the Senior Leadership Team, subject teachers, guidance counsellors etc.

2.6 Special Class Co-ordinator

The co-ordinator of Special Class has overall responsibility for management of the daily operations of the Special Class. The co-ordinators' role typically involves overseeing services and support for individuals on the Autism spectrum who are enrolled in the Special Class in Castleknock Community College. Responsibilities include developing individualised student plans, collaborating with support services, creating supportive and inclusive environments, ensuring students have accommodations and supports required to succeed academically and socially in a post primary setting.

The duties of the Special Class coordinator are attached in appendix 5 of this document.

2.7 The Class Teacher has primary responsibility for teaching, learning, and assessment for all young people within their class groups, including those with special educational needs. The class teacher provides an inclusive learning environment, communicates, and collaborates with AEN team, accesses all information in the SSP, adapts teaching approaches as required to meet individual needs, contributes to reviews of the support plan, informs parents and guardians of their child's progress. The class teacher is responsible for gathering information on a student's progress through informal observation /assessment. Where concerns arise, the class teacher should complete a **Learning & Language Support Referral Form (Appendix 6)** which should include test results, homework proficiency detail. The teacher should work with the Learning & Language Support teacher giving advice on areas that need support.

2.8 The Learning Support Teacher provides additional teaching support. This provision includes early intervention, team teaching, small group, and/or individual support where appropriate. The learning support teacher collaborates, liaises, and communicates with other relevant teachers, the learning support team, the young person, and parents, if necessary. The learning support teacher uses evidence – informed teaching and learning approaches to support the special educational needs of young people, and monitors response to intervention. The Learning & Language Department provides a folder for all Learning & Language Support teachers. This folder includes a planning document for completion and return, outlining the needs of the learners and the area of support being targeted. Work records must be completed for each class. These are returned to the Learning & Language Support Office at the end of each term and filed in student files.

2.9 Students: The views of young people with special educational needs are central to decision making regarding their education, planning to meet their individual needs. Students engage in identifying their own strengths and needs, and in setting learning targets. This is achieved by regularly attending and working in Learning & Language support classes while developing 'ownership' of the skills being taught in Learning & Language Support classes and applying these skills to all their studies. Students are encouraged to contribute to the evaluation of their progress including self-assessment, and this allows students to grow independence.

2.10 Parents: Castleknock Community College acknowledges that collaboration with parents/guardians is a critical factor in enhancing outcomes for young people with special education needs. Parents are consulted in the development of the SSP, identifying their child's strengths, needs and interests, the nature of support and strategies developed to support their child, and review progress. Parents are invited to give consent where necessary for their child to be assessed by the Learning & Language Support Department or outside agencies.

2.11 Special Needs Assistant (SNA): The SNA's role is to look after the care needs of students with SNA access. Care needs that are consistent with DES Circular 30/14 include assistance with feeding, administration of medicine, assistance with toileting and general hygiene, assistance with mobility and orientation, assisting teachers to provide supervision in the class and school grounds, non-nursing care needs consistent with specific medical conditions, care needs frequent interventions including withdrawal of a student from a classroom when essential, assistance with moving and lifting of student, operation of hoists and equipment, assistance with severe communication difficulties including enabling curriculum access for students with physical or sensory needs. Students are encouraged, where appropriate, to become independent of the assigned SNAs. Other duties undertaken by SNAs included record keeping, consulting with teachers and the Learning Support Coordinators, and attending monthly meetings.

2.12 Year Head and Assistant Year Head Teams have general responsibility for monitoring the academic and social progress of students, notably through the tracking system. Their specific responsibilities in terms of this policy are:

- Liaising with the Learning & Language Support Coordinator
- Working with their Learning & Language Support link teacher
- Monitoring and reviewing the progress of students with SEN

2.13 Subject Departments have responsibility for all aspects of curriculum content and learning opportunities in their subject area. Their specific responsibilities in terms of this policy are:

- Maintaining and monitoring a Subject Department Policy on Additional Needs
- Ensuring that the subject content has been differentiated to meet the needs of all students.
- Mapping the L2 learning outcomes within their schemes of work.

3. Provision

3.1 Castleknock Community College will use the resources provided by the Department of Education and Skills for the sole purpose of providing additional teaching support for young people with special educational needs. Resources and teaching allocation provided to support students with special educational needs will be used to facilitate inclusion and offer a fully inclusive curriculum as far as possible.

3.2 The Department will refer to the Continuum of Support Framework to identify and respond to students' needs. This framework recognises that special education needs occur along a continuum, ranging from mild to more significant, and from transient to more enduring. It recognises that young people require different levels of support depending on their identified educational needs and that needs may change over time.

3.3 A problem solving process is used to identify a young person's special education needs. This process involves looking at young people's strengths and needs in the context of their current participation and engagement in all aspects of school life, within and outside the classroom. The problem-solving processes applies across the continuum to ensure that interventions are commensurate with the level of needs.

3.4 Arrangements for Students with Additional Needs Transferring to Castleknock Community College from Primary to Secondary School

- The College recognises that the transition to post-primary is a significant time in the life of a young person and a potential risk factor to the wellbeing of young people with special

educational needs. It is understood that supporting smooth transitions is very important for fostering wellbeing at school and advance planning is key to successful transitions.

- There is a dedicated care team established each year to manage the transfer of students from Primary to Secondary School.
- A member of the Learning & Language Support Department will be assigned to be the link person between primary schools and parents for students with Additional Needs.
- The profiles of each of these students are commenced in advance of their enrolment at the College.
- Meetings with parents and incoming young people, orientation meetings and meetings with outside agencies supporting the student are all considered in the process of students with Additional Needs transferring to the College.
- SNAs from Castleknock Community College may visit students in their primary school for observation purposes.

3.5 Assessment

The Learning & Language Support Department use a variety of assessment approaches to identify needs:

- Sten scores accessed from Primary Schools' Student Passport
- All students complete Entrance Assessments (CAT 4) which screen for the basic skills in literacy, numeracy, special awareness, and problem-solving competencies
- All students are assessed in their Literacy & Mathematics Skills in Second Year. Results are analysed and distributed to appropriate staff.
- The CAT 4 test is administered by the Guidance Department at the end of the first term of third year. The Learning & Language Support Department analyse these results to identify students who have not come to our attention previously who may be struggling in the areas of reading and spelling.
- Teachers and young people engage in ongoing assessment activities as part of normal classroom practices that can be either formative or summative in nature.
- Standardised assessments may be used as part of the assessment process. These include the WRAT, WIAT and NGRT.

3.6 How the LS Department Operates

Using the continuum of support framework ensures that interventions are incremental, moving from class-based interventions to more intensive and individualized support. Students with the greatest level of need will access the greatest level of support.

- Support for All is the first response. At this stage, it may be appropriate and sufficient for strategies to be implemented at a whole class level.
- Where difficulties persist, 'support for some' is considered. This could take the form of small group or 1-1 support.
- Young people whose needs have been identified as significant and enduring are addressed at the level of School Support Plus. They'll require access to individualised programme of learning, reflecting their strengths and interests and their needs.
- The allocation of special education teaching supports is recorded and monitored at each level of the continuum of support in the school provision plan.

3.7 Review of Progress

- From information gathered from the initial assessments, be it at the time of transfer to post-primary or a later stage, an individualised Student Support File (SSF) is opened, and a Student Support Plan (SSP) is put in place.
- Alongside the physical file, which contains professional reports, records of relevant communications and information gathered to develop understanding of strengths and needs, VS Ware will be used to record a log of actions and interventions.

- The SSP is shared with teachers and is available on VS Ware, outlining diagnosis, strengths, needs and targets and strategies for teachers.
- Progress is monitored through the young person's response to intervention, which is reviewed collaboratively. Following the review process, targets may be modified or, if necessary, new targets set.

4. Tracking at Castleknock Community College

The College operates a tracking system, Athena Tracker, for all students which is supported by the Learning & Language Support Department. The key features of the system include:

- To develop an academic profile of each year group by tracking the educational progress of each student.
- To allow each Year Head and their care teams to monitor each student's progress.
- To provide relevant data for subject facilitators and their teams to assess students' progress in relation to in-house assessments. Each subject facilitator will be provided with data which includes:
 - An overview of all grades in their subject
 - A breakdown by grade of their subject
 - Comparative data with previous assessments
 - Relevant links to literacy and numeracy data (where applicable).
 - Relevant data in relation to Learning Support and ESL
- The tracking of each student will provide the opportunity to affirm students who are making progress and for the early diagnosis of student weaknesses.

5. Assistive Technology

5.1 Assistive technology is an integral component of inclusive educational practice. The roll out of 1-1 devices supports all students' learning by promoting accessibility and fostering independence. For students with additional needs, assistive technology provides essential accommodations that reduce barriers to participation, ensure equitable access to the curriculum.

5.2 Students who require the use of a word processor to complete some or all of their schoolwork as part of their access arrangements or learning accommodations will be clearly identified in the School Provision Plan and their Individual Support Plan. It is the responsibility of the student to ensure that all work is available in class.

5.3 MS Teams is the platform by which teachers are encouraged to share notes and class materials. Where there has been prior arrangement with the teacher, students have the option to share their work on MS Teams Platform.

5.4 AT Tools include:

- Text-to-speech software (e.g., Read & Write, Immersive Reader, MS Word's 'Read Aloud' function) enables students with reading difficulties (such as dyslexia) to access written content audibly.
- Speech-to-text tools (e.g., Dragon NaturallySpeaking, MS Word's 'dictate' function) assist students with writing difficulties in producing written work using their voice.
- Mind-mapping software (e.g., Coggle) helps students with planning and structuring ideas before writing.
- Word processors with spell check and predictive text (e.g., Microsoft Word) assist students in composing written work more independently.

- Alternative Communication (AAC) devices support students with speech and language impairments in expressing themselves.
- FM systems improve auditory access for students with hearing impairments or auditory processing disorders.
- C-Pens support students with word recognition in class / at home. They can also be applied for use in State Exams under the RACE process.

6. Training of Staff & Management

The Management at Castleknock Community College is committed to the training of staff members in Additional Needs. The core Learning & Language Support Department team members have all completed a Post Graduate Diploma in Learning & Language Support and Additional needs. In drawing up the staff development plan and training programmes, it is envisaged that The Management Team will continue to give consideration and appropriate priority to the needs of all teachers regarding Additional Needs. The Learning Support Department is committed to continuous improvement through regular engagement in professional learning. Department members regularly attend training and development opportunities to upskill in best practices for supporting students with additional needs. In addition, the department shares relevant teacher professional learning opportunities with all staff to promote whole-school awareness and inclusive practices.

7. Involvement of Parent(s)/Guardian(s) & Students

7.1 The College recognises the importance of the involvement of students and their parents/guardians in planning and reviewing support for students with Additional Needs. We encourage informed participation of both in achieving the aims of this policy.

7.2 We are committed to working in genuine partnership with parents/guardians by:

- Having a positive attitude towards parents/guardians, respecting the validity of differing perspectives
- Providing user-friendly information and procedures and being aware of communication barriers.
- Recognising the pressure, a parent/guardian may be under because of their child's need
- Acknowledging the importance of parental knowledge and expertise in relation to their own child
- Gaining parental consent for testing and referrals
- Ensuring parents/guardians are aware of support groups and relevant outside agencies who can assist them
- Encouraging regular communication between College staff and parents/guardians so that any concerns regarding their child's learning or provision can be addressed.

7.3 The College recognises that students have a right to receive information about plans and outcomes for their learning and to have their opinion considered in any matter relating to them. All students are encouraged and helped to participate in the planning and evaluation of their learning and in setting targets for the future. This is achieved through the development of personal learning planning with their Learning & Language Support teacher, target setting and monitoring as well as more informal approaches.

8. Behaviour and Additional Needs

All students of Castleknock Community College are expected to adhere to the school's Code of Behaviour, as outlined in the Code of Behaviour Policy, which promotes a safe, respectful, and inclusive learning environment. However, it is recognised that some students with additional educational needs, may require targeted support measures or interventions before implementing the Behaviour Code. In

such cases, a response involving collaboration between the Learning Support Department, Year Heads, and relevant support teams will be implemented. These supports are intended to address the underlying needs influencing behaviour and are designed to give the student the opportunity to respond positively. While this approach may result in reasonable adjustments to how sanctions are applied, it does not negate the expectations set out in the Code of Behaviour. Where interventions and supports have been exhausted and the behaviour persists, the Code of Behaviour will be enacted in full, in line with the procedures outlined in the school's Behaviour Policy.

9. Special Arrangements for sitting State Examinations

9.1 Department of Education & Skills may grant special arrangements to students with Additional Needs. This is called Reasonable Accommodation at Certificate Examinations (RACE). Each application is assessed on an individual basis. The Learning & Language Support Department is responsible for the submission of these applications to the Department. To qualify for RACE the Learning & Language Support Department must assess students within a year of their Junior Cycle examinations. The SEC have strict criteria for qualifications. Applications are made based on the results of testing conducted by the Learning & Language Support Department. The SEC do not consider results and/or recommendations from professional reports. Result of testing must be included in the application and evidence of testing stored in the College.

In general, accommodations granted at Junior Cycle can be reactivated for Leaving Certificate. New applications can also be made for Leaving Certificate. Parents can appeal decisions not to grant accommodation.

9.2 The Learning & Language Support Department also offers, when resources allow, these accommodations during the house/mock examinations to students who may qualify for RACE. Our positive commitment to facilitating an effective Learning & Language Support system will provide an environment, which will promote, enhance, and further develop the acquired skills of the pupils with learning difficulties.

10. Disability Access Route to Education (DARE)

Students with Special Educational Needs who wish to apply for the Disability Access Route to Education (DARE) must tick the disability box on their CAO application. There are deadlines set by the CAO for completion of an online statement from the student outlining how their disability affects their learning, submission of a downloaded form, which the College must complete and submission of professional reports outlining a diagnosis.

The Learning & Language Support Department works closely with the Guidance Department to advise parents on professional reports required by the CAO. The Learning & Language Support Department assists the students in completing their statement and they complete the College form for these students. Students with physical and medical needs and students with mental health illness may also qualify for DARE. New Educational Assessments are not required for students with a diagnosis of dyslexia, but up to date scores for word reading and word spelling must be submitted. The Learning & Language Support Department will assess students for this purpose. To qualify the two scores must be at or below a standard score of 81. Scores from professional reports that are no older than 2 years may be used instead of school scores. (Please see DARE guidelines in this regard).

11. Procedure for acquiring an exemption from Irish

The College strictly adheres to the guidelines for exemptions as set down by the Department of Education and Skills (Circular 0055/22)

Under the new guidelines the following protocols need to be observed:

1. Parent(s)/Guardian(s) must complete an "Application for Exemption from the Study of Irish Post Primary Schools."
2. The application must clearly state the ground for applying for an exemption from the study of Irish in accordance with Circular 0053/2019.
3. It is important that all documentation in support of the application must be submitted at the time of Application.

Once an “Application for Exemption from the Study of Irish Post Primary Schools” has been received by the College parents will receive a confirmation letter acknowledging that the College is in receipt of the application.

If it is the College’s decision not to grant an Irish Exemption a parent will be afforded the opportunity to appeal the decision to the Irish Exemptions Appeal Committee.

Parents of Incoming First Year Students should inform the College if an exemption from Irish was granted at Primary School and if they wish to avail of this exemption.

12. Monitoring & Evaluating

The work of the Learning & Language Support Department in implementing this policy and the general effectiveness of Additional Needs provision in the College will be subject to the normal College self-evaluation policy and an annual department review process. The review process will involve evaluating all elements of the day-to-day running of the Learning & Language Support Department which will allow us to identify key strengths and weaknesses in the provision of SEN in the College. Annual developments and plans for the next academic year will be outlined in the College’s annual progress report compiled by The Senior Leadership Team.



Appendix 1: Schedule of Deployment of Special Education Teachers

Schedule of Deployment of Special Education Teachers to Support Young People with Special Educational Needs (Post-Primary)

School: Roll No:

School Year: Date reviewed/updated:

Special Education Teaching Allocation: Total hours

Teacher Name	Subject area/s taught	Total Special Education Teaching Hours allocated	Details of support provided

Roles/Area of support e.g. Literacy, numeracy, social interaction, emotional regulation, etc.	Year/class group and time allocation e.g. 1st year 1E x 120 minutes per week	No. of young people per group

Principal's confirmation to the Board of Management of Correct Deployment of SET Resources (Sample)

From: Principal

To: Chairperson of the Board of Management

Castleknock Community College

Academic Year

I hereby confirm that:

All resources provided to support children and young people with special educational needs are used for their intended purpose in accordance with circular letter 0064/2024 (and the associated guidance).

John Cronin
Principal

Date: _____

Appendix 2: School Provision Plan

School Provision Plan for Young People with Special Educational Needs

The outline of whole-school interventions and the record of young people with special educational needs who are supported at the levels of School Support-Some and School Support Plus-Few of the Continuum of Support Framework.

Whole-School and Subject Classroom Support-ALL

Outline any current programmes, initiatives or interventions delivered at whole-school level to support and promote inclusion and positive experiences and outcomes for **ALL**

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School Support -SOME

Young Person's Identifier (e.g. initials)	Year/ Class group	Description of special educational need(s).	Type of Support e.g. small-group, individual, team-teaching etc	Area of Support e.g. literacy, numeracy, emotional, self-regulation etc.	Dates of review of Student Support Plan

School Support Plus-FEW					
Young Person's Identifier (e.g. initials)	Year/ Class group	Description of special educational need(s).	Type of Support e.g. small-group, individual, team-teaching etc.	Area of Support e.g. literacy, numeracy, social, emotional, self-regulation etc.	Dates of review of Student Support Plan

Appendix 3: Identification of Educational Needs through the Continuum of Support Process

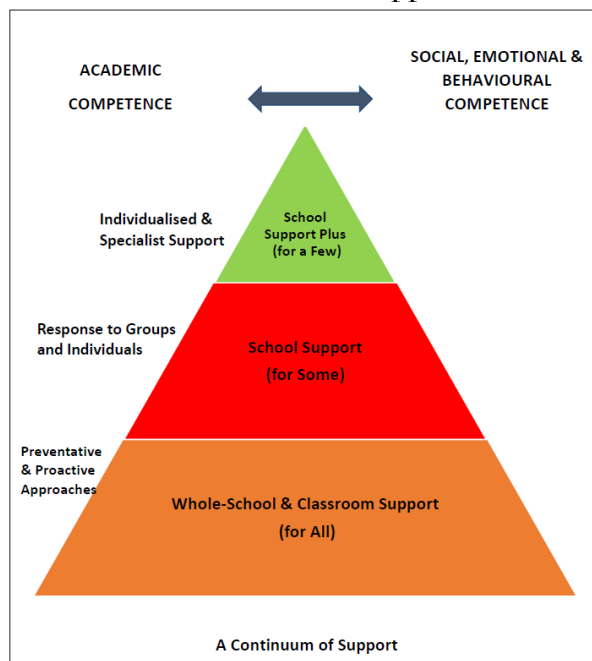
<p>Whole-School and Classroom (Support for All)</p>	<p>The Post-Primary Continuum of Support contains a range of ideas and resources to assist in identification, intervention, and monitoring of outcomes. The subject teacher considers how to differentiate the learning programme effectively to accommodate the needs of all students in the class.</p> <p>Identification of those needing additional support can be informed by:</p> <ul style="list-style-type: none"> • Intake screening • Collection of information from primary schools, including Student Passport • Teacher observation • Teacher assessment • Learning Environment Checklist • Student Support Team involvement • Standardised tests of literacy/numeracy • Student consultation • Parental consultation <p>Where students continue to present with significant difficulties, despite whole-school interventions (such as differentiated teaching, a mentoring programme or social skills group), School Support (for Some) is initiated.</p>
<p>School Support (for Some)</p>	<p>At this level, a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"> • Teacher observation records • Teacher-designed measures /assessments • Parent/student interview • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measures for social, emotional, and behavioural difficulties <p>Support at this level can take many forms, for example: team-teaching, small group or individualised tuition, peer mentoring, inclusion in social skills groups, behaviour reward, and consequence systems.</p> <p>A Support Plan operates for an agreed period and is subject to review.</p>
<p>School Support Plus (for a Few)</p>	<p>At this level, subject teacher(s), parents, and special education teachers, in collaboration with outside agencies, as required engage in a more detailed and systematic approach to information gathering and assessment. This involves using a broad range of formal and informal assessment and diagnostic tools, including teacher observation, student interview, measures of cognitive ability and social, emotional, behavioural, and adaptive functioning, as appropriate.</p> <p>Data generated from this process are used to plan an appropriate intervention and serve as a baseline against which to map progress.</p> <p>A Support Plan at this level is likely to be more detailed, individualised, and to involve longer term planning and consultation.</p>

Appendix 4: The Student Support Plan



STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

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.

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?		
Action needed		

SUPPORT PLAN *		<i>Classroom Support</i> <i>School Support (Support for SOME)</i> <i>School Support Plus (Support for A FEW)</i>	
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			

*A consultation with a psychologist/ other professionals may contribute to this plan.

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.

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)		
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 5: Duties of the Special Class Co-Ordinator:

The responsibilities of the Special Class Coordinator include:

1. To link regularly with the Senior Leadership team and the SENCO on the daily operations of the Special Class.
2. To manage all paperwork involved in applications for students applying for a place in the Special Class (NCSE Form 7).
3. To manage any paperwork involved in applying for transport (NCSE Form 2) for any student enrolled in the Special Class.
4. To liaise with students, tutors, parents, and the SNAs in the Special Class, the primary school principals, teachers and SNAs, and outside agencies to support the transition of students to the Special Class in Castleknock Community College.
5. To liaise daily with new incoming 1st year students to the Special Class during their first four weeks of school to ensure they are settling in.
6. To liaise with the student, parents, link persons, SET teachers and outside agencies to draw up student support files for all students enrolled in the Special.
7. To engage in discussions with parents in planning interventions, reviewing student support and relaying progress to parents of each student enrolled in the Special Class at the beginning of each semester.
8. To liaise with students, parents, Special Class SNA's, mainstream SNA's, SET teachers and subject teachers to ensure smooth transition from the Special Class classroom to mainstream classroom to promote inclusion in mainstream wherever possible throughout the individual student's school day in Castleknock Community College.
9. To collaborate with the Senior Leadership team and the SENCO regarding timetabling for the Special Class. To work with the SENCO in ensuring the effective and efficient uses of resources, including the allocation of SNA's, special education teachers and subject teachers for all students enrolled in the Special Class.
10. To plan for each academic year in the Special Class, ensuring that all aspects of the curriculum are delivered effectively.
11. To manage the facilities within the Special Class, ensuring all rooms are in working order and safe for students to use.
12. To liaise with parents of Special Class students regularly to deliver information and support them in the education of their children.
13. To advise and collaborate with SNAs around the care needs of students enrolled in the Special Class. To help SNAs with individual care plans e.g. movement breaks, specific to each individual student.
14. To engage with outside professional agencies (educational psychologists, SLT's, OT's etc.), to ensure the needs of students in the Special Class are being met throughout the academic year.
15. To liaise with subject teachers on the delivery of the Special Class curriculum ensuring that it meets the needs of the individual students. To work with teachers and parents on the implementation of the Junior Cycle curriculum (L2LP, Level 3 or a blend of both L2LP and Level 3) or the Leaving Cert Curriculum.
16. To work with the SENCO, in ensuring that all eligible Special Class students get access to the reasonable accommodations that they are entitled to for JC CBA's, project-work, JC and LC mock and state exams.

Transport

Applications for transport are made through the NCSE. If successful, the students are granted individual or shared transport. The school is not responsible for the selection or supervision of drivers. Please refer to the Transport guidelines for details.

Appendix 6: Learning & Language Support - Referral Form

Learning & Language Support Referral Form
Strictly Confidential and Without Prejudice

Name of Student: _____ Rang: _____

Name of Teacher: _____ Date: _____

Reasons for referral (Please describe the difficulties which this student is encountering in school)

Results of Class Tests

Additional Information (e.g., names of other teachers who would be familiar with this student)

Please attach photocopies of samples of work highlighting particular difficulties

Signed: _____