

ADDITIONAL EDUCATIONAL NEEDS POLICY 2026

Consultation: This policy is intended to be implemented following consultation with students, parents/guardians, staff, school leadership, the Board of Management and GRETB, as appropriate.

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1. Introduction and Ethos

Coláiste Bhaile Chláir is a co-educational and multi-denominational Community College under the trusteeship of Galway and Roscommon Education and Training Board (GRETb). We are committed to providing the highest standard of education and care for all students and to fulfilling our mission in partnership with students, parents/guardians, staff, trustees and the local community.

Our approach to Additional Educational Needs (AEN) is grounded in the GRETb values of Excellence in Education, Care, Equality, Community and Respect. We seek to create a school community in which every student is welcomed, valued, respected and enabled to participate fully in learning and school life.

We recognise each learner as an individual with strengths, interests, talents, experiences and needs. We therefore place the student before the label or diagnosis and seek to identify and reduce barriers to learning, participation and belonging.

Inclusion is a whole-school responsibility. It is reflected in school culture, relationships, teaching and learning, assessment, timetabling, student support, transition, wellbeing and participation in the wider life of the school.

The school particularly values connection, inclusion, belonging and muintearas. AEN provision forms part of the wider school commitment to a positive learning climate in which students can learn, participate and develop increasing independence.

2. Purpose, Scope and Rationale

This policy sets out how Coláiste Bhaile Chláir identifies, plans, delivers, records, reviews and evaluates provision for students with Additional Educational Needs.

The policy applies to all students, all teachers and staff, school leadership, Special Education Teachers (SETs), Special Needs Assistants (SNAs), Guidance Counsellors, the AEN team, the Student Support Team and other personnel involved in supporting students.

The policy applies regardless of whether a student has a formal diagnosis. A diagnosis may provide useful information, but educational support is determined by identified educational need, its impact on learning and participation, the evidence available, and the student's response to intervention.

The policy is designed to support an inclusive, whole-school and needs-led model in which the greatest level of support is available to students with the greatest level of identified need, while recognising that needs can change over time.

The policy is a working document and will be reviewed in response to Department of Education, NCSE, SEC, GRETb or ETBI developments and through the school's own monitoring and SSE processes.

3. Legislative and Policy Framework

Coláiste Bhaile Chláir will implement this policy in accordance with applicable legislation and current Department of Education, NCSE, SEC and GRETB guidance. The principal sources informing this policy include:

Education Act 1998.

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

Equal Status Acts 2000–2018, as applicable.

Department of Education and Youth Circular 0064/2024 – The Operation/Application and Deployment of Special Education Teacher Resources.

Department of Education and Youth Guidelines for Post-Primary Schools: Supporting Young People with Special Educational Needs in Mainstream Classes (2024), which replaced the 2017 guidance.

Current Department of Education and Youth / NCSE guidance on Student Support Files, Student Support Plans, the Continuum of Support and Indicators of Effective Practice.

Current annual Department/NCSE circulars governing SET allocation and deployment.

Current State Examinations Commission guidance on Reasonable Accommodations at Certificate Examinations (RACE).

Current Department of Education guidance governing exemptions from the study of Irish.

Relevant GRETB policies, procedures and guidance.

Where a conflict arises between this policy and subsequent statutory, Departmental, NCSE or SEC requirements, the most current statutory or official guidance will take precedence and the policy will be amended as necessary.

4. Definitions and Core Principles

4.1 Additional Educational Needs

For the purpose of this policy, AEN refers to an educational need that requires additional support, reasonable accommodation, intervention, adaptation or differentiated approaches to enable a student to access, participate in and benefit from education equitably with peers.

Students may have identified needs associated with learning, literacy, numeracy, communication, autism, attention and executive functioning, social/emotional/behavioural development, physical or sensory access, general learning needs, EAL, exceptionally high ability, or temporary or emerging circumstances. This list is illustrative rather than exhaustive.

4.2 Inclusion

Inclusion means ensuring that students are welcomed, valued and supported to participate meaningfully in learning and school life. The school will seek to identify and reduce barriers and will provide appropriate supports while promoting independence and participation alongside peers wherever reasonably possible.

4.3 Core principles

Student first: the individual student is placed before a diagnostic label.

Strengths-based: planning begins with strengths, interests, aspirations and what the student can do.

Needs-led: provision responds to identified educational need rather than diagnosis alone.

Whole-school: all staff have a role in inclusive education.

Least restrictive / inclusive first: support is provided in mainstream settings where appropriate, with targeted or intensive provision where required.

Evidence-informed: decisions are informed by relevant assessment, observation, student/parent voice and response to intervention.

Student voice: students are active participants in decisions about their learning and support, appropriate to age and developmental level.

Partnership: parents/guardians, students, staff and relevant professionals work collaboratively.

Independence: support should build skills, agency and self-advocacy rather than unnecessary dependence.

Review: provision is monitored and adjusted as need changes.

Confidentiality: information is shared lawfully, proportionately and on a need-to-know basis.

5. Aims and Objectives

The overall aim of AEN provision is to ensure an inclusive educational environment in which all students can access learning, participate fully, experience belonging and progress towards their potential.

Welcome and include students with diverse strengths and needs.

Provide equitable access to a broad, balanced and appropriate curriculum.

Identify educational needs early and respond through the Continuum of Support.

Provide evidence-informed and appropriately targeted intervention.

Promote meaningful, individualised learning targets.

Support students to develop independence, self-advocacy and responsibility for their learning.

Use in-class support, co-teaching and universal provision wherever these best meet need, alongside targeted withdrawal where appropriate.

Support successful transitions at key points in the student's educational journey.

Engage students and parents/guardians as partners.

Use provision mapping and SSE to evaluate the impact of AEN provision and inform resource planning and staff learning.

6. Whole-School Responsibility and Roles

6.1 Board of Management

Approve, support and monitor the implementation of this policy.

Ensure that AEN provision is considered in school planning, resources and accommodation.

Receive appropriate information on the implementation and review of AEN provision without compromising student confidentiality.

Ensure secure arrangements for the storage and management of student records.

6.2 Principal / Senior Management

Lead a whole-school approach to inclusion and AEN.

Ensure effective systems for identification, support, review and transition.

Allocate and deploy SET resources in accordance with current Department/NCSE requirements and identified educational need.

Support the AEN Coordinator and AEN team.

Provide staff with relevant information in a timely and proportionate manner.

Facilitate appropriate CPD and professional learning.

Liaise with GRETB, SENO, NEPS and other relevant agencies.

Oversee assistive technology applications and other relevant supports.

6.3 AEN Coordinator / AENCO

Coordinate day-to-day AEN provision and advise senior management.

Coordinate the school's Continuum of Support processes.

Support Student Support Files and Plans.

Lead or facilitate AEN team meetings and review processes.

Coordinate the school's AEN Provision Map.

Use assessment and intervention information to inform planning and allocation of support.

Support AEN Anchors, SETs and subject/class teachers.

Coordinate relevant RACE processes and examination accommodations in collaboration with the Assessment Team.

Coordinate assistive technology applications and maintain relevant records.

Support liaison with parents/guardians and external professionals.

Monitor the impact of interventions and recommend changes to provision.

6.4 AEN Anchors

AEN Anchors provide distributed coordination within assigned year groups/cohorts. They support communication, review, transition, assessment coordination and problem-solving. They do not replace the responsibilities of the AENCO, subject teacher or SET.

Liaise with Year Heads, SETs, class/subject teachers and the AENCO.

Support review of student needs and interventions.

Advise staff on appropriate classroom strategies.

Coordinate Student Support Files and Student Support Plans.

Coordinate year-specific actions such as transition, RACE or DARE where assigned.

Escalate emerging concerns to the AENCO.

6.5 Year Head

Act as an important pastoral link for students and parents/guardians.

Bring relevant AEN concerns to the Student Support Team/AENCO.

Share relevant information with the appropriate AEN Anchor.

Support attendance, engagement, behaviour and wellbeing responses.

Participate in transition and review processes.

6.6 Special Education Teacher (SET)

Provide targeted and/or collaborative educational support based on identified need.

Contribute to Student Support Files and Plans.

Deliver direct, small-group, individual and in-class support as appropriate.

Use evidence-informed teaching approaches and monitor intervention impact.

Collaborate with subject teachers and other staff.

Support early intervention, prevention and inclusive classroom practice.

Maintain appropriate planning and progress records.

6.7 Subject / Class Teacher

The subject/class teacher retains primary responsibility for teaching and learning for all students in the class, including students receiving SET support.

Create an inclusive classroom environment.

Use universal and differentiated teaching approaches.

Use assessment and observation to identify emerging needs.

Implement agreed strategies and supports.

Contribute to Student Support Plans and reviews.

Collaborate with SETs and other relevant staff.

Maintain appropriate communication with parents/guardians.

6.8 Guidance Counsellor

Support subject choice, transition, progression and post-school planning.

Work with AEN staff on DARE, HEAR and other relevant access/progression pathways.

Provide additional guidance at key transition points.

Support students with AEN to develop realistic aspirations and independence.

6.9 SNA

The primary role of the SNA is to support the care needs of students in accordance with Department guidance and the allocation made to the school. Following fulfilment of core care responsibilities, SNAs may support access to learning and participation under the direction of teachers and school leadership.

6.10 Student Support Team

The Student Support Team provides a coordinated forum for identifying, discussing and responding to student needs across learning, attendance, wellbeing, behaviour and AEN. Information is shared proportionately and actions are recorded where appropriate.

7. Student Voice and Partnership with Parents/Guardians

Students and parents/guardians are valued partners in AEN provision. The school will seek their views, where appropriate to age and developmental level, when identifying needs, setting targets, planning interventions and reviewing progress.

Students will be invited to identify strengths, interests, barriers and goals.

Students will be supported to understand their targets and strategies.

Parents/guardians will be invited to share relevant information and contribute to planning and review.

Communication will be respectful, accessible and proportionate.

Students and parents/guardians will be informed of significant changes to support where appropriate.

8. Identification of Educational Need

Identification is an ongoing process. A student may be identified through transition information, teacher observation, screening, assessment, attendance or engagement patterns, student/parent concerns, response to classroom strategies, professional reports or other relevant evidence.

The school will not use diagnosis or a single test score as the sole basis for determining educational support.

8.1 Sources of evidence

Classroom observation and teacher assessment.

Standardised and screening assessments where appropriate.

Student work and work samples.

Student voice and self-assessment.

Parent/guardian information.

Previous school information and Student Support Files.

Attendance, engagement and relevant pastoral information.

Response to interventions.

Professional reports where available and relevant.

8.2 Problem-solving approach

Staff will identify the concern, gather relevant information, consider the student's strengths and interests, agree appropriate strategies, implement them for an appropriate period, monitor

response and review. Where classroom-level support is insufficient, the student may progress to School Support or School Support Plus.

9. Continuum of Support

CBC uses the Department of Education Continuum of Support as the core framework for identifying educational needs and organising support.

Stage 1 – Classroom Support

Classroom Support is the usual first response to emerging need. The subject/class teacher identifies a concern, considers strengths and barriers, consults with the student and, where appropriate, parents/guardians, and implements reasonable classroom strategies. The response is monitored and reviewed.

Stage 2 – School Support

Where classroom support does not sufficiently address need, the AENCO/AEN Anchor and relevant staff become more involved. Information is gathered systematically, a Student Support Plan is developed and targeted intervention is provided and reviewed.

Stage 3 – School Support Plus

Where needs are significant, persistent or complex, School Support Plus may be appropriate. This may involve external professionals/agencies and more intensive individualised planning. Classroom and School Support strategies continue to form part of the student's overall provision.

A student may enter the Continuum at a higher stage where existing information indicates that this is appropriate. Support is not necessarily linear; students may move between levels as needs change.

10. Student Support File and Student Support Plan

The Student Support File (SSF) is the principal school record for students receiving additional support through the Continuum of Support. The Student Support Plan (SSP) records the agreed plan at the relevant stage.

CBC will work towards ensuring that a Student Support File is in place for every student receiving additional SET support, in line with current Department guidance.

10.1 Minimum content

Student information and relevant background.

Strengths, interests, aspirations and student voice.

Identified educational needs and barriers to learning/participation.

Relevant evidence and assessment information.

Priority learning needs.

Meaningful and individualised targets.

Strategies/interventions and who is responsible.

Timescale for intervention.

Evidence of progress/impact.

Student and parent/guardian contribution where appropriate.

Review date and agreed next steps.

Relevant transition information.

Targets should be specific to the individual student, meaningful, observable where possible, and linked to the student's priority learning needs. They should not simply reproduce generic curriculum objectives.

The 2026 Inspectorate findings on Student Support Files reinforce the importance of having files in place and of ensuring that learning targets are individualised and meaningful. CBC will use these findings as part of its annual review of AEN practice.

11. Provision Mapping

CBC will develop and maintain an AEN Provision Map as part of its whole-school planning and SSE processes. This reflects the direction of inclusive special education provision across the ETB sector.

The Provision Map will identify and evaluate the universal, targeted and intensive supports available across the school.

11.1 Universal provision

Inclusive classroom teaching

Differentiation and UDL-informed practice

Literacy and numeracy approaches

Wellbeing and belonging supports

Assistive technology where appropriate

Accessible assessment and classroom routines

11.2 Targeted provision

Small-group intervention

Team teaching/co-teaching

Targeted literacy/numeracy

Executive functioning and organisation

Social/emotional or regulation supports

Targeted transition support

11.3 Intensive provision

Individualised intervention

School Support Plus

Cúnamh/special class provision

Specialist/external agency involvement

Complex transition planning

The Provision Map will be used to identify strengths, gaps and duplication; inform resource planning; support SET deployment; identify staff professional learning needs; and evaluate the impact of provision.

12. Allocation and Deployment of SET Resources

SET resources are an additional resource for students with identified special educational needs. CBC will deploy SET resources in accordance with current Department/NCSE requirements and the school's identified pattern of educational need.

Allocation will be needs-led and evidence-informed.

Resources will be reviewed as student needs change.

Support may be delivered through co-teaching, in-class support, small-group or individual intervention, depending on need.

Withdrawal will be used where it is educationally appropriate and purposeful.

Short-term intervention capacity will be retained where possible to respond to emerging needs.

Provision will seek to maximise access to mainstream learning and participation.

SET deployment will be informed by the AEN Provision Map and Student Support Files.

Allocation will not be based solely on diagnosis or historical placement.

The Principal has overall responsibility for the allocation of staffing and resources, with the AENCO coordinating the day-to-day deployment of AEN provision in consultation with relevant staff.

13. Inclusive Teaching, UDL and Differentiation

CBC recognises that high-quality universal classroom practice is the foundation of inclusion. Teachers are expected to plan for learner variability and to use appropriate differentiation and accessible teaching approaches.

Clear learning intentions and success criteria.

Explicit instruction and modelling.

Chunking and sequencing of tasks.

Accessible language and vocabulary support.

Visual, oral and written presentation of important information.

Opportunities for guided and independent practice.

Varied ways for students to engage with learning and demonstrate understanding.

Appropriate use of technology and assistive technology.

Scaffolding with a planned reduction of support as independence develops.

Flexible grouping and appropriate seating/environmental adjustments.

Regular checking for understanding and formative assessment.

CBC supports the principles of Universal Design for Learning (UDL) as a useful framework for planning accessible learning experiences for all students.

14. Targeted and Intensive Intervention

Targeted intervention will be based on an identified need and a defined purpose. Interventions should have a clear rationale, an appropriate timescale, identified responsibility and a method of monitoring impact.

Intervention may be individual, small-group, in-class or collaborative.

Intervention should complement rather than unnecessarily replace access to the mainstream curriculum.

Students should understand, as appropriate, why an intervention is taking place and what they are working towards.

Progress should be reviewed and provision adapted, continued, reduced or discontinued according to evidence.

Where an intervention is not producing sufficient progress, the team should reconsider the target, strategy, intensity or underlying need.

15. Co-Teaching and In-Class Support

CBC values co-teaching as an inclusive model that can support students with AEN while improving access to effective teaching for the wider class group.

Co-teaching is based on shared planning, shared responsibility and collaborative review. It is not intended to create a separate 'AEN teacher' and 'mainstream teacher' role within the classroom.

One teach / one observe.

One teach / one assist.

Team teaching.

Alternative teaching.

Station teaching.

Parallel teaching.

Where co-teaching is planned, participating teachers should agree the learning focus, roles, differentiation, assessment approach and review arrangements. Professional collaboration and support will be provided. The school will not make the success of co-teaching dependent on a purely voluntary opt-in model where deployment is part of the school's staffing and inclusion arrangements.

16. Cúnamh and Special Class / L1–L2 Provision

Cúnamh provision forms part of CBC's overall AEN framework. It provides targeted and, where appropriate, more individualised educational support while maintaining a strong commitment to inclusion and participation in mainstream school life.

Provision is planned around individual strengths, needs and curriculum access.

Students participate in mainstream learning and school activities where appropriate.

Structured learning programmes are used where appropriate.

Student Support Files and Plans remain part of the overall support framework.

Transition into, within and beyond Cúnamh is actively planned.

Parents/guardians and students are involved in planning and review.

External professional advice is considered where relevant.

Placement decisions are made in accordance with current Department requirements, available provision, identified educational need and relevant professional and transition information. A psychological report is not treated as an automatic or universal gateway to specialist placement.

17. Special Needs Assistants

SNAs work under school leadership and in collaboration with teachers to support students with approved care needs. Their primary responsibility is the student's identified care need.

Support core care needs as allocated.

Support access, participation and safe movement where appropriate.

Support agreed routines and transitions.

Contribute relevant observations to teachers.

Support agreed learning-related tasks under teacher direction where appropriate.

Promote student independence and avoid unnecessary over-support.

SNAs do not replace the teaching role of the subject/class teacher or SET.

18. Assessment and Screening

CBC uses assessment to identify educational needs, establish useful baselines, plan intervention and evaluate progress. Assessment is one source of evidence within a wider problem-solving process.

The school may use standardised assessments such as CAT4, NGRT, WIAT, WRAT5 or other appropriate tools where these are suitable for the purpose. The timing and use of particular assessments will be determined by current school procedures, Department/NCSE/SEC guidance and the needs of the student.

Assessment will not be used as the sole gateway to AEN support.

Results will be interpreted in context.

Students will not be labelled solely on the basis of a test score.

Assessment information will be used to identify priority learning needs and inform teaching/intervention.

Assessment will be repeated only where it has a clear educational purpose.

The school will maintain appropriate screening and assessment systems, including transition information and relevant year-group assessment, while avoiding unnecessary duplication.

19. RACE and Examination Accommodations

CBC follows current State Examinations Commission guidance in relation to Reasonable Accommodations at Certificate Examinations (RACE). Eligibility is needs-based and evidence-informed and is determined in accordance with current SEC criteria.

Students may be considered for RACE where their identified needs affect access to examinations.

Relevant evidence will be gathered within the SEC's required timelines.

The school will not state that a diagnosis automatically entitles a student to a particular accommodation.

Testing will be undertaken where required by current SEC procedures.

Approved accommodations will be communicated to relevant staff and implemented for appropriate school-based assessments where feasible and appropriate.

Reactivation or reassessment requirements will be followed in accordance with current SEC guidance.

20. Irish Exemption

CBC follows the current Department of Education requirements governing exemptions from the study of Irish. An exemption is an exceptional measure and the school will follow the relevant current circular and procedural requirements.

The AEN team will support the process through the Continuum of Support, relevant evidence, consultation and documentation. The current Department requirements will take precedence over any procedural detail in this policy.

21. Transition

CBC recognises transition as a process rather than a single event. Transition planning will be participative, strengths-based, timely and collaborative.

21.1 Primary to First Year

Liaison with feeder primary schools.

Collection and review of relevant Student Support Files and support information.

Parent/guardian communication.

Student visits, tours and orientation where appropriate.

Visual supports, maps, social narratives or other transition resources where appropriate.

Early identification of required classroom, care, SET, SNA, assistive technology or specialist supports.

21.2 Other key transitions

Junior Cycle to Senior Cycle.

TY to Senior Cycle.

Changes between mainstream, targeted and specialist provision.

Sixth Year to further education, higher education, training, apprenticeship or employment.

The Guidance Department, AENCO, relevant AEN Anchors, Year Heads, SETs and Cúnamh staff will collaborate on transition planning as appropriate.

22. Communication, Information Sharing and Confidentiality

Information about students with AEN will be shared in a timely, proportionate and secure manner to enable staff to support the student effectively.

Relevant information may be recorded on approved school systems such as TYRO where appropriate.

Staff will receive practical information about how to support the student rather than unnecessary diagnostic detail.

More detailed reports and sensitive documentation will be stored securely and accessed only by authorised personnel.

Information will be shared with external agencies in accordance with consent, legal requirements and data protection principles.

Staff must respect confidentiality and must not discuss student information in inappropriate settings.

Students and parents/guardians will be informed, where appropriate, about how relevant information is used to support learning and participation.

23. Assistive Technology

CBC will support students to use assistive technology where it removes barriers to learning, communication, participation or assessment.

Applications will be made in accordance with current Department/NCSE procedures.

Technology will be selected on the basis of identified need and educational purpose.

Students will receive appropriate instruction so that technology promotes independence.

Teachers will be supported to understand how relevant technology can be incorporated into learning.

Assistive technology will be reviewed to ensure that it remains appropriate and is being used effectively.

24. Guidance, Progression and Post-School Transition

Students with AEN should have high expectations and access to meaningful progression pathways. The Guidance Department will work with AEN staff, students and parents/guardians to support informed decisions.

Subject and programme choice.

DARE and HEAR where relevant.

CAO, UCAS, PLCs, apprenticeships and further education/training.

Disability/access supports in further and higher education.

Employment and work-related progression.

Development of self-advocacy and independence.

25. Exceptionally Able Students

CBC recognises exceptionally able students as part of its commitment to meeting diverse educational needs. Identification will be based on a range of evidence and will not depend on a single numerical threshold.

Evidence may include assessment data, teacher observation, student work, creativity, problem-solving, subject performance, interests, talents, student voice and parent/guardian information.

Curriculum enrichment and extension.

Open-ended and higher-order tasks.

Flexible grouping where appropriate.

Projects, competitions and clubs.

Leadership and mentoring opportunities.

Links with relevant external programmes where appropriate.

Recognition of academic, artistic, sporting, creative and other forms of talent.

The school will seek to ensure that exceptionally able students are challenged appropriately while remaining fully included in the life of the school.

26. Continued Professional Development for Staff (CPD)

CPD is essential to building whole-school capacity. CBC will identify AEN-related professional learning needs through the AEN Provision Map, SSE, staff feedback, student outcomes and emerging school priorities.

Inclusive teaching and differentiation.

UDL and accessible learning.

Student Support Files and meaningful target setting.

Autism and communication.

Literacy and numeracy.

Attention and executive functioning.

Social/emotional and behavioural support.

Assistive technology.

RACE and examination accommodations.

Transition and post-school progression.

27. External Agencies

CBC works with relevant external services where this is appropriate and beneficial to the student. This may include NEPS, SENO/NCSE, Tusla, HSE services, CAMHS where appropriate, CDNTs, educational/clinical psychologists and other relevant agencies.

The school will provide relevant information within appropriate legal and consent arrangements.

External advice will be considered alongside school-based evidence and student/parent voice.

External reports will inform, but do not replace, the school's responsibility for educational planning.

The school will distinguish between educational recommendations and clinical responsibility.

28. Monitoring, Evaluation and SSE

AEN provision will be monitored as part of the school's quality assurance and School Self-Evaluation processes.

28.1 The AEN Coordinator will monitor

Student Support Files and Plans in collaboration with the anchor.

Quality and meaningfulness of targets.

Intervention and review records in collaboration with the anchor.

SET deployment and utilisation.

Provision Map implementation.

Transition processes.

RACE processes.

Assistive technology.

Student and parent/guardian feedback.

Staff professional learning.

28.2 Annual AEN review

An annual review will consider whether provision is meeting identified needs, which interventions are having impact, where gaps exist, whether resources are appropriately deployed and what actions should inform the following year's AEN plan.

Findings may inform SSE, school planning, CPD, timetabling, resource allocation and policy review.

29. Policy Review

This policy will be reviewed at least every two years.

Earlier review will occur where there are significant legislative, Departmental, NCSE, SEC, GRETB or ETBI changes.

The AEN Coordinator will coordinate the review with Senior Management.

Consultation will include relevant staff, students and parents/guardians as appropriate.

Changes requiring Board of Management approval will be brought to the BOM.

Operational procedures may be maintained as separate documents and updated without rewriting the full policy where appropriate.

This policy should be read alongside the school's Code of Behaviour, Anti-Bullying Policy, Admissions Policy, Assessment Policy, Child Safeguarding Statement, RACE procedures, SNA policy/procedures, Student Support Team procedures, Data Protection/GDPR arrangements and other relevant school policies.

Appendix 1 – CBC AEN Referral / Problem-Solving Form

The referral form is designed to begin a problem-solving process rather than to establish a diagnosis.

Student name / year / class

Date / referring teacher / subject

Student strengths, interests and positive attributes

What is the concern or barrier to learning/participation?

What is the impact on learning, engagement, attendance, behaviour or participation?

What evidence is available? (work samples, assessment, observation, student voice, parent information, etc.)

What strategies/supports have already been tried?

How long were they implemented?

What was the student's response?

What does the student say would help?

What information has the parent/guardian provided?

Recommended next step: Classroom Support / School Support / School Support Plus / further consultation

Review date

Agreed actions and responsible person(s)

Appendix 2 – Student Support File / Plan Minimum Requirements

Student profile and relevant background.

Strengths, interests, aspirations and voice.

Priority educational needs.

Evidence and assessment information.

Current level of support.

SMARTER-style or otherwise meaningful individualised targets.

Teaching/intervention strategies.

Responsible staff.

Student/parent contribution.

Review date.

Evidence of progress.

Decision following review: continue / adapt / reduce / discontinue / intensify.

Transition considerations.

Appendix 3 – CBC Provision Map Framework

Level	Examples	Evidence	Review
Universal	Inclusive teaching, UDL, differentiation, literacy/numeracy, wellbeing, accessible assessment	Teacher planning, student work, school data	SSE / annual
Targeted	Small-group literacy/numeracy, co-teaching, executive function, targeted transition	Intervention records, progress data	6–12 weeks or appropriate cycle
Intensive	Individual intervention, School Support Plus, Cúnamh/specialist provision, multi-agency	SSF/SSP, professional advice, progress data	Individual review cycle

Appendix 4 – Suggested Classroom Support Menu

Clarify instructions and check understanding.

Break complex tasks into manageable steps.

Pre-teach key vocabulary.

Provide written/visual prompts alongside oral instructions.

Use models and worked examples.

Allow appropriate processing time.

Use accessible digital tools and Immersive Reader where helpful.

Provide alternative methods of recording where appropriate.

Use predictable routines and advance notice of changes.

Use visual schedules, timers or checklists where helpful.

Reduce unnecessary cognitive load.

Provide structured opportunities for movement where appropriate.

Use positive, specific feedback.

Build on strengths and interests.

Gradually fade supports to develop independence.

Record and review the strategies used and their impact.

Appendix 5 – Roles at a Glance

Role	Primary AEN responsibility
Board of Management	Governance, policy, oversight and resources
Principal / Senior Management	Whole-school leadership, staffing, deployment and systems
AENCO	Coordination, Continuum of Support, SSFs/SSPs, Provision Map, review
AEN Anchor	Year/cohort coordination and communication
Year Head	Pastoral coordination and escalation
SET	Targeted educational teaching and intervention
Subject/Class Teacher	Inclusive teaching and primary responsibility for learning
Guidance Counsellor	Subject choice, progression and post-school pathways
SNA	Approved care needs and support for access/participation
Student	Voice, goals, engagement and developing independence
Parent/Guardian	Information, partnership, consultation and support

Appendix 6 – Categories of AEN

To date, the school has provided for the following categories of students with Special Educational Needs:

Specific Learning Difficulty—Dyslexia

Physical disabilities—DCD (Developmental Coordination Disorder or Dyspraxia)

Mild Speech and Language Disorders

Sensory Difficulties (hearing & visual impairments)

Autism / Autistic Spectrum Disorder

ODD (Oppositional Defiance Disorder)

ADD (Attention Deficits Disorder) /ADHD Attention Deficits Hyperactivity Disorder)

Emotional AND Behavioural Disorders

Borderline/ Mild General Learning Disability

Moderate General Learning Disability

Appendix 7 – Student Support File Template

Support for Some

Student Name:	
Date of birth:	
Class/Year Group:	
SEN:	
Irish Exemption:	
Educational report	
Date file opened:	September 2024

Support Checklist

	Comments
Parents/Guardians consulted	
Information from previous school	
Medical Needs	
Observation of behaviour	
Interview with pupil	
Informal or formal consultation/advice with outside professionals?	

Student's strengths

Testing Results

DATE	TEST	RESULTS

Student Support File, Log of Actions

Date	Action	By Whom

Timetabled provision:

Monday	Tuesday	Wednesday	Thursday	Friday

