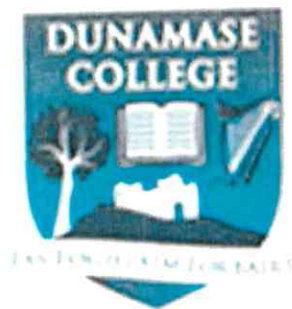


# **Inclusion Additional Educational Needs Policy**



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## **Vision**

Our vision is one where our students are not only challenged to achieve their highest academic outcomes but to grow personally, to contribute positively to their community, to make their own profound impact in the world.

## **Mission statement**

- Create a community where all members feel valued and respected.
- Being an academic ambitious school students are challenged above and beyond any exam curriculum.
- Nurturing intellectual curiosity, enables students not just to excel in exams and achieve their education goals, but to develop an enduring love of learning.
- Through our outstanding range of co and extra curricular, along with partnership opportunities with the community, students develop character, independence, creativity and the ability to communicate and motivate others.

## **Inclusion**

Students with AEN are welcomed and are provided for in an inclusive way in Dunamase College/Coláiste Dhún Másc, in line with the Education for Person's with Special Needs Act (2004), the Inclusion of Students with Special Educational Needs Post-Primary Guidelines (2020), The Guidelines on the Provision of Special Education at Post Primary level (2007), guidelines for PP schools on supporting children with Special Educational Needs in Mainstream classes, circular 003/2024 More recently our mindset on inclusion has been heightened by the dimensions of Learning & Teaching and Leadership & Management as outlined in Looking at our Schools (2022). All students are encouraged to participate fully in all aspects of school life where reasonably practicable. We understand the importance of learning and teaching that is inclusive, student centred and supports young people to participate in and make progress in all areas of their learning and development. Our commitment to Additional Educational Needs is emblematic of a school in which students are given space, voice, opportunity and influence in their own learning.

All students should feel safe and accepted during their time with us. Bullying or exclusion of a student based on their AEN is not acceptable within the school and will be dealt in accordance with our Bí Cinealta, Anti- Bullying Policy.

A positive school culture and climate which is welcoming of difference and diversity is promoted throughout the school community. Inclusion of all students is enhanced through the delivery of various curriculums elements e.g. SPHE, Wellbeing, Religion etc. but also within the interactions and relationships built within the school on a daily basis. It is also reinforced by our ethos of inclusion. Central to this is the school's commitment to embedding restorative practices.

Inclusion underpins and drives the ethos and central mission of what we do here in Dunamase College/Coláiste Dhún Másc. Other aspects that help to build an atmosphere of inclusion and acceptance include;

- Building core principles of restorative practice in daily life, policies and practices.
- Involvement in whole school initiatives such as health and wellbeing week, ethos competitions, Ar Scáth a Chéile, Cultural and Diversity, this list is not exhaustive and is subject to change.
- Celebrating student achievements in and outside school, both academic and otherwise.
- Our students are supported through our mentoring programme, student Council, along with various activities during lunch time
- We have School of Belonging status –
- We have Champion School of Sanctuary status – first PP school in Laois to achieve this.

### **Allocation**

Allocation will be provided in line with the new model of allocation as outlined in Special Education Teaching Allocation. Please see Circular no 03/2024:

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The new Special Education Teaching allocation will provide a single unified allocation for special educational teaching needs to each school, based on that school's educational profile

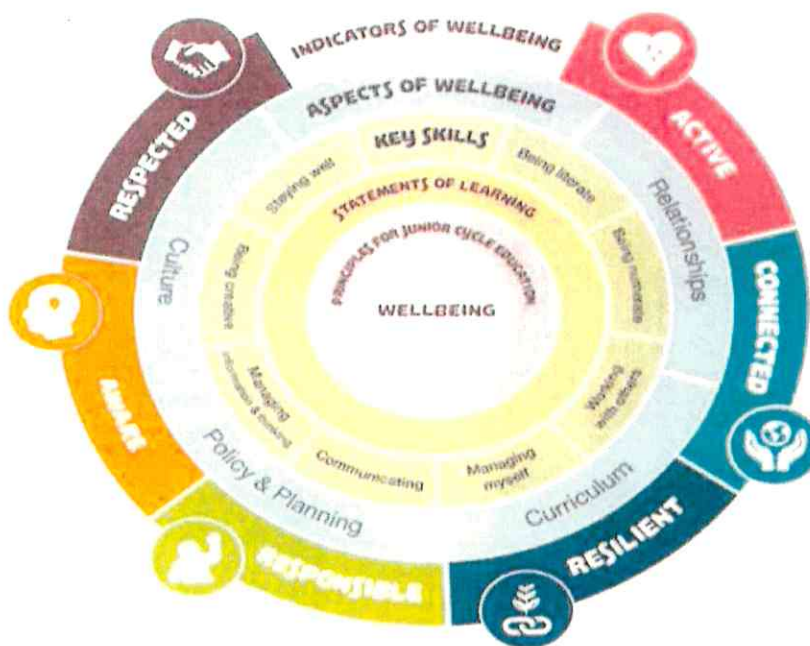
### **Child Welfare**

In accordance with circular 0036/2023 'Child Protection Procedures for Primary & Post Primary School 2017' [gov.ie - Child protection procedures in schools](#) all staff in Dunamase College/ Coláiste Dhún Másc are required to be Garda vetted. Following this all staff are also required to complete the following courses, TULSA's 'Children First E-learning' course, and submit completion certs to management.

Due to the close working relationships and duties that are intrinsic to the provision of support to the students with additional education needs, child protection procedures are to the forefront of all interactions between staff and students. All staff including those in the AEN department follow all procedures and practices regarding child welfare as stated in the most up to date schools Child Safeguarding and Risk Assessment.

## Wellbeing

Every student has the right to feel cared for in the school environment as per Dunamase College/Coláiste Dhún Másc's Code of Behaviour. Student's interactions with peers and staff can impact on their wellbeing on a daily basis. Mutual respect is central to the learning environment while providing the student with the opportunity to develop their own unique potential. All students in Junior Cycle experience wellbeing embedded across the curriculum. Students starting First Year from September 2022 will receive over 400 hours of Wellbeing classes over their Junior Cycle three-year programme. Students are undertaking the short courses in SPHE, CSPE and PE, which all are under the banner of wellbeing in Junior Cycle. The key indicators of wellbeing at Junior Cycle include; active, responsible, connected, resilient, respected and aware, which will also be embedded into AEN staffs' teaching and interactions with AEN students.





“Looking at Our Schools” sees students’ wellbeing as intrinsic to this holistic view of learning, both as an enabler of learning and as an outcome of learning. It recognises the crucial role of schools in promoting and nurturing students’ wellbeing through their practices in the key areas of school environment, curriculum, policies, and partnerships.

Children with additional educational needs in particular may experience a range of social, emotional and mental health problems, which can create a barrier to learning. A number of strategies are applied within the classroom, specific class topics and other structures and opportunities put in place by the school, movement breaks, sensory room breaks, wellbeing walks, lunch time clubs, visits and Guidance department support.

### **Rationale**

The aim of this policy is to show the manner in which students with AEN are catered for. It is written with reference to parts of the Education Act 1998, The Education of Persons with Special Educational Needs Act 2004 (EPSEN) and Looking at Our Schools .

Our aim is to make inclusion a lived experience where all students feel cared for and accepted.

### **Categories of Additional Education Needs (AEN)**

- Borderline/Mild General Learning Disability
- Moderate General Learning Disability
- Emotional/Behavioural Difficulties –ADD/ ADHD
- Specific Learning Difficulty – Dyslexia, Dyscalculia, Dyspraxia, Spelling difficulty
- Physical Disability –Juvenile Arthritis, Muscular dystrophy, Scoliosis, hypermobility
- Mild Speech and Language Disorders – DLD
- Sensory Difficulties – hearing and visual impairments
- Additional Education Needs (AEN) – English as a foreign language
- Autistic Spectrum Disorder (ASD) – currently two ASD classes
- Down Syndrome
- Di-George Syndrome
- Acquired Brain Injury (ABI)
- Cystic Fibrosis (CF)
- Gifted and Talented students (see Appendix 5)



## **The Special Education (SENCO) Teacher**

The role of the SENCO teacher is to:

- Assess and record student's needs and progress, setting specific targets, targeting appropriate support, withdrawing students, co-teaching, team-teaching and assisting teachers in adopting the curriculum.
- Provide specific support for students with SEN that require social skills and life skills.
- Administering formal and informal assessment of students, including standardised and diagnostic tests.
- Oversee the completion of Student Support Files, Individual Education Plans and Pupil Personal Plans.
- Application for Special Needs Assistants (SNA) and review of the need for SNAs.
- Application for assistive technology.
- Applications for special transport.
- Monitor, evaluate and review progress of students as per NEPS and continuum of support.
- Attendance at weekly SEN meeting.
- Communicating with staff via whole staff meetings, Vsware updates and the provision plans on students' needs within the school.
- Provide effective support to mainstream teachers, including advice on teaching and learning strategies and differentiation.
- Liaise with local primary schools
- To contact parents of incoming 1<sup>st</sup> years to put a transition plan in place
- Accept applications and process of same for Irish exemptions.
- Responsibility for Reasonable Accommodations in Certificate Examinations (RACE)
- Liaise with parents and advice on best practice for their children.
- Participate in co-operative teaching and team teaching in curriculum subjects where students with AEN may be experiencing difficulties.
- Communicating and Liaising with relevant outside agencies
- Gather information pertaining to a student in order to meet their individual needs

## **Role of Mainstream Teacher with Additional Education (AE) Hours**

The role of the subject teacher who has AE hours is to support and contribute to the individual learning needs of students with AE Hours. At the beginning of the school year these teachers attend an initial meeting with the AEN department where the additional needs of the students concerned are outlined. The subject teacher contributes to meeting these additional needs by developing teaching plans, including SSFs, for students on his/her caseload. These plans include target setting and record keeping. Informal meetings between these subject teachers and the AEN department are essential for support and for on-going evaluation. AE teachers also liaise with the student's subject teacher to assist planning for their classes.

## **Roles of partners in the AEN team**

### **The Principal and Deputy Principal**

The Principal/Deputy Principal assumes overall responsibility for ensuring that the needs of students with AEN are met. The Principal/Deputy Principal has the general responsibility for establishing and promoting whole school policies and procedures that are supportive of the learning of all students including those with AEN.

The Principal/Deputy Principal works with the BOM, teachers and parents in the development, implication and review of whole school policies that promote the inclusion of students with AEN. The Principal/Deputy Principal and teachers nominated consult and liaise with external bodies and agencies such as the DES, NEPS, NCSE, and HSE.

The SENCO is the primary contact for AEN staff and parents with any AEN issues. The Deputy Principal/Principal applies for and liaises with the SENCO for necessary resources from the DES to meet the needs of these students. AEN teachers are encouraged by school management to take advantage of professional development opportunities.

The SENCO takes responsibility for the development of procedures for a seamless transfer from primary schools to Dunamase College/Coláiste Dhún Másc, by identifying the students with existing SEN prior to entry to Dunamase College/Coláiste Dhún Másc. The SENCO meets with Teachers and Parents of incoming First Years where parents are invited to share information pertaining to their child's AEN in a safe environment. In consultation with the Primary schools, where necessary incoming students with AEN are invited to visit the school prior to entry in August. The SENCO is available for one-to-one meetings to answer initial questions and the examination of paperwork on the open night and may on occasion speak at parent evenings. This helps to raise awareness of AEN as a key feature of educational provision here in Dunamase College/Coláiste Dhún Másc and to ease the process of moving from Primary to Post Primary.

## **The Mainstream Teacher**

In accordance with the Education Act 1998, the Mainstream Class Teacher is the first line of responsibility for the learning progress of all students in his/her class. Therefore, it is imperative that the Mainstream Teacher plays a leading role in the day-to-day education of students with AEN and provides these and all students with a stimulating and supportive classroom environment. This is reinforced in Circular 0014/2017 on page 16/17.

At the beginning of each year the Mainstream Class Teacher has access to the AEN register/Provision Plan on a password protected file on Sharepoint. It is the responsibility of the Mainstream Class Teacher to liaise with the AEN department to access additional information from the students file to ensure that the students' needs are met in the classroom. Within the classroom, in line with the Continuum of Support Guidelines and the Teaching and Learning dimension of the "Looking at our School" framework, the class teacher may gather information through formal and informal means, with a view to informing interventions.

Through the collaboration, support and advice of the AEN department, the mainstream teacher will understand the varying needs of students with AEN and will provide a differentiated curriculum to meet these needs. The mainstream teacher will also be crucial in the early identification and referral of students, who may not yet have been formally assessed but show signs of need. The class teacher plays an important role in identifying students with AEN. Once identified the teacher makes their concerns known to the AEN department. Intervention at this stage may be differentiation or some AEN support, targeting the need directly. As per circular 0055/2022 the Mainstream teacher will be required to provide evidence of differentiation to the AEN department prior to the AEN department issuing an Irish exemption to students. The mainstream teacher will also have responsibility in assessing, recording and reporting on students with AEN in their subject area, remembering to show sensitivity to the needs of the student where appropriate.





As outlined as a key standard in Teaching and Learning in the “Looking at our Schools” 2022 framework successful intervention is paramount to the ongoing cooperation between the class teacher and the AEN teaching team. Inclusion of all students is one of the ten key principles underpinning the document.

The quality framework emphasises the need for all students to be meaningfully included in their school community. It recognises the importance of high-quality learning and teaching that is inclusive, student-centred, informed and evidence based, and that supports young people to participate in and make progress in all areas of their learning and development. It also recognises the need for high expectations to ensure that all young people are provided with opportunities to meet their full potential in accordance with their abilities, strengths, stages of development, and identified learning needs. It also acknowledges the agency of teachers in making informed and reflective decisions in response to the abilities and needs of all young people in a variety of contexts.



## **The AEN Team**

The Student Support is a key component of the school's support system. Members of this team meet once a week and include the Deputy Principal, Guidance Counsellors, Wellbeing Co-Ordinator & SENCO. The purpose of this team is to provide an organised structure for identifying and meeting the diverse educational and emotional needs of individual students. Each staff member has the facility to refer a Student to the SENCO. Each referral is dealt with and monitored at these meetings. Where necessary appropriate and supportive interventions are identified and applied. All information with regard to students is dealt with respectfully and sensitively. Parents/Guardians will be consulted and informed throughout the process with the student choice to be involved central to the support. Members of this group liaise closely with mainstream teachers, to ensure an inclusive education is being provided for students with AEN. In addition, as needed, the group collaborates with a range of individuals and groups within the school including Tutors and Year Heads, the Critical Incident Team, the DLP and the DDLP.

## **Board of Management (BOM)**

The Board of management has an important role in developing, supporting and monitoring school policy on AEN provision. The BOM oversees the development, implementation and review of school policy on AEN.

The Board of Management, through overseeing the development, implementation and reviewing of the school AEN policy strives:

- To ensure that the school has an up-to-date AEN policy in place and monitor the implementation of that policy.
- To ensure that a broad, balanced and differentiated curriculum is provided to ensure that students learn the skills necessary to participate in society.
- To ensure the development of positive partnerships with parents and other relevant agencies, and to ensure that parents are informed of their child's AEN and how these needs are being met within the school
- To ensure that parents are consulted with in regard to and invited to participate in the making of all significant decisions concerning their child's education.
- To develop a whole school approach to inclusion

## **The Guidance Department**

Given their training and expertise, our Guidance Team can play a central role in assisting the management and student- support teams when dealing with such areas as inclusion, access and equity in the development of school policies, and curricular planning.

The Guidance Counsellors' role within the AEN team can consist of the following:

1. Assisting the AEN team in facilitating the provision of education for students with AEN and their inclusion in the school.
2. Ensure that support and guidance for students with AEN are in accordance with their individual needs.
3. Assist students with AEN at different stages of schooling in making career decisions.
4. Collaborate in assessment/application processes with the AEN department.
5. Assist in making other teachers aware of relevant information about students with AEN and advise on how these students can be helped in school. Sensitive information must be treated confidentially and must not serve to disadvantage the student.
6. Higher Education Access Route (HEAR) and Disability Access Route to Education (DARE) advice.

The Guidance Counsellor supports students (with the permission of the parents) who are having difficulties that impinge on school life. Referrals come via students themselves, staff, parents, other students and management and through the AEN team meeting. Support includes:

- Giving students a space where they can talk if they are having difficulties coping in school.
- Helping students with behavioural skills.
- Helping students with study skills.
- Where necessary students may be referred to an outside agency if it is felt that school support is not sufficient to meet the needs of the student.
- The Guidance Counsellor liaises with, the staff, management, parents and the AEN team, as appropriate.

### **Year Head/Class Tutor**

As key figures within the school, Year Heads are a primary contact point for students and parents/guardians within the school. Their role is:

- To support the creation of an inclusive climate within the school and contribute significantly to the work of the AEN team. Year Heads often are involved with progress reports.
- To facilitate the inclusion of any individual student with AEN by monitoring the student's progress within the year group.
- To encourage an awareness of special educational needs in the school community including a respect for students with AEN.
- To initiate a referral after communication from home, class tutors, mainstream teacher, analysis of student attainment, SNA and observation of behaviour.
- To communicate with the AEN Department regarding patterns of behaviour, work rate or changes in emotional state they may become aware of during their Year Head duties.
- To make referrals to the SENCO as needed to provide additional support.
- To work closely with the AEN Department to observe, collect information on and monitor student progress.



Class Tutors work closely with Year Heads as part of the continuum of support within the school, helping to monitor and disseminate information regarding student attainment and needs.

### **1.1.2 Parents/Guardians**

Parents/Guardians, through their unique knowledge of their own child, have much to contribute to their child's learning programme. The participation of Parents/Guardians in a meaningful, consistent manner is key determiner of student success and positive outcomes. Parents and guardians have a more complete understanding of a child's physical, social, developmental, and family history. They can provide information on the child's strengths and weaknesses at home, background information on the child's history and development, and information on any family factors that may affect the child's learning. Parents/Guardians are encouraged to actively communicate with the school at enrolment if they observe any learning or related difficulties in their child at home. In all cases where screening, assessment and profiling is being conducted parents are consulted and their permission is sought. The AEN department advocates a partnership of collaboration and co-operation with the parents of students with AEN.

Parents are advocates for their child and should avail of the open-door policy in communicating with the AEN Department including;

- Strategies to support their child
- Target setting for IEPs, SSFs & PPPs
- Submitting updated reports/ Diagnosis
- Informing of changes in circumstances
- Raise a concern regarding emotional or academic needs.
- Application for Irish Exemptions
- Application for Assistive Technology
- Application for Special Transport
- Access to Special Class

Continued collaboration with the AEN Department fosters the best possible outcome for their child. It is the responsibility of the parent/guardian to keep the AEN department up to date on the emergent and transient needs of their child.

### **The Student**

The involvement of students in the development, implementation and review of their own progress is an important principle that underpins effective AEN provision. Students are encouraged to develop and take ownership of the skills and strategies that are developed to meet their needs. All AEN students are encouraged to become active participants in all aspects of the school community such as focus groups, student council, information evenings and extra-curricular activities, and in their own learning through goal setting, planning and reviewing of their progress.

Dunamase College/Coláiste Dhún Másc is continually striving to promote and encourage students voice within the classroom to ensure the creation of an inclusive environment that will facilitate the learning of all students.

### **Special Needs Assistant (SNA)**

#### **Role in support to the students**

SNAs are responsible for non-teaching services involving the care and well-being of students with disabilities or certain medical conditions. They provide support and assistance to the student in order to empower their independence and maximise their potential and educational development.

- To provide care need assistance to named students who have additional educational needs. They make a valuable contribution to the school's capacity to provide inclusive education to these students.
- To be made aware of the AEN Plan, devised by the Special Needs Support Team and given guidance on their role in the successful implementation of this plan.
- To recognise their role in the health and safety of the student and in their social, emotional and educational development, without developing a culture of dependency.

#### **Role in support to the mainstream teacher**

The SNA works closely with teachers to provide assistance in preparing materials, organising books and resources, assist in the feedback of observations, support in the classroom where agreed with the class teacher in order to contribute to the educational plan of student with AAEN. In accordance with circular 30/2014 SNA's will assist students with access to SNA, with all primary and secondary care needs including Assistance with mobility & orientation, assistance with toileting and hygiene and supervision to name a few. All of which promote and support the inclusion of students with AEN within the entire school community.

#### **Additional SNA Roles**

- Each SNA is required to keep detailed class notes on all students on their caseload. These notes will be submitted digitally to the AEN department at least once a half term. Records of any incidence involving these students are documented and reported immediately to the year head or Deputy Principal and SENCO.
- The AEN staff along with the student, the parent, the SNA and any other parties deemed necessary will draw up a SSF for each student with access to a SNA.
- Assisting with supervision at break and lunchtimes and escorting students on school trips.
- Giving special assistance as necessary for students with particular difficulties e.g. helping a student with AEN with typing, writing or other use of equipment.
- Assisting and supporting with in house examinations where appropriate.



- Assisting the teacher in the supervision of pupils during assembly, recreation and in movement from one classroom to another.
- Supervision of students who are taking state exams.
- Engagement with parents of students with AEN as required and directed by school management.
- Other appropriate duties as may be determined by the needs of the students and the school.
- To ensure confidentiality at all times.
- SNA's, as AEN professionals, within the classroom offer invaluable insights into the care needs of students which are incorporated into the development of timetables, which are dynamic and flexible throughout the year.

## **AEN Model of Organisation**

### **Whole school Context**

In First Year, all classes are organised in a mixed ability setting in order that all students reach their full potential, mimicking their experience from Primary school. This helps to ease the transition to Post Primary. These groupings are maintained for Second Year and Third Year with some alterations taking place for Maths, English and Irish, where classes maybe banded. This facilitates all students getting the opportunity to reach their potential and maximise their chance of doing Higher Level where possible.

Transition Year (TY) is optional and offers students a broad educational experience, promoting personal, social, and academic development in a non-exam-focused environment. TY classes are mixed ability and provide opportunities for all students to explore different learning styles, build confidence, and develop key life skills.

Post Junior Cert/TY students self-select subjects and levels with majority of classes taught in a mixed ability setting. In Irish, English and Maths, students also select their level for Senior Cycle. While teachers and staff may offer advice, no restriction is placed on students choosing their level allowing flexibility and great student autonomy. Every student is given the opportunity to study at the Higher level in all subjects if they so wish.

### **Identification of AEN**

The SEN department identifies and supports students with AEN as follows:

#### **Feeder Schools Identification**

The feeder school plays a very important part in identifying students entering with AEN. Through direct communication with the teachers in the feeder primary schools prior to entry of students and consultation with parents the needs of the students are identified and resources are applied for the students with AEN through the SENO. The education passport is filled in for all students and submitted to SENCO over 1<sup>st</sup> years.

## **School based Identification**

The mainstream teacher/ class tutor highlights the student experiencing difficulties to the AEN department. The informal observations carried out by the mainstream teacher may highlight anyone of the following:

- Under performance in class tests.
- Absenteeism.
- Emotional, social or behavioural difficulties including anxiety
- Difficulties in literacy and/or numeracy.
- Language difficulties.

The AEN department complete incoming assessments, in English, Maths and CAT4, on all first years. The results are utilised to highlight and identify any students who have low ability scores which may result in them having difficulties in class and also to highlight difficulties in literacy and/or numeracy. These results are also used to inform and develop the students IEP and SSFs. The results also identify students who may be high achievers, which allows the teachers to plan their lessons to ensure they are reaching their potential.

### **1.1.3 School Support**

In addition to the support given by the mainstream teacher there may be more formal involvement from the AEN Teacher and Guidance Counsellor. A class teacher/tutor and/or Year Head can refer any student to members of the AEN department at any time. A decision is then made on the appropriate intervention. Parents are informed and consent received for students to undergo further diagnostic tests administered by the AEN teacher.

### **1.1.4 Outside Agency Support**

Students who are in need of further support are referred to NEPS, or another outside agency for further assessment depending on their needs.

- Youthreach
- Primary Care/Disability Team
- Irish Learning Support Association
- Guidance organisation
- Family Resource Centre
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy
- Visiting Teacher for the Blind/Hard of Hearing & Deaf
- Tusla/TESS *(This list is not exhaustive)*

### 1.1.5 Parental Identification

Parents can also inform the school that a student is over challenged by the school curriculum or that they wish to apply for an Irish exemption; with parental approval the student undergoes the preliminary screening process. Once it has been established that the student has an AEN which may include meeting the criteria for an Irish exemption, the parents are advised, and a plan is put in place to ensure that the student is given every opportunity to reach his/her potential with the provision of an inclusive education. Parents are encouraged to participate in the planning of their children's education. Similarly, a parent may inform the school that a student is under challenged and a planning to meet the needs of those students will also take place.

### 1.2 Models of AEN delivery

In assessing which mode of support is most appropriate for each individual student, reference is made to circular 005/2025 and The NCSE Toolkit which outlines the Continuum of Support as follows:

#### Identification of Needs through the continuum of support process

Classroom Support (FOR ALL)	<p>The class teacher considers how to differentiate the learning programme effectively to accommodate the needs of all pupils in the class. A classroom support plan is developed and / or adjusted over time for those pupils who do not respond appropriately to the differentiated programme.</p> <p>This may be informed by:</p> <ul style="list-style-type: none"><li>• Parental consultation</li><li>• Teacher observation records</li><li>• Teacher-designed measures /assessments</li><li>• Basic needs checklist</li><li>• Learning environment checklist</li><li>• Pupil consultation - My Thoughts About School Checklist</li><li>• Literacy and numeracy tests</li><li>• Screening tests of language skills</li></ul> <p>A Classroom Support plan runs for an agreed period of time and is subject to review</p>
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<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"> <li>• Teacher observation records</li> <li>• Teacher-designed measures / assessments</li> <li>• Parent and pupil interviews</li> <li>• Learning environment checklist</li> <li>• Diagnostic assessments in literacy/numeracy</li> <li>• Formal observation of behaviour</li> <li>• Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties</li> </ul>
	<p>A support plan at this level may detail suitable teaching approaches including team-teaching, small group or individual tuition. A School Support Plan operates for an agreed period of time and is subject to review</p>
<p>School Support Plus (FOR FEW)</p>	<p>This level of the Continuum is informed by a detailed, systematic approach to information gathering and assessment using a broad range of formal and informal assessment tools, reports from outside professionals (as appropriate) and may include:</p> <ul style="list-style-type: none"> <li>• Teacher observation and teacher-designed measures</li> <li>• Parent and pupil interviews</li> <li>• Functional assessment</li> <li>• Results of standardised testing such as measures of cognitive ability; social, emotional and behavioural functioning; adaptive functioning etc.</li> </ul> <p>Data generated from this process are then used to plan an appropriate intervention and can serve as a baseline against which to map progress. A support plan at this level is likely to be more detailed and individualised, and to include longer term planning and consultation</p>





Based on the Continuum of Support the following options are available in Dunamase College/Coláiste Dhún Másc:

#### **Team Teaching/Co-Teaching/In Class Support/Parallel Teaching**

Team teaching is available in some classes where timetabling and staff availability allows. The mainstream teacher and team teacher agree initially on which model of Co- teaching will most benefit the students of the targeted class.

#### **Inclusion of SNA in Specific Classes**

All students with access to an SNA receive support in some of their classes. SNAs will be allocated between the ASD classes and the mainstream classes based on access and hours. If a student who is timetabled for SNA access is absent the SNA will be timetabled to support other students with access at this time.

#### **Small Group Withdrawal**

This is the other model of AEN delivery. In 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>, TY, 5<sup>th</sup>, 6<sup>th</sup> year students are withdrawn at Irish and/or MFL time and offered academic and social/emotional support. Senior support is based on student's subject choice and teachers with the required subject knowledge are timetabled for this support where possible.

#### **Individual Withdrawal**

It is necessary on occasions to engage in one-to-one teaching. It is school procedure to

- Have glass panels in all classroom doors where one-to-one occurs.
- Leave the door slightly open during one-to-one sessions.
- Have an SNA with the teacher during some one-to-one sessions. This will be at the discretion of the teacher and the principal.
- Inform parents that their child will be attending one-to-one sessions.
- When a AEN Teacher or SNA accompanies a child to a room for a time out session, he/she will sit outside the door and supervise the child through the glass panel or will stay in the room and leave the door slightly ajar. They will also let the teacher in the room nearby know that they are in the room.
- The AEN Teacher or SNA will record in their work logs the dates and times when accompanying a child to the room or when on time out from the classroom.

#### **Curricular Reduction**

All students with the exception of the students in the ASD classes, L2LP students and students who have already activated their exemption in Irish, start 1<sup>st</sup> year on a full timetable. The students who are experiencing difficulties are provided with the opportunity to reduce their timetable once all other avenues of support have been exhausted. Students who have an Irish exemption from primary school are immediately exempt. Students who find areas of the curriculum challenging may be offered AEN support and decisions around the period of intervention are discussed with parents/guardians, class teachers and

students.

### **Support in Shared Area**

Whilst inclusion is paramount in our delivery of SE, and we as a school recognise that a number of our ASD students find many aspects of the mainstream curriculum difficult to access. Therefore, , the school has established two ASD classes.

### **The ASD Classrooms**

#### **3.4.1. The Role of the ASD Classrooms**

As per the continuum of support, these classrooms are part of level 3 of our model. There are two ASD classes with 12 registered students. Teacher and SNA support in the ASD classes, is as per guidelines reflecting the needs and movements of the students.

The ASD classes have allowed the school to include students with ASD in our school community, who may not have otherwise engaged with mainstream education. These students are integrated into as many aspects of school life as is beneficial for them and other students. The ASD classes are essential for such individuals as it provides a safe and comforting environment when they become overwhelmed with their surroundings. By providing them with the opportunity to remove themselves from uncomfortable situations, it encourages them to participate in both academic and social activities. By integrating, it facilitates inclusion.

While the school acknowledges that inclusion is the aim of education, students with ASD need the space and opportunity to exclude themselves in order to allow them to be an active participant of our community. The ASD students have access to a kitchen, OT room, outdoor gym, and Sensory room which allows for sensory breaks for the students registered in the ASD classes.

#### **3.4.2 Enrolment and Admission to ASD Classrooms**

Procedures for admission are set out having regard for the Education Act (1998), the Education Welfare Act (2000), the Equal Status Act (2000) and the Education for Persons with Special Needs Act (2004). The Board of Management reserves the right of admission within the terms of this policy. The Board of Management will not, however, refuse a child on the basis of ethnicity, disability (severity of diagnosis), traveller status, political beliefs, family or social status, sexual orientation, gender or religious beliefs.

Any applications for enrolment in the Autism Class are considered under the Admissions policy. A dedicated group, typically consisting of the Principal, Deputy Principals, AEN teacher(s) and the dedicated NEPS Psychologist, reviews the application for the enrolment. Applications are sent to the SENO who makes the final decision on whether a student is to be registered in the ASD class.

Under guidelines from the Department of Education and Skills, the number of places in the Autism Class



is limited to six students per classroom.

### **3.4.3 Enrolment Procedure**

In line with our Enrolment and Admission Policy the process of enrolment begins with:

- A referral from an external agency and a telephone call or visit in person from the parents.
- A school application form, showing family details and medical history is completed. This application must be accompanied by a diagnostic report confirming ASD diagnosis and educational psychological assessment, Occupational Therapist report and Speech and Language report if available.
- A letter from the SENO must be submitted with the application to the school.
- Fully completed applications are then recorded in the applications file.
- A Letter of Offer is sent to the parents, whereby they accept their place in the ASD Class within 14 days.
- An application to register the student in the unit will be sent to the SENO using NSCE Form 7. A special transport application form will also be sent to the SENO for this student at this time, if necessary.
- It is the SENO who approves the registration.
- The AEN department in the school will notify parents of the outcome of the SENOs decision.

If the number of the children on the list of applicants exceeds the number of places available, the Admission Policies criteria will apply,

Please note that place allocations will always be subject to emerging students' needs. Please note that the fulfilling of the enrolment criteria does not necessarily ensure enrolment if necessary, resources pertaining to the enrolment are not available, such as sufficient vacancies within the ASD classes.

On admission to the ASD classes, each pupil will be assessed by the school AEN Department and a student Individual Education Plan and a Student Support File will be drawn up.

### **3.4.5 Health Service Executive Input**

Essential services of Speech Language Therapy and Occupational Therapy are provided by the HSE. Dunamase College/Coláiste Dhún Másc has no control over these services or their provision. All queries about these services must be addressed to the HSE and not to the school.

## **3.6 Programmes of study**

We currently offer the following programmes on the National Framework of Qualifications (NFQ):

At Junior Level – Level 2 Learning Programme (L2LP)

Level 3 Junior Cycle (JC)





At Senior Level – Transition year programme (TY)  
 Traditional Leaving Certificate (LC)  
 Leaving Certificate Vocational  
 Programme (LCVP)  
 QQI Level 3 and 4 L2LP at senior cycle

AEN support is provided at all levels.

**Fig 1.5**



### 3.6 Timetabling of AEN provision

Timetabling of AEN hours and AEN teachers commences at the end of each academic year for the following year. Timetabling is completed with collaboration from AEN Teachers, Deputy Principal and Principal.

#### 3.6.1 Junior Cycle

AEM is available at Junior Cycle. L2LP is recommended for students with AEN where the traditional Junior Cycle would not meet their needs. Additional support is given to a student with AEN completing the Junior cycle. This support is offered at Irish time, MFL Religion time and/or PE time when appropriate. Many students are also supported through the Junior cycle via team teaching.

#### 3.6.2 Transition Year

At present students with AEN get AEN hours at Irish and MFL time if they do not study these subjects. This provision is reviewed annually.

### **3.6.3 Senior Cycle**

AEN is available at Senior Cycle. QQI Level 3 and 4 and L2LP and L1LP is offered to students with AEN where the traditional Leaving Certificate would not meet their needs. Additional support is given to a student with AEN completing the traditional Leaving Certificate. This support is offered at Irish time, Religion time and/or PE time when appropriate. Many students are also supported through the traditional Leaving Cert curriculum via team teaching.

### **3.6.4 Irish Exemptions**

Students with AEN, who have an Irish exemption, are timetabled for AEN at this time. They may also be allocated support at various times, where it allows. Exemptions are granted in line with Circular 0055/2022, where students have to be below the 10<sup>th</sup> percentile in one subtest of word reading, spelling or comprehension and also have had some differentiation in the mainstream classroom along with a block of intervention by the AEN team in order to qualify for an exemption. The test administered for exemptions in Irish is WIATIV. Exemptions can also be granted for students who are accessing a special class or who have been recommended for a special class, and students who have had time living abroad (before 12 or away for three consecutive years). Under the new circular Irish exemptions can also be granted to a student who experiences a high level of multiple and persistent needs that are a significant barrier to the student's participation and engagement in their learning and school life and where there is evidence of this difficulty for two school years.

### **3.6.5 MFL Support Arrangements**

AEN students who are exempt from Irish often elect not to study a modern foreign language. These students are given AEN hours at this time. At Junior level students who do not study a MFL will be allocated AEN time if they also have an Irish exemption or a recognised AE need. At senior level languages are not compulsory. AEN students not studying a foreign language at senior level choose an option subject at this time.

### **3.6.6 Reduced Timetabling**

Students may be permanently withdrawn from a subject area in consultation with the respective subject department, guidance counsellors and with parents' permission. Whilst this is not encouraged, it may be necessary to facilitate the ongoing inclusion of the student within Dunamase College/Coláiste Dhún Másc.

### **3.6.7 Level 2 Learning Programme (L2LP)**

L2LP is available to students with AEN who have ability scores in the lower mild to higher moderate range of learning disabilities and whose ongoing participation in level 3 curriculum is not feasible. Students' participation in L2LP will be discussed with all relevant parties prior to this decision being made. Eligibility is based on IQ level and consultation with the parents, AEN department, Management, and Primary Schools. Parents are issued with a letter which they sign to say that the programme has been explained to them. The L2LP coordinator works closely with subject departments, mainstream subject teachers and special education support teachers to allocate the learning outcomes of the PLU's each year. Completed work is then tracked and uploaded to measure the achievement of each PLU.

### **3.6.8. English as Additional Language (EAL)**

The school is committed to responding in a proactive manner to the changing nature of the school community as it responds to global events. When the need arises we will cater for EAL students by:

- Application of funding in terms of SE hours and SNA hours.
- Assessment of EAL students to establish language acquisition attainment in English.
- Dissemination of information to the all staff and supporting the staff in creating an inclusive environment.
- Development and use of resources to support inclusion and language acquisition including dictionaries and visual supports from Language connects.
- Structured individual and group interventions where appropriate.
- A rich programme of extra-curricular activities.
- A buddy system where appropriate.
- Social and emotional support provided within the school support structures.
- Exam supports for in-house and make RACE applications for State Exams
- Review of the effectiveness of supports and interventions



### **3.6.9. Exceptionally Able/Gifted and Talented**

Our school is committed to providing an environment which enables all children to progress towards achieving their potential. Exceptionally Able children may require specific interventions to enable them to achieve their potential and to maximise their performance. Differentiation strategies used within the classroom in addition to enrichment activities and materials provided by teachers, affirm and encourage exceptionally able to excel.

Moreover, a number of initiatives have been trialed by the Teaching and Learning group and introduced to address the specific needs of our gifted students e.g. I am Finished Challenge, Differentiation.

As our school develops and grows we would hope to review and add more interventions whereby the able and gifted students will excel.

The School prides itself in the provision of a wide range of extra-curricular activities which allows all students to engage and in particular for those gifted and talented to display their gifts in a number of areas e.g. school Musical, sport, podcasting, Lego, Comhairle na nOg, Maths competitions, chess club, young scientist, *this list is not exhaustive*.

Those that are defined as exceptionally able/gifted or talented is a diverse group and may include those with a dual diagnosis with a series of complex needs. Therefore, recognition and affirmation of such abilities is crucial.

## **2 Communication**

### **2.1 Methods of Communication**

- VsWare
- Email with staff/parents/Guardians
- Phone calls with parents /Guardians as required
- Parent-Teacher Meetings
- Office 365 Teams
- Office 365 OneNote
- Staff notice board
- Staffroom television
- Staff meetings
- Informal meetings with teachers
- Referral forms
- Aen Core team meetings
- Class tutor and Year Head meetings.
- Subject Department meetings
- Year assemblies
- Reports home to parents/guardians

- School App (2025) *(This list is not exhaustive)*

## **2.2 AEN pupil register/Provision Plan**

At the beginning of the new school year the AEN staff informs the whole staff of those students on the AEN register. The categories and needs of the students are identified and strategies for in-class teaching and learning are outlined. A copy of the register/provision plan of all students with AEN is made available for further reference to all staff in a locked folder on Sharepoint. All mainstream teachers who require additional information can request access to a students' AEN file.

## **2.3 Dissemination of information regarding to SEN students**

All staff are informed about SEN students during the first school term at a whole staff meeting. The information pertaining to the students SEN is given through the Password Protected Provision Plan on SEN Teacher Team in which all teachers have access to. Additional information is available from a member of the SEN team and is held in the student file. Access to the provision plan (SEN register) will be made available to all teachers at the commencement of the school year. This will be a read only document. Teaching and learning strategies are available to all staff from the Teaching and Learning team and whole staff Team.

A highlight will be put beside the students name of VS ware to indicate that there is information regarding SEN to be noted by the teacher.

## **2.4 Record keeping**

All relevant information including every communication with parents or outside agencies is recorded in the student file and/or in minutes of meetings.

An Individual Education Plan (IEP) is completed for each student in the ASD classes (support for few).

Pupil personal plans (PPP) are completed for all students with SNA access (support for few). Student support files (SSF) are completed for all other students with AEN (support for some)

Records are kept for all AEN classes and all classes in the ASD classes.

Each of the above documents are working documents and are reviewed as required.

# **3 Enrolment and Assessment**

## **3.1 Admissions and Enrolment policy**

This is outlined in detail in the school's Admissions and Enrolment Policy. Details pertaining to the enrolment in the ASD classes.

### **3.2 Transition from primary to secondary school programme**

#### **3.2.1 Sharing of information**

The feeder school plays a very important part in identifying students entering Dunamase College/Coláiste Dhún Másc with AEN. Through direct communication with teachers and parents prior to entry of students the needs of the students are identified, and resources put in place to meet these needs. Parents are requested to share all relevant information to assist in making the provision for their child's AEN. The SENCO contacts all our feeder schools before the end of the academic school year.

#### **3.2.2 Moving to Dunamase College/Coláiste Dhún Másc**

Our transition from Primary to Post primary includes the following:

- Members of staff and students will visit all feeder National Schools outlining the education and facilities available.
- An Open Night for parents of incoming 1<sup>st</sup> years.
- At registration night parents complete a form where they get an opportunity to inform the SENCO of their child's AEN.
- Testing is administered prior to entry to Dunamase College/Coláiste Dhún Másc. This is used as baseline data for students with AEN and also to identify any students with emerging needs.
  - Mixed ability classes are formed.
- Optional private tour of the school is provided for AEN students and their parents during July/August, to ensure they gain familiarity with the surroundings and ease to the transition from Primary to Secondary.
- A stand-alone Induction Day at the beginning of the academic year where only first years are in school and settling-in activities are undertaken. Where it is deemed necessary, students may be brought in individually, prior to school opening, with parents, primary school teachers etc.
- Coffee morning with 1<sup>st</sup> year parents/guardians

### **3.3 Assessment Procedure**

#### **3.3.1 Purpose**

Assessment is carried out for a specific purpose with the intention of acting on the results. It can be carried out for any of the following reasons:

- To track a student's progress
- To establish a baseline in students' attainments including EAL.



## **APPENDICES**

**Appendix 1** Exceptionally Able/Gifted and Talented Policy

**Appendix 11** AEN Referral Form



- To set clear and achievable targets for the student.
- To form mixed ability classes
- To select students for additional teaching support.
- To complete Irish exemption process.
- To complete RACE and DARE processes.
- To inform a NEPS referral.
- To establish a student's needs following a referral.
- To assist outside agencies with diagnosis.

### **3.3.2 Methods of Assessments**

Methods of assessment used are appropriate and do not create barriers to inclusion for students with AEN.

#### **Formal assessment**

This is in the form of standardized criterion, referenced and certain diagnostic tests. Formal assessments are summative and formative in nature.

- Assessment of Learning – This includes CAT4, WIATIV, Maths and English entrance, class tests, end of unit tests, chapter tests, term assessments, in house exams, CBAs, final projects and state examinations. WIATIV is administered in assessing for Irish exemptions.
- Assessment for Learning – Staff at both mainstream and AEN staff use several strategies for assessment for learning namely, success criteria, effective questioning (blooms taxonomy), self-assessment, peer assessment and effective feedback.
- Assessment as Learning – Students with AEN have to be supported through this process and given the skills to use this form of assessment. It includes self-reflection and peer evaluation.

The first formal assessment students will undertake will be prior to the commencement of the school. The AEN staff will administer this test to all incoming first years prior to the start of the academic year.

#### **Informal Assessment**

Informal assessment methods are applied in all school environments including classroom and yard and information gathered can lead directly to the planning for supporting the students.

- Classroom progress checks – quizzes, whiteboards, number line.
- Informal observation by the teacher/SNA/student
- Evaluation of homework
- Informal analysis of students language and social development
- Interaction with others
- Student journal and VsWare
- Organisational skills



- Self Management skills
- Strategies – think-pair-share, placemats, exit tickets, whiteboards, 3-2-1, must- could- should, success criteria, reflection number line. *(This list is not exhaustive)*

### **Diagnostic Assessment**

Diagnostic assessment is used to identify the students learning strengths and needs. The assessment may be carried out to aid the planning of the learning programme for students with AEN. This testing is also used to provide background information for the NEPS psychologist. From 2019/2020 the diagnostic testing is also used to grant Irish exemptions. Diagnostic test results are held in the students file and also on a computer which can be accessed by AEn staff.

Files and psychological assessments are stored in the AEN Office. These are confidential. Mainstream teachers have access to these files on request from the AEN Department. Teachers are given access to the AEN register/Provision Plan and are encouraged to read these files in order to inform their teaching practices and meet the needs of their students. All files on computer are password protected.

### **3.4 Ongoing monitoring of progress and support of transfer from second level**

There is a commitment to ensuring that all AEN students receive full support in progressing and accessing 3<sup>rd</sup> level education. All AEN students receive Guidance Counselling Support when applying to PLC, and CAO to ensure all supports are accessed. They are fully assisted and advised in applying to DARE and all parents/guardians are encouraged to meet with Guidance Counsellors in order to progress all applications.

On the day of CAO offers Guidance Counsellors are available to meet with AEN students to assist them in making contact with staff at the relevant 3<sup>rd</sup> level provider.

AEN students who progress to PLC colleges are advised to contact the guidance department throughout the year after they finish with us, in order to apply for DARE should they wish to pursue a CAO application. Guidance Counsellors regularly liaise with the AEN Department to ensure efficiency of the system and may follow up regarding individual students. The Guidance Department operate an open-door policy for all students.

## **4 Liaison with Outside Agencies**

### **4.1 Special Needs Organiser (SENO)**

The SENO has responsibility for coordinating and facilitating the delivery of educational services for children presenting with AEN. The SENO reviews SNA requirements, Shared area registration (ASD/Special classes) special transport applications, and also processes the applications for assistive technology.

#### 4.2 NEPS Psychologist

The NEPS psychologist visits the school, students are referred to them based on the criteria above in 3.2.2. and 3.2.3.

- Gives advice on classroom strategies and resources.
- Conducts full psychological assessments.
- Advises on individual students needs.
- Advises on AEN policy and practice.
- Advises on Literacy and Numeracy
- Meets with the parents and members of the AEN team to follow up on the progress of the students presenting with AEN.
- Meets with students to track progress/give advice as appropriate.
- In the event of a NEPs psychologist not being assigned to the school, the SCAPA Scheme will be accessed.

#### 4.3 Health Service Executive (HSE)

- Social Workers
- Child and Adolescence Psychiatric Services
- Primary Care/Disability Team

#### 4.4 Other Agencies:

- Youthreach
- Irish Learning Support Association
- Guidance organisation
- Family Resource Centre
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language/Occupational Therapy
- Visiting Teacher for the Blind/Hard of Hearing & Deaf
- TULSA/TESS *This list is not exhaustive*

**RATIFICATION OF AEN POLICY:** This policy will be reviewed by the Board of Management at regular intervals .

Signed: 

Date: 11.09.2025





## **APPENDIX I: Exceptionally Able/Gifted and Talented Policy**

The purpose of this policy is to provide a framework for the identification and ongoing support of Exceptionally Able students, to ensure that they have an opportunity to progress towards realising their full potential.

### **Inclusion**

The School encourages and expects all students to involve themselves in the life of the School according to their abilities and subject to demand for specific activities. Dunamase College/Coláiste Dhún Másc will endeavour to provide such activities and opportunities, where finances and administration allows. Exceptionally Able pupils have equal access to all aspects of the curriculum and school life. The School promotes a culture of success and encourages respect for all achievements whether academic, cultural or sporting.

### **Definitions**

- *An Exceptionally Able student* is one who ranks in the top 10% of his/her peer group in terms of academic ability. The school recognises that this can change from one year to the next, as demands on the students alter or as the circumstances of the student's life may influence them.
- *A talented pupil* is in the top 10% in a non-academic area such as sport, visual or performing ability, mechanical ability, leadership and social awareness, creativity and arts and drama. This includes any pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential.
- *A Twice Exceptional student* is a student that is gifted but also has a learning difficulty. In this situation, the school will liaise closely with parents in ensuring appropriate support for such pupils within the context of the AEN programme and this policy.
- *Twice Exceptional Children* – those with a learning difficulty but who are also Exceptionally Able – qualify for Department of Education funded support but only on the basis of their learning difficulty.

### **Identification**

The School uses a range of strategies to identify Exceptionally Able pupils. The identification process is ongoing and begins when the child joins the School.

Identification procedures used by the school may include:

- information from parents or guardians,
- information from primary school teacher,
- entrance test results,
- nature of class work (creativity)
- observations by subject teachers/SNA/peers

- tests or other assessment *This list is not exhaustive.*

### Programmes for Teaching, Learning and Curriculum

The Department of Education does not provide specific funding for the support of specialist programmes for Exceptionally Able students.

Our school has, as a matter of course, several activities that can make a significant contribution towards Exceptionally Able students achieving their potential.

In the first instance, students identified as Gifted are expected to understand the obligations of the school in relation to the delivery of the State curricula.

Opportunities for extension and enrichment are provided by teachers within the context of classroom instruction. To meet the needs of Exceptionally Able students the school promotes use of a variety of strategies including:

- ✓ differentiation
- ✓ active learning methodologies
- ✓ independent learning
- ✓ competitions
- ✓ clubs

Our Year Heads and Tutors oversee the development of the Exceptionally Able students within the school.

- Teachers may set curriculum and performance targets for individuals so that they can achieve at the highest level and always aim to make further progress. Students will take an active part in this process.
- Extension activities, that are more demanding of their abilities, or enrichment activities that provide new and different ways of working will be provided.
- Opportunities for Exceptionally Able pupils to work together may be provided, particularly in the context of competitions and extra-curricular activities.
- There will be opportunities for performance, or to display talents during the school year, for example during Parents Evenings, Prize Giving Ceremonies, School Awards and Transition Year Awards.
- The school provides an extensive range of curricular and extra-curricular activities suited to the needs of Exceptionally Able children. These include Learner Leaders, Lunchtime Clubs, Competitions.
- Students may also identify other activities which, if possible, the School could support.





### **Implementation of an EA Policy**

- Maintain a register of Exceptionally Able pupils in consultation with other staff.
- Monitor the school's provision for pupils identified as being gifted or talented.
- Monitor the progress of pupils identified as being gifted or talented.
- Be responsible for giving information to parents and teachers and where appropriate, Board of Management.
- Co-ordinate the handover of information for students in transition (coming from or going to another school).
- To liaise with the Guidance Staff regarding the progress of Exceptionally Able pupils.
- Review the policy in the light of practice and modify when necessary.
- Evaluate the policy.

### **Professional involvement**

The Special Needs Coordinator will implement this policy in cooperation with all staff and senior management.

### **In-Service Training**

The School may, from time to time as appropriate, assign staff training days to provide support to teachers in the implementation of this policy.

## APPENDIX II: AEN Referral Form

### AEN Referral Form

Record of Concern/Monitoring Stage

<b>Name of Student</b>			
<b>Member of Staff</b>			
<b>Class</b>		<b>Year Group</b>	
<b>Date of Referral</b>			

<b>Concerns (please tick appropriate box(es)) and also include evidence if possible</b>	
	<b>Cognition and Learning - General Learning Difficulties</b>
	<b>Cognition and Learning - Specific Learning Difficulties (including dyslexia)</b>
	<b>Communication and Interaction – including social communication</b>
	<b>Speech and Language Difficulties</b>
	<b>Emotional, Social and Mental Health</b>
	<b>Overall Comment on areas where the student is struggling.</b>