

CTI Clonmel



Raheen College & Gaelcholáiste Chéitinn



Inclusion (AEN) Policy Date: May 2026



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CTI Clonmel Mission Statement

The role of our school is to facilitate the students of Clonmel and its environs in the acquisition of general and specialised education. CTI Clonmel is under the patronage of Tipperary Education and Training Board. ETB schools are state, co-educational, multid denominational schools underpinned by the core values of:

- Excellence
- Care
- Equality
- Community
- Respect

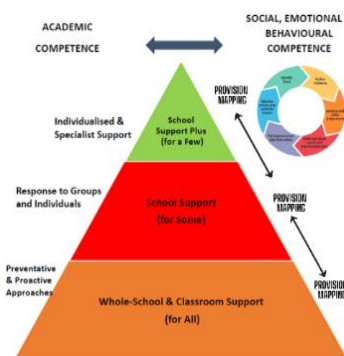


CTI Clonmel provides students with equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our school strives to provide all students with equal opportunities to engage with the curriculum and school life. We strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our school:

- provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society
- promotes a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff
- prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values
- treats equally students of all religions and beliefs. The school environment and activities do not privilege any group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

In CTI, SSE/DEIS planning underpins how we identify needs, meet those needs and monitor and record student outcomes, in conjunction with the continuum of student support (diagram on the right).

All policies are formulated around Child Protection & Safeguarding procedures using the school's Student Safeguarding Statement, the Child Protection Procedures for Primary and Post-Primary Schools (revised 2025), the Children First Act 2015 and the Teaching Council's Code of Conduct (2016)



Introduction

The main purpose of this document is to set out the use, organisation and deployment of additional teaching resources for students with additional educational needs. This policy is informed and devised in the context of a revised model for allocating additional education teaching resources which was introduced by the Department of Education and Skills in September 2017. Effective provision for students with additional educational needs is situated within an inclusive whole-school framework which emphasises effective teaching and learning for all and good collaboration and engagement between school, parents/guardians and students. This document is intended to build on existing good practice in our school and to complement the advice given in Inclusion of Students with Additional Educational Needs: Post-Primary Guidelines (DES, 2020, updated).

Pupils with AEN include:

- Students with learning disabilities
- Students with emotional and/or behavioural issues
- Students with physical or sensory disabilities
- Gifted students

Rationale:

The school's Additional Education Needs policy aspires to:

- Provide an inclusive learning environment where all are encouraged to achieve their potential.
- Enable each student to develop social and personal skills, thus enhancing self-esteem.
- Encourage students with additional needs to participate in the full range of school activities.
- Offer an education which develops a variety of skills i.e. practical, artistic, musical and sporting.
- Allow additional needs students access to the curriculum and where possible, encourage students to sit Junior/Leaving Cert examinations.
- Encourage all staff to avail of professional development from the NCSE and any other relevant agencies.

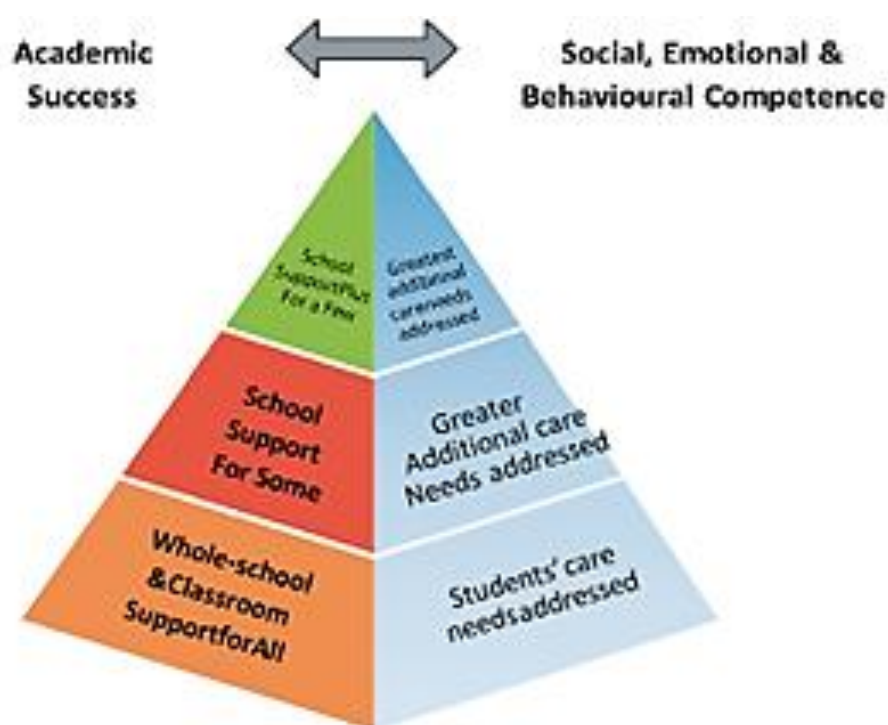
Admission and Enrolment

Admission and enrolment procedures for AEN students and also for students wishing to access our additional ASD classes in Raheen College and Gaelcholáiste Chéitinn are detailed within the CTI Admissions Policy.

Identification of Needs

The Continuum of Support

The Department of Education & Youth (DEY) has set out a Continuum of Support framework to assist schools in identifying and responding to students' needs. This framework recognises that additional educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that students require different levels of support depending on their identified educational needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support, and that they are informed by careful monitoring of progress.



The following criteria can be used to identify students who may benefit from extra supports:

1. School links with primary schools through primary school passports, liaising with primary school class teachers, AEN teachers and SNAs.
2. Link via SCP with primary schools in Homework Club etc.
3. Referrals from teachers to AEN team or AEN coordinators.
4. School meetings with parents/guardians of incoming students, including Management, AEN staff, HSCL, class tutors and Student Support team.
5. Testing, CAT4 tests, Maths/English screening tests.
6. Educational reports presented to school.
7. Academic tracking of term assessments and analysing these assessment results with CAT4 tests.
8. Meeting with NEPS.

9. Information from CAMHS if available.
10. Meeting with the Special educational Needs Organiser (SENO)
11. Professional Reports i.e. Psychological, Educational, OT, HSE, etc.
12. Student self referral.

Provision of AEN

Effective teaching and learning is critically important for all students, and especially for those with additional educational needs. Meaningful inclusion implies that all students are taught in stimulating and supportive classroom environments where they are respected and valued. A provision map, highlighting supports currently available is found as Appendix 1.

Role of the Subject Teacher:

Section 22(1) of the Education Act 1998 states the primacy of the teacher in the education and personal development of students in schools. The classroom teacher is responsible for educating all students in their class, including any student with an additional educational need. The class teacher has primary responsibility for the progress and care of all students in their classroom, including students with additional educational needs, as per their professional code of conduct.

It is the responsibility of the classroom teacher to ensure that each student is taught in a stimulating and supportive classroom environment where all students feel equal and valued. Subject teachers should ensure that they plan their lessons carefully to address the diverse needs within the classroom.

In line with the Continuum of Support Guidelines, the class teacher may gather information through formal and informal means, with a view to informing interventions. The classroom teacher also has a central role in identifying and responding to students with additional needs, including differentiating the curriculum as appropriate. These responses will be informed and assisted by collaboration with colleagues, parents/guardians and others such as the school's NEPS psychologist, and the local Special Educational Needs Organiser (SENO).

All subject teachers should implement teaching approaches and methodologies that facilitate the meaningful inclusion of students with additional educational needs. Each subject department will include in its plan how it caters for the different students taking their subject. These methodologies include:

- Co-operative teaching and learning within mainstream classrooms (see Appendix 2)
- Collaborative problem-solving activities
- Heterogenous group work
- Differentiation*
- Interventions to promote social and emotional competence
- Embedding of Information and Communications Technology (ICT) in teaching, learning and assessment

*Differentiation can be achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons for students' interests
- Matching tasks and processes to students' abilities and needs
- Adapting and utilising resources, including use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

Every student should be taught a curriculum that is appropriate to his/her developmental level. In matching programmes to students' needs, school management will look at the range of curriculum options available, including Junior Certificate Schools Programme, Junior Cycle Level 2 Learning Programmes and Leaving Certificate Applied Programme.

The classroom teacher will also make specific accommodations for students within the class as a result of concerns about a student's progress, application, communication, behaviour or interaction with peers and the development of a programme of differentiated instruction for that student. If an SNA is present in a classroom, the subject teacher, in conjunction with the AEN team, should plan the most effective use of the SNA. The role of the SNA is given in Appendix 3. All teachers should also encourage student independent learning which is a key competency for senior cycle students.

Early Intervention and Prevention

Early-intervention programmes, which are evidence-based and are responsive to the school's context will be used. Focused interventions to develop literacy, social, emotional, life-skills and well-being are particularly important for Junior Cycle students with additional educational needs. The school uses a range of intervention programmes to suit students' needs and also avail of NBSS behaviour for learning teacher and SCP (school completion) student support.

All intervention programmes are monitored to assess and record their impact on student progress and participation in learning and in school life.

Our Student Support Team and the AEN Co-ordinator serves an important preventative and early intervention function, particularly in addressing the needs of students with social, emotional, behavioural and well-being needs. This team provides a forum to share concerns and to work towards solutions. It plays an important coordinating role and facilitates monitoring and review of students' progress (appendix 4).

Target Setting

Good target-setting is central to effective teaching and learning for students with additional educational needs. Targets are:

- linked to assessment;
- strengths-based;
- linked to interventions and
- developed collaboratively.

Best practice indicates that targets should be few in number; they should be informed by priority learning needs and directly linked to suitable interventions. Targets are based on the evidence collected through both formal and informal assessment approaches. Parents are consulted when setting targets and reviewing progress. The views of students may be included in this process through direct involvement in the discussions or by gathering their views in advance of the review process. Targets will be measurable and observable and will reflect the specific additional educational need of individual students. Targets will be achievable within a specified time frame; they will also challenge and build on existing knowledge and address students' holistic needs.

Monitoring and Recording Outcomes

A whole school approach to the monitoring and recording of programmes will be led by Management and AEN coordinator. Students' progress in relation to achieving their targets should be regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation and reports from subject teachers, class tutors and year heads) that allow students to demonstrate their progress. This should lead to the establishment of specific targets to be achieved within a defined timeframe, as outlined below.

Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention review, which in turn should lead to adjustments in support plans. The Student Support File (NEPS) provides schools with a useful resource to support and record this process. It includes a Support Review Record to guide teachers when monitoring progress and reviewing outcomes with parents and students. Such monitoring of progress, and subsequent adaption of support plans, are key drivers of effective practice.

In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review could include measures of attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for students with additional educational needs. These can be reported individually using statistical analysis, case study or focus group methodologies.

Allocation of Resources

In line with DEY guidelines additional teaching supports are deployed according to identified needs. Support is given in a variety of ways to effectively meet students' needs. Examples include, but are not limited to:

- Team-teaching
- Differentiation within class groups
- Small group withdrawal
- Individual support within group

Support for All

The school engages with programmes in Numeracy, Literacy and Social/Emotional domains to promote early intervention and seek to provide a response to such intervention if necessary.

Support for Some

Based on needs some students will follow more intensive programmes. Some students will receive support within the context of a mainstream subject lesson through team-teaching, through group or individual support within the classroom setting or, through a combination of these modes of intervention. Information on reasonable accommodations applications for students for state exams is found as Appendix 5.

The level and type of supports reflect the specific targets of individual students as set out in their support plans which is informed by careful monitoring and review of progress. Following a period of intervention, some students may no longer require additional teaching supports, some may require the same level, while others may require more intensive supports. Accordingly, the groupings timetabled for support may change over time.

Support for a Few

Resources are allocated based on need – students with the highest level of need have access to the greatest resources. This includes the provision of three ASD classes – 2 in Raheen College and 1 in Gaelcholáiste Chéitinn. The school also provides L2LPs for junior cycle and senior cycle students whose needs are better met by these programmes.

Planning

In line with Department of Education & Youth guidelines, the AEN coordinator, in consultation with the student support team and the teaching and learning team, supports subject teachers in:

- Identification of students with additional educational needs
- Setting targets
- Planning teaching methods and approaches
- Organising early- intervention and prevention programmes
- Organising and deploying additional education teaching resources

Timetabling Practice/Rationale for the Allocation of Resources

In consultation with senior school management, a member of the additional educational needs team, who has a recognised qualification in AEN, is assigned the responsibility for planning for the provision for additional educational needs within the school. The overall allocation is accounted for both from a teacher and student perspective in line with DEY Circular 0064/2024.

Resources are deployed to:

1. Promote early intervention and learning in an inclusive school environment
2. Assist the students with the highest level of needs, as students with the highest level of needs receive the highest level of supports.
3. Provide additional supports which are tailored to meet the unique needs of students, addressing social, emotional and vocational/life skills, as well as literacy and mathematical needs.
4. Allocate support classes to teachers who are expert in the subject or learning support
5. Seek to ensure that students with the greatest needs are supported by teachers who have the relevant expertise, and who can provide continuity of support.
6. Provide flexibility for specialist teachers so that groupings timetabled for support may change over time
7. Support a core team of teachers for additional educational needs. Members of this team have the necessary experience and ongoing access to professional development to support the diverse needs of students with additional educational needs.
8. Maximise the allocation of SNA support for students in classes where care needs are evident.

School Wide Approach

Inclusion

“Effective inclusive schools are problem-solving organisations with a common mission that emphasises learning for all students” ¹

In CTI, Clonmel (incorporating Raheen College and Gaelcholáiste Chéitinn), our students with additional educational needs (AEN) are members of an inclusive school community. We are committed, in so far as is practicable, to cater for the needs of a range of students, as well as the needs of students whom English is not a first language and students whose additional needs arise from economic, social or emotional disadvantage.

This is achieved by:

1. Having an additional educational needs (AEN) team consisting of suitably qualified and/or interested staff members led by a AEN coordinator
2. Working with and listening to the opinion of the student(s) and parent(s) concerned.
3. Making application to DEY through the SENO for support where deemed necessary.
4. Access to assigned class tutor to discuss progress/make recommendations on behalf of the students/liase with parents and other staff.
5. Enhancing positive education experience through access to SNA support (where access to SNA support has been sanctioned by the NCSE). School Management and the Additional Education Needs Co-ordinator will assign the hours.
6. Giving every student an opportunity to learn effectively so that he/she can achieve his/her potential academically and socially.
7. Providing our students with a wide variety of subjects.
8. Where resources permit, small class groupings will be formed so that each student is provided with individual attention.
9. The curriculum may be differentiated/reduced to accommodate the diverse needs within each group e.g. worksheets, class material presented in a user-friendly manner.
10. Students will be provided with a taster programme in all option subjects to assist with correct choice of subjects to be carried forward.
11. Extra assistance in literacy and/or numeracy may be provided to those for whom resource hours have been allocated. Support may also be assigned to other subjects as necessary.
12. EAL support
13. All levels of subjects are taught to Junior and Senior cycle, including L2LPs for junior cycle.
14. JCSP and Leaving Certificate Applied are offered and provides wonderful opportunities to our students.
15. Extra-curricular activities are provided to promote development and encourage social inclusion.

¹ www.ncse.ie/wp-content/uploads/2-14/10/NCES_Inclusion.pdf

School-wide Approach to Provision for Students with Additional Educational Needs

School-wide Planning

The school will adopt a school-wide approach to planning and implementation of early intervention and prevention programmes. The school-wide approach will involve collaboration across the school community to improve student learning, behaviour and well-being. The school-wide approach will address the full continuum of needs ranging from milder and transient needs to more severe and enduring needs.

Role of the School Principal

The principal will have overall responsibility for ensuring that the additional educational needs of students are met. The principal will take general responsibility for establishing and promoting school-wide policies and procedures which support the learning of all students including those with additional needs. In particular the principal will

- Oversee a school-wide approach to assessment and screening to identify needs and to allocate resources
- Engage with feeder primary schools to support the transition of students with additional educational needs
- In collaboration with the in-school management team, deploy staff, allocate resources, organise students and timetable
- Ensure an efficient system of sharing information of students' needs with subject teachers is in place
- Facilitate continuing professional development of all teachers in relation to the education of students with additional educational needs ensuring also that all school staff understand their roles and responsibilities in this area.
- Form an additional education needs team (AEN team) to coordinate the provision of additional education in the school.
- Delegate the performance of specific responsibilities to other staff members including the AEN team

The Additional Education Needs (AEN) Team

The AEN team/co-ordinator will:

- Co-ordinate data gathering, screening and testing
- Engage with feeder primary schools to support the transition of students with additional educational needs

- Plan, implement and review student support plans
- Assist in the communication of information regarding students' needs to subject teachers, year heads and other relevant staff
- Liaise with external agencies, NEPS, NCSE and other health professionals
- Plan and prepare applications for reasonable accommodations in the state exams
- Assist in the preparation of applications to the NCSE for access to SNA support and our special classes (see Appendix 3)

The AEN team/co-ordinator will work closely with the principal, subject teachers, parents, the guidance counsellor, the pastoral care/discipline team and other support structures within the school. Members of the team will provide support to subject teachers to meet students' needs within their classroom and subject areas.

Parental Engagement

The school recognises that good parental engagement is a critical factor in enhancing outcomes for students with additional educational needs. Parents will be consulted in relation to

- The child's needs and strengths
- The support and strategies being developed to support their children
- Reviewing of student progress
- Levels taken in State Exams

Parents will also be consulted when the additional education needs policy is being developed and/or reviewed. Parents with questions or concerns with school policy should be referred directly to senior school management.

Student Engagement

The school will regularly review its approach to student engagement and participation so that all students, including those with additional educational needs, have opportunities to share their views on issues that affect them in school.

Engagement with External Bodies and Agencies

Where appropriate the school will seek support and guidance from external bodies and agencies such as the National Educational Psychological Service (NEPS), the Additional Education Needs Organiser (AENO), the NCSE Support Service, the Inspectorate and allied health professionals. This will be particularly relevant in the case of those students presenting with complex needs. The school will facilitate meetings

between parents and these support services where appropriate. The school will endeavour to incorporate relevant recommendations from health professionals in developing support plans at each level of the continuum of support.

Transitions

The school recognises transitions can be challenging for all students and may pose even greater challenges for children with additional educational needs. These transitions include the transition from primary to second level school and the transition from second level onwards. In managing the transition of students with additional educational needs from primary to post-primary school the school will liaise in a timely manner with the parents and the primary school. This may involve some of the following:

- Meeting between a designated staff member and a representative of the primary school
- Open evening
- Peer mentoring
- Request transfer of School passport from the primary school
- One to one meeting between designated staff member and parent (and student) where individual needs of the students are discussed
- Sharing of information with subject teachers at the start of the academic year
- Induction morning/half days for incoming students
- Family Engagement Programme
- AEN student to be informed of a point of contact from the student support team

Consultation with students

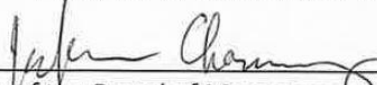
Students with additional educational needs were consulted on the amendments to this policy on _____

Consultation with parents

Parents of students with additional educational needs were consulted on the amendments to this policy on _____

Adoption of policy

This policy was adopted by the Board of Management on 23/9/26 [date]

Signed: 
Chairperson of the Board of Management

Signed: 
Principal

Date: 23/09/26

Date of next review: _____

Appendix 1- Provision Map

SUPPORT FOR FEW	SUPPORT FOR SOME	SUPPORT FOR ALL
100% of students who present with a CAT4 < 85 in Literacy and Numeracy be provided with additional testing. - NEPS Testing – continue to identify students in need of referral - Individualised Education / Student Support Plans (SSPs, BSPs) - JC L2LP/L3LP programmes and modified timetables (incl. LC L2 going forward) - One-to-one/small group teaching, autism class supports, assistive technology - Timetabling to facilitate inclusion - Individualised literacy, numeracy interventions - Individual counselling, behaviour and emotional supports – Guidance, BFL, SCP, HSCL - Sensory interventions - SNA support for organisation, regulation and access - Check & Connect, mentoring, therapeutic interventions	- Small group interventions (literacy, numeracy, social skills, EAL support) - Targeted in-class support (team teaching) and withdrawal groups - Specific programmes: Toe by Toe, That Reading Thing, SNIP, Talkabout, Friends for Life, Typing.com, NALA handwriting - Timetabled Irish exemption classes to support students in Literacy, Numeracy and Digital Literacy - Early intervention screening and assessment - students identified following review of CATS for 1st, 2nd, 3rd and any new students to RC / GCC with CATs <85 or referral to SST - Use of RACE accommodations where appropriate - Targeted supports: mentoring, counselling, social skills groups, lunch clubs, extra curricular - Behaviour supports (CICO, BSPs, behaviour contracts) - Attendance, engagement and retention supports (HSCL, SCP, food/uniform schemes) - Student Support team referrals and reviews	- Differentiated teaching, UDL approaches and co-teaching - Literacy & numeracy strategies embedded across subjects (DEAR, keyword strategies, maths week, ICT use – 1:1 devices) - Continuous assessment, standardised testing (CAT4, NGRT) - Explicit teaching of study, organisational skills - Whole-school wellbeing programme (SPHE, Wellbeing Week, mental health awareness) - Positive Code of Behaviour systems, restorative approaches,

• Multi-agency collaboration (NEPS, HSE, CAMHS, OT, EWO) • Individual transition planning (school entry, progression, post-school) • Regular review meetings with parents and support teams	• Collaboration with guidance, pastoral care and parents • Structured supports for transitions and organisation (checklists, assistive tech, SNA input)	pastoral care structures • Broad extracurricular provision (clubs, sports, student voice, leadership opportunities) • Inclusive transitions (induction, primary links, taster programmes) • SEN, DEIS, Literacy & Wellbeing teams driving whole-school improvement • Staff CPD in inclusive practices and SEN • Strong parental engagement, HSCL support, and student support systems
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Appendix 2

Collaboration between the class teacher and the support teacher

For teachers:

- Reduces pressure to “do all things at all times” i.e. one teacher sets up power-point and takes roll, while other teacher checks homework.
- More efficient use of class time
- Allows for more one-to-one interactions with students
- Offers professional and moral support* in and out of class
- Makes for more dynamic teaching.

There are a few different models of team teaching and more than one model may be carried out within the one day. These are:

1. Both teachers give introduction to topic and explain different activities that they will host at different stations/areas.
2. The class divided in half with both teachers teaching the same lesson simultaneously.
3. Both teachers delivering same instruction at the same time to both groups.
4. Teachers divide instructional content into several segments and present the content in two or more separate stations around the classroom. Teachers work with one group of children and then switch groups
5. Station Teaching: Various learning stations are created and the co-teachers provide individual support at different stations.
6. One teacher giving whole class instructions whilst the other working with one child, or working with a small focus group. Small focus groups could be enrichment, pre teaching, re teaching, interest groups, additional projects, extra support or assessment.
7. One teacher working with a small focus group, the other providing 1: 1 conferences with children where necessary.

For parents and students:

- More inclusive environment
- More students get extra help
- Increased access to the curriculum (don't have to drop subject to pick up learning support)
- More services to students (i.e. every day instead of once or twice a week)
- Student needs addressed on the spot (don't have to wait for Resource class)

For admin:

- Reduces pressures of trying to schedule teachers, students' free classes, and students' needs
- More efficient: more students are served with team teaching than one-to-one resource

One-To-One Teaching

- At CTI Clonmel it is our preference to use small groups to alleviate any child protection issues, however, if it is deemed appropriate for an individual, one-to-one teaching may be provided. The school will weigh up the benefits of this against the possible disadvantages in relation to any child protection issue.
- Every effort should be made to ensure the protection of children and staff. It is crucial that clear boundaries are put in place and wherever possible one-to-one teaching will take place in a classroom with a clear glass panel and/or with the room door left open.
- If a child needs any learning or other support on a one-to-one basis, parents/guardians will be advised of the arrangements in place. Where there is a need to have a child in a one-to-one situation (eg learning support, additional examination centres, tutor/year head interventions, behaviour for learning support interventions), it is recommended that the teacher should be visible at all times through a clear glass panel in the door and/or the door left open. Likewise, it is recommended that if a teacher detains a student alone in a classroom, the teacher should be visible at all times through a clear glass panel in the door and/or the door left open.

Appendix 3

Role of the SNA

The duties of the SNA are assigned by the Principal Teacher and AEN Co-ordinator in accordance with department circulars. The work of the SNA should be supervised either by the Principal or in the absence of the Principal by a Class Teacher. Those duties involve **tasks of a non-teaching nature** such as:

- Provide input with regard to care needs for the preparation of SSP's
- Assist with care planning
- Provide assistance and information in relation to care needs for preparation of physiological and school reports and files. Also helping with briefing profiles on AEN pupils
- Assist in analysis of attendance for AEN Pupils
- Assist transition process in relation to care needs for pupils from one school to another and from one teacher to another.
- Help prepare and tidy up of room(s) in which the pupil(s) with additional needs is/are being taught – this includes any additional equipment needed
- Assisting children to board and alight from school buses. Where necessary, travelling as an escort on school buses may be required.
- Additional assistance as necessary for pupils with particular difficulties e.g. helping students with a physical disability.
- Assisting on out-of-school visits, trips to matches, walks and similar activities.
- Assisting the teachers in the supervision of pupils with additional needs during assembly, recreational and dispersal periods.
- Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom (this may be to provide timeout)
- Administering approved medication
- General assistance to the class teachers, under the direction of the principal, with duties of a non-teaching nature. (Additional Needs Assistants may not act either as substitute or temporary teacher. In no circumstances may they be left in sole charge of a class). Eg assist AEN pupils to display work, ensuring uniform and use of journal is maintained
- Participation with school development planning with additional reference to AEN pupils
- Liaising with class teacher/resource teachers/Principal
- Assist in compiling information for staff on the care needs of AEN pupils.
- Work with teachers to promote independence of students as they progress through the school
- Work with teachers to support assigned students to become more independent learners. The SNAs are encouraged to develop independence in their assigned students through showing interest in both the classroom setting and during breaks.
- Information received on students, and observations made in classrooms, need to be handled sensitively and carefully.

Staff Meetings

The SNAs may be required to attend Staff Meetings when an issue of relevance to their own particular work is included on the agenda. On days of In-Service ancillary staff may be required to attend school to complete tasks laid out by Principal and Deputy Principal.

Training

Regular training is offered to SNAs when appropriate. This may coincide with In-Service days for mainstream staff or is availed of when appropriate courses become available through the local Education Centre.

Break Duty

During break times in CTI, the SNAs are not assigned to an individual child but rather to the school as a whole. However, during lunch break the SNA, (or another SNA if the assigned SNA is not available) could have direct responsibility for a particular child, if required. It is the responsibility of the SNA to monitor their behaviour and watch out for them.

Please note: It is not the job of the SNA to transcribe notes for the students or to take down notes from the board, unless the student is otherwise impaired to do so.

Appendix 4

Student Support

An additional educational need represents only one aspect of a student's development; it should not define the student. There are many other dimensions to a student's development including personality, the ability to communicate (verbal and non-verbal), resilience and strength, the ability to appreciate and enjoy life, and the desire to learn.

Inclusive Education

Inclusive education means encouraging each young person to take part in the everyday activities of the school and helping every young person to achieve the most from school. It is ensuring that the system adjusts to meet the young person's needs, rather than expecting young people to 'fit' into the system.

The Continuum of Support

National Education Psychological Services (NEPS) has developed a system of identifying and supporting students, known as the Continuum of Support. This system involves gathering information, planning ways of helping and reviewing progress. The Continuum of Support works at three different levels - In post-primary schools, the three levels of support are called Support for All, School Support (for some) and School Support Plus (for a few).

- **Support for All/ Classroom Support** is really about effective classroom teaching and early identification – teachers adjusting their teaching (differentiation) to take into account students' different needs and abilities.
- **School Support (for some)** is needed when what is being done in the ordinary classroom is not enough to meet the needs of the student. Often a learning support or resource teacher is involved and some students, or groups of students receive extra support.
- **School Support Plus (for a few)** is generally for students with complex and/or enduring needs. Relatively few students need this level of support. They might need a particular programme of help, with individual supports and specialist interventions. Students getting this kind of help would often have a Student Support Plan.

The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

Identification of Need

Identification of educational need is central to the new 2024 allocation model. Using the Continuum of Support framework, schools can identify students' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

Many students will have their special educational needs identified prior to their transfer to CTI Clonmel (Incorporating Gaelcholáiste Chéitinn & Raheen College). A “Post Primary Transfer Review” form and application form, as well as school reports are used to gather information on students’ learning from primary schools and parents. This allows us to plan provision and to ensure continuity and progression in the students’ education. Reports are submitted by parents or guardians from relevant professionals and direct contact with the various Primary Schools and with parents is also made.

At CTI Clonmel (Incorporating Gaelcholáiste Chéitinn & Raheen College), all incoming students complete CAT-4 testing (Cognitive Ability Testing). They also complete the NGRT (National Group Reading Test) and the PTM (Progress Test in Maths). This also helps to identify students that will need additional support, intervention and differentiation.

If a parent or guardian suspects that there may be a learning difficulty, they should contact the class tutor, year-head or principal. The student will then be referred to the AEN team who will investigate and monitor the student’s progress. Good communication with the school will help to identify additional educational needs as early as possible. If it transpires that there is an issue, appropriate steps will be taken, such as drawing up a student support plan/ file, consulting with NEPs or referring the student to an appropriate professional.

For Existing Students

Identification occurs by mainstream subject teachers through the AEN Referral form, accompanied with sample work or by parents who contact the Principal or the resource teacher. Any referral made by a class teacher must be forwarded to the AEN team to complete a broader profile. It is during this initial assessment that learning, emotional, behavioural and social needs are established.

Preliminary screening

If it is deemed appropriate the AEN team initiate a process of formal and informal assessment.

Informal assessment

This includes:

- Observations from mainstream teachers
- Consultation with parents
- Meeting with student
- Informal assessment of literacy, numeracy, Language and Communication, PSD

Formal assessment

If it deemed necessary formal assessment is then initiated and this includes:

- Review of entrance exam and CAT 4, NGRT and PTM testing.

- Review of in-house exams and reports
- Behavioural record if appropriate
- Referral for psychological report if appropriate
- AEN team administer WIATT III/WRAT V to detect any literacy learning difficulties

How does a student access Learning Support (L.S.)?

The AEN team in collaboration with the Student Support Team allocate Learning Support based on students' needs. Such students are prioritised for additional support from the school's annual allocation of resource teaching/learning support teaching hours. Students who are exempt from Irish receive additional support/intervention during Irish time.

How is Additional Support provided?

All additional teaching support given to a student should build on and complement the support delivered by the class/ subject teacher in the ordinary classroom situation. Additional support is delivered via co-teaching, smaller group and one to one withdrawal, depending on the needs of the student. There is a move away from withdrawal to a more inclusive model where the majority of the needs of students with AEN are met alongside their peers in the classroom, in smaller groups and in a few cases, via one-to-one withdrawal. The 'Continuum of Support' pyramid highlights this approach.

Some students may need the additional support of a Special Needs Assistant (SNA) to help them manage their day-to-day tasks.

Learning Support Teaching

The Learning Support teacher provides direct teaching to a student with additional educational needs, either to reinforce the teaching that takes place in the classroom or to improve upon the core skills that may be necessary to successfully access the second level curriculum. Learning Support teaching is not a grind, and while it may include material from the mainstream setting, it is primarily designed to focus on building skills that are transferable across the curriculum and beyond. Evidence based interventions are also used during learning support time.

Inclusion/UDL

Mainstream subject teachers cater for pupils with a wide range of abilities and needs and who have a diverse range of personal/ home experiences. Subject teachers have the primary responsibility for the educational progress of all pupils in their classes. This includes pupils with special educational needs. Pupils vary in their learning rates and styles.

Differentiation is about matching teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in a mainstream class. In other words, different teaching methods and approaches work with different pupils. Differentiation is an important means by which a

teacher can show each pupil that they are respected and valued. The needs of the majority of pupils within a mainstream class can be met by differentiating teaching approaches for that class.

Student Support File

A student support file is a written plan that guides a student's learning and progress. The Student Support file sets out the learning goals to be achieved by a student over a certain time period and it lists the teaching strategies, resources and supports that are needed to help a student to reach those goals. It is developed and reviewed by the AEN team and teachers, in conjunction with parents, pupils and where necessary, with others involved in the student's learning.

Appendix 5

RACE Applications:

Identification of students for RACE applications may be made using one or more of the following:

- Professional reports associated with the student
- Staff concern forms
- Expression of parental concern
- Expression of concern by the student

Assessment strategy:

- The preliminary assessment will be the WIATT III reading and spelling
- Depending on the nature of the accommodation required and if the results of the WIATT assessment indicate that further assessment is required, reading and/or written assessments may be administered. This may include a reading rate and/or handwriting rate assessment
- If the rate of candidate error meets the prevailing SEC threshold then application for the appropriate reasonable accommodation(s) will be made

Assessment timeframe:

- For Junior Certificate the assessment process for RACE will begin no earlier than the last term of the 2nd year and may carry on until the SEC closing date
- For Leaving Certificate RACE reactivations, applications will commence no earlier than the beginning of the 1st term in examination year. Where the application is a new application, the process may commence in the 2nd term of 5th year
- For the purposes of a RACE application a student will in general be assessed using WIATT III/WRAT V once only. However in borderline cases, consideration may be given to administering a second assessment. A decision to carry out a second assessment will rest with the AEN team

Communication:

- Initial phone call to parents to explain RACE procedure and assessments
- The result of a RACE application will be communicated to parents/guardians by issuing a copy of the SEC judgement

The school does not guarantee to provide reasonable accommodations during in-house examinations; provision of accommodations will be dependent on availability of resources.

Assistive Technology

All applications regarding assistive technology are to be made to the NCSE for ratification. The NCSE is provided with information to facilitate the allocation of additional resources to schools for students with special educational needs.

Applications for any assistive technology, along with any professional report(s) required to support an application will be forwarded to the SENO and then by the SENO to the Department of Education which will make a decision on the individual application. The DES have the final decision, not the school. Schools must have the consent of the parent(s)/ guardian(s) to make the application.

Assistive Technology Contract with school:

USE OF ASSISTIVE TECHNOLOGY - PARENTAL/GUARDIAN AGREEMENT FORM

Dear Parent / Guardian,

Date: _____

Name of Student: _____

Class: _____

Your child has been granted access to the following assistive technology (laptop computer) by the

Department of Education: _____

Your child has;

a) been given access to assistive technology for use at school and at home

☐

or

b) been given access to assistive technology for use at school only

☐

Assistive technology is expensive and there can be significant costs relating to upkeep, repair or replacement. Please read the following and if agreeing to it please sign and return it to the AEN Department. Access to the technology will be granted to your child on receipt of this completed form.

- 1) The assistive technology is the property of the school and remains so for the duration that your child is in the school. Should your child leave the school, the technology is returned to the possession of Raheen College, CTI Clonmel. When the technology, specifically laptops, is returned to the school at the end of use, there should be no personal information stored on it. The school will take no responsibility for deleting personal files.
- 2) The cost of rectifying any damage or loss of the technology must be borne by Parent/Guardian. Please inform the school immediately if the technology is lost or damaged.

- 3) Repairs to assistive technology must be undertaken by the school's IT provider. Parents/Guardians must not engage with any other IT service provider.
- 4) The technology should be solely used by the student and for the purposes of schoolwork. No other individuals in the home should have cause to use it.
- 5) Homework, if completed on a laptop, is to be submitted in a format at teachers request.
- 6) CTI Clonmel/Tipperary ETB has installed anti-virus software on all laptops. The school will undertake to update the anti-virus software when required. The students must not tamper with this, or any other, software installed by the school.
- 7) The identifier labels on the equipment should never be removed.
- 8) Where possible classes will be dedicated to support students in the use of their assistive technology. However, parents and students are responsible for developing and maintaining typing skills. We recommend www.typing.com, a free online typing tutorial. UCC run workshops in assistive technology for students and parents. More information can be found on www.ucc.ie/en/access/community-outreach/assistive-technology/training/
- 9) We ask that parents/guardians monitor carefully the use of laptops while in the home. They should be used mainly to enhance typing skills and assist with homework. Internet usage should be kept to a minimum and directly related to school activities only.
- 10) When assistive technology is not in use on the school campus, it is to be securely stored and locked in the class laptop charging trolley or in a specific storage area designated by the AEN Department.
- 11) Laptops are to be charged every evening at home or designated area in school to ensure laptops can be used throughout the school day and avoid a student being without a laptop should it have to be charged.

Please feel free to contact the school if you wish to discuss the use of assistive technology. Please complete the agreement attached and return it to the school. Once the completed agreement is returned to the school, your son/ daughter will be granted access to the technology.

Signed

Chairperson of the Board of Management

Principal