

The AEN and Inclusion Policy of Greenhills Community College



**Limekiln Avenue,
Dublin 12.**

Greenhills Community College

Mission Statement

We, in Greenhills Community College, are committed to providing a comprehensive integrated education that will enable each individual to fulfil his potential in a positive, caring, respectful, learning environment where skills and attitudes for lifelong learning are developed. We will promote equality, innovation and partnership in the delivery of our services.

Aims and Objectives

- To foster the growth of the students at the College morally, socially, spiritually, academically, emotionally and physically regardless of their social background, education achievements or intellectual ability.
- To educate students from all beliefs and cultural backgrounds.
- To provide a comprehensive curriculum to assist each student to make the most of their talents, skills and abilities.
- To operate the College as a partnership between the staff, students, parents/guardians and the wider community in accordance with the Education Act 2018 and the Education Welfare Act 2023.
- We aim to establish an inclusive work environment free from discrimination in accordance with the Equal Status Act 2018.

Board of Management:

- Three nominees of Dublin & Dun Laoghaire Education & Training Board.
- Two parent representatives.
- Two teacher representatives.
- Three Community representatives.
- The College Principal acts as Secretary to the Board.

Current Management Structure:

- Principal: Noirin Lannon
- Deputy Principal: Geraldine Leahy
- Assistant Principals:
 - Margaret Brosnan
 - Maria Donoghue
 - Mary McMahon
 - Sean Ennis
 - Ciaran Stone
 - Tadhg Farrelly
 - Laura Fox
 - Una McNamara

Rationale

The purpose of this policy document is to provide a set of guidelines, for achieving objectives, which is enacted through a process or procedure as part of a systematic way of working with students with Additional Educational Needs (AEN). The policy is underpinned by the school's philosophy on AEN and inclusivity. It outlines broad guidelines on what should be done, practical details of how this will be achieved and how we monitor what has been achieved. Policy should be viewed as 'evolving' and should take account of changes as they happen. Students with AEN are an integral part of the whole-school environment.

Legislative Framework

The Policy aims to outline the form that additional educational support for students with specific educational needs takes place in the college and reflects current practice and is in keeping with the Education Act 2018, the Educational (Welfare) Act 2023, the Education for persons with Special Educational Needs (EPSEN) Act 2004, the Equal Status Act 2018, Circular Letter 0003/2024 (Special Education Teaching Allocation) and Circular Letter 0084/2024, the corresponding Guidelines for Post Primary Schools: Supporting Students with Special Educational Needs in mainstream Schools (2024) and the NEPS Continuum of Support.

Inclusive School

Greenhills Community College is a school under the trusteeship of the Dublin and Dun Laoghaire Education and Training Board (DDLETB). It is a school where staff teach, care for and cherish every student. This Additional Needs Education Policy is written in that same spirit, where the uniqueness of the individual is recognised and a partnership of learning is created

Greenhills Community College welcomes pupils with Additional Education Needs (AEN) and in line with the Education for Persons with Special Needs Act 2004 recognises "the need to provide that the education of people with such needs shall wherever possible take place in an inclusive environment". Greenhills Community College will endeavour to ensure that these students are free to participate in school life in so far as is reasonably practicable. The school accepts that no student should be bullied or singled out for unfair treatment because of their

disability. Proactive steps are taken to ensure that the school provides an inclusive environment that is non-judgemental and supportive.

Aims and Objectives

Greenhills Community College aspires to be a responsibly inclusive school. The principles of inclusivity are enshrined in the Mission Statement. Responsible inclusion means working towards what is best for the student. The school aims to create a framework where differences between individuals are accommodated and celebrated. All teachers are to assume a AEN role within their classes; collegiality and the sense of shared responsibility is promoted. It is our aspiration that if a child is assessed or diagnosed as needing support, they will receive whatever assistance they require to enable them to reach their full potential (subject to this support being resourced by the Department of Education and Skills). This will involve a whole school approach to supporting the child with individual needs.

Greenhills Community College aims to:

- Ensure that students with individual needs are educated in a responsible inclusive environment.
- Ensure that students with special educational needs are identified and provided for in a fair and equitable manner so that their learning potential and their sense of self-worth and dignity is developed and respected.
- Provide, in line with the model of Special Education teaching support, a level and quality of education appropriate to the needs and abilities of all students in the College.
- Provide for the involvement of parents/guardians in the education of their children and in the decision-making process in relation to the student.
- Encourage and foster partnerships with parents/guardians, to achieve appropriate support at home and at school.
- Develop staff expertise in supporting students with special educational needs.
- Acknowledge the primary responsibility of the subject teacher and work to support them in meeting the needs of the student.

- Ensure that all members of staff are aware of the individual needs of the students and of the contribution they can make in this area.
- Provide programmes that meet the individual needs of a student. At Junior Cycle such programmes might include Level Two Learning Programmes (L2LPs) including Literacy and Numeracy, Short Courses etc.
- Set high standards for students with additional educational needs and provide them with appropriate guidance, encouraging them to achieve their full potential.
- Ensure the effective and efficient use of resources.
- Monitor and evaluate the effectiveness of practice in support of students with additional educational needs.

Categories of Additional Educational Needs (AEN)

All students attending Greenhills Community College are unique. Some students attending Greenhills Community College have a variety of individual needs. We aspire to put the student and not the need first.

The school has provided for the following categories of students with Additional Educational Needs: (This is not an exhaustive list)

- Borderline/ Mild General Learning Disability
- Moderate General learning disability
- Emotional / Behavioural Difficulties—ADD/ADHD, OCD
- Specific Learning Difficulty—Dyslexia
- Physical disabilities—Dyspraxia, Cerebral Palsy
- Dyscalculia – difficulty with numbers
- Dysgraphia – difficulty with writing
- Mild Speech and Language Disorders
- Sensory Difficulties (hearing & visual impairments)
- EAL students
- Autism / Autistic Spectrum Disorder (e.g. Aspergers Syndrome)
- Hyperlexia (difficulty with comprehension)
- Hearing impairment
- Visual impairment

- Specific language impairment

Roles within the AEN department

The Additional Educational Needs (AEN) team comprises of; the Student with AEN, Parent(s)/Guardian(s), the Board of Management, Principal, Deputy Principals, Special Educational Needs Co-ordinator (SENCO), Year heads and Tutors, The Support team, Subject teachers, Additional Education Teachers and SNAs, in partnership with the Guidance Counsellor and outside-supporting agencies.

Special Educational Needs Co-ordinator

The Special Educational Needs Co-Ordinator (SENCO) has responsibility for the coordination of interventions to students who are provided with additional educational resources. They have responsibility for meeting and advising parents/guardians and meeting with relevant professionals. The SENCO, in consultation with the Principal/ Deputy principal, compiles a register of students with special needs. The needs of each individual student is discussed and additional educational support hours distributed to the teaching staff at the beginning of each academic year. (In line with SET allocation) The coordinator consults and collaborates with coordinators of programmes and curricula used for these students.

They will have overall responsibility for the management of the daily operations of the AEN team. The duties are reviewed regularly and may change to ensure the priorities of the AEN team are addressed.

AEN teacher

At the beginning of each academic year, teachers are allocated AEN support hours based on identified needs and SET allocation. The SENCO, in collaboration with other relevant management personnel, discuss these hours with teachers, providing comprehensive information regarding student needs and appropriate programmes to implement. This may include but is not limited to, Level Two Learning Programmes, Social Skills, Cooking, Team-Teaching, Short Courses and EAL.

The support team, consisting of seven members, plays a pivotal role in delivering AEN support, with an emphasis on the implementation of positive behaviour strategies. Each member supports the SENCO and is assigned a designated role at the commencement of the academic year. A duty template is completed weekly, and a one-hour meeting is held each week to review progress, address concerns, and plan for future developments.

Parent(s)/Guardian(s)

The term parents will be used to refer to parents'/Guardians/ Carers in this section for purpose of ease.

The effectiveness of any assessment or intervention will be crucially influenced by the involvement of the student's parent(s)/ Guardian(s). Parents, through their unique knowledge of their own child, have much to contribute to their child's learning programme. Parents are encouraged to actively communicate with the school if they observe any learning or related difficulties in their child at home. In all cases where screening, assessment and profiling are being conducted parental permission is sought. Throughout the year further updates and details will be communicated to parents. Parents are invited to contact the SENCO during the year in addition to meeting the AEN teachers at Parent/Teachers meetings. Parents are encouraged to attend College induction evenings where they obtain further information from the AEN team. Permission in writing is sought from parents if a student is to be referred for assessment. A meeting is arranged to discuss the outcome of the assessment, with a view to creating, developing and reviewing an educational plan. The AEN department advocates a partnership of collaboration and co-operation with parents of students with AEN.

Students

The involvement of students in the development, implementation and review of their own learning programmes is an important principle that underpins effective AEN provision. Students are encouraged to become more independent as learners and are encouraged to take more responsibility for their own learning. Students will be encouraged to contribute to their learning targets and become more aware of the importance and value of working co-operatively with others. Students will be encouraged to engage to their ability in the life of Greenhills Community College and achieve their potential.

Subject Teacher

The subject teacher has primary responsibility for the progress of all students in his/her class. It is particularly important that all subject teachers create a classroom environment that accommodates and takes cognisance of learning difficulties. The subject teacher also plays an important role in the early identification of AEN. The subject teacher is alert to the possibility of general and specific learning difficulties and brings their concerns to the attention of the

AEN department. Subject teachers will make themselves aware of the additional educational needs of students in their classes and provides differentiation where appropriate. A key element of successful AEN provision is a high level of consultation and co-operation between the subject teacher and the AEN teaching team. The subject teacher is welcome to contribute to the learning targets set out in the student's support plan. The academic progress of students through the College rests in the first instance with the mainstream class teacher. All teachers are encouraged to seek advice from the AEN co-ordinator and/or team member regarding students with AEN and develop an attitude of ownership to the education of students in their classes with AEN.

Differentiation

Differentiated instruction is a means by which teachers can create an inclusive and supported learning environment for all students. It acknowledges that students learn at different rates and in different ways. The following general approaches are recommended:

- Set learning objectives for students with AEN at an appropriate level
- Provide learning activities and resources that are suitably challenging and are also likely to result in success and progress
- Modify presentation, questioning techniques, style of questioning etc. to maximise the involvement of students with AEN
- Relate the topic to life experiences, concrete examples and interests
- Allow alternative formats for answering questions i.e. verbally, written, typing etc
- Identify different learning styles and incorporate them into lessons
- Where appropriate incorporate movement within lessons

Guidance Counsellor:

The Guidance Counsellor's role in partnership with the AEN team consists largely of the following functions:

- Counselling in personal, educational and career development
- Personal and social development
- CAT4 Psychological testing

- Career information management
- Consultation with parents/ Guardians and staff
- Consultation with community organisations
- Vocational preparation – job search skills, preparation for work experience
- Referrals to other professionals and agencies
- Evaluation of the guidance and counselling needs and services

Special Needs Assistant:

The role of the Special Needs Assistant (SNA) is to assist students with special educational needs (SEN) in accordance with the guidelines set out by **Circular 0030/2014**. This support is provided when recommended by an outside or supporting agency and agreed upon by parents/Guardians. The school's Special Educational Needs Coordinator (SENCO) will submit an application to the National Council for Special Education (NCSE) to request SNA support. If the application is approved, the SNA's primary role will be to assist with non-educational needs and provide care for the student. The SNA will provide assistance as required which could be in the areas of student organisation, extra-curricular activities, helping teachers in the supervision of students with SEN, or helping student to become more independent and self-reliant etc. The SNAs should be involved in training and attend meetings relevant to their role. They will also carry out duties as assigned by the Principal/Deputy Principal and SENCO in accordance with the school AEN Policy.

Duties may include: (This is not an exhaustive list)

1. Special assistance as necessary for students with difficulties e.g. helping students with typing or writing or computers or other use of equipment.
2. Assist in preparation of school files and materials relating to care and assistance required in class by students with special needs.
3. Withdrawal of a pupil from a classroom when essential: This may be for safety, personal care, medical reasons or due to distress on a frequent basis.
4. Engagement with parents/Guardians of students with AEN in both formal and informal structures as required and directed by school management.

5. Preparation and tidying of workspaces and classrooms or assisting a child who is not physically able to perform such tasks.
6. Assisting school children to access the school, classroom or to board and alight from school buses. Where necessary travel as escort during school hours on school buses may be required.
7. Assistance with clothing, feeding, toileting, medication and general hygiene and being mindful of health and safety needs of the student.
8. Assisting on out-of-school visits, walks, examinations and similar activities.
9. Assisting the teachers in the supervision of students during assembly, recreation and dispersal from the classroom for one reason or another.
10. Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom for one reason or another.
11. General assistance to the class teachers, under the direction of the principal, with duties of a non-teaching nature. (Special Needs Assistants may not act as either substitute or temporary teachers. In no circumstances may they be left in sole charge of a class or group of children).
12. Other duties as may be determined by the needs of the students and the school from time to time. Special Needs Assistants may be re-assigned to other work when students with additional needs are absent or when urgent work demands arise.

In addition to the duties laid as above we also stress the following points:

- The SNA may not be asked to act as substitute from an absent teacher or be left in sole charge of a class.
- The SNA is privy to confidential information pertaining to students with AEN. As such confidentiality is of paramount importance.

The role of the SNA is pivotal and important in the school. We recognise the enormous contribution our SNA's make to the school.

Principal

The principal has overall responsibility for the development of School Policy.

The principal will:

- Sanction exemption from certain subjects as requested. In relation to Irish the school will follow the Minister of Education's instruction to Management as per Circular 0054/2022 (exemptions from the study of Irish) and Circular Letter 0084/2024 (*'All students are expected to have the opportunity to participate in the learning of Irish to the greatest extent possible and to achieve a level of personal proficiency that is appropriate to their ability and needs. Circular 0055/2022 'Exemptions from the Study of Irish' (post-primary) outlines that there are certain exceptional circumstances where an exemption from the study of Irish may be granted to a student enrolled in a recognised English-medium post-primary school....'*)
- Ensure adequate timetabling of hours for educational support.
- Facilitate meetings of, and in-service training for the AEN team.

Board of Management (BOM)

The Board of Management has an important role in developing, supporting and monitoring school policy on Additional Education Needs provision. The BOM oversee the development, implementation, and review of school policy on AEN, ensure adequate accommodation and teaching resources and provides a secure facility for the storage of records in respect of students with AEN.

Models of Provision of Support

We aim to provide a model of responsible inclusion that best meets the needs of the individual student, in line with the Model of Allocation and Guidelines 2024/2025.

- As an inclusive college, support for achieving learning outcomes or intentions in the mainstream class group is the preferred method of provision.
 - Co-Teaching – where students with educational needs and all students are supported in the mainstream classroom when a Special Education Teacher teaches in cooperation with the subject teacher.
- Small group classes are arranged based on similar need profiles and the capacity to withdraw students at the same time. The organisation of these groupings is the responsibility of the SENCO and Principal. Withdrawal for small groups usually occurs at times when the students have official

exemptions from subjects or granted permission from parents/Guardians to take part in the L2LP.

- Additional support classes.

AEN Model of Organisation

1. Whole School Context

Greenhills Community College organises its classes in a mixed ability setting. Each first-year group is formed with a deliberate mix of all ability ranges. Classes are taught as a homogenous unit for each subject, from first to third year. The school does however bear in mind that some subjects may have different requirements depending on the syllabus/specification being taught.

2. Tutor System

Each year group has a teacher acting as tutor. The tutor is a point of contact for teachers. This tutor system ensures a tight knit referral system and allows for comprehensive tracking of all students.

3. Identification Process

"Regarding the use and meaning of standardised-assessment data, results of any one standardised test should not be used in isolation, nor used as baseline data for predicting students' future achievements, nor for solely informing decisions regarding the provision of interventions or targets within learning plans for students. Information from ability tests, achievement tests, teacher observations, the Education Passport, the Student Support File, parental reports, as well as the views of the student are essential aspects of a thorough assessment. This encompassing and universal evidence-based approach facilitates the identification of individual students' strengths, interest, values, motivation and learning needs through multiple means and therefore helps to inform the actions and interventions that best address those needs." Circular Letter 0084/2024

4. School Based Identification

A class teacher, tutor and/or Year Head can refer any student they are concerned about to the AEN department. Any referral made by a class teacher or tutor must be forwarded to the SENCO who with the assistance of the rest of the AEN team will begin a broader profile. This first step in the screening process allows the AEN team, in co-operation with Tutors and Year Heads, to identify the nature of AEN being experienced. It is during this time that the learning, emotional, behavioural and social needs of the students are established.

5. Parent/Guardian Referral Process

When a parent/Guardian notifies the principal or SENCO that a student is not benefiting from the regular education programme provided by the school they will, with the parents'/Guardians' approval, initiate the administration of the preliminary screening process. Once a view is formed that the student may have AEN, the Principal or SENCO will advise the parent/Guardian in relation to appropriate assessment. The Education for Person's with Special Education Needs Act (2004) states that where an assessment establishes that a student has AEN, the Principal must prepare a plan for the appropriate education of the student (educational plan) within one month from the receipt by him/her of the assessment.

Allocation of NCSE Resources and Teaching of Students with AEN

NCSE resources in Greenhills Community College will be directed towards the student with the greatest need and in accordance with the model of allocation for Special Education hours and the National Educational Psychological service, (NEPS) continuum of support framework.

The AEN team will interpret the outcome of assessments and consider the most appropriate form of intervention for the student, in consultation with parents/Guardians, subject teachers, SNAs and relevant outside agencies.

Greenhills Community College aspires to educate students with AEN in an inclusive setting within the class group, supported by an SNA, where allocated. This may take the form of co-teaching in particular subjects. It may also take the form of small classes.

If withdrawal of students with AEN from mainstream classes for supplementary or support teaching is deemed necessary, parents'/Guardians' permission will be sought via a letter and phone call.

Identifying Students with Individual Needs and Learning Differences

Access to Support

Since September 2017, schools have the autonomy to allocate teaching resources based on the level of a student's need rather than based on diagnosis.

Decisions on the support offered to students will be made based on several criteria. These include, but are not limited to: -

- Information gathered from a psychological assessment (where the student has presented with same).
- Information gathered from parents/Guardians.
- Information gathered from Primary School.
- Teacher referrals: student's learning, emotional, behavioural and social needs are evaluated. The Co-ordinator will gather all the relevant information and consult with school management, the parents/Guardians and the student.
- Formal and informal school assessment including: NGRT and PTM (1st-3rd), CAT (1st-4th) and WRAT (targeted students)
- Observation by teachers.
- Communication with outside agencies.
- Student self-referral.

A student support plan is then developed to support the student. This plan will be made available to teachers and parents/Guardians. The SNA and student will be made aware of what is relevant to them. The SSP will be monitored and reviewed, and student progress will be recorded.

Methods of Identifying Students with Individual Needs and Learning Differences

Pre-enrolment

- On acceptance of their child's place in the college, parents/Guardians will forward relevant documentation to the SENCO, as requested in the letter offering a place. This is in line with the Admissions Policy of Greenhills Community College.
- The SENCO will contact feeder schools and communicate details of students upon acceptance, if granted to do so by parents/Guardians.
- Upon their offer, The SENCO and/or Principal will meet with parents/Guardians, if necessary, to ensure that adequate resources can be accessed for that student.
- It is to be understood that the ability of the school to respond to the educational needs of any student applying for admission is dependent on the Department of Education and Skills supplying the appropriate facilities and resources to allow the

college to answer that need. It may therefore be necessary for the Board of Management to defer enrolment of a student.

Screening of First Year Students

- All 1st year students are screened using the standardised screening test, CAT 4.
- Students scoring in lower percentiles may be selected for further testing for additional supports. Student support plans will be created where required.
- If considered appropriate, certain students' parents/Guardians will be offered the opportunity for their child to avail of support.
- Further referrals may be made to outside agencies e.g. the NCSE, HSE, privately, in consultation with parents/Guardians and the SENO, where it is deemed appropriate by the SENCO or Principal.

Students with AEN who transfer from another post-primary school

- Students with AEN who transfer from another post-primary school are expected to present with their educational passport, reports from outside agencies and ensure that information is passed to the SENCO. These students will be assessed according to the criteria used for assessing 1st year students and will have the appropriate resources made available to them. (Dependent on SET allocation)

On-going assessment of students

- From time to time, it can emerge that a student who was not previously identified as having individual needs and learning differences is experiencing barriers to learning. For students who continue to cause concern, referral to the AEN team may be appropriate.
- If the AEN team decides that a student would benefit from further intervention, they will assess the student informally. Parents/Guardians are informed and their consent is sought prior to any assessment taking place. The

outcome of this assessment and college resources will determine what course of action is taken.

- The results of the assessment may indicate that a student does not have a learning difficulty. In this case the student's needs are supported through the structures available to all students, such as mentoring/monitoring by Year Head, support from the Guidance Counsellor, review of entry levels for State Examinations.
- If the results of the assessment show that the student has emotional/social difficulties a decision may be made to the parents/Guardians for a referral to a relevant outside agency.
- Students' progress will be monitored in line with the NEPS Continuum of support framework.

Transitioning of Students with AEN

'Engagement between primary and post-primary schools will inform decisions around the selection and timing of any assessments for students transitioning to post-primary education.' Circular Letter 0084/2024.

Incoming first year students are screened for AEN and applications to the NCSE are completed.

Upon request, the SENCO will give incoming students with AEN a tour of the school grounds during the previous term. The students have an opportunity to familiarise themselves with the building, ask questions and to meet members of the AEN team.

Targeted students are offered the School-Based Summer Programme to support academic and social development. A transition program is also provided during the first two weeks of the school term, aimed at helping all students, particularly those with additional educational needs, adjust to secondary school by offering academic, social, and emotional support.

Approaches to Learning in the AEN Team:

The AEN team will provide a variety of experiences/activities during a course of study and during a lesson. Teachers will identify the learning style of the individual and use suitable methodologies to appeal to the kinaesthetic, auditory, sensory, linguistic, visual and interpersonal intelligences.

Lessons are conducted in a secure, supportive and disciplined manner. The students and the staff interact in a manner that demonstrates mutual respect. Greenhills Community College believes that learning takes place most effectively in the context of a caring relationship and that a good teacher/student rapport fosters trust and promotes self-reliance and initiative in the student.

Some of the programmes offered include:

- Level Two Learning Programmes
- Literacy and Numeracy Programmes
- Social Skills
- Restorative Time
- Check and Connect

Administrative Issues in the AEN Team

Reasonable Accommodations in Certified Exams (RACE)

This scheme focuses on "...the need to remove barriers to accessing the examinations, while retaining the need to assess the same underlying skills and competencies as are assessed for all other candidates, and to apply the same standards of achievement as apply to all other candidates. The scheme provides accommodations for candidates with a variety of complex special-educational needs including learning difficulties as well as permanent or temporary physical, visual, hearing, medical, sensory, emotional, behavioural or other needs.' (Circular 0084/2024)

Testing of students is carried out by qualified AEN team members and the RACE link person or SENCO will liaise with the State Examinations Commission (SEC) to secure and facilitate reasonable accommodations for eligible students with individual needs and learning differences during State Examinations.

Eligibility is based on the criteria set out by the State Examinations Commission (SEC) and application dates and guidelines are given to schools each academic year. Parental permission is always sought at this stage.

Students with individual needs and learning differences sit house exams in accordance with the College procedures. Within resource constraints, students who have officially been awarded RACE for State Examinations will have the benefit of the same in school examinations.

Equipment

The AEN Team will liaise with the Department of Education and Skills and the NCSE to secure and facilitate personal equipment (such as laptop computers, mobile devices, notebooks, voice recognition software) for eligible students with individual needs and learning differences.

Code of Behaviour

All students in Greenhills Community College are expected to adhere to the College's Code of Behaviour. <https://greenhillscollge.ie/second-level/school-policies/>

However, it is accepted that for some students' extra layers of support/interventions will be needed before implementing sanctions and so adjustments to sanctions to meet the individual situation are made.

Implementation of Policy

The role of supporting learning is a collaborative responsibility shared by all. The Board of Management, Principal, Deputy principal, Class teachers, AEN teachers, Special Needs Coordinator, SNAs, Parents/Guardians and students are all stakeholders and contribute to implementation and monitoring of this policy. The Board of Management has overall responsibility for the provision of education to all students, including students with Additional Educational Needs. They facilitate the inclusion of students with AEN through inclusive enrolment policies and by promoting inclusive whole school policies and procedures. Under

current legislation the principal has the overall responsibility for ensuring that the additional educational needs of students are met. Therefore, the principal should work with the AP1 holder, the Board of Management, teachers, students and parents/Guardians in the development, implementation and review of the AEN policy to promote the inclusion of students with AEN.

Monitoring of policy and practice

The Board of Management has the responsibility for overseeing the development, implementation, and review of school policies and services in relation to the inclusion of students with Additional Educational Needs.

Review of Policy & Evaluation

The policy will be evaluated against the objectives set out on page one by:

- Analysis of subject department and teacher planning and that a differentiated approach is taken and that learning objectives are considered in planning.
- Parents/Guardians are consulted and involved in target setting and learning objectives.
- Student progress is monitored through specific, measurable, achievable, realistic time bound targets (SMART).

Approved by the Board of Management following a consultation process with the Student Council, PTA Committee and Teaching Staff: May 2025

Signed: Pamela Keus Date: 20/5/2025

Norin Lannon 20/5/25