

St. Angela's College



Courtesy, Kindness & Respect



Additional Educational Needs

Updated

15/12/2025

This AEN policy has been devised and published by the Board of Management of St Angela's College following collaboration and consultation with the following partners and interested parties:

1. The Trustees of the College ('Le Chéile Trust')
2. The Teaching staff of the College
3. The Parents' Association of the College.
4. The Students' Council of the College.

Mission statement

The aim of St Angela's College is to cherish the uniqueness of each individual and to develop their full potential, while respecting the religion and culture of all.

We are committed to the holistic development of each student. The wellbeing of the whole school community is at the core of our school's mission statement.

I. Introduction

The student body of St Angela's College is a unique and diverse population that is continually evolving, and the Additional Education Needs (AEN) Policy provides a structured, whole-school framework to support this evolving profile.

In order to provide clarity to the entire community of St Angela's College, the Administration and Additional Education Need (AEN) Team have set forth to formalise its position on inclusive education in the shape of the following Additional Educational Needs Policy, aligned with current DEY and NCSE guidelines.

In accordance with the Education Act of (1998), St Angela's College is committed to providing an education that is appropriate to the abilities and needs of every student. The school endeavours within its available resources, to identify and address individual educational needs and to ensure that the provision offered aligns with national educational policy. To support this commitment, each student is evaluated and assessed upon entry to the school and continually throughout their time in St Angela's College, ensuring that emerging needs are recognised and responded to in a timely and equitable manner.

Our policy has been informed by the following legislation:

- The Education Act (1998)
- The Equal Status Act (2000) and Employment Equality Act (2015)
- The Education (Welfare) Act (2000)
- The Data Protection Act (2018) and the General Data Protection Regulation (GDPR, 2016).
- The Education of Persons with Special Educational Needs Act (2004), noting that several sections, including statutory IEP requirements, have not yet commenced.
- Circulars 14/2017 and 35/2017

1.1 Inclusion:

St Angela's College welcomes pupils with **Additional Educational Needs (AEN)** and is committed to providing inclusive, equitable and rights-based education **in line with the Education for Persons with Special Educational Needs Act (EPSEN, 2004)**. No student will experience discrimination, stigma or exclusion based on need. This commitment is supported through proactive prevention and restorative practices, ensuring that students learn within a positive, respectful and supportive environment. Whole-school well-being structures, comprehensive anti-bullying procedures and inclusive teaching practices further promote a culture of safety, belonging and mutual respect.

1.2 Additional Educational Needs Mission Statement

St Angela's College is committed to fostering an inclusive, respectful and supportive learning community in which all students are recognised as individuals with unique strengths, talents and needs. We value each student's dignity and potential, and we work to ensure that every student is supported to participate meaningfully and fully in school life.

Through a whole-school approach to Additional Educational Needs, we aim to promote equal access to education, encourage independence and nurture confidence, resilience and self-belief. We are dedicated to creating an environment where students feel safe, understood and empowered to learn, supported informed by high-quality teaching, collaborative planning and evidence-informed practice.

Our work is grounded in the values of compassion, equity and partnership. We work closely with students, parents/guardians, teachers and support staff to develop inclusive supports that respond to individual needs, encourage holistic development and enable each learner to achieve meaningful personal and educational outcomes.

1.3 Rationale

This policy outlines our commitment to providing an inclusive, learning environment rooted in the school's mission statement, and aligned with relevant legislation and Department of Education guidelines. It reflects current practice and informs ongoing development.

1.4 Aims

The aims of the AEN policy are:

- Promote the social, emotional, educational and physical well-being of students
- Ensure that all relationships across the school community reflect care and respect.
- Provide education in an inclusive environment in line with Department of Education guidelines.
- Support students with AEN in developing skills for independence, participation and lifelong learning.
- Engage parents/guardians as partners in decision-making.

2. Students with Additional Educational Needs

AEN includes academic, social, emotional, behavioural, sensory, physical, medical, language and communication needs. Support is allocated in line with the principle that students with the greatest level of need receive the greatest level of support.

The Department of Education and Skills (DES) and the National Council for Special Educational Needs (NCSE), developed the 'Continuum of Support Framework, 2017 (2017)' to guide schools in identifying students with Additional Educational Needs and in selecting appropriate levels of intervention.

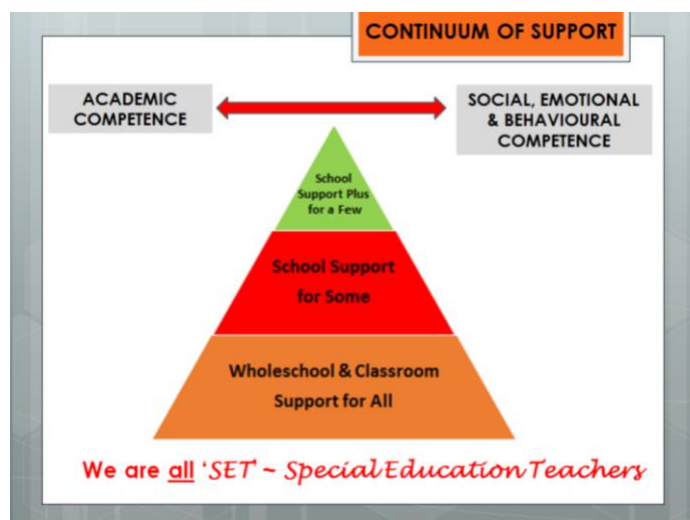
The framework is based on the understanding that AEN exists along a continuum: students' needs may be mild or significant, short-term or long-term, and may change over time. Accordingly, the level of support provided varies in response to each student's

identified needs and may increase or decrease as those needs evolve throughout their school years.

Continuum of Support Approach.

The Continuum of Support guidelines encompass a problem-solving approach to understanding and developing interventions for students experiencing a range of Learning, Behavioural, Emotional or Social Difficulties.

The framework helps to ensure that school interventions are incremental, moving from class-based interventions to group school-based interventions to more intensive and individualised support. The guidelines also ensure that these interventions are informed by a whole school approach of helping identify students' needs through careful planning, monitoring and assessing of students' progress in the classroom environment.



3. AEN Team & Categories.

3.1 Categories of AEN:

To date, the following categories of Additional Education Needs have been provided for:

- Autism Spectrum Disorder
- Specific Learning Difficulties (e.g., dyslexia, dyscalculia)
- General Learning Difficulties
- Speech, Language and Communication Needs
- Social, Emotional and Behavioral Needs
- Sensory Needs (Hearing/Visual)
- Physical and Medical Needs students with complex needs
- Exceptional Ability
- students with complex needs

Individual medical diagnoses may be noted within support files but are not categorised as AEN in school policy.

3.2 Roles and Responsibilities of Internal AEN Team

3.2.1 Additional Educational Needs Team:

The AEN Team has responsibility, under the direction of the Board of Management, for all school matters regarding the AEN students enrolled in the resource classroom. This responsibility spans from initial enquires to the school until the students' graduation. The AEN Team has responsibility assessment, support planning, progress monitoring, advising staff, coordinating interventions, liaising with parents and professionals.

3.2.2 The Principal:

The Principal has the overall responsibility for the development and implementation of inclusive practice, policy implementation, and resource allocation. The Principal is available to liaise with the AEN Team and the parents of students with AEN when necessary. The Principal may delegate specific functions to other members of the staff.

3.2.3 Deputy Principal:

The role of the Deputy Principal is to work with the Principal in establishing and promoting whole school policies and procedures that are supportive of the learning of all students, including those with AEN. In particular, this may involve the principal delegating authority and responsibility to the Deputy Principal to work and liaise with other members of staff, parents and various agencies to put in place structures and plans to meet the particular needs of students with AEN so as to enable each student to reach their unique individual potential.

3.2.4 Mainstream Teachers:

Within the framework of a whole-school approach to inclusion, mainstream teachers have the primary responsibility for teaching all students, including students with AEN, within their class groups. The mainstream teacher collaborates with the AEN team in developing and reviewing Student Support Files (Classroom Support, School Support and School Support Plus) in line with DES Guidelines (2017).

3.2.5 Mainstream Teacher with Learning Support hours:

Teachers assigned Special Education Teaching (SET) hours provide targeted, needs-based support to students with AEN. They work collaboratively with mainstream teachers, the AEN Team and the student to assess learning needs, develop appropriate interventions and implement individual or small-group programmes. This collaborative approach ensures that supports are aligned with classroom learning, informed by student strengths, and responsive to ongoing assessment.

3.2.6 Learning monitors and Class Teachers:

Class Teachers and Learning Monitors share responsibility for the wellbeing and progress of their assigned class or year group. They provide early identification of emerging concerns, offer pastoral support, and address minor issues as they arise. Where concerns require further intervention, they make timely referrals to the AEN Team or Student Support Team (SST).

They act as key communication links between students, parents/guardians, teaching staff and senior management, ensuring that relevant information is shared appropriately to support student needs. Teachers use inclusive teaching strategies, differentiation and Universal Design for Learning (UDL) approaches, contributing to the development and implementation of Classroom Support Plans (CSP), Student Support Plans (SSP) and Student Support Plans Plus (SSP+) in line with DES Guidelines (2017).

Responsibilities of the Subject Teacher:

- Assist in identifying and referring students who have learning/education difficulties.
- Facilitate access to the curriculum for students with learning/education difficulties.
- Be cognisant of the challenges faced by individual students and is aware of the supports which are available to these students.
- Exchange information with the AEN Department on the progress of each student through assessment and Programmes of Work.
- Complete a School Support Plan Plus (SSP+) for those students in need of detailed and individualised intervention – Support for a Few.
- Complete a School Support Plan Plus Review record for those students in need of detailed and individualised intervention.
- Complete a School Support Plan (SSP) for students on the second tier of the Continuum of Support - Support for Some.
- Complete a School Support Plan (SSP) record for students on the second tier of the Continuum of Support - Support for Some.
- Consider reasonable accommodations granted to the student in the correction of in-house examinations (RACE).
- Advise students on subject options and suitable levels.
- Differentiate the learning programme effectively for each student through identifying student needs, meeting these needs, monitoring and reporting on progress.

3.2.7 The Guidance Counsellor:

The Guidance Counsellor has responsibility for supporting the personal, educational and career development of students through counselling, assessment and the provision of guidance information. In relation to students with Additional Educational Needs, the Guidance Counsellor collaborates with the AEN Team to contribute to the identification of needs, the interpretation of assessment data and the development of appropriate support plans. The Guidance Counsellor liaises with parents/guardians, school staff and relevant external agencies as required and facilitates referrals in accordance with best practice. Engagement with individual students is determined by presenting needs and professional judgement. The Guidance Counsellor also fulfils all responsibilities arising under the school's Critical Incident Policy.

3.2.8 Special Needs Assistants (SNA)

Special Needs Assistants (SNAs) are allocated to post-primary schools to provide *care support* to named students with significant additional needs, as outlined in **Circular 30/2014** and the **SNA Allocation Model (2021)**. Their primary function is to assist with care tasks that enable students to access education safely and meaningfully, SNAs do **not** engage in teaching or the delivery of curriculum content.

SNAs support the inclusion, dignity and independence of students by carrying out care duties in a professional and student-centred manner. Their responsibilities include the following:

- SNAs are allocated to post-primary schools to provide care assistance to named students who have additional needs, in line with Circular 30/2014 and the 2021 SNA

Allocation Model.

- SNAs Special needs assistants are recruited specifically to assist the school in providing the necessary non-teaching services to students with assessed care needs. The allocations of posts are reviewed each year.
- SNAs are assigned to support students with *assessed care needs* that significantly impact participation in school life (e.g., medical, physical, sensory, behavioural or personal care needs).
- SNA allocation is reviewed annually by the Department of Education through the NCSE.
- The role is strictly care-focused and is intended to promote student safety, regulation and access to education, not to replace teacher instruction.
- SNAs support student care needs, while promoting independence, participation and autonomy.
- SNAs support students during approved off-site educational activities, following teacher and management direction.
- SNAs may be assigned by the school in the case of a student with assessed educational needs compounded by a significant medical need, impairment of physical or sensory function. SNAs may also be assigned to students whose behaviour is such that they are in danger to themselves or others.
- Clear instructions and support are given to the SNAs by the Principal in relation to the duties that they are expected to carry out.
- They should communicate effectively with teachers on all aspects of the student's provision.
- When engaged in assisting a student in relation to a particular learning task, this should always take place in accordance with the directions of the teacher who has assigned the task.
- SNAs normally carry out their duties within the school premises. On occasion an SNA may be required to accompany a student to a venue outside of the school, providing assistance, coordination and reassurance.
- SNAs are expected to treat all matters relating to school business and their work in the school as strictly confidential.
- SNAs are involved in the development of the student's Personal Pupil Plan (PPP.) The PPP is attached to the ILP of the relevant student.

The PPP includes detail of the primary care needs and the supports for students who also have additional and significant care needs.

- The duties of the SNA are assigned and supervised by the Principal, on behalf of the Board of Management, in accordance with Circular 30/14.

3.2.9 Student Support Team (SST):

In St Angela's College, the student support team is a vital part of the student support system in a school. That system encompasses a range of supports that cater for the learning, social, emotional and behavioural needs of students.

3.3 Roles and Responsibilities of External SEN Team

3.3.1 The Board of Management:

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 SEN.

3.3.2 External Agencies:

External (e.g., NEPS, CAMHS, HSE multidisciplinary teams, Co-Action) may contribute to the development of an Individual Education Plan. These agencies may offer recommendations, interventions or reports that assist the school in understanding a student's needs and implementing appropriate supports. The agency may gather information about a student, their skills and abilities, and may plan a programme of support. Liaison with external professionals occurs as required and in accordance with school procedures and Department of Education guidelines.

3.3.3 The Special Education Needs Organiser:

The SENO may refer a student to the support team and thereafter may be involved in transferring information regarding the student with SEN from the primary school or second level school.

3.3.4 Parents:

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 difficulties or related difficulties in their child at home. In all cases where screening, assessment and profiling is being conducted, both parents (where practical) are consulted, their permission sought, by means of written permission. Parents of students with AEN enrolled in mainstream classes are encouraged to contact the class tutor or AEN Team to discuss their needs. Parent Teacher meetings occur yearly and also provide an opportunity for parents to speak to all teachers involved in their child's education.

4. SEN Model of Organisation

4.1 Identification process

4.1.1 Mainstream Students

St Angela's College identifies students with Additional Educational Needs through a structured, multi-source process aligned with the **Continuum of Support** guidelines. Identification may occur at transition, at entry, or at any point during a student's time in the school.

Sources of Identification

Students with AEN may be identified through:

1. **Transition information** received from primary schools, including Student Support Files, school reports and assessment data.
2. **Enrolment documentation**, where parents/guardians provide details of educational, medical or other needs and submit relevant professional reports.
3. **Standardised assessments** in literacy, numeracy and cognitive ability administered during transition and at key stages.
4. **Teacher observation** and professional judgement, including concerns raised by mainstream teachers, Learning Monitors or SET staff.
5. **Parental concerns**, communicated directly to the school.
6. **Student self-referral**, where appropriate.

Identification Process

When a potential need is identified, the school follows the Continuum of Support process:

Classroom Support

1. Initial strategies, differentiation and monitoring within the classroom.
2. Teacher gathers information and implements targeted supports.

School Support

1. Additional assessments, targeted small-group or individual interventions.
2. Collaboration between mainstream teachers, SET teachers, Learning Monitors and parents/guardians.

School Support Plus

1. More intensive intervention informed by specialist reports (e.g., NEPS, Occupational Therapy, Speech and Language Therapy, CAMHS).
2. Development of an Individualised plan, with multi-disciplinary input where appropriate.

Students presenting with new or emerging needs after enrolment follow the same Continuum of Support process.

Where a student experiences a **prolonged absence** (e.g., medical issue, bereavement), **temporary or transitional supports** are put in place based on individual need.

The AEN Team remains available to parents/guardians throughout identification and support planning.

4.1.2 Models of SEN Support:

Support for students with Additional Educational Needs is provided in accordance with the Continuum of Support (DES & NCSE, 2017). Interventions are needs-based, flexible and designed to increase or decrease in intensity depending on the student's progress.

Support Options

The following models of support may be implemented, individually or in combination, following consultation with parents/guardians, students and relevant staff:

- Team Teaching: Co-teaching within mainstream classrooms to enhance access, differentiation and inclusive practice
- Small-Group Support: Targeted intervention for specific learning, social, emotional or organisational needs.
- Access to SNA Support: Care-based support for students with significant care needs, in line with Circular 30/2014 and the SNA Allocation Model (2021).
- Targeted small-group intervention
- Individualised Support: One-to-one SET intervention where a student's needs require more intensive, tailored assistance.
- Adjusted Curriculum Pathways: Modifications to subject levels, workload or

learning programmes, in consultation with parents/guardians, the AEN Team, Guidance Counsellor and, where appropriate, external agencies.

- Assistive Technology: Use of ICT tools or devices, where recommended, to support access to learning and promote independence.

Decision-Making Process.

Support decisions are made collaboratively and are informed by:

- Student strengths, needs and assessment data
- Teacher observation and professional judgement
- Consultation with parents/guardians
- Advice from external professionals (e.g., NEPS)
- Student voice, where appropriate
- Support plans are reviewed regularly to ensure they remain appropriate and responsive to the student's evolving needs.

4.2 Programme Planning

4.2.1 Individual Learning Plan (ILP) / Student Support File

According to “The Inclusion of Students with Special Educational Needs Post-Primary Guidelines” (2007): “The individual learning plan (ILP) is an effective process through which a student's special educational needs can be addressed and by which an appropriate education can be provided for him/her.”

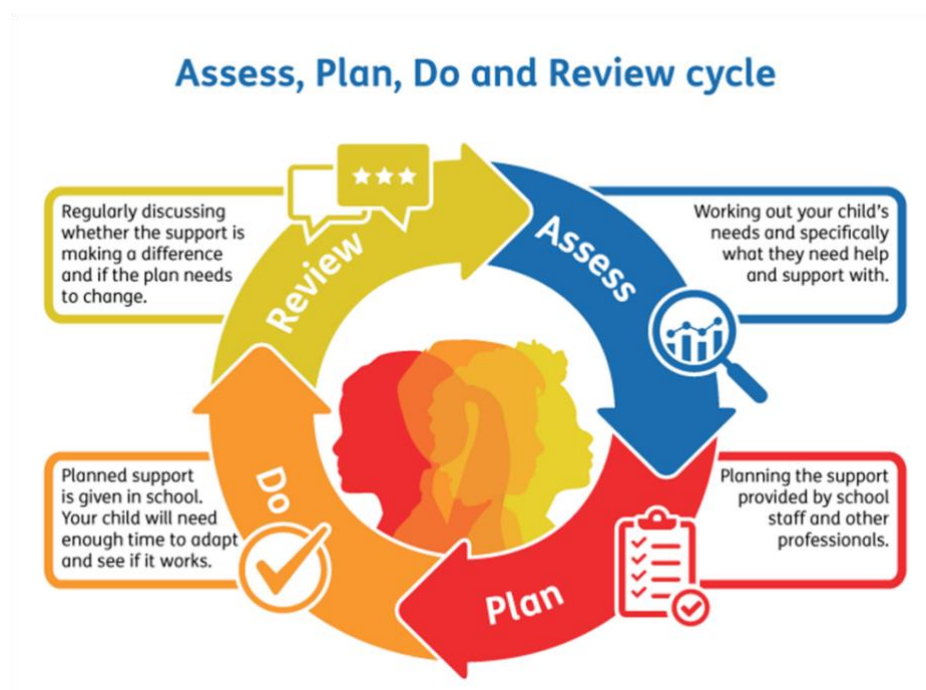
Support planning follows the Student Support File (DES, 2017), incorporating Classroom Support, School Support and School Support Plus.

A **Student Support File (SSF)** or **Individual Learning Plan (ILP)** is developed for students who require sustained intervention beyond classroom-level supports. The planning process involves the following stages:

- Gathering Information: Personal and Background details.
- Primary school transition information
- Relevant assessment reports (internal and external)
- Input from parents/guardians, teachers and the student
- **Identifying Needs:** Review of strengths, barriers to learning and priority concerns
- Analysis of assessment data and teacher observations
- Classification under the Continuum of Support (Classroom Support, School Support or School Support Plus)
- Setting targets for each priority learning need: Clear, measurable learning, behavioural or care targets.
- Targets prioritised according to the student's identified needs
- **Planning and Implementing Interventions:** Strategies, resources and teaching approaches required. Allocation of personnel (e.g., SET teacher, SNA, Guidance Counsellor). In-class, small-group or individual supports as appropriate
- Relevant documentation
- Regular review of progress by relevant staff
- Updates to interventions based on ongoing assessment
- Formal review meetings with parents/guardians and, where appropriate, external professionals
- Review dates set according to the student's evolving needs

The ILP/Student Support File forms a working document that accompanies the student and is updated throughout the year.

1. The AEN Team leads the development, coordination and review of support plans.
2. **Mainstream Teachers** provide input on classroom progress, differentiation and implementation of strategies.
3. **Parents/Guardians:** Engage actively in planning and review processes.
4. **Students:** Contribute to target-setting and reflect on progress, where appropriate.
5. **External Professionals:** Provide assessment reports and recommendations that inform planning at School Support Plus level.



4.3 Timetabling

4.3.1 Mainstream:

School management allocate class periods of learning in line with Circular 14/2017 and resource allocation guidelines. Students with AEN are included in mainstream classes for the majority of their learning, with supports adapted to their individual profiles.

Students with AEN are included in mainstream classes, with supports tailored to their learning profile, strengths and needs, in line with inclusive practice and Universal Design for Learning (UDL) principles.

Timetabling for Additional Educational Needs is organised in accordance with **Circular 14/2017** and the school's Special Education Teaching Allocation. Support is planned to ensure that students with AEN have access to the full curriculum while receiving targeted intervention appropriate to their needs.

SET support may be provided through team teaching, small-group work or individual sessions, depending on need and timetabling feasibility.

Timetabling prioritises minimal disruption to core learning and ensures that support hours are used in a structured and equitable manner.

Decisions regarding timetabling are made collaboratively by school management / leadership and the AEN Coordinator taking into account student needs, curriculum demands and available resources.

4.4 Access to Curriculum

4.4.1 Mainstream:

Both the Special Education Teaching Allocation Circular and Guidelines for Post Primary Schools inform best practice regarding the SEN student in the mainstream classroom. St Angela's College is committed to providing all students, including those with Additional Educational Needs, with meaningful and equitable access to the curriculum. Curriculum access is guided by **Universal Design for Learning (UDL)** principles, Department of Education guidelines, and the Continuum of Support framework. Any such alterations are agreed collaboratively in consultation with all interested parties (i.e. Student, Parents/Guardians, Teachers, Learning Support Department and Management). Once identified, students are encouraged to follow the broadest and most appropriate range of subjects offered by the school.

Teachers use inclusive teaching methodologies, differentiation and flexible approaches to ensure that students can engage with curriculum content across subject areas.

Where necessary, students may receive adjustments to subject levels, coursework demands or learning pathways following consultation with the AEN Team, Guidance Counsellor, teachers and parents/guardians.

Adjusted curriculum pathways (e.g., level changes, adapted programmes, reduced subjects) are considered only where they support the student's learning, wellbeing and progression.

Assistive technology, specialised equipment and other supports are provided as recommended by assessments or approved through relevant Department of Education schemes. Any curriculum modifications are agreed collaboratively and documented within the student's support plan.

4.4.2 Students with an Irish Exemption

Irish exemptions are granted and managed in accordance with Circular 0055/2022, which outlines the criteria and procedures governing exemption from the study of Irish at post primary level. Exemptions granted under earlier circulars 12/96 and M10/94 remain valid for the duration of the student's post-primary education.

Junior Cycle students:

- First-year students with an Irish exemption remain in their Irish class unless withdrawn for learning support, in line with inclusive practice and timetabling constraints.
- At Junior Cycle, exempt students may access **targeted learning support** or an **alternative skills-based programme**, such as the proposed *Organisation and Study Skills* short course, developed in accordance with NCCA guidelines.
- In cases where withdrawal is not feasible, students may remain in the Irish classroom for supervised study.

Senior Cycle Students:

- Students with an Irish exemption follow timetabled alternative provision.
- In Fifth Year, an additional optional subject (e.g., Biology) is typically offered within the Irish timetable block to ensure equitable access to curriculum opportunities. The specific subject offered may vary each year depending on staffing and curricular provision.
- Students in receipt of an exemption are expected to engage fully with the alternative programme or subject assigned.

Modern Foreign Language Exemption:

An **NUI language exemption** is granted solely for the purposes of University matriculation and does **not** provide exemption from studying Irish under **Circular 0055/2022**. Therefore, students with an NUI exemption in a modern foreign language will be given an option to drop the relevant subject in 5th Year after TLA1 exams, unless an additional subject has been timetabled against the language reduction.

Use of Exempt Time:

Students with an Irish exemption are supported through appropriate timetabling that reflects their learning needs, which may include:

- SET learning support
- Individual or small-group intervention
- Study skills, organisational skills or other structured programmes
- Alternative Subject if additional resources are available.

Decisions regarding the use of exempt time are informed by student need, parental consultation and available school resources.

4.5 Access to Resources:

Resources are accessed and allocated in the following way:

- Sharing of school facilities
- Grants (Assistive Technology, ICT, SEN)
- Timetabling of specialist rooms where feasible
- Ongoing review regarding allocation of support

4.6 Examinations.

The school supports students with AEN in accessing Reasonable Accommodations in Certificate Examinations (RACE) in accordance with **State Examinations Commission (SEC)** guidelines.

Application Process

RACE applications are coordinated by the AEN Team and school management. Applications are evidence-based and must include:

- Standardised test scores (where applicable)
- School-based evidence of need
- History of support/intervention
- Relevant professional reports, if available - to help inform additional information
- The SEC determines eligibility and approves accommodations.

Students and parents/guardians are informed promptly of RACE decisions. Teachers are advised of accommodations to ensure consistency during in-house examinations. Students may also receive guidance on **DARE** pathways, including documentation and timelines.

4.7 Ongoing Assessment and Monitoring

Assessment and monitoring are key components of effective support provision. The school uses a range of assessments at transition, entry and key stages throughout post-primary education, which may include:

- Standardised literacy and numeracy assessments
- Cognitive ability tests
- Teacher-designed assessments
- Observational checklists and classroom-based measures

Student progress is reviewed regularly through class performance, formal assessments and teacher observation. Results inform support planning, resource allocation and adjustments to Student Support Files or ILPs. Students requiring additional intervention are reviewed under the **Continuum of Support** to ensure timely escalation or stepping down of supports.

Assessment outcomes are shared with relevant teachers, the AEN Team and senior management, in line with GDPR requirements.

Parents/guardians are informed of significant findings and involved in decision-making where additional supports are recommended.

5. Communication

5.1 AEN Team:

- The AEN Team and SNA's regular scheduled and ad hoc meetings support collaborative planning, monitoring and review.
- Meetings between Psychologist, Occupational Therapist, Speech Therapist, Physiotherapist and AEN classroom teacher occur; these are arranged on a need basis by means of a phone call or email. Structured liaison occurs between class teachers, SET teachers and Learning Monitors.
- Teachers may organise meetings with the Learning Support Teacher regarding students enrolled in mainstream education.
- Senior Management Meetings occur within the school on a regular basis and issues regarding students with AEN may be discussed at these meetings.
- The Student Support Team (SST) meets regularly to identify emerging needs, monitor interventions and coordinate supports.
- Meeting and communication occur with the SENO and EWO, on an informal and formal basis.
- In addition, there are also staff meetings, in-service training days and staff development days.

5.2 SEN Pupil Register:

An updated **AEN Register** is provided annually to all teachers through secure digital platforms (e.g., TYRO) and includes key information such as recommended strategies, access needs and relevant accommodations. Teachers are responsible for familiarising themselves with the register and implementing appropriate inclusive practices. and is updated throughout the year as new information becomes available.

5.3 Liaison with parents/outside agencies:

St Angela's College values strong partnership with parents/guardians and promotes open, respectful communication. Liaison with parents/guardians is achieved in the following manner:

- Parent-teacher meetings
- Individual consultation meetings with the AEN Team or school leadership
- ILP/Student Support File review meetings
- Phone, email or written correspondence
- Meetings involving multi-disciplinary teams or external agencies

Parents/guardians are invited to contribute to assessment and planning processes and are kept informed of significant developments or recommended changes to support.

The school collaborates with relevant external agencies (e.g., NEPS, CAMHS, HSE multidisciplinary teams, Co-Action, Speech and Language Therapy, Occupational Therapy) in accordance with Department of Education guidelines. External reports, recommendations and assessments inform the development and review of Student Support Files or ILPs. All communication with external professionals is carried out with parental consent, except in circumstances governed by child safeguarding obligations.

5.4 Record Keeping:

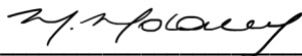
At present, all records relating to students with AEN are stored securely in compliance with GDPR (2016), the Data Protection Act (2018) and Department of Education requirements. Digital records on TYRO are encrypted and access-controlled. All records are stored securely in line with GDPR. Digital records on TYRO are encrypted and access-controlled. Records are retained until the student is 25 years old, in accordance with DES record retention guidelines. Access to records is strictly limited to authorised personnel.

Monitoring of the Additional Educational Needs Policy


The AEN Coordinator and Principal will monitor implementation annually, with a full review every two years or following significant legislative changes.

The Policy will be reviewed every two years after its implementation.

This policy was reviewed and ratified by the Board of Management of St Angela's College at its meeting on 15th December, 2025

Signature:  Date: 15th December 2025

Chairperson, Board of Management

Signature:  Date: 15th December 2025

Principal