



Beaufort College Inclusion Policy

Introductory Statement

The special educational needs team collaborated with the Senior Leadership Team to create this policy, which aims to specify how the school provides additional educational assistance to students with special or additional educational needs (SEN/AEN) and the underlying philosophy. It was developed with consideration of various acts, including The Education Act (1998), The Equal Status Act (2000), The Equality Act (2004), The Education Welfare Act (2000), The Data Protection Acts (1988, 1998, and 2003), and The Education for Persons with Special Educational Needs Act (2004).

Additionally, the policy was informed by four publications¹, namely "Inclusion of Students with Special Educational Needs-Post Primary Guidelines" (Department of Education & Science (DES) Inspectorate: 2007), "Exceptionally Able Students-Draft Guidelines for Teachers" (NCCA: 2007), "Continuum of Support for Post-Primary Schools," and "Guidelines for Post Primary Schools-Supporting Students with Special Educational Needs in Mainstream Schools" (DES: 2017). The policy is a revised and amended version based on Circular No 0014/2017. It is recommended to read this document together with other school policies, such as Admissions, Anti-Bullying, Guidance and Counselling Policy, Health and Safety, Child Protection, etc.

Rationale

The purpose of this policy is to:

- ✓ Provide practical guidance to staff, parents and other interested parties about our AEN procedures and practices.
- ✓ Outline the framework for addressing additional needs in our school.
- ✓ Comply with legislation-The Education Act (1998) and takes cognisance of The Equal Status Act (2000), The Equality Act (2004), The Education Welfare Act (2000), The Data Protection Acts (1988, 1998 and 2003) and The Education for Persons with Special Educational Needs Act (2004).
- ✓ Fulfil DES circular 0014/17 -Circular to the Management Authorities of all Mainstream Post Primary Schools; Special Education Teaching Allocation and new 2 2017 Guidelines for Post Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools.
- ✓ Adhere to the information outlined in the following publications- "Inclusion of Students with Special Educational Needs-Post Primary Guidelines" (Department of Education & Science (DES) Inspectorate: 2007), "Exceptionally Able Students-Draft Guidelines for Teachers" (NCCA:

¹ All publications are available on the DES website, <https://www.gov.ie/en/policy-information/9bf5d3-inclusive-education/>

2007), “Continuum of Support for Post-Primary Schools” and “Looking at English as an Additional Language” (DES, Inspectorate: 2012)²

Relationship of this policy to the school ethos

Beaufort College is committed to quality education. It seeks to enrich students’ lives and empower them for life’s challenges. This is done in a caring atmosphere of good order and discipline and in partnership with others.

Beaufort College acknowledges that education is a human right and a crucial component of a just and equal society. Therefore, the school aims to create a culture and strategy of inclusivity, ensuring that every child receives an education that meets their unique needs.

LMETB’s core values and principles³ of Excellence and Innovation in Education, Care, Equality, Community and Respect underpin Beaufort College’s mission statement and are embedded in all school policies, procedures, plans and practices.

Scope of this policy

This policy applies to all students, regardless of their background, ethnicity, language, religion, gender, sexuality, or abilities. It aims to ensure that all students are provided with equitable opportunities to participate in the academic, social, and cultural aspects of school life, and that they receive education that is relevant to their individual needs and abilities. Additionally, the policy applies to teachers, Special Needs Assistants, staff, and parents or guardians, as they all have a role to play in creating an inclusive school environment.

Relevant Legislation⁴

- Data Protection (Amendment) Act, 2003
- Data Protection Act, 1988
- Disability Act 2005
- Education (Miscellaneous Provisions) Act 2007
- Education (Welfare) Act 2000
- Education Act 1998
- Education of Persons with Special Needs Act 2004 (EPSEN Act)
- Equal Status legislation
- Equality Act 2004

Aim of this Policy

This policy aims to outline procedures and practices in relation to:

- Identifying additional needs
- Allocating resources to effectively meet the needs of students with additional needs
- Dividing the roles and responsibilities within the school community in relation to students with additional needs
- Tracking, monitoring, reviewing, and reporting progress of students with additional needs

² <https://assets.gov.ie/25304/7507497959154bd6b96c030552a356fc.pdf>

³ <https://www.lmetb.ie/wp-content/uploads/2022/01/LMETB-Provider-Profile-FINAL.pdf>

⁴ List not exhaustive

- Communicating information between the AEN⁵ team, principal, staff, parents/guardians, and students.

Definitions

- Students with special educational needs are those who are restricted from participating in and benefiting from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition. (EPSEN Act 2004).
- Exceptionally able students are those understood to require opportunities for enrichment and extension that go beyond those provided for in the general cohort of students.
- EAL learners are defined as those who access the curriculum content in English where their first language is not English.

Categories of Additional Education Need (AEN)

- Borderline/Mild General Learning Disability
- Social Emotional Behavioural Difficulties (SEBD)
- Specific Learning Difficulty – Dyslexia, Dyscalculia
- Physical Disabilities- Dyspraxia, Cerebral Palsy
- Specific Language Impairment (SLI)
- Sensory Difficulties (Hearing and Visual Impairments)
- Moderate Learning Disability
- Autism/ Autistic Spectrum Disorder (e.g.: Asperger's Syndrome)
- Exceptionally able students
- EAL (English as an Additional Language)

Additionally Circular 08/2002 (Appendix 3) references the following categories:

- Down's Syndrome
- Moderate General Learning Disability
- Severe/Profound General Learning Disability

Access to Special Education

The following students may be selected for Special Education in our school:

- A student who has had a psychological assessment that recommends Special Education teaching.
- A student who has a Specific Learning Difficulty or a Mild Learning Difficulty.
- A student who received Special Education in Primary School.
- A student identified from Primary STEN Scores.
- A student identified from CAT 4 scores.
- A student identified by their teachers as having difficulty with one or more of their subjects (Referral System).
- A student with emotional or behavioural difficulties.
- A student whose first language is not English
- A student with physical difficulties.
- A student with a visual/hearing impairment.
- Exceptionally able students

⁵ For the purpose of this policy Additional Education Needs (AEN) incorporates Special Education Needs (SEN) and English as an Additional Language (EAL).

Roles and Responsibilities

Board of Management

The BOM oversees the development, implementation, and review of school policy on AEN. They arrange for a periodic review of the curriculum provision within the school to ensure that suitable programmes are on offer to all students. They provide resources for the professional development of staff in supporting students with special educational needs and ensure adequate classroom accommodation, secure storage space and effective teaching resources are provided. The BOM will also ensure that the rights of parents as prescribed in legislation are upheld in the school.

Principal

The Guidelines for Post Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools (page 27, 2017) outlines the principal has overall responsibility for AEN procedures and practices in the school. It states that 'Under current legislation the principal of the school has overall responsibility for ensuring that the special educational needs of students are met. Consequently, the principal has the general responsibility for establishing and promoting whole-school policies and procedures that are supportive of the learning of all students, including those with special educational needs' (Inclusion of Students with Special Educational Needs: Post Primary Guidelines; DES, 2007, p 67). The new allocation model states that the principal's leadership role is central.

The school principal should:

- Assume overall responsibility for the development and implementation of the school's policies and procedures relating to the inclusion of students with special educational needs
- Oversee a whole-school approach to assessment and screening to identify needs and to guide the allocation of appropriate supports
- Ensure effective engagement with feeder primary schools to support the transition of students with special educational needs
- In collaboration with the in-school management team, discharge a key function in the deployment of staff, allocation of resources, organisation of students, and timetabling
- Ensure that systems are in place for the effective sharing of relevant information on students' needs with all subject teachers
- Facilitate the continuing professional development of all teachers in relation to the education of students with special educational needs and ensure that all school staff (subject teachers and special education teachers, guidance counsellors, special needs assistants) are clear regarding their roles and responsibilities in this area
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, students, and external professionals/agencies. In implementing the new resource allocation model, principals should consider the formation of a special education needs team whose members have expertise and interest in special education so that provision can be coordinated efficiently and flexibly to meet a range of needs. Subject to his/her overall statutory responsibilities, the principal may delegate the performance of specific responsibilities to other staff members, including members of the special education needs team.

AEN Core Team

The AEN⁶ Coordinator, assistant AEN Coordinator, EAL⁷ Coordinator and SET⁸ teachers comprise the core AEN team, with overall responsibility for in-school assessment and intervention, support to students, teachers, and parents, and as appropriate, link to outside agencies. The activities of the AEN team may include both teaching & non-teaching duties, including assessment, RACE applications, AT applications, meetings with students and parents, and other administrative duties as appropriate to the role. The roles should be viewed as interdependent and collaborative and assume a degree of flexibility, particularly during peak assessment times.

The activities of the EAL team include completing language assessment, grading, allocating resources, timetabling for both students and teachers.

Faoi Bhláth⁹

The Student Support Services Team meets once weekly to identify and discuss the needs of individual students in our school. At this meeting, Year Head bring forward concerns they (or a member of staff) may have in relation to individual students and a plan is formulated to support the student.

AEN co-ordinator

- Communicates with the principal in relation to AEN matters on an on-going basis
- Liaises with external agencies about the provision for students with additional needs
- Liaises with the NEPS psychologist, the AEN team and class teachers to prioritise students for psychological assessments (NEPS) and Occupational Therapy (OT) assessments.
- Liaises with all staff to identify, support, and monitor students with additional needs
- Co-ordinates regular AEN team planning meetings to ensure effective communication and support for students with additional needs
- Collaborates with senior management and the AEN team in creating timetables for additional support
- Meets with parents, where necessary, regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their progress
- Develops and maintains electronic records in the AEN folder
- Assists with standardised testing at each year level
- Co-ordinates the screening of students for additional support, using the results of standardised tests.
- Manages ordering and ensure sufficient stock of assessments
- Selects students for external diagnostic assessment, where parental permission has been sought and granted.
- Oversees the tracking system of test results on password-protected software to monitor the progress of students
- Maintains lists of students who are receiving additional support •
- In conjunction with AEN teachers, devise AEN Student Profile for incoming students with an Educational Psychological Report or clinical report on file
- Organises and purchases resources

⁶ Additional Education Need

⁷ English as an Additional Language

⁸ Special Education Teacher

⁹ Faoi Bhláth is a wrap-around support structure for students involving Guidance, Special Education Needs (SEN), School Completion Programme (SCP), Home School Community Liaison (HSCL), Behaviour for Learning (BFL) and JCSP Librarian

- Ensures staff are trained in CPD and organise same
- Assists in the screening and testing of students when a referral or concern is raised.
- In conjunction with the Guidance Team and AEN teachers, plans the transition for students with AEN from Primary to post-primary
- Provides supplementary teaching for literacy and numeracy on a withdrawal and in class support basis.
- Works with the AEN team to co-ordinate list of students for Irish Exemptions
- Works with 3rd year and 6th year anchors to coordinate and assess students that may be eligible for RACE and assist in making RACE applications as required
- Assists AEN teachers in managing the transition for students with AEN from Senior Cycle to further education, training, or employment.

EAL Coordinator

- Communicates with the principal in relation to EAL matters on an on-going basis
- Liaises with all staff to identify, support, and monitor students with additional needs
- Co-ordinates regular EAL team planning meetings to ensure effective communication and support for students with additional needs
- Collaborates with senior management and the EAL team in creating timetables for additional support.
- Updates and maintains planning and records progress
- Reflects, evaluates, and implements changes to timetabling and schemes of work basis for individual and/or group of students in receipt of school support.

Special Education Teacher

- Familiarises themselves with a wide range of teaching approaches, methodologies, and resources to cater for learning styles and to meet a variety of need
- Assists in the implementation of a broad range of whole school strategies aimed at prevention and early intervention
- Collaboratively develops IEPs for each student selected for school support teaching with class teachers and other staff
- Updates and maintains planning and record progress using a Junior Certificate and/or Leaving Certificate Scheme of Work for each individual or group of students in receipt of school support
- Reflects, evaluates, and implements changes to a scheme of work on a termly basis for individual and/or group of students in receipt of school support
- Provides supplementary teaching for literacy and numeracy on a withdrawal and in class support basis
- Meets with parents regarding any concerns about their child and update them regarding their progress
- Along with the subject teacher (where applicable) has equal responsibility for the support and learning of all students with AEN.

Subject Teacher

- Implements teaching programmes which optimise the learning of all students and, to the greatest extent possible, prevent the emergence of learning difficulties
- Creates a positive learning environment that accommodates and takes cognisance of learning difficulties
- Differentiates teaching strategies, approaches, and expectations to the range of experiences, abilities, needs, and learning styles in their class

- Discusses outcomes of standardised testing with AEN teachers to assist in the selection of students for Special Education
- Meets with parents regarding concerns about their child and update them regarding their progress at PTM's
- Access's Student Support Plans to inform lesson planning and to ensure consistent focus on students' targets and priority learning needs.
- Where applicable, collaborates with the AEN team regarding teaching aims and activities for team teaching
- Co-ordinates the role and responsibilities of the SNA in relation to the needs of students with AEN within the class(es) to which they are assigned
- Liaises with and seek advice from the AEN team when necessary
- Along with the SET (where applicable) has equal responsibility for the support and learning of all students with AEN.

Special Needs Assistant

Special Needs Assistants make a valuable contribution to the capacity of the school to provide inclusive education for students with special educational needs. SNA duties are assigned by the principal in accordance with Circular 10/76: "Duties and responsibilities of Principal Teachers" and sanctioned by the Board of Management.

Duties include:

1. Provide general assistance to the class teacher in aiding students with special care needs (i.e., those sanctioned by the National Council for Special Education (NCSE)) with duties of a non-teaching nature only. Special Needs Assistants may not act either as substitute or temporary teachers. In no circumstances may they be left in sole charge of a class. The class teacher is solely responsible for disciplinary, health & safety, and classroom management issues and is the main educator of the whole class.
2. Reflect the proper application of required criteria as outlined in Circular 07/02.
3. Assist schools in making suitable provisions for a student or students with special care needs arising from a disability in an educational context.
4. Assist schools in making suitable provision for a student or students with a disability who may also have a significant medical need for such assistance, a significant impairment of physical or sensory impairment, or where their behaviour is such that they are a danger to themselves or to other students.
5. The duties of the SNA are carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/class teachers, the SNA will meet the care needs of the AEN students to which they have been assigned. (Circular 10/76).

In addition, the SNA

- Supports the needs of students in effectively accessing the curriculum
- Contributes to the quality of care and welfare of the students
- Supports learning and teaching in the classroom
- Attends, where possible, training courses/workshops provided by the principal.
- Ensures the safety of the AEN students within the school environment
- Maintains a record of support provided to their AEN student
- Accompanies AEN students to classes and assist, when necessary, in addition to the duties laid out above, we also stress the following points:
- Adheres to confidentiality in all aspects of their work.

Parent/Guardian(s)

Collaboration and sharing of relevant information between home and school are essential elements of our AEN policy. Parents/Guardians through their unique knowledge of their own children have much to contribute to their child's learning.

Parent/Guardian must:

- Share any information, reports, or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage
- Support the work of the school and keep the subject teacher, AEN teacher, and/or Year Head informed of the progress and challenges they observe in their child's learning
- Attend meetings arranged by the AEN team
- Support the targets outlined in their child's support plans and engage in all suggested home-based activities Parents are encouraged to actively communicate with the school if they observe any learning or related difficulties at home. In all cases where screening, assessment, and profiling are conducted, parents are consulted, and their permission is sought.

Identifying Students with Additional Needs

Beaufort College uses the following procedures when identifying a student with AEN:

- Parents may indicate on the student information section of the enrolment form of special needs that were identified in primary school and are requested to supply the school with any relevant information including Student Support File (SSF) from primary school.
- The AEN teachers consult with the primary teachers and principals and may visit some feeder primary schools prior to the commencement of first year.
- Standardised tests (CAT 4) are administered to all incoming First Years in February and the results of these tests may indicate a need for additional support. Students performing below 10% percentile on standardised tests will be prioritised for support.
- The transfer of all students with their primary passport and report cards in 6th class enables the AEN Department to identify students with low STEN Scores.
- A class teacher, form teacher or Year Head can refer any student they are concerned about to the AEN Department.
- When a parent notifies the principal that a student is not benefitting from the regular education programme by the school, a referral system applies whereby the Special Education Co-ordinator initiates a process of formal and informal assessment.

Informal assessment may involve all or some of the following:

- Observations from mainstream teachers
- Consultation with subject teachers, parents, and students
- Student Journal
- Meeting with student

Formal assessment may involve some of the following:

- Review of Primary Passport Review of in-house exams and reports
- Behaviour Record (if appropriate)
- Consultation with Guidance Counsellor
- Administering and interpreting diagnostic tests

Continuum of Support¹⁰

The Continuum of Support Framework is used to identify and support students with additional needs in recognition that special 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 additional needs. Using this framework, a staged approach may be implemented to ensure that support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress. The Continuum of Support is a problem-solving model of assessment and intervention that enables data gathering and analysis, as well as to planning and reviewing of the progress of individual students.

Prevention and Early Intervention Strategies:

- The development of agreed approaches (SSE) to the teaching of Literacy and Numeracy to ensure progression and continuity from year to year
- Provision of additional support in language development and any relevant early literacy and mathematical skills to students who need it
- Ongoing structured observation and assessment of literacy and numeracy skills of students
- Close collaboration and consultation between teaching staff and AEN team
- Promotion of literacy e.g., Print-rich environment, DEAR (Drop Everything and Read), Spell, Write, Right,
- Promotion of Numeracy e.g., Maths for Fun
- Parental involvement in promoting literacy and numeracy e.g., Homework Policy Guidelines for Parents
- Differentiation - adapting the learning environment
- In-class support from the AEN team
- Team Teaching
- Withdrawing individuals/groups

Information Gathering & Assessment

Assessment is part of what a subject teacher does daily for all students. Some methods include self-assessment, questioning, teacher observation, portfolios of work and teacher-designed tasks and tests. The information gathered enables the teacher to plan learning experiences based on the appropriate objectives from the curriculum.

To identify students who may require Special Education, screening including standardised testing¹¹, is carried out annually and further diagnostic testing may need to take place. The information gathered from these formal assessments is then used to inform decisions for support and student support plans.

¹⁰ [The Continuum of Support Framework](#)

¹¹ Further detail on standardised testing is available in the Assessment Policy.

Assessment and Screening Tests

Assessment	Test Type & Components	When	Purpose	How
CAT4	Ability Verbal, Non-Verbal, Mathematical Spatial reasoning.	Prospective 1st Year Feb prior to entry	To plan and support mixed ability teaching. To screen for potential learning difficulties.	Online Group
WIAT III - T	Attainment Reading Written Language Mathematics Oral Language	Attainment Reading Written Language Mathematics Oral Language	Attainment Reading Written Language Oral Language Mathematics RACE	Attainment Reading Written Language Mathematics Oral Language
DASH	Handwriting Fine Motor Precision	3rd years Oct - Jan	Race	Paper-and-pen 1:/Group1
WRAT3	Attainment Word accuracy Reading Comprehension Reading speed Single word spelling.	1st Year	Race – Reasonable Accommodation in State Exams Irish exemptions	Paper-and-pen 1:1
Post Primary Assessment Kit	Language Proficiency According to the CEFR	Bi-annually	Ability to access the curriculum	Paper and pen

Meeting Needs and Allocating Resources

Once students' needs have been identified, Special Education Teachers (SET) are deployed to address these needs as required. This is achieved through a balance of in-class support, and group/individual support. The level and type of support reflects the specific targets of individual students as set out in their support plans and are informed by careful monitoring and progress. In this way, following a period of intervention, some students may no longer require additional teaching support; some may require the same level, while others may require more intensive support.

In planning the allocation of additional teaching supports, the overriding principle is that resources are deployed to address the identified needs of students. Importantly, those with the highest level of need have access to the greatest level of support. Methodologies best suited to promoting meaningful inclusion are differentiation, heterogeneous grouping, team teaching and small group teaching.

In addition to literacy and numeracy difficulties, many students will have specific needs in such areas as oral language, social interaction, behaviour, emotional development, motor skills and application to learning. The AEN teachers meet subject-based teachers and review students' needs, the resources in place and progress made using the Continuum of Support problem-solving model of assessment. The needs of all students are cross-referenced and common needs that can be met by grouping, to ensure effective and efficient teaching and learning approaches.

Special Classes (ASD)

Beaufort College has two Special Needs Units which cater for students with ASD. The students in consultation with Parents can access all or some of their curriculum in the classroom or in mainstream depending on their level of need. The purpose of the ASD class is to assist students with ASD to leave

school with the skills necessary to participate, to the best of their ability, in an inclusive way in society and to live independent and fulfilled lives.

Access to the SNU is through the SENO

Timetabling

When drawing up timetables it is important to remember that:

- timetables should be continually reviewed
- interruptions to classes/classrooms should be kept to a minimum

Tracking, Recording and Reviewing Progress

Provision for students with special educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target setting, and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process.

Student Support File

A Student Support File (soft copy) is used to plan interventions and to track a student's pathway through the Continuum of Support. It facilitates documenting progress and needs over time and assists in providing an appropriate level of support to students, in line with their level of need. The Student Support File is based on the NEPS template and is kept securely in the AEN area of the Digital Staff Room where it is updated on a regular basis. The SET anchor is responsible for developing and maintaining the digital student support file for school support (some) and school support plus (few).

All digital support files include:

- Cover sheet with student's details
- A timeline of actions
- Record of support received
- Standardised/ Diagnostic test scores
- Strengths & Needs

Individual AEN Files

The SENCO may open a Student Support File (hard copy) once a student is placed on classroom support on the continuum.

All students' AEN files are stored in a locked filing cabinet in the AEN Office. At the beginning of September new SET and SNAs are given training on managing, maintaining, and organising the files.

- In September, the SENCO meets the parents to collaborate in drafting an IEP, action planning for the student commences at this stage.
- In January/February, the IEP is reviewed at an IEP meeting and amended if necessary
- In May, information is gathered by completing formal and informal assessments. This informs student progress and IEP review in September.

The following are stored in hard copy:

- Student Support File
- Psychological Report
- Copy of referrals made to outside agencies

- Copy of reports from outside agencies
- Record of AEN meetings with parents, outside agencies and inter-school meetings
- Record of AEN correspondence between parents, outside agencies and school staff

Health & Safety

Every staff member and student are entitled to a safe, secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each student with AEN. When a place is offered to a student with AEN, every effort will be made to ensure that the supports to which the student is entitled are in place as soon as possible. Staff members will be informed of any potential risks and, where necessary, individual plans will be drawn up and implemented.

Assistive Technology (AT)

Assistive technology plays an important role in the education of pupils with unique needs. Computer-based AT applications can help overcome some of the barriers created by a learning difficulty and can allow pupils to read, write and communicate more effectively.

If a student has a recommendation for assistive technology in a professional report an application may be made to the SENO as per Circular No 0010/2013. If this application is successful: The equipment will be purchased using funds ONLY provided by the NCSE (National Council for Special Education) Although the equipment will be sanctioned for a particular pupil the equipment will, as a 21 rule, remain the property of the school and will be available for allocation to subsequent pupils with similar disabilities.

Transport

The school can apply to the SENO for transport (with parental approval) if students with SEN are unable to access school transport because of their special needs.

Review

September 2025

Appendix A – List of School Policies & Procedures¹²

- Admissions Policy
- Anti-Bullying Policy*¹³
- Assessment Policy
- Child Safeguarding Statement
- Code of Behaviour*
- Code of Dress*
- Communication with Parents
- Complaints Procedure
- Data Protection
- Dignity at Work
- Educational Tours & Field Trips
- Healthy Eating Policy
- Health & Safety Statement
- Homework Policy
- ICT Acceptable Use Policy
- Inclusion Policy
- LMETB Suspension & Expulsion Policy & Procedures
- Critical Incident Management Plan
- Mobile Devices Policy*
- Statement of Strategy for Attendance*
- Substance Misuse Policy
- Teaching, Learning & Assessment Policy

Web links to documents



- Circular Letter 14/2017 <https://www.gov.ie/en/circular/b1ee7005c95747cea9e6406b8a5b3c67/>
- Guidelines for Post-Primary Schools Supporting Students with Special Educational Needs in Mainstream Schools <https://assets.gov.ie/86912/18cab177-e903-44da-8648-fdfe1cf59f02.pdf>
- Special Education Teaching Allocation 2022/23 <https://www.gov.ie/en/circular/767cc-special-education-teaching-allocation-202223-post-primary/>
- "Inclusion of Students with Special Educational Needs-Post Primary Guidelines <https://www.gov.ie/en/publication/19453f-inclusion-of-students-with-special-educational-needs-post-primary-gu/>
- Exceptionally Able Students: Draft Guidelines https://www.sess.ie/sites/default/files/Categories/ASD/26NCCA_EA_ReportOnConsultation_09.pdf
- Continuum of Support <https://assets.gov.ie/40658/f896b4d014464ad1b9241e91c5405370.pdf>

¹² All school policies are published on the school website and are available from the school office on request.

¹³ All policies marked with an asterisk * are published partially/wholly in the student learning journal.



Policy for Resolution/Ratification by LMETB Board

School	Beaufort College
Policy Title	Inclusion Policy
Date of School Board of Management Meeting	29/08/2024
Please confirm if a quorum was present at the meeting (4)	Yes
Please confirm if the completed Policy Consultation Record was presented at the meeting	N/A
Policy Proposed By	Ian Lafford
Policy Seconded By	Tricia Murray
Signed Acting Chairperson	
Date	29/08/2024
Signed Principal/Secretary	
Date	29/08/2024