



WHOLE SCHOOL INCLUSION POLICY

McEgan College

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1. Introduction

McEgan College is a co-educational, multi-denominational post-primary college, established in 1934, and one of twenty-four post-primary colleges under the patronage of Cork Education and Training Board. As a state-run ETB school, we are guided by the ETBI Patrons' Framework on Ethos, which is underpinned by the core values of Excellence in Education, Care, Equality, Community, and Respect. These values shape our commitment to inclusive education and inform every aspect of school life-from leadership and teaching, to student support and community engagement.

ETB schools are multi-denominational, welcoming students of all religions and beliefs and treating them equally. In line with the Education (Admissions to School) Act 2018, our school provides equal opportunities for enrolment and participation. We strive to create a safe, respectful, and inclusive environment where diversity is celebrated, and every student is supported to reach their full potential. Our school does not privilege any group over another, while acknowledging and facilitating the beliefs and identities of all students, staff, and families.

As part of the ETB sector, we benefit from a shared ethos and practical guidance that supports a whole-school approach to inclusion. With support from our Inclusion Coordinator, Ethos Coordinator, Director of Schools, and ETBI, we continuously reflect on and develop our practices to ensure they are consistent with national guidelines and responsive to the diverse needs of our school community.

Our school promotes a fully inclusive education that recognises the plurality of identities, beliefs, and values held by students, parents, and staff. We aim to prepare open-minded, culturally sensitive, and responsible citizens with a strong sense of shared values and belonging.

1.1 What Inclusion Means to Us

The term "inclusion" in education policy has evolved over time. According to the National Council for Special Education (NCSE, 2024), inclusion can be viewed as part of a dynamic process of change to restructure school systems to increase their capacity to respond to and accommodate the diversity of needs of all learners. Inclusion in education is also seen as making an important contribution to the creation of an inclusive society.

At McEgan College, inclusion means that every student is welcomed, valued, and supported to participate fully in school life. It is about creating an environment where diversity is respected and where all students-regardless of ability, background, language, or identity-can learn, grow, and thrive together. Inclusion involves removing barriers to learning and participation, promoting equity, and ensuring that all members of the school community feel a sense of belonging. It is a whole-school commitment to fairness, respect, and opportunity for all.

1.2 A Note on Terminology

An inclusive education system embraces and celebrates all forms of diversity-including neurodiversity. This means recognising that young people experience the world in different ways and valuing those differences.

This policy reflects our aim to respond to diversity with respect and sensitivity. This includes honouring the preferences of young people and their families around the language used to describe strengths, needs, and supports.

While we promote a neuro-affirmative approach, the terminology used here reflects current educational practice and aligns with legislation such as the *Education for Persons with Special Educational Needs Act* (EPSEN) 2004 and Department of Education and Youth guidance, including the *Autism Good Practice Guidance for Schools*, and the NCSE's *Relate*. We acknowledge that language evolves, and this policy will be updated in time to reflect that.

The term Special Educational Need as defined in EPSEN (2004) states:

“Special educational needs” means, in relation to a person, a restriction in the capacity of the person to participate in and benefit 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 and cognate words shall be construed accordingly” (Government of Ireland 2004, Section 1).

The term ‘Additional Educational Need’ or AEN is used interchangeably to capture the broad spectrum of needs our students present with, and who may require additional supports in school.

2. School Mission and Vision Statements

2.1 Our Mission: To care equally for all, and to promote learning, hard work and responsibility in an ordered and disciplined environment.

2.2 Our Vision: The vision of Cork ETB schools is to be a driving force of education and training in Cork providing high quality, innovative and inclusive services that foster a pathway for every learner.

3. Scope of the Policy

This policy applies to all students at McEgan College recognising and valuing the diversity of their backgrounds, abilities, and learning profiles. It includes students with social, emotional, or academic needs; those with Special Educational Needs; students with Additional Educational Needs (AEN); learners who benefit from English as an Additional Language (EAL) support; students

from culturally, linguistically, or socio-economically diverse backgrounds; and those identified as exceptionally able.

The policy also supports the whole school community, including the Board of Management, the Principal, teaching staff, Special Needs Assistants, ancillary staff, students/young people and parents/guardians, in fostering an inclusive and equitable learning environment for all.

4. Rationale – Creating an Inclusive School Environment

This policy is written in the context of a revised model for allocating special education teaching resources introduced by the Department of Education and Youth in 2024. Effective provision for students with Additional Educational Needs (AEN) or Special Educational Needs (SEN) in McEgan College is part of an inclusive whole-school framework. This framework emphasises high-quality, accessible teaching and learning for all students and meaningful collaboration between the college, parents/guardians, and students.

This policy sets out how our special education teaching resources, alongside other available supports, are strategically deployed within a whole-school framework to support the meaningful inclusion of all students in both their learning and in the life of our school community.

This policy is a living document. It will evolve in response to developments in practice, changes in legislation and national policy, and the resources available to McEgan College at any given time.

5. Legislative Framework

This policy is informed by the following legislation:

[Convention on the Rights of the Child \(UNCRC\), 1989](#)

[Education Act, 1998](#)

[Equal Status Act \(ESA\), 2000](#)

[Education \(Welfare\) Act \(EWA\), 2000](#)

[Equality Act, 2004](#)

[Education for Persons with Special Educational Needs Act \(EPSEN\), 2004](#)

[Disability Act, 2005](#)

[Convention on the Rights of Persons with Disabilities \(UNCRPD\), 2006](#)

[The Irish Sign Language Act, 2017](#)

[Education \(Admission to Schools\) Act \(EASA\), 2018](#)

[Data Protection Act \(DPA\), 2018](#)

[The Education \(Provision in respect of Children with Special Educational Needs\) Act 2022](#)

6. Supporting Publications

- [Guidance on Artificial Intelligence \(AI\) in Schools, 2025](#)
- [Digital Strategy for Schools to 2027 – Updated October 2025](#)
- [Circular 0039/2025 – Forward Planning for Special Education Provision for the 2026/2027 School Year and Beyond](#)
- [Whole-School Guidance in Post-Primary Schools \(Circular 0001/2025\)](#)
- [NCSE Relate \(2025\)](#)
- [Neart \(Jigsaw & NEPS mental health/support programme\) \(2025\)](#)
- [Wellbeing Information for School Staff – Post Primary \(Updated July 2025\)](#)
- [NEPS Managing Reluctant Attendance and School Avoidance Behaviour: A Good Practice Guide for Post Primary Schools](#)
- [Catalogue of Wellbeing Resources for Post-Primary Schools \(Updated April 2025\)](#)
- [Parent and Student Guides to SEN Supports in Post-Primary Schools \(2025\)](#)
- [Indicators of Effective Practice for Post-Primary Schools \(2024\)](#)
- [Guidelines for Post-Primary Schools: Supporting Young People with Special Educational Needs in Mainstream Classes \(2024\)](#)
- [Circular 0064/2024 – Revised Model for Allocating Special Education Teaching Resources](#)
- [Circular 23/2025- Review of Enrolment in a Special Class](#)
- [Circular 55/2022- Exemptions from the Study of Irish –Revising Circular 0053/2019](#)
- [Circular 58/2019- Advice on the use of assessment instruments/tests for Guidance or for additional and special educational needs \(SEN\) in post-primary schools](#)
- [Circular 0081/2024 - Understanding Behaviours of Concern and Responding to Crisis Situations Guidelines for Schools in Supporting Students](#)
- [Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour \(2024\)](#)
- [Bí Cineálta: Resources for Schools and Parents \(2024\)](#)
- [Toolkit: Deployment of SNA Supports \(NCSE\) \(2024\)](#)

- [Reflections on inclusion in the Irish education system \(DE Inspectorate 2024\)](#)
- [National Strategic Framework for Lifelong Guidance \(2024–2030\)](#)
- [Information Note for Principals, Guidance Counsellors and Guidance Teams \(2023\)](#)
- [ETBI Patrons’ Framework on Ethos \(2022\)](#)
- [Autism Good Practice Guidance for Schools – Supporting Children and Young People \(2022\)](#)
- [Looking at Our School 2022: A Quality Framework for Post Primary Schools \(2022\)](#)
- [National Framework for Children and Young People's Participation in Decision-Making \(2021\)](#)
- [NEPS Student Support Teams in Post-Primary Schools: A Guide to Establishing or Reviewing a Team \(2021\)](#)
- [Supporting Students with Special Educational Needs in Mainstream Schools \(DES, 2017\)](#)
- [Guidelines for Wellbeing in Junior Cycle \(DES, 2017\)](#)
- [Inclusive Education Framework \(NCSE 2011\)](#)
- [Special Educational Needs: A Continuum of Support – Guidelines for Teachers \(NEPS, 2007\)](#)

Note: These publications do not represent an exhaustive list and collectively support a **holistic, rights-based approach** to inclusion. Together, they form a robust foundation for a whole-school inclusion policy that is **responsive, equitable, and aligned with national priorities**.

7. Other Relevant Policies

Our whole-school approach to inclusion underpins the policies listed in Table 1, which can be viewed on www.mcegan.ie

Table 1. Summary of school-based policies supporting inclusive education in our school

Policies				
Admissions Policy	Administration of Medicine Policy	AI/Acceptable Usage Policy	Anti-bullying Policy	Assessment Policy

Policies				
Behaviours of Concern Policy	Child Protection/Safeguarding Policy	Code of Positive Behaviour	Critical Incident Policy	Data Protection Policy
Health and Safety Policy	Homework Policy	Internet Acceptable Use Policy	Intimate Care Policy	One to One Teaching Policy
Pastoral Care Policy	Relationships and Sexuality (RSE) Policy	School Trips Policy	Social Media Policy	SPHE/Wellbeing Policy
Student Support Policy and Procedures	Substance Misuse Policy	Teaching, Learning and Assessment Policy	Wellbeing Policy and Procedures	Whole School Guidance Plan and Programme

8. Principles of Special Education Support

Special Education Teacher (SET) resources in McEgan College are strategically deployed within an inclusive, evidence-based framework grounded in the Continuum of Support, problem-solving approach, student and parent participation, and accountability, as illustrated in Figure 1.

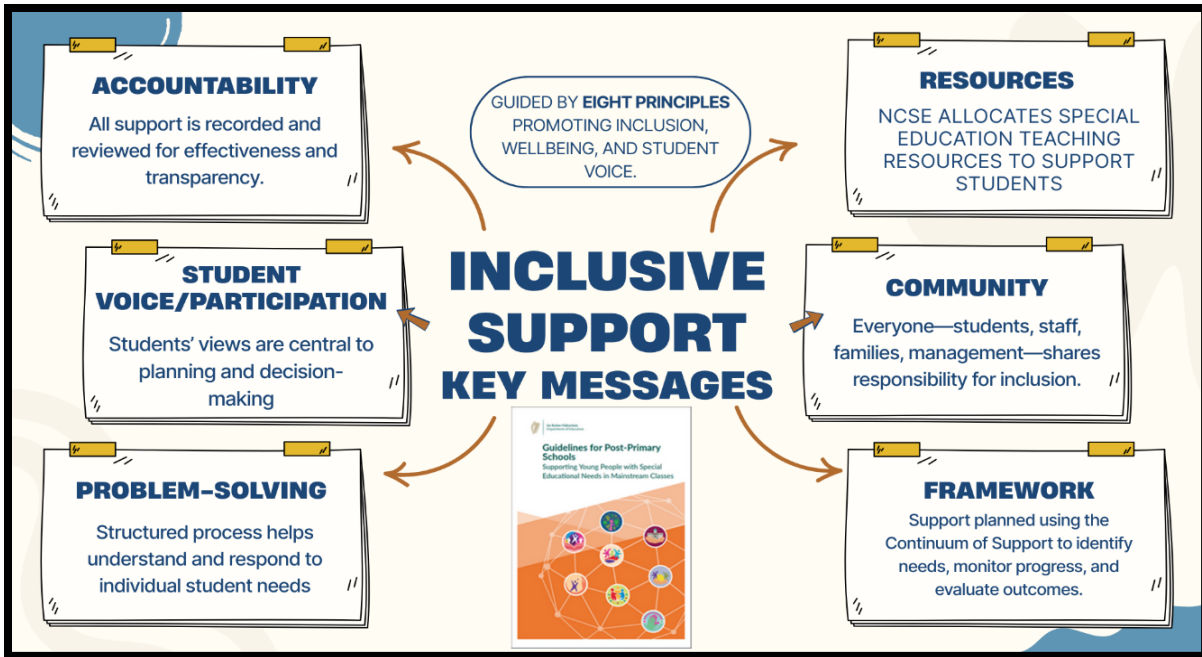


Figure 1. Inclusive Support Key Messages

Inclusive support in our school is underpinned by eight guiding principles articulated in the *Guidelines for Post Primary Schools: Supporting Young People with Special Educational Needs in Mainstream Classes* (DE 2024) (Figure 2).

These eight principles provide the basis for our school to guide the implementation and ongoing development of our systems, structures, practices, and policies to support the inclusion of all young people.



Figure 2. Principles Underpinning the Special Education Model (DE 2024, p.7)

Inclusive education is enacted and visible in our school via the descriptors outlined in Table 2.

Table 2. Descriptors of Inclusive Provision in Our School

Area	Description
Inclusive Education System	We welcome and value all students. Diversity-including neurodiversity-is respected. Barriers to learning and participation are identified and removed to enable every student's engagement.
Inclusive School Culture	Inclusion is a shared responsibility. All students should feel they belong, are respected, and are active members of the school community. This is reflected in policies, relationships, and everyday practices.
Collaboration	Staff, students, families, and professionals work together to support learning and wellbeing. The principal leads this process, supported by the

Area	Description
	special education team. Collaboration includes planning, reviewing, and improving inclusive practices.
Wellbeing	Wellbeing is central to education. It is supported through positive relationships, inclusive teaching, and a caring school environment. Every student should have at least one trusted adult in the school who understands their strengths and needs.
Engagement and Participation	Students are involved in decisions about their learning and support. Their participation is enabled and respected. They help set learning goals and monitor their own progress.
Student-Centred and Needs-Based	Support is tailored to each student's needs, which may change over time. The Continuum of Support ensures that help is provided in a responsive way and at the right level-from classroom strategies to more intensive individual support.
Evidence-Informed Practice	Support is based on what works and evidence of what works. Teachers use a range of assessments and observations to understand students' strengths and needs. Supports, approaches and strategies are informed by students' profiles of strengths, needs and interests. Progress is monitored and reviewed, and plans are adjusted as needed.
Governance and Accountability	Special education resources are used only for their intended purpose. The Board of Management and principal ensure that support is properly planned, delivered, monitored, reviewed and recorded.

9. Roles and Responsibilities

9.1 Overview of Roles in Supporting Inclusive Practice

Table 3 outlines how key individuals and teams contribute to a whole-school approach to inclusive education. It highlights the shared responsibility across the school community-leaders, teachers, support staff, students, and families-in creating an environment where all students are valued, supported, and enabled to thrive in line with their potential and aligned to the SET Guidelines.

Table 3. Roles and responsibilities in inclusive education in our school

Role	Key Responsibilities
Board of Management	- Holds ultimate responsibility for inclusive education in line with legislation (e.g., Education Act 1998). - Ensures SEN resources are used solely for students with SEN, including in team teaching/co-teaching. - Oversees development, implementation, and review of inclusion related policies. - Ensures equitable access, publishes Whole School Inclusion Policy, reviews curriculum, and makes reasonable accommodations. - Promotes awareness of inclusion among staff and students. - Manages grants, staffing, and resources; receives annual confirmation from principal on SEN resource use. - Supports School Self-Evaluation (SSE) using frameworks like <i>Looking at Our School</i> and <i>SSE Guidelines</i>.
Principal	- Leads development of an inclusive school culture and ensures implementation/review of inclusive policies. - Oversees deployment of SEN resources, prioritising students with greatest needs. - Establishes and manages the special education core teaching team, delegating planning and resource allocation. This may include a designated SENCO role. - Leads whole-school assessment and screening; ensures effective transition from feeder schools. - Facilitates Teacher Professional Learning (TPL) and encourages postgraduate study for SETs. - Ensures systems and facilities are in place for sharing information, collaboration with parents, students, and professionals. - Maintains and updates School Provision Plan and oversees the maintenance Student Support Files. - Oversees timetabling across the continuum of support.
Subject Teacher	- Creates inclusive classrooms for all students, incorporating information provided by the SET team. - Adopts Universal Design for Learning (UDL) and differentiation in teaching, materials, and assessment. - Collaborates with special education team for planning and supports (e.g., team teaching).

Role	Key Responsibilities
	- Monitors student progress, identifies needs, and reviews support plans. - Engages in ongoing professional development for inclusive education. - Shares relevant information with SEN team and parents/students and contributes to support files/plans. - Foster and develop positive relationships with students.
Core Special Education Teaching Team (Mainstream SET and Special Class)	- Established by the principal to ensure high-quality, needs-based SEN support across mainstream and special class provision. - Leadership roles such as SENCOs and Special Class Coordinators can be agreed with school leaders and shared among staff with relevant experience and professional development, ensuring responsibilities are distributed to prevent overload. - Collaboration with school leaders on whole school approaches to inclusion. - Dedicated to providing additional teaching supports for students with SEN, including those accessing support in special classes. - Oversees whole school procedures for the selection and placement of students at different levels of the CoS. - Ensures students with greatest needs receive support from most qualified teachers. - Leads planning, coordination, delivery, and review of SEN supports - Leads assessment/screening testing and information gathering. - Maintains Student Support Files and School Provision Plan. - Collaborates with subject teachers and delivers targeted small-group interventions. - Collaborates with outside agencies. - Supports transitions and ensures continuity of support.
Special Education Teacher (SET)	- Delivers additional teaching supports in mainstream and small-group/individual settings. - Collaborates with subject teachers for inclusive classroom practices. - Collaboration with students and families. - Plans and implements evidence-informed interventions tailored to individual needs. - Maintains Student Support Files and contributes to School Provision Plan. - Supports curriculum access (e.g., Level 1/2 Learning Programmes, LCA). - Participates in transition planning for students.

Role	Key Responsibilities
	- Engages in professional development. - Works as part of the core SEN team for planning and review. - Collaborates with outside agencies.
Behaviour for Learning (BfL) Teacher	- Works with identified students individually or in small groups on BfL programmes. - Addresses social, emotional, behavioural, and academic needs. - Promotes positive behaviour school-wide and supports staff with challenging behaviour. - Collaborates regularly with SEN Coordinator.
Special Needs Assistant (SNA)* *The role of the SNA will be added to Appendix 6 when new circular issues	- Performs non-teaching tasks as assigned by Principal (per Circular 30/14). - Supervised by Principal, Deputy Principal, or SET coordinator. - Supports students' care needs and inclusion in school life.
Student/Young Person*	- Central to support delivery; empowered to take responsibility for learning and behaviour. - Participates in and benefits from education; contributes to positive school atmosphere. - Can voice opinions via Student Council (or other forum/group) - Develops self-awareness and help-seeking skills through Wellbeing, SPHE, RE, CSPE. - Encouraged to approach any staff member with concerns.
Parent/Guardian	- Plays a pivotal role in child's development and attitude to school. - Supports school policies and inclusion plan. - Communicates with SET team and attends meetings. - Participates in development/review of relevant policies. - Engages in school life and Parents' Association activities.
Inclusion Lead Kevin Clarke	- Leads Inclusion Team and coordinates support for students with additional needs. - Develops and maintains the school provision map. - Embeds inclusive practices in teaching, learning, and assessment.

Role	Key Responsibilities
Carol Warren	- Collaborates with Cork ETB Inclusion Coordinator. - Monitors and evaluates impact of interventions.
Inclusion Team Kevin Clarke Carol Warren Hazel Bourke Eimear Blavin Eimear McCarthy Mary B Manning Year Heads Class Tutors	- Led by Inclusion Lead; may include SETs, SNAs, Guidance Counsellors, DEIS Coordinators, Year Heads, Subject teachers, student, parent, SCP, HSCL, school leader. - Plans and delivers targeted supports. - Engages in collaborative planning and review. - Promotes inclusive classroom practices. - Ensures effective use of resources. - Fosters student-centred culture and self-advocacy.
Student Support Team (SST)	- Multidisciplinary team coordinating support for students with diverse needs. - Meets regularly to discuss welfare, learning, and behaviour. - Uses structured referral process for early identification/intervention. - Develops tailored support plans, liaises with external agencies, and monitors progress. - Fosters an inclusive environment for all students.
Programme Coordinator	- Reviews access to differentiated and inclusive curricula (inclusive system/culture). - Collaborating with staff, students, and families (whole school responsibility). - Monitoring student progress and profiling with student voice (problem-solving, engagement). - Maintaining records and accountability (governance). - Using evidence-informed approaches to adjust teaching and programme content (evidence-informed practice).

9.2 A Note on the Role of the Student/Young Person

In line with the *School Self-Evaluation Guidelines* (DE Inspectorate 2022) and the Lundy model of participation outlined therein, our school values students as active partners in their learning and school life. We provide safe, meaningful opportunities for students to express their views, have them heard, and see them influence decisions. Support is student-centred, empowering learners to take responsibility for their behaviour and progress, and to contribute to a positive, respectful school culture. Through the Student Council, wellbeing programmes, and inclusive classroom practices, students develop self-awareness, help-seeking skills, and a sense of belonging, all of which are key to sustaining a whole-school approach to inclusion.

9.3 Collaboration for Inclusive Practice

As outlined in Table 3 above, our school adopts a whole-school, collaborative approach to inclusive education in line with the principles of the Special Education Teaching Model. Inclusive practice is a shared responsibility across staff, students, and families. By fostering strong collaboration within and between teams, we ensure that the NEPS Continuum of Support is implemented effectively enabling early identification, coordinated planning, and responsive interventions. Regular communication, joint decision-making, and shared professional learning underpin an integrated, unified, student-centred approach, illustrated in Figure 3, that adapts to the evolving needs of all learners.

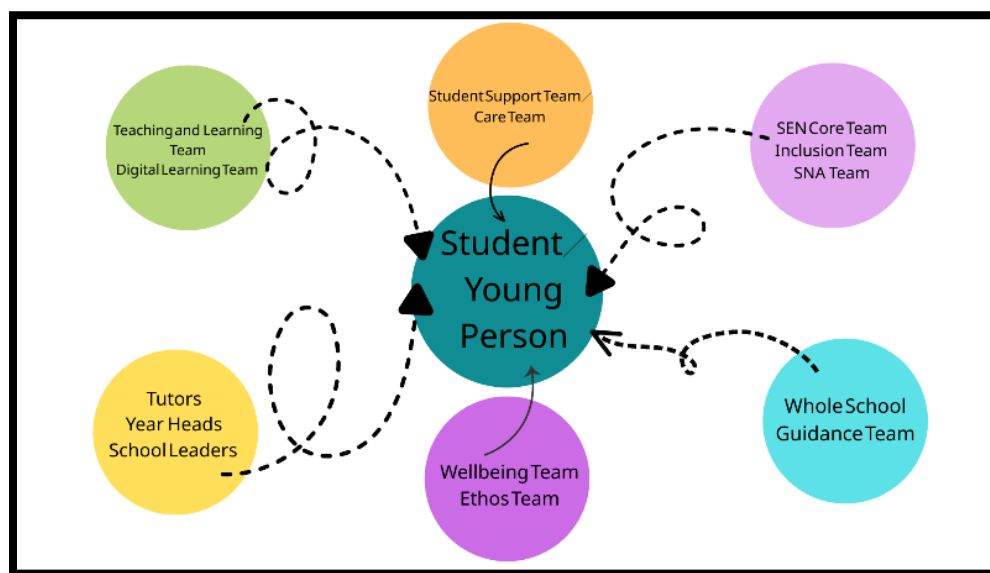


Figure 3. Student-centred approach to inclusive provision in our school

10. Planning and Organising Support

10.1 Key Concepts:

Our school applies the Continuum of Support (CoS) framework (Figure 4), which is a multi-tiered system of support that applies a flexible approach that helps identify students' strengths and needs, guide planning, and monitor the effectiveness of strategies and supports.

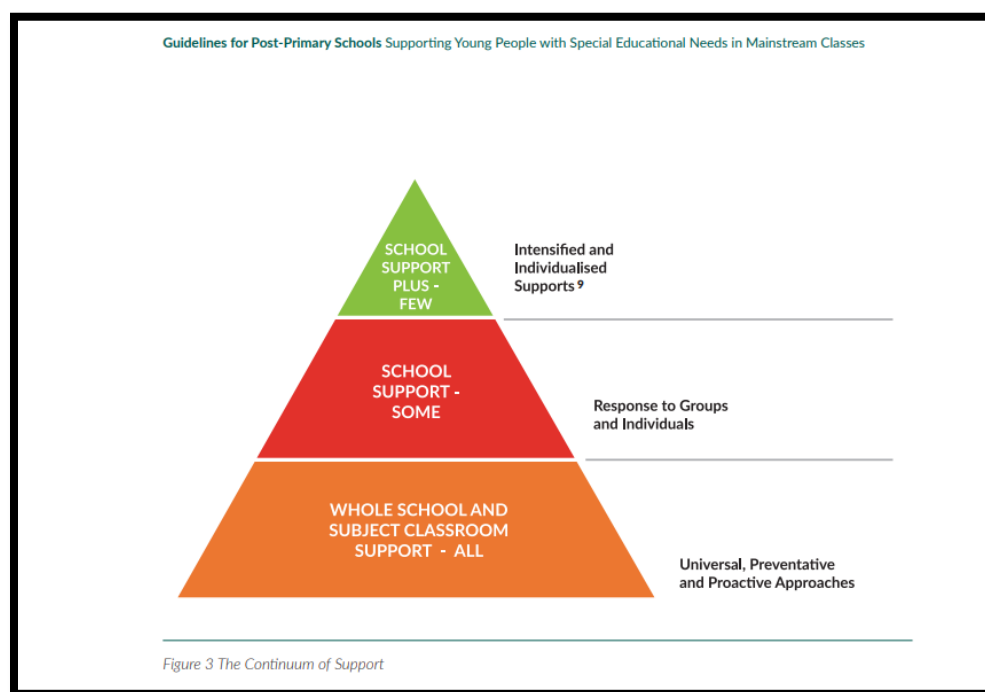


Figure 4. NEPS Continuum of Support Model (NEPS 2010)

Developed in line with evidence-informed effective practice and Department of Education and Youth policy, the CoS recognises that needs vary in intensity and duration, and ensures that support is proportionate, timely, and responsive. It supports assessment, planning, and review, and helps prioritise resources for those with the greatest need. In our school we use this framework to

guide a consistent, student-centred approach to supporting a wide range of needs, including academic, literacy, numeracy, communication, social interaction, emotional regulation, executive functioning and sensory and physical development. Table 4 summarises key practices informing curricular access and timetabling approaches to optimise inclusive provision in our school.



Table 4. Curricular access and timetabling considerations in our school

Area	Key Practices
Curriculum	- We promote access to a broad, balanced, and appropriate curriculum for all students. - Programmes offered include JCL1LP, JCL2LP, JCSP, Junior Cycle, TY, LCVP, LCA and Leaving Cert Established tailored to individual needs. - Curriculum planning is guided by relevant teaching guidelines to support inclusive, effective learning.
Timetabling	- Timetables are student-centred and needs-based, prioritising those with the greatest needs. - A dedicated core SET team ensures stability and high-quality support. - SEN teachers focus on additional supports, including team teaching and joint planning. - Withdrawal for targeted interventions is evidence-informed and regularly reviewed. - Timetables remain flexible to support continuity of provision, especially into Senior Cycle. - Irish exemptions are not used as a condition for accessing special education supports.

11. Types of Support

Table 5 outlines the main types of support that can be delivered in our school. SET allocations interact with other additional allocations in our school to enhance an overall coherent approach to inclusive provision. For this reason, Table 5 also includes details on special class provision. Although a distinct resource allocation model is employed to determine this provision, it offers intensive support specifically designed to meet the needs of students enrolled in the class. Additionally, special class provision provides opportunities for students from the mainstream to access learning and sensory spaces as required. This is called reverse inclusion/integration (DEY Inspectorate, 2025). In this case, careful planning between subject teachers and special class teachers, reflected in Student Support Plans, supports students' learning, sensory regulation, and non-academic skill development.

Table 5. Models of support in our school

Type of Support	What is it?	Purpose
One-to-One (Individual)	Direct teaching or support provided to a single student by a SET, usually outside the mainstream classroom or in the special class.	For students with significant or complex needs requiring highly individualised instruction.
Small Group Support	Teaching or support delivered to a small group (typically 2–6) with similar learning needs outside of the main classroom or in the special class.	Targets specific skills (e.g., literacy, numeracy, social skills) while encouraging peer interaction.
In-Class Support	The SET or Special Class teacher works within the mainstream classroom, supporting students during regular lessons or inclusion of students from the special class in regular lessons.	Helps students access the curriculum with tailored support like differentiation or scaffolding.
Team Teaching / Co-Teaching*	The SET and class/subject teacher jointly plan and deliver lessons to the whole class.	Promotes inclusive practice by using two teachers' expertise; may involve parallel or station teaching.
Special Class Provision	Special class teachers, SETs, subject teachers and SNAs support students in our special class who will engage with learning for some or all their school day in a small group environment.	For students with significant or complex needs requiring highly individualised instruction and who are enrolled in the special class, or who have a need which can be met by flexible and planned reverse inclusion.
SNA Support	SNAs work closely with subject teachers, SETs and special class teachers to support primary and secondary care needs of students in	Students with primary and secondary care needs receive additional support either in regular classes, individual or small-group support or in the special

Type of Support	What is it?	Purpose
	regular lessons, individual and small-group support or in the special class.	class. SNA allocations are connected to specific students in the school.

*There are six recognised models of co-teaching. These include: One Teach, One Assist; One Teach, One Observe; Station Teaching; Parallel Teaching; Alternative Teaching; and Team Teaching. In the Irish post-primary context, the terms *co-teaching* and *team teaching* are often used interchangeably, though interpretations and implementation may vary between schools. **Regardless of the model, the focus is on collaborative, inclusive teaching that supports all learners.**

11.1 Deployment of SET Allocations: Key Points from the SET Guidelines

- The deployment of SET hours should be flexible and responsive to students' needs, as identified through the Continuum of Support framework.
- Supports should be regularly reviewed and adjusted based on student progress.
- The goal is to maximise inclusion, participation, and achievement for all students with special educational needs.

12. Identifying and Responding to Needs

Figure 5 outlines the key actions and processes our school follows to effectively and efficiently deploy special education teaching support across the Continuum of Support.



Figure 5. Key actions in special education teaching support and provision

The three levels of the Continuum of Support are detailed in Table 6.

Table 6. Three levels of the Continuum of Support (NEPS 2010)

Level of Support	What is it?
Support for All (Whole School & Subject Classroom Support)	Universal, preventative, and proactive strategies for all students. Led by subject teachers who identify and respond to early concerns. Focuses on inclusive teaching, wellbeing, and collaboration.
Support for Some	Targeted support for small groups or individuals with emerging needs. Delivered by Special Education Teachers (SETs). Focuses on specific skill development and early intervention.
Support for Few	Intensive, individualised support for students with significant and enduring needs. Requires input from SETs and other specialist staff. Involves close collaboration and regular review.

Note: Support for ALL level forms the foundation of the Continuum of Support, supporting all students to get what they need to thrive before more targeted strategies and approaches are considered. Provision in our school at the Support for All level of the Continuum can be viewed in our school's Provision Map (**Appendix 1**).

Appendix 2 provides a detailed overview of how support is deployed at each level of the Continuum of Support in our school. It outlines the roles, responsibilities, and processes involved in identifying needs, planning interventions, and reviewing progress. It also explains how we use the problem-solving process and SMART target setting to ensure that support is timely, evidence-informed, and student-centred. This structured approach ensures consistency and collaboration across all levels of support.

13. Student Support File and Student Support Plan

Students who receive additional support at the *Support for Some* or *Support for Few* levels of the Continuum of Support will have an individualised Student Support Plan (SSP). Each SSP is stored within the student's **Student Support File**, an electronic record that serves as a log of actions and a repository for relevant documents, including assessments, reports, and evidence of progress.

When a concern is raised about a student (who is not already on the SEN register) and supplementary measures are introduced at the *Support for All* level, a Student Support File is also opened. However, not all students who have a file opened at this stage will require a full SSP, provided their needs can be met within *Support for All*. Table 7 summarises the information typically contained in these records.

The SSP outlines the student's strengths and needs, the agreed priority learning targets, the resources and strategies to be employed, and the arrangements for monitoring and review. It is developed collaboratively with input from teachers, parents, and the student.

Table 7. Student Support File and Student Support Plan Overview

	What is it?	Who is it for?
Student Support File (SSF)	A comprehensive record that tracks a student's journey through the Continuum of Support. A File is opened when a concern is raised about a particular student who has not been in receipt of additional support previously. It can include key information about the student's strengths, interests, needs,	All students receiving additional support at any level

	What is it?	Who is it for?
	and supports. The SSF documents interventions, accommodations, reviews, and communication with parents and professionals. It also contains the Student Passport, attendance, professional reports, and consultation records.	of the Continuum of Support.
Student Support Plan (SSP)	An individualised plan developed for students at the Support for Some and Support for Few levels. It outlines the profile of students' strengths, needs and priority learning needs, sets SMART targets, and details evidence-informed strategies and approaches and resources and personnel to support the student in achieving the targets set. It also outlines timelines for review and monitoring arrangements. The plan is reviewed regularly to ensure it remains relevant and effective.	Students at Support for Some* and Support for Few

*In some cases, if students are accessing group support, a group plan (including targets for the group) may be developed around a specific strategy, programme or intervention, informed by the student's individual profile of identified needs for students at the Support for Some level. If a group plan is developed it needs to be referenced in the individual student support plan.

13.1 Reflective Practice to Support Inclusive Education

At our school, reflective practice is central to how we plan and deliver support across the Continuum of Support. Using tools such as the *Statements of Effective Practice* (Wellbeing and SSE Guidelines) and the *Indicators of Effective Practice* (SET Guidelines) and through our engagement in the Realising Inclusive Special Education (RISE) Provision Mapping process, we regularly assess our current approaches, identify strengths and gaps, and plan improvements. These frameworks help us take a proactive, evidence-informed approach to inclusion, ensuring that supports are timely, targeted, and aligned with student needs.

14 Supporting Transitions

Supporting transitions is essential to ensuring continuity of learning and wellbeing for students with special educational needs/additional educational needs as they move between educational settings and within the school. In our school we strive to support this in several ways, outlined in Table 8.

Table 8. Key actions supporting transition

Focus Area	Key Actions
Early Planning	Begin transition planning early through collaboration with feeder schools and NCSE SENOs.
Information Sharing	Share Student Support Files, Education Passports, and relevant records to inform planning.
Student & Family Engagement	Involve students, parents/guardians, and external professionals to ensure person-centred planning.
Coordination	SETs, special class coordinators, guidance counsellors and school leaders coordinate supports and liaise with primary schools and school-leaver services as required.
Continuity of Support	Maintain consistent supports across key transitions, including Junior to Senior Cycle.
Phased Transitions	Use gradual, flexible and carefully planned approaches for students with complex needs, involving multidisciplinary input.
Monitoring & Review	Regularly review transition plans to ensure they remain effective and responsive to student needs.

15. Psychometric and Standardised Assessments

At McEgan College, psychometric and standardised assessments are used to support students' educational, emotional, and vocational development. These assessments include ability, attainment, and diagnostic tests, administered by appropriately qualified staff in line with Circular 0058/2019. Testing is available across all year groups and is guided by informed consent by parents and informed assent by students, clear communication, and constructive feedback. Data are shared responsibly and stored securely, with staff receiving ongoing training and supervision. These practices help ensure that assessments are used effectively to inform teaching, support planning, and guide students in their future choices.

Further details on the specific tests used and their administration can be found in Appendix 3.

16. English as an Additional Language (EAL) Provision & Inclusive Support for International Students

McEgan College is dedicated to supporting students who use English as an Additional Language (EAL), ensuring they can fully engage with school life and learning. EAL provision is embedded within our inclusive, whole-school approach, promoting diversity, equity, and student participation. Support is tailored to each student's language proficiency and educational background, with collaboration between EAL teachers, mainstream staff, students, and families at the heart of our approach.

Assessment and support strategies are designed to be holistic and responsive, using recognised frameworks. Students receive targeted instruction, curriculum-linked language support, and access to bilingual resources. EAL provision is regularly reviewed to ensure alignment with best practice and evolving student needs.

McEgan College chose to include EAL provision in our Whole School Inclusion Policy because students learning English may also present with Additional Educational Needs (AEN) that require coordinated and inclusive support. Although the deployment of EAL teaching hours is recorded separately by the principal and distinct from the SET (Special Education Teaching) allocation, there is significant overlap in the processes used to identify needs and plan interventions. As with provision for all students with identified needs and diagnosed disabilities, collaboration between the EAL and SET teams (including special class coordinators and teachers) is essential to foster an integrated approach that meets the needs of all learners effectively.

Further details on roles, assessment tools, and support strategies can be found in Appendix 4.

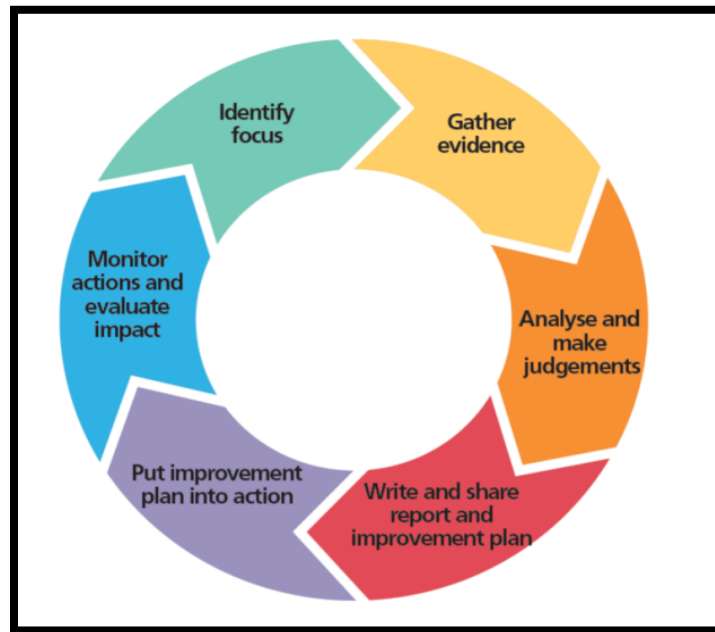
17. Irish Exemptions

Some students may be eligible for an exemption from studying Irish under specific criteria set out by the Department of Education and Youth, as outlined in Circular 0055/2022. These criteria include factors such as a student's age and educational background, or the presence of certain special or additional educational needs supported by gathered evidence. In our school we follow a clear and robust application process that involves consultation with parents/guardians and relevant staff. All decisions are made in line with the circular and are fully documented. Further details on the exemption process can be found in **Appendix 5**.

18. School Improvement Planning

At McEgan College, we integrate the *School Self-Evaluation* (SSE) process (Figure 6) and the *Looking at Our School* (LAOS) framework with the provision mapping process and toolkit to drive

inclusive school improvement. Provision mapping enables us to systematically review and enhance the supports available to all students, with a particular focus on those at risk of educational disadvantage and students with Special Educational Needs (SEN). Through this process, we identify gaps, set evidence-based targets, and ensure that interventions are mapped directly onto our DEIS plan. The provision mapping toolkit helps us track the impact of supports and refine our approaches, ensuring that our planning is inclusive, data-driven, and responsive to the needs of our school community.



Provision Mapping Process. Please see Provision Map 2025:

01 Overview

- McEgan College is a multi-denominational, co-educational DEIS ETB school and has a student body of approx. 300 students. We started our Provision Mapping/RISE journey in 2023.
- We have a RISE team comprising of 3 members and we are collaborating with Wellbeing, DEIS and Ethos teams for the purposes of this map.
- We surveyed staff, parents and students, collected data, identified targets and created our RISE map. We continue to review and update our targets and strive to improve education for all, some and few in our school.

02 Implementation

- We created a Provision Mapping/RISE team.
- We attended CETB workshops.
- We created and carried out surveys with parents, staff and students.
- We presented survey results to staff who approved proposed actions/targets.
- We are currently implementing actions in 2025/2026.

03 Actions

- The following actions were agreed on by all stakeholders:
 - Mission Statement Change: Remove the word 'disciplined' and replace it with 'inclusive'.
 - Provision Mapping DEIS Padlet Tile: To encompass the provision mapping team.
 - Organisational and motivational support: Coloured folders and organization classes for first year students.
 - All subject departments are to include RISE in their subject plans—it is not to be treated as a separate initiative.
 - Numeracy teachers for both senior and junior cycle to be timetabled within support classes.
 - Link with the Teaching & Learning (T&L) team around self-motivation and possibly consider it as a theme for the PC

McEgan College Provision Map 2025



Our core values..



04 Link to DEIS

- Under "Numeracy & Literacy" - Maths (extra maths help in ST classes)
- Under "Attainment and Retention" - Self Motivation/Organisation - Ideas for actions for self-motivation needed from T&L team. Organisation will be helped by Eimear Mac and Aoife G. giving coloured folders to all first years for their subjects.
- Under "Retention" - Developing infrastructures for our students - furniture/sensory room etc
- There be an extra section on DEIS padlet for Provision Mapping as well.

05 Link to LAOS

- T&L Domain 3 & L&M Domain 1
- Teachers meaningfully differentiate content and activities to ensure all students are challenged by the learning activities and experience success as learners.
- Those with leadership and management roles establish clear principles of inclusion and social justice to deliver equal opportunity for students throughout all aspects of school life.
- They do so in collaboration with all staff.

06 Evidence and Data Analysis

- [Student Survey_How am I getting on with my learning.xlsx](#)
- [Parent_Guardian Survey on Inclusion.xlsx](#)
- [Provision mapping survey_results.xlsx](#)

19. Conclusion

This Whole School Inclusion Policy reflects our commitment to fostering an inclusive, supportive, and equitable learning environment for every member of our school community. We recognise that inclusion is an ongoing journey, and as such, this policy is a living document. It will evolve in response to new research, legislative changes, and the emerging needs of our students, staff, and families. We are dedicated to regularly reviewing and updating our practices to ensure they remain effective, relevant, and aligned with our core values. Through collaboration, reflection, and continuous improvement, we strive to ensure that every student feels valued, respected, and empowered to reach their full potential.

Date of Ratification by the Board of Management of (School):

Date of Review:

Appendix 1: Provision Map

(please note, this is from the Provision Mapping process. The School Provision Plan detailing the deployment of resources is held by school leaders and is a separate document)

Appendix 2: Continuum of Support Toolkit for Teachers

Subject Classroom Support

Support for ALL

This level of support is the **foundation of the Continuum of Support** and applies to **all students** in mainstream classrooms. It focuses on **inclusive, high-quality teaching and learning** practices that benefit every learner, including those with special educational needs (SEN).

Key Features:

- **Responsibility of the Subject Teacher:** Subject teachers are central to this level of support. They are responsible for creating inclusive learning environments and adapting teaching strategies to meet diverse needs.
- **Universal Design for Learning (UDL):** Teaching is guided by UDL principles, which promote flexible approaches to instruction, assessment, and engagement to support all learners.
- **Differentiation:** Teachers differentiate content, process, product, and learning environment to ensure accessibility and challenge for all students.
- **Collaborative Practice:** Subject teachers work closely with the special education team, year heads, and student support teams to identify and respond to emerging needs.
- **Monitoring and Review:** Teachers observe and monitor student progress, using formative assessment and feedback to inform teaching and identify students who may need additional support.
- **Early Intervention:** If concerns arise, teachers initiate the **Problem-Solving Process**, gathering information and consulting with colleagues to determine appropriate next steps.
- **Documentation:** Notes and observations may be recorded to support future planning and referral to School Support–Some if needed.

This level is about **proactive, inclusive teaching** that ensures all students are supported from the outset.

School Support – Some

This level of support is for students whose needs are **more persistent or complex** than can be addressed through Subject Classroom Support–All. It involves **targeted, additional teaching and learning support**, typically delivered by **special education teachers**.

Key Features:

- **Activated when classroom-level supports are insufficient** and the student is not making expected progress.
- **Collaborative approach** involving:
 - Subject teachers
 - Special education teaching team
 - Parents/guardians
 - The student
 - Possibly the Student Support Team

Process:

1. **Clarify Concerns:**
 - Use the **problem-solving process** to identify and understand the student's strengths and needs.

- Gather information from assessments, observations, and consultations.
- 2. **Information Gathering:**
 - Includes formal/informal assessments, teacher observations, student and parent input, and screening tools.
 - May involve **individualised assessments** by special education teachers.
- 3. **Plan Interventions:**
 - Based on identified **priority learning needs**.
 - Interventions may include:
 - **Team teaching**
 - **Small group instruction**
 - **Individualised support**
 - Interventions are **evidence-informed** and tailored to the student's strengths and interests.
- 4. **Develop a Student Support Plan:**
 - Includes **SMART targets** aligned to the student's needs.
 - One special education teacher takes the lead in coordinating the plan.
- 5. **Monitor and Review:**
 - Regularly assess the student's **response to intervention**.
 - Adjust targets or strategies as needed.
 - Decide whether to:
 - Continue at this level,
 - Step down to Subject Classroom Support–All, or
 - Escalate to **School Support Few** if needs are not met.

School Support – Few

This level of support is for **young people with the greatest level of need**, including those with **significant and enduring special educational needs**, or those who **have not responded** to interventions at the School Support–Some level.

Key Features:

- **Highly individualised and intensive support** tailored to the student's strengths, interests, and needs.
- Focus on **quality educational and skills-based interventions** to promote:
 - Independence
 - Engagement
 - Social-emotional development
 - Personal care
 - Success in learning and school life

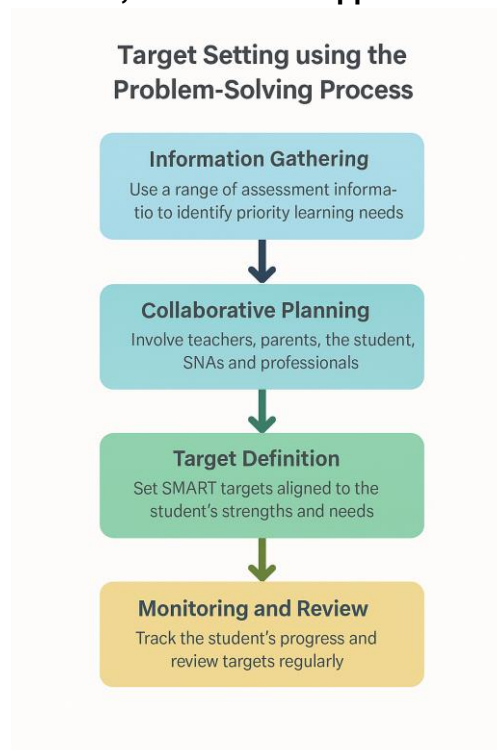
Process:

1. **Identification of Needs:**
 - Holistic and collaborative assessment across multiple domains:
 - Literacy and numeracy
 - Social and emotional regulation
 - Executive functioning
 - Communication and language
 - Motor coordination and sensory needs

- Independence and self-care
- Involves subject teachers, special education teachers, parents/guardians, and the student.
- May include input from **external professionals** (e.g. NEPS, SLTs, OTs, CAMHS).
- 2. **Student Support Plan:**
 - Developed collaboratively and led by a member of the special education teaching team.
 - Includes **SMART targets** and clearly defined roles for all involved.
 - Records evidence-informed interventions and response to intervention.
 - May include support from SNAs and external agencies.
- 3. **Flexible Delivery:**
 - Support may be provided through:
 - In-class team teaching
 - Small group or individual support
 - Adapted environments and curriculum
 - Curriculum adaptations are considered to maximise participation.
- 4. **Monitoring and Review:**
 - Regular review of progress and response to intervention.
 - Targets are adjusted or new ones set based on collaborative evaluation.
 - All updates are recorded in the **Student Support File**.

16 Target Setting Using the Problem-Solving Process

This section outlines how schools can set **effective learning targets** for students with special educational needs using a **structured, collaborative approach**.



Key Principles:

- Targets must be **aligned to the student's priority learning needs**, identified through the **problem-solving process**.
- Targets should be **SMART**:
 - **Specific**
 - **Measurable**
 - **Achievable**
 - **Realistic**
 - **Time-bound**

Steps in the Process:

1. Information Gathering:

- Use a mix of **formal and informal assessments**, including:
 - Screening tests
 - Observations
 - Curriculum-based assessments
 - Interviews
 - Teacher measures
 - Checklists
 - Ratings
 - Standardised tests
 - Consultation with parents, students, and professionals

2. Collaborative Planning:

- Involves:
 - Subject teachers
 - Special education teachers
 - Parents/guardians
 - The student
 - SNAs and external professionals (where appropriate)

3. Target Definition:

- A target is a **clear statement of a skill** the student is expected to develop through intervention.
- Targets are based on the student's **strengths, interests, and developmental stage**.

4. Monitoring and Review:

- Progress is tracked through the student's **response to intervention**.
- Targets are **reviewed regularly** and adjusted as needed.
- All updates are recorded in the **Student Support Plan** and **Student Support File**.

Appendix 3: Psychometric and Standardised Testing

Overarching Principles and Definitions

In (School), the Guidance Counsellors and SEN Coordinators/Teachers collaborate closely and adhere to the guidelines set out in Circular 0058/2019, Advice on the use of assessment instruments/tests for Guidance or for additional and special educational needs (SEN) in post-primary schools.

The circular details the types of tests administered in schools, and the most appropriately qualified staff to administer these tests.

Types of Assessment Instruments

Standardised ability tests are designed to be curriculum-independent and measure more enduring and long-term traits than the attainment of learning. They measure potential and what a student is capable of knowing rather than what is known.

Standardised attainment tests (sometimes referred to as achievement tests) measure what a student knows and can be used to assess, for example, students' knowledge and skills in literacy and numeracy, and to determine progress in these areas. On foot of information garnered from various assessment practices including ability and achievement tests, further information may be gathered through the administration of diagnostic tests to provide a more detailed view of a student's learning strengths and needs.

A diagnostic test is designed to provide specific information about a student's strengths and needs in some aspect of learning, for example, word identification skills or understanding of number concepts. In addition, guidance counsellors may use the outcomes of ability and interest tests to guide and to support students' decision-making regarding subject choice and senior- cycle programme options and to support their career development, including planning for higher education, further education and training, apprenticeships, or work.

Testing across the Continuum of Support

Insert a table here of what tests you use and when, per year group.

Access to testing is available to students at all levels of the continuum. Though our referrals system, we endeavour to identify emerging and presenting needs of our students and though additional testing, identify how we can support them further. Informed consent is sought before administering any tests, and the purpose of the test is clearly explained to students and parents/guardians.

Feedback

We ensure that appropriate, accurate and constructive feedback is provided in a timely fashion to students and parents by appropriately qualified personnel, for example, guidance counsellors or suitably qualified special education teachers. Students are provided with the

opportunity to explore their assessment results in the context of the educational options available to them in the school and to inform their future educational and vocational development, career choices and decision making. Students and parents are also made aware of the limitations of the results of standardised tests during this discussion and the importance of other factors including the students' interests, talents and experiences, and information available from other sources.

Sharing of Data

The results of standardised tests are shared with other relevant members of school staff in order to plan effectively to meet the educational, emotional, and behavioural and wellbeing needs of the students. It may also be necessary at times to share relevant information with external parties, such as NEPS, CAMHS and the Inspectorate for example, in accordance with the school's policies on standardised testing and data protection. We are mindful of the limitations of standardised tests when sharing results and the potential for students to acquire a label based on these results. When sharing results, we present them in a way that is clearly understood by the receiving party.

Storage & Retention

We are aware of and comply with our obligations relating to access to stored data under the Freedom of Information Act 1997, the Freedom of Information (Amendment) Act 2013, associated regulations, and the Data Protection Acts 1988 and 2003, and GDPR (2018).

Training & CPD for Staff

The administration of ability tests in our school is restricted to appropriately qualified personnel who have been specifically trained in specialised psychometric testing, including the selection and administration of such assessment instruments, interpretation of assessment results, scoring and feedback. Typically, in the case of psychometric instruments of general ability (and individually administered achievement tests), our qualified guidance counsellors or teachers of special education with appropriate qualifications administer these specific tests. We continue to engage in on-going training and continuing professional development, where available.

Some assessments, such as standardised group achievement tests, can be administered by subject teachers, under the supervision of a suitably qualified person (Circular 0058/2019). We check in advance with the test publisher on the specific qualifications required for each instrument used. In the case where a test is being administered by a teacher who is not yet suitably qualified, we offer peer-to-peer supervision at school level and at cross-college level through our WWETB Guidance Counsellors Community of Practice. We are cognisant that the results of these tests may have implications for applications for Irish Exemptions, RACE and DARE, and so ensure that robust supervision processes are in place.

In addition, SENCOs/SETs, and Guidance Counsellors are encouraged by our Senior Leadership team to engage in WWETB's Communities of Practice (each have their own

group), attend all relevant CPD pertaining to testing, keep up to date with circulars and registers which list appropriate testing instruments and seek membership of any professional associations.

Appendix 4: EAL Provision

EAL Provision

(School) is committed to supporting students who use English as an Additional Language (EAL) in achieving their full potential. EAL provision is embedded within our inclusive whole-school framework and reflects the values of diversity, equity, and student voice.

Key Principles

- Inclusivity: Affirming linguistic, ethnic, and cultural diversity within the school community.
- Access to Curriculum: Ensuring EAL students can access the full curriculum alongside their peers.
- Individualised Support: Providing tailored learning experiences based on each student's language proficiency and educational background.
- Collaboration: Promoting strong partnerships between EAL support teachers, mainstream teachers, parents, and students.
- Achievement and Empowerment: Supporting language development while recognising and celebrating the talents EAL students bring to (School).

Roles and Responsibilities

- EAL Coordinator: Identifies EAL students, assesses proficiency, develops strategies, supports staff, and monitors progress.
- EAL Support Teachers: Deliver targeted language programmes, assess needs, and track progress.
- Mainstream Teachers: Adapt teaching strategies and collaborate to ensure curriculum access.
- School Leaders: Integrate EAL provision into strategic planning and policy review.
- Student Voice: EAL students are encouraged to participate in school life and provide feedback on their learning experiences.
- Parents: Actively engaged through communication, workshops, and collaborative planning.

Assessment	Support Strategies	Resources
- Initial and Ongoing Assessment: Using tools such as the NCCA EAL Post-Primary Assessment Kit and the Bell Foundation's EAL Assessment Framework. - Holistic Approach: Building a comprehensive learner profile, avoiding reliance on formal standardised tests.	- Targeted EAL classes - Small group and individualised instruction - Curriculum-linked language support - Use of bilingual dictionaries in state examinations	- Guidance and toolkits from NCCA, Oide, and PDST - Relevant circulars available via Circulars.gov.ie

EAL provision is reviewed regularly to ensure it remains responsive to student needs and aligned with best practice.

Appendix 5: Irish Exemptions

Irish Exemptions

Cork ETB Procedure for Applications for exemption from the study of Irish (CL 0055/2022)

1. Parent/Guardian or student who has reached 18 years completes application form; May use letter 1a. with 2b. for students newly arrived from abroad and once application is received proceed to step 4. The important piece here is that they are made aware of the consequences for future study.
2. Application is acknowledged enclosing:
 - a. Letter of acknowledgement
 - b. Information on implications
 - c. Copy of CL 55/2022
3. Assessment meeting(s) is held with parents/guardians/student, where required. It may be possible to engage in this communication by phone/email/letter or a combination of all. Data gathered to support application and a decision is made using checklist for assessment of application;
4. Outcome of application is communicated in writing by:
 - a. Letter granting exemption
 - b. Certificate of Exemption

OR

- c. Letter refusing Exemption
- d. Appeal Form

Appendix 6: Role of the SNA

TBC when new circular is published.