



Additional Educational Needs (AEN) Policy

1. Introduction:

Loreto College Foxrock is a fee-charging girls secondary school in Dublin that has an open admissions policy and welcomes all students. This policy document aims to outline the school's Additional Educational Needs (AEN) support programme and the philosophy that underpins it. This policy was drafted by the Additional Education Needs Team in consultation with staff, students and parents.

2. Rationale:

It was written in the context of the Education Act (1998) and takes cognisance of the Equal Status Act (2000), the Education Welfare Act (2000), the Equality Act (2004), the Education for Persons with Special Needs Act (EPSN) (2004), the Disability Act (2005), the Data Protection Acts (1988, 1998, 2003, 2017). These further publications have informed the content of this policy: "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); Department of Education Circular No: 0014/2017: Special Education Teaching Allocation; "Supporting Students with Special Educational Needs in Mainstream Schools" (Department of Education & Science (DES) Inspectorate: 2017); Special Educational Needs: A Continuum of Support - Guidelines for Teachers. It is supported by the School's Anti-Bullying Policy and Code of Behaviour, both of which advocate and promote inclusion. This policy also reflects the standards as outlined on the "Looking at our School 2022- A Quality Framework for Post-Primary Schools" (DES, 2022) such as: learner experiences, inclusion, student participation, student as independent learners and support for student transitions.

3. Loreto Philosophy:

"Loreto/Institute of the Blessed Virgin Mary (IBVM) education values and respects each student and seeks to educate all irrespective of ability... in an open learning environment" (Kolkata Guidelines: Page 6). The Loreto philosophy of education is centred in God and is rooted in Gospel values where truth, freedom, justice, sincerity and joy find expression. In Loreto College Foxrock we endeavour to provide a caring and respectful community, which promotes the growth of each individual. We strive to create a supportive learning environment, which encourages each person to develop her full spiritual, intellectual, moral, physical and social potential. It also embodies the values of the Mary Ward Schools Compass by embracing and affirming diversity and thinking and acting justly.

4. Mission Statement:

"In the Spirit of Mary Ward, Loreto College Foxrock is a caring, enabling, learning community where staff and students work together with mutual respect to fulfil their God-given potential with integrity, compassion and a sense of humour in the generous pursuit of a just world". The AEN Mission Statement states "Loreto College Foxrock is an inclusive school that endeavours to address and responds to the diverse needs of its learners and removes barriers so that each learner is enabled to achieve the maximum benefit from their schooling".

5. Aims and Objectives:

The aims of this policy are:

- To foster a commitment to inclusion, equality of opportunity and the holistic development of each student
- To reduce barriers to ensure all students can access the curriculum
- To promote students' participation and active engagement in their learning and the life of the school
- To improve the learning experience and educational outcomes for students with AEN through a variety of teaching methods and enable each to reach her individual potential, become an active citizen and a lifelong learner
- For students to receive the individualised support they need in an inclusive environment
- For students with the greatest level of need to access the greatest level of support
- To have a strength-based approach to develop students' academic, social, emotional and independent living skills
- To have high aspirations for all students and ensure that the student is at the centre of the decision-making process in the school

6. Definition of AEN:

The EPSEN Act (2004) defines students with Special Educational Needs (SEN) as “those who are restricted from participating in and benefitting from education on account of an enduring physical, sensory, mental health or learning disability, or any other circumstance which results in a person learning differently from a person without that condition”. This AEN policy covers a broader range of students and recognises that their needs may be temporary or long term. They may include students with traditional SEN or those that have had their learning impacted by external factors.

These students may include students with (this is not an exhaustive list, these needs are not in order of priority):

- Physical Disability e.g. Hearing/Visual impairment, Dyspraxia, Wheelchair User
- Emotional/Behavioural Issues e.g. Attention Deficit Disorder, Oppositional Defiant Disorder
- English as an Additional Language
- General Learning Disability
- Specific Learning Disability e.g., Dyslexia, Dyscalculia, Dysgraphia, Speech and Language Disorder
- Epilepsy
- Autism Spectrum Disorder
- Sensory Integration Disorder
- Downs Syndrome
- Mental Health Disability e.g., Anxiety Disorders, Obsessive Compulsive Disorder
- Exceptional Ability
- Minority status
- LGBTQAI+
- School refusal
- Illness (including recovery from illness)

7. AEN Team (Internal):

The school has a core team of teachers with responsibility for AEN, this provides continuity. This team has the necessary experience and has access to ongoing professional development, this ensures students with the greatest need have support from teachers with experience and expertise. Depending on resources the AEN Team may vary from year to year. It may consist of the following: AEN Co-ordinators, AEN Teachers, English as an Additional Language (EAL) Teachers, Inclusion Support Assistants (ISA) - also known as Special Needs Assistants (SNA).

The following have responsibility for managing the school's internal response to support students with AEN:

Board of Management

Defers responsibility to the Principal. This may include:

- Overseeing the development, implementation and review of the Admissions Policy, Anti-Bullying Policy, Code of Behaviour and AEN Policy
- Providing direction for the Principal in the day-to-day management of the school. This includes the allocation of physical and human resources to support students with AEN, provision of staff training and staff professional development in AEN
- Providing a secure facility for the storage of records
- Ensuring the rights of parents, as prescribed in legislation, are upheld in the school

Principal and Deputy Principal

- Work with the Board, teaching staff, parents/guardians and students to promote and develop inclusive practices in the school
- Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment
- Foster a commitment to inclusion, equality of opportunity and holistic development of all students
- Manage the planning and implementation of the school curriculum while promoting learning experiences that are broad, challenging and responsive to individual needs
- Foster teacher professional learning that enriches teacher' practice and pupils' learning
- Promote a culture that views students as active agents of their own learning
- Oversee AEN Policy development, implementation and guides associated resource allocation
- Oversee staff deployment, timetabling and organisation of students
- Oversee a whole-school approach to assessment and screening
- Ensure effective engagement with feeder primary schools
- Ensure teachers are aware of their roles and responsibilities in relation to students with AEN
- Ensure systems are in place for effective sharing of relevant information on students' needs with their teachers
- Consult and liaise with external bodies and agencies as appropriate
- Facilitate the continuing professional development and in-service training for staff
- Work in collaboration with the parents of students with AEN
- Facilitate the timetabling of regular meetings for a Student Support Team (Principal, Deputy Principal, AEN Co-ordinator, Guidance Counsellor, Year Heads)
- Ensure that whole school procedures are established to facilitate that the whole school community is consulted in policy development

AEN Co-ordinator

- Attends regular Student Support Team meetings
- Liases with Senior Management, Guidance Counsellors, Year Heads, ISAs and subject teachers
- Liases with outside bodies and relevant professionals
- Liases with the Special Educational Needs Organiser (SENO) and National Council for Special Education (NCSE)
- Liases, meets and advises parents
- Liases with the feeder primary schools and gathers information about the learning needs of students with AEN

- Compiles and updates an AEN Register
- Co-ordinates the implementation, monitoring and review of student support
- Recommends the nature and frequency of support a student receives
- Ensures AEN records are kept securely as per data protection legislation
- Shares professional recommendations with teaching staff using the schools IT systems
- Receives referrals from teaching staff (via Year Head) in relation to students learning
- Co-ordinates the work of the AEN Team
- Gathers information on students for assessment by outside agencies
- Co-ordinates Reasonable Accommodations at Certificate Examinations (RACE) in consultation with the Year Head and Guidance Counsellor
- Collaborate with the Guidance Counsellor to prepare the Disability Access Route to Education (DARE) and Higher Education Access Route (HEAR) Applications
- Co-ordinates standardised testing and feedback in conjunction with the Guidance Counsellor
- Makes Assistive Technology grant applications to National Council for Special Education (NCSE)
- Oversees the AEN department budget and the purchase of resources
- Provides information and advice to staff on AEN issues

Additional Educational Teacher

- Liase with ISAs, subject teachers and AEN Co-ordinator
- Co-teaching in the classroom
- Targeted Learning Support in individual or small group withdrawal. Which may address literacy (including spelling, reading, comprehension and English as an Additional Language (EAL)), numeracy, social skills, life skills, study skills, organisation. Recommended template available in AEN Teacher handbook.
- Targeted Curricular Support in individual or small group withdrawal. Plans, delivers, monitors and reviews this student support. Recommended template available in AEN Teacher handbook.

Guidance Counsellor

- Attends weekly Student Support Team meetings
- Liaises with the AEN Co-ordinator, Year Heads, ISAs and subject teachers
- Liaises with external agencies
- Liaises, meets and advises parents
- Receives referrals from mainstream staff
- Liaises with AEN Co-ordinator in relation to Reasonable Accommodations at Certificate Examinations (RACE)
- In collaboration with the AEN Co-ordinator, jointly co-ordinates standardised testing in the school
- Collaborates with the AEN Co-ordinator to prepare the Disability Access Route to Education (DARE) and Higher Education Access Route (HEAR) applications
- Supports students in subject selection
- Supports student in their third level applications
- Counselling as required
- In line with data protection legislation ensures student data is kept securely

Subject Teacher

- Promotes students as active agents of their learning in a safe and healthy learning environment that promotes pupil wellbeing and positive pupil outcomes
- Supports the learning needs of all students in their classroom, which may or may not be diagnosed or specifically named, to ensure learning experiences are broad, balanced, challenging and responsive to individual needs
- Is aware that students do not need a diagnosis to be given support in the classroom
- Differentiates the curriculum, teaching, learning, assessment and the environment in the classroom to support the needs and inclusion of all students and promotes equality of opportunity and holistic development for all
- Sets high standards for all students and encourage all of them to reach their individual potential
- Regularly consults school IT system for information on students with AEN and how to support them
- Refers to the AEN Teacher Handbook on how to best support students with AEN in his/her classroom
- Consults with the AEN Co-ordinator on how best to support students with AEN in his/her classroom
- If a subject teacher is concerned that the Classroom Support Level is not meeting the student's needs a referral is made to the Guidance Counsellor or the AEN Co-ordinator via the Year Head
- Communicate and collaborate with ISAs to support student participation, learning and assessment as per the role of the ISA below
- Subject teachers acting as tutors work closely with Year Heads to monitor at risk students
- May be timetabled for co-teaching in the classroom
- May be timetabled for targeted Learning Support on an individual or small group basis
- May be timetabled for targeted Curricular Support on an individual or small group basis
- Engage in professional development

Parents/Guardians

Contribute to the AEN Process. This may include:

- Making a direct referral to the AEN Co-ordinator where there is a concern
- Sharing information to facilitate the identification of learning needs by the AEN Team
- Supporting the student's progress at home

Students

Contribute to the AEN Process. The AEN Team recognises that individual students develop differently and always support each student to engage as fully as possible in the planning process. This may include:

- Self-referral to the AEN Co-ordinator
- Developing as autonomous learners by becoming active agents in their own learning
- Engaging in the support process while in school
- Co-operating with parental support at home

Year Heads

- Attends regular Student Support Team meetings
- Liases with Senior Management, Guidance Counsellor, AEN Co-ordinator, ISAs, tutors and subject teachers to monitor and support at risk students
- Receives referrals from subject teachers and passes them on to AEN Co-ordinator and Guidance Counsellor
- Monitor academic progress and attendance of year group
- Liases and meets with parents

ISA

The role of the ISA is a diverse one. From aiding a student with their physical and care needs to supporting the students accessing the curriculum and participating in class/school activities and assessments. In all cases promoting the independence of the student. ISAs are important and valued members of the school community and as such should participate fully in school life. This diverse role may include the following, depending on the needs of the student, this is not an exhaustive list (these roles are not listed in order of priority):

- Ensuring the physical safety of students
- Aiding the students with their care needs
- Assisting students with their care needs associated with specific medical conditions
- Accompany students on external trips, internal workshops and activities
- Attend to students taking sensory, movement or rest breaks
- Assisting teachers with supervision of students outside class time
- Aiding the students in physical/manual activities and assisting during practical work
- Assisting and promoting general organisational skills among students, helping them obtain the necessary equipment for class, organising their materials and assignments for use during and outside of class
- Aiding students to record their homework and messages in the school journal
- Support students to be attentive and stay on task in class
- Assisting students in starting pieces of work and regularly engaging with students during ongoing projects
- Acting as a reader in class or for assessments
- Acting as a scribe for students in class or for assessments
- Helping students with their Assistive Technology
- Support/observe student participation in class/activities
- Promote student participation in co-curricular activities
- Adapt class and assessment materials
- Be proactive by monitoring students' needs and using initiative to help students overcome these barriers
- Advocate for students by ensuring they have access to the resources and support necessary for their success
- Liaise with class teacher and engage in professional conversation to promote student learning and participation
- Communicate issues arising with Additional Education Needs Co-ordinator
- Update student files on school systems
- Keeping personal record of daily timetable and adding important observations/incident to student files
- Support students in separate centres during assessment blocks
- Engage in ongoing professional development

8. AEN Support Services (External Agencies):

The following external agencies liaise with the Internal AEN Team to support the school students with AEN:

Special Educational Needs Organiser (SENO), National Educational Psychological Service (NEPS), National Council for Special Education (NCSE), National Behavioural Support Service (NBSS), State Examination Commission (SEC), DES Inspectorate, Disability Associations, Visiting Teacher for the Visually Impaired, Visiting Teacher for the Hearing Impaired, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Health Service Executive (HSE) and HSE funded services, Other medical professionals*

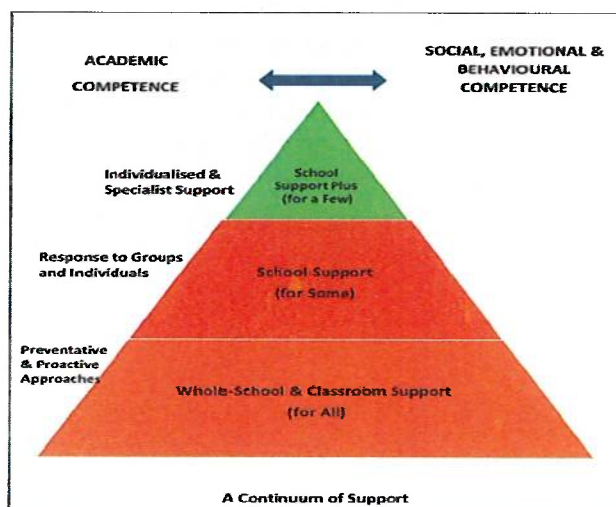
*This is not an exhaustive list and may include other professionals

9. Continuum of Support:

The Continuum of Support involves a problem-solving model to support students. When a student is identified as needing support/intervention then there is assessment, data gathering and analysis. After which a plan is developed to support the student. This plan is later reviewed. The flowchart below shows how this problem-solving model functions.



The Continuum of Support provides a framework for our school to enable us to identify and respond to students' needs in a flexible way. It also supports us in engaging with external professionals as required. The Continuum of Support has the following levels of support:



10. AEN Model of Organisation:

The school follows a three-step process to support students as laid out in *Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs* (Department of Education and Skills, 2017). It is based on the Continuum of Support and involves the 1. identification, 2. support/ intervention and 3. monitoring of outcomes for students with additional educational needs.

1. Identification Process

Table 1 below outlines how the school collects evidence about students' educational needs at each level of the Continuum of Support. Data generated from this process is used to adapt teaching, to plan support/interventions and to serve as a baseline against which to map progress.

Table 1: Identification of AEN through the Continuum of Support Process

Support Level	Identification
Support for All	<ul style="list-style-type: none"> • The school gathers information on students' learning from primary school and parents in order to plan provision and ensure continuity and progression in the students' education • AEN Co-ordinator liaises with feeder schools, transition meetings are arranged for students with a high level of need. • First Year students sit standardised ability testing in Term One to identify the strengths and possible areas of need of each student. • Teacher and ISA observation • Teacher Assessment (for learning and of learning) • Standardised Numeracy and Literacy testing • Standardised Aptitude Tests • Student Consultation • Parent Consultation
Support for Some	<ul style="list-style-type: none"> • Teacher and ISA observation records • AEN Teacher designed assessments including school developed EAL assessment • Parent/student interview • Learning Environment Checklist and other NCSE checklists and rating scales • Diagnostic and/or standardised assessments in Numeracy and Literacy • Formal observation or behaviour • Functional assessment as appropriate
Support for a Few	<ul style="list-style-type: none"> • A systematic approach to information gathering and assessment is used involving subject teachers, parents, SET's, SENO and outside agencies • It may involve formal and informal assessments and diagnostic tools including teacher observation, student interview, measures of cognitive ability and social, emotional, behavioural, adaptive functioning • Consultation with outside agencies as appropriate

2. Support/Intervention (including resources used to access the curricula)

The AEN Team use the students records to track the students' pathway through the Continuum of Support. Students with the greatest need receive the greatest amount of support. Good target setting is central to effective teaching and learning for students with AEN. Where possible targets are SMART, strength based and positive.

Table 2: Support/Interventions in the Continuum of Support

Support Level	Support
<i>Support for All</i>	<ul style="list-style-type: none"> • Differentiation in teaching, learning and assessment at classroom level • Questioning strategies • Seating Plans • Assessment strategies (for and of learning) • Year Head academic reviews • Use of school IT systems • Embedding ICT in teaching, learning and assessment at classroom level via school devices and data-projectors • ISA Support • Classroom based support/intervention by the subject teacher • Year group or schoolwide workshops, talks, activities, programme • Year group or schoolwide interventions on ICT, study skills, Literacy and Numeracy • Schools extra-curricular and co-curricular programme • School Wellbeing Programme • Guidance and Counselling <p>Where students continue to present with significant difficulties despite support at Support for All Level then Support for Some/Support for a Few is initiated.</p>
Support for Some	<ul style="list-style-type: none"> • Co-teaching • Small group or individual withdrawal for learning support (literacy, numeracy, social skills, study skills, organisation, EAL) • Small group or individual withdrawal for curricular support • EAL and AEN Programmes recommended by the NCSE • Modified class resources • Use of individualised equipment • ISA support • Movement, rest breaks • Reasonable Accommodations in Assessments • Guidance and Counselling • Referral to services outside school <p>Support at this level operates for a period of time and is subject to review.</p>
Support for a Few	<p>Support at this level is likely to be allocated more resources, more individualised support and involve longer term planning and consultation with outside agencies than at the Support for Some level. Support for this level operates for a period of time and is subject to review.</p>

3. Monitor Progress and Review Outcomes

The AEN Team lead by the AEN Co-ordinator monitors and evaluates student progress. The AEN Co-ordinator reviews the subsequent effect on the student's position on the Continuum of Support.

11. Timetabling:

Students with the highest level of need are timetabled with the greatest level of support. Appropriate provision is provided for students with AEN within the timetable. A AEN Co-ordinator and a core team of teachers have timetables dedicated to special education duties which allows for greater stability and continuity of support. Some members of this core team are allocated flexible timetables with inbuilt capacity to respond to and address changing needs during the year. Provision is made for the AEN Team to support subject teachers through co-teaching. Provision is also made for short blocks of individual or small group support/intervention. However, impact of withdrawal on students' access to the curriculum and effect on inclusion is considered.

Where students exempt from Irish have diverse needs the students may be separated into different classes based on their AEN where they are given appropriate learning support/interventions. At senior cycle students who do not study Irish are offered another academic subject for three of the four classes and given appropriate learning support/intervention for the other.

12. AEN Resources:

The AEN Co-ordinator's office contains AEN resources, including a printer, a phone and locked filing cabinets. It is beside the AEN classroom. This intimate classroom has a data projector and whiteboard and is designed to be welcome, supportive, and engaging. It also has a variety of teaching and learning resources: mini-library, games area, curricular resources, numeracy resources, literacy resources, social skills resources, arts and craft resources, EAL resources, bi-lingual and English dictionaries. There is also a fold out bed and blankets. There is a second AEN classroom for primarily for the use of students with EAL needs. There is a dedicated room which contains a bean bag and sensory toys where students can take time-outs, sensory or movement breaks.

13. Examinations:

The State Examinations Commission (SEC) operates a reasonable accommodations scheme (RACE) to minimise the impact of a student's disability on her performance in the state examinations. During in house assessments the school will endeavour to replicate as closely as possible the supports offered under the RACE Scheme by the SEC.

14. Communication:

The following are the structures in place to promote communication within the AEN Team and between the AEN Team and the subject teachers, parents and the Student Support Team.

Within the AEN Team

- AEN Team communicates in person, via email and the school App
- AEN Team has regular meetings
- Student files are kept electronically in a private pin protected shared area on the school IT system
- Paper-based student files are in a locked filing cabinet in the AEN co-ordinator's office.

With Subject Teachers

- The AEN register is found in a shared staff area on the school IT system
- Students with AEN have an asterisk beside their name on the school management information system
- Students with AEN have details of their additional need, classroom recommendations and accommodations on their individual page on the school management information system
- The AEN Teacher booklet is available in hard copy or on the school IT system
- Teachers communicate in person or via email to initiate a conversation with the AEN Team if they need additional advice on how to support students in their classroom

- Teachers use the referral form if, in their professional judgement, student's needs are not being met at the Classroom Support Level. This is sent to Guidance or the AEN Co-ordinator via the Year Head
- Information may be shared with subject teachers by the AEN Team at staff meetings

With Parents

- Parents may contact the AEN Co-ordinator via phone or email
- Parents share information to facilitate the identification of learning needs by the AEN Team
- Parents contribute to the AEN process
- AEN Co-ordinator/Guidance Counsellor communicate and collaborate with parents via the school App, email, phone or by having in person meetings
- AEN teachers or ISAs working closely with students may contact parents via the school journal or by phone/email
- Subject teachers may contact parents via the school journal or by phone/email
- Subject teachers communicate with parents via parent teacher meetings and school reports
- The AEN policy is found on the school website

With the Student Support Team

- AEN Co-ordinator attends regular Student Support Team meetings with Senior Management, Guidance and Year Heads.

15. Enrolment:

The Admissions Policy of Loreto College Foxrock states that it will not discriminate in its admission of a student on the grounds of disability or additional educational need. It also notes that when deciding on applications or when planning a waiting list for admissions the school does not consider a student's academic ability, skills or aptitude.

16. Transitions:

Transitions can be particularly challenging for all students and can pose even greater levels of challenge for students with AEN. The school endeavours to ensure the successful transfer of students from primary to post-primary, post-primary to further education settings and students joining the school after first year and/or mid-year.

Primary to Post-Primary

- AEN Co-ordinator communicates with feeder primary school to discuss issues and share information around transitioning
- AEN Co-ordinator communicates with primary resource/learning support teacher
- AEN Co-ordinator and/or Year Head may contact parents of students with AEN prior to transition
- Primary Passport and sixth class report requested
- Previous medical or psychological reports are requested
- Open day for incoming students and their parents
- Individual visits for any student who would benefit from one
- Information evening for parents at the start of the academic year
- Induction activities in the first term and throughout the school year facilitated by school leadership team
- Parents Association organise social events for parents of all years to meet
- ISAs work closely with first year students at the start of the first term

Post-Primary to Further Education

- Provision of timetabled guidance classes for each year group for Senior Cycle

- Guidance Counsellor meets with each student at various points in Senior Cycle to discuss educational and career options
- Guidance co-curricular planning e.g. careers talks, trips, speakers
- Sharing of up-to-date information on career related matters on a timely basis throughout Senior Cycle using the school's digital platform
- Guidance Counsellor and AEN co-ordinator will advise parents of students with more enduring needs
- Guidance Counsellor and AEN co-ordinator will aid students making applications to third level under the DARE Scheme
- Guidance Counsellor will support students making applications to third level under the HEAR Scheme
- Small group sessions to address particular career guidance areas
- Provision of support for parents e.g. year group presentations, individual advice
- Relevant external professionals may be consulted

Joining after First Year and/or Mid-Year

- The Principal or Deputy Principal meet with the parents/guardians of the pupil, and in some cases with the student and their parent/guardian
- The school requests two reports for the student
- The Year Head facilitates the students move into the school and monitors the student's progress in consultation with tutors and subject teachers
- Guidance and the AEN Team may collaborate with the Year Head to monitor/assess the student
- Support/interventions are put in place as necessary

17. Exceptionally Able Students:

Students who require opportunities for enrichment and extension that go beyond those provided for the general cohort of students are deemed exceptionally able. These students are identified through a referral system (including the students, parents or teachers), academic monitoring and achievement on standardised ability testing. The school seeks to encourage the development of their special abilities through differentiation. The table below shows some of the opportunities that students may have to enrich and extend their learning:

Table 3: Opportunities for Exceptionally Able Students

General intellectual ability or talent	Classroom Based Assessments (CBA's) and other project work Extended Transition Year Programme including Gaisce Award Encouraged to apply for academic scholarships at third level
Specific academic aptitude or talent	Wide range of school subject clubs, Spelling Competitions, Maths, Science and Linguistics Olympiads and Competitions, Student Language Exchanges
Visual and performing arts/sport	In School and National Art Competitions, Drama Productions, Musical Productions, Wide variety of Sports, Orchestra and Choir, Talent Show
Creative and productive thinking	Variety of School and National Writing Competitions
Mechanical ingenuity	BT Young Scientist Exhibition
Special abilities in empathy, understanding and negotiation	Debating, Student Council. Anti-Bullying Ambassadors, School Leadership Team, Justice and Peace Committee, Peer Mentoring

18. Date Adopted:

This policy was adopted by the Board of Management on the date noted below.

19. Made Available:

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Skills and the patron if requested.

20. Review:

This policy and its implementation will be reviewed by the Board of Management. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education and Skills.

This Policy was agreed on the date noted below.

Signed:

G Ryan

(Chairperson of Board of Management)

Date:

12/6/23

B Prendiville

Signed:

(Principal)

Date:

12/6/23

