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Supporting the Professional  
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## Session 2

# Junior Cycle L1LP and L2LP

## Updates



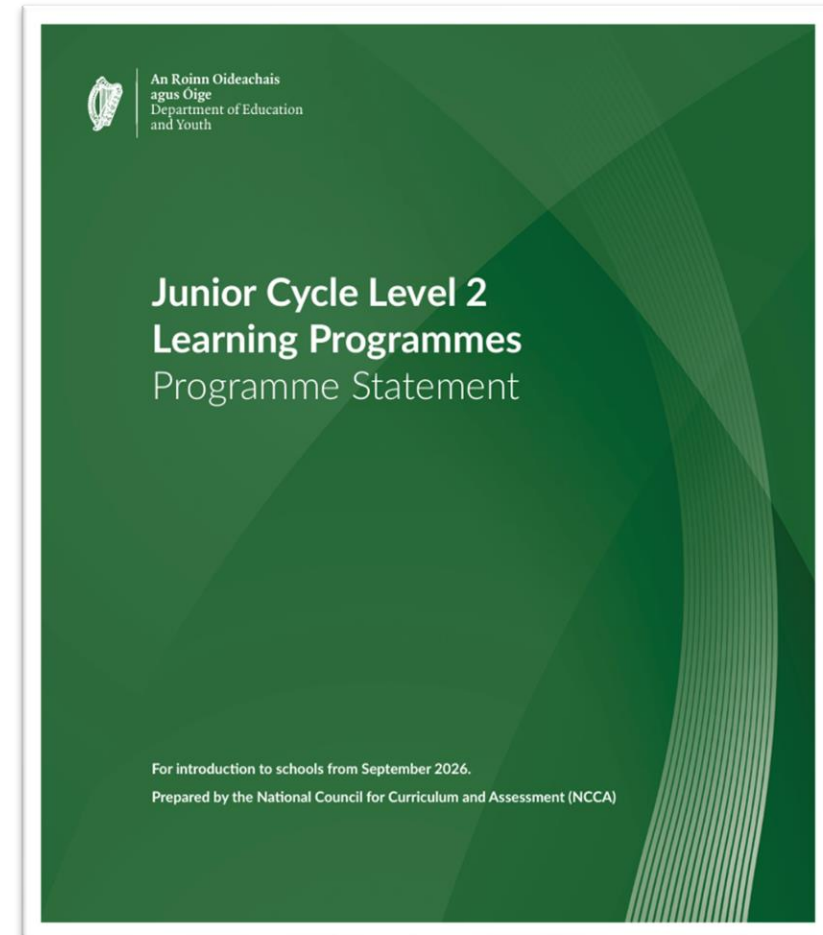
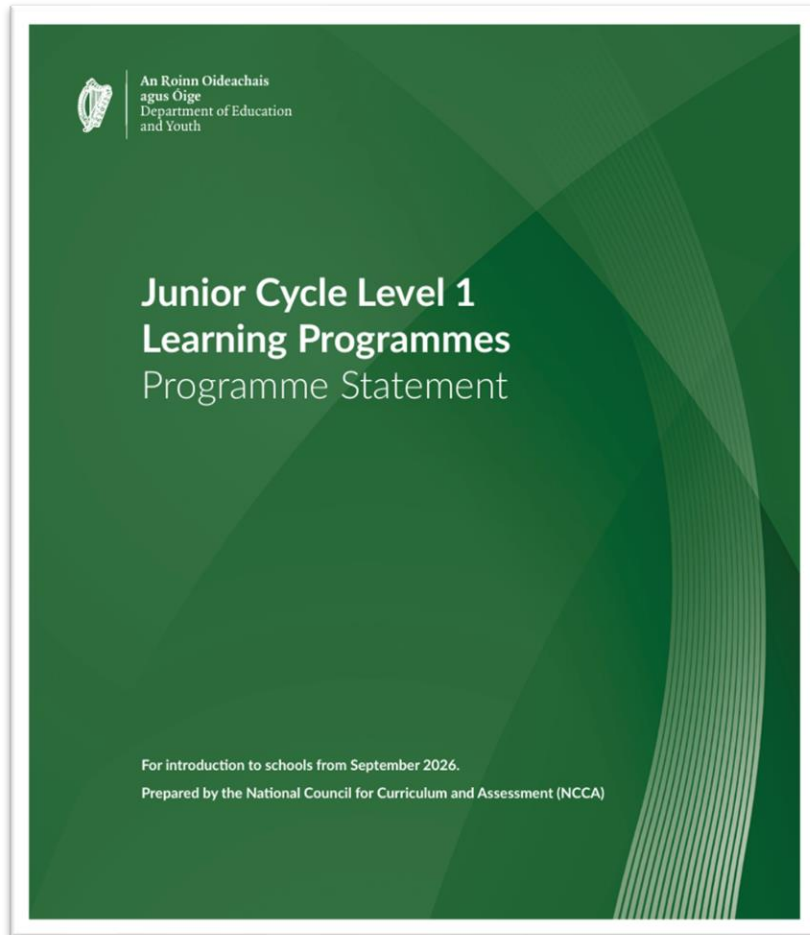
- Explore the updates to the Junior Cycle L1LP L2LP
- Reflect on current practices in selecting suitable curricula



# Junior Cycle Programme Statements

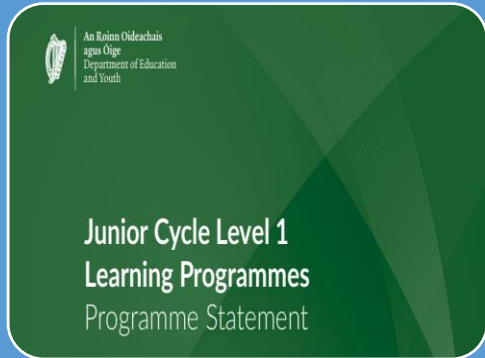


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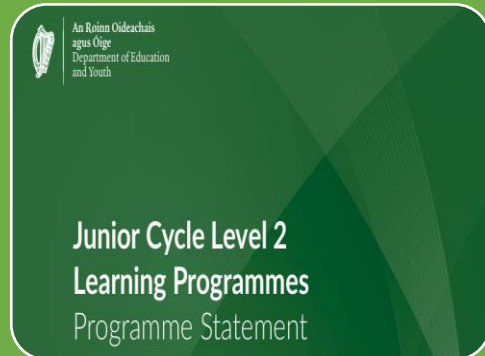
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### JCL1LP

- 'Likely to have significant delayed development across a number of areas including learning, communication, language and adaptive skills'.
- 'The students following a JCL1LP have multiple , and in some cases, significant needs. '



### JCL2LP

- 'Learning profiles prevent them from accessing some or all of the junior cycle Level 3 curricula'.
- 'They are likely to have developmental delays across a number of areas, including learning, communication, language and adaptive skills'.

Junior Cycle Level 1 Learning Programmes Programme Statement pp.3-7

Junior Cycle Level 2 Learning Programmes Programme Statement p.3

# Updates to JCL1L2LP: From September 2026



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- Progression Continuum now at JCL1 and JCL2

Table 3: Level 1 progression continuum

Progression Pathway	The student...
Attend	attends and is present at the learning activity or event.
Recognition	shows awareness of, or recognition of, the learning activity/event including a fleeting focus.
Attention	pays attention to the learning activity/event but it can be inconsistent and often brief.
Acknowledgement	begins to respond to, or acknowledge the learning activity/event, often inconsistently and the response is appropriate to the student.
Engagement	shows more consistent attention to learning activities/events
Involvement	begins to share, take turns, show enjoyment of the learning activity/event, and express choice.
Anticipation	begins to anticipate familiar learning activities/events.
Action	joins in, gestures, vocalises on learning activity and others, appropriate to the student's form of communication.

Junior Cycle Level 1 Programme Statement p.15

Table 3: Level 2 progression continuum

Progression Pathway	The student...
Engagement	is at an acquiring stage where they are beginning to engage with the learning outcomes.
Advanced engagement	can achieve the learning outcomes through repetition and support.
Competency	can achieve the learning outcomes independently on several occasions
Advanced competency	is maintaining their level of achievement with the learning outcomes. They can achieve the learning outcomes even after a break or change.
Proficiency	can apply their learning in different contexts, scenarios, with different stimuli and people.
Expertise	will adapt their learning emerging from learning outcomes to understand or problem solve in new contexts and scenarios.

Junior Cycle Level 2 Programme Statement p.12

# Updates to Junior Cycle



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- PLU Skills for Life replaces PLU Preparing for Work
- Students starting JCL2 Programme in September 2026 will engage with Skills for Life



# Updates to Junior Cycle



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- History has been given a special core status, as outlined in Circular 0016/2020.
- Students following a JCL2LP can fulfil this requirement by engaging with the Level 2 History short course or the Level 3 History subject specification if appropriate.



Junior Cycle Level 2 Learning Programmes Programme Statement p.33

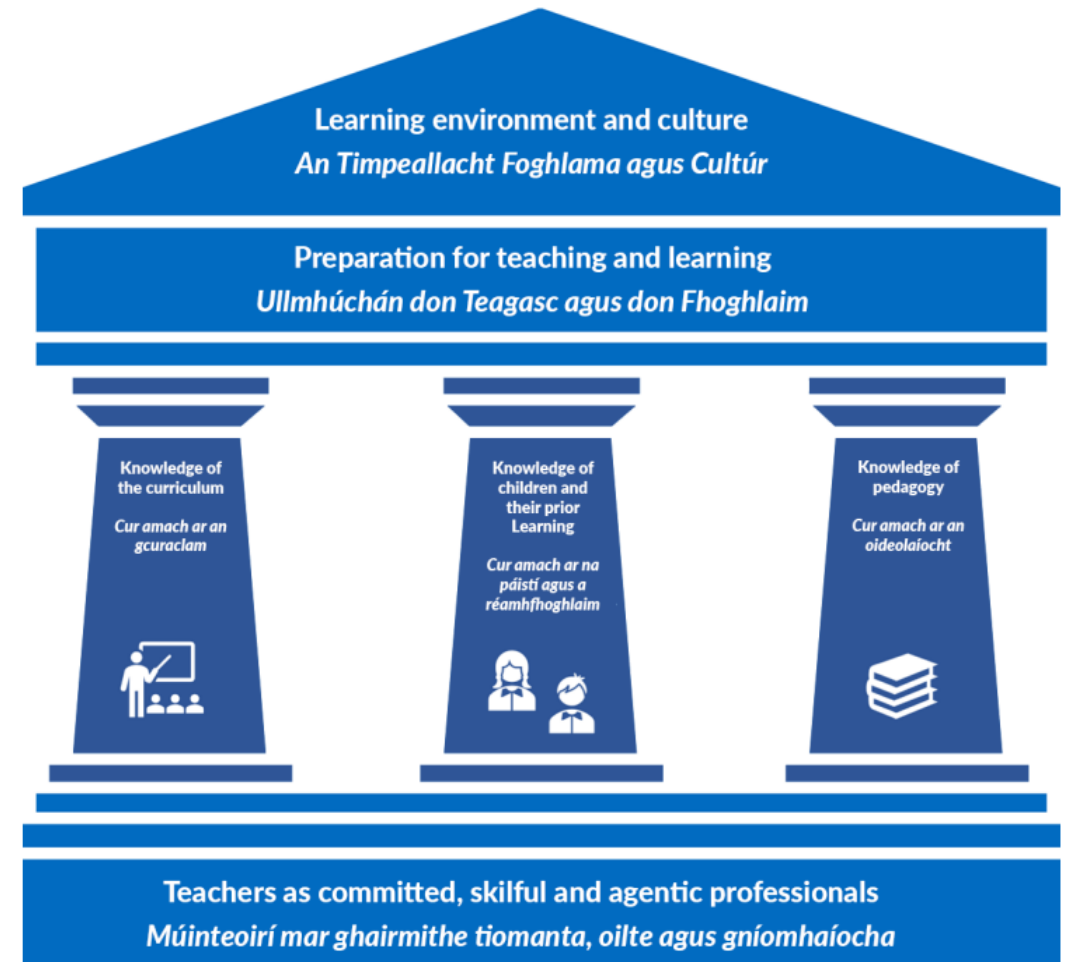


# Education Pathway within Special Schools



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Decision-making is guided by the key pillars of preparation, including “knowledge of the children and their prior learning; knowledge of the curriculum; and knowledge of pedagogy” supported by “high-quality assessment practice which is used to inform teaching and learning.



Preparation for Teaching and Learning – Guidance for All Primary and Special Schools p.7

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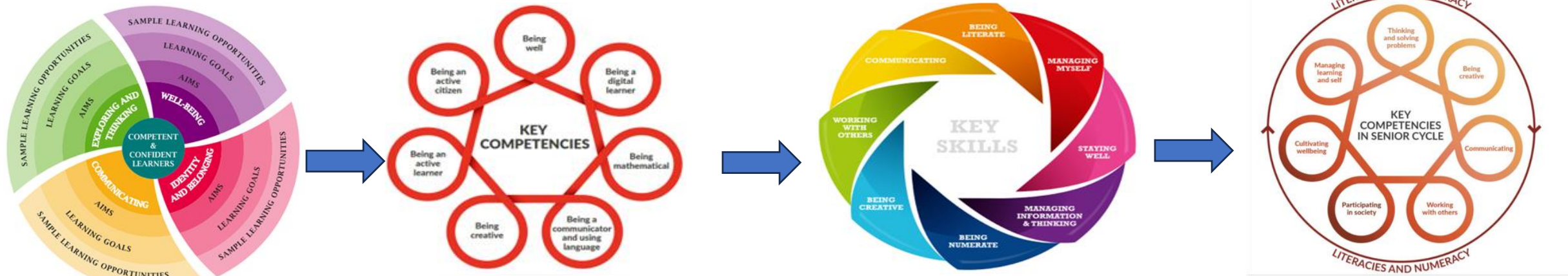


# Transitions through Curricula



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Transitions from primary experiences to junior cycle, and junior cycle to senior cycle, mark some of the key milestones in their formal education.



Junior Cycle Level 1 Learning programme statement p.7

# Transitions from primary to post primary Curricula



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Programmes are planned with a view to easing the major transition points that students face, particularly the move from primary to post-primary.

A programme that builds on prior learning and supports students in making links within and across learning areas provides for continuity and opens pathways for further learning.



# Transitions through Collaboration



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Relationship building support students and their families in navigating key transition points.

Support the planning process to enable the students to manage the transitions successfully.



# Breakout Rooms



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- You will be assigned a breakout room shortly.
- Please keep turn on your cameras and unmute your microphone for maximum participation.
- Please assign a note taker and a spokesperson in each breakout room.
- We will take oral feedback from each group following the activity.



# Target Groups Identification



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Who? Shared  
decision

How? – Supported  
transition

When? – Flexibility





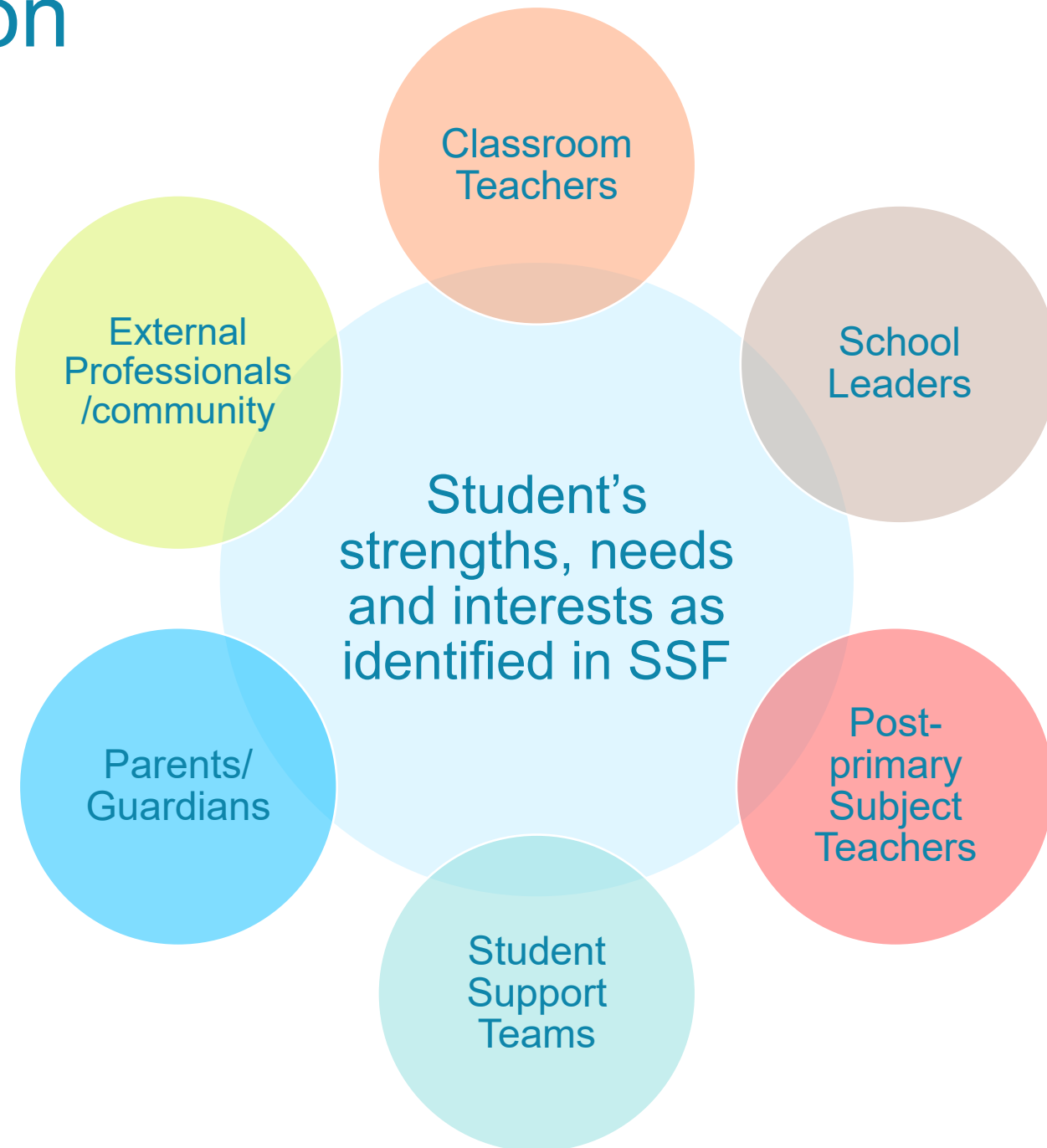
- What key learning did your group identify?
- Who?
- How?
- When?



# Shared Decision



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# Questions to consider when selecting appropriate curricula for JCL1L2LP



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Q1. What information has been gathered from the student's primary school experience?

- *Education Passport from primary setting to post primary setting?*
- *Student Support File*
- *School-based assessment if appropriate*
- *Any Assessments completed e.g. T-TAPP, AFLS, Literacy, Numeracy, Communication, Sensory, ABLIS, Basic Skills checklist*
- *NEPS Transition to Post-Primary Transfer Profile*
- *Pre-enrolment meetings*



# Questions to consider when selecting appropriate curricula for JCL1L2LP



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2 .Have the student's class teachers provided evidence that the student has significant difficulty in accessing the learning in the curriculum at Level 2 in junior cycle, despite support being provided to the student?

3. Has the JCL1LP been explained in detail and discussed with parents/guardians to consider their views?

4. Has the school engaged with the student, and parents/guardians, as appropriate, to capture their views on progression in junior cycle and beyond?



Consider

# Questions to consider when selecting appropriate curricula for JCL1L2LP



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5. Have these views been captured and recorded in the SSF as part of the CoS problem-solving process?

6. Has the student given their consent (if appropriate) and have their parents/guardians given written consent to engage with a JCL1LP?

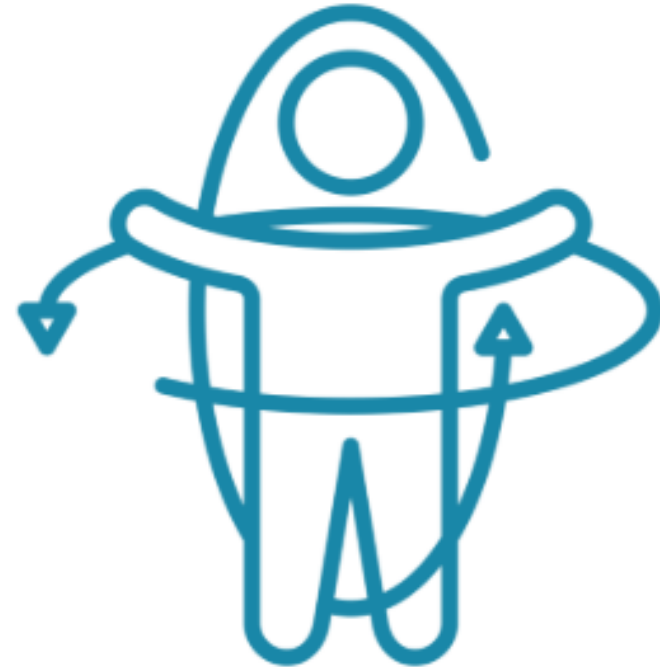
7. Have all relevant staff and professionals' views been considered?



# Reflect, Refresh, Return



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# Breakout Rooms



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# Transition Support Activity



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Spend 10 minutes discussing the prompt questions from the JCL1L2 programme statements in relation to your own current practice.

Spend 15 minutes reflecting on your current practice and suggest possible ways this could be built upon using the guiding questions from the programme statements

Select spokesperson to share the learning from activity





1. What key learning did you identify within your own current practice in relation to transitions
2. How might your future practice for transitions be built upon?
3. Any other observations?





# Ticket to Leave



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In the chat share;

- One thing you have learned today
- One question you still have





## L1LP & L2LPs Special School Online Cluster PLE 2026





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# Thank You