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Supporting the Professional
Learning of School Leaders
and Teachers

Curriculum for All Young People

School Cluster Professional Learning 2024/25

Post-primary School Leaders and Teachers

Outline for Today



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- Session 1: 9.30am – 11.00am ‘Personalised Curriculum Planning’

- Break Time 11.00am – 11.20am



Break

- Session 2: 11.20am – 1.00pm ‘Key Competencies’

- Lunch 1.00pm – 2.00pm



Lunch

- Session 3: 2.00pm – 3.30pm ‘Senior Cycle L1LPs & L2LPs’

Your Learning, Your Way



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- Multi-modal engagements options – written, audio, visual
- All participation styles accommodated; write, move, speak etc
- Activities offer choice and flexibility. Choose from: individual, pairs, small groups, etc
- Respect privacy of others...



Flexibility



Choice



Consider

If there is anything we can do to improve your experience during today's workshop, please let us know privately.



Please respect everyone's right
to privacy

No discussing individuals from
your own settings

Introducing Oide



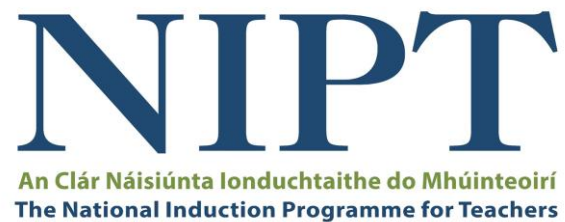
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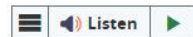
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*Working to deliver a better
special education service*



Teacher Professional Learning



The NCSE provides a comprehensive programme of Teacher Professional Learning seminars each school year covering a variety of special educational needs topics.

Please see below to browse our current calendar, apply for seminars, and for further information on Autism focussed seminars provided by the Middletown Centre for Autism.

 <p>TPL Seminar Calendar</p>	 <p>Middletown Centre for Autism</p>	 <p>School Support</p>
<p>Click to view our seminar calendar and to book your place on one of our seminars.</p>	<p>Find out more about Middletown Centre for Autism courses and resources</p>	<p>Make an application for School Support – professional development for teachers and school leaders.</p>

Session 1 Learning Intentions



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- Further develop our understanding of flexibility of Junior Cycle.
- Explore the process of planning a personalised & targeted programme of learning at Junior Cycle

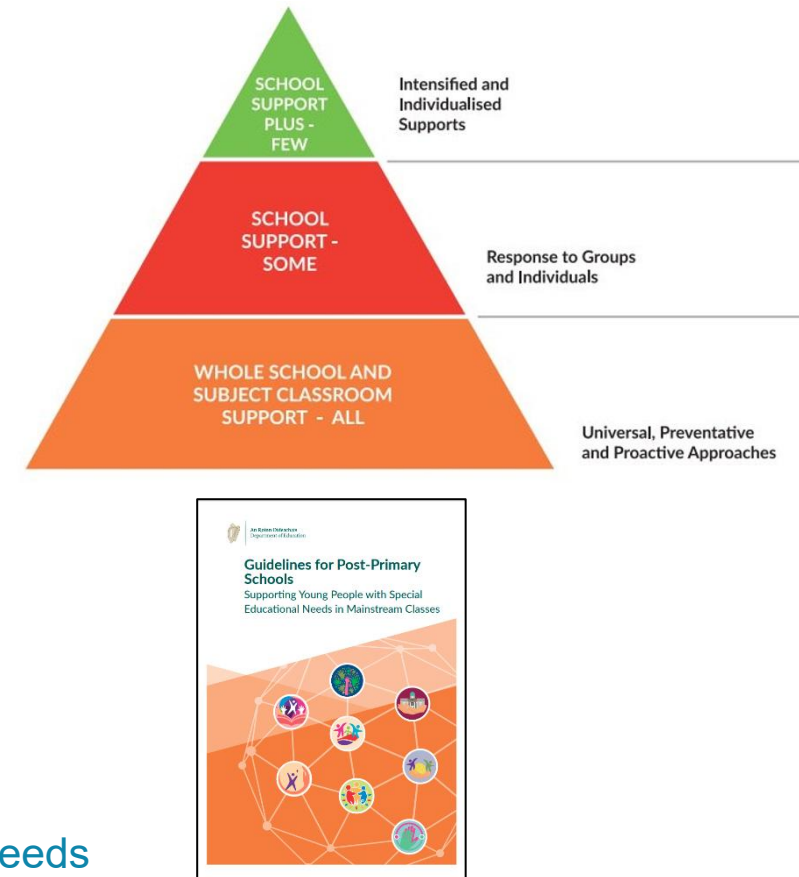


Junior Cycle Curriculum



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It is essential that young people with special educational needs have access to a curriculum which is most appropriate to their needs. This includes access to programmes such as Level 1 Learning Programme (L1LP) and Level 2 Learning Programme (L2LP) at Junior and Senior Cycle, and the Leaving Certificate Applied (LCA) Programme at Senior Cycle.



Guidelines for Post Primary Schools Supporting Young People with Special Educational Needs in Mainstream Classes p.16

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Collaborative Approach



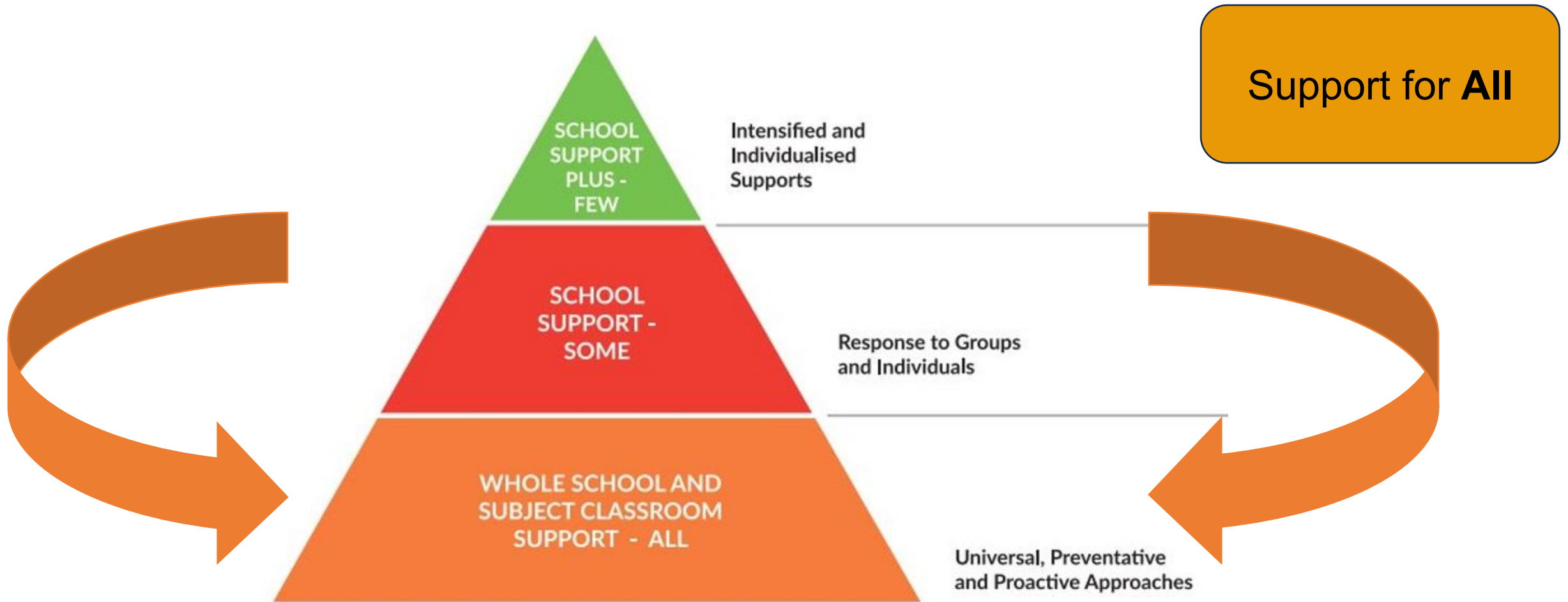
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Junior Cycle for **All**



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Guidelines for Post Primary Schools Supporting Young People with Special Educational Needs in Mainstream Classes p.30

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Junior Cycle for **All**



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Support for **All**



Min 8 Max 10
Subjects



Must include
English, Irish,
Maths &
History*



Programmes of
study in PE,
SPHE & CSPE



Max 4 Short
Courses



Min 400 hour
Wellbeing
Programme



Guidance
related learning

*Certain student may be exempted from the study of Irish in accordance with Circular 55/2022. Students engaging with L1LPs are exempt from History as per Circular 16/2020.

Circular 0028/2023 pp.6-9

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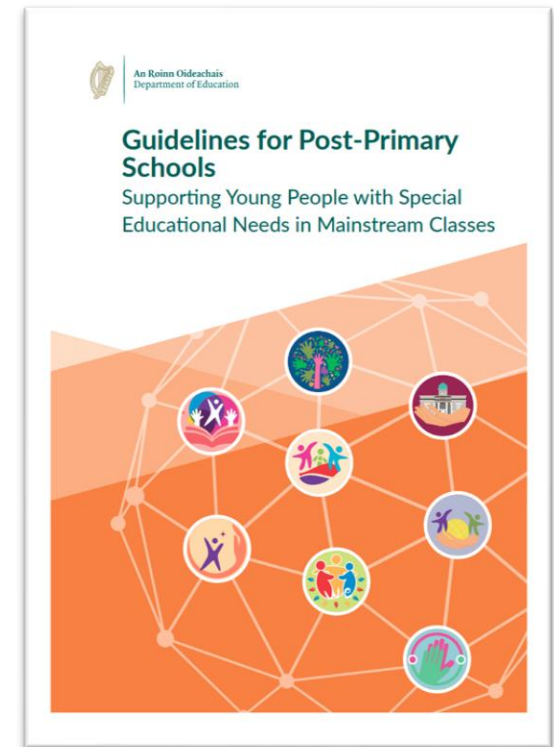
Inclusive Junior Cycle Curriculum



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Support for **All**

"All young people should have access to a broad, balanced and appropriate curriculum. In post primary schools, a wide range of subjects and programmes at Junior Cycle and Senior Cycle should be offered. "



Guidelines for Post-Primary Schools Supporting Young People with Special Educational Needs in Mainstream Classes p.16

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Barriers to Learning



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Support for **All**

Please use the chat function to share barriers to learning that young people in your school encounter when engaging in the Junior Cycle curriculum?



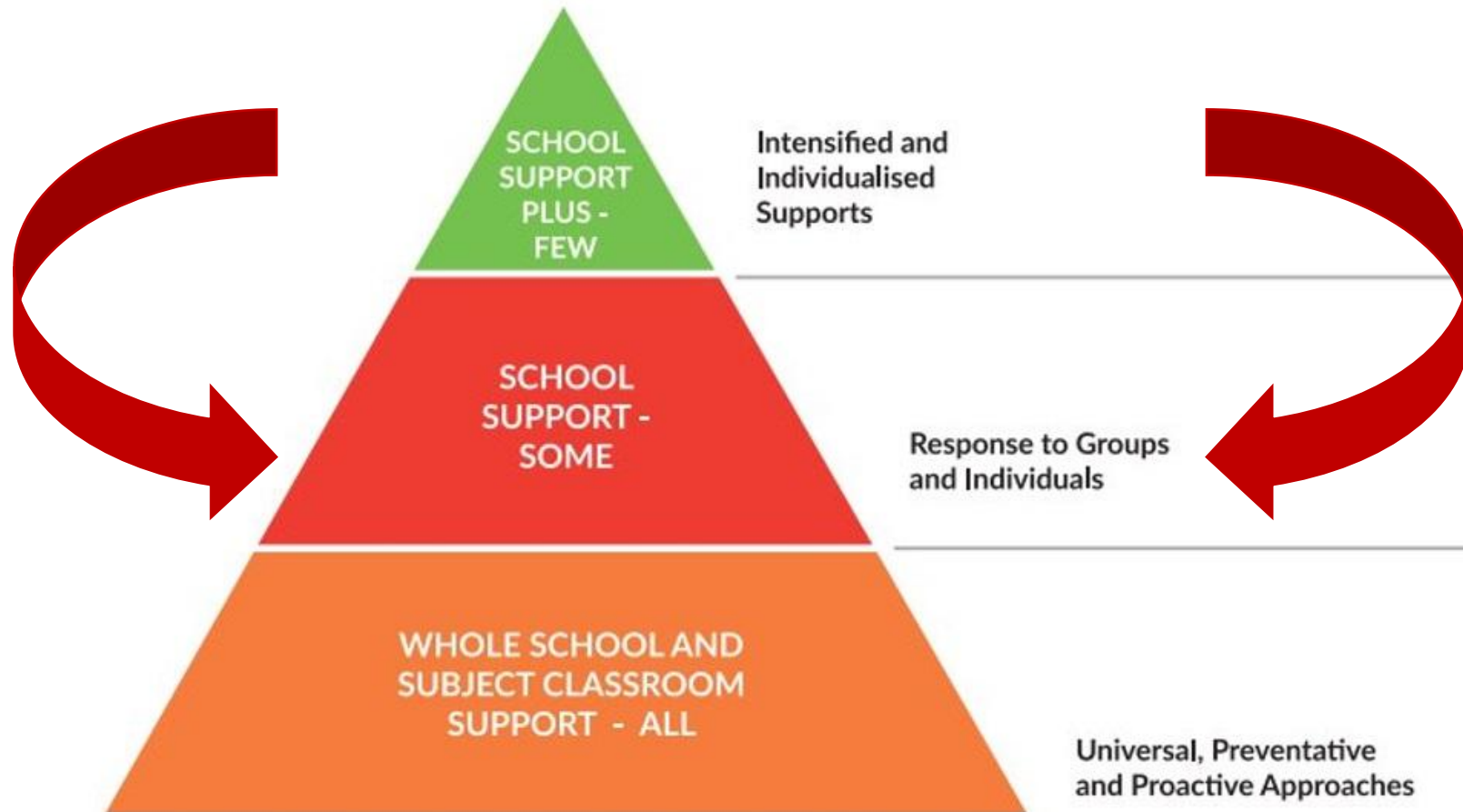
Individual

Junior Cycle for **Some**



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Support for **Some**



4 Step Process




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Support for **Some**




Insert school logo [here](#)



STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

A Continuum of Support

ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE



Developing a student support plan is the outcome of a [problem solving](#) process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Guidelines for Post-Primary Schools Supporting Young People with Special Educational Needs in Mainstream Classes p.34

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Student Support File




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Support for **Some**


- Provides a **process** for recording and collating all information in relation to the young person.
- Plan **interventions** aligned to their identified strengths, interests and needs.
- **Facilitates** the documentation of the young person's response to intervention.
- **Tracks** a young person's pathway through the *Continuum of Support* and guides which evidence-informed interventions are most appropriate.

Insert school logo [here](#)



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A Continuum of Support



ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

School Support Plus for a Few

School Support for Some

Wholeschool & Classroom Support for All

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Guidelines for Post Primary Schools Supporting Young People with Special Educational Needs in Mainstream Classes p.36

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Student Support Plan




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Support for **Some**

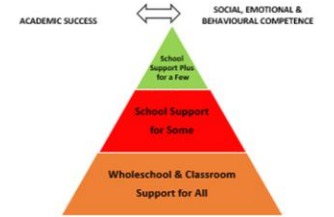
*The Student Support Plan is an **individualised learning plan** which documents the young person's strengths, interests and needs, as well as the priority learning needs that have been agreed as the basis for targets and interventions.*

Insert school logo here



STUDENT SUPPORT FILE	
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A Continuum of Support



ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

School Support Plan for a Few

School Support for Some

Wholeschool & Classroom Support for All

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Junior Cycle for **Some**



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Support for **Some**



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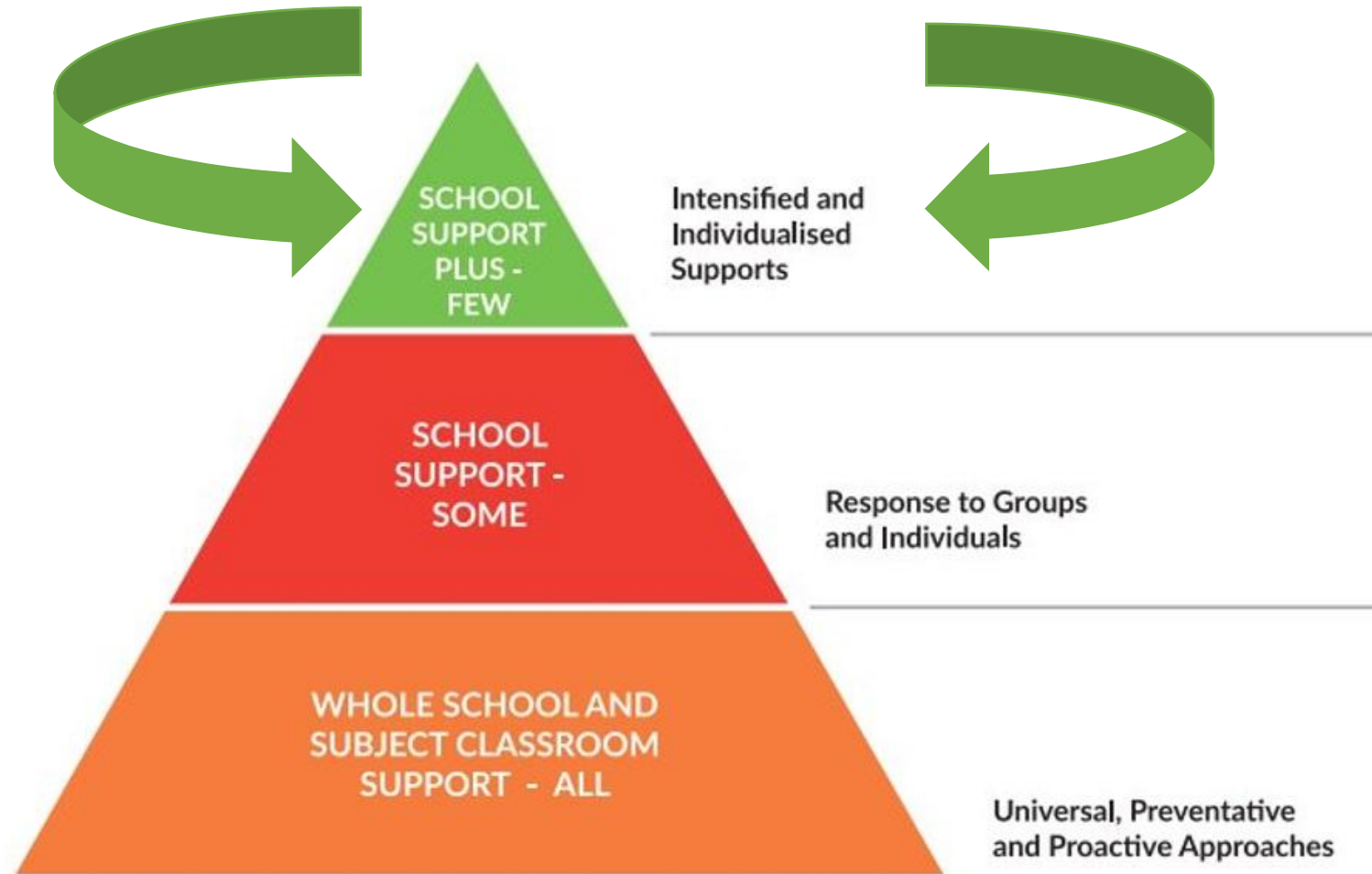
Circular 0028/2023 pp.6-9

Junior Cycle for Few



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Support for **Few**



4 Step Process




Oide

Support for **Few**




Insert school logo [here](#)



STUDENT SUPPORT FILE	
Name of Student	
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Date File Closed	

A Continuum of Support

ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE



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Junior Cycle for Few



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Support for **Few**



Broad & balanced curriculum



Appropriate level of support



Plan for progression



Meaningful & purposeful engagement



Variety of assessment & reporting



Appropriate subjects, PLUs and Short Courses

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Circular 0028/2023 pp.6-9

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Target Groups L1LPs L2LPs



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Who are the L1LPs for?

Low Moderate General Learning Disability

Severe or Profound General Learning Disability

Who are the L2LPs for?

Low Mild General Learning Disability

High Moderate General Learning Disability

Young People with the below listed strengths and needs may require support, but that support is not necessarily met through the L2LPs

Physical Disability

Hearing Impairment/Visual Impairment

Emotional behavioural Difficulties (EBD)

Autism

Specific Speech and Language Challenges

Pupils with SEN Arising from an Assessed Syndrome

Multiple Disability

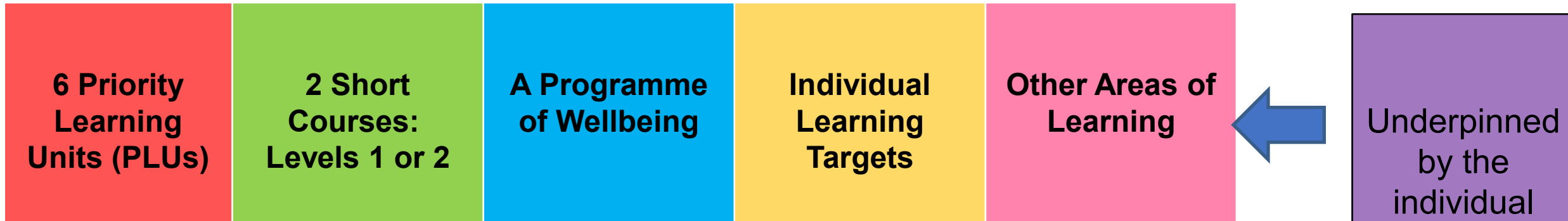
Specific Learning Disability; Dyslexia, Dyscalculia, Dyspraxia etc.

Level 1 & Level 2 Learning Programmes



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L1LP's: What might a student engage with?



L2LP's: What might a student engage with?



*Circular 0028/2023 & 0016/2020

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Where Can Learning Take Place?



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Meet Our Young People



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John



Sadie



Mateo

Personalised Junior Cycle Programmes in Action



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Engage with your group's assigned case study for John, Sadie or Mateo and identify their individual strengths and needs.



Group

Through discussion & collaboration, develop a personalised Junior Cycle programme for each young person by selecting a suitable curricula to support their identified strengths and needs.