



**Oide**

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Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Curriculum for All Students

## School Cluster Professional Learning 2024/25

Post-primary School Leaders and Teachers

# Outline for Today



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- Session 1: 9.15am – 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 – 3.45pm ‘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.



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Please respect everyone's right  
to privacy

No discussing individual  
students



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An tSraith Shóisearach do Mhúinteoirí  
Junior **CYCLE**  
for teachers

**NIPT**  
An Clár Náisiúnta Ionductaithe do Mhúinteoirí  
The National Induction Programme for Teachers

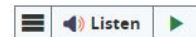
**PDST**  
Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí



*Working to deliver a better  
special education service*

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## 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.

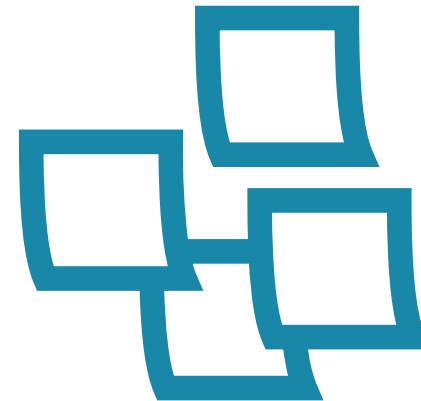
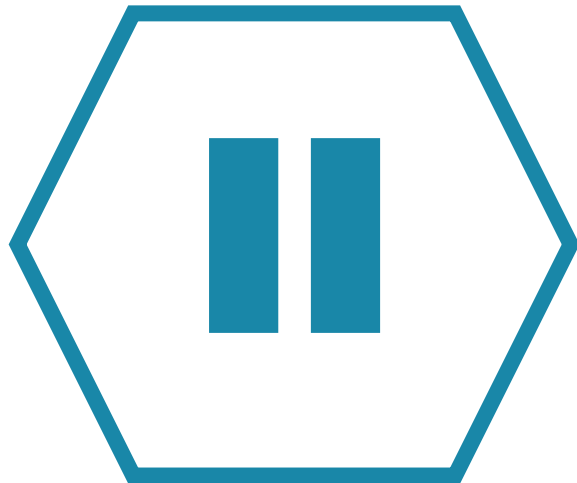
Please see below to browse our current calendar, apply for seminars, and for further information on Autism focussed seminars provided by the Middletown Centre for Autism.

 <p><a href="#">TPL Seminar Calendar</a></p> <p>Click to view our seminar calendar and to book your place on one of our seminars.</p>	 <p><a href="#">Middletown Centre for Autism</a></p> <p>Find out more about Middletown Centre for Autism courses and resources</p>	 <p><a href="#">School Support</a></p> <p>Make an application for School Support – professional development for teachers and school leaders.</p>
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- Further develop our understanding of flexibility of Junior Cycle.
- Explore the process of planning an personalised & targeted programme of learning at Junior Cycle





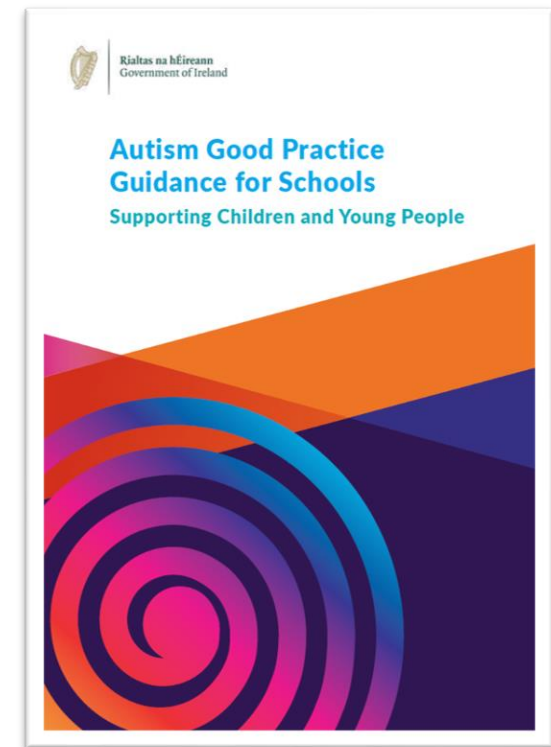


# Junior Cycle Programmes



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*"All students, including those with autism, should have opportunities to engage with a broad and balanced curriculum. Academic development is enhanced by adopting a strengths-based approach. This involves identifying abilities and interests and incorporating these into academic work to promote engagement and learning."*



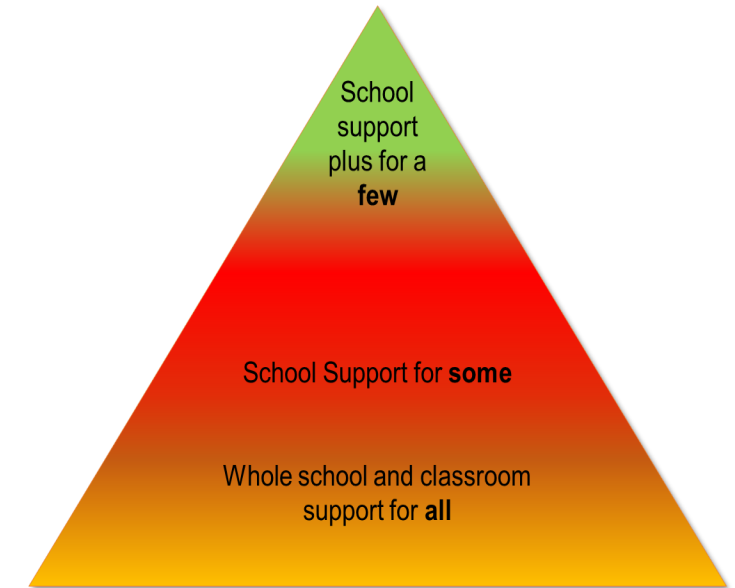
Autism Good Practice Guidance for Schools Supporting Children and Young People (2022), p.142

# Junior Cycle Curriculum




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*When planning their junior cycle programmes schools should "...ensure that, as far as possible, the **particular range** of subjects, short courses and PLUs available is **appropriate** to the needs and aptitudes of **every student** including those with special educational needs."*



An Roinn Oideachais  
Department of Education



Circular Number: 0059/2021

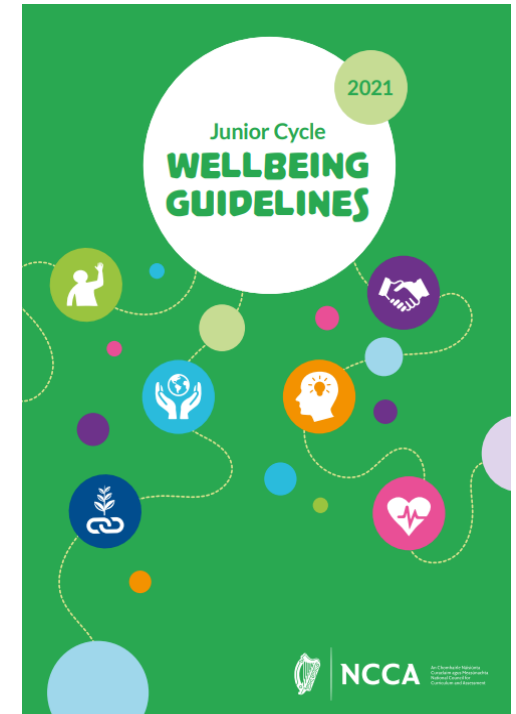
To: Addressee: Boards of Management, Principal Teachers and Teaching Staff of Post-Primary Schools, Special Schools and Chief Executives of ETBs

Arrangements for the implementation of the Framework for Junior Cycle with particular reference to the school year 2021/22.

Circular 0028/2023: Arrangements for the implementation of the Framework for Junior Cycle with particular reference to the school year 2023/2024 p.5)



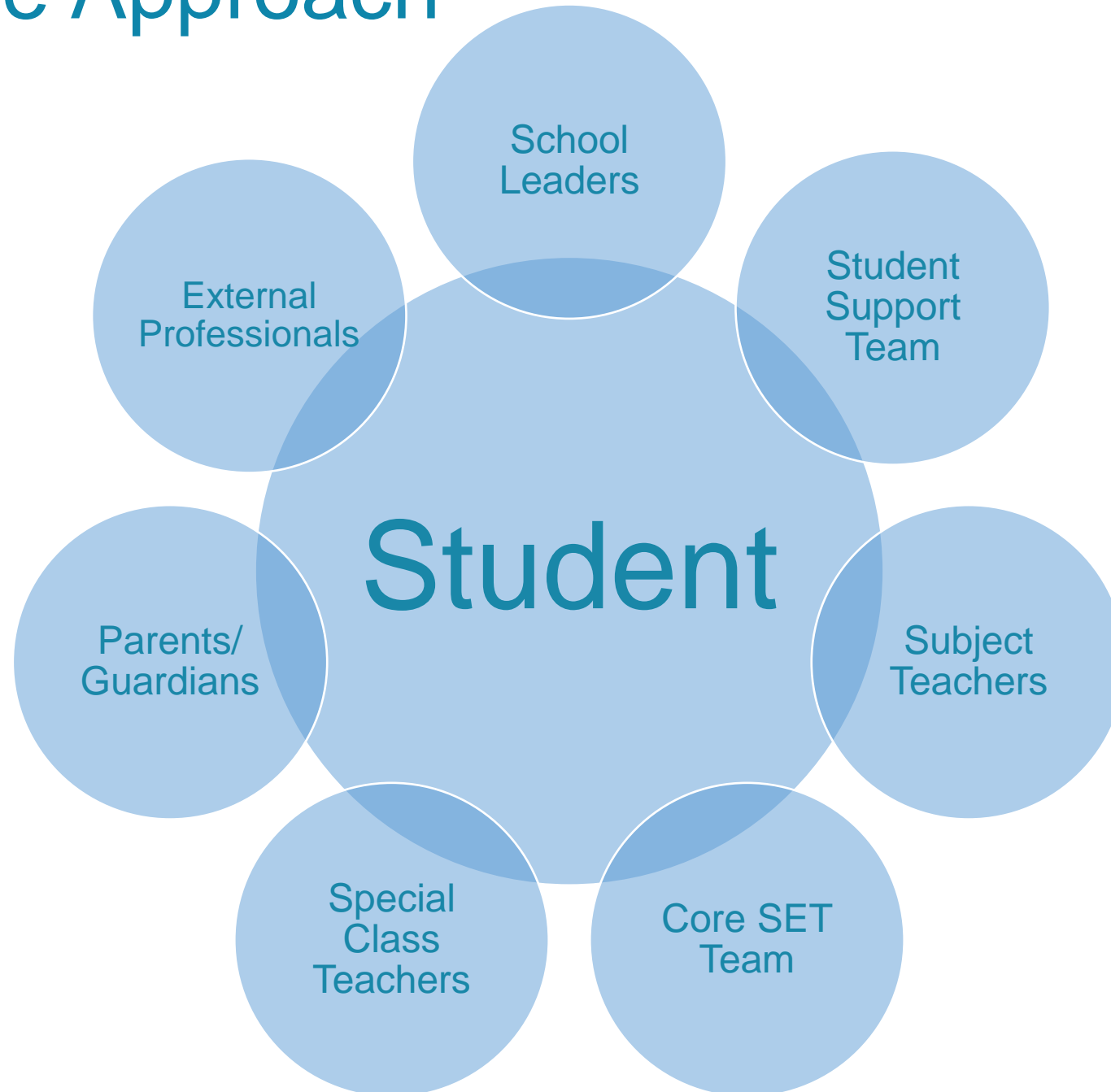
*"Wellbeing as a whole-school endeavour supports all students, albeit in different ways. When schools have a strong focus on taking care of the needs of all students, then those children who are vulnerable or experiencing particular difficulties also benefit."*



# Collaborative Approach



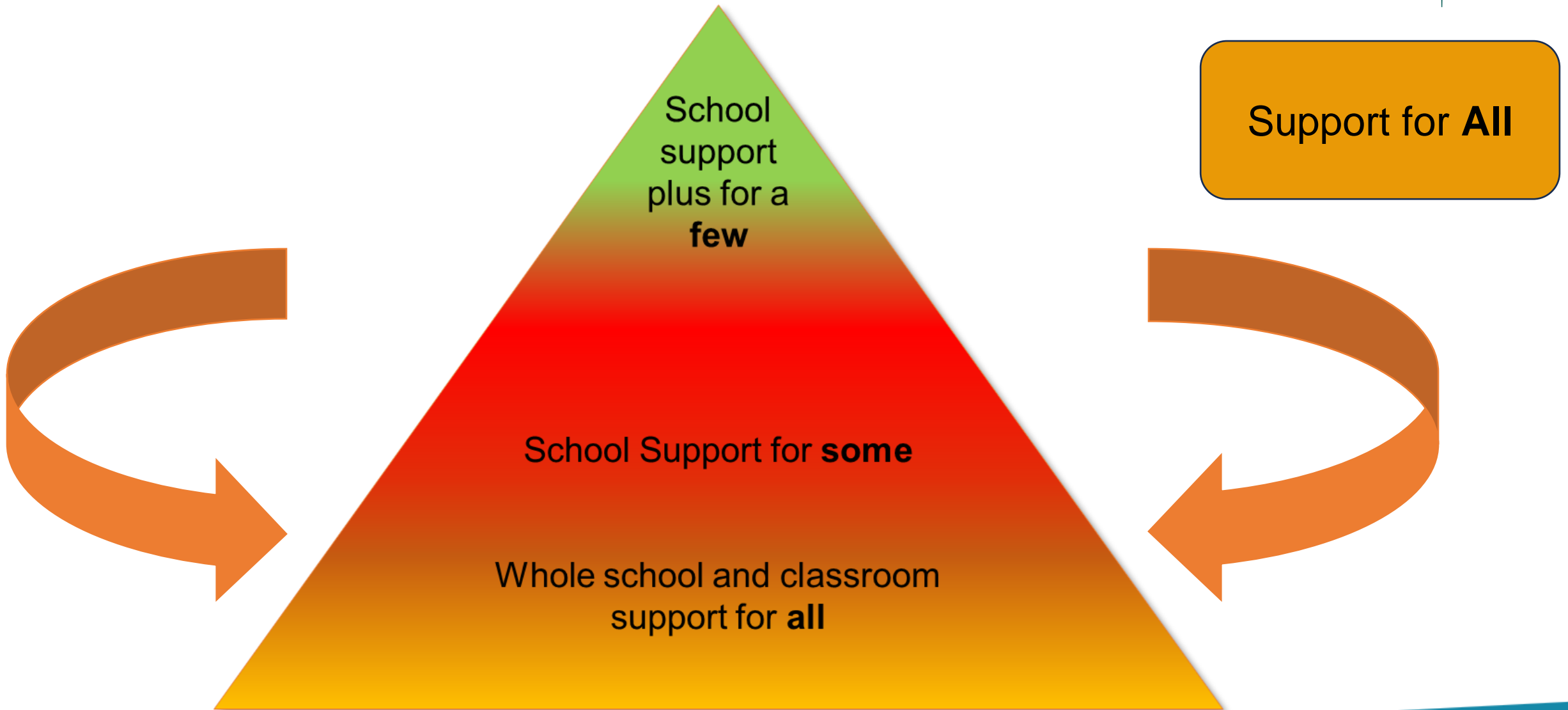
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# Junior Cycle for **All**



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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 students 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

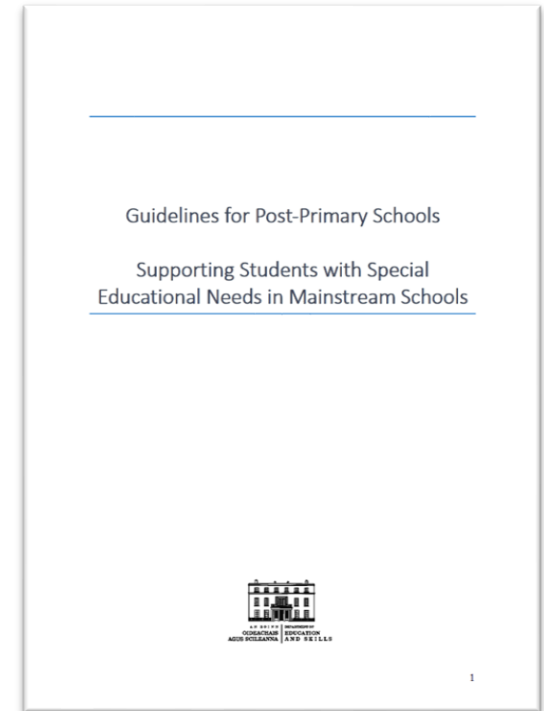
# Inclusive Junior Cycle Curriculum



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Support for **All**

*"Every student should be taught a curriculum that is appropriate to his/her developmental level. In matching programmes to students' needs, school leaders are encouraged to examine the range of curriculum options available."*



Guidelines for Post-Primary Schools Supporting Students with Special Educational Needs in Mainstream Schools, pg.14

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# Barriers to Learning



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Support for **All**

What barriers to learning do students in your school encounter when engaging in the Junior Cycle curriculum?



Individual

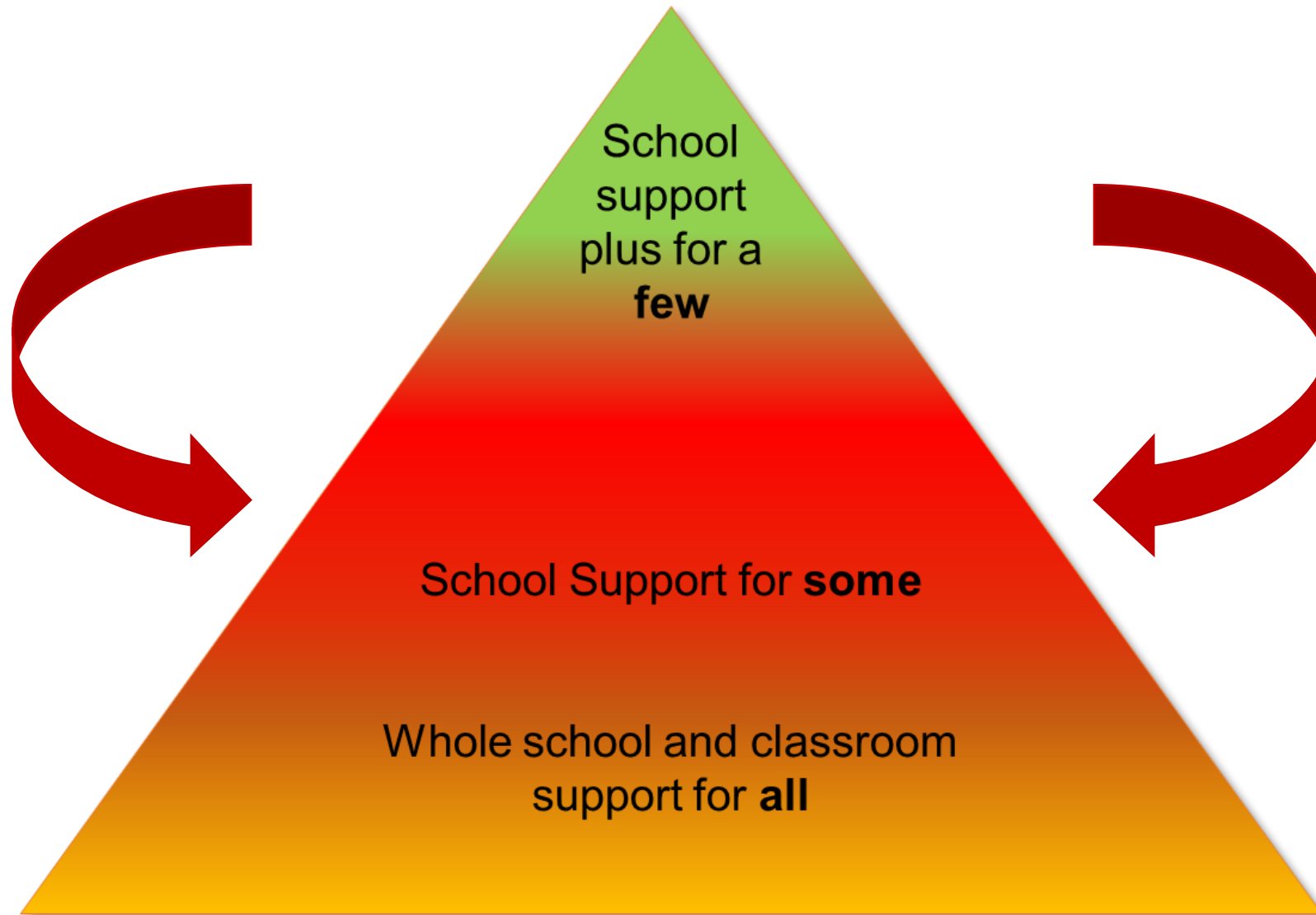


# Junior Cycle for **Some**



Oide

Support for **Some**

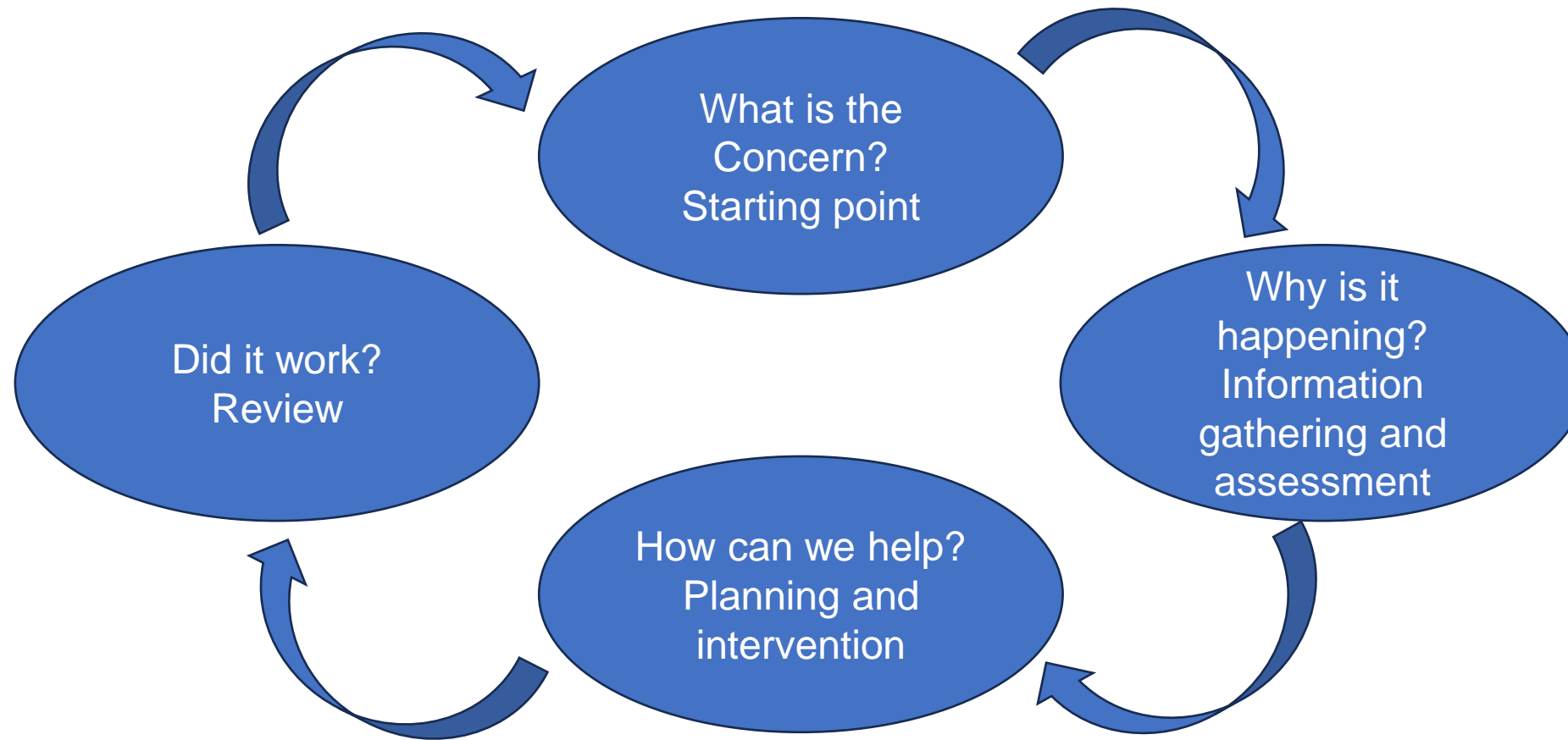


# 4 Step Process



Oide

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 Students with Special Educational Needs in Mainstream Schools p.11

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# Student Support File




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Support for **Some**


- Allows the school to **track** the young person's pathway through the Continuum of Support
- Allows the school to **document** progress and needs over time
- **Assists schools** in providing an appropriate level of support to young people, in line with their level of need
- **Keeps together** all the information about the support of the young person: information gathered, plans and interventions, consultations and reviews

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

School Support Plus for a Few

School Support for Some

Wholeschool & Classroom Support for All

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 Students with Special Educational Needs in Mainstream Schools p.11

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# Student Support Plan




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Support for **Some**


A support plan can take the form of a general plan for support...an **individual** profile and **learning programme**, an individual educational plan or a personalised student plan.

Insert school logo here



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

A Continuum of Support



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Guidelines for Post-Primary Schools Supporting Students with Special Educational Needs in Mainstream Schools p.12

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# Junior Cycle for **Some**

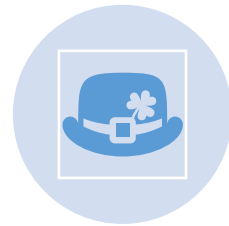


**Oide**

Support for **Some**



Broad & balanced curriculum



Appropriate level of support



Plan for progression



Meaningful & purposeful engagement



Opportunities  
Variety of assessment & reporting



Core Subjects\*

\*Certain students 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

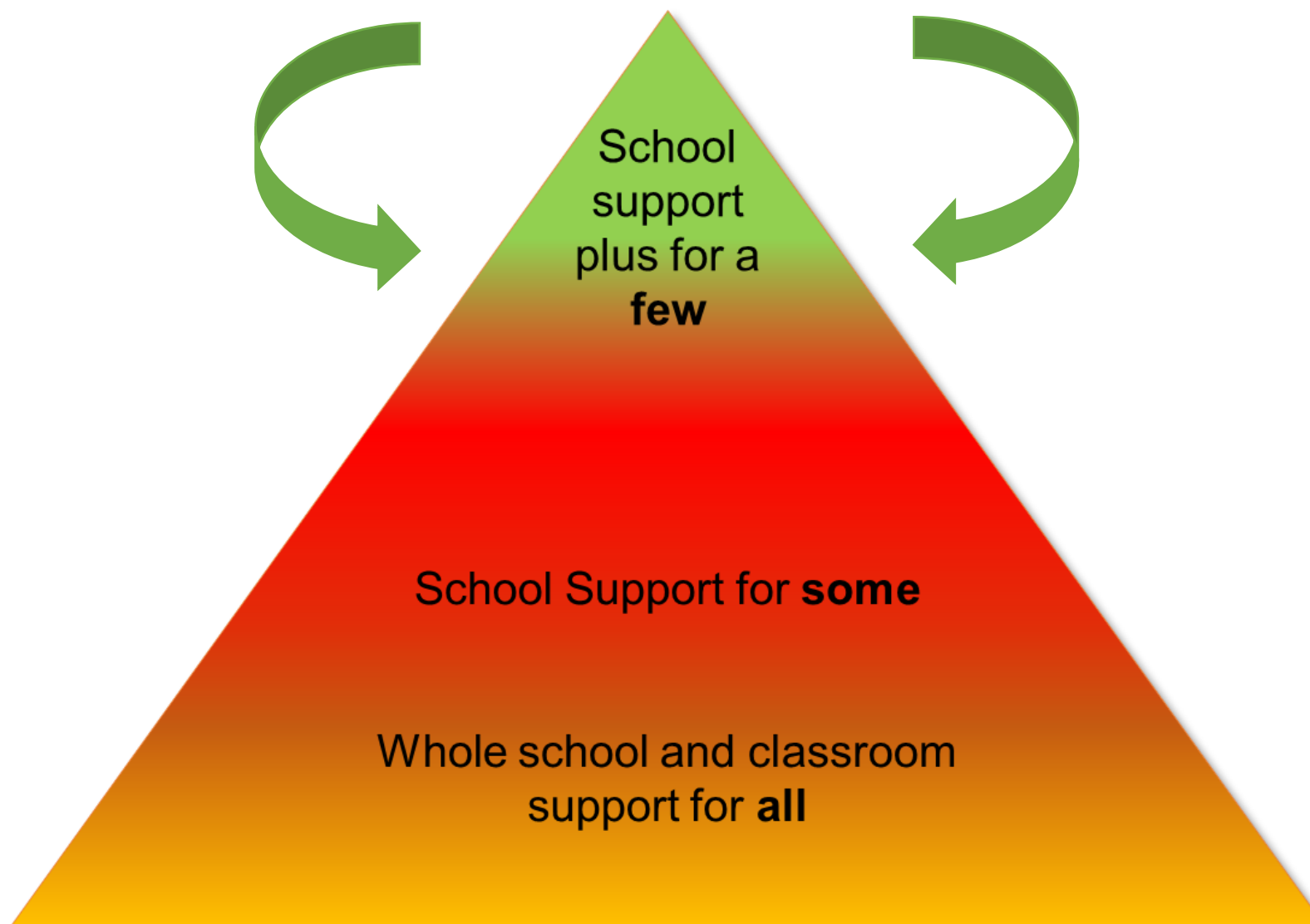
Circular 0028/2023, pg. 6-9

# Junior Cycle for **Few**



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Support for **Few**

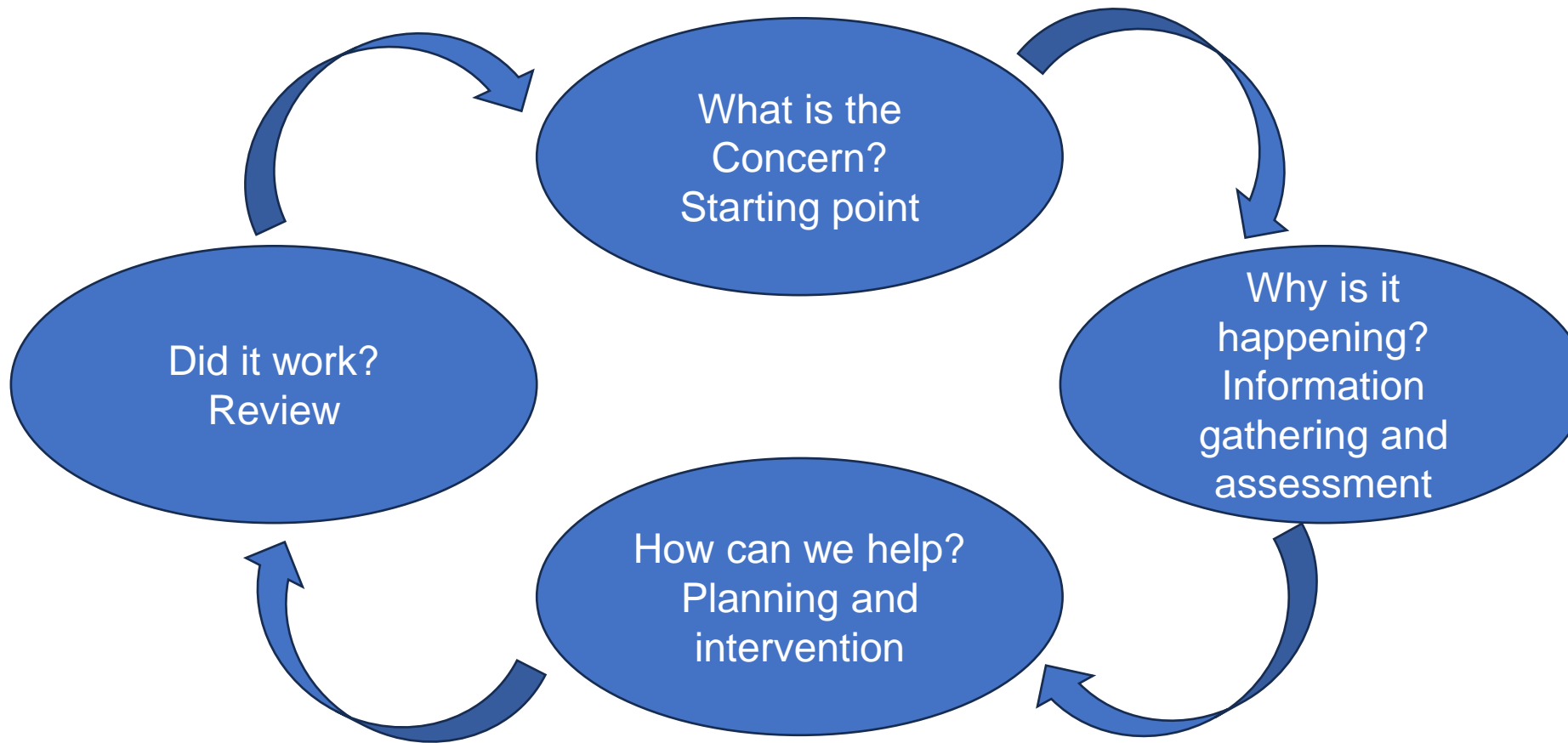


# 4 Step Process



Oide

Support for Few



Insert school logo here

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

A Continuum of Support

ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

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Guidelines for Post-Primary Schools Supporting Students with Special Educational Needs in Mainstream Schools p.11)

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# Junior Cycle for Few

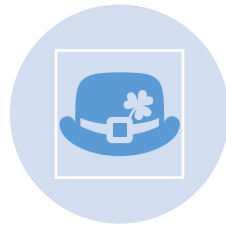


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Support for **Few**



Broad & balanced curriculum



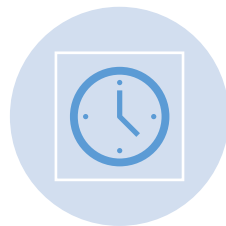
Appropriate level of support



Plan for progression



Meaningful & purposeful engagement



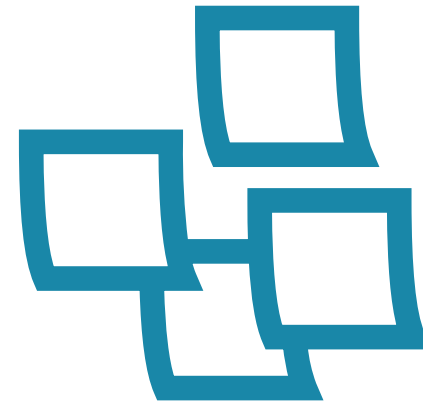
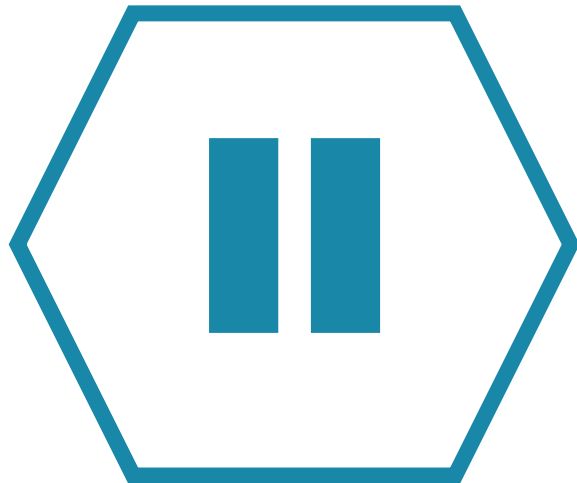
Variety of assessment & reporting



Appropriate subjects, PLUs and Short Courses

\*Certain students 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







## 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

**Students 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

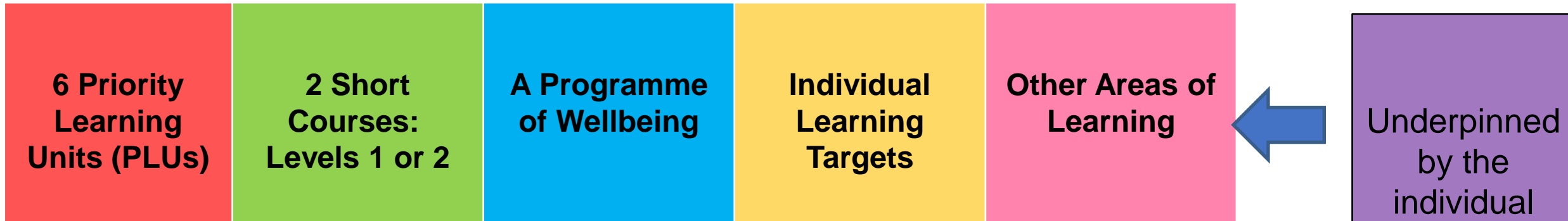
Specific Learning Disability; Dyslexia, Dyscalculia, Dyspraxia etc.

# 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?



# Where Can Learning Take Place?



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# Meet Our Students



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John



Sadie



Mateo

# Personalised Junior Cycle Programmes in Action



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Engage with case studies for John, Sadie & Mateo and identify their individual strengths and needs.

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

Consider their programme of **Wellbeing** and how their identified **priority strengths and needs** will be supported.



Group

# Observations on Activity



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How did their student support file support your decision?

What decision was the most challenging?

How will you support their individual strength?

What priority learning needs did you identify, how will you support this?



Consider

# Reflection: 3-Minute Pause



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*“The Three-Minute Pause provides a chance for participants to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.” (Lambert, 2012).*

Prompt questions:

- I changed my attitude about ...
- I am more aware of ...
- I was surprised about...
- I felt...



Write



Individual



Consider



Timed



Choice





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# Thank You