Report on the consultation on the draft curriculum areas and modules for Senior Cycle Learning Programmes Level 1 and Level 2

Contents

List of Abbreviations

AAC	Augmented and Alternative Communication
CoS	Continuum of Support
DCU	Dublin City University
DE	Department of Education
DEIS	Delivering Equality of Opportunity in Schools
GDPR	General Data Protection Regulation
ISL	Irish Sign Language
JC	Junior Cycle
LCA	Leaving Certificate Applied
LCE	Leaving Certificate Established
L1LP	Level 1 Learning Programme
L2LP	Level 2 Learning Programme
LOs	Learning Outcomes
LP	Learning Programme
MFL	Modern Foreign Languages
NABMSE	National Assoc. Boards of Management in Special Education
NCCA	National Council for Curriculum and Assessment
NFQ	National Framework of Qualification
NPC	National Parents Council
PE	Physical Education
PECS	Picture Exchange Communication System
PLC	Post Leaving Certificate
RACE	Reasonable Accommodations for Certified Examinations
RE	Religious Education
SC	Senior Cycle
SET	Special Education Teacher
SETAM	Special Education Teacher Allocation Model
SPHE	Social Personal Health Education
TPL	Teacher Professional Learning

Introduction

The Senior Cycle Review: Advisory Report (NCCA 2022) was published in March 2022 following the response from the then Minister for Education, Norma Foley, TD. Actions outlined in the Advisory Report include the development of follow-on modules at senior cycle for students currently studying Level 1 Learning Programmes (L1LP) and Level 2 Learning Programmes (L2LPs) in junior cycle. In March 2022, the Minister for Education requested that NCCA undertake a series of actions to progress the programme of work that was set out in an ambitious plan to redevelop senior cycle. One of the actions included in the plan was the introduction of a new qualification at Level 1 (L1) and Level 2 (L2) on the National Framework of Qualifications (NFQ).

A development group was established to undertake the task of developing the Programme Statement and curriculum areas for Senior Cycle Learning Programmes: Level 1 and Level 2. The work of the Post-Primary SEN Development Group was guided by a Background Paper and Brief that was published for public consultation in March 2023. The deliberations of the Development Group were informed by the feedback from the consultation, which was published in a consultation report in September 2023.

The draft Programme Statement and two curriculum areas (Numeracy, and Communication and Literacy) at both levels were made available for public consultation and following from this consultation, were approved for publication and made available for schools to introduce from September 2024.

The work of the Post-Primary SEN Development Group continued with the development of further draft curriculum areas and draft elective modules, as set out in the Programme Statement, for Senior Cycle Learning Programmes: Level 1 and Level 2 (SCL1L2LP), which were then made available for public consultation.

The consultation was carried out in two phases. The aim of both phases of this consultation was to seek open and honest views on the new draft curriculum areas and elective modules. Phase one saw seven draft elective modules made available for public consultation from January 6 to February 28, 2025. These draft electives are:

- Physical Education Level 1 and Level 2
- Looking after my environment Level 1 and Level 2
- Drama Level 2
- My Life My Finance Level 2
- Literature Level 2.

A further two curriculum areas and four draft elective modules were made available for the second phase of public consultation from March 28 to May 9, 2025. The draft curriculum areas and draft modules are:

- Personal Care Level 1 and Level 2
- Cookery Level 2

- Drama Level 1
- Visual Art at Level 1 and Level 2.

This report provides a summary of feedback received during both phases of the consultation. The following sections of the report will elaborate, in more detail, on the feedback received. Section One outlines the consultation process while Section Two provides an overview of the feedback gathered during the consultation on the draft curriculum areas and draft modules. Section Three summarises other areas of feedback, with the Conclusion bringing together the key insights from the consultation and next steps in relation to the development of Senior Cycle Learning Programmes: Level 1 and Level 2.

Section 1: Consultation Process

Consultation is a key aspect of NCCA's work, where advice is shaped by feedback from the public, schools, settings, education interests and others. The following section presents an overview of the methodological approach employed during this consultation which is underpinned by the principles set out in NCCA's Research Strategy (2023) and provides a summary of engagement during the consultation.

Methodological Approach

The consultation on the draft curriculum area, Personal Care, and draft elective modules included the following modes of engagement:

- An online survey.
- Written submissions.
- A range of school-based focus groups to capture insights from students, parents, teachers and school leaders.
- Focus groups to capture insights from teachers and school leaders on the draft curriculum area, Personal Care.

A self-selecting sampling approach was used for the online survey, Personal Care focus groups and written submissions, with educational organisations and stakeholders invited to forward a written submission outlining their response to the draft curriculum areas and draft elective modules. The online survey was open to those wishing to respond on behalf of an organisation.

In terms of the school-based focus groups, a representative sample of eighteen schools across the two phases of consultation was selected from the 88 schools that expressed an interest in becoming involved in senior cycle curriculum development related to SCL1L2LPs. The eighteen schools were selected using criteria relating to DEIS status, gender, school size and type. Student assent and parental consent was sought for students to participate in the school-based focus groups.

Focus groups for teachers and school leaders took place in relation to the draft curriculum area, Personal Care, at both L1 and L2. The focus groups were made available for any school who wished to send attendees. Schools were limited to sending no more than two delegates to the focus group to ensure as broad a range of schools as possible could attend. Information on how to participate in the focus groups was provided on the SEN consultation page of the NCCA website.

A set of open-ended questions, which were used to gather participants' views, provided the basis for all focus groups. A written record of all discussions was made during focus groups. Feedback was anonymised, and all feedback from the consultation was stored as digital files in line with NCCA's Data Protection Policy (2023). The privacy of all participants has been maintained through anonymisation, except where an organisation or individual has given explicit permission to be identified as contributing to the consultation.

The consultation sought to explore three broad areas of focus on the draft curriculum areas and draft elective modules:

- What participants like about the draft curriculum areas and draft modules.
- What considerations participants have on the draft curriculum areas and draft elective modules.
- What further feedback or considerations participants would like to raise.

A thematic approach was used to analyse the feedback and it was framed by the broad areas of focus within the consultation. This helped to categorise, evaluate and collate feedback drawn from the information gathered. The findings of this analysis are presented in Section Two of this report.

Consultation responses

The use of a broad range of modes of engagement ensured that anyone who wished to contribute to the consultation could do so. The online surveys and written submissions facilitated the collection of feedback from a wide cross-section of participants, while the school-based focus groups and Personal Care focus groups enabled more extensive and in-depth discussion and feedback.

Table 1 presents the engagement levels during Phase One of the consultation, while Table 2 presents the engagement levels during Phase Two of the consultation. The responses to the online surveys were made across a variety of settings.

Mode of engagement	Participants	No of participants
Online survey	Teachers Other School Leaders Parents	54
Written submissions	Organisations	5
In-school focus groups	A representative sample of 10 schools, equally divided between special and mainstream schools, with 4 sets of interviews per school	107

Table 1: Engagement across the consultation *Phase One*

Mode of engagement	Participants	No of participants
Online survey	Teachers Parents	22 1
Written submissions	Organisations	1
National focus groups for Personal Care at Level 1 and Level 2	Mainstream, special class, special school teachers and school leaders	13
In-school focus groups	A representative sample of eight schools, equally divided between special and mainstream schools, with 4 sets of interviews per school	72

Table 2: Engagement across the consultation *Phase Two*

Table 3 provides an overview of numbers and demographic of the participants for the online surveys across both Phase One and Phase Two of the consultation.

Contexts	Number of Participants Phase One	Number of Participants Phase Two
Teacher Special School	15	10
Teacher Special Class in Mainstream School	15	8
Teacher Mainstream	12	4
Other	6	
Parent	2	1
Principal Mainstream School	2	
Deputy Principal Mainstream School	1	
Deputy Principal Special School	1	

Table 3: Respondent demographic for the online survey *Phase One and Phase Two*

Table 4 provides an overview of the respondent demographic across both phases of the consultation for in school focus groups.

Participants	Number of Participants Phase One	Number of Participants Phase Two
Students	43	18
Teachers	35	32
School Management	16	14
Parents	11	8
Special Needs Assistants	2	

Table 4 Respondent demographic in school focus groups *Phase One and Phase Two*

Organisations and individuals who made written submissions and completed the online survey and wished to be identified in Phase One, are listed in Appendix 1 and 2. Organisations and individuals who made written submissions and completed the online survey and wished to be identified in Phase Two ,are listed in Appendix 3 and 4.

Promoting the consultation

Information on how to participate in the consultation was disseminated in many ways including the NCCA website, the NCCA newsletter, social media platforms, and notification sent directly to education organisations and stakeholders.

Section 2: Feedback from the consultation

This section presents an overview of the feedback received during the consultation. The findings have been grouped into the following areas:

- Overall impressions of the draft modules
- Personal Care Level 1 and Level 2
- Cookery Level 2
- Drama Level 1 and Level 2
- Literature Level 2
- Looking after my Environment Level 1 and Level 2
- My life, My Finance Level 2
- Physical Education Level 1 and Level 2
- Visual Art Level 1 and Level 2.

Overall impressions of the modules

The draft modules were seen across the consultation as important in ensuring all students have access to, can participate in, and benefit from an appropriate curriculum in senior cycle. They were welcomed in all educational settings visited during the consultation and across the various modes of engagement, and were described as building upon learning from students' junior cycle experience and aligning with students' overall development and education.

Participants supported offering elective modules to tailor school programmes to students' needs and interests, utilising available resources. They appreciated the variety of modules, which gave schools autonomy to create personalised learning programs, promoting a student-led, student-centred approach. The design of the learning outcomes received much positive commentary. They were seen to have struck the appropriate balance between prescription and permission. This user-friendly design was noted as enabling classroom differentiation, enhancing teacher autonomy and ensuring meaningful learning for each student. Participants stressed the importance of enabling each student to achieve learning outcomes in a manner that is commensurate with their potential.

Many teachers commented favourably upon the cross-curricular nature of the modules - how the learning outcomes (LOs) in one module support the achievement of LOs in another. Equally, how learning in one module can meaningfully support the understanding within another module was noted.

Participants welcomed the formal structure of the modules to guide their pedagogy, build upon existing practice, but most importantly, for students to gain recognition and certification for their progress and achievement at senior cycle.

Personal Care Level 1 and Level 2

The curriculum area of Personal Care at both levels was deemed by participants as not just essential for students but, in many contexts, the most important modules to be included within the learning programmes.

Level 1

The importance at Level 1 of having students' emotions and feelings acknowledged was welcomed, as well as the focus on how students' presence can have a meaningful and positive impact on others in their environment. Minor edits to the learning outcomes were suggested by participants to ensure all students can access the learning. The necessity of accessing student voice was reiterated here to ensure that teaching and learning is student-led and student-centred, and appropriate to their needs.

Level 2

Participants generally welcomed the learning outcomes, though some felt they resembled junior cycle learning outcomes too closely. However, many advocated for retaining them to consolidate and transfer learning across contexts. Participants requested thematic clustering and reordering of outcomes to aid curriculum planning. Additionally, including specific outcomes on students' legal rights and responsibilities was recommended.

While participants, mainly in mainstream settings, cited timetabling implications relating to the introduction of L1 and L2LPs, Timetabling implications garnered further commentary within the context of Personal Care. Mainstream schools in particular expressed concern that if a small number of students were engaging in L2 within a school, it may become challenging to ensure students engage in meaningful collaboration and group discussion with their peers, which are important pedagogical approaches for teaching Personal Care.

Cookery Level 2

This elective module was welcomed across all contexts and modes of engagement in the consultation. It was described by participants as developing essential life skills for students and provides further opportunities to develop links with a student's home and wider community. The potential for cross-curricular learning within this elective was appreciated by all participants. A commonly cited example was how Cookery can support students' engagement with the Communication and Literacy, and Numeracy modules.

Teachers welcomed the introduction of terminology associated with food and culinary skills as they noted that using this terminology with students was enabling them to transfer their practical food skills and knowledge across many contexts.

The necessity to include a learning outcome related to budgeting was highlighted across all modes of engagement. It was emphasised that an important component of this elective should be to provide students with the opportunities to learn to read food labels and modify recipes to accommodate their individual preferences or dietary requirements. Students themselves identified the need to include learning outcomes regarding how to use kitchen and home appliances to support their independent living skills.

In summary, the Cookery elective module at Level 2 received positive feedback during the consultation. Furthermore, participants identified the potential for Cookery to be pursued as an elective for students following a Level 1 programme, given the broad and relevant learning outcomes, which enabled differentiation across levels. To that end, it was suggested that an elective module of Cookery at Level 1 also be provided as part of the range of electives available within the Programme Statement.

Drama Level 1 and Level 2

Participants appreciated the inclusion of Drama as an elective module, with all participants citing the multiple benefits of engaging with drama for students.

The Drama electives at Level 1 and Level 2 were described as having captured the key elements of learning in the area of drama appropriate for students. It was also suggested that the modules support good teaching as it encourages a range of pedagogical approaches within the learning outcomes that can also be adopted across other modules. Participants also highlighted that the timely introduction of Drama, Film and Theatre Studies as a Leaving Certificate Established (LCE) subject within senior cycle redevelopment put a welcome spotlight on the introduction of Drama electives at Level 1 and Level 2, enhancing the recognition of this area.

Level 1

Participants noted that the learning set out in the Drama module can support students' emotional, sensory, physical, and social development. Again, participants indicated that the broad nature of the learning outcomes ensured that a range of pedagogies can be employed and thus offering the teachers autonomy to ensure all students can engage, participate, enjoy and benefit from drama, in all its forms, to support their holistic development.

Some participants asked that the reference to alternative communication and physical adaptations would be made more explicit throughout the module as many students at Level 1 require nuanced support in the development of their self-awareness and engagement with others.

Level 2

Within the Drama elective at Level 2, communication, public speaking, modelling social interactions, performing, and role play opportunities were all identifed as welcome key areas to enable students to develop life long skills and foster independence. Participants frequently noted how these in turn can easily be transfered to experiences outside of the clasroom and in the wider community. This, it was expressed, would suport students' overall sense of confidence and wellbeing.

Some participants expressed the view that some learning outcomes could be revised to be broader in scope. Participants did speak of the potential to draw on extracurricular activities or informal activities to support the achievement of the learning outcomes, particularly where schools engaged in drama or musical productions. They acknowledged that whole school productions would support meaningful engagement for students but also recognised that such big productions weren't necessary to achieve the learning outcomes. Students, in particular, welcomed the opportunity to achieve their learning outside the formal classroom and spoke about drama evenings and how they would like to engage in drama through social occasions and events.

Literature Level 2

There was considerable support for this elective module. The majority of the feedback focused on the importance of recognising that literature is for everyone, and for students to have the opportunity to engage with literature in all its forms. Participants strongly expressed the view that Literature would encourage home-school links and this in turn would serve to enhance the learning experience for the student across other modules. Reading for leisure was a welcome element of the module as participants deemed this an important life skill, as was the focus on developing critical thinking.

Several participants commended the decision to exclude a list of prescribed texts for the elective module. They expressed the view that this exclusion, which is often included in language specifications, aligns more closely with a student-centred approach. It allows the module to be guided by the interests of the students, thereby making it more personalised and student-led. Participants also commented favourably upon the openness of the definition of 'reading' and 'writing' within the elective as an avenue for all students to engage with literature. Many responses referenced the many different ways students could engage with literature. Using Lego and graphic novels are just two of the examples cited that students could employ to progress toward achieving the learning outcomes. They welcomed that the emphasis was moved beyond reading the text, and placed more firmly on a student enjoying and appreciating literature.

Some specific learning outcomes were commented upon as requiring further clarity while a small number of learning outcomes that required students to link their imagination to thoughts and feelings were regarded as potentially too challenging for some students. Some commented that the recommended 60 hours may be ambitious in order to fully engage with all learning outcomes.

Looking after my environment Level 1 and Level 2

The learning outcomes within these electives were regarded by participants across all modes of engagement as positive and supportive in fostering a sense of belonging for the student to their community through social and community-based projects. It was requested the link between student engagement with their environment and their overall wellbeing be made more explicit within the module descriptors. While both modules were welcomed, the practical implications of enacting the modules were cited as an important factor for consideration. Access to the natural environment, transport and personnel were all cited by participants as implementation considerations that emerge for schools, which may inhibit them from realising the learning outcomes in this module to their greatest potential. Many schools indicated that without parental support, learning experiences away from the school environment cannot be facilitated.

Level 1
Many participants commented upon how these modules dovetail with, and build upon project-based work already in existence within schools such as Gaisce, Green Schools initiatives, enterprise-based projects within schools and work experience opportunities. Much feedback centred on how these electives not only cultivate an awareness of students' local environment, but foster a sense of belonging, responsibility and agency among students in their local environment.

Level 2

Much commentary focused on the necessity of the sensory experiences for students and the importance of engaging with the outdoors as part of their holistic development. Parents noted the positive impact of outdoor activities on their child's mood and wellbeing, particularly when those activities are engaged with as part of their school day. The action verbs in two learning outcomes were identified as too challenging at Level 2 and could be revised to ensure the learning outcomes were achievable.

My Life, My Finance Level 2

My Life My Finance comprises of two electives modules within the L2LP. Across the consultation it emerged that financial education is recognised as essential learning for students as part of a broad and balanced curriculum. However, within that context, while the two modules were welcomed, much feedback noted that many of the learning outcomes were aspirational for students as some of the financial concepts were deemed to be too complex for students to fully understand, such as, financial fraud. Many participants expressed the view that some of the learning outcomes were pitched at a level more appropriate to Level 3 of the National Framework of Qualifications (NFQ). Participants indicated that generally the modules would be improved if they aimed to provide an introduction to students to financial education and financial literacy but avoided going into the detail of some concepts.

Online transactions, financial fraud, warranty, import charges and setting up a bank account were identified as too ambitious for students engaged in a Level 2 LP. It is clear from the feedback that the module should be retained as part of the learning programme, but the overwhelming consensus is that many of the learning outcomes should be revisited to provide more broad and balanced, age and stage appropriate learning, with a focus on providing students with a basic introduction to financial education.

Physical Education Level 1 and Level 2

The learning outcomes at both levels were described by participants throughout the consultation as thorough, inclusive and supportive of student development, enabling all students to participate in and benefit from Physical Education. The emphasis on active participation, opportunities for engagement with the wider community, experiencing a wide variety of activities (including outdoor activities) and the enjoyment of physical activity within the modules was welcomed across all modes of engagement.

The emphasis on active participation and the exploration of various activities, equipment, and environments was well-received by participants. Additional learning outcomes identified by participants as necessary addressed students' physical, sensory, health, social and emotional development

While participants appreciated that both modules could be taught in a large group setting or mainstream class, much feedback referenced students' individual learning profiles and needs and how it is paramount that they are always taken into consideration, and it was indicated that the modules allow for that adaptability.

Level 1

Participants welcomed the learning outcomes in general while also identifying a small number of changes that would enhance the learning and ensure that it was age and stage appropriate. Further learning outcomes were identified by participants as necessary to add to the PE Level 1 module. These additional learning outcomes were suggested to address students' physical, sensory, health, social and emotional development through active participation in PE.

Level 2

Participants welcomed the learning outcomes while also identifying additional outcomes to support students' understanding of physiology at a fundamental level. The importance of referencing sensory based activities was noted. Participants welcomed the emphasis on enjoyment of and lifelong engagement in physical activity and indicated this would encourage students to engage further with PE outside school, to appreciate the importance of PE in their lives and this in turn would support students to be active throughout their lives.

Visual Art Level 1 and Level 2

The importance of students enjoying these modules was alluded to repeatedly, as participants recognised that the Visual Art modules support students' creativity, communication, self-expression and self-confidence. Participants suggested some additions, such as reference to 'mark making', 'dots', 'form' and 'composition' to be added to both modules as well as a glossary of terms, to assist all teachers to recognise the learning set out in the module.

Participants overwhelmingly welcomed the emphasis on enabling students to see themselves as creators of art. Specific reference to the use of digital and assistive technologies, communication devices, adaptive and physical tools was deemed essential for students to reach their communicative and creative potential within these modules.

Participants highlighted the link between students developing their vocabulary while communicating, and presenting, their work. This, it was indicated, was building upon students' confidence and engendering in them an ability to transfer these skills to other areas of learning.

Section 3: Other feedback arising in the consultation

As mentioned previously, participants discussed broader opportunities and issues for the successful enactment of the curriculum area of Personal Care and the elective modules. There were three overarching areas of feedback:

- Teacher Professional Learning (TPL)

- Resources and resourcing

- Further elective modules.

Teacher Professional Learning (TPL)

There was widespread agreement that teacher professional learning (TPL) will be essential if schools are to successfully introduce these modules and the curriculum area of Personal Care as part of their learning programmes. It was highlighted that teachers would need adequate TPL on the electives relevant to their subject area. Many referred to the importance of TPL in relation to specific students' needs and potential adaptations relevant to their specific subject, curriculum area or module. It was raised that professional learning was particularly pertinent for aspects of Personal Care, to ensure that teachers are confident working with the learning outcomes.

Resources and resourcing

Participants placed enormous value on each of the electives in providing a variety of possible opportunities and contexts to support student learning and development. There were many observations from participants that impromptu opportunities for learning within the school and across the wider community should be emphasised further within the elective modules, such is their importance. However, within that context, participants stated that meaningful student experiences within, across and outside the school community would require additional resourcing to enable schools to undertake them. Commonly cited challenges included age appropriate resources, physical space, transport and supporting students with specific medical and mobility challenges requiring specialised transport and equipment. Personnel such as bus escorts, Special Needs Assistants (SNAs), subject specific teachers within special schools and the current challenge all schools are experiencing in the recruitment of teachers, were also cited as sources of concern for the successful enactment of the modules at senior cycle. Many stated that without the physical support of parents attending events and activities, coupled with the involvement of the wider community, engagement with many activities would not be possible.

All students in the consultation process commented upon their trips out of the classroom as the most important aspect of their school experience. Parents, school leaders and teachers too noted the importance of experiencing learning outside of the classroom, but again cited resources as a barrier to engaging with the community at a broader level.

Access to external professionals also emerged strongly as an issue for schools. The absence of Speech and Language Therapists (SLTs), Occupational Therapists (OTs) and Behaviour Analysts to support students' most basic needs was said to lead to regression for some students.

Participants suggested that having a dedicated L1L2LP coordinator for each school, similar to the roles of TY, LCA, or LCVP coordinators, would be beneficial. Many reasons were provided by participants as to why such a dedicated role was required. Among these reasons included that a dedicated L1L2LP coordinator would work closely with senior management and all staff to ensure the successful implementation of the programmes and the meaningful and appropriate inclusion.

Further elective modules

While the curriculum areas and elective modules were welcomed by participants across all modes of engagement, participants made suggestions for further electives, such as: Cookery at L1, Lámh and ISL. Across all modes of engagement there was a resounding call for these curriculum areas and modules to be available at Level 3 within the senior cycle curriculum.

Section 4: Considerations and Conclusion

Considerations

Overall, the draft curriculum areas and modules were well received and considered as essential to ensuring all students have access to, can participate in, and benefit from an appropriate curriculum in senior cycle. Many participants commented on how the modules presented for consultation reflect the contemporary school and are relevant and meaningful for students at this stage of education.

The consultation fulfilled its objective of initiating discussion and debate on key aspects of the draft curriculum area, Personal Care, and elective modules at senior cycle, and yielded feedback which was considered by the Development Group when finalising the specifications.

Feedback considered in this context includes:
- Rewording of some of the learning outcomes to make them more accessible
- Removal of some of the learning outcomes regarding more complex concepts, such as fraud, in My Life, My Finance Level 2
- Share feedback from consultation on appropriate supports for enactment, including professional learning and adequate resourcing and personnel with the Department of Education and Youth.

Conclusion

The consultation on Personal Care and elective modules generated rich discussion and was very informative. NCCA acknowledges participants' engagement and is grateful for the open, honest, committed, experience-based and expert feedback received. Consultation feedback indicates there are very positive views on Personal Care and the elective modules while acknowledging that provision of professional learning, supports and resources and personnel are fundamental to successful implementation. The feedback on the documents has helped to further strengthen the Learning Programmes. It will also inform the development of additional modules which are listed in the Programme Statement and which will be developed as part of a fuller suite of curriculum components in 2025/2026.

References

National Council for Curriculum and Assessment (2022a) Review Level 1 and Level 2 Learning programmes NCCA

National Council for Curriculum and Assessment (2022b) Senior Cycle Review Advisory Report. NCCA.

National Council for Curriculum and Assessment (2023a) Background paper and brief for development of follow on modules NCCA.

National Council for Curriculum and Assessment (2023b) Research Strategy, 2023 - 2026 | NCCA NCCA.

National Council for Curriculum and Assessment, (2023c) Data Protection Policy NCCA

Appendix 1:
Phase One - List of Contributors - organisations

The following is a list of organisations who responded to either the online survey and/or online submission, in phase one, that wished to be listed in this report

Down Syndrome Ireland

Inclusion Ireland

National Association of Boards of Management in Special Education (NABMSE)

National Parents Council (NPC) (results of online survey of 76 parents and a focus group of 3 parents submitted

School of Inclusive and Special Education, Institute of Education, Dublin City University

Appendix 2:
Phase One - List of contributors-online surveys

The following is a list of individuals who responded to the online surveys, in phase one, that wished to be listed in this report

Michelle Brady
Eva Brennan
Fiona Burke
Siobhán Crowe
Ríona Cullen
Molly Daly
Bláthnaid Dennis
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Michelle Enright
Karen Fahy
Sharon Fay
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Patricia Flanangan
Dr Deirdre Forde
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David Galvin
Gina Grant
Tish Mc Gann
Jane Mc Gurk
Amy Lucas
Mateusz Masternak
Paula Lenihan Morrissey
M Osborne
Judy O' Doherty
Aoife Power
Michelle Rabbette
Sarah Rice
Phillip Ryan

Appendix 3:
Phase Two
List of Contributors – organisations

The following is a list of organisations who responded to either the online survey and/or online submission, in phase two, that wished to be listed in this report

National Parents Council (results of online survey 72 parents 3 in focus group)

Appendix 4:
Phase Two - List of contributors-online surveys

The following is a list of individuals who responded to the online surveys, in phase two, that wished to be listed in this report

Lindsey Gordon

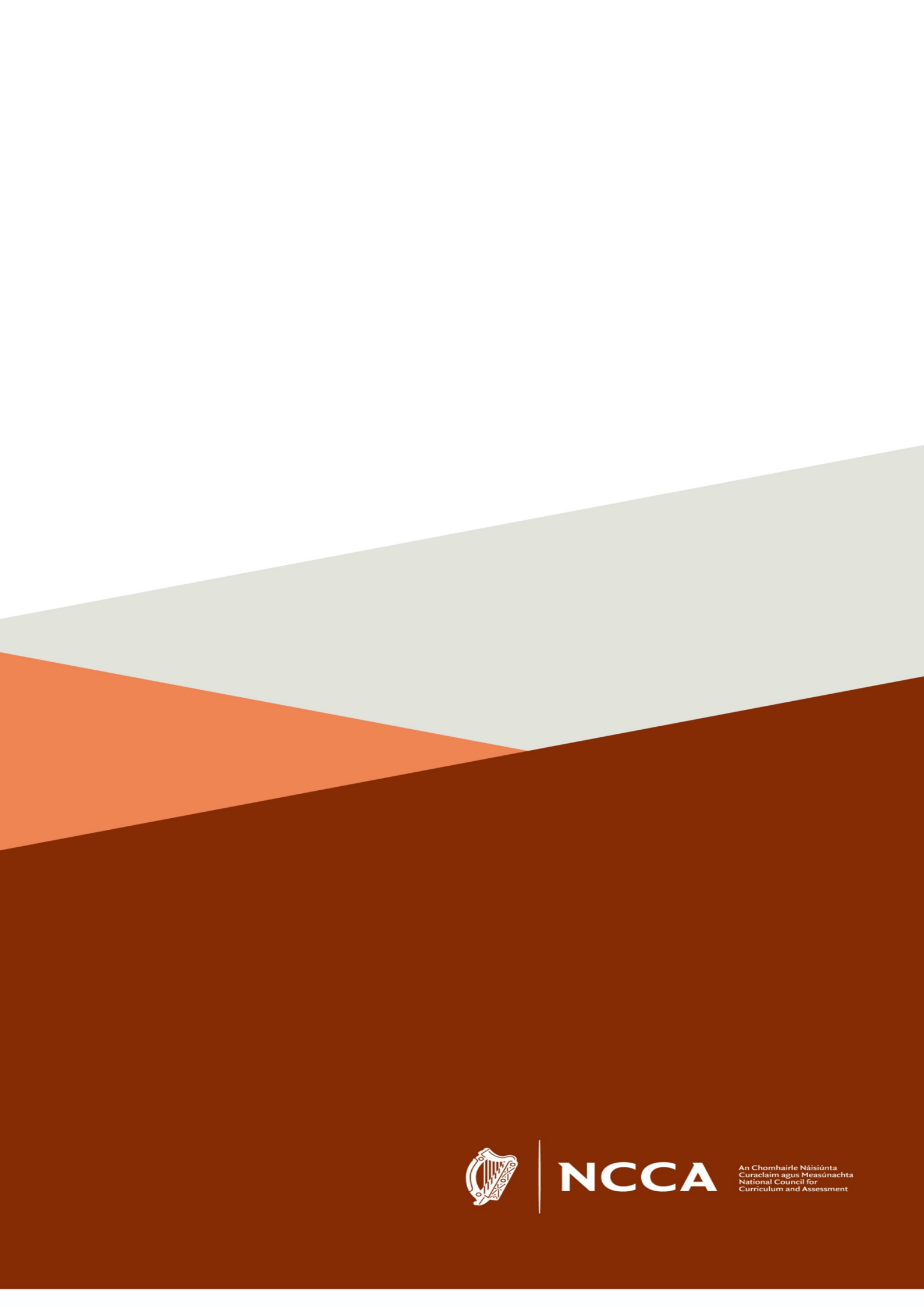Gina Grant

Amy Ryan McNamara

Norma O' Doherty

Maureen Ó Lionáin

Treasa O'Loughlin

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