



Balbriggan Community College  
Coláiste Pobail Baile Brígin



# ADDITIONAL EDUCATIONAL NEEDS POLICY

Principal: Mr Emmet Sheridan

Passed by the Board of Management at a meeting on:  
\_\_\_\_\_.

Chairperson: \_\_\_\_\_

Principal: \_\_\_\_\_

## **1. Introduction/Vision**

The principles of inclusivity and respect are enshrined in the Balbriggan CC Statement of Ethos, and are lived out as much as possible in the day-to-day life of the school. The school aims to provide a caring, happy and safe environment, to foster a love of life-long learning and to develop each person's academic, physical, moral, cultural and spiritual potential.

Balbriggan CC aspires to be an Responsibly Inclusive school. Responsible Inclusion means working towards what is best for the student, not the teacher, parent aspirations (though parents are considered partners with our students and our school in decision making), curriculum, public opinion etc. To have Responsible Inclusion, schools need a responsible, or total, curriculum which includes all aspects of education in school life (hidden, implied, social skills, life skills, extra-curricular activities etc.) and that considers curriculum as a process and education as development of students rather than content and product.

Inherent in this is an understanding that individual needs or learning differences should not prevent a student from flourishing in Balbriggan CC. It is our aspiration that if a child is diagnosed as needing support, they will receive whatever assistance they require to enable them to reach their full potential (subject to this support being resourced by the Department of Education and Skills). This will involve a whole-school approach to supporting the child with individual needs.

This policy is in keeping with the Education Act 1998, the Education (Welfare) Act 2000, the Education for Persons with Special Educational Needs (EPSEN) Act 2004, The Equal Status Acts 2000-2004 and Circular 14/2017 (new model of allocation) and the corresponding *Guidelines for Post Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools (2017)*.

## **2. Aims**

Balbriggan CC aims to:

- Ensure that students with individual needs are educated in a responsibly inclusive environment.
- Ensure that students with special educational needs are identified and provided for in a fair and equitable manner so that their learning potential and their sense of self-worth and dignity is developed and respected.

- Give practical effect to the constitutional rights of children who have a disability or who have other special educational needs, as they relate to education.
- Provide, in line with the new model of allocation, a level and quality of education appropriate to the needs and abilities of all students in the school.
- Affirm that students with special educational needs have the same right to avail of, and benefit from, education as students who do not have those needs.
- Provide for the involvement of parents in the education of their children and in the decision-making process in relation to their children.
- Co-operate and work closely with the National Council for Special Educational Needs (NCSE) and other agencies with regard to the education of students with special educational needs.
- Ensure that all members of staff are aware of the individual needs of students and of the contribution they can make in this area.
- Ensure that special educational needs are not viewed in isolation, but in the context of the whole school and community.
- Ensure that students with individual needs are offered a broad, balanced and differentiated curriculum and that they are provided for in an inclusive way.
- Provide programmes that meet the individual needs of a student. At Junior Cycle such programmes might include Level Two Learning Programmes (L2LPs), Skills for Life (QQI Level 2), Short Courses, Social Skills, Literacy and Numeracy Support. At Senior Cycle programmes might include LCA, Skills for Life, Life Skills, Preparation for Work and Preparation for Further Education.
- Ensure that, where appropriate, students can achieve the learning outcomes/intentions of their individual programmes in the mainstream class.
- Set high standards for students with special educational needs and provide them with appropriate guidance, encouraging them to achieve their full potential.
- Develop staff expertise in supporting students with special educational needs.
- Encourage and foster positive partnerships with parents, in order to achieve appropriate support at school and at home.
- Co-ordinate the advice, guidance and support of other agencies in supporting students with special educational needs.



- Ensure the effective and efficient use of resources.
- Monitor and evaluate the effectiveness of practice in support of students with special educational needs.
- Acknowledge the primary responsibility of the subject teacher and work to support them in meeting the needs of the student.

### **3. The Student**

All students attending Balbriggan CC are unique.

Students attending Balbriggan CC have a variety of individual needs. We aspire to put the student and not the need first.

These needs may include (but are not restricted to) any of those outlined below.

#### **3.1. Physical Disability/Illness**

For example, hearing impairment, wheelchair user, diabetes, cystic fibrosis etc.

#### **3.2 Emotional/Behavioural Problems**

Typically ADHD, but other disorders can apply. These are NOT “bold” children, and with the right support and/or medication can thrive in a “mainstream” school.

#### **3.3 Specific Learning Difficulty**

Dyslexia – difficulty reading

Hyperlexia – difficulty with comprehension

Dyscalculia – difficulty with numbers

Dysgraphia – difficulty with writing

Dyspraxia – difficulty with motor skills.

#### **3.4 General Learning Disability (GLD)**

Students can present with a borderline Mild, Moderate or Severe and Profound General Learning Disability. While students with low Moderate and Severe and Profound GLD may require special schooling, we welcome students with GLDs to our school and mainstream classrooms. Teachers of students with GLD can access a variety of teaching tools and advice from the SEN Team, National Council for Curriculum and Assessment (NCCA) Guidelines for students with GLD and the Special Education Support Services (SESS). It is envisaged that students with Borderline Mild

and High Mild GLD will participate in the new Junior Cycle framework at Level 3 while students who cannot access Level 3 can avail of the Level 2 Learning Programmes.

### 3.5 Autistic Spectrum Disorders (ASD)

Autism is a condition that involves difficulties with

- Social Interaction
- Language and Communication
- Behaviour.

The idea of a “spectrum” is that most people exhibit some autistic traits – just having one or two does not mean a child has Autism or ASD. Children with Asperger’s Syndrome are often high-functioning and can cope very well in a mainstream setting.

Many students with ASD can cope well with typical SEN support. An “ASD Unit” is sometimes offered for students who have more profound or complicated autistic traits, but plenty of students with ASD do not require such support. Equally, just because a child has a diagnosis of Asperger’s Syndrome does not mean they will automatically qualify for a place in an ASD Unit.

### 3.6 Other needs

Speech and language difficulties etc.

### 3.7 English as an Additional Language (EAL)

English as an Additional Language is described as a temporary difficulty with accessing the curriculum due to a language deficit. This deficit can and will, with intervention, improve over time.

NOTE: One other “Additional Need” is Giftedness. Gifted students can also find secondary education extremely stressful or distressing and may struggle to fit in. Our school also endeavours to address the needs of particularly able students, using tactics such as differentiated teaching styles and individual support where deemed necessary.

We have various educational programmes and classroom methodologies to support these students to enable them to achieve their full potential academically. We have close links with Trinity College Dublin through our CFES programme which paves a pathway to Third level education for all students.

## 4. The Additional Educational Needs Team– People Involved

Ultimate responsibility for the education of children with individual needs in Balbriggan CC rests with the Board of Management. The Board, and the Principal acting on its behalf, will work with the SEN team and all staff to monitor

implementation of the AEN programme on an on-going basis to ensure best practice, will promote a whole-school approach to special educational provision and will also appoint various staff to operate the programme.

This staff team will include a number of people as described below.

#### 4.1 Principal

The Principal has overall responsibility for the development and implementation of the school's policies on Special Needs and Learning Support. He/she will sanction exemption from certain subjects as requested, ensure adequate timetabling of hours for learning support, resource and language support as well as facilitating meetings of, and in-service training for, the SEN team staff.

#### 4.2 Additional Educational Needs Co-ordinator (SENCO)

The Special Educational Needs Coordinator will have overall responsibility for management of the daily operations of the SEN team. Practical and administrative duties attached to the post include are attached in an appendix to this document.

These duties are reviewed regularly and may change to ensure the priorities of the SEN team are addressed.

#### 4.3 Additional Education Teachers

A team of staff will teach individual and small groups of students requiring learning support. They will develop Student Support Files (SSF) for students with diagnosis and support information for students who may require it but don't have an official diagnosis. They will offer advice to subject teachers and other departments on employing differentiated teaching methods and resources in their subject teaching. They will liaise with external agencies if requested to do so by management or the SENCO. Where there are large numbers of students with AEN, administrative duties are assigned to some AEN teachers. These duties are attached in Appendix 1.

These duties are reviewed regularly and may change to ensure the priorities of the AEN team are addressed. The AEN team will support departments to fill in student support files. The SSF will be filled in by each subject department with the individual student at the centre of the file. These SSF are designed to support the teaching and Learning of each individual student. It should also support the teachers enabling them to adapt their methods and become more inclusive thus ensuring the students AEN needs are being met in the classroom.

#### 4.4 Special Needs Assistants (SNAs)



Depending on an allocation being granted by the Department of Education and Skills, a small team of staff will cater for the care needs and particular difficulties of some students. They will provide assistance as required which could be in the area of student organisation, extra-curricular activities, helping teachers in the supervision of

students with SEN, or helping students to become more independent and self-reliant. SNAs should be involved in training and attend meetings relevant to their role. They will also carry out duties as assigned by the Principal/ Deputy Principal and SENCO in accordance with the school's SNA Policy which should be read in conjunction with this policy.

#### 4.5 Class Teachers

The class teacher has a key role in bringing about the successful inclusion of students with Additional educational needs in mainstream classes. The class teacher has primary responsibility for the educational progress of all students in his/her class. It is particularly important that all class teachers create a classroom environment that accommodates and takes account of learning and physical difficulties. Whether students are taught in mixed ability or streamed classes, it is expected that teachers will implement differentiated approaches to teaching, learning and assessment to ensure that the skills of all students, including students with AEN, are developed.

Class teachers will make themselves aware of the special educational needs of students in their classes. Attainment levels in literacy and numeracy plus a mini profile of all pupils with a psychological assessment is made available to all teachers on a safe online platform (Sharepoint) from the beginning of the year. Teachers take steps to inform themselves of the Additional needs of any student in their classes and to bring any concerns regarding such a student to the Additional Educational Needs Co-ordinator. Teachers update each SSF as necessary using the T&L methodologies to ensure the needs of the students are being met.

The class teacher also plays an important role in the early identification of students with AEN. The class teacher is alert to the possibility of general and specific learning difficulties and brings their concerns to the attention of the AEN team. A key element of successful provision for students with AEN is a high level of consultation and co-operation between the class teacher and the AEN team. A class teacher, Tutor or Year Head can refer any student they are concerned about to the AEN Co-ordinator through the AEN Referral Form. This first step in the screening process allows the AEN team to identify the nature of AEN being experienced. It is during this time that the learning, emotional, behavioural and social needs of the student are evaluated. The Co-ordinator will gather all the relevant information and consult with school management, the parents and the student. Learning supports will then be put in place in line with the new model of allocation. Where it is agreed that SNA support is required, an application will be made to the National Council for Special Education (NCSE).

The academic progress of students throughout the school rests in the first instance with the mainstream class teacher. In order to ensure that as a school we meet the needs of all our additional educational needs students, all teachers are encouraged to:

- Be aware of the school's policy and procedures for dealing with students with additional educational needs.
- Seek advice from the SEN Co-ordinator and/or team member regarding students with special educational needs.
- Take responsibility for their own continuous professional development particularly with regard to common difficulties e.g. Dyslexia
- Develop an attitude of ownership to the education of students in their classes with Additional Educational Needs
- Plan how to most effectively engage the SNA, where relevant, in consultation with the AEN Co-ordinator
- Support/encourage independence in the student; this is particularly important for Senior Cycle students.

#### 4.6 Pastoral Care Teachers – Core Team

Teachers involved in the Pastoral Care Department will participate in the AEN programme in the School, working with the AEN Team on an on-going basis to provide supports and services to the relevant students. This will include, but is not limited to:

- Career Guidance Counsellor
- Home School Community Liaison (HSCL) Officer
- School Completion Programme (SCP) Co-ordinator
- Behaviour Support Teacher.

Their role is to:

- Support the AEN team.
- Attend AEN meetings as agreed with the SENCO
- Advise the team, if and when necessary
- Assist with testing
- Communicate with parents.

#### 4.7 Parents

Where the word “parent” is used, it is understood to refer also to “guardian” if appropriate. The effectiveness of any assessment or intervention will be crucially influenced by the involvement of the student's parents. Although the academic progress of students rests in the first instance with the classroom teacher, parents are expected to play a huge role in supporting the classroom teacher.

At the Induction Day/Evening, information on AEN provision in the school is provided to parents. Throughout the year further updates and details will be communicated to parents. In return, parents are expected to keep the SENCO or relevant teachers updated with developments from their perspective. They are also expected to work closely with the AEN staff to make their child's learning experience as positive as possible.

Parents are invited to contact the Learning Support Department during the year in addition to meeting the SEN teachers at Parent/Teacher Meetings.

Parents are always contacted if a student is to be referred for assessment and afterwards to discuss the outcome of the assessment, the development of an SSF and the review of the SSF.



Parents are expected to support the work of the school with the student and to ensure the correct use and maintenance of any aids or equipment that are provided for the student.

#### 4.8 Students

Students have a critical role to play in the development and evaluation of their own learning.

They can become:

- More independent as learners and enabled to take more responsibility for their own learning
- Successful as learners and better able to develop skills and strategies to maximise their own learning
- More aware of different teaching and learning styles
- Part of the development of their own individual plan and learning targets and outcomes
- More aware of working co-operatively with others and of taking a team approach to enquiry and to responses to tasks.

### **5. Identifying Students with Individual Needs and Learning Differences**

#### 5.1 Access to Learning Support

As of March 2017, there is a new model of allocating teaching resources to students. Individual students are no longer granted specific hours from the NCSE based on their diagnosis. From September 2017 schools will have the autonomy to allocate teaching resources based on the level of a student's need, rather than on the basis of diagnosis.

- Information gathered from parents
- Information gathered from primary school
- Teacher referrals
- Formal and informal school assessment
- Observation by teachers
- Students registered for support through the Autism Class
- Communication with outside agencies
- Student self-referral.

A student profile or plan is then developed to support the student. This plan will be monitored and reviewed and student progress will be recorded.

#### 5.2 Methods of Identifying Students with Individual Needs and Learning Differences

Pre-enrolment:

- The SENCO will contact feeder schools to identify possible students with individual needs and learning differences.
- The SENCO and/or the Principal will meet with parents. All relevant documentation in relation to the student with AEN should be passed on to the School, in accordance with the Admissions Policy and in order to ensure that adequate resources can be accessed for that student when they arrive.
- Any documentation in relation to a student with AEN will be referred to the Special Educational Needs Organiser (SENO), who will decide what resources should be made available e.g. allocation of resource hours, SNA allocation, specialized equipment, etc.
- It is to be understood that the ability of the school to respond to the educational needs of any student applying for admission is dependent on the Department of Education and Skills supplying the appropriate facilities and resources to allow the school to answer that need. It may therefore be necessary for the Board of Management to defer enrolment of a student, pending provision of appropriate resources by the DES to meet the needs of that student.

#### Screening of First Year students:

- All 1<sup>st</sup> Years are screened using standardised screening tests in literacy and numeracy/CAT 4
- Students who are achieving below the 10th percentile in literacy and numeracy may be selected for further diagnostic assessments
- If considered appropriate, these students' parents will be offered the opportunity for their child to avail of the appropriate support
- Further referrals may be made to outside agencies e.g. the NCSE, PSS, HSE where it is deemed appropriate by the SENCO or Principal, in consultation with parents and the SENO.

#### **Students with AEN who transfer from another post-primary school:**

Any student with AEN who transfers from another post-primary school will be assessed according to the criteria used for assessing 1<sup>st</sup> Year students and will have the appropriate resources made available to them.

#### 5.3 On-going assessment of students

- From time to time, it can emerge that a student who was not previously identified as having individual needs and learning differences is experiencing barriers to learning. For students who continue to cause concern, referral to the AEN team may be appropriate.
- If the AEN team decides that a student would benefit from further intervention, they will assess the student informally. Parents are informed and their consent is sought prior to any assessment taking place. The outcome of this assessment will determine what course of action is taken.
- The results of the assessment may indicate that a student does not have a learning difficulty. In this case the student's needs are supported through the structures available to all students, such as mentoring/monitoring by Year Head, support from the Guidance Counsellor, review of entry levels for State Examinations.



- If the results of the assessment indicate that a student has a learning difficulty a decision may be made to refer the student for a formal Psychological Assessment e.g. to PSS, or to allocate that student support hours.
- In its operations, the School shall be guided by the new model of allocation and the National Education Psychological Services (NEPS) guidelines for establishing a continuum of assessment and support.

## **6. Allocation of Resources and Teaching of Students with AEN**

Resources in school will be directed towards the students in greatest need and in accordance with the model of allocation for resource hours.

The AEN team will interpret the outcome of assessments and consider the most appropriate form of intervention for the student, in consultation with parents, subject teachers, SNAs and relevant outside agencies.

Balbriggan CC aspires to educate students with Additional Educational Needs in an inclusive setting within the class group, supported by an SNA, where appropriate. This may take the form of team-teaching in particular subjects. It may also take the form of small classes for students who are struggling with a particular subject.

If withdrawal of students with SEN from mainstream classes for supplementary or resource teaching is deemed necessary, parents' permission will be sought. Students may be timetabled with a subject teacher for Learning Support, if the SENCO or Principal deems it appropriate. The timetabling of such classes is reviewed on a regular basis by the SENCO. Literacy and Numeracy Support classes are rotated termly to ensure that students are not withdrawn from the same subject in any given year. Students may undertake the L2LP programme within the subject class if their scores indicate they may be unable to complete the Level 3 programme.

## **7. Models of Provision of Learning Support**

We aspire to provide a model of responsible inclusion that best meets the needs of the individual student. In line with the new model of allocation, support for achieving learning outcomes or intentions in the mainstream class group is the preferred method of provision.

- Individual classes are used only where a student requires specialised individual support.
- Small group classes is the preferred method of provision with most students in resource and learning support getting their allocation in small groups. The organisation of these groupings is the responsibility of the SENCO. Groups are arranged on the basis of similar need profiles and the capacity to withdraw students at the same time. Withdrawal for small groups usually occurs during Irish for those students who are exempt.
- Small group classes are used where groups of students are given Numeracy and Literacy, social skills and organisation support.
- An alternative timetable may be arranged for a small number of students for whom it is deemed necessary, after consultation with the psychologist, parents and teachers. These students have their timetable reduced because they cannot sustain a full curriculum. In so far as it is possible, extra learning support or additional classes in remaining subjects are provided at the time of the dropped subjects (i.e. Resource



Centre). This alternative timetable can be L2LPs, Short Courses, Skills for Life or other programmes tailored to meet the needs of the student. In some instances, students may simply need restorative time in their timetable to support them accessing their other subjects.

- Specific EAL classes are set up to accommodate students with EAL. They will be designed based on Cambridge results as opposed to Year groups and can range from one to one to a small group, depending on the individual needs of the students.

## **8. Approaches to Learning in the AEN Team**

The AEN team will provide a variety of experiences/activities during a course of study and during a lesson if possible. Teachers will try to identify the learning style of the individual and use suitable methodologies to appeal to the kinaesthetic, auditory, sensory, linguistic, visual and interpersonal intelligences. There are opportunities for individual and group activities.

Lessons are conducted in a secure, supportive and disciplined manner. The students and the staff interact in a manner that demonstrates mutual respect. Our school believes that learning takes place most effectively in the context of a caring relationship and that good teacher/student relationships foster trust and promote self-reliance and initiative in the student.

Some of the programmes offered include:

- Level Two Learning Programmes
- Social Skills
- Independence Programmes
- Behaviour Support
- Restorative Practice.

## **9. Administrative Issues in the AEN Team**

### **9.1 Reasonable Accommodations**

The AEN team will liaise with the State Examinations Commission (SEC) to secure and facilitate reasonable accommodations for eligible students with individual needs and learning differences during State Examinations. Application dates and guidelines are given to school each academic year by the SEC. Parental permission is always sought at this stage.

Students with individual needs and learning differences sit house exams in accordance with Balbriggan CC procedures. Within resource constraints, students who have been awarded special arrangements for State Examinations will have the benefit of the same in Balbriggan CC exams. This may not be possible in all cases due to staffing constraints.

### **9.2 Equipment**

The AEN team will liaise with the Department of Education and Skills and the NCSE to secure and facilitate personal equipment (such as laptop computers, mobile devices, notebooks, voice recognition software) for eligible students with individual needs and learning differences.

### 9.3 Provision Mapping

The AEN department in conjunction with ETBI have piloted a provision mapping programme in Balbriggan CC. This consisted of a team of staff constructing a map of all the supports available in Balbriggan CC.

What is provision Mapping?

A provision map is a way to show and document the types of interventions, support and additional staffing offered to the learners at an educational setting that is different from and additional to the ones offered via the school's differentiated curriculum.

The supports are listed under the following categories.

- (a) Social and emotional learning
- (b) Social and communication skills.
- (c) Self-management and organisation skills
- (d) Behaviour
- (e) Language
- (f) Literacy and numeracy

#### The Team

Barbara Healy – Lead/AEN/Guidance

Sarah Murray – Lead/AEN/CFES

Kevin Curran – English Teacher/Yearhead

David Conroy – HSCL / Yearhead

Clodagh Culligan – DEIS/Senior Mgmt

Barry Heffernon – Maths Teacher/IT

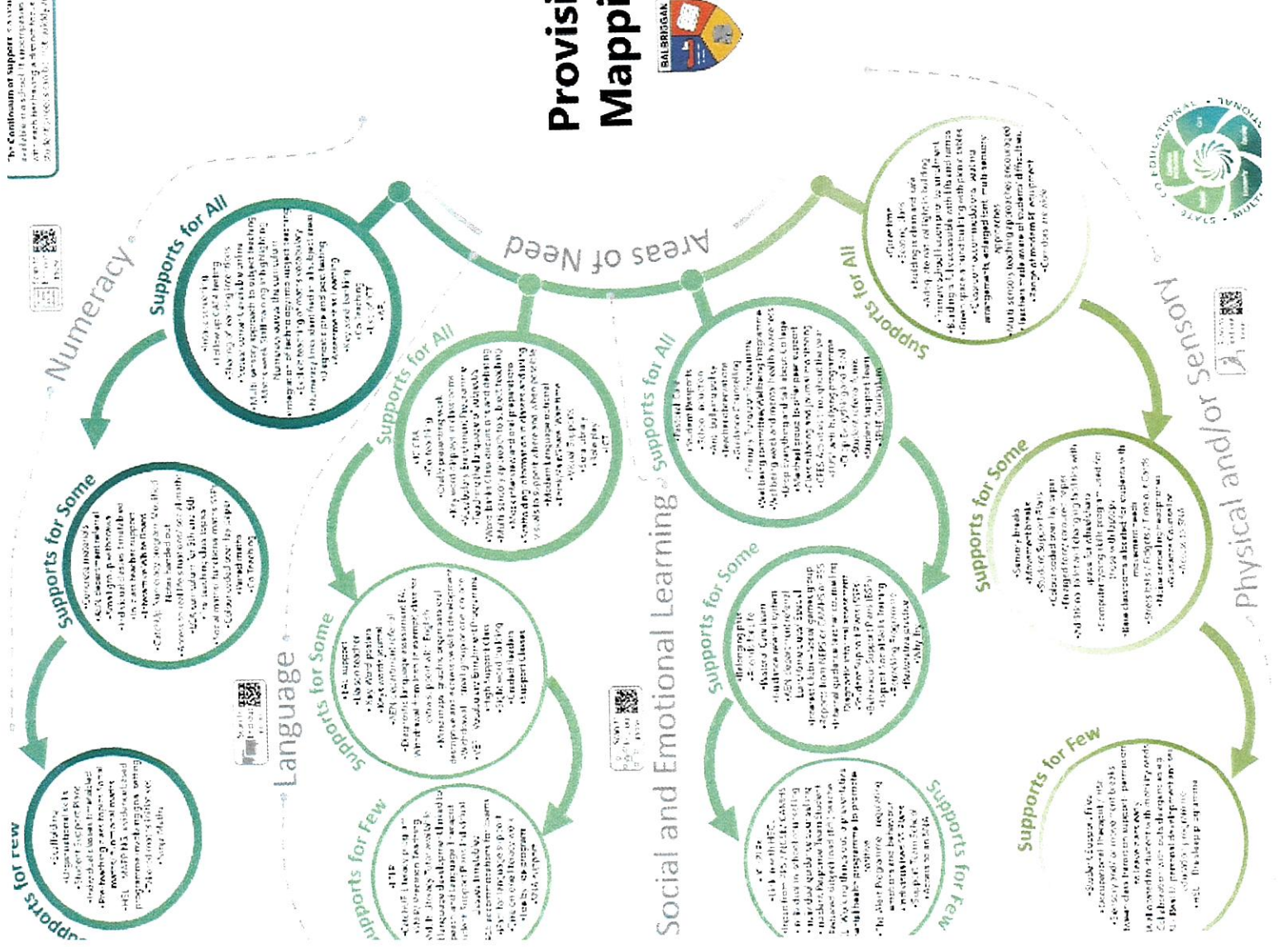
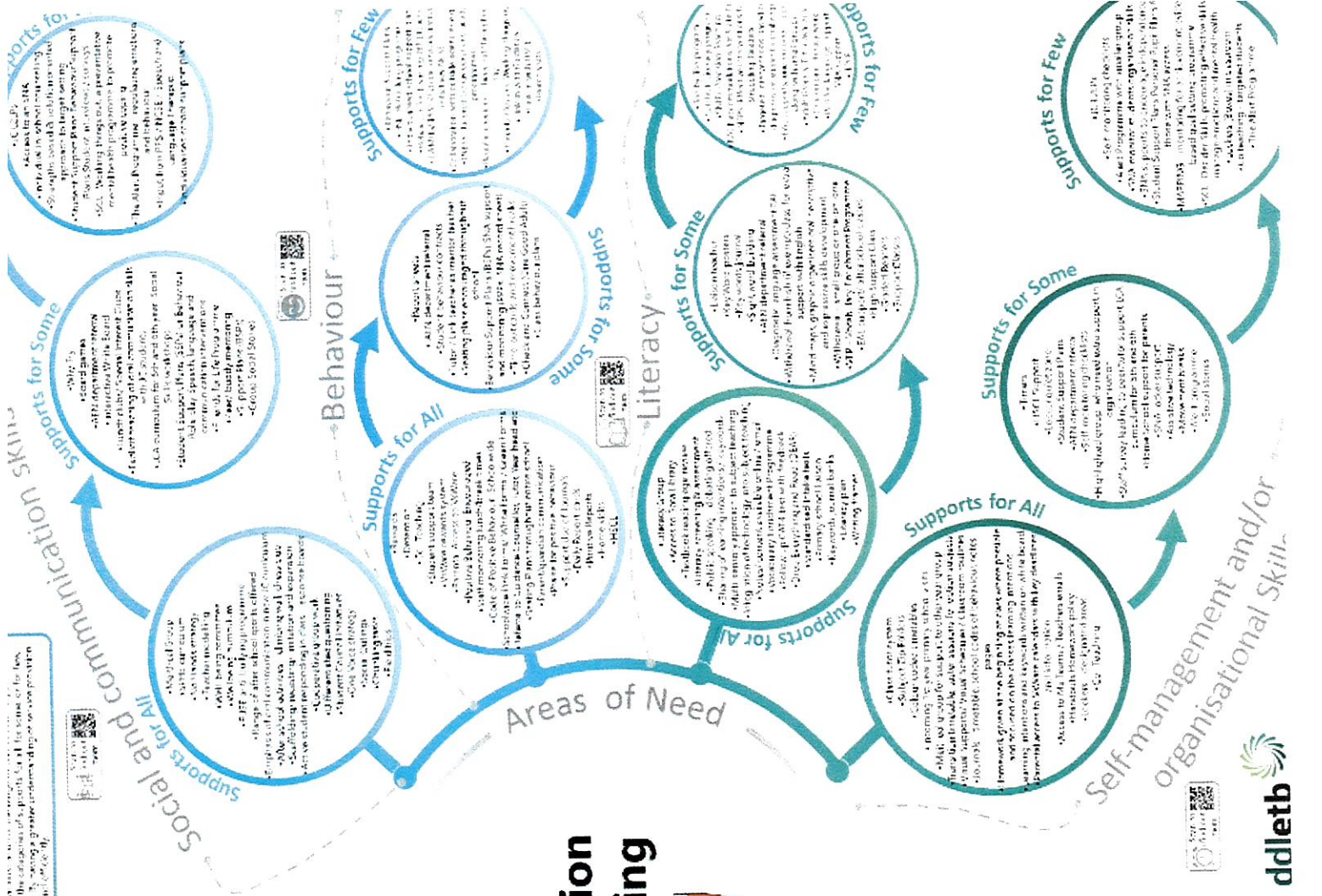
Elaine McGrath – Business Teacher/JCT

Fergal McMahon – Senior Management

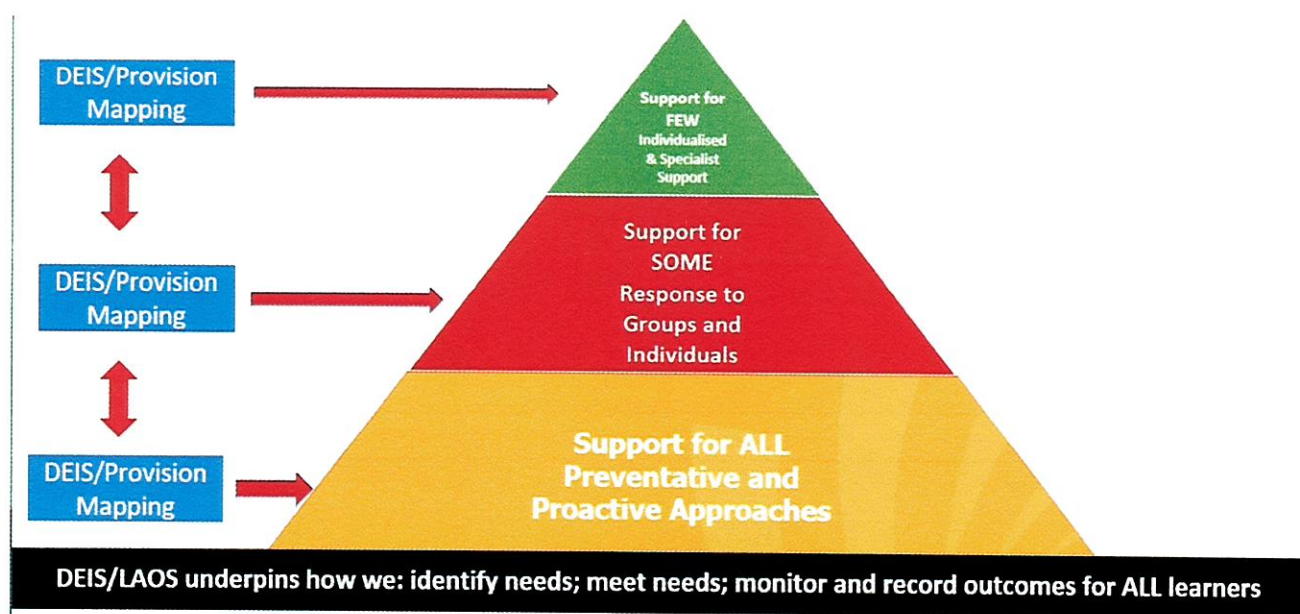
Emmet Sheridan – Senior Management

As part of the initial phase of the pilot programme staff were surveyed about knowledge of supports in place and what improvements if any could be made. Staff also identified what supports/CPD they may require providing these supports. The details of the map will be made available to the Parents/students and staff in the school. It will also act as a tool to help Balbriggan CC to identify supports that are required and enable us to put the appropriate supports in place for the student.









| Area of Need                  | Whole-School Support for All Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL. Interventions and practices at this level are critical to maximise student participation and engagement and remove barriers to learning. They require all teachers and staff to reflect on classroom level practice and are underpinned by the principle 'What is essential for some, is beneficial for all'. The Learning Environment Checklist from the NBSS supports teacher reflection on inclusive practice. The NCSE website provides resources for teachers.  | School Support for Some Interventions delivered at School Support. Support for SOME level to support students who are in receipt of additional interventions through the Continuum of Support Framework.   | School Support for Few Interventions delivered at School Support. Plus Support for Few level to support students who are in receipt of additional interventions through the Continuum of Support Framework and external professionals  |
|-------------------------------|---|--|--|
| Social And Emotional Learning | <p>Wellbeing committee/Wellbeing Programme</p> <p>Wellbeing week and mental health awareness week activities</p> <p>Wellbeing and PE class offered to all once per week</p> <p>Range of speakers organised throughout the year</p> <p>Meitheal group to offer peer support</p> <p>Primary Transition Programme</p> <p>Student Passports</p> <p>School Induction</p> <p>Anti-bullying policy</p> <p>FUSE anti-bullying programme</p> <p>Class tutoring and journal monitoring</p> <p>SPHE Curriculum</p> <p>Pastoral Care</p> <p>Teacher observations</p> <p>Student referral forms</p> <p>Student Support Team</p> <p>Guidance Counselling</p> <p>Drop Everything and Read</p> <p>Drop Everything and talk about College</p> <p>CFES Activities throughout the year</p> <p>Critical Incident Response Team</p> <p>Amber Flag Team and Initiatives</p> | <p>Pastoral Care team</p> <p>Guidance referral system</p> <p>AEN department referral</p> <p>Winchome clubs/ Special Interest Clubs – Social games group</p> <p>Internal guidance teacher counselling Diagnostic informal assessment</p> <p>Student Support Plans (SSPs) or Behaviour Support Plans (BSPs)</p> <p>Explicit Social Skills Training</p> <p>Restorative Programme</p> <p>Restorative practice</p> <p>Why Try</p> <p>Friends for Life</p> <p>Small group withdrawal</p> <p>BAL interventions</p> <p>Reports from NEPS or CAMHS or PSS etc</p> <p>Teacher and SNA observations</p> <p>Team Teaching</p> <p>Check and Connect</p> <p>Belonging plus</p> <p>Mindfulness and yoga and dance workshops</p> | <p>Individualised Student Support Plans</p> <p>IC-LDLs</p> <p>Input from PPS, NCSE, CAMHS</p> <p>Individual in-school counselling</p> <p>Individual guidance counselling Student Support Plans (SSPs) or Behaviour Support Plans (BSPs)</p> <p>Reduced subject load Behaviour for Learning (BfL) teacher</p> <p>Incident Response Team Student Support Team School</p> <p>Link in with HSC</p> <p>Access to an SNA</p> <p>SCL - Decision Skills, promoting effective skills to manage emotions and mental health</p> <p>SCL - Working change out a preventative mental health programme to promote positive coping</p> <p>SCL - keeping the cool, controlling anger, offering a solution based approach</p> <p>The Alert Programme - regulating emotions and behaviour</p> |
| Social And Emotional Learning | <p>Cooperative group work</p> <p>ViWare Positive Points rewards system</p> <p>One Good School Programme</p> <p>Daily Registration with Tutor</p> <p>Parental engagement</p> <p>Student voice - Student Council</p> <p>Mental Health Awareness Week</p>  |  |  |

# AREAS OF FOCUS

| SUPPORTS FOR ALL  | SUPPORTS FOR SOME  | SUPPORTS FOR FEW  |
|---|--|---|
| <ul style="list-style-type: none"><li>• Interventions delivered at a whole school level to promote positive behaviour, learning and supports for all.</li><li>• Students successfully achieving to the best of their ability.</li><li>• A positive environment created for all members of the school community.</li></ul> | <ul style="list-style-type: none"><li>• Interventions delivered at a support for some, to include students with AEN or experiencing other barriers to learning, who are in receipt of additional interventions</li></ul> | <ul style="list-style-type: none"><li>• Interventions delivered at a support for some, a more intensive support for those who are in receipt of additional interventions which are required to successfully complete their schooling.</li></ul> |

## Summary of Provision Mapping

At Balbriggan Community College, we believe a student focused, supportive and positive environment is the best way to learn. It creates a safe space for all, to develop from teenagers to young adults and successfully complete academic studies while also learning to be the best possible version of yourself. Our teachers find new and inventive ways to support the students in their classrooms, provision mapping allows these supports become a whole school approach. It also ensures every student is supported, no student gets left behind and both students and teachers can easily become aware of the support on offer in Balbriggan Community College.

### 9.4 Time-out cards

As a further support for students, Time-out cards may be issued to students who are suffering from anxiety/stress and may benefit from a movement break during a class. These movement break cards may be only granted at a student support team meeting with agreement of all stakeholders including parent(s). These cards may be removed if the student has been found to have abused the privilege or if the support is no longer required.

## 10. Data Management and Privacy

The AEN team abides by the following protocols in relation to data management and privacy:

- Use of secure online platform SharePoint
- Confidentiality Policy
- SENSS Locked cabinets which are in a locked office that can only be accessed by the SET team/Senior management.



- Use of school emails only in which students' are identified by initials alone.

## **11. Homework Procedures**

Where AEN homework is given, the same procedures apply as per any other homework. Special emphasis is placed on positive feedback. SEN work is also recorded in the student's journal, and the journal may be frequently used to facilitate communication with parents.

## **12. Links with Outside Agencies and Services**

Balbriggan Community College has fostered and maintained positive links with a significant number of outside agencies. These include:

- National Council for Special Education (NCSE)
- Special Education Support Service (SESS)
- State Examinations Commission (SEC)
- National Educational Welfare Board (NEWB)
- Jigsaw
- Psychological Support Service (PSS)
- HSE Social Work Department
- Lucena Clinic services to include:
  - Clinical psychologists
  - Occupational therapists
  - Speech and language therapists.

This list is not exhaustive and the school will develop further links with outside agencies as the needs of the student's dictate.

It may be necessary to hold case conferences with relevant professional experts with the permission and knowledge of the student's parents (and often their attendance) in order to determine the best approach and provision for that student.

## **13. PSS Assessments**

In the likely event of excessive demand for PSS psychological assessments, a waiting list system shall apply. Each school is allocated a limited number of assessments per year and priority is based on the needs of the student. Places on this list shall be prioritised according to need, as determined by the Principal and the SENCO. The PSS will only accept two referrals a year from each school.

## **14. Access to SNAs**

Applications for SNA support are made through the NCSE. If successful, students are granted access to SNA support. This means that the number of students in receipt of access to SNA support is greater than the number of SNAs allocated to the school. Therefore, the AEN Team



must assign SNA support based on need and students will be in some classes without SNA support. Where there is SNA access, it is the role of the SNA to support teaching and learning in a discrete manner, to promote the independence of the student, and to assist any other students who may require support when not assisting the student with access. It is the policy of the AEN team not to avail of SNA support in the Resource Centre thus allowing more support in mainstream classes. In instances where there is a group of students with a variety of complex needs in the Resource Centre at the same time, an SNA may be required to assist teaching and learning.

## **15. Transport**

Applications for transport are made through the NCSE. If successful, the students are granted individual or shared transport. The school is not responsible for the selection or supervision of drivers. Please refer to the Transport guidelines on the DES website for details.

## **16. Code of Behaviour**

All students in Balbriggan Community College are expected to adhere to the school's Code of Behaviour. However, it is accepted that for some students' extra layers of support/interventions will be needed before implementing sanctions according to the Code of Behaviour. This support process is outlined in the school's Promoting Positive Behaviour Guidelines. This does not remove sanctions but adjusts the sanctions to meet the individual situation. It is accepted that if a ladder of supports does not change the student's behaviour the Code of Positive behaviour will be acted upon.