

# St Joseph's Patrician College, Galway. 'THE BISH'



## ASD Class Policy

Ratification Date: **Feb 23<sup>rd</sup> 2021**

Review Date: as Required.

<b>Policy Revision Number:</b>	<b>Date.</b>
1	February 23 <sup>rd</sup> . 2021

This policy is in keeping with the Child Protection Procedures as adopted by the Board of Management. Teachers are reminded that they are mandated persons and must be familiar with their obligations with reference to the Children First: National Guidance for Protection and Welfare of Children 2017 and the Children First Act 2015

## **Introductory Statement**

The ASD Class attempts to enable all students with ASD to belong to an educational community without prejudice and within which individual difference is celebrated. The class reflects the inclusive ethos of St. Joseph's Patrician College and wherever possible the students in the ASD Class are integrated within the mainstream school. It embraces the school ethos "Love God, work hard and take care of one another".

## **Overview and Aims**

The ASD class opened in September 2017. The ASD Class is based in the ASD Centre. There are 6 students assigned to this Centre. All of these students are on the Autism Spectrum and vary from low functioning to high functioning Autism. The Centre caters for the students during the regular mainstream school timetable. The ASD class is supervised at all times for the safety of the pupils. Students in our ASD centre will have access to all programmes, Junior Cycle, Transition Year and Leaving Certificate, as appropriate. An individual programme will be included in each students Support Plan, tailored to their individual needs.

This policy adheres to all relevant Guidelines for Setting up and Organising Special Classes as set out in such documents as:

- NCSE POLICY ADVICE Supporting Students with Autism Spectrum Disorder in Schools
- Health & Safety Authority's Code of Practice for Employers
- The Education Act 1998
- The Education (Welfare) Act 2000
- The Education of Persons with Special Educational Needs Act 2004
- The Equal Status Acts 2000-2004
- Equality Authority's Code of Practice, given legal effect in the Statutory Instrument entitled Employment Equality Act 1998 (Code of Practice) (Harassment) Order 2002 (S.I. No. 78 of 2002)
- Special Educational Needs Support Service. 2016.
- Education for Persons with Disabilities Bill 2003
- Guidelines on Individual Education Plan Process 2006
- Guidelines for setting up and organising Special classes published by the special Education Needs Support Service 2016
- Education for persons with Disabilities Bill 2003
- Guidelines on individual plan process 2006
- The Comhairle Act 2000
- The National Council for Special Education (NCSE) Guidelines on the Individual Education Plan Process 2006
- The National Council for Curriculum Assessment (NCCA) Guidelines for Teachers of Students with General Learning Disabilities 2007
- Department of Education and Science Guidelines on Inclusion of Students with Special Educational Needs- Post Primary 2007

The following agencies are also consulted as required:

- Special Education Needs Organiser (SENO)
- National Educational Psychology Service (NEPS)
- Occupational Therapy (OT), Speech and Language Therapy (SLT) and Psychology Services in Health Service Executive (HSE).

This policy should be read in conjunction with the Admission Policy Code of Responsibility and Behaviour, Health and Safety Statement and Covid 19 Response Plan of St Joseph's Patrician College Galway, available on [www.bish.ie](http://www.bish.ie)

The aim of St. Joseph's Patrician College is:

- To offer a positive meaningful educational experience to the student that allows him to develop to his full learning potential
- To provide an environment that offers clarity, predictability and calm
- To promote and encourage the integration of all students in the ASD Class within the mainstream school
- To identify any difficulty that students with ASD are experiencing as early and as thoroughly as possible
- To encourage parental co-operation and involvement and to keep parents/guardians regularly informed of progress
- To work in partnership with parents/ guardians, students, the Special Educational Needs Organiser (SENO) and other outside professionals
- To employ a variety of resources, equipment and teaching strategies to enable differentiation in the approach to the curriculum
- To provide access to an extended curriculum whereby students are taught in the areas of social skills, life skills training and stress management strategies
- To attempt to meet the sensory needs of students in ASD Class by providing access to sensory and sensory integration within the ASD Centre.

### **ASD Class**

The majority of our ASD Class students use the ASD Centre during break and lunchtimes. This is a choice for each student, but most like the atmosphere in the Centre. There is always a listening ear to help solve problems or simply talk it over.

Students have access to a locker and individual work station in the ASD Centre. The ASD Centre is a focal point for the students and each student's individual needs will

be catered for here. Individual timetables and schedules aim to support the student at their unique level, so as to maximise their potential and experience within the school here at St Joseph's Patrician College.

Students attached to the ASD Centre may have a reduced curriculum depending on their needs and in order for them to access the room for additional support in social skills, study skills or for reducing anxiety and stress levels. (See Appendix 2 & 3)

Teachers and SNAs assigned to the ASD Class are encouraged to undergo continuous professional development (supported by the school) in relation to the Autism Spectrum Disorder (See Appendix 4).

### **Assessments:**

Reasonable accommodations have been put in place in an effort to negate the stress that is associated with class assessments for students with ASD. Mainstream teachers are asked to give adequate notice of all class assessments. Students in the ASD Class have the option of completing class assessment within the ASD Centre under the supervision of a teacher or SNA. Students are given extra time (if required) to complete exams and may also be provided with appropriate reasonable accommodations if deemed necessary by the State Examinations Commission. Reasonable Accommodations in examinations are applied by the school where the State Examinations Commission, *Reasonable Accommodations in the State Examinations (RACE)* criteria are met. This will be coordinated by the school SEN Coordinator.

### **Level 2 Learning Programmes**

For those students who currently can't access the existing Junior Cycle at Level 3, the Level 2 Learning Programmes (L2LPs) have been designed for students with particular special educational needs. These programmes are designed to provide meaningful learning and learning experiences for students who have general learning disabilities in the higher functioning moderate and low functioning mild categories. These programmes are set in the context of the principles, the 5 key skills (Communication and Language, Living in the community, Numeracy, Personal Care and Preparing for Work) and the 24 statements of learning that frame the new Junior Cycle.

For those students completing the level 2 programme it is the responsibility of class teachers to plan and assess those students. The programmes are built around two curriculum components, namely (a) five priority learning units (PLUs) and (b) short courses similar in type to Level 3. The evidence of learning in the L2LP portfolio will be presented for the Junior Cert Profile of Achievement (JCPA). Please see guidelines on [www.jct.ie](http://www.jct.ie)

### **Exemption from Irish**

Students enrolled in the ASD Class are automatically exempt from studying Gaeilge.

## **Autism Spectrum Disorder Class (ASD) Admissions Policy**

As outlined in our Admission Policy

- St. Joseph's Patrician College, with the approval of the Minister for Education and Skills, has established a class to provide an education exclusively for students with Autism/Autistic Spectrum Disorders. *St Joseph's Patrician College welcomes applications from parent(s)/ guardian(s) of students with special educational needs. Please be aware that there are only a limited number of places available in the special class. These places may be filled by current school students. In the event the special class is oversubscribed the school will use the selection criteria as outlined in Section 6 of our Admission Policy.*
- In order to access a special class a student must have a report from a relevant professional or team of professionals (for example, psychologist, speech and language therapist, psychiatrist) stating that: 1. He has a disability (in line with the designation of the special class in question) and 2. He has complex or severe learning needs that require the support of a special class setting and the reasons why this is the case. The professional report must meet DES requirements for the particular disability in question. Under no circumstances should a school place a student in a special class without such a professional report.

An application for a place in the ASD class will not be considered without having an assessed primary diagnosis of Autism/Autistic Spectrum Disorder. This assessment must be in line with the established DES criteria of DSM-IV or DSM-V or ICD-10. All applications must be accompanied by an assessment, carried out by an Educational/Clinical Psychologist approved by the DES, recommending the applicant "has complex or severe learning needs that require the support of a special class setting and the reasons why this is the case" (NCSE Special Class Guidelines 2016). The ASD Class at St. Joseph's Patrician College will only cater for children that are 12 years or more, and less than 18 years of age, on the 1st of September of the school year in question.

As a student who is enrolled in the ASD Class support classroom approaches 18 years of age, a transition programme will be put in place to facilitate the student's move to further education or training. A student's chronological age will be considered in assessing the appropriateness of their continued participation in the ASD Class.

### **Application Process**

An application form, a copy of which is available from the school, should be fully completed and submitted by the parent/guardian on behalf of the applicant. The closing date for receipt of such completed applications by the school is the same as St. Joseph's Patrician College Admissions Policy.

Parents/Guardians should note that under the official DES guidelines, the number of student places available in the ASD Class at St. Joseph's Patrician College is a

maximum of **6 students**. It should also be noted that fulfilling the enrolment criteria does not necessarily guarantee the student a place in the ASD Class.

### **Enrolment Procedure**

- All vacancies in the ASD Class will be filled, according to the criteria set down in our Admission Policy, Section 6. (Oversubscription).
- Students who meet the criteria for enrolment but are not offered a place for September will remain on the waiting list in the event that a vacancy should arise during the school year.
- Students must be suitable for inclusion in some mainstream classes or activities with their peer group.

### **Decisions on Enrolment**

Enrolment may be refused to the ASD Class if, in accordance with the criteria set out in our Admissions Policy Section 11,:

- (i) it is established that information contained in the application is false or misleading.
- (ii) an applicant fails to confirm acceptance of an offer of admission on or before the date set out in the annual admission notice of the school.
- (iii) the parent of a student, when required by the principal in accordance with section 23(4) of the Education (Welfare) Act 2000, fails to confirm in writing that the Code of Responsibility and Behaviour of the school is acceptable to him or her and that he or she shall make all reasonable efforts to ensure compliance with such code by the student; or
- (iv) an applicant has failed to comply with the requirements of 'acceptance of an offer' as set out in Section 10 of our Admission Policy.

The Board of Management has a duty of care to ensure as far as practicable the health and safety of the students and staff of the school. In addition, the Board of Management is required under section 15(1) of the Education Act 1998 to provide, or cause to be provided, an appropriate education for each student at the school for which that board has responsibility.

An application for admission may be refused, therefore, where the admission of the applicant would pose a significant risk to the health and safety of the applicant or students and staff of the school, or risk significantly interfering with the right of other students to an appropriate education.

Should the Board of Management refuse enrolment, parents will be advised of their right to appeal and will be given information on how to do so.

The advice, support and recommendation of the Special Educational Needs Organiser (SENO) for the area/region, based on the needs of the applicants, will be considered in the decision-making process associated with enrolment of applicants in the ASD Class at St. Joseph's Patrician College.

### **On Acceptance of a Place**

1. The Parents/Guardians of a child being offered a place in the ASD Class will be invited to visit the school to meet with a member of the Special Education Team and the Principal/Deputy Principal of the school, to discuss the placement/enrolment of their child. Any information requested by the Parent/Guardian will be provided at this meeting.
2. The Parents/Guardians may be requested to consent to a visit by a member of the Special Educational Needs professional staff at St. Joseph's Patrician College, to the existing school placement of the student concerned, in order to observe the student in a classroom situation. Staff may also meet with the principal and any relevant personnel involved in the student's education to that point.
3. The Parents/ Guardians will be invited to accompany their child to visit St. Joseph's Patrician College ASD Class and meet staff.
4. The Parents/ Guardians are also invited, after the acceptance and placement of their child in the ASD Class, to be consulted about the Education Plan for their child.
5. The NEPS psychologist and SENO will be appraised of the Education Plan.
6. A child may be phased gradually into the special class in the ASD Class through a mutually agreed process between Parents/Guardians and the Management of the school.
7. Where it is deemed appropriate, a student in the ASD Class will be assigned to an age appropriate mainstream class for integration purpose by school management.

The placement of every student within an ASD Class will be subject to regular review by the school staff and where appropriate, the professional services external to the school, following which decisions will (i) continue within the ASD Class at St. Joseph's Patrician College (ii) integrate fully into the mainstream post-primary, or (iii) seek an alternative and more appropriate educational placement for the student if St. Joseph's Patrician College is unable to meet the educational needs of the student.

### **Behaviour**

As already indicated above, the Parents/Guardians of the applicant for enrolment must accept and agree to St. Joseph's Patrician College Code of Responsibility and Behaviour and the terms of this policy.

Children with special educational needs may display difficult, defiant or oppositional behaviours. All efforts will be made by staff at the school to manage such behaviour using various strategies and through the implementation of the student's Individual Educational Plan. All students including those with special educational needs are subject to the school Code of Responsibility and Behaviour and the terms of the Health and Safety Statement adopted by the Board of Management at the school. Where any student's behaviour impacts in a negative way on teaching staff, or the constitutional

right to an education of the other students in the ASD Class or the students in a mainstream class, as judged by the Board of Management of the school, then the school will apply our Code of Responsibility and Behaviour.

### **External Support Services**

Essential services are provided by the Health Service Executive (HSE). These services include Speech and Language Therapy, Occupational Therapy or Physiotherapy. The Board of Management at St. Joseph's Patrician College has no function in accessing these services, but merely acts as a relevant conduit for their provision, where available and possible. Furthermore, St. Joseph's Patrician College cannot guarantee any additional service or support that may be available to the student through the offices of the HSE. St. Joseph's Patrician College does not have the resources to follow up on these services and it is a matter for the Parents/Guardians alone to ensure that all such possible support services are being accessed and availed of.

### **Health and Safety**

All health and safety issues are dealt with in line with the school's Health and Safety Policy, taking into consideration where appropriate the special needs of the student.

### **Student Support File.**

St. Joseph's Patrician College opens a Student Support File (SSF) for each student with a special educational need - developed by the National Council for Special Education (NCSE) – that enables schools to plan interventions and to track a student's pathway through the Continuum of Support. The SSF facilitates teachers in documenting progress over time and assists them in providing an appropriate level of support to students, in line with their level of need. Following a period of intervention and review of progress, a decision is made as to the appropriate level of support required by the student. This may result in a decision to discontinue support, to continue the same level of support, or move to a higher or lower level of support.

As special educational needs can vary from mild and transient to significant and enduring, educational planning should reflect the level of need of the individual student. In this regard, the Student Support File facilitates a graduated response across the different levels of the Continuum. For students with significant, enduring and complex needs, collaboration with external professionals, including multi-disciplinary teams, is advised (for example, occupational therapist, speech and language therapist and psychologist).

To support students with special educational needs effectively in St. Joseph's Patrician College, and to ensure consistency of approach, we ensure that all teachers (including subject teachers, special education teachers and guidance counsellors) have access to relevant information from the student's support plan. This helps teachers to differentiate their subject teaching to meet the needs of their students, and to set specific targets related to their subject areas.

### **Personal Pupil Plan**

St. Joseph's Patrician College opens a Personal Pupil Plan (PPP) for each student with access to a Special Needs Assistant (SNA) - developed by the National Educational Psychological Service (NEPS) – in conjunction with the SSF. The PPP specifies in detail the student's special care needs and outlines how the SNA allocation will be deployed to specifically assist the student and their current care needs. The plan demonstrates how the school intends to actively reduce, and where appropriate, eliminate dependency on SNA support within a reasonable specified timeframe. The Personal Pupil Plan includes time-bound targets for the development of independence skills as outlined in Circular 0030/2014.

### **Life skills**

The SEN team believes that it is important that all students leave school with the everyday skills they will need in life. These skills in the literacy and numeracy area include;

- Organizational skills
- Self-management skills
- Time-keeping
- Telling the time
- Reading labels
- Understanding safety signs
- Handling money
- Reading timetables/ menus/ instructions
- Filling out forms
- Writing cheques
- Measuring skills
- Following instructions
- Taking messages
- Shopping
- Internet searches etc.

If a student needs support in these areas a program will be drawn up by the SEN teacher using real life experiences.

### **Improving Reading and Comprehension**

Mainstream classrooms are used in some instances to teach SEN students. Where possible, the rooms aim to provide a literacy rich environment. Students' work and key terms are displayed on the walls.

Students are also encouraged to develop their personal writing skills.

### **Information & Communications Technology (ICT)**

#### **Digital Literacy**

Students are encouraged to use ICT whenever possible. They are instructed in programs such as word, power point, one note and how to perform an internet search. Students may also be shown how to print and scan documents, how to upload photos from a digital camera, how to attach files and send e-mails. The development of touch-typing skills is a priority for students who utilise assistive technology.

Some students with SEN have had applications made for assistive technology and utilise a range of devices including tablets, smart phones and laptops. They are encouraged and supported to use them throughout the school. Where permission (reasonable accommodations) has been granted from the Department of Education and Science a student may complete their exams through the medium of ICT.

### **ICT for students**

The students use a variety of programmes which allow them to overcome various barriers to learning and reach their potential. Students use the Microsoft office package on the laptops/PCs to access Microsoft word to type up various projects and exercises, Microsoft PowerPoint to compile and give presentations, Microsoft Access and Excel to create Excel files and databases.

Students have access to high speed broadband and this allows students to avail of resources on the internet.

The SEN team at St. Joseph's Patrician College will continue to strive to avail of the most current and relevant ICT supports available. This ensures that the student is supported in every possible way to maximise their own potential. It allows for the SEN team to engage in an interactive blended methodology to teaching supported by ICT.

### **RSE**

Building social relationships by making friends and establishing intimate partners is a key developmental life stage for young adults. It is even more important for young people with ASD who may not learn incidentally or from their peer group, or may approach others in an inappropriate physical or verbal manner, misreading subtle social cues or body language and behaviours in others. The SEN team at St. Joseph's Patrician College recognise that sexual development and curiosity is a normal developmental process. The ASD Team will seek support from external agencies in delivering the programme.

### **Teachers assigned to the ASD Centre**

Teachers who are timetabled for the ASD Centre prepare a scheme of work for the students timetabled for their class. Each plan needs to be differentiated to cater for all the needs of the students. We understand the need to promote independence within the ASD Centre-and aim to get the most from our students.

### **Mainstream teachers**

Each mainstream teacher is aware of the ASD students in their classroom and can access the SEN files of the students. Each teacher is also given an IEP of the ASD students in order to best accommodate and promote inclusivity. (See appendix 2).

## **SNA**

There are 2 SNAs allocated to our ASD Class. These are shared amongst the students in the ASD Centre and not assigned to one particular student. Some students need support in mainstream classes to help with note taking, recording homework and general classroom management. We aim to help the students become independent and overcome whatever challenges that school life has for them. (For The Role of The SNA see Appendix 1)

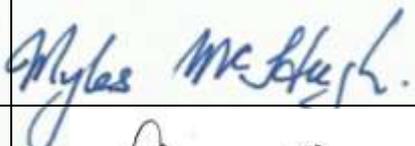
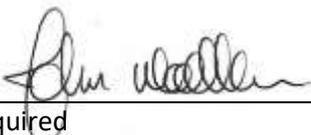
## **Transitioning Students to Second Level**

Step 1	On receipt of an offer, parents/guardians will fill in an acceptance form for their child to attend the ASD Class at St. Joseph's Patrician College
Step 2	The ASD support staff will contact the parents/guardians.
Step 3	A formal meeting takes place with the parents/guardians, primary school support team and staff from St Joseph's Patrician College.
Step 4	Contact will be made with the primary school and parent/guardians to invite the student to begin a transition programme in St. Joseph's Patrician College. The programme and content will depend on the student's individual needs.
Step 5	Potential students will be visited by a member of the ASD team to observe the student in their existing placement if the child is in a special school, to prepare for their transition to St. Joseph's Patrician College.
Step 6	Students will be invited into the school to meet with the class teacher and observe the break-time schedule and change of class environment.
Step 7	As with all 1 <sup>st</sup> year students there will be a general collective information evening for parents/guardians in May before they start in the school.
Step 8	When the student starts in St. Joseph's Patrician College the student follows a specific schedule set up by the specialist ASD staff, considering all the information gathered in the above processes. This schedule is sampled for an initial induction period.
Step 9	Following the induction period, the student schedule is modified as required.

## **Transitioning Students to Third Level and further placements**

Step 1	In the year prior to leaving school, discussions will take place with the Autism services section in the HSE.
Step 2	The SEN Team will contact the parents/guardians and discuss what they hope to achieve for their children.
Step 3	Investigations will be made by the SEN Team and visits to suitable locations will be arranged. The SEN Team will make the first visit, (where possible) and hold a transition meeting with the new facility.
Step 4	In the final year of school, where required, assistance will be given to the students on completing forms for the new facility and support will be given to aid the transition.
Step 5	Students will be assisted in practicing travel runs (where possible) to ensure the students are comfortable with the journey they must make.
Step 6	Students will be supported during social classes and the impending transition will be discussed regularly.

This policy is subject to periodic review by the Board of Management of St. Joseph's Patrician College.

The Board of Management ratified this policy on the:	DATE: <b>February 23<sup>rd</sup> 2021</b>
	Signed:
<b>Myles McHugh Chairperson</b>	
<b>John Madden Secretary of the BOM</b>	
Date of next review:	As required

## **Appendices:**

Number	
<b>Appendix 1</b>	Role of an SNA
<b>Appendix 2</b>	Supporting Pupils on the Autism Spectrum
<b>Appendix 3</b>	Additional Tips for Learning and Teaching
<b>Appendix 4</b>	Current Staff Members assigned to the ASD Centre
<b>Appendix 5</b>	Map of ASD Centre
<b>Appendix 6</b>	Sample Bish STUDENT SUPPORT PLAN (SSF)
<b>Appendix 7</b>	Sample Bish PERSONAL PUPIL PLAN (PPP)

## Appendix 1

The Duties of the SNAs are set out in Circular SNA 12/05.

### **From an Autism perspective here are some points regarding the role that the SNA can play:**

- The child must feel comfortable and safe in their school environment, and with the challenges that school brings and the anxiety so often associated with people with Autism this is of major importance. SNAs are someone who a child with Autism can feel comfortable with and develop a bond with overtime.
- Children with Autism may need space and often find it very difficult to cope if someone overcrowds them. Therefore, the SNA has a difficult task, which will vary from child to child, in establishing the balance between supporting them in their work and allowing them space.
- The SNA is someone who can really focus on the specific challenges of a child with Autism. The SNA overtime can learn what the child is able to cope with and what stresses them out. This is of major importance as it means that there is someone in the classroom who understands where a child with Autism may be majorly anxious or at risk of getting very angry or upset. It also means there is someone there who can ensure that a child with Autism is not put into a situation which they find particularly hard to cope with.
- The SNA plays an important role in enabling a child with Autism to become more independent. Establishing the balance between gently pushing them on and considering their limits, once the child with Autism gets to know an SNA and trust that they will be there if things get too much for them, it can really boost their confidence.
- The SNA can play a great role in gently challenging a child with Autism. Head-on confrontation will rarely work with a child with Autism, more likely it will result in a major meltdown or negative behaviour. The SNA is someone who can withdraw a child from a circumstance and allow the issue to be addressed at a later stage when they have calmed down.
- The SNA can be a great support in helping to socialise a child with Autism, encouraging them to engage with other children in the class as much as they are able or can tolerate. Equally, they can play a great role in ensuring other children are kind and inclusive of the child.
- SNAs play a major role in ensuring that a child with Autism gets the maximum out of class time and concentrates and applies themselves to a task as much as they can. SNAs can help the child to stay focused and make sure that the child does not miss out on anything the teacher says due to distraction, problems with following instruction or in grasping what they are being asked to do.
- As the SNA is someone who the child with Autism generally grows to trust the SNA can be a kind, but firm voice who can help the child to realise what behaviours are acceptable or unacceptable in the school setting.

## **Appendix 2**

### **Supporting Pupils on the Autism Spectrum**

Autism Spectrum Disorders (ASDs) are neurological disorders that are characterised by difficulties with social communication, with social interaction, and with social imagination and flexible thinking. An additional impairment, related to processing sensory information, has been suggested as a further dimension of ASD Social Communication

Atypical patterns of social communication can be verbal and non-verbal. Verbal difficulties may include a delay in the development of language, comprehension difficulties, literal thinking and speech, poorly modulated intonation and delivery of speech, echolalia (echoing speech), unusual vocabulary, and repetitive use of language. Non-verbal difficulties include difficulty in empathising with others and in appropriately interpreting social cues, body language and facial expressions. Gestures are often stiff, stilted or over-exaggerated.

### **Strategies for Impairments in Language and Communication**

- Students require support in understanding the purpose and value of communication.
- Attention needs to be directed to teaching social aspects of language such as turn taking and timing (some turn taking activities may include board games, hitting a balloon back and forth, telephone conversations, bouncing a ball back and forth, etc).
- Directly teach gestures, facial expressions, emotions, vocal intonation and body language.
- Use visual material and/or signing to support and facilitate students' communicative initiations and responses.
- Provide precise instructions for students to follow.
- Always refer to the student by name as he/she may not realise that 'everyone' includes them.
- Do not expect eye contact and never turn the student's face towards you.
- Keep verbal instructions brief and simple.

### **Social Interaction**

Problems with social behaviour will sometimes arise from communication and restrictive behaviours - for example, difficulties in interpreting facial expression. Also, as Autistic students tend to be literal thinkers, they will have problems with knowing the rules that govern social behaviour.

The following may help when dealing with Impairments in Social Interaction in a classroom setting:

- Student's with Autism are literal thinkers.
- Student's are confused by the rules that govern social behaviour.

- Student's require direct teaching in social skills.
- It may be necessary to structure opportunities for student's to use social skills in different situations.
- Be aware of the difficulties for student's inherent in less structured situations such as break, lunchtime, in the corridor and in transitions between lessons.
- Use stories to teach social communication/interaction.
- Develop a 'Buddy system' with mainstream peers.
- Directly teach jokes, puns and metaphors.

### **Social Imagination and Flexible thinking**

In relation to a lack of flexibility of thinking and behaviour, one may notice that the child has limited social imagination, becomes anxious with changes in routine, prefers restricted and/or repetitive activities and routines, and is obsessive with a narrow range of interests. These difficulties can also be reflected in problems with imaginative play and with sharing the attention with others.

Therefore, difficulty with participating in the activities or enjoyment of others is a particular challenge to teachers as it affects the student's ability to share and have varied interests, adapt behaviour according to the situation, accept changes in rules and routines, accept others' points of view, and generalise learning.

Strategies for Impairments in Imagination with a Restricted Range of Behaviours, Activities and Interests:

- Student's must be helped to cope with new and/or varying activities.
- Pre-empt the student's anxiety that results from being presented with unstructured or unfamiliar situations without prior warning/explanation.
- Devise and implement a structured play/leisure programme

The combination of these three features may result in a range of further behavioural difficulties. Students with Autism, for example, may engage in hand flapping, rocking or spinning. They may demonstrate heightened sensitivities to noise, smell, taste, touch or visual stimuli. They may also experience erratic sleep patterns, display unusual eating habits, engage in self-injurious or aggressive or hyperactive behaviour, exhibit an unusual posture or gait, and have irrational fears or phobias.

## Appendix 3

### **Additional Tips for Learning and Teaching**

- Adjustments may need to be made to the classroom to address the student's under sensitivity/oversensitivity to noise, smell, taste, light, touch or movement.
- Consider implementing structured and systematic programmes to develop the student's fine and/or gross-motor skills.
- Elicit relevant information regarding the student's eating, drinking and sleeping irregularities.
- Structure the classroom environment to reduce distractions.
- Secure student's attention prior to issuing instructions/engaging in conversation.
- Provide structures that assist students in understanding the duration of tasks.
- Make the links between different tasks clear to students.
- Use computers to support the student's learning and teaching opportunities.
- Disapprove of inappropriate behaviour and not of the student.

**(<http://www.sess.ie/categories/autismautistic-spectrum-disorders/aspergers/tipslearning-and-teaching>)**

## **Appendix 4**

### **Staff Member assigned to the AS Centre. School Year 2020/2021.**

Riona Johnson Co-Ordinator & Teacher

Darach Behan SNA

Aoife Mulvey SNA

Grainne Cotter Teacher

Denise O Riordan Teacher

Amy Considine Teacher

Darragh Loughnane Teacher

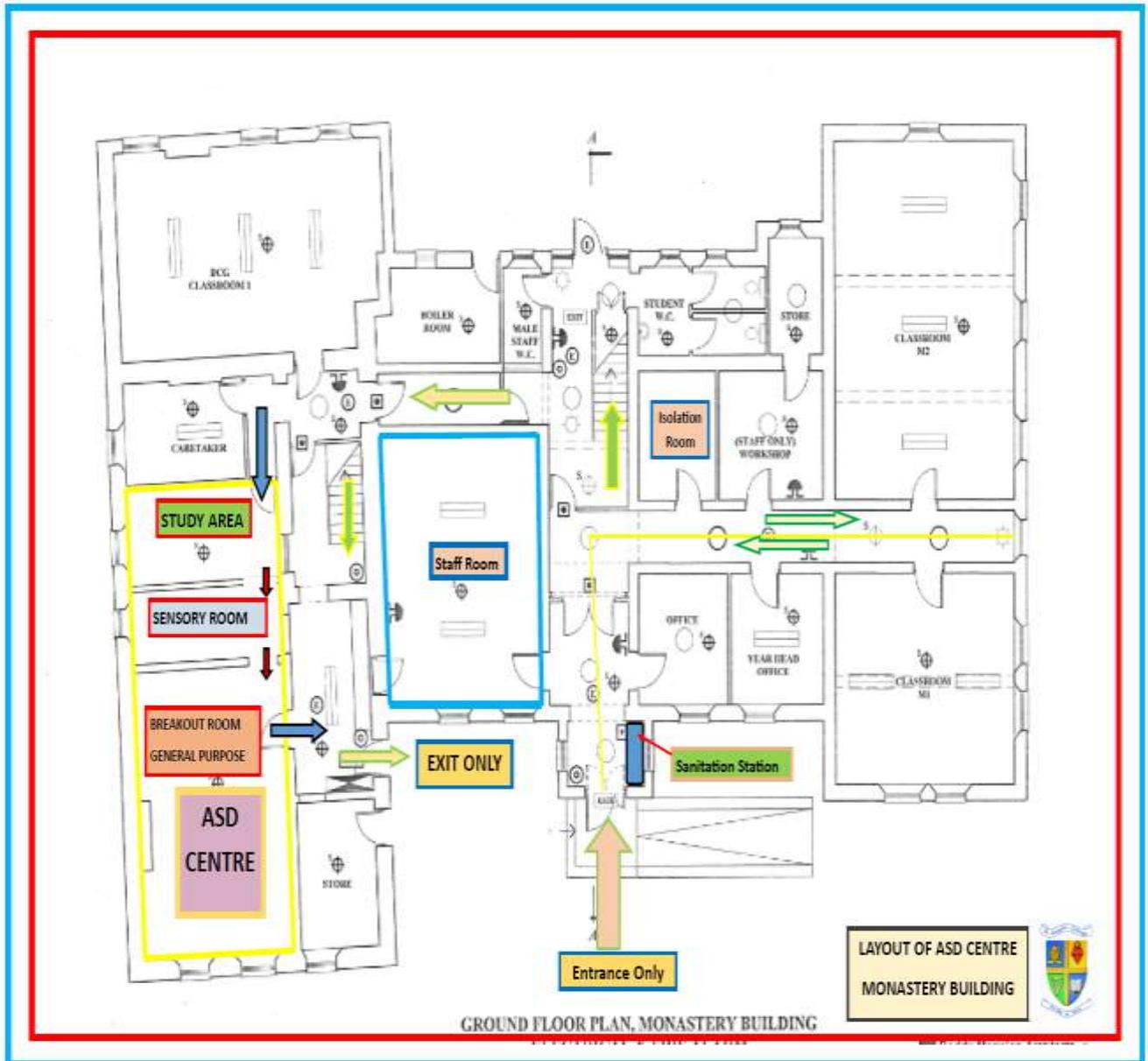
Ruth Holden Teacher

Rob Leonard Teacher

Coley Kelly Teacher

Tom O Malley SENCO

# Appendix 5



Appendix 6

**SAMPLE St. Joseph's Patrician College.**

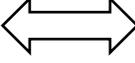
**STUDENT SUPPORT FILE**

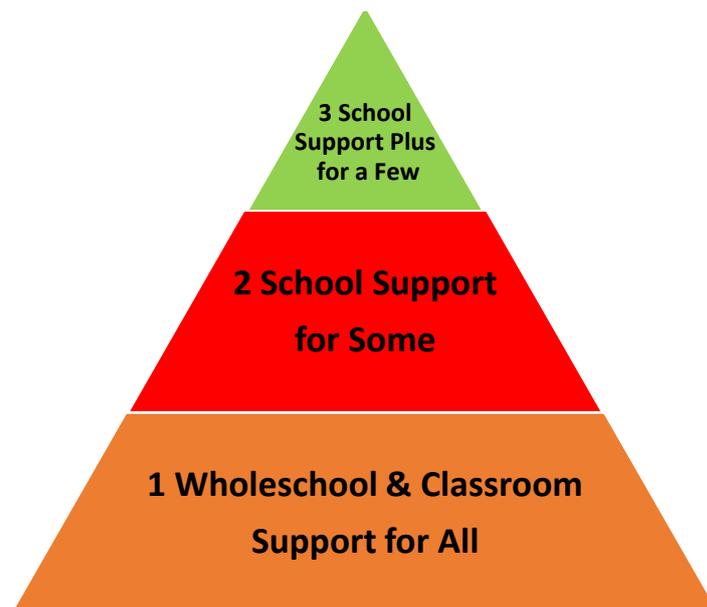


**STUDENT SUPPORT FILE**

 <b>STUDENT SUPPORT FILE</b>	
<b>Name of Student</b>	
<b>Date of Birth</b>	
<b>School</b>	<b>St Joseph's Patrician College</b>
<b>Date File Opened</b>	
<b>Date File Closed</b>	

## 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.

**Student Support File, Log of Actions**  
**St. Joseph's Patrician College.**

Date	Actions

## St. Joseph's Patrician College Support Checklist

Name:	Age:	Class:
General Information	Date Checked	Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning- screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by learning support/resource teacher or other school staff?		
16. Other interventions put in place in school?		
<b>Action needed</b>		

*Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20*



## St. Joseph's Patrician College SEN Profile

Name:	Class:
Profile:	
Strengths:	Learning Needs:
Targets:	Other:

## ST JOSEPH'S PATRICIAN COLLEGE SUPPORT PLAN

*Classroom Support  
School Support (Support for SOME)  
School Support Plus (Support for A FEW)*

**To be completed by the teacher(s).**

For help, see *SEN: A Continuum of Support - Guidelines for Teachers: BESD: A Continuum of Support – Guidelines for Teachers* pp.71-74; *A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers*, pp. 51, 53, 54, 57.

Student's name		Age	
Lead teacher		Class/year	
Start date of plan			
Review date of plan			
Student's strengths and interests			
Priority concerns			
Possible reasons for concerns			
Targets for the student (Including possible TY and LC curriculum)			
Strategies to help the student achieve the targets			
Staff involved and resources needed			
Signature of parent(s)/ guardian(s)			
Signature of teacher			

## ST. JOSEPH'S PATRICIAN COLLEGE SUPPORT REVIEW RECORD\*

*Classroom Support*  
*School Support (Support for SOME)*  
*School Support Plus (Support for A FEW)*

**To be completed by the teacher(s) as a review of the plan and as a guide for future actions.**

For help, see *SEN: A Continuum of Support - Guidelines for Teachers*; *BESD: A Continuum of Support – Guidelines for Teachers*; *A Continuum of Support for Post-Primary Schools, Resource pack for Teachers*; *Student Support Teams in Post-Primary Schools*.

Student's name	Class/ Year	
Names of those present at review	Date of Review	
What areas of the plan have been most successful and why?		
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?		
Have the student's needs changed since the start of the plan, and if so how?		
Recommended future actions – <i>what, how, who, when?</i>		
Any comments from the student?		
Any comments from the parent(s)/guardian(s) comment?		
Signature of parent(s)/ guardian(s)		
Signature of teacher(s)		

**Outcome of review (tick as appropriate)**

	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support		Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
	Continue at Current Level of Support		Request consultation with other professionals

\*A consultation with a NEPS psychologist/ other professionals may contribute to this review.

# Personal Pupil Plan

**St. Joseph's College, Galway**



**Name:**

**Date of Birth:**

**Class:**

**SENCO:**

**Year Head:**

**SNA:**

**Resource Teaching Hours:**  
BELOW

**DES Category of Disability:** SEE

<b>Pupil's Identified Care Needs: (in line with DES Circular 0030/2014)</b>
<b>Timeframe for which care support is expected to be required:</b>

**Targets :**

**Identify targets to reduce/eliminate dependence on care support:**

<b>Long Term:</b>	
<b>Shorter Term:</b>	

**Programmes/Strategies that will be employed to achieve short term targets listed above**

**Key: SENCO = Special Educational Needs Co-Ordinator, CT = Class Teacher, PT = Parent, P = Pupil, ISA = Inclusion Support Assistant, SET = Special Education Teacher**

<b>Programmes/Strategies</b>	<b>Personnel (see above key)</b>	<b>Indicate Frequency Daily</b>	<b>Timeframe of programme e.g:</b>	<b>Review Date &amp; one of:</b>
		Once / week Twice / week As required	3 months, 6 months, 9 months.	O = Ongoing D = Diminished A = Achieved

**Detail on plan to reduce dependence on ISA for each of the above:**

Programmes should increase skillset with regard to independence and functional living and eventually reduce the dependence as much as is possible on SNA support. Prefects encouraged to volunteer to help with the extracurricular activities thus decreasing the dependence on SNA support in that area. As CAMHS continue to support the child the dependence on SNA should also decrease. However, with Autism it takes time and patience and resilience to make steady progress.

## SNA Care Timetable

Times	Mon	Tues	Wed	Thurs	Fri	On - Call

### SIGNED:

Class Teacher :

---

Resource Teachers : See timetable attached

SNA :

Parent/Guardian:

Student (if appropriate):

SENCO:

Date:

# Sample Frequency Chart

Week : \_\_\_\_\_

Initials: \_\_\_\_\_

Care/Behavioural Need	Mon	Tues	Wed	Thurs	Fri
Pupil needed to be removed from classroom for significantly disruptive behaviour					
Pupil physically hurt self/another pupil					