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## Terminology

### ASN – Additional Support Needs:

We use this term to identify any additional need(s) that a student may have that could lead to them requiring additional support to access the mainstream curriculum.

### ASP – Autism Support Programme:

The name given to the range of supports that are available to the students enrolled in the NCSE sanctioned class. This ranges from one-to-one subject support, sensory breaks, communication and social skills work to life skills and literacy, numeracy and other interventions.

### ASC – Autism Support Classroom:

The ASC is the base room for the ASP. The ASC consists of a teacher's work area, a kitchen, a group work area and 6 individual work stations for the students. There is also a calm room, a sensory room and a toilet. We have decided to name our ASC in the same naming format as the rest of the rooms in the school and it is called Farmhill.

### ASP teacher – Autism Support Programme teacher:

The key teacher and point of contact for the students enrolled in the ASP. This teacher will create individual plans for the students and work directly with them to meet their educational goals as set out in their SSPs. The ASP teacher in Farmhill is Suzin Staunton.

### ASN assistant – Additional Support Needs Assistant – also referred to as SNAs (Special Needs Assistant).

ASN assistants guide, support and encourage the student to reach their potential. They are also responsible for specific care needs identified in the Personal Pupil Plan. They work under the direction of the ASP teacher, subject teachers and senior leadership team (SLT).

### Integration:

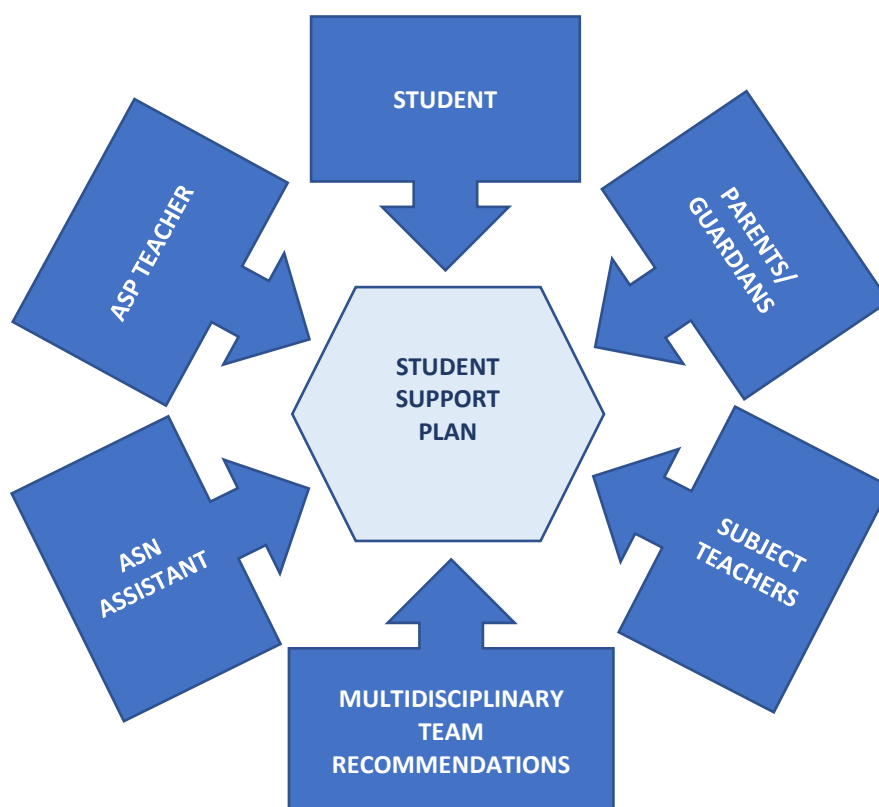
Integration refers to the practice of teaching children with additional needs in the same classroom as their peers.

### Reverse Integration:

The practice of integrating mainstream students into activities done in the ASP.

### SSP – Student Support Plan:

A document outlining the educational needs of a student and the plan in place to support these needs. This document is drafted in collaboration with the student, the student’s ASP teacher, subject teachers, ASN assistant(s) and parent(s)/guardian(s).



### PPP – Personal Pupil Plan:

A document outlining the primary and secondary care needs of the student and the plan in place to support these needs. This document is drafted in collaboration with the student, the ASP teacher, ASN assistant(s) and parent(s)/guardian(s).

### Mainstream:

This is the range of subject specifications and programmes offered by the school to all of its students.

### Full inclusion:

In full inclusion, the student’s primary placement is in the mainstream class. The student does not attend the ASC for any additional support except, for example, during Irish. Full inclusion is the expressed aim for all students enrolled in the ASP. This may be achieved over a broad timeframe and may have to be reevaluated in consultation with the student and their parents/ guardians.

## Introduction

### Who is eligible to enrol in the class?

An enrolled student in Goatstown ETSS who has a formal diagnosis of ASD and a written report from an Educational Psychologist which includes a recommendation to the effect that it is essential or necessary for the student to be enrolled in the programme.

If no such recommendation is noted in the report, a separate letter from an educational psychologist which states that there is a need for placement in an ASD class, Autism unit\* or Special class will suffice.

***\* This is not a term that we use in Goatstown ETSS.***

### How many places are available?

There are 6 places available for each ASC. Once a student has enrolled and accepted a place in the ASP, that place remains theirs for the duration of their education. That place will only become available:

1) when they complete their education

or

2) if they transfer to a different school

or

3) their parents/guardians withdraw them from the school (this does not relate to students who avail of home tuition, as these students will continue to be enrolled in Goatstown ETSS.)

## What facilities are available?

The ASC is divided into multiple areas to support the various needs of the students.

There is:

- A kitchen area with sink, fridge, kettle, microwave, toaster, cutlery, cups and plates
- Teachers work area
- A classroom space for small group teaching with overhead projector and smart TV.
- 6x individual work stations/desks (students will be assigned their own desk)
- 2x computer desks with desk top computers.
- A sensory room
- A calm room
- An accessible toilet.

## What our ASC looks like:



*Kitchen Area*



*Teachers work area*



*Group work area/Classroom*



*Student work stations x6*



Computer desks



Sensory Room



Calm Room



Accessible Toilet

## What does support look like?

Support in the ASP varies depending on the needs of each student. Some of the supports that are available are targeted support programmes, reduced timetable, alternative start times, homework reduction, homework exemption, quiet space for breaktime/lunch, safe space to decompress if overwhelmed (sensory room/calm room). All of these supports are with the agreement of parents and notified to the board of management. Further details can be found in circular 0047/2021 of the department of education.

The targeted support programmes that are available are listed below:

- **Literacy Programme** – NALA (QQI level 2 and level 3 awards), Level 2 learning programme (L2LP), TOE BY TOE
- **Numeracy programme** – NALA (QQI level 2 and level 3 awards), Level 2 learning programme (L2LP)
- **Social and communication skills** – behaviour mapping, discussions, board games, social stories, role play, modelling
- **Lifeskills** – personal care, self care, money management, budgeting, goal setting, planning, organisation strategies, nutrition, cooking, real life experiences with trips to shops, museums, parks etc.
- **Relationships and Sexuality (RSE)** – SPHE, Sex and Relationship Education: A visual programme for learners with Autistic Spectrum Disorders or Learning Disabilities – Fiona Speirs
- **MY FRIENDS Youth** – This is an evidence based anxiety prevention and resiliency building programme designed to teach students the skills required to manage their thoughts, emotions and body responses to life stresses as well as developing self-esteem and teaching coping skills in a simple and structured way.
- **Alert Programme** – This evidence-based programme is a six-week intervention designed to support children with their emotional regulation.



## Sample Student Timetables:

These are indicative timetables and each timetable will be designed to support the specific needs of the student.

- 1. Minimal** – This student attends mainstream for the majority of the school week. They attend the ASC for additional literacy and numeracy support during Irish.

	MON	TUE	WED	THU	FRI
<b>8.40.</b>	Geog Rosemount <b>Teacher C</b>	<b>Numeracy</b> Farmhill <b>Teacher A</b>	Student En. Art Studio <b>Teacher B</b>	Science HEAS <b>Teacher E</b>	Spanish Bellfield <b>Teacher F</b>
<b>9.38.</b>	Science (*MB) HEAS <b>Teacher E</b>	History (*MB) Willowfield <b>Teacher C</b>	Science (*MB) HEAS <b>Teacher E</b>	Geog (*MB) Rosemount <b>Teacher C</b>	(*MB) OPTION 1
<b>10.36.</b>	<b>BREAK From 10.36 until 10.50</b>				
<b>10.50.</b>	SPHE Art Studio <b>Teacher B</b>	OPTION 1	English Willowfield <b>Teacher C</b>	Short Course	OPTION 2
<b>11.48.</b>	English (*MB) Willowfield <b>Teacher C</b>	Maths Rosemount <b>Teacher E</b>	Spanish Bellfield (*MB) <b>Teacher F</b>	<b>Numeracy</b> Farmhill (*MB) <b>Teacher A</b>	<b>Literacy</b> Farmhill (*MB) <b>Teacher A</b>
<b>12.46.</b>	<b>LUNCH</b>		History	<b>LUNCH</b>	
<b>13.20.</b>	Maths Rosemount <b>Teacher E</b>	OPTION 2	Willowfield <b>Teacher C</b>	Maths Rosemount <b>Teacher E</b>	PE Astro/Park <b>Teacher D</b>
<b>14.18.</b>	Et. Ed Art Studio <b>Teacher B</b>	PE Astro/Park <b>Teacher D</b>	<b>Finish @</b> <b>13.44/1.44pm</b>	CSPE (*MB) Art Studio <b>Teacher B</b>	English (*MB) Willowfield <b>Teacher C</b>
	<b>Finish @</b> <b>15.16/3.16pm</b>	<b>Finish @</b> <b>15.16/3.16pm</b>		<b>Finish @</b> <b>15.16/3.16pm</b>	<b>Finish @</b> <b>15.16/3.16pm</b>

**2. Targeted Support** – This student attends mainstream for the majority of the school week. They attend the ASC for additional literacy and numeracy support during Irish and for additional targeted support during a select number of classes.

	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>
<b>8.40.</b>	Geog Rosemount <b>Teacher C</b>	<b>Numeracy</b> <b>Farmhill</b> <b>Teacher A</b>	<b>Support</b> <b>Farmhill</b> <b>Teacher A</b>	Science HEAS <b>Teacher E</b>	Spanish Bellfield <b>Teacher F</b>
<b>9.38.</b>	Science (*MB) HEAS <b>Teacher E</b>	History (*MB) Willowfield <b>Teacher C</b>	Science (*MB) HEAS <b>Teacher E</b>	Geog (*MB) Rosemount <b>Teacher C</b>	(*MB) OPTION 1
<b>10.36.</b>	<b>BREAK From 10.36 until 10.50</b>				
<b>10.50.</b>	<b>Support</b> <b>Farmhill</b> <b>Teacher A</b>	OPTION 1	English Willowfield <b>Teacher C</b>	Short Course	OPTION 2
<b>11.48.</b>	English (*SB) Willowfield <b>Teacher C</b>	Maths (*SB) Rosemount <b>Teacher E</b>	Spanish (*SB) Bellfield <b>Teacher F</b>	<b>Numeracy</b> <b>Farmhill (*SB)</b> <b>Teacher A</b>	<b>Literacy</b> <b>Farmhill (*SB)</b> <b>Teacher A</b>
<b>12.46.</b>	<b>LUNCH</b>		History Willowfield <b>Teacher C</b>	<b>LUNCH</b>	
<b>13.20.</b>	Maths Rosemount <b>Teacher E</b>	OPTION 2	Finish @ <b>13.44/1.44pm</b>	Maths Rosemount <b>Teacher E</b>	PE Astro/Park <b>Teacher D</b>
<b>14.18.</b>	<b>Support</b> <b>Farmhill</b> <b>Teacher A</b>	PE Astro/Park <b>Teacher D</b>		CSPE (*MB) Art Studio <b>Teacher B</b>	English (*MB) Willowfield <b>Teacher C</b>
	<b>Finish @</b> <b>15.16/3.16pm</b>	<b>Finish @</b> <b>15.16/3.16pm</b>		<b>Finish @</b> <b>15.16/3.16pm</b>	<b>Finish @</b> <b>15.16/3.16pm</b>

3. **50/50** – This student attends half of their mainstream classes and spends the remainder of their time in the ASC. In the ASC they will cover specific core subjects on a 1 to 1 basis as well as participating in additional targeted support programmes.

	<b>MON</b>	<b>TUE</b>	<b>WED</b>	<b>THU</b>	<b>FRI</b>
<b>8.40.</b>	Geog Rosemount <b>Teacher C</b>	Lifeskills Farmhill <b>Teacher A</b>	Student En. Art Studio <b>Teacher B</b>	Science Farmhill <b>Teacher A</b>	Spanish Farmhill <b>Teacher F</b>
<b>9.38.</b>	Science (*MB) Farmhill <b>Teacher A</b>	History (*MB) Willowfield <b>Teacher C</b>	Science (*MB) Farmhill <b>Teacher A</b>	Geog (*MB) Rosemount <b>Teacher C</b>	(*MB) OPTION 1
<b>10.36.</b>	<b>BREAK From 10.36 until 10.50</b>				
<b>10.50.</b>	SPHE Farmhill <b>Teacher B</b>	OPTION 1	English Willowfield <b>Teacher C</b>	Short Course	OPTION 2
<b>11.48.</b>	English Willowfield <b>Teacher C</b>	Maths Farmhill (*MB) <b>Teacher A</b>	Spanish Farmhill (*MB) <b>Teacher F</b>	S&C skills Farmhill (*MB) <b>Teacher A</b>	Literacy Farmhill (*MB) <b>Teacher A</b>
<b>12.46.</b>	<b>LUNCH</b>		History (*MB)	<b>LUNCH</b>	
<b>13.20.</b>	Maths Farmhill (*MB) <b>Teacher A</b>	OPTION 2	Willowfield <b>Teacher C</b> <b>Finish @</b>	Literacy Farmhill <b>Teacher A</b>	PE Astro/Park <b>Teacher D</b>
<b>14.18.</b>	S&C skills (*MB) Farmhill <b>Teacher A</b>	PE Astro/Park <b>Teacher D</b>	<b>13.44/1.44pm</b>	Maths (*MB) Farmhill <b>Teacher D</b>	English (*MB) Willowfield <b>Teacher C</b>
	<b>Finish @</b> <b>15.16/3.16pm</b>	<b>Finish @</b> <b>15.16/3.16pm</b>		<b>Finish @</b> <b>15.16/3.16pm</b>	<b>Finish @</b> <b>15.16/3.16pm</b>

4. **95% in ASC** – This student is integrated into the mainstream setting for PE. In the ASC they will cover specific core subjects on a 1 to 1 basis as well as participating in additional targeted support programmes.

	MON	TUE	WED	THU	FRI
8.40.	Numeracy	Money M.ment	Geog	Science	Spanish
9.38.	Science (*MB)	Planning (*MB)	Science (*MB)	RSE	Numeracy
10.36.	<b>BREAK From 10.36 until 10.50</b>				
10.50.	SPHE	Lifeskills - Trip	Numeracy	Numeracy	Self care
11.48.	Geog	Lifeskills - Trip	Spanish	S&C skills	Literacy
12.46.	<b>LUNCH</b>		Literacy	<b>LUNCH</b>	
13.20.	S&C skills (*MB)	Literacy	<b>Finish @ 13.44/1.44pm</b>	Nutrition (*MB)	PE
14.18.	Literacy	PE		Cooking	Meditation
	<b>Finish @ 15.16/3.16pm</b>	<b>Finish @ 15.16/3.16pm</b>		<b>Finish @ 15.16/3.16pm</b>	<b>Finish @ 15.16/3.16pm</b>

### **ASC timetables explained:**

Timetables can change throughout the year depending on the needs of each student at any given time.

#### **Scenario 1:**

Student A started in September on sample timetable 1. In collaboration with student A's parent(s)/guardian(s) it was decided that more support was needed. This student then moved to sample timetable 2. After a set period of time their SMART targets for the support class were reviewed and having achieved their targets, they returned to sample timetable 1.

#### **Scenario 2:**

Student B started in September on sample timetable 1. In collaboration with student A's parent(s)/guardian(s) it was decided that more support was needed. This student then moved to sample timetable 2. Teachers were advised to differentiate student B's classwork and homework. Over a period of time, it was noted by teachers that although there was differentiation and in class support, student B was still struggling, there were also concerns about social and communication skills.

In collaboration with parent(s)/guardian(s) it was decided that student B should move to sample timetable 3, where they received one to one support in the ASC. After a set period of time the students SMART targets were reviewed and having achieved their targets, they returned to sample timetable 2. It was agreed that this targeted support was likely to be required for the remainder of the school year.

#### **Scenario 3:**

Student C started in September just as described in scenario 2, their SMART targets were not met and in collaboration with parent(s)/guardian(s) it was decided that student C would remain on sample timetable 3 and complete the level 2 learning programme (L2LP).

#### **Scenario 4:**

Student D started in September on sample timetable 4. They will complete the L2LP in the ASC and will join the mainstream group for PE.

## How is the class staffed?

Each ASC has one full time teacher and additional subject support teachers. In 2021/ 2022, the following subject teachers work in the ASP: Spanish, Art, Technology, Maths, Music and English. The subjects which the additional support teachers offer will vary depending on the availability of teachers as determined by the school timetable.

## Role of the ASP teacher

The ASP teacher:

- Is a point of contact for parents/guardians in relation to the support needs of the student
- Involves parents in the educational process, eg. SSPs, reverse integration planning and process, frequency of movement/sensory breaks etc
- Prepares a new student's SSP in consultation with parents/guardians, the student, subject teachers and ASN assistants
- Initiates a review of that SSP each term
- Organises venue, date and time to meet parents/guardians
- Consults with parents/guardians, subject teacher, ASN assistants and multidisciplinary team as appropriate
- Plans and implements educational provision for students enrolled in the ASP
- Creates a timetable that offers a comprehensive wrap around support for the students enrolled in the ASP
- Sends the completed timetable to all teaching and support staff in a timely manner.
- Co-ordinates the supporting work of the ASN assistants on an ongoing basis.
- Works closely and with the subject teachers to identify regular opportunities for integration or reverse integration, where appropriate
- Collaborates where appropriate, with subject teachers to identify and implement accommodations that the student may need in order to be successful in the mainstream classroom
- Helps students enrolled in the ASP to understand the Code of Positive Behaviour of the school, where appropriate
- Liaises closely with Clan Tutor and Year Coordinator to discuss which interventions are best arranged by the ASP teacher and Clan Tutor/Year Coordinator. It is essential that lines of communication are open so that the best intervention can be applied in the spirit of the school's Code of Positive Behaviour

- Liaises with the Senior Leadership Team (SLT) to plan staff meetings, organise finance, and with regard to engagement with outside agencies

### **Role of the ASN assistant:**

The role of the ASN assistant is to provide for the significant additional care needs which some pupils with additional educational needs may have. (DES circular 0030/2014). The aim of the ASN assistant is to guide each student more and more towards independence.

### **Examples of the primary care needs that the ASN assistants will support:**

- Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential: This may be for safety or personal care reasons, or where a child may be required to leave the class for medical reasons or due to ongoing distress. (Movement/sensory breaks)
- Assisting teachers to provide supervision in the classroom, playground and school grounds: at recreation, assembly, and dispersal times including assistance with arriving and departing from school for pupils with additional needs, as well as assisting the teacher by providing supervision during outings/trips
- Assistance with mobility and orientation: on an ongoing basis including assisting a student to access the school building and the classrooms
- Assistance with enabling curriculum access for pupils with physical disabilities or sensory needs and those with significant and identified social and emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times, assistance with sensory/movement breaks etc

### **ASN Assistants are required to:**

Keep a record of notable observations of students with ASN assistant support. These records should be on a separate page for each student with student's initials, class period and date at the top of the page.\*

Complete an observation form as requested by the ASP teacher.\*

***\*All records will be stored in each student's file, in a locked filing cabinet for safe keeping cognisant of GDPR.***

Assist with the development and review of PPPs and SSPs for children with additional support needs.

Support the student with primary care needs as identified in the student's PPP. Assist a student who is not physically able to perform such tasks to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another.

Prepare and tidy workspaces, classrooms and materials.

Assist in preparation of school files and materials relating to the care, assistance and support required by students with additional support needs.

The ASN Assistant will support, guide and encourage students as much as possible so that they can participate in the class that they are attending and reach their full potential. The ASN Assistant will work under the direction of the class teacher to support the needs of the student with an aim of supporting inclusivity on a class level. Flexibility is key.

### **Role of the subject teacher:**

- The class teacher continues to have **primary responsibility** for teaching and learning.
- When a pupil with significant and complex care needs has access to support from an ASN Assistant, the classroom teacher will work closely with the ASN Assistant. However, the class teacher continues to have **primary responsibility for teaching and learning and for the social and emotional development and progress of the pupil.**
- The classroom teacher will make specific accommodations for a pupil within the class as a result of concerns about a pupil's progress, application, communication, behaviour or interaction with peers. These accommodations include: differentiation, simplification, allowing alternative forms of work production, extensions of homework (exemption may be possible if causing concern/issues), asking ASN Assistant to sit near student etc.
- The responsibility for the overall progress of students with behavioural difficulties lies with the classroom teacher.
- Students with challenging behaviour should be supported by their class teachers, tutors, year coordinators and the ASP teacher by the implementation of whole school policies on the management of positive behaviour in schools.
- Thus, ASN Assistant support is not a substitute for the normal behavioural management and disciplinary practices that a school is required to have in



place. (Refer to school code of positive behaviour for reference and guidance).

- Good communication between the ASP teacher and subject teacher will facilitate the ASP teacher in providing behavioural, academic and social and emotional interventions in the ASC that will support the work of the subject teacher.

Subject teacher in the ASC:

Teachers in the ASC will be supporting students in one of three ways:

1. Supporting the same student(s) on a one-to-one basis for the duration of the school year.
2. Supporting multiple students on a rotational basis for the duration of the school year.
3. Providing in class support.

#### **Role of the subject teacher in the ASC:**

Creates a scheme of work for the ASP or for individual students with support from the ASP teacher. After reviewing the student's SSPs the subject teacher will create a scheme of work for the 6 students enrolled in the ASP and will cater to the ability levels of these 6 students. The scheme of work is a working document and may change over time as the student may need less or more support (ie differentiation).

Teachers supporting students in the ASC will teach their own subject. If a need arises and the support teacher has experience in this area they may engage in other supports which are necessary at that time.

Supports the student with literacy, numeracy, social skills, communication skills, life skills etc. (this will be discussed in advance and there may be ways to creatively incorporate these topics into specific subjects).

Updates the folder called 'student work' in the student's file indicating briefly what was covered in the class and include sample worksheets, if applicable.

## Communications

### Teachers

Open, informal and collegial communications are essential in Goatstown ETSS. In order to streamline effective communication as the size of the school grows:

1. Teachers should email the ASP teacher with any concerns or observations pertaining to any of the 6 students enrolled in the ASP. ([sstaunton@goatstownetss.ie](mailto:sstaunton@goatstownetss.ie))
2. The ASP teacher will work closely with, collaborate with and support the work of the year coordinators and clan tutors, this is essential for all concerned.
3. Teachers/Tutors/Year Coordinators should email the ASP teacher if they are made aware of any new information pertaining to students enrolled in the ASP.
4. If a student from the ASP is in a class without an ASN assistant and a need for support arises, the subject teacher can request support through the GETSS WhatsApp group by typing “support – room name”, no student names are to be used in WhatsApp in accordance with GDPR guidelines.
5. The ASP teacher will inform staff through email of any new information pertaining to the students enrolled in the ASP that may impact on their ability to participate in class.
6. The ASP teacher will inform staff through email of times when students will be missing from class to receive additional support.

**ASN assistants** are requested to:

1. Report minor incidents to the supervising teacher when they occur and record such incidents in the student’s observations.
2. Report significant incidents to the ASP teacher as soon as possible and record such incidents in the relate to student observation file.

## Parents

1. Parents are asked to email the ASP teacher with any information that may impact on the student's ability to participate in school ([sstaunton@goatstownetss.ie](mailto:sstaunton@goatstownetss.ie)) such as disruption to sleep, changes to routine,
2. Parents are asked to email **subject teachers** directly with any concerns relating to **that subject**. (Email addresses of all teachers can be found on the school website.)
3. Parents are requested to not make changes to plans that have been made in conjunction with the school and that all changes are discussed collaboratively with parents and school staff.

## Access to the ASC

Farmhill has a sensory room and a calm room that can be accessed by any student that has been identified by the ASN team as having an additional need or an emerging need. These students are identified each September and made aware of the availability of the calm room and sensory room.

On arrival to Farmhill the ASN Assistant will check if the room that they require is in use. If it is available the ASN Assistant will fill in the sign in sheet and the student can go into the room.

Use of the sensory room or calm room will be in intervals of 10 minutes (length of overall stay is dependant on the needs of the student at that time).