



Additional Support Needs (ASN) Policy

Introduction:

Goatstown Educate Together Secondary School (Goatstown ETSS) is an equality based, coeducational mainstream post primary school catering for children from a diverse range of social, cultural and religious backgrounds. It is child-centred in its approach to education and democratically run with the active participation of parents and students encouraged in the daily life of the school. The school works hard to create a positive, warm and comfortable atmosphere where the identity of every child is respected and supported (Educate Together Charter).

The purpose of this policy document is to provide practical guidance for teachers, parents, ASN (Additional Support Needs) Assistants (ANAs) and other interested parties in the provision of effective learning support to pupils experiencing low achievement and/or learning difficulties as well as fulfilling our obligations under The Education Act 1998 and those sections of The Epsen Act 2004 which have been enacted. This policy also recognises the relevance and importance of current legislative documents, circulars and Department of Education (DES) publications.

This policy was created by the ASN team in conjunction with school management. The policy builds on the work done to understand and accommodate any ASN of the students attending Goatstown ETSS and aims to provide a framework by which these children can achieve a level of learning commensurate with their abilities and requirements for living a successful, fulfilling, and productive adult life. Our key aim is to develop in students a culture of lifelong learning and growth which celebrates the uniqueness and potential of each child. This policy aims to express the educational philosophy of the school inside the framework of the National Educational Psychology Service (NEPS) Continuum of Support.

Our Mission:

Goatstown Educate Together Secondary School is dedicated to creating a co-educational, learner-centred, caring, happy and positive environment where equality and democracy are celebrated and nurtured. We are committed to enabling students to become creative, empathetic, life-long learners who are prepared to meet the challenges of the 21st century in a sustainable and ethical way.

We embrace collaborative educational practices both in our school and through engagement with the wider community. Through the process of teaching and learning we aim to inspire, support and challenge all students to develop their skills and passions. In doing so, we dedicate ourselves to empowering all students to truly understand themselves and others better so that when they leave school, they are ready to actively engage in society and to lead purposeful, fulfilling and happy lives.

In supporting our students 'to become creative, empathetic, life-long learners who are prepared to meet the challenges of the 21st century in a sustainable and ethical way' we recognise that students with additional needs will need support to access the curriculum

in a way which promotes equality of access and parity of esteem. Because ‘we embrace collaborative educational practices, we see the value of team teaching and working together in teams.’

Students with ASN experience greater difficulties in accessing not only the academic learning experiences on offer during their schooling, but also both the school building itself and the vitally important social learning that takes place throughout each school day. This policy aims to provide a framework through which inclusion and equality of access can be experienced by all students during their time at Goatstown ETSS. Through utilising this framework, the needs and learning differences of all students can be accommodated and the appropriate structures and arrangements adopted to ensure equality is tangible and not merely mandated.

Principles underlying this policy are:

- Respect for the dignity of the individual student.
- Inclusion and care for the students with ASN.
- Equality of access, parity of esteem, and participation in the school.
- Provision of appropriate education for students with ASN.

The provision of the support service for Special Education Needs students in Goatstown Educate Together Secondary School is dependent on the funding and resources made available to the school from the Department of Education.

The ASN policy is intended to provide a set of guidelines and illustrative principles in order that every child, parent/guardian/carer and staff member can understand the rationale behind the structure and allocation of ASN supports. This policy will define the broad areas in which the ASN team and wider staff aim to work in order to improve student outcomes based on the ASN relationship with the school mission statement, as explained above.

Roles and Responsibilities:

Board of Management (BOM):

The BOM oversees the development, implementation and review of school policy on ASN. They also ensure that adequate classroom accommodation, secure storage space and effective teaching resources are provided. The BOM facilitates the inclusion of students with ASN through inclusive enrolment policies and by promoting inclusive whole school practice and procedures. The BOM are charged with specific duties in legislation. A summary of these is contained in the Post Primary Guidelines for Inclusion: https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/insp_inclusion_students_sp_ed_needs_pp_guidelines_pdf

Building Leadership Capacity:

The Board of Management, in providing oversight, hears about the work of school teams and strategy groups from the principal. The ASN Department has worked to identify areas of expertise already existing on staff and to identify areas needing development.

During the school year 2020/ 2021, the following areas for development were identified during the period 2020-2022:

Area For development:	Action Taken:
Team Teaching	PDST intensive support on a whole school level during 2021 and 2022.
Excellent literacy support skills on staff but needing more support in Numeracy	PDST intensive support with two staff who are rolling out whole school training.
Need to support students presenting with behavioural, emotional and/ or sensory challenges.	Two staff undertook Alert training.
Need to support students with ASD	ASN Coordinator undertook training and school opened a Support Class for children with autism. Whole school undertook training The school engages in the Autism Friendly Schools programme.
Need to build leadership capacity	Teacher enrolled in Post Graduate Diploma in Special Education to support ASN Coordinator

Principal:

The principal has overall responsibility for ASN procedures and practices in the school. Any duties resulting from these responsibilities may be delegated to the ASN coordinator. The Principal is responsible for ensuring that ASN is a whole school activity that is seen as the responsibility of all school staff.

The new allocation model states the principal's leadership role is central and includes the following:

The school principal should:

- Implement and monitor the school's Additional Needs Policy on an on-going basis
- Assign staff strategically to teaching roles, including special education support team roles
- Coordinate teachers' work to ensure continuity of provision for all pupils
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, pupils and external professionals/agencies

- Ensure that effective systems are implemented to identify pupils' needs and that progress is monitored methodically
- Facilitate the continuing professional development of all teachers in relation to education of pupils with additional support needs, and ensure that all school staff (class teachers, special education teachers and ASN Assistants) are clear regarding their roles and responsibilities in this area
- Communicate with the SENO (Special Education Needs Organiser)
- Oversee a whole school assessment and screening programme
- Allocate time within the school timetable for the ASN team to plan and consult with teachers, parents and professionals
- Inform staff about external agencies and provide information on continuing professional development in the area of ASN
- Arrange for the collection of additional support information in a timely manner
- Manage the schools ASN assistants and delegate aspects of this to the ASN Coordinator

Additional Support Needs Co-ordinator(s)

ASN Coordinator (ASNCO) should:

- Communicate with the principal in relation to ASN matters on an on-going basis
- Liaise with external agencies about the provision for pupils with additional needs to include planning meetings, Meitheals, Case Conferences etc.
- Maintain effective communication with professional agencies working with students e.g., CAMHS, HSE, TUSLA etc.
- Liaise with the NEPS psychologist, the team and class teachers to prioritise children for psychological assessments (NEPS)
- Liaise with mainstream teachers to identify, support and monitor children with additional needs
- Coordinate regular ASN team planning meetings with published agenda and minutes to ensure effective communication and support for children with additional needs
- Collaborate with the ASN team in creating timetables for additional support
- Meet with parents regarding any concerns about their child, advise parents on procedures for availing of special needs services and update them regarding their progress
- Coordinate the screening of pupils for additional support, using the results of standardised tests
- Liaise with ASN team in relation to children for external diagnostic assessment, where parental permission has been sought and granted
- Maintain lists of pupils who are receiving additional support
- Co-ordinate applications for reasonable accommodations
- Help to manage the school ASN assistants
- Prepare a budget for the ASN department in consultation with other teachers and the principal

Learning Support Teachers:

Learning Support Teachers have a key role in supporting students with additional support needs either through withdrawal to small class groups, through one-to-one lessons, or through supporting these students through team teaching.

The Learning Support teacher should:

- Familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs
- Assist in the implementation of a broad range of whole school strategies aimed at prevention and early intervention
- Collaboratively develop Student Support Plans for each pupil selected for school support teaching with class teachers and other staff
- Meet with teachers, parents/guardians and other staff members to identify priority learning goals for each pupil in receipt of School Support Plus What is school support plus – this has not been mentioned before now
- Collaborate with class teachers and relevant staff to develop a Student Support Plan for each pupil in receipt of School Support Plus
- Update and maintain planning and progress records for each individual, or group of pupils, in receipt of school support
- Provide supplementary teaching for literacy and numeracy on a withdrawal and in-class support basis
- Support whole-school procedures for screening
- Administer and interpret diagnostic tests and inform class teachers and parents of the outcomes
- Meet with parents regarding any concerns about their child and update them regarding their progress
- Offer advice and support to class teachers regarding pupils on their caseload
- Discuss the needs and progress of children on their caseload at planning meetings
- Liaise with primary schools and work with the Guidance Department regarding third level institutions in relation to student's leaving school

Mainstream Subject Teachers:

Mainstream teachers have a key role in identifying and bringing about the successful inclusion of students with ASN who may be at risk and make a critical contribution through the creation of a supportive learning environment for all.

Mainstream class teachers have primary responsibility for the teaching and learning of **all** pupils in their class, including those selected for additional support.

Subject Teachers should:

- Implement teaching programmes which optimise the learning of all pupils and, to the greatest extent possible, highlight the emergence of learning difficulties
- Take responsibility for all students in their class cohort including ASN students

- Create a positive learning environment within the classroom
- Differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their class
- Discuss outcomes of standardised testing with the ASN team to assist in the selection of children for supplementary teaching
- Meet with parents regarding any concerns about their child and update them regarding their progress
- Plan for the learning of students in receipt of in-class support
- Assist in the creation of Support Plans for those in receipt of Support Plus
- Familiarise themselves with Student Support Plans for their students
- Familiarise themselves with ASN reports for ASN students in their class cohort
- Liaise with and seek advice from their ASN Coordinator
- Utilise the ASN Referral form for identified needs
- Continue to engage in relevant CPD

Additional Needs Assistants:

The duties of the ASN Assistants are carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/class teachers, the ASN Assistant will meet the care needs of the ASN pupils to which they have been assigned. (Circular 10/76).

The ASN Assistant should:

- Support the care needs of pupils in effectively accessing the curriculum
- Contribute to the quality of care and welfare of the pupils
- Support learning and teaching in the classroom
- Attend, where possible, training courses/workshops provided by the BOM
- Attend Student Support planning meetings and/or meetings with relevant professionals, when necessary
- Ensure the safety of the pupils with ASN in the schoolyard and be present for the duration of the yard breaks along with the teachers on duty
- Maintain a record of support provided to their ASN pupils
- Accompany ASN pupils to supplementary lessons when appropriate
- Assist the specific student in the classroom, corridor and through breaks
- Provide movement break and rest breaks/time-out when necessary
- Give assistance to a student when guided by a teacher
- Assist with the centres for Reasonable Accommodation in examinations
- Utilise booking form and receive confirmation if ASN assistant required for trips outside the school

Parents/Carers/Guardians:

Collaboration and sharing of relevant information between home and school are essential elements of our ASN policy. Parents/Carers/Guardians, through their unique knowledge of their own children, have much to contribute to their child's learning.

Parents/Carers/Guardians should:

- Share any information, reports, or reports pending, from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at the enrolment stage
- Support the work of the school and keep the school informed of the progress and challenges they observe in their child's learning
- Attend meetings arranged by subject teachers, or ASN team, when requested
- Support the targets outlined in their child's support plans and engage with the school in relation to school based interventions and home-based activities
- Inform relevant third level institutions of their child's needs, at the transition stage
Parents, upon signing the enrolment form, complete a section which confirms agreement that their child may avail of learning support if required during their time in Goatstown ETSS

Learners:

Learners who are in receipt of supplementary teaching should, as appropriate:

- Be given the opportunity to contribute to the setting of their medium and short-term learning targets
- Become familiar with the targets that have been set for them
- Develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

Whole school staff support and development:

- The school has a policy of linking CPD to the needs and priorities of the school. CPD is strongly encouraged with team teaching; the Alert programme, numeracy and ASD support, as just some examples of focus in the first year of the school
- Students who are diagnosed as having additional learning needs are identified to staff
- Students who have had a report, or assessment, indicating medical conditions, or learning difficulties, of which staff need to be aware are identified to staff
- Staff have ongoing access to coded information regarding students with ASN on VsWare
- Prior to the Christmas, Summer and Mock assessments/examinations, staff are briefed on students who qualify, or are applying for Reasonable Accommodations in Certificate Examinations
- Staff are encouraged to attend CPD relating to special educational needs
- A library of teaching and learning resources is available for staff

Ad Hoc/Additional Support from time-to-time.

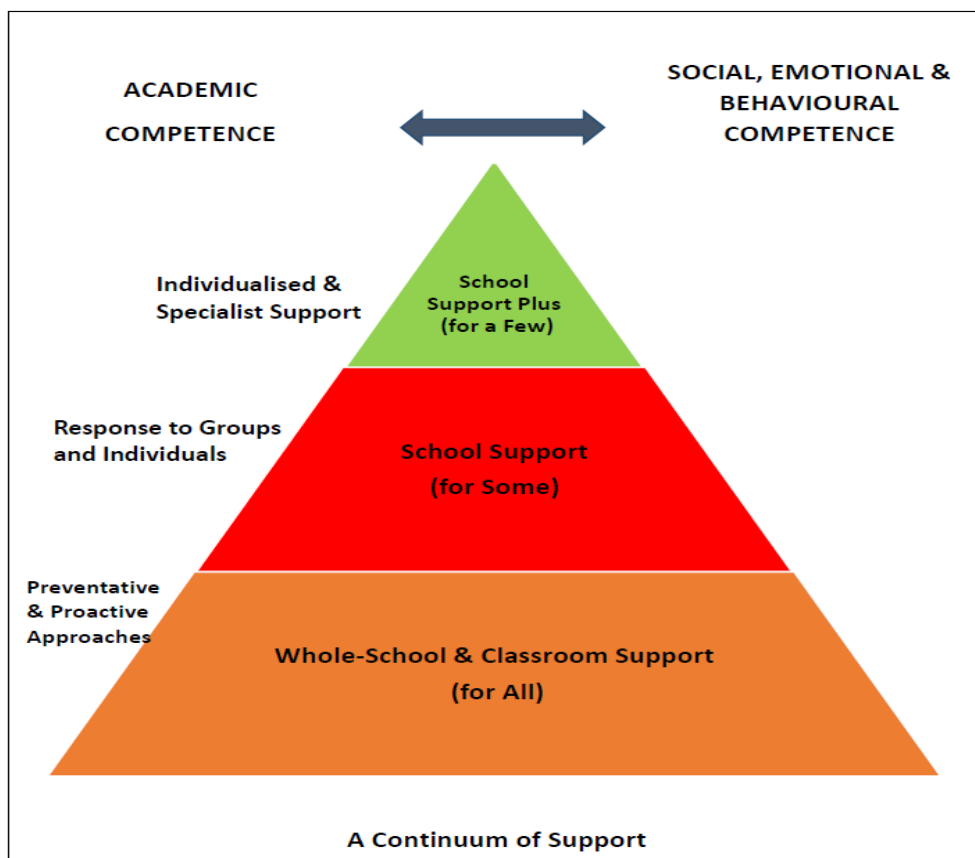
Additional support may be offered to students from time-to-time depending on arising needs, for e.g., a period of illness/absence from school

Identifying Pupils with Additional Needs

A Continuum of Support:

The school uses the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, the school recognises that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that pupils require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils. Identification of educational needs is central to our policy and the new allocation model. By using the Continuum of Support framework, we can identify pupils' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties. This, in turn, allows us to identify and respond to needs in a flexible way. This problem-solving process is illustrated as follows:



The Continuum of Support suggests the following levels of support:

Stage 1. Classroom Support:

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct, or individual educational needs, and who require approaches to learning and/or behaviour which are **additional to, or different** from, those required by other pupils in their class. Problem-solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher, Clan Coordinator, Clan Tutor and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by teachers to support emerging needs. The classroom teacher opens a Classroom Support file to identify the differentiation required to meet the needs of identified students and reviews over time to assess if these methods are working. The teacher must record log of actions and build a bank of evidence from both the classroom and homework. This includes, not only curricular needs but also social, emotional and behavioural needs. The review stage should identify if the needs have been met, or if the student needs to remain on classroom support, or if input from the ASN department is required.

Stage 2: School Support:

In some cases, interventions at classroom support level are not enough to fully meet the pupil's additional support needs. School Support may, therefore, be required. The class teacher needs to involve the ASN team in the problem-solving process at this point and it involves more systematic gathering of information and the development and monitoring of a School Support Plan. The class teacher fills in a referral form relaying their concerns about a student. The referral is brought to the ASN team where the needs of the child are assessed, and a school support plan may be developed.

Stage 3: School Support Plus:

If a pupil's special educational needs are **severe and/or persistent**, they are likely to need intensive support. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. However, the information from Classroom and School Support work will provide the starting point for problem-solving at this level. Classroom support and school support will continue to be an important element of his/her individual education plan. The school support plan will reflect the move to school support plus.

A more comprehensive explanation of each stage can be found in the Continuum of Support – Guidelines for teachers.

<https://www.sess.ie/special-education-teacher-allocation/post-primary/continuum-support-post-primary>

and

https://www.education.ie/en/Schools-Schools/Services/National-Educational-Psychological-Service-NEPS-/neps_special_needs_guidelines.pdf

Information Gathering and Assessment.

In order to identify pupils who may require supplementary teaching, screening; including standardised testing, is carried out annually and further diagnostic testing may need to take place. The information gathered from these formal assessments is then used to inform decisions for allocating support and devising student support plans.

Parents are requested to state on the school application form if their child has been assessed with a learning/emotional difficulty, or has received Learning Support/Resource hours at primary level and to furnish the school with any reports of information relevant to the child's additional needs. The purpose of this is solely to facilitate putting the necessary supports in place. Contact is initiated and maintained with primary schools to ensure information on the needs of students is passed on, and that the relationship with the Primary School will enhance the transition for students with ASN. When completing the school enrolment form, parents are required to agree to the dissemination from primary to post-primary and any outside agencies involved.

Students ordinarily complete an assessment (e.g., CAT IV, NGRT) during the first few weeks of school. Some students may be given special provision while sitting this test e.g., smaller centre.

The practice of undertaking these prior to the commencement of the school year is common in a number of neighbouring schools. This is often done as a way of confirming enrolment. During 2021, such group meetings of individuals not in a school 'bubble' were not possible due to Covid-19. The process of assessments for incoming first years and the timing of these will be kept under review.

Transition to Goatstown ETSS:

The school identifies students with ASN transitioning into the school through its enrolment procedures. The ASN Coordinator (ASNCO) arranges for transition meetings between the student and parents. Where possible, students are invited to visit with their primary school or parents/ guardian. A school welcome pack, including an ASN section is sent to parents of incoming first years in May.

Assessment and Screening Tests:

Goatstown ETSS recognises that students have different learning support needs. The ASN department may wish to explore a student's learning needs by identifying areas of need through diagnostic assessments. Parents are asked for consent to diagnostic testing on the school enrolment form and will be contacted by the ASN team in relation to any assessments. Parents will receive an assessment report, or feedback, as appropriate. We continually review the assessment and screening tests that we use in order to balance the

needs of our pupils and the need to provide information for appropriate support. Therefore, we may deviate from the below list prior to the review date of this policy.

Inventory of Test Materials – ASN & Guidance departments

Screening Tests:

- Wechsler Intelligence Scale for Children 3rd Edition (WIAT II)
- New Group Reading Test (NGRT)
- Cognitive Abilities Test 4th Edition CAT IV (Incoming first year & 4th year)
- Dyslexia Screener
- Dyscalculia Screener
- PDST Maths Assessment
- This is not an exhaustive list and is subject to change

Meeting the Needs and Allocating Resources

Once students' needs have been identified, ASN teachers are deployed to address these needs as required. We deploy our ASN team in a variety of ways in order to effectively meet pupils' needs. We aim to strike a balance between in-class support, group and individual support while ensuring that the needs of children with additional needs are met inclusively. Parents are informed and asked for consent for their child to attend learning support.

Importantly, the level and type of support reflect the specific targets of individual students as set out in their support plans and are informed by careful monitoring and review of progress. In this way, following a period of intervention, some pupils may no longer require additional teaching supports; some may require the same level, while others may require more intensive supports.

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, those with the highest level of need should have access to the greatest level of support. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, team-teaching, small group teaching and one-to-one teaching. In addition to literacy and numeracy difficulties, many students will have specific needs in such areas such as oral language, social interaction, behaviour, emotional development, motor skills and application to learning, or may require additional learning support if returning to school following a period of absence.

Selection Process for allocation of additional teaching resources:

<p>School Support Plus</p>	<p>Children with identified complex needs by an external professional such as a:</p> <ul style="list-style-type: none"> • Physical Disability • Learning Disability • Hearing Impairment • Visual Impairment • Emotional Disturbance • Autistic Spectrum Disorder • Assessed Syndrome • Specific Speech and Language Disorder/Impairment <p><u>This list is not exhaustive</u></p>	<p>Individual Education Plan/Student Support Plan</p>	<p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal Mentoring</p> <p>Personnel ASN teacher Subject Teacher Outside Agencies ASN Assistant (if appropriate)</p>
<p>School Support</p>	<ul style="list-style-type: none"> • Children for whom English is an additional language or children whom English is an additional language newly arrived in Ireland • Children on or under the 10th Percentile in Literacy Standardised Tests • Children with an identified need assessed by external professionals who are not on or below the 10th percentile in Literacy or numeracy such as: <ul style="list-style-type: none"> – Borderline Mild General Learning Disability – Mild General Learning Disability – Specific Learning Disability – Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder – Autism Spectrum Disorder – Children who have not made adequate progress after interventions at Classroom level 	<p>Student Support Plan and Learning Programme</p>	<p>Type of Support In-Class Support Team-Teaching Group Withdrawal Individual Withdrawal Mentoring</p> <p>Personnel ASN teacher/ASD Class teacher Subject Teacher ASN Assistant</p>

Timetabling:

Timetabling of additional support needs:

- Timetables are continually reviewed and subject to change to meet the changing needs of the student body
- Students should not miss the same subject each time they are withdrawn if possible and all withdrawals are made with parental consent
- Interruptions to classes/classrooms should be kept to a minimum

Irish Exemption Procedure

Goatstown ETSS follows the guidelines set out by the Department of Education for granting Irish Exemptions as follows:

1: Students whose education up to 12 years of age (or up to and including the final year of primary education) was received outside the state and where they did not have opportunity to engage in the study of Irish.
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2: Students who were previously enrolled as a recognised student in a primary, or post-primary school, who are being re-enrolled after a period spent abroad, provided that at least three consecutive years have elapsed since the previous enrolment in the state and are at least 12 years of age on re-enrolment.

3: Students who present with significant and persistent learning difficulties and present with a Standardised Score in a discrete test at/below the 10 th percentile in either Word Reading, Reading Comprehension, or Spelling.

For students who have an exemption from the study of Irish

- Students receiving an Irish Exemption because of a diagnosed learning difficulty will be withdrawn from class for learning support classes
- Students with an Irish Exemption for reasons other than a learning difficulty will remain in class and complete project work/study

For further information please see circular: https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0052_2019.pdf

L2LP

L2LP is a programme designed for students with Mild to Moderate General Learning Disability or in **exceptional** cases, for those showing persistent and severe failure in the curriculum despite ongoing support and differentiation.

This programme can only be implemented on consultation and agreement with the parents/guardians.

For further information please see: https://www.jct.ie/l2lp/key_documents

Tracking, recording and reviewing progress

Provision for pupils with special educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process.

The school uses the Athena tracker to track the performance of students in school assessments and examinations. This is just one tool which teachers can use to help them evaluate how well a student is performing. The Athena tracker also links the performance of individual students to the tests administered by the school upon admission to school e.g., CAT IV test.

Student Support File

We use a Student Support File to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates us in documenting progress and needs over time and assists us in providing an appropriate level of support to pupils, in line with their level of need. Our Student Support File is based on the NEPS template and is stored on the school server. It is a working document that is subject to review at least once per year.

All support files should include:

- Cover sheet with pupil's details
- A timeline of actions
- Record of support received
- Standardised/ Diagnostic test scores
- Support plans
- Checklist

Individual ASN Files

All pupils' ASN files are stored in a locked filing cabinet in the ASN Coordinator's room. It is the responsibility of ASN team to update and manage the files of the children on school support and school support plus that they support.

The following should be stored:

- Student Support File
- Psychological Reports
- Copy of referrals made to external agencies
- Copy of reports from external agencies
- Record of ASN meetings with parents, external agencies and inter- school meetings
- Record of ASN correspondence between parents, external agencies and school staff

Communication between ASN Team/Principal/Subject Teachers:

The ASN Coordinator and Principal, or Deputy Principal, should meet very regularly to discuss the outcome of ASN meetings.

In order to facilitate the range of communications and tasks which must be undertaken by the ASN team, time will be allowed at specific points during the school year (where cover is available), using Croke Park hours, and in the timetables of ASN staff for the following purposes:

- Administration associated with students on the ASN register
- Meetings with ASN Assistants
- ASN team meetings
- Attendance at student support team meetings
- RACE
- Meetings with subject teachers
- Meetings with external agencies
- School visits

This list is not exhaustive.

Reasonable Accommodations for Examinations:

The ASNCO applies annually for reasonable accommodations for a number of students with additional support needs undertaking state examinations. The most commonly used forms are use of separate centre, word processor, reader and/ or spelling and grammar waiver. Students are granted reasonable accommodation in examinations in accordance with the criteria outlined by the Department of Education and Skills. Parents and students are informed of the fact that the student availed of 'accommodation' and that this is indicated on his/ her results certificate. **Reasonable** accommodation is offered to students for in-house examinations if feasible, however, it is offered on the understanding that it is not guaranteed for State Exams until the SEC have approved it under the RACE procedure.

Assistive Technology:

Assistive Technology (AT) in our school supports students' regular activity within the mainstream classroom.

Procedure for new entrants to the school:

- If Assistive Technology is already being used by the student in his Primary School (as granted by the NCSE) the Assistive Technology should be transferred with the student on transition this needs to be agreed by the Primary School
- Grant-aided Assisted Technology will only be applied for if a Psychological report, or an Occupational Therapy report states it is "essential". The NCSE will then process the application

- Assistive Technology generally refers to “laptop” unless otherwise stated in the report
- All laptops which are grant-aided by the NCSE are the property of the school, can be used by the student for their personal use but must be returned when the student leaves the school
- In cases where a laptop needs repair and where this repair work is deemed economical and essential by the SENO, the school will undertake to have it repaired. Parents must first submit an *Application for Approved equipment Repair* Form and the school will then apply to the SENO for approval

Procedure for Students who are already enrolled:

- If on entry to First Year, or at a later stage, it becomes obvious that due to hand-writing speed, motor coordination difficulties, or other, use of a laptop is necessary, an application will be made to the NCSE on their behalf. An “essential” recommendation from an OT or psychologist is required for this
- In cases where the NCSE do not grant finance for the purchase of a laptop, but in the opinion of NEPS Psychologist/Educational Psychologist its use is necessary, the parent can purchase a student’s personal laptop. The student can use this laptop in school for subjects where there is a high volume of writing
- The ASN department will facilitate the students practice and improvement in typing by providing resource time to practice if necessary
- The ASN Department will assess the student’s suitability for a RACE application to use a laptop for exams. The SEC has issued clear criteria for this application process, and the ASN Department will follow these guidelines, and apply where a student meets these criteria
- Where possible the school will facilitate all students using laptops for in-house exams, this is contingent on staff resources. Parents and students must sign the ‘Laptop Use in House Exams’ form in advance of any House exams The use of Assistive Technology in school examinations and assessments is no guarantee of being allowed to use these in SEC exams.

Autism Support Class:

The school was sanctioned by the National Committee for Special Education (NCSE) to open a special class for students on the autistic spectrum in 2021. This class provides additional support for up to six students who have a recommendation for enrolment in a special class from a relevant professional (e.g., an educational psychologist.) Admission to the class is covered in an appendix to the admissions policy which is available on the school website.

There is a separate ASD Support Class policy which can be read in conjunction with this policy.

Health and Safety:

Every staff member and pupil is entitled to a safe, secure environment and to be treated with respect. All appropriate measures are taken to ensure the safety of each pupil with ASN at our school. When a place is offered to a child with ASN, every effort will be made to ensure that the supports to which the child is entitled are in place as soon as possible.

Staff members will be informed of any potential risks associated with a child and, where necessary, this advice will be included in their Support Plan.

It is accepted that children with additional support needs *may* display difficult, defiant, or oppositional behaviours. All efforts will be made by the school to manage such behaviour using various strategies and through the implementation of the child's support plan.

All pupils, including pupils with ASN, are subject to the School Code of Behaviour, Health & Safety Statement and Suspension and Expulsion Policy. Where **any** student's continued presence in the school constitutes a real and significant threat to safety and/ or impacts in a negative way on the other children in the school, to the extent that their constitutional right to an education is being interfered with, the principal will bring the case to the Board of Management with a recommendation to permanently exclude.

Additional Support Needs Codes:

The following numeric codes will be used on VsWare:

1. Emotional/Behavioural Problems (ADD/ADHD etc.)
2. ASD (Autistic Spectrum Disorder)
3. Specific Learning Disability – (e.g., Dyslexia/Dysgraphia)
4. D.C.D. (Dyspraxia)
5. M.G.L.D
6. S I I – School Identified Issues.
7. Medical
8. Specific Speech and Language Disorders
9. Exceptionally Able
10. Assessed syndromes

Supervision/Child Protection

Where pupils receive support on a one-to-one basis, the ASN teacher is responsible for ensuring that both themselves and the pupil are visible through the glass panel in the door.

- Where there is no glass panel, the door of the room should remain open
- Where a child has access to an ASN Assistant, they may withdraw the child from the class as per their personal pupil plan

Future Aims of the ASN Policy

Goatstown ETSS recognises that it is a developing school and is working towards full implementation of the Continuum of Support Model. This policy recognises that there are areas for development within the ASN Department at Goatstown ETSS and endeavours to ensure that the school is inclusive to all students with ASN. As part of its development as a start-up school, Goatstown ETSS will:

- Provide strategies to mainstream teachers to support student's additional needs and ensure their inclusion in the classroom setting
- Review how the Year Coordinator/ Clan Tutor model can be used to support the Continuum of Support model
- Develop and implement criteria to ensure adequate referral of concerns from mainstream teachers to the ASN team
- Develop and implement criteria for use of diagnostic assessment testing and ensure a clear procedure is in place
- Endeavour to further develop the use of the Continuum of Support Framework to include classroom support planning on a whole school level
- Review individual and/or small group/special class interventions/programmes
- Review specific methodologies/programmes to be implemented
- Review and utilise better specific equipment/materials and/or IT supports, if required to support learning and access to the curriculum

ASN acronyms.

1. ADHD – Attention Deficit Hyperactivity Disorder
2. ANA – Additional Needs Assistant
3. APD – Auditory Processing Disorder
4. ASD – Autistic Spectrum Disorder
5. ASN – Additional Support Needs
6. ASNCO – Additional Support Needs Coordinator
7. SN Assistant – Additional Support Needs Assistant
8. CSP – Classroom Support Plan
9. CF – Cystic Fibrosis
10. DARE – The Disability Access Route to Education
11. IBP – Individual Behaviour Plan
12. ILSA – Irish Learning Support Association
13. LS – Learning Support
14. MGLD – Mild General Learning Difficulties
15. MLD – Moderate Learning Difficulties
16. NCSE – National Council for Special Education
17. NBSS – National Behaviour Support Service
18. NEPS – National Educational Psychological Service
19. NDA – National Disability Authority
20. OCD – Obsessive Compulsive Disorder
21. ODD – Oppositional Defiant Disorder

22. OT – Occupational Therapist
23. PDA – Pathological Demand Avoidance
24. PDD – Pervasive Development Disorder
25. RACE – Reasonable Accommodations in Certificate Examinations
26. SPN – Sensory Processing Needs
27. SLD – Specific Learning Disability
28. SLT – Speech and Language Therapists
29. SSP – Student Support Plan
30. SEN – Special Educational Needs
31. SENO – Special Educational Needs Organise
32. VI – Visual impairment

[An Appendix of ASN Resources is attached to this document.](#)

ASN RESOURCES

GENERAL:

National Behaviour Support Service (NBSS) www.nbss.ie

Special Education Support Service (SESS) www.sess.ie

Professional Development Support for Teachers (PDST) – www.pdst.ie

Twinkl – www.twinkl.ie (cross-curricular resources)

www.ixl.com Maths & English

Epic (app) – Books/videos/ projects etc.

Irish Learning Support Association (ILSA)

AUTISM:

Asiam – Ireland’s National Autism Charity (www.asiam.ie)

Middletown Centre for Autism (www.middletownautism.com)

Snowflakes Autism Support (www.snowflakes.ie)

Enable Ireland (www.enableireland.ie)

ixl – www.ixl.com (Or app) – Maths resources

DYSLEXIA:

Dyslexia Association of Ireland www.dyslexia.ie)

Barrington Stokes – Hi-Lo readers www.barringtonstokes.co.uk

www.dyslexiacourses.ie

ixl – www.ixl.com(app)

DD Dictionary (iPad app)

Immersive Reader (Microsoft 365) (text-to-speech and speech-to-text)

DYSPRAXIA:

The Dyspraxia Association of Ireland (www.dyspraxia.ie)

Enable Ireland (www.enableireland.ie)

ORGANISATIONAL SKILLS

Mind Maps

Xmind app

Simple Mind

PROJECTS:

www.scoilnet.ie

LANGUAGE:

Duolingo App

LITERACY

www.pdst.ie

www.wordwall.net

NUMERACY

Manga High (www.mangahigh.com)

www.pdst.ie

List of commonly used forms in the ASN department:

These can all be found in the Teacher Handbook.

Ratification and Communication


This policy was ratified by the Board of Management at its board meeting in May 2021

Implementation and Review

This policy will be implemented from June 2021. It will be updated on an ongoing basis by the ASN team and other staff, and fully reviewed and ratified by the Board of Management in June 2023.

Signed:  Date: 9th June 2021

Jonathan Browner (Principal)

Signed:  Date: 9th June 2021

Ben Murray (Chairperson)