



**Mount Carmel Secondary School**

**King's Inns Street, Dublin 1**

**Additional  
Education Needs Policy**

**Roll number: 60853T**

**School Patron: Sisters of Charity**

**by  
Katie Collins**

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## **Section 1: Characteristic spirit and general objectives of the school**

Mount Carmel Secondary School is a Catholic all girls voluntary secondary school with a Catholic ethos under the trusteeship of the Sisters of Charity.

“Catholic Ethos” in the context of a Catholic voluntary secondary school means the ethos and characteristic spirit of the Roman Catholic Church, which aims at promoting:

- (a) the full and harmonious development of all aspects of the person of the pupil, including the intellectual, physical, cultural, moral and spiritual aspects; and
- (b) a living relationship with God and with other people; and
- (c) a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus; and
- (d) the formation of the pupils in the Catholic faith,

and which school provides religious education in accordance with the doctrines, practices and traditions of the Roman Catholic Church, and/or such ethos and/or characteristic spirit as may be determined or interpreted from time to time by the Irish Episcopal Conference.

In accordance with S.15 (2) (b) of the Education Act, 1998 the Board of Management of Mount Carmel Secondary School shall uphold, and be accountable to the patron for so upholding, the characteristic spirit of the school as determined by the cultural, educational, moral, religious, social, linguistic and spiritual values and traditions which inform and are characteristic of the objectives and conduct of the school.

## **Section 2: Aims of our AEN policy and AEN department in Mount Carmel**

### **Aims of the AEN department**

- To facilitate the social, emotional and educational (including literacy and numeracy) and physical wellbeing of students with special educational needs
- To ensure that Mount Carmel is an inclusive learning environment that enables students with additional educational needs to live a full life and to realise his or her full potential as a unique individual through access to an appropriate broad and balanced curriculum
- To enable students with additional educational needs to function as independently as possible in society through the provision of such educational supports as are necessary to realise that potential
- To help students with additional educational needs develop the skills they need to continue learning in adult life
- To ensure that parents/guardians are involved in decisions about their children’s education. This policy is a reflection of our current practice in Mount Carmel in relation to facilitating and promoting a whole school approach to additional educational needs.

### **Aims of this policy**

This plan aims to outline our procedures and practices of how we:

- Identify additional educational needs that our students have
- Allocate resources to effectively meet the needs of our students with additional needs

- Divide the roles and responsibilities among our school community in relation to students with additional needs
- Track, monitor, review and report on the progress of students with additional needs
- Communicate information between AEN team, SMT, staff and parents/guardians

### **Section 3: Categories of Additional Educational Needs**

Additional Needs are defined in the Education for Persons with Special Educational Needs Act 2004 as, “a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability or any other condition which results in a person learning differently from a person without that condition...”.

As per our school admission policy, Mount Carmel welcomes students with Additional Educational Needs (AEN) and endeavours to “provide that the education of people with such needs shall wherever possible take place in an inclusive environment” (ibid, 2004).

The various categories of additional educational needs, the definitions of these categories, and the criteria for the allocation of additional resources and the procedures for application are set by the Department of Education (DE) and the National Council for Special Education (NCSE) and are as follows:

- Physical disability
- Hearing impairment
- Visual impairment
- Emotional disturbance and/or behaviour problems
- Severe emotional disturbance and/or behaviour problems
- Mild general learning disability
- Borderline general learning disability
- Specific learning disability
- Moderate general learning disability
- Students who have significantly greater difficulty in learning than the majority of the students in their class group
- Students with temporary emotional trauma
- Students who fall behind from the general level of progress of the class because of other reasons (i.e. illness)
- Students whose first language is not English
- Students who are particularly gifted and need additional stimulus
- Autism/autistic spectrum disorder
- Students with special educational needs arising from an assessed syndrome
- Specific speech and language disorder
- Multiple disabilities

The policy applies to all students with AEN, including students with exceptional ability, who attend Mount Carmel. It is also intended to inform best practice and policy across the school community including B.O.M, the Principal, the teaching and ancillary staff and Parents.

### **Section 4: Roles and Responsibilities of Additional Education Needs Partners**

The AEN partners comprises of the Principal, Deputy Principals, the AEN Coordinator and the Guidance Counsellor, HSCL, AEN teachers, Mainstream teachers, SNA’s, Parents and students.

The AEN Coordinator is also part of the Pastoral Care Team in the school and works closely with Year Heads and mainstream teachers when the need arises. The team is advised by the Special Education Needs Organiser (SENO) and NEPS psychologist as well as other agencies and professionals involved with students with AEN in the school.

#### **The Role of Board of Management is to:**

- Ensure the development, implementation, and review of this policy.

- Ensure that a broad, balanced and differentiated curriculum is provided so that students learn the skills necessary to participate in society.
- Ensure that necessary resources are sought on behalf of students with AEN.
- Promote inclusion by ensuring that an awareness of AEN is instilled in all the school community.

**The Role of Senior Management Team is to:**

- Inform the Board of Management of issues with AEN.
- Appoint a AEN Coordinator and work closely with the Co-ordinator.
- Consult with the AEN Coordinator and other personnel who liaise with the Department of Education and the National Council for Special Education (NCSE) regarding needs and provisions.
- Ensure the effective and efficient use of resources, including the allocation of resource hours and funds.
- Access available resources and promote a whole school approach to additional educational needs, make all staff aware of their responsibilities in this area and to facilitate appropriate staff development in this area.
- Promote the development of positive partnerships with parents of AEN students.
- Process applications for Irish exemptions.
- Provide leadership in developing relevant whole school policies: enrolment/assessment, inclusion/integration
- Manage the implementation of policies and practises
- Provide strategic support for evidence-based interventions.
- Assign roles and responsibilities
- Direct the work of the Special Needs Assistants

**The Role of AEN Coordinator (AENCO) is to:**

- Oversee the day-to-day operation of the AEN Department.
- Advocate for AEN students
- Coordinate provision for students with AEN
- Lead policy development and promote best practice
- Create and maintain a school register of students with AEN.
- Assist in the identification of students with AEN
- Ensure that Student Support Plans (SSP's)/ Assistive Technology Plans are in place for students with AEN
- Advise teachers of the recommendations made in professional assessments relating to individual students.
- Support collaboration between mainstream teachers and resource teachers through team teaching.
- Assist the Principal in the allocation of resources.
- Administer, correct and oversee standardised assessments and ensure that applications are made for Reasonable Accommodations for Certificate Examinations at State Examinations (RACE)
- Provide RACE in-house exams where possible given the resources available.
- Liaise with outside professionals
- Liaise and communicate with parents to plan and review interventions.
- Ensure that systems are in place for the referral of students by teachers, parents etc.
- Facilitate a weekly meeting of the AEN team.
- Participate in the Pastoral Care Team meetings.
- Liaise with primary schools to aid the transition from primary school
- Support, advise and collaborate with SNAs around the care needs of relevant students.
- Collect and analyse data to create class profiles
- Identify appropriate CPD for Additional Education Teachers (SET)
- Develop and review the practice of the AEN team. These duties are reviewed regularly and may change to ensure the priority needs of the department are met.
- Ensure GDPR compliance within the Department.

**The Additional Education Needs Teachers (AENT)'s role is to:**

- Provide direct teaching to a student with AEN either to reinforce the teaching that takes place in the classroom or to improve upon the core skills that may be necessary to successfully access the second level curriculum.
- Provide team teaching when withdrawal from the classroom may not be the most appropriate means of supporting the student.
- Provide diagnostic and informal assessments for students at regular intervals to monitor progress and evaluate the effectiveness of an intervention.
- Collaborate with subject teachers by giving advice on teaching methodologies best suited to the student.
- Collect and interpret school-wide screening data, including 1st year screening assessment, transfer information, attendance and behavioural records. Gathering information from subject teachers / other staff.
- Plan, implement and review individual and/or group interventions
- Advise SNAs around the care needs of relevant students.
- Report on progress of their allocated student on term reports.

**The Guidance Counsellors' role is to:**

- Consult with community organisations
- Provide vocational preparation – job search skills, preparation for work experience
- Work closely with Year Heads and the AEN team to identify students requiring support.
- Facilitate individual appointments for students in Leaving Cert. year to support them in making career decisions.
- Advise students and parents on subject choice and subject load.
- Assist with the administration of testing e.g. CAT4 etc
- Liaise with students, parents and the AEN team in relation to DARE / HEAR applications and to process them.

**The Home School Community Liaison (HSCL) role is to:**

- To attend transition meetings in primary schools with AENCO
- To collect and provide AENCO with Educational Passports for all incoming primary school students.
- To provide AENCO with all necessary psychological, educational and additional reports upon a student's application to Mount Carmel.
- Support AENCO where necessary for completion of RACE application forms.

**The Year Head's role is to:**

- To support the creation of an inclusive climate within Mount Carmel and contribute significantly to the work of the AEN team

To track the progress of students with AEN.

- Oversee the student with AEN's engagement with school life through pastoral care, extra-curricular and other activities.
- Monitor social interaction of students and relationships with peers.

**The mainstream teacher's role is to:**

- Be aware of the school policy and procedures for supporting students with AEN and ensure the needs of students are met.
- Differentiate teaching and learning methodologies for students, including exceptionally able/gifted students.
- Seek advice from the AEN Department regarding students with AEN.
- Plan for the effective use of an SNA or students in the class, this can be done in consultation with AEN Coordinator
- Direct the work of the SNAs in the classroom.
- Support / encourage independence in the student.
- Identify students who may be at risk (considering general progress or organisational, communicational, behavioural, emotional, or social needs)
- Complete referral forms or information forms as required by the AEN team.
- Create a positive environment for all students.
- Create opportunities for success.
- Establish behavioural and learning expectations.
- Assess/monitor progress.
- Inform parents of the progress of students through parent teacher meetings and school reports.
- Contribute to school development planning for their subject area whilst always having concern for students with AEN.

**The SNA's Role is to:**

- To assist the students assigned to them in accessing as much of the curriculum as possible.
- To assist the subject teacher in implementing the curriculum.
- To help students carry out assigned tasks.
- To help students learn and adopt new skills.
- To praise, support and encourage students and to be a positive influence in the class.
- To facilitate periods of time-out for students where appropriate

- To provide assistance for students who have granted RACE in state and Mount Carmel Secondary School AEN Dept Policy in-house examinations.
- To encourage and support students to be as independent as possible.
- To foster co-operative learning and facilitate development of friendships.
- To liaise with the AEN Co-ordinator regarding the inclusion, behaviour and learning difficulties of AEN students.
- To assist in the development of Student Support Plans.
- To read all psychological reports of incoming students with AEN and provide a summary of the main points for the teaching staff.

SNAs will carry out their duties in a caring, professional and confidential manner. Information on students with an AEN shall only be disclosed on a need to know basis to the relevant people. While supporting the student's development in ways that will foster security and confidence, SNAs have a professional responsibility to share information with school management in order to safeguard children in our care.

#### **Role of Parents/ Guardians:**

Mount Carmel recognises the right of parents/guardians of students with additional/individual needs to be involved in and consulted about the programme of education available to their child. When a student support file is being developed, parents are consulted and have access to this file.

- Parents/ guardians are requested to support the work of the school by providing all relevant information as soon as it is available, ensuring regular attendance, encouraging and supporting their child to participate positively in learning and all school activities.
- The school recognises the right of appeal of parents/guardians as set out in the Education of Persons with Special Educational Needs Act 2004.

#### **Role of Students with AEN**

Mount Carmel Secondary school welcomes the involvement of students with AEN in planning for their own learning. We believe that all students can experience success in school and that achievements are maximised when students take ownership of their learning. This is in accordance with the Junior Cycle guidelines.

Students will

- Be involved in the in the development of a Student Support Plan and have an input into setting their own individual targets.
- Participate actively and positively in the development of their own learning. This means attending school regularly, being on time for class and bringing the correct textbooks and equipment to all classes.



- Participate positively in classroom activities and completing appropriate homework and assignments.

### **Section 5: Rationale and Context of Additional Education Needs Policy**

Our AEN policy aims to outline our commitment to creating an inclusive and supportive learning environment for all our students. This commitment is underpinned by the ethos, aims, vision, values and culture of PSN and our patrons and guided by relevant legislation:

- The Education Act (1998)
- The Equal Status Act (2000)
- The Education (Welfare) Act (2000)
- The Equality Act (2004)
- The Data Protection Acts (1988, 1998, 2003 and 2018)
- The Freedom of Information Acts (1997 and 2003)
- The Education for Persons with Special Educational Needs Act (2004)
- The Disability Act (2005)
- The Education Admission to Schools Act (2018) This policy is drafted in the context of: • DES Circular letters and specifically the Special Education Circular 0014/2017
- The guidelines published by the NCSE
- The guidelines on the Individual Education Plan Process 2006
- The guidelines on the Continuum of Support Post-Primary Schools (NEPS)
- The guidelines published by the Special Education Needs Support Service (SESS)
- Guidelines for Post-Primary Schools. Supporting Students with Special Educational Needs in Mainstream Schools published by the DES

### **Section 6: Models of Provision and the Continuum of Support**

Continuum of Support: The model of assessment and intervention, as practised by Mount Carmel, is underpinned by recognition that additional education needs occur along a continuum, from mild to severe and from transient to long term. Our response to the needs of students is organised according to NEP's Continuum of support.

**Identification of Educational Needs through the Continuum of Support Process**

<b>Whole-School and Classroom (Support for All)</b>	<b>Identification at this level is informed by:</b> <ol style="list-style-type: none"> <li>1. Collection of information from Primary school</li> <li>2. Handover meetings with Primary School (AENCO/HSCL)</li> <li>3. Teacher observation</li> <li>4. Teacher assessment</li> <li>5. Standardised tests of literacy/numeracy</li> <li>6. Student/Parental consultation</li> <li>7. Yearhead consultation</li> <li>8. Whole Staff meetings</li> </ol>
<b>School Support (for Some)</b>	<b>At this level a Student Support Plan is devised and informed by:</b> <p>At this level a Student Support Plan is devised and informed by:</p> <ol style="list-style-type: none"> <li>1. Teacher observation records</li> <li>2. Teacher-designed measures/assessments</li> <li>3. Parent/student interview</li> <li>4. Diagnostic assessments in literacy/numeracy</li> <li>5. Formal observation of behaviour</li> <li>6. Formal assessment as appropriate, including screening measures for social, emotional and behavioural difficulties</li> </ol>
<b>School Support Plus (For a Few)</b>	<p>At this level subject teacher(s), parents and AEN teachers in collaboration with outside agencies, as required engage in a more detailed and systematic approach to information gathering and assessment.</p> <ol style="list-style-type: none"> <li>1. Formal and informal assessment and diagnostic tools,</li> <li>2. Teacher observation</li> <li>3. Student interview</li> <li>4. Measures of cognitive ability and social, emotional, behavioural and adaptive functioning as appropriate.</li> <li>5. Support Plan at this level is more detailed, individualised and involve longer term planning and consultation.</li> </ol>

#### Identification of Known, Documented and Emerging Needs

1. All 6th class students enrolling in Mount Carmel are required to complete the Cognitive Abilities Test 4 (CAT4) in March of the academic year. This test identifies strengths and needs across four different batteries.
2. Students who achieve below the fifteenth percentile in any of these areas will be considered for learning support.
3. Once a place in the school has been accepted, parents are asked to complete a form indicating if their child has had educational / medical reports relevant to supporting them in school and/or if they previously attended AEN department.
4. Copies of IEPS/ Student support files from the primary are also requested from the parent by the AEN team for those students identified as having either an emergent need or a known one.

5. The parents of children with AEN, who attended an AET for additional support in primary school, are sent a form to provide the AEN team with background information on the child and their learning in September of 1st year.
6. The information on the child's educational passport (if received) from primary school is added to the data available on the child.
7. If a student transfers during the year into the school, information is sought from their previous school (Educational Psychologist report, School reports, attendance). This is the responsibility of the Year Head. Any relevant information is then passed on to the AEN Co-ordinator.
8. Class profiles are created on all first-year classes using scores from formal testing in primary school, the CAT4 results and results from literacy assessments that is administered to all first year class in early September. These profiles can be used to identify students who may need support.
9. In addition to this the AEN Coordinator will also:
  - a. visit or contact the feeder Primary Schools to collect up to date information.
  - b. liaise with primary school and Parents of students with very specific needs who would benefit from more than one visit to the school.
  - c. Meet with the parent/ guardian of students with AEN if necessary.
  - d. Establish communication with the primary school AET.
  - e. Apply for SNA support/ Assistive Technology/ Transport Assistance for relevant students.

For students with emerging needs, including the exceptionally able, the concerns may have been identified through the whole school screening and monitoring systems (CAT4), in class assessment, informal observation, parental concern. Teachers can refer students through meeting with the AEN Coordinator. Some students will need further diagnostic testing to identify the nature of their needs.

### **Models of AEN Provision**

In assessing and deciding which students need to be in receipt of supplementary teaching and which students may benefit from support within the mainstream context the following options are considered:

- Curricular differentiation
- Curricular reduction – for students with an AEN who have challenges coping with the breadth of the current curriculum, a reduction in the number of subjects taken is considered. This occurs after all avenues have been exhausted and there is consultation with parent/guardian, Year Head and the guidance counsellor if necessary.
- Team Teaching/ Co teaching
- In class support
- Inclusion of SNA in specific classes
- Small group withdrawal
- Individual withdrawal
- Resource enriched class – depending on the make-up of a year group and the level of need in it a smaller resource enriched class may be created in a Junior Cycle Year group, so students can access all the same subjects but have greater access to supports in this class. Selection for this level of support is based on scores from formal testing (primary schools scores and PSN psychological testing), professional reports, information from the primary school

and parents. The period of intervention for each student is dependent on the nature and extent of their individual need.

### **Section 7: Allocation of Support to Students**

Once students' needs have been identified, AEN teachers are deployed to address these needs as required. We deploy AEN teachers 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 students with additional needs are met inclusively.

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 students 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, heterogeneous grouping, team-teaching and small group teaching.

In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development, motor skills and application to learning.

A Student Support File or Individual Education Plan is devised for students with AEN who attend an AET for additional support. All 1st Year students with an AEN who attend an AENT for additional support will have a SSP. These will correlate to the guidelines for Post-Primary Schools, Supporting Students with Special Educational Needs in Mainstream schools.

### **Student Support Plans / Individual Education Plan contain the following information**

- Personal/ background details
- Educational details, assessment and formal testing results
- Categorisation of the need based on assessment reports
- A general profile based on formal/informal assessment
- The AEN provision for the student
- Priority needs are highlighted
- Targets are set for the student's priority learning needs by the AENT in consultation with the student
- Strategies to enhance learning are included and the resources required
- The date for review

### **Reasonable Accommodations for State and In-House Examinations (RACE)**

Applications are made for RACE provision for students with AEN sitting a Junior Certificate or Leaving Certificate examination. The school makes applications for relevant accommodations for students who meet the criteria as laid down by the SEC at Junior Cycle and these accommodations can be reactivated for Leaving Cert, with the school being satisfied that the student still has a need for the accommodation. Further details are available in the RACE Guide for Exam Students 2020 at [www.examinations.ie](http://www.examinations.ie)

Where resources permit and when deemed appropriate, readers, scribes and other accommodations are available to students who qualify for such accommodation at mock exams and other school assessments

## **Exemption from Irish**

- Incoming First years with Irish exemptions are noted
- Certificates of exemption from the study of Irish must be submitted with the enrolment application.
- Timetabled withdrawal for additional support for students with AEN is carried out for those who do not study Irish, during the Irish time.
- New applications for Irish exemptions are made in writing to the school Principal.
- The guidelines set down by the Department of Education and Skills will be strictly adhered to (Circular 0052/2019)

## **Section 8: Communication**

### **AEN Team**

- The AEN Coordinator and AEN team meet regularly. Informal meetings occur on a daily basis.
- Members of the AEN team can meet mainstream teachers formally or informally.
- The AEN Team aims to communicate with each other as much as possible through school email and Microsoft Teams
- At the end of each year AEN make recommendations on the students IEP/ SSP to use as a reference, should a change of AEN happen.

### **Mainstream teachers**

- At the beginning of each school year, the AEN Coordinator updates a register of information focusing on the incoming First Year students with AEN. This information is shared on VS Ware and all teachers are made aware of its existence at the start of year staff meeting (August) and encouraged to consult it regularly.
- All First-Year students with a diagnosis from an outside professional, have a one page IEP (this comprises of an explanation of the diagnosis, strengths and learning needs identified by reports, parents and primary school, suggested strategies made by the AEN team) on their VS Ware personal file, under the AEN section. Teachers are made aware of these.
- Information is also communicated via the Year Head and student support structures such as the Care Team.

### **Communication with Parents**

- The school journal is used for straight-forward communications with parents (reminders to bring in materials, notice of incomplete work, etc.)
- Parent-teacher meetings are held once a year for face-to-face communication and the AEN team are available to meet with the parents of the students who engage with them.
- Students receive a written school report twice in the school year (at Christmas and summer) and their progress within the AEN department is included.
- Regular communication is available through direct email to the AEN Coordinator and meetings on request.
- Parents help the school by keeping the teachers informed of the progress / difficulties, they observe in their child's learning as they progress through post primary school. This should include showing an interest in the completion of homework and familiarising themselves with approaches taken in school.
- Include parents (where appropriate) in meetings involving external agencies

- Meetings with the AEN Coordinator and Principal/Deputy Principal/ Guidance Counsellor/Year Head/HSCL where relevant.

### **Record Keeping**

A full record of psychological reports, out outside agency reports and records of meeting are kept in individual student's files in the AEN Coordinator's classroom/ office in a locked cabinet. All information is managed in accordance with the directives of both the freedom of Information Acts and Data Protection Acts. Student records are destroyed after they have left the school.

### **Section 9: Priority Areas for Development 2023-24**

- Continued development of a central AEN base on Microsoft Teams to help store resources and allow for easier management of administration /paperwork
- Ongoing professional development opportunities for staff in the area of special education.
- Increase our commitment to student voice by ensuring all students who attend for additional support are involved in discussions around their learning needs and have input into their learning targets.
- Maths testing for all first years

### **Section 10: Ratification and Communication**

When the AEN Policy has been ratified by the Board of Management, it becomes the school's agreed AEN Policy. It should then be dated and circulated within the school community. All teaching staff must be familiar with the AEN Policy and put it into practice in accordance with the specified implementation arrangements.

### **Monitoring the Implementation of the Policy**

The implementation of the policy shall be monitored by the Principal, Deputy Principal and Year Heads.

- Subject Departments will review implementation of this policy at Subject Planning Meetings.
- Principal and Deputy Principal will discuss this policy with staff at Staff Meetings.
- The Principal will report to the Board of Management.

### **Review and Implementation Procedures**

In Mount Carmel Secondary School, we are committed to the review and development of our school policies. This policy will be examined to ensure the maintenance of best practice and will be reviewed after three years.

The next review date will be \_\_\_\_\_

This policy will come into force on: \_\_\_\_\_

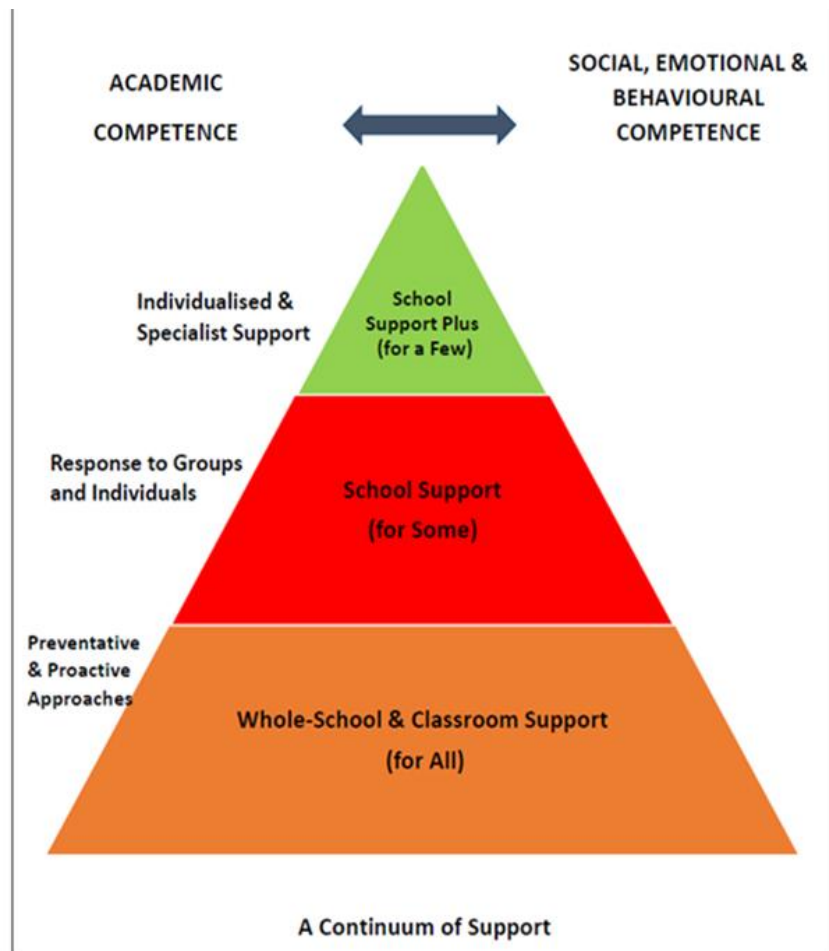
Signed by Chair of B.O.M.: \_\_\_\_\_ Date: \_\_\_\_\_



## AEN Teaching and Learning Handbook 2023-2024





Deirdre Fitzgerald

Mount Carmel's AEN Department & SNA's are Guided by the Continuum of Support in working with our students.










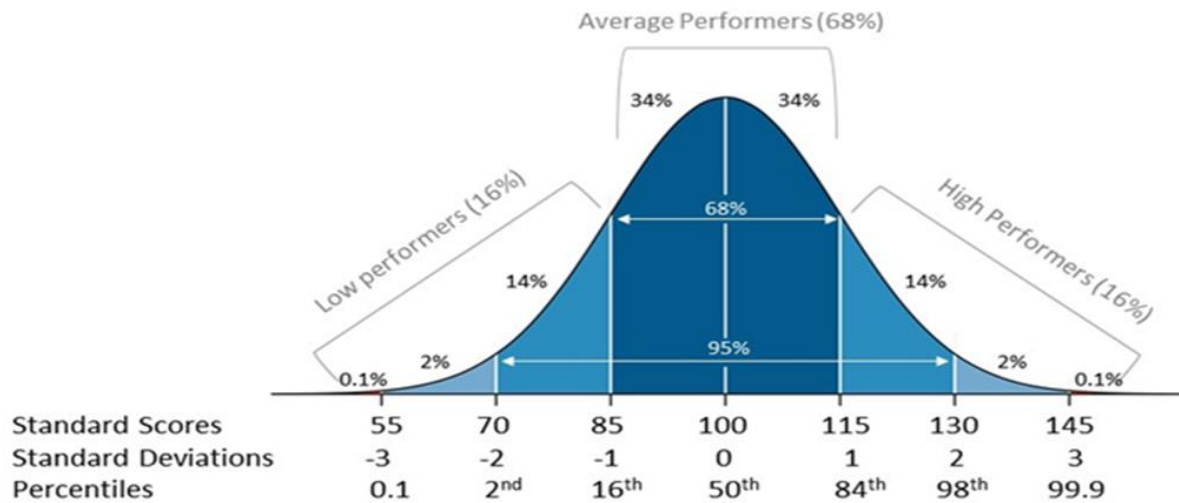
## Types of Learning Difficulties

<p>Specific Learning Disability (Dyslexia)</p>	<p>Dyslexia affects the learning process in relation to reading, writing and speaking, such difficulties being disproportionate to the student's other academic abilities. Dyslexia is indicated by a mismatch between an individual's assessed ability and his/her attainments in literacy-related areas.</p>	  
<p>Developmental Coordination Disorder (Dyspraxia)</p>	<p>Developmental Co-ordination Disorder (DCD), also known as Dyspraxia, is a common disorder affecting fine or gross motor co-ordination. Students experience difficulties in motor, organisational, memory, processing and other cognitive skills.</p>	
<p>Specific Learning Disability (Dyscalculia)</p>	<p>Dyscalculia is a difficulty in the comprehension of arithmetic, including difficulties in understanding numbers, manipulation of numbers and mathematical facts.  <b>Note:</b> Dyslexia and dyscalculia may co-exist, but not all students with dyslexia will have difficulties in Mathematics. However, dyslexia will affect all kinds of learning that depend on reading including Mathematics.</p>	



<p>Mild General Learning Disability (MGLD)</p>	<p>Students with MGLD have an assessed below-average general intellectual functioning. This can be reflected in a slower rate of maturation, a reduction in learning capacity and difficulties in social adjustments. Students may have difficulties in reading, writing, comprehension and mathematical abilities, and may struggle with the content and presentation of their work.</p>	
<p>Autism/Autism Spectrum Disorder (ASD)</p>	<p>ASD is a neurological disorder characterised by a range of complex difficulties including social and communication difficulties. Restrictive, repetitive and rigid behaviours are also characteristics of ASD.</p>	  
<p>Physical</p>	<p>Physical difficulties can include motor, visual and hearing impairments among others.</p>	
<p>Emotional and Behavioural Disorders</p>	<p>EBD is a broad category which is commonly used in education settings, to describe a range of perceived behavioural difficulties in children and adolescents. This category includes ADHD (Attention Deficit Hyperactivity Disorder) and ADD (Attention Deficit Disorder).</p>	

## Standard Scores



- An Educational Psychologist will conduct a number of tests when assessing a student. The raw scores from these tests will be converted into percentile ranks.
- A percentile shows how well a student does compared to 100 people of the same age. For example, a score of 25 indicates that the child did as well as or better than 25% of children in the same age group.

## Teaching and Learning Strategies

### Working with students with Special Educational Needs

1.	Support For All	Students
	<b>Strategy</b>	
	Consider most suitable <b>seating position</b>	
	Explicitly teach <b>new vocabulary</b>	
	Use <b>visual aids</b> to enhance understanding	
	Use visual organisers to <b>map</b> concepts and knowledge	
	Provide <b>word banks, sentence starters, writing frames, etc.</b>	
	Break instructions into <b>steps</b> and write on board	
	Secure <b>students' attention</b> prior to issuing instructions	

Additional Strategies		

2.	<b>GENERAL LEARNING DIFFICULTIES</b>	
	<b>Strategy</b>	<b>Students</b>
	<b>Pre-teach</b> vocabulary	
	Take <b>pauses</b> when delivering instructions	
	Use <b>concrete examples</b> where possible	
	Provide opportunities to overlearn/ <b>revise</b>	
	Consider <b>homework differentiation/reduction</b>	
	Use <b>writing frames</b>	
	<b>Praise</b> and <b>encourage</b> student as part of learning	
	Simplify language, repeat words and clarify meanings	
	<b>Focus</b> on what the student <b>can do</b>	
Additional Strategies		

3.	<b>ASD/ADHD</b>	
	<b>Strategy</b>	<b>Students</b>
	<b>Model</b> appropriate <b>social skills</b> in different situations	
	Give <b>explicit instructions</b>	
	<b>Forewarn</b> about <b>changes</b> in schedules in advance if possible	

	<b>Minimise sensory distractions</b> where possible	
	Explicitly <b>explain idiomatic and sarcastic language</b>	
	Use visual material to facilitate students' communicative responses	
	<b>Refer to the student by name.</b> They may not realise 'everyone' includes them.	
	<b>Assist</b> students in understanding the <b>duration of tasks</b>	
	<b>Disapprove</b> of <b>inappropriate behaviour</b> and not of the student	
Additional Strategies		

4. (a)	<b>Specific Learning Disability (Dyslexia)</b>	
	<b>Strategy</b>	<b>Students</b>
	Type using <b>Comic Sans</b> or <b>Times New Roman</b> size <b>14</b>	
	Use <b>BLUE BOARD MARKER</b> when writing on board	
	Break <b>tasks</b> into <b>smaller steps</b>	
	Encourage students to <b>repeat instructions</b>	
	<b>PRINT</b> words on board	
	Give opportunities to respond <b>orally</b>	
	Give <b>additional time</b>	

	Give handouts <b>in advance</b>	
	Offer handout on yellow printed paper/give student yellow typed writing page	
	Break long <b>keywords into syllables</b>	
Additional Strategies		

<b>4. (b)</b>	<b>Specific Learning Disability (Dyscalculia)</b>	
	<b>Strategy</b>	<b>Students</b>
	Use <b>concrete materials</b> and start with practical activities	
	Teach <b>more than one way to solve</b> mathematical activities	
	Concentrate on <b>one concept</b> at a time	
	<b>Encourage to teach</b> a concept <b>back</b> to check understanding	
	Keep <b>language to a minimum</b> in maths word problems	
	Encourage <b>visualisation of maths problems</b> – drawing pictures, charts, graphs etc.	
	Encourage <b>reading maths problems aloud</b>	
	Ensure maths problems are <b>free of unnecessary calculations</b>	
	Provide examples and try to <b>relate to real life situations</b>	

	<b>Ask to explain verbally</b> how student arrived at particular solutions	
	Explicitly teach the <b>language of maths</b>	
Additional Strategies		

5.	<b>DCD/Dyspraxia</b>	
	<b>Strategy</b>	<b>Students</b>
	Give <b>extra time</b>	
	Consider <b>cloze exercises</b> and matching exercise <b>to</b> <b>check comprehension</b>	
	<b>Accept typed work</b> if student has been formally granted assistive technology	
	Practical teachers may need to <b>help</b> with tasks <b>requiring fine motor</b> <b>skills</b>	
	Consider most suitable <b>seating position</b>	
	<b>SMART</b> goals	
	Provide <b>prepared</b> <b>worksheets</b> where possible	
	Stop. <b>Plan.</b> Do. <b>Check</b>	
Additional Strategies		

6.	<b>Hearing Impairment</b> <b>(Physical)</b>	
	<b>Strategy</b>	<b>Students</b>
	<b>Minimise background</b> <b>noise</b>	
	Consider most suitable <b>seating position</b>	

	<b>Repeat clearly</b> questions asked by other students and when other students answer, repeat their answers.	
	<b>Face</b> the class when <b>speaking</b>	
	Use SUBTITLES on videos	
	Use of <b>assistive hearing</b> technology i.e. mic	
	<b>Do not walk around</b> when giving instructions.	
	Provide with notes used in the class in <b>preferred format - written</b>	
	Group work seating arrangements should be in <b>circle/horseshoe</b>	
	<b>Consider peer – buddy system</b> – when appropriate for your lesson	
Additional Strategies		

<b>7.</b>	<b>Gifted</b>	
	<b>Strategy</b>	<b>Students</b>
	<ul style="list-style-type: none"> <li>Use <b>tiered approach in assignments:</b> present more challenging questions as tiers ascend where student may start at 2<sup>nd</sup> tier</li> </ul>	
	<ul style="list-style-type: none"> <li>Use <b>specialised grading criteria:</b> amend marking to</li> </ul>	

	include an extra assignment i.e. independent research leading to development of short video, power point	
	<ul style="list-style-type: none"> <li>• Use <b>extension activities:</b> prepare extension activities which are open-ended real-world problems and where the solution is not clear cut</li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>Enrichment Cluster:</b> allow Gifted students to meet together in a STEM Club; Language Club; Maths Club outside the timetable</li> </ul>	

## Five Foundations

**Confidence** ► means knowing that you are likely to be successful and that people will like you. It means not being afraid to make mistakes or try something new. It means looking and sounding confident.

**Persistence** ► means trying hard to do your best and not giving up when something feels like it's too difficult or boring.

**Organisation** ► means setting a goal to do your best in your schoolwork, listening carefully to your teacher's instructions, planning your time so that you are not rushed, having all your supplies ready and keeping track of your assignments' due dates (homework).

**Getting along** ► means working well with teachers and classmates, resolving disagreements peacefully, following the rules of the classroom and making positive contributions at school, home and the community including protecting the rights of others and looking after the environment.

**Resilience (emotional resilience)** ► means knowing how to stay calm and being able to stop yourself from getting extremely angry, down, or worried when something "bad" happens. it means being able to calm down and feel better when you get very upset. it also means being able to control your behaviour when you are very upset so that you bounce back from something difficult and return to work or play.

Language that can be used **at home** to complement language used at school.





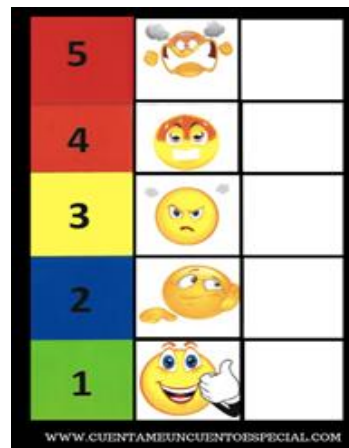
- ▶ Thumbs up, thumbs down feelings
- ▶ Red thoughts and green thoughts - changing red thoughts into green thoughts



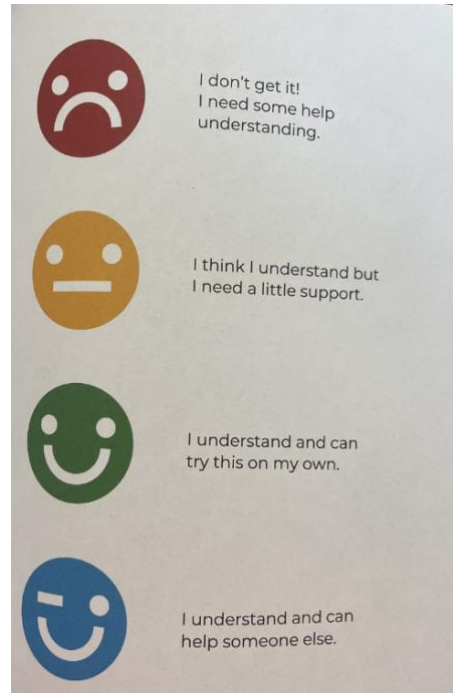
- ▶ 7-11 breathing (breath in for 7, and out for 11) when you need to calm, take a moment or if you are stressed.



- ▶ Emotional Thermometer



- ▶ Traffic Lights



- ▶ Checklists
- ▶ Coping step plans

### **Managing Reluctant Attendance Part of the Continuum of Support for All in Mount Carmel Secondary School**

**Attendance has been identified as a significant issue in Mount Carmel Attendance Strategies and a new POR Holder, together with attendance records, identifies attendance as a school wide issue and requires implementation of the continuum of support at all levels.**

Please see NEPS Supporting Document

[gov.ie - National Educational Psychological Service \(NEPS\) Guidelines, Tips and Handouts for Parents and Teachers \(www.gov.ie\)](http://www.gov.ie)

Intervention Strategies

- Accurate Class Rolls are essential in maintaining records of attendance
- Reporting on Attendance to Communicate to Parents and raise awareness to improve attendance.
- Maintain records of communication to support TULSA return objectives.
- Maintain ongoing communication of attendance with students and Parents as support and statutory obligation.
- Identification of Students with serious attendance issues.
- Facilitate Attendance meetings with Parents and Student
- Provide Form Teacher/ Year Head/ SNA support to address social /emotional/ behavioural attendance issues.
- Attendance Letters/ Attendance on School Reports – October -Christmas/Mocks and Summer
- Attendance meetings with Year Head & DP
- Attendance reporting TULSA
- Attendance work with NEPS and Principal

Under the Education (Welfare) Act, 2000 schools are obliged to submit a number of reports and notifications that relate to poor school attendance. Poor school attendance needs to be responded

to early; otherwise, as research has shown, it can lead to poorer exam results, early school leaving, unsuccessful transfer from primary and poorer life chances for children. Currently schools report/notify the following categories of students to Tusla Education Support Services (TESS).

- **School Returns:** Schools report all student who have been absent 20 days or more by submitting Student Absence Reports (SAR) twice each year.
- **Annual Attendance Report (AAR).** Schools report the total number of days lost through absence by submitting an Annual Attendance Report (AAR) at the end of the academic year.
- **Educational Welfare Referrals.** Where a school principal has a concern in relation to the school attendance of a pupil and having exhausted in-school interventions an Educational Welfare Referral can be made to TESS in relation to these individual pupils.
- **Reduced School Day Notifications.** Since January 1st, 2022, all students who are on a reduced school day must be notified to TESS.
- **Expulsions and suspensions.** Schools are obliged to notify TESS where there is an intention to expel a pupil and also must notify TESS where the expulsion has been confirmed. Where a student has been suspended for a period of six consecutive days or a cumulative total of 20 school days a notification must be sent to TESS. These notifications are currently paper based and will be added to the portal in the autumn.

Ratified by the Board of Management on : 11/4/2024