

Additional Educational Needs

Tracey Kenny



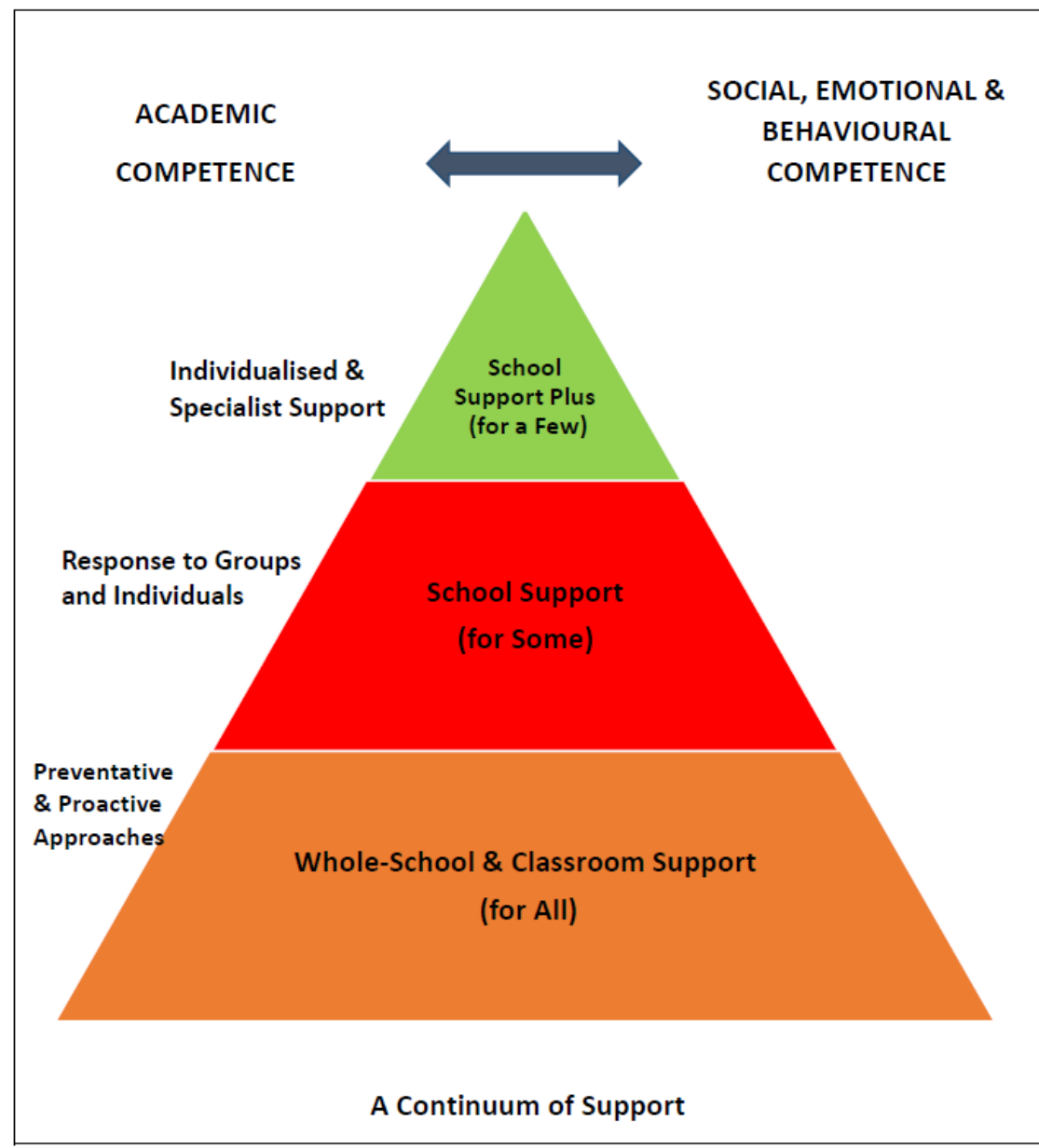
AEN TEAM

- ❑ Special Educational Needs Co-Ordinator: Tracey Kenny
- ❑ Special Education Teachers: Heather Coleman, Mary Dunne
- ❑ Special Needs Assistants



New Model of AEN

- ❑ The Continuum of Support: How can we identify needs?
- ❑ Using the Continuum of Support framework, we identify students' educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.



COLLABORATIVE PRACTICE:

Key Stakeholders in AEN



INHOUSE

- ❑ MANAGEMENT
- ❑ SEN TEAM
- ❑ CLASSROOM TEACHERS
- ❑ PARENTS/GUARDIAN
- ❑ STUDENTS (CENTRAL TO THE WHOLE PROCESS)



Outside Agencies

- ❑ NEPS (National Educational Psychological Services)
- ❑ SENO (Special Educational Needs Organiser)
- ❑ Western Care
- ❑ CAMHS (Child and Adolescent Mental Health Services)
- ❑ Visiting Teachers
- ❑ NCSE (National Council for Special Ed.)

AEN Support



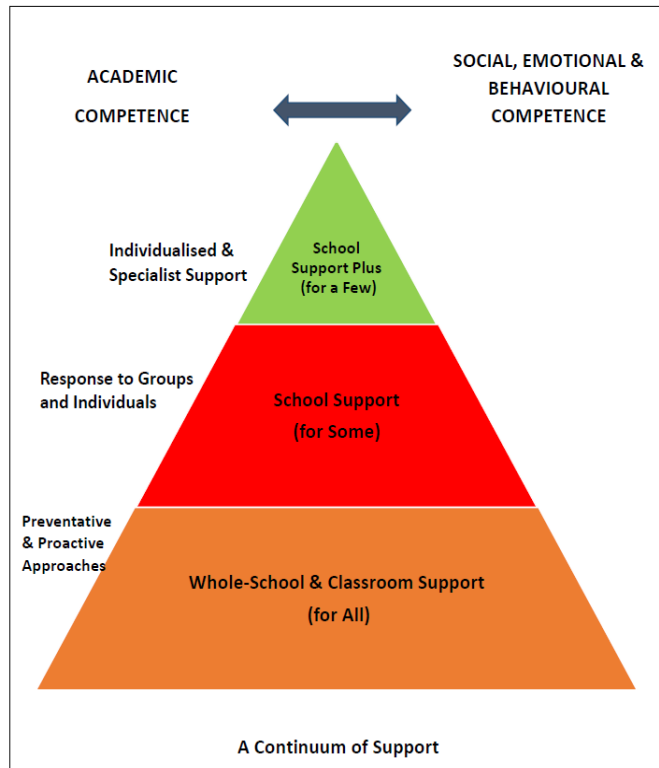
- ❑ **SNA Support:** We have 7 full time SNA's in St. Louis to meet the care needs of our students with SNA access.
- ❑ **Extra English/Math's class/additional teacher at Junior Cycle:** to allow students to learn at a pace that is suited to their needs.
- ❑ **Exempt Irish Class:** Students who are exempt from the study of Irish are offered support in Literacy/numeracy and in other subject areas depending on their needs during timetabled Irish.
- q **Classroom support:** Differentiated work and incorporation of Reasonable Accommodations to allow students to access the mainstream curriculum and to scaffold their learning.
- q **Co-operation teaching:** (Team-teaching) to help scaffold student's needs within their mainstream classes/subjects.

AEN SUPPORT



- ❑ **Withdrawing students:** to give intensive support over a period of time in a particular subject area with an SET.
- ❑ **Additional supports:** are put in place in a variety of subject areas, including practical/project support to cater for the individual/emerging needs of the student.
- ❑ **The Homework Club:** after school club aimed at supporting students with homework assignments.
- ❑ **Catering for students with emerging needs:** as per the new model of SEN all students in St. Louis have access to support if/when they need it. This support can take several forms; it is student centred and based on their needs at the time of referral.

Student Referral: How are students referred on for support?



Support for a few: Individualised & Specialised Support

Students who fall into this bracket get long term continuous support throughout their time in post-primary school in line with their individual needs.

Support for some: Response to groups & Individuals

Support/interventions may be put in place for some students based on the accumulation of information (Primary school passports, student support files, Professional Reports, Attainments/Cognitive tests results, Parental/classroom teacher information)

Support for all: Preventative and Pro-active Approach

- ▶ Year Heads
- ▶ Classroom teachers
- ▶ Parents/guardians
- ▶ Guidance counsellor/Chaplain
- ▶ Self-referral

AEN ADMINISTRATION

- ▶ We administer a variety of standardised/attainments tests (**WRAT 5, WIAT III, The DASH Test, CAT4, PPAD-E, Cambridge Profile**): to establish a base line for students with the view of putting in supports if/when needed.
- ▶ Based on Psychological, Occupational Therapy and other professionals reports we make applications for assistive technology on behalf of the student. If your son/daughter has a professional report, it is important that you send in a copy of this report to the SEN Department.
- ▶ Reasonable Accommodations at Certificate Examinations (RACE): we test students for the purpose of reasonable accommodations. This allows us:
 - ❖ to examine the key areas of literacy, so that we identify needs and incorporate such accommodations in classroom/house exams.
 - ❖ Based on their achievement results in the WRAT 5 or the WIAT III (within 12 months of the RACE deadline) we may be eligible to make an application on behalf of the student to be submitted to Reasonable Accommodations for their State exams.

An Exemption from the Study of Irish

- ▶ If your son/daughter has an official exemption from the study of Irish, it is very important to send in a copy of this certificate prior to starting in St. Louis so that they will be put in the correct class.
- ▶ If you feel your son/daughter may be eligible for an exemption based on the new **circular 0053/2019**, then I would encourage you to speak to their Primary school Principal/teacher or a member of the SEN team in their current school as soon as possible so that they can advise you and support you in the process.



An Exemption from the Study of Irish



- ▶ Applying for an exemption is a lengthy process; under 2.2c of the criteria: (*students who present with significant and persistent learning difficulties and present with a Standardised Score in a discrete test at/below the 10th percentile in either Word Reading, Reading Comprehension or Spelling*), the following step must be adhered to:
 - Students must be tested and re-tested over a period of time (WRAT 5 or the WIAT III).
 - A student support file must be opened.
 - Targets must be set, and literacy interventions must be incorporated on their timetable and reviewed regularly.
 - Based on all this evidence and their results from the Achievement tests, an informed and collaborative decision is then be made in relation to an Irish exemption.

Programmes Available to Support Students Learning

Junior Cycle: Junior Certificate Schools Programme

- ❑ The Junior Certificate School Programme is a national programme sponsored by the Department of Education and Skills and the National Council for Curriculum and Assessment.
- ❑ It assists schools and teachers in making the Junior Certificate more accessible to students.
- ❑ It attempts to help young people experience success and develop a positive self-image by providing a curriculum and assessment framework suitable to their needs.
- ❑ It is student centered: All achievements are recognised in each subject for the Junior Cycle.
- ❑ On completion of the programme students receive a profile which is an official record of their achievements from the Department of Education and Skills.

Programmes Available to Support Students Learning

Senior Cycle: Leaving Cert Applied:

- ❑ The Leaving Cert Applied Programme is an alternative option to the traditional Leaving Certificate.
- ❑ It is a distinct, self-contained two-year Leaving Certificate programme aimed at preparing students for adult and working life.
- ❑ It is a practical programme with a strong practical and vocational emphasis.
- ❑ Continuous Assessment is one of the key elements of this programme.



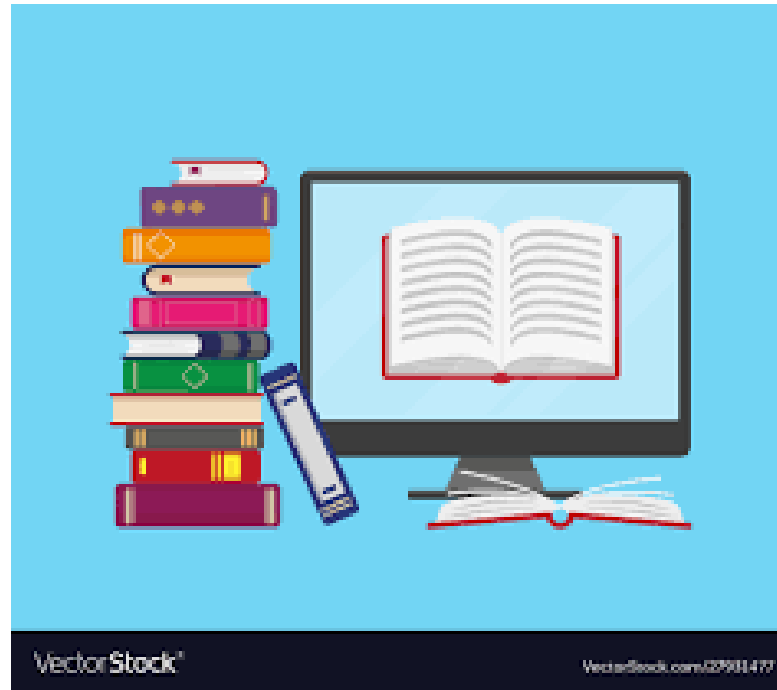
Learning Support Resources

Digital

- ❑ Lexia Core 5 Reading
- ❑ Lexia Power Up Literacy
- ❑ IXL Numeracy/Literacy
- ❑ Twinkl

Non-Digital

- ❑ EAL Programme
- ❑ SNIP Literacy Programme
- ❑ Toe by Toe reading resource
- ❑ TRUGS Phonic reading resource
- ❑ The Word Wasp
- ❑ Stairway to Spelling
- ❑ Barrington Stokes books
- ❑ Waterstones Reluctant Readers
- ❑ Stride Ahead Learning Resource
- ❑ SRA Reading Lab



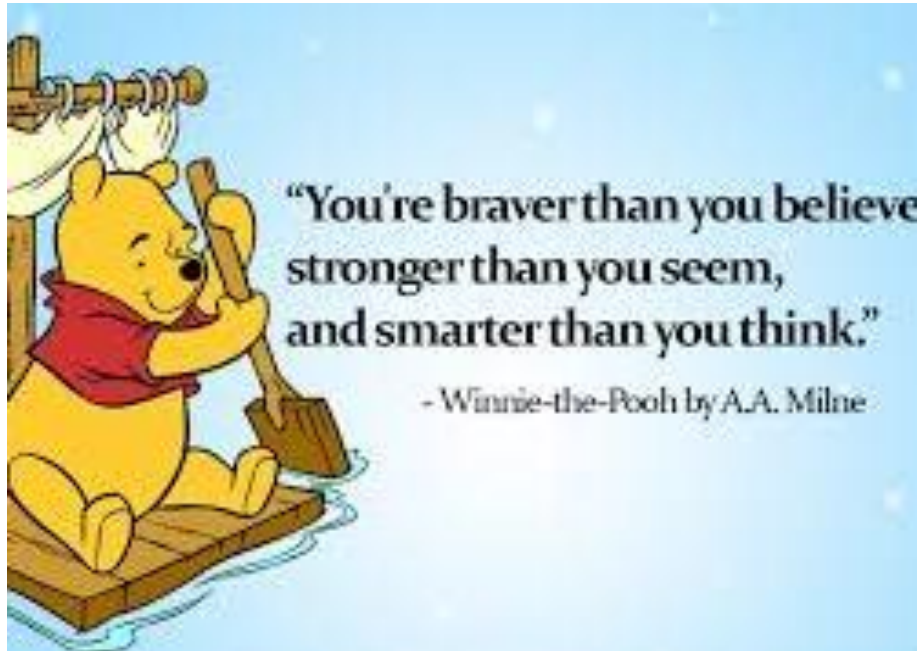
Social Supports

- ▶ FRIENDS Resilience Programme
- ▶ Circle of Friends
- ▶ Lego Therapy/Bricks Club
- ▶ Life Skills Programme
- ▶ Understanding Emotions Programme
- ▶ Social Skills Programme
- ▶ Communication Support Programme

Social support



Conclusion



- St Louis Community School is an inclusive Education Provider where teaching and learning and student well-being is at the heart of our ethos. We strive to cater for the needs of all students; to bring out the best in them through a holistic approach so that they are prepared for adult life.

Contact: tracey.kenny@stlouiscs.com