



Powerstown Educate Together National School

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Powerstown Educate Together National School

SPECIAL CLASSES FOR ASD: GUIDANCE POLICY

This document has been developed by Powerstown ETNS to help members of our school community, including teachers, SNAs, parents and guardians, to understand the environment and approaches that are promoted in our Special Classes for ASD.

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INTRODUCTORY STATEMENT AND RATIONALE

The decision to provide a Special Class for Autism Spectrum Disorder (ASD) in Powerstown ETNS was taken by the Board of Management, in conjunction with the principal, staff and school community in the school year 2013/2014. The decision was made with a view to providing an appropriate, specialist education within a mainstream setting for children with a diagnosis of ASD and who meet the enrolment criteria. Our first Special Class for ASD opened in November 2016 and our second class opened in November 2017.

This policy was formulated in order to clarify the roles and responsibilities of staff in the provision of this specialised education.

In formulating this policy, we consulted the following documents:

- NCSE Guidelines for Setting Up and Organising Special Classes
- NCSE: An Evaluation of Education Provision for Students with Autism Spectrum Disorder in Ireland (2016)

RELATIONSHIP TO CHARACTERISTIC SPIRIT OF THE SCHOOL

According to the NCSE,

‘Special Classes are part of a continuum of educational provision that enables students with more complex special educational needs to be educated, in smaller class groups, within their local mainstream schools. They offer a supportive learning environment to students who are unable to access the curriculum in a mainstream class, even with support, for most or all of their school day.’

Our decision to open Special Classes for ASD reflects our school aim/mission “to enable children to develop to their full potential physically, intellectually, linguistically, emotionally and socially through a child centred curriculum”.

Our Special Classes for ASD reflect the inclusive and equality-based principals of Educate Together.

AIMS OF THIS POLICY

- To outline the roles and responsibilities of the principal, ASD class teachers, mainstream class teachers and Special Needs Assistants (SNAs)
- To provide guidelines on the development of a suitable, positive learning environment, including the appropriate use of language
- To outline approaches to integration and inclusion for children in the Special Classes
- To outline approaches to teaching and learning

- To outline planning and paperwork requirements
- To encourage participation in ASD-specific Continued Professional Development (CPD) in order to enrich teaching and learning in the Special Classes
- To establish the link between the Code of Behaviour and classes for children with ASD

ROLES AND RESPONSIBILITIES

Below is an overview of the roles and responsibilities of staff working with the children in the ASD classes. Further detail is provided on some of these points in subsequent sections of this policy.

School Management	ASD Class teacher
<ul style="list-style-type: none"> • Assume overall responsibility for the development and implementation of this policy in co-operation with the BOM, teachers, parents and children • Staffing arrangements, i.e. SNA supports, teachers, substitutes, bus escorts • Uphold the Code of Behaviour of the school • Management of the enrolment process • Support teachers to increase their knowledge and skills in the area of ASD 	<ul style="list-style-type: none"> • Being the main point of contact for the child's parents/guardians • Developing a suitable classroom environment • Coordinating and implementing education and behaviour plans • Communicating plans and strategies to SNAs and other relevant staff • Fulfilling planning and paperwork requirements • Co-ordinating the supporting work of the SNAs on an ongoing basis • Working with mainstream teachers to identify opportunities for meaningful integration and necessary accommodations • Upholding the Code of Behaviour
Mainstream Class Teacher	SNAs
<ul style="list-style-type: none"> • Working with the ASD-class teacher to identify regular opportunities for integration or reverse integration, where appropriate • Working with the ASD-class teacher and SNAs to implement accommodations that the child with ASD may need to be successful in the mainstream classroom, where appropriate • Being aware of children's learning targets during integration and using appropriate strategies and methodologies, as guided by the ASD class teacher • Providing input, where appropriate, during the review stages of the IEPs 	<ul style="list-style-type: none"> • Assisting with the care/safety/supervision needs of the children – in the classrooms and around the school, on the playground and on school trips • Assisting with behavioural management programmes • Guiding the child through tasks and activities designed by the ASD-class teacher or the mainstream class teacher • Data collection/reporting on progress as determined by the ASD-class teacher or Principal • Preparing materials/resources for the children, under the guidance of the ASD-class teacher • Providing input during the review stages of the IEPs and attending IEP review meetings

CLASSROOM ENVIRONMENT

Children with ASD often experience difficulty with sensory information in the environment. The ASD-specific classes should be adapted to provide a calm, consistent environment in order to minimise distractions and support effective learning. Classroom adaptations should reflect the needs of the children. Staff should engage in a continuous process of reflection and the classroom environment may need to be altered throughout the year to better suit the needs of the children.

Adaptations to the classroom environment should include:

- **Minimal visual information on the walls**
 - Reduced displays of posters, children's work or other distracting visual information
- **Toys and preferred items in closed cupboards or on high shelves**
 - Increased motivation to request preferred items appropriately at specific times
- **Minimal use of language by staff**
 - Short, clear and unambiguous instructions. Be conscious of how many key words a child can process and remember.
 - Use of visuals to give instructions when possible
 - One person giving instructions at a time
 - Speak in quiet and calm tones
 - Instructions stated clearly in the positive to tell the child what you want them to do, e.g. 'Hands down' instead of 'No pushing'
 - Extended response-time for verbal instructions before repeating instruction (e.g. 15 seconds)
 - Minimal talk between staff
- **Clutter kept to a minimum**
 - Clear countertops and tables to reduce visual distractions
- **Individual TEACCH workstations for children as required**
 - Dividers to reduce visual distractions
 - Use of a visual work system to indicate how many tasks to complete
 - Tasks prepared on left-hand side, finished box on the right
 - Promote skills of independence – staff can supervise children at TEACCH stations but not interact with children or help them with tasks. Tasks should be pre-taught at a teaching table so children are capable of completing independently.
 - Visually structured tasks with clear end point
- **Clear learning areas**, e.g. teaching table, group table, play area, etc.
 - Visual information in learning area to indicate behaviours expected there
 - Learning areas labelled to correspond with labels on visual schedules
 - Materials organised with distracting items removed
- **Use of visual schedules**
 - Individualised schedules to indicate WHERE to go, i.e. which learning area to go to, not WHAT to do
 - Schedule structured to reflect learning needs of child, e.g. pictures, words or objects may be used; reduced visual information as necessary
- **Availability and use of sensory resources as needed**, e.g. Move n' Sit cushion, theraband, fidget toys, ear defenders, chewy tubes, etc. The use of sensory resources should be discussed with parents, and where possible, with external professionals.
- **Guidelines for staff/visitors:** It may be useful to display guidelines for staff or visitors

on the wall of the classroom to ensure a consistent and calm environment is promoted at all times. This should also be included in the sub-pack.

APPROACHES TO TEACHING AND LEARNING

The children will access an education based on the Primary School Curriculum, adapted according to their individual needs and capabilities through carefully planned differentiation and appropriate teaching methodologies.

Subject areas include: English; Mathematics; Social Environmental and Scientific Education (SESE); Arts Education (Visual Arts, Music, Drama); Social, Personal and Health Education (SPHE); Physical Education (PE) and Learn Together. The NCSE Guidelines for Teachers of Students with General Learning Disabilities may be used to augment the implementation of the curriculum. ASD-class teachers should incorporate children's interests into lesson content to enrich learning experiences. Learning should be meaningful so that children continue to make progress with their learning.

Note: The Stay Safe Programme and the RSE programme are compulsory and must be delivered at an appropriately differentiated level each year as part of the school SPHE plan.

Children who have a recommendation for a place in a Special Class for ASD do not necessarily qualify for an exemption from Gaeilge. An exemption must be recommended by a psychologist or a speech and language therapist. This exemption must be applied for through the principal of the school. It is the responsibility of the parents to ensure their child has the appropriate exemption, if necessary.

An eclectic approach to teaching methodologies is used within the Special Classes for ASD, that is, a range of approaches shall be employed, based on the individual needs of the children. The main approaches include, but are not limited to: play-based learning, Picture Exchange Communication System (PECS), TEACCH, ABA, Intensive Interaction, Floortime, Lámh, Social Stories, Sensory Integration and Attention Autism.

INTEGRATION

Children in the Special Classes for ASD should have opportunities to learn alongside their typically developing peers in the mainstream classroom environment as much as is possible.

- The nature of all integration should be determined by the ASD-class teacher based on the strengths and interests of the child, in consultation with the child's parents, the mainstream class teachers and SNAs. All parties must be in agreement with the nature and extent of integration before proceeding.
- Integration should be meaningful for the child, i.e. there should be a clear goal which has been communicated to all staff involved.
- The length of time for which a child is integrated into mainstream is based on the individual needs of each child. Integration periods should be increased as the child meets previous goals. Integration should not be decreased without consulting parents and relevant staff.
- Appropriate supports should be put in place prior to integration into mainstream classes to promote positive and successful experiences for the child, e.g. support or

training of mainstream teachers in relation to appropriate approaches (e.g. communication and behaviour management strategies), SNA support, the use of appropriate visuals, environmental adaptations in the mainstream class if necessary.

- Methods for communication between the ASD-class teacher and the mainstream teachers should be agreed, e.g. communication book/chart, planning meetings.
- 'Reverse integration' will be put in place for children where integration in the mainstream setting is not appropriate. The focus of reverse integration will be on social skills and play skills only.
- Children will be included in whole-school events as much as possible, e.g. school assemblies, school tours, school performances, sports days, fund-raising activities, swimming lessons, etc. In specific cases, where stated in a child's Behaviour Plan, a child's parents may be asked to attend swimming lessons or outings outside of the school.
- Teachers should be mindful of the number of children integrated into a mainstream class at any one time, i.e. no more than 3 children per class at a time unless appropriate. Integration should not disrupt teaching and learning in the mainstream class.

ASSESSMENT

Similar assessment requirements apply in the Special Classes for ASD as in mainstream classes. Teachers are required to keep an Assessment Folder with information relating to the learning progress of the students in the curriculum subjects that they are accessing. There should be an additional focus, however, on children's language and communication, behaviour, social and emotional development, play, leisure skills, sensory differences and independence. The assessment process should constructively link with the individualised planning process.

Assessment strategies used may be similar to those that are employed in mainstream classes, where appropriate, e.g.

- Checklists
- Observation profiles
- Teacher designed tasks and tests
- Portfolio of work, work samples

Autism-specific assessment and profiling tools are available for use in the Special Classes for ASD as required. These tools are useful for setting specific individualised targets for students' IEPs. Autism-specific assessment tools include:

- Assessment of Basic Language and Learning Skills (ABLLS)
- Verbal Behaviour Milestones Assessment and Placement Programme (VB-MAPP)
- Psychoeducational Profile-Third Edition (PEP-3)
- AET Progression Framework

Note: Children in 2nd, 4th and 6th class are not exempt from Standardised Testing without prior approval from the principal.

PLANNING FOR TRANSITION

Children with ASD often have difficulty dealing with changes in their environment or routine. ASD-class teachers should plan carefully for transitions, in collaboration with the child's parents.

TRANSITIONS WITHIN THE SCHOOL DAY

Daily transitions within the school day should be planned, predictable and calm, as much as possible. Unplanned changes to routines should be communicated calmly using visuals. The following strategies should be used to support transitions:

- Visual schedules or First/Then charts
- Social stories (for introducing new routines, e.g. integration sessions)
- Visual timers or countdown to signal the change
- Clear, unambiguous use of language

TRANSITIONING TO OUR ASD-SPECIFIC CLASSES

The following guidelines should be followed to help to prepare a child before transitioning to our Specific Classes for ASD:

- Principal and/or ASD-class teacher to meet with the child's parents to discuss strengths, interests, sensory preferences, motivators, etc.
- ASD-class teacher to visit the child's previous setting (e.g. pre-school, crèche, home) to observe the child and liaise with staff in this setting. See [sample observation template](#) in Appendix A.
- ASD-class teacher to access child's professional reports and previous IEPs where possible.
- Provide the child's parents with a social story to include pictures of the school, the classroom and, where possible, the staff working in the class, the bus and the bus escort
- Invite the child and his/her parents for a visit to the class when other children are not there to allow him/her to explore the environment and meet the teacher and SNAs
- The above information should be recorded, stored in the child's file and used to begin the child's individualised planning process
- Provide the parents with a transition schedule to outline the dates and times for which the child will attend for the first 3 weeks of school. The child should be on a full day within one month where possible. This transition schedule should be approved by the principal or the ASD-coordinator before being shared with parents.

TRANSITIONING FROM OUR ASD-SPECIFIC CLASSES

The following guidelines should be followed when a child is transferring from our ASD-specific classes to a new setting:

- The ASD-class teacher should support the parents to schedule a visit to the new setting and to meet the child's new teacher, i.e. help the parents to make contact with the teacher, help parents to schedule a meeting.
- The ASD-class teacher should obtain photos of the new setting where possible in order to create a social story / photo book for the child. Details of new school routines and rules should also be included where possible.
- The ASD-class teacher should provide the new setting with an up-to-date copy of the child's Pupil Profile and IEP, with the parents' permission. This should include information on the child's strengths, interests, current level of performance across curricular areas as well as social and behavioural learning areas. Information regarding effective strategies, resources and methodologies should be included.

PLANNING REQUIREMENTS

The ASD-class teacher is responsible for meeting the following planning requirements:

- **Individual pupil profile:** The pupil's profile documents his or her current level of performance across learning areas, e.g. literacy, numeracy, language and communication, behaviour, emotional development, leisure skills, social interaction, play and independence skills. Information on effective teaching methodologies or learning style should also be included. A formal review of this profile should be coordinated by the class teacher for each child in collaboration with his/her parents each October and February.
- **Individual Education Plan (IEP):** Short-term SMART targets are reviewed and updated monthly, and shared with parents. Targets should be realistic so that progress can be observed from month to month. Targets should be included across different learning areas to promote social and emotional well-being, as well as academic learning.
- **Monthly group plan:** Short-term plan for thematic group activities, e.g. Story time, Maths Topic, SESE, SPHE, Social skills, PE, Arts, etc.
- **Cuntas Míosúil:**
 - Progress review and evaluation of IEP targets, noting targets achieved
 - Progress review and reflection on monthly group plan
- **Monthly Health and Safety Audit:** This should focus on behaviour concerns or medical conditions to ensure school management are informed. See Appendix B.

Depending on the needs of the children in the class, the class teacher may also be required to develop the following additional documents:

- **Behaviour Plan:** This may be required if specific behaviour management strategies and approaches need to be implemented with a child. The plan should be based on behaviour data collected regarding functions of behaviours and potential triggers. Strategies should be shared with all staff who work with a child so that they can be

- implemented consistently. See [template](#) in Appendix C.
- **Intense Behaviour Management Plan:** If /when a child's behaviour is a consistent risk to the teaching and learning of others and/or risk to the health and safety of other pupils/staff, child may be placed on a Safety Specific Behaviour Plan. This plan is drafted in conjunction with NEPS, Beechpark Services (if relevant), staff, parents and BoM and is adapted to individual needs. It contains an emergency plan if/when an incident occurs. See Google Drive / school intranet for [template](#) and in Appendix D.
 - **Intimate Care Needs Plan:** This may be required if a child needs specific regular support or assistance with intimate care needs such as toileting. Staff may seek advice or support from external professionals as required. Please refer to the Intimate Care Needs Policy. [Template](#) in Appendix E, Google Drive and Intranet.
 - **Substitute file:** Class teachers should develop a folder of work for substitute teachers to include the following:
 - Pupil passport page or one-page summary of pupil needs
 - Timetables
 - One-page summary of strategies and approaches used in the class. This should be laminated and put on display for visitors to the class. See [sample](#) on Google Drive / intranet and in Appendix F.
 - Suitable work or work plans in the event of teacher's absence.

EQUIPMENT AND RESOURCES

INDIVIDUALISED EQUIPMENT AND RESOURCES

The children in the Specific Classes for ASD will have access to equipment and resources which are recommended in their psychological reports, occupational therapy reports and speech and language reports, where possible. Where specific equipment is recommended for a particular child, the professional report may be forwarded to the NCSE for approval for funding. Weighted equipment, e.g. weighted vests, should not be used with a child unless recommended and tailored to the correct weight.

When a recommendation is made for a child to have access to a specific piece of equipment throughout the school day, (e.g. a Move n' Sit cushion, a slant board, chewy tube, PECS book, etc.), the parents of the child may be expected to pay for the equipment and as such it is the property of the child.

Resources such as theraputty, therabands, fine motor equipment and gross motor equipment will be, where possible, provided by the school.

SHARED RESOURCES

Shared access to equipment and resources (e.g. gross motor equipment, toys, literacy and numeracy resources, sensory equipment, reference books) is available through the use of the shared storage spaces.

Equipment and resources should be replaced in the correct space when not in use for continued ease of access for other members of staff.

SHARED SPACES

Children in the Special Classes for ASD will have access to the Sensory Room, the OT Room, the kitchenette, the garden, the Multi-Purpose Area and the courtyard.

Use of these areas should be timetabled when possible to promote ease of access for other children and classes. However, there may be occasions when children need unplanned access to these rooms for calming purposes.

Safety is of utmost importance when using these rooms and when using specialised equipment (e.g. squeeze machine, swing, weighted resources). Activities to be carried out in these rooms or using specialised equipment should be planned carefully by the class teacher according to each child's individual needs and sensory preferences. An OT may be consulted where possible. Children's behaviour should be monitored before and after using these rooms or equipment when new activities are introduced.

Access to these shared spaces may be timetabled for children in mainstream classes as required.

CODE OF BEHAVIOUR

The school Code of Behaviour applies to all children in the school, including the children in the Special Classes for ASD. It is accepted that children with ASD may display challenging, defiant or oppositional behaviour. All efforts will be made by the school to manage such behaviours according to specific strategies outlined in a child's behaviour plan.

DAILY MANAGEMENT OF BEHAVIOUR

Staff should respond to behaviour misdemeanours calmly, according to the school's positive behaviour management approach. Children should be treated with dignity and respect at all times. Children's behaviours should be redirected subtly and calmly by staff when in public.

Incidences of behaviour misdemeanours should be consistently recorded by the ASD-class staff in an agreed format, e.g. ABC charts, behaviour tracking charts, 5 point scale.

Behaviours should be analysed in order to identify the potential triggers or the functions of the behaviour. Serious behaviour misdemeanours should be recorded on Aladdin.

If a child displays repeated and consistent negative behaviours, the information from these behaviour charts should be used to develop a behaviour plan, in collaboration and agreement with the parents of the child and supporting services, where possible. A behaviour plan should outline a clear behaviour goal, or 'desired replacement behaviour'. Staff should select appropriate intervention strategies based on the function of the child's

behaviour. All staff working with this child should employ these strategies consistently. Please see [a sample behaviour plan](#) in on Google Drive / school intranet, and in Appendix C.

MANAGEMENT OF EXTREME SERIOUS BEHAVIOUR MISDEMEANORS

ASD-class staff should adapt the Emergency Safety Plan (Appendix G) which outlines procedures to be followed in the incidence of an extreme challenging behaviour. The Board of Management advises that the procedures to be followed include:

- Serious incidences of behaviour misdemeanours should be communicated immediately to the principal by phoning the school office. Serious incidences of behaviour may include a child's attempts to injure him or herself or attempts to injure another person.
- Where the behaviour of one child escalates to the extent that the safety of children or staff are at risk, all other children should be evacuated from the room.
- Staff are not trained in manual handling and the Board of Management does not advise the use of this approach. Staff should not attempt to move a child who is experiencing a serious behaviour tantrum or meltdown. Staff should remove any items which the child may use to hurt him or herself and supervise the child from a safe distance.
- If a child or staff member is seriously injured, staff should notify the office immediately and an ambulance or GP will be called, the principal informed and parents/guardians contacted. Staff may administer First Aid if needed.
- If there are less than 2 SNAs present, ring the Emergency Bell immediately.

Where a child's behaviour impacts in a negative way on the education or safety of other children in the class, or on the safety of staff, sanctions may be applied as outlined in the school Code of Behaviour.

CONFIDENTIALITY

It is important that all pupils and staff are treated with dignity and respect at all times.

Issues relating to the behaviours or care needs of the children should not be discussed by staff (teachers, SNAs, bus escorts) outside of the classroom.

WELL-BEING

PUPIL WELL-BEING

Children with ASD often experience difficulty recognising, verbalising and expressing their own emotions. As such, the following supports are put into place in the ASD-classes in order to safeguard and foster the well-being of the children who attend:

- **Teaching communication systems:** Staff train children in the use of functional communication systems to help them learn to express their emotions, needs and wants, e.g. PECS (e.g. using PECS book, Proloquo2go or Grace app), Lámh.
- **Communication with parents:** Staff consistently monitor, observe and record the behaviours and moods of the children in the class. If concerns arise as to the well-being of one of the children, (e.g. low moods, poor eating or hygiene behaviours, consistent challenging behaviours), this will be discussed with parents and with available external professionals.
- **Calming activities:** Children will engage in calming activities and sensory regulation activities throughout the day, according to his or her needs. Children's sensory regulation is regularly monitored.
- **Promote positive relationships:** Children are encouraged and taught to develop positive relationships with one another and with staff through play-based activities, pair/group learning, integration, leisure time, etc.
- **S.P.H.E. curriculum:** Resilience skills and emotional awareness is taught through the S.P.H.E. curriculum. Teachers may employ differentiated strategies, e.g. social stories, sorting and matching tasks, visual communication systems.

Note: Child protection concerns should be reported to the DLP or DDLP, as per school policy.

STAFF WELL-BEING

It is acknowledged that the ASD-class can often be a high-energy, busy environment for staff that work there. The following supports are in place to safeguard and foster staff well-being:

- **Team meetings:** Staff are encouraged to check in with one another informally at the end of each day to discuss the day, to complete observational notes and to plan for the following day. More formal planning meetings should take place as part of Croke Park hours each fortnight.
- **Breaks from the classroom:** If a staff member is hurt or injured in the classroom, he or she should take a break from the class for a few minutes to go for a short walk, get a cup of tea or speak to the principal. Staff can use the 'SNA relief cards' or call the office to ask for cover.
- **Staff buddy system:** Staff members are assigned a 'buddy' on staff who they can speak to when they are feeling stressed or upset.
- **Counselling and external supports:** If staff would like to speak to someone external to the school, the Board of Management recommends calling Inspire, a free and confidential over-the-phone counselling service for teachers and SNAs.
Email: dundalk@inspirewellbeing.ie; **Phone:** [028 9032 8474](tel:02890328474)

COMMUNICATION WITH PARENTS / GUARDIANS

The staff of PETNS recognise that the child's parents are the primary educators of the child. In order to promote a successful and positive school experience for the child, it is important that parents are actively involved in the child's education and are regularly informed on what is happening in class.

We support communication with parents in the following ways:

- **Communication journal:** Used by parents and teachers to inform one another of the child's mood before school and throughout the day, toileting, eating, independence and a short comment when relevant relating to other significant events.
- **Phone calls:** Parents should be phoned in the incidence of more serious behaviours
- **Meetings:** IEPs meetings are scheduled twice per year; parent-teacher meetings are scheduled twice per year; further meetings are scheduled as required
- **Sharing documents:** Class teachers will print and share copies of monthly targets with parents. Parents will be provided with copies of Pupil Profiles and other relevant documents at IEP meetings.
- **Email:** Parents can contact class teachers by email as required. Class teachers will respond to emails during his or her working hours.
- **Class blogs:** Teachers share pictures and details of class activities and events on class blogs

JULY PROVISIONS

School-Based July Provision Programme is not currently provided in our school. Parents are entitled to apply for Home-Based July Provisions through the Department of Education and Skills (DES). Parents must find a suitable teacher to carry out the programme with their child and complete the application forms which are available to download from the DES website at <https://www.education.ie/en/Parents/Services/July-Provision/>

CONTINUED PROFESSIONAL DEVELOPMENT

The BOM of PETNS will support access to relevant CPD for school staff when appropriate. Specialist training can be accessed via the Special Education Support Service (SESS) and Middletown Centre for Autism. In-school training from previously trained staff is also encouraged.

Teachers who are interested in working in the Special Classes for ASD are expected to engage with some training and personal learning prior to placement in the class.

Staff who are working in the class should discuss and identify their learning needs in consultation with school management at least once per term and seek training opportunities. Where possible, in-school training workshops will be organised and made

available to all staff, i.e. teachers and SNAs in mainstream as well as in the Special Classes.

The following SESS courses should be prioritised when making applications:

- TEACCH Autism Programme
- Accessing the curriculum for students with Autism
- Contemporary Applied Behaviour Analysis (C-ABA)
- An Introduction to Autism (Primary)

A list of all courses available from the SESS is available on the SESS website: <https://www.sess.ie/sess-primary-courses>. Staff should request permission from the principal before applying for a course.

SUCCESS CRITERIA

This policy will be seen to be working well when:

- We receive positive feedback from staff members and parents
- All staff are made aware of and are committed to the principals that are outlined in this policy
- A quality, positive educational service is provided to all children attending these classes.
- All efforts are made to ensure the integration and inclusion of children in the Specific Classes for ASD within the whole school context, with due regard for the level of needs of the child, available resources and suitability for integration.

IMPLEMENTATION

This policy will be implemented from August 2018.

REVIEW

The policy will be reviewed and amended as necessary. The ASD co-ordinator will initiate and co-ordinate this review.

RATIFICATION & COMMUNICATION

This policy will be communicated to the Board of Management in August 2018. The policy will be available to all staff and parents on our school website.

APPENDIX A: OBSERVATION TEMPLATE FOR TRANSITION

SNU Observations during Transition Periods

Likes / Interests (toys, cartoons, books, sensory, etc.)	Dislikes (sensory...etc)
Independent work: what type of tasks can child do, how many tasks in a row, motivator/finish activity. Layout of workstation (left to right, TEACCH station etc.), visual distractions	
Teaching stations (with teacher / SNA): Type of tasks, motivators, can he work in a group, work in pairs	
Schedule for the day: Many movement breaks needed, quiet time needed, OT input, etc.	
Toileting, personal care (dressing) and eating. Structures/ procedures in place	
Strengths	

Priority learning needs
Challenging behaviours (be as specific as possible!) and triggers
Calming strategies that work / Behaviour management strategies
Copy of IEP
Communication book with parents
Visual check of learning environment: Visual distractions, sensory input



APPENDIX B: RISK ASSESSMENT TEMPLATE. NO. 9 STUDENTS CONSIDERATIONS

	YES or NO	If yes, what additional actions may be required	Person responsible	Signature and date when action completed
Are there students with disabilities including physical disability, vision impairment, hearing impairment, intellectual disability or mental health condition?		The suitability of the task is risk assessed Ensure students understand teacher's instruction Ensure access/egress is not restricted		
Are there students whose first language is not English and who may require extra focus with respect to safety, health and welfare?		Ensure students understand teacher's instruction Place signage in appropriate locations as directed by teacher		
Are there students with challenging behaviour that could increase the potential for injury to occur?		Develop a school policy for handling challenging behaviour and communicate policy to all employees.		

Assessment carried out by: _____ Date: _____

APPENDIX C: BEHAVIOUR PLAN TEMPLATE

Behaviour description	Possible perceived function(s) / triggers	Prevention Strategies / Replacement behaviours	Consequences / Actions
<i>Be as specific as possible in describing each behaviour</i>	<i>Each behaviour may have a different function: Escape; Attention; Want/need; Communication Analyse based on ABC charts.</i>	<i>Be specific. Strategies should relate to the function of the behaviour. Replacement behaviours should serve the same function as undesirable behaviour.</i>	<i>Clear, specific for consistent approach</i>
1.			
2.			
3.			
4.			
5.			

APPENDIX D: EXTREME BEHAVIOUR MANAGEMENT PLAN TEMPLATE

Child Name:

DOB:

Class:

Teacher:	Parents:	SNAs:
People involved in constructing BSP: <u>Parents:</u> <u>Professional Services:</u> <u>Staff Involved:</u>		
BSP Planning Meeting Date: BSP Parent Meeting Date:	BSP Review Date:	

Notes in relation to the **Emergency Plan** that forms part of this Behaviour Support Plan:

As noted in NCSE Policy Advice on Supporting Students with Autism Spectrum Disorder in Schools 2015

- *'restraint or seclusion should never be used except in situations where a child or young person poses imminent danger of serious physical harm to self or others, and should be avoided to the greatest extent possible without endangering students and staff.'*
- *'There is a duty of care to respond to prevent serious injury arising from harmful and/or dangerous behaviour'*
- *'Seclusion/restraint is never used as a sanction or punishment, but only to protect children/young people from immediate risk of injury to self or others or serious damage to property.'*
- *'The only legitimate rationale for the use of seclusion and/or restraint is when it is used in an emergency situation, to prevent injury or harm to the student concerned or to other students or staff.'*

Target **Negative** Behaviour: Behaviour we hope to see a decrease in

Level 1	
Level 2	
Level 3	<u>Unsafe behaviours, e.g.</u>

Function of Negative Behaviour:

Target **Positive** Classroom Behaviour: Behaviour we want to see

1:	
2:	

Proactive Strategies: Strategies used to help prevent negative behaviour and ensure safety

1. Safety Plan/ Emergency Plan	A safety plan has been devised to inform staff what to do if _____ engages in attempts at extreme injurious behaviour (see attached). An emergency plan forms part of this behaviour support plan for emergency situations to prevent injury or harm to other students and staff.
2. Classroom environment	
3. Praise/Positive Reinforcement	
4. Structured Schedule	
5. Timer	
6. OT Input	
7. Visual Rules showing expected behaviour	
8. Individualized Reinforcement System	
9. Visual Support	
10. Supervision/ Panic Alarm	

Skills Teaching:

1.	
2.	
3.	

Reactive Strategies:

Level 1	
Level 2	
Level 3	

Measuring and Recording Behaviour

Measuring/recording strategy	Description / Instructions

Parental Involvement

Communication	
Incident Meetings	
Review Meetings	

Criteria for Moving On

Review Date	
Success Criteria	
Considerations	

Signed by	
Parent:	
Parent:	
Class Teacher:	
Principal/Deputy Principal:	
Child:	

APPENDIX E: INTIMATE CARE NEEDS PLAN

Child's name:	
Child's DOB:	
Child's Class:	
Relevant Staff:	

<i>Details of specific care need</i>	
Nature of care need	
Child's current level of ability	
Timeline & skills which need to be taught	Timeline & procedures for teaching new skills
<i>Procedures for care</i>	
Times and frequency each day when care is required	
Staff to be involved in this care	
Provisions for when named staff members are absent	
Equipment required for this care	
Procedures for using this equipment	
Additional materials / resources needed	
Procedures for storing and disposing of materials. Please note parents/guardians are responsible for providing the school with necessary materials	
Language to be used when providing this care:	<u>Naming body parts:</u> Vagina – Penis – Bottom – <u>Naming bodily functions:</u> Urination – Bowel movement –
Cultural / religious sensitivities (if any)	

Date of Intimate care meeting:		Date intimate care plan finalised	
Review Date:			

Individuals involved in this plan	Name - printed	Signature
Parent:		
Class teacher:		
SNA 1:		
SNA 2:		
Principal:		
Therapists		

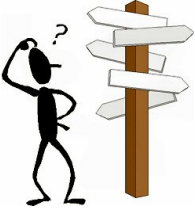
Keys to Success in Our Class!



Shhhhh!

Keep talking and noise to a minimum! We like a quiet class environment.

Speak in soft tones too!



Keep instructions short and clear to help me process what you want me to do.

Wait 15 seconds before repeating an instruction or giving the next instruction.



State instructions in the positive – tell me what you WANT me to do, not what you don't want me to do, e.g. "Hands down" – "~~Don't push~~"



Promote independence! Wait to see if I can do it myself first before you offer to help me!

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Safety Plan/Emergency Response

If **CHILD X** engages in **extreme injurious behaviour** as described below or injures another child/staff member:

PHONE OFFICE IMMEDIATELY.

Extreme Self-Injurious Behaviour

1. Attempts to injure himself

If **CHILD X** causes harm to his own body whereby he cuts himself, bangs his head against the wall where he causes his skin to break / bites himself breaking the skin

Extreme Injurious Behaviour (to others)

2. Attempts to injure / injures peer

If **CHILD X** causes harm to the body of a peer e.g. bites a peer; throws an item at a peer - making contact; bruising or marking the skin of a peer; intentionally knocks a peer to the ground; picks up and throws a peer;

3. Attempts to injure / injures staff

If **CHILD X** causes harm to the body of a staff member e.g. bites a staff member; throws an item at a staff member - making contact; bruising or marking the skin of staff member; knocking staff member to the ground; grabbing staff member by neck/headlock,

Role of Staff:

- *Staff member 1:*
Stay with **CHILD X**, remove any items that he is attempting to hurt himself/others with and/or administer First Aid if needed
- *Staff member 2:*
Phone School Office to notify parents, Ambulance/GP.
- *Staff member 3:*
Remove other children from the classroom for their safety.

If there are *less than two* SNAs **Ring Emergency Bell IMMEDIATELY**

<p>Dial 9 for an outside line Ambulance: <u>112</u></p>	<p>Name: CHILD X D.O.B: Age:</p>	<p>Diagnosis:</p>
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Information for GP/ Ambulance Service.

Explanation: Explain that the child is extremely distressed and has been engaging in tantrum behaviour for _____ (amount of time) without calming down. Describe the child's attempts at self-injury.

Phone No: 01 8272018

Location of incident: Powerstown Road, Tyrrelstown, D15, D15VR80

Age:

Gender:

Conscious: Yes/No

Breathing normally: Yes/No

Phone:

(Mum): 08XXXXXXXXXX

(Dad): 08XXXXXXXXXX

G.P.

Local GP: Primacare Tyrrelstown: Tel: 01 8856380 / 01 8856381

CHILD X's GP: