



Learning Supports for Students with SEN in Bandon Grammar School

Ciara Harte
Special Needs Co-Ordinator (SENCO)

Introduction

MISSION STATEMENT

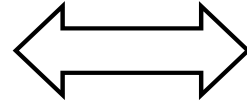
Bandon Grammar School is dedicated to providing a safe, caring environment that promotes the intellectual, moral, cultural, physical and social development of all students

If a student needs help we will provide it and we will ensure they feel safe and confident in their learning environment.



A Continuum of Support

ACADEMIC SUCCESS



**SOCIAL, EMOTIONAL &
BEHAVIOURAL COMPETENCE**

- Individual Resource
- SNA support
- Student Support Files

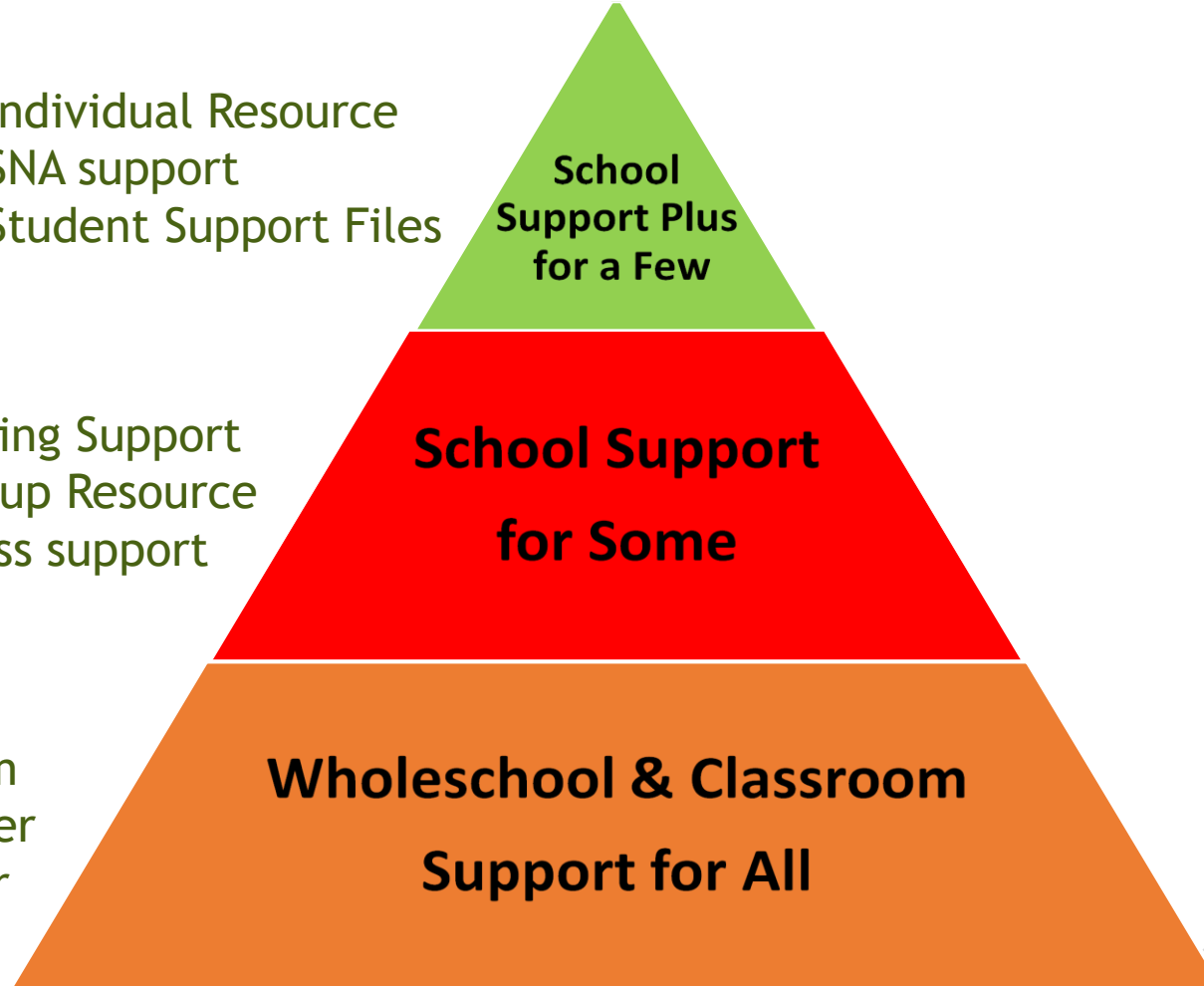
**School
Support Plus
for a Few**

- Learning Support
& Group Resource
- In class support

**School Support
for Some**

- Mainstream
Subject Teacher
- Class Tutor

**Wholeschool & Classroom
Support for All**



Withdrawal support

Learning Support

Students with Dyslexia or general learning difficulties are withdrawn from non exam classes such as RE and work in small groups on Literacy, study skills, exam technique and general organisation

Resource

Students with low incidence SEN such as ASD or multiple disabilities are supported individually or in pairs. They are usually withdrawn from Irish if the student is exempt or a non exam class such as RE

Every student receiving Learning Support or Resource will have a **KEY TEACHER** that parents can contact at any time via email or school phone with any concerns

Students with Irish exemptions

Irish

For two of the four timetabled Irish classes students will attend **Media Studies** and complete a short course for the Junior Cycle. The other classes may be taken up by resource.

However if a student does not have SEN they will remain in an Irish classroom and use the time for homework or study.

French/Spanish

All Form 1 students with Irish exemptions take French/Spanish as a subject. Many students with language exemptions have completed their Junior Cycle in French, Spanish or German & some have taken a foreign language for Leaving Cert.

All students enjoy learning about a different culture in Form 1 and in Form 2 a decision can be made about whether or not to continue with the language.

Students using Assistive Technology

(Laptops/ipads/reader pens)

Students with a physical disability such as Dyspraxia/DCD, Dysgraphia or an ongoing serious physical illness may use a word processor (laptop) in all classes, for homework and for all exams. Documentation from relevant professionals is required.

- ▶ Students must have access to a printer at home as all work must be printed out. Teachers cannot print work for students or correct online.
- ▶ Students type their exams on school computers for in house and state exams.
- ▶ During Form 1 induction day, any students using laptops or beginning to use laptops will receive a tutorial on how to use their assistive technology in class and the school Acceptable Use Policy will be outlined.

PLEASE NOTE:

Most Educational Psychologist or Occupational Therapist reports will recommend use of a laptop. **However**, the State Examinations Commission have their own set of rules and there are specific criteria students must have in order to be granted use for State Exams. BGS, like all other schools follows the SEC guidelines in allowing students to use Assistive Technology.



Special Needs Assistants

Some students require the assistance of Special Needs Assistants or SNA's in order to physically access the curriculum or manage belongings, stay safe at breaktime or lunchtime or be supervised for sensory breaks if required.

SNA's are not assigned to one student but are timetabled to students at different times when required. They often help other students in classes when asked and always keep an eye on any vulnerable students during breaktime or lunchtime.

Frequently Asked Questions



1. Do I need to have a Occupational Therapy or Educational Psychologists report for my child in order for them to get support.

No. We have a Whole School Allocation Model whereby the school decides who needs support and in what capacity.

A report is no longer necessary for Reasonable Accommodations for exams (spelling & grammar waiver, reader, reading assistance) as this is decided using school testing in Form 3.

HOWEVER, if a student has had an assessment done then we DO need to see it in order to provide the best support possible.

2. Are classes streamed based on ability? No, all classes are mixed ability.

3. My child doesn't want to be seen as being different and would prefer to not have support and have a clean slate. What do you think?

Every parents can decide if they would prefer their child not to have support or equally request support if their child is having serious difficulties. However, support in Post Primary is very different from primary and is widely accepted. It is very easy to withdraw any resource/LST support if a student is doing well but more difficult to try and assign it at a later date and we would not like for any student to have

4. My child received maths support in Primary school. Can they get the same in Sept?

All form 1 students are in mixed ability maths classes for the first six weeks. By half term both teachers and students have a good indication of their ability and classes are moved around. We then add in a very small maths class (4/5 students) as a resource maths class for any students who are having huge difficulties. The class will continue to follow the junior cycle maths course like the other classes but go at a slower pace and each student gets individual attention.

5. My child is very disorganised. Are there any tips you would recommend.

- ▶ Use of zip lock document folders (A4 & A3) are very useful for carrying copybooks, textbooks, maths sets etc for each subject. *(see last slide)*
- ▶ BGS has a specific colour coding system that can be used on all books *(see last slide)*
- ▶ Once your child receives their timetable ensure it is written into their homework diary AND typed/drawn out in colour and stuck up on their locker door. Follow the colour code.
- ▶ Check their homework Journal regularly to ensure they are writing in homework and use this to communicate with subject teachers.

6. Can I meet to discuss my child's needs in person.

Ordinarily that would be the process in May. However, for now please feel free to email me with any queries on charte@bgsmail.ie and I will do my best to answer all your questions. In September I will arrange meetings with individual parents by request.

For parents of students requiring SNA support we will try to facilitate Zoom meetings in August.



Zip lock Document files.
One per subject.

SUBJECT	COLOUR
English	Dark Green
Irish/Spanish/French/German	Light Green
Geography	Dark Blue
History	Purple
Science	Red
Maths	Light Blue
SPHE/CSPE	Light Pink
Art or Technical graphics	White
RE	Black
Computers	Orange
Home Economics or Business	Turquoise
Woodwork	Yellow
Tech Graph	White
Music	Dark Pink