

Learning Support Policy

Castleknock Community College



Review Dates

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Parents	January 2015	Reviewed
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The Mission Statement of Castleknock Community College

We the pupils, parents and staff of Castleknock Community College, strive for excellence in a caring and supportive environment. Growing and developing through co-operation will enable all to realise their full potential.

Introduction

Castleknock Community College is committed to providing a comprehensive and effective learning support and resource teaching service for students. This enables a specific cohort of students who have special educational needs, with an appropriate framework of support, to access their curricula and achieve their potential. It is an entitlement for all students to have their needs appropriately identified and met. This policy considers the student as a young person and as a learner.

1. Principles

1.1 At Castleknock Community College we are determined to meet the educational needs of all our students. This policy describes the principles, aims and objectives, by which the College will identify, assess and provide for students with Special Educational Needs. Special Educational Needs (SEN) can take a variety of forms, including specific learning needs, health related needs and behavioural needs. This policy takes into account the Special Educational Needs provision outlined in the various acts pertaining to the provision of students with Special Educational Needs, notably the Education Act of 1998, EPSEN Act 2004, Learning Support Guidelines 2000, the NCSE (ncse.ie) Guidelines on the Individual Education Plan Process 2006, guidelines for Inclusion of Students with Special Educational Needs 2007 and NEWB Guidelines 2008 underpin the key elements of this policy.

1.2 The College recognises the right of students with special educational needs to be educated in a mainstream College and the importance of genuine communication and partnership with parents and students in planning, delivering and evaluating individual support. The College recognises that provision for Special Educational Needs is an integral part of its overall aim to raise the achievement of all students.

1.3 Some students will permanently, or from time to time, have a greater difficulty in learning than the majority of children of their age. Some may have disabilities that prevent or hinder them from making use of the facilities provided for our students. We will give these students individual consideration and make special provision for them, working in partnership with others, as necessary. The Colleges' intention is that the needs of all students are identified and met as soon as possible.

1.4 All students whether they have special educational needs or not, must have equal access to the full curriculum of the College and all activities. Students with special educational needs will be encouraged to become independent and take responsibility within the College.

1.5 The role of supporting learning is a collaborative responsibility shared by all in the College community: Learning Support Department, management, staff, students and parents who have a positive and active part to play in achieving this aim:

- **College Management** act on the principle that every member of staff is directly responsible for the needs of all students; by working in partnership with the Learning Support Coordinator, students, parents and other agencies and by participating in appropriate training.
- **The class teacher** has a primary responsibility for the progress of all students in his/her class, including those who access supplementary teaching and/or SNA support. A class teacher should create an environment in which learning difficulties can be prevented or at least alleviated. The class teacher is responsible for gathering information on a student's progress through informal observation /assessment. Where concerns arise the class teacher should complete a **Learning Support Referral Form (appendix 1)** which should include test results, homework proficiency detail. The class teacher should work with the Learning Support teacher giving advice on areas that need support.
- **Learning Support Department** fulfill their statutory duties to students with special educational needs, within the limited resources available, by establishing a policy that has regard to the Code of Practice and Special Educational Needs legislation on the identification and assessment of special educational needs.
- **Tailor individual educational programmes to the needs of students with low incidence high need SEN.** The Learning Support Department provides tailored personal programmes for some students in our college. The ASDAN programme is provided at Junior Level and students can also avail of ASDAN and/or FETAC level 1 at Senior Cycle. Some of the core team and SNA team have attended training for ASDAN. This cohort of students also access some mainstream subjects and may be challenged towards sitting a limited number of Junior Certificate exams.
- **Memos:** The Learning Support Department prepares memos on all students in receipt of NCSE allocation outlining strengths, areas of need and recommendations for supporting the student in class. These memos follow consultation with parents, feeder schools and recommendations from professional reports.
- **Students:** The students realise their potential by striving to fulfill their potential and by discussing with their teachers their own strengths and weaknesses. This is achieved by regularly attending and working in learning support classes while developing 'ownership' of the skills being taught in learning support classes and applying these skills to all their studies. Students are encouraged to contribute to the evaluation of their progress including self-assessment and this allows students to grow in independence

- **Parents:** Parents support the process through consultation and by working in partnership with the College to help meet their child's needs and by encouraging their child to take the support offered them by the Learning Support Department. Parents are invited to give consent where necessary for their child to be tested by the Learning Support Department or outside agencies. Parents are advised to act on the recommendations made in professional assessments in the best interests of their child. Parents will be informed through school reports of their daughter/son on their progress with the Learning Support Department.
- **Special Needs Assistant:** The special needs assistant's role is to look after the care needs of students with SNA access. Care needs include: arranging special chairs, monitoring movement on corridors, hygiene and safety particularly in practical classes, encouraging students to remain on task, monitoring emotional well-being, assisting organisation and promoting appropriate interaction with peers and staff. Through the course of their time in Castleknock Community College students are encouraged, where appropriate, to become independent of the assigned SNA.

2. Roles & Responsibilities in Coordinating Special Needs Provision

2.1 The SEN Register lists the names of students with a professional diagnosis, professional assessment, Irish exemption and assistive technology. Those for whom a memo has been prepared are indicated on this register. A copy of the register is available in the LS office, each year heads office and senior management offices for the teaching staff to access. **See Appendix 2**

2.2 The Learning Support Department will ensure that they are fully involved in developing and monitoring the College's SEN policy and that SEN provision is an integral part of the College development plan. The Coordinator along with College management will ensure that they are fully informed of the College's SEN provision, including how funding, equipment and personnel resources are deployed. They will ensure that the quality of SEN provision is regularly monitored and evaluated.

2.3 The Learning Support Department Coordinator has overall responsibility for management of the policy, for assessment and provision for students with special educational needs and for keeping College management informed on special educational needs policy and provision. The Learning Support Coordinator has oversight of all matters regarding the day-to-day management of all aspects of special educational needs policy and provision, for leading the Learning Support Team and co-ordinating the involvement of outside agencies. Specific responsibilities of the role include:

- Overseeing the day-to-day operation of the College's SEN policy.
- Coordinating provision for students with SEN and the set-up of the Department time table
- Ensuring that students who have been referred by class teachers as they are not performing are screened for learning difficulties
- Chairing a weekly meeting with the core Learning Support Team
- Overseeing the development of Memos for students with NCSE resources
- Liaising with and advising fellow teachers

- Meeting with parents of students with SEN
- Managing Learning Support Team
- Overseeing the records on all students with SEN
- Contributing to the training of staff
- Liaising and advising Special Needs Assistants
- Overseeing SNA access for students and SNA timetables
- Assisting the team of SNAs in establishing ‘targets’ for students with SNA access
- Identification of students for reasonable accommodation in house exams
- Overseeing the Learning Support house exam timetable and liaising with the parents association who provide volunteer readers.
- Applying for additional teaching support and resources including RACE
- Liaising with external agencies including the DESS, NCSE, NEPS, PSS, health and social services, psychologists and other relevant voluntary bodies.
- Overseeing the transition of First Years from Primary to Secondary School including: College visits, meeting with parents and partaking in care team meeting following completion of visits.

2.4 Year Head and Assistant Year Head Teams have general responsibility for monitoring the academic and social progress of students, notably through the tracking system. Their specific responsibilities in terms of this policy are:

- Liaising with the Learning Support Coordinator
- Working with their Learning Support link teacher
- Monitoring and reviewing the progress of students with SEN

2.5 Subject Department Facilitators have responsibility for all aspects of curriculum content and learning opportunities in their subject area. Their specific responsibilities in terms of this policy are:

- Maintaining and monitoring a Subject Department Policy on Special Needs.
- Ensuring that the subject content has been differentiated to meet the needs of all students
- Designating a member of staff to liaise between the Department and Learning Support Facilitator. Depending on the size of the Department this may be the Subject Department Facilitator.

2.6 The Subject Teacher has the following specific responsibilities in terms of this policy:

- Planning what each student should learn
- Ensuring that the subject content has been differentiated to meet the needs of all students
- Monitoring, assessing and reviewing the learning that has occurred
- Working in partnership with In-class support teachers, learning support teachers and special needs assistants.
- Referring students who they may suspect as having a particular difficulty (Appendix 1)
- Promoting inclusion
- Applying College policies including the College’s Code of Behaviour, The Learning & Teaching Policy, equally to all students.

3. Admission Arrangements for Students with Special Needs

3.1 Castleknock Community College will use the resources provided by the Department of Education and Skills to make reasonable provision and accommodation for students with disabilities or special educational needs. These students are free to participate in the life of the College in so far as is reasonably practicable. While recognising and fully supporting parents' rights to have a College of their choice for their children, the College's ability to accept students with particular needs are dependent on the supply of resources, suitable to the needs of the individual student, being supplied by the Department of Education and Skills.

3.2 The Learning Support Department in conjunction with The Board of Management needs to be aware of any special needs as early as possible, so that these needs can be assessed and addressed if possible.

In making provision for special students the following information is required to be included with any application to the college:

Has the student had access to any of the following?

1. Special needs assistant or classroom teacher.
2. Special classes.
3. Help, for specific needs, from any resource teacher.
4. Assistance with behavioural modification.
5. Psychological and/or professional assessment/report. Report to be provided in strict confidence to the College.
6. Evidence of treatment in relation to EBD diagnosis.
7. Any additional resources to help with their special needs.
8. Help in areas including, visual impairment, hearing impairment, sensory issues, general learning disability or emotional disturbance.
9. Any resource(s) in relation to travel or mobility.

3.3 The Board of Management, having gathered all relevant information and professional documentation, assesses how the needs of the special needs students can be met.

Final confirmation of a place may, in exceptional cases, be given when the Department of Education and Skills / College confirm that the necessary resources are in place.

Note: It may take some time for the Department of Education and Skills to process such applications. Parents are strongly advised to inform the College as early as possible and discuss their particular situation well in advance of making application

3.4 As soon as is possible, but not later than 21 days, after a parent has provided, the relevant information, the Board of Management shall make a decision in respect of the application concerned and inform the parents in writing thereof (Education Welfare Act (Section 19, (3))).

3.5 The Learning Support Department is committed to providing a comprehensive and effective learning support service for students. This will enable students who have special educational needs to access their curricula and achieve their full potential.

3.6 The Learning Support Coordinator will work closely with the Learning Support Teacher(s) of feeder primary schools in planning the most appropriate provision for students with special educational needs. Where possible, the Learning Support Department Coordinator and Learning Support Teacher(s) of the feeder primary Schools will meet with the Special Educational Needs Organiser (SENO) for the Dublin 15 region to review the transition process.

4. Facilities & Resources

4.1 The Learning Support Department will allocate all designated additional teaching support hours appropriately, to the students with Special Educational Needs who are in receipt of these hours, in the most effective way possible.

4.2 Any additional funding will be used to purchase suitable resources for the department which will enhance the learning of all students.

4.3 The Learning Support Department will continue to work from three core classrooms which have been designated for learning support and resource teaching, using other free classrooms when there is great demand in a particular period.

4.4 The Learning Support Department encourages learning support teachers to use as many resources in supporting the students. Resources such as ICT resources, suitable Junior Certificate and Leaving Certificate texts and readers across all subject levels can be found in Rooms 26a and 26b.

5. Provision

5.1 Our role is to provide a proficient and responsive learning support service, which keeps up-to-date with changes in curriculum, syllabi, teaching and support methods. Within an appropriate framework of support, we assist students to function as independent, autonomous learners. We are committed to the principles of equal opportunities for all.

5.2 How the Learning Support Department operates

We function mainly on an in-class support and withdrawal basis. In-class support is mainly provided in Maths across all First Year classes and at ordinary level for other years where appropriate. This method is used when a number of students in the same class require support. Withdrawal means that the students attend support sessions either on a one to one basis or in small group situations with their assigned tutor in the Department's suite of rooms. (The NCSE recommends that Colleges minimise the use of one to one sessions as these place significant demands on limited resources). These rooms are fully equipped with IT assistive equipment and software.

5.3 Individual provision

Individual provision and its outcomes will be kept constantly under review and amended as necessary. Termly reviews and records of work for students in receipt of learning support/resource teaching will be completed as required by the learning support teachers. This allows the Learning Support Department to appropriately monitor and review student progress.

5.4 Learning Support Teacher's Folder.

The Learning Subject Department provides a comprehensive folder for all Learning Support teachers. On their time tables teachers are provided with a list of students for each Learning Support class and the subject area to cover for each class. Work record must be completed for each class. These are returned to the Learning Support Office at the end of each term and filed in student files.

5.5 Assessment on Entry

All students complete Entrance Assessments (CAT 4) which screen for basic skills in literacy, numeracy, special awareness and problem solving competencies. (Students within the moderate GLD range are invited to attend during the assessment testing. Their primary school is asked to provide suitable material that the student can complete with the assistance of a mentor.) This information, coupled with the informal information obtained from the feeder primary schools, results on professional assessments and reports and meetings with parents of students with NCSE resources assists in identifying those students with special educational needs. Parent(s)/Guardian(s) should forward any relevant information on their child's learning that may assist the Learning Support Department.

5.5.1 Other Assessments.

The department also uses the WRAT 4, Access Reading and Access Maths Test, Neal Analysis of Reading Ability and Conner's Rating Scale (where provided prior to clinical assessment).

5.6 Review on Progress

From information gathered from the initial assessments, meetings with primary school personnel, meetings with parents and reviewing professional reports where appropriate, an individualised negotiated educational programme is put in place for each student. A memo is prepared on students in receipt of NCSE resource hours. This memo outlines: the students strengths and needs, recommends how to assist the student in class and sets an appropriate target for the student based on their needs. These memos are confidential and are emailed to each student's individual teachers. Regular reviews of students' progress are maintained and parents are informed of these.

5.7 Duration of Learning Support Provision

The Learning Support Department is responsible for providing an intense intervention programme for those students with special educational needs in order to facilitate their full re-integration within the mainstream system. The duration of this provision will be determined by the student's progress.

6. Whole School Assessment

The Learning Support personnel test all First Year students using the Access Reading Test. Results are analysed and distributed to appropriate staff. This test is repeated at the end of second year. The Learning Support Department assists the Maths Department with the Access Maths Test.

The DATS test is administered by the Guidance Department at the end of the first term of third year. The Learning Support Department analyse these results in order to identify students who have not come to our attention previously who may be struggling in the areas of reading and spelling. Further WRAT testing may be carried out with a view to applying for RACE in the Junior Certificate Examination

7. Assistive Technology

Students of the College may use Assistive Technology (AT) in class to enable them to reach their full potential and have full access to the curriculum. AT devices may be provided through the NCSE or by parents. These devices include laptops, notebooks and tablets. Students and their parents/guardians are provided with guidelines for the usage of AT which they both sign (Appendix 7). Teachers are also provided with these guidelines. (Appendix 8) These guidelines will allow students to fully benefit from the use of assistive technology in the College. Furthermore, it will encourage them to take responsibility for all work done on their laptop/tablet/notebook in the same way that other students must be responsible for their subject copies. The guidelines should ensure that the laptop/tablet/notebook is the responsibility of the student not the teacher. All classwork and homework must be available in a subject display book that can be handed up to the teacher whenever necessary. It is the responsibility of the student to ensure that all work is printed up and filed in individual subject display books each night and brought into the College each day.

8. Training of Staff & Management

8.1 The management at Castleknock Community College is committed to the training of staff members in the area of Special Educational Needs. The core Learning Support Department team members have all completed a Post Graduate Diploma in Learning Support and Special Educational Needs. In drawing up the staff development plan and training programmes, it is envisaged that management will continue to give consideration and appropriate priority to the needs of all teachers with regard to special educational needs. The department's in-service training plans for special educational needs will be reported to management and will include details of training as appropriate for subject teachers, learning support teachers, the Learning Support Coordinator, special needs assistants and other ancillary staff.

8.2 The Learning Support Coordinator will assist in the provision of training for teaching and non-teaching staff.

9. Involvement of Parent(s)/Guardian(s) & Students

9.1 The College recognises the importance of the involvement of students and their parents/guardians in planning and reviewing special needs support. We encourage the informed participation of both in achieving the aims of this policy.

9.2 We are committed to working in genuine partnership with parents/guardians by:

- Having a positive attitude towards parents/guardians, respecting the validity of differing perspectives

- Providing user-friendly information and procedures and being aware of communication barriers
- Recognising the pressure a parent/guardian may be under because of their child's need
- Acknowledging the importance of parental knowledge and expertise in relation to their own child
- Gaining parental consent for referrals
- Ensuring parents/guardians are aware of support groups and relevant outside agencies who can assist them
- Encouraging regular communication between College staff and parents/guardians so that any concern's regarding their child's learning or provision can be addressed.

9.3 The College recognises that students have a right to receive information about plans and outcomes for their learning and to have their opinion taken into account in any matter affecting them.

9.4 All students are increasingly encouraged and helped to participate in the planning and evaluation of their learning and in setting targets for the future. This is achieved through the development of personal learning planning with their learning support teacher, target setting and monitoring as well as more informal approaches.

10. Disability Access Route to Education (DARE)

Students with Special Educational Needs who wish to apply for the Disability Access Route to Education (DARE) must tick the disability box on their CAO application. There are deadlines set by the CAO for -completion of an online statement from the student outlining how their disability affects their learning, submission of a downloaded form which the College must complete and submission of an up to date professional report. The Learning Support Department works closely with the Guidance Department to advise parents on professional reports required by the CAO. The Learning Support Department assists the student in completing their statement and they complete the College form for these students. Students with physical and medical disabilities and students with a mental health illness may also qualify for DARE. All students/parents are informed about DARE through the Guidance Department, at the annual CAO evening, through Life Skills/Guidance Classes and through Guidance Meetings.

11. Special Arrangements for sitting State Examinations

The Department of Education & Skills may grant special arrangements to students with learning difficulties. Each application is assessed on an individual basis. The Learning Support Department is responsible for the submission of these applications to the Department. An up to date psycho-educational assessment is not necessary, though if one exists it can be forwarded with the application.

The options of provision granted by the Department of Education & Skills are:

1. To have question papers and answers read to the candidate
2. To permit candidates to record their answers on tape recorder or word processor or scribe

3. To make provision for candidates who qualify for exemption from spellings and grammatical components in language subjects
4. To provide for the use of a Special Centre.

If a student avails of one of the afore-mentioned provisions in the course of a language subject, then this will be indicated on the examination certificate. An asterisk will appear next to the subject and a supplementary report will accompany this.

The Learning Support Department also offers these accommodations during the house/mock examinations to students who may qualify for RACE.

Our positive commitment to facilitating an effective learning support system will provide an environment, which will promote, enhance and further develop the acquired skills of the pupils with learning difficulties.

Procedure for acquiring an exemption from Irish

The college strictly adheres to the guidelines for exemptions as set down by the Department of Education and Skills (Circular M 10/94)

Note

This policy is subject to change given the changing edifice of legislation and circumstances that may arise within the College.

12. Monitoring & Evaluating

12.1 The work of the Learning Support Department in implementing this policy and the general effectiveness of special educational needs provision in the College will be subject to the normal College self-evaluation policy and an annual department review process. The review process will involve evaluating all elements of the day-to-day running of the Learning Support Department which will allow us to identify key strengths and weaknesses in the provision of SEN in the College. Annual developments and plans for the next academic year will be outlined in the College's annual progress report compiled by management.

10.2 The progress of students on the SEN Register will be regularly monitored and evaluated by the Learning Support Team and also through the normal College assessment and reporting procedure. Progress will be checked against targets (bi-annually) and the outcomes of tests and examinations will be analysed for students receiving special needs support.



Appendix 1: Learning Support Referral Form

**Learning Support Referral Form
Strictly Confidential and Without Prejudice**

Name of Student: _____ Rang: _____

Name of Teacher: _____ Date: _____

Reasons for referral (Please describe the difficulties which this student is encountering in school)

Results of Class Tests

Additional Information (e.g. names of other teachers who would be familiar with this student)

Please attach photocopies of samples of work highlighting particular difficulties

Signed: _____

Appendix 2: The SEN Register

Name	Tutor Group	SEN	Irish exempt	Memos	Assistive Technology
		SLD	Y		
			Y		I pad
		SLD	Y		
**		MOD GLD		Y	
**		ASD			
*		Dyspraxia	N	Y	Laptop
**		SNA	Y	Y	
		Bord Mild GLD, ADHD traits	Y	Y	
		OCD		Y	
		BordMild GLD	Y	Y	Ipad

SEV/PRO GLD	Severe/Profound General Learning Disability
DS	Down Syndrome
ASD	Autistic Spectrum Disorder (Asperger's Syndrome)
ADHD	Attention Deficit Hyperactivity Disorder
ADD/ADD TEND	Attention Deficit Disorder/ADD Tendencies
EBD	Emotional &/or Behavioural Difficulties
TS	Tourette's Syndrome
DYSP & LD	Dyspraxia & Mild Learning Difficulties
LOW AVERAGE	Low average range of ability
SLOW PROCESS	Slow processing skills – affects thinking speed and student's response time
MOTOR CO-ORD & LD	Motor Co-ordination and Learning Difficulties
RCD/LCD/LANG DELAY/DIFF	Reading/Language Comprehension Difficulty/Language Delay/Diff
WLD	Written Language Disorder
SPELL DIF	Spelling Difficulties
MATHS DIF	Maths Difficulties
UNDERAC	Underachieving in Maths/English/Reading Comp
DYS TEND	Dyslexic Tendencies
POOR LTM	Poor Long Term Memory
S & L DISORDER	Speech and Language Disorder
SI	Speech Impediment
VI	Visual Impairment
CF	Cystic Fibrosis

** SNA Access

* In receipt of Resource Hours

M – Memo on file with detailed information for teachers

AT- Assistive Technology (laptop or ipad)

Appendix 3: Guidelines for use of tape recorder

Guidelines for use of tape recorder

1. Do a pre-test of recording on the tape recorder. If the tape recorder is faulty, a replacement will be provided.
2. Check that the tape has been placed in the recorder correctly. (Side A, then Side B)
3. Confirm where the microphone is located on the tape recorder. Indicate its location to the student. This may be done in the pre-test recording.
4. It is not necessary to tape record dialogue between the candidate and the reader.

Please note any observations in the Supervisors Report as to how the student may improve in the use of the tape recorder for example thinking about the answer before speaking, concentration levels.

Your assistance in the provision of this service is very much appreciated by the Learning Support Department.

Appendix 4: Guidelines for Readers

Guidelines for Readers

A reader is a person who, on request, will read to the candidate the entire or any part of the examination paper.

1. A reader may also read back the student's answers.
2. The reader may not give the meaning of words, or amplify what is written.
3. The reader may not suggest or choose parts of the paper for repetition without the candidate's direction.
4. *For the purpose of House Exams* – it may be useful to remind the students to plan their time and their answers. In addition, it may be useful to encourage the students to number and label their answers with appropriate question number.
5. Be mindful that some students may be feeling self-conscious about having a reader. It may be appropriate to give the student some physical space while they are writing the answers.

Your assistance in the provision of this service is very much appreciated by the Learning Support Department.

Appendix 5: Supervisor's Report

Supervisor's Report

**Private & Confidential
Reasonable Accommodations – In House Examinations**

Supervisor's Name _____

Student's Name _____

Date of Exam _____

Exam Subject _____

Type of Accommodation	Tick Box
Reader	
Reader & Tape Recorder	
Scribe	
Word Processor	

Observations: Please record how the student performed in the following areas.

Time Allocation: (students must not leave before the end of the examination)

Understanding of Questions

Knowledge of set materials

Answering of questions – layout etc.

Any other comments: e.g. confidence using tape recorder, concentration levels, did the student make good use of accommodation etc.

Signed: _____

Date: _____



Appendix 6: Record of Work Form

Learning Support Department - Private and Confidential

Record of Work Form – Term 3 2014 /2015

Name of Teacher: _____

Student/s: _____

Year Group: _____

Topics to be covered: <ul style="list-style-type: none">•••	
Textbooks/Resources: <ul style="list-style-type: none">••	
Week 24 (April 13th - April 17th)	Note of absences
Week 25 (April 20th - April 24th)	
Week 26 (April 27th - May 1st)	
Week 27 (May 4th - May 8th)	

Appendix 7: Guidelines for School Laptops (Parents/Students)

Laptop Identification:

- Students are required to label their laptops, battery chargers, and carrying case (names must be visible on their items at all times).
- Under no circumstances should a student remove or deface the serial numbers and bar codes on the laptop.
- A record of serial numbers will be kept by the Learning Support Department.

Storage of laptops in school:

- Laptops must be stored securely when not in use.
- Storage facilities are available in the Learning Support Office.
- Laptops should be returned to the Learning Support Office at the end of the summer exams for storage during the summer months.

Carrying laptops:

- Laptops should always be carried in a protective laptop bag.
- Students should never move their laptops while the lid is open.
- Do not store papers next to the laptop, as they can block the fan and affect the cooling of the laptop.
- A laptop bag is designed to carry only the laptop and charger. Nothing else, including textbooks, papers or folders should be placed in the bag.

Software:

- Only software that is licensed to a laptop is to be on a laptop.
- Games are not to be brought to school on your laptop or external media.
- Computer images that are obscene or violent are not allowed on your laptop.
- Instant messaging programmes are for home use only.

Inspection:

- Students may be selected at random to provide their laptops for inspection.
- Students engaged in suspicious activity, or off-task activity during class time, will have their laptops taken for inspection and parents will be notified.

Privacy and security:

- Laptops should be password protected.
- Only the student to whom the laptop is allocated has permission to use it.

Organisation of work on the laptop:

- A folder for each subject must be set up.
- Within this folder documents should be organised in to suitable categories. (Eg. Poetry, comprehensions, essays, novel, drama).
- Files should be appropriately named so that they can be easily accessed for revision purposes.

Appendix 8: Guidelines for School Laptops (Teachers)

Learning Support Department

To: All teachers

Re: Guidelines on the use of assistive technology by students in the classroom and for homework tasks

- Students using assistive technology should sit at the front of the class where they have access to a power point.
 - Students should not shut their assistive technology down in between classes but should just close the lid leaving the laptop/notebook in 'sleep' mode or putting tablet on sleep mode.
 - Students need to have individual folders for each of their subjects on their desktop and save classwork and homework in these folders accordingly.
 - When saving files, students should label them appropriately (ie. Classwork 30.04.13 or Homework 30.04.13)
 - Students should not use their assistive technology for maths – maths classwork and homework and in class tests should be handwritten unless otherwise agreed with maths teacher.
 - It is the **student's responsibility** to print off classwork and homework each evening at home and file it in a subject display book that can be presented to the teacher as a substitute for not having a copy. If it is not possible to print at home, students are permitted to use the printing facility in room 26a or in their year head's office.
 - Students should have a display book for each subject with them in class so that teachers can monitor student's classwork and correct classwork and homework as required.
 - When teachers administer 'in class tests', students can complete their tests on their assistive technology. Any diagrams etc. should be handwritten on a separate sheet of paper and handed up with the rest of the test.
- These guidelines will allow students to fully benefit from the use of assistive technology in the college. Furthermore, it will encourage them to take responsibility for all work done on their laptop/tablet/notebook in the same way that other students must be responsible for their subject copies. The guidelines should ensure that the laptop/tablet/notebook is the responsibility of the student not the teacher. All classwork and homework must be available in a subject display book that can be handed up to the teacher whenever necessary. It is the responsibility of the student to ensure that all work is printed up and filed in individual subject display books each night and brought into the College each day.*

April 2013



*Castleknock Community College
The Learning Support Department*

*Information Booklet for parents and
guardians on the ASDAN Course*

What is ASDAN?

ASDAN, which stands for Award Scheme and Development Accreditation Network, is a charitable social enterprise with awarding body status that provides programmes and qualifications that offers flexible ways to accredit skills for learning, skills for employment and skills for life.

Based in the United Kingdom, ASDAN is recognised as a worldwide organisation providing accredited certification programmes to thousands of learners. Programmes are specifically designed to accredit learners skills acquired through education and relevant experience and practice.

ASDAN at Castleknock Community College

Castleknock Community College is a registered ASDAN Centre since 2007.

Castleknock Community College is committed to enhancing and improving the level of educational services for every student who attends the college. We welcome the ASDAN awards programmes as a positive and beneficial move towards certification and accreditation of our students' learning achievements.

Several teachers and Special Needs Assistants in the college have received ASDAN accredited training since 2007.

What ASDAN courses does Castleknock Community College offer to students?

Following planning meetings, the Learning Support Department agreed that it would be most beneficial to offer the Preparatory Programme -Towards Independence Modules to selected students under our care.

How will my son/daughter benefit from partaking in the Towards Independence course?

Towards Independence provides a framework of activities through which **personal, social and independence skills** can be developed and accredited for students with general learning difficulties.

Towards Independence offers formal recognition for small steps of achievement towards a larger goal. Modules can be used separately and accumulated to build a record of personal achievement.

What modules within the Towards Independence Course is my son/daughter studying?

ASDAN at Junior and Senior Cycle

In May 2015, the students had 5 of their Towards Independence Module portfolios examined and moderated. The students will receive the Certificate of Achievement in the coming months recognising all of their hard work over the years.

Portfolios examined and moderated:

1. Developing Communication Skills
2. Developing Numeracy Skills
3. Money Progression
4. Using Transport
5. Time Management and Self-Organisation

What modules within the Towards Independence Course will my son/daughter studying in 2015-2016?

The students will continue to study the ASDAN Towards Independence Modules below and it is envisaged that the majority of portfolios will be examined and moderated by ASDAN in the academic year 2015-2016:

1. Developing Communication Skills - Progression
2. Developing Numeracy Skills – Progression
3. Meal Planning and Preparation
4. Information and Communication Technology
5. Using Computer Technology
6. Work Awareness – Senior Cycle
7. Personal Safety
8. The World Around Us
9. Sports Studies
10. Sound, Rhythm and Music

The Learning Support Department plan to add new Towards Independence modules to the students' timetable in September 2015, following an assessment of each individual student's strengths and needs.

ASDAN at Senior Cycle

When the students make the transition to Senior Cycle, The Learning Support Department provide another Award Programme to be studied alongside Towards Independence. The award is known as:

ASDAN Workright Award

This preparatory programme is aimed at learners aged 14+ following a supported work-based/work experience programme of study.

Basic Structure

This is a framework through which basic, transferable, employability skills can be moderated.

The learner must provide evidence gained whilst on a work-based programme e.g. work experience, work shadowing, enterprise activity etc.

There are four units:

- Health and safety at work
- Responsibilities in the workplace
- Working with others
- You at work

Timeframe: 2-3 years

If you have any further questions, please contact the ASDAN Co-Ordinator – Sian O’Connor



Abbreviations

Abbreviation	Definition
ASDAN	Award Scheme Development Accreditation Network
AT	Assistive Technology
CAO	Central Applications Office
CAT 4	Cognitive Abilities Test 4th Edition
DARE	Disability Access Route to Education
DES	Department of Education & Skills
EBD	Emotional Behavioural Disorder
FETAC	Further Education Training Awards Council
GLD	General Learning Disabilities
LS	Learning Support
NCSE	National Council for Special Education Needs
NEPS	National Educational Psychological Service
NEWB	National Educational Welfare Board
PSS	Psychological Support Service
RACE	Reasonable Accommodation Certified Examinations
SEN	Special Educational Needs
SENO	Special Education Needs Organiser
SNA	Special Needs Assistant
WRAT	Wide Range Achievement Test