

**Gaelscoil na mBeann**  
**SEN Provision Map 2021/22**

**SEN Focus Area/s for this academic year:** Develop speech and language skills (receptive and expressive) of targetted children, develop biliteracy skills, develop Autism awareness training for all staff, ensure effective interventions and supports are in place to meet the additional needs of pupils and develop SEN and Underachiever group provision **(Linked to SEN Action Plan & School Development Plan)**

	<b>Cognition &amp; Learning</b>	<b>Social, Behavioural, Emotional &amp; Wellbeing</b>	<b>Speech, Language &amp; Communication</b>	<b>Sensory &amp; Physical</b>
<b>Whole School Educational Provision</b>	<p>For pupils displaying or experiencing Cognition &amp; Learning Difficulties</p> <p>. Providing visual prompts and cue cards</p> <ul style="list-style-type: none"> <li>• Pairing with another peer</li> <li>• Allowing time for processing</li> <li>• “Chunking” instructions</li> <li>• Differentiating and facilitating small reading groups with high interest level reading materials based at appropriate reading ages</li> <li>• Using ICT supports such as Text Help Read&amp;Write software and predictive word processing such as SwiftKey.</li> <li>• Having some homework electronically available</li> <li>• Using alternative recording methods e.g. Power Point presentations, making</li> </ul>	<p>For pupils displaying or experiencing SBEW needs</p> <ul style="list-style-type: none"> <li>• Adhering to whole school Positive Behaviour Policy</li> <li>• Using Circle Time to teach and practice social skills</li> <li>• Regular use of group Merit Reward Systems and/or individual reward systems.</li> <li>• Seating of pupil in a quieter area of the classroom with minimal environmental distractions</li> <li>• Having agreed taught, clear consistent classroom rules, routines and consequences.</li> <li>• Using Incentives that are valued by pupils</li> <li>• Putting up a written/ visual timetable at the beginning of the day and talking through it.</li> <li>• Using auditory/visual indicators to end or change an activity</li> <li>• Using visual prompts on cards or photos, or consistent non-verbal signs (sit, look, listen, hands up, wait, quiet) to show</li> </ul>	<p>For pupils displaying or experiencing SLC difficulties</p> <ul style="list-style-type: none"> <li>• SmallTalk NI working with Rang 1 whole group and selected individuals on a weekly basis.</li> <li>• All staff have attended Speech and Language training with SmallTalk NI.</li> <li>• Involving parents - attendance at meeting, training, parent information evenings/home school liaison book</li> <li>• Using cued listening</li> <li>• Planning and evaluation of differentiated curriculum activities, delivery and outcome</li> <li>• Being aware of the number of information carrying words being used</li> <li>• Chunking instructions, giving</li> </ul>	<p>For pupils experiencing sensory or physical needs</p> <ul style="list-style-type: none"> <li>• Seating the pupil at the front of the class with their back to the window/preferential seating</li> <li>• Facing the pupil when speaking to them and speak clearly at a normal rate</li> <li>• Minimising background noise when possible, have some areas carpeted if possible/ rubber feet on tables/chairs/close windows and doors</li> <li>• Using visual media with sub titles</li> <li>• Facilitating access to quiet area/ room</li> <li>• Employing a variety of methods for recording information, e.g. computer, diagram, mind map</li> </ul>



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	<p>posters, oral presentations, mind maps, writing frames, cloze procedures, prompt sheets with keywords/openings to build paragraphs around etc.</p> <ul style="list-style-type: none"> <li>Using spelling word banks</li> <li>Timetabling Paired Reading Programmes- with parents / Reading Partnership programme with trained classroom assistants/ Literacy Mathematics booster groups, Nessy, Mathletics, Accelerated Reading</li> <li>Using variety of teaching styles and approaches with both open and closed tasks matched to the needs of the individual/ revisit, revise, repeat</li> <li>Using a multisensory learning approach – visual, auditory &amp; kinaesthetic learning – and making use of music, graphics, actions etc.</li> <li>Providing aids (alphabet strip, pocket calendar,</li> </ul>	<p>expectations of social behaviours</p> <ul style="list-style-type: none"> <li>Providing specific direction, “Put your hands on your knees” as opposed to “Don’t ....”</li> <li>Facilitating access to quiet area/ Use a Time Out pass</li> <li>Having a sensory box accessible within the classroom</li> <li>Provision of Boscaí Buairimh/worry boxes in classrooms</li> <li>Individual work screens</li> <li>Use of loop elasticated loop bands around legs of chair to prevent rocking.</li> <li>Organised seating plan and layout that is flexible for appropriate delivery of different activities and allows easy access to resources</li> <li>Friendship Tree</li> <li>Planning and delivering differentiated lessons</li> <li>Planning for opportunities to teach and model conflict resolution skills</li> <li>Self-monitoring and self-assessment activities</li> <li>Providing additional am smaointeoireachta/“take up time” to respond</li> <li>Pupils have a record of their progress and achievement</li> <li>Organising peer support</li> </ul>	<p>processing/response time and stressing keywords</p> <ul style="list-style-type: none"> <li>Supporting oral presentation with visuals/ kinaesthetically</li> <li>Using visual introductions/ summaries of discussions – mind maps, flow charts, comic strip format, bullet points etc.</li> <li>Using consistent non-verbal signs for good looking/ good listening look/hands up/wait/quiet etc.</li> <li>Accepting the pupil’s verbal feedback and modelling the correct phrasing if required</li> <li>Structuring school and class routines</li> <li>Rooms/environment labelled</li> <li>Explaining metaphorical language and idioms</li> <li>Having a traffic light/ thumbs up symbol system for pupils to visually record their understanding of an activity</li> <li>Reducing background noises and distractions</li> </ul>	<ul style="list-style-type: none"> <li>Involving parents at attendance of meetings/ use of strategies</li> <li>Good lighting in classrooms</li> <li>Chunking of classroom instructions, using of visual aids and emphasising keywords</li> <li>Implementation of effective home-school communication via Seesaw or other.</li> <li>Using clear, well-spaced font type (optimum size N14) that has good contrast and is non-cluttered.</li> <li>Using Accessibility Options on laptops/iPads for example colour contrast for pupils with colour blindness</li> <li>Having slant boards available (with Dycem non slip mat to hold the page)</li> <li>Modifying workspaces to avoid clutter</li> <li>Keeping corridors and thoroughfares free of school bags and clutter</li> <li>Labelling classrooms and providing clear</li> </ul>
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	<p>100 squares calculator, reading ruler etc. ) for sequences such as days of the week, months of the year, the alphabet, times tables and number facts</p> <ul style="list-style-type: none"> <li>Using clear, well-spaced print (optimum size N14) that has good contrast</li> <li>Planning whole school awareness training on Dyslexia (Dyslexia Awareness Week 04-10/10/21)</li> <li>Availing of Dyslexia Friendly Toolbox - magnetic letters, ICT software, electronic spellers, literacy games, word mats, whiteboards, overlays, self-check cue cards: Capital Letters, Punctuation, Spelling</li> <li>Giving opportunities for revision and overlearning; strategies to develop and extend listening and attention</li> <li>Transition Programmes in preparation for post primary including pupil profile</li> <li>Building confidence and motivation and accentuating strengths</li> </ul>	<ul style="list-style-type: none"> <li>Planning for whole school training on positive behaviour management</li> <li>Using PDMU programme in class</li> <li>Involving parents - attendance at meeting, training, parent information evenings/home school liaison book</li> <li>Relaxation breaks – pilates, yoga etc.</li> <li>Delivering Self Esteem programmes and activities in PDMU and adhering to school's Pastoral Care Policy</li> </ul>	<ul style="list-style-type: none"> <li>Having Think, Pair, Share strategy</li> <li>Using social stories to teach specific scenarios and prepare for change</li> <li>Providing a Playground buddy system</li> <li>Demarking a quiet area for use in the classroom</li> <li>Seating pupil away from busy displays and distractions</li> <li>Movement breaks/ sensory &amp; fidget toys</li> <li>Using Circle Time to teach social skills/ Golden Rules etc.</li> <li>Providing structure for unstructured times e.g. movement breaks, games, break time, clubs etc</li> <li>Using display/pictorial aids in the canteen and send home menus/ have on website for viewing</li> <li>Providing a Sensory Toolkit.e.g. ear defenders, lap weights</li> <li>Using a class/ individualised timetable - visual or written</li> <li>Using visual task plans and frameworks</li> <li>Planning for whole staff training in ASD and SLCN</li> </ul>	<p>illustrated information on notice boards and doors</p> <ul style="list-style-type: none"> <li>Employing a variety of methods for recording information, e.g. computer, diagram, mind map</li> <li>Making sure all staff are aware of the nature of the disability and any perceptual or motor ability difficulty associated with a specific condition</li> <li>Adapting the layout of the classroom to maximise pupil independence</li> <li>Disabled entrances/ toilet facilities</li> <li>Checking seating height</li> <li>Having access to a quiet room/ area</li> <li>Participating in Sensory Motor Group</li> <li>Using a Sensory Toolkit/ Sensory Room/pencil grips</li> <li>Buddy system</li> <li>Accessible planning for environment, curriculum, After School Clubs and school trips</li> </ul>
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	<ul style="list-style-type: none"><li>• Small withdrawal groups with LSC and Engage teacher focussed on Literacy and Numeracy skills development</li></ul>		<ul style="list-style-type: none"><li>• Designated areas in classroom for specific activities</li><li>• Transition Programmes for moving classes/ school</li><li>• Talking Partners</li><li>• Having agreed priority placement in queues - dining hall, assembly</li></ul>	<ul style="list-style-type: none"><li>• Using adaptable PE programmes that support inclusive practice/specialist equipment</li><li>• Care Plans and Risk Assessments</li><li>• Use of blackout tent and sensory toys.</li></ul>
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## Whole School and Special Educational Provision Map (Pre-Code & Stages 1-3)

	<b>Cognition &amp; Learning</b>	<b>Social, Behavioural, Emotional &amp; Wellbeing</b>	<b>Speech, Language &amp; Communication</b>	<b>Sensory &amp; Physical</b>
<b>Stage One Special Educational Provision</b>	<p>All adjustments available within WS Support plus Additional Provision:</p> <ul style="list-style-type: none"> <li>• Withdrawal groups for 20 minutes once per week for 10 weeks on targeted and sequential literacy intervention programmes</li> <li>• Evaluation and monitoring using quantitative data</li> <li>• Reading Partnership Programme</li> <li>• Providing Maths Recovery small group withdrawal and/or 1 to 1 support such as Numicon or concrete maths activities</li> <li>• Providing 1 to 1 and/or small group support by specialist teacher/CA</li> <li>• Delivering programmes to teach specific strategies to improve organisation</li> <li>• Teaching of and using in class Text Help Read&amp;Write software</li> <li>• Introduction of specific SEN Reading scheme and providing resources for additional home support (e.g. Harberton, Wolf Hill, First Words, Reading Schemes, Rapid Reading, Dandelion Launchers)</li> </ul>	<p>All adjustments available within WS Support plus Additional Provision:</p> <ul style="list-style-type: none"> <li>• Timetabling an adult for a daily one to one Meet and Greet</li> <li>• Creating a personal behaviour book with the pupil and using to teach and reinforce preferred behaviours</li> <li>• Using a designated quiet area for de-escalation after an incident as agreed and recorded in Individual Behavioural Plans</li> <li>• Modelling, coaching and reinforcing social skills</li> <li>• Teaching consequences and pre-agreed strategies that can be used by the pupil to de-escalate, e.g. listening to music, self- talk</li> <li>• Promoting pupil involvement in planning, implementation and review of targets</li> <li>• Risk Assessment and Risk Management Plans</li> <li>• Teaching and using comic strip and social stories in preparation and de briefing sessions</li> <li>• Facilitating timetabled and supervised Brain Breaks</li> </ul>	<p>All adjustments available within WS Support plus Additional Provision:</p> <ul style="list-style-type: none"> <li>• Delivering Speech &amp; Language Programme recommended by the pupil's SAL Therapist</li> <li>• Delivering S&amp;L lesson suggestions of SmallTalk NI.</li> <li>• Teaching and generalising of strategies to help process information e.g. silent rehearsal, identifying keywords</li> <li>• Using Communicate in Print to support an individual's spoken language and communication.</li> <li>• Specifically designed social skills training sessions, including peer involvement, to support generalisation</li> <li>• Using individually devised transition programmes/ timetable</li> <li>• Having a tent/cushioned area if the pupil requires this</li> </ul>	<p>All adjustments available within WS Support plus Additional Provision:</p> <ul style="list-style-type: none"> <li>• Availing of pre/post tutoring in timetabled specific lessons to ensure vocabulary is familiar prior to class work</li> <li>• Giving extra time for listening, thinking and responding verbally and in written format</li> <li>• Delivering programmes for extension of language</li> <li>• Tailoring the quantity of work while still fulfilling the objective of lesson</li> <li>• Pre/post tutoring for some lessons to ensure consolidation</li> <li>• Recording homeworks on a dictaphone /iPad</li> <li>• Teaching touch typing / use a high visibility keyboard</li> <li>• Teaching the pupil to verbalise needs by specifying what they can/cannot visually access</li> </ul>



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	<ul style="list-style-type: none"> <li>Recording homework for pupil that they can stick into their book or the information is recorded/electronically available</li> <li>Using individualised worksheets adapted to strengths of pupils</li> </ul>	<ul style="list-style-type: none"> <li>Teaching anxiety and anger management techniques such as deep/controlled breathing</li> <li>Teaching of Resilience Programmes in small group sessions or one to one</li> <li>Timetabling of one to one counselling sessions</li> <li>Participation in tailored Therapy Sessions</li> <li>Pastoral Care Mentoring Programme delivered</li> </ul>	<ul style="list-style-type: none"> <li>Making a personalised book of social stories and encourage using independently in class</li> <li>Circle of Friends Programme</li> <li>Debriefing sessions after specific social activities</li> <li>Using a personalised home/school diary</li> <li>Using a workstation and left to right system for activities</li> <li>Risk Assessments/ Management Plans</li> <li>Individualised Profile available for substitute staff</li> <li>Using visuals to teach and enable communication of feelings e.g. anxiety / change card etc.</li> <li>"I am working for ..." board</li> <li>Using video social stories/role play/social skills picture stories/comic strip</li> </ul>	<ul style="list-style-type: none"> <li>Flexible break/lunch arrangements</li> <li>Providing adaptive materials</li> <li>Offering additional time for completion of tasks / tailoring quantity of work</li> <li>Participation in an Individualised handwriting programme devised and delivered by CA on a one to one/small group basis including OT exercises</li> <li>Participation in Individualised motor skills one to one programme following advice from OT report</li> <li>Delivering social skills group activities devised to suit the needs of the individual</li> </ul>
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<b>Stage Two Special Educational Provision</b>	<p>All adjustments available at Whole School and Stage One plus:</p> <ul style="list-style-type: none"> <li>• Support and advice from EA Literacy Service, SEN Early Years Inclusion Service(SENEYIS)</li> </ul>	<p>All adjustments available at Whole School and Stage One plus:</p> <ul style="list-style-type: none"> <li>• Support and advice from EA Behaviour Support and Provisions, SENEYIS and/or HSCT</li> </ul>	<p>All adjustments available at Whole School and Stage One plus:</p> <ul style="list-style-type: none"> <li>• Support and advice from EA Language and Communications Service, SENEYIS, Autism Advisory Intervention Service and/or HSCT</li> </ul>	<p>All adjustments available at Whole School and Stage One plus:</p> <ul style="list-style-type: none"> <li>• Support and advice from EA SEN Inclusion Service - Learning and Medical Needs, Sensory Support Service and/or HSCT</li> </ul>
<b>Stage Three Special Educational Provision</b>	<p>All adjustments available at Whole School, Stage One and Stage Two plus:</p> <ul style="list-style-type: none"> <li>• Statement of SEN</li> <li>• Support, intervention or advice from EA external agencies</li> <li>• EA funded adult support</li> </ul>	<p>All adjustments available at Whole School, Stage One and Stage Two plus:</p> <ul style="list-style-type: none"> <li>• Statement of SEN</li> <li>• Support, intervention or advice from EA external agencies and HSCT</li> <li>• EA funded adult support</li> </ul>	<p>All adjustments available at Whole School, Stage One and Stage Two plus:</p> <ul style="list-style-type: none"> <li>• Statement of SEN</li> <li>• Support, intervention or advice from EA external agencies and HSCT</li> <li>• EA funded adult support</li> <li>• Educational Resource Centre attached to mainstream school</li> </ul>	<p>All adjustments available at Whole School, Stage One and Stage Two plus:</p> <ul style="list-style-type: none"> <li>• Statement of SEN</li> <li>• Support, intervention or advice from EA external agencies and HSCT</li> <li>• EA funded adult support</li> </ul>

