

Sandymount Park SEN Provision Map 2025/2026

Area of need:	Whole-School Support for All <i>Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL</i>	School Support for Some <i>Interventions delivered at School Support/ support for SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework</i>	School Support for Few <i>Interventions delivered at School Support Plus/ Support for Few level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals</i>
<i>Social and Emotional Learning</i>	Transition and Induction Links with primary schools Primary passports Information and parent meetings Code of Behaviour Teaching and Learning Culture Wellbeing curriculum (CSPE, SPHE & PE) Ethical Education curriculum Tutor time each morning Pastoral Care Team Student Support Team Bí Cinealtá Policy Stand-Up Week Themed Weeks Acceptable Use Policy Wellbeing Coordinator Tutor check ins Progress Leader check ins Student referral form	Student Enrichment 1hour per week in 1 st year – Learning to Learn/Emotional Wellbeing/Anti-Bullying/Digital Skills Student referral system Quiet space available at break and lunch times. Student Support Plans Friends Program Small group withdrawal EAL support Teacher and SNA observations Behaviour Support Plans Get Up Stand Up Program for identified students Friends for Life Program for all 2 nd year students	Student Support Plans Behaviour Support Plans JC L2LPs Input from NEPS / NCSE/ Lucena/CAMHS Sensory Room ALERT Program Stop, Think, Do Program

	Record systems Student Target Sheets Student Behaviour Tracker Mental Health Awareness Positive displays/students work/ photographs/poster. Critical Incident Response Team Parental engagement Student voice Student Council Student led whole school activities Student Awards Values Postcards		
<i>Social and Communication skills</i>	SPHE curriculum Extra-curricular activities Emphasis of oral communication in JC curriculum School trips Social Outings Cooperative group work Scaffolding Student Council initiatives Whole staff CPD Student Voice – focus groups	Student referral Specific focus on oral communication with JC students in Extra-curricular activities Emphasis of oral communication in JC curriculum School trips Social Outings Cooperative group work Scaffolding and expansion Sports teams Chunking tasks Whole staff CPD Lunch time clubs, peer mentoring Speech, language and communication interventions SSPs	Student Support Plans Behaviour Support Plans JC L2LPs Input from NEPS / NCSE/ SLT

<i>Self-Management and/or Organisational Skills</i>	Colour coded timetables Tutor support Check and Connect Outside speakers to help with organisational skills Classroom routines Graphic organisers, mind maps, Apps Journals - timetable Expectations are shared Handouts Co- Teaching Reporting-VSWare Focus in reflection After school study	Student Enrichment 1hour per week in 1 st year – Learning to Learn/Emotional Wellbeing/Anti-Bullying/Digital Skills SEN department referral Additional support with organisation for some Colour coded timetables Movement breaks Self-monitoring checklists SSPs Study skills Seminar for all 3 rd and 6 th year students Homework Club for identified students	JC L2LPs Student Support Plans SNA supports to encourage independence.
<i>Life Skills</i>	Formative assessment model Mind mapping & Graphic organisers Highlighting and summarising strategies Learning to learn strategies- explicit teaching of metacognitive skills Organisation of school trips/events Work experience C.V. creation, cover letters and thank you letters Litter picking Digital Learning inc. online communication Charitable support and awareness	Formative assessment model to reduce anxiety around assessment Mind mapping & Graphic organisers Highlighting and summarising strategies Learning to learn strategies- explicit teaching of metacognitive skills- NBSS resources SEN department referral Mindfulness Transition Support Plans Self-care skills Conflict resolution skills SSPs	Individualised school support plans Collaboration with outside agencies e.g. Speech and Language Therapist JC L2LPs Work experience Lucena/CAMHS and NEPS support/ intervention

Regulation	Student support team Team monitoring lunch/break times Relationships and Behaviour Code of Practice- Schoolwide Positive Relationships Support Restorative Culture Positive reinforcement Parent/guardian communication Co- Teaching Value of the Week/Month HCurriculum Design	SEN department referral Co-created BSPs Seating plans encouraged throughout school Class Circles Lean in, Lean out ALERT Program	Individualised school support plans Collaboration with outside agencies e.g. Education Welfare Officer Progress Leader Timetable modification Target setting and review Tailored behavioural and academic programmes BFL interventions eg. Alert/Friends for Life Regular check-ins throughout the day with SNA support
Language	Multi-sensory approach to subject teaching Key word displays in classrooms Vocabulary Enrichment Programme Teaching the language of subject/s, Word banks/Digital Dictionaries Class discussions and debating Orally presenting work Role play Oral preparations scaffolding information in classes and using visuals to support where and when possible. Think/Pair/Share. Wait time JC CBA Co-teaching Visual Supports	SEN department referral EAL Liaison teacher Withdrawal from third language / Irish (if exempt) class for extra support with English Keys words journal Mind maps, graphic organisers oral descriptive and expressive skills development EAL support Vocabulary Enrichment Programme	SEN language development linked to Speech and language therapist or identified needs. SSPs
Literacy	Book in a bag Sharing of learning intentions/keywords Public speaking – debating offered	SEN department referral Small group withdrawal Individual classes timetabled	SSPs Individual classes timetabled SNA's allocated to assist in class

	Integration of technology into subject teaching Notes/content available on OneNote Immersive Reader CAT4 testing Vocabulary Enrichment Programme, Writing frames, DEAR/Wellread AFL, Library access to books for students reading ages , dictionaries, use of ICT.	In-class teacher support/ co-teaching RACE accommodations for state exams Classroom content notes provided Interventions for identified students in response to P-PADE screening	RACE accommodations for state exams SNIP
Numeracy	Common approaches to graphing April for Analysis-Cross curricular approach to teaching graphing skills Multi-sensory approach to subject teaching Sharing of learning intentions Integration of technology into subject teaching Notes/ content available on OneNote CAT4 testing Maths week, teaching of vocabulary, Key words Numeracy links identified in all subject areas,	SEN department referral Small group withdrawal Individual classes timetabled In-class teacher support Pre-teaching class topics Social maths/ functional maths SSPs Concrete materials	SSPs SNA's allocated to assist in class Individual classes timetabled Organisational skills Scaffolding Social maths/ functional maths
Physical and/or Sensory	Audit of sensory and physical environment Building is clean and safe	Sensory breaks Movement breaks Fidgets	Student Support Plans SNA support Collaboration with outside agencies

	Teachers made aware of student requirements Seating plans Large lockers, locker placement Gym Outdoor space	Student Support Plans Assistive technology	Assistive technology
Medical	Identified team members to administer general first aid as required Incident Report Forms stored in the school office	Identified team members to support identified students Medication profiles on VSWare .	SNA support Medication stored securely for some students