



# **Foxfield Special School**



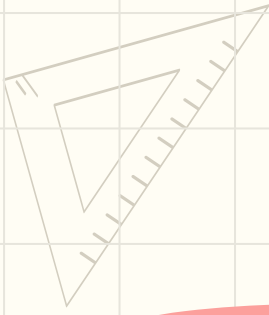
## **Welcome Booklet**

**2023 - 2024**



Information for New Staff Members and Visitors





# Welcome to Foxfield!

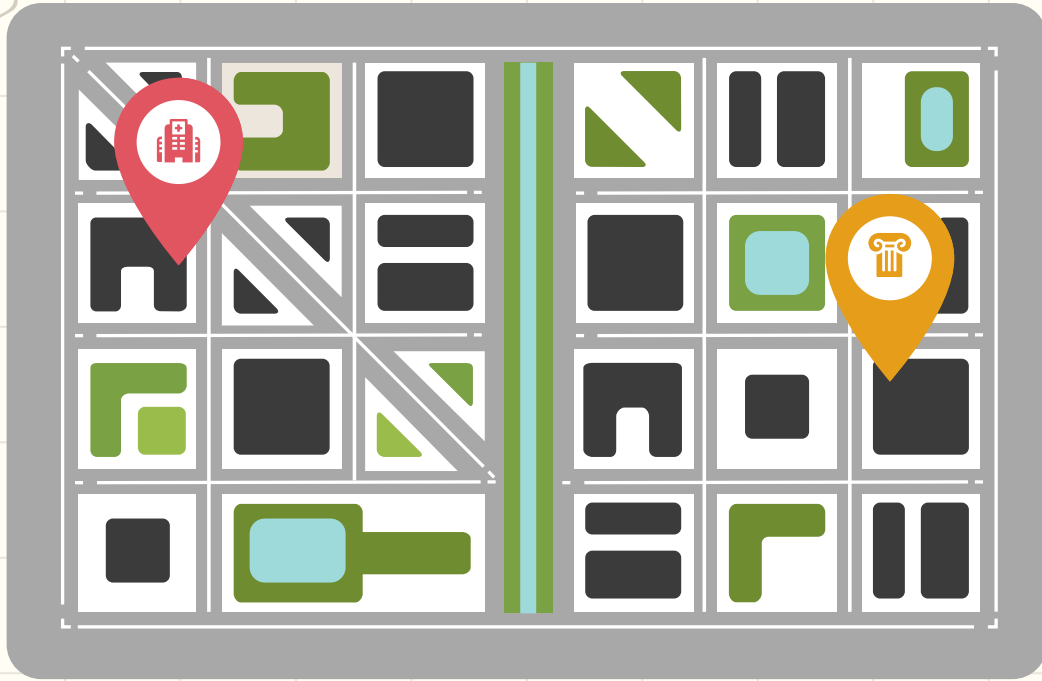
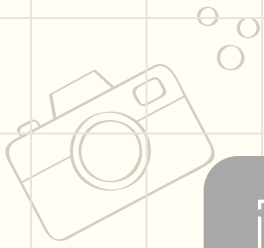


Foxfield Special School is a multi-denominational, co-educational school for children with a dual diagnosis of Autism Spectrum Disorder and a moderate general learning disability, where the children are treated with dignity and respect and are enabled to participate, to the best of their ability, in an educational programme tailored to their individual needs to help support them to live a full and independent life within their families and their communities.



If you are new to working in this environment, and want to learn about autism, please take our Induction Training course by clicking on the picture below or by visiting our school website.





**We are in 2 locations**

## **Kilbarrack**

Foxfield Special School,  
Briarfield Villas,  
Greendale Road,  
Kilbarrack,  
D05AT25

## **Swords**

Foxfield Special School  
Swords Enterprise Park,  
Feltrim Road,  
Swords,  
Co. Dublin  
K67W9Y8



# Contact our team



**Sharon McCabe**  
**(Secretary)**

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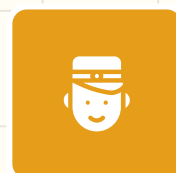
018325009



**Kari Bray-Kelly**  
**(Principal - Kilbarrack)**

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0872155805



**Shane Mac Namara**  
**(Acting Principal - Swords)**

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0860837223




Please visit our  
website for more  
information about  
our school.


[www.foxfieldsmh.ie](http://www.foxfieldsmh.ie)



# School Times



08:30	Teams meet in classrooms
08:45	Buses arrive and school starts
10:15 - 10:30	Junior yard
10:40 - 10:55	Senior yard
12:00 - 12:25	Junior yard
12:40 - 13:05	Senior yard
14:25	School finishes



Each classroom has their own daily routine laid out by the class teacher. All subjects are included and colour-coded into their classroom timetables.





"There needs to be a lot more emphasis on what a child can do instead of what they cannot do."

**~ Temple Grandin**





# Foxfield School Curricula



## Primary School Age

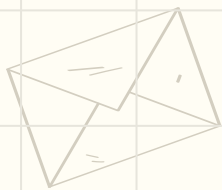
### Moderate General Learning Disabilities (GLD) Guidelines

- These guidelines are designed for students with moderate general learning disabilities, providing a framework that schools can use to tailor education to individual learning needs.
- The curriculum for students with moderate GLD is adjusted to focus on practical skills and life skills, helping students to achieve as much independence as possible.
- It emphasizes a multi-sensory approach to learning, with activities and materials that engage students through various senses to enhance understanding and retention.






# Foxfield School Curricula



## Junior Cycle Age

### Level 1 Learning Programmes (L1LPs)

- L1LPs are aimed at students at post-primary level who are not able to access the traditional Junior Certificate or Leaving Certificate pathways, often due to complex learning needs. 
- These programmes are made up of Priority Learning Units (PLUs) which focus on key life skills such as communicating and literacy, numeracy, personal care, living in a community, and preparing for work.
- L1LPs are designed to be flexible and can be individualized for each student, ensuring that learning is meaningful and relevant to their abilities and needs.

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**  
for teachers





# Foxfield School Curricula

## Senior Cycle Age

### ASDAN



- ASDAN is an education charity and awarding organization that provides curriculum programmes and qualifications to help develop skills for learning, employment, and life.
- In special schools, ASDAN offers a range of courses tailored for learners with special educational needs, focusing on building skills and achieving accredited outcomes that support progression.
- Their programmes can include challenges and activities that range from basic literacy and numeracy to community involvement and personal development, often recognized by educational institutions and employers.



Incorporating these curricula into the school's educational offerings indicates a commitment to a broad, inclusive, and individualized approach to education, ensuring that each student receives the support and opportunities they need to thrive.





**:“If they can't learn the  
way we teach, we teach  
the way they learn”.**

**- Dr. O. Ivar Lovaas**






# Teaching Methodologies and Approaches




Teaching methodologies and approaches we use for autistic learners are often tailored to meet their unique needs, interests, and learning styles. These approaches aim to maximise their strengths and provide support in areas of challenge. Here are some commonly used methodologies and approaches:



**Contemporary Applied Behavior Analysis (C-ABA):** C-ABA is a therapy based on the science of learning and behavior. It involves breaking down skills into small, manageable steps and teaching them through repetition and positive reinforcement.

**Structured Teaching (TEACCH):** TEACCH uses visual cues to organize the environment and tasks, making it easier for autistic learners to understand what is expected of them. This approach emphasizes structure and predictability, which can be comforting to autistic individuals.



**Visual Supports:** Visual supports such as picture schedules, social stories, and visual task analyses can help autistic learners understand expectations and sequences of events, thereby reducing anxiety and improving comprehension.

**Social Skills Training:** This includes direct instruction and practice in social skills, such as turn-taking, sharing, understanding body language, and interpreting social cues. Role-playing and social stories can be part of this approach.

**Sensory Integration Therapy:** Some autistic learners may have sensory processing issues; sensory integration therapy can help them cope with sensory stimuli and regulate their sensory experiences.

**Speech and Language Therapy:** Communication is a common challenge for autistic learners, and speech therapy can help develop both verbal and non-verbal communication skills.



**Picture Exchange Communication System (PECS):** PECS allows individuals who have little or no communication abilities to communicate using pictures. This system teaches learners to approach and give a picture of a desired item to a communicative partner in exchange for that item.

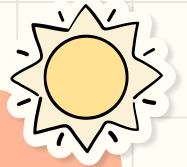
**Differentiated Instruction:** Recognising that autistic learners have varied strengths and weaknesses, differentiated instruction tailors learning experiences to meet diverse needs.

**Assistive Technology:** Devices and software, like communication boards or computer programs, can assist in communication, learning, and expression for those with limited verbal abilities.

**Floortime:** Floortime involves meeting children at their current developmental level and building upon their particular interests. It encourages interactions that foster emotional and intellectual growth.

**Inclusive Education:** Inclusive education places autistic learners in mainstream classrooms, providing the necessary supports. It emphasizes participation with non-autistic peers and access to a standard curriculum, with adjustments as needed.

Teachers maintain a flexible approach and are prepared to adjust strategies based on the student's response. Collaboration with parents, therapists, and specialists is also crucial to create a consistent and supportive learning environment. By using evidence-based practices and individualized teaching strategies, autistic learners can significantly benefit and achieve educational goals.



# Positive Behaviour Support

At our school, every student's individuality is cherished, and understanding the unique ways in which our children experience the world is pivotal to our Positive Behavioral Support (PBS) approach. Recognising that behaviours are a form of communication, we consider each child's needs, particularly for our autistic students, who may express their discomfort or distress in various ways.



If a child seems to be resisting an activity, we see this as an opportunity to step into their world. We give them ample time to process and adapt, and we offer robust support, often through the clarity and consistency of visual aids. This approach helps bridge the gap between our request and their response, fostering an environment where they can thrive at their own pace.

Physical movement is on the child's terms; we are acutely aware that they may not be in a regulated state to be guided physically. Our staff are trained in de-escalation and communication strategies, not just physical interventions.

Some team members are certified in CALM techniques, focusing on de-escalating potential crises. Physical intervention is a last resort, reserved strictly for situations where there is an immediate risk to health and safety. Our ethos is built on respect, patience, and the unwavering belief in the potential of each child.





"I do not suffer from  
Autism, but I do suffer from  
the way you treat me."

**-Tyler Durdin**






# Code of Professional Conduct




**Respect and Dignity:** Always interact with students, colleagues, and families with the utmost respect and dignity. Embrace diversity and provide an inclusive environment for all.



**Confidentiality:** Safeguard the privacy of students and their families, maintaining confidentiality at all times unless disclosure is required by law or is necessary to protect the welfare of a child.

**Professionalism:** Maintain the highest standards of professional behaviour, both in and out of school. This includes appropriate dress, punctuality, language, and preparedness.

**Continuous Improvement:** Commit to ongoing professional development to enhance skills and understanding of best practices in special education.




**Collaboration:** Work collaboratively with colleagues, families, and other professionals to support the education and welfare of students.

**Positive Behaviour Support:** Implement Positive Behaviour Support (PBS) strategies consistently, with an understanding of each child's individual needs.

**Safety:** Prioritise the safety and well-being of students, never using physical intervention except as a last resort when a child or others are at immediate risk.

**Advocacy:** Advocate for the rights and needs of students, promoting their abilities and potential within the wider community.

**Compliance:** Adhere to all statutory requirements and school policies, including those regarding child protection and safeguarding.



**Integrity:** Demonstrate integrity, honesty, and ethical conduct in all professional actions, serving as a role model for students and the community.

