

Maria Regina College

Dun Manwel Attard

Young Adult Education Resource Centre

Centre's Prospectus

(2021 Edition)

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Contact Information

Address:

Dun Manwel Attard, Young Adult Education Resource Centre

Triq il-Madonna tal-Abbandunati, Wardija, San Pawl il-Baħar.

SPB 6531

Tel: 2598 6780

Email: mrc.dunmanuelattard.rc@ilearn.edu.mt

Website: <http://sns.wardija.skola.edu.mt/>

Calendar events: http://sns.wardija.skola.edu.mt/?page_id=4485

Centre's working hours – Winter (Oct – May): Monday to Friday 9:00am - 3:00pm

Centre's working hours – Half days (June): Monday to Friday 8:45am - 12:30pm

1**Mission Statement**

We resolve to work with all stakeholders in order to assure the highest possible standard of teaching and a broad education for life in a serene environment where every student is accepted and included.

We also aim to teach the Young Adults to be efficient citizens, self-respecting and self-supporting according to their abilities and needs.

2**Aims of Resource Centre.**

Our aims are to help the learners to;

- (i) Experience curricular modules that address the vocational training aspect of education,
- (ii) Facilitate transition to further education, employment or Day Centres, whichever is in the best interest of the learner.

3**General Information.****Locality and Premises.**

Dun Manwel Attard Young Adult Education Resource Centre at Wardija, Malta, is located in a former army complex set up by the British administrators for security reasons. From research undertaken recently, it seems that the location served as a military hospital and barracks. In fact, the residents have fond memories of army personnel patrolling the area whilst exchanging food items and other necessities during the endless years of conflict. The Nissan Huts, still functional within the school premises to this day, give ample proof of the British presence in this area. Later on in years, a school was commissioned to cater for learners with special needs. The existing ramps indicated that

the school was identified to serve learners who were not always mobile. However, unsustainable difficulties surfaced, and these learners faced too many problems to arrive at their destination. Notwithstanding, not all was lost and learners with intellectual difficulties found a new abode for their school period. Since then these premises have had the pleasure of offering sterling services to these learners who arrived here from all over the island.

Reaching destination.

The students are provided free transport services from all localities around Malta. The parent /carers are to tackle any queries regarding application for the named transport by calling **25981888**, or send an email to schooltransport.educserv@gov.mt copying in the Head of School.

Arriving by to school.

If coming by public transport, you have to stop next to Scotts and walk or get a lift up to school.



Point A – Scotts Supermarket

Point B – Dun Manwel Attard, Young Adult Education Resource Centre

Education Resource Centre

Dun Manwel Attard Education Resource Centre is a state school which is incorporated within Maria Regina College structure. As other schools, we adhere and implement to the full the College and other national policies. For more information please follow the links below:

- <http://mrc.skola.edu.mt/>
- <http://education.gov.mt/en/resources/Pages/Policy-Documentation.aspx>

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Policies.

Pastoral Care Policy

Multiculturalism is an everyday reality which is present in our schools as much as it is in society. Naturally, our Centre hosts students who bring with them an intricate melange of characters, perspectives, social and religious backgrounds.

Within our Resource Centre, a culture of respect, irrespective of religious beliefs, is fundamental. Values such as love, trust, tolerance and forgiveness are promoted throughout the school.

Holistic education is at the very core of the Centre's ethos. Hence it is our role to provide careful consideration and give direction in all the aspects of children's development: physical, social, psychological, moral and spiritual. Abuse of any kind is given the highest of attention and dealt with appropriately. Bullying of any type is not tolerated. The building of healthy relationships is on the other hand, given the attention it deserves. All employees in schools are responsible in their own right to be good role models to the learners. Good manners, ethics and morals should be the hallmark of their behaviour.

In their daily task of classroom management teachers and LSEs are to do their best to involve pupils in setting rules, in celebrating and rewarding pupils' achievement and in

transmitting an aura of trust, appreciation, equality and fairness. In instances that require more careful facilitation, the parents, through the Head of School, should be involved so that they can contribute and collaborate in the mediation of such circumstances. This fosters a sense of security, trust and reliability.

Health and Safety Policy

The health and safety of all the pupils and staff working in the Centre is of utmost importance. Hence, we are continuously seeking to ensure a healthy and a safe environment by:

- Equipping the school with evacuation/safety signage all around the premises;
- Equipping the school with First Aid boxes;
- Installing a fire alarm system;
- Have a nurse present on school grounds in order to meet the medical needs of the learners;
- Equipping all teachers with a list of fire evacuation rules;
- Rehearsing a fire drill at least once per term;
- Appointing a class leader;
- Instructing some staff members regarding their duties once an evacuation order has been issued;
- Installing fire extinguishers in several crucial points around the school;
- Reporting health and safety hazards to the school administration;
- Having most of the staff trained in First Aid rescue;
- CCTV Cameras around the school grounds;
- Security guard at reception area

- Mechanical gates closed at all times except during boarding and un-boarding from school transport;
- Servicing of equipment as per Health and Safety procedures;
- Pest Control

All PE/play equipment should be certified safe by the College's Health and Safety personnel. It is the responsibility of class staff to see that pupils are making proper use of such equipment upon consent given by the parents/guardians

Supervision

Transport supervision, morning and mid-day break supervision is to be taken seriously by all those involved. It is the responsibility of each member of staff to supervise and monitor learner's behaviour as from when they board the van to when they leave.

- Staff are bound to stay on van.
- All students must be accompanied by parents/carers before boarding or exiting the school van, in special circumstances a written consent must be forwarded by parents in order that students wait on their own.
- All medicine must be labelled (name, surname and class) and handed to van escorts before boarding van.
- Learners are not to be left unsupervised in the Centre's premises and during outings.
- Escorts are bound not to get off the school van for any reason.

Code of Behaviour and Discipline Policy

General Behaviour

As members of the college and school community all learners and staff are expected to:

- Represent the Centre appropriately at all times;
- Be smart in their appearance;

- Be considerate of others;
- Help others who need their assistance and friendship;
- Take care of the Centre buildings and equipment that is provided for the benefit of all;
- Keep the school premises clean.

Classroom Behaviour

- The learners must be prepared to work to the best of their ability and to respect the class team and their peers;
- They are to do class work and homework to the best of their ability;
- The learners are encouraged to take a full and active part in co-curricular activities and projects;
- They have a right to privacy of property.
- They cannot probe into or take each other's property;
- All belongings must be properly labelled;
- Objects of value (€25) are to be kept home;
- Prohibited items that are brought to school such as electronic gadgets and jewellery will be immediately confiscated and can be collected only by parents;
- The school is not responsible for any loss of items brought to school without the school's permission;
- Electronic gadgets are only to be permitted for specific circumstances and SLT must be notified beforehand. A consent form needs to be provided;
- Remedial action is to be taken against damaging of Centre's property such as community work within the Centre.

Challenging Behaviour

Some behaviours, such as tantrums, refusal to participate, and those requiring specialized attention can be typical behaviours at various stages of the learners' lives. At our Centre, we know that our learners may have these behaviours at some point in their

development and it usually corresponds with times of stress. The Dun Manwel Attard, Young Adult Education Resource Centre is committed to provide learners with an environment that is developmentally appropriate, stable and inclusive. Every effort is made to support our clients throughout their educational experience, even when at times this may bring challenging or stressful moments.

Main points of such policy will be distributed in classes in order to be easily followed.

- If a youngster is upset, he/she is not allowed to attend outings.
- Staff record on a standard template the behaviour frequency and when a client is sent home due to behaviour that requires specific attention, a brief report listing the ABC (antecedents, behaviour, consequences) is drafted.
- Our members of staff are committed in promoting positive behaviour that is supportive and constructive throughout the clients' experiences at the Centre by:
 - Offering a safe and secure environment;
 - Providing an ambience that nurtures respect and trust and building up a positive relationship with them whilst respecting;
 - Staff must be considerate in their language and attitude.
 - Develop clear and simple classroom rules;
 - Engage them by adopting positive educational strategies;
 - Plan for routines and transitions;
 - Giving clear instructions – verbal and written;
 - use of visuals – time-table, social stories etc.
- The Centre will also be taking a holistic approach;
 - Emphasising care, respect and responsibility, can be both a starting point and a result of an emphasis on positive behaviour;
Practical manifestations of such an ethos include dismissal and circle time where success is celebrated; promote well-being and mental health;
 - Encouraging staff to support each other. Collaboration involves staff in discussions about behaviour, without the danger that individuals may feel that their classroom management skills are being questioned;

- Since we appreciate the value of clarity and consistency in our clients' lives, we are committed to providing an environment that is predictable.
- If minor (not listed below) accidents happen:
 - Parents are informed through a method in line with their availability. E.g. email, phone call, note, (class teacher signs);
 - Class staff log a written report about the behaviour, where the respective LSEs, and group teacher, list tentative possibilities (when possible) why the behaviour happened;
 - The report needs to indicate any possible strategies and clearly identifies which worked, and which did not.

In the eventuality that a youngster exhibits major problematic behaviours (listed below) over a prolonged period in a day and/or the intensity becomes excessive, the following behaviour plan will be implemented.

If at any time:

- Aggressive behaviour, including pushing, spitting, kicking, biting, scratching, threatening behaviour, pulling hair, punching and verbal abuse;
- Disruptive behaviour, including screaming, non-co-operative, running away;
- Destructive behaviour, including destruction of property and the environment;
- Self-injurious behaviour, including head banging, scratching and poking;
- A youngster becomes dependent on direct teacher assistance in order to cope with their typical emotional needs or to prevent unacceptable behaviours;
- A youngster displays age inappropriate tantrums;
- Inconsistent behaviour.

If one of the above-mentioned behaviours occurs, we will take the following actions in the interest of the student him/herself, Centre's clients and staff:

- An email on the student's iLearn account is sent (when applicable);
- The staff is to devise a behavioural plan analysing functional and non-functional behaviours. This plan must include strategies tested and to be tested. This plan will

eventually be circulated with the school staff in order to adopt the same approach by all;

- Parents are informed by phone (class staff and class teacher in the presence of the Head or Senior teacher);
- Parents will also be invited to the Centre so that together we formulate the best behaviour plan for the youngster;
- Log the behaviour frequency (class staff);
- Class staff log a written report about the behaviour, where the respective LSEs, class teacher and lesson teacher list tentative possibilities why the behaviour happened.

In case that behaviour exceeds the limit and can cause harm to the student him/herself, students and staff members, we will take the following actions in the best interest of all.

- Define the gravity of the situation;
- Ensure that client will be in a safe environment to calm down;
- Call the parents/carers. Depending on the situation, the latter are called to come and take home their son/daughter as soon as possible. It might be the case that after parents/carers are informed, the Resource Centre provides transport and an escort to take the student home, according to availability. Students leaving on these matters can return with a fit for school certificate from the concerning professionals;
- The staff is to device a behavioural plan analysing functional and non-functional behaviours. This plan must include strategies tested and to be tested. This plan will eventually be circulated with the school staff in order to adopt the same approach by all;
- If behaviour occurs more than twice in a week, a meeting is set up with parents as to formulate a behaviour plan.

If learners/staff have been injured, the following procedure and reports need to be adhered to.

- The Centre's nurse on duty is notified;
- Nurse will decide on how we are to proceed in that situation;
- Visit a Health Centre in order to verify injuries
- Fill in NI 30. The form is obtained from Centre's Secretary or the Head (Filled form is to be sent to accounts section within 10 days).
- Fill in health and safety report (obtained from web site).
- Inform in writing the Head if injury on duty leave will be availed of.
- The Head will inform within 24hrs the DG, College Principal and EO Health and Safety.

The Centre will be committed to apply the best possible strategies which will help prevent such behaviours. The report will take account of:

- Any communication difficulties especially if a child is unable to express his/her needs or wants because of a lack of understanding or ability to use language
- Environmental factors which may contribute to the problem. Learners may react negatively to noise, heat and cold or to invasion of their space. Some learners, particularly children with autistic spectrum disorders, may be over sensitive to certain stimuli such as noise, and may therefore react by displaying challenging behaviour
- Whether the behaviour is attention-seeking. This begs to question as to why the student needs to seek attention in this manner
- Some students may be unable to manage a specific task and may be frustrated or bored.

If necessary together with the staff nurse and Resource Centre's Doctor we will investigate any medical cause or reason, such as pain, illness or sensory difficulties. At this stage a psychiatrist review is necessary, and parents are given contact of CAPES or

are invited to contact the necessary professionals who will liaise with the school in order to plan student come back if deem appropriate.

Dress Code

As a person whom learners look up to, you should dress as befits the dignity of your profession. You are expected to present an example to your pupils through the way you dress. Clothing deemed inappropriate according to Centre's policies shall be prohibited. This shall apply to staff members.

Sleeveless tops, spaghetti straps, low cut blouses/dresses/t-shirts/tops, shorts, see through material, flip-flops, low-waisted jeans/trousers and beachwear are strictly prohibited as we feel that these are not suitable for staff working in our Centre and also learners. Tops must not be revealing, cropped or short and must not have low-cut necklines. No bare midriff is allowed any under circumstance. Dresses and skirts should be of knee length.

Healthy Eating Policy

As a centre we try to promote healthy eating and life style and follow the framework issued by the Education Division.

<https://education.gov.mt/en/resources/Documents/Policy%20Documents/healthy%20eating%20lifestyle%20plan%20resources.pdf>

In respect we encourage the students to bring **healthy** lunches and beverages**, do activities related with healthy lifestyle and focus on the topic during specific lessons such as PE PSCD and ILS.

Mid-Day Meal

The mid-day meal is provided by an outside caterer, chosen by the Education Department. Once the school is informed, the respective Menus are forwarded at the beginning of each term and special dietary requirements are communicated with the caterer by the school. The school staff cannot in any way heat, blend or do any kind of alteration to any food.

**** Although we aim to abide by these regulations, youngsters who are very rigid in their diet, are excluded from this policy.**

Data Protection Policy

All the schools within the College commit themselves to make professional use of students' data whether held electronically or in a manual form.

In consonant with the Data Protection Act 2015 each school will adopt a policy which explains, in broad terms, how it intends to comply with this Act. The Data Protection - Schools Operating Procedure (March 2010) is to be used as guidelines for the setting of a standard approach to handling students' personal data. A consent form will be forwarded to the parents/carers in order to give us permission to use data, photos and videos. It must be noted that for assessment purposes photos and videos must be taken (to be used for internal purpose only).

Data Protection Act 2015

<file:///F:/Scholastic%20Year%202015-2016/SDP/Policy/Data%20Protection%20Act%202015.pdf>

Standard Operating Procedure (March 2010)

<https://education.gov.mt/en/resources/Documents/Teachers%20Resources/Staff%20Handbook.pdf>

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Absenteeism and Sickness.

It is expected that students attend Centre on a regular basis. Parents are to inform competent staff members if/or when a student is unable to attend with justification by means of an email addressed to the class teacher and copying in the Head of School, including a photo/attachment of appointment or forwarding a note stating the reason (e.g. Respite, medical appointment). This should be done at least a day before. Failure to attend without proper justification even for a day may induce the school administration to refrain from picking up the student for the coming days.

If a youngster is sick even for 1 day, or the Resource Centre nurse advises that the student is sick and is to be escorted back home due to sickness, parents are to forward a medical note which states that he/she is fit to return to the Centre. A medical note is

sufficient. The certificate/medical note should be signed and stamped by a certified doctor. Doctor registration number must be clearly visible.

Students leaving on medical issues must return to school with a fit for school certificate.

Stipend.

During their stay at our centre the students receive a stipend. Any kind of queries related with stipend are to be addressed directly at the stipend's office by calling on **153**.

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The Role of Parents

The College holds parents as prime stakeholders in their children's education. Therefore, it encourages them to:

- Check daily the emails sent from class team through the student's iLearn account and acknowledge receipt. (noted or ok can be sufficient);
- Send their youngster regularly and throughout the scholastic year; the school administration must be notified via email as regards the necessity of not attending on a regular basis;
- Ensure a good general hygiene of the youngster and well organised belongings – school bag, resources and clothes;
- Show interest in the youngster's behavioural and scholastic progress;
- Participate in whatever the college and school strive to do, such as parents' days/evenings, parents' educational/cultural programmes, school events and activities;
- Be aware and abide by the school's specific rules and polices;
- Show respect and good manners towards the school's administration, teaching and support teachers and employees;

- Provide the school with any necessary documents which are needed to safeguard the student's interests. Such documents may be legal, medical records or other documents as requested by the head of school or the college principal. If any changes in line with the named documents occur during the scholastic year, updated documents are to be forwarded;
- Provide the school with accurate telephone numbers and other data as requested by the schools. It is also important for parents to inform the school should there be any changes in telephone numbers or home address;
- Contact the school administration should any query needs to be clarified;
- Parents will be informed if and when correct behaviour fails;
- For an appointment with the head, class staff, nurse or other personnel parents are to contact the school's secretary or class teacher. An appointment can be also done via email;
- Going straight to their child's classroom without first seeking permission is prohibited. Upon arrival one has to stop at the reception area and await instructions accordingly.
- Present their ID cards when picking up pupils before the school ends. They also have to sign the log-out book at the school's reception area. If other persons other than the parents themselves are to pick up the students, their ID card and a written approval from the student's parents are to be presented;
- Are to come to school and attend all school activities wearing appropriate attire. Clothing which advocates violence, hatred, alcohol, tobacco and drug use, gang activity, sex, and other similar slogans are not permitted.
- Communicate with class staff (via student's email or verbally before boarding/getting off van)
- Update the school nurse with the necessary medical treatments (during school/and at home)
- Are to be available or delegate a person of their trust in order to pick up their son/daughter as directed by the school administration or school nurse.

7**The School Council.**

The School Council, which is elected every two years in each school, is made up of the President, appointed by the Minister of Education, the Head of School who acts as the Secretary/Treasurer, three members elected by and from the teaching staff and three other members elected by and from parents of youngsters attending the Centre.

One of the main functions of the School Council is the administration of funds and assets of the school. On the other hand, it must be noted that the School Council is not responsible and should not interfere in the teaching and maintenance of discipline in school.

8**The Students' Council.**

The Students Council is elected every two years. It follows the same structure of the School Council and it aims to give a broader say to the students' say. The council is shadowed by staff members.

9**Daily life at the Centre.****Pre - Admission**

Entry into the Dun Manwel Attard Young Adult Education Resource Centre in Wardija is accessible to students with a statement of needs, coming from all over Malta, who followed their compulsory educational experience in an Education Resource Centre or in mainstream schools. The Young Adult Education Resource Centre continues to build on the experiences and achievements already gained by the students at Primary and Secondary levels whether in mainstream or in Education Resource Centres. It also serves as a bridge and as a centre for transition, where necessary, so that students can move on to further educational institutions, vocational training and/or employment. We cater for students who experience difficulties that can be classified under the following seven broad categories:

Intellectual disability, Specific learning difficulties, Emotional and behavioural difficulties, Communication difficulties, Sensory difficulties, Physical disability, Multiple disabilities.

Under normal circumstances, prior to Covid-19, parents and their children are given the opportunity to visit Dun Manwel Attard Resource Centre before being admitted in. (In accordance to Covid-19 Health Department Guidelines measures, such visits are halted).

This is an important part of the admission process as it gives the student an opportunity to familiarize with the Centre and also enables parents to meet the SLT. An appointment is made through the Transition Coordinator and school INCO. In the meantime, a Profile document is filled by mainstream staff/Resource Centre staff in order to obtain the best available information about the prospective student. This is sent as soon as possible to the Centre administration.

Prior to regular admission a transition period is worked out with SLT who plans a programme so that the student has a smooth transition into the Centre.

After admission, parents are invited to come to the Resource Centre to discuss with the Group.

Teacher how their child has settled in. This is mainly done in the first weeks of the scholastic year. Targets for the following terms within the scholastic year will be discussed and agreed upon during IEVPs.

For further information on admissions you may either contact the National School Support Services (NSSS) [Home \(gov.mt\)](http://gov.mt) or our Resource Centre - Head of Resource Centre on nicholas.agius@ilearn.edu.mt

Schooling Hours

Winter (September – May)

9.15 - 9.30	Circle time
9.30 - 10.15	1 st lesson
10.15 - 10.45	break
10.45 - 11.30	2 nd lesson
11.30 - 12.15	3 rd lesson
12.15 - 1.15	break
1.15- 2.00	4 th lesson
2.00 - 2.45	5 th lesson
2.45 - 3.00	Dismissal

Summer (June – July)

9.15 - 9.30	Circle time
9.30 - 10.15	1 st lesson
10.15 - 10.45	break
10.45 - 11.30	2 nd lesson
11.30 - 12.15	3 rd lesson
12.15 – 12.30	Dismissal

Curriculum.

The students follow a six-year educational course. They start this journey at 16 years and eventually leave at 22 years. The school administration reserves the right to invite parents of 18 year olds to enrol their son/daughter to other institutions due to the fact that the student will benefit more (ex.Day Centre, Mcast Pathway, Agenzija Żgħażaġh or

any other institution deemed appropriate to the student's ability.) If at any point, parents decided that their son/daughter are to stop to attend school, parents are to inform the administration via an email. The SLT together with all those involved in the education of the students commits itself to embark in educational projects in the best interest of the students.

At the DM Attard YAERC students follow courses tailor made to their needs. In fact there are three educational tracks which the student can embark on. Track A, B and C.

Track A and B

These courses are more oriented on employability skills, vocational training and academic goals. During the first three years the students follow a curriculum based on the Princes' Trust (XL programme) <https://www.princes-trust.org.uk/> and the Learning Outcomes Framework <http://www.schoolslearningoutcomes.edu.mt/en/>. After the first three years, the students are exposed to various learning experiences which eventually equips them with enough skills to be employable.

The last three years are more academic oriented. The system is very much similar to Secondary mainstream.

Eventually throughout the third year and the sixth year the SLT discusses with the student and parents possible transition to other opportunities beyond the Resource Centre.

Subjects and Teacher Loads-Track A and B

	A&B		A&B
Loads	First 3 Years - Subject Teachers	Loads	Last 3 Years - Subject Teachers
6	Work Exposure	2	PE
2	Vocational Prep A - Gardening	2	Computer Literacy
2	Vocational Prep B - Office work	2	Science
2	Vocational Prep C - Pottery	5	Community Based Activity
2	Art	2	Literacy
1	Music	2	Numeracy
1	Computer Literacy	2	PSCD
1	Literacy	2	Independent Living Skills
1	Numeracy	2	Design and Technology
2	ILS	2	Music drama
2	PSCD	2	Art
1	Dance		
1	Science		
1	PE		
25	Total of Lessons	25	Total of Lessons

Track C

The curriculum for track C is more therapy oriented. It aims to address acute and profound disabilities through state of the art technology and therapies. The motor sensory and gross motor room are used. Dance Therapy is provided to the students. This is a six-year educational path. The system is much similar to that of a Primary mainstream.

Subjects and Teacher Loads-Track C

	Path C
loads	Six-year course - "Primary Teachers"
2	Pottery
2	Independent Living Skills
2	Numeracy
2	Literacy
4	Arts
5	Community Based Activity
3	Music
3	Computer Literacy
2	PE
25	Number of lessons

Post-22 Opportunities.

During the student's last year of schooling at our Resource Centre, several meetings are held in order to organize the best possible transition to post-22 opportunities. The students and parents are helped out in order to choose the best possible scenario which fits to the student's needs.

Staff.

We are around seventy staff, made up of the School Management Team (SLT), teachers and learning support educators (LSEs). We cater for around ninety-five students.

Staff List:

- SLT;
- Teachers;
- LSEs;
- Nurse

Ancillary Staff

- Clerk
- General Hand
- Cleaning Staff
- Driver
- Security Guard

Students' Support Services provided by NSSS through College* and Health Department

[Services \(gov.mt\)](#)

- Consultant Paediatrician**
- Transition Teacher*
- Social Worker*
- Speech-Language Pathologist**
- Occupational Therapist
- College Psychosocial Team*

****See appendix for a detailed role description.***

The programme is designed to develop the main areas that contribute towards students' independence and lifelong development. The following are the subjects that are currently offered at Dun Manwel Attard, Young Adult Education Resource Centre:

- ✓ Numeracy
- ✓ Literacy
- ✓ Computer Literacy
- ✓ Science
- ✓ Personal Social Career Development (PSCD)
- ✓ Independent Living Skills (ILS)
- ✓ Community Based Activities (CBA)
- ✓ Physical Education (P.E.)
- ✓ Music and Drama
- ✓ Arts
- ✓ Design and Technology
- ✓ Office work
- ✓ Arts
- ✓ Gardening
- ✓ Job Exposure Scheme (JES)
- ✓ Therapies

Community Based Activities (CBA)

Community Based Activities (CBA) deals with broadening the learner's ability to understand and interact with his/her wider environment as an active citizen. The subject's main aim remains social inclusion which is defined as having valued presence

and participation in society (Lemay, 2006). Development in this area ranges from awareness of being part of a group, such as a team of learners in a class, a school or various social group, to participation in community life. CBA seeks to enable the learner to take one's own responsibility within the school, home and community environments and attempts to give the learner an insight into the role of others in the wider community. CBA acknowledges the right of full participation in all aspects of community life and encourages learners who might face challenges in taking on active roles. CBA focuses on providing learners with the relevant knowledge, skills and attitudes in transitioning from a dependent family-oriented lifestyle to being active participants of the larger community. CBA aims to facilitate the development of the learners' personal autonomy, giving learners a degree of independence and making learners responsible for what they do.

CBA also aims to make learners aware of a variety of environments and situations they might experience throughout their direct exposure and participation in the community.

Job Exposure Scheme (JES)

Vocational education and training can be an important means to motivate learners to participate in educational opportunities beyond school-leaving age and to develop their true employment potential. In this regard, the main aim of the Job Exposure Scheme (JES) is to offer training that can better equip the learners for the labour market and expose them to the necessary attitude and social competences for a gradual adaptation to the place of work. The JES provides learners with a wider range of opportunities to practice, engage in, develop and experience employability skills.

General Employability Training enables the learners to take part in a variety of job placements throughout the year, with the aim of experiencing a variety of sectors, job settings, teams and styles of work. Additionally, learners who show interest to work in a specific sector or demonstrate potential in a particular field have the opportunity to participate in additional training and job placements that can further prepare them towards a career in the area. Through monitoring and assistance by a Job Coach,

learners can further enhance employability skills within that specific sector. Corresponding placement tutorials also give learners the opportunity to practice general, transferable employability skills such as C.V. writing, Communication, Teamwork, Customer Care skills and related topics. Independence skills are enhanced further by means of the Public Transport Training which allows learners to familiarise with the public transport network, how to make use of it and how to travel from one main destination to another.

All in all, the JES is a foundation-learning scheme focusing not only on the vocational aspect but also on other functional skills such as communication and responsibility skills aiming at a holistic development of the capabilities of the learners. By mastering this training course, learners are enabled to be not only more productive and independent but also to have the capacity to fulfil their potential to be more engaged within the community. The school doesn't provide employment.

Office Work

Office Work provides learners with the opportunity to explore an office simulated environment in which they are exposed to office machinery and office-related tasks. Apart from acquiring basic office skills such as stapling, punching and sorting learners are provided with the space to learn appropriate use of some of the main equipment related to such work environment. Additionally, learners have the opportunity to develop and rehearse office-related employability skills as well as transferable ones. Learners are given the necessary tools to deal with challenges encountered at the work place effectively. By receiving the required underpinning knowledge, skills and competences learners will be more prepared to identify and deal with certain hazards, understand and follow rules, and work effectively in an office environment.

Computer Literacy

Computer Literacy aims to provide learners with the means to cultivate their computer interests, attitudes, knowledge, skills and competences required to develop the appropriate personal skills essential in today's world. Autonomously or with support, the learners will use basic computer tools including Assistive Technology (AT) to access, manage, integrate, evaluate and create information. All these skills shape a proactive view regarding the role of computers in everyday life. Computer Literacy plays a very important role in communication, thereby promoting a collaborative and social learning environment. With this specialized training, the learners are expected to be able to use and apply the acquired knowledge, skills and competencies in their everyday life in order to enable them not only to increase their independence and raise their academic results, but also to provide learners with the opportunity to be successful and confident citizens.

Gardening

Gardening is all about cultivating an area of the ground/pots which can be transformed into a garden/field where several tasks can take place. Gardening sessions aim to enhance the student's knowledge, skills and competences through observation and hands-on activities related to everything that can be found in the garden/field such as plants, trees, flowers, herbs, fruits and vegetables. Learners can learn how to take care of such garden produce and monitor their growth. Learners become familiar with a variety of gardening processes, techniques and tools. While engaging in these experiences learners develop a sense of achievement and confidence. This also gives learners the opportunity to understand the cause and effect of living organisms which eventually can result in new produce. Furthermore, through Gardening, learners learn how to be responsible for the environment and in this way their love of nature will flourish. Through all of this, transferable employability skills such as teamwork, decision making, and organisational skills can of course be introduced to and rehearsed by learners.

Science

Science is based on gaining knowledge about the world around us involving three strands. These strands include:

- the *Physical World* focusing on: the nature of Forces, Motion, Matter and Energy;
- the *Living World* incorporating the understanding of living things;
- the *Material World* focusing on the composition and the behaviour of substances.

This subject aims at instilling curiosity and motivation to learn about the world around us. Such motivation will help to engage the learners to observe and experience different tasks using hands-on activities via multisensory approaches. Through Science learners will have the opportunity to plan and conduct experiments in order to see the cause and effect, - understand and reason through experience, and get evidence and make conclusions from acquired knowledge. Furthermore, learners will have the opportunity to be more interest, therefore reflect and challenge themselves to come up with solutions; better appreciate and understand the world that they live in; and care for the environment. Eventually, learners will benefit from the skills and competences achieved while participating in hands-on activities, primarily experiments and outdoor activities as they will have more opportunities to continue to achieve and succeed and enhance their active citizenship.

Art

Arts provides learners with the opportunity to be able to use this visual language, a non-verbal means of communication that involves the senses of sight and touch, and through images and forms convey a multitude of meaning. Learners use colour, form, texture, pattern, line, shape and technology as a tool to achieve this. Arts as a subject, respects the individual capacities of pupils, learners' innovation and creativity where participants follow their own passion, find their own answers and create their own product with guidance at times. Motivation and initiative, creativity and critical thinking must be the agent as to shape pupils' thoughts and self. In given the opportunity to combine

practicality with technological skills (when required) and with creativity to act as the driving force in the process of production. Arts as a subject provides stimulating environments that challenge learners' minds, an educational methodology based on inquisitive activities and independent exploration giving learners the possibility to remember more and understand what and how certain results are achieved. Learning by doing proves to be a more effective methodology than learning by telling.

Design and Technology

Design and Technology is based on four strands: Electronics, Resistant Materials, Food and Textiles. Through Design and Technology learners gain knowledge by being involved in hands-on activities emphasising multisensory approaches. Multisensory approaches should be production processes by using adequate materials including construction materials, textiles and ingredients, various tools, equipment, techniques and processes, learners enhance and improve their present skills while acquiring new skills. Health and safety measures are emphasised in all aspects of this subject. Learners may require varying degrees of assistance and support while handling equipment and tools in the production process. Learners will be involved in decision making and creation of new products through various opportunities given. As a result, learners are challenged, to follow procedures which enhance their learning process, improve their confidence and self-esteem through design, creativity and technological devices.

Music and Drama

The general appeal of Music and Drama to learners with different abilities is that they can engage and be involved at the front-line in situations that are fun and stimulating. Learners are expected to be engaged during active learning, in contexts that are alive, dynamic, and likely to be remembered. Communication is crucial to Music and Drama, and it is important for teachers to be aware of the various modes of non-verbal communication, which is expressed in a universal language. In Music activities, learners may reveal and express their thoughts and emotions through musical sounds and

reactions, while in expressive Drama activities, learners may reveal and express their thoughts and emotions through physical gestures and facial expressions. Alternatively, Drama may be manipulated so that learners are required to use various communication skills and Drama may also provide the motivation to work on self-expression and to organise ideas logically and concisely. One of the main aims of Music and Drama is to enable learners to understand their world and to exercise control over their environment. The creative, interactive approach advocated in Music and Drama opens up a world of possibility and opportunity for Entry Level learners through the provision of sensory, perceptual, social, emotional and cognitive stimulation. Music is a highly motivating force for many learners independent of their abilities. It can help to elicit responses from learners whose interest is often quite difficult to arouse, and it is enriching and liberating for learners who find academic work too challenging. Appreciating music and enabling all learners to participate to the best of their ability in a wide range of music-making activities are key features of this subject. While support is very necessary, full opportunity is given to learners to actively engage in creating their own music. Educational drama emphasises the active process of creating a story with an unfolding plot. This understanding of narrative can help learners with different abilities to see patterns and sequences, as well as the significance and implications of situations. It is well recognised that learning is a social activity. We learn by sharing and refining descriptions of our experiences. In Drama, the teacher tries to set up situations within which his/her learners can discover and explore how and why people behave as they do, and thus learners can be helped to reflect on their own behaviour. Drama has a particular contribution to make which is not just exclusive to the development of communication and language but also in focusing on an aspect of human experience that facilitates learners in becoming better aware of the emotional states of others.

Physical Education (PE)

Physical Education develops the body's strength and physical wellbeing as well as provides opportunities through which learners can improve fine and gross motor

coordination, concentration and listening skills, self-esteem, self-confidence, creativity, the ability to cooperate and communicate with others, and also assists learners to identify with a healthy lifestyle. Physical education promotes the holistic and helps promote learners' health, safety and physical activity. Each Entry Level learner is challenged at his/ her personal level focusing not only on the importance of living a healthy lifestyle and how to keep the body active and clean from unhealthy hazards, but also on the practical inclusion and practice of fundamental skills such as:

- Basic coordination;
- Balance;
- Left and right orientation;
- Rhythm;
- Spatial and body awareness;
- Listening;
- Concentration.

It is crucial that every -learner is encouraged to gain access to all the learning being developed within this area, in this sense, each learner is enabled, to the full extent of his/her capacity and with as much help as is necessary, to experience physical activities safely and to explore a wide range of stimulating equipment together, with regular opportunities to practice acquired skills.

Personal and Social Career Development (PSCD)

“Personal and Social Development aims at empowering individuals to develop skills that enhance their well-being, by identifying and developing their potential, thus enabling them to participate effectively in their social environment” (Abela et al., 2001). It provides learners with the necessary knowledge and skills to become “happy and fulfilled individuals in a healthy and supportive environment” (Ministry of Education, Youth and Employment, undated). PSCD seeks to address the inter-personal and intra-personal dynamics which shape individuals' life. These skills are embedded in various topics which are covered through the PSCD sessions.

Throughout PSCD lessons, particular importance is given to the development of the self, focusing primarily on learners' identity and self-concept, and the development of self-esteem. Learners are encouraged to cultivate the necessary inter-personal skills that can help them develop and maintain healthy relationships with family, peers and other people they encounter in life. They learn how to become active listeners, develop turn-taking skills and appropriately respond to peoples' feelings and needs.

PSCD also looks to enhance learners' knowledge and helps them assimilate the necessary skills to take care of themselves. It addresses essential issues related to healthy living, including healthy eating practices, engagement in physical activities, and personal hygiene. Taking care of oneself also entails the need to observe health and safety practices, whilst developing the necessary skills to identify dangerous situations. Becoming better aware of people they can trust and observing safety measures in different environments are amongst the essential skills that help learners safeguard their well-being.

The transition period from childhood to adolescence, is marked by major changes "which are not only physical but also cognitive, emotional and moral" (Ministry of Education, Youth and Employment, 2005). These changes, brought about by puberty, are identified and addressed through the PSCD syllabus. Physical development is discussed in light of the changes experienced by same gender and opposite gender, followed by sexuality related issues. Learners are also provided with the opportunity to explore and discuss the emotional changes which they experience during this phase. Whilst keeping in mind learners' different abilities, cognitive and moral changes are also addressed through PSCD lessons. PSCD also provides the opportunity for students to learn more about national and global issues and become active citizens in the community.

Independent Living Skills (ILS)

Independent Living Skills (ILS) deals with an integrated approach that is designed to equip learners with a useful range of relevant, practical and transferable skills that

include knowledge, comprehension, application, investigation, evaluation and expression in order to be develop independence or potential to live independently. ILS aim at developing links between diet, health, family support and resources which are addressed in both practical and theoretical contexts. Learners with different learning abilities develop basic practical abilities through direct learning experiences during the ILS sessions, as they seek information, investigate a range of choices, manage resources, self-expression, decision making and problem-solving skills. Through ILS, learners engage in experiential learning and motivating experiences that aim towards attaining their full potential. ILS aims to prepare learners for life in a consumer-oriented society and provides a foundation for employability skills in a choice of careers such as education, industry and the health, social and hospitality sectors.

Numeracy

Numeracy is a fundamental area of learning. Recent research has shown that learners who do not grasp basic numeracy skills are more likely to encounter difficulties in their daily life experiences (Bynner and Parsons, 2005). Numeracy skills are thus fundamental for everyday life. As a result, it is crucial that Numeracy is given its due importance and that all learners are empowered to grasp the basic skills in Numeracy.

Literacy

Literacy is the ability to read, write, speak and listen for better communication with the world around us. Block (1997) states that literacy shouldn't focus "on recognising basic words but on comprehension of the world around us".to further their abilities and knowledge to be able to participate actively in community, cultural, commercial and intellectual activities. Thus, literacy is a tool that every learner needs to be equipped with in order to feel included in society. It is a key element in education and at the workplace. Literacy aims to provide learners with the basic skills that help learners to participate actively in everyday life situations, with knowledge and understanding.

Therapies

The Resource Centre does its best in order to tap therapies aimed for the students. Dance Therapy, pottery and dog therapy are such examples.

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Support Resources.

We try to do our utmost to address the specific needs of our youngsters. Hence, we do our best in order to exploit the various state of the art resources which are available at our Centre.

Nurse

The school is provided the service of a nurse through a private contractor. A nurse is always on premises from 8.30am up till the last van. The school is provided a roster of nurses, and nurses on premises vary according to the contractor's guidance and allocation of nurses. He/she administers medicine according to a specific document which parents will be required to fill and countersigned by a doctor. It is the parents' responsibility to provide medicine. In the case of pills, these are to be provided in their original package (**not loose, or single**). These are to be given to the escort before the student boards the van and all medicine must be labelled (name of student and class) and in a container. It is the parents' responsibility to update the nurse and the school administration with any changes in medicine.

The nurse assesses the needs of the students and intervenes in first aid administration. In liaison with the Headmaster, the nurse contacts other medical professionals deemed opportune in order to cater for the best interest of the youngster. The nurse professional advice decides whether a student is to be sent home on a medical issue.

Computer Lab

The Computer Lab is equipped with ten computers, thus giving the possibility to ten students to work individually in each session. Besides software that caters for students' needs and computer access devices known as Assistive Technologies (AT), the computer lab is furnished with four touchscreens, six flat screens, All-in-One PC and an Interactive Whiteboard. The lab is also used in order to enhance various communication programmes to reach the individual needs of all students. Augmentative and Alternative Communication (AAC) aids are utilized in the best possible way, so that the students increase interaction. We believe that the latest computer technologies can facilitate both students' and teachers' work.

Other Labs

Since the new structural development, the Resource Centre is also equipped with the following:

- A second Computer Lab
- A Design and Technology Lab
- A Home Economics Lab
- A Science Lab

Multisensory Room

The studio is equipped with latest multisensory technology and gadgets designed to stimulate the student's sensorial experience including, tactile, auditory and visual stimulation. Students in need of such a resource, are identified by the Occupational Therapist (OT). A programme is set, and staff ensures that such programme is implemented in the best interest of the youngster.

Motor Sensory Room

The Motor Sensory studio is designed to deal with the neuro-physical aspect of the student, including stimulation of the individual proprioception and vestibular. Again, students in need of such resource, are identified by the OT, who devices an individual based programme. Our staff follows the goals of such a programme and makes sure that it is implemented.

Soundbeam

Soundbeam is a touch free device which uses sensor technology to translate body movement into music and sound. Whatever the aim, being an interest, education, therapy or just music making, Soundbeam offers a fabulous way of exploring sound and music. It enables people at all levels of ability to express themselves creatively being solo or within a group.

At our Centre, young adults are given sessions on Soundbeam, both within a group and also on a one to one basis. The professionals, together with the students, use cause and effect strategies in order to motivate and stimulate attention and movement whilst encouraging participation. The main Soundbeam apparatus consists of two sound beams, four floor switches, speaker and a navigation button board. Soundbeam sessions are mainly set up and targeted to the students' individual needs. The main set up includes; Sound set (more than 30 different styles of sounds, musical arrangements and pitches), Range and Trigger of sound beams, Sounds on switches, division of sounds and volume. By modifying programmes and setting up specific positions of beams, each student irrespective to ability, will be able to create a musical task by his/her own movements.

Gym (Sports Facilities)

The Gym facility offers the students with the opportunity to experience various modes of physical exercises and gives a tinge of the leisure and health aspect.

Daily Living Area and Kitchen

The Daily Living Area is an area designed to provide the individual student with the means and atmosphere needed to learn and/or enhance independent living skills. Apart for the ILS area, youngsters make use of the kitchen to engage in experiential learning through hands-on cooking activities.

Transport

Youngsters are driven to the Centre by a free of charge transport (mini vans and tail lift vans) system that ensures and facilitates their attendance to the Centre. They are picked up from home at around 8 am and driven back home at 3 pm. Transport is always under constant supervision by escorts (staff).

Additionally, we have two other vans (one minivan and a tail lift van), specifically for Community Based Activities and Job Exposure Scheme.

Classrooms Facilities

The classrooms are of a good size and well-lit. Furthermore, the availability of toileting facilities adjoining classrooms gives added comfort. Toileting facilities also include availability of showers which are used in cases of accidents. We also have a hoist in order to be used when needed.

Each class is equipped with an Interactive White Board (IWB), an All in One PC and desktops. The whole premises have internet facilities.

Mid-day Meal

A free hot mid-day meal is provided to all students. Specific dietary requirements are met, such as gluten-free/dairy free or liquidized food. We also have the option to order a packed lunch when the students go on outings. Meal times are used as an educational experience and appropriate table manners are given importance. During this time students are encouraged to choose their favourite dish of the day. Mid-day meals are provided by a private contractor.

Our Educational Programme stresses the need for extra-academic and extra-vocational engagements. The philosophy behind the Leisure Activities Programme claims high value to the creative aspect of individuals.

The Centre seeks to mould its Educational Programme around activities or events deemed non-official; therefore, not strictly endorsed by the Curriculum. For instance, significant religious, cultural or historical events are celebrated within the structure of the Educational Programme.

Additionally, throughout the mid-day break, the youngsters are encouraged to involve themselves in specific leisure activity groups. Such an activity is aimed to further develop the person in a holistic way. Students are encouraged to participate in activities of their preference, including sport, artistic, musical and theatrical activities among others.

An online calendar of events is available on the Centre's website where activities are listed and updated regularly.

(http://sns.wardiya.skola.edu.mt/?page_id=4485)

The Centre has a structured programme. Students gather in the Centre's main hall at 9.00am and are supervised by their respective escorts till 9.15am.

They are guided to class by their group staff for Circle Time activity - this is held between 9.15am and 9.40am. Throughout this activity, communication is encouraged. Various activities are held, like celebration of events, tasks and personal achievements. The religious aspect is also targeted throughout this particular time. Weather, news and

attendance are also carried out during this session. Mid-day break meal is chosen during this time.

During the mid-day break students have the opportunity of participating in several activities which are organized by different staff members.

For dismissal, the students are instructed to assemble in the main hall and prayers are said. The Head, Assistant Head or teacher in charge informs the Centre with news or updates. According to a timetable, once a week, a group prepares a presentation related to a theme.

At 3.00pm, the students and their escorts leave the Centre with respective vans.

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Contact with Parents, Guardians and Carers

We firmly believe in team work with parents / carers. Very often the latter are invited to join in school-based activities along with staff and students. The Resource Centre staff communicates with the mentioned above as follows:

- Circulars-These are issued by SLT. Frequency depends on needs. Circulars are also uploaded on website for ease of reference. (Go on website, click on circulars and select academic year)
- Monthly activities circulars-These are issued monthly. Parents / carers are encouraged to go through web site and click on circulars – calendar of events for a more comprehensive overview of activities at the Resource Centre.
- Contact book (pre covid-19) - students' email (due to Covid-19 measures) Contact books should be filled daily with positive outcomes of student. Staff are also obliged to inform parents / carers of student's undesired behaviours. Parents are to sign daily the contact book.
- Emails-Parents / carers are encouraged to contact SLT either on their personals emails or Resource Centre generic email.
- Phone calls-Parents / carers are kindly asked to phone during break time if they need to contact school staff.

- Social Media and Website - Photos of activities held are uploaded on the school FB page and Website.
- IEVP meetings, reviews and Parents day.

IEVP meetings are held in the beginning of the scholastic year in order to set goals. In the second term parents / carers are asked to come to the Resource Centre in order to discuss the progress achieved so far. During the third term a review of goals is held.

- School Council

Parents have the right of having 3 representatives on the school council. Elections are held every two years. Parents will be notified through circulars in due time when elections are to be held.

If parents, guardians or carers request another appointment with the group staff or Head of School, this is normally done through the contact book or by phoning at the Centre.

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Individualised Educational Vocational Programmes / Learning outcomes report / Achieve

IEVP

The IEVP is designed to meet the unique educational needs of students who do not follow an academic path. This helps students to reach educational and vocational goals more easily than they otherwise would. IEVPs should identify the individual student's needs in order to help teachers, parents and other related service providers to understand these needs and how they may affect the learning process.

IEVP development consists of observation and assessment of students in all areas in order to develop corresponding goals and objectives. IEVPs are regularly revised and

updated. It is our aim to enhance the students' full participation within the learning group. The IEVP is a tool which gives teachers, parents and parties involved insight to develop the students' strengths and address his/her weaknesses to reach his/her potential.

LOF / Achieve

These programmes are followed by those students that follow an academic path. Methods of assessment based on practical hands on activity are utilized. LOF reports are issued as per Ministry of Education guidelines.

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Co-operation with NGOs

We seek to liaise with NGOs and other organizations for the sole aim of providing the best services to our students. Such partnership is encouraged in order to better address the needs of the students.

Appendix

Resource Centre Teacher

In addition to the Teacher's mainstream school job description, Teachers in Resource Centres (Special Schools) shall be expected to fulfil the following roles and responsibilities:

- Supporting and / or advising teachers in mainstream schools in connection with the development, delivery and assessment of a student's individual educational programme (IEP);
- Participating fully in the transition sessions and meetings held at the resource centre as well as in conjunction with mainstream schools;
- Contributing to professional development sessions;
- Liaising with other professionals such as Speech and Language Pathologists, Physiotherapists, Occupational Therapists; Educational Psychologists, Counsellors, Social Workers, and colleagues from other schools and resource centres;
- Together with their support staff, developing, implementing and reviewing the IEP/ITP of their students in class; Organising, together with the school management, IEP/ITP meetings for students in his/her care;
- In collaboration with the school management, participating in IEP/ITP meetings together with parents/guardians and other professionals working with the students;
- Ensuring that an IEP meeting is held at least annually for all students under one's care;
- Ensuring that IEP/ITP documents are signed by them, the students' parents/guardians, and school administration and that a copy of the document is sent to parents/guardians;
- Ensuring that students receive the services and support as indicated in the IEP document;

- Participating in hydrotherapy, multi-sensory, sensory integration and other sessions so as to ensure access to educational and personal entitlements of students;
- Ensuring that Contact Books are updated with the necessary information on a daily basis and that the parents' signature is obtained;
- Involving the class in extra-curricular activities that promote inclusion in mainstream life;
- On a regular basis, working with students at secondary and post-secondary Resource Centres to enable them to attain life skills and to apply these to real life situations at school, community, and other educational establishments;
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

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Resource Centre LSE

Supporting and collaborating with the class teacher and other colleagues. Under the guidance of the class teacher, assisting in the education of all pupils in class, in particular pupils with special educational needs so that their individual curricular entitlement is ensured, and their learning needs are catered for;

- Participating fully in Making Action Plans sessions (MAPs);
- Together with the class teacher, developing and implementing an Individual Educational Programme (IEP) by adapting the lesson plans and resources;
- Attending IEP and Individual Transition Plan (ITP) meetings;
- Reviewing IEPs, including recording and reporting progress of such IEP implementation on a regular basis;
- Supporting the class teacher to prepare and write the IEP document of every student with a statement in class;

- Assisting in the preparation of educational materials and playing an active part in all the components of the instructional and educational process in class under the direction of the class teacher;
- In collaboration with the class teacher, participating in the observation, assessment and documentation process of the performance and behaviour of included learners;
- Participating in the respective individual transition programmes as students move from one educational level to another, from school to school, and from school to work, handing over to the other LSE's and personnel all relevant information and documents so as to ensure a smooth transition for the student;
- Promoting an inclusive community of learners, in collaboration with Inclusion Coordinators, specialists, resource workers, teachers, parents, students and other stakeholders, where all pupils are valued and respected. This will include collaborative work in school and with other agencies, such as the Child Development Assessment Unit (CDAU), Resource Centres, NGO's and other educational and therapeutic environments;
- Participating in hydrotherapy, multi-sensory, sensory integration and other sessions, in schools, Resource Centres or other centres where such services are available, so as to ensure access to educational and personal entitlements of students;
- Promoting at all times the aims, ethos and policies of the school, College or Resource Centre deployed in, and actively working as a member of the staff team;
- Assisting in the preparation, dissemination and use of teaching resources ensuring their upkeep in class, school and Resource Centres;
- Supporting student/s during activities held outside the school premises including experiences in the community, work places and other further and higher educational establishments;
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.
- Personal Support: Supporting pupils with special needs in their personal care and hygiene needs including:

- Toileting - cleaning and washing, including accompanying the child to the toilet; undressing and dressing; cleaning, washing and showering; and changing of sanitary towels and incontinence pads;
 - Seeing to the mobility, posture and seating needs, including lifting pupils and pushing pupils in wheelchairs according to Health and Safety Regulations issued under the Health and Safety Authority Act taking into consideration international guidelines. The present guidelines shall be:
- Lifting up to 27 kilograms shall be undertaken by one Supply LSE, lifting up to 54 kilograms shall be undertaken by 2 persons; beyond 54 kilograms, a mechanical lift is to be used; Pushing wheelchairs: up to 45 kilograms occasionally; up to 28 kilograms frequently; and up to 9 kilograms as necessary¹⁴⁶.
 - Ensuring the maximum educational benefit and safety for individual pupils at all times by providing them with assistance during physical education, games, excursions and therapy sessions, as well as normal feeding during mid-morning and mid-day breaks and at other times as required.
 - Transport-related Duties:

Without prejudice to the obligations of the owner and driver of the vehicle concerned regarding the safety of passengers and the full observance of the law and regulations related to transport matters, a Learning Support Assistant may be required to carry out transport-related duties should the requirement be indicated by the statement or by the Head of School or other competent authorities. In such cases, the LSE shall:

- Assist in the boarding and un-boarding of pupils on and off the transport vehicle and, in the case of students who are wheelchair/buggy users, put on the restraints on the wheelchair/buggy and also put on the passenger restraint on the students to ensure safety during transportation;
- Carry out transport supervision duties to and from school when the transport of pupils during normal school hours is necessary;

- Shall be remunerated at the established rates when supervision duties are carried out outside school hours.

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Transition Organizer

- Prepare list of students who need a transition programme from secondary mainstream to post-16 provisions or from Education Resource Centres to other post-16 provisions, to adult services or employment opportunities;
- Visits schools to prepare profiles and action plans for each student with a transition programme;
- Informs parents of students who have a transition programme about the different opportunities available to the student;
- Liaises with parents, heads of schools, staff and the student in order to ensure that the best possible choice of provisions are made available to the student;
- Attends and participates in transition meetings;
- Organises orientation visits to the different provisions for students and parents;
- Liaises with post-16 provisions to ensure that prospective students have the opportunity to attend such provisions;

Resource Worker

- Supports classroom teachers, special educators, learning support assistants, school personnel and parents in the development of a variety of strategies to meet the individual educational needs of students;
- Assesses the functional needs of children, plans and manages child centred interventions within the home and school setting, involving families, teachers, learning support assistants and other stakeholders;
- Offers advice and implement programmes related to the physical, sensory, cognitive, communication and social environment of the student;

- Offers after school intervention programmes individually or in small groups to students needing more intensive intervention as an integral part of the educational programme;
- Optimises the child's functional ability and independence to provide help and advice to children, their families, early intervention teachers, and educators in school by employing specific, selected and graded activities;
- Consults with personnel of access communication and technology unit (actu) and autism spectrum support team (ASST) in the assessment, initiation and implementation of augmentative/alternative communication, behaviour and social interaction programmes in classrooms, schools and in the community;
- Documents, monitors and evaluates intervention and provides assessment as well as progress reports on students in line with individual educational plans (IEPs);
- Liaises with education officers, inclusion coordinators (Inco), learning support assistants and other educational staff regarding the student's needs with appropriate intervention strategies as reflected in the inclusive curriculum project as implemented by the students' services;
- Conducts training sessions with educational staff on differentiated strategies that can help all students to succeed;
- Provides information and advice through various methods including telephone, email, website and written materials;
- Participates in research, pilot projects and continuing staff development;
- Performs other duties assigned from time to time as requested by the director student services as related to this position;
- Any other duties according to the exigencies of the public service as directed by the principal permanent secretary.

Youth Worker

- Assists young people with challenging behaviour at school to become more aware of their personal, social, cultural and political skills through a process of non- formal and informal education;
- Develops strategies and delivers a youth work programme with young people whilst building effective relationship of trust;
- Works in partnership with other members of staff, agencies in related fields, and individuals in the community to maximise opportunities for young people;
- Provides young people with challenging behaviour equal opportunities and encourage them to value learning;

Social Worker

The Social Worker visits our premises on a frequent basis. Liaison is made with other institutions in order to safe guard the best interest of our youngsters.

Speech-Language Pathologist

Speech and Language Pathology Service is delivered within the resource centre by staff seconded by the Health division. The SLP assigned at the resource centres works in close collaboration with the other staff members. The service aims to assess and identify the students' communication and /or eating and drinking difficulties, provide intervention with careful consideration of the school curriculum and students' communication needs outside school environment, and to collaborate with guardians, staff of the resource centre and other professionals to enhance the students' potential.

ACTU

Service Objectives

The main areas of concern for people who contact the service are issues in communication and accessing Information technology. Through these difficulties

learners may also be experiencing difficulties in accessing the educational curriculum, having problems with reading or writing and difficulties in controlling the environment either at home or in school or at work.

ACTU therefore aims to provide the following:

- An AT and/or AAC assessment service for students with physical, communication and/or learning disabilities;
- Recommendations and implementation of assistive technology (access to technology) to help the student participate in home and school activities;
- Recommendations and implementation of the appropriate augmentative communication strategies;
- To provide support to carers at home or in school to implement the AAC/AT recommendations;
- To promote the educational inclusion of AAC/AT users;
- To provide specialised training to professionals in Augmentative and Alternative Means of Communication (AAC) and assistive technology;

Service Offered

- Assessment for Augmentative Communication devices. This includes low tech and high-tech systems;
- Alternative means of Computer access where the student has difficulty to access a computer or will have difficulty due to a deteriorating medical diagnosis;
- Assessment for Environmental Control Systems such as opening doors using remote control devices, personal alarms systems etc.;
- Assessment for alternative access to technology through for example, the use of switches;
- Trial of specialised software such as educational, text to speech and voice recognition systems;
- Support to implement recommendations both at home and at school;
- Parent and professional training.

Eligibility to Service

Students with physical disabilities, complex communication needs, and students with learning disabilities may be referred to this service.

ACTU has an open referral system, so parents, carers, educators and professionals can make a referral.

Autism Spectrum Support Team

Service objectives

- To empower educators and parents to meet the individual educational needs of the child with autism;
- To facilitate learning, support behavioural and social development and maximising on student's abilities in mainstream and resource environment;

Eligibility to Service

Students who have a diagnosis within the Autism Spectrum.