**SCOIL TRIEST SPECIAL SCHOOL PROSPECTUS**

Scoil Triest Special School,

Brothers of Charity,

Lota,

Glanmire,

Co. Cork.

Email: [info@scoiltriest.ie](mailto:info@scoiltriest.ie)

www.scoiltriest.ie

TEL. NO: 021 / 4556284

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**SCOIL TRIEST SPECIAL SCHOOL**

# *The Board of Management hereby state that our Enrolment Policy is set out in accordance with the provisions of the Education Act 1998 and in so doing parents will be assisted in relation to enrolment matters and that furthermore the Chairperson of the Board of Management Yvonne Cummins and the Principal Jerry Ryan (Tel:021- 4556284) will be happy to clarify any further matters arising from the policy.*

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**GENERAL INFORMATION:**

**Patronage**

Scoil Triest Special School is under the patronage of the Brothers of Charity.

**School History:**

In 1983, Scoil Triest Special School received recognition from the Department of Education and Science to be a special co-educational National School for primary and secondary aged student with multiple-disabilities. The school operates under the rules of National Schools and depends on the grants and teacher resources provided by the Department of Education and Science. It operates within the regulations of the Department of Education and Science. In operating the school, the Board of Management must have regard to the resources and funding available. In March 2012, the school was re-designated as “A school for students with Autistic Spectrum Disorder (A.S.D.) and Mild /Moderate Intellectual Disability who are over 12 years of age”.

**School Provision:**

Scoil Triest Special School is a purpose-built school, built in 1998, catering for a maximum of 72 students with Autism and mild/moderate intellectual disability. The school is comprised of 12 classrooms with approximately 6 students in each. Each class has one teacher and at least three special needs assistants. Some classes have an additional special needs assistant to cater for the particular needs of the students in that class.

Students enrolled in the school are required to present with a diagnosis of Autism and a mild / moderate intellectual disability. Student s must have attained age 12 by September 1st of their initial school year. The school leaving age is 18. Students who are 18 on or before 31st August are required to transfer to post school services.

The school is multi-denominational but also accepts student from families who do not subscribe to any particular religious denomination.

Scoil Triest is a separate entity from the Health Service Executive (H.S.E.) funded services which are provided by Brothers of Charity Southern Services (Home Support / Respite Services, Residential Services, Adult Services). When these Health Services are sought, application is made directly by parents to the Sector Managers responsible for these services. The names / addresses of the managers or bodies who are responsible for health-related services are available in the school. Psychology, Speech and Language Therapy, Occupational Therapy and Social Work Services are available to students and their families under Progressing Disability Service Teams (CDNT).

**Location:**

The school is located on the Lota Campus which also houses the administration head-quarters of the Brothers of Charity Southern Services. Residential and training facilities for adults with disabilities are also on the Campus.

**Catchment Area:**

The school enrols student who reside in the Health Service Executive, Southern Region. The vast majority of students live at home with their families. The distance a student can reasonably cope with travelling to and from school normally determines the limits of our catchment area.

**Transport Provision:**

Free transport is provided for student by contractors recruited by Bus Eireann who in turn are funded by the Department of Education and Skills. All routes have the services of a bus escort. Parents should check with school Principal regarding this service.Grants from the Department of Education and Skills are available to any parent who needs to transport their son / daughter to and from school provided prior agreement is reached with the Department.The principal is responsible for making application to the Special Education Needs Organiser (S.E.N.O.) for transport for the student.

**School Dental Services**

Free dental service is provided by contacting Saint Finbarr’s dental clinic at: 021-4923333

**Administering Medication or Ongoing Medical Treatment:**

If a student requires medication or ongoing medical attention during the school day parents should arrange to meet the principal to discuss school policy in this regard before any medication or treatment is to commence. Medication must be signed over to staff in the morning by the parent/escort when it is entering school grounds, and signed out when it is leaving school grounds.

**Home School Links:**

School staff work in close partnership with the parents / guardians. This contributes significantly to the student’s overall progress and their wellbeing in school.

It is recognised that the parents have a very comprehensive understanding and knowledge of their own student. Parents are consulted during the development of any educational or behaviour management plans for their student.

Parents should also be kept informed by the school employees of all matters relating to their student’s programme and progress and should also be consulted in relation to any school development which impacts on their student’s education. The following structures are in place to promote positive and informed Parent / Teacher partnership.

* Information evenings.
* Newsletter (one per term).
* Aladdin Connect.
* Weekly email from teacher.
* Annual I.E.P. Meetings involving parents, teacher and available multi-disciplinary members (via Zoom, Phone Call or Face to Face).
* Parent-Teacher meetings once yearly (via Zoom, Phone Call or Face to Face).
* Parent representations on committees / Boards e.g., Board of Management, Working Parties and sub committees of the Board of Management.
* There is also an “open door” policy in relation to parents visiting the school. However, we advise that to avoid disappointment, prior arrangements be made where a parent wishes to meet with school staff or support staff.Parents can arrange a remote meeting if requested.
* Parents may put items on the agenda of the Board of Management meetings by writing directly to the Chairperson of the Board of Management.

**School Time-Table:**

The school day is 9.30 –3.10.

**School Holiday List:**

The holiday list is circulated to the parents in September. Parents will be informed again of school closure when any additional days are involved e.g., Inservice Training Days. The school should be informed when a student does not attend school for whatever reason.

**School Uniform:**

The school uniform is a navy fleece jacket, navy sweatshirt with school crest and a plain blue polo shirt. Students have an option of wearing navy jeans or trousers. Tracksuits should be worn on P.E. days. Uniforms can be ordered from Mc Carthy’s Sports World, Supervalu, Crestfield Shopping Centre, Riverstown, Glanmire, Co. Cork, T45 YK40. TEL: 021 4866134

**School Records:**

Copies of all reports and documented school records (teachers / support clinicians) are available to parents and can be issued on request.

**Student transition and transfer:**

* Every effort is made to establish links and ease the transition between Scoil Triest Special School and any other placement / setting which students may transfer to.
* A package outlining each Student ’s communication strategies, programme, individual behaviour management plan is made available to staff in the other placement / setting.
* Advice may be sought from teaching staff in Scoil Triest Special School to enable unfamiliar staff to match the Student with suitable peer group.
* Scoil Triest Special School will facilitate any familiarisation process, within the school, for external staff who may be working with the Student in another setting.
* As a general rule staff / support clinicians from Scoil Triest Special School will not be in a position to offer outreach support to Student s who have moved on to another setting.

**Photographs:**

Photographs and student’s work are widely used and displayed in the school. Any of the above are not presented in the public arena without parental consent. Parents are informed if student’s work is being entered for local / national competitions.

**School Organisation:**

**Accommodation:**

Classrooms: There are twelve classroom bases in the school. Two pre-fabs are located adjacent to Junior Classes and these are used as a soft play area and cater for students who may require additional support. An additional pre-fab situated to the rear of the main school building is used for one-to-one teaching and life skills activities.

Other Accommodation consists of:

Secretary’s Office

Principal’s Office

Multi-Disciplinary Room (Meetings/Interactive Board Room)

Sensory Room x2

Sensory Integration Room

Resource Room x2

2 Main Stores

Library Room

Garden Room

Games Room

Toilets

Home Economics Room

Staff Room x2

Horticulture Tunnel

**External facilities:**

There is hard-court area at the rear of the school designed for physical recreation, bike / scooter riding, games etc. This area also contains a games and leisure room, storage shed and container. The hard-court area is for use by both sections of the school. An outdoor gardening area and polytunnel is used for horticulture activities.

**School Playgrounds:**

There are two playgrounds with a variety of play equipment to the front of the school.

There is a third playground located beside the senior building.

**General Purpose (GP) Hall:**

The GP Hall is situated in the centre of the school and is used for P.E., music, assembly etc. by all classes. We also use the Hall for conferences and seminars.

**Staffing:**

Breakdown of Staff including multi-disciplinary support clinicians:

* 14 Permanent Teachers including Administrative Principal & Administrative Deputy Principal
* 38 Special Needs Assistants

(The above allocation refers to full enrolment of 72 students and changes according to numbers on roll)

* 1 Part-time Horticulture Teacher
* 1 Part-time Craft Teacher
* 1 Part-time Visual Arts Teacher
* 1 Part-time P.E. Teacher
* 1 Part-time Home Economics Teacher
* 1 Part-time Music Therapist
* 2 Part-time School Secretaries
* 2 Part-time Cleaners
* 1 Part-time Caretaker
* Multi-disciplinary team members visit the school on referral from teachers and parents. These include Speech and Language Therapists, Psychologist, Occupational Therapist, Physiotherapist and Social Worker. CAMHS also visit the school to review students' progress on referral from students’ GP or from multi-disciplinary personnel.

**Class groups:**

There are usually 6 students in each base class, however, occasionally we may have seven in one class group balanced out with five in another. This allows for the fact that some students have greater space requirements or higher support requirements than others.

**Matching of students:**

When organising class groups, the principal, in consultation with the staff, makes every effort to ensure that the students are matched in such a way as to maximise their potential for learning. Variables which are considered include, age, staffing levels, behaviour, peer friendships / conflict, independence levels, curricular implications and many others.

**SCHOOL ETHOS:**

Scoil Triest Special School fully supports all the values and aspirations contained in the Brothers of Charity Ethos Statement 2001.

The philosophies of the school including aims, objectives, methodologies and policies are reflective of the principles outlines in the Brothers of Charity Ethos Booklet “Going Forward Together”.

**Aims of Scoil Triest Special School:**

1. To provide a balanced education in a structured and safe environment designed to meet the specific needs of student with Autism and Communication Disorders.
2. “To enable each Student to enter the world after formal education is over as an active participant in society and responsible contributor to it, capable of achieving as much independence as possible”.

(Warnock Report, 1978)

Scoil Triest Special School aims to:

1. help each Student overcome or cope with the difficulties posed by their disabilities, the most prominent being impairments in socialisation, communication and rigidity in thought and behaviour. Impairment may also occur in the areas of physical, aural, visual and sensory development.
2. provide each Student with an Individual Educational Programme which addresses the specific priority needs of the Student as they relate to his / her current environment.
3. provide each Student with an individualised programme of learning commensurate with the Student ’s level of cognitive functioning.
4. provide each Student with an Individual Behaviour Plan as part of their overall educational plan.
5. develop the positive attributes and strengths of each Student .
6. enable each Student to develop the skills to learn independently and be an active participant in his / her own learning.
7. enable each Student to develop an understanding of self and others.

**Long-term Aims:**

1. to use a form of communication which enables the student’s needs to be communicated and social interaction to take place.
2. to develop self-care and independence skills to the maximum of his / her ability.
3. to learn to tolerate others.
4. to learn to enjoy social interaction with others they come into contact with.
5. to develop his / her strengths and interests to the maximum.
6. to develop levels of flexibility to enable him / her to cope in social and work / training environment.
7. to recognise and develop an understanding of their own needs / identity and that of others.
8. to learn and experience behaviours which are socially acceptable and age appropriate.
9. to develop creative abilities particularly in the areas of art / craft / music.
10. to achieve the optimum in academic, problem solving and practical skills areas thus enabling him / her to pursue individual interests / strengths in another setting.
11. to access Junior Cycle Level 1 / 2 as appropriate to each student’s level of ability.
12. it is the ultimate aim of Scoil Triest Special School that each student has developed appropriate behaviours, communication and social interactions skills for optimum inclusion in the wider community.

***Curriculum Content and Organisation***

Scoil Triest Special School offers a broad and balanced curriculum which supports and takes account of the individual strengths and needs of each student.

Junior Cycle Level 1 and Level 2 learning programmes form the basis for the development of Individual Education Programmes for each student. Information on the content of Junior Cycle Level 1 and Level 2 learning programmes can be found at [www.jct.ie](http://www.jct.ie)

Scoil Triest is implementing the new Senior Cycle Programme L1 LP & L2 LP since September 2024, there are currently 2 modules that are available from NCCA to implement.

Students have a base class for their core subjects i.e., Literacy and Numeracy. Learning also takes place outside of the classroom environment with a greater emphasis on the functional application of knowledge and understanding of specific skills learned. This offers students the opportunity to generalise and promotes their independent learning and daily living skills.

Specialist teachers of Physical Education, Home Economics, Art and Craft, Horticulture and Music are funded on a part time basis by the Department of Education and Skills (D.E.S.) and the Education and Training Board (E.T.B.). These subjects are presented with an aim of enabling each student to experience a wide variety of learning opportunities with a variety of teachers in preparation for future adult placement.

The Community Access /Social Training Programme aims to promote learning in the wider community and gives students an opportunity to generalize and apply skills they have learned in class. Programmes are developed on an individual basis and in consultation with parents.

We recognize that the transition from school to workplace can be a very stressful and traumatic time for both students and parents. We aim to prepare students for this major change in their lives by beginning the transition process as soon as the adult placement has been identified. Where possible students are accompanied by school staff for one-hour sessions to their adult placement.

Work experience in local businesses for those students who have reached a level of independence and social maturity is offered as part of the Senior School Curriculum. The aim of work experience is to develop independent work skills and work ethic which is necessary for future placement.

**I.C.T:**

Computers are extensively used as a teaching aid for Student s to access information relating to all areas of the curriculum.

iPads are widely used throughout the school. The Parents Association has provided iPads for each of the twelve classes.

Each class has an interactive white board. The school has also funded two new interactive whiteboards that are mobile to be transported to different classes.

**Mainstream Links:**

We are involved with a secondary school group of transition year students in the ‘Fast Friends’ mainstream links programme. The programme involves learning and interacting together and is organised by teachers in both schools on a fortnightly basis, using both school venues.

**Homework Policy**

**Aims:**

To benefit Student learning.

To reinforce work done in class.

To strengthen links between home and school.

To generalise skills already learned in school and to apply them to real life situations.

The amount and content of homework is established on an individual basis between the parent and teacher. The amount of homework should not overburden the Student or parent. No homework is given at weekends, birthdays or special occasions. There should be a balance between oral, reading and written work.

**Individual Education Plans**

Each student has a complete individual education plan (I.E.P.) targeting three areas of priority and also giving access to the general curriculum. Communication is generally identified as one of the three areas of priority for each student.

The I.E.P. contains the following elements-

1. Cover sheet – photograph, date of birth, contact phone numbers

2. Epilepsy Care Plan / medication instruction documents

3. Personal Details

4. Previous year’s review report

5. Latest Psychological Report

6. Other Relevant programmes i.e., SLT / Occupational Therapy

7. I.E.P. Priority Needs / year goals documentation

8. Long term plans

9. Short term plans – two weekly and six weekly priority needs objectives

10. Individual Behaviour Plan

11. Archive Section

**Teaching Approaches:**

The staff use internationally recognised approaches to programme delivery adapting and modifying these as individual needs dictate, taking account of the individual learning style of each student. The following approaches are used throughout the school.

* Structure, Positive approaches and expectations, Empathy, Low arousal, Links (S.P.E.L.L.) ( see page )
* Computer assisted learning
* Hanen (Manolson 1992)
* Treatment and Education of Autistic and related Communications Handicapped Children (T.E.A.C.C.H.) (Schopler et al., 1995).
* Social Stories (Gray 1994, Rowe 1999)
* Music Therapy
* Applied Behaviour Analysis (Lavigna & Willis) + traditional methods
* “Crisis Prevention Intervention”
* Intensive Interaction (Nind & Hewett, 1998)
* Incidental Teaching (McGee et al., 1999)
* Thematic / Topic Approach (Traditional)
* Group discussion (Traditional)
* Alternative and Augmentative Communication (A.A.C.), e.g., Picture Exchange Communication System – (P.E.C.S.) (Bondy & Frost 1994), Dynovo, gesture and sign (Lámh).

In providing for the uniqueness of each individual student the school staff have adopted the principles outlined in the ***SPELL PHILOSOPHY*** to guide us in our approach to all the student.

The main elements of this philosophy are as follows:

**STRUCTURE:**

* Enabling the individual to predict events
* Environment, processes, routines and programmes are modified to enhance understanding, learning and communication.
* Recognition that lack of structure and open choices may create anxiety.
* Structure should facilitate autonomous / independent action.

**POSITIVE APPROACHES AND EXPECTATIONS:**

* Not leaving the individual to own devices but sensitively and actively intervening to reduce the disabling effects of autism.
* Providing physical, emotional and educational support programmes.
* Enhancing self-confidence and self-esteem through active encouragement.

**EMPATHY:**

* Develop an understanding of how the person thinks, communicates, learns and experiences the world.
* Painstaking enquires and assessment based on close association and knowledge.
* Starting from the perspective of the individual.

**LOW AROUSAL:**

* Calm, focused, planned intervention.
* Removal or reduction of interfering or aversive stimuli
* Non-confrontational style of intervention
* Firm, supportive rehearsal of potentially aversive event.
* “Low arousal” differs markedly from “no arousal”.

**LINKS:**

* Partnership with the individual, relatives, mainstream and other agencies to ensure consistency and continuity
* Initiatives for accessing and inclusion in mainstream activities
* ACTIVE involvement and encouragement.

**Multi-Disciplinary SUPPORT:**

Multi-disciplinary disciplinary supports will be provided by the Progressing disability service through network teams in future. The roll out of these Network teams appears to currently be a work in progress.

***Additional Health Supports***

Psychiatric intervention is available from CAMHS Service (Student & Adolescent Mental Health Service)

1. On referral from the student’s G.P.
2. On referral from multi-disciplinary personnel.