



Polasaí don Oideachas Speisialta
Special Education Policy

Scoil na bhForbacha
17668G

POLASÁ DON OIDEACHAS SPEISIALTA

Tá an polasaí seo ceaptha chun treoir a thabhairt do gach ball foirne maidir le tacú le heispéiris foghlama na bpáistí go léir. Leagann sé amach polasaithe agus nósanna imeachta chun tacú le daltaí aonair a lánacmhainneacht a bhaint amach.

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1. Réamhrá:

Is scoil Chaitliceach, Ghaeilge, chomhionannais agus chomhionannais í Scoil na bhForbacha ina dtugtar aire, onóir agus creidiúint do gach páiste. Inár scoil, foghlaimíonn leanaí i suíomh cuimsitheach agus daonlathach a aithníonn agus a cheiliúran cumais, buanna agus éagsúlachtaí gach duine. Tá sé mar aidhm againn ard-chaighdeán oideachais a chur ar fáil trí mheán na Gaeilge, báite in éiteas a chothaíonn luachanna Críostúla agus Oidhreachta. Bheadh sé mar mhian againn trí thaithe dearfach foghlamtha go dtabharfaí spreagadh do gach páiste a gcumas féin a shroichint agus a bheith stuama, neamhspléach, caoinfulangach, cinéalta agus muiníneach. Bíonn sé mar sprioc againn mar phobal scoile atmaisféar fáilteach, comhoibritheach, ionchuimsitheach, cumarsáideach a chothú inár measc féin, go mbeimid ag obair as lámha a chéile.

Réasúnaíocht: Cuireadh an polasaí seo le chéile mar chuid de phróiseas comhoibrithe idir foireann teagaisc na scoile, an Bord Bainistíochta agus Ionadaithe na dTuismitheoirí chun eolas a thabhairt faoi chúrsaí Tacaíochta Foghlama i Scoil na bhForbacha. Rinneadh uas-dhatú ar an bpolasaí i 2024.

Cuireadh an polasaí le chéile chun teoracha phraicticiúla a chur ar fáil do mhúinteoirí, do thuismitheoirí agus do na páirtithe leasmhara eile scoile a bhfuil buairt orthu maidir le dhúshláin foghlama a bpáistí. Cinntíonn an polasaí go bhfuil tacaíocht ar fáil ag páistí atá ag teipeadh nó a bhfuil laigeachtaí foghlama acu i mBéarla, i nGaeilge, sa Matamaitice agus aon tacaíocht eile a theastaíonn o na daltaí atá ag freastal ar an scoil

Comhlíonann sé dualgaisí na scoile faoin Acht Oideachais 1998 agus léiríonn sé ciorcláin ROS 0030/2014, 0013/2017 agus 0058/2019 chomh maith leis an doiciméad Treoirlínte do Bhunscoileanna: Ag Tacú le Daltaí a bhfuil Riachtanais Speisialta Oideachais Acu i Scoileanna Príomhshrutha agus an tAcht EPSEN 2004.

Sainmhíneann Acht EPSEN riachtanas speisialta oideachais mar “srian ar chumas an duine leas a bhaint as oideachas mar gheall ar mhíchumas buan coirp, céadfach, meabhairshláinte nó foghlama, nó aon riocht eile, a mbíonn de thoradh air go bhfoghlaimíonn duine ar dhóigh dhifriúil. duine gan an riocht sin.”

2. Gluais

ROS: Riachtanais Oideachais Speisialta

CRS: Cúntóir Riachtanas Speisialta

NCSE: An Chomhairle Náisiúnta um Oideachas Speisialta

NEPS: An tSeirbhís Náisiúnta Síceolaíochta Oideachais

SENO: Eagraí Riachtanas Oideachais Speisialta

CROS: Comhordaitheoir Riachtanais Oideachais Speisialta

MTF: Múinteoir Tacaíocht Foghlamtha

3. Sonraí Scoile

Ainm na Scoile	Scoil na bhForbacha
Uimhir Rolla	17668G
Líon reatha ar an rolla	236 (Scoil Bhliain 2024/25)
Múinteoirí Riachtanais Speisialta	Beirt mhúinteoir @ 25 uair sa tseachtain Múinteoir amháin @10 uair sa tseachtain
Cúntóirí Riachtanais Speisialta	Triúr Cúntóir Speisialta Lán Aimsire & Cúntóir Speisialta Páirt Aimsire amháin

4. Aidhmeanna

- Go gcuirfear ar chumas páistí feidhmiú agus foghlaim ag a léibhéal féin
- Cur chuige leanúnach i leith an oideachais speisialta a chur i bhfeidhm ar bhonn scoile.
- Treoir phraiticiúil a thabhairt do mhúinteoirí, don fhoireann tacaíochta, do thuismitheoirí agus páirtithe leasmhara eile maidir le tacaíocht éifeachtach foghlama a sholáthar do dhaltaí a bhfuil deacrachtaí foghlama acu nó ar dócha go mbeidh deacrachtaí foghlama acu.
- Riachtanais bhreise na ndaltaí a aithint agus Idirghabháil luath-ghníomhach a chur i bhfeidhm chun minicíocht na bhfadhbanna a laghdú
- Acmhainní a leithdháileadh le freastal ar na riachtanais sin.
- Cabhrú le tuismitheoirí tacú lena bpáistí ina bhfoghlaim
- Tacú le cuimsiú leanaí a bhfuil riachtanais bhreise oideachais acu inár scoil.
- Timpeallacht a chruthú ina dtugtar aghaidh ar láidreachtaí agus riachtanais shóisialta, mhothúchána agus acadúla gach dalta.
- An próiseas teagaisc agus foghlama a bharrfheabhsú chun cur ar chumas leanaí leibhéil dhóthanacha inniúlachta a bhaint amach sa litearthacht agus san uimhearthacht sula bhfágann siad an bhunscoil.
- Cur ar chumas na ndaltaí a bheith ina bhfoghlaiméirí neamhspleácha agus féinmheas dearfach a fhorbairt i leith foghlama agus i dtreo na scoile

5. Prionsabail na tacaíocht foghlama

Tá an clár tacaíochta foghlama bunaithe ar na prionsabail seo a leanas:

Córas cuimsitheach oideachais, cultúr cuimsitheach scoile, comhoibriú, folláine, rannpháirtíocht agus rannpháirteachas, dírithe ar an leanbh agus bunaithe ar riachtanais, cleachtas agus torthaí atá bunaithe ar fhianaise, rialachas agus cuntasacht

- éiteas chuimsithe le h-árd mhianta agus spriocanna soiléire a dhéanann freastal ar riachtanaisí sóisialta agus acadúla na bpáistí
- timpeallacht a tháirgeann deá-obair
- tuiscint, machnamhach agus forbairt proifisiúnta na fóirne
- caidrimh éifeachtach le tuistí, daltaí, cairde, foireann agus cuiditheoirí scoile
- polasaithe éifeachtacha scoile agus ról lárnach ag tuistí
- cláracha aonarach do pháistí bunaithe ar mheasúnú den churaclam, scileanna sóisialta, scileanna móthúchána agus iompair
- idirdealú i réimse stráitéisí agus modhanna
- luath idirghabháil dhian a sholáthar
- acmhainní a threorú i dtreo na leanaí is mó a bhfuil gá acu leo

6. Beartais a bhaineann le riachtanais oideachais speisialta

Clárú Leanaí

Comhlánaíonn tuismitheoirí foirm iarratais iontrála. Ar an bhfoirm seo iarrtar ar thuismitheoirí sonraí a thabhairt ar gach measúnú a d'fhéadfadh a bheith déanta ag an leanbh. Leagann an scoil béim ar a thábhachtaí atá sé go gcuirfeadh tuismitheoirí an scoil ar an eolas faoi aon riachtanas oideachais breise nó speisialta a d'fhéadfadh a bheith ag a bpáiste. Má tá riachtanas breise aitheanta ag dalta agus ag fáil tacaíochta cheana féin ó eagraíocht eile, is ar na tuismitheoirí atá an fhreagracht fógra a thabhairt don scoil. Léifidh an phríomhoide, múinteoir ranga agus an múinteoir tacaíochta gach tuairisc reatha ar an bpáiste sula dtosnaíonn an leanbh ar scoil. Tar éis an t-eolas ábhartha ar fad a bhailiú, leithdháilfear leibhéal cuí tacaíochta breise do leanaí má mheastar agus nuair a bhíonn gá leis.

Beidh ar thuismitheoirí dalta le riachtanais bhreise a aistríonn ó scoil eile cóipeanna de gach tuairisc maidir le riachtanais an linbh a sholáthar don scoil. Faoin múnla nua leithdháilte tacaíochta, b'fhéidir nach mbeidh sé indéanta don scoil an leibhéal agus an cineál tacaíochta a bhí ar fáil i scoil an linbh a mheaitseáil. Pléifidh an príomhoide é seo roimh chlárú agus tabharfaidh sé léiriú éigin ar an leibhéal tacaíochta atá ar fáil. Is díol suntais nach féidir glacadh le tacaíochtaí, lena n-áirítear rochtain ar CRS, agus tú ag clárú sa scoil.

Cuimsiú

Déarfadh an múinteoir ranga éagsúlacht idirghabhálacha chun cuimsiú a éascú do dhaltaí a bhfuil riachtanais bhreise oideachais acu i ngach gné den churaclam ag a leibhéal chumais agus inniúlachta. D'fhéadfadh go n-áireofaí leis seo obair ó bhéal agus obair ghrúpa, eispéiris phraiticiúla foghlama, córas cairde, am ciorcail, cláir scileanna sóisialta.

Cuirfear ball foirne na scoile ar an eolas faoi riachtanais bhreise oideachais agus leighis na ndaltaí agus faoi na straitéisí atá riachtanach chun iad a chomhtháthú i ngach gné de shaol na scoile.

Forbairt Ghairmiúil

Spreagtar baill foirne freastal ar fhorbairt ghairmiúil leanúnach ábhartha i réimse an ROS. Nuair a shainithnítear riachtanais forbartha gairmiúla (trí phlé agus athbhreithniú ag cruinnithe foirne mar shampla), cuirtear plean gnímh le chéile chun a chinntiú go dtugtar aghaidh go cuí ar riachtanais. D'fhéadfadh go n-áireodh sé seo seisiún forbartha foirne/lá foirne, gabháil le saineolas seachtrach agus soláthar ábhar acmhainní breise. Nuair a fhreastalaíonn baill foirne ar chúrsaí, tugtar deis dóibh tuairisciú ar ais ag cruinnithe foirne.

Go ginearálta, dáiltear múinteoirí le taithe chun tacú le dualgais teagaisc.

Cumarsáid

I Scoil na bhForbacha spreagaimid agus fáiltimid roimh chumarsáid oscailte idir an príomhoide, múinteoirí, na CRS, tuismitheoirí, múinteoirí cuairte agus daoine gairmiúla seachtracha a bhíonn ag plé lenár bpáistí.

Chomh maith le cumarsáid rialta le gach tuismitheoir, tá socrúithe breise i bhfeidhm chun cumarsáid a dhéanamh le tuismitheoirí leanaí a bhfuil riachtanais bhreise oideachais acu:

- Ag leanúint leis an gcur chuige céimnithe, buailfidh an múinteoir ranga le tuismitheoirí/caomhnóirí ar dtús chun ábhair imní a phlé agus chun breac-chuntas a thabhairt ar na tacaíochtaí atá ar fáil sa scoil.
- Cuireann an múinteoir ranga tuismitheoirí ar an eolas má tá tacaíocht bhreise ag leibhéal Tacaíochta Scoile de dhíth ar a bpáiste. Síníonn tuismitheoirí foirm Toilithe do Thacaíocht Foghlama a thugann an múinteoir ranga dóibh.
- Bíonn cruinnithe foirmeálta ar siúl i mí na Samhna le tuismitheoirí leanaí atá ag fáil múinteoireachta breise ag leibhéal Tacaíochta Scoile agus Tacaíochta Scoile Móide.
- Moltar do thuismitheoirí teagmháil rialta a dhéanamh leis an múinteoir ranga agus leis an múinteoir tacaíochta foghlama.
- Is féidir cruinnithe foirmeálta tuismitheoirí-múinteoirí a thionól ar iarratas na dtuismitheoirí nó na múinteoirí ag am ar bith.
- Rachaidh an múinteoir tacaíochta i gcomhairle le tuismitheoirí trí ríomhphost, glaonna gutháin agus/nó go pearsanta agus Pleananna Tacaíochta á bhforbairt do pháistí ag an Leibhéal Tacaíochta Scoile. Buailfidh an múinteoir ranga, an múinteoir tacaíochta agus an CRS (nuair is cuí) le tuismitheoirí chun Plean Tacaíochta don leanbh ag leibhéal Tacaíochta Scoile Móide a aontú go pearsanta nó trí ZOOM.
- Spreagtar tuismitheoirí a bheith páirteach i bhfoghlaim a bpáiste.
- Téann tuairisc deireadh bliana abhaile i lár mhí an Mheithimh gach bliain. Cuirtear deiseanna ar fáil chun an tuairisc seo a phlé roimh dheireadh an téarma.

7. Straitéisí um Chosc agus Idirghabháil Luath

Aithnímid an tábhacht a ghabhann le luath-aithint agus luath-idirghabháil do pháistí le riachtanais bhreise. Chuige sin, tá straitéisí scoile in úsáid againn a thacaíonn le daltaí le riachtanais bhreise. Is iad na straitéisí sin ná:

- Idirdealú an churaclaim ag an múinteoir ranga chun freastal ar láidreachtaí agus riachtanais an duine aonair.
- Cur chuige comhaontaithe do mhúineadh na Gaeilge, an Bhéarla agus na matamaitice chun dul chun cinn agus leanúnachas a chinntiú ó rang go rang, lena n-áirítear clár Saor Spreaí sna ranganna naíonán agus teagasc foirne sa litearthacht/uimhearthacht ag úsáid Léim sa Léamh/Literacy Lift Off/Drámaíocht/Stáisiúin Mata (stáisiúin teagasc) do pháistí sna Naíonáin Shóisearacha go Rang 2.
- Forbairt chúramach ar fheasacht fhóineolaíoch, ar scileanna ríme agus ar scileanna teanga ó bhéal, roimh léamh foirmiúil na bhfocal agus na leabhar.
- Stór focal radhairc a thógáil ag baint úsáide as focail chasta Jolly Phonics, Liostaí Dolch 1-11 (Béarla) agus focail radhairc coitianta Gaeilge (Mar a Dearfá)
- Breathnú agus measúnú struchtúrtha leanúnach ar scileanna teanga, litearthachta agus uimhearthachta chun deacrachtaí foghlama féideartha a aithint go luath.

- Idirghabháil luath ón múinteoir ranga ag díriú ar thacaíocht aonair bhreise a sholáthar, de réir mar is gá.
- Tacaíocht bhreise i bhforbairt teanga/luathlitearthachta/scileanna matamaitice luatha a sholáthar do pháistí a bhfuil sé de dhíth orthu.
 - Cuireann an Múinteoir Ranga na tuismitheoirí ar an eolas faoi thacaíocht bhreise faoin Luath-Idirghabháil
- Teicneolaíocht chúnta, mar Nessy/Clicker, a sholáthar mar is cuí.
- Rannpháirtíocht na dtuismitheoirí a chur chun cinn trí fhreastal ar chruinnithe foirmeálta agus neamhfhoirmeálta le tuismitheoirí/múinteoirí.

8. Riachtanais a Aithint

Tá sé rí-thábhachtach go ndéantar na riachtanais atá ag daltaí a aithint go luath agus idirghabháil chuí a aontú leis na tuismitheoirí do na daltaí sin. Bímid aireach, mar sin, ó thús na scolaíochta faoi na riachtanais éagsúla go bhféadfadh a bheith ag ár ndaltaí:

- riachtanais acadúla/shóisialta/mhothúchánacha
- riachtanais fhisiciúla
- riachtanais chéadfacha
- riachtanais theanga nó chumarsáide

Nuair a chláraítear páiste sa scoil againne, iarrtar ar thuismitheoirí a chur in iúl dúinn má bhíonn riachtanais faoi leith ag a bpáistí sa chaoi is gur féidir linn an tacaíocht chuí a eagrú dóibh chomh luath agus is féidir.

9. Leithdháileadh Acmhainní

I gcomhairle leis an bpríomhoide, agus ag leanúint treoirlínte uasdháitithe an Roinn Oideachais (Ciorclán 64/2024), cuireann SENCO na scoile plan le chéile do dháileadh cothrom na n-acmhainní scoile do scoláirí le ROS gach bliain. Ag croílár an phróisis phleanála seo tá an croí-chreidiúint **go mbeidh teacht ag na scoláirí leis na leibhéil riachtanais is airde ar na leibhéil is airde tacaíochta**. Déantar athbhreithniú leanúnach ar an leithdháileadh seo i gcomhthéacs riachtanais atá ag teacht chun cinn agus riachtanais aitheanta laistigh den scoil. Mar sin, déantar athbhreithniú agus mionathrú ar amchlár ROS i Mí Dheireadh Fómhair agus Mí Feabhra nó nuair is gá ag brath ar riachtanais athraitheacha na ndaltaí.

Cuirimid tacaíocht ar fáil do:

- Litearthacht: Gaeilge agus Béarla
- Uimhearthacht mata,
- Réimsí eile: riachtanais shóisialta, fhisiciúla, céadfacha, mhothúchánacha, iompraíochta agus cumarsáide

Is féidir tacaíocht a thabhairt i gcomhthéacsanna éagsúla:

- tacaíocht in-ranga
- tacaíocht grúpaí beaga (in-rang agus tarraingt siar)
- tacaíocht aonair (tarraingt siar)

10. Critéir Roghnúcháin

- Is mian linn go mbeidh an oiread daltaí agus is féidir ag fáil tairbhe as an gclár Tacaíochta Foghlama. Mar sin féin toisc go bhfuil sé ráite go mbeidh sé dírithe ar na daltaí is géire gá, caithimid córas a dhearadh a chinnteoidh go mbeidh an clár in úsáid do na páistí sin.
- Is é an Príomhoide, i gcomhairle leis an múinteoir ranga agus an MTF a chinnteoidh cé h-iad na daltaí a bheidh ag glacadh páirte sa Chlár Tacaíochta Foghlama.
- Beidh roghnú na bpáistí ó Naíonáin bunaithe ar bhreathnóireacht an mhúinteoir ranga agus ar thástálacha beaga rialta deartha ag an múinteoir ranga.
- Beidh roghnú na bpáistí ó Rang 1, bunaithe ar thorthaí MIST ag deireadh Naíonáin Mhóra, ar bhreathnóireacht an mhúinteora agus ar thástálacha beaga rialta deartha ag an múinteoir.
- Beidh roghnú na bpáistí ó Rang a 2 suas bunaithe ar aon pháiste a fhaigheann scór atá ag nó faoi an **15ú** perceintíl ar thrialacha chaighdeánacha Dhroim Chonracha sa Ghaeilge agus sa Bhéarla, agus an SIGMA-T. Is féidir páistí a fhaigheann scór níos airde ná sin a chlarú chomh maith má bhíonn spás nó má cheaptar le géar gá. Déanfar athbhreithniú ar an liosta páistí atá ag glacadh páirte sa chlár go leanúnach.
- Páistí a bhfuil deacrachtaí tromchúiseacha acu le Mata, teanga béil nó le forbairt shóisialta nó mhothúchánach nó le cur i bhfeidhm na foghlama, in inneoin idirghabhálacha a rinne an múinteoir ranga ag leibhéal Tacaíochta Ranga. Beidh Plean Tacaíochta oscailte ag an múinteoir ranga agus na hidirghabhálacha a thairbhí ann.

- Páistí Ard-Ghnóthachtaí: Tuigimid go bhfuil páistí sa scoil atá i bhfad os cionn an mheán ó thaobh ábaltachta agus déanfaimid gach iarracht freastal orthu MÁ bhíonn an t-am ag an MTF tar éis freastal ar na páistí eile. Úsáidfear na trialacha chaighdeánacha chun na páistí sin a aithint. Molfar an Acadamh na hÓige/Youth Academy Ollscoil na Gaillimhe do thuismitheoirí na bpáistí sin agus an clár. Déanfar iarracht tuismitheoirí a threorú i dtreo clárú ar chúrsaí a fhreastlaíonn ar riachtanaisí páistí le hard chumais i scoileanna mar chuid de na céimeanna chun na buanna seo a fhorbairt.

11. Teagasc Breise a Leanú agus a Scor

Ag deireadh gach bloc teagaisc, déanfar dul chun cinn gach linbh atá ag fáil múinteoireachta tacaíochta a mheas tar éis dul i gcomhairle le múinteoir ranga an linbh agus, nuair is cuí, le thuismitheoirí/caomhnóirí an linbh.

- Déanfar cinneadh maidir leis an leibhéal leanúnach tacaíochta, agus leagfar síos spriocanna athbhreithnithe i bPlean Tacaíochta an linbh.
- D'fhéadfadh go gcinneadh an scoil deireadh a chur leis an múinteoireacht bhreise le roinnt páistí nuair a bheidh dul chun cinn sásúil déanta agus spriocanna bainte amach. Dúnfar comhad tacaíochta an linbh ansin. Sábhálann an SENCO gach comhad.
- Féadfaidh an scoil cinneadh a dhéanamh freisin deireadh a chur leis an teagasc breise le roinnt leanaí atá ag feidhmiú anois os cionn an peircintíl atá leagtha síos sna critéir roghnúcháin chun tacaíocht a fháil; mar sin féin, má cheapann an múinteoir ranga agus an múinteoir tacaíochta araon go bhfuil scafall de dhíth ar pháiste dá leithéid chun an caighdeán seo a choinneáil, is féidir múinteoireacht bhreise leanúnach a thairiscint **má** bhíonn áiteanna ar fáil sa ghrúpa cuí.

12. Monatóireacht ar Dhul Chun Cinn

- Comhlánóidh an Múinteoir Tacaíochta an Taifead Athbhreithnithe Tacaíochta i gcomhar leis an múinteoir ranga.
- Rianáinn Múinteoirí Tacaíochta dul chun cinn gach mí i gcáipéisí cuntús míosúla.
- Trialacha caighdeánaithe ag deireadh gach bliana acadúla (1ú – 6ú) sa Mhatamaitic, (2ú, 4ú 6ú) sa Bhéarla agus sa Ghaeilge.
- Trialacha deireadh bliana na Naíonáin Shinsearach – Scagadh Litearthachta agus Uimhearthachta an MIST sa Ghaeilge.
- Cuirfear measúnuithe diagnóiseacha agus seicliostaí eile a riarann an múinteoir tacaíochta do pháistí ag leibhéal Tacaíochta Scoile agus Tacaíochta Scoile Móide i gcomhad ar leith agus stórálfar iad sa seomra tacaíochta.
- Tugtar cóipeanna crua do phleananna Chontanam Tacaíochta don mhúinteoir ranga agus coinnítear iad i bhfillteán sainiúil ROS a bhaineann leis an scoilbhliain reatha. Ag leibhéal na Tacaíochta Ranga déanfaidh an múinteoir ranga an Plean Tacaíochta a phriontáil agus a chomhdú freisin.
- Pleananna Tacaíochta Scoile/Móide: Coimeádann na múinteoirí tacaíochta cóipeanna crua i bhfillteán SEN a bhaineann leis an scoilbhliain reatha agus i gcaibinéad comhdúcháin faoi ghlas sa phríomhsheomra RSO. Stórálfar Pleananna Pearsanta Dalta do leanaí a bhfuil rochtain SNA acu lena bPleananna Tacaíochta freisin.
- Coinnítear tuairiscí síceolaíochta atá gníomhach ag aon am ar leith i gcaibinéad faoi ghlas sa seomra tacaíochta mar chuid de chomhaid tacaíochta na bpáistí. Is féidir leis an múinteoir ranga cóipeanna a choinneáil slán i gcomhad an pháiste ach iad a chur ar ais chuig an SENCO ag deireadh na scoilbhliana a chomhdóidh go slán iad.
- Déanfar torthaí na dtrialacha caighdeánaithe a phriontáil agus cuirtear cóip de gach ceann díobh a chomhdú i bhfillteáin sa seomra tacaíochta.
- Is iad na trialacha caighdeánaithe atá in úsáid inár scoil faoi láthair ná Léitheoireacht Gaeilge agus Béarla Dhroim Conrach agus Sigma -T sa Mhata.

13. Clár-Ama

Comhaontaítear amchlár na scoláirí le ROS idir an príomhoide, an SENCO, na múinteoirí ranga agus na múinteoirí tacaíochta i mí Mheán Fómhair gach bliain. **Faigheann scoláirí leis na leibhéil riachtanais is airde ar na leibhéil is airde tacaíochta.** Déantar athbhreithniú leanúnach ar an leithdháileadh seo i gcomhthéacs riachtanais atá ag teacht chun cinn agus riachtanais aitheanta laistigh den scoil. Mar sin, déantar athbhreithniú agus mionathrú ar amchlár ROS tar éis gach téarma scoile nó nuair is gá ag brath ar riachtanais athraitheacha na ndaltaí.

- Tugtar tús áite do thacaíocht in-ranga nuair is praiticiúil.
- Is féidir teagmháil a dhéanamh le thuismitheoirí agus le daoine gairmiúla ábhartha eile le linn am teagaisc bhreise na ndaltaí. Déanfaidh an fhoireann teagaisc tacaíocht a athbhreithniú ar an amchlár ag deireadh gach tréimhe teagaisc nó de réir mar is gá.

14. Measúnú Agus Bailiú Eolais

Cuimsíonn measúnú na múinteoirí na gnéithe seo thíos:

- Dírbhreathnú an mhúinteora
- Trialacha agus tascanna deartha ag an múinteoir
- Scrúduithe caighdeánacha
- Eolas ó thuismitheoirí
- Tuairiscí

Seo a leanas na tástálacha a bhíonn in úsáid againne:

	Scagthástáil		Scrúduithe Diagnóiseacha
Litearthacht: Gaeilge	Triail Ghaeilge Dhroim Conrach (Rang 1-Rang 6)		
Literacy: English	MIST (Senior Infants) Drumcondra Primary Reading Test (Rang 1-6)		MIST (Forward Together) Jackson Phonics Test Reading analysis (Neale analysis) Dyslexia screener- GL Assessment LETRS Spelling Assessment Dolch- Fry's List NEPS- Phonics Skills Checklist, First and Second 100 Words Checklists
Matamaitic	Sigma-T (Rang 1 - 6)		Dyscalculia Screener_ GL Assessment
Other	NNRIT		Seicliostaí ón leabhar BESD (An Roinn Oideachais)

15. Contanam Tacaíochta

Ag rith leis an gContanam Tacaíochta, bíonn trí leibhéal tacaíochta i gceist sa scoil. Ag gach leibhéal tacaíochta, leanaimid an cur chuige céanna, sé sin próiseas trí chéim:

- Riachtanais a aithint
- Eolas a bhailiú
- Tacaíocht nó leithdháileadh acmhainní cuí a chur ar fáil

Céim 1: Tacaíocht Ranga

Tacaíocht Ranga	<p>Déanann an múinteoir ranga idirdhealú cuí don pháiste. Má tá imní ar mhúinteoir ranga faoi fhorbairt acadúil, fhisiciúil, shóisialta nó mhothúchánach an linbh, osclóidh an múinteoir ranga Plean Tacaíochta Ranga (Féach Aguisín A) do na daltaí sin nach bhfreagraíonn go cuí don chlár idirdhealaithe.</p> <p>Tacaíocht Ranga</p> <p>Ag an leibhéal seo, sé seo plean tacaíochta aonair simplí a bheidh le cur i bhfeidhm i suíomh na ranganna príomhshrutha.</p> <p>Beidh an plean seo bunaithe ar shonraí a bheidh bailithe ag an múinteoir ranga.</p> <ul style="list-style-type: none">• Eolas ó thuismitheoirí• Breathnóireacht an mhúinteora• Measúnú deartha ag an múinteoir• Seicliosta riachtanais bhunúsacha*
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- Seicliosta imshaol foghlama*
- Eolas ón bpáiste – Mo smaointe faoin scoil* (ag leibhéal oiriúnach d'aois).
- Scrúduithe caighdeánaithe litearthachta agus uimhirtheachta
- Scagthástáil

Cuirtear an **Plean Tacaíochta Ranga** i bhfeidhm roimh athbhreithniú. Glacfar cinneadh ansin más gá don dalta leanúint ar aghaidh chuig

Céim 2: Tacaíocht Scoile.

***Seicliostaí:** Is féidir seicliostaí a fháil sna foilseacháin seo a leanas

- ❖ *BESD (Behavioural Emotional and Social Difficulties), Guidelines for Teachers, DES (Green Book)*
- ❖ *Special Educational Needs, A continuum of Support, Guidelines for Teachers DES (Blue Book)*

Céim 2: Tacaíocht Scoile

Tacaíocht Scoile

Má mheastar go bhfuil gá le hidirghabháil bhreise (tar éis tástáil dhiagnóiseach bhreise ón múinteoir tacaíochta) agus má tá múinteoireacht bhreise le fáil ag an bpáiste ag an leibhéal Tacaíochta Scoile, cuirfidh an múinteoir ranga abhaile in iúl do thuismitheoirí faoi seo agus seolfaidh an múinteoir ranga litir *Toiliú le haghaidh Tacaíochta Foghlama* abhaile chun iad a shíniú.

Tacaíocht Scoile (ar lean)

Comhoibríonn **an múinteoir ranga agus an múinteoir tacaíochta** ansin ar Phlean Tacaíochta a chuireann síos ar thorthaí foghlama cuí don pháiste. Cuirfear tuismitheoirí/caomhnóirí an linbh ar an eolas faoin bplean seo agus tabharfar cuireadh dóibh cur leis. Nuair a bheidh an plean críochnaithe, iarrfar ar thuismitheoirí an plean tacaíochta a shíniú.

Ullmhaíonn an múinteoir Oideachas Speisialta **Plean Tacaíochta Scoile** don pháiste i gcomhar leis an múinteoir ranga, CRS (más cuí) agus leis na tuismitheoirí.

Sonróidh an plean seo:

- An cineál tacaíochta a chuirfear ar fáil
- Spriocanna don chéad tréimhse
- Cur chuige don mhúinteoir oideachas speisialta, don mhúinteoir ranga agus do thuismitheoirí
- Tréimhse athbhreithnithe an phlean

Athbhreithnithe an bPlean

Déanfar athbhreithniú ar an bplean seo tar éis tréimhse ama aontaithe. Má tá imní suntasach fós ann, d'fhéadfadh go mbeadh gá le gníomhaireachtaí seachtracha ar nós NEPS a bheith páirteach agus bogadh i dtreo leibhéal na Tacaíochta Scoile Móide.

Céim 3: Tacaíocht Scoile Breise

Tacaíocht Scoile Breise

Ag an leibhéal seo, socraíonn na tuismitheoirí agus an scoil dul chuig forais lasmuigh chun treoir, comhairle agus idirghabháil a lorg ar mhaithe leis an bpáiste.

De ghnáth, baintear úsáid as uirlisí measúnaithe foirmeálta ag daoine gairmiúla go bhfuil saineolas acu maidir le riachtanais an pháiste.

Thíos tá samplaí d'fhorais breis-scoile a chuireann tacaíocht ar fáil:

- NEPS
- SESS
- OIDE (PDST)

- CAMHS
- Siceolaí
- Tusla
- Teiripe urlabhartha
- Teiripe shaothair (OT)

Tar éis an chomhairliúcháin, socróidh an múinteoir tacaíochta, an múinteoir ranga, na tuismitheoirí agus gairmithe seachtracha, má bhíonn sé ar fáil, Plean Tacaíochta níos mionsonraithe don leanbh.

Beidh tacaíocht sa seomra ranga mar chuid riachtanach d'aon chlár foghlama a cheapfar, agus fanfaidh an phríomhfhreagracht as foghlaim an linbh ar **an múinteoir ranga i gcomhairle leis an múinteoir tacaíochta ainmnithe.**

Bíonn plean ag an leibhéal seo mionsonraithe agus dírithe ar riachtanais aonaracha.

16. Róil Agus Freagrachtaí

Chun freastal cuimsitheach, leanúnach agus fiúntach a chur ar fáil dár ndaltaí, bíonn róil faoi leith ag grúpaí éagsúla i bpobal na scoile. Bíonn comhoibriú agus obair as lámha a chéile chun a chinntiú go mbíonn gach éinne ag obair ar leasa na ndaltaí le riachtanais faoi leith.

Bord Bainistíochta:

- Maoirseacht a dhéanamh ar fhorbairt, chur i bhfeidhm agus athbhreithniú ar pholasaí na scoile maidir le hOideachas Speisialta
- Seomraí agus áiseanna cuí a chinntiú don fhoireann Oideachas Speisialta
- Taisceadán a chur ar fáil chun comhaid na ndaltaí a choinneáil slán sábháilte.

Príomhoide agus (CROS) Comhordaitheoir Riachtanais Oideachas Speisialta:

Bíonn freagracht foriomlán do nósanna imeachta maidir le hOideachas Speisialta faoi chúram an príomhoide agus cabhróidh an múinteoir atá sannta mar SENCO leis an bpríomhoide chun teagasc ROS a sholáthar go héifeachtach.

I measc na bhfreagrachtaí atá acu, tá:

- Polasaí don Oideachas Speisialta a chur i bhfeidhm ina iomláine.
- Cinntiú go **bhfaigheann na daltaí leis na riachtanais is mó an tacaíocht is mó.**
- Leithdháileadh cothrom leanúnach na n-acmhainní scoile a chinntiú.
- Modhanna uile-scoile a leagan amach chun rannpháirtíocht na múinteoirí, na gcúntóirí, na dtuismitheoirí, na ndaltaí agus na bhforas seachtrach a éascú.
- Córas éifeachtach a chur i bhfeidhm chun riachtanais na ndaltaí a aithint agus na riachtanais sin a athbhreithniú go rialta.
- Scrúduithe caighdeánacha a eagrú do na ranganna.
- Anailís a dhéanamh ar thorthaí measúnaithe chun grúpaí don Oideachas Speisialta a aithint agus a eagrú.
- Forbairt ghairmiúil chuí a eagrú don fhoireann.
- Teagmháil a dhéanamh leis an SENO.
- Eolas a chur ar fáil do bhaill foirne faoi ghníomhaireachtaí seachtracha.
- Buailleadh le tuismitheoirí faoina gcúiseanna imní agus faoi riachtanais a bpáistí.
- Freastal ar chruinnithe ildisciplíneacha maidir le páistí le riachtanais speisialta.

Múinteoir Ranga:

Is é an múinteoir ranga atá **freagrach go príomha** as dul chun cinn na bpáistí go léir ina rang, lena n-áirítear iad siúd a roghnaítear don mhúinteoireacht bhreise. Déanfaidh an múinteoir ranga:

- Tuismitheoirí a choinneáil ar an eolas faoi dhul chun cinn a bpáistí.
- Deiseanna éifeachtacha teagaisc agus foghlama a sholáthar.
- Tacú le sainathint deacrachtaí foghlama.
- Clár foghlama a chur i bhfeidhm a thabharfaidh deis do gach dalta foghlaim agus dul chun cinn a dhéanamh.
- Imshaol dearfach foghlama a chruthú.
- Idirdealú fiúntach a chur i bhfeidhm chun freastal ar riachtanais éagsúla na ndaltaí sa rang.

- Scrúduithe caighdeánacha a thabhairt agus a cheartú.
- Torthaí na scrúduithe sin a úsáid mar aon le huirlisí measúnaithe eile leis an múinteoir Oideachas Speisialta le dúshlán a aithint agus tacaíocht chuí a chur ar fáil do na daltaí.
- An Contanam Tacaíochta a úsáid chun múineadh a threorú, eolas a bhailiú agus daltaí a mheas.
- Plean tacaíochta ranga a chruthú, a athbhreithniú agus a leasú do dhaltaí ar leibhéal 1 den chontanam.
- Comhoibriú le múinteoirí Oideachas Speisialta chun plean tacaíochta a fhorbairt agus chun athbhreithniú a dhéanamh ar an bplean sin.
- Comhoibriú leis an múinteoir tacaíochta chun Plean Tacaíochta a fhorbairt do gach páiste atá ag fáil múinteoireachta breise ag leibhéal Tacaíochta Scoile nó Tacaíochta Scoile Móide trí spriocanna foghlama cuí a aithint agus trí ghníomhaíochtaí ranga a eagrú chun na spriocanna sin a bhaint amach. Caithfidh idirghabhálacha aghaidh a thabhairt ar fhoghlaim leanaí sa seomra ranga príomhshrutha chun a chinntiú go bhfreastalaítear ar riachtanais na bpáistí i rith an lae scoile ar fad. Príomhról a bhaineann le tacaíocht rathúil is ea leibhéal ard comhairliúcháin agus comhoibrithe idir an múinteoir ranga agus an múinteoir tacaíochta. Tá forbairt, cur i bhfeidhm agus athbhreithniú na bPleananna Tacaíochta lárnach don chomhairliúchán seo.
- Comhoibriú leis an bhfoireann tacaíochta chun múineadh staisiúin, comh-mhúinteoireacht srl. a eagrú don rang.
- Treoir a chur ar fáil do Chúntóirí Riachtanais Speisialta a bhíonn ag obair sa seomra agus cruinnithe rialta a eagrú idir CRS, múinteoirí OS agus an múinteoir ranga chun an plean tacaíochta don pháiste a fhorbairt agus a athbhreithniú.
- Comhoibriú leis an CRS agus an MOS chun plean cúraim d'aon pháiste atá ag fáil tacaíochta CRS a fhorbairt agus a athbhreithniú. (Féach Aguisin 2)

Múinteoir Oideachas Speisialta

- A bheith eolach faoi mhodhanna múinte, clár foghlama, straitéisí srl. chun freastal ar riachtanais agus ar stíleanna foghlama éagsúla
- Cabhrú le cur i bhfeidhm straitéisí uile-scoile maidir le luath-idirghabháil
- Clár ama a eagrú chun freastal a dhéanamh ar na daltaí faoina gcúram
- Pleananna do dhaltaí ar Leibhéal 2/3 den chontanam tacaíochta a chur le chéile i gcomhar le múinteoirí ranga agus le baill thacaíochta eile
- Spriocanna cuí a aithint agus a leagan amach i gcomhar le múinteoirí ranga agus tuismitheoirí agus daltaí (nuair is cuí)
- Athbhreithniú rialta a dhéanamh ar na pleananna tacaíochta
- Nótaí agus tuairiscí a choimeád do dhaltaí ar Leibhéal 2/3
- Cabhrú le scagthástáil agus le riaradh na scrúduithe caighdeánacha sa scoil
- Scrúduithe diagnóiseacha a thabhairt, anailís a dhéanamh ar na torthaí agus an t-eolas a roinnt le múinteoirí ranga agus le tuismitheoirí
- Páirt a ghlacadh i gcruinnithe le tuismitheoirí maidir lena bpáistí
- Idirghabháil le forais sheachtracha m. sh. NEPS, SESS, srl. chun comhairle nó áiseanna a lorg do dhaltaí
- Comhairle a thabhairt do mhúinteoirí maidir le grúpaí agus daltaí faoi leith
- Comhoibriú leis an CRS agus an múinteoir ranga chun plean cúraim d'aon pháiste atá ag fáil tacaíochta CRS a fhorbairt agus a athbhreithniú. (Féach Aguisin 2)
-

Cúntóir Riachtanais Speisialta

- Tacú leis an dalta rochtain a fháil ar an gcuraclam
- Cur le leas agus cúram na ndaltaí
- Tacú le beartais scoile m.sh. Cosaint Leanáí, Sláinte & Sábháilteacht, Cód Iompair
- Tacú le múineadh agus foghlaim sa seomra ranga
- Freastal ar riachtanais aitheanta na ndaltaí
- Freastal ar fhorbairt ghairmiúil atá curtha ar fáil ag an mBord Bainistíochta
- Freastal ar chruinnithe pleanála le múinteoirí ranga agus múinteoirí Oid. Speisialta
- Aire a thabhairt do dhaltaí faoina gcúram ag amanna sosa
- Ullmhú agus glanadh na spásanna oibre agus seomraí ranga nó cabhrú le páiste nach bhfuil in ann na tascanna seo a dhéanamh go fisiciúil.
- Cabhair le cothabháil iris agus córas monatóireachta cúraim do pháistí, lena n-áirítear sonraí faoi láithreach agus riachtanais cúraim.

- Comhoibriú leis an MOS agus an MOS chun plean cúraim d'aon pháiste atá ag fáil tacaíochta CRS a fhorbairt agus a athbhreithniú. (Féach Aghuisin 2)

Tuismitheoirí/Caomhnóirí

Tá comhoibriú idir an baile agus an scoil riachtanach do rathúlacht an pholasaí seo agus tá áit lárnach aige sa phleanáil chun freastal ar riachtanais aitheanta na ndaltaí.

Ba chóir do thuismitheoirí/chaomhnóirí:

- Aon fháisnéis nó thuairisc ó ghairmithe sláinte maidir lena bpáiste a roinnt leis an scoil
- Aon imní maidir le forbairt an phaiste a roinnt
- Freastal ar chruinnithe a eagraíonn an múinteoir ranga nó an fhoireann oideachais speisialta
- Tacú le spriocanna atá aontaithe chun freastal ar shainriachtanais a bpáistí
- An mheánscoil roghnaithe a chur ar an eolas maidir le riachtanais aitheanta a bpáistí

Molann an scoil gníomhaíochtaí do thuismitheoirí chun tacú le foghlaim a bpáistí. I measc na moltaí sin, tá:

- Léitheoireacht roinnte
- Plé a dhéanamh le páistí chun an teanga a fhorbairt
- Páistí a spreagadh agus a mholadh
- Leabhair ar chumas cuí a roghnú do na páistí
- Cuirteanna a thabhairt ar áiteanna spésiula chun suim san fhoghlaim a mhúscailt
- Páistí a spreagadh chun an leabharlann a úsáid
- Gníomhaíochtaí a eagrú a chabhraíonn le forbairt shóisialta agus mothúchánach na bpáistí – spórt, drámaíocht, cór, srl.

17. Athbhreithniú Agus Rathúlacht

Foilsítear leithdháileadh uaireanta don Oideachas Speisialta ón NCSE gach bliain agus déanfar an polasaí seo a uasdátú i dtaca leis an leithdháileadh sin.

Déanfar prionsabail, róil agus freagrachtaí an pholasaí a athbhreithniú gach 5 bliain.

Seo iad na critéir a thógfar san áireamh agus athbhreithniú idir lámhe againn:

- Freastal uile-scoile ar riachtanais aitheanta na ndaltaí
- Aiseolas ó mhúinteoirí agus ón bhfoireann tacaíochta
- Aiseolas ó chigirí nó ó chuirteoirí scoile m.sh. síceolaithe, SENO, NEPS, srl.
- Aiseolas ó thuismitheoirí
- Aiseolas ó chigirí scoile

18. Rathúlacht

Cuireadh an polasaí seo faoi bhráid an Bhoird Bainistíochta ar an 28ú Samhain 2025 agus faomhadh é. Rinneadh é a fhoilsiú ansin ar shuíomh idirlín na scoile. Cuirfear cóip den pholasaí ar fáil do gach ball foirne agus tá sé ar fáil ó oifig na scoile ach iarraidh.

Síniú:

Síniú:

Cathaoirleach

Príomhoide

Dáta:

Dáta:

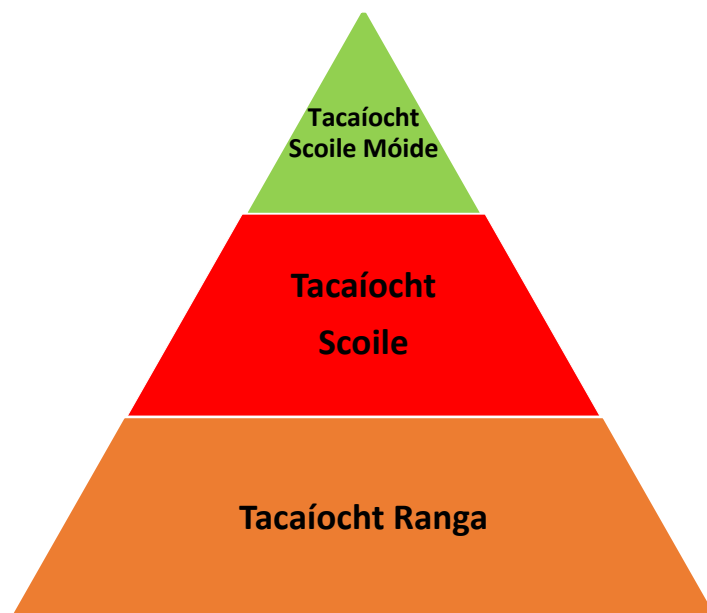
Aguisín 1



Comhad an Scoláire Um Leanúntas Tacaíochta

Ainm an Scoláire	
Dáta Breithe	
Scoil	Scoil na bhForbacha
An Dáta a osclaíodh an comhad	
An Dáta a dúnadh an comhad	

Leanúntas Tacaíochta



Comhad Tacaíochta an Dalta: Taifead Gníomhartha

Dáta	Gníomhaíochtaí
Meán Fómhair	
Deireadh Fómhair	
Samhain	
Nollaig	
Eanáir	
Feabhra	
Márta	
Aibreán	
Bealtaine	
Meitheamh	

Seicliosta Tacaíochta

Ainm:		Aois:	Rang:
	Eolas Ginearálta	Dáta Seiceáilte	Nótaí/ráitis
1.	Teagmháil déanta le Tuismitheoirí/Caomhnóirí		
2.	Eolas atá faighte roimhe seo ón scoil/réamhscoil		
3.	Éisteacht		
4.	Amharc		
5.	Riachtanais Leighis		
6.	Seicliosta na mBunriachtanas líonta isteach		
7.	Measúnú/trialacha scagtha déanta		
8.	Breathnóireacht ar an stíl foghlama/cur chuige i leith na foghlama		
9.	Breathnóireacht ar an iompraíocht		
10.	Comhrá/plé leis an dalta		
11.	Teagasc difreáilte curtha i bhfeidhm sa rang?		
12.	An Timpeallacht foghlama curtha in oiriúint?		
13.	Timpeallachtaí clóis/scoile curtha in oiriúint?		
14.	Comhairliúchán/comhairle neamhoifigiúil nó oifigiúil araon le gairmithe seachtracha?		
15.	Comhairle faighte ó mhúinteoir oideachais speisialta nó ó baill foirne eile na scoile?		
16.	Idirghabhálacha eile curtha i bhfeidhm sa scoil?		
Beart atá de dhíth			

Láidreachtaí an Scoláire /Student's strengths and interests

Na hÚdair Imní atá ann atá ann i gcónaí /Priority concerns

Cúiseanna a d'fhéadfadh a bheith ann (Ceapaimid go bhfuil sé ag tarlú toisc ..)/Possible reasons for concerns

Tástálacha Caighdeánacha/ Standardised Tests

Na spriocanna ba mhaith linn a bhaint amach/Targets for the student

Straitéisí chun tacú leis an dalta / Strategies to help the student achieve the targets

Foireann Tacaíochta Scoile

Múinteoir:

SET:

SNA:

Achmhainní

Signature of parent(s)/ guardian(s)

Signature of teacher

TAIFEAD AR ATHBHREITHNIÚ AN PHLEAN TACAÍOCHTA*

An Tacaíocht sa Seomra Ranga (Tacaíocht do Chách)

An Tacaíocht Scoile (Tacaíocht do Roinnt Daoine)

(An Tacaíocht Scoile Móide(Tacaíocht do chúpla duine))

Ainm an dalta	Rang/bliain		
Ainmneacha na ndaoine ag an athbhreithniú	Dáta Athbhreithniú		
Cad iad na réimsí den phlean is fearr ar éirigh leo, agus cén fáth?			
Ó thús an phlean, an bhfuil aon athrú tagtha ar na húdair imní a bhí ann ag tosach? Más ea, cad iad na hathruithe sin, agus cad atá foghlamtha againn uathu?			
Ar athraigh riachtanais an dalta ón am a chuireadh tús leis an bplan, agus más amhlaidh, conas a d'athraigh sé?			
Gníomhartha molta amach anseo – cad, conas, cé, cathain?			
Aon tuairimí ag an dalta?			
Aon tuairimí ag na tuismitheoirí/caomhnóirí?			
33333 Síniú an tuismitheora/chaomhnóra / na tuismitheoirí/gcaomhnóirí			
Síniú an mhúinteora/na múinteoirí			
Toradh an athbhreithnithe			
<input type="checkbox"/>	Téigh ar ais chuig an leibhéal tacaíochta a bhí ann roimhe seo–An Tacaíocht do Chách/Tacaíocht do Roinnt Daoine/Tacaíocht do chúpla duine	<input type="checkbox"/>	Téigh ar aghaidh chuig an chéad leibhéal tacaíochta eile ina dhiaidh–An Tacaíocht do chách/Tacaíocht do roinnt Daoine/Tacaíocht do Chúpla duine
<input type="checkbox"/>	Leanúint ar aghaidh leis an Leibhéal Tacaíochta Reatha	<input type="checkbox"/>	Iarr ar chomhairliúchán le daoine gairmiúla eile

Aguisín 2

PLEAN TACAÍOCHTA AR LEAN: SPRIOCANNA TACAÍOCHTA CÚRAIM BHREISE (nuair atá riachtanais chúraim bhreise sainaitheanta)^{1*}

Le comhlánú ag an múinteoir(i) i gcomhairle le tuismitheoirí/chaomhnóirí agus baill foirne a thacaíonn le riachtanais chúraim bhreise an dalta. Ba chóir tuairimí an dalta a ghabháil freisin mar chuid den phróiseas seo, de réir mar is cuí.

Spriocanna Cúraim Fadtéarmacha

Spriocanna Cúraim (lena n-áirítear tuairimí an dalta)

Straitéisí chun cabhrú leis an scoláire na spriocanna cúraim a bhaint amach

Na baill foirne, agus an fhoireann tacaíochta san áireamh, atá páirteach:

Ionchur Tuismitheora/Caomhnóra

Minicíocht na tacaíochta

Amlíne chun spriocanna a bheith bainte amach:

Dáta an athbheithnithe

Síniú
an tuismitheora/chaomhnóra / na
tuismitheoirí/gcaomhnóirí

Síniú an mhúinteora

TAIFEAD AR ATHBHREITHNIÚ AN PHLEAN TACAÍOCHTA AR LEAN: LE HAGHAIDH SPRIOCANNA TACAÍOCHTA CÚRAIM BHREISE (má shaináithnítear iad)*

Le comhlánú ag an rang/ábhar(a)ir nuair atáthar ag déanamh athbhreithniú ar an bPlean Tacaíochta Don Dalta, chun bonn eolais a chur ar fáil le haghaidh spriocanna amach anseo, i gcomhar le tuismitheoirí/caomhnóirí, agus leis an dalta agus an fhoireann a thacaíonn le riachtanais chúraim bhreise an dalta.

Cad iad na spriocanna cúraim is fearr ar éirigh leo, agus cén fáth?			
Ó thús an Phlean Tacaíochta, an bhfuil aon athrú tagtha ar na húdair inmí a bhí ann ag tosach? Más ea, cad iad na hathruithe sin, agus cad atá foghlamtha againn uathu?			
Ar athraigh riachtanais chúraim bhreise an dalta ón am a chuireadh tús leis an bplean, agus más amhlaidh, conas a d'athraigh sé?			
Aiseolas ón dalta maidir leis an dul chun cinn atá déanta aige/aici			
Tuairimí ag na tuismitheoirí/caomhnóirí:			
Bearta molta amach anseo – cad, conas, cé, cathain?			
Sínithe an tuismitheora/chaomhnóra / na tuismitheoirí/gcaomhnóirí			
Síniú an mhúinteora/na múinteoirí			
Toradh an athbhreithnithe			
<input type="checkbox"/>	Téigh ar ais chuig an leibhéal tacaíochta a bhí ann roimhe seo—An Tacaíocht do Chách/Tacaíocht do Roinnt Daoine/Tacaíocht do chúpla duine	<input type="checkbox"/>	Téigh ar aghaidh chuig an chéad leibhéal tacaíochta eile ina dhiaidh—An Tacaíocht do chách/Tacaíocht do roinnt Daoine/Tacaíocht do Chúpla duine
<input type="checkbox"/>	Leanúint ar aghaidh leis an Leibhéal Tacaíochta Reatha	<input type="checkbox"/>	Iarr ar chomhairliúchán le daoine gairmiúla eile

Aguisín 3**Samplaí de Riachtanais Chúraim Phríomhúil a bhfuil gá le tacaíocht bhreise ó dhuine****Ar aon dul le Ciorclán 0030/2014 ón Roinn Oideachais**

Cur Síos ar an Riachtanas Cúraim:	Cuimsítear leis:	Ní chuimsítear leis:
Cúram Leithris	<p>Aire a thabhairt do dhaltáí atá neamhchoinneálach</p> <p>(clúidíní nó éadaí coinneálachta eile a caitheamh)</p> <p>An Cathaitéarú Eadamhach Glan (CIC) (nuair nach féidir leis an dalta an féin-chaitéarú a dhéanamh)</p> <p>Aire a thabhairt i dtaca le caitéarú nó stóma inmheánach (leanaí óga)</p> <p>Athruithe tar éis “timpistí” leithris (leanaí óga) i dtaca leis an gclár úsáide leithris</p> <p>Féadfar go n-áireofaí leis dalta atá óg nó soghonta a thionlacan chuig an leithreas, má tá an leithreas lasmuigh den seomra ranga</p>	<p>An dalta a spreagadh chun nod/leid a thabhairt don dalta an leithreas a úsáid</p> <p>Ag meabhrú don dalta é féin a ghlanadh nó a lámha a ní/thriomú</p> <p>Éadaí a réiteach tar éis an leithreas a úsáid</p>
Beathú	<p>Dalta a bheathú nach bhfuil in ann é féin a bheathú</p> <p>Beathú PEG nó an beathú feadáin</p> <p>Maoirseacht a dhéanamh ar dhalta a bhfuil plean cúraim um Bheathú Ól Ithe Slogadh (FEDS) aige mar gheall ar bhaol tachtá/análaithe</p>	<p>Dalta a spreagadh nó a mheabhrú chun ite; cabhrú leo a mbosca lóin a oscailt</p> <p>Maoirseacht a dhéanamh ar dhalta ar eagla go n-itheann sé an iomarca nó go gcuirfeadh sé/sí an iomarca bia ina b(h)éal</p>
Leigheas a thabhairt	<p>Leigheas a thabhairt do dhalta nach bhfuil ar a chumas cógas a thabhairt dó/di féin mar gheall ar a aois nó riachtanas foghlama nó eile, de réir phlean cúraim an dalta agus polasaí na scoile;</p> <p>Cógas éigeandála a riar más gá, de réir phlean cúraim an dalta agus polasaí na scoile;</p> <p>Cabhrú le hanálóirí nó néalaitheoirí nó le idirghabháil leighis de shaghas eile nuair nach bhfuil an dalta in ann é sin a dhéanamh mar</p>	<p>Cógas a thabhairt nach bhfuil áirithe i bplean cúraim an dalta nó i mbeartas sláinte na scoile</p>

	gheall ar a aois, nó mar gheall ar riachtanas foghlama nó riachtanas eile.	
Cúnamh leis an tsoghluaisteacht agus le treoshuíomh	<p>Cabhrú le dalta a bhfuil a c(h)uid soghluaisteachta lagaithe agus mar sin go n- úsáideann sé/sí cathaoir rothaí, siúltóir nó áis eile</p> <p>Cabhrú le daltaí a bhfuil lagú radhairc orthu agus iad ag bogadh trí fhoirgneamh na scoile</p>	<p>Daltaí a bhíonn ag titim nó go mbainfí tuisle astu uaireanta</p> <p>Bainistíocht ghinearálta ar chontúirt sa timpeallacht m.sh. málaí agus cathaoireacha á mbogadh</p>
Cabhrú le múinteoirí maoirseacht a dhéanamh	<p>An mhaoirseacht sa chlós, sa bhreis ar an maoirseacht mhúinteora, do dhaltaí a bhfuil tacaíocht de dhíth orthu mar gheall ar mhíchumas fisiceach suntasach, riocht sláinte nó iompar ar ábhar imní é</p> <p>Maoirseacht sa rang agus le linn aistrithe do dhaltaí a bhfuil iompraíocht ar ábhar suntasach imní é acu</p>	<p>Maoirseacht a dhéanamh ar ranganna;</p> <p>Maoirseacht a dhéanamh ar dhaltaí a bhfuil riachtanais bhreise acu le linn tréimhsí ranga ina bhfuil curaclam laghdaithe</p> <p>Ionadaíocht a dhéanamh ar mhaoirseacht mhúinteora sa chlós</p> <p>Feidhmiú in ionad oiriúnuithe comhshaoil</p>
Riachtanais chúraim reamh-altranais	<p>Aire a thabhairt do dhalta le linn taoma</p> <p>Cabhrú le monatóireacht a dhéanamh ar riocht sláinte do dhalta óg nó leochaileach m.sh. an diaibéiteas, mar chuid de phlean freagartha leighis</p> <p>Nósanna imeachta a bhféadfadh baint a bheith acu leis an scoláire a tharraingt siar ón rang (daltaí óga nó leochaileacha)</p>	<p>Nósanna imeachta gurb é gairmí leighis a déanfadh iad de ghnáth</p>
Riachtanais chúraim a mbéadh sé i gceist leo an scoláire a tharraingt siar ón rang	<p>Ag cabhrú le nósanna imeachta leighis, leigheas a thabhairt</p> <p>Daltaí a tharraingt siar ar feadh tamall gairid – iad siúd nach féidir leo déileáil i dtimpeallacht an tseomra ranga gan ionchur dá leithéid nó scoláirí a léiríonn iompar ar ábhar imní suntasach é</p>	<p>Sosanna gluaiseachta sceidealta</p> <p>Chun sos a thabhairt don mhúinteoir nó don rang</p>

<p>Rudaí a bhogadh agus a iompar, oibriú ardaitheoirí agus trealamh</p>	<p>Ardaitheoirí nó trealamh eile a úsáid chun cúram leithris, cúram pearsanta nó coirp a chur ar fáil don dalta</p> <p>Dalta a ardú nó a aistriú ar shlí eile ar mhaithe le cúram pearsanta a dhéanamh nó aistriú idir trealamh nó idir urlár agus trealamh araon</p>	<p>Go ginearálta, is féidir le haon CRS amháin ardaitheoir a oibriú. Is é an t-ardaitheoir a iompaíonn an t-ualach, agus fágann sé sin nach bhfuil gá leis an dara duine fásta. Ní mór dínit an dalta a choinneáil.</p>
<p>Cúnamh le mórdheacrachtaí cumarsáide, <i>atá ann mar gheall ar dheacrachtaí coirp, amhairc, éisteachta agus/nó sóisialta-mhothúchána atá ag an leanbh</i></p>	<p>Cabhrú leis an mBraille, le Lámh, leis an Teanga Chomharthaíochta, agus le córais chumarsáide bhreitheacha agus mhalartacha araon</p> <p>Ullmhú Ábhair Ranga - an cló mór</p> <p>An trealamh a bhainistiú agus a aistriú de réir mar is gá</p> <p>Tacú le haistrithe</p>	<p>Daltaí a bhfuil Moilliú Forbartha ó Thaobh Teanga orthu</p> <p>Daltaí a bhfuil deacrachtaí fóineolaíochta acu</p> <p>Daltaí a choimeád dírithe ar an tasc</p> <p>Cadhnaí a sheiceáil do dhaltaí ar féidir leo é sin a dhéanamh go neamhspleách sin</p>
<p>Iompar ar Chúis Imní É</p>	<p>Cabhrú le cur i bhfeidhm an Phlean Tacaíochta Iompraíochta i gcásanna nár éirigh le gach idirghabháil eile</p> <p>Maoirseacht bhreise a chur ar fáil sa rang, le haghaidh aistrithe agus sa chlós, de réir mar is gá</p> <p>Tarraingt siar ón rang más gá (mar atá leagtha amach thuas)</p>	<p>Nod a thabhairt don dalta fanacht ina shuíochán, treoracha a leanúint, gan luascadh ar an gcathaoir, gan na freagraí a bhéiceadh amach</p> <p>Treoracha an mhúinteora a athrá</p> <p>Daltaí a choimeád dírithe ar an tasc</p> <p>An CRS a úsáid mar an chéad fhreagróir chun freastal ar riachtanais iompraíochta</p>



Polasaí don Oideachas Speisialta
Special Education Policy

Scoil na bhForbacha
17668G

SPECIAL EDUCATION POLICY

This policy has been formulated to provide guidance for all staff members regarding supporting all children's learning experiences. It sets out policies and procedures to support individual pupils to achieve their full potential.

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- 15.** Continuum of Support
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- 17.** Reviewing and Evaluating the Policy
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1. Introductory Statement and Rationale

Scoil na bhForbacha is a Catholic, Irish language, equality-based and equal-opportunity school where each child is cared for, honoured and believed in. In our school, children learn in an inclusive and democratic setting which recognises and celebrates everyone’s abilities, talents and differences. We aim to provide a holistic approach to education taking account of individual needs, abilities, interests and social and cultural backgrounds. We strive to create a positive and caring, inclusive environment conducive to learning, enabling each child to reach his/her full potential with confidence and enthusiasm. We promote an atmosphere where staff and pupils respect themselves and others. We embrace the core values of kindness, friendship and respect in preparing our pupils to become caring and active members of a culturally diverse society.

The policy was put together to provide practical guidance for teachers, parents, and other school stakeholders who are concerned about the learning challenges of their children. The policy ensures that support is available for children who are struggling or have learning difficulties in English, Irish, Mathematics, and any other support needed for students attending the school.

This policy was compiled in collaboration with the teaching staff, parents council and members of the Board of Management in 2020. It was reviewed and revised in 2024. This policy reflects DES circulars 0030/2014, 0013/2017 and 0058/2019 as well as the document Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools and the EPSEN Act.

The EPSEN Act defines a special education need as “a restriction in the capacity of the person to benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition, which results in a person learning differently from a person without that condition.”

2. Glossary

SEN: Special Educational Needs

SNA: Special Needs Assistants

CAMHS: Child and Adolescent Mental Health Services

NCSE: National Council for Special Education

NEPS: National Educational Psychological Service

SENO: Special Education Needs Organiser

SENCO: Special Education Needs Co-Ordinator

SET: Special Education Teacher

3. School Details

School name	Scoil na bhForbacha
Roll Number	17668G
Current number on rolls	236 (School Year 2024-2025)
Special Education Teacher	Two teachers @ 25 hours per week One teacher @10 hours per week
Special Needs Assistants	3 SNAs (Full-Time) & 1 Junior day SNA

4. Aims

This policy aims to provide for the following:

- To enable children to function and learn at their own level
- The provision of a structured approach to the provision of supports for Special Educational Needs on a whole-school basis.
- Practical guidance for teachers, SEN staff, parents and other relevant parties on the provision of effective learning support to pupils experiencing or likely to experience learning difficulties.
- The early and effective identification of students' needs.
- The allocation of school resources to best cater for the identified Special Educational Needs
- Help parents support their children in their learning
- The clarification of specific roles and responsibilities in relation to SEN.
- Support the inclusion of children with additional educational needs in our school
- Create an environment where each pupil's social, emotional and academic strengths and needs are addressed.
- Optimize the teaching and learning process to enable children to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school.
- Enable pupils to become independent learners and develop positive self-esteem.

5. Principles of Support

The provision of SEN support in our school is based on the following principles:

An Inclusive Education System, Inclusive School Culture, Collaboration, Wellbeing, Engagement and Participation, Child Centered and Needs Based, Evidence Informed Practice and Outcomes, Governance and Accountability

- Commitment to high aspirations and clear goals that address the social and academic needs of the children
- An environment that fosters good work
- Understanding, reflection, and professional development of the staff
- Effective relationships with parents, students, friends, staff, and school supporters
- Effective school policies and a central role for parents
- Individual programs for children based on assessment of the curriculum, social skills, emotional skills, and behavior
- Differentiation in a range of strategies and methods
- Providing early and intensive intervention
- Guiding resources towards the children who need them the most

6. Policies Related to Special Education Needs

Enrolment of Children:

Parents complete an admissions application form. On this form parents are asked to give details of all assessments the child may have had. The school stresses the importance of parents informing the school of any additional or special educational need their child may have. If a pupil has an identified additional need and is already receiving support from another organisation, it is the responsibility of the parents to notify the school. The principal and relevant teaching staff will read all current reports on the child prior to receiving the child in school. Having gathered all of the relevant information, an appropriate level of additional support will be allocated to children if and when it is deemed necessary.

Parents of a pupil with additional needs transferring from another school are required to provide the school with copies of all reports regarding the needs of the child. Under the new model of support allocation, it may not be possible for the school to match the level and type of support available in a child's previous school. The principal

will discuss this prior to enrolment and provide some indication of the level of support available. Of note, supports, including access to an SNA, cannot be assumed when enrolling in the school.

Inclusion:

A variety of interventions will be designed by the class teacher to facilitate inclusion for pupils with additional education needs in all aspects of the curriculum at their ability and competence levels. This could include oral and group work, practical learning experiences, a buddy system, circle time, social skills programmes.

School personnel will be made aware of the additional educational and medical needs of the pupils and the strategies necessary to integrate them in all aspects of school life.

Professional Development

Members of staff are encouraged to attend relevant continuing professional development in the area of SEN. Where professional development needs are identified (through discussion and review at staff meetings for example), an action plan is devised to ensure that needs are adequately addressed. This may include a staff day/staff development session, engagement of external expertise and provision of additional resource materials. Where staff members attend courses, they are given the opportunity to report back at staff meetings.

In general, experienced teachers are assigned to support teaching duties.

Liaising with Parents/Communicating Information:

In Scoil na bhForbacha we encourage and welcome open communication between the principal, teachers, SNAs, parents, visiting teachers and outside professionals who engage with our children.

In addition to regular communication with all parents, there are arrangements in place for communication with parents of children with additional education needs:

- Following the staged approach, the class teacher will meet with parents/guardians initially to discuss concerns and outline supports available in the school.
- The class teacher informs parents if their child needs additional support at School Support level. Parents sign a Consent for Learning Support form, given to them by the class teacher.
- Formal meetings take place in November with parents of children receiving supplementary teaching at the School Support and School Support Plus levels. Meetings may be convened at the request of the parent or teachers at any time.
- Parents are encouraged to make regular contact with the class teacher and learning support teacher.
- The support teacher will consult with parents via email, phone calls and/or in person when developing Support Plans for children at the School Support Level. The class teacher, support teacher and the SNA (when applicable) will meet with parents to agree a Support Plan for the child at the School Support Plus level either in person.
- Parents are encouraged to become involved in their child's learning.
- Support plans are reviewed in consultation with parents.
- An end-of-year report goes home mid-June each year. Opportunities to discuss this report are made available before the end of term.

7. Prevention and Early Intervention Strategies

We recognise the importance of early identification and early intervention strategies for students with SEN. The following whole-school strategies are used to support our students:

- Differentiation of the curriculum by the class teacher to cater for individual strengths and needs.
- Agreed approaches to the teaching of Irish, English and mathematics to ensure progression and continuity from class to class, including the 'Saor Spraoi Programme' in the infant classes and team

teaching in literacy/numeracy using Léim sa Léamh/Literacy Lift Off/Stáisiúin Mata (stations teaching) for children in Junior Infants to 2nd Class.

- Careful development of phonological awareness, rhyming skills and oral language skills, before formal reading of words and books.
- Building sight vocabulary using Jolly Phonics tricky words, Dolch Lists 1-11 and common sight words as Gaeilge (Mar a Déarfá).
- The use of concrete materials as much as possible.
- Ongoing structured observation and assessment of language, literacy and numeracy skills to facilitate early identification of possible learning difficulties.
- Early intervention by the class teacher focusing on the provision of additional individualised support, as and when required.
- The withdrawal of children to a support teaching room, in-class support, team teaching, group work and individual support will be provided, as appropriate and if it is in a child's best interest.
- Provision of additional support in early literacy/numeracy skills to children who need it.
 - Class Teacher informs parents of additional support under Early Intervention Programmes
- Promotion of parental involvement through their attendance at:
 - Induction meetings for parents/guardians of incoming Junior Infants
- Provision of assistive technology, such as Nesy/Clicker, as appropriate
- Formal and informal parent/teacher meetings

8. Identifying Needs

It is of the utmost importance that students' needs are identified as early as possible to allow for the provision of additional support. Special educational needs can be:

- Academic needs
- Social, emotional and/or behavioural needs
- Physical needs
- Sensory needs
- Language and/or communication needs

When students are enrolled in our school, parents/guardians are asked to provide the school with any known details of SEN their child may have in order for us to support the students as early and as effectively as possible.

9. ALLOCATION OF SCHOOL RESOURCES

In consultation with the principal, and following the updated guidelines for best practice set out by the Department of Education (Circular 64/2024), the school SENCO compiles a plan for the equitable allocation of school resources for students with SEN each year. At the heart of this planning process is the core belief **the students with the highest levels of need will have access to the highest levels of support**. This allocation is constantly reviewed in the context of emerging and identified needs within the school. Therefore, SEN timetables are reviewed and modified in October and February, or when necessary depending on the changing needs of pupils.

We provide support for:

- Literacy: Mathematics, Gaeilge and English
- Numeracy
- Other Areas: Social, physical, sensory, emotional, behavioural and communication needs.

Support can be given in a variety of contexts:

- In-class support

- Small group support (in-class and withdrawal)
- Individual support (withdrawal)

10. Selection Criteria

The following criteria will be used by our school to select and prioritise children for supplementary teaching in line with the new model of support teaching:

- Our aim is that as many students as possible will benefit from the Learning Support Program. However, since it is stated that it will be focused on students with the greatest needs, we must design a system that ensures the program will be used for those children.
- The Principal, in consultation with the class teacher and the SET will determine which students will participate in the Learning Support Program.
- The selection of children from Junior Infants will be based on the class teacher's observation and on small regular tests designed by the class teacher.
- The selection of children from 1st Class will be based on the results of MIST at the end of Senior Infants, the teacher's observation, and small regular tests designed by the teacher.
- The selection of children from 2nd Class and above will be based on any child who score between the 12th -20th percentile on Drumcondra standardised tests in Irish and English, and on the SIGMA-T. Children who score higher may also be included **if** there is space or **if** they are considered to have a significant need. The list of children participating in the program will be reviewed continuously.
- Children diagnosed as having Low/High Incidence Learning Needs
- Children experiencing serious difficulties with oral language or social or emotional development or application to learning, despite interventions made by the class teacher at Classroom Support level. The class teacher will have opened a Support Plan and recorded the interventions in it.
- Exceptionally able/gifted children. Interventions will be made in the first instance by the class teacher at Classroom Support level. The class teacher will have opened a Support Plan and recorded the interventions in it. Support from the Youth Academy National University of Ireland Galway will be accessed as appropriate. Parents will be guided towards enrolling in courses that cater to the needs of children with high abilities in school as part of the steps to develop these talents.

11. Continuing and Discontinuing Supplementary Teaching

At the end of each instructional block, the progress of each child who is in receipt of support teaching will be evaluated following consultation with the child's class teacher and, where appropriate, the child's parents/guardians.

- A decision will be made regarding the continued level of support, and revised targets will be set in the child's Support Plan.
- The school may decide to discontinue supplementary teaching with some children when satisfactory progress has been made and targets have been met. The child's support file will then be closed. All files are saved by the SENCO.
- The school may also decide to discontinue supplementary teaching with some children who are now performing above the percentile laid down in the selection criteria for receiving support; however, if both the class teacher and support teacher feel such a child needs scaffolding to maintain this standard then continued supplementary teaching may be offered **if** places are available in the appropriate group.

12. Monitoring Progress

- The Support Review Record will be completed by the Support Teacher in collaboration with the class teacher. This will be carried out at the end of each instructional period.
- Support Teachers track progress every month in cuntas miosúla documents.

- Standardised tests at the end of each academic year (1st – 6th) in English, Maths and Irish.
- Senior Infant end-of-year tests – MIST Literacy Screening Test
- Ongoing structured observation and assessment of the language, literacy and numeracy skills of the children in the Infant classes to facilitate early identification of possible learning difficulties.
- Class teachers will keep a record of teacher-designed tests, end-of-term tests and checklists in an assessment folder for their class. This file is maintained by class teachers and contains samples of the child’s work, pupil profiles written for parent-teacher meetings, standardised test booklets, diagnostic tests administered by class teachers, end-of-year reports and any relevant correspondence relating to the child.
- Diagnostic assessments and other checklists administered by the support teacher for children at the School Support and School Support levels will be put in a separate file and stored in the support room.
- Continuum of Support plans are kept on the school’s system. Hard copies are given to the class teacher and are kept in a specific SEN folder relevant to the current school year. At the Classroom Support level the Support Plan will be printed and filed in the SEN folder by the class teacher. The SEN folder is collected at the end of every school year and stored in the main SEN room.
- School Support/Plus Plans: Hard copies are stored by support teachers in the SEN folder pertaining to the current school year. Personal Pupil Plans for children with SNA access will also be stored with their Support Plans.
- Psychological reports that are active at any given time are kept in a locked cabinet in the support rooms part of children’s support files. Copies may be held securely by the class teacher in the child’s file but are returned to the SENCO at the end of the school year who will file them securely.
- Results of standardised tests will be printed and a copy of each will be filed in Assessment Folders in the support room Assessments Cabinet.

The standardised tests currently used in our school are Maths Sigma-T, Drumcondra Reading and Gaeilge.

When students leave the school, Student Support Files and Reports are retained in line with current Data Retention guidance.

13. Timetabling

The timetable for students with SEN is agreed between the principal, SENCO, class teachers and support teachers in September each year. **Students with the highest levels of need will have access to the highest levels of support.** This allocation is constantly reviewed in the context of emerging and identified needs within the school, therefore, SEN timetables are reviewed and modified after every school term or when necessary depending on the changing needs of pupils.

The following factors are considered when drawing up this timetable:

- Use of in-class support is prioritised whenever practical.
- Liaising with parents and other relevant professionals may be done during pupils’ supplementary teaching time.
- The support teaching team will review the timetable at the end of each instructional term/block or as required.

14. Assessment and Gathering Data

Teacher assessments include the following:

- Teacher observation
- Teacher-designed tests and tasks
- Standardised tests
- Information from parents
- Reports from external agencies

When the need for **School Support** has been identified, screening and diagnostic tests will be used along with other assessment methods. The following tests are used in our school:

	Screening tests	Diagnostic tests
Literacy: Gaeilge	Triail Ghaeilge Dhroim Chonrach (1 st -Sixth Class).	
Literacy: English	MIST (Senior Infants) Drumcondra Primary Reading Test (Rang 1-6)	MIST (Forward Together) Jackson Phonics Test Reading analysis (Neale analysis) Dyslexia Screener -GL Assessment LETRS Spelling Assessment Dolch- Fry's List NEPS- Phonics Skills Checklist, First and Second 100 Words Checklists
Mathematics	Sigma -T (Rang 1-6)	Dyscalculia Screener_ GL Assessment
Other	NNRIT	Checklists from BESD Guidelines (DES)

15. CONTINUUM OF SUPPORT

In accordance with the Continuum of Support Framework, there are three levels of support identified within a school. At each of these levels we follow a **three step process**:

1. Identification of Needs
2. Gathering Information
3. Providing relevant support and allocating school resources

Stage 1: Classroom Support

Classroom Support	<p>Class teachers differentiate class tasks and activities for students as necessary. If a class teacher has concerns about the academic, physical, social or emotional development of a child, the class teacher will open a Classroom Support Plan (See Appendix A) for those pupils who do not respond appropriately to the differentiated programme.</p> <p>Classroom Support: At this level, this will be a simple, individual plan of support to be implemented in the mainstream class setting. This plan will be informed by data gathered by the class teacher.</p> <ul style="list-style-type: none"> • Parental consultation • Teacher observation records • Teacher-designed tasks/assessments • Basic needs/Learning environment Checklists*
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	<ul style="list-style-type: none"> • Pupil consultation - My Thoughts About School Checklist* • Screening tests and diagnostic tests. <p>The plan is put in place for an agreed period and will be reviewed at the end of this period (using the Review Page from the Support Plan document). If the plan is working well for the child, it may be decided to continue or discontinue it. If insufficient progress is made and the child is still having difficulty, then Stage 2 (School Support) will be implemented.</p> <p>*Checklists can be found in the following publications</p> <ul style="list-style-type: none"> ❖ BESD (Behavioural Emotional and Social Difficulties), <i>Guidelines for Teachers</i>, DES (Green Book) ❖ Special Educational Needs, A continuum of Support <i>Guidelines for Teachers</i>, DES (Blue Book)
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Stage 2: School Support

School Support	<p>If further intervention is deemed necessary (after diagnostic testing by the support teacher) and the child is to receive supplementary teaching at the School Support level, parents will be informed of this by the class teacher who will send home a <i>Consent for Learning Support</i> letter for them to sign (see Appendix B).</p> <p>The class teacher and support teacher then collaborate on a Support Plan describing appropriate learning outcomes for the child. The child’s parents/guardians will be informed of this plan and invited to contribute to it. When the plan is finalised, parents will be asked to sign the support plan.</p> <p>This plan will specify:</p> <ul style="list-style-type: none"> • The type of support provided • Learning targets for the first period • Approaches to be used by SEN teacher, classroom teacher & parents <p>Timeframe for Review</p> <p>This plan will be reviewed after an agreed period of time using the review record document. If significant concerns remain, it may be necessary to involve outside agencies such as NEPS or the HSE and move towards the School Support Plus level.</p>
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Stage 3: School Support Plus

School Support Plus	<p>At this stage, parents and school personnel have taken the decision to engage with outside agencies to seek further support for the student.</p> <p>These agencies may use formal assessment tools to provide clear recommendations and guidelines to support the student.</p> <p>Such agencies include</p> <ul style="list-style-type: none"> • NEPS (National Educational Psychological Services)
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- SESS (Special Education Support Service)
- OIDE: Formally PDST (Professional Development Service for Teachers).
- CAMHS
- Educational Psychologist
- Clinical Psychologist.
- Tusla
- Speech & Language Therapists
- Occupational Therapists

Following the consultation, the support teacher, class teacher, parents and outside professional(s), if available, will determine a more detailed Support Plan for the child. In the case of children identified at an early age as having significant additional education needs, intervention at Stage 3 will be necessary on their entry to school. Parents will grant consent for supplementary teaching by signing the school's *Consent for Learning Support Letter* (see Appendix B).

Support in the classroom will be an essential component of any learning programme devised, and primary responsibility for the child's learning will remain with the **class teacher in consultation with the designated support teacher.**

16. Roles and Responsibilities

To provide comprehensive, sustainable and progressive support for our students, members of our school community have specific roles to fulfil. Co-operation and a spirit of collegiality are necessary to ensure that all those involved are working together for the benefit of all our students.

Board of Management:

- Oversee the development, implementation and review of the school's Special Education Policy
- Provide suitable rooms and resources for the SEN team
- Provide secure facilities for the storage and retention of SEN documentation.

Principal and school SEN Co-ordinator (SENCO):

The principal has ultimate responsibility for the implementation of the SEN policy within the school and the teacher assigned as SENCO will assist the principal in the effective provision of SEN teaching.

- Implement the schools Special Education policy.
- Ensure that **students with the highest levels of need will have access to the highest levels of support.**
- Equitable allocation of school resources.
- Set out whole-school approaches to facilitate the participation of teachers, SNAs, parents, students and external agencies.
- Implement an effective system to identify and review students' SEN needs.
- Organise standardised testing for each class.
- Organise relevant professional development for school staff.
- Analyse school results to identify and organise groups for SET provision.
- Liaise with NCSE through the school SENCO.
- Provide information about external agencies to staff members.
- Meet with parents about their concerns or their children's needs.
- Attend multi-disciplinary meetings as necessary.

Class Teacher:

The class teacher has **primary responsibility** for the progress of all children in his/her class, including those selected for supplementary teaching. The class teacher will:

- Keep parents informed of their children's progress.
- Implement a learning programme which allows each students to learn and progress.
- Create a positive learning environment.
- Plan for meaningful differentiation to cater for varying learning needs within a class.
- Administer and correct standardised tests.
- Use the results of those tests in conjunction with other assessment tools to identify individual needs and appropriately support those students.
- Use the Continuum of Support Framework to guide teaching and learning, gather relevant information and identify individual needs.
- Create, review and revise Classroom Support Plans for any students with identified needs who are at Stage 1 of the Continuum of Support.
- Work collaboratively with SEN teachers to develop School Support Plans.
- Interventions must address children's learning in the mainstream classroom to ensure that the children's needs are met throughout the whole school day. A key role of successful support is a high level of consultation and cooperation between the class teacher and the support teacher. Central to this consultation is the development, implementation and review of Support Plans.
- Work collaboratively with other staff members to provide opportunities for team-teaching, co-teaching or station teaching.

- Guide and direct SNAs working in their classroom and organise regular meetings between SNAs, classroom teachers and SEN teachers to develop a Personal Student Plan for students receiving SNA support.
- Work collaboratively with SNAs and SET to develop and review an Additional Care Support Plan for each child who is in need of SNA supports. (See Addendum 2)

SEN Teacher:

- Research the child's learning difficulty or additional Education need to become familiar with their needs.
- Become familiar with teaching methodologies, learning programmes, strategies, etc. to cater for a variety of SEN and learning styles
- Support school strategies for early intervention
- Organise a timetable for students on their caseload
- Develop School Support Plans for students who are at Stage 2/3 of the Continuum of Support Framework
- Identify appropriate learning targets for students in collaboration with class teachers, parents and students (where appropriate)
- Regularly review and re-draft School Support plans for students
- Maintain accurate notes and progress reports for students
- Assist with the administration of screening and standardised tests
- Administer diagnostic tests, analyse the results and share this information with class teachers and parents
- Undertake meetings with parents to review their child's progress
- Liaise with external agencies such as NEPS, SESS, etc. to seek advice or resources for students
- Advise class teachers about groups or individual students
- Work collaboratively with Principal, SNAs and Classroom Teacher to develop and review an Additional Care Support Plan for each child who is in need of SNA supports. (See Addendum 2)

Special Needs Assistants

The role of an SNA will be to carry out duties based on the care needs of the child. The tasks associated with these duties can be of a primary or secondary nature (see Circular 0030/2014). See Addendum 3

The primary care support tasks may include:

- Administration of medicine.
- Assistance with toileting and general hygiene.
- Assistance with mobility and orientation.
- Assisting teachers to provide supervision in the class, playground and school grounds, and at recreation, assembly and dispersal times.
- Assisting children while at play as appropriate.
- Provision of non-nursing care needs associated with specific medical conditions.
- Care needs requiring frequent interventions including withdrawal of a child from a classroom when essential.
- Assistance with moving and lifting of children, operation of hoists and equipment.
- Assistance with severe communication difficulties including enabling curriculum access for children with physical disabilities or sensory needs and those with significant, and identified social and emotional difficulties.
- Work collaboratively with SET and Classroom Teacher to develop and review an Additional Care Support Plan for each child who is in need of SNA supports. (See Addendum 2)

The secondary care support tasks may include:

- Preparation and tidying of workspaces and classrooms or assisting a child who is not physically able to perform such tasks, or to transition from one lesson activity to another.

- Assistance with maintaining a journal and care monitoring system for children including details of attendance and care needs.
- Attending meetings with Parents, Special Educational Needs Coordinator (SENCO), or school staff meetings with the agreement and guidance of the class teacher and/or principal.
- Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff.

Parents/Guardians

Ongoing co-operation between home and school is an essential factor in the success of this plan and forms an integral part of planning for Special Education provision within our school.

We expect parents/guardians to:

- Share any information or reports pertaining to their child's needs with the school;
- Inform the school of their concerns about their child;
- Attend meeting organised by class or Special Education teachers;
- Support the agreed targets to cater to their child's particular needs;
- Inform their chose secondary schools or their child's identified needs.

We regularly recommend activities to parents to support their child's learning and development. Those activities include:

- Shared Reading
- Encouraging and praising their children
- Frequent discussion with children to promote language acquisition and fluency
- Choosing suitable reading materials for their child
- Visits to places of interest to foster an interest in learning
- Encouraging their child to use the local library
- Organise activities to support the social and emotional development of their child e.g. sports activities, drama, choir, etc.

17. Reviewing and Evaluating the Policy

School allocations for Special Education are published by the NCSE every year and this policy will be reviewed in light of those allocations. The principles, roles and responsibilities will be reviewed every five years.

The following criteria will be used to inform review:

- Whole-school support for students' identified needs
- Feedback from teachers and other members of the Special Education staff
- Feedback and/or recommendations from school inspectors or other visitors to the school e.g. educational psychologists, SENO, NEPS, etc.
- Parental feedback.

18. RATIFICATION

This policy was presented to and ratified by the Board of Management on _____.

Following ratification, it was published on the school website and is available from the school office on request.

Síniú / Signature:

Síniú / Signature:

 Cathaoirleach

 Príomhoide

Dáta:

Dáta:

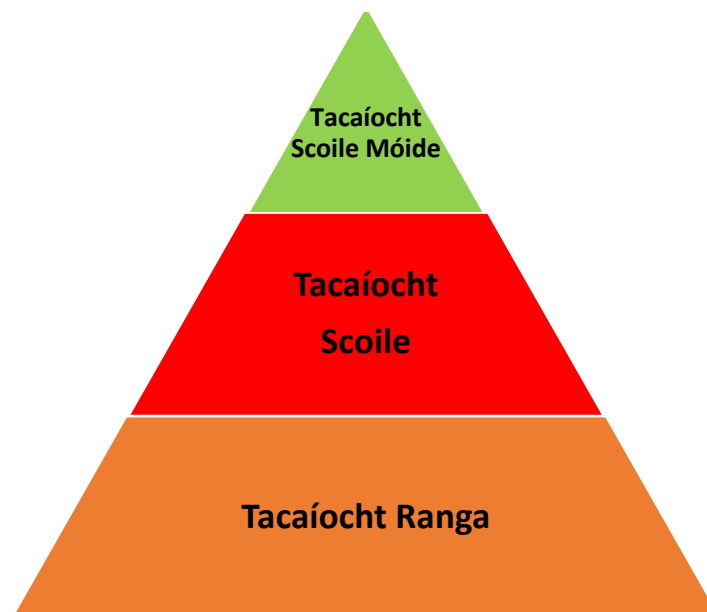
Addendum1



Comhad an Scoláire Um Leanúntas Tacaíochta

Ainm an Scoláire	
Dáta Breithe	
Scoil	Scoil na bhForbacha
An Dáta a osclaíodh an comhad	
An Dáta a dúnadh an comhad	

Leanúntas Tacaíochta



Comhad Tacaíochta an Dalta: Taifead Gníomhartha

Dáta	Gníomhaíochtaí
Meán Fómhair	
Deireadh Fómhair	
Samhain	
Nollaig	
Eanáir	
Feabhra	
Márta	
Aibreán	
Bealtaine	
Meitheamh	

Support Checklist

Name:	Age:	Class:
General Information		
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning- screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Informal or formal consultation/advice with outside professionals?		
14. Advice given by learning support/resource teacher or other school staff?		
15. Other interventions put in place in school?		
Action needed		

Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BESD: A Continuum of Support, p 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp32-36; Student Support Teams in Post-Primary Schools, pp20

Láidreachtaí an Scoláire /Student's strengths and interests	
Na hÚdair Imní atá ann atá ann i gcónaí /Priority concerns	
Cúiseanna a d'fhéadfadh a bheith ann (Ceapaimid go bhfuil sé ag tarlú toisc ..)/Possible reasons for concerns	
Tástálacha Caighdeánacha/ Standardised Tests	
Na spriocanna ba mhaith linn a bhaint amach/Targets for the student	
Straitéisí chun tacú leis an dalta / Strategies to help the student achieve the targets	
Foireann Tacaíochta Scoile	
Múinteoir:	SET: SNA:
Achmhainní	
Signature of parent(s)/ guardian(s)	
Signature of teacher	

SUPPORT REVIEW RECORD*

School Support Plus (Support for A FEW)

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

For help, see SEN: A Continuum of Support - Guidelines for Teachers; BESD: A Continuum of Support – Guidelines for Teachers; A Continuum of Support for Post-Primary Schools, Resource pack for Teachers; Student Support Teams in Post-Primary Schools.

Student's name:	Class/ Year	Rang a
Names of those present at review	Date of Review	
What areas of the plan have been most successful and why?		
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?		
Have the student's needs changed since the start of the plan, and if so how?		
Recommended future actions – <i>what, how, who, when?</i>		
Any comments from the student?		
Any comments from the parent(s)/guardian(s) comment?		
Signature of parent(s)/ guardian(s)		
Signature of teacher(s)		

Outcome of review (tick as appropriate)

<input type="checkbox"/>	Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	<input type="checkbox"/>	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
<input type="checkbox"/>	Continue at Current Level of Support	<input type="checkbox"/>	Request consultation with other professionals

Addendum 2

SUPPORT PLAN CONTINUED: ADDITIONAL CARE SUPPORT TARGETS **(where additional care needs are identified)^{2*}**

To be completed by the teacher(s) in consultation with parents/guardians and staff supporting the additional care needs of the student. The voice of the student should also be captured as part of this process, as appropriate.

Ainm an Dalta:	
Long-Term Care Goals	
Care Targets(incorporating the voice of the student)	
Strategies to help the student achieve the care targets	
Staff, including support staff, involved:	
Parent/Guardian input	
Frequency of support	
Timeline for achievement of targets:	
Review date	
Signature of parent(s)/guardian(s)	
Signature of teacher	

SUPPORT PLAN REVIEW RECORD CONTINUED: FOR ADDITIONAL CARE SUPPORT TARGETS (where identified)*

To be completed by the class/subject(s) when reviewing the Student Support Plan, to inform future targets, in collaboration with parents/guardians, the student and staff supporting the additional care needs of the student.

What care targets have been most successful and why?			
Since the start of the Support Plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?			
Have the student's additional care needs changed since the start of the plan, and if so how?			
Feedback from the student re: his/her progress			
Comments from the parent(s)/guardian(s):			
Recommended future actions—what, how, who, when?			
Signature of parent(s)/guardian(s)			
Signature of teacher(s)			
Outcome of review			
<input type="checkbox"/>	Revert to previous level of support—Support for All/Support for Some/Support for few	<input type="checkbox"/>	Progress to next level of support—Support for all/Support for some/Support for a Few
<input type="checkbox"/>	Continue at Current Level of Support	<input type="checkbox"/>	Request consultation with other professionals

Addendum 3

Examples of Primary Care Needs requiring additional adult support
In line with Department of Education Circular 0030/2014
A guide to significant care needs

Description of Care Need:	Includes:	Does not include:
Toileting	Care of students who are incontinent (wearing nappies or other continence wear) Clean Intermittent Catheterisation (CIC) (where the student cannot self-catheterise) Care of in-dwelling catheter or stoma (young children) Changes after toileting “accidents” (young children) in conjunction with toileting programme May include escorting a young or vulnerable student to the toilet, if the toilet is outside the classroom	Prompting a student to use the toilet Reminding a student to wipe themselves or wash/dry their hands Arranging clothing after use of the toilet
Feeding	Feeding a student who cannot physically feed themselves PEG or tube feeding Supervision of a student who has a Feeding Eating Drinking Swallowing (FEDS) care plan owing to a risk of choking/aspiration	Encouraging or reminding a student to eat; assisting them in opening their lunchbox Supervising a student in case they overeat or stuff too much food into their mouth
Administration of Medicine	Giving medicine to a student who is unable to self-administer medications owing to age or learning or other need, according to the student care plan and school policy Administering emergency medication if required, according to the student care plan and school policy Giving assistance with inhalers or nebulizer or other medicinal intervention where the student is unable to do so on account of age, learning or other need	Administration of medication not included in a student care plan or outside of school health policy
Assistance with mobility and orientation	Assisting a student whose mobility is compromised so that they use a wheelchair, walker or other aid Assisting students who are vision impaired to negotiate the school premises	Students who may trip or fall on occasion General management of environmental hazards e.g. moving bags and chairs
Assisting teachers to provide supervision	Yard supervision, in addition to teacher supervision, for students who require support on account of a significant physical disability, medical condition or behaviour of concern Supervision in class and during transitions for students with significant behaviours of concern	Supervising classes Supervising students with additional needs during class periods where there is a reduced curriculum Replacing teacher supervision on yard Replacing environmental adaptations
Non-nursing care needs	Care of a student during a seizure Assisting with monitoring of medical condition for younger or vulnerable students e.g. diabetes, as part of medical response plan Procedures which may involve withdrawal of the student from class (younger or vulnerable students)	Procedures which would normally be carried out by a medical professional
Care needs involving withdrawal of the student from class	Assisting with medical procedures, administration of medicine Brief withdrawal for students who cannot cope in the classroom environment without such input or for students displaying significant behaviours of concern	Scheduled movement breaks To give the teacher or class a break

Moving and lifting, operation of hoists and equipment	Use of hoists or other equipment in order to provide toilet, personal or physical care to a student Lifting or otherwise transferring a student in order to provide personal care or a transfer between equipment or between floor and equipment	In general, one SNA can operate a hoist. The hoist carries the load and replaces the need for a second adult. The dignity of the student must be maintained
Assistance with severe communication difficulties, <i>arising from physical, visual, hearing, and/or social-emotional difficulties</i>	Assisting with Braille, Lámh, Sign Language, and augmentative and alternative communication systems Preparation of Class Materials-large print Managing and transferring equipment as required Supporting transitions	Students with Developmental Language Delay Students with phonological difficulties Keeping on task Checking batteries for students who can otherwise do this independently
Behaviour of Concern	Assisting with the implementation of the Behaviour Support Plan in cases where all other interventions have been unsuccessful Providing additional supervision in class, for transitions and on yard, as required Withdrawal from class if necessary (as outlined above)	Prompting a student to remain in seat, follow instructions, not swing on the chair, not shout out answers Repeating teacher instructions Keeping on task Using SNA as a first response to meet behavioural needs