

## Polasaí Oideachas Speisialta (OS)

### Scoil Chearbhaill Uí Dhálaigh 2017

#### Intreoir

Is é príomhaidhm an Pholasaí Oideachas Speisialta (O.S.) seo ná treoir practiciúil a chur ar fáil do mhúinteoirí, tuismitheoirí agus dóibh siúd go bhfuil suim acu ann maidir le soláthar tacaíocht foghlama do pháistí le gnóthúlacht íseal agus le deacrachtaí foghlama chomh maith le dualgais Scoil Chearbhaill Uí Dhálaigh faoin **Acht Oideachais 1998** agus **Acht 2004 Oideachas do Dhaoine le Riachtanais Oideachas Speisialta (ODROS/E.P.S.E N)**. **Múinteoirí Oideachas Speisialta (MOS)** na múinteoirí a bhéas ag obair san Oideachas Speisialta . Tá 108 **Uair Oideachas Speisialta (UOS)** dáilithe ag an ROS ar Scoil Uí Dhálaigh. Is ar an scoil a thitfidh an fhreagracht maidir le dáileadh na UOS. Mar gheall air sin, ní mór critéir soiléir a leagan amach maidir le dáileadh na nUOS.

#### Aidhmeanna

- Cabhrú leis na daltaí páirt a ghlacadh sa ghnáth churaclam . Déanfar gnéithe den churaclam a chur in oiriúint do riachtanais daltaí le riachtanais oideachais speisialta (R.O.S.).
- Féinmheas deimhneach a chothú ‘sna daltaí, chomh maith le dearcadh dearfach ar an saol agus ar chúrsaí foghlama .
- Cinnte a dhéanamh de go ndéantar daltaí R.O.S. a chuimsiú chomh fada agus is féidir.
- Seasamh le cearta daltaí R.O.S. oideachas atá ar chomhchéim le daltaí eile a bheith acu.
- Cur le cumas na daltaí monatóireacht a dhéanamh ar a gcuid foghlama féin sa chaoi go ndéanfar foghlaimeoirí neamhspleácha díobh de réir a chéile .
- Saineolas foirne i dtacú le daltaí R.O.S. a fhorbairt agus comhoibriú i measc na noidí a chur chun cinn .
- Tacaíocht a thabhairt do rannpháirtíocht na dtuismitheoirí i bhfoghlaím a bpáistí.

#### Cuimsiú

De réir **Acht Oideachas do Dhaoine le Riachtanais Oideachais Speisialta (ODROS) 2004**.

“Cuirfear oideachas ar dhalta le riachtanais oideachas speisialta i dtimpeallacht atá imheascaithe le daltaí nach bhfuil na riachtanais sin acu muna cuirfeadh na riachtanais sin isteach ar mhaitheas an dhalta.”

I Scoil Uí Dhálaigh , cuirfimid romhainn timpeallacht inmheascaithe a cheiliúránn sainiúlacht an uile dalta . Déantar tréan iarracht riachtanais na daltaí uilig a chothú agus a fhorbairt. Déantar daltaí le riachtanais oideachas speisialta a chomhtháthú i ranganna príomhshrutha. Múintear iad i ngach gné den **Churaclam Leasaithe Bunscoile** agus tugtar tacaíocht bhreise dóibh nuair atá gá leis.

## Treoirínte

Tá na stráitéisí seo a leanas á fhorbairt sa scoil chun freastal go héifeachtach ar riachtanais foghlama indibhidiúil na daltaí.

- **Stáitéisí chun Riachtanais a Aithint agus a Thacú .**

- Forbairt agus cur i bhfeidhm stráitéisí aontaithe i leith forbairt teangan (msh. feasacht fóineolaíoch ) stráitéisí sa Ghaeilge, sa Bhéarla , sa Mhatamaitic agus i Scileanna Sóisialta.
- Luath idirbheartaíocht rangbhunaithe ag an múinteoir ranga a bhíonn soláthar tacaíocht bhreise mar thoradh uirthi.
- Cur i bhfeidhm an chláir **Oxford Reading Scheme**. Déantar 4 ghrúpa chumasbhunaithe sa Bhéarla ón dá rang Naíonáin Shinsear . Bíonn teagasc ar fáil ó Cháisc Naíonáin Shinsear go Cáisc Rang a hAon le dul chun cinn sa Bhéarla a fhorbairt.
- **NRIT** (ar dhá léibhéal difriúil) a chur ar gach dalta i rang a 1 agus arís i Rang a 3.
- Dírbhreathnú , measúnú agus taifead an oide ranga i **gComhad Tacaíochta an Dalta**. Bíonn an t-eolas seo ar fáil d'infheisteoirí oideachasúla uile an dalta.

- **An Clár Luath Idirbheartaíochta**

- Cuireann Scoil Uí Dhálaigh polasaí luath idirbheartaíochta chun cinn chun tacaíocht a thabhairt do dhaltaí a aithnítear go bhfuil tacaíocht bhreise ón bhfoireann R.O.S. uathu. Coinneofar tuismitheoirí/caomhnóirí ar an eolas maidir le haon ábhar imní ábharthach atá ag na múinteoirí . Cabhraíonn na **Comhaid Tacaíochta Daltaí** leis an bpróisis seo.

- Baintear leas as scrúduithe scoilbhunaithe maraon le dírbhreathnú an mhúinteora chun daltaí ‘sna bunranganna atá riachtanais foghlamtha acu a aithint agus chun tús áite a thabhairt dóibh don teagasc breise sa litearthacht agus san uimhearthacht(**Westwood Check List, Reading Recovery Check List, MIST , Early Dyslexia Screening Test, Scrúdú Gaeilge Dhroim Conrach L1**)

- Cuirtear na cláir seo a leanas i bhfeidhm:**Oxford Reading Scheme**(Léitheoireacht Béarla i náionáin shinsir & Rang 1), **Cleite & Léimís le Chéile**, (Gaeilge ‘sna ranganna náionáin shóisir & shinsir), **Mata sa Rang i** rang 1.

- Déantar tástáil ar gach dalta ó ranganna 1 – 6 ‘sna scrúduithe caighdeánacha **Dhroim Conrach** (Gaeilge, Béarla , Matamaitic agus Litriú ) agus **Scrúdú Dhroim Chonrach Gaeilge L1** i Naíonáin Shinsear. Scrúdú **MIST** i Naíonáin Shinsear .

### 3. Roghnú Daltaí don Teagasc Breise

- Déanann an múinteoir oideachas speisialta riaradh ar scrúduithe diagnóiseacha ar nós **Reading Recovery Observation Survey, an Diagnostic Reading Analysis, an NRIT agus an York Assessment of Reading Analysis** .

- Tugtar tús áite UOS do na daltaí ata ag feidhmiú ag nó faoi an 10ú percentíl agus, má tá an acmhainn ann, dóibh siúd a aithnítear go bhfuil an riachtanas acu.

- Do na daltaí atá ag feidhmiú faoin 10ú percentíl, is tar éis an phróiséis scagtha a bhíonn cruinniú comharlaitheach idir an mhúinteoir ranga, na tuismitheoirí agus an fhoireann oideachas speisialta maidir le gnóthúlacht an dalta.

- Iarrtar cead tuismitheora má tá an dalta le freastal ar Oideachas Tacaíochta.

- I gcásanna nach dtugtar cead freastal ar na ranganna OS, lorgaítear é seo i scribhinn óna Tuismitheoirí agus coinnítear taifead i gCód an dalta.

- Má tá diagnóis ag páiste gur tugadh uaireanta acmhainní dó/dí sa seanchóras (mar a bhí bronnta ag SENO) déanfaidh an múinteoirí oideachais speisialta gach iarracht freastal ar an bpáiste sin ó thaobh a riachtanais de -bíodh sé inranga nó i ranganna eile.

- Aithnítear , cé gur féidir le Siceolaí “diagnóis” a dhéanamh ar pháiste, ní féidir leis/léi ach moladh a thabhairt faoin saghas chúnamh oideachasúla a bhéadh ón bpáiste ar scoil . Bhéadh an cabhair breise atá molta ag siceolaí nó aon ghrúpa eile faoi chúram iomlán na scoile le dáileadh agus tá dul chun cinn na daltaí uile maraon le cúrsaí clár ama agus nithe riaracháin eile le tógáil ins an áireamh nuair a bhronntar oideachas speisialta ar dhalta.

### 4. Soláthar Múinteoireacht Oideachais Speisialta

- Is é príomhchúram an fhoireann oideachas speisialta ná an R.O.S. a sholáthar do na daltaí a aithnítear faoi na coinníollacha thuas luaite.

- Tá gach dalta faoi phríomh-chúram an oide ranga .Is é ról na foirne Oideachais Speisialta ná foghlaim na páistí sin a thacú . Tá oidí ranga freagrach as pleanáil agus

idirdhealú a dhéanamh dóibh siúd a fhreastlaíonn ar na ranganna Oideachais speisialta.

- Maireann na ceachtanna 30-40 nóiméad de ghnáth ag brath ar an gceacht agus ar riachtanais an pháiste .
- D'fhéadfadh go bhfreastlóidh daltaí áirithe ar ghrúpaí don mhúinteoireacht oideachais speisialta 3-5 lá in aghaidh na seachtaine nó go dtugtar tacaíocht in ranga dóibh.
- Is iad na múinteoirí oideachas speisialta a dhéanann cinneadh ar mhéad na ngrúpaí ag tabhairt riachtanais foghlama indibhidiúil na ndaltaí , ar an gclár ama scoile ar agus an ualach oibre iomlán san áireamh.
- Tugtar teagasc aon ar aon nuair is gá. Roghnaítear na daltaí is lú gnóthúlachta do na cláir **Reading Recovery**.
- Tá na ceachtanna **Reading Recovery** dírithe ar fheasacht fóinéimic, ar straitéisí focal aithint, ar obair ó bhéal, ar léitheoireacht chiúin agus ar scileanna tuiscine.
- D'fhéadfaí go mbeadh oide amháin nó níos mó ná sin d'oidí ag freastal ar riachtanais oideachasúla an dalta.
- Glacann an scoil leis an modh céimsithe maidir le hidirbheartaíocht. Má leanann riachtanais foghlama an dhalta in ndiaidh na hidirbheartaíochta agus tacaíocht foghlama ón bhfoireann R.O.S., d'fhéadfadh go lorgódh an scoil comhairle agus measúnú ar riachtanas an dalta ó shaineolaí(the)lasmuigh den scoil.

## 5. An Mhúinteoireacht Oideachas Speisialta

Buailtear le tuismitheoirí/caomhnóirí an dalta agus iarrtar orthu a gcead a thabhairt sula dtabhfar faoin tacaíocht i gcomhairle leis na tuismitheoirí/caomhnóirí, an múinteoir ranga agus saineolaithe eile atá ag obair leis an dalta. Cuirtear an dalta ar an gclár ama don mhúinteoireacht oideachais speisialta tar éis labhairt leis an múinteoir ranga. D'fhéadfaí go ndéanfar an mhúinteoireacht oideachais speisialta laistigh nó lasmuigh den tseomra ranga.

## 6. Cód an Dalta /Pleananna Oideachais Aonair (P.O.A.)/Plean Tacaíochta .

Déantar **Plean Oideachais Aonair (P.O.A.)**nó **Plean Tacaíochta** a dheardh do gach dalta a mheastar go bhfuil tacaíocht breise ag dul dó/di. Tá na pleananna seo dírithe ar réimse iomlán riachtanais an dhalta agus d'fhéadfadh na gnéithe seo a leanas a bheith mar chuid de:

- Sonraí ó mhúinteoir ranga an dhalta.

- Torthaí measúnaithe.
- Eolas ábhartha eile m.sh. tuairiscí ó eagraíochtaí eile.
- Buanna agus gnóthúlachtaí foghlama.
- Cuspóirí foghlama atá bainteach leis na príomh riachtanais foghlama.
- Gníomhaíochtaí foghlama rangbhunaithe.
- Gníomhaíochtaí tacaíochta breise.
- Gníomhaíochtaí tacaíochta baile.
- Déantar monatóireacht ar gach plean trí dhír bhreathnú an mhúinteora agus trí thaifead a choinneáil ar phleanáil agus ar dhul chun cinn an dhalta.
- Roinntear an bhliain scoile ina dhá théarma teagaisc (Meán Fómhair - Feabhra agus Feabhra - Meitheamh )
- Déantar athbhreithniú mion ag deireadh gach téarma teagaisc. Buaileann an fhoireann oideachas speisialta agus an múinteoir ranga le chéile chun dul chun cinn an dhalta a phlé agus dréacht nua a dhearadh den POA.
- Coinníonn an múinteoir oideachas speisialta na cáipéisí seo a leanas
- An POA agus an clár foghlama.
- An taifead ar phleanáil .
- Taifid eile m.sh.taifid ar obair ó bhéal.
- Samplaí de shaothar scríofa.
- Taiféad ar Theangabháil le tuistí .

## 7. Cód an Dalta

Coinnítear **Cód** ar gach dalta le R.O.S. Bíonn sonraí de mhúinteoirí a bhí ag an dalta, de thástálacha scagtha, de thástálacha diagnóiseacha agus de bhuanna agus de riachtanais an dhalta sa phróifíl seo. Bíonn a thuilleadh eolais maidir le cúlra an dhalta ó thaobh tuairiscí ar dhiagnóis, ar stair agus ar thuairiscí ildhisciplíneach srl. chomh maith le tástálacha neamhacadúlacha a tugadh don dalta.

## 8 . Nósanna Imeachta i leith Freastal / Scaoileadh le Daltaí ón Oideachas Speisialta

- Déantar cinneadh faoi chloí nó faoi chríoch a chur leis an múinteoireacht bhreise faoi mar atá leagtha amach i roinn 1 thuas.

Is iad na critéir ar a bhfuil an cinneadh seo bunaithe ná:

- An bhfuil cuid de na cuspóirí, nó na cuspóirí uilig bainte amach ag an dalta?
- An ionann na riachtanais atá ar an dalta nuair a tógadh don oideachas speisialta don chéad uair agus na riachtanais atá anois air ?
- An mbeidh an dalta in ann deighleáil le comhthéasc foghlama an tseomra ranga as a chónlán féin a bheag nó a mhór?
- Tugtar aitheantas ar an éileamh iomlán atá ar mhúinteoireacht oideachais speisialta na scoile. Bíonn baint le próisis déanamh na gcinntí le comhairle idir an mhúinteoir ranga, an múinteoir oideachais speisialta agus daoine proifisiúnta chuí eile.

## **9. Stráitéisí Cumarsáide**

- Tá sé riachtanach go mbeadh córas éifeachtach cumarsáide idir na páirtithe uilig chun freastal ar riachtanais foghlama an dhalta. Is iad na snáithe éagsúla an chórais seo ná:
- An múinteoir ranga agus an múinteoir oideachas speisialta i ndiaidh scór íseal ar scrúdú caighdeánach a imscrúdú agus cead a lorg i scríbhinn óna tuismitheoirí don mhúinteoireacht bhreise a sholáthar.
- Cead i scríbhinn a fháil óna tuismitheoirí don oideachas speisialta más diagnóis inghlactha é seachas torthaí íseal de scrúdúithe caighdeánacha.
- Cumarsáid leanúnach idir an fhoireann oideachas speisialta agus an múinteoir ranga agus na Tuistí i rith an téarma teagaisc.

## **10. Rannpháirtíocht na dTuismitheoirí**

- Cuirfimid romhainn go mbeadh cumarsáid rialta ó bhéal agus i scríbhinn idir an fhoireann oideachas speisialta agus na tuismitheoirí.
- Bíonn tuismitheoirí lánpháirteach i mbaint amach na gcuspóirí a leagadh amach don pháiste msh. tríd an leitheoireacht roinnte nó trí spriocanna atá leagtha amach i bPOA an pháiste .
- Buailéann na tuismitheoirí leis an múinteoir oideachas speisialta i mí na Samhna agus i mí an Mheithimh .

- D'fhéadfadh tuismitheoirí tacaíocht speicificiúil a fháil chun cabhrú leo obair go héifeachtach lena pháiste trí chumarsáid leis an SET.

## 11. Caidreamh le hEagrais Eis-Scoile

- Déanann an múinteoir oideachas speisialta comhordanú ar eolas faoi dhaltáí a sheoladh chuig eagrais eis-scoile ar nós an siceolaí oideachais.
- Buailéann an príomhoide agus nó an múinteoir oideachas speisialta nó múinteoir ranga leis na tuismitheoirí/caomhnóirí faoin ghá atá ann eolas a sheoladh chuig na heagrais eis-scoile agus faoi chead a fháil uathú é sin a dhéanamh.
- Líonann an múinteoir ranga an fhoirm eolais i gcomhairle leis na pearsanra scoile cuí.
- D'fhéadfaí go dtabharfaidh an saineolaí gairmiúil seachtarach cuairt ar an scoil chun buaileadh leis an dalta, na tuismitheoirí/caomhnóirí, an príomhoide, an múinteoir ranga agus leis an múinteoir oideachas speisialta (más cuí). Déantar an measúnú ansin.
- D'fhéadfaí go dtabharfar cuairt eile ina dhiaidh sin ag a ndéantar torthaí an mheasúnaithe a phlé. Déantar na moltaí a mheas agus déantar freagairt chomhaontaithe ar an gcás.
- Má bhíonn ábhar buartha ann maidir leis na moltaí /socruithe i ndiaidh an chruinniú seo, téann an príomhoide i dteagmháil leis an eagraíocht éis-scoile áirithe sin.

## 12. Soláthar Acmhainní

- Tá meascán de théascleabhair, de leabhair leabharlainne, d'ábhair breise agus de chlár theanga labhartha mar acmhainní de sholáthair oideachais speisialta.
- Baintear leas as meascán d'ábhar tástála freisin. Ina measc siúd tá scrúdúithe caighdeánacha, scrúdúithe diagnóiseacha agus scrúdúithe scagaithe.
- Tá tástáil éirime neamh léitheoireachta (NRIT), taithí léitheoireachta, meabhraíocht ar ghnóthú fhóineolaíochta agus tástáil ghnóthúlacht matamaitice ar fáil.
- D'fhéadfadh go gcuirfeadh Bord Bainistíochta na scoile nó Coiste na dTuistí maoiniú ar fáil d'ábhar Oideachas Riachtanais Speisialta nó **Deontas Oideachas Riachtanas Speisialta** nó ón **Deontas d'Ábhair** mar thoradh ar mholtaí ón mhúinteoir oideachas speisialta, ón bPríomhoide agus nó ón mhúinteoir ranga.
- Bainfear úsáid as acmhainní oideachais riachtanais speisialta san aonad oideachas speisialta sa chéad dul síos [ach](#) cuirfear na hacmhainní ar fáil do mhúinteoirí ranga tar éis dul i gcomhairle leis an múinteoir oideachais speisialta

### **13. An Clár Ama**

- Cuirtear tacaíocht oideachais speisialta ar fáil mar obair bhreise anuas ar ghnáth mhúinteoireacht ranga sa Mhata sa Bhéarla agus san OSPS .
- Déantar gach iarracht a chinntiú nach gacilleann daltaí amach ar an ábhar céanna gach uair a dhéanann siad freastal ar an oideachas speisialta, an corp oideachais nó na hAmharcealaíona ach go háirithe.
- Bíonn clár ama solúbtha ag an múinteoir ranga chun laghdú a dhéanamh ar chur isteach ar cheachtanna.
- Baintear daltaí amach as an rang chomh maith leis an múinteoireacht inranga mar chuid de sholáthar an oideachais speisialta ag brath ar an modh is éifeachtaí le haidhmeanna foghlamtha an dalta a bhaint amach .

### **14. Sceideal Oibre an Mhúinteoir Oideachas Speisialta**

D'fhéadfadh go mbeadh maoirseacht ar chlár luathghabhála, ar chlár coiscithe, ar mheasúnaithe scagthaithe agus diagnóiseacha, ar choinneál, ar thaifidí agus ar athbhreithniú thástálacha caighdeánacha, ar choinneál agus ar athbhreithniú taifeidí daltaí, ar chomhordanú seirbhísí riachtanais speisialta agus ar dhul i gcomhairle le múinteoirí agus le tuismitheoirí/caomhnóirí, mar chuid de sceideal oibre an mhúinteoir oideachas speisialta.

Mar aitheantas ar éagsúlacht Róil On oide Oideachais Speisialta , déantar a sceideal oibre a athnuachan go rialta .

### **15. Critéir Rathúlachta**

D'fhéadfadh go dtiocfadh na buntáistí seo a leanas ar fhoghlaim na daltaí ó chur i bhfeidhm uile scoile an pholasaí seo:

- Feabhas ar chaighdeán ghnóthú acadúlachta laistigh de chlár foghlama aonair na daltaí agus méadú dá réir ar an bhféin-mhuinín agus ar an neamhspleachas ar scoil agus go ginearalta.
- Laghdú ar thacaíocht oideachas speisialta do dhaltaí áirithe bunaithe ar thorthaí dearfach measúnaithe.
- Méadú ar rannpháirtíocht na dtuismitheoirí i dtacaíocht a thabhairt do riachtanais a bpáiste.
- A thuilleadh deiseanna don chumarsáid idir an scoil agus an baile maidir le dul chun cinn an dhalta.



Déanfar measúnú ar ghnóthúlacht na gcritéir rathúlachta seo trí ais eolas a fháil ó mhúinteoirí, ó na daltaí agus ó na tuismitheoirí/caomhnóirí.

## 16. Aistriú go dtí an Oideachas Dara Léibhéal

- Is é dualgas tuismitheoirí/caomhnóirí an dhalta le R.O.S., an scoil dara leibhéal a chur ar an eolas maidir le riachtanais oideachasúla nó eile an pháiste.
  - Tugann an múinteoir ranga agus an múinteoir oideachas speisialta tacaíocht agus comhairle do na daltaí ullmhú don aistriú go dtí an dara leibhéal oideachais.
- Tá na múinteoirí oideachais speisialta i Scoil Uí Dhálaigh ar fáil don hoidí óna Scoileanna Dara Léibhéal loganta le ceisteanna a fhreagairt/comhairle a chur faoin riachtanais oideachais na daltaí a d'fhreastal ar na ranganna oideachais speisialta.
- Tá cead i scríbhinn de dhíth ón Tuismitheoir chuige seo.
  - Déanann Scoil Uí Dhálaigh teagmháil le scoileanna dara leibhéal eile trí **Phas Oideachais** na Roinne Oideachais agus Scileanna a eisiúint do gach dalta ag fágáil rang 6 dóibh maraon le cóip de **Thuairisc Scoile an Dhalta**.
  - Go rialta, eagraítear aoíchainteoirí le labhairt leis na tuismitheoirí/caomhnóirí ar théamaí a bhaineann leis an aistriú ón bhunscolaíocht go dtí an oideachas dara leibhéal.

## 17. Rólanna agus Freagrachtaí

Tugtar tacaíocht do chur i bhfeidhm an pholasáí scoile ar na bealaí seo a leanas:

### Rólanna

### An Duine/Eagras atá Freagrach

Comhordanú oideachais speisialta & seirbhísí riachtanais : **An Príomhoide &**

Soláthar teagasc breise, measúnú diagnóiseach, : **Oidí Oideachas Speisialta**

Coinneál & athbhreithniú taifidí na ndaltaí,

Comhordanú idir an príomhoide, na múinteoirí & na tuismitheoirí

Príomhfhreagracht do riachtanais foghlama na ndaltaí : **An Múinteoir Ranga**

Tacaíocht & rannpháirtíocht i bhfoghlaim a bpáiste : **An Tuismitheoir**

Forbairt, cur i bhfeidhm & athbhreithniú ar a chuid foghlama féin : **An Dalta**

Léirmheas ar chur i bhfeidhm & ar athbhreithniú an Pholasáí MOS. : **An Bord Bainistíochta**

Soláthar acmhainní, cóiríocht & stórais : **An Roinn Oideachais**

## **18. Cur i bhFeidhm & Athbhreithniú**

Is próiséis leanúnach é cur i bhfeidhm an pholasaí seo.

Déantar athbhreithniú rialta ar an bpolasaí seo.

Rinne an Bord Bainistíochta athbhreithniú ar an bpolasaí seo ar an 27/03/2017

Is féidir teacht ar an bpolasaí seo in oifig na scoile nó ar shuíomh idirlín na scoile ar [www.scoiluidhalaigh.ie](http://www.scoiluidhalaigh.ie)

# Special Educational Needs (SEN) Policy

## Scoil Uí Dhálaigh 2017

### Introduction

The purpose of this SEN policy is to provide practical guidance for teachers, parents and other interested persons on the provision of effective learning support and resource teaching to pupils experiencing low achievement and/or learning difficulties as well as and to fulfil the obligations of Scoil Uí Dhálaigh under the **Education Act, 1998** and also the **E.P.S.E.N Act (2004)**. The teachers working in this area of education are known as **Special Education Teachers (SET)** as of September **2017**. Scoil Uí Dhálaigh has been allocated 108 special education hours (SEH) by the Department of Education and Skills (DES) which are to be used at the discretion of the school. It is important therefore that clear criteria are established in order to establish how these SEH are used.

### Aims and objectives

Scoil Uí Dhálaigh strives to:

- Facilitate pupils to participate in the full/adapted curriculum for their class level. Aspects of the curriculum may be tailored to suit the needs of SEN pupils.
- Develop positive self-esteem and positive attitudes to school and learning.
- Enable pupils to monitor their own learning and become independent learners within their own ability.
- Ensure that students with special educational needs are educated in an inclusive environment, as far as possible.
- Affirm that students with special educational needs have the same right to avail of, and benefit from education as students who do not have those needs.
- Promote collaboration among teachers.
- Develop staff expertise in supporting students with special educational needs.
- Involve parents in supporting their children's learning

### Inclusion

The **Education for Persons with Special Educational Needs (EPSEN) Act (2004)** states that:

‘A child with SEN shall be educated in an inclusive environment with children who do not have such needs unless the degree or nature of those needs of the child is such that to do so would be inconsistent with the best interests of the child’.

Scoil Uí Dhálaigh is an inclusive environment which embraces and celebrates the uniqueness of every pupil. Scoil Uí Dhálaigh strives to nurture and cater for the needs of all pupils within the school. Pupils with SEN are integrated into mainstream classes, they receive instruction in all areas of the **Revised Primary School Curriculum** and receive additional support where necessary.

## Guidelines

The following procedures are being implemented as a means of responding effectively to pupils' individual learning needs.

### 1. Prevention Strategies:

- Development and implementation of agreed approaches to language development e.g. phonological awareness and Strategies in Gaeilge, English and Maths as well as Social Skills.
- Class-based early intervention by the class teacher resulting in the provision of additional individualised support.
- Administration of the NRIT in First & Third class @ two different Levels.
- Implementation of **the Oxford Reading Scheme**. In Senior Infants , Four groups are formed based on the child's ability demonstrated in English . Instruction is initiated usually after Easter in Senior Infants until around Easter Rang 1 for the promotion of English Literacy.
- Ongoing observation and assessment by the class teacher which may be recorded in a **Student Support File**. This file will be retained by the class teacher and information recorded will be shared with all interested parties in the child's educational development.

### 2. Early Intervention Programme

Scoil Uí Dhálaigh promotes a policy of early intervention in order to support children identified as having a need for additional support from the SEN team. Parents /Guardians will be informed about relevant concerns teachers may have. Student Support Files compiled by the class teacher are used to assist this process.

- In the junior classes; school and class based tests coupled with teacher observation are used to identify pupils who are at risk in order to prioritise them for supplementary teaching in the areas of literacy and numeracy. **Westwood Checklist, Reading Recovery Check List , MIST, Early Dyslexia Screening Test, Scrúdú Gaeilge Dhroim Conrach L1 .**
- In Senior Infants programmes such as Oxford Reading Scheme (Senior Infants and First Class), **Cleite, Léimís Le Chéile ( Gaeilge in Junior and Senior Infant Classes ), Mata sa Rang 1st Class** are implemented.

- From 1<sup>st</sup> to 6<sup>th</sup> classes, all pupils are tested using the standardised tests *Scrúdú Dhroim Chonrach( Gaeilge, English, Maths) Spelling Test , MIST .(Senior Infants)*

### **3. Selection of Pupils for Special Education Teaching**

- Diagnostic tests such as *Reading Recovery Observation Survey, Diagnostic Reading Analysis, NRIT and York Assessment of Reading Analysis* are generally administered and analysed by the SE Teachers .
- Priority for SET is given to those pupils who perform at or below the 10<sup>th</sup> percentile, and to others who are identified as having a requirement if numbers allow.
- In the case of pupils performing at or below the 10<sup>th</sup> percentile, the screening process is followed by a consultative meeting between the class teacher, the parents and the SET concerning the pupil's performance.
- Parental consent is sought for the withdrawal of pupils for all supplementary teaching.
- In cases where parental consent is not forthcoming , Scoil Uí Dhálaigh requests this to be put in writing by parents and a copy is held in the pupil's personal file .
- In cases where a pupil had received "Resource Hours" as in the Pre-September 17 Model, the S Ed Team will make every effort to facilitate the children in terms of their requirements ,be it in S Ed classes or inclass work .
- It is important to recognise that where a Psychologist or any other Health Care Professional may give a child a "diagnosis" they may merely offer advice or suggestions as to the sort of Assistance that students with special educational needs may benefit from . It is the remit and obligation of the school to allocate Special Education Assistance in the most effective manner from a whole School perspective taking all pupils needs, resources , personnel Time Tables and Health Professionals suggestions into consideration .

### **4 Provision of Special Education Teaching :**

- The primary work of the Special Education Team is the provision of supplementary teaching to the pupils identified in section 3 above.
  - The education of each pupil is primarily the responsibility of the class teacher. It is the role of the Special Education teacher to support and supplement the pupils learning experience. Class teachers undertake appropriate planning and differentiation during lessons for those pupils attending Special Education Lessons.
  - The teaching periods are generally comprised of 30-40 minute lessons, 4 days per week depending on the lesson and the educational requirements of the pupil .
  - Some children may be withdrawn for supplementary teaching in small groups 3-5 days per week or alternately, in-class support may be given.

- It is usually the SEN teachers who decide the size of groups, taking into account the individual learning needs of pupils , the overall caseload, the schools timetable and resources available.
- One to one teaching is provided where necessary. The lowest performing children in Specific English Literacy Assessments are selected for the **Reading Recovery** programmes.
- Reading Recovery** lessons focus on the development of phonemic awareness, word identification strategies, oral work, silent reading, and comprehension skills.
- A pupils specific educational needs may be addressed by one or more members of the Special Educational Team.
- The staged approach** to intervention is adopted within the school. If concerns remain after intervention and additional support from SEN team, the school may request a consultation and assessment of the pupil's need from a specialist outside the school.

## 5. Special Education Teaching

A meeting is arranged by the school with the parents/guardians of the child and or other interested educational personnel and parental permission is sought in order for the child to access Special Education Lessons. An Appropriate time for lessons is agreed upon after discussions with Class Teachers. SE may be conducted either out of class or in class.

## 6. Individual Education Plans

An IEP or General Education Plan (GEP) will be designed specifically for each pupil who has been selected for SET. Such plans address the pupils' full range of needs as a pupil profile may include the following

- Details from the pupil's class teacher.
- Assessment results.
- Other relevant information e.g. reports from other agencies.
- Learning strengths and attainments.
- Priority learning needs.
- Learning Targets related to the priority learning needs.
- Class-based learning activities.
- Supplementary support activities.
- Home support activities.

- Each plan is monitored through teacher observation, the keeping of planning and progress records.
- The school term is divided into two instructional terms (September – February and February - June)
- A detailed review takes place at the end of each instructional term. The SET and or the class teacher meet the parents to discuss their child’s progress in the light of the review.
- The SET maintains the following documentation in individual files :
  - Individual profile and learning programme.
  - Short-term planning and programme record.
  - Other records e.g. records of oral work.
  - Samples of written work.
  - Records of Correspondence with Parents

## **7. Pupil Code/ File**

A ‘**Pupil Code**’ is kept on each SEN pupil. This profile contains details of previous class teachers, screening tests, diagnostic tests, & strengths and needs. It also includes additional background information in relation to the pupil’s diagnosis/history/multi -disciplinary reports etc. as well as non-academic tests administered.

## **8. Procedures for Continuing/Discontinuing Pupils in SE :**

- Following the end of each instructional term a decision is made whether to continue/discontinue the provision of supplementary teaching as is detailed in section 1 above.
- The criteria on which this decision is based include :
  - Has the pupil met some/all of his/her targets set?
  - Are the pupils educational needs the same/similar to those set out when Special Education was initiated with him/her ?
  - Will the pupil be able to cope independently/ semi-independently in the classroom learning context?
- The decision-making process regarding continuation/discontinuation of SE involves consultation between the class teacher, the SET and other educational /health professionals and account is also taken of the overall SE demands of the school.

## **9. Communication Strategies**

The operation of an effective communication system between all of the parties involved in meeting the learning needs of the child is considered essential.

The general procedure is as follows .

The class teacher and/or a Special Education teacher will scrutinise a low score achieved by the student in a standardised test and permission in writing is sought in order for the child to attend Special Education Classes .

Where a “low incidence “ diagnosis is made ( instead of the necessity of a low score in a standardised test ) which would warrant Special Education Classes, permission in writing is also sought .

Regular communication between the Class Teacher, Special Education Teacher and also Parents usually commences throughout the school term.

## **10 .Parental Involvement :**

Scoil Uí Dhálaigh endeavours to promote regular oral and written communication between the Special Education Team and Parents/ Guardians

Parents/Guardians are encouraged to actively engage in assisting their child to achieve targets laid out in the Childs IEP , Reading Recovery Aims and or through Paired Reading .

Parents are given the opportunity to meet with the Special Education Teacher(s) in November and June .

- Specific support is available to parents to assist them to work effectively with their child through communication with the SET.

## **11. Referral to Out-Of-School Agencies**

- The SET coordinates the referral of pupils to outside agencies, e.g. educational psychologists.

- The principal and or SET and or class teacher meet with the Parents/Guardians to discuss the need for the referral and to seek consent.

- The class teacher completes the necessary referral form in consultation with the pupil, parents, principal, class teacher and SET (as appropriate) and the assessment is conducted ,

- Following assessment, the outside agency generally organises a return visit at which findings are discussed, recommendations are considered and an appropriate response is agreed.



- Where concern arises regarding the manner or speed of the follow-through post assessment, such concern is pursued by the principal with the out-of-school agency concerned.

## 12. Provision of Resources

- Resources for the provision of SET include a variety of textbooks, library books , ancillary materials and oral language programmes.
- A variety of high standard testing materials are also regularly used including standardised, diagnostic, screening tests.
- Other testing materials include the NRIT . New NRIT , Reading Attainment , Phonological Awareness and Maths Attainment Tests.
- Following consultation between the SET, Principal and Class Teacher, funding for ancillary/necessary materials may be provided from the **SET Support Grant, Materials Grant** and or funding that may be available through the Board of Management and or Parents Association- “Cairde Scoil Uí Dhálaigh”.
- SET resources including sensory equipment will primarily be used in the SET classes however these resources may be made available to class teachers following consultation or recommendations from the SET.

## 13. Timetabling

- The provision of SE is in addition to the regular class teaching in English , Maths and OSPS.
- Every effort is made to ensure that pupils do not miss out on the same curricular area each time they attend SE, especially on Physical Education (P.E.) or Visual Arts.
- A flexible approach to time-tabling is adopted by class teachers while class disruption is minimised.
- Pupils who receive supplementary teaching may be either withdrawn from class or work with the Special Education Teacher in class depending on which model is most effective for achieving the child's learning targets .

## 14. Special Education Teacher's Work Schedule

- The work schedule of the SET, in addition to providing supplementary teaching, may include the overseeing of early intervention and prevention programmes, the conducting of screening and diagnostic assessment, recording and review of standardised tests, the maintenance and review of pupil records, the coordination of special needs services and consultation with teachers and Parents /Guardians .
- In recognition of this varied role, the case load of the SET will be regularly reviewed.

## 15. Success Criteria

The whole school implementation of this policy may result in enhancement of pupil learning in the following ways:

- Improved standards of academic achievement within the pupil's individual learning programme which should lead to greater self confidence and independence at school and generally .
- Enabling of the discontinuation of the provision of the SET programme based on positive assessment results.
- Enhanced parental involvement in supporting their child's learning needs.
- Increased opportunities for effective communication between school personnel in relation to pupil's progress.

The achievement of these success criteria can be assessed through feedback from teacher, pupils and Parents/Guardians .

## **16. Transition/Transfer to Post Primary Education**

- It is the duty of the parents/guardians of the pupil(s) with SEN to inform the post- primary school of their child's educational and or other needs.
- The class teacher and Special Education teacher will support the pupils in preparation for transitioning to post primary.
- The SET in Scoil Uí Dhálaigh is available for consultation with teachers in the local Second Level schools regarding the educational requirements of children who attended Special Education Classes in our school .Parental Permission in writing is sought for this purpose .
- The school cooperates with Second Level Schools by issuing an **Educational Passport** for each of its 6<sup>th</sup> class students as well as a copy of each pupil's **School Report**.
- Speakers are regularly invited to speak to Parents/Guardians and pupils regarding themes concerning the transition from Primary to Second level Education .

## **17. Roles and Responsibilities**

The implementation of the school plan will be supported as follows:

### **Roles**

### **Responsible**

Coordinate L.S. and Special Needs Services,

Provide supplementary teaching,

Conduct diagnostic assessment,

Maintain and review pupil records, and liaise with the principal, teachers and parents :

### **Persons/ Agency**

**Principal, SEN Team**

First line of responsibility for pupils' learning needs :	<b><u>Class Teacher</u></b>
Support for and participation in their child's learning :	<b><u>Parent</u></b>
Development, implementation and review of their own learning :	<b><u>Pupil</u></b>
Oversee implementation and review of the SEN Policy and the provision of adequate resources, accommodation and storage :	<b><u>Department of Education &amp; Board of Management</u></b>

### **18. Implementation and Review**

The implementation of this policy is ongoing. The policy will be reviewed regularly.

This policy was ratified by Bord Bainistíochta Scoil Uí Dhálaigh on .....

This policy was reviewed on .....

Parents may obtain a copy of this plan in the school office or may be viewed on the school website at [www.scoiluidhalaigh.ie](http://www.scoiluidhalaigh.ie)