



Gaelscoil Liatroma
Cora Droma Rúisc
Co. Liatroma
Uimhir Rolla : 20212D

Polasaí maidir le Riachtanais Oideachais Speisialta

Leagan amach an Pholasaí

1. Clárú leanaí le riachtanais oideachais speisialta aitheanta
2. Freastal ar leanaí le riachtanais oideachais speisialta a nochtar tar éis am chláraithe (Leantanas Tacaíochta, NEPS / The Staged Approach, Imlitir 02/05)
3. Dréachtú agus Cur i bhFeidhm an Plean Oideachais
4. Uilechuimsitheacht^[1]_[SEP]
5. Dáileadh Foirne^[1]_[SEP]
6. Comhairliúcháin agus Cumarsáid
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8. Aistriú Leanaí ó Scoil Amháin go Scoil Eile
9. Coimeád Cuntas
10. Polasaithe a mbeadh baint acu leis an bpolasaí seo m. sh. An Cód Iompair, FrithBhulaíocht, Measúnú srl.

Polasaí do Riachtanais Oideachais Speisialta

Cuireadh an polasaí seo le chéile i mí Dheireadh Fómhair 2014.

Bhí gá polasaí um riachtanais speisialta a chur le chéile:

- Chun freastal ar leanaí atá ag clárú sa scoil le riachtanais speisialta.
- Chun cuidiú le tuismitheoirí cinneadh eolasach a dhéanamh maidir lena leanbh a chlárú sa scoil seo
- Chun reachtaíocht agus ciorcláin na Roinne a chomhlíonadh.
- Chun ár ndualgaisí a chomhlíonadh faoi 'An tAcht um Oideachais do Dhaoine a bhfuil Riachtanais Oideachais Speisialta Orthu 2004 (ACHT EPSEN)

Clár ama don Athbhreithniú

Déanfar athbhreithniú ar fheidhmiú an pholasaí agus, más gá, leasú a dhéanamh air i 2019.

Fís agus Aidhm an Pholasaí

Tá sé mar aidhm againn oideachas cuimsitheach a chur ar fáil, trí mheán na Gaeilge, a fhreastalóidh ar riachtanais an duine aonair agus ar riachtanais chomhchoitinn ár ndaltaí go léir, lena chinntiú go dtabharfar spreagadh dóibh siúd atá faoi míbhuntáiste a gcumas uasta a bhaint amach i dtimpeallacht foghlama dhearfach.

Tá sé mar aidhm ag an bpolasaí seo a chinntiú go bhfuil nósanna imeachta i bhfeidhm le go mbeidh an scoil in ann na rudaí seo a leanas a dhéanamh:

- a chur ar chumas leanaí le cumais foghlama éagsúla tairbhe agus leas a bhaint as oideachas cuí.
- ár gcur chuige scoile iomláine a leagan amach i leith an teagaisc/na foghlama maidir le daltaí a bhfuil riachtanais speisialta acu.
- cuidiú le tuismitheoirí cinneadh eolasach a dhéanamh maidir lena leanbh a ^[L]_[SEP]hlárú sa scoil seo againne.
- a chur ar chumas daltaí atá faoi mhíchumas eispéireas oideachais chomh hiomlán agus is féidir a roinnt lena gcuid piaraí.
- struchtúir chumarsáide a bhunú d'fhonn tuismitheoirí leanaí a bhfuil riachtanais speisialta acu a thabhairt san áireamh. ^[L]_[SEP]
- reachtaíocht a chomhlíonadh – comhionannas do rochtain ar agus rannpháirtíocht in oideachas a chur chun cinn agus modhanna a chur chun cinn ‘sa dóigh is go mbainfeadh mic léinn tairbhe as an oideachas’ S.6(c) An tAcht Oideachais. ^[L]_[SEP]

Leagan Amach an Pholasaí:

1. Clárú leanaí ag a bhfuil riachtanais speisialta

Sonraíonn An tAcht um Oideachais do Dhaoine le Riachtanais Oideachasúla Speisialta 2004, Alt 2

“Cuirfear oideachas ar leanbh le riachtanais oideachasúla speisialta i dtimpeallacht uilechuimsitheach le leanaí nach bhfuil na riachtanais sin acu, ach amháin mura dtéann nádúr nó leibhéal riachtanais an linbh sin le –

- a) leas is fearr an linbh mar a chinntítear é de réir aon mheasúnachta a dhéantar faoin Acht seo, nó
- b) foráil éifeachtúil oideachais do na leanaí lena bhfuil an leanbh chun oideachas a fháil.

Maíonn An tAcht Oideachais 1998:

15. (2) d. go bhfoilseoidh an Bord Bainistíochta “Polasaí na scoile i dtaca le ligean isteach agus rannpháirtíocht sa scoil agus cinnteoidh sé, i dtaca leis an mbeartas sin, go n-urramófar prionsabail an chomhionannais agus an ceart atá ag tuismitheoirí a leanaí a chur ar scoil is rogha leis na tuismitheoirí.” Sonraíonn Alt 15 (2) f. “go n-úsáidfídh Boird Bhainistíochta achmhainní a chuirtear ar fáil don scoil faoi réir Alt a 12, chun soláthar réasúnach a dhéanamh do dhaltaí a bhfuil riachtanais speisialta acu.”

Cumarsáid

Féadfadh an scoil faisnéis a bhailiú faoi leanbh ag a bhfuil riachtanais speisialta ar mian leis/léi clárú sa scoil tríd:

- Cruinniú leis na tuismitheoirí
- Cóipeanna de thuairiscí, measúnaithe srl a lorg ón SENO agus tuistí.
- Teagmháil le SENO, Siceolaithe (NEPS & eile), teiripí urlabhra/saothair/gníomhíochtaí nó cáipéis ó eagrais eile.
- Seicliosta don tuismitheoir – Féach Aguisín 1.

Trasdul

Féadfadh an scoil trasdul éifeachtach a dhéanamh ar theacht an linbh chun na scoile & ar an tslí a thacóidh an scoil le foghlaim an linbh ó am an chlárúcháin. Mar shampla:

- Cuairteanna na dtuismitheoirí ar an scoil
- Cuairteanna an linbh ar an scoil
- Cuairteanna baill na fóirne ar scoileanna speisialta/aonaid speisialta
- Pobal na scoile idir leanaí & baill na fóirne a chur ar an eolas faoi uile chuimsitheacht
- Buailfidh an MTFA, múinteoir ranga, tuistí agus an CRS más gá, chun laigí/láidreachtaí, spriocanna aontaithe foghlama agus aidhmeanna gearrthéarmach do dhalta a phlé.
- Caidreamh leis an SENO chun foireann bhreise, acmhainní, oiliúint srl. a eagrú
- Scéim ‘Cairde’ nó a leithéid a bhunú, de réir mar a oireann, le tacaíocht ar leith a thabhairt do leanaí le riachtanais speisialta.
- Tá saincheisteanna sláinte agus sábháilteachta ag eascairt as easpa luaineachta an linbh agus impleachtaí maidir le aire i gceist. Is féidir iad a aithint agus straitéisí a fhorbairt chun aghaidh a thabhairt orthu. Mar shampla teacht ag an bpáiste ar an seomra ranga, scoil, clós, leithris srl. cúrsaí feitheoireachta, riaradh leigheas, cúrsa don Chuntóir Riachtanais Speisialta, teicnící chun an leanbh a ardú srl.
- Bainfear cinneadh amach ar an leibhéal tacaíochta atá riachtanach ag leanúint na treoracha atá leagtha síos sa leabhrán *Special Educational Needs, A Continuum of Support - Guidelines for Teachers*, NEPS, 2007 agus Imlitir 02/05.

2. Freastal ar leanaí le riachtanais oideachais speisialta a nochtar tar éis am chlárúithe

Céim a I

An Cur Chuige céimiúil maidir le Measúnacht, le Sainaitheint agus le Clárphleanáil do dhaltaí a bhfuil riachtanais speisialta acu (féach Imlitir 02/05)

Seo iad na nósanna imeachta atá i bhfeidhm le cuidiú le múinteoirí leanaí a d’fhéadfadh riachtanais speisialta oideachais a bheith acu a aithint/a scagadh. Ó *Special Educational Needs, A Continuum of Support - Guidelines for Teachers*,

- Breathnú múinteora trí úsáid a bhaint as seicliostaí simplí (féach Guidelines for Teachers of Students with General Learning Disabilities, NCCA, 2007; Report of the Task Force on Dyslexia, 2001; seimineáir SESS agus láithreán gréasáin; Common Sense Methods for Children with Special Needs Westwood, lch. 22), MIST, próifiliú naíonán, tástálacha caighdeánaithe
- Coimeádtar cuntas ar na dúshláin.
- Úsáidtear tástálaithe scagaidh sa scoil m.sh. BIAP, MIST, trialacha caighdeánacha, próifílí Drumcondra srl. Déantar scagadh ar na gnéithe de litearthacht, uimhearthacht, forbairt sóisialta & mothúcháin tríd sin.
- Lorgáítear eolas ó agus roinntear eolas ar thuismitheoirí ag cruinnithe.
- Tugtar tacaíocht don mhúinteoir ranga ag leibhéal Tacaíochta sa Seomra Ranga/Céim 1.

Céim a II

Bogtar an leanbh go dtí leibhéal Tacaíochta Scoile/Céim II más gá lena leithéid. Déanann an múinteoir ranga, an MTFA, an PO agus na tuismitheoirí an cinneadh sin dhéanamh i gcomhairle lena chéile.

Freastal ar Mhúineoir Tacaíochta Riachtanais Speisialta (Treoirlínte ROE Tacaíocht Foghlama 1.57 agus Special Educational Needs, A Continuum of Support - Guidelines for Teachers, NEPS, 2007)

- Má cheaptar gur riachtanach é idirghabháil a dhéanamh ag céim II, ba chóir an dalta a chur, le cead an tuismitheora, chuig an oide acmhainne nó chuig an oide um thacaíocht foghlamtha le haghaidh tástála mheastóireachta sa bhreis (féach Imlitir 02/05)
- Cuirfear na factóirí seo san áireamh agus riachtanais páiste ar mhúinteoireacht breise a chinntiú: torthaí measúnaithe, moltaí múinteora, buairt tuismitheora, teacht ar acmhainní srl.
- Lorgáíonn an múinteoir ranga cead ó bhéal nó scríofa le h-aghaidh breis tástáil diagnóiseacha ón bhfoireann Tacaíocht Foghlamtha.
- Eagrófar cruinniú leis an bpríomhoide agus na múinteoirí cuí má bhíonn leisce nó dúiltiú tuismitheora do thástáil breise.
- Cuireann na múinteoirí tacaíocht foghlama na tástálacha ar na páistí agus déanann siad léirthuiscint orthu le tacaíocht ón bpríomhoide más gá.
- Eagraítear múinteoireacht breise tríd grúpáil a dhéanamh ar pháistí le chomh-riachtanais.
- Ullmhú Plean Foghlamtha Próifíleach Aonair (PFPA).
- Bíonn an dualgas d'ullmhú PFPA an pháiste ar an bpríomhoide, múinteoir ranga, MTFA i gcomhairle leis na tuistí agus an dalta féin más féidir.
- Is féidir pleananna foghlamtha a ullmhú do ghrúpaí más cuí.
- Tá trí téarma teagaisc ann do Mhúinteoireacht Oideachais Speisialta sa bhliain scoile agus déantar athbhreithniú ar dhul chun cinn an dalta go rialta (gach téarma).
- Cuirtear in iúl do tuismitheoirí má tá múinteoireacht breise á laghdú nó á chríochnú. ^[13] Déanfar taifead de seo i gcód an pháiste. ^[SEP]
- Muna bhfuil aon dul chun cinn á dhéanamh ag an bpáiste, cuirfear ar aghaidh chuig céim III iad i gcompháirt le tuismitheoirí agus na múinteoirí uile. ^[13] ^[SEP]

Céim III:

- Déanfar páistí le riachtanaisí foghlama suntasacha a chur ar aghaidh chuig saineolaí seachtrach do mheasúnú.
- Páistí a bhfuil riachtanais foghlamtha suntasacha acu fós, beidh idirghabháil níos treise ag teastáil uathu ag céim III (Imlitir 02/05 agus Special Educational Needs, A Continuum of Support - Guidelines for Teachers, NEPS, 2007 agus láithreán gréasáin SESS)
- Tá tuismitheoirí rannpháirteach sa chinneadh chun iarratas a dhéanamh ar mheasúnú a bheith déanta ag speisialtóir seachtrach/siceolaí.
- Is é an nós imeachta atá ann chun dalta a chur ar aghaidh le h-aghaidh measúnaithe (Cur ar aghaidh chuig NEPS, siceolaí príobháideach, SENO, péidiatraí, teiripí urlabhra agus teanga, éisteolaí, eile) ná cruinniú a eagrú leis na tuismitheoirí, foirmeacha a líonadh le chéile agus iad a chur ar aghaidh.
- Tá an freagracht ar an bpríomhoide an dalta a chur ar aghaidh agus cumarsáid a dhéanamh leis an speisialtóir/siceolaí.
- Beidh na cáipéisí go bhfuil gá leo a bheith bailithe le chéile ag an bpríomhoide agus cead faighte ó tuismitheoirí iad seo a thaispeáint don siceolaí.
- Déantar na measúnaithe sa seomra tacaíocht foghlama más féidir. (Áit chompondach don pháiste/timpeallacht cuí, íogacht an tuismitheora)
- Maidir le measúnuithe ó NEPS, Baintear cinntí amach i dtaca le tosaíochtaí (ie. is sine, an bú rang, idirghabháil luath)
- Má eagraíonn tuismitheoirí measúnuithe go príobháideach, bheadh an measúnú ag teastáil ó scoil chun freastail ar na riachtanais.

3. Plean Oideachais a dhréachta agus a chur i bhfeidhm

Seo iad na feidhmeanna atá ag an bPlean Oideachais Aonair (POA).

- Rochtain do churaclam leathan agus cothrom a thacú o
- Struchtúr a sholáthar
- Leanúnachas tacaíochta a sholáthar^[1]_{SEP}
- Cinntiú go gcoinnítear taifid
- Dul chun cinn an dalta a shainaithint ag leibhéal atá ar cóimhéid le cumas. Cén sonraí ‘ba chóir a bheith sa Plean Oideachais Aonair?
- Buanna foghlamtha: bunaithe ar bhreathnóireacht an mhúinteora, breathnóireacht tuismitheoirí, breathnóireacht an Cúntóir Riachtanais Speisialta.
- Riachtanais fhoghlamtha: bunaithe ar thuairisc siceolaí, inchur múinteora, inchur tuismitheora, inchur an dalta
- Leibhéal reatha feidhmíochta an dalta
- Riachtanais foghlama thosaíochta an dalta, spriocanna foghlama, acmhainní agus pearsanra bainteach^[1]_{SEP} gcur i ngníomh an phlean
- Dáta le haghaidh athbhreithnithe an bPlean Oideachais Aonair/ POA (IEP) Tá leagann comhaontaithe den POA (IEP) in úsáid sa scoil.

Clúdaíonn gach POA tréimshe ama áirithe; tréimhse a bhraitheann ar riachtanais an daltaí indibhidiúil.

Cruinnithe faoi Phleananna Oideachais Aonair

- Bíonn tuismitheoirí, múinteoirí, cuntóirí Riachtanais Speisialta agus speisialtóirí seachtracha rannpháirteach in ullmhú an Phlean Oideachais Aonair
- Tá príomhoide, an múinteoir ranga agus an múinteoir tacaíocht foghlama/acmhainne freagrach as chomhordú an Phlean Oideachais.
- Déantar áisiú ar rannphairtíocht tríd cruinniú a thionól sa scoil
- Is féidir leis an dalta a bheith rannpháirteach sa phróiseas má bhíonn deis acu páirt a ghlacadh sa chruinniú agus ais eolais a thabhairt ar na spriocanna ar mhaith leo a bhaint amach.
- Faigheann na baill a chuir an plean le chéile cóip den phlean ^{sa} agus déantar athbhreithniú ar dhul chun cinn maidir le spriocanna a leagadh amach gach 8 seachtainní.
- Is ar an bpríomhoide, múinteoir ranga, MTFA i gcomhairle leis na tuistí agus an dalta féin más féidir a bhíonn an dualgas an PFFA a ullmhú & a athbhreithniú
- Tá an príomhoide freagrach as comhairliúcháin leanúnach a dhéanamh le siceolaíthe, SENO srl.
- Bíonn cruinniú idir tuismitheoirí, múinteoirí na bliana seo agus múinteoirí na bliana seo chugainn gach mí Meitheamh chun comhordú a dhéanamh ar phleananna oideachais ó rang go rang, eolas ábhartha a roinnt idir baill foirne, scoil agus tuismitheoirí.

4. Uilechuimsitheacht

Spreagfaidh an bhainistíocht agus na comhaltaí foirne timpeallacht bháúil a bhfuil riachtanais speisialta oideachais iontu.

Cuirfear achmhainní agus cabhair bhreise ar fáil do dhaltaí a bhfuil baic choirp orthu, nuair is gá agus is praiticiúil. Iarrfar ar chabhair na Roinne i gcásanna ar leith a éascú.

Déanfar iarratas chuig an Roinn Seirbhísí Síceolaíochta Oideachais le go ndéanfaidh Síceolaí Oideachais daltaí ar leith a mheas.

Bainfidh an scoil feidhim as ceachtanna OSPS chun deimhin a dhéanamh de go bhfuil daltaí le riachtanais oideachais speisialta mar chuid de shaol na scoile agus an tseomra ranga chomh mór agus is féidir é.

Mar chuid de na straitéisí, úsáidfidh an scoil an curaclam OSPS chun daltaí a chur san ardal maidir le riachtanais daoine le míchumais

5. Dáileadh Foirne

Déanann an scoil deimhin de tríd comhoibriú idir an Bord Bainistíochta agus an príomhoide go bhfuil an dáileadh foirne is éifeachtaí déanta chun freastal ar Riachtanais Oideachais Speisialta uile scoile, ag cur san áireamh taithí/saineolas na múinteoirí, múinteoirí páirt-aimsire, múinteoirí nua-cháilithe, Cúntóirí Riachtanais Speisialta srl.

Tá na dualgais sannta do Chúntóirí Riachtanais Speisialta (CRS) de réir Imlitreach 07/02. *Tá ról lárnach ag na Cúntóirí Riachtanais Speisialta maidir le tacú le páistí le riachtanais oideachasúla speisialta (Imlitir 07/02)*

6. Comhairliúcháin agus Cumarsáid

Eagrófar cruinnithe idir an príomhoide, tuismitheoirí, múinteoir ranga, Múinteoirí Oideachais Speisialta, Cúntóirí Ranga Speisialta, SENO, siceolaí, foireann an FSS (HSE) agus HSCL, de réir mar is gá, chun éascaíocht a dhéanamh do chumarsáid idir gach éinne atá rannpháirteach in oideachas an pháiste.

Má tá gá le comhairliúcháin foirmiúil socrófar cruinníú^[1] agus cuirfear am faoi leith ar leathaobh ionas gur féidir le gach duine a bheith i láthair. Má tá múinteoir ranga i gceist, roinntear an rang sin i measc na ranganna eile nó cuirtear múinteoir breise ina rang más féidir.

7. Acmhainní

Tá an príomhoide, múinteoirí ranga agus MTFA freagrach as aimsiú agus ceannach acmhainní breise.

Coiméadtar na hacmhainní seo ‘sna seomraí tacaíochta foghlama agus ‘sna seomraí ranga, mar is gá.

Tá teacht ag gach múinteoir ar na h-acmhainní seo.

8. Aistriú go dtí an Iarbhunscóil

Cuirfear Plean Oideachais faoi leith le chéile leis an dalta a réiteach don aistriú ó bhunscóil go meánscoil. Beidh sé tábhachtach go roinntear eolas faoin bpáiste le riachtanais speisialta idir an dá scoil. Beidh an múinteoir Ranga/Tacaíocht Foghlama/Acmhainne freagrach as an idirghabháil seo a dhéanamh.

Tá ról ag an SENO freisin le chinntiú go bhfuil acmhainní ar fáil dóibh siúd atá á lorg.

Aistrítear eolas faoi riachtanais foghlama na bpáistí tríd cruinnithe agus measúnaithe scríofa a roinnt ag deireadh gach bliain. Lorgáitear cead tuismitheora i gcónaí nuair atá eolas le h-aistriú.

9. Coimeád Cúntas

- Coimeádtar tuairiscí scríofa faoi pháistí le Riachtanais Oideachais Speisialta ina gcód faoi ghlais, in oifig an MTFA.
- Tá teacht ag múinteoir ranga, MTFA, SENO siceolaí, cigire, ^[1]tuismitheoirí, oibríthe sláinte ar na tuairiscí sin. Beidh teacht ar thuairiscí ar bhonn an gá le h-eolas a bheith ag gach duine, agus sinn ardalach ar cheart an linbh i leith rúndacht.
- Sa chás go bhfuil baill foirne roinnte idir scoileanna coimeádtar na tuairiscí a bhaineann leis an páistí sa scoil ina bhfuil siad cláraithe.

- Stóráiltear iad go dtí go bhfuil an páiste 21.
- Tá an múinteoir ranga, an múinteoir tacaíocht foghlama agus an príomhoide freagrach as ábhar a chur i bhfillteán an pháiste.
- Cuirtear sonraí faoi thinreamh, dul chun cinn agus riachtanais foghlama ar fáil do ghníomhairí eile nuair a aistríonn dalta ón scoil.

Tá sé de dhualgas ar Bhoird Bhainistíochta sonraí faoi thinreamh dalta & eolas faoin a d(h)ul chun cinn a sheoladh idir scoileanna nuair a aistríonn dalta ó scoil amháin go scoil eile

Alt 28, Acht Oideachais (Leas) 2000.

10. Polasaithe Bainteacha

B'fhéidir go mbeadh gneithe áirithe den pholasaí seo bainteach le polasaithe eile sa scoil m.sh.

- Is féidir leis an gCód Iompair/Polasaí frith-bhulaíochta riachtanais speisialta a aithint i réimse deacrachtaí iompair agus mothúchánach.
- Cuireann pleananna agus polasaithe curaclaim agus riaracháin na scoile riachtanais páistí le Riachtanais Oideachais Speisialta san áireamh. m.sh. éagsúlacht ábhair agus modheolaíochta i gnéithe churaclaim srl.

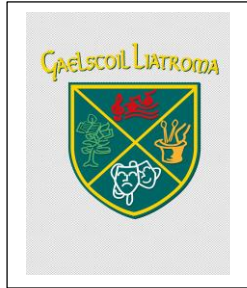
Critéir Rathúlachta

- Uile chuimsitheacht maidir le daltaí ag a bhfuil riachtanais oideachais speisialta
- Dáta don chur i bhfeidhm
- Dul chun cinn daltaí ag a bhfuil riachtanais speisialta sa scoil (measúnú a léiríonn é seo)
- Aiseolas ón bhfoireann teagaisc, ón gcúntóir riachtanas speisialta, ó dhaltaí, ó shíceolaithe
- Tuarascáil Cigire, agus araile.
- Beidh freagrachtaí áirithe ar na daoine seo as gnéithe den pholasaí; Tuismitheoirí, An Roinn Oideachais, Síceolaithe, An fhoireann teagaisc, An príomhoide agus an Bord Bainistíochta.

Síniú :



Cathaoirleach



Gaelscoil Liatroma
Cora Droma Rúisc,
Co. Liatroma

Uimhir Rolla : 20212D

Special Education Needs Policy

Special Education Needs Policy

1. Provision for the enrolment of children with identified special educational needs
2. Provision for children with emerging special educational needs (*Continuum of Support, NEPS / The Staged Approach, Circular 02/05*)
3. Drafting and Implementing an Education Plan
4. Inclusion
5. Deployment of staff
6. Collaboration and communication
7. Resources
8. Transfer of pupils from one school to another school
9. Record Keeping
10. Other related policies - e.g. *Code of behaviour, Anti-bullying, Assessment...*

Special Educational Needs Policy

This policy was drafted in October 2014 and will be reviewed again in 2019.

The rationale for preparing this Special Educational Policy was:

- To meet the needs of children with Special Educational Needs who enrol in our school.
- To assist parents in making an informed decision in relation to enrolment of their children in our school.
- To comply with legislation & Department of Education Circulars.
- To ensure that our obligations under The Special Education Act 2004 (Act EPSEN)

Timetable for review

The operation of this policy will be reviewed in September 2019

Vision & Aims of Policy

It is our aim to provide a comprehensive education through the medium of Irish that will cater for the individual needs of all our pupils and ensure that those pupils who have Special Learning Needs will be given support in a positive environment.

The aim of this policy is to ensure that certain practices are in place so that the school can do the following

- To enable pupils with learning difficulties to participate in the full curriculum with appropriate modifications
- To implement a whole school approach in relation to teaching and learning for those pupils with Special Educational needs.
- To help parents make an informed decision when enrolling a child in our school.
- To enable children with special educational needs to experience a broad and balanced education alongside their peers
- To develop systems of communications for parents of children with special educational needs.
- To ensure that our duties and obligations as set out in The Education Act 1998 are fully met, to enable children with special needs to receive an education that is appropriate to their needs.

1. Enrolment of children with Special Educational Needs.

The Education Act for people with Special Educational Needs 2004 Paragraph 2 states:

A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with

- (a) the best interests of the child as determined in accordance with any assessment carried out under this Act, or*
- (b) the effective provision of education for children with whom the child is to be educated.*

The Education Act 1998 states

15.2 (d) publish, in such manner as the board with the agreement of the patron considers appropriate, the policy of the school concerning admission to and participation in the school, including the policy of the school relating to the expulsion and suspension of students and admission to and participation by students with disabilities or who have other special educational needs, and ensure that as regards that policy principles of equality and the right of parents to send their children to a school of the parents' choice are respected and such directions as may be made from time to time by the Minister, having regard to the characteristic spirit of the school and the constitutional rights of all persons concerned, are complied with, have regard to the efficient use of resources (and, in particular, the efficient use of grants provided under section 12), the public interest in the affairs of the school and accountability to students, their parents, the patron, staff and the community served by the school.

Communication

The school can gather information on a child with special educational needs who intends to enrol in the school by:

- Meeting with parents
- Seeking reports & assessments from parents
- Contacting SENO Psychologists (Neps etc) Speech Therapists
- Checklist for parents see checklist (Appendix 1)

Transition

The school can provide an effective transition when the child comes to the school, supporting the child from the time of enrolment

- Parents visiting the school
- Child visiting the school
- Members of school staff visiting a special school/unit
- To inform the school community children & staff about inclusive education
- The learning support/resource, class teacher, parents and classroom assistant will meet to discuss strengths /weakness', agree learning targets and short term goals
- To liaise with the SENO to get more resources
- To set up a 'Cairde' scheme, where appropriate, to help and support children with SEN
- There may be questions about health & safety of children with mobility difficulties. These can be identified & strategies can be put in place i.e. when child is coming into class/school/yard/toilet supervision/administration of medicine, training for SNA, manual handling etc.
- A decision will be made as to the level of support that is required as set out in the Special Education Needs *A Continuum of Support Guidelines for Teachers* NEPS 2007 & Imlitir 02/05

2. Provision of Support for children with SEN who are discovered after enrolment

Step 1

The step by step method of identification, assessment and planning for children with Special Educational Needs is set out in Imlitir 02/05

These are the systems that are in place to help teachers identify children who have Special Educational Needs: from *SENA Continuum of Support – Guidelines for Teachers NEPS*

- Observations by the teacher using simple checklists (see guidelines for teachers of students with general Learning Disabilities NCCA 2007, Report on the Task Force on Dyslexia 2001, SESE seminars, the web, Common sense methods for children with special educational needs Westwood lch 22 , MIST, Infant Profile, Standardized Test.

An account of the difficulties will be noted

- We will use screening tests such as BIAP, MIST, Standardized tests Drumcondra Profiles
- We will seek and share information with parents at meetings
- The class teacher will receive support at the level of in class support Step 1.

Step 2: School Stage Support

Should the child's learning needs be such that the classroom support is not deemed adequate it will be necessary to move to stage 2. The Class teacher, learning support/resource teacher, Principal and parents will come to this decision in consultation with each other.

Attending Learning Support Teacher (*Guidelines ROE Learning Support 1.57 and Special Educational Needs, A continuum of Support-Guidelines for teachers*)

- If intervention is considered at this stage the pupil should be referred to the learning support/resource teacher with the parent's permission for further diagnostic testing
- The following factors will be considered when seeking additional support for a child: assessment results, teacher's views parental concerns and available resources.
- The teacher seeks permission orally or in writing to allow the learning support teacher to do further diagnostic tests.
- A meeting will be organised with the principal if the parents are reluctant or refuse permission for further testing
- The learning support teacher administers and analyses the results with the help of the principal teacher if needed.
- Supplementary teaching is arranged through the grouping of children with similar needs.
- Preparation of an Individual Profile Learning Plan/ Individual Education Plan (IEP).
- The principal, class teacher, learning support/resource teachers are responsible for the preparation/co-ordination of the school plan, in consultation with the parents and the child himself/herself if possible.
- Learning plans can be prepared for groups if appropriate.
- There are three instructional terms for Special Educational teaching, and the progress of each child is reviewed frequently (every term).
- Parents are informed if the additional support is being reduced or ended. This is recorded in the child's code.
- If the child is not progressing, he/she is moved to Stage 3, with the agreement of the parents and teachers.

Stage III

- Children with significant learning needs are referred to an outside specialist.
- Children who continue to have significant learning needs will require more intense support from Stage III (*See Circular 02/05 and Special Educational Needs A Continuum of Support - Guidelines for Teachers, NEPS, 2007 and SESS website*)

- Parents are involved in decision to request an assessment by an outside specialist.
- Children are referred for assessments (Referral to NEPS, private psychologist, SENO, paediatrician, speech and language therapist, audiologist, other), or meetings are arranged with the parents, to fill in the forms together.
- The principal is responsible for making the referral and liaising with the psychologist/ specialist.
- The documentation needed to show the psychologist will be collected and co-ordinated by the principal, with the consent of the parents.
- Assessments will take place in the learning support room, if possible. (Comfortable place for child/appropriate environment, parental sensitivities)
- In relation to assessments from NEPS, decisions are reached regarding priority (e.g. eldest, 6th class, early intervention).
- If parents have assessments carried out privately, the school will require the written assessment to best support the needs of the child.

3. Drafting and implementing an Individual Education Plan

What are the purposes of an Individual Education Plan (IEP)?

- Support access to a broad and balanced curriculum
- Provide structure
- Provide for a continuum of support
- Ensure records are kept
- Identify pupil progress at a level commensurate with ability
- Individual Education Planning, SESS Seminar, 2009 What information should be included in an IEP?
- Learning strengths: based on teacher observation, parent observations, SNA observation.
- Learning needs: based on psychological report, teacher input, parental input, pupil input.
- Pupil's current level of performance
- Pupil's priority learning needs, learning targets, resources and personnel involved in creating the IEP.
- Date for review of the IEP

There is an agreed format for IEPs in use throughout the school.

There is a specific time span that each IEP will cover, depending on individual cases.

IEP Meetings

- Parents, teachers, SNAs and specialists are involved in the co-ordination of the IEP.
- The principal, class teacher and learning support/resource teacher are responsible for the preparation of the education plan.
- Participation is facilitated through meetings assembled in the school.
- The pupil can be included in the process if they are given the opportunity to take part in the IEP meeting and can give feedback as to the objectives he/she wants to achieve.

All members involved in the co-ordination of the IEP are given a copy of the plan, which is reviewed every 8 weeks.

- The resource teacher, principal and class teacher are involved in the review of the plan, in consultation with the parents.
- The principal is responsible for ongoing consultations with psychologists, SENO, etc.
- A meeting is held every June, between the current class teacher and the class teacher of the following year and the child's parents to coordinate the IEPs from year to year, to exchange information between members of staff, school and the child's parents.

4. Inclusion

The school management and other members of staff will encourage an environment where everyone, including those with special education needs, are included as fully as possible.

Resources and additional support will be provided for children with physical disabilities, where possible and where practical. The Department will be asked for support in specific cases.

An application will be sent to the NEPS, so that specific children can be assessed by an Educational Psychologist.

The school uses SPHE lessons to ensure that children with special needs are included as much as possible in the life of the school, and included within the classroom.

Included in the strategies, the school uses the SPHE curriculum to inform the students about people with special needs.

5. Deployment of Staff

The Board of Management and the principal ensure the most effective deployment of staff in meeting the overall SEN requirements of the school, taking into account the experience/expertise, of teachers, part-time teachers, newly qualified teachers and SNAs.

The duties assigned to SNAs are in line with Circular 07/02.

'Special Needs Assistants have a central role in assisting the care of pupils with disabilities'

6. Collaboration & Communication

Meetings between principal, parents, class teacher, Special Education Teacher(s), SENO, psychologist and HSE personnel will be organised frequently to facilitate collaboration between those involved in the child's education.

If it is necessary to make specific arrangements for formal consultations, meetings will be arranged and specific time set aside. If a class teacher is involved, the class will be split into other classes or where possible, another teacher will supervise the class.

7. Resources

The principal, class teachers and learning support/resource staff are responsible for sourcing and acquiring additional resources.

The resources are stored in the learning support rooms and in the classrooms, if necessary.

Every teacher has access to these resources.

8. Transfer to Post-Primary

Specific education plan is prepared to cover the transition period from primary to post-primary. The class teacher/LST teacher is responsible for transferring information between the two schools, with the consent of the parents.

The SENO is responsible for ensuring that resources are on offer to those who need them.

Information about the child's specific learning needs are transferred through meetings and written assessments at the end of the year. Parental consent is sought when information is transferred.

9. Record Keeping

- Written reports about children with SEN are kept in a code under lock in the LS room.
- The class teacher, learning support/resource teachers, SENO, psychologists, parents and health workers have access to the report. Bearing in mind the child's entitlement to confidentiality, access is on a need to know basis.
- In the case that members of staff are shared between schools, reports are kept in the school in which the child is registered.
- Records are retained until the child is 21 years of age.
- The class teacher, learning support/resource teacher and principal are responsible for contributing to the child's file.
- Information of the child's attendance, progress and special needs are made available to other agencies, including other schools when the pupil transfers.

It is a requirement of the Board of Management that information concerning attendance and the child's educational progress be communicated between schools when the child transfers from one school to another (Under Section 28 of the Education Welfare Act 2000)

10. Other Related Policies

Some aspects of this policy may impact upon other policies in the school. For example,

- The Code of Behaviour/ Anti Bullying Policy recognises special needs in the area of behavioural and emotional difficulties.
- The school's curricular and organisational policies and plans take into account the needs of pupils with SEN, e.g. differentiation of content and methodologies in curriculum areas.

Success Criteria

- Inclusion of pupils with special needs in the school.
- Date for implementation.
- Progress of pupils with special needs (assessments that demonstrate progress).
- Feedback from teaching staff, special needs assistant, pupils, psychologists.
- Inspector's Report, etc.
- The following people are responsible for aspects of the policy: Parents, The Department of Education and Skills, the teaching staff, the principal and the Board of Management.

Signature :



Cathaoirleach