

Coláiste Naomh Feichín

Corr na Móna

Co. na Gaillimhe

***Polasaí Riachtanais
Speisialta Oideachais/
Special Need Policy***

2015

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This Policy relates to:

Students, Parents/Guardians, Teaching Staff, Special Needs Assistants, Ancillary Staff, School Management, Board of Management and Galway-Roscommon Education and Training Board.

Baineann an Polasaí seo le:

*Daltaí, tuismitheoirí/caomhnóirí, múinteoirí, Cúntóirí Riachtanais Speisialta, foireann choimhdeach, Bainistíocht na Scoile. An Bord Bainistíochta agus an **Bord Oideachais agus Oiliúna na Gaillimhe agus Ros Comáin.***

Definition

For the purpose of this Policy, the definition of special educational needs is that given in the Education for Persons with Special Educational Needs Act (2004). In this act, the term “special educational needs” is defined as a restriction in the capacity of the person to participate in and 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 ... (Government of Ireland, 2004b, section 1).

Sainmhíniú

Is é an míniú a úsáidtear sna Treoirí seo ná an sainmhíniú ar riachtanais speisialta oideachais a thugtar san Acht um Oideachas do Dhaoine a bhfuil Riachtanais Speisialta Oideachais Acu (2004). San Acht sin, tugtar an sainmhíniú seo ar “riachtanais speisialta oideachais” “maolú ar chumas an duine páirt a ghlacadh san oideachas agus leas a bhaint as mar gheall ar mhíchumas buan coirp, céadfaíoch, sláinte intinne nó míchumas foghlama, nó laige ar bith eile a bhfuil de thoradh uirthi nach bhfoghlaíonn an duine sa tslí chéanna a dhéanann duine nach bhfuil an laige sin air ...” (Rialtas na hÉireann, 2004b, alt 1).

Rationale

- To provide a framework for the development of supports, structures and procedures for students with Special Educational Needs
- To provide practical guidance to all stakeholders.
- To ensure compliance with current legislation
- To identify roles and responsibilities of all stakeholders
- To promote partnership and involvement of all stakeholders

Réasúnaíocht

- *Éifeacht phraiticiúil a thabhairt le forbairt tacaíochtaí, struchtúir agus gnásanna do dhaltai le riachtanais speisialta oideachais acu*

- *Treoir praiticiúil a thabhairt do na páirtithe leasmhara ar fad.*
- *Géilliúlacht le reachtaíocht reatha a chinntiú.*
- *Ról agus freagrachtaí na páirtithe leasmhara a aithint.*
- *Comhpháirtíocht na páirtithe leasmhara ar fad a chur chun cinn.*

Mission Statement

Coláiste Naomh Feichín endeavours to create a safe secure environment for staff and students in which education in a holistic sense will be provided, focusing on the students’ academic, social and cultural development. The students’ uniqueness and individuality will be recognised and nurtured so that they become respectful, balanced and valuable members of society.

Ráiteas Mísean

I gColáiste Naomh Feichín, déantar gach dícheall timpeallacht shlán, shabhailte a chruthú ina ndéantar oideachas a sholáthar ag díriú ar fhorbairt acadúil, sóisialta agus cultúrtha na ndaltaí. Tabharfar aitheantas do thréithiúlacht ar leith na ndaltaí agus déanfar iad a oiliúint le bheith ina saoránaigh measúla, réasúnacha, fiúntacha.

Relationship to School’s Mission Statement

Coláiste Naomh Feichín welcomes all students equally, recognising that the “student’s uniqueness and individuality” enriches our school. This policy endeavours to ensure that students with special educational needs will share with their peers as complete an educational experience as is possible.

Ta an polasaí seo ag teacht le sainmheon an Choláiste mar atá leagtha síos i Ráiteas Misin na Scoile.

I gColaiste Naomh Feichín, cuirtear fáilte roimh chuile dhalta agus tuigtear go gcuireann treithiúlacht ar leith na ndaltaí leis an scoil i gcoitinne. Leis an bpolasaí seo, déanfar chuile dhícheall a chinntiú go mbeidh an cheart chéanna ag daltaí a bhfuil riachtanais speisialta oideachais acu leas agus tairbhe a bhaint as oideachas is atá ag chuile dhalta eile sa scoil.

Historical Background and Legislative Context

There have been significant developments in the education of students with special educational needs in post primary schools in recent years. In particular, the principle of the inclusion of students with special educational needs in mainstream schools has received universal acceptance and is well established both nationally and internationally.

Current legislation includes:

- The Education Act 1998

- The Education (Welfare) Act 2000
- The Equal Status Act 2000 and 2004
- The Education for Persons with Special Educational Needs (EPSEN) Act 2004 provides a legislative framework for the inclusion of students with special educational needs in mainstream schools.

Cúlra stairiúil agus comhthéacs reachtaíochta

Tá dul chun cinn suntasach déanta le blianta beaga anuas maidir le soláthar oideachais do dhaltaí le riachtanais speisialta oideachais acu. Glactar leis go náisiúnta agus go hidirnáisiúnta anois gur cheart oideachas a chur ar dhaltaí a bhfuil riachtanais speisialta oideachais acu i dtimpeallacht uilechuimsitheach, a mhéid agus is féidir.

Reachtaíocht Reatha lena n-áirítear:

- *An tAcht Oideachais (1998)*
- *An tAcht Oideachais (Leas) (2000)*
- *An tAcht um Stádas Comhionann (2000) agus An tAcht um Chomhionannas (2004)*

An tAcht um Oideachas do Dhaoine a bhfuil Riachtanais Speisialta Oideachais acu (2004) ina leagtar amach an creatlach dlí don oideachas do leanaí a bhfuil riachtanais speisialta oideachais acu san Acht um Oideachas do Dhaoine a bhfuil Riachtanais Speisialta Oideachais Acu i scoileanna príomhshrutha.

Post Primary Guidelines

This policy is informed by the Department of Education and Science publication “Inclusion of Students with Special Educational Needs: Post Primary Guidelines.

These guidelines set out advice for school managements and teachers in relation to the education of students with special educational needs in post primary schools.

Aims

- To ensure that all students fully belong to the school community and are educated within a framework where differences between individuals are accommodated and celebrated. This is in line with the school’s mission statement which states that each student’s uniqueness and individuality will be recognised and nurtured.
- To create an inclusive school where the culture, ethos, values, policies, procedures, organisation, curriculum content, provision of programmes, and approaches to teaching and learning are inclusive of students with special educational needs.
- To promote access to curricular and extra-curricular opportunities for students with special educational needs.
- To eliminate barriers to the participation of all students in all school activities.

- To promote the inclusion of all stakeholders.
- To establish communication structures for the involvement of parents of pupils with special educational needs.

Objectives

The educational objectives for students with special educational needs are the same as for all students and include:

- Improved learning for all students
- Functional literacy and numeracy
- Development of independent learning strategies and positive attitudes to school improved levels of self-esteem.
- Development of social skills
- Development of language skills.

Treoirínite Iar-bhunscoile

Baineann an polasaí le foilsiúcháin an Roinn Oideachais agus Eolaíochta ‘Cuimsitheacht scolairí le riachtanais speisialta oideachais: treoirínite iar-bhunscoile’.

Tá sé i gceist ag na treoirínite seo comhairle a thabhairt don bainistíocht scoile agus muinteoírí o thaobh oideachas na scolairí le riachtanais speisialta oideachais i scoileanna iar-bhunscoile.

Aidhmeanna

- *Le chinntiú go bhfuil gach scoilaire bainteach le pobal na scoile agus go bhfuil a oideachas thaobh istigh de creat ina bhfuil freastal a dheanamh ar difríochtaí idir dhaoine agus go bhfuil ceiliúradh a dhéanamh orthu. Seo é an líne ó ráiteas misin na scoile a dheireann go mbeidh uathúlacht agus aonánacht gach scoilaire aitheanta agus cothaithe.*
- *Scoil uileghabhálach a chruthú do scolairí le riachtanais speisialta oideachais ó thaobh cultúr, éiteas, luachanna, polasaithe, nósanna, eagrúcháin, curaclam agus soláthar cláir.*
- *Rochtain curaclam agus seach-churaclaim do scolairí le riachtanais speisialta oideachais a chur chun cinn.*
- *Bachainní a dhíbirt ó thaobh rannphartaíocht gach scoilaire in imeachtaí scoile.*
- *Cuimsiú páirtithe leasmhara a chur chun cinn.*
- *Scruchtúir chumarsáide a bhunú le haghaidh páirtíocht tuimitheoirí scolairí le riachtanais speisialta oideachais.*

Cuspóirí

Tá cuspóirí oideachasúil do scolairí le riachtanais speisialta oideachais mar a chéile do na scolairí ar fad. Tá siad seo a leanas san áireamh:

- *Foghlaim gach scoilaire a fheabhsú*
- *Lítearthacht agus uimhearthacht feidhmiúl*

- *Forbairt ar straitéisí foghlama neamhspléacha agus dearcadh dearfach maidir leis an scoil, leibhéal féinmheas feaabhsaithe*
- *Forbairt ar scileanna sóisialta*
- *Forbairt ar scileanna teanga*

Procedures for the identification of Students who have Special Educational Needs

- A parent may indicate that their child has special educational needs.
- The Primary School Principal may indicate that the child has special educational needs.
- A child may have been receiving additional help from the Primary School Learning Support Teacher.
- A child may have been attending other professionals; e.g. speech and language therapy.
- A child may have been assessed by an Educational Psychologist and a report may indicate that the child has special educational needs.
- Class screening tests may indicate that the child has special educational needs.
- Class teachers may form the opinion that the child has special educational needs.
- The child may indicate that they are experiencing difficulties.
- Request from external Agency/Professional(s)

Gnásanna chun Scóláirí a aithint a bhfuil faoi Riachtannais Speisialta.

- *Is féidir le tuismitheoirí a chur in iúl go bhfuil riachtannais speisialta ag an scóláire.*
- *Is féidir le PríomhOide na bunscoile é a chur in iúl don scoil Dara Léibhéal go bhfuil riachtannais speisialta ag an scóláire.*
- *Tá an seans ann go raibh an scóláire ag fáil cabhair breise ón múinteoir Tacaíochta sa mbunscoil.*
- *D'fhéadfadh sé go raibh an scóláire ag freastal ar ghaireamacha eile mar shampla, teiripe Urlaraíochta agus Teanga.*
- *D'fhéadfadh sé go raibh measúnú déanta ar an scóláire ag Síceolaí Oideachaisiúil agus d'fhéadfadh an tuairisc a chur i leith go bhfuil Riachtannais Speisialta Oideachaisiúil ag an scóláire.*
- *D'fhéadfadh scrúduithe ranga a chur in iúl go bhfuil Riachtannais Speisialta Oideachaisiúil ag teastáil ón dalta.*
- *Is féidir leis an múinteoir ranga tuairim a bheith acu go bhfuil Riachtannais Speisialta Oideachaisiúil ag an dalta.*
- *Is féidir leis an dalta a chur in iúl go bhfuil deacrachtaí acu féin.*
- *Iarratas ó ghníomhaireachtaí //ghairmeacha seachtracha.*

Procedures for the transfer of Students from Primary to Post Primary

The School Principal visits the Primary Schools in January/February and gives a PowerPoint Presentation. If students have decided at this stage that they will attend our school, the Primary School Principal may discuss difficulties which a prospective student(s) has.

Sixth class students along with their parents/guardians attend an Information Evening in the school in late February. Parents of children with special needs will normally inform the Principal at this occasion.

Parents/guardians are requested to give information regarding their child's special needs when completing the Enrolment Form. Permission is sought from them to request a copy of any Psychological Assessment report or any other professional reports, e.g. speech and language, in relation to the child transferring from the Principal of the Primary School. This information enables the school to begin to plan for the inclusive education of the child. The provision by parents of access for the school staff to professional reports is critical to collaborative planning for a student with SEN including the drawing up of an individual education plan for the student.

A Student Profile is sought from the Primary School Principal for each student who enrolls, which includes Standardised Test Results.

Application is made to the National Educational Psychological Service (NEPS) for resource hours for students who are entitled to same.

Parents of children who have enrolled, and who have indicated that their child has special needs will be invited to discuss the situation with the Principal if they have not already done so.

To assist in planning for the provision of appropriate interventions, information on the special educational needs of the child should be compiled at an early stage; preferably before the child arrives in the school in September. This may not always be feasible.

Where appropriate, and with parental consent, the Principal and/or the Learning Support Co-ordinator will make contact as necessary with one or more of the following in the child's Primary School: Principal, Learning Support Teacher, Special Needs Assistant and/or any other professionals who have been working with the child.

Information on the child's special educational needs will be compiled.

Students who have enrolled attend an Activity Day in the Coláiste in May each year. This is a fun day in a relaxed atmosphere where they interact with each other, with the present Bliain 1 and get to know some of their teachers.

Bliain 1 are the only class to attend school on the first day of the new school year.

All teachers spend some time with the students. Their timetable is explained in detail and they familiarise themselves with the different classrooms, etc.

Gnásanna d'aistriú an Scóláire ón mBunscoil go scoil Dara Leibhéal.

Tugann PríomhOide na scoile cuairt ar bhunscoileana i Mí Eanair / Feabhra agus cuirtear seó Powerpoint i láthair. Má tá sé roghnaithe ag an scóláire chéanna féin chun freastal ar an scoil, is féidir le PríomhOide na bunscoile na fadhbanna atá ag an scóláire a phlé.

Freastalaíonn scóláirí rang a 6 agus a dtuismitheoirí ar óiche eolais sa scoil i ndeiridh mí Feabhra. Go h-iondúil cuireann tuismitheoirí na ndaltaí le Riachtannais Spéisialta an PríomhOide ar an eolas faoi fhaidhb(anna) an dalta ar an ócáid seo.

Iarrtar ar thuismitheoirí / Caomhnoirí eolas Riachtannais Spéisialta Oideachasiúil an dalta a thabhairt nuair a líonann siad an fhoirim rollaithe.

Lorgaítear ceadúnus uathu chun cóip d'aon tuairiscí Síceolaíochta nó aon chóip profisiúnta eile mar shampla Uirlaraíochta agus Teanga a aistriú ón mbunscoil go príomhOide an Dara Leibhéal.

Tugann an t-eolas seo seans don scoil plean a chur i bhfeidhm d'Oideachas Chuimsitheach an dalta a chur ar fáil.

Tá sé criticiúil go dtugann na tuismitheoirí cead d'fhoireann profisiúnta na scoile theacht ar thuairiscí profisiúnta i gcomhair pleanáil do scóláire le SEN, in iata le plean aonarach Oideachasiúil don scóláire.

Lorgaítear próifíl scóláire ón mbunscoil do gach scóláire a rollaigh, iniata leo seo, bíonn torthaí scruduithe caighdeánaithe.

Déantar iarratas chuig an National Educational Psychological Service (NEPS) chun uaireannta achmhainní a fháil do scóláirí atá i dteideal dóibh.

Tabharfar cuireadh do thuismitheoirí atá rollaithe, agus a luaigh go bhfuil páiste faoi míchumas acu, bualadh leis an bPríomhOide chun an cás a phlé muna bhfuil sé déanta cheanna féin.

Assessment Procedures

The term *assessment* refers generally to the gathering and interpretation of information related to a student's learning abilities, learning attainments, learning strengths, and learning needs. (p 57, Guidelines)

- Assessments of students will be both formal and informal.
- General information will be provided by parents/guardians on enrolment.
- Reports or assessments carried out in Primary School will be provided on enrolment.

Gnásanna Meastóireachta

I gcúrsaí oideachais, de ghnáth, ciallaíonn an téarma “meastóireacht” bailiú eolais ar chumas foghlama daltaí, ar a ngnóthachtáil fhoghlama, a láidreachtaí foghlama agus a riachtanais fhoghlama agus ansin anailís a dhéanamh ar an eolas sin.(1.57, Treorlínte)

- *Déanfar meastóireacht foirmiúil agus neamhfhoirmiúil ar dhaltaí*
- *Cuirfidh tuismitheoirí/caomhnóirí eolas ghinearálta ar fail agus iad ag clárú a ngasúr.*
- *Beidh tuairiscí ar an meastóireacht déanta cheana féin sa Bhunscoil curtha ar fáil.*

Some or all of the following tests will be taken by all Bliain 1 students:

- WRAT Mathematics Test
- WRAT Spelling Test.
- WRAT Word Reading Test
- GAP Reading and Comprehension Test.
- NRIT non-reading Intelligence Test.

This list may be amended.

Cuirfear scrúduithe éagsúla ar Dhaltaí Bhliain 1, lena n-áirítear:

- *WRAT Scrúdú Matamaitice*
- *WRAT Scrúdú Litríú*
- *WRAT Scrúdú Léamh Focail*
- *GAP Scrúdú Léitheoireachta agus Léamhthuisceanna*
- *NRIT*

D'fhéadfadh leasú teacht ar an liosta seo.

These tests will be taken in early September and will be prepared, supervised, corrected and assessed by the Learning Support Teacher.

Further testing will be carried out on an individual basis as necessary. The following individual tests may be carried out also:

- WRAT Reading Test
- WRAT Sentence Comprehension Test
- Neale Analysis of Reading and Comprehension

Following testing the Learning Support Teacher will have responsibility for the following:

- Compare test results with norms.
- Communicated test results to the Principal and Deputy Principal.
- Storing test results and associated documentation in a secure file.

Information acquired as a result of the enrolment and assessment procedures will be discussed with parents/guardians.

Information acquired as a result of the enrolment and assessment procedures will be available to subject teachers on a need-to-know basis.

Cuirfear na scrúduithe se or na daltaí go luath i Mí Meán Fómhair agus déanfaidh an Múinteoir Tacaíochta Foghlama na scrúduithe a ullmhú chomh maith le feitheoireacht, ceartúcháin agus measúnú a dhéanamh orthu.

Cuirfear breis scrúduithe ar dhalta má cheaptar go bhfuil gá leis. D'fhéadfadh na scrúduithe seo a leanas a chur ar dhalta:

- WRAT Scrúdú Léitheoireachta
- WRAT Scrúdú Tuisceanna Abairtí
- Neale Analysis ar Léamh agus Tuiscint

Tar éis na scrúduithe sin a chur, déanfaidh an Múinteoir Tacaíochta Foghlama seo a leanas:

- Comparáid idir torthaí scrúduithe agus an norm
- Na torthaí a roinnt leis an bpríomhoide agus an príomhoide tánaisteach
- Na torthaí agus na doiciméid cuí a choinneáil i gcomhad sábháilte.

Pléifear eolas faighte ó na scrúduithe seo le tuismitheoirí/caomhnóirí. Tabharfar an t-eolas sin do mhúinteoirí nuair is gá.

Procedures for the provision of appropriate interventions for Students with Special Educational Needs

The Learning Support Teacher will compile relevant information from sources as outlined above and will communicate this to the Principal and share with teaching staff.

Support will be provided as deemed necessary. These will include classes with the learning support teacher, and/or additional classes with mainstream teachers.

Arrangements will be made regarding the provision of resource and/or learning support teaching for each student identified as having special educational needs. The interventions put in place will depend on the individual educational needs of the student(s) and the availability of the required school resources.

Interventions that may be of benefit to the student include the following:

- Classes with the Learning Support Teacher.
- Students may opt to follow a modified curriculum, for example not to take all subjects, in particular not taking a third language.
- Additional assistance and modified workload given by teachers to students with special educational needs while in mainstream classes.
- Depending on student requirements and available resources, additional classes in subjects such as Mathematics, English and/or Irish may be provided.
- Additional classes in other subjects may be provided.

Gnásanna chun an tacaíocht chuí a sholáthar do scolairí a bhfuil Riachtanais Speisialta acu

Cuirfidh an múinteoir Tacaíochta Foghlama an t-eolas ar fad aimsithe ó fhoinsí difriúla le chéile agus roinnfear an t-eolas leis an bpríomhoide agus na múinteoirí eile.

Cuirfear tacaíocht cuí ar fáil, lena n-áirítear ranganna leis an múinteoir tacaíochta foghlama agus/nó ranganna breise le múinteoirí ábhair.

Déanfar socruithe maidir le tacaíocht foghlama a chur ar fail do gach dalta a aimsítear go bhfuil riachtanais speisialta oideachais acu. Braithfidh an sórt tacaíochta a chuirfear ar fáil ar na riachtanais oideachais ar leith a bheidh aa an dalta féin. Braithfidh sé chomh maith ar acmhainní na scoile.

Socruithe a d'fhéadfadh a bheith fiúntach don dalta, lena n-áirítear:

- *Ranganna leis an Múinteoir Tacaíochta Foghlama*
- *D'fhéadfadh scoláire curaclam leasuithe a leanacht. Mar shampla, gan an tríú teanga a fhoghlaim.*
- *Cúnamh breise agus ualach oibre leasaithe a thabhairt ag múinteoirí chuig daltaí a bhfuil riachtanais speisialta oideachais acu, agus iad i ranganna príomhshrutha.*
- *Ag braith ar riachtanais an dalta agus acmhainní na scoile, d'fhéadfaí ranganna breise in ábhair ar nós Mata, Béarla agus Gaeilge a chur ar fáil.*
- *D'fhéadfaí ranganna breise in ábhair éagsúla eile a chur ar fail.*

Organisation of support for Students with Special Educational Needs (SEN)

A combination of approaches are used to support students with SEN, including the following.

(1) 1:1 or small group withdrawal.

(2) SEN students are timetabled to receive learning support when mainstream students are taking an optional subject, i.e. learning support opposite French.

(3) Additional in-class support for SEN students in mixed ability classes, particularly in practical classes – provided by subject teachers and/or special needs assistants.

(4) Modified curriculum - students with SEN take a reduced number of subjects.

(5). In the “setting the timetable” model, all students, including those with special educational needs, are placed at first in mixed-ability classes. Class periods for core subjects (often Irish, English and mathematics) are arranged for the same periods on the timetable. Class groupings for these core subjects are formed according to the ability or attainment of the students.

Socruithe chun tacaíocht bhreise múinteoireachta a sholáthar do dhaltaí a bhfuil riachtanais speisialta oideachais acu:

Úsáidfear meascán do thacaíochtaí do dhaltaí le riachtanais speisialta oideachais acu, lena n-áirítear:

1: An dalta a thógáil as an rang chun múinteoireacht aonair nó i ngrúpa beag a sholáthar.

2: *Tacaíochta foghlama ar an am-chlár ag an dalta nuair atá ábhair roghnacha á dtógáil ag na daltaí príomhshrutha - tacaíocht foghlama ar an am-chlár trasna ón bhFraincís, mar shampla.*

3: *Tacaíocht bhreise inranga a sholáthar do dhaltaí a bhfuil riachtanais speisialta oideachais acu, go háirithe i ranganna praiticiúla - curtha ar fáil ag múinteoirí ábhair nó ag cúntóirí riachtanais speisialta.*

4: *Am-chlár leasaithe - daltaí le riachtanais speisialta ag tógáil níos lú ábhair.*

5: *Leagan amach an am-chláir.*

De réir na heiseamláire “leagan amach an tráthchláir”, cuirtear na daltaí go léir – iad siúd a bhfuil riachtanais speisialta oideachais acu ina measc – i ranganna cumais mheasctha i dtús báire. Eagraítear tréimhsí ranga do na príomhábhair (Gaeilge, Béarla agus matamaitic go minic) ag an am céanna ar an tráthchlár. Cumtar grúpaí ranga do na príomhábhair seo de réir cumais nó gnóthachtála na ndaltaí.

Key Personnel

- Galway Roscommon Education & Training Board
- Board of Management
- Principal/Deputy Principal
- Learning Support Co-Ordinator
- Special Educational Needs Team
- Mainstream Teachers
- Special Needs Assistants
- Parents/Guardians
- Students

Príomhphearsanra

- *Bord Oideachais & Oiliúna na Gaillimhe & Roscomáin*
- *An Bord Bainistíochta*
- *An Príomhoide/An Príomhoide Tánaisteach*
- *An Comhordnóir Tacaíocht Foghlama*
- *An Fhoireann Riachtanais Speisialta Oideachais*
- *Múinteoirí Príomhshrutha*
- *Cúntóirí Riachtanais Speisialta Oideachais*
- *Tuismitheoirí/Caomhnóirí*
- *Daltaí*

Role of Board of Management

- The Board of Management has overall responsibility for the provision of education to all students, including students with SEN.
- It will facilitate the inclusion of students with SEN by ensuring inclusive policies and procedures.
- It will oversee the development, implementation and review of school policies and procedures in relation to the inclusion of students with SEN.
- It has a role in reviewing curriculum provision within the school to ensure suitable programmes are available to all students.

- It will ensure reasonable accommodations are made within the school for students with SEN.

Ról agus cúraimí an Bhoird Bainistíochta

- *Is ar an mBord Bainistíochta atá an fhreagracht ghinearálta as oideachas a sholáthar do na mic léinn uile, iad siúd a bhfuil riachtanais speisialta oideachais acu san áireamh.*
- *Éascaíonn Boird Bainistíochta cuimsiú mac léinn a bhfuil riachtanais speisialtaoideachais acu le polasaithe cuimsitheacha cláraithe agus trí pholasaithe agus nósannaimeachta cuimsitheacha scoile-uile a chur chun cinn.*
- *Forbairt, cur i bhfeidhm agus athbhreithniú polasaithe scoile bainteach le cuimsiú daltaí le riachtanais speisialta oideachais acu.*
- *Féachaint chuige go ndéantar athbhreithniú ó am go ham go rialta ar sholátharan churaclaim sa scoil, chun a dheimhniú go bhfuil cláir oiriúnacha oideachais á dtairiscint do na mic léinn go léir, iad sin a bhfuil riachtanais speisialtaoideachais acu ina measc.*
- *Deimhin a dhéanamh de go ndéantar oiriúnú réasúnta laistigh den scoil dodhaltaí a bhfuil riachtanais speisialta oideachais acu*

Role of the Principal/Deputy Principal

- Establish and promote whole-school policies and procedures that are supportive of the learning of all students including those with SEN.
- Work with the Board of Management, teachers and parents in the development, implementation and review of whole-school policies that promote the inclusion of students with SEN.
- Monitor the implementation of whole-school policies and provision for SEN.
- Make applications to relevant agencies for resources and supports required by students with special needs.
- Consult and liaise, as required, with external bodies and agencies such as the NEPS, Department of Education & Skills, NCSE, SESS, Tusla and the HSE.

Ról agus Cúraimí an Phríomhoide agus an Príomhoide Tánaisteach

- *Polasaithe uilchuimsitheach scoile a bhunú agus a fhorbairt chomh maith le gnasanna a thacaíonn le foghlaim chuile dhalta, daltaí le riachtanais speisialta oideachais san áireamh.*
- *Comhoibriú leis an mbord bainistíochta, leis na múinteoirí agus leis natuismitheoirí i bhforbairt, i bhfeidhmiú agus in athbhreithniú polasaithe scoileuile a chuirfidh cuimsiú daltaí a bhfuil riachtanais speisialta oideachais acu chun cinn.*
- *Monatóireacht a dhéanamh ar chur i bhfeidhm pholasaithe uile-scoile i leith soláthar tacaíochta foghlama.*
- *Dul i gcomhairle agus comhoibriú a dhéanamh mar is gá, le buíonta agus legníomhaireachtaí ábhartha lasmuigh, mar shampla, an Roinn Oideachais agus Eolaíochta, an tSeirbhís Náisiúnta Síceolaíochta Oideachais, an Chomhairle Náisiúnta um Oideachas Speisialta, Feidhmeannacht na Seirbhíse Sláinte agus gníomhaireachtaí áitiúla.*

Role of Learning Support Co-Ordinator

- Contribute to the development and implementation of whole-school policies and procedures in relation to the selection of students for supplementary teaching.

The Learning Support Co-Ordinator should be involved in the following:

- The selection of students for whom additional teaching support is to be provided
- Organisational arrangements for the provision of additional support to students.
- Selection and maintenance of teaching and learning resources.
- Processing of applications for Reasonable Accommodations in Examinations
- The implementation of a monitoring and tracking system in respect of students with low achievement and those with special educational needs.
- The storage and access to reports and records on students with low achievement and SEN.
- Development and monitoring of Individual Education Plans for students with SEN.

The Learning Support Teacher and Special Needs Team should provide in-school consultation and professional support to mainstream colleagues in relation to the following:

- Curriculum choices of students.
- Making information available on the particular learning needs of individual students.
- Advising on teaching strategies and resources.
- Collaborating in relation to arrangements for Reasonable Accommodations in Examinations.

Ról an Chomhordnóir Tacaíochta Foghlama

- *Ba chóir go mbeadh an comhordnóir tacaíochta foghlama páirteach i bhforbairt agus i bhfeidhmiú polasaithe agus nósanna imeachta scoile-uile maidir le roghnú mac léinn do theagasc breise ón múinteoir seo.*

Ba cheart go mbeadh baint ag an gComhordnóir Tacaíocht Foghlama leis na rudaí seo a leanas:

- *Roghnú mac léinn a gheobhaidh tacaíocht bhreise mhúinteoireachta ón múinteoir acmhainne agus ón múinteoir tacaíochta foghlama*
- *Eagrúchain a dhéanamh ar an soláthar tacaíochta bhreise do dhaltáí*
- *Roghnú agus coinneáil acmhainní múinteoireachta agus foghlama*
- *Próiseáil iarratas ar oiriúnuithe réasúnta i scrúduithe teistiméireachta*
- *Córas monatóireachta agus rianaithe a fheidhmiú i gcás mac léinn lagghnóthachtála agus iad sin a bhfuil riachtanais speisialta oideachais acu, fad atá siad ar rolla na scoile*
- *Stóráil agus teacht ar thuairiscí agus taifid ar mhic léinn lag-ghnóthachtála agus orthu siúd a bhfuil riachtanais speisialta oideachais acu*
- *IEP do dhaltai le riachtanais speisialta oideachais acu a fhorbairt agus monatóireacht a dhéanamh orthu.*

Ba cheart don mhúinteoir tacaíochta foghlama agus an bhuíon tacaíochta do riachtanais speisialta oideachais an múinteoir comhoibriú a dhéanamh mar seo a leanas le múinteoirí príomhshrutha chun oideachas a sholáthar do mhic léinn lag-ghnóthachtála agus do mhic léinn a bhfuil riachtanais speisialtaoideachais acu mar seo a leanas:

- *Rogha abhair na ndaltaí*
- *Ag cur eolas ar fáil faoi riachtanais speisialta oideachais daltaí ar leith*
- *Comhairle a thabhairt ar straitéisí múinteoireachta agus ar acmhainní cuí*
- *Comhoibriú maidir le próiseáil iarratas ar oiriúnuithe réasúnta i scrúduithe teistiméireachta*

Role of Special Educational Needs Team

Members should include the Principal, Deputy Principal, Learning Support Teacher and Guidance Counsellor.

- To provide a suitable organisational structure to enable teachers involved in the provision of support to students with SEN to collaborate with one another and with management, mainstream teachers, and parents in an efficient and effective manner.
- To facilitate the organisation and provision of education for students with SEN
- To work collaboratively in the development, implementation and review of policies and procedures for identifying and meeting the special educational needs of individual students.
- To work with mainstream teachers and special needs assistants
- To consult with NEPS (National Educational Psychological Service), NCSE (National Council for Special Education), Tusla (Child and Family Agency) and other relevant agencies.

Ról an Bhuíon Tacaíochta do Riachtanais Speisialta Oideachais

San áireamh ar an mbuíon tacaíochta do riachtanais speisialta oideachais, ba cheart go mbeadh an Príomhoide, an Príomhoide Tánaisteach, An Múinteoir Tacaíochta Foghlama agus an Treoirchomhairleoir.

- *Struchtúr riaracháin cuí a eagrú ionas go mbeadh comhoibriú i gceist le múinteoirí a bheidh ag plé le tacaíocht a sholáthar do dhaltaí le riachtanais speisialta oideachais agus le bainistíocht, múinteoirí príomhshrutha agus tuismitheoirí i mbealach éifeachtach.*
- *Eagrú agus soláthar oideachais a éascú do dhaltaí le riachtanais speisialta oideachais acu.*
- *Comhoibriú i bhforbairt, cur i bhfeidhm agus athbhreithniú polasaithe agus gnásanna a bhaineann le riachtanais speisialta oideachais daltaí aonair a aithint agus a sholáthar.*
- *Comhoibriú le Cúntóirí Riachtanais Speisialta Oideachais agus le múinteoirí príomhshrutha.*
- *Dul i gcomhairle le Tusla - An Ghníomhaireacht Um Leanáí agus an Teaghlach, An Chomhairle Náisiúnta um Oideachas Speisialta, An tSeirbhís Náisiúnta Síceolaíochta Oideachais agus eagraisí eile cuí.*

Guidance Counsellor (extract from the Guidelines)

The Guidance Counsellor is usually a core member of the special educational needs support team and should assist the other members of this team in facilitating the provision of education for students with special educational needs and their inclusion in the school.

Individualised guidance and support for students with special educational needs - and involving their parents as required - should be part of the support structure that the school provides.

The Guidance Counsellor should ensure that counselling and guidance for students with special educational needs, in accordance with their individual needs, are included in the school guidance plan.

The Guidance Counsellor has an important role to play in assisting students with special educational needs at the different stages of schooling and assisting them in making career decisions. Students with special educational needs may require special support and assistance at the formal transfer points in their school career: from primary to post-primary education and from post-primary to further and higher education and training or to employment. These students may also require support and assistance at the various stages of their progress through post-primary school.

An Treoir Chomhairleoir

Is ball lárnach í/é an treoir chomhairleoir, de ghnáth, den bhuíon tacaíochta do riachtanais speisialta oideachais agus ba chóir di/dó cabhrú leis na baill eile den fhoireann seo in éascú an tsoláthair oideachais do mhic léinn a bhfuil riachtanais speisialta oideachais acu agus ina gcuid sa scoil.

Ba chóir go mbeadh treoir agus tacaíocht aonair do mhic léinn a bhfuil riachtanais speisialta oideachais acu – agus a dtuismitheoirí páirteach san obair de réir mar is gá – mar chuid den struchtúr tacaíochta a sholáthraíonn an scoil. Ba cheart don treoirchomhairleoir a dheimhniú go bhfuil comhairle agus treoir do mhic léinn a bhfuil riachtanais speisialta oideachais acu, de réir a riachtanas aonair, san áireamh i bplean treorach na scoile.

Faoi bhun freagracht ghinearálta an bhoird bhainistíochta, tá freagracht speisialta ar an treoirchomhairleoir a dheimhniú go ndéanann an scoil mar a éilítear i rannóg 9(c) den Acht Oideachais (1998), maidir le rochtain mac léinn ar threoir oiriúnach. (Féach an foilseachán Treoirlínte d'Iarbhunscoileanna ar Impleachtaí Rannóg 9(c) den Acht Oideachais, 1998, maidir le Rochtain Mac Léinn ar Threoir Oiriúnach (2005) ón Roinn Oideachais agus Eolaíochta agus an foilseachán Pleanáil Chlár Treorach na Scoile (2004) ón Lárionad Treorach san Oideachas.)

Tá ról tábhachtach ag an treoirchomhairleoir ó thaobh cabhrú le mic léinn a bhfuil riachtanais speisialta oideachais acu ag céimeanna éagsúla dá gcuid scolaíochta.

Role of Mainstream Teachers

Mainstream teachers have a central role in creating a supportive and caring environment for all students including those with SEN. Subject teachers provide on-going and invaluable information to the special needs team regarding the progress and difficulties of students with SEN.

Subject teachers should:

- Ensure that students with SEN are provided with a learning programme and environment that enables them to access the curriculum and advance their learning.
- Make accommodations within their classes for students with SEN.
- Include in their subject plans arrangements for students with SEN.

Subject teachers may identify a student who has learning difficulties and will communicate this to the Special Needs Team.

Teaching should be differentiated as required to meet the needs of students with SEN.

Subject teachers should consider the needs of students with SEN when selecting resources, planning lessons, giving homework and preparing and correcting tests.

Mainstream teachers should make themselves aware of the special educational needs of students in their classes and should contribute to the setting of the learning targets in a student's IEP.

Mainstream teachers can contribute to the review of IEP's by providing information on students' progress.

Subject teachers should avail of the resources and information available in the Learning Support Department on specific difficulties, including Dyslexia, Dyspraxia, Processing Speed Difficulties and ADHD.

Múinteoirí príomhshrutha

Tá ról lárnach ag múinteoirí príomhshrutha i gcúimsiú mac léinn a bhfuil riachtanais speisialta oideachais acu sa scoil phríomhshrutha a chur chun cinn go rathúil. Mura bhfuil dianchúis le heolas áirithe a choinneáil siar, ba cheart go mbeadh teacht ag múinteoirí príomhshrutha ar gach aon eolas a bhféadfadh baint a bheith aige le múineadh nó le maoirseacht mic léinn a bhfuil riachtanais speisialta oideachais aige/aici, tuairiscí síceolaíochta agus doiciméid rúnda eile ina measc.

Tá sé de fhreagracht ar an múinteoir príomhshrutha:

- *a dheimhniú go soláthraítear clár foghlama agus timpeallacht do gach mac léinn – agus iad siúd a bhfuil riachtanais speisialta oideachais acu san áireamh – a chuireann ar a gcumas an curaclam a rochtain agus a gcuid foghlama a chur chun cinn.*
- *timpeallacht thacúil cúraim a chruthú sa seomra ranga do mhic léinn a bhfuil riachtanais speisialta oideachais acu.*
- *riachtanais na mac léinn a bhfuil riachtanais speisialta oideachais acu a chur san áireamh nuair atá pleanáil ábhar ar siúl acu.*

Tá ról lárnach ag múinteoirí príomhshrutha in aithint mac léinn a d'fhéadfadh bheith i mbaol agus aird ball eile foirne a dhíriú orthu.

Ba chóir difreálú a dhéanamh sa mhúinteoireacht, de réir mar is gá, chun freastal a dhéanamh ar riachtanais aonair agus d'aonghnó chun sroicheadh spriocanna atá leagtha amach i bpleananna aonair oideachais a éascú.

Is féidir le múinteoirí príomhshrutha páirt a ghlacadh in athbhreithniú Clár Foghlama Aonair dalta ar bith tríd eolas ar dhul chun cinn an dalta a chur ar fail.

Ba cheart do mhúinteoirí príomhshrutha leas a bhaint as acmhainní agus eolas ar riachtanais speisialta oideachais ar leith ar nós disléicse agus go leor eile, atá ar fáil sa Rannóg Riachtanais Speisialta Oideachais.

Ba cheart do mhúinteoirí príomhshrutha eolas cruinn a chur ar riachtanais speisialta oideachais na mac léinn ina gcuid ranganna agus páirt a ghlacadh, de réir mar a oireann, i leagan amach spriocanna foghlama i bplean aonair oideachais an mhic léinn

Role of Special Needs Assistants (extract from the Guidelines)

Special Needs Assistants make a valuable contribution to the capacity of a school to provide inclusive education for students with special educational needs. Clear directions and support should be given to Special Needs Assistants in relation to the duties they are expected to carry out.

They should work closely with the teachers in providing assistance to students with special needs, for example in the areas of personal care, supporting mobility, or supervising work or recreation activities. When a Special Needs Assistant is engaged in assisting a student or group of students in relation to a particular learning task, this should always take place in accordance with the directions of the teacher who has assigned the task.

Special Needs Assistants normally carry out their work in the school premises. However, on occasions when students with special needs are required to attend a venue outside the school, a Special Needs Assistant (or assistants) may be assigned to provide assistance to the students in the other setting and to accompany them while they are travelling to and from the school.

Ról Chúntóirí Riachtanais Speisialta Oideachais

Glacann cúntóirí do riachtanais speisialta páirt luachmhar sna hiarrachtaí a dhéanann scoil ar oideachas cuimsitheach a sholáthar do mhic léinn a bhfuil riachtanais speisialta oideachais acu. Ba chóir treoracha soiléire agus tacaíocht a thabhairt do chúntóirí do riachtanais speisialta i leith na gcúraimí a bhfuil siad freagrach astu.

Ba cheart dóibh bheith ag comhoibriú go dlúth leis na múinteoirí agus iad ag soláthar cúnaimh do mhic léinn a bhfuil riachtanais speisialta oideachais acu, mar shampla in achair an chúraim phearsanta, ag tacú le soghluaiseacht, nó ag déanamh maoirseachta ar ghníomhaíochtaí oibre nó caitheamh aimsire. Nuair atá cúntóir do riachtanais speisialta ag cabhrú le mac léinn nó le grúpa mac léinn maidir le tasc áirithe foghlama, ba chóir go dtabharfaí an chabhair seo i gcónaí faoi réir treoracha an mhúinteora a leag amach an tasc.

Is gnách go ndéanann cúntóirí do riachtanais speisialta a gcuid oibre ar láthair na scoile. Ar a shon sin, ar ócáidí ar gá do mhic léinn a bhfuil riachtanais speisialta oideachais acu freastal ar láthair lasmuigh den scoil, seans go soláthrófar cúntóir/cúntóirí do riachtanais speisialta chun tacú leis na daltaí sa láthair eile agus chun bheith ina dteannta agus iad ag taisteal chun na scoile agus uathí.

Role of Parents (extract from the Guidelines)

Article 42.1 of the Constitution of Ireland acknowledges that the family is the primary and natural educator of the child and recognises the right of parents to provide for the religious, moral, intellectual, physical and social education of their children. Both the Education Act (1998) and the Education for Persons with Special Educational Needs Act (2004) affirm the central role of parents in the education of their children.

Schools should endeavour to involve parents in their children's education, provide them with relevant information about the choices that are available, and support them in decision-making. Schools should provide parents with information about the enrolment policy and other policies relating to special educational needs. In deciding on a post-primary school for their child, parents should be given opportunities to visit the school to meet the personnel and to obtain information about facilities and provision.

Tuismitheoirí

Aithníonn Alt 42.1 de Bhunreacht na hÉireann gurb í an chlann príomh-mhúinteoir agus múinteoir nádúrtha an linbh agus aithníonn sé, thairis sin, go bhfuil sé de cheart ag tuismitheoirí soláthar a dhéanamh d'oideachas reiligiúnda, morálta, intleachta, coirp agus sóisialta a gcuid leanaí. Dearbhaíonn an tAcht Oideachais (1998) agus an tAcht Oideachais do Dhaoine a bhfuil Riachtanais Speisialta Oideachais acu (2004) ról lárnach na dtuismitheoirí in oideachas a gcuid leanaí.

Ba chóir do scoileanna iarracht a dhéanamh ar thuismitheoirí a mhealladh chun páirteachais in oideachas aleanaí, eolas cuí a sholáthar dóibh i dtaobh na roghanna atá ar fáil, agus tacú leo i ndéanamh cinntí. Ba cheart do scoileanna, freisin, eolas a sholáthar do thuismitheoirí faoi pholasaí cláraithe na scoile agus faoi pholasaithe eile a bhaineann le riachtanais speisialta oideachais. Agus iar-bhunscoil á roghnú acu dá leanbh, ba chóir deiseanna a sholáthar do thuismitheoirí cuairt a thabhairt ar an scoil chun casadh le cuid den fhoireann agus chun eolas a fháil ar na saoráidí agus ar an soláthar.

Organisations/Agencies outside of School:

- Department of Education & Skills (DES)
- Galway-Roscommon Education & Training Board (GRETB)
- National Educational Psychological Service (NEPS)
- Special Educational Needs Organiser (SENO)
- National Council for Special Education (NCSE)
- Special Education Support Service (SESS)
- National Council for Curriculum and Assessment (NCCA)
- Tusla - Child and Family Agency
- Health Service Executive (HSE)

Dreamanna lasmuigh den scoil

- **An Roinn Oideachais agus Eolaíochta**
- **Bord Oideachais agus Oiliúna na Gaillimhe agus Ros Comáin**
- **An tSeirbhís Náisiúnta Síceolaíochta Oideachais**
- *Eagraí do riachtanais speisialta oideachais*
- **An Chomhairle Náisiúnta um Oideachas Speisialta**
- **An tSeirbhís Tacaíochta don Oideachas Speisialta**
- **An Chomhairle Náisiúnta Curaclaim agus Measúnachta**
- **Tusla - An Ghníomhaireacht Um Leanaí agus an Teaghlach**
- **Feidhmeannacht na Seirbhíse Sláinte**

The Department of Education and Science

The mission statement of the Department of Education and Science is to provide for high-quality education which will enable individuals to achieve their full potential and to participate fully as members of society and to contribute to Ireland's social, cultural and economic development.

(Department of Education and Science 2005-2007, 2005c, p.7.)

An Roinn Oideachais agus Eolaíochta

Seo mar a deirtear i ráiteas misin na Roinne Oideachais agus Eolaíochta oideachas d'ard-chaighdeán a sholáthar a chuirfidh ar chumas daoine a phoitéinseal iomlán a bhaint amach agus a bheith iomlán rannpháirteach mar bhall den sochaí agus a chuirfidh le forbairt shóisialta, cultúrtha agus eacnamaíochta na hÉireann. (An Roinn Oideachais agus Eolaíochta 2005-2007, 2005c, lch. 7.)

The National Council for Special Education

The National Council for Special Education (NCSE) was established in December 2003 with a remit to co-ordinate the provision of education and related support services for students with special educational needs. The statutory functions of the NCSE are set out in the Education for Persons with Special Educational Needs Act (2004). The NCSE has a network of approximately eighty special educational needs organisers (SENOs) throughout the country. These are the principal contact persons for parents, schools and local health authorities on all issues concerning the organisation, co-ordination and provision of educational services for children with special educational needs. The role of the NCSE and the responsibilities of SENOs are described in circulars issued to schools from time to time by the NCSE and by administrative sections of the Department of Education and Science.

An Chomhairle Náisiúnta um Oideachas Speisialta

Bunaíodh an Chomhairle Náisiúnta um Oideachas Speisialta i mí na Nollag 2003 agus leagadh de chúram uirthiú comhordú a dhéanamh ar an soláthar oideachais agus seirbhísí gaolmhara tacaíochta do mhic léinn a bhfuil riachtanais speisialta oideachais acu. Tá dualgais reachtúla na Comhairle leagtha amach san Acht Oideachais do dhaoine a bhfuil Riachtanais Speisialta Oideachais Acu (2004). Tá líonra suas le hochtó eagraí do riachtanais speisialta oideachais ag an gComhairle ar fud na tíre. Seo iad na príomhphointí teagmhála do thuismitheoirí, do scoileanna agus d'údaráis áitiúla sláinte maidir le gach gné d'eagrú, de chomhordú agus de sholáthar seirbhísí oideachais do mhic

léinn a bhfuil riachtanais speisialta oideachais acu. Déantar cur síos ar ról na Comhairle agus ar dhualgais na n-eagraithe do riachtanais speisialta oideachais i gclár a d'eisigh an Chomhairle agus rannóga riaracháin den Roinn Oideachais agus Eolaíochta do scoileanna ó am go ham. Bíonn eagraithe do riachtanais speisialta oideachais ina lárphointí teagmhála laistigh de cheantar geografach do scoileanna agus do thuismitheoirí mac léinn a bhfuil riachtanais speisialta oideachais acu.

The National Educational Psychological Service

The National Educational Psychological Service (NEPS) provides a range of services to post-primary schools. The NEPS educational psychologists play a supportive role in promoting and facilitating the inclusion of students with special educational needs in mainstream schools. The NEPS educational psychologists work in partnership with teachers, parents, and students and provide support in relation to learning, behaviour and social and emotional development. They also help schools in other areas of concern, including responding to critical incidents.

An tSeirbhís Náisiúnta Síceolaíochta Oideachais

Soláthraíonn an tSeirbhís Náisiúnta Síceolaíochta Oideachais réimse seirbhísí d'iarbhunscoileanna. Bíonn ról tacaíochta ag síceolaithe na Seirbhíse i gcur chun cinn agus in éascú chuimsiú mac léinn a bhfuil riachtanais speisialta oideachais acu i scoileanna príomhshrutha. Oibríonn síceolaithe na Seirbhíse i bpáirt le múinteoirí, le thuismitheoirí agus le mic léinn agus tugann siad tacaíocht i gcúrsaí foghlama agus iompair, agus maidir le forás sóisialta agus mothúcháinach. Cabhraíonn siad le scoileanna freisin in achair eile imní, agus freagairt d'eachtraí géibheannacha ina measc sin.

The Special Education Support Service

The Special Education Support Service (SESS) was established in September 2003. The aim of the SESS is the enhancement of teaching and learning, with particular reference to the education of students with special educational needs in mainstream and special schools. The SESS endeavours to help teachers and schools in a flexible way to meet their educational and professional development needs. Face-to-face and e-learning courses are provided, and full-time and part-time support personnel are available to provide training courses and advice to teachers and schools.

An tSeirbhís Tacaíochta don Oideachas Speisialta

Bunaíodh an tSeirbhís Tacaíochta don Oideachas Speisialta i mí Meán Fómhair 2003. Is é is aidhm don tSeirbhís ná cur le héifeacht na múinteoireachta agus na foghlama, go háirithe i gcás oideachais do mhic léinn a bhfuil riachtanais speisialta oideachais acu i scoileanna príomhshrutha agus i scoileanna speisialta. Déanann an tSeirbhís seo iarracht cabhrú le múinteoirí agus le scoileanna ar bhealach solúbtha chun freastal a dhéanamh ar a riachtanais fhorbartha oideachais agus gairme. Soláthraítear cúrsaí i láthair stiúthóra agus cúrsaí ríomhtheagaisc, agus cuirtear pearsanra tacaíochta, idir lánaimseartha agus pháirtaimseartha, ar fáil chun cúrsaí oiliúna a sholáthar agus treoir do mhúinteoirí agus do scoileanna.

The National Council for Curriculum and Assessment

The National Council for Curriculum and Assessment (NCCA) is the statutory body with the responsibility for advising the Minister for Education and Science on curriculum and assessment for early-childhood education and for primary and post-primary schools.

An Chomhairle Náisiúnta Curaclaim agus Measúnachta

Is í an Chomhairle Náisiúnta Curaclaim agus Measúnachta an eagraíocht reachtúil atá freagrach as comhairle a chur ar an Aire Oideachais agus Eolaíochta faoi chúrsaí curaclaim agus meastóireachta sa naí-oideachas, i mbunscoileanna agus in iarbhunscoileanna.

The National Educational Welfare Board

The National Educational Welfare Board (NEWB) was established under the Education (Welfare) Act (2000) and has a leading role in implementing the provisions of the act. The main function of the NEWB is ensuring that each child attends a recognised school or otherwise receives a certain minimum education. The NEWB also has a responsibility for research and an advisory role in relation to the formulation and implementation of Government policies and objectives concerning the education of children.

An Bord Náisiúnta Leasa Oideachais

Bunaíodh An Bord Náisiúnta um Leas Oideachais faoi réir an Achta Oideachais (Leas), (2000) agus tá ról lárnach aige i bhfeidhmiú an achta. Is é príomhchúram an Bhoird ná a dheimhniú go mbíonn gach leanbh ag freastal ar scoil aitheanta, nó go bhfaigheann sé/sí íosmhéid áirithe oideachais. Tá freagracht ar an mBord freisin ó thaobh taighde agus tá ról comhairleach aige i gceapadh agus i bhfeidhmiú polasaithe agus aidhmeanna Rialtais maidir le hoideachas a chur ar leanaí.

The Health Service Executive

The Health Service Executive (HSE) is a statutory agency with responsibility for the provision of health and personal social services. Under the Education for Persons with Special Educational Needs Act (2004) responsibilities are devolved on the health boards (now HSE) for providing services, including assessment services, to children up to the age of eighteen.

Feidhmeannacht na Seirbhíse Sláinte

Gníomhaireacht reachtúil is ea Feidhmeannacht na Seirbhíse Sláinte a bhfuil sé de chúram uirthi seirbhísí leasa sláinte agus seirbhísí pearsanta sóisialta a sholáthar. Faoi réir an Achta Oideachais do dhaoine a bhfuil Riachtanais Speisialta Oideachais acu (2004) leagtar de chúram ar na Boird Sláinte (Feidhmeannacht na Seirbhíse Sláinte anois) seirbhísí a sholáthar, seirbhísí meastóireachta san áireamh, do leanaí suas go haois a hocht mbliana déag.