



# Polasaí Oideachais Speisialta i nGael Scoil na Lochanna

27

## Réamhrá:

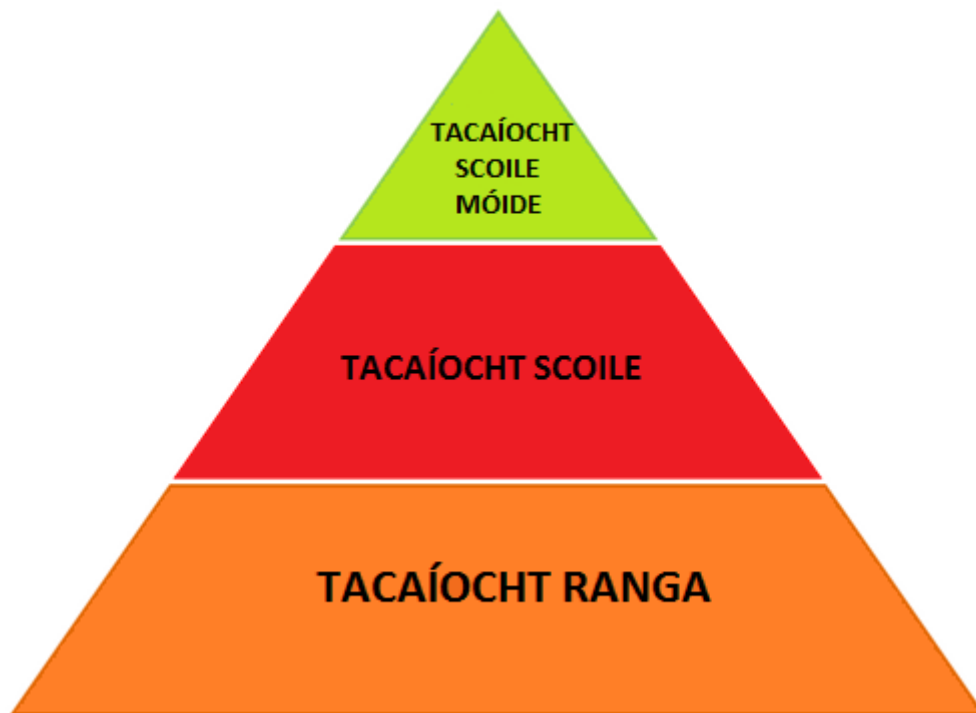
Cuireadh an polasaí seo le chéile i rith na scoilbliana 2014/5 agus rinneamar athbhreithniú i 2015/16 agus arís i 2016/17, agus arís i 2019. Bhí polasaí tacaíocht foghlama againn ó 2007 agus tá an polasaí seo anois ina ionad siúd.

Tá an polasaí seo ag eascairt as an dul i gcomhairle le siceolaí NEPS, Treoirlínte na Roinne maidir le Samhail Nua do athdháileadh na huairéanna tacaíochta sa scoil, Múinteoirí Tacaíochta agus Múinteoirí agus Príomhoide na scoile. Tá na polasaí curtha faoi bhráid an bhoird bainistíochta, Coiste na dtuistí agus pobal na scoile.

Tá cur chuige iomlán scoile againn i nGael Scoil na Lochanna maidir leis an Tacaíocht Foghlama agus tá barrmhianta arda againn don pháistí ar fad a bhfuil tacaíocht de dhíth uathu go ndéanfaidh siad go han-mhaith ar scoil.

Glacfaidh an fhoireann teagaisc le cur chuige fadhb réiteach a úsáid chun tacú le páistí. (eolas a bhailiú, fadhb a iniúchadh, straitéis a thriail, réiteach a lorg, athbhreiniú a dhéanamh ar an bhfadhb...) Tá siceolaí NEPS ar fáil dúinn chun treoir a thabhairt dúinn ar an gcur chuige fadhb réiteach seo.

Tá an Polasaí seo bunaithe ar an gContanam Leanúntas Tacaíochta. ie An triantán Tacaíochta-



Tacaíocht Ranga= páistí atá ag fáil tacaíocht ón múinteoir ranga

Tacaíocht Scoile= páistí ag fáil tacaíocht ón múinteoir tacaíochta

Tacaíocht Scoile Móide= páistí ag fáil tacaíocht ó reimse múinteoirí/proifisiúnsaigh eachtrannaigh

## Faoin scoil:

Gaelscoil idirchreidmheach atá i nGaelscoil na Lochanna. Bunaíodh an scoil sa bhliain 2006. Tá os cionn 200 páiste sa scoil anois. Ó Mhéan Fómhair 2017, tá sraith amháin de gach rang sa scoil.

Tá 39.25 uaireanta tacaíochta ag an scoil faoi láthair.

Tá Cuntóir Riachtanais Speisialta iomlán sa scoil faoi láthair le beirt páiste faoina cúram.

## Príomh aidhm an Pholasáí

Is í an aidhm atá ag an bpolasaí seo ná a leagadh amach go soiléir an tslí a dhéileáileann an scoil le ceist an Tacaíocht Foghlama sa scoil

i.e.

- Cén stratéisí coisctheacha atá ag an scoil chun oideachas éifeachtach a chur ar fáil?
- Cén cabhair tacaíochta atá ar fáil?
- Cad iad na Treoir prionsabail a threoiríonn cé a fhaigheann cabhair breise?
- Cé dó a thugtar prioracht?
- Conas mar a fheidhmníonn an Leanúntas Tacaíochta?
- Cathain agus Conas a dhéantar athbhreiniú ar an obair Tacaíochta?
- Na rólanna éagsúla atá ag baill éagsúla an phobail scoile sa chóras scoile

## Aidhmeanna Ginearálta an Tacaíocht foghlama sa scoil

- an leas is fearr a bhaint as an bpróiseas múinteoireachta agus foghlama.
- cabhrú le daltaí a bhfuil fadhbanna foghlama acu leibhéil sásúla inniúlachta sa litearthacht, san uimhirtheacht agus sa litearthacht (Gaeilge & Béarla) a bhaint amach sula bhfágann siad an scoil.
- cabhrú le daltaí a bhfuil fadhbanna sóisialta nó iompar ar leith acu.
- féin mhuintín an pháiste a chothú agus a láidriú.
- a chinntiú go bhfuil comhoibriú ann idir Múinteoirí Ranga, Múinteoirí Tacaíochta agus Tuismitheoirí le Plean Tacaíochta an pháiste a pheanáil agus a chur i bhfeidhm.
- le daltaí go bhfuil riachtanais oideachais speisialta acu páirt gníomhach a ghlacadh laistigh den gnáth rang, ag leibhéal oiriúnach dóibh.
- Scileanna bunúsacha a mhúscailt iontu, ionas gur féidir leo páirt a ghlacadh sa churaclam iomlán.
- Meon dearfach a fhorbairt agus a chothú iontu, dearcadh deimhneach a spreagadh maidir le foghlaim agus scoil de.
- Scoláirí a fhorbairt maidir le foghlaim neamh spleách.
- Acmhainní breise a chur ar fáil sna hábhair go háirithe i mBéarla & i Mata. (& ó 2017/18, i nGaeilge)
- Comhoibriú agus tacaíocht na dtuismitheoirí / caomhnóirí a fháil trí chlár tacaíochta cuí a chur i bhfeidhm.
- Córas monatóireachta a bhunú, chun dul chun cinn na ndaltaí seo a mheas.
- Cabhair agus tacaíocht na múinteoirí do pholasáí Oideachas agus Riachtanais Speisialta a fháil.

## Treoir Prionsabail

Feidhmneoidh córas tacaíochta na scoile seo ag leanúint 4 phrionsabail

1. Go bhfuil an ról lárnach ag an múinteoir Ranga ag freastal ar riachtanais na bpáistí ina rang
2. Go dtabharfar “an tacaíocht is mó ar fáil de réir an Riachtanais is mó”

san áireamh bheadh Riachtanais

- Sóisialta,
- Acadúla (Litearthacht, Uimhearthacht, eile),
- Mothúchánach
- Iompair,
- Foghlama eile

D'fhéadfaí an t-eolas ar an riachtanais a bhailiú óna:

foirmeacha clárúcháin, measúnaithe proifisiúnta, breathnadóireacht an mhúinteora, taifid tinrimh, taifid iompair, scrúduithe ar scoil, scrúdúthe caighdeánaithe agus ó ábhar is cúram do thuismitheoirí nó múinteoirí.

Déantar na tacaíocht a bhronntar ar pháiste a mheaitseáil le riachtanas an pháiste agus tugtar an cabhair bunaithe ar fhianaise a bhaílítear agus tugtar an cabhair go céimneach.

3. Go bhfuil Prioracht tugtha do luath-idirghabháil

Bíonn prioracht tugtha don luathidirghabháil tacaíochta san uimhearhacht agus litearthacht ag na ranganna sóisearacha ar dtús (Naí go Rang 2). (moladh Treoirlínte na Roinne)

4. An aidhm ná uasmhéid 15% de pháistí a bhaint óna seomraí ranga don chabhair breise agus díriú ar an 10<sup>ú</sup> is mó a bhfuil gá acu le cabhair.

(Ar an bhformhór is fearr go mbeadh páistí istigh sa seomra ranga ag fáil cabhrach seachas a bheith amach le Múinteoir Tacaíochta-D'fhéadfaí go mbeadh an Múinteoir Tacaíochta istigh sa seomra ranga ag cuidiú le múinteoir ranga nó ag obair le páiste/ grúpa sa seomra ranga agus ní chóir go mbeadh múinteoirí tacaíochta ag baint níos mó ná 15% de pháistí as an seomra ranga).

### Cumarsáid

Déanfar dréacht an pholasaí seo a phlé le múinteoirí, bord na scoile, Coiste na dtuistí agus Tuismitheoirí na scoile agus cuirfear an polasaí ar fáil ar shuíomh idirlíon na scoile.

### Bliain scoile

Tá an bhliain scoile roinnte ina dtrí chuid:

MF- Nollaig, Nollaig go Cáisc, Cáisc go Meitheamh.

Déanfar athbhreiniú ar an tacaíocht sa scoil um Nollag, um Cháisc agus i rith Meán Fómhair.

I rith Meán Fómhair gach bliain, caithfear am ag meas agus ag breathnadóireacht ar riachtanais na bpáistí agus ag pleanáil aon idirghabhail cuí. (am breise do seo sna Naí Bheaga agus na páistí ag socrú isteach ar chóras na scoile agus córas Tumoideachais na scoile)

### Strateisí Choisctheacha (Preventative)

Aithnítear gur fearr cláracha coisctheacha a rith sna ranganna sóisearacha ach go háirithe agus na páistí ag dul i mbun bun scileanna teangan sa Ghaeilge, Béarla, Mata a fhoghlaim.

Liosta Stratéisí sa scoil

Naí Bheaga agus Móra	Ranganna eile	Rang 6
Aistear le staisiún tugtha gach lá don uimhearhacht agus don litearthacht	Powerhour for English Rang 1	Clár Trasdul go meán scoil (tosaithe i 2018)
Jolly Phonics- Phonics scheme for English	Incredible years (beginning September 2017)	
Réidh Sochar Déan – ó 2019		

## **N.B. - Eile : obair staisiúin, cláracha có-léitheoireachta, agus cláracha có-mhúinteoireachta a phleanáil ó am go chéile de réir riachtanais a thagann chun cinn**

### **Rólanna agus Freagrachtaí**

Tá an Bord Bainistíochta freagrach as an bpolasaí a dhearbhu agus tá foireann uile na scoile freagrach as an bpolasaí a chur i gníomh go laethúil.

#### **An Príomhoide/Príomhoide Tánaisteach**

'Sé ról an phríomhoide/phríomhoide tánaisteach i leith feidhmiú an pholasaí ná

- Liosta dena daltaí go léir atá i dteideal tacaíocht a choimeád. (máistir liosta scoile)
- Dul i dteagmháil le gníomhaireacht seachtrach agus an síceolaí nuair is gá.
- Monatóireacht a dhéanamh ar an próiseas roghnaithe.
- Dul i gcomhairle leis an bhfoireann teagaisc ar bhonn leanúnach agus moltaí na tuairiscí bliantiúla a phlé.
- Tréimhse athbhreinithe a reachtáil le foireann na scoile
- Tuismitheoirí/ Caomhnóirí a chur ar an eolas faoi theacht ar thacaíochta.

#### **Múinteoirí Ranga**

- Aithníonn an scoil ról na múinteoirí ranga i bhforbairt agus dul chun cinn gach dalta ina rang, iad siúd le riachtanais foghlamtha nó speisialta san áireamh.
- 'Sé ról an mhúinteora ná pleanáil a dhéanamh chun freastal ar riachtanaisí gach scoláire sa rang.
- Déanfaidh an múinteoir ranga na hathruithe caoi sna straitéisí múinteoireachta agus sna cuspóirí foghlamtha ionas go ndéanfaidh na scoláirí an dul chun cinn atá ar a gcumas. Is céim a haon é seo ar an contanam tacaíochta, rachfar i gcomhairle le tuismitheoirí faoin gcabhair breise seo á thabhairt ag an múinteoir ranga agus beidh taifead déanta de na spriocanna atá le baint amach, conas atá an múinteoir chun cabhrú leis an páiste iad a bhaint amach agus cathain atá siad ag siúl go mbainfear amach na spriocanna sin.
- Cuirfear deacrachtaí foghlamtha san áireamh agus obair bhaile á leagadh amach. Beidh teagmháil idir an múinteoir ranga agus an múinteoir tacaíocht foghlama ar bhonn leanúnach.
- Gníomhaíochta a chothaíonn feabhsú uimhríochta, léitheoireachta agus litriú a spreagadh.
- Gníomhaíochtaí a spreagadh a chothaíonn agus a mhéadaíonn féin mhuinín an dalta.

#### **Múinteoir Tacaíochta**

- Aithníonn an scoil ról an múinteoir tacaíochta a chuireann an tacaíocht cuí ar fáil ar bhonn leanúnach de réir treoireacha an mhúinteora ranga agus moltaí ón measúnú i gcás riachtanais speisialta. Is céim a dó den contanam tacaíochta an léibhéal seo agus cabhróidh an múinteoir / na múinteoirí tacaíochta leo sa seomra ranga (le linn múinteoireacht foirne/staisiúin) nó lasmuigh den seomra mar chuid de ghrúpa beag nó go haonrach.
- Próifíl indibhidiúil oideachasúil (IPLP nó IEP) a dhéanamh dóibh siúd atá i dteideal riachtanais oideachais speisialta nó plean ghrúpa ábhair do ghrúpaí atá ag teacht amach le chéile.
- Co-órdnú a dhéanamh ar an bplean agus an clár ama don tacaíocht.
- Dul i dteagmháil le tuismitheoirí/caomhnóirí i dtaobh páistí atá ag freastal ar thacaíocht.
- Déanfar cabhair sa Bhéarla a thabhairt trí Bhéarla.

- Déanfar cabhair sa Mhata a thabhairt trí Ghaeilge.
- Ó 2017, tá sé mar aidhm againn cabhair sa Ghaeilge a chur ar fáil freisin.

### Tuismitheoirí / Caomhnóirí

- Aithnítear an ról lárnach atá ag na tuismitheoirí/caomhnóirí lena páistí a spreagadh agus le tacaíocht breise a thabhairt sa bhaile nuair is gá.
- Bíonn cruinnithe oide tuistí ann do gach páiste i Mí na Samhna chun dul chun cinn na bpáistí a phlé le tuismitheoirí/caomhnóirí.
- Beidh fáilte roimh thuismitheoirí labhairt leis an múinteoir ranga nó múinteoir tacaíochta agus leis an bpríomhoide má tá said buartha faoina bpáistí féin agus nuair a aontaítear gur chóir athbhreiniú a dhéanamh ar na céimeanna tacaíochta. (de ghnáth um Nollag, um Cháisc)
- Do thuismitheoirí/caomhnóirí go bhfuil páistí acu ar Chéim 2 don tacaíocht eagrófar cruinnithe/ glaoh teileafóin ag am athbhreinithe an IPLP.

### Bord Bainistíochta

- Is é an Bord Bainistíochta a dheineann bainistiú thar cheann na scoile. Aithníonn an scoil ról an Bhoird i bhforbairt agus i bhfeidhmiú an pholasaí.
- Áiseanna/ seomraí cuí a chur ar fail in oiriúnt d'obair tacaíochta na scoile.
- Déantar forbairt ar gach polasaí fé údarás an Bhoird agus is le húdarás an Bhoird a chuirtear i bhfeidhm gach polasaí.

### **Roghnú**

Is é an Príomhoide, i gcomhairle leis an múinteoir ranga, an múinteoir tacaíochta foghlama agus na tuismitheoirí a chinnteoidh cé h-iad na daltaí a bheidh ag glacadh páirt sa chlár Tacaíochta Foghlama.

Ag roghnú páistí úsáidfear na treoir phrionsabail sa pholasaí seo agus glactar leis go bhfuil uasmhéid páiste go féidir tacaíocht a thabhairt dóibh ag leibhéal Céim 2+3. Tá páistí le hardchumais le tabhairt san áireamh agus cinneadh á dhéanamh faoi thacaíocht a thabhairt go páistí.

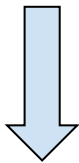
Déanfar athbhreithniú ar an liosta páistí atá ag glacadh páirt sa chlár ar a laghad uair amháin in aghaidh na bliana.

D'fhéadfadh sé tarlú go mbeadh páiste(i) bogtha síos céim nó suas céim i rith na bliana agus go mbeidh tréimhsí gearra idirghabháil ar siúl i.e. clár tacaíochta a rith le páistí ar feadh 8-12 seachtain ag céim 2 (tacaíocht scoile) agus ansin an fhoghlaim/sprioc a mheas chun féachaint an noireadh sé dóibh tacaíocht Céim 1 a fháil (tacaíocht ranga) nó fanacht ar chéim 2 etc.

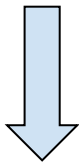
Beidh sé mar aidhm i gcónaí páistí a choinneáil sa timpeallacht ranga an méid agus is féidir.

## Conas a Fheidhmníonn an Leanúntas Tacaíochta

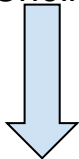
Buairt ardaithe ag Múinteoir/ Tuismitheoir



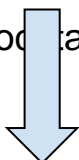
Tréimhse Breathnadóireachta



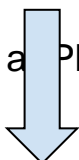
Roghnú ar Chéim Tacaíochta 1,2,3 agus



Plean tacaíochta a chur i bhfeidhm



Athbhreiniú an Phlean Tacaíochta



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Na Céimeanna

Céim 1 – **Plean Tacaíochta Ranga**, céim a haon ar an contanam tacaíochta

- Nuair atá Múinteoir Ranga buartha faoi pháiste ó thaobh obair, iompar nó scileanna sóisialta an pháiste, cuirtear an Príomhoide, an Múinteoir Tacaíochta agus tuismitheoirí an pháiste ar an eolas faoi nó má tá tuismitheoir buartha d'fhéadfadh siad teacht chun cainte leis an múinteoir ranga.
- Bailítear eolas i dtaobh an deacracht ó thuismitheoirí, ón dalta féin agus ó bhreathnadóireacht agus seicliostaí an mhúinteora, agus ó iarmhúinteoirí más chúí.
- Líonann an Múinteoir ranga an Seicliosta tacaíochta ranga.
- Cuireann an Múinteoir Ranga plean tacaíochta ranga i bhfeidhm don pháiste sin.
- Déantar athbhreithniú ar an bplean seo tar éis téarma amháin (le Seicliosta Athbhreinithe Tacaíocht Ranga) chun féachaint an bhfuil tuilleadh tacaíochta de dhíth ón bpáiste nó an bhfuil deireadh leis an ngá don tacaíocht.

Céim 2 – **Plean Tacaíochta Scoile**, céim a dó ar an contanam tacaíochta

- Cuirtear an céim seo i bhfeidhm nuair a fheictear go bhfuil cabhair breise fós ag teastáil ón bpáiste tar

éis an t-plean tacaíochta ranga a chur i bhfeidhm nó sa chás go meastar gur ba chóir don pháiste cabhair Céim 2 a fháil. (i.e. 10<sup>ú</sup> percentíl nó níos lú a ghnóthachtáil i scrúdú caighdeánach)

- Déantar IPLP aonarach/grúpa do gach páiste/grúpa ag céim 2 do thréimhse áirithe agus tógtar amach ón seomra ranga iad le tacaíocht breise a fháil nó faigheann siad cabhair breise sa seomra le linn múinteoireacht foirne i.e. Obair Staisúin/ Powerhour.
- Líonann an Múinteoir Tacaíochta, Seicliosta Tacaíochta Scoile don pháiste agus cuirtear plean tacaíochta scoile i bhfeidhm.
- Tar éis téarma amháin líonann an Múinteoir Tacaíochta An Taifead Athbhreithniú don pháiste.
- Déanann an Múinteoir Tacaíochta cinneadh i dteannta leis an bPríomhoide, An Múinteoir Ranga agus le tuismitheoirí an pháiste tar éis téarma, an leanfar ar aghaidh nó an gcuirfear deireadh leis an bplean tacaíochta scoile.

Critéir don chinneadh:

1. ar sriochadh na spriocanna a bhí leagtha amach sa phlean
2. bhfuil an páiste in ann feidhmiú sa seomra ranga go neamhspleach nó beagnach go neamhspleach gan an tacaíocht scoile.

### Céim 3 – **Tacaíocht Scoile Móide**, an tríú chéim ar an contanam tacaíochta

- Cuirfear céim a trí i bhfeidhm do pháistí tar éis dóibh céim 1 agus 2 a leanúint gan dóthain feabhas teacht ar an deacracht nó sa chás gur meastar gur ba chóir don pháiste cabhair Céim 3 a fháil.
- Cuirtear an chéim seo i bhfeidhm nuair a mheastar go bhfuil cabhair breise sa scoil nó taobh amuigh den scoil ag teastáil ó pháiste.
- Eagraítear cruinniú leis an bPríomhoide, An Múinteoir Tacaíochta, An Múinteoir Ranga agus Tuistí an pháiste and moltar cabhair breise (i.e. comhairle nó measúnú a fháil ó dhochtúir, nó siceolaí nó pé séirbhís a oireann don chás).
- Ní gá dul tríd céim 1 agus 2 chun céim a trí a chur i bhfeidhm má tá géar riachtannais ag an bpáiste ach seans go ndéanfar iad chomh maith le céim a 3.
- Cruthaíonn an Múinteoir Tacaíochta, Plean Oideachais ar Bhonn Dalta Aonair don Pháiste/IEP don pháiste ag céim a 3.
- Tar éis téarma amháin líonann an Múinteoir Tacaíochta an Bhileog Athbhreithnithe ar Phlean Oideachais ar Bhonn Dalta Aonair amach chun eolas sa bhailiú faoin gcabhair/ céim ar aghaidh

## Ag bailiú eolais

Anuas ar na gnáth measúnaithe a dhéanann gach múinteoir i gcónaí (breathnadóireacht, tascanna agus seicliostaí, próifil, marcanna scrúduithe ranga, comhdhálú le páistí) seo iad na scrúduithe/measúnaithe foirmeáilte a chuirtear ar pháistí a chuidíonn le múinteoirí na scoile eolas a bhailiú ar riachtanais an pháiste.

Úsáideann na múinteoirí córas measúnú ar líne i.e. Seesaw chun obair na bpáistí a thaifead agus scarbhileog ar líne chun taifead a choinneáil ar chaighdeán na hoibre.

Rang	BIAP	MIST	Gaeilge	Béarla	Mata	NRIT
NB	✓ más ghá					
NM		✓ Bogtha go téarma III	✓	✓	✓ early numeracy test	
R1			✓	✓ Screen test	✓	
R2			✓	✓	✓	
R3			✓	✓	✓	✓
R4			✓	✓	✓	
R5			✓	✓	✓	
R6			✓	✓	✓	

Tá na scrúduithe diagnóiseach seo a leanas ar fáil sa scoil freisin ón múinteoir tacaíochta.

1. Dyslexia Portfolio.
2. Non verbal reasoning GI Assessment.
3. Neale Analysis.
4. First School years Literacy Profile.
5. Neps First Hundred Words Checklist.
6. Neps Phonics Skills Checklist.
7. Neps Second Hundred Words Checklist.
8. Dolch lists.
9. Drumcondra Spelling tests.
10. Westwood/Neps Math checklists.
11. Screener Dyscalculia
12. Schnoell word Reading Test
13. Schnoell Word Spelling test

Cuirtear leis na liosta seo ó am go ham



## Cláracha Tacaíochta ar fáil sa scoil

Chomh maith le tacaíocht a thabhairt don pháiste le hobair ranga cuirtear roinnt cláracha ar fáil de réir an ghá a fheictear.

Don Ghaeilge	Don Bhéarla	Don Mhata	Eile (chun cuidiú le hiompar, díriú ar ghá sóisialta)	
Aistear Ceachtanna ar theanga ó bhéal	Toe by Toe Alpha to Omega P.A.T. Forward Together Nessy Programme Accleread, accelewrite Handwriting SNIP T.T.R.S. – faoi mar atá i scoileanna speisialta	Réidh Sochar Déan (Mata) 19/20	Clár Aistriú go Meán scoil (ó 17/18)  Social Stories	

Tá stratéisí i bhfeidhm tríd na scoile i ngach rang chun tacaíocht a thabhairt do pháiste ag léiriú tréithe Dyslexia.

### **Fillteán Tacaíochta**

D'aon pháiste a fhaigheann tacaíocht breise sa scoil, coinneofar taifead ar an obair seo i bhfillteán tacaíochta. (ar fáil ar Thiomantán Google)

- Istigh san fhillteán beidh cur síos ar na Céimeanna Tacaíochta an Pháiste ón Leanúntas Tacaíochta (ie. spriocanna roghnaithe, stratéisí idirghbhála, fad an idirghbháil, seicliostaí athbhreinithe, Pleananna pearsanta (IPLP nó IEP) más ghá, taifead ar chruinnithe le tuismitheoirí, tuairiscí ó phroifisiún eachtracha)
- Déanfar pleanáil a scríobh téarma amháin ag an am
- Úsáidfean an fillteán seo chun taifead a choinneáil ar Aistear tacaíochta an pháiste i rith na bliana agus ó bhliain go bliain más ghá dóibh cabhair leanúnach a fháil.
- Coinneoidh an múinteoir Ranga na fillteán seo ina s(h)eomra ag leibhéal tacaíochta 1 agus coinneoidh an Múinteoir tacaíochta na fillteáin ag leibhéal tacaíochta 2 agus 3.
- Tá teacht ag múinteoir ranga, múinteoir Tacaíochta, Tuismitheoirí, SENO siceolaí, cigire, cúntóir riachtanas speisialta, oibrithe sláinte ar na tuairiscí sin.
- Sa chás go bhfuil baill foirne roinnte idir grúpa scoileanna coimeádtar na tuairiscí a bhaineann le pháistí sa scoil ina bhfuil siad cláraithe.
- Tá an múinteoir ranga, an múinteoir tacaíochta agus an príomhoide freagrach as ábhar a chur i bhfillteán an pháiste.

### **Athbhreiniú:**

Déanfar athbhreithniú ar an bpolasaí seo de réir sceideal athbhreinithe an Bhoird

## **Dyslexia**

Is fadhb Foghlamtha faoi leith é an Dyslexia.

Meastar go bhfuil sé ag 10% den daonra agus go bhfuil sé níos coitianta i gcaillíní na i mbuachaillí. Do pháiste le Dyslexia- is minic a bhíonn deacracht acu le

- Léitheoireacht
- Scríobh
- Mata
- Taobh thiar i gcomparáid lena gcumas féin
- Proiseáil Foghraíochta
- Cuimhne
- Ainmniú Tapaidh

agus uaireanta fadhbanna le eagrú, ord, agus scileanna luaile. Go minic bíonn na fadhbanna ann tar éis tacaíocht a thabhairt agus bíonn dyslexia ar dhuine tríd a shaol. Sin ráite, tagann feabhas le múineadh feiliúnach ag an am ceart.

Bíonn tástáil siceolaí ag teastáil chun diagnóiséas de Dyslexia a dhéanamh. An ról ata ag an scoil anseo ná bheith ag faire amach do pháistí atá tréithe Dyslexia orthu agus Straitéisí a thriail chun cuidiú leo.

Tá liosta na “dTréithe” agus “Straitéisí” chun cuidiú le páistí Dyslexia mar aguisíní ag deireadh an pholasaí seo.

## **Cad a dhéanfaidh an scoil chun cuidiú le páiste sna réimsí seo a leanas** (ag eascairt as caint foirne ar an gceist seo)

### **NB: MOL AN IARRAcht**

## **Léitheoireacht**

- Piar nó cara sa rang a roghnú
- Leabhair ar a leibhéal a roghnú dó/di
- Ceist a chur orthu ..ar mhaith leat bheith ag léamh?
- Béim ar éisteacht le daoine eile ag léamh

## **Tuiscint Léitheoireachta**

- Athléamh (léigh an tábhar cúpla uair)
- Éisteacht le cara ag léamh
- Cuir ciorcail ar fhocail ata tábhachtach

## **Litriú**

- Rialacha an litriú a mhúineadh
- Cluichí litriú
- Dath difriúil do fhocal bheaga
- Gan marc a thabhairt sa scrúdú
- Pictiúr lena focail
- Cóipleabhair do na litriú
- 2 mhála guta (cinn caol, cinn leathan)

## **Scríobh**

- Brú ar an méid atá le scríobh aige/aici a laghdú
- Gearradh siar ar an méid & deacracht
- Ceacht ar an ngreim peannluaidh
- iPad speech to text (R 5/6)
- Cara scríobhneoireachta (???)
- Measc é le obair ó bhéal

## **Obairbhaile**

- Léitheoireacht thar 2 – 3 lá seachas thar oíche amháin
- Greamóg sa dialann nó cóipleabhair don iarracht
- Ceist orthu faoin tam a thóg sé

## **Moladh mol an iarracht**

- Scéal an léamh amach don rang mar an duais

## **Polasaí Scoile chun Dyslexia a Aithint agus Tacaíocht a Thabhairt**

### **Naíonáin**

- Múinteoir ranga ag faire amach do na tréithe
- Úsáid na liostaí thuas (Dyslexia Task Force) nó teisteanna eile – na fuaimeanna
- Féach ar obair ranga
- Labhair le tuistí
- Cuir plean ar siúl sa rang (Tacaíocht Ranga)
- Muna bhfuil morán dul chun cinn, labhair leis an múinteoir tacaíocht foghlamtha
- Úsáid teisteanna eile más gá
- Cuir leis an bplean

## **Polasaí Scoile chun Dyslexia a Aithint agus Tacaíocht a Thabhairt**

### **Rang 1 / 2 / 3**

- Múinteoir ranga ag faire amach do na tréithe
- Úsáid na liostaí thuas (Dyslexia Task Force) nó teisteanna eile Micra-T, Drumcondra, Sigma-T, Drumcondra Spelling
- Úsáid an NRIT – Non-reading Intelligence Test ar gach páiste R.3
- Bí ag faire amach do – léamh focal (word reading), tuiscint (reading comprehension), litriú (spelling, tuiscint mata (mathematical reasoning), scríobh mata (numerical operations/computation)
- Labhair le tuistí
- Cuir plean ar siúl sa rang / tacaíocht foghlamtha / scoile
- Úsáidfaidh an múinteoir tacaíocht foghlamtha teisteanna aonarach (individual diagnostic tests) eile más gá – léamh, tuiscint, litriú
- Cuir leis an bplean ranga / tacaíochta scoile

## **Polasaí Scoile chun Dyslexia a Athint**

- Úsáid an NRIT – Non-reading Intelligence Test ar gach páiste
- Cuir na torthaí an NRIT i gcomparáid le torthaí na scrúdaithe litríochta agus mata
- Go ginearálta, bí ag súil leis na torthaí seo: (ss = standard score)
- Ó SS 70 – 80 ar NRIT: + 10 go 8 SS leis an scór mata nó litríochta
- Ó SS 80 – 90 ar NRIT: + 6 go 4 SS leis an scór mata nó litríochta
- Ó SS 91 – 97 ar an NRIT: + 4 go 0 leis an scór mata nó litríochta
- Ó SS 103 – 120 ar an NRIT: - 1 go 7 taobh thiar sa teist litríochta nó mata

## **Athbhreithniú**

Déanfar an polasaí seo a athbhreithniú de réir sceideal athbhreinithe an Bhord Bainistíochta.



# Polasaí Oideachais Speisialta i nGaelscoil na Lochanna

27

[leagan Béarla]

## Introduction:

This policy was first written during the 2014/15 school year and reviewed in 2015/16 and again in 2016/17 and again in 2019. We have had a learning support policy since 2007 and this policy now replaces that. This policy is arising from consultation with NEPS psychologist, Department Guidelines for New Model for redistribution of support in school, Teachers and Support Teachers and the school Principal. The policy has been discussed among the board of management, parents' committee and the school community.

We have a whole school approach to learning support in the school and we have high expectations that children receiving support in school will do well in school.

The teaching staff will take a problem solving approach to supporting children. (i.e. Collecting information, exploring the concern, trying strategies to find a solution, reassessing the concern after a period...) Our NEPS psychologist is on hand to offer advice on this problem solving approach.

This Policy is based on the Continuum of Support.



Classroom Support - Children receive help from classroom support teacher

School Support = Children receive help from learning support teachers

School Support Plus = Children receive help from multiple teachers or external help

## About our school:

Gaelscoil na Lochanna is an interdenominational school. The school was founded in 2006. There are over 200 children in the school. From September 2017, there is one stream of each class in the school.

Currently we have 39.25 learning support hours in the school.

We have one Special Needs Assistant in the school with two children in her care.

## Main aim of the Policy

The aim of this policy is to set out clearly how the school deals with the issue of Learning Support

.i.e.

- What are the preventive strategies for effective education that we provide?
- What support is available?
- What are the principles that guide who gets extra help?

- Who is given priority?
- How does the continuum of support function?
- When and How is the progress of children's progress reviewed?
- The different roles of various members of the school community

### **General Aims of Learning support in the school**

- To make the most use of the teaching and learning process.
- To help students with learning difficulties attain acceptable levels of competence in literacy, numeracy and literacy (Irish and English) before leaving the school.
- To help students with social problems or specific behaviour.
- That children's self-confidence to be maintained and strengthened.
- To ensure co-operation between Teachers, Parents, Support Teachers in devising and implementing the Support plans
- That pupils with have special educational needs will be enabled to take an active part within the normal classroom setting, at an appropriate level for them.
- To develop the Basic skills so that they can participate in the curriculum fully.
- To develop a positive attitude and to foster positive attitudes to learning to school
- To lead Students towards learning independently.
- To provide additional resources in the subjects especially English & Maths. (And since 2017, in Irish)
- To obtain cooperation and support of parents / guardians by implementing an appropriate Education Support plan
- To establish an effective monitoring system to assess progress of pupils
- To gain the help and support of teachers in implementing an educational support policy

## Guiding Principles

The Learning Support System of this school system follows 4 principles

1. That the class teacher plays the central role in the provision of learning support to children in his/her classroom.
2. That the children with greatest need get the most support in school  
Needs would include
  - Social,
  - Academic (Literacy, Numeracy, other),
  - Emotional
  - Behavioural
  - Other learning needs.

Information of these needs could be gathered from:

Registration forms, professional assessment, teacher observations, attendance records, conduct records, examinations at school, standardised tests or from concerns of parents or teachers.

The support given to the child will aim to match to the needs of the child and will be given based on gathered evidence and given in a staged approach.

3. Priority is given to early intervention

Priority is given to early intervention and support in numeracy and literacy in the junior classes (Infants to 2nd). (Guidelines recommendation of the Department)

4. It is our aim that no more than 15% of children will be removed from their classrooms for additional aid and that the focus of the support should be on the 10% that need it most.

On the whole, it is deemed best that children remain in their classrooms while receiving support and help instead of being taken out of class to the support teacher's room. The support teacher may come into the classroom to assist the classroom teacher or to take an individual or group in the classroom. The support teacher will not take more than 15% of those receiving help out of the classroom.

## Communication

This policy will be discussed by the teachers, the school board, the parents' committee and the parents and the policy will be available on the school website.

## The school year

The school year is divided into three parts:

September to December, December to Easter, Easter to June.

The support being given to children will be reviewed at Christmas, at Easter and during September.

During September every year, time will be taken to observe and assess the needs of the children and to plan any interventions. (Extra time will be allotted to this in the Infant classes where children need time to settle into school life and get used to Irish language immersion system)

## Preventative strategies

It is acknowledged that the best preventative strategies are run in Junior classrooms (up to Rang 2) while the children are acquiring the basic skills for language and mathematics

List of Preventative programmes in school

<b>Naí Bheaga agus Móra</b>	<b>Ranganna eile</b>	<b>Rang 6</b>
Aistear with stations for literacy and numeracy every day	Powerhour for English (widened to 3 classes in 2017/18)	Transfer to second level school programme (starting 2018)
Jolly Phonics- Phonics Scheme for English	Incredible Years (beginning Sept 2017)	
Réidh sochar déan - Maths Programme (from 19/20)		

Other strategies: station work, paired reading programmes, team teaching programmes planned from time to time as needs arise.

## Roles and Responsibilities:

### An Príomhoide/ Príomhoide Tanáisteach:

- To keep and maintain an up to date masterlist of all children receiving support in school.
- To contact external agencies and educational psychologists when necessary
- To monitor the selection procedure for children to receive support
- To consult with the teachers on a continual basis and to discuss the annual results with them.
- To conduct reviews of school support in the school (formally 3 times a year)
- To inform parents/guardians of available supports

### Classroom Teacher

- The school recognises the central role of the class teacher in the development and progress of each child in their class, including children with learning or special needs.
- Teachers will create a plan to serve the needs of children in their class
- Teachers will adjust their teaching strategies and learning objectives to enable children with learning needs progress in accordance with their ability. This is Stage 1 of the learning support Continuum.

Parents will be consulted when extra help is been planned for their child and a record will be kept of targets to be reached, how the teacher will support the child and when it is expected to reach these targets.

- The teacher will take note of any learning needs when setting out homework.
- There will be continuous contact between the learning support teacher and the classroom teacher.
- The teacher will encourage activities that improve numeracy and literacy and spellings
- Teachers will encourage activities that promote and enhance the self-esteem of children in their class.

### **The Learning Support teacher**

- The role of the learning support teacher is to help create and implement an effective support plan for children not achieving their targets at stage 1, in consultation with the class teacher. This is Stage 2 of the Continuum of Support and the learning support teacher may help children within the classroom setting i.e. during station teaching, team teaching or outside the classroom as part of a group or individually.
- To prepare individual Learning Plans (IPLP or IEP) for children receiving Learning Support at stage 2 or 3 or group plans where a group is receiving a period of support together.
- To coordinate the plan and the timetable for learning support in the school.
- To keep in contact with parents/guardians regarding children attending support at stage 2 or 3.
- English support will be given through English.
- Mathematical support will be given through Irish.
- From Sept 2017, it is intended that support for Irish language skills will be included also.

### **Parents/ Guardians**

- The central role of parents/guardians in motivating their children and in giving extra support at home to children in need of support, is acknowledged.
- The school organises parent teacher meetings for every child in November and report to parents on progress of children's learning.
- Any parent/guardian is welcome to arrange to speak with the class teacher, learning support teacher and Principal when they have concerns regarding their child in addition to discussing progress with them at the agreed review times throughout the school year (September, Christmas, Easter). The review discussions may be facilitated through meetings or phone calls as deemed appropriate.

### **Board of Management**

- It is the Board that manages policy on behalf of the school. The Board develops and ratifies the policy.
- The board have a role in supplying appropriate rooms and equipment to support the work of the class teachers and the support teachers.
- Policies are developed under the authority of the Board and with their authority policies are implemented.

### **Selection**

It is the the Principal, in consultation with the class teachers, support teachers and parents who confirms which children are to receive extra learning support in the school.

In selecting children, the guiding principles in this policy are used and there is an understanding that there is a maximum amount of children that can receive effective support at levels 2 or 3 of the continuum. Children with high levels of achievement are included in the decision to sanction extra support for pupils.

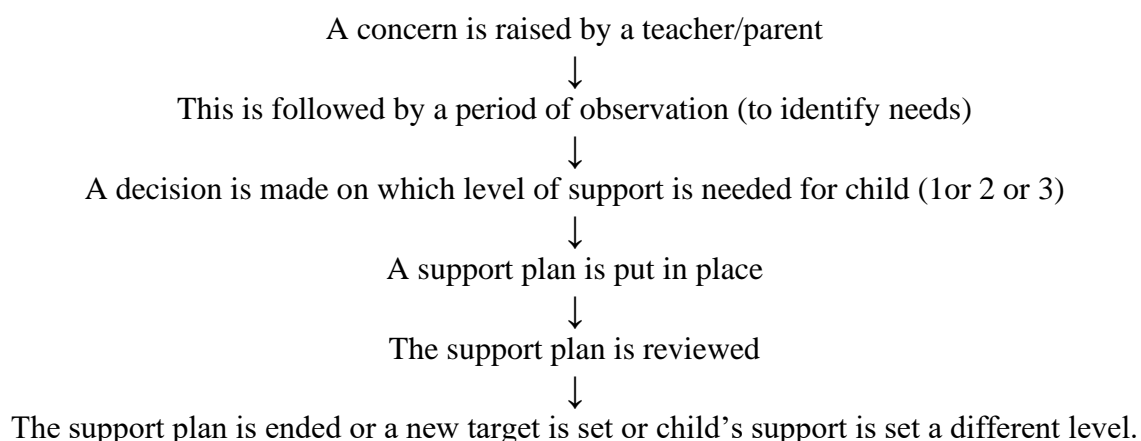
A review of the list of children receiving support will be carried out at least once a year.

It can happen that children will be moved up or down the continuum throughout the year or will receive short bouts of support i.e. a child may take part in a targeted intervention programme with the learning support teacher for 8-12 weeks (level 2 support) and when learning target is reviewed it may be deemed appropriate to stay at level 2 or return to level 1 support (in the classroom with classroom teacher etc)



The overall aim always is to keep children in the environment of their own classroom when possible.

### **How does the continuum of support work?**



### **The Stages of Support**

#### **Stage 1- Classroom support**

When a class teacher has a concern over the work, behaviour, social skills of a child, the parents, Principal and learning support teacher is informed- or if a parent is concerned, they come to talk to class teacher.

Information around the concern is gathered from parents, from child themselves, from observations and checklists of teacher and from talking to previous teachers where relevant.

The Class teacher fills out the Stage one checklist

The class teacher puts a support plan in place for the child.

The plan is reviewed after a term by filling out the Classroom Support Review checklist to see if further support is needed or to bring the support to an end.

#### **Stage 2- School Support**

This stage is used when extra help is needed by the child after stage 1 support or when it is deemed appropriate to begin support for child at stage 2 (i.e. at or below 10 percentile in standardised testing).

An individual or group IPLP is prepared for the child or group of children and the learning support teacher withdraws the child from the class to get extra support or the learning support teacher gives support in the classroom i.e. during station work or powerhour.

The Support teacher fills out the Stage 2 checklist and the School Support plan is put in place.

After a term the school Support Plan is reviewed by filling out the School Support Review checklist.

The learning support teacher makes a decision in consultation with the parents, Principal and class teacher or continuing or discontinuing the Stage 2 support.

Criteria questions for making a decision:

1. Have the targets in the plan been achieved?
2. Is the child able to function independently or almost independently with School support?

#### **Stage 3 - School Support Plus**

Stage 3 support is put in place for children who have taken part in support at level 1,2 without attaining enough improvement or for children for whom Stage 3 is needed from the outset.

This support is for children who need extra help (multiple in school help approaches or help from external agencies).

A meeting is convened between the parents, Principal, Support teacher, Classroom teacher and extra help is recommended (i.e. Advice or assessment from a doctor, psychologist or other service such as speech Language, occupational therapist).

A child whose needs are complex does not need to progress through stage 1 and 2 to get support at stage 3 help

but it may be that receive help at all 3 levels.

The support teacher creates an IEP for children at stage 3.

After a term this IEP is reviewed using the School Support Plus review checklist to gather information on the next steps of support for the child

### Gathering information

Apart from the usual assessment tools used by teachers (Observation, tasks, checklists, profiling, class test results, conferencing with children) here is list of formal tests/assessments given to children that assist teachers in gathering information on needs of the children. Teachers/children also record their learning in children's on-line portfolios (via the Seesaw app). Teachers assess standards of this work in a shared on-line google sheet.

Rang	BIAP (Belfield Infant Assessment profile)	MIST (Middle infants screening test)	Gaeilge	Béarla	Mata	NRIT (non-reading intelligence test)
NB	✓ if needed	✓ if needed				
NM		✓	✓	✓	✓ early numeracy test	
R1			✓	✓	✓	
R2			✓	✓	✓	
R3			✓	✓	✓	✓
R4			✓	✓	✓	
R5			✓	✓	✓	
R6			✓	✓	✓	

The following are also available in the school and administered when necessary by learning support teachers.

1. Dyslexia Portfolio.
2. Non-verbal reasoning GI Assessment.
3. Neale Analysis.
4. First School years Literacy Profile.
5. Neps First Hundred Words Checklist.
6. Neps Phonics Skills Checklist.
7. Neps Second Hundred Words Checklist.
8. Dolch lists.
9. Drumcondra Spelling tests.
10. Westwood/Neps Math checklists.
11. Screener Dyscalculia
12. Schnoell word Reading Test
13. Schnoell Word Spelling test

This list is added to from time to time.

## Support Programmes run in the school

Don Ghaeilge	Don Bhéarla	Don Mhata	Eile (chun cuidiú le hiompar, díriú ar ghá sóisialta)	
Aistear Oral language lessons	Toe by Toe Alpha to Omega P.A.T. Forward Together Nessy Programme Accleread, accelewrite Handwriting SNIP TTRS (as used in special schools)	Réidh Sochar Déan (19/20)	Transition to Second Level programme (beginning 17/18)  Social Stories	
The whole school employs strategies to assist children showing signs or with diagnosis of with dyslexia				

### The Support File

For every child receiving learning support we keep a folder charting their progress and support plans. (These are stored in hard copy/ school's google drive)

In the folders there is a description of the level of support given to the child (including selected targets, intervention strategies, length of interventions, review checklists, individualised personal learning profiles (where necessary), record of meetings with parents, reports from outside agencies etc).

The plans will be written one term at a time

The folder will be used to map the child's journey of support throughout the year and from year to year where appropriate.

The Class teacher will keep the folders for level 1 support and the Learning support teacher will keep the folders for Level 2,3.

The parents, class teachers, Support teachers, Principal, SNA and with parental permission SENOs, Psychologists, Health workers will have access to these folders and reports therein.

Where a learning support teacher is shared between schools- the folders will be kept in the school where child is registered.

The class teacher, support teachers and the Principal are responsible for putting items into folder.

### Review:

The policy will be reviewed according to Boards' schedule of review.