

Coláiste de hÍde



Meas - Bród - Comhar

Bóthar Chaisleán Thigh Motháin, Tamhlacht, Baile Átha Cliath 24.

Fón 01 4513984 Facs 01 4527075 R-phost: eolas@colaistehide.ie

Suíomh Idirlín www.colaistehide.ie

Príomhoide: Conchubhair Mac Ghloinn

Príomhoide Tánaisteach: Sarah Ní Mhuirí

Polasaí Ionchuímsiú

Ráiteas Misin

Tá sé mar aidhm againn i gColáiste de hÍde an bóthar a réiteach do gach aon dalta a lánacmhainn a bhaint amach le héascaíocht, go hintleachtúil, go fisiciúil, go spioradálta, go cultúrtha, go sóisialta agus go mothálach tré mheán na Gaeilge. Déantar iarracht ar leith ins an scoil féiniómhá dearfach a chothú i ngach aon duine, maille le meas a chothú iontu do gach duine, dá dtimpeallacht agus dá bpobal.

Tá tuiscint lárnach anseo nach ndéanadh riachtanais aonaracha nó difríochtaí foghlama coisc ar dhalta bláthú i gColáiste de hÍde. Tá sé mar aidhm againn má bhíonn dalta aitheanta nó measúnaithe go bhfuil tacaíocht ag teastáil uathu, go tabharfar pé tacaíocht dóibh atá mar riachtanas acu chun iad a chur ar a gcumas chun a poitéinseal a shroicint (ag braith ar an tacaíocht seo a bheith ar acmhainn ón Roinn Oideachais agus Scileanna). Déanfar seo a chur ar fáil trí mhódh uilescoile chun tacaíocht a thabhairt don pháiste agus a riachtanais aonarach.

1. Aidhmeanna

Tá sé mar aidhm ag Coláiste de hÍde chun:

- Cinntiú go gcuirfear oideachais ar dhaltaí le riachtanaisí ar leith i dtimpeallacht freagrach agus ionchuimsitheach.
- Cinntiú go n-aithnítear agus freaslaítear ar dhaltaí le riachtanais speisialta oideachais i modh chothrom agus cóir ionas go bhforbraítear agus léirítear meas ar a bpoteinseál foghlama agus féinmheas.
- Éifeacht phraicticiúil a thabhairt chuig cearta bunreachtúla na ndaltaí ar a bhfuil riachtanais speisialta oideachais nó míchumas orthu faoi mar a bhaineann sin leis an oideachais.
- Soláthar a dhéanamh, ag tacú leis an modh nua leithdháileadh, léibheal agus caighdeán oideachais oiriúnach do chaighdeán na ndaltaí uile sa scoil.
- Dearbhú go mbíonn na ceartaí céana ag daltaí riachtanais speisialta oideachais chun leas a bhaint as an oideachais ná daltaí nach bhfuil na riachtanais sin orthu.
- Cur ar fáil do ról an tuismitheora in oideachais a bpaistí agus ag déanamh cinntí bainteach lena bpaistí féin.
- Misneach agus tacaíocht a thabhairt do thuismitheoirí ag tacú le comhpháirtíocht dearfach leo, ar mhaithe le tacaíocht cuí ar scoil agus sa bhaile a bhaint amach.
- Aitheantas a thabhairt don fhreagracht príomhúil atá ag an múinteoir ábhar agus obair a dhéanamh i dtreo tacaíochta a thabhairt dóibh chun riachtanaisí an dalta a thacú.

- Saineolas an fhoireann a fhorbairt chun tacaíocht a thabhairt do dhaltáí riachtanais speisialta oideachais.
- Deimhniú go ndéantar curaclam leathan, difreálaithe agus cothrom a thairiscint do dhaltáí uile le riachtanais ar leith agus go ndéantar ar bhonn ionchuimsithe í.
- Cinntiú go bhfuil an fhoireann uile ar an eolas faoi riachtanaisí ar leith na ndaltaí agus na cabhair gur féidir leo a thabhairt dóibh sa limistéir seo.
- Cinntiú nach bhfuil gach dalta le RBO sonraithe go haonárach, ach i gcomhthéacs uile na scoile agus an pobail.
- A bheith i gcomhpháirtíocht leis an gComhairle Náisiúnta um Oideachais Speisialta (NCSE) agus eagraíochtaí eile maidir le hoideachais na ndaltaí le riachtanais speisialta oideachais.
- Comhordanáid a dhéanamh ar chomairle, treoir agus tacaíocht na heagraíochtaí eile, ina measc, foireann Choláiste de hÍde ag tacú le daltaí le riachtanaisí speisialta oideachais.
- Cláracha a chur ar fáil (má's ann dóibh) chun freastal ar riachtanas dalta, mar shampla, ag leibhéal an Teastas Shóisearaigh, gearrchúrsaí, scileanna sóisialta agus tacaíocht uimheartheachta agus litearthachta. Tuig linn leas a bhaint amach anseo as cláracha L2LPs/L1LPs (Cláracha Foghlama Leibhéal a hAon/Dó). Ag leibhéal na hArdteiste, d'fhéadach na ranganna seo a bheith bainteach le Scileanna Saoil, Scileanna don Saol, Ullmhúchán don Saol Oibre agus Ullmhúchán don Bhreisoideachais.
- Cinntiú, cár bh oiriúnach, gur féidir le daltaí na torthaí foghlama agus intinní eile dá bpleananna aonarach a bhaint amach sa rang phríomhsrutha.
- Caighdeán ard a leagadh amach do dhaltáí RBO agus treoir cuí a thabhairt dóibh, ag tacú agus á mealladh chun a bpoitéinseal a bhaint amach.
- Cinntiú do úsáid éifeachtach agus feidhmiúil acmhainní.
- Monaiteoireacht agus luacháil a dhéanamh ar éifeachtach cleachtas maidir le tacaíocht do dhaltáí le RBO.

2. An Reachtaíocht

Cuireann an polasaí seo na hachtanna seo san áireamh:

- An tAcht Oideachais (1998)
- An tAcht um Stádas Comhionann (2000)
- An tAcht Comhionann (2004)
- An tAcht Oideachais (Leas) (2000)
- Na hAchtanna um Cosaint Sonraí (1988, 1998, 2003 agus 2018)

- Acht EPSEN (Oideachas do Dhaoine le Riachtanais Speisialta Oideachais) (2004)
- An tAcht um Tús Áite do Leanaí (2015)
- An tAcht (iontrálacha Scoile) Oideachais (2018).

3. Na Foilseacháin Thacaíochta:

Baineadh úsáid as na foinsí seo a leanas i scríobh an pholasaí seo:

- Ciorcalán 0014/2017: Leithdháileadh Mhúinteoireachta Oideachais Speisialta.
- Ionchuisiú Scoláirí le Riachtanas Speisialta Oideachais: Treoirlínte Iar-bhunscoile (ROS, 2007).
- Treoirlínte Tacaíochta do Scoláirí le Riachtanais Speisialta Oideachais in Iar-bhunscoileanna príomhsrutha (ROS, 2007)
- Riachtanas Speisialta Oideachais: Contanam Tacaíochta d'iarbhunscoileanna - Treoirlínte do Mhúinteoirí agus Paca Achmhainní atá bainteach leis (NEPS)
- Treoirlínte Tacaíochta do Scoláirí le Deacrachtaí Iompair, Mothúcháin agus Sóisialt: Treoirleabhar do Scoileanna.
- Fráma na Tacaíochta do Riachtanas Speisialta Oideachais (BOO ACDL) (2017)

4. Catagóirí Riachtanas Breise Oideachais (RBO)

Tá gach dalta a fhreastlaíonn ar Choláiste de hÍde ar leith agus indibhidiúil. Tá roinnt daltaí atá ag freastal ar Choláiste de hÍde ar a bhfuil réimse de riachtanais aonarach acu. Tá sé mar aidhm agus idéal go gcuirtear an dalta agus ní an riachtanas sin chun tosaigh.

Ina measc, d'fhéadfadh na riachtanais seo a bheith (ach ní srianta ag) a leanas:

- *Deacrachtaí Fisiciúla*

M.sh. lagú éisteachta nó radhairc, úsáideoir chaitheoir rotha, titeamas, diaibéiteas, fiobróis chisteach, spina bifida nó deacrachtaí comhordaithe.

- *Neamhord mothúcháin nó iompraíochta*

Fad is gur féidir le roinnt do na daltaí dúshlán a chur romhainn (m.sh. ADHD agus roinnt mhíchumais eile ina measc) leis an tacaíocht chúí agus/nó leigheas, is féidir leis an dalta dul chun cinn a dhéanamh i dtimpeallacht 'príomhsrutha'.

- *Saindreachtaí Foghlama*

Dislécise

Deacrachtaí le léitheoireacht agus/nó le litriú

Hipirlécise

Deacrachtaí le tuiscint

Dioscalcúile

Deacrachtaí le huimhreacha

Diosgraife

Deacrachtaí le scríobhneoireacht/peannaireacht

- *Míchumas Foghlama Ginearálta*

Is féidir le daltaí le Míchumas Foghlama Imeachach-Éadrom, Éadrom, Meánach, Dian nó Domhain a bheith orthu. Is féidir le múinteoirí le daltaí mar seo acmhainní múinteoireachta agus treoir a fháil ón roinn feabhais agus Treoirínte do dhaltáí MFC ón NCCA agus an SESS (Seirbhís Tacaíochta um Oideachais Speisialta).

- *Neamhord Speictream Uathachais (ASD)*

Is féidir le daltaí ar an Speictream Uathachais a bheith os cionn a n-ionchais i dtimpeallacht fhreagrach ionchuimsithe de Choláiste de hÍde.

- *Sain-neamhord Urlabhra & Teanga (SLD) agus forbartha (DLD)*
- *Míchumais Iolracha nó aon chatagór eile* ag scoláire a d'fhéadfadh teacht chun solais. Déanfaidh an scoil gach iarracht freastal ar na Riachtanaisí seo ag braith ar acmhainní ón ROS.

5. Cur i bhfeidhm an Múnla Múinteoireachta d'Oideachais Speisialta ó 2017 ar aghaidh

- Déanfar gach iarracht an cur chuige uile scoile do sholáthar tacaíochta do scoláirí RBO a chruthú trí:
- fhorbairt a dhéanamh ar scoil atá fíorionchuimsitheach agus bainfear úsáid as na hacmhainní a chuirtear ar fáil le tacaíocht a thabhairt do dhaltáí le RBO.
- Bunófar tacaíocht do dhaltáí le RBO ar riachtanais aitheanta. Déanfar measúnaithe go railta ar an dul chun cinn i gcomhpháirtíocht le múinteoirí, tuistí, an dalta féin mar atá le sonrú sna Treoirínte ar Chontanam Tacaíochta (Continuum of Support Guidelines). Cuirfear an t-aiseolas seo san áireamh fad is atá an tacaíocht á gcur ar fáil.
- Beidh an léibhéal is airde tacaíochta ag na daltaí leis an leibhéal is mó riachtanaisí.

6. Ag tacú le daltaí le Riachtanais Bhreise Oideachais

Moltar próiseas trí (3) chéim le daltaí RSO a aithint agus le tacú leo de réir Chreat Contanam Tacaíochta NEPS. Is contanam trí léibhéal atá i gceist. Os rud é go mbíonn réimse leathan d'éagsúlacht i gcumas na ndaltaí (éadrom - níos dáiríre, neamhbhuan go buan, sealadach go fadtéarmach), bíonn léibhéal éagsúlachtaí tacaíochta ag teastáil (ag braith ar an gcás). Cabhraíonn an creat seo le léibhéal cuí don idirghabháil a aimsiú (go hincriminteach). Tosaíonn an idirghabháil ag léibhéal ranga go léibhéal aistarraingthe nó obair aonaraigh (de réir mar a bhíonn ag teastáil). Feictear cur síos ar seo sna Treoiríntí ROS do Scoileanna Iarbunscoileil: Ag tacú le scoláirí RBO i Scoileanna Príomhshrutha (Lch. 6)

7. An Comhad Tacaíochta Scoláire: Treoirlínte.

Is féidir leis an scoil taifead a choinneáil ar chúrsaí maidir le dalta tríd an gContanam Tacaíochta leis an gComhad Tacaíochta Scoláire. Tríd seo is féidir dul chun cinn an dalta a leanúint ó thús an phróiséis thacaíochta go dtí an leibhéal Tacaíochta Scoile (do roinnt scoláirí) agus as sin go dtí an leibhéal Tacaíochta Scoile Móide (do líon beag scoláirí). **N.B. Beidh an scoil ag tiontú aon phleananna atá acu isteach i bhformáid NEPS idir Mhí na Samhna 2020 agus Meán Fómhair 2021.**

Tugann an comhad seo:

- deis don dul chun cinn a thaiféad thar ama.
- leanúnachas tacaíochta agus iad ag aistriú ón mbunscoil/meánscoil
- deis do rannpháirtíocht le tuistí
- chun léibhéal oiriúnach tacaíochta a chur ar fáil do dhaltáí
- áit lárnach don eolas ar fad maidir le dalta m.sh. eolas bailithe, pleananna, idirghabhálacha agus athbhreithnithe.

Samplaí de phleananna ná:

- plean ginearálta tacaíochta
- plean iompair/conradh
- próifíl foghlama aonair
- plean foghlama pearsanta/próifíl dalta pearsanta (PPPs)

8. Cur síos ar na Leibhéal Tacaíochta

Tacaíocht do Chách (Leibhéal 1)

Má bhíonn deacrachtaí ag dalta m.sh. deacrachtaí foghlama, iompair, eagrúcháin, féinbhainistiú, spreagtha srl.) déanfaidh an múinteoir ranga tacaíocht don dalta trí dhifréalú. Is féidir leis an múinteoir ranga dul i gcomhairle leis an gCeann Bliana nó CRBO faoin dalta seo agus baileofar eolas sa bhreis trí ghlaoch a chur ar an mBaile. Beidh an múinteoir ábhair/ranga in ann plean idirghabhálach a chur ar fáil don dalta sin agus taifead a ghlacadh don idirbheart mar aon l'achar ama. Muna n-oibríonn seo is féidir an cás a chur faoi bhráid an Fhoireann Tacaíochta Scoláire (leibhéal 2).

Tacaíocht do Roinnt Scoláirí (Leibhéal 2)

Cuirfear an cás os comhar an Fhoireann Tacaíochta Scoláirí agus is féidir leis an bhfoireann cásanna a roinnt leis na baill seo a leanas:

- An Comhordaitheoir Riachtanas Breise Oideachais
- An Comhairleoir Treorach
- An tOifigeach Caidrimh Baile is Scoile
- An Príomhoide
- An Príomhoide Táinisteach

Déanfar plé go seachtanúil ar na gcásanna agus róghnófar an ball foirne cuí chun plé leis an dalta agus idirbheart don tseachtain dár gcionn agus déanfar monaiteoireacht. Rachaidh an t-eolas seo isteach sa phlean tacaíochta don dalta sin.

Tacaíocht don Líon Beag Dalta (Leibhéal 3)

Má bhíonn deacrachtaí fós ar lean don dalta seo tar éis achar ama, d'fhéadfadh ball don Fhoireann Tacaíochta Scoláirí an dalta a cur ar aghaidh ag léibhéal tacaíochta a trí (3).

Is tríd seo a iarratar ar chomhairle ar shaineolaí seachtrach (Síceolaí, Comhairleoir, Lucena, PSS nó Teiripeoir Saothair nó Cainte). D'fhéadfadh measúnú níos cuimsí a bheith i gceist le cead tuismitheora. Is i dteannta an saineolaí cuí a chuirfear aon phleananna ó thaobh na tacaíochta léibhéal a trí i bhfeidhm. Rachaidh an eolas seo isteach sa Chomhad agus déanfar monaiteoireacht ar seo thar achar ama.

9. Rólanna agus Freagrachtaí na Baill Foirne den fhoireann RBO

Is éard is brí leis an bhfoireann RBO ná; an Dalta le RBO, na Tuistmitheoirí, an Bord Bainistíochta, an Príomhoide, an Príomhoide-Tanaisteach, an Comhairdneoir RBO, na Cinn Blianta, na Múinteoirí Ranga, na Múinteoirí Ábhair, na Múinteoirí RSO, an Comhairdneoir RSO, Na Cúinteoirí Riachtanais Speisialta, An Comhairleoir Treorach, An Phobail níos leithne, An Bord Bainistíochta, An Príomhoide, Príomhoide Tanaisteach, An Comhairdneoir RSO, Na Cinn Blianta, Na Múinteoirí Ranga, Na Múinteoirí Ábhair, Na Múinteoirí RSO, Na Cúinteoirí Riachtanais Speisialta, An Comhairleoir Treorach.



An Dalta:

Tá ról larnach ag dalta lena bhforbairt agus measúnú ar a bhfoghlaím féin.

Is féidir leis an dalta:

- A bheith níos neamhspléach mar fhoghlaimeoirí agus spreagtar iad chun freagracht a ghlacadh ina bhfoghlaím féin.
- A bheith mar fhoghlaimeoirí rathúla agus níos fearr ag forbairt scileanna chun a bhfoghlaím féin a uasmhéadú agus chun a bheith mar smaointeoirí criticiúil.
- A bheith feasach faoi na stíleanna múinteoireachta agus foghlama – Meitacogníocht
- A bheith páirteach I bhforbairt a bplean oideachais féin.
- A bheith níos eolaí de thabhairt agus luach a bheith ag obair I gcomhpháirt le daoine eile.
- Chun páirt a ghlacadh go smior I saol na scoile I gColáiste de hÍde.
- Chun a poiteinseal a aimsiú.

Tuistí/Caomhnóirí

it a n-úsáidtear an fhocail ‘tuiste’, glactar leis gurb ionann agus an fhocail ‘caomhnóir’, má’s ann dó. Déanfar éifeacht idirghabháil ar mheasúnú ar bith a mheas trí bhaint a bhíonn ag tuistí an dalta faoi mar a luann an tAcht Oideachais, 1998, ag an Roinn Oideachais ‘go bhfuil an tuismitheoir mar an oide príomhúil’.

- Go mbeadh fáil ag tuistí ar eolas RBO an Choláiste trí shuíomh na scoile .i. An Polasaí Ionchuimsithe.
- Go bhfuil ról lárnach ag tuistí i gcóras aistrithe na scoile, ón mbunscoil go dtí an mheánscoil agus ón daraléibhéal go tríú léibhéal.
- I gcaitheamh na bliana déanfar nuashonraigh a roinnt le tuistí. Mar chomaoin ar seo, tá an scoil ag braith ar tuistí chun an CRBO nó nascdhuine a choiméad suas chun dáta le forbairtí óna bpeirpseictiochtaí. Táthar ag súil go n-oibreoidh tuistí go dlúth leis an bhfoireann MRBO chun taithí foghlama an dalta a bheith chomh dearfach is atáthar in ann.
- Tugtar cuireadh do thuistí chun teagmháil a dhéanamh leis an nasc dhuine le linn na bliana chomh maith leis na Múinteoir RBO le linn na cruinnithe tuistí.
- Iarrtar ar thuistí a bheith i láthair ag ionduchtú roimh thuas na scoilbhliana do dhaltaí atá ag teacht isteach i mBliain 1 nó teagmháil a dhéanamh leis an CRBO roimh na scrúduithe iontrála i mí Eanáir, nó roimh na hagallaimh iontrála don bhliain ionduchtaithe.
- Iarrtar do chead ó thuiste i scríbhinn má bhíonn dalta le cur trí thastáil (an fhoirm ghorm ag na hagallaimh iontrála) nó curtha ar aghaidh le haghaidh tástáil. Éagraítear cruinniú/cruinniú fóin chun plé a dhéanamh ar thorthaí an mheasunaithe, le tuairimí a thabhairt i bhfoirmniú agus forbairt ar phlean agus i dtreo athbhreithnithe.
- Iarrtar ar thuistí tacaíocht a thabhairt do obair na scoile leis an dalta agus a chinntiú úsáid cuí agus cothabháil ar threalaimh nó áiseanna a chuirtear ar fáil don dalta.

An Bhoird Bainistíochta

Luíonn an fhreagracht deiridh leis an mBord Bainistíocht I gColáiste de híde don oideachais do pháistí le RBO.

Déanfaidh an Bhord agus an Príomhoide, gníomhach ar a son:

- A bheith ag obair leis an bhfoireann agus fhoireann RBO chun monaiteoireacht ar an Polasaí Ionchuimsithe agus an Clár RBO a chur i bhfeidhm go leanúnach chun deáchleachtais a léiriú.
- Chun chur chuige uile scoile a chur chun cinn maidir le soláthar RBO.
- Chun foireann a cheapadh chun an clár a reachtáil

An Príomhoide

Tá freagracht deiridh ag Príomhoide na scoile d'fhorbairt agus chur i bhfeidhm de pholasaithe an Choláiste.

Déanfaidh an Príomhoide:

- Cinntiú go bhfuil a dhóthain uaireanta feabhais ar an gclár ama le haghaidh tacaíocht oideachasúil cuí a chur i bhfeidhm.
- A bheith ag déanamh eascaíocht ar chruinnuithe de, agus traenáil inseirbhíse don fhoireann RBO.

An Comhordaitheoir Riachtanais Breise Oideachais (CRBO)

Beidh freagracht ag an CRBO do ollbhainistíocht do ghníomhaíochtaí laethúla don fhoireann RBO.

Déanfar athbheithniú ar na dualgaisí agus seans go n-athrófar iad chun príorachtaí den fhoireann RBO a aithint. Déantar rólanna agus freagraíochtaí speisialta na foirne a leagadh amach i bhfoilseacháin an ROS 'Ionchuimsiú daltaí le riachtanaisí speisialta Treoiríntí Iarbhunscoile 2007'.

An Fhoireann Tacaíochta Scoláirí

Tá an Fhoireann Tacaíochta Scoláirí déanta den Phríomhoide, an Príomhoide Táinisteach, An Chomhairleoir Treorach, An Comhordaitheoir Riachtanais Oideachais Speisialta agus an Oifigeach Caidreamh Baile 's Scoile.

An ról atá acu ná:

- Tacaíocht a thabhairt don fhoireann RBO
- Aithint a dhéanamh ar dhaltaí gur gá le tacaíocht
- Cuidiú le tastáil
- Cumarsáid le tuistí
- Cumarsáid le bainistíocht na scoile
- Cumarsáid le foireann na scoile.

- Daltaí a chur ar aghaidh chuig eagraíochtaí seachtracha
- Cuidiú leis an gComhad Tacaíochta Scoláire a líonadh

Na Múinteoirí Ábhar

Tá ról lárnach agus an múinteoir ábhair i dtabhairt ar aghaidh ionchúiseamh do dhaltaí le RBO sna ranganna príomhsrutha. Is leis an Múinteoir ábhair ina luíonn an príomhfhreagracht don dul chun cinn an dalta in a rang. Tá sé thar an bheith tábhachtach go gcruthaíonn gach múinteoir ábhair timpeallacht a fhreastlaíonn ar dheacrachtaí foghlama agus fisiciúla. Táthar ag súil go gcuirfeadh i bheidhm bealaí difreálaithe na foghlama, múinteoireachta agus measúnaithe chun a chinntiú go mbeadh scileanna do ghach dalta, ina measc, go bhforbraítear daltaí le RBO.

Cuirfidh múinteoirí ábhair iad féin a bheith ar an eolas faoi riachtanaisí Speisialta ar dhaltaí ina ranganna féin. Cuirtear liosta do dhaltaí ar chlár RBO ar fáil do mhúinteoir ag an gcéad chruinniú foirne sa scoilbhliain. Ní mór do mhúinteoirí cur le agus cloí leis an gComhad Tacaíochta Scoláirí. Is féidir le múinteoirí measúnaithe síceolaíochta nó tuairisí a iarraidh ar CRBO a léamh nó sonraí sa bhreis ach san oifig RBO. Tá sé mar dhualgais ag na Múinteoirí ábhair na daltaí atá ar an gclár RBO a aimsiú ina gcuid ranganna féin. Má bhíonn buairteanna sa bhreis ar bith ag múinteoirí ábhair, tá sé mar dhualgais ag an Múinteoir sin an t-eolas a roinnt leis an CRBO.

Bíonn ról lárnach ag an Múinteoir ábhair l'aithint luath a dhéanamh ar dhaltaí le RBO. Bíonn an Múinteoir ábhair ar an bpointe maidir le féidireachtaí do saindeacrachtaí nó deacrachtaí ghinearálta foghlama. Bíonn na múinteoirí seo in ann a mbuairteanna a thabhairt don CRBO. Is cuid riachtanach é an comhoibriú ard a bhíonn ann idir an Roinn Feabhais agus na múinteoirí ábhair. Is féidir le Múinteoir ar bith laistigh den scoil dalta a chur ar aghaidh chuig an CRBO ach a mbuairteanna bheith i scríbhinn agus fianaise chun tacú lena mbuairt ina teannta.

Luíonn forbairt acadúil an dalta leis an Múinteoir ábhair i dtosach. Ar mhaithe lena cinntiú go sroiceann an scoil riachtanaisí an dalta le RBO, moltar do ghach Múinteoir a bheith:

- Airdeallach ar pholasaí an Choláiste maidir le plé le daltaí RBO
- Ag lorg eolas ón CRBO maidir le daltaí le RBO
- Freagrach lena bhforbairt proifisiúnta leanúnach go háirithe le deacrachtaí comóna .i. Disléicse
- Forbairt a dhéanamh ar úinéireacht maidir le daltaí le RBO ina gcuid ranganna.
- Pleanáil conas an CRS a úsáid go héifeachtach ina ranganna, nó i gcomhairle leis an CRBO.
- Tacúil do neamhspléachas an dalta, go háirithe ag leibhéal na Sráithe Sinsearaí.

Na Cuntóirí Riachtanais Speisialta/ Cuntóirí Tacaíochta Ionchuimsiú

Áit a mholtar ag eagraíocht nó gníomhaire seachtrach agus ceadaithe ag tuistí go bhfuil CRS ag teastáil, déanfaidh an CRBO iarratas chuig an CNOS. Ag braith ar an leathdháileadh a bheith ceadaithe, déanfaidh an CRS aire a thabhairt do riachtanaisí curaim agus deacrachtaí neamhoideachasúla an dalta. Déanfaidh an CRS tacaíocht a sholáthar faoi mar atá ag teastáil. D'fhéadfadh na deacrachtaí seo a bheith mar deacrachtaí le heagrúcháin,

gníomhaíochtaí seachchurraclach, ag cabhrú le múinteoirí le feitheoireacht a dhéanamh ar dhaltaí le RBO, ag cabhrú le daltaí a bheith níos neamhspléach agus féinmhuiníní. Déantar rochtain do CRS a thabhairt don dalta agus tuig le seo a bheith go bhfuil níos mó daltaí le rochtain ná CRS sa scoil. Sa chás seo, ní mór don Phríomhoide agus CRBO rochtain ar CRS a thabhairt do dhaltá bunaithe ar a riachtanaisí. Is de dheasca seo, go mbeadh daltaí i rang gan tacaíocht CRS. Ba chóir do CRS a bheith i gcruinnuithe agus traenáil in oiriúnt dá bpost. Déanfaidh na CRS a ndualgaisí a chur i gcrích leagtha amach ag an bPríomhoide nó CRBO agus ina n-áit, an Príomhoide Táinisteach i gcomhréir leis an bPolasaí CRS gur chóir a léamh i dteannta leis an bPolasaí seo.

An Chomhairleoir Treorach

Mar bhall den fhoireann RBO, déanfaidh an Chomhairleoir Treorach:

- Obair leis an fhoireann RBO in eascaíocht do dhaltá le RBO agus a n-ionchuimsiú sa Choláiste.
- A bheith ag obair i gcomhpháirtíocht leis an fhoireann MRBO (eochardhuine) maidir le DARE, HEAR, Socruithe Réasúnta le oiriúntaisí cuí a bheith ar fáil do dhaltá sna Scrúduithe Stáit agus sa phróiséis CAO.
- Comhairleoireacht a thabhairt i bhforbairt phearsanta, oideachasúil agus gairme.
- Comhaidneoireacht a dhéanamh ar roinnt mheasúnaithe ina measc an CAT4 (Eanáir, Rang 6).
- Eolas gairme a sholáthar
- Dul i gcomhairle na foirne agus tuistí.
- Ullmhúchán gairme a thabhairt – scileanna cuairtú poiste, ullmhúchán do thaithí oibre
- Ag obair go congaireach leis na Cinn Blianta agus an fhoireann RBO chun daltaí a d'fhéadfadh a bheith i ngá le tacaíocht a aithint.
- Chun comhairle a thabhairt do daltaí agus tuistí maidir le rogha ábhair.

Eagraíochtaí Seachtracha

Tá Coláiste de hÍde i ndiaidh naisc dhearfacha a fhoirmniú leis na heagraíochtaí seachtracha seo a leanas a thugann tacaíocht dar ndaltaí:

- An Chomhairle Náisiúnta um Oideachais Speisialta (CNOS)
- An tSeirbhís Tacaíochta um Oideachais Speisialta (STOS)
- Coimisiún na Scrúduithe Stáit (CSS)
- An Ghníomhaireacht um Leanaí agus an Teaghlach (TUSLA)
- An Fhoireann Tacaíochta um Seirbhísí Síceolaíochta an BOOACDL (PSS) agus NEPS (mar chuid den SIM (2018 ar lean))
- Teirpeoirí Urlabhra and Teirpeoirí Saothair mar chuid den SIM Píolótach (2018 ar lean)
- Enable Ireland
- Clinic Lucena
- Eagraíochtaí Seachtracha Eile – idir phoiblí agus príomháideach, iad seo san áireamh
 - Síceolaí
 - Síceolaithe Cliniciúil

- o Síciatraí
- o Teiripeoirí Saothair
- o Teiripeoirí Teanga 's Urlabhra
- o Dochtúirí

Níl an liosta seo cuimsitheach agus forbróidh an Choláiste nascanna sa bhreis le heagraíochtaí seachtracha faoi mar a éilíonn riachtanaisí an dalta.

Seans go mbeadh sé riachtanach comhdháil cúise (cás) le saineolaíthe cuí le cead agus eolas ó thuistí na ndaltaí (agus a tinreamh) ar mhaithe leis an gcur chuige agus soláthar is fearr don dalta a aimsiú.

Seans go mbeidh gá foirmeach/ceistneoirí a líonadh ó na heagraíochtaí seo maidir le daltaí sa scoil. Líontar na foirmeacha seo le cead ó na tuistí agus seolta ar ais láithreach chuig na heagraíochtaí tacaíocht cuí.

10. Rochtain ar Thacaíocht

Ó Mhárta 2017, tá modh nua do leathdháileadh acmhainní tacaíochta chuig daltaí. Ní bhronntar uaireanta faoi leith ar dhaltaí ón gCNOS (NCSE) bunaithe ar a diagnóis. Ó Mheán Fómhair 2017, beidh ar scoileanna leathdháileadh a dhéanamh go huathoibreach chun acmhainní múinteoireachta bunaithe ar riachtanas an dalta, seachas bunaithe ar diaignóis.

Déanfar cinneadh ar thacaíocht bunaithe ar réimse critéir, ach ní sriantaithe ag:

- Eolas bailithe ó thastáil síceolaíochta ag dalta
- Eolas bailithe ó thuistí
- Eolas bailithe ón mbunscoil
- Eolas ó mhúinteoirí (atreorú) a thógáil san áireamh: Foghlaim, móthúchánach, iompair, sóisialta. Déanfaidh an CRBO an t-eolas cuí a bhailiú I gcomhairle leis an mbainistíocht, na tuistí agus an dalta.
- Measúnú foirméailta agus neamhfhoirmeálta ina measc, torthaí iontrála CAT4, torthaí Dhroimchonracha (Bliain 2), torthaí DATs (Bliain 4) agus aon scrúdú caighdeánach a d'fhéadfadh a bheith curtha ar dhaltaí le linn na scoilbhliana (WRAT5)
- Breathnóireacht déanta ag Múinteoir agus CRS
- Cumarsáid le heagraíochtaí seachtracha.
- An dalta féin ag cur iad féin ar aghaidh.

11. Modhanna aitheantas a dhéanamh ar dhaltaí le Riachtanais Aonaracha agus Dífríochtaí Foghlama (i) Roimh-theacht chun na scoile (ii) Scagthastáil ar Dhaltaí Bhliain 1 (iii) Daltaí le RBO ag teacht ó mheánscoil eile (iii) Tastáil leanúnach.

Déantar plan don dalta a fhorbairt chun tacaíocht a thabhairt dóibh. Déantar an plan seo a chur ar fáil don fhoireann, agus déanfar monaiteoireacht agus athbhreithniú air chun dul chun cinn an dalta a mheas.

Modhanna aithint a dhéanamh ar dhaltaí le Riachtanaisí Aonaracha agus Dífreachtaí Foghlama:

(i) Roimh-theacht chun na scoile:

- Agus tuistí deimhnithe go bhfuil a p(h)áiste ag teacht chun na scoile (le linn na n-agallaimh iontrála nó ar ghlacadh spás sa scoil), iarrtar ar thuistí doiciméidí oiriúnacha a thabhairt chuig an CRBO.
- Rachaidh an CRBO agus an Príomhoide, nó ionadaithe ina n-áit chuig na mórghunscoileanna chun bualadh le múinteoirí bunscoile atá ag na daltaí an t-am sin.
- Déanfar teagmháil le tuistí, an CRBO de ghnáth, chun plé a dhéanamh leo maidir le haon cháipéisí/tuairiscí roinnte leis an scoil, nó sínithe ar cháipéisí ón CNOS a fháil, ar mhaithe le freastal ar riachtanaisí sa scoil.
- Tá sé intuigthe go bhfuil teacht chun na scoile ag braith go hiomlán ar acmhainní agus áiseanna a bheith curtha ar fáil ag an Roinn Oideachais agus Scileanna chun freastal ar riachtanaisí an dalta. Tá sé mar fheidarthacht go mbeadh ar an mBord Bainistíochta clarú dalta a chur ar athló.

(ii) Scagthastáil ar Dhaltaí Bhliain 1

- Déantar gach dalta a chur faoi thastáil le CAT4 ag na scrúduithe iontrála chun a gcumas ghinearálta a mheas i dteanna lena gcumas lithearthacha agus uimhearthacha.
- Déantar gach dalta atá ag scoráil faoi bhunscór caighdeánach <85 a aithint.
- Déanfar gach dalta a chur faoi scrúduithe gnóthachtála i mbliain 1 (WRAT5) chun a gcumas gnóthachtála a mheas san Uimhearthach agus Litearthacht.
- Má's ceaptha a bheith oiriúnach, déanfar tairiscint do thuistí do thacaíocht a bheith ar fáil don dalta.
- Cuirfear ar aghaidh aon chásanna cuí d'éagraíochtaí seachtracha m.sh. CNOS, PSS, HSE, go príomháideach, i gcomhairle le tuistí agus an SENO, má shíltear oiriúnach ag an bPríomhoide agus an CRBO.

- Pásanna Oideachais ó na bunscoileanna a fháil agus na scóranna Dhroimchonracha a iontrál taobh leis na CAT4/WRAT5 le breis anailís a ghineadh faoi na daltaí.

(iii) Daltaí le RBO ag teacht ó mheánscoil eile

Má's ann do dhalta le RBO ag teacht ó mheánscoil eile, táthar ag súil go gcuirfear a bpás oideachais agus aon cháipéisí cuí (measúnaithe agus tuairisí scoile) ar aghaidh go dtí an CRBO nó an Príomhoide. Déanfar na daltaí seo a mheas ar chásanna aonaracha faoi mar a dhéantar do dhaltaí Bliain 1 agus bronnfar acmhainní orthu faoi seach.

(iv) Tastáil leanúnach

- Ó ham go ham, d'fhéadfadh dalta teacht chun solais le riachtanaisí ar leith ní difríochtaí foghlama nach raibh acu cheanna. Má bhíonn an dalta seo ag fulaingt de dheasca seo. Dóibh siúd a bhfuil ag leanúint leis an bhfulaingt, ní mór iad a sheoladh ar aghaidh chuig an fhoireann RBO.
- Má bhíonn sé don tuairim ag an bhfoireann RBO go mbeadh sé mar bhuntáiste ag an dalta idirghabháil a bheith déanta, déanfar an dalta a mheas go neamhfhoirmeáilte. Lorgáítear cead ó na tuistí sula gcuirtear tástáil orthu. Luíodh na torthaí don mheasúnú seo agus acmhainní na scoile le fios cén treoir ina rachadh aon bheart.
- D'fhéadfadh torthaí measúnaithe a léiriú nach bhfuil deachracht foghlama ag an dalta. Sa chás seo, déanfar freastal ar an dalta le strúchtúirí atá ar fáil do dhaltaí i gcoitinne m.sh. meantóireacht/monaiteoireacht ag an gceann bliana, tacaíocht ón gComhairleoir Treorach, athbhreithniú ar leibhéal ábhair do Scrúduithe Stáit.
- Má léiríonn na torthaí go bhfuil deacrachtaí mothúcháinach nó sóisialta, d'fhéadfadh cinneadh a thabhairt do na tuistí an dalta a sheoladh ar aghaidh chuig eagraíocht seachtrach cuí.

12. Leathdháileadh d'Acmhainní an CNOS do dhaltaí le RBO.

Díreófar na hacmhainní ón CNOS i dtreo na ndaltaí leis na riachtanaisí is mó agus ag tacú leis an modh leathdháileadh d'uaireanta acmhainne.

Déanfaidh an fhoireann RBO torthaí measúnaithe a mheá agus déanfar machnamh an modh is fearr d'idirghabháil don dalta, i gcomhairle lena tuistí, múinteoirí ábhair, CRS agus eagraíochtaí seachtracha.

Tá sé aidhm ag an gColáiste dalta le RBO a mhúineadh i suíomh ionchuimsithe, laistigh den rang ghrúpa, tacaíthe ag CRS, áit ina mbíonn sin dáilte. D'fhéadfadh seo foirm an piarmhúinteoireacht in ábhar faoi leith. D'fhéadfadh seo foirm an ghrúpa bhig nó aistharraingte. D'fhéadfadh seo foirm an mhúinteoireacht 1:1 muna bhfuil aon duine leis na riachtanais seo ar fáil ag an am céanna.

13. Aistriú daltaí le RBO

Déantar scrúduithe iontrála a chuir ar dhaltaí i Rang 6 i Mí Eanáir na bliana iontrála. Coiscís níos déanaí cuirtear faoi agallaimh iad i dteannta a dtuistí. Cuirtear ceist ar thuistí sonraí do RBO a thabhairt don scoil móide cáipéisí tacúla a shólathar don scoil chun iarratas a dhéanamh don CNOS (má's ann dóibh). Bíonn teagmháil le tuistí maidir leis na hiarratais seo go luath ar mhaithe le cloí le spriocdháta ón CNOS.

I mBealtaine nab liana iontrála, fáiltítear do dhaltaí le RBO teacht chun na scoile ar thuras teoraithe chun dul i dtuistí leis an timpeallacht, foirgneamh, múinteoirí srl. Is féidir leis na turas seo a bheith eagraithe tríd an bhunscoil agus a Múinteoir RBO agus CRS a bheith ina dteannta.

Bíonn cuireadh tugtha an tseachtain sula dtagann na daltaí seo ar scoil i Mí Lúnasa. Déantar ionduchtú ar na daltaí seo agus a tuistí faoi shaol na scoile. Is ansin go mbuailfear leis an CRBO agus CRS (má's ann dóibh).

Má aistríonn dalta le RBO ó mheánscoil eile, ní mór don tuiste, na cáipéisí agus cóipeanna do scríbhínní a fháil ón scoil agus iad a chur ar fáil don scoil nua.

Déantar freastal ar dhaltaí le RBO leis na nithe seo a leanas (m'ás ann dóibh) ag aistriú ón meánscoil go dtí an tríú leibhéal:

- CAO .i. DARE agus HEAR
- Príntisíochtaí
- Ullmhúcháin do PLCanna
- Scileanna Agallaimh

14. Múnlaí don Sholáthair Tacaíochta

Tá sé mar aidhm againn modh ionchuimsithe a chur ar fáil a luíonn leis na riachtamaisí don dalta aonaracha, ag luí leis an modh nua leathdháileadh atá ag an Roinn Oideachais agus Scileanna. (cf. Treoirínte Tacaíochta do Scoláirí le Riachtanais Speisialta Oideachais in Iar-bhunscoileanna príomhshrutha, Lch 5).

Mar choláiste ionchuimsithe, is é an tacaíocht chun torthaí nó intinní foghlama sa rang phríomhshrutha is fearr. Piarmhúinteoireacht – áit a ndéantar tacaíocht do dhaltaí le daltaí le riachtanaisí oideachais agus gach dalta araon nuair a bhíonn Múinteoir RBO agus Múinteoir ábhair ag obair i dteannta a chéile.

Eagraítear grúpaí beaga ar bhunús do phrófíl céanna agus cumas daltaí a aistharraingt ag an am céanna. Is é a fhreagracht den mhúinteoir RBO na grúpaí seo a eagrú i gcomhairle leis an CRBO. Eagraítear na tréimhsí seo le linn ábhair i gcoitinne ag na daltaí ag am am céanna, nó le linn ábhar nach ábhair scrúduithe iad.

Ní úsáidtear ranganna aonaracha ach amháin chun tacaíocht a thabhairt atá sainfheidhmeach nó as an ngnáth.

Tugtar tacaíocht Uimhearthachta, Litearthachta, Curaclaim, Éagrúcháin, Mothúcháin, scileanna sóisialta le grúpaí beaga agus ar bhonn aonaraigh, faoi mar atá oiriúnach.

Is féidir le clár ama ar leith a eagrú do ghrúpa bheag daltaí, áit a mheastar oiriúnach seo, i ndiaidh comhairle leis na tuistí, eagraíocht seachtrach cuí agus bainistíocht na scoile. Is ar chúiseanna aonair ina laghdaítear clár ama na ndaltaí seo.

15. Cuir chuig don Fhoghlaim laistigh den fhoireann Mhúinteoirí Riachtanais Bhreise Oideachais.

Cuirtear réimse leathan do chláir agus táithí/gníomhaíochtaí ar fáil ag an bhfoireann MRBO i gcaitheamh chúrsa staidéar a chur i bhfeidhm/le linn ceachta. Aithneoidh múinteoirí na stíleanna foghlama ag daltaí aonaracha agus úsáidfear modheolaíochtaí oiriúnacha chun spéis an dalta a tharraingt i dtreo cinéistíeach, éisteach, céadfach, teanga, radhairc agus éirim idirphearsanta.

Cuirtear ceachtanna i bhfeidhm i modh tacúil, sábháilte agus smachtaithe. Déanann an fhoireann agus na daltaí idirghabháil i modh a léiríonn comhmheas. Creideann an Coláiste go ndéantar foghlam éifeacht sa chomthéacs ghaol comhbhách agus go gcothaíonn gaol mhaith dalta/múinteora múinín agus meas agus a fhorbraíonn féintuilleamaíochas agus tionscnaíocht an dalta iontu féin.

Roinnt do na cláir a dhéantar taisircint sa Choláiste ná:

- Cláir Litearthacha agus Uimhríochta
- Scileanna Sóisialta
- Scileanna Staidéar
- Tacaíocht Iompair
- Am Aisiríoch
- Teicneolaíocht
- Comhairleoireacht

16. Riaracháin Bainteach leis an Fhoireann Múinteoireachta Riachtanais Bhreise Oideachais.

Socruithe Réasúnta sna Scrúduithe Stáit (RACE)

Beidh ball den fhoireann MRBO mar eochar dhuine do Shocruithe Réasúnta sna Scrúduithe Stáit i dteanna leis an gComhairleoir Treorach (má's gá). Oibreoidh an eochardhuine le Coimmissiún na Scrúduithe Stáit (SEC) chun chinntiú agus freastal ar Shocruithe Réasúnta do dhaltaí incháilithe le riachtanaisí aonaracha nó difríochtaí foghlama le linn na Scrúduithe Stáit.

Leagtar amach coinníollacha lena bheith incháilithe le haghaidh Socruithe Réasúnta ag an gCoimmissiún (SEC). Tugtar spriocdhataí agus treoirlíntí do scoileanna gach bhliain acadúil ag an gCoimmissiún. Bíonn ceadúnais tuistmitheora riachtanach agus iarrtar seo ó thuistí ag an staid seo.

https://www.examinations.ie/schools/cs_view.php?q=9999ec650ba051afid2kbe6e02695cc502byshed

Suíonn daltaí le riachtanaisí aonaracha agus difríochtaí foghlama scrúduithe tí i gcaitheamh le nósanna imeachta na scoile. Laistigh de srianta acmhainní, tabharfar an bhuntáiste céanna dóibh siúd ar a bhfuil Socruithe Réasúnta bronnta go hoifigiúil orthu ag an gCoimmissiún le linn scrúduithe tí.

Treallaimh

Déanfaidh an fhoireann MRBO nasc leis an Roinn Oideachais agus Scileanna agus an CNOS (NCSE) chun freastal agus a chinntiú go bhfaigheann daltaí na treallaimh phearsanta (m.sh. ríomhairí glúine, gléasanna soghluaiste, mionríomhaire glúine nó bogearraí a ghabhann leo thuas) dóibh siúd atá incháilithe le riachtanaisí aonaracha nó deacrachtaí foghlama.

17. Cód Iompair

Bíonn gach dalta i gColáiste de hÍde in ainm is a bheith ag leanúint leis an gCód Iompair. Tá sé inglactha áfach, go mbeadh sraitheanna eile don tacaíocht/idirghabháil ag teastáil sula gcuirtear i bhfeidhm smachtbhannaí, d'ar leis an gCód Iompair. Ní bhaineann seo na smachtbhannaí, ach oiriúnaíonn an smachtbhanna chun luí leis an iompar aonarach. Tá sé inglactha leis muna shroiceann an dreimire tacaíochta leis an iompar dalta a athrú, ní chuirfeadh i bhfeidhm an smachtbhanna bunaithe ar an gCód Iompair.

18. Naisc le Polasaithe Scoile Eile

Déanfar nasc leis an bpolasaí seo thar tréimhse dhá bhliain, go háirithe iad siúd atá díreach faobhtha ag an mbord bainistíochta.

Gluais

ROS: An Roinn Oideachais agus Scileanna

FSS: Feidhmeannacht na Seirbhíse Sláinte

RBO: Riachtanas Breise Oideachais

CRBO:	Comhordaitheoir Riachtanas Breise Oideachais
ERSO:	Eagraí Riachtanas Speisialta Oideachais (CNOS)
MRBO:	Múinteoirí Riachtanas Breise Oideachais
CNCM:	Comhairle Náisiúnta um Curaclam agus Measúnachta
STRSO:	An tSeirbhís Tacaíochta do Riachtanas Speisialta Oideachais

Dáta Athbhreithnithe ar an bPolasaí:

Nollaig 2018

Samhain 2020

Nollaig 2022

Coláiste de hÍde



Meas - Bród - Comhar

Bóthar Chaisleán Thigh Motháin, Tamhlacht, Baile Átha Cliath 24.

Fón 01 4513984 Facs 01 4527075 R-phost: eolas@colaistedehide.ie

Suíomh Idirlín www.colaistedehide.ie

Príomhoide: Conchubhair Mac Ghloinn

Príomhoide Tánaisteach: Sarah Ní Mhuirí

Inclusion Policy

1. Mission Statement

In Coláiste de hÍde, we aim to empower and facilitate the individual student to reach his/her potential intellectually, physically, spiritually, culturally, socially and emotionally through the medium of the Irish language. A special effort is made in the school to promote a positive self-image in all individuals together with respect for every person, their community and their environment.

There is a central understanding here, which states that students with additional needs or learning differences will not be prevented from blossoming here in Coláiste de hÍde. It is our aim, if a student has been recognised or assessed as needing additional support, that they be given whatever support needed as per their need to enable them to reach their potential (dependant of this support being attainable from the Department of Education and Skills). This will be done in a whole school method, in order to support the child and their individual difference.

1. Aims

It is the aim for Coláiste de hÍde to:

- Ensure that education is provided for students with additional needs in a responsible and inclusive environment.
- Ensure that students with special educational needs are recognised and attended to so that their learning potential and self-respect are developed and shown in a fair and just method.
- Effective practice is given to the constitutional rights of the students who have special educational needs or have a disability that affects their learning.
- Provide, in accordance to the new allocation method, a level appropriate education in accordance to the level of all the students in the school.
- Certify that the rights of all the students with special educational needs are equal to those who do not have additional needs to reach their educational potential.
- Provide a role for the parents in the education of their children and to make decisions for their children.
- Encourage and support parents to support their positive participation, and reach appropriate support in school and at home.

- To recognise the primary responsibility that the subject teacher has and work towards supporting them to provide for the needs of the student.
- Develop the expertise of the team to give support to students with special educational needs.
- Ensure that a wide, differentiated and fair curriculum is offered to every student with additional needs and that this is done on an inclusive basis.
- Ensure that the whole team knows about the additional needs of the students and the help that can be given to them within these limits.
- Ensure that every student with additional educational needs is detailed individually, in the context of the school and the community.
- Connected to the National Council for Special Education (NCSE), and other organisations about the education of students with special educational needs.
- Coordinate the council, direction and support with other organisations, including the school team, to support students with special educational needs.
- Provide programmes (if needed) to attend to the additional needs of the student, for example at the Junior Certificate Level, short courses, social skills, and support with Literacy and Numeracy. Use could be made of the L2Ls (Level 2 Learning Programmes). At the Leaving Certificate level, the programmes may consist of Life Skills, Skills for Life, Preparation for Working Life and Preparation for Additional Education.
- Ensure, where appropriate, that the students can achieve their learning intentions and outcomes of their individual plans in the mainstream classroom.
- Set out a high quality for students with Special Educational Needs and give them appropriate guidance, to support and encourage them to reach their potential.
- Ensure effective and functional use of resources.
- Monitoring and evaluation to be done on the effective practice to support the student with SEN.

2. The Relevant Acts

- The Education Act (1998)
- The Equal Status Acts (2000)
- The Equality Act (2004)
- The Education (Welfare) Act (2004)
- The Data Protection Act (1988, 1998, 2003, 2018)
- The Education for Persons with Special Educational Needs Act (EPSEN) (2004)

- The Children First Act (2015)
- The Education (Admission to Schools) Act (2018)

3. The Supporting Publications

- Circular 0014/2017: Special Education Teaching Allocation
- Inclusion of Students with Special Educational Needs: Post Primary Guidelines (DES, 2007)
- Guidelines for Supporting Students with Special Educational Needs in Mainstream Post-Primary Schools (DES, 2017).
- Special Educational Needs: A Continuum of Support for Post-Primary Schools - Guidelines for Teachers and Associated Resource Pack.
- The SEN Framework for Support, DDLETB (2017).

4. Categories of SEN

Every student who attends Coláiste de hÍde is different.

Some students who attend Coláiste de hÍde have a range of specific needs.

It is the aim and ideal of the school to put the student and not their special need first. In addition to this, the special need could be (but not confined to) the following:

- *Physical Difficulties*

e.g. Hearing or Visual impairment, the use of a wheelchair, Epilepsy, Diabetes, Cystic Fibrosis, Spina Bifida or Coordination difficulties.

- *Emotional or Behavioural Disabilities*

Whilst some students can present us with difficulties (e.g. ADHD and amongst other disabilities) with the appropriate support/ or medication, that the student may progress in a mainstream environment.

- *Specific Disabilities*

Dyslexia **Difficulties with reading and/or spelling**

Hyperlexia **Difficulties with comprehension**

Dyscalculia **Difficulties with numbers**

Dysgraphia **Difficulty with writing/handwriting**

- *General Learning Disability*

Students can present with Borderline Mild General Learning Disability, Mild, Moderate, Severe and Profound Learning Disability. Teachers who have students with these disabilities can seek teaching resources and advice from the SET team and guidelines for students with these disabilities from the NCCA and the SESS.

- *Autistic Spectrum Disorder (ASD)*

Students with ASD can perform above expectations in the responsibly inclusive environment of Coláiste de hÍde.

- *Speech and Language Disorder (SLD) and Developmental Language Disorder (DLD)*
- *Multiple Disabilities or any other category of difficulty* that a student may have/develop. The school will make every effort to provide for these students depending on provisions from the DES.

5. Implementation of the Teaching Model of Allocation for Special Education from 2017 onward.

- Every effort will be made to create the whole school approach of support for students with AEN.
- To develop the inclusivity of the school the school resources will be used to support students with AEN.
- Support will be based around students with AEN and their existing conditions. Regular assessment will be conducted in conjunction with teachers, parents, the student themselves as mentioned in the Guidelines of the Continuum of Support. All of this feedback will be taken into consideration while the support is being given.
- The highest level of support is given to students with the greatest level of need.

6. Supporting Students with Additional Educational Needs

A three level process is recommended for students with AEN and to support them according to the NEPS Continuum of Support. As a great range of needs can be found amongst the student body (mild to moderate, temporary to permanent, short term to long term), a greater range of support is needed (depending on the case). The Continuum of Support allows the identification of the level of intervention (on an incremental basis). The intervention starts at class level then to class removal or individual support (as needed). This can be seen in the DES Guidelines for Post-Primary Schools: Supporting students with SEN in Mainstream Schools (Page 6).

7. The Student Support File: Guidelines

A school can keep a record of progress about a student through the Continuum of Support via the Student Support File. Through this, the students' journey is documented from the outset to the next two levels, if needed. **Note that the school will transfer all existing files into the current NEPS format between November 2020 and September 2021.**

This file acts as:

- an opportunity to record the progress over time
- continuity of support during the transfer from primary and to tertiary
- an opportunity for parents to be involved
- to ascertain the appropriate level of support for students

a central place for all the information e.g. information gathered, plans, interventions and revisions,

Examples of such plans would include:

- General Support Plan
- Behaviour plans/contracts
- Personal Profile Plan (PPPs)
- Personal Learning Plan

8. Description of the Levels of Support

Support for All (Level 1)

If a student has difficulties e.g. learning difficulties, behavioural difficulties, organisational issues, self-regulation or motivational issues), the subject teacher will support the student using differentiation. The subject/class teacher can consult with the Year Heads/SENCo about the student and additional information will be gathered by making a phone call home. The subject/class teacher will be able to put an intervention plan in place for this student and can take a record of this transaction as well as the time frame. If this does not work, the case can be referred to the Student Support Team (Level 2)

Support for Some (Level 2)

The case will be put on front of the Student Support Team which consists of the following members:

- The Additional Needs Co-ordinator
- The Guidance Counsellor
- The Home School Liaison Officer
- The Principal
- The Vice Principal

A weekly discussion will be held about these cases and an appropriate member of staff will work with the student and the group will monitor the case. This information will go into the Student Support File.

Support for the few (Level 3)

If a student's difficulties continue to persist after a period of time, a member of the Student Support Team may recommend the student to progress to Level 3 of the Continuum of Support.

An external expert may be sought to advise on the student (psychologist, counsellor, Lucena, PSS, Speech and Language Therapist or Occupational Therapist). A more comprehensive form of testing may be done with parental permission. It is in conjunction with a relevant professional that any plans should be produced at Level 3. This information will go into the Student Support File and it will be monitored over a period of time.

9. Roles and Responsibilities of the Staff of the Special Education Team

The SEN team can be defined as the student with SEN, the Parents, the Board of Management, the Principal, the Vice-Principal, the SEN Co-ordinator, the Year Heads, the Class Tutors, the Subject Teachers, the SEN teachers, the SNAs, the Guidance Counsellor and other external support organisations.

The Student

The student has a central role to play in their own development and assessment of their own learning.

The student can:

- Be more independent as a learner and they are encouraged to be responsible in their own learning.
- To be a successful learner and better at developing their skills to increase their learning and be a critical thinker.
- Be aware of the different teaching and learning styles – Metacognition
- To be part of the development of their own educational plan.
- Be more knowledgeable of the giving and evaluation of working with other people.
- To be intrinsic in the life of the school, Coláiste de hÍde.
- To reach their potential.

Parents/Guardians

Where the word parent is used, it should be implied that this also means 'guardian', if applicable. The effectiveness of any intervention will be judged based on the connection that parents will have based on the Education Act, 1998, by the Department of Education and Skills that 'the parent is the primary educator'.

- The parent have access to the information on the SEN in the school e.g. The Inclusion Policy.

- That the parent be central in the transfer process of the school, from primary to secondary and from secondary school to 3rd level.
- Throughout the course of the year, new information will be shared with parents. As an obligation to this, parents are asked to inform the SENCo or the link person of any updates from their perspective. It is expected that parents work closely with the SENCo to ensure that the learning experience of the student is as positive as they can.
- Parents are invited to communicate with the link person during the year as well as the SET during the teacher/parent meetings.
- Parents are asked to be in attendance at the induction at the beginning of the school year who are coming in in 1st year, or to communicate with the SENCo before the entrance exams in January, or before the entrance interviews in the year of induction.
- Parents will be asked for written permission if the student is to undergo testing or be out forward for testing by an external tester. A meeting will be organised to discuss the assessment results, to give opinions in forming and developing a plan and towards review.
- Parents are asked to support the work of the school with the student and to ensure the effective use and maintenance of equipment or facilities that have been provided for the student.

The Board of Management

The ultimate responsibility lies with the Board of Management in Coláiste de hÍde for the education of the student with SEN.

The Board of Management and the Principal, acting on its' behalf:

- Will work with the team and the SEN team to monitor the Inclusion Policy and the SEN Programme and its continuous implementation to show best practice.
- To provide a whole school approach towards the provision of SEN.
- To provide a team to provide the programme.

The Principal

The principal has the final responsibility to develop and implement the policy in Coláiste de hÍde.

The Principal will:

- Assure that enough resource hours are on the timetable to implement the appropriate educational support.
- To facilitate meetings, and in-service training for the SEN staff.

The Special Educational Needs Organiser (SENCo)

The SENCo will have responsibility to oversee the daily actions of the SEN staff.

An overview of the responsibilities of this post will be reviewed to ascertain and recognise the priorities of the SEN team. The roles and special responsibilities of the team are laid out in the DES publication 'Inclusion of Students with Special Educational Needs, Secondary School Guidelines, 2007'.

The Student Support Team

The Student Support Team comprises the Principal, The Vice-Principal, The Guidance Counsellor, The Special Education Needs Co-ordinator and the Home-School Liaison Officer.

The role that they have is:

- To support the SEN team
- To recognise students who need support
- To help with testing
- To communicate with parents
- To communicate with the management of the school
- To communicate with the school staff
- To forward students on to external organisations.

The Subject Teachers

The subject teacher has a central role to play in inclusive implementation for students with SEN in the mainstream class. The primary responsibility lies with the subject teacher for the progress of the students in their class. It is vitally important that the subject teacher creates an environment that attends to learning and physical difficulties. It is expected that different learning and teaching styles be catered for and differentiated assessment be implemented to ensure that the skills of all the students, including those with SEN will be developed.

The subject teachers will make themselves aware of the special needs of the students in their own classes. A register of all students with SEN will be provided to teachers at the first staff meeting of the academic year. Teachers may request to read psychological assessments or reports from the SENCo or request further details but only in the SEN office. It is the responsibility of the subject teacher to seek the student with SEN on the register in their own classes. If a teacher has additional concerns about a student, it is the responsibility of that teacher to share that information with the SENCo.

It is also the responsibility of the subject teacher to identify students with SEN as early as possible. The subject teachers are at the forefront to recognise the possibilities of specific or general learning difficulties. These teachers can share their concerns with the SENCo.

High level cooperation is an essential part of the Special Education Department and the subject teachers. Any teacher can forward a student to the SENCo, with their concerns in writing along with evidence to support their concerns.

The academic development of the students always lies with the subject teacher. So that the school meets the needs of the student with SEN, it is recommended that every teacher:

- Is aware of the school's policy for SEN students
- Seek information from the SENCO about students with SEN
- Be responsible for their own professional development especially for common difficulties e.g. Dyslexia
- Develop their ownership in their classes for students with SEN.
- Plan effectively for students with SEN in their classrooms, or with the recommendation of the SENCo.
- Support the individuality of the student, especially at the Junior Certificate level.

The Special Needs Assistants/Inclusion Support Assistants

Where an external organisation or agent and with the permission of the parents, that an SNA is needed, the SENCo will make an application to the NCSE. Depending on the allocation that will be given, the SNA will look after the care needs and the non-educational difficulties of the student. The SNA will provide support as needed. These difficulties could be difficulties with organisation, extra-curricular activities, helping teachers with supervision of students with SEN, helping students be more independent and self-confident. An allowance is given to the school of SNAs and an SNA may be with more students than SNAs in the school. In this case, the Principal and SENCo will decide how much of the SNA allowance be given to the student with the allocation based on their needs. As a result of this, some students with access may be in classes without SNA support. SNAs should be in meetings and training appropriate to their post. SNAs will fulfil their duties laid out by the Principal or the SENCo, and in their place, the Vice-Principal in accordance with the SNA policy which should be read in conjunction with this policy.

The Guidance Counsellor

As a part of the SEN team, the Guidance Counsellor will:

- Work with the SEN team to support the students with SEN and their inclusion in the school.
- Work in conjunction with the SET (key person) in regards to DARE, HEAR, RACE to provide for students in the State Examinations and the CAO process.
- To counsel in personal development, educational and career development.
- Co-ordinate in some assessments including the CAT4 (January, 6th Class)
- Provide career advice

- Give advice to parents and staff
- Give career preparation – job seeking skills, preparation for work experience
- Work closely with the Year Heads and the SEN team to identify students who may need support.
- Give advice to students and parents in relation to subject choice.

External Agencies

Coláiste de hÍde has built up positive relationships with the following external organisations who support our students:

- The National Council for Special Education (NCSE)
- The Special Education Support Service (SESS)
- The State Examinations Commission (SEC)
- The Child and Family Agency (TUSLA)
- The Psychological Support Service of the DDLETB (PSS) and NEPS (as part of the SIM Pilot Project 2018 onwards)
- Speech and Language Therapists and Occupational Therapists (as part of the SIM Pilot Project 2018 onwards)
- Enable Ireland
- The Lucena Clinic
- Other agencies – both public and private (including, but not exclusive to)
 - Psychologists
 - Clinical Psychologists
 - Psychiatrists
 - Psychotherapists
 - Occupational Therapists
 - Speech and Language Therapists
 - Doctors

This list is not exhaustive and the school will develop extra links with external organisations as needs of students arise.

It is possible that it is necessary that the school be in conference with an appropriate expert with permission of the parent (and their attendance) in ascertaining the best support and provision for the student.

It is possible that forms/questionnaires from external sources could be sent to the school to be filled out. These forms will be filled out with the permission of the parent and sent back immediately to the appropriate organisations.

9. Accessing Support

From March 2017, a new method of allocation for support resources for students has come into being. Resource hours are no longer allocated for students based on their diagnosis from the NCSE. From September 2017, school will automatically be given an allocation, to

give teaching allocations based on the needs of the student, rather than their diagnosis. A decision on the support based on a range of criteria, but not confined to:

- Information collected from the psychological testing of the student
- Information collected from parents
- Information collected from the primary school
- Information from teachers (referred) taking into consideration: Learning, emotional, behavioural, social factors. The SENCo will collect the necessary information in conjunction with management, the parent and the student.
- Formal and informal assessment including, CAT4 entry results, Drumcondra test results (2nd Year) and any other standardised test that may be used to test a student during the academic year (e.g. WRAT5).
- Observation by teacher and SNA.
- Communication with external organisations.
- The students themselves who have put themselves forward.

10. Methods of Identification of students with Additional Needs and Learning Differences (i) Before coming to the school, (ii) Screening of 1st year Students, (iii) Students with SEN coming from other secondary schools, (iv) Continuous testing.

Methods of identifying students with Additional Educational Needs and Learning Differences:

(i) Before coming to the school

When parents are sure that their children will be coming to the school (during entrance interview process or upon accepting a place), parent are asked to provide the relevant documents to the SENCo

The SENCo and the Principal, or a representative in their place will visit the main feeder primary schools to meet the primary school teachers that the students in 6th class currently have.

Contact will be made with the parents, the SENCo usually, to discuss with the parents in relation to any documents/reports shared with the school, or for signed documents from the NCSE, in order to attend to special needs in the school.

It is to be understood that coming to the school is entirely dependent on resources to be made available by the Department of Education and Skills to attend to the needs of these students. It is possible for the Board of Management to defer the registration of a student.

(ii) Screening of 1st Year Students

- All students should undergo the CAT4 testing during the entrance examinations to assess their general intelligence as well as their ability in literacy and numeracy.

- Every student who is scoring at or below a standard score of 85 will be identified.
- Every student will be tested in 1st Year (WRAT5) to assess their attainment levels in Literacy and Numeracy.
- If deemed appropriate, an offer will be made to parents to be given support for their child.
- Any documents will be forwarded to the appropriate organisations e.g. NCSE, PSS, HSE, privately, in conjunction with parents, the SENO, if deemed pertinent by the Principal and the SENCo.
- Educational Passports from the primary schools will be attained and the Drumcondra test results will be noted alongside the CAT4/WRAT5 results to aid further analysis about the students.

(iii) Students with SEN transferring from another secondary school.

If a student should be transferring from another secondary school, it is expected that their educational passport and any other appropriate educational documents (assessments and school reports) be forwarded on the SENCo or Principal. These students will be assessed as individual cases as done with 1st Year students and resources will be awarded in turn.

(iv) Continuous Assessment

- From time to time, it may come to light that a student has additional needs or learning differences that they did not already have. If a student should be suffering as a result of this, they should be forwarded onto the SEN team.
- If the SEN team are of the opinion that it would be of benefit for an intervention to be made on the students' behalf, the student will be informally assessed. Permission will be requested from the parents before further testing will be conducted. The results of this assessment and the resources within the school will reveal which direction any action will take.
- The possibility of the results of the assessment will show that that a student does not present with a learning difficulty. In this case, the need of the student will be met within the structures that are available to the students in general e.g. mentorship/monitoring by the year head, support from the Guidance Counsellor, reviewing of State Examination subject levels.
- If the results show that there is a difficulty in emotional or social areas, a decision may be given to the parents to refer the student on to an appropriate external agency.

11. NCSE Allocation of Resources for students with SEN

The resources will be directed towards those students with the greatest needs in accordance with the new method of allocation of resource hours and the DES Guidelines for Post-Primary Schools: Supporting Students with SEN in Mainstream Schools, (Page 5).

The SEN team will access the assessment results and contemplate the best method of intervention for the student, in consultation with their parents, subject teacher, SNA and external organisations.

Coláiste de hÍde aims that students with SEN be educated in an inclusive environment, within their own class group, supported by SNAs, where access has been given. This could take their form of team teaching in any subject. This could also be in the form of small class or removal. This could also be in the form of 1:1 teaching if no other student has these particular needs at the same time.

12. Students transferring with SEN

Students in 6th Class will sit entrance examinations in January of the year of entry. A fortnight later, students will attend an entrance interview in the company of their parents. Parents are requested to provide details to the school and any documentation in support of an application for an SNA (if appropriate). Parents are contacted about these applications shortly afterward in order to comply with the NCSE's deadline for applications.

In May of the calendar year of entry, students with SEN are invited to come to the school on a guided tour to get used to the environment, the building, the teachers etc. These tours can be organised through the primary school and their SEN teacher in accompaniment of an SNA.

A further invitation is extended to attend the school a week before the students enter the school in August. The students and parents are inducted into school life. There they will meet the SENCo and an SNA (if appropriate).

If a student transfers from another secondary school, the parents should provide all documents and copies of transcripts from the other school.

The students with SEN will be attended to in relation to the following items (if applicable) upon transferring from secondary to tertiary education:

- CAO i.e. DARE and HEAR (See Appendix B)
- Apprenticeships
- Preparation for PLCs
- Interview Skills

13. Models for Provision of Support

It is the aim of the school to provide an inclusive model of support that meets the individual needs of the students, adhering to the new model of support outlined by the Department of Education and Skills.

As an inclusive college, it is the support to provide result or learning outcomes in the mainstream class which is best. Peer teaching – is where the support of students with SEN and every student alike benefits from when there is a Special Education Teacher and the subject teacher working together in a class.

Small groups based on the same profile and ability to withdraw from classes at the same time. It is the responsibility of the SEN teacher to organise these groups in conjunction with the SENCo. These periods are organised similar subjects of the students, or during a non-exam subject period.

Individual periods will not be used except to support which is unusual or highly specific.

Support with Numeracy, Literacy, Curricular, Organisational, Emotional, Social Skills with small groups and individually, will be given, if appropriate.

A timetable can be organised for small groups of students, where deemed appropriate, after consultation with parents, external organisations and school management. On an individual basis, a students' timetable may be reduced.

14. Approaches for Learning within the Special Education Team for teachers.

A broad range of programmes and experiences/actions are available in the SET team over the implantation of a study period. Teachers will recognise the learning styles of individual students and appropriate methodology will be used to draw the interest of the student along e.g. Kinaesthetic, Auditory, Sensory, Verbal, Visual and interpersonal intelligence.

Lessons are constructed in a supportive, safe and disciplined method. The team and the students interact in a respectful manner. Coláiste de hÍde believes that effective learning is based on the context of empathetic relationships and that a positive student/teacher relationship teaches respect and develops self-reliance and enterprise within the student themselves.

Some of the programmes that the school offer are:

- Literacy and Numeracy Programmes
- Social Skills Programmes
- Study Skills Programmes
- Behaviour Support
- Restorative Time
- Technology
- Counselling

15. Administration attached to the Special Education Team of teachers.

Reasonable Accommodations in the State Examinations (RACE)

A member of the SET will be a key person for the Reasonable Accommodation in State Examinations in conjunction with the Guidance Counsellor (if applicable). The key worker will work with the State Examinations Commission (SEC) to insure Reasonable Accommodations are applied for to qualified students with learning differences or individual needs during the State Examinations.

The conditions for qualification are laid out for Reasonable Accommodations by the State Examinations Commission (SEC). Deadline dates and guidelines for schools are set by the Commission. Parental consent is essential and this is sought from parents at this stage.

https://www.examinations.ie/schools/cs_view.php?q=9999ec650ba051afid2kbe6e02695cc502byshed

Students with individual differences and learning styles sit house exams in accordance to the schools customs. Within resource constraints, the same benefit will be given to those who have received Reasonable Accommodations officially by the Commission in House Exams.

Equipment

The SET will link to the Department of Education and Skills and the NCSE to apply for resources and to ensure that students have access to personal equipment (e.g. laptops, portable devices, tablets or software needed for the above) for those who qualify with special educational needs or learning difficulties.

16. The Code of Behaviour

Every student in Coláiste de hÍde is expected to follow the Code of Behaviour. It is accepted, however, that different levels of support/intervention is needed before the implantation of sanctions, in accordance with the Code of Behaviour. This does not remove the sanctions, rather it adapts the sanction as a response to the individual behaviour. It is also expected that if the support ladder does not reach to adapt the behaviour of the student, that sanctions based on the Code of Behaviour will not be implemented.

17. Links with other school policies

Links will be made with this policy over the period of its implementation (2 years), especially with those just accepted by the Board of Management.

Glossary of abbreviations

DES:	Department of Education and Skills
HSE:	Health Service Executive
AEN:	Additional Educational Needs
SENCo:	Special Education Needs Coordinator

SENO: Special Education Needs Organiser (NCSE)
SET: Special Education Teachers
NCCA: National Council for Curriculum and Assessment
SESS: Special Education Support Service

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