SCOIL AN tSRATHA MHÓIR
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Scoil an tSratha Mhóir
Polasaí Oideachas Speisialta 2026
Special Educational Needs Policy 2026

Ráiteas Tosaigh *Introductory Statement*

Chuir foireann, daltaí, tuismitheoirí agus Bord Bainistíochta Scoil an tSratha Mhóir an Beartas seo le chéile. Rinneadh athbhreithniú air in 2026
This policy was formulated by the staff, pupils, parents/guardians and Board of Management (BOM) of Scoil an tSratha Mhóir. It was reviewed in 2026

Is é príomhaidhm an Pholasaí Oideachais Speisialta seo ná treoir praiticiúil a chur ar fáil do mhúinteoirí, tuismitheoirí agus dóibh siúd a bhfuil suim acu ann maidir le soláthar tacaíocht foghlama do pháistí le gnóthúlacht íseal agus le deacrachtaí foghlama chomh maith le dualgais Scoil an tSratha Mhóir faoin *Acht Oideachais 1998* agus Acht Oideachais do Dhaoine a bhfuil Riachtanais Speisialta Oideachais acu (EPSEN) 2004.Is iad *Múinteoirí Oideachas Speisialta (MOS)* na múinteoirí a bheidh ag obair san Oideachas Speisialta. Tá *Uaireanta Oideachas Speisialta (UOS)* dáilithe ag an Roinn Oideachais agus Óige ar Scoil an tSratha Mhóir. Is ar an an bhfoireann Oideachais Speisialta mar aon leis an bPríomhoide a thitfidh an fhreagracht maidir le dáileadh na UOS. Mar gheall air sin, ní mór critéir soiléir a leagan amach maidir le dáileadh na nUOS.

The purpose of this SEN policy is to provide practical guidance for teachers, parents and other interested persons on the provision of effective learning support and resource teaching to pupils experiencing low achievement and/or learning difficulties as well as and to fulfill the obligations of Scoil an tSratha Mhóir under the Education Act, 1998 and also the The Education for Persons with Special Additional Needs (EPSEN) Act 2004. The teachers working in this area of education are known as Special Education Teachers (SET) as of September 2017. Scoil an tSratha Mhóir has been allocated special education hours (SEH) by the Department of Education and Youth(DEY) which are to be used at the discretion of the school. It is important therefore that clear criteria are established in order to establish how these SEH are used.

Aidhmeanna *Aims and objectives*

- Cabhrú leis na daltaí páirt a ghlacadh sa ghnáth churaclam. Déanfar gnéithe

den churaclam a chur in oiriúint do riachtanais dhaltaí a bhfuil riachtanais speisialta oideachais acu. (RSO)
Facilitate pupils to participate in the full/adapted curriculum for their class level. Aspects of the curriculum may be tailored to suit the needs of SEN pupils.

- Féinmheas deimhneach a chothú 'sna daltaí, chomh maith le dearcadh dearfach ar an saol agus ar chúrsaí foghlama.
  Develop positive self-esteem and positive attitudes to school and learning.

- Cinnte a dhéanamh de go ndéantar daltaí RSO. a chuimsiú chomh fada agus is féidir.
  Ensure that students with special educational needs are educated in an inclusive environment, as far as possible.

- Seasamh le cearta daltaí RSO. oideachas atá ar chomhchéim le daltaí eile a bheith acu.
  Affirm that students with special educational needs have the same right to avail of, and benefit from education as students who do not have those needs.

- Cur le cumas na ndaltaí monatóireacht a dhéanamh ar a gcuid foghlama féin sa chaoi go ndéanfar foghlaimeoirí neamhspleácha díobh de réir a chéile.
  Enable pupils to monitor their own learning and become independent learners within their own ability.

- Saineolas foirne i dtacú le daltaí RSO. a fhorbairt agus comhoibriú i measc na noidí a chur chun cinn.
  Develop staff expertise in supporting students with special educational needs and promote collaboration among teachers.

- Tacaíocht a thabhairt do rannpháirtíocht na dtuismitheoirí i bhfoghlaim a bpáistí.
  Involve parents in supporting their children's learning.

Ionchuimsiú *Inclusion*

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

Tá foráil reachtach don oideachas cuimsitheach leagtha amach in Alt 2 d'Acht EPSEN 2004 a éilíonn: "Cuirfear oideachas ar leanbh a bhfuil riachtanais speisialta oideachais aige i dtimpeallacht chuimsitheach le leanaí nach bhfuil riachtanais den sórt sin acu mura bhfuil cineál nó méid na riachtanas sin ag an leanbh chomh mór sin nach mbeadh sé ar neamhréir leis na nithe seo a leanas:

- Leas an linbh mar a chinntear de réir aon mheasúnachta a dhéantar faoin Acht seo
- An soláthar éifeachtach oideachais do leanaí a bhfuil oideachas le cur ar an bpáiste leo."

The Education for Persons with Special Additional Needs (EPSEN) Act 2004.

Legislative provision for inclusive education is set out in Section 2 of the EPSEN Act 2004 which requires that: "A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or degree of those needs of the child is such that to do so would be inconsistent with:

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

I Scoil an tSratha Mhóir, cuirimid romhainn timpeallacht inmheascaithe a cheiliúrann sainiúlacht an uile dalta. Déantar tréan iarracht riachtanais na ndaltaí uilig a chothú agus a fhorbairt. Déantar daltaí le riachtanais oideachais speisialta a chomhtháthú i ranganna príomhshrutha. Múintear iad i ngach gné den *Churaclam Leasaithe Bunscoile* agus tugtar tacaíocht bhreise dóibh nuair atá gá leis.
Scoil an tSratha Mhóir is an inclusive environment which embraces and celebrates the uniqueness of every pupil. Scoil an tSratha Mhóir strives to nurture and cater for the needs of all pupils within the school. Pupils with SEN are integrated into mainstream classes, they receive instruction in all areas of the Revised Primary School Curriculum and receive additional support where necessary.

Treoirlínte *Guidelines*

Tá na straitéisí seo a leanas á bhforbairt sa scoil chun freastal go héifeachtach ar riachtanais foghlama indibhidiúla na ndaltaí.
The following procedures are being developed as a means of responding effectively

to pupils' individual learning needs.

1. Stáitéisí chun Riachtanais a Aithint agus a Thacú.

Strategies to Recognise and Support additional needs

- Forbairt agus cur i bhfeidhm stráitéisí i leith forbairt teanga (msh. feasacht fóineolaíoch) straitéisí sa Litearthacht, san Uimhearacht agus i bhforbairt Fhisiciúil agus Mothúchánach.
  Development and implementation of approaches to language development e.g. phonological awareness and Strategies in Literacy and Numeracy as well Physical and Emotional Development.

- Luath idirbheartaíocht rang bhunaithe ag an múinteoir ranga a bhíonn soláthar tacaíocht bhreise mar thoradh uirthi.
  Class-based early intervention by the class teacher resulting in the provision of additional individualised support.

- Forbairt agus cur i bhfeidhm stráitéisí aontaithe i leith forbairt i Scileanna Sóisialta.ag leagadh béim ar na súilíochtai soisialta timpeall ar iompar i dtimpeallacht scoile
  Development and implementation of agreed approaches to development of Social Skills. placing an emphasis on social expectations for behaviour within a school setting.

- Dírbhreathnú, measúnú agus taifead an oide ranga i *gComhad Tacaíochta an Dalta*, ar thiomantán na scoile. Bíonn an t-eolas seo ar fáil d'infheisteoirí oideachasúla uile an dalta ar Aladdin de réir rialacha Cosaint Sonraí (GDPR).
  Observation and assessment by the class teacher is recorded in a Student Support File on the school's drive and will be shared with all interested parties in the child's educational development in line with GDPR regulations.

2. An Clár Luath Idirbheartaíochta *Early Intervention Programme*

Cuireann Scoil an tSratha Mhóir beartas luath idirbheartaíochta chun cinn chun tacaíocht a thabhairt do dhaltaí a aithnítear go bhfuil tacaíocht bhreise ón bhfoireann OS uathu. Coinnítear tuismitheoirí/caomhnóirí ar an eolas maidir le haon ábhar imní ábharthach atá ag na múinteoirí .
Scoil an tSratha Mhóir promotes a policy of early intervention in order to support children identified as having a need for additional support from the SET. Parents /Guardians will be informed about relevant concerns teachers may have.

Baintear leas as scrúduithe scoilbhunaithe maraon le dírbhreathnú an mhúinteora chun daltaí sna bunranganna a bhfuil riachtanais foghlamtha acu a aithint agus chun tús áite a thabhairt dóibh don teagasc breise sa litearthacht agus san uimhearthacht (*MIST, Early Dyslexia Screening Test, Scrúdú Gaeilge Dhroim Conrach L1)*
In the junior classes, school and class based tests coupled with teacher observation are used to identify pupils who are at risk in order to prioritise them for supplementary teaching in the areas of literacy and numeracy. (MIST, Early Dyslexia Screening Test, Scrúdú Gaeilge Dhroim Conrach L1)

Cuirtear na cláir seo a leanas i bhfeidhm: *PM Reading Scheme, Cleite & Léimís le Chéile,* (Gaeilge sna Naíonáin Shóisearacha agus Naíonáin Shinsearacha),
In Senior Infants and First Class programmes such as PM Reading Scheme, Cleite & Léimís le Chéile (Gaeilge in Junior and Senior Infant Classes), are implemented.

Scrúduithe caighdeánaithe *Standardised Tests*

Ranganna 1 – 6 - Scrúduithe *Dhroim Conrach* (Gaeilge, Béarla, Matamaitic agus Litriú *)*	*1st to 6th classes,* *Drumcondra standardised tests* *(Irish, English, Maths, Spelling),*
Naíonáin Shinsearacha. *Scrúdú Dhroim Conrach Gaeilge L1*	*Senior Infants* *Drumcondra Irish Level 1* *MIST*

MIST	

3. Roghnú Daltaí don Teagasc Breise *Selection of Pupils for Special Education Teaching*

- Déanann na múinteoirí oideachas speisialta riaradh ar scrúdúithe diagnóiseacha ar nós *The Diagnostic Reading Analysis, The New NRIT*
- *Diagnostic tests such as Diagnostic Reading Analysis, NRIT are generally administered and analysed by the SE Teachers*

- Tugtar tús áite UOS do na daltaí atá ag feidhmiú ag nó faoin 10ú percentíl sa Bhéarla agus sa Mhata agus, má tá an acmhainn ann, dóibh siúd a aithnítear go bhfuil an riachtanas orthu.
  Priority for SEN hours is given to those pupils who perform at or below the 10th percentile in Maths and English, and to others who are identified as having a requirement if numbers allow.

- Tar éis an phróiséis scagtha,eagraítear cruinniú leis an múinteoir ranga, tuismitheoirí agus ball den fhoireann OS más gá maidir le gnóthúlacht an dalta a phlé.
  The screening process is followed by a consultative meeting between the class teacher, the parents and members of the SET if necessary, to discuss the pupil's performance.

- Iarrtar cead tuismitheora má tá an dalta le freastal ar Oideachas Speisialta.
  Parental consent is sought for the withdrawal of pupils for all supplementary teaching.

- Coinnítear taifead i gComhad an dalta i gcásanna nach nglactar le tairiscint ranganna OS.
  In cases where parental consent is not forthcoming a copy of the consent form is kept in the pupil's personal file .

- Aithnítear go ndéanann Siceolaí. Teirpeoir Saothair, Teirpeoir Cainte srl.

"diagnóis" ar pháistí, agus go dtugtar moltaí ar mhaithe an pháiste ina gcuid tuairiscí. Mar sin féin, is faoi údarás na scoile riachtanais agus moltaí dhaltaí uile na scoile a thógáil san áireamh maraon le soláthar múinteoirí, seomraí agus cláir ama agus acmhainní oideachas speisialta á ndáileadh. D'fhéadfaí nach mbeadh an cine scoile maraon le moladh seachtrach.
It is important to recognise that where a Psychologist or any other Health Care Professional may give a child a 'diagnosis' they may merely offer advice or suggestions as to the sort of Assistance that students with special educational needs may benefit from . It is the remit and obligation of the school to allocate Special Education Assistance in the most effective manner from a whole School perspective taking all pupils' needs, resources, personnel Time Tables and Health Professionals suggestions into consideration. The school decision may not always be in line with an external recommendation.

4. Soláthar Múinteoireacht Oideachais Speisialta *Provision of Special Education Teaching :*

- Is é príomhchúram na foirne oideachas speisialta ná na hU.O.S. a sholáthar do na daltaí a aithnítear faoi na coinníollacha thuas luaite.
  The primary work of the Special Education Team is the provision of supplementary teaching to the pupils identified in section 3 above.

- Tá gach dalta faoi phríomh-chúram an oide ranga .Is é ról na foirne Oideachais Speisialta ná foghlaim na bpáistí sin a thacú . Tá oidí ranga freagrach as pleanáil agus idirdhealú a dhéanamh dóibh siúd a fhreastlaíonn ar na ranganna Oideachais Speisialta.
  The education of each pupil is primarily the responsibility of the class teacher. It is the role of the Special Education teacher to support and supplement the pupils' learning experience. Class teachers undertake appropriate planning and differentiation during lessons for those pupils attending Special Education Lessons.

- Maireann na ceachtanna 20-30 nóiméad de ghnáth ag brath ar an gceacht agus ar riachtanais an pháiste.
  The teaching periods are generally 20-30 minute lessons, depending on the lesson and the educational requirements of the pupil.

- D'fhéadfadh go bhfreastlódh daltaí áirithe ar ghrúpaí oideachais speisialta 3-5 lá in aghaidh na seachtaine nó go dtugtar tacaíocht inranga dóibh.
  Some children may be withdrawn for supplementary teaching in small groups 3-5 days per week or alternately, in-class support may be given.

- Is iad na múinteoirí oideachas speisialta a dhéanann cinneadh ar mhéad na ngrúpaí,agus riachtanais foghlama indibhidiúil na ndaltaí, an clár ama scoile, acmhainní agus ualach oibre iomlán á dtógáil san áireamh.
  SEN teachers decide the size of groups, taking into account the individual learning needs of pupils, the overall caseload, the schools timetable and resources available.

- Tugtar teagasc aon ar aon nuair is gá nuair is féidir.
  One to one teaching is provided where necessary and feasible.

- D'fhéadfaí go mbeadh oide amháin nó níos mó ná sin d'oidí agus nó CRS ag freastal ar riachtanais oideachasúla an dalta.
  A pupil's specific educational needs may be addressed by one or more members of the Special Educational Team and/or an SNA.

- Glacann an scoil leis an modh céimnithe maidir le hidirbheartaíocht. Má leanann riachtanais foghlama an dalta i ndiaidh na hidirbheartaíochta agus tacaíocht foghlama ón bhfoireann R.O.S., d'fhéadfadh go lorgódh an scoil comhairle agus measúnú ar riachtanas an dalta ó shaineolaí(the) lasmuigh den scoil. ·
  The staged approach to intervention is adopted within the school. If concerns remain after intervention and additional support from the SEN team, the school may request a consultation and assessment of the pupil's need from a specialist outside the school.

5. An Mhúinteoireacht Oideachas Speisialta *Special Education Teaching*

Buailtear le tuismitheoirí/caomhnóirí an dalta agus iarrtar orthu a gcead a thabhairt sula dtabharfar faoin tacaíocht i gcomhairle leis na tuismitheoirí/caomhnóirí, an múinteoir ranga agus saineolaithe eile atá ag obair leis an dalta. Cuirtear an dalta ar

an gclár ama don mhúinteoireacht oideachais speisialta tar éis labhairt leis an múinteoir ranga. D' fhéadfai go ndéanfar an mhúinteoireacht oideachais speisialta laistigh nó lasmuigh den tseomra ranga.
A meeting is arranged by the school with the parents/guardians of the child and or other interested educational personnel and parental permission is sought in order for the child to access Special Education Lessons. An appropriate time for lessons is agreed upon after discussions with Class Teachers. SE may be conducted either out of class or in class.

6. *Comhad Tacaíochta an Dalta*

Student Support File

Déantar *Plean Tacaíochta* a dhearadh do gach dalta a mheastar go bhfuil tacaíocht breise ag dul dó/di. Tá na pleananna seo dírithe ar réimse iomlán riachtanais an dalta agus d'fhéadfadh na gnéithe seo a leanas a bheith mar chuid de:
A Support Plan will be designed specifically for each pupil who has been selected for SET. Such plans address the pupils' full range of needs as a pupil profile may include the following :

- Próifíl an dalta
  Student Profile
- Sonraí ó mhúinteoir ranga an dhalta.
  Details from the pupil's class teacher.
- Torthaí measúnaithe.
  Assessment results.
- Eolas ábhartha eile m.sh. tuairiscí ó eagraíochtaí eile.
  Other relevant information e.g. reports from other agencies.
- Buanna agus gnóthúlachtaí foghlama.
  Learning strengths and attainments.
- Cuspóirí foghlama atá bainteach leis na príomh riachtanais foghlama.
  Priority learning needs. Learning Targets related to the priority learning needs.
- Gníomhaíochtaí foghlama rangbhunaithe.
  Class-based learning activities.

- Gníomhaíochtaí tacaíochta breise.
  Supplementary support activities.

- Gníomhaíochtaí tacaíochta baile.
  Home support activities.

- Pleananna Tacaíochta/ Pleananna Oideachais Aonair, / Plean Pearsanta an Dalta
  Support Plans, Individual Education Plans, Personal Pupil Plans

- Déantar monatóireacht ar gach plean trí dhírbhreathnú an mhúinteora agus trí thaifead a choinneáil ar phleanáil agus ar dhul chun cinn an dhalta.
  Each plan is monitored through teacher observation, the keeping of planning and progress records.

- Roinntear an bhliain scoile ina dhá théarma teagaisc (Meán Fómhair - Feabhra agus Feabhra - Meitheamh)
  The school term is divided into two instructional terms (September – February and February - June)

- Déantar athbhreithniú ag deireadh gach téarma teagaisc. Déanann an fhoireann oideachas speisialta agus an múinteoir ranga teagmháil leis na tuismitheoirí chun dul chun cinn an dalta a phlé agus dréacht nua a dhearadh más gá
  A review takes place at the end of each instructional term. The SET and the class teacher consult with the parents to discuss their child's progress in the light of the review.

- Coinnítear na pleananna tacaíochta go leictreonachi gComhad Tacaíochta an Dalta.
  Support plans are kept in digital format in the Student Support File .

- Samplaí de shaothar scríofa.
  Samples of written work.

- Taifead ar theagabháil le tuistí.
  Records of Correspondence with Parents.

7. Nósanna Imeachta i leith Freastal / Scaoileadh le Daltaí ón Oideachas Speisialta
Procedures for Continuing/Discontinuing Pupils in SE :

Déantar cinneadh faoi chloí nó faoi chríoch a chur leis an múinteoireacht bhreise faoi mar atá leagtha amach i roinn 1 thuas.
Following the end of each instructional term a decision is made whether to continue/discontinue the provision of supplementary teaching as is detailed in section 1 above.

Is iad na critéir ar a bhfuil an cinneadh seo bunaithe ná:
The criteria on which this decision is based include

- An bhfuil cuid de na cuspóirí, nó na cuspóirí uilig bainte amach ag an dalta?
  Has the pupil met some/all of his/her targets set?
- An ionann na riachtanais atá ar an dalta nuair a tógadh don oideachas speisialta don chéad uair agus na riachtanais atá anois air?
  Are the pupils' educational needs the same/similar to those set out when Special Education was initiated with him/her ?
- An mbeidh an dalta in ann deleáil le comhthéasc foghlama an tseomra ranga as a chónlán féin a bheag nó a mhór?
  Will the pupil be able to cope independently/ semi-independently in the classroom learning context?
- Tugtar aitheantas ar an éileamh iomlán atá ar mhúinteoireacht oideachais speisialta na scoile. Bíonn baint le próiséas cinnteoireachta le comhairle idir an mhúinteoir ranga, an múinteoir oideachais speisialta agus daoine proifisiúnta chuí eile.
  The decision-making process regarding continuation/discontinuation of SE involves consultation between the class teacher, the SET and other educational /health professionals and an account is also taken of the overall SE demands of the school.

8. Stráitéisí Cumarsáide *Communication Strategies*

Tá sé riachtanach go mbeadh córas éifeachtach cumarsáide idir na páirtithe uilig chun freastal ar riachtanais foghlama an dalta. Is iad snáithe éagsúla an chórais seo ná:

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

- An múinteoir ranga agus an múinteoir oideachas speisialta i ndiaidh scór íseal ar scrúdú caighdeánach a imscrúdú agus cead a lorg óna tuismitheoirí don mhúinteoireacht bhreise a sholáthar.
  The class teacher and/or a Special Education teacher will scrutinise a low score achieved by the student in a standardised test and permission is sought in order for the child to attend Special Education Classes .

9. Rannpháirtíocht na dTuismitheoirí *Parental Involvement*

- Cuirfimid romhainn go mbeadh cumarsáid idir an fhoireann oideachas speisialta agus na tuismitheoirí de réir mar is gá.
  Scoil an tSratha Mhóir endeavours to promote communication between the Special Education Team and Parents/ Guardians when necessary

- Spreagtar na tuismitheoirí a cabhrú lena bpáiste na cuspóirí a bhaint amach.
  Parents/Guardians are encouraged to actively engage in assisting their child to achieve targets.
- Tugtar deis do na tuismitheoirí dul i gcomhairle leis na múinteoirí oideachais speisialta sa tréimhse athbhreithnithe
  Parents are given the opportunity to consult with the Special Education Teacher(s) during the review period.

10. Caidreamh le hEagrais Eis-Scoile *Referral to Out-Of-School Agencies*

- Tacaíonn foireann na scoile le heagrais eis-scoile ar nós an siceolaí oideachais.
  School Staff support the referral of pupils to outside agencies, e.g. educational psychologists.
  - Foirmeacha eolais a líonadh
  - Cead na dtuistí a dheimhniú
  - Foirmeacha iarratais a líonadh agus a sheoladh
  - Cruinnithe aischothuithe a éascú

- Freastal ar chuairteoirí chun breathnóireacht a dhéanamh

11. Soláthar Acmhainní *Provision of Resources*

- Tá meascán de théascleabhair, de leabhair leabharlainne, d'ábhair bhreise agus de chláir theanga labhartha mar acmhainní de sholáthair oideachais speisialta.
  Resources for the provision of SET include a variety of textbooks, library books , ancillary materials and oral language programmes.

- Baintear leas as meascán d'ábhar tástála freisin. Ina measc siúd tá scrúdúithe caighdeánaithe, scrúdúithe diagnóiseacha agus scrúdúithe scagaithe.
  A variety of testing materials are also regularly used including standardised, diagnostic, screening tests.

- Tá tástáil éirime neamh léitheoireachta (NRIT), taithí léitheoireachta, meabhraíocht ar ghnóthú fhóineolaíochta agus tástáil ghnóthúlacht matamaitice ar fáil.
  Other testing materials include the NRIT, New NRIT , Reading Attainment, Phonological Awareness and Maths Attainment Tests.

- ·D'fhéadfadh go gcuirfeadh Bord Bainistíochta na scoile nó Coiste na dTuistí maoiniú ar fáil d'ábhar Oideachas Riachtanais Speisialta nó *Deontas Oideachas Riachtanas Speisialta* nó ón *Deontas d'Ábhair* mar thoradh ar mholtaí ón mhúinteoir oideachas speisialta, ón bPríomhoide agus nó ón mhúinteoir ranga.
  Following consultation between the SET, Principal and Class Teacher, funding for ancillary/necessary materials may be provided from the SET Support Grant, Materials Grant and or funding that may be available though the Board of Management and or Parents Association- 'Cairde Scoil an tSratha Mhóir'

- Bainfear úsáid as acmhainní oideachais riachtanais speisialta sna ranganna oideachas speisialta sa chéad dul síos ach cuirfear na hacmhainní ar fáil do mhúinteoirí ranga tar éis dul i gcomhairle leis an múinteoir oideachais speisialta.
  SET resources including sensory equipment will primarily be used in the SET

classes however these resources may be made available to class teachers following consultation or recommendations from the SET.

- Teicneolaíocht Oiriúnaitheach do pháistí a bhfuil aithinte ag an Roinn Oideachais agus Óige.
  Assistive technology for children recognised by the Department of Education and Youth.

- Fearas a thacaíonn le forbairt fhisiciúil/ mhothúchánach an pháiste.
  Equipment to support physical and emotional development

13. An Clár Ama *Timetabling*

- Cuirtear tacaíocht oideachais speisialta ar fáil mar obair bhreise anuas ar ghnáth mhúinteoireacht ranga sa Mhata sa Bhéarla agus san OSPS.
  The provision of Special Education is in addition to the regular class teaching in English , Maths and OSPS

- Déantar gach iarracht a chinntiú nach gcailleann daltaí amach ar an ábhar céanna gach uair a dhéanann siad freastal ar an oideachas speisialta, an corp oideachais nó na hAmharcealaíona ach go háirithe.
  Every effort is made to ensure that pupils do not miss out on the same curricular area each time they attend SE, especially on Physical Education (P.E.) or Visual Arts.

- Bíonn clár ama solúbtha ag an múinteoir ranga chun laghdú a dhéanamh ar chur isteach ar cheachtanna.
  A flexible approach to time-tabling is adopted by class teachers while class disruption is minimised.

- Baintear daltaí amach as an rang chomh maith leis an múinteoireacht inranga mar chuid de sholáthar an oideachais speisialta ag brath ar an modh is éifeachtaí le haidhmeanna foghlamtha an dalta a bhaint amach .
  Pupils who receive supplementary teaching may be either withdrawn from class or work with the Special Education Teacher in class depending on which model is most effective for achieving the child's learning targets.

14. Sceideal Oibre an Mhúinteoir Oideachais Speisialta *Special Education Teacher's*

Work Schedule

D'fhéadfadh go mbeadh maoirseacht ar chláir luathghabhála, ar chláir choiscithe, ar mheasúnaithe scagthaithe agus diagnóiseacha, ar choinneál, ar thaifidí agus ar athbhreithniú thástálacha caighdeánaithe, ar choinneál agus ar athbhreithniú taifeidí daltaí, ar chomhordanú seirbhísí riachtanais speisialta agus ar dhul i gcomhair le múinteoirí agus le tuismitheoirí/caomhnóirí, mar chuid de sceideal oibre an mhúinteoir oideachais speisialta.
The work schedule of the SET, in addition to providing supplementary teaching, may include the overseeing of early intervention and prevention programmes, the conducting of screening and diagnostic assessment, recording and review of standardised tests, the maintenance and review of pupil records, the coordination of special needs services and consultation with teachers and Parents /Guardians .

Mar aitheantas ar éagsúlacht Róil On oide Oideachais Speisialta, déantar a sceideal oibre a a athnuachan go rialta.
In recognition of this varied role, the caseload of the SET will be regularly reviewed.

Critéir Rathúlachta *Success Criteria*

D'fhéadfadh go dtiocfadh na buntáistí seo a leanas ar fhoghlaim na ndaltaí ó chur i bhfeidhm uile scoile an pholasaí seo:
The whole school implementation of this policy may result in enhancement of pupil learning in the following ways:

- Feabhas ar chaighdeáin ghnóthú acadúlachta laistigh de chláir foghlama aonair na daltaí agus méadú dá réir ar an bhféin-mhuinín agus ar an neamhspleáchas ar scoil agus go ginearalta.
  Improved standards of academic achievement within the pupil's individual learning programme which should lead to greater self confidence and independence at school and generally .

- Laghdú ar thacaíocht oideachas speisialta do dhaltaí áirithe bunaithe ar thorthaí dearfach measúnaithe.
  Enabling the discontinuation of the provision of the SET programme based on positive assessment results

- Méadú ar rannpháirtíocht na dtuismitheoirí i dtacaíocht a thabhairt do riachtanais a bpáiste.
  Enhanced parental involvement in supporting their child's learning needs.

- ·A thuilleadh deiseanna don chumarsáid idir an scoil agus an baile maidir le dul chun cinn an dhalta.
  Increased opportunities for effective communication between school personnel in relation to pupil's progress.

Déanfar measúnú ar ghnóthúlacht na gcritéir rathúlachta seo trí aiseolas a fháil ó mhúinteoirí, ó na daltaí agus ó na tuismitheoirí/caomhnóirí.
The achievement of these success criteria can be assessed through feedback from teachers, pupils and Parents/Guardians .

Aistriú go dtí Oideachas Dara Léibhéal *Transition/Transfer to Post Primary Education*

- Is é dualgas tuismitheoirí/caomhnóirí an dalta le R.O.S., an scoil dara leibhéal a chur ar an eolas maidir le riachtanais oideachasúla nó eile an pháiste.
  It is the duty of the parents/guardians of the pupil(s) with SEN to inform the post- primary school of their child's educational and or other needs.

- Tugann an múinteoir ranga agus an múinteoir oideachais speisialta tacaíocht agus comhairle do na daltaí ullmhú don aistriú go dtí an dara leibhéal oideachais.
  The class teacher and Special Education teacher will support the pupils in preparation for transitioning to post primary.

- Tá na múinteoirí oideachais speisialta i Scoil an tSratha Mhóir ar fáil do na hoidí ó na Scoileanna Dara Léibhéal logánta le ceisteanna a fhreagairt /comhairle a chur faoin riachtanais oideachais na daltaí a d'fhreastail ar na ranganna oideachais speisialta. Tá cead de dhíth ón tuismitheoir chuige seo.
  The SET in Scoil an tSratha Mhóir is available for consultation with teachers in the local Second Level schools regarding the educational requirements of children who attended Special Education Classes in our school .Parental

Permission is sought for this purpose .

- Déanann Scoil an tSratha Mhóir teagmháil le scoileanna dara leibhéal eile trí *Phas Oideachais* na Roinne Oideachais agus Scileanna a eisiúint do gach dalta ag fágáil rang 6 dóibh maraon le cóip de *Thuairisc Scoile an Dalta*.
  The school cooperates with Second Level Schools by issuing an Educational Passport for each of its 6th class students as well as a copy of each pupil's School Report.

Róil agus Freagrachtaí *Roles and Responsibilities*

Tugtar tacaíocht do chur i bhfeidhm an bheartas scoile ar na bealaí seo a leanas:
The implementation of the school plan will be supported as follows:

Róil *Roles*	An Duine/Eagras atá Freagrach *Persons/ Agency Responsible*
Comhordanú oideachais speisialta agus seirbhísí riachtanais. *Coordinate L.S. and Special Needs Services*	An Príomhoide & Foireann OS *Principal, SEN Team*
Soláthar teagasc breise, measúnú diagnóiseach, : *Provide supplementary teaching, Conduct diagnostic assessment:*	Oidí Oideachas Speisialta *SEN Team*
Coinneál agus athbhreithniú taifidí na ndaltaí. Comhordanú idir an phríomhoide, na múinteoirí & na tuismitheoirí. Príomhfhreagracht do riachtanais foghlama na ndaltaí *Maintain and review pupil records, and liaise with the principal, teachers and parents. First line of*	An Múinteoir Ranga . *Class Teacher*

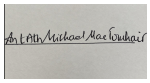
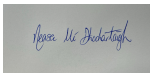
responsibility for pupils' learning needs	
Tacaíocht & rannpháirtíocht i bhfoghlaim a bpáiste. *Support for and participation in their child's learning*	An Tuismitheoir *Parent*
Forbairt, cur i bhfeidhm & athbhreithniú ar a chuid foghlama féin. *Development, implementation and review of their own learning*	An Dalta *Pupil*
Léirmheas ar chur i bhfeidhm & ar athbhreithniú an Pholasaí MOS. *Oversee implementation and review of the SEN Policy:*	An Bord Bainistíochta *Board of Management*
Soláthar acmhainní, cóiríocht & stórais *Provision of adequate resources, accommodation and storage*	An Roinn Oideachais *Department of Education*

Cur i bhFeidhm & Athbhreithniú *Implementation and Review*

Is próiséis leanúnach é cur i bhfeidhm an pholasaí seo. Déantar athbhreithniú rialta ar an bpolasaí seo.

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

Daingniú *Ratification*

Síniú:  Síniú: 

Dáta: 08/10/2026 Dáta: 08/10/2026