



## Gaelscoil Eiscir Riada

Bóthar an Ghrifín,  
Leamhcán,  
Co. BÁC  
K78 YX77

# Polasaí um Riachtanais Speisialta Oideachais (R.S.O)

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## Ráiteas Tosaigh

Is iad foireann RSO Gaelscoil Eiscir Riada a rinne comhordú ar an bpolasaí um Riachtanais Speisialta Oideachais (RSO) in 2018. Is i mí an Mheithimh 2022 a chríochnaigh an fhoireann RSO an t-athbhreithniú is déanaí ar an bpolasaí seo. Tá an polasaí seo de réir Ciorclán uimh. 13/2017.

## Eolas Scoile

Is Gaelscoil Éiteas Caitliceach í Gaelscoil Eiscir Riada faoi phátrúnacht Fhoras Pátrúnachta na Scoileanna Lán-Ghaeilge. Déanaimid ár ndícheall oideachas iomlánaíoch a chur ar fáil. Tá comhoibriú idir daltaí, foireann agus tuismitheoirí/caomhnóirí mar bhunchloch na scoile. Tá forbairt ghairmiúil na foirne agus an Bhoird Bainistíochta tábhachtach dúinn. Tá comhionannas lárnach i ngach gné den scoil. Táimid bródúil as an atmaisféar fáiltiúil, dearfach atá sa scoil.

## Réasúnaíocht

Ceapadh an polasaí seo chun:

- cur síos a dhéanamh ar an gcreat chun aghaidh a thabhairt ar riachtanais na ndaltaí a bhfuil riachtanais speisialta oideachais acu inár scoil
- cur in iúl don fhoireann, do thuismitheoirí/chaomhnóirí agus do pháirtithe leasmhara go bhfuil polasaí sainiúil ag an scoil maidir le riachtanais speisialta oideachais
- cloí le reachtaíocht agus le ciorcláin na Roinne

## Ráiteas Creidimh

Tá Gaelscoil Eiscir Riada tiomanta do fhreastal ar riachtanais gach uile dalta. Táimid go hiomlán tiomanta do phrionsabal na cuimsithe. Féachaimid oideachas atá oiriúnach do riachtanais aonair na ndaltaí a chur ar fáil. Bainfear é seo amach trí riachtanais aonair gach dalta a chur san áireamh agus an timpeallacht agus gníomhaíochtaí a mhodhnú nó trí thacaíocht a chur ar fáil a chuideoidh leis an dalta a bheith rannpháirteach iontu. Déanaimid ár ndícheall a chinntiú go n-airíonn na daltaí uile go bhfuil meas orthu agus iad uile ar comhchéim agus mar chuid lárnach de phobal na scoile.

## Aidhmeanna

Tá sé mar aidhm leis an bpolasaí seo breac-chuntas a thabhairt ar na nósanna imeachta agus na cleachtais maidir le mar a dhéanaimid:

- Aon riachtanais bhreise a d'fhéadfadh a bheith ag daltaí a shainaithin
- Acmhainní a leithdháileadh chun freastal ar riachtanais daltaí a bhfuil riachtanais bhreise acu
- Róil agus freagrachtaí a leithdháileadh ar phobal na scoile maidir le daltaí a bhfuil riachtanais bhreise acu
- Rianú, monatóireacht, athbhreithniú agus tuairisciú ar dhul chun cinn daltaí a bhfuil riachtanais bhreise acu
- Eolas a scaipeadh idir an fhoireann RSO, an príomhoide, an fhoireann, agus na tuismitheoirí/caomhnóirí

## Róil agus Freagrachtaí

### ***Bord Bainistíochta***

- Déanann an Bord Bainistíochta maoirseacht ar fhorbairt, cur i bhfeidhm agus athbhreithniú pholasaí na scoile maidir le RSO
- Cinntíonn an Bord Bainistíochta go gcuirtear cóiríocht seomra ranga leordhóthanach ar fáil chomh maith le spás stórála slán, na bearta cuí sláinte agus sábháilteachta, deiseanna d'fhorbairt ghairmiúil agus acmhainní éifeachtacha teagaisc.

### ***An Príomhoide***

Is ar an bpríomhoide atá freagracht iomlán nósanna imeachta agus cleachtais RSO a chur i bhfeidhm sa scoil. Ba cheart do phríomhoide na scoile:

- Polasaí RSO na scoile a chur i bhfeidhm agus monatóireacht a dhéanamh air
- Comhordú a dhéanamh ar obair na múinteoirí chun leanúnachas an tsoláthair a chinntiú do gach dalta
- Éascú a dhéanamh ar fhorbairt ghairmiúil leanúnach na foirne ar fad
- Comheagraí RSO a shannadh
- Cumarsáid a dhéanamh leis an Comheagraí RSO chun aon acmhainní breise riachtanacha a chur ar fáil
- Maoirseacht a dhéanamh ar chlár measúnaithe agus scagthástála scoile uile
- Foireann a chur ar an eolas faoi ghníomhaireachtaí seachtracha agus eolas a chuir ar fáil agus éascú a dhéanamh ar fhorbairt ghairmiúil leanúnach múinteoirí agus Cúntóirí Riachtanais Speisialta maidir le hoideachas daltaí a bhfuil RSO acu.
- Cinntigh go bhfuil gach ball foirne (múinteoir ranga, múinteoir RSO, Cúntóir Riachtanais Speisialta) soiléir maidir lena róil agus a bhfreagrachtaí sa réimse seo
- Cumarsáid a dhéanamh le tuismitheoirí/caomhnóirí maidir le haon imní faoina leanbh agus iad a thabhairt suas chun dáta maidir le dul chun cinn más gá
- Gach eolas ón 'BIAP Parents Google Form' a bhailiú agus a chruinniú sula dtosaíonn na Naíonáin Bheaga a gcéad bhliain ar scoil

### ***An Comheagraí RSO (CRSO)***

- Cumarsáid a dhéanamh ar bhonn leanúnach leis an bpríomhoide maidir le cúrsaí RSO
- Teagmháil a dhéanamh le gníomhaireachtaí seachtracha faoin soláthar do dhaltaí le riachtanais bhreise
- Teagmháil a dhéanamh le síceolaithe NEPS (an tSeirbhís Náisiúnta Síceolaíochta Oideachais), an fhoireann RSO agus múinteoirí ranga chun tosaíocht a thabhairt do dhaltaí le haghaidh measúnú síceolaíoch nó idirghabhálacha bunaithe ar chomhairliúchán
- Comhordú a dhéanamh ar chruinnithe pleanála foirne RSO agus CRS go rialta chun cumarsáid agus tacaíocht éifeachtach a chinntiú do dhaltaí le riachtanais bhreise
- Comhoibriú le foirne RSO agus CRS chun amchlár a chruthú do thacaíochtaí breise
- Comhordú a dhéanamh ar thrialacha chaighdeánaithe scoile uile agus/nó ar scagadh ag gach leibhéal ranga le haghaidh tacaíochtaí breise
- Daltaí a roghnú le haghaidh measúnú diagnóiseach breise
- Iniúchadh a dhéanamh ar dhaltaí atá ag fáil tacaíochta breise (Iniúchadh ROS Scoile)
- Comhairle a chuir ar an múinteoir ranga, nuair is gá, maidir le hidirghabhálacha féideartha chun freastal ar riachtanais daltaí
- Buailfidh le tuismitheoirí/caomhnóirí maidir le haon imní faoina leanbh, comhairle a thabhairt dóibh maidir le nósanna imeachta chun leas a bhaint as seirbhísí riachtanas speisialta agus iad a thabhairt suas chun dáta maidir lena ndul chun cinn.
- Gacheolas ón 'BIAP Parents Google Form' a bhailiú agus a chruinniú sula dtosaíonn na Naíonáin Bheaga a gcéad bhliain ar scoil
- Comhairle a chur ar an múinteoir ranga maidir le nósanna imeachta chun leas a bhaint as seirbhísí seachtracha riachtanas breise

- Comhordú a dhéanamh ar thaifid RSO agus ar thorthaí trialacha a nuashonrú
- Trialacha caighdeánacha/scagairí a ordú don scoil uile
- Na torthaí maidir le 2, 4, 6 a chur ar thairseach ESINET
- A chinntiú go gcomhlánaítear pasanna oideachais NEPS do dhaltaí i rang a 6 a fhaigheann acmhainní breise i.e. rochtain ar CRS nó rochtain ar theicneolaíocht chúnta.

### **Múinteoir RSO**

- Buailfidh go rialta leis na múinteoirí ranga chun riachtanais na ndaltaí ina rang a phlé
- Taifead a choinneáil ar Aladdin de na cruinnithe seo agus ar na cinntí a rinneadh
- Comhairle a chuir ar an múinteoir ranga, nuair is gá, maidir le hidirghabhálacha féideartha chun freastal ar riachtanais daltaí
- Comhairle a chur ar an múinteoir ranga maidir le nósanna imeachta chun leas a bhaint as seirbhísí seachtracha riachtanas speisialta
- Tacú leis an múinteoir ranga Comhad Tacaíochta na nDaltaí a chruthú nuair a bheidh tacaíocht bhreise curtha i bhfeidhm
- Tacú leis an múinteoir ranga agus iad ag scríobh pleananna tacaíochta don rang
- Buailfidh le tuismitheoirí, nuair a iarrann an múinteoir ranga é, chun plé a dhéanamh ar aistriú linbh ó thacaíocht ranga go tacaíocht scoile nó nuair a dhéanann tú tagairt do ghníomhaireacht sheachtrach
- Cumarsáid a dhéanamh leis an gcomheagraí RSO maidir le haon imní a d'ardaigh an múinteoir ranga ag cruinnithe pleanála foirne RSO
- Daltaí a roghnú le haghaidh measúnú diagnóiseach breise
- Teagmháil a dhéanamh le ghníomhaireachtaí seachtracha faoin soláthar do dhaltaí le riachtanais bhreise
- Buailfidh le tuismitheoirí/caomhnóirí maidir le haon imní faoina leanbh, comhairle a thabhairt dóibh maidir le nósanna imeachta chun leas a bhaint as seirbhísí riachtanas speisialta agus iad a thabhairt suas chun dáta maidir lena ndul chun cinn.
- Cabhrú leis an múinteoir ranga foirmeacha measúnaithe/seicliostaí riachtanacha ó ghníomhaireachtaí seachtracha a líonadh nuair is cuí

### **Múinteoir Ranga**

Is iad na múinteoirí ranga atá freagrach go príomha as teagasc agus foghlaim na ndaltaí uile ina rang, iad siúd a fhaigheann tacaíocht bhreise san áireamh. Ní mór don múinteoir ranga:

- Timpeallacht foghlama dearfach a chruthú laistigh den seomra ranga
- Cláir theagaisc a chur i bhfeidhm a chuirfidh barr feabhais ar fhoghlaim na ndaltaí sa seomra ranga
- Idirdealú a dhéanamh idir straitéisí teagaisc, cuir chuige agus a bhfuiltear ag súil le chun freastal ar riachtanais na ndaltaí sa rang
- Trialacha caighdeánaithe a riar agus a cheartú chomh maith le taifead a choinneáil dóibh de réir threoirlínte na scoile
- Torthaí na dtrialacha caighdeánaithe a phlé leis an Múinteoir RSO chun cabhrú le roghnú na ndaltaí don mhúinteoireacht bhreise
- Buailfidh le tuismitheoirí/caomhnóirí maidir le haon imní atá acu faoina leanbh agus iad a choinneáil ar an eolas, go rialta i rith na bliana, maidir le dul chun cinn a bpáiste
- Eolas a bhailiú agus measúnú a dhéanamh ar dhaltaí a bhfuil riachtanais bhreise acu chun eolas a chur ar an teagasc agus ar an bhfoghlaim agus an Contanam Tacaíochta á úsáid
- Comhad Tacaíochta Dalta a oscailt a luaithe a aithnítear riachtanais bhreise agus a dteastaíonn tacaíocht ranga uathu
- Taifid ranga RSO agus torthaí trialacha a nuashonrú agus a choinneáil
- Cabhrú le tuismitheoirí/caomhnóirí foirmeacha measúnaithe/seicliostaí riachtanacha ó ghníomhaireachtaí seachtracha a líonadh
- Pleananna Tacaíochta Ranga a fhorbairt do dhaltaí atá ag fáil Céim 1-Tacaíocht Ranga agus na pleananna sin a uasdátú ar an dáta athbhreithnithe arna chomhaontú ag an múinteoir ranga agus tuismitheoir/caomhnóir.

- Comhoibriú leis an bhfoireann SET, le tuismitheoirí/caomhnóirí, agus leis an baill foirne ábhartha chun spriocanna foghlama tosaíochta a aithint do gach dalta le riachtanais bhreise agus chun Plean Tacaíochta Ranga, Plean Tacaíochta Scoile nó Plean Tacaíochta Scoile Breise a fhorbairt.
- Buailfidh leis an bhfoireann RSO, le tuismitheoirí/caomhnóirí, agus le baill foirne ábhartha go rialta chun an Plean Tacaíochta Ranga, an Plean Tacaíochta Scoile nó an Plean Tacaíochta Scoile Breise a athbhreithniú.
- Comhoibriú leis an bhfoireann RSO maidir le haidhmeanna teagasc agus gníomhaíochtaí do theagasc foirne
- Amchlár an rang a athrú lena chinntiú nach gcaillfidh an dalta atá ag fáil tacaíochta breise an t-ábhar/gníomhaíocht chéanna le linn gach seisiúin
- Comhordú a dhéanamh ar ról agus ar fhreagrachtaí an Cuntóir Riachtanais Speisialta laistigh dá rang
- Teagmháil a dhéanamh leis an Múinteoir RSO atá sannta dóibh agus comhairle a lorg uathu

### ***Cuntóir Riachtanais Speisialta (CRS)***

Déantar dualgais an CRS a chomhlíonadh de réir na dtreoirlínte do Chúntóirí Riachtanas Speisialta atá leagtha amach ag an Roinn Oideachais agus Scileanna agus faoi stiúir an phríomhoide/múinteoirí ranga, freastalóidh an CRS ar riachtanais chúraim na ndaltaí le RSO a bhfuil siad sannta dóibh. (Ciorclán 10/76). Ba cheart don CRS:

- Tacú le riachtanais na ndaltaí i measúnú éifeachtach a dhéanamh ar an gcuraclam
- Cur le cáilíocht cúraim agus leas na ndaltaí
- Freastal, nuair is féidir, ar chúrsaí/ceardlanna oiliúna arna n-éascú ag an mBord Bainistíochta
- Freastal ar chruinnithe plean tacaíochta agus/nó cruinnithe le daoine gairmiúla cuí nuair is gá
- Sábháilteacht an dalta i gclós na scoile a chinntiú
- Comhoibriú leis an múinteoir ranga agus le tuismitheoirí/caomhnóirí chun PPP a chomhlánú do dhaltaí faoina gcúram
- A bheith i gcuideachta an dalta a bhfuil RSO ag dul dóibh agus iad ag dul chuig ceachtanna breise nuair is cuí

### ***Tuismitheoirí/Caomhnóirí***

Tá comhoibriú agus cumarsáid éifeachtach idir an baile agus an scoil ríthábhachtach chun tacú go héifeachtach le foghlaim an dalta. Ba cheart do Thuismitheoirí/Caomhnóirí:

- Aon fhaisnéis, tuairiscí nó tuairiscí atá le fáil ó ghairmithe sláinte, agus/nó inní maidir le forbairt a linbh a roinnt. Ba chóir cóipeanna de thuairiscí gairmiúla a sholáthar don scoil ag céim an rollaithe
- Ní mór do Thuismitheoirí/Caomhnóirí an scoil a chur ar an eolas i scríbhinn mura gceadaíonn siad go nglacfaidh a bpáiste páirt in aon chéim den Chontanam Tacaíochta (Aguisín 3).
- Tacaigh le hobair na scoile agus an múinteoir ranga a choinneáil ar an eolas faoin dul chun cinn agus na dúshláin a thugann siad faoi deara i bhfoghlaim a bpáiste
- Freastal ar chruinnithe atá eagraithe ag an scoil
- Tacú leis na spriocanna atá leagtha amach sna pleananna tacaíochta agus gabháil do na gníomhaíochtaí baile-bhunaithe atá molta
- An Iar-Bhunscoil a chur ar an eolas faoi riachtanais a linbh ag an gcéim aistrithe

### ***Daltaí***

Ba chóir an deis a thabhairt do dhaltaí atá ag fáil múinteoireachta sa bhreise, de réir mar is cuí,

- Cur le socrú na spriocanna foghlama meántéarmacha agus gearrthéarmacha.
- Eolas a chur ar na spriocanna atá leagtha amach dóibh
- ‘úinéireacht’ a fhorbairt ar na scileanna agus na straitéisí a mhúintear le linn múinteoireachta breise agus foghlaim conas na straitéisí agus na scileanna foghlama seo a chur i bhfeidhm chun a gcuid foghlama féin a fheabhsú.
- Cuidiú leis an meastóireacht a dhéantar ar a ndul chun cinn trí pháirt a ghlacadh i ngníomhaíochtaí measúnaithe cuí, lena n-áirítear féinmheasúnú.

## Bailiú Eolais agus Measúnú

Is gné lárnach don teagasc agus don fhoghlaim i nGaelscoil Eiscir Riada an measúnú. Bainfidh múinteoir ranga úsáid, ar bhonn laethúil, as modhanna mar fhéinmheasúnú, ceistiú, breathnóireacht an mhúinteora, seicliostaí curaclaim, bailiúcháin oibre agus tascanna agus trialacha atá deartha ag an múinteoir. Déanfar trialacha chaighdeánaithe/scagairí go bliantúil chun daltaí a aithint a bhféadfadh teagasc breise a bheith ag teastáil uathu. Seans go mbeidh gá le tuilleadh tástála/scagadh diagnóiseach. Cuirtear moltaí an mhúinteora san áireamh, nuair is cuí.

### ***Trialacha Measúnaithe agus Scagthástála***

Déantar na trialacha caighdeánacha/scagthóirí seo a leanas sa scoil seo. Déanaimid athbhreithniú leanúnach ar na trialacha measúnaithe agus scagthástála a úsáidtear iad chun riachtanais ár ndaltaí a chothromú agus an gá le heolas a sholáthar le haghaidh tacaíochta cuí. Mar sin, is féidir linn imeacht ón liosta thíos roimh dháta an athbhreithnithe.

- Naíonáin Bheag: BIAP
- Naíonáin Mhóra: MISTS Gaeilge, MISTS Béarla
- Rang a hAon: Sigma-T, NVRT, Triail Litriú Dhroim Conrach, Triail Léitheoireachta Dhroim Conrach, Trial Mhata Dhroim Conrach
- Rang a Dó: Triail Litriú Dhroim Conrach, Triail Léitheoireachta Droim Conrach, Triail Mhata Dhroim Conrach, Triail Ghaeilge Dhroim Conrach
- Rang a Trí: Triail Litriú Dhroim Conrach, Triail Léitheoireachta Droim Conrach, Triail Mhata Dhroim Conrach, Triail Ghaeilge Dhroim Conrach
- Rang a Ceathair: Triail Litriú Dhroim Conrach, Triail Léitheoireachta Droim Conrach, Triail Mhata Dhroim Conrach, Triail Ghaeilge Dhroim Conrach, Triail Neamhbhriathartha
- Rang a Cúig: Triail Litriú Dhroim Conrach, Triail Léitheoireachta Droim Conrach, Triail Mhata Dhroim Conrach, Triail Ghaeilge Dhroim Conrach
- Rang a Sé: Triail Litriú Dhroim Conrach, Triail Léitheoireachta Droim Conrach, Triail Mhata Dhroim Conrach, Triail Ghaeilge Dhroim Conrach

### **NB**

- *Nuair is cuí, féadfar leanaí a bhfuil RSO suntasach acu a tharraingt siar ón seomra ranga le linn trialacha caighdeánaithe/scagairí chun na trialacha/scagthástáil a dhéanamh i ngrúpa beag le múinteoir RSO.*

### ***Tástáil Dhiagnóiseacha***

Is iad seo a leanas na trialacha a bhfuil fáil orthu ón scoil

- Trial PHAB
- *Anailís Neale*
- Triail Litriú Schonell
- Triail Léitheoireachta Schonell
- Trial CAT4
- Yarc
- Triail Luathlitearthachta
- Tástáil Diagnóiseacha Luath-Uimhir
- Triail Léitheoireachta Marino
- Rianaire Mata

### ***Clárú daltaí i nGaelscoil Eiscir Riada (lena n-áirítear iad siúd le RSO)***

#### ***1. Daltaí ag clárú sna Naíonáin Bheaga***

- a. Tá 'BIAP Parents Google Form' le comhlíonadh ag gach tuismitheoir.
- b. Iarrtar cóipeanna de thuarascálacha/measúnuithe srl

#### ***2. Daltaí ag clárú ag amanna eile***

- a. Déantar iarratas ar iarratas chun eolas ábhartha a sholáthar ar aon riachtanais speisialta oideachais a d'fhéadfadh a bheith ag an dalta. (Féach an **Polasaí Iontrála & Rannpháirtíocht**)
- b. Más gá, eagrófar cruinniú idir tuismitheoirí/caomhnóirí/ an príomhoide/an múinteoir ranga/an múinteoir RSO/an CRS

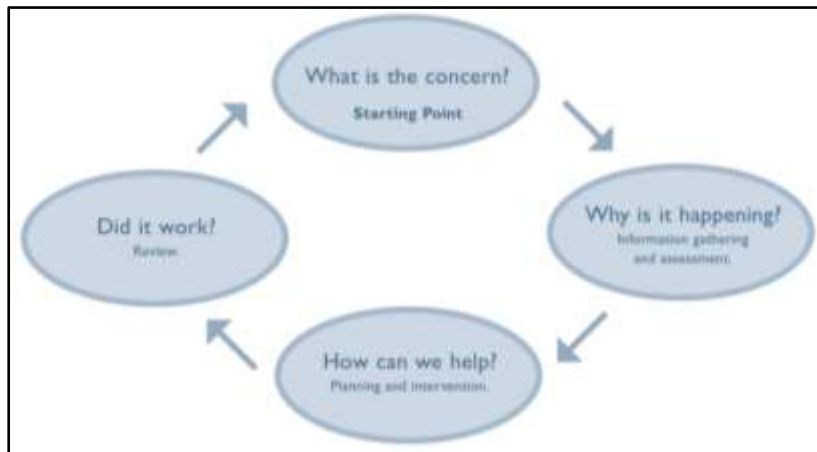
## Daltaí i nGaelscoil Eiscir Riada a bhfuil Riachtanais Bhreise acu a aithint

### Contanam Tacaíochta

Bainimid úsáid as an gCreat Contanam Tacaíochta atá leagtha amach ag an Roinn Oideachais chun daltaí a bhfuil riachtanais bhreise acu a shainaithint agus chun tacú leo. Cabhraíonn an creat linn cur chuige céimnithe a chur i bhfeidhm chun a chinntiú go bhfuil ár dtacaíochtaí agus ár n-idirghabhálacha incriminteach, ag bogadh ó idirghabhálacha rangbhunaithe go tacaíocht aonair níos déine. Déantar monatóireacht chúramach ar na tacaíochtaí agus ar na hidirghabhálacha. Aithnímid go dtarlaíonn riachtanais bhreise ar chontanam agus ar raon ó éadrom go dian, ó neamhbhuan go fadtéarmach agus go n-athróidh leibhéil tacaíochta de réir riachtanais an dalta.

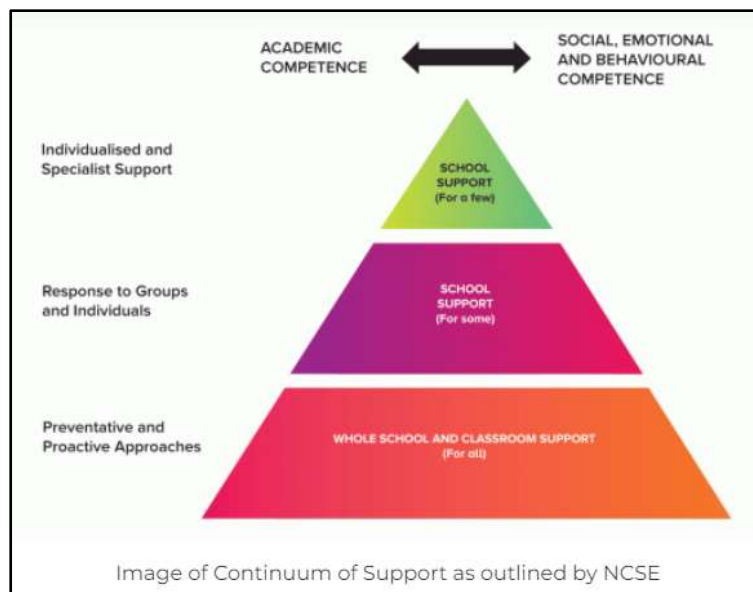
Is múnla réiteach fadhbanna measúnaithe agus idirghabhála é an Contanam Tacaíochta a chuireann ar ár gcumas sonraí a bhailiú agus a anailísiú, chomh maith le dul chun cinn daltaí aonair a phleanáil agus a athbhreithniú.

Léirítear an próiseas fadhbréitigh seo mar seo a leanas:



Tugann an Creat Contanam Tacaíochta deis dúinn riachtanais a aithint agus freagairt dóibh ar bhealach solúbtha.

Molann an Contanam Tacaíochta na leibhéil tacaíochta seo a leanas:



**Próiseas Roghnúcháin chun Tacaíocht Mhúinteoireachta Bhreise a Leithdháileadh**

Tugann an tábla seo a leanas achoimre ar an bpróiseas roghnaithe chun tacaíocht bhreise teagaisc a fháil.

| <b>Próiseas Roghnúcháin chun Tacaíocht Mhúinteoireachta Bhreise a Leithdháileadh</b> |   |   |
|--|---|---|
| <p><b>Céim 3 Tacaíocht Scoile Breise</b></p>   | <p>1. D'fhéadfadh go n-áireofaí daltaí a bhfuil riachtanais chasta acu atá aitheanta ag gairmí seachtrach nó daltaí a bhfuil riachtanais chasta acu atá ag fanacht le measúnú amhail</p> <ul style="list-style-type: none"> <li>• Míchumas Fisiciúil</li> <li>• Lagú Éisteachta</li> <li>• Lagú Radhairc</li> <li>• Suaitheadh Mothúchán</li> <li>• Míchumas Foghlama Ginearálta Measartha</li> <li>• Míchumas Foghlama Ginearálta Dian/Trom</li> <li>• Neamhord ar Speicream an Uathachais</li> <li>• Siondróm Mheasúnaithe</li> <li>• Neamhord/Lagú Sainiúil Cainte agus Teanga</li> <li>• Il-mhíchumais</li> <li>• Neamhord Forbartha</li> </ul>   | <p><b>Pleananna Oideachais Aonair</b></p> <p><b>Cineál Tacaíochta</b><br/>Tacaíocht laistigh den rang<br/>Teagasc Foirne<br/>Aistarraingt Grúpa<br/>Aistarraing Aonair</p> <p><b>Pearsanra</b><br/>Múinteoir RSO<br/>Múinteoir Ranga<br/>Gníomhaireachtaí<br/>Seachtracha</p> |
| <p><b>Céim 2 Tacaíocht Scoile</b></p>  | <p>2. Cláir Cosc &amp; Luath-Idirghabhála (Aistear, BIAP, MIST, Breith ar an Matamaitic/Léitheoireacht, <i>Power Hour</i>, <i>FRIENDS</i>)</p> <p>3. Daltaí atá ar nó faoi bhun an 10ú peircintil/Nach gcomhlíonann na Critéir/atá faoi Criticiúil i dTriailacha Caighdeánaithe/Scagairí Litearthachta/Uimhearthachta</p> <p>4. Daltaí a bhfuil riachtanas sainaitheanta acu nach bhfuil ar nó faoi bhun an 10ú peircintil sa litearthacht nó san uimhearthacht, arna measúnú ag gairmithe seachtracha, amhail</p> <ul style="list-style-type: none"> <li>• Míchumas Foghlama Ginearálta Éadrom</li> <li>• Míchumas Foghlama Ginearálta Measartha</li> <li>• Míchumas Foghlama ar Leith</li> <li>• Neamhord Easnamh Airde/Neamhord Hipirghníomhaíochta an Easnamh Airde</li> </ul> <p>5. Daltaí nach bhfuil dul chun cinn imleor déanta acu tar éis idirghabhálacha ag Céim 1</p> <p>6. Daltaí a bhfuil riachtanas aitheanta acu mar atá aitheanta ag gairmí seachtrach nach gcomhlíonann na critéir do Chéim 3</p> | <p><b>Próifil agus Clár Foghlama Grúpa nó Dúine Aonair</b></p> <p><b>Cineál Tacaíochta</b><br/>Tacaíocht laistigh den rang<br/>Teagasc Foirne<br/>Aistarraingt Grúpa<br/>Aistarraing Aonair</p> <p><b>Pearsanra</b><br/>Múinteoir RSO<br/>Múinteoir Ranga</p>                 |



### **Céim 1 - Plean Tacaíochta Ranga (Aguisín 2)**

Is iondúil go mbíonn Tacaíocht Ranga mar an chéad fhreagra ar riachtanais bhreise a thagann chun cinn. Cuirtear tús le Tacaíocht Ranga, de ghnáth, nuair a chuireann múinteoir, tuismitheoir/caomhnóir nó duine gairmiúil eile imní in iúl faoi dhalta ar scoil. Pléann an múinteoir agus an tuismitheoir/caomhnóir nádúr na faidhbe agus smaoiníonn siad ar straitéisí a d'fhéadfadh a bheith éifeachtach. Cuimsíonn tacaíocht ranga na cuir chuige simplí, neamhfhoirmiúla maidir le réiteach fadhbanna a úsáideann múinteoirí ranga go minic chun tacú le riachtanais atá ag teacht chun cinn. Is do dhaltá a bhfuil riachtanais ar leith nó riachtanais aonair acu agus a bhfuil cur chuige foghlama agus/nó iompair de dhíth orthu atá sa bhreis ar nó atá difriúil uathu siúd a theastaíonn ó dhaltá eile sa rang. Mar shampla:

- Daltá a bhfuil measúnú diagnóiseach agus/nó tuairisc faighte acu ach nach gcomhlíonann na critéir roghnúcháin do Chéim 2, Tacaíocht Scoile
- Daltá a scóráilann idir an 11ú agus an 20ú peircintíl sna trialacha caighdeánaithe uimhearthachta nó litearthachta
- Daltá atá ag fanacht le tuairiscí diagnóiseacha
- Daltá a bhfuil Riachtanais Iompraíochta acu. Feidhmíonn an Plean Tacaíochta Ranga mar Phlean Aonair Iompraíochta (IBP) sa chás seo. Is féidir dalta a chur ar IBP taobh le céim 2 nó 3
- Daltá a bhfuil ag éirí go ró-mhaith leo sa litearthacht nó san uimhearthacht

### **Céim 2 - Tacaíocht Scoile (Aguisín 2)**

Ó am go chéile, ní leor idirghabhálacha Chéim 1 chun freastal ar riachtanais an dalta. Is féidir na daltaí sin a aistriú go Céim 2-Tacaíocht Scoile. Bíonn baint ag an múinteoir ranga leis an bhfoireann RSO sa phróiseas fadhbréitigh, i mbailiú eolais agus i bpleanáil Plean Tacaíochta Scoile. Osclaítear formhór na gcomhad tacaíochta nuair a chuirtear dalta ar Chéim 1, ach uaireanta is cuí Céim 1 a scipeáil agus bogadh díreach go Céim 2. Seo roinnt samplaí de dhaltá a d'fhéadfadh bogadh go Céim 2:

- Daltá i naíonán mhóra a scóráilann ag nó faoi bhun criticiúil sa BIAP mar aon le moltaí an mhúinteora
- Daltá i rang a hAon a thit i 3 réimse sa MIST agus SIGMA-T in éineacht le moltaí an mhúinteora
- I ndaltá atá i rang a dó, nár chomhlíon an critéar sna scagairí caighdeánaithe in éineacht le moltaí an mhúinteora
- Daltá a fhaigheann scór ag an 10ú peircintíl nó faoina bhun i dtrialacha caighdeánaithe litearthachta agus uimhearthachta
- Daltá a bhfuil diagnóis chliniciúil faighte acu agus a bhféadfadh idirghabhálacha spriocdhírthe a bheith ag teastáil uathu agus nach gcomhlíonann na critéir do Chéim 3

### **Céim 3 - Tacaíocht Scoile Breise (Aguisín 2)**

Má tá riachtanais bhreise dalta dian agus/nó leanúnach, d'fhéadfadh go mbeadh dian-thacaíocht ag teastáil uaidh/uaithi. Tá a gcuid riachtanas casta. Go ginearálta beidh pearsanra/daoine lasmuigh d'fhoireann na scoile páirteach sa bpróiseas fadhbréitigh, measúnaithe agus idirghabhála.

#### ***Daltá a chuir ar aghaidh chuig gníomhaireachtaí seachtracha***

Ní mór machnamh cúramach a dhéanamh ar chinneadh daltaí a chuir ar aghaidh chuig gníomhaireachtaí seachtracha, nó comhairle a thabhairt do thuismitheoirí/chaomhnóirí é sin a dhéanamh agus ní dhéanfar é sin ach amháin tar éis dul i gcomhairle leis an bpríomhoide, leis an bhfoireann RSO agus leis an múinteoir ranga. Tá na roghanna seo a leanas ar fáil, ag brath ar riachtanais aonair an dalta:

An tSeirbhís Náisiúnta Síceolaíochta Oideachais (NEPS), Cúram Príomhúil, Dochtúir, Measúnú ar Riachtanais (AON), Foireann Lónra um Leanaí faoi Mhíchumais (CDNT), Seirbhís Meabhairshláinte do Leanaí agus d'Ógánaigh (CAMHS), Measúnuithe Príobháideacha.

## Straitéisí Cosc agus Luath-Idirghabhála

Áirítear sna straitéisí coiscithe agus idirghabhála tá:

- Cur chuige comhaontaithe a fhorbairt do theagasc na litearthachta agus na huimhearthachta chun leanúnachas a chinntiú ó rang go rang.
- Tacaíocht bhreise sa litearthacht agus san uimhearthacht a sholáthar do dhaltaí a bhfuil sé ag teastáil uathu.
- Treoróidh idirghabhálacha atá bunaithe ar fhianaise mar atá molta ag NEPS an cineál tacaíochta a chuirtear ar fáil do dhaltaí a bhfuil sé ag teastáil uathu
- Breathnóireacht agus measúnú leanúnach ar litearthacht agus uimhearthacht na ndaltaí sna ranganna naíonán chun deacrachtaí foghlama féideartha a aithint go luath.
- Comhoibriú dlúth idir múinteoirí na ranganna Naíonáin agus an Fhoireann RSO.
- Cur chun cinn na litearthachta m.sh., DEAR úsáid na leabharlainne, LLO
- Cur chun cinn na huimhearthachta m.sh., Treoir Dea-Chleachtais Tacaíochta Mata (ROS) (NEPS)
- Rannpháirtíocht na dtuismitheoirí i gcur chun cinn na litearthachta agus na huimhearthachta m.sh., Ar Aghaidh le Chéile, Treoirlínte Beartais Obair Bhaile, Ceardlanna Uimhearthachta, Ceardlanna Litearthachta, Ceardlanna Disléicse
- Dífreáil – an timpeallacht foghlama a oiriúnú
- Tacaíocht laistigh den rang ón bhfoireann RSO
- *Power Hour/Teagasc Foirne/Aistear*
- Daoine aonair/grúpaí a tharraingt siar
- Athbhreithniú a dhéanamh ar thorthaí trialacha ranga uile chun an leibhéal riachtanas is mó a aithint ar fud na scoile chun idirghabhálacha a leithdháileadh le tacaíocht ón bhfoireann RSO.

## Freastal ar Riachtanais agus Acmhainní a Leithdháileadh

Nuair a aithnítear riachtanais na ndaltaí, baintear úsáid as foireann RSO chun dul i ngleic leis na riachtanais seo de réir mar is gá. Tá sé mar aidhm againn cothromaíocht a bhaint amach idir tacaíocht laistigh den rang, tacaíocht ghrúpa agus tacaíocht aonair agus ag an am céanna a chinntiú go bhfreastalaítear ar riachtanais daltaí le riachtanais bhreise go héifeachtach agus go cuimsitheach.

Léiríonn leibhéal agus cineál na tacaíochta sainspriocanna na ndaltaí aonair mar atá leagtha amach ina bpleananna tacaíochta agus cuirtear ar an eolas iad trí mhonatóireacht chúramach agus athbhreithniú ar an dul chun cinn. Ar an mbealach seo, tar éis tréimhse idirghabhála, d'fhéadfadh sé nach mbeadh tacaíochtaí teagasc breise ag teastáil ó dhaltaí áirithe a thuilleadh; d'fhéadfadh go mbeadh an leibhéal céanna ag teastáil ó chuid acu, agus d'fhéadfadh go mbeadh tacaíochtaí níos déine ag teastáil ó dhaltaí eile.

Agus leithdháileadh tacaíochtaí teagasc breise á bpleanáil, is é an bunphrionsabal ná go n-úsáidtear acmhainní chun freastal ar riachtanais aitheanta na ndaltaí. Rud atá tábhachtach ná; **ba cheart go mbeadh fáil ag na daoine sin a bhfuil an leibhéal is airde riachtanas acu ar an méid is mó tacaíocht.** Breithnímid na modheolaíochtaí is fearr a oireann chun cuimsiú bríoch a chur chun cinn, amhail idirdhealú, grúpáil ilchineálach, teagasc foirne agus teagasc i ngrúpaí beaga. Chomh maith le deacrachtaí litearthachta agus uimhearthachta, beidh riachtanais ar leith ag go leor daltaí i réimsí amhail, teanga labhartha, idirghníomhú sóisialta, iompar, forbairt mhothúchánach, scileanna mótaíochta agus cur i bhfeidhm san fhoghlaim.

## Clár ama

Agus amhláir á gcur le chéile tá sé tábhachtach cuimhneamh ar na nithe seo a leanas:

- ba cheart athbhreithniú leanúnach a dhéanamh ar amhláir.
- níor cheart go gcaillfeadh daltaí an t-ábhar céanna gach uair a bhaintear as an rang iad.

- sa gcás nach mbíonn dalta ar fáil dá seisiún breise mar gheall ar chúinsí speisialta, féachfaidh an Múinteoir Oideachais Speisialta an seisiún a shocrú in athuair i gcomhar le múinteoir eile.
- ba chóir do dhícheall a dhéanamh gan cur isteach rómhór ar ranganna/seomraí ranga.

## **Dul Chun Cinn a Rianú, a Thaifeadadh agus a Athbhreithniú**

Feabhsaítear an soláthar do dhaltaí a bhfuil riachtanais speisialta oideachais acu trí phróisis aitheantais shoiléire agus trí phleanáil chúramach ar idirghabhálacha chun aghaidh a thabhairt ar riachtanais forbartha acadúla agus/nó pearsanta agus sóisialta. Tá sainaitheint riachtanas, planáil, beartú spriocanna, agus monatóireacht ar thorthaí ina ngnéithe riachtanacha de phróiseas réiteach fadhbanna comhtháite agus comhoibríoch.

### **Comhad Tacaíochta Dalta**

Baintear úsáid as Comhad Tacaíochta Dalta chun idirghabhálacha a phleanáil agus chun súil a choinneáil ar bhealach dalta tríd an gContanam Tacaíochta. Éascaítear dúinn dá bhrí dul chun cinn agus riachtanais a dhoiciméadú thar tréimhse ama agus cabhraíonn sé linn leibhéal cuí tacaíochta a sholáthar do dhaltaí, ag teacht lena leibhéal riachtanas. Tá an Comhad Tacaíochta Dalta bunaithe ar theimpléad NEPS agus tá sé le fáil ar *Aladdin*. Ba cheart go gcuimseodh gach comhad tacaíochta na nithe seo:

- Sonraí an dalta
- Amlíne gníomhaíochtaí
- Taifead den tacaíocht a fuarthas
- Scóir tástála caighdeánaithe/diagnóiseacha
- Pleananna Tacaíochta (Féach thíos)
- Seicliostaí

Ba chóir do mhúinteoir ranga nó do chomhordaitheoir ranga Comhad Tacaíochta Dalta a oscailt nuair a chuirtear dalta ar Chéim 1 – Tacaíocht Ranga ar an gcontanam. Déantar stóráil dhigiteach ar seo ar *Aladdin*.

### **Pleananna Tacaíochta**

Baintear úsáid as trí phlean tacaíochta éagsúla do na trí chéim tacaíochta ar an gContanam Tacaíochta. Bainimid úsáid as seicliostaí, a bhaineann lenár n-imní, chun treoir a thabhairt do chéim phleanála an Chontanam Tacaíochta (ó *Riachtanais Speisialta Oideachais – Pacáiste Acmhainní Contanam Tacaíochta do Mhúinteoirí* agus/nó na seicliostaí in Aguisín 1).

### **Céim 1 - Tacaíocht Ranga (Aguisín 2)**

Is Plean Tacaíochta Ranga (PTR) é Plean Tacaíochta ag céim 1. (PTR) Is plean simplí é seo atá curtha le chéile ag an Múinteoir Ranga i gcomhar leis an gComhordaitheoir Ranga RSO ina leagtar amach riachtanais bhreise oideachais nó iompraíochta an dalta agus na gníomhartha, lena n-áirítear cur chuige aonair teagaisc agus bainistíochta, a dhéanfar chun freastal ar riachtanais an dalta. D'fhéadfadh go n-áireofaí sa bplean freisin gníomhartha baile le déanamh ag tuismitheoirí an dalta chun tacú le forbairt a linbh. Ba chóir go mbeadh dáta athbhreithnithe in áireamh sa bPlean Tacaíochta Ranga D'fhéadfadh sé gur ar deireadh na scoil bliana a dhéanfaí sin.

### **Céim 2 - Tacaíocht Scoile (Aguisín 2)**

Is éard atá i bPlean Tacaíochta ag céim 2 ná Próifíl agus Clár Foghlama Grúpa nó Aonair (PCFG/PCFA). Déanann an múinteoir ranga agus an múinteoir RSO ceaptha an plean seo a dhréachtú. Leagfaidh sé amach nádúr deacrachtaí foghlama an dalta, saineoidh sé sainspriocanna teagaisc, foghlama agus iompraíochta agus leagfaidh sé síos amscála don athbhreithniú. Ba chóir, don chuid is mó, an plean a chur i bhfeidhm laistigh de ghnáthshuíomh an tseomra ranga agus é a chomhlánú le clár idirghabhála scoilbhunaithe dírithe. Ag brath ar nádúr na riachtanas agus ar chomhthéacs na scoile, d'fhéadfadh teagasc breise a bheith laistigh de ghrúpa beag nó duine aonair nó meascán den dá cheann sa rang nó ar bhonn aistarraingthe. Féadfar gníomhartha baile a chur san áireamh freisin. Tar éis don plean a bheith curtha le

chéile, ba chóir go mbeadh sé ina dhoiciméad oibre trí mhonatóireacht chúramach a dhéanamh ar fhreagra an dalta ar na gníomhaíochtaí a rinneadh.

### **Céim 3 - Tacaíocht Scoile Breise (Aguisín 2)**

Is Plean Oideachais Aonair (POA) é Plean Tacaíochta ag céim 3. Is é/í an múinteoir ranga agus na múinteoirí ceaptha Oideachais Speisialta a dhréachtaíonn an plean seo, i gcomhairle le tuismitheoirí/caomhnóirí an dalta, le daoine gairmiúla lasmuigh den scoil agus (más cuí) leis an dalta bunaithe ar an eolas a bailíodh. Leagfar amach ann:

- Nádúr agus méid chumais, scileanna, buanna agus spéiseanna an dalta
- Nádúr agus méid riachtanais speisialta oideachais an dalta agus mar a théann na riachtanais sin i bhfeidhm ar a f(h)orbairt oideachais
- Leibhéal feidhmíochta oideachais an dalta faoi láthair
- Riachtanais speisialta oideachais an dalta
- Áirítear ar na seirbhísí oideachais speisialta agus tacaíochta gaolmhara a chuirfear ar fáil don dalta chun go bhféadfaidh an dalta leas a bhaint as:
  - Straitéisí chun tacú le dul chun cinn agus cuimsiú an dalta sa seomra ranga
  - Idirghabhálacha/cláir aonair agus/nó grúpa beag/ranga speisialta
  - Modheolaíochtaí/cláir ar leith le cur i bhfeidhm
  - Trealamh/ábhair ar leith agus/nó tacaíochtaí TF, más gá chun tacú le foghlaim agus rochtain ar an gcuraclam
  - Tacaíocht ag teastáil ó Chúntóir Riachtanas Speisialta (CRS), más cuí
  - Na spriocanna atá le baint amach ag an dalta thar thréimhse nach faide ná 12 mhí
  - Riachtanais foghlama tosaíochta an dalta, spriocanna fadtéarmacha agus gearrthéarmacha le baint amach, na socrúithe monatóireachta agus athbhreithnithe le cur i bhfeidhm

### **Taifid RSO**

Stóráiltear comhaid RSO na ndaltaí uile ar *Aladdin*. Tá an fhoireann RSO agus na múinteoirí ranga freagrach as comhaid na ndaltaí ar Thacaíocht Scoile agus Tacaíocht Scoile Breise a thacaíonn siad le a nuashonrú agus a bhainistiú. Tá na Comhordaitheoirí Ranganna RSO freagrach as nuashonrú agus bainistiú a dhéanamh ar chomhaid RSO na ndaltaí ar an gContanam Tacaíochta. Ba chóir na nithe seo a leanas a stóráil

- Comhad Tacaíochta Dalta
- Tuarascáil Síceolaíochta
- Cóip de na tarchuir a rinneadh chuig gníomhaireachtaí seachtracha
- Cóip de thuarascálacha ó fuarthas ghníomhaireachtaí seachtracha
- Taifead ar chruinnithe RSO le tuismitheoirí, gníomhaireachtaí seachtracha agus cruinnithe idirscoileanna
- Taifead ar chomhfhreagras RSO idir tuismitheoirí, gníomhaireachtaí seachtracha agus foireann na scoile

### **Cumarsáid idir Foireann RSO/Príomhoidí/Múinteoirí Ranga**

Tá amchláir RSO curtha le chéile sa chaoi is gurb é 11:20-12:20 gach Céadaoin an t-am comhordaithe atá againn. Tugann sé seo deis do gach ball foirne freastal ar chruinnithe pleanála tacaíochta daltaí, cruinnithe foirne cúraim, Cruinnithe Pleanála Foirne Teagaisc, cruinnithe Comhordaitheoir Ranga RSO agus cruinnithe comhairliúcháin/pleanála/athbhreithnithe SEN, nuair is gá.

### **Saincheisteanna Sláinte agus Sábháilteachta**

Tá sé de cheart ag gach ball foirne agus dalta a bheith i dtimpeallacht shábháilte, shlán agus go gcaithfí leo leis an meas cuí. Glactar gach céim chúil chun sábháilteacht gach dalta le RSO a chinntiú. Nuair a thairgtear

áit do dhalta le RSO, féachfar a chinntiú go bhfuil na tacaíochtaí a bhfuil an dalta ina dteideal in áit chomh luath agus is féidir. Cuirfear baill foirne ar an eolas faoi aon rioscaí féideartha agus, nuair is gá, déanfar pleananna aonair a ullmhú agus a chur i bhfeidhm.

## **Maoirseacht/Cosaint Daltaí**

- Nuair a fhaigheann daltaí tacaíocht ar bhonn duine le duine, is é/í an múinteoir RSO atá freagrach as a chinntiú go bhfuil siad féin agus an dalta le feiceáil tríd an bpainéal gloine sa doras.
- I gcás nach bhfuil aon phainéal gloine ann, ba cheart go bhfágfaidh doras an tseomra ar oscailt.
- Sa gcás go mbaintear an dalta as an rang siar le haghaidh tacaíochta, ba chóir don mhúinteoir RSO na daltaí a bhailiú agus iad a thabhairt ar ais chuig a seomraí ranga.
- Sa chás go bhfuil fáil ag dalta ar CRS, féadfaidh siad an dalta a tharraingt siar ón rang má tá plean leagtha amach leis an múinteoir ranga.

## **Daingniú agus Cumarsáid**

Dhaingnigh an Bord Bainistíochta an polasaí athbhreithnithe seo i \_\_\_\_\_

## **Forfheidhmiú agus Athbhreithniú**

Cuirfear an polasaí seo i bhfeidhm ó Mheán Fómhair 2022. Déanfaidh an Fhoireann Oideachais Speisialta agus foireann uile Ghaelscoil Eiscir Riada athbhreithniú air i Meitheamh 2023.

Sínithe: \_\_\_\_\_  
Helen Uí Ghiobúin (Cathaoirleach)

Dáta: \_\_\_\_\_

# **AGUISÍN 1**

## **Seicliostaí**

## Seicliosta do Thuismitheoirí

|                       |                      |
|-----------------------|----------------------|
| <b>Ainm an Dalta:</b> | <b>Dáta Breithe:</b> |
| <b>Rang:</b>          | <b>Múinteoir:</b>    |

|   |  |
|---|--|
| <p><b>Éisteacht</b><br/>Cén uair dheireanach a rinne an dalta scrúdú éisteachta agus cén toradh a bhí air?</p>  |  |
| <p><b>Amharc</b><br/>Cén uair dheireanach a rinne an dalta scrúdú súl agus cén toradh a bhí air?</p>  |  |
| <p><b>Scileanna Luaile</b><br/>An raibh aon deacracht ag do dhalta riamh siúl, lámhacán, breith ar liathróid nó le scileanna féinchabhrach aige (m.sh. cóta a dhúnadh, sceanra a úsáid)</p> |  |
| <p><b>Riachtanais Leighis</b><br/>An bhfuil an tsláinte go maith ag an dalta? Liosta d'aon fhadhbanna</p>   |  |
| <p><b>Láidreachtaí agus suimeanna sa bhaile</b></p>   |  |
| <p><b>Rudaí a insíonn an dalta duit gur maith leo faoin scoil</b></p>   |  |
| <p><b>An bhfuil aon tosca ann a cheapann tú a d'fhéadfadh a bheith ag cur le haon deacrachtaí a cheapann tú atá ag an dalta ar scoil, agus céard is féidir a dhéanamh, dar leat?</b></p>    |  |
| <p><b>An raibh aon bhaint riamh ag gníomhaireacht sheachtrach le do dhalta?</b></p>   |  |

## Seicliosta maidir le hIompair

|                       |                      |
|-----------------------|----------------------|
| <b>Ainm an Dalta:</b> | <b>Dáta Breithe:</b> |
| <b>Rang:</b>          | <b>Múinteoir:</b>    |

| <b>Iompar ar scoil</b>   |   |   |   |   |   |
|--|---|---|---|---|---|
| Eochair:   |   |   |   |   |   |
| 1 Gan chúis imní   |   |   |   |   |   |
| 2 Cúis imní éadrom   |   |   |   |   |   |
| 3 Ábhar imní measartha   |   |   |   |   |   |
| 4 Cúis imní nach beag  |   |   |   |   |   |
| 5 Cúis mhór imní   |   |   |   |   |   |
|  | 1 | 2 | 3 | 4 | 5 |
| Is féidir leis/léi a bheith ar scoil in am   |   |   |   |   |   |
| Is féidir leis/léi a c(h)óta a chrochadh   |   |   |   |   |   |
| Is féidir leis/léi dul isteach sa seomra ranga go ciúin ag coinneáil a lámha agus cosa aige/aici féin  |   |   |   |   |   |
| Is féidir leis/léi gnáthaimh tosaigh a leanúint, m.sh. suí ag an deasc ag coinneáil lámha agus cosa aige/aici féin   |   |   |   |   |   |
| Is féidir leis/léi an rolla a fhreagairt mar is cuí  |   |   |   |   |   |
| Is féidir leis/léi suí go suaimhneach agus go ciúin agus treoracha á thabhairt   |   |   |   |   |   |
| Is féidir leis/léi treoracha a athrá   |   |   |   |   |   |
| Is féidir leis/léi treoir aon chuid ó bhéal a leanúint (m.sh., “Stop a bhfuil á dhéanamh agat”)  |   |   |   |   |   |
| Is féidir leis/léi treoir dhá chuid ó bhéal a leanúint (m.sh., “Stop a bhfuil á dhéanamh agat agus cuir síos do pheann luaidhe”)   |   |   |   |   |   |
| Is féidir leis/léi treoir trí chuid ó bhéal a leanúint (m.sh., “Stop a bhfuil á dhéanamh agat, cuir síos do pheann luaidhe agus dún do leabhar”)                               |   |   |   |   |   |
| Is féidir leis/léi treoir cheithre chuid ó bhéal a leanúint (m.sh., “Stop a bhfuil á dhéanamh agat, cuir síos do pheann luaidhe, dún do leabhar agus breathnaigh an treo seo”) |   |   |   |   |   |
| Is féidir leis/léi trealamh a bhailiú agus a eagrú do thasc  |   |   |   |   |   |
| Is féidir leis/léi tasc a thosú go tapa e.g., ag an am céanna le daltaí eile   |   |   |   |   |   |
| Is féidir leis/léi díriú ar an tasc ar feadh níos mó ná 5 nóiméad  |   |   |   |   |   |
| Is féidir leis/léi díriú ar an tasc ar feadh níos mó ná 10 nóiméad   |   |   |   |   |   |
| Is féidir leis/léi díriú ar an tasc ar feadh níos mó ná 15 nóiméad   |   |   |   |   |   |
| Is féidir leis/léi díriú ar an tasc ar feadh níos mó ná 30 nóiméad   |   |   |   |   |   |
| Is féidir leis/léi in ann tasc a chur i gcrích   |   |   |   |   |   |
| Is féidir leis/léi in ann tasc a chur i gcrích laistigh d’am ar leith  |   |   |   |   |   |
| Is féidir leis/léi in ann tasc a chur i gcrích sula mbogann sé/sí ar aghaidh chuig tasc eile   |   |   |   |   |   |
| Is féidir leis/léi luach a chur ar obair chríochnaithe agus aire a thabhairt di  |   |   |   |   |   |
| Is féidir leis/léi luach a chur ar obair daoine eile agus aire a thabhairt di  |   |   |   |   |   |
| Is féidir leis/léi gnáthaimh a leanúint nuair a bhíonn an obair críochnaithe   |   |   |   |   |   |



|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Is féidir leis/léi aird daoine fásta a tharraingt go cuí e.g., trí a lámh a chur in airde               |   |   |   |   |   |
| Is féidir leis/léi cabhrú chun trealamh corpoideachais a leagan amach go sábháilte                      |   |   |   |   |   |
| Is féidir leis/léi treoracha a leanúint le linn an rang Corpoideachais                                  |   |   |   |   |   |
| Is féidir leis/léi páirt a ghlacadh i ngníomhaíochtaí grúpa le linn an rang Corpoideachais go sábháilte |   |   |   |   |   |
| Is féidir leis/léi fanacht ar a s(h)eal chun trealamh a úsáid   |   |   |   |   |   |
| Is féidir leis/léi a c(h)uid oibre sa rang corpoideachas a thaispeáint don chuid eile den rang          |   |   |   |   |   |
| Is féidir leis/léi díriú ar an obair go tapa tar éis aclaíocht  |   |   |   |   |   |
| Is féidir leis/léi suí go ciúin socair le linn am scéalaíochta  |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |
| Is féidir leis/léi oibriú go sábháilte le linn gníomhaíochta praiticiúla                                |   |   |   |   |   |
| Is féidir leis/léi páirt a ghlacadh i ngníomhaíochtaí díospóireachta                                    |   |   |   |   |   |
| Is féidir leis/léi páirt a ghlacadh i ngníomhaíochtaí ceoil   |   |   |   |   |   |
| Is féidir leis/léi suí agus éisteacht go ciúin ag an tionól   |   |   |   |   |   |
| Is féidir leis/léi páirt a ghlacadh sa tionól   |   |   |   |   |   |
| Is féidir leis/léi post freagrach a dhéanamh le linn tionóil  |   |   |   |   |   |
| Is féidir leis/léi iarratais ó dhaoine fásta a chur i gcrích  |   |   |   |   |   |
| Is féidir leis/léi teacht le athrú gnáthaimh má thugtar rabhadh luath dó/di                             |   |   |   |   |   |
| Is féidir leis/léi teacht le athrú gnáthaimh  |   |   |   |   |   |
| Tuigeann sé/sí rialacha an tseomra ranga  |   |   |   |   |   |
| Is féidir leis/léi rialacha an tseomra ranga a leanúint   |   |   |   |   |   |
| Is féidir leis/léi gnáthaimh an tseomra ranga a leanúint  |   |   |   |   |   |
| Tuigeann sé/sí cathain a cheadaítear agus nach gceadaítear gluaiseacht sa seomra ranga                  |   |   |   |   |   |
| Is féidir leis/léi cead a lorg sula bhfágann sé/sí an seomra ranga                                      |   |   |   |   |   |
| Is féidir leis/léi freagairt go cuí do mholadh  |   |   |   |   |   |
| Is féidir leis/léi freagairt go cuí do mholadh ciúin  |   |   |   |   |   |
| Tuigeann sé/sí go mbíonn iarmhairtí dearfacha ag iompar   |   |   |   |   |   |
| Tuigeann sé/sí go mbíonn iarmhairtí diúltacha ag baint le hiompar míchuí                                |   |   |   |   |   |
| Is féidir leis/léi freagracht a ghlacadh as jab amháin sa seomra ranga                                  |   |   |   |   |   |
| Is féidir leis/léi glanadh suas nuair a chuirtear ceist air/uirthi                                      |   |   |   |   |   |
| Is féidir leis/léi a c(h)óta féin a chur air  |   |   |   |   |   |
| Is féidir leis/léi dul sa scuaine ag coinneáil lámha agus cosa aige/aici féin                           |   |   |   |   |   |
| Is féidir leis/léi teagmháil súl cuí a dhéanamh le daoine fásta (éagsúlachtaí cultúrtha a mheas)        |   |   |   |   |   |
| Is féidir leis/léi beannú go cuí do dhaoine fásta (i.e., Dia duit)                                      |   |   |   |   |   |
| Is féidir leis/léi teagmháil súl a dhéanamh le piaraí   |   |   |   |   |   |
| Is féidir leis/léi beannú go cuí dá p(h)iaráí   |   |   |   |   |   |
| Is féidir leis/léi díriú ar an tasc agus é/í ag obair i mbeirteanna                                     |   |   |   |   |   |
| Is féidir leis/léi díriú ar an tasc agus é/í ag obair i le beirt eile                                   |   |   |   |   |   |
| Is féidir leis/léi díriú ar an tasc agus é/í ag obair le níos mó ná triúir eile                         |   |   |   |   |   |
| Is féidir leis/léi comhrá a thosú le piaraí   |   |   |   |   |   |
| Is féidir leis/léi comhrá a bhabhtáil le piaraí   |   |   |   |   |   |
| Is féidir leis/léi sealanna a ghlacadh mar chuid de bheirt  |   |   |   |   |   |
| Is féidir leis/léi sealanna a ghlacadh mar chuid de ghrúpa  |   |   |   |   |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Is féidir leis/léi roinnt le duine amháin   |  |  |  |  |  |
| Is féidir leis/léi roinnt le grúpa  |  |  |  |  |  |
| Is féidir leis/léi tuairimí dearfacha a thabhairt dá bpiaraí  |  |  |  |  |  |
| Is féidir leis/léi spás cuí a fhágáil idir é/í agus iad i mbun oibre le piaraí  |  |  |  |  |  |
| Is féidir leis/léi an guth cuí a úsáid lena bpiaraí   |  |  |  |  |  |
| Is féidir leis/léi a bheith dea-bhéasach lena bpiaraí m.sh., iarraidh trealamh a fháil ar iasacht; go raibh maith agat a rá |  |  |  |  |  |
| Tuigeann sé/sí an éifeacht a bhíonn ag a (h)iompraíocht ar phiaraí  |  |  |  |  |  |
| Tuigeann sé/sí an éifeacht a bhíonn ag a (h)iompar ar phiaraí   |  |  |  |  |  |
| Tuigeann sé/sí an éifeacht a bhíonn ag a (h)iompar ar dhaoine fásta   |  |  |  |  |  |
| Is féidir leis/léi na scileanna briathartha cuí a úsáid le bheith ag spraoi ar an gclós                                     |  |  |  |  |  |
| Is féidir leis/léi cluiche amháin a imirt go sábháilte le daoine eile ar an gclós   |  |  |  |  |  |
| Is féidir leis/léi dhá chluiche a imirt go sábháilte le daoine eile ar an gclós   |  |  |  |  |  |
| Is féidir leis/léi cásanna coinbhleachta a réiteach go sábháilte  |  |  |  |  |  |
| Is féidir leis/léi é/í féin a bhaint as chásanna coinbhleachta sula gcaillfidh sé/sí smacht orthu féin                      |  |  |  |  |  |
| Is féidir leis/léi guaim a coinneáil orthu féin agus insint do dhuine fásta má thugtar ainmneacha air/uirthi                |  |  |  |  |  |
| Is féidir leis/léi tús a chuir le cairdeas  |  |  |  |  |  |
| Is féidir leis/léi cairdeas a choinneáil  |  |  |  |  |  |

## Próifil Breathnóireachta Scileanna Sóisialta

|                       |                      |
|-----------------------|----------------------|
| <b>Ainm an Dalta:</b> | <b>Dáta Breithe:</b> |
| <b>Rang:</b>          | <b>Múinteoir:</b>    |

|  |
|--|
| <b>Eochair:</b><br>1 Gan chúis imní<br>2 Cúis imní éadrom<br>3 Ábhar imní measartha<br>4 Cúis imní nach beag<br>5 Cúis mhór imní |
|--|

| <b>1. Idirghníomhaíocht Shóisialta</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| a) Tá sé ar a c(h)umas gothaí, staidiúir choirp, léiriú aghaidhe, agus amharc súl a úsáid i gcás duine le duine |          |          |          |          |          |
| b) Tá sé ar a c(h)umas gothaí, staidiúir choirp, léiriú aghaidhe, agus amharc súl a úsáid i ngrúpa              |          |          |          |          |          |
| c) Tá sé ar a c(h)umas leideanna sóisialta duine le duine a leanúint le daoine fásta                            |          |          |          |          |          |
| d) Tá sé ar a c(h)umas leideanna sóisialta duine le duine a leanúint le daltaí eile                             |          |          |          |          |          |
| e) Tá sé ar a c(h)umas leideanna sóisialta duine le duine a leanúint le grúpa daoine                            |          |          |          |          |          |
| f) Tá sé ar a c(h)umas gníomhaíocht a roinnt le daltaí eile   |          |          |          |          |          |
| g) Tá sé ar a c(h)umas gníomhaíocht a roinnt le duine fásta   |          |          |          |          |          |
| h) Tá sé ar a c(h)umas cairdeas a fhorbairt le piaráí   |          |          |          |          |          |
| i) Tá sé ar a c(h)umas compord/grá a lorg nuair a bhíonn sé/sí trína chéile                                     |          |          |          |          |          |
| j) Tá sé ar a c(h)umas compord/grá a lorg do dhaoine eile   |          |          |          |          |          |
| k) Tá sé ar a c(h)umas sult a bhaint as áthas daoine eile   |          |          |          |          |          |
| l) Tá sé ar a c(h)umas aithris a dhéanamh ar dhaltaí eile   |          |          |          |          |          |
| m) Tá sé ar a c(h)umas aithris a dhéanamh ar dhaoine fásta  |          |          |          |          |          |
| n) Tá sé ar a c(h)umas freagairtí difriúla a léiriú do dhaoine éagsúla i gcásanna ar leith                      |          |          |          |          |          |
| o) Tá sé ar c(h)umas freagairt go cuí do mholadh sóisialta  |          |          |          |          |          |
| p) Tá sé ar c(h)umas freagairt go cuí do cháineadh  |          |          |          |          |          |
|   |          |          |          |          |          |
| <b>2. Cumarsáid Shóisialta</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| a) Tá sé ar a c(h)umas freagra a thabhairt nuair a ghlaitear a (h)ainm  |          |          |          |          |          |
| b) Tá sé ar a c(h)umas treoracha ó bhéal a leanúint i suíomh duine le duine                                     |          |          |          |          |          |
| c) Tá sé ar a c(h)umas treoracha ó bhéal a leanúint i ngrúpa beag   |          |          |          |          |          |
| d) Tá sé ar a c(h)umas treoracha ó bhéal a leanúint i suíomh ranga  |          |          |          |          |          |
| e) Tá sé ar a c(h)umas sealanna a ghlacadh i gcomhráite   |          |          |          |          |          |
| f) Tá sé ar a c(h)umas comhrá a thosú   |          |          |          |          |          |
| g) Tá sé ar a c(h)umas ábhar an chomhrá a athrú   |          |          |          |          |          |
| h) Tá sé ar a c(h)umas comhrá cuí a choinneáil  |          |          |          |          |          |
| i) Tá sé ar a c(h)umas tuiscint a léiriú ar riachtanais an éisteora   |          |          |          |          |          |
| j) Tá sé ar a c(h)umas comharthaí cuí neamhbhriathartha a thabhairt mar éisteoir                                |          |          |          |          |          |
| k) Tá sé ar a c(h)umas topaic nó stíl comhrá a athrú chun freastal ar an éisteoir                               |          |          |          |          |          |
| l) Tá sé ar a c(h)umas fuaim agus ton gutha a athrú go cuí  |          |          |          |          |          |
| m) Tá sé ar a c(h)umas leideanna neamhbhriathartha a aithint agus freagairt dóibh, m.sh. strainc                |          |          |          |          |          |
| n) Tá sé ar a c(h)umas bríonna intuigthe a thuiscint  |          |          |          |          |          |
| o) Tá sé ar a c(h)umas scéal a scríobh nó a insint óna samhlaíocht  |          |          |          |          |          |
| p) Tá sé ar a c(h)umas ord imeachtaí a insint   |          |          |          |          |          |
| q) Tá sé ar a c(h)umas ord simplí treoracha a thabhairt   |          |          |          |          |          |

## Seicliosta - Mo bharúil faoin Scoil

Ainm an pháiste: \_\_\_\_\_ Rang agus Múinteoir: \_\_\_\_\_ Dáta: \_\_\_\_\_

|  |
|--|
| Is iad na rudaí is fearr liom ar scoil ná:         |
| Is iad na rudaí nach maith liom faoin scoil ná:    |
| Tá mé go maith ag na nithe seo a leanas:           |
| Bíonn deacrachtaí agam leis na nithe seo a leanas: |
| Bíonn áthas orm sa rang nuair:                     |
| Bíonn áthas orm le linn am sosa agus lóin nuair:   |
| Tá mé mór le:                                      |
| Teastaíonn cabhair uaim le:                        |
| Is féidir le múinteoirí ar scoil cabhrú liom trí:  |
| Dhéanfadh mo mhúinteoir cur síos orm mar:          |
| Dhéanfadh mo thuismitheoirí cur síos orm mar:      |

*Le húsáid má bhíonn deacracht mhothúcháinach/iompraíochta ag dalta ar scoil*

|   |
|---|
| Is iad na daoine fásta is fearr a réitím le ar scoil ná:        |
| Bím i dtrioblóid ar scoil nuair:                                |
| Is iad na rudaí a dhéanaim a chuireann as do mo mhúinteoir ná:  |
| Is iad na rudaí a dhéanann mo mhúinteoir a chuireann as dom ná: |
| Bíonn mo mhúinteoir sásta nuair a dhéanaim:                     |
| Bímse sásta nuair a dhéanann mo mhúinteoir:                     |
| Is iad seo a leanas rialacha an ranga:                          |
| Má sháraítear na rialacha:                                      |
| Is iad na duaiseanna is fearr liom ná:                          |
| Is iad na nithe a chaithfidh mé a athrú ná:                     |

## Seicliosta Timpeallachta Foghlama

|                       |                      |
|-----------------------|----------------------|
| <b>Ainm an Dalta:</b> | <b>Dáta Breithe:</b> |
| <b>Rang:</b>          | <b>Múinteoir:</b>    |

*Coinnigh taifead ar réimsí inar féidir gníomhartha a dhéanamh chun difríocht a dhéanamh don dalta:*

### **Coinníollacha Fisiciúla/Timpeallachta**

Leagan amach an tseomra agus an troscáin, teocht, leibhéal torainn, spás oibre imleor, éascaíocht gluaiseachta, soilsiú, suíocháin (ar aghaidh an chláir, dalta comharsanachta, airde don scríbhneoireacht)

### **Tosca Sóisialta/Caidrimh**

Rialacha & nósanna imeachta an tseomra ranga soiléir agus intuigthe, athruithe idir tascanna éasca, fios ag an dalta céard é an chéad rud eile atá le déanamh gan ceist a chur, gníomhartha acadúla & iompraíochta tugtha faoi deara agus molta go minic, éagsúlacht moladh agus luaíochtaí in úsáid

## **AGUISÍN 2**

**Plean Tacaíochta Ranga  
Plean Tacaíochta Scoile  
Plean Tacaíochta Scoile Breise**

## Plean Tacaíochta Ranga (Céim 1)

Ainm: \_\_\_\_\_ Dáta Breithe: \_\_\_\_\_ Rang: \_\_\_\_\_ Dáta: \_\_\_\_\_

|   |
|---|
| Tá imní orainn faoi:  |
|   |
| Is dóigh linn go bhféadfadh sé a bheith ag tarlú mar gheall ar:           |
|   |
| Seo a leanas roinnt de na straitéisí a ghlacfaimid:                       |
| Sa rang -   |
|   |
| Sa bhaile -   |
|   |
| Déanfar athbhreithniú ar an... <i>(dáta, am) de ghnáth 6-8 seachtaine</i> |
|   |

Sínithe: Múinteoir \_\_\_\_\_

Tuismitheoirí/ Caomhnóirí: \_\_\_\_\_

## Plean Tacaíochta Scoile (Céim 2)

| <b>Ainm:</b>  |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
|---|---------------------|-------------------|------------|--------------------|--------------------------|------------------------------|--------------------------------|-------------------|------|------------|---|--|--|--|---------------------------------------|-------------------|------|------------|---|--|--|--|----------------------------------|-------------------|------|------------|---|--|--|--|
| <b>Dáta Breithe:</b>  |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| <b>Rang:</b>  |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| <b>Múinteoir Ranga:</b>   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| <b>Múinteoir(i) Acmhainne:</b>  |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| <b>Dáta Tosaithe:</b>   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| <b>Tástáil Dhiagnóiseacha agus torthaí</b><br><b>Diagnostic tests and results</b>   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| <b>BIAP</b>   | <b>MIST Gaeilge</b> | <b>SIGMA-T R1</b> |            | <b>MIST Béarla</b> | <b>NNRIT Rang a hAon</b> | <b>NNRIT Rang a Ceathair</b> |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
|   |                     | SS                |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
|   |                     | sTen              |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
|   |                     | Peircintíl        |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
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| Triail Ghaeilge Dhroim Conrach  | Scór Caighdeánach   | sTen              | Peircintíl |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| Rang a hAon<br>Rang a Dó<br>Rang a Trí<br>Rang a Ceathair<br>Rang a Cúig<br>Rang a Sé   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| Triail Léitheoireachta Dhroim Conrach   | Scór Caighdeánach   | sTen              | Peircintíl |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| Rang a hAon<br>Rang a Dó<br>Rang a Trí<br>Rang a Ceathair<br>Rang a Cúig<br>Rang a Sé   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| Triail Mata Dhroim Conrach Mata:  | Scór Caighdeánach   | sTen              | Peircintíl |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| Rang a hAon<br>Rang a Dó<br>Rang a Trí<br>Rang a Ceathair<br>Rang a Cúig<br>Rang a Sé   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| <b>Eolas breise (i.e., tuairiscí ó ghníomhaireachtaí sheachtracha, seicliostaí iniata le seo, eolas ón mhúinteoir ranga agus tuismitheoirí)</b><br><b>Eolas breise (i.e., tuairiscí ó ghníomhaireachtaí sheachtracha, seicliostaí iniata le seo, eolas ón mhúinteoir ranga agus tuismitheoirí)</b>  |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| Naíonáin Bheaga   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| Naíonáin Mhóra  |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| Rang a hAon   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |
| Rang a Dó   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                                  |                   |      |            |   |  |  |  |



|   |   |
|---|---|
| Rang a Trí  |   |
| Rang a Ceathair                                   |   |
| Rang a Cúig                                       |   |
| Rang a Sé   |   |
| Eile:   |   |
| <b>Gaeilge / Béarla / Mata / Eile</b>             |   |
| Riachtanais Foghlama Tosaíochta                   | Spriocanna/Straitéisí Tosaíochta Foghlama |
|   |   |
| <b>Straitéisí in úsáid ag an Múinteoir Ranga:</b> |   |
|   |   |
| <b>Dáta athbhreithnithe:</b>                      |   |
| <b>Síniú Nasc-Múinteoir:</b>                      |   |
| <b>Síniú an tuismitheora / Cumarsáid:</b>         |   |

## Plean Tacaíochta Uile Scoile Breise (Céim 3)

| <b>Ainm:</b>  |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
|---|---------------------|-------------------|------------|--------------------|--------------------------|------------------------------|--------------------------------|-------------------|------|------------|---|--|--|--|---------------------------------------|-------------------|------|------------|---|--|--|--|----------------------------|-------------------|------|------------|---|--|--|--|
| <b>Dáta Breithe:</b>  |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| <b>Rang:</b>  |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| <b>Múinteoir Ranga:</b>   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| <b>Múinteoir(i) Acmhainne:</b>  |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| <b>Dáta Tosaithe:</b>   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| <b>Tástáil Dhiagnóiseacha agus torthaí</b><br><i>Diagnostic tests and results</i>   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| <b>BIAP</b>   | <b>MIST Gaeilge</b> | <b>SIGMA-T R1</b> |            | <b>MIST Béarla</b> | <b>NNRIT Rang a hAon</b> | <b>NNRIT Rang a Ceathair</b> |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
|   |                     | SS                |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
|   |                     | sTen              |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
|   |                     | Peircintíl        |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
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| Triail Ghaeilge Dhroim Conrach  | Scór Caighdeánach   | sTen              | Peircintíl |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| Rang a hAon<br>Rang a Dó<br>Rang a Trí<br>Rang a Ceathair<br>Rang a Cúig<br>Rang a Sé   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| Triail Léitheoireachta Dhroim Conrach   | Scór Caighdeánach   | sTen              | Peircintíl |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| Rang a hAon<br>Rang a Dó<br>Rang a Trí<br>Rang a Ceathair<br>Rang a Cúig<br>Rang a Sé   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| Triail Mata Dhroim Conrach  | Scór Caighdeánach   | sTen              | Peircintíl |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| Rang a hAon<br>Rang a Dó<br>Rang a Trí<br>Rang a Ceathair<br>Rang a Cúig<br>Rang a Sé   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| <b>Eolas breise (i.e., tuairiscí ó ghníomhaireachtaí sheachtracha, seicliostaí iniata le seo, eolas ón mhúinteoir ranga agus tuismitheoirí)</b>   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| <b><i>Eolas breise (i.e., tuairiscí ó ghníomhaireachtaí sheachtracha, seicliostaí iniata le seo, eolas ón mhúinteoir ranga agus tuismitheoirí)</i></b>  |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| Naíonáin Bheaga   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| Naíonáin Mhóra  |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| Rang a hAon   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| Rang a Dó   |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |
| Rang a Trí  |                     |                   |            |                    |                          |                              |                                |                   |      |            |   |  |  |  |                                       |                   |      |            |   |  |  |  |                            |                   |      |            |   |  |  |  |

|   |   |  |
|---|---|--|
| Rang a Ceathair                                   |   |  |
| Rang a Cúig                                       |   |  |
| Rang a Sé   |   |  |
| Eile:   |   |  |
| <b>Gaeilge / Béarla / Mata / Eile</b>             |   |  |
| Riachtanais Foghlama Tosaíochta                   | Spriocanna/Straitéisí Tosaíochta Foghlama |  |
|   |   |  |
| <b>Láidreachtaí an dalta:</b>                     |   |  |
|   |   |  |
| <b>Straitéisí in úsáid ag an CRS:</b>             |   |  |
|   |   |  |
| <b>Straitéisí in úsáid sa bhaile:</b>             |   |  |
|   |   |  |
| <b>Straitéisí in úsáid ag an Múinteoir Ranga:</b> |   |  |
|   |   |  |
| <b>Dáta athbhreithnithe:</b>                      |   |  |
| <b>Síniú Nasc-Múinteoir:</b>                      |   |  |
| <b>Síniú an tuismitheora / Cumarsáid:</b>         |   |  |

## **AGUISÍN 3**

### **Foirm Cheada**

# Gaelscoil Eiscir Riada

Bóthar an Ghrifín,  
Leamhcán,  
Co. Átha Cliath.

priomhoide@gser.ie  
www.gser.ie



Guthán: 01 6210342

Príomhoide: Ciara Uí hÉilí

Uimhir Rolla: 202231

A thuismitheoir/A chaomhnóir, a chara,

Mar is eol duit, tá do pháiste \_\_\_\_\_ i dteideal a bheith ar Chéim 2 de réir ár bPolasaí Riachtanais Oideachais Speisialta. Is mian linn tacaíocht bhreise a thabhairt dod' pháiste le do chead.

Tá cead ag mo pháiste \_\_\_\_\_ a bheith ar Chéim 2.

Síniú: \_\_\_\_\_ Dáta: \_\_\_\_\_

\*\*\*\*\*

*Dear parent/guardian,*

*As you are aware, your child \_\_\_\_\_ is entitled to be on Stage 2 according to our Special Educational Needs Policy. Your permission is required for your pupil to receive learning support*

*I am allowing my child \_\_\_\_\_ to be placed on Stage 2.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Gaelscoil Eiscir Riada

Bóthar an Ghrifín,  
Leamhcán,  
Co. Átha Cliath.

priomhoide@gser.ie  
www.gser.ie



Guthán: 01 6210342

Príomhoide: Ciara Uí hÉilí

Uimhir Rolla: 202231

A thuismitheoir/A chaomhnóir, a chara,

Bhí cruinniú ann inniu maidir le dul chun cinn agus forbairt \_\_\_\_\_ i nGaelscoil Eiscir Riada.

Tuigim gur mhol an scoil tacaíocht breise a thabhairt do mo pháiste, \_\_\_\_\_, ach níor mhaith liom mo pháiste a chuir ar Chéim 2.

Síniú: \_\_\_\_\_ Dáta: \_\_\_\_\_

\*\*\*\*\*

*Dear parent/guardian,*

*A meeting has taken place today regarding \_\_\_\_\_'s progress and development in Gaelscoil Eiscir Riada.*

*I understand what the school has recommended for my child \_\_\_\_\_, and at present I choose not to act upon these recommendations.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **AGUISÍN 4**

**Tástálacha Diagnóiseacha a bhfuil fáil orthu  
i nGaelscoil Eiscir Riada**

| <b>Tástálacha Diagnóiseacha a bhfuil fáil orthu i nGaelscoil Eiscir Riada</b> |   |
|---|---|
| <b>Triail Luathlitearthachta</b>  | Is féidir an triail seo a thabhairt do dhaltaí sna Naíonáin Mhóra a bhfuil imní ar an múinteoir ranga fúthu. Ba chóir é a dhéanamh sa tríú chuid den bhliain (tar éis na Cásca) mar gurb é seo an uair a thosaíonn na daltaí ag foghlaim Béarla.  |
| <b>Triail Léitheoireachta <i>Schonell</i></b>                                 | Is féidir leis an múinteoir ranga an triail seo a dhéanamh ar dhalta ar bith ina rang féin a bhfuil imní air/uirthi faoina gcumas léitheoireachta. Sannann an triail “aois léitheoireachta” don dalta. Ní thógann sé ach 5 nóiméad é a dháileadh/ceartú agus is ar bhonn aonair a thugtar an scrúdú.  |
| <b>Triail Litriú <i>Schonell</i></b>  | Is féidir leis an múinteoir ranga an triail seo a dhéanamh ar dhalta ar bith ina rang féin a bhfuil imní air/uirthi faoina gcumas litrithe. Sannann an triail “aois litriú” don dalta. Ní thógann sé ach 5 nóiméad é a dháileadh/ceartú agus is ar bhonn aonair a thugtar an scrúdú.  |
| <b>An PhAB</b>  | <i>Phonological Awareness Battery</i> . Díríonn an triail dhiagnóiseach seo ar fheasacht/chumas fóineolaíochta dalta. Dúirt síceolaí na scoile linn go bhfuil “seans maith” ann go bhfuil claonadh ag daltaí a thagann faoin scoithphointe in aon trí réimse den triail i dtreo Disléicse.  |
| <b>NARA</b>   | <i>Anailís Neale</i> . Is féidir é seo a úsáid ar dhaltaí a thiteann faoin 12ú peircintíl ina dTriail Léitheoireachta Dhroim Conrach ag deireadh na bliana  |
| <b>Tástáil Diagnóiseacha Luath-Uimhir</b>                                     | Is féidir an triail seo a thabhairt do dhaltaí sna Naíonáin Mhóra a bhfuil imní ar an múinteoir ranga fúthu.  |
| <b>Rianaire Mata</b>  | Tagann an triail seo ar 2 Dhlúthdhiosca: Rang a hAon - Rang a Trí agus Rang a Ceathair - Rang a Sé. Déanfar 3 thriail, A, B agus C, i ngach rang. Is é an smaoineamh atá taobh thiar de na trialacha ná gur féidir dalta a thástáil 3 huair sa bhliain (um Nollaig, um Cháisc agus ag deireadh na bliana) ag baint úsáide as A, B agus C faoi seach. Léireoidh an triail laigí ar leith atá ag dalta thar shnáitheanna uile matamaitice an churaclaim. Tá leathchéad ceist le freagairt ag an dalta i ngach triail agus is ar an ríomhaire a dhéanfar sin. Ní mór don mhúinteoir suí leis an dalta le linn na trialach agus aon deacracht agus/nó cur chuige i leith ceisteanna a thaifeadadh |



## **AGUISÍN 5**

### **Teimpléad - Próifíl an Dalta**

**Próifil Aonair**

**Ainm:**

**Dáta Breithe:**

**Dáta tosaithe sa scoil:**

|      |              |            |  |             |                   |                       |
|------|--------------|------------|--|-------------|-------------------|-----------------------|
| BIAP | MIST Gaeilge | SIGMA-T R1 |  | MIST Béarla | NNRIT Rang a hAon | NNRIT Rang a Ceathair |
|      |              | SS         |  |             |                   |                       |
|      |              | sTen       |  |             |                   |                       |
|      |              | Peircintíl |  |             |                   |                       |

|   |                   |      |            |
|---|-------------------|------|------------|
| Triail Ghaeilge Dhroim Conrach  | Scór Caighdeánach | sTen | Peircintíl |
| Rang a hAon<br>Rang a Dó<br>Rang a Trí<br>Rang a Ceathair<br>Rang a Cúig<br>Rang a Sé |                   |      |            |

|   |                   |      |            |
|---|-------------------|------|------------|
| Triail Léitheoireachta Dhroim Conrach   | Scór Caighdeánach | sTen | Peircintíl |
| Rang a hAon<br>Rang a Dó<br>Rang a Trí<br>Rang a Ceathair<br>Rang a Cúig<br>Rang a Sé |                   |      |            |

|   |                   |      |            |
|---|-------------------|------|------------|
| Triail Mata Dhroim Conrach  | Scór Caighdeánach | sTen | Peircintíl |
| Rang a hAon<br>Rang a Dó<br>Rang a Trí<br>Rang a Ceathair<br>Rang a Cúig<br>Rang a Sé |                   |      |            |

**TF/Acmhainn**

**Gaeilge:**

**Béarla:**

**Mata:**

**Aon ní eile:**

## **AGUISÍN 6**

### **Riaradh Trialacha Caighdeánaithe agus Scagairí**

| <b>Trialacha/Scagairí a Riartar i rith na Bliana</b> |   |
|--|---|
| Naíonáin Bheaga                                      | <i>Belfield Infant Assessment Profile (BIAP)</i>  |
| Naíonáin Mhóra                                       | <i>Middle Infant Screening Test (MIST)</i>  |
| Rang a hAon  | Sigma-T<br>Triail Réasúnaíochta Neamhbhriathartha<br><b>Triail Litríú Dhroim Conrach</b><br>Triail Ghaeilge Dhroim Conrach (Foirm A amháin)<br><b>Triail Léitheoireachta Dhroim Conrach</b><br>Triail Mata Dhroim Conrach |
| Rang a Dó  | <b>Triail Litríú Dhroim Conrach</b><br>Triail Ghaeilge Dhroim Conrach<br><b>Triail Léitheoireachta Dhroim Conrach</b><br>Triail Mata Dhroim Conrach   |
| Rang a Trí   | <b>Triail Litríú Dhroim Conrach</b><br>Triail Ghaeilge Dhroim Conrach<br><b>Triail Léitheoireachta Dhroim Conrach</b><br>Triail Mata Dhroim Conrach   |
| Rang a Ceathair                                      | Triail Réasúnaíochta Neamhbhriathartha<br><b>Triail Litríú Dhroim Conrach</b><br>Triail Ghaeilge Dhroim Conrach<br><b>Triail Léitheoireachta Dhroim Conrach</b><br>Triail Mata Dhroim Conrach                             |
| Rang a Cúig  | <b>Triail Litríú Dhroim Conrach</b><br>Triail Ghaeilge Dhroim Conrach<br><b>Triail Léitheoireachta Dhroim Conrach</b><br>Triail Mata Dhroim Conrach   |
| Rang a Sé  | <b>Triail Litríú Dhroim Conrach</b><br>Triail Ghaeilge Dhroim Conrach<br><b>Triail Léitheoireachta Dhroim Conrach</b><br>Triail Mata Dhroim Conrach   |



## Gaelscoil Eiscir Riada

Bóthar an Ghrifín,  
Leamhcán,  
Co. BÁC  
K78 YX77

# S.E.N. Policy

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## **Introductory Statement**

Our Special Educational Needs (SEN) policy was coordinated by the SEN team of Gaelscoil Eiscir Riada in 2018. The most recent review of this policy was completed in June 2022 by the SEN team. This policy is in accordance with Circular no. 13/2017.

## **School Information**

Gaelscoil Eiscir Riada is a Catholic Ethos Gaelscoil under the patronage of Foras Pátrúnachta na Scoileanna Lán-Ghaeilge. We endeavour to provide holistic education. Co-operation between pupils, staff and parents/guardians is the foundation of our school. The professional development of staff and of the Board of Management is important to us. Equality is central to all aspects of the school. We are proud of the inclusive, welcoming, positive atmosphere in the school.

## **Rationale**

This policy was devised:

- To outline the framework for addressing the needs of pupils who have special educational needs in our school
- To inform staff, parents/guardians and interested parties that the school has a specific policy on special educational needs
- To comply with legislation and department circulars

## **Belief Statement**

Gaelscoil Eiscir Riada is dedicated to serving the needs of all our pupils. We are fully committed to the principal of inclusion. We endeavour to provide an education that is appropriate to the pupil's individual needs. This will be achieved by taking into consideration the individual needs of each pupil and either modifying the environment and activities or by providing support that will help the pupil to participate in them. We strive to ensure that all our pupils feel that they are an equal, valued and included part of our school community.

## **Aims**

This policy aims to outline the procedures and practices of how we:

- Identify any additional needs that our pupils may have
- Allocate resources to meet the needs of pupils with additional needs
- Allocate roles and responsibilities among the school community in relation to pupils with additional needs
- Track, monitor, review, and report on the progress of pupils with additional needs
- Communicate information between the SEN team, principal, staff, and parents/guardians

## Roles and Responsibilities

### **Board of Management (BOM)**

- The BOM oversees the development, implementation, and review of the school policy on SEN
- The BOM ensure that adequate classroom accommodation, secure storage space, appropriate health and safety measures, opportunities for professional development and effective teaching resources are provided

### **Principal**

The principal has overall responsibility for SEN procedures and practices in the school. The school principal should:

- Implement and monitor the school's SEN policy
- Co-ordinate teachers' work to ensure continuity of provision for all pupils
- Facilitate the continuing professional development of all staff
- Assign a SENCO
- Communicate with the SENCO to provide any extra necessary resources
- Oversee a whole school assessment and screening programme
- Inform staff about external agencies and provide information on and facilitate the continuing professional development of teachers and SNAs in relation to education of pupils with SEN needs
- Ensure that all staff (class teacher, SET, SNA) are clear regarding their roles and responsibilities in this area
- Communicate with parents/guardians regarding any concerns about their child and update them regarding progress if necessary
- Gather and collate all information from 'BIAP Parents Google Form' before the Junior Infants commence their first school year

### **SEN Co-ordinator (SENCO)**

- Communicate with the principal in relation to SEN matters on an on-going basis
- Liaise with external agencies about the provision for pupils with additional needs
- Liaise with NEPS psychologists, the SET team and class teachers to prioritise pupils for psychological assessment or consultation-based interventions
- Co-ordinate regular SET and SNA teams planning meetings to ensure effective communication and support for pupils with additional needs
- Collaborate with SET and SNA teams in creating timetables for additional supports
- Co-ordinate whole-school standardised testing and/or screening at each class level for additional supports
- Select pupils for additional diagnostic assessment
- Maintain an audit of pupils who are receiving additional support (Audit ROS Scoile)
- Advise the class teacher, where needed, of possible interventions to meet the needs of their pupils
- Meet with parents/guardians regarding any concerns about their child, advise them on procedures for availing of special needs services and update them regarding their progress
- Gather and collate all information from 'BIAP Parents Google Form' before the Junior Infants commence their first school year
- Advise the class teacher on procedures for availing of external additional needs services
- Co-ordinate the updating of SEN records and test results
- Order standardised tests/screeners for whole school
- Submit results for 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> on ESINET portal
- Ensure that NEPS educational passports are completed for pupils in 6<sup>th</sup> class receiving additional resources i.e., access to an SNA or access to assistive technology

### **SEN Teacher (SET)**

- Regularly meet with class teachers to discuss the needs of the pupils in their class
- Maintain a record of these meetings and decisions made on Aladdin

- Advise the class teacher, where needed, of possible interventions to meet the needs of their pupils
- Advise class teacher on procedures for availing of external special needs services
- Support the class teacher in creating a Student Support File once additional support is implemented
- Support the class teacher in the writing of classroom support plans
- Where requested by the class teacher, meet parents to discuss moving a child from classroom support to school support or when referring to an outside agency
- Communicate with the SENCO regarding any concerns raised by the class teacher at SET team planning meetings
- Select pupils for additional diagnostic assessment
- Liaise with external agencies about the provision for pupils with additional needs
- Meet with parents/guardians regarding any concerns about their child, advise them on procedures for availing of special needs services and update them regarding their progress
- Assist the class teacher in filling out necessary assessment forms/checklists from outside agencies when relevant

### ***Class Teacher***

Class teachers have primary responsibility for the teaching and learning of all pupils in their class, including those who receive additional support. The class teacher should:

- Create a positive learning environment within a classroom
- Implement teaching programmes which optimise the learning of pupils in the classroom
- Differentiate teaching strategies, approaches, and expectations to meet the needs of the pupils in the class
- Administer, correct, and record standardised tests following the school's guidelines
- Discuss outcomes of standardised testing with the SET to assist in the selection of pupils for supplementary teaching
- Meet with parents/guardians regarding any concerns about their child and keep them updated on their child's progress regularly throughout the year
- Gather information and assess pupils presenting with additional needs to inform teaching and learning using the Continuum of Support
- Open a Pupil Support File once additional needs have been identified and require classroom support
- Update and maintain class SEN records and test results
- Assist parents/guardians in filling out necessary assessment forms/checklists from outside agencies
- Develop Classroom Support Plans for pupils in receipt of Stage 1-Classroom Support and update those plans on the review date agreed upon by class teacher and parent/guardian
- Collaborate with SET team, parents/guardians, and relevant staff to identify priority learning goals for each pupil with additional needs and to develop a Classroom Support Plan, School Support Plan or School Support Plus Plan
- Meet regularly with SET team, parents/guardians, and relevant staff to review Classroom Support Plan, School Support Plan or School Support Plus Plan
- Collaborate with SET team regarding teaching aims and activities for team teaching
- Adjust the class timetable to ensure the pupil receiving additional support does not miss the same subject/activity during each session
- Co-ordinate the roles and responsibilities of the SNA within their class
- Liaise with and seek advice from their assigned SET

### ***Special Needs Assistant***

The duties of the SNA carried out according to the guidelines for Special Needs Assistants from the Department of Education and Skills and under the direction of the principal/class teachers, the SNA will meet the care needs of the SEN pupils to which they have been assigned. (Circular 10/76).

The SNA should:



- Support the needs of pupils in effectively accessing the curriculum
- Contribute to the quality of care and welfare of the pupils
- Attend, where possible, training courses/workshops facilitated by the BOM
- Attend support plan meetings and/or meetings with relevant professionals when necessary
- Ensure the safety of the pupil in the school yard
- Collaborate with class teacher and parents/guardians to complete a PPP for pupils under their care
- Accompany SEN pupil to supplementary lessons when appropriate

### ***Parents/Guardians***

Collaboration and effective communication between home and school are essential to effectively supporting a pupil's learning. Parents/Guardians should:

- Share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at enrolment stage
- Parents/ Guardians must inform the school in writing if they do not consent to their child engaging in any stage of the Continuum of Support (Appendix 3)
- Support the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning
- Attend meetings arranged by the school
- Support the targets outlined in the support plans and engage in the suggested home-based activities
- Inform the Post-Primary School of their child's needs at the transition stage

### ***Pupils***

Pupils who are in receipt of supplementary teaching should, as appropriate,

- Be given the opportunity to contribute to the setting of the medium and short-term learning targets
- Become familiar with the targets set for them
- Develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment

## Information Gathering and Assessment

Assessment is central to teaching and learning in Gaelscoil Eiscir Riada. On a daily basis a class teacher will use methods such as self-assessment, questioning, teacher observation, curriculum checklists, portfolios of work and teacher designed tasks and tests. In order to identify pupils who may require supplementary teaching, standardised testing/screening is carried out annually. Further diagnostic testing/screening may need to take place. Where appropriate teacher recommendations are taken into consideration.

### **Assessment and Screening Tests**

In our school the following standardised tests/screeners are carried out. We continually review the assessment and screening tests that we use to balance the needs of our pupils and the need to provide information for appropriate support. Therefore, we may deviate from the list below prior to the review date.

- Junior Infants: BIAP
- Senior Infants: MISTS Gaeilge, MISTS English
- 1<sup>st</sup> class: Sigma-T, NVRT, Drumcondra Spelling, Drumcondra Reading Test, Drumcondra Maths Test
- 2<sup>nd</sup> class: Drumcondra Spelling, Drumcondra Reading Test, Drumcondra Maths Test, Droim Conrach Gaeilge
- 3<sup>rd</sup> class: Drumcondra Spelling, Drumcondra Reading Test, Drumcondra Maths Test, Droim Conrach Gaeilge
- 4<sup>th</sup> class: Drumcondra Spelling, Drumcondra Reading Test, Drumcondra Maths Test, Droim Conrach Gaeilge, NVRT
- 5<sup>th</sup> class: Drumcondra Spelling, Drumcondra Reading Test, Drumcondra Maths Test, Droim Conrach Gaeilge
- 6<sup>th</sup> class: Drumcondra Spelling, Drumcondra Reading Test, Drumcondra Maths Test, Droim Conrach Gaeilge

### **NB**

- *Where appropriate, children with significant SEN may be withdrawn from the classroom during the administration of standardised tests/ screeners to complete the tests/screener in a small group setting with a SET*

### **Diagnostic Tests**

In our school the following tests are available for administration

- PHAB test
- Neale Analysis
- Schonell Spelling Test
- Schonell Reading Test
- CAT4 Test
- Yarc
- Early Literacy Test
- Early Number Diagnostic Test
- Marino Reading Test
- Math Tracker

### **Enrolment of pupils in Gaelscoil Eiscir Riada (including those with SEN)**

#### **3. Pupils enrolling in Junior Infants**

- a. The 'BIAP Parents Google Form' is to be completed by all new parents.
- b. Copies of reports/assessments etc. are requested

#### **4. Pupils enrolling at other times**

- a. A request is made on application to provide relevant information on any special educational needs the pupil may have. (Please see **Polasaí Iontrála & Rannpháirtíocht**)
- b. If necessary, a meeting will be arranged between parents/ guardians/ principal /class teacher/ SET/SNA

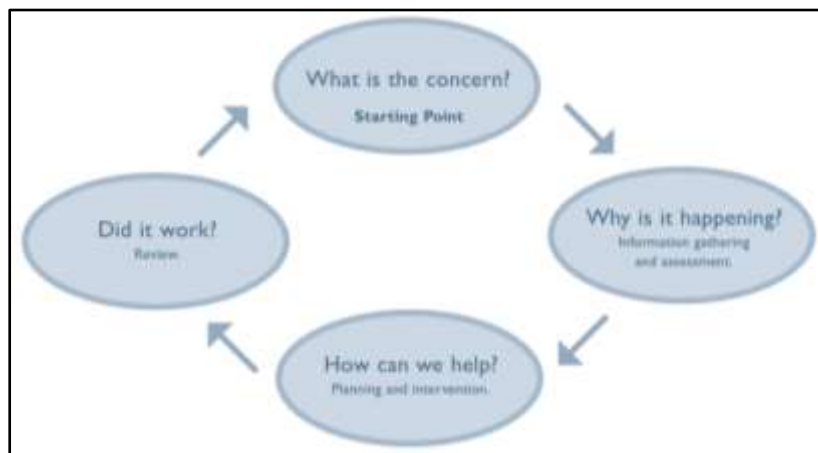
## Identifying Pupils with Additional Needs in Gaelscoil Eiscir Riada

### *Continuum of Support*

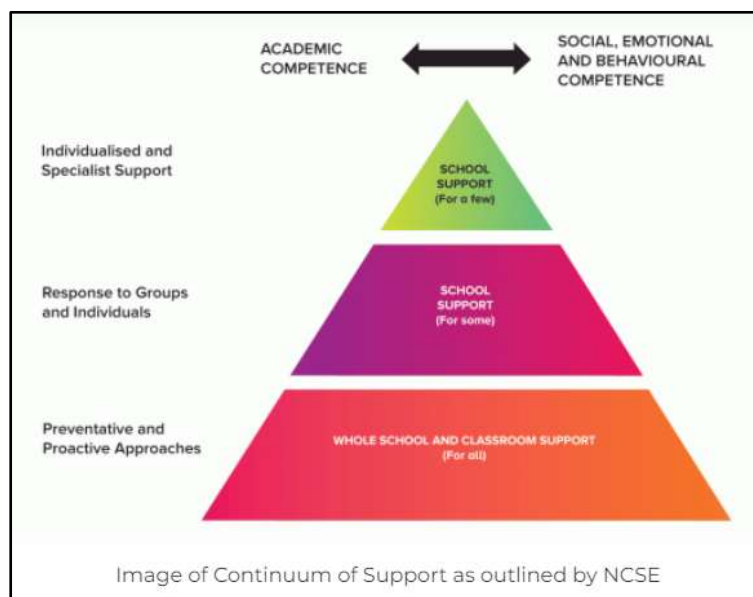
We use the Continuum of Support Framework set out by the Department of Education to identify and support pupils with additional needs. The framework helps us implement a staged approach to ensure our supports and interventions are incremental, moving from class-based interventions to more intensive, individualised support. The supports and interventions are carefully monitored. We recognise that additional needs occur on a continuum and range from mild to severe, from transient to long-term and that levels of support will vary according to the needs of the pupil.

The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual pupils.

This problem-solving process is illustrated as follows:



The Continuum of Support Framework allows us to identify and respond to needs in a flexible way. The Continuum of Support suggests the following levels of support:



**Selection Process for Allocating Additional Teaching Support**

The following table outlines our selection process for allocating additional teaching support.

| <b>Selection Process for Allocating Additional Teaching Support</b> |  |   |
|---|--|---|
| <p><b>Stage 3 School Support Plus</b></p>                           | <p>7. May include pupils with identified complex needs by an external professional or pupils presenting with complex needs awaiting assessment such as a</p> <ul style="list-style-type: none"> <li>• Physical Disability</li> <li>• Hearing Impairment</li> <li>• Visual Impairment</li> <li>• Emotional Disturbance</li> <li>• Moderate General Learning Disability</li> <li>• Severe/Profound General Learning Disability</li> <li>• Autistic Spectrum Disorder</li> <li>• Assessed Syndrome</li> <li>• Specific Speech and Language Disorder/Impairment</li> <li>• Multiple Disabilities</li> <li>• Developmental Disorder</li> </ul>  | <p><b>Individual Education Plans</b></p> <p><b>Type of Support</b><br/>                     In-Class Support<br/>                     Team-Teaching<br/>                     Group Withdrawal<br/>                     Individual<br/>                     Withdrawal</p> <p><b>Personnel</b><br/>                     SET Teacher<br/>                     Class Teacher<br/>                     Outside Agencies</p> |
| <p><b>Stage 2 School Support</b></p>                                | <p>8. Prevention and Early Intervention Programmes (Aistear, BIAP, MIST, Reading/Maths Recovery, Power Hour, FRIENDS)</p> <p>9. Pupils on or under the 10<sup>th</sup> percentile/Not Meeting Criterion/Below Critical in Literacy/Numeracy Standardised Tests or Screeners</p> <p>10. Pupils with an identified need assessed by external professionals who are not on or below the 10<sup>th</sup> percentile in literacy or numeracy such as</p> <ul style="list-style-type: none"> <li>• Borderline Mild General Learning Disability</li> <li>• Mild General Learning Disability</li> <li>• Specific Learning Disability</li> <li>• Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder</li> </ul> <p>11. Pupils who have not made adequate progress after interventions at Stage 1</p> <p>12. Pupils with an identified need by an external professional who do not meet the criteria for Stage 3</p> | <p><b>Group or Individual Profile and Learning Programme</b></p> <p><b>Type of Support</b><br/>                     In-Class Support<br/>                     Team-Teaching<br/>                     Group Withdrawal<br/>                     Individual<br/>                     Withdrawal</p> <p><b>Personnel</b><br/>                     SET Teacher<br/>                     Class Teacher</p>                   |

### **Stage 1 – Classroom Support Plan (Appendix 2)**

Classroom Support is typically the first response to emerging additional needs. The starting point for Classroom Support is typically when a teacher, parent/guardian, or other professional expresses a concern about a pupil in school. The teacher and parent/guardian discuss the nature of the problem and consider strategies which may be effective. Classroom support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs. It is for pupils who have distinct or individual needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in the class. For example:

- Pupils who have received a diagnostic assessment and/or report but who do not meet the selection criteria for Stage 2, School Support
- Pupils who score between the 11<sup>th</sup> and 20<sup>th</sup> percentile in numeracy or in literacy standardised tests
- Pupils who are awaiting diagnostic reports
- Pupils with Behavioural Needs. The Classroom Support Plan functions as an Individual Behavioural Plan (IBP) in this case. A pupil can be placed on an IBP alongside stage 2 or 3
- Pupils who are over-achieving in literacy or numeracy

### **Stage 2 – School Support (Appendix 2)**

Occasionally, Stage 1 interventions are not enough to meet the needs of the pupil. Those pupils may be moved to Stage 2-School Support. The class teacher involves the SET team in the problem-solving process, gathering of information and the planning of a School Support Plan. Most student support files are opened when a pupil is placed on Stage 1, however on occasion it is appropriate to skip Stage 1 and move straight to Stage 2. Some examples of pupils who may automatically move to Stage 2 are:

- Senior infant pupils who score at or below critical in the BIAP alongside teacher recommendations
- Pupils in 1<sup>st</sup> class who have fallen in 3 areas in the MIST and SIGMA-T alongside teacher recommendations
- In 2<sup>nd</sup> class pupils who have not met the criterion in the standardised screeners alongside teacher recommendations
- Pupils who score at or below the 10<sup>th</sup> percentile in literacy and numeracy standardised tests
- Pupils who have received a clinical diagnosis and may need targeted interventions and who do not meet the criteria for Stage 3

### **Stage 3 – School Support Plus (Appendix 2)**

If a pupil's additional needs are severe and/or persistent, they may need intensive support. Their needs are complex. School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process.

### **Referring pupils to outside agencies**

Deciding to refer pupils to outside agencies, or advising parents/guardians to do so, requires careful consideration and will only take place after consultation with the principal, SEN team and class teacher.

The following options are available, depending on the pupil's individual needs:

National Educational Psychological Service (NEPS), Primary Care, GP, Assessment of Needs (AON), Children's Disability Network Team (CDNT), Child and Adolescent Mental Health Service (CAMHS), Private Assessments.

## Prevention and Early Intervention Strategies

Our prevention and intervention strategies include:

- The development of agreed approaches to the teaching of literacy and numeracy in order to ensure continuity from class to class.
- Provision of additional support in literacy and numeracy to pupils who need it.
- Evidence-based interventions as recommended by NEPS will guide the type of supports provided to pupils who need it
- Ongoing observation and assessment of the literacy and numeracy of pupils in the infant classes to facilitate early identification of possible learning difficulties.
- Close collaboration between the Infant Teachers and the SET Team.
- Promotion of literacy e.g., DEAR, using the library, LLO
- Promotion of numeracy e.g., Math Support Good Practice Guide (DES) (NEPS)
- Parental involvement in promoting literacy and numeracy e.g., Forward Together, Homework Policy Guidelines, Numeracy Workshops, Literacy Workshops, Dyslexia Workshops
- Differentiation – adapting the learning environment
- In-class support from the SEN team
- Power Hour/Team Teaching/Aistear
- Withdrawing individuals/groups
- Reviewing whole-class test results to identify greatest level of need across the school in order to allocate interventions with support from the SEN team

## Meeting the Needs and Allocating Resources

Once pupils' needs have been identified, SETs are deployed to address these needs as required. We aim to strike a balance between in-class support, group support and individual support while ensuring that the needs of pupils with additional needs are met effectively and inclusively.

The level and type of support reflect the specific targets of individual pupils as set out in their support plans and are informed by careful monitoring and review of progress. In this way, following a period of intervention, some pupils may no longer require additional teaching supports; some may require the same level, while others may require more intensive supports.

In planning the allocation of additional teaching supports, the over-riding principle is that resources are deployed to address the identified needs of pupils. Importantly, **those with the highest level of need should have access to the greatest level of support**. We consider methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching. In addition to literacy and numeracy difficulties, many pupils will have specific needs in such areas as oral language, social interaction, behaviour, emotional development, motor skills and application to learning.

## Timetabling

When drawing up timetables it is important to remember that:

- timetables should be continually reviewed
- pupils should not miss the same subject each time they are withdrawn
- if a pupil is unavailable for their supplementary session due to special circumstances, the Special Education Teacher will attempt to reschedule the session with the co-operation of another teacher.
- interruptions to classes/classrooms should be kept to a minimum.

## Tracking, Recording and Reviewing Progress

Provision for pupils with special educational needs is enhanced through clear identification processes and careful planning of interventions to address academic and/or personal and social development needs. Identification of needs, planning, target-setting, and monitoring of outcomes are essential elements of an integrated and collaborative problem-solving process.

### **Student Support File**

We use a Student Support File to plan interventions and to track a pupil's pathway through the Continuum of Support. It facilitates us in documenting progress and needs over time and assists us in providing an appropriate level of support to pupils, in line with their level of need. Our Student Support File is based on the NEPS template and is stored on Aladdin. All support files should include:

- Pupil's details
- A timeline of actions
- Record of support received
- Standardised/ Diagnostic test scores
- Support plans (See below)
- Checklists

A class teacher or class coordinator should open a Student Support File once a pupil is placed on Stage 1 – Classroom Support on the continuum. This is stored digitally on Aladdin.

### **Support Plans**

We use three different support plans for the three stages of support on the Continuum of Support. We use checklists, relevant to our concerns, to inform the planning stage of the Continuum of Support (from *Special Educational Needs – A Continuum of Support Resource Pack for Teachers* and/or the checklists in Appendix 1).

#### **Stage 1 – Classroom Support (Appendix 2)**

A Support Plan at stage 1 is a Classroom Support Plan. (CSP) This is a simple plan which is drawn up by the Class Teacher in collaboration with the SEN Class Coordinator which outlines the pupil's additional educational needs or behavioural needs and the actions, including individualised teaching and management approaches, which will be taken to meet the pupil's needs. The plan may also include home-based actions to be taken by the pupil's parents to support their child's development. The Classroom Support Plan should include a review date. This could be at the end of a school term.

#### **Stage 2 – School Support (Appendix 2)**

A Support Plan at stage 2 is a Group or Individual Profile and Learning Programme (GPLP/IPLP). This plan is drawn up by the class teacher and appointed SET teacher. It will set out the nature of the pupil's learning difficulties, define specific teaching, learning and behavioural targets and set a timescale for review. The plan should, for the most part, be implemented within the normal classroom setting and complimented by focused school-based intervention programmes. Depending on the nature of the needs and on the school context, additional teaching might be within a small group or individual or a combination of both either in class or on a withdrawal basis. Home-based actions may also be included. After the plan has been drawn up, it should become a working document through the careful monitoring of the pupil's response to the actions taken.

#### **Stage 3 – School Support Plus (Appendix 2)**

A Support Plan at stage 3 is an Individual Education Plan (IEP). This plan is drawn up by the class teacher and appointed Special Education Teachers, in consultation with the pupil's parents/guardians, professionals external to the school and (if appropriate) the pupil based on the information gathered. It will set out:

- The nature and degree of the pupil's abilities, skills, talents, and interests

- The nature and degree of the pupil's special educational needs and how those needs affect his/her educational development
- The present level of educational performance of the pupil
- The special educational needs of the pupil
- The special education and related support services to be provided to the pupil to enable the pupil to benefit from including:
  - Strategies for supporting the pupil's progress and inclusion in the classroom setting
  - Individual and/or small group/special class interventions/programmes
  - Specific methodologies/programmes to be implemented
  - Specific equipment/materials and/or IT supports, if required to support learning and access to the curriculum
  - Support required from a Special Needs Assistant (SNA), if appropriate
  - The goals which the pupil is to achieve over a period not exceeding 12 months
  - The pupil's priority learning needs, long and short-term targets to be achieved, the monitoring and review arrangements to be put in place

## SEN Records

All pupils' SEN files are stored on Aladdin. It is the responsibility of SEN team and class teachers to update and manage the files of the pupils on School Support and School Support Plus that they support. It is the responsibility of the SEN Class Coordinators to update and manage the SEN files of pupils on the Continuum of Support. The following should be stored

- Student Support File
- Psychological Report
- Copy of referrals made to outside agencies
- Copy of reports from outside agencies
- Record of SEN meetings with parents, outside agencies and inter- school meetings
- Record of SEN correspondence between parents, outside agencies and school staff

### ***Communication between SET Team/Principal/Class Teachers***

SET timetables have been organised so that 11:20-12:20 each Wednesday is our designated co-ordination time. This allows all staff the opportunity to attend pupils support planning meetings, care team meetings, Team Teaching Planning Meetings, SEN Class Coordinator meetings and SEN consultation/planning/review meetings, when necessary.

## Health and Safety Issues

All staff members and pupils are entitled to a safe, secure environment and to be treated with due respect. All appropriate measures are taken to ensure the safety of each pupil with SEN. When a place is offered to a pupil with SEN, every effort will be made to ensure that the supports to which the pupil is entitled are in place as soon as possible. Staff members will be informed of any potential risks and, where necessary, individual plans will be drawn up and implemented.

## Supervision/Pupil Protection

- Where pupils receive support on a one-to-one basis, the SET teacher is responsible for ensuring that both themselves and the pupil are visible through the glass panel in the door.
- Where there is no glass panel, the door of the room should remain open.
- Where pupils are withdrawn for support, the SET teacher should collect and return pupils to their classrooms.
- Where a pupil has access to an SNA, they may withdraw the pupil from the class if a plan is in place with the class teacher.



## **Ratification and Communication**

This revised policy was ratified by the Board of Management in \_\_\_\_\_

## **Implementation and Review**

This policy will be implemented from September 2022. It will be reviewed in June 2023 by the Special Education Team and all staff at Gaelscoil Eiscir Riada.

Signed: \_\_\_\_\_  
Helen Uí Ghiobúin (Chairperson)

Date: \_\_\_\_\_

# **APPENDIX 1**

## **Checklists**

## Parent's Checklist

|                    |                 |
|--------------------|-----------------|
| <b>Pupil Name:</b> | <b>DOB:</b>     |
| <b>Class:</b>      | <b>Teacher:</b> |

|   |  |
|---|--|
| <b>Hearing</b><br>When was your pupil's last hearing test and what were the results?  |  |
| <b>Vision</b><br>When was your pupil's last eyesight test and what were the results?  |  |
| <b>Motor Skills</b><br>Has your pupil ever had any difficulty walking, crawling, catching a ball or with self-help skills (e.g., closing coat, using cutlery)       |  |
| <b>Medical needs</b><br>Is your pupil in good general health?<br>List any problems  |  |
| <b>Strengths and interests at home</b>  |  |
| <b>Things your pupil tells you they like about school</b>   |  |
| <b>Are there any factors which you think might be contributing to any difficulties you think your pupil is having in school, and what do you think can be done?</b> |  |
| <b>Has there ever been any involvement from any outside agency with your pupil?</b>   |  |

## Behaviour Checklist

|                    |                 |
|--------------------|-----------------|
| <b>Pupil Name:</b> | <b>DOB:</b>     |
| <b>Class:</b>      | <b>Teacher:</b> |

| <b>Behaviours in school</b>   |   |   |   |   |   |
|---|---|---|---|---|---|
| Key:  |   |   |   |   |   |
| 6 No cause for concern  |   |   |   |   |   |
| 7 Mild cause for concern  |   |   |   |   |   |
| 8 Moderate cause for concern  |   |   |   |   |   |
| 9 Serious cause for concern   |   |   |   |   |   |
| 10 Great cause for concern  |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |
| Can arrive on time for school   |   |   |   |   |   |
| Can hang up his/her coat  |   |   |   |   |   |
| Can enter the classroom quietly keeping hands and feet to him/herself   |   |   |   |   |   |
| Can follow initial routines, e.g., sits at desk keeping hands and feet to him/herself   |   |   |   |   |   |
| Can answer the rolla appropriately  |   |   |   |   |   |
| Can sit still and quietly while instructions are being given  |   |   |   |   |   |
| Can repeat instructions   |   |   |   |   |   |
| Can follow a one-part verbal instruction (e.g., "Stop what you're doing")   |   |   |   |   |   |
| Can follow a two-part verbal instruction (e.g., "Stop what you're doing and put your pencil down")                                  |   |   |   |   |   |
| Can follow a three-part verbal instruction (e.g., "Stop what you're doing, put your pencil down and close your book")               |   |   |   |   |   |
| Can follow a four-part verbal instruction (e.g., "Stop what you're doing, put your pencil down, close your book and look this way") |   |   |   |   |   |
| Can collect and organise equipment for a task   |   |   |   |   |   |
| Can begin a task quickly e.g., at the same time as other pupils   |   |   |   |   |   |
| Can stay on task for more than 5 minutes  |   |   |   |   |   |
| Can stay on task for more than 10 minutes   |   |   |   |   |   |
| Can stay on task for more than 15 minutes   |   |   |   |   |   |
| Can stay on task for more than 30 minutes   |   |   |   |   |   |
| Can complete a task   |   |   |   |   |   |
| Can complete a task within a given time   |   |   |   |   |   |
| Can complete a task before moving to another  |   |   |   |   |   |
| Can value and take care of completed work   |   |   |   |   |   |
| Can value and take care of the work of others   |   |   |   |   |   |
| Can follow routines when work is completed  |   |   |   |   |   |
| Can gain the attention of adults appropriately e.g., by putting up his/her hand   |   |   |   |   |   |
| Can help to set out PE equipment safely   |   |   |   |   |   |
| Can follow instructions in PE   |   |   |   |   |   |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| Can take part in group activities in PE safely                               |   |   |   |   |   |
| Can wait his/her turn for apparatus  |   |   |   |   |   |
| Can show his/her work in PE to the rest of the class                         |   |   |   |   |   |
| Can settle to work quickly after physical activity                           |   |   |   |   |   |
| Can sit quietly and still during story time                                  |   |   |   |   |   |
|  | 1 | 2 | 3 | 4 | 5 |
| Can work safely during a practical activity                                  |   |   |   |   |   |
| Can take part appropriately in discussion activities                         |   |   |   |   |   |
| Can take part appropriately in musical activities                            |   |   |   |   |   |
| Can sit and listen quietly in assembly                                       |   |   |   |   |   |
| Can take part appropriately in assembly                                      |   |   |   |   |   |
| Can do a responsible job during assembly                                     |   |   |   |   |   |
| Can carry out requests made by adults  |   |   |   |   |   |
| Can adapt to a change in routine if given an early warning                   |   |   |   |   |   |
| Can adapt easily to a change in routine                                      |   |   |   |   |   |
| Can understand classroom rules   |   |   |   |   |   |
| Can follow classroom rules   |   |   |   |   |   |
| Can follow classroom routines  |   |   |   |   |   |
| Can understand when movement is and is not allowed in the classroom          |   |   |   |   |   |
| Can seek permission before leaving the classroom                             |   |   |   |   |   |
| Can respond appropriately to praise  |   |   |   |   |   |
| Can respond appropriately to quiet praise                                    |   |   |   |   |   |
| Can understand that behaviour incurs positive consequences                   |   |   |   |   |   |
| Can understand that inappropriate behaviour incurs negative consequences     |   |   |   |   |   |
| Can take responsibility for one classroom job                                |   |   |   |   |   |
| Can tidy up when asked   |   |   |   |   |   |
| Can put own coat on  |   |   |   |   |   |
| Can line up keeping hands and feet to him/herself                            |   |   |   |   |   |
| Can make appropriate eye contact with adults (consider cultural differences) |   |   |   |   |   |
| Can greet adults appropriately (i.e., Hello)                                 |   |   |   |   |   |
| Can make eye contact with peers  |   |   |   |   |   |
| Can greet peers appropriately  |   |   |   |   |   |
| Can stay on task when working in a pair                                      |   |   |   |   |   |
| Can stay on task when working in a group of three                            |   |   |   |   |   |
| Can stay on task when working in a group of more than three                  |   |   |   |   |   |
| Can initiate conversation with peers   |   |   |   |   |   |
| Can take turns in conversation with peers                                    |   |   |   |   |   |
| Can take turns in a pair   |   |   |   |   |   |
| Can take turns in a group  |   |   |   |   |   |
| Can share with one peer  |   |   |   |   |   |
| Can share with a group of peers  |   |   |   |   |   |
| Can make positive comments to peers  |   |   |   |   |   |
| Can leave appropriate body space when working with peers                     |   |   |   |   |   |
| Can use appropriate tone of voice to peers                                   |   |   |   |   |   |
| Can be polite to peers e.g., Ask to borrow equipment; say thank you          |   |   |   |   |   |
| Can understand the effect his/her behaviour has on peers                     |   |   |   |   |   |
| Can understand the effect his/her behaviour has on adults                    |   |   |   |   |   |
| Can approach a group in the playground using appropriate non-verbal skills   |   |   |   |   |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Can use the appropriate verbal skills to gain entry to a game on the playground |  |  |  |  |  |
| Can play one game safely with others on the playground                          |  |  |  |  |  |
| Can play two games safely with others on the playground                         |  |  |  |  |  |
| Can resolve conflict situations safely  |  |  |  |  |  |
| Can remove him/herself from conflict situations before losing his/her temper    |  |  |  |  |  |
| Can stay calm and tell an adult if called names                                 |  |  |  |  |  |
| Can initiate friendship   |  |  |  |  |  |
| Can maintain friendships  |  |  |  |  |  |

## Social Skills Observation Profile

|                    |                 |
|--------------------|-----------------|
| <b>Pupil Name:</b> | <b>DOB:</b>     |
| <b>Class:</b>      | <b>Teacher:</b> |

**Key:**

- 11 No cause for concern
- 12 Mild cause for concern
- 13 Moderate cause for concern
- 14 Serious cause for concern
- 15 Great cause for concern

| <b>1. Social Interaction</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|--|----------|----------|----------|----------|----------|
| q) Ability to use gesture, body posture, facial expression, and eye-to-eye gaze in 1:1 situation     |          |          |          |          |          |
| r) Ability to use gesture, body posture, facial expression, and eye-to-eye gaze in group interaction |          |          |          |          |          |
| s) Ability to follow social cues in 1:1 with adults  |          |          |          |          |          |
| t) Ability to follow social cues in 1:1 with other pupils  |          |          |          |          |          |
| u) Ability to follow social cues in group interaction  |          |          |          |          |          |
| v) Ability to share an activity with other pupils  |          |          |          |          |          |
| w) Ability to share an activity with an adult  |          |          |          |          |          |
| x) Ability to develop peer friendships   |          |          |          |          |          |
| y) Ability to seek comfort/affection when upset  |          |          |          |          |          |
| z) Ability to seek comfort/affection to others   |          |          |          |          |          |
| aa) Ability to share in others' enjoyment/pleasure   |          |          |          |          |          |
| bb) Ability to imitate other pupils  |          |          |          |          |          |
| cc) Ability to imitate adults  |          |          |          |          |          |
| dd) Ability to show different responses to different people in different situations                  |          |          |          |          |          |
| ee) Ability to respond appropriately to social praise  |          |          |          |          |          |
| ff) Ability to respond appropriately to criticism  |          |          |          |          |          |
|  |          |          |          |          |          |
| <b>2. Social Communication</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| r) Ability to respond when called by name  |          |          |          |          |          |
| s) Ability to follow verbal instruction in 1:1 setting   |          |          |          |          |          |
| t) Ability to follow verbal instructions in a small group setting                                    |          |          |          |          |          |
| u) Ability to follow verbal instructions in a whole class setting                                    |          |          |          |          |          |
| v) Ability to take turns in conversations  |          |          |          |          |          |
| w) Ability to initiate conversations   |          |          |          |          |          |
| x) Ability to change topic of conversation   |          |          |          |          |          |
| y) Ability to maintain an appropriate conversation   |          |          |          |          |          |
| z) Ability to show awareness of the listeners' needs   |          |          |          |          |          |
| aa) Ability to give appropriate non-verbal signals as a listener                                     |          |          |          |          |          |
| bb) Ability to change the topic or style of a conversation to suit the listener                      |          |          |          |          |          |
| cc) Ability to appropriately change the volume and tone of voice                                     |          |          |          |          |          |
| dd) Ability to recognise and respond to non-verbal cues, e.g., a frown                               |          |          |          |          |          |
| ee) Ability to understand implied meanings   |          |          |          |          |          |
| ff) Ability to tell or write an imaginative story  |          |          |          |          |          |
| gg) Ability to relate a sequence of events   |          |          |          |          |          |
| hh) Ability to give a simple sequence of instructions  |          |          |          |          |          |

## My Thoughts about School Checklist

Ainm an pháiste: \_\_\_\_\_ Rang agus Múinteoir: \_\_\_\_\_ Dáta: \_\_\_\_\_

|  |
|--|
| The things I like best at school are:        |
| The things I don't like about school are:    |
| The things that I am good at are:            |
| The things I find hard are:                  |
| I am happy in class when:                    |
| I am happy during break and lunchtimes when: |
| My friends are:                              |
| I need help with:                            |
| Teachers in school can help me by:           |
| My teacher would describe me as:             |
| My parents would describe me as:             |

*To be used if pupil has emotional/behavioural difficulty in school*

|   |
|---|
| Adults I get on best with in school are:                  |
| I get into trouble in school when:                        |
| The things I do that make my teacher feel unhappy are:    |
| The things my teacher does that make me feel unhappy are: |
| I make my teacher happy when:                             |
| The things my teacher does that make me feel happy are:   |
| The class rules are:                                      |
| If someone breaks the rules:                              |
| Rewards I like the best are:                              |
| The things that I need to change are:                     |



## Learning Environment Checklist

|                    |                 |
|--------------------|-----------------|
| <b>Pupil Name:</b> | <b>DOB:</b>     |
| <b>Class:</b>      | <b>Teacher:</b> |

*Record areas where actions can be taken to make a difference to the pupil:*

### **Environment/Physical conditions**

Layout of room & furniture, temperature, noise level, adequate working space, ease of movement, lighting, seating (facing board, neighbouring pupil, height for writing)

### **Social Factors/Relationships**

Classroom rules & procedures clear and understood, changes between tasks smooth, pupil knows what to do next without asking, academic & behaviour actions frequently noticed and praised, variety of praise & rewards used

## **APPENDIX 2**

**Classroom Support Plan  
School Support Plan  
School Support Plus Plan**

## Plean Tacaíochta Ranga (Céim 1)

Ainm: \_\_\_\_\_ Dáta Breithe: \_\_\_\_\_ Rang: \_\_\_\_\_ Dáta: \_\_\_\_\_

Ár buairt ná *Our concerns are:*

Ceapaimid go bhfuil sé ag tarlú de bharr *We think it may be happening because:*

Roinnt straitéisí a gcuirfimid i gcrích ná *Some strategies we will adopt are:*

Sa rang *In class –*

Sa bhaile *At home –*

Beidh athbhreithniú again *We will review... (dáta, am) de ghnáth 6-8 seachtaine*

Signed: Múinteoir \_\_\_\_\_

Tuismitheoirí/ Caomhnóirí: \_\_\_\_\_

## Plean Tacaíochta Scoile (Céim 2)

| <b>Ainm:</b>  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
|---|---------------------|-------------------|--------------------|---------------------|---------------------|-------------------------|----------------|------|------------|--------|--|--|--|--------|--|--|--|--------|--|--|--|--------|--|--|--|--------|--|--|--|--------|--|--|--|
| <b>Dáta breithe:</b>  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b>Rang:</b>  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b>Múinteoir Ranga:</b>   |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b>Múinteoir(i) Acmhainne:</b>  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b>Dáta tosaíthe:</b>   |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b>Scrúduithe diagnóiseach agus torthaí</b><br><i>Diagnostic tests and results</i>  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b>BIAP</b>   | <b>MIST Gaeilge</b> | <b>SIGMA-T R1</b> | <b>MIST Béarla</b> | <b>NNRIT Rang 1</b> | <b>NNRIT Rang 4</b> |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
|   |                     | SS                |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
|   |                     | sTen              |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
|   |                     | %ile              |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Droim Conrach Gaeilge</th> <th style="width: 25%;">Standard Score</th> <th style="width: 25%;">sTen</th> <th style="width: 25%;">Percentile</th> </tr> </thead> <tbody> <tr><td>Rang 1</td><td></td><td></td><td></td></tr> <tr><td>Rang 2</td><td></td><td></td><td></td></tr> <tr><td>Rang 3</td><td></td><td></td><td></td></tr> <tr><td>Rang 4</td><td></td><td></td><td></td></tr> <tr><td>Rang 5</td><td></td><td></td><td></td></tr> <tr><td>Rang 6</td><td></td><td></td><td></td></tr> </tbody> </table>   |                     |                   |                    |                     |                     | Droim Conrach Gaeilge   | Standard Score | sTen | Percentile | Rang 1 |  |  |  | Rang 2 |  |  |  | Rang 3 |  |  |  | Rang 4 |  |  |  | Rang 5 |  |  |  | Rang 6 |  |  |  |
| Droim Conrach Gaeilge   | Standard Score      | sTen              | Percentile         |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 1  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 2  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 3  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 4  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 5  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 6  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
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| Drumcondra Reading Test   | Standard Score      | sTen              | Percentile         |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 1  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 2  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 3  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 4  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 5  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 6  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
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| Droim Conrach Mata  | Standard Score      | sTen              | Percentile         |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 1  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 2  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 3  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 4  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 5  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 6  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b>Eolas breise (i.e., tuairiscí ó ghníomhaireachtaí sheachtracha, seicliostaí iniata le seo, eolas ón mhúinteoir ranga agus tuismitheoirí)</b><br><b>Other information (i.e., outside agency reports, checklists attached to this School Support Plan, information gathered from class teacher and parents)</b>  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Naíonáin Bheaga   |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Naíonáin Mhóra  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang a 1  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang a 2  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang a 3  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang a 4  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang a 5  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang a 6  |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Eile:   |                     |                   |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |

|   |                                       |  |
|---|---------------------------------------|--|
| <b>Gaeilge / Béarla / Mata / Eile</b>             |                                       |  |
| Priority Learning Needs                           | Priority Learning Targets/ Strategies |  |
|   |                                       |  |
| <b>Straitéisí in úsáid ag an Múinteoir Ranga:</b> |                                       |  |
|   |                                       |  |
| <b>Dáta athbhreithnithe:</b>                      |                                       |  |
| <b>Síniú Nasc-Múinteoir:</b>                      |                                       |  |
| <b>Síniú an tuismitheora / Cumarsáid:</b>         |                                       |  |

## Plean Tacaíochta Uile Scoile Breise (Céim 3)

| <b>Ainm:</b>  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
|---|---------------------|-------------------|------------|--------------------|---------------------|---------------------|-------------------------|----------------|------|------------|--------|--|--|--|--------|--|--|--|--------|--|--|--|--------|--|--|--|--------|--|--|--|--------|--|--|--|
| <b>Dáta breithe:</b>  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b>Rang:</b>  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b>Múinteoir Ranga:</b>   |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b>Múinteoir(i) Acmhainne:</b>  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b>Dáta tosaíthe:</b>   |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b>Scrúduithe diagnóiseach agus torthaí</b>   |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b><i>Diagnostic tests and results</i></b>  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b>BIAP</b>   | <b>MIST Gaeilge</b> | <b>SIGMA-T R1</b> |            | <b>MIST Béarla</b> | <b>NNRIT Rang 1</b> | <b>NNRIT Rang 4</b> |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
|   |                     | SS                |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
|   |                     | sTen              |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
|   |                     | %ile              |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
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| Droim Conrach Gaeilge   | Standard Score      | sTen              | Percentile |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 1  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 2  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 3  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 4  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 5  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 6  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
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| Drumcondra Reading Test   | Standard Score      | sTen              | Percentile |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 1  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 2  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 3  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 4  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 5  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 6  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
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| Droim Conrach Mata  | Standard Score      | sTen              | Percentile |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 1  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 2  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 3  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 4  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 5  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang 6  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b>Eolas breise (i.e., tuairiscí ó ghníomhaireachtaí sheachtracha, seicliostaí iniata le seo, eolas ón mhúinteoir ranga agus tuismitheoirí)</b>   |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| <b><i>Other information (i.e., outside agency reports, checklists attached to this School Support Plan, information gathered from class teacher and parents)</i></b>  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Naíonáin Bheaga   |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Naíonáin Mhóra  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang a 1  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang a 2  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang a 3  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang a 4  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang a 5  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Rang a 6  |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |
| Eile:   |                     |                   |            |                    |                     |                     |                         |                |      |            |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |        |  |  |  |

|   |                                       |  |
|---|---------------------------------------|--|
| <b>Gaeilge / Béarla / Mata / Eile</b>             |                                       |  |
| Priority Learning Needs                           | Priority Learning Targets/ Strategies |  |
|   |                                       |  |
| <b>Láidreachtaí an dalta:</b>                     |                                       |  |
|   |                                       |  |
| <b>Straitéisí in úsáid ag an CRS:</b>             |                                       |  |
|   |                                       |  |
| <b>Straitéisí in úsáid sa bhaile:</b>             |                                       |  |
|   |                                       |  |
| <b>Straitéisí in úsáid ag an Múinteoir Ranga:</b> |                                       |  |
|   |                                       |  |
| <b>Dáta athbhreithnithe:</b>                      |                                       |  |
| <b>Síniú Nasc-Múinteoir:</b>                      |                                       |  |
| <b>Síniú an tuismitheora / Cumarsáid:</b>         |                                       |  |

## **APPENDIX 3**

### **Release Forms**



## Gaelscoil Eiscir Riada

Bóthar an Ghrifín,  
Leamhcán,  
Co. Átha Cliath.

priomhoide@gser.ie  
www.gser.ie



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Guthán: 01 6210342

Príomhoide: Ciara Uí hÉilí

Uimhir Rolla: 202231

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A thuismitheoir/A chaomhnóir, a chara,

Mar is eol duit, tá do pháiste \_\_\_\_\_ i dteideal a bheith ar Chéim 2 de réir ár bPolasaí Riachtanais Oideachais Speisialta. Is mian linn tacaíocht bhreise a thabhairt dod' pháiste le do chead.

Tá cead ag mo pháiste \_\_\_\_\_ a bheith ar Chéim 2.

Síniú: \_\_\_\_\_ Dáta: \_\_\_\_\_

\*\*\*\*\*

*Dear parent/guardian,*

*As you are aware, your child \_\_\_\_\_ is entitled to be on Stage 2 according to our Special Educational Needs Policy. Your permission is required for your pupil to receive learning support*

*I am allowing my child \_\_\_\_\_ to be placed on Stage 2.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Gaelscoil Eiscir Riada

Bóthar an Ghrifín,  
Leamhcán,  
Co. Átha Cliath.

priomhoide@gser.ie  
www.gser.ie



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Guthán: 01 6210342

Príomhoide: Ciara Uí hÉilí

Uimhir Rolla: 202231

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A thuismitheoir/A chaomhnóir, a chara,

Bhí cruinniú ann inniu maidir le dul chun cinn agus forbairt \_\_\_\_\_ i nGaelscoil Eiscir Riada.

Tuigim gur mhol an scoil tacaíocht breise a thabhairt do mo pháiste, \_\_\_\_\_, ach níor mhaith liom mo pháiste a chuir ar Chéim 2.

Síniú: \_\_\_\_\_ Dáta: \_\_\_\_\_

\*\*\*\*\*

*Dear parent/guardian,*

*A meeting has taken place today regarding \_\_\_\_\_'s progress and development in Gaelscoil Eiscir Riada.*

*I understand what the school has recommended for my child \_\_\_\_\_, and at present I choose not to act upon these recommendations.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **APPENDIX 4**

### **Diagnostic Tests Available for Use in Gaelscoil Eiscir Riada**

## Diagnostic Tests available for use in Gaelscoil Eiscir Riada

|                                     |  |
|-------------------------------------|--|
| <b>Early Literacy Test</b>          | This test can be given to pupils in Senior Infants that the class teacher is concerned about. It should be completed in the third semester (after Easter) as this is when the pupils begin to learn English.   |
| <b>Schonell Reading Test</b>        | The class teacher can do this test on any pupil in their own class about whom they have concerns about their reading ability. The test assigns a “reading age” to the pupil. It only takes 5 minutes to administer/correct and is administered on an individual basis.   |
| <b>Schonell Spelling Test</b>       | The class teacher can do this test on any pupil in their own class about whom they have concerns about their reading ability. The test assigns a “spelling age” to the pupil. It only takes 5 minutes to administer/correct and is administered on an individual basis.  |
| <b>The PhAB</b>                     | <i>Phonological Awareness Battery</i> . This diagnostic test focuses on a pupil’s phonological awareness/ability. Our school psychologist has told us that there is a “good chance” that pupils who fall under the cut-off point in any three areas of the test have a tendency towards Dyslexia   |
| <b>NARA</b>                         | <i>Neale analysis</i> . This can be used on pupils who fall below the 12 <sup>th</sup> percentile in their end of year Drumcondra Reading Test.  |
| <b>Early Number Diagnostic Test</b> | This test can be given to pupils in Senior Infants that the class teacher is concerned about.  |
| <b>Maths Tracker</b>                | This test comes on 2 CDs: 1 <sup>st</sup> – 3 <sup>rd</sup> class and 4 <sup>th</sup> – 6 <sup>th</sup> class. For each class there are 3 tests, A, B and C. The idea behind the tests is that a pupil can be tested 3 times a year (Christmas, Easter and end-of-year) using A, B and C respectively. The test will show any particular weaknesses that a pupil has over all the mathematical strands of the curriculum. Each test has 50 questions, to be answered by the pupil on the computer. The teacher should sit with the pupil during testing and record areas of difficulty and/or approaches to questions. |

## **APPENDIX 5**

### **Pupil Profile Template**

**Próifil Aonair**

**Ainm:**

**Dáta Breithe:**

**Dáta tosaithe sa scoil:**

| BIAP | MIST Gaeilge | SIGMA-T R1 |  | MIST Béarla | NNRIT Rang 1 | NNRIT Rang 4 |
|------|--------------|------------|--|-------------|--------------|--------------|
|      |              | SS         |  |             |              |              |
|      |              | sTen       |  |             |              |              |
|      |              | %ile       |  |             |              |              |

| Drumconrach Gaeilge | Standard Score | sTen | Percentile |
|---------------------|----------------|------|------------|
| Rang 1              |                |      |            |
| Rang 2              |                |      |            |
| Rang 3              |                |      |            |
| Rang 4              |                |      |            |
| Rang 5              |                |      |            |
| Rang 6              |                |      |            |

| Drumcondra Reading Test | Standard Score | sTen | Percentile |
|-------------------------|----------------|------|------------|
| Rang 1                  |                |      |            |
| Rang 2                  |                |      |            |
| Rang 3                  |                |      |            |
| Rang 4                  |                |      |            |
| Rang 5                  |                |      |            |
| Rang 6                  |                |      |            |

| Scrúdú Mata Drumconracha | Standard Score | sTen | Percentile |
|--------------------------|----------------|------|------------|
| Rang 1                   |                |      |            |
| Rang 2                   |                |      |            |
| Rang 3                   |                |      |            |
| Rang 4                   |                |      |            |
| Rang 5                   |                |      |            |
| Rang 6                   |                |      |            |

**TF/Acmhainn**

**Gaeilge:**

**Béarla:**

**Mata:**

**Aon rud eile:**

## **APPENDIX 6**

### **Administration of Standardised Tests and Screeners**

| <b>Tests/Screeners Administered During the Year</b> |   |
|---|---|
| Naíonáin Bheaga                                     | Bellfield Infant Assessment Profile (BIAP)  |
| Naíonáin Mhóra                                      | Middle Infant Screening Test (MIST)   |
| Rang a 1  | Sigma-T<br>Non-verbal Reasoning Test (NVRT)<br>Drumcondra Primary Spelling Test<br>Triail Ghaeilge Dhroim Conrach (Foirm A amháin)<br>Drumcondra Primary Reading Test<br>Triail Mhatamaitice Dhroim Conrach |
| Rang a 2  | Drumcondra Primary Spelling Test<br>Triail Ghaeilge Dhroim Conrach<br>Drumcondra Primary Reading Test<br>Triail Mhatamaitice Dhroim Conrach   |
| Rang a 3  | Drumcondra Primary Spelling Test<br>Triail Ghaeilge Dhroim Conrach<br>Drumcondra Primary Reading Test<br>Triail Mhatamaitice Dhroim Conrach   |
| Rang a 4  | Non-verbal Reasoning Test (NVRT)<br>Drumcondra Primary Spelling Test<br>Triail Ghaeilge Dhroim Conrach<br>Drumcondra Primary Reading Test<br>Triail Mhatamaitice Dhroim Conrach                             |
| Rang a 5  | Drumcondra Primary Spelling Test<br>Triail Ghaeilge Dhroim Conrach<br>Drumcondra Primary Reading Test<br>Triail Mhatamaitice Dhroim Conrach   |
| Rang a 6  | Drumcondra Primary Spelling Test<br>Triail Ghaeilge Dhroim Conrach<br>Drumcondra Primary Reading Test<br>Triail Mhatamaitice Dhroim Conrach   |