

POLASAÍ AGUS TREOIRLINTÍ DO CHÚNTÓIRÍ UM RIACHTANAS SPEISIALTA

SPECIAL NEEDS ASSISTANT
POLICY AND GUIDELINES

Gaelscoil Raifteirí,
Faiche an Aonaigh,
Caisleán a' Bharraigh,
Co. Mhaigh Eo
Uimhir Rolla: 19832D



Polasaí & Treoirínite do Chúntóirí um Riachtanais Speisialta (CRS)

- Ceapann an Bord Bainistíochta CRS tar éis don SENO uaireanta CRS a leithdháileadh do leanaí aonair. Is féidir iad a cheapadh ar bhonn lánaimseartha nó páirtaimseartha ag brath ar an líon carnach uaireanta a leithdháiltear ar an scoil.

Éileofar ar gach CRS, bíodh siad lánaimseartha nó páirtaimseartha, conradh a shíniú a leagann amach téarmaí a gcuid fostaíochta.

Ceapadh an beartas tar éis próiseas comhairliúcháin leis na páirtithe leasmhara go léir i Márta 2023 agus tá sé teoraithe ag an reachtaíocht ábhartha amhail an tAcht um Leas Oideachais 2000, Acht Epsen 2004, an tAcht um Am Oibre 1997 agus Ciorcláin DES 71/2011, 30/2014 agus 35/2022

Ceapadh an polasaí le:

- Treoirínite agus ionchais shoiléire a chur ar fáil don fhoireann agus do thuismitheoirí maidir le ról agus freagrachtaí SNA laistigh den scoil
- A chinntiú go luachmhéadaíonn agus go dtuigeann gach CRS an ról tábhachtach atá acu maidir le cur go dearfach le heispéiris foghlama na bpáistí agus le héifeachtúlacht fhoriomlán na scoile
- Dea-chleachtas agus leanúnachas a chinntiú maidir leis an gcaoi a n-oibrímid i nGaelscoil Raifteirí

Aidhmeanna:

- An t-aitheantas a éascú mar bhaill luachmhara na foirne i gcomhthéacs scoile iomlán.
- Chun imscaradh éifeachtach CRS a chinntiú chun scileanna sóisialta agus féinmheas na bpáistí a bhfuil riachtanais speisialta oideachais acu a fheabhsú
- Chun cur ar chumas an CRS tacaíocht éifeachtach a thabhairt don mhúinteoir ranga.
- Chun an t-eispéiris foghlama is fearr a sholáthar do gach páiste trí úsáid bhreithiúnach a dhéanamh ar scileanna agus ar bhuanna an CRS
- Na tascanna agus na dualgais atá le déanamh ag an CRS a shoiléiriú
- Cuntasacht a chinntiú

Róil foirne:

Tá freagracht ar an bPríomhoide:

- Tascanna sainiúla róil agus tascanna sainiúla páistí a shainiú don CRS i gcomhar leis an múinteoir ranga
- Comhordú a dhéanamh ar chomhtháthú agus próifíl ról an CRS a cheapadh.
- Monatóireacht a dhéanamh ar éifeachtacht an ranníocaíochta CRS le riachtanais páistí ainmnithe
- Oiliúint inseirbhíse a chur chun cinn. Féadfaidh an Bord Bainistíochta an fhorbairt ghairmiúil seo a mhaoiniú nó a pháirtiú.
- Réimsí coimhlínite a bhainistiú a d'fhéadfadh teacht chun cinn, le cúnaimh ón bPríomhoide Tánaisteach

Múinteoirí Oideachais Speisialta:

Freagracht a ghlacadh as SSF i gcomhairle leis na páirtithe ábhartha go léir lena n-áirítear na thuismitheoirí, CRS, múinteoir ranga agus príomhoide

Múinteoirí Ranga:

Cinntíonn múinteoirí ranga go bhfuil tacaíocht CRS ar fáil dóibh siúd a bhfuil gá acu leis sa seomra ranga agus na tascanna cuí atá le comhlánú ag na CRS. a aithint

- Suíocháin oiriúnach a sholáthar don CRS agus don pháiste sa suíomh príomhshrutha.
- Comhoibriú leis an CRS maidir le pleanáil agus amchláir.
- Liosta a cheapadh de na tascanna ranga atá le déanamh ag an CRS nuair a bhíonn an t -am ar fáil m.sh. Uaireanta Páirc an Chrócaigh, roimh/tar éis na scoile, srl
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CRS:

Tá triúr CRS fostaithe sa scoil faoi láthair. Meastar gur cuid thábhachtach d'fhoireann na scoile iad agus go ndéanann siad dualgais ar nádúr neamhtheagaisc. Oibríonn an CRS i gcónaí faoi stiúir an mhúinteora ranga nó an phríomhoide. Pleanálann an múinteoir ceachtanna agus stiúirann sé/sí foghlaim. Soláthraíonn an CRS tacaíocht chun cuidiú leis an dalta rochtain a fháil ar an gcuraclam.

Ba chóir go mbeadh an CRS eolach ar gach beartas scoile ábhartha, go háirithe na treoirlínte cód iompair agus cosanta leanaí.

Uaireanta Oibre:

Is é 26.56 uair an chloig in aghaidh na seachtaine post páirtaimseartha CRS (0.83). Is ionann é seo agus 5.3 uair an chloig sa lá (5 uair an chloig, 20 nóiméad). Ceanglaítear ar CRS páirtaimseartha 60 uair de Pháirc an Chrócaigh a chomhlánú de rogha an Bhoird Bainistíochta i gcomhairle leis an bpríomhoide agus an CRS.

Is é 32 uair an chloig in aghaidh na seachtaine post lánaimseartha CRS Is ionann é seo agus 6.4 uair an chloig sa lá (6 uair an chloig 24 nóiméad). Ceanglaítear freisin ar CRS lánaimseartha 72 uair de Pháirc an Chrócaigh a chomhlánú de rogha an Bhoird Bainistíochta i gcomhairle leis an bpríomhoide agus an CRS

Rúndacht:

Táthar ag súil le discríd chuí maidir le gach ábhar atá rúnda

Ceapfar cláracha ama CRS i gcomhar le CRS, baill foirne Oideachais Speisialta, príomhoide agus múinteoirí ranga ag tús na bliana

Tá amanna sosa CRS éagsúil chun a chinntiú go bhfuil tacaíocht éifeachtach CRS ar fáil sa scoil i gcónaí.

Mar chuid den chonradh CRS, ceanglaítear ar CRS am a chaitheamh gach maidin agus gach tráthnóna ag ullmhú, ag glanadh agus ag eagrú an tseomra ranga.

Oibríonn CRS 12 lá/72 uair an chloig taobh amuigh de fhéilire na scoile de rogha an Bhoird Bainistíochta agus an Phríomhoide. Tá sé seo ar bhonn pro rata do CRS páirtaimseartha

Pleanáil agus Tuairisciú:

- Ba chóir do CRS cabhrú le PPP a cheapadh i gcomhar leis an múinteoir ranga, spriocanna a leagan síos, agus ina dhiaidh sin monatóireacht, dul chun cinn agus athbhreithniú a dhoiciméadú de réir mar is gá.
- Is féidir rochtain a fháil ar chóip den PPP ag CRS, MOS, Príomhoide agus Múinteoir ranga
- Is féidir rochtain a fháil ar chóip den PPP a cheap an Múinteoir Ranga ag MOS, Príomhoide agus CRS
- Ba chóir am rialta a bheith eagraithe do mhúinteoirí bualadh leis an CRS le pleanáil a dhéanamh
- Ba chóir do mhúinteoirí cur síos a dhéanamh ar a n-ionchais don pháiste agus don CRS
- Ní mór don CRS gach ábhar a bhaineann leis an gcuraclam, bainistíocht sa seomra ranga, smacht nó eachtraí inní srl a atreorú don mhúinteoir ranga.
- Roinnfídh an múinteoir ranga cóip den amchlár ranga leis an CRS ag cur in iúl cén áit a n-oibreoidh an páiste leis an rang nó ar a leibhéal féin i rith an lae.

Leibhéal agus Cineál Cúnaimh sa Seomra Ranga

- Ní mór faisnéis a fhaightear ar pháistí, agus breathnuithe a dhéantar i seomraí ranga, a láimhseáil go híogair agus go cúramach
- Beidh an fócas ar "mhodh cumasaithe" agus ag seachaint an "mód velcro"
- Seachain ró-chaint agus 'tráchtairacht reatha' a sholáthar ar cad ba chóir a dhéanamh chun a chinntiú nach gcuirfear isteach ar dhaltai/múinteoirí eile.
- Mínígh conas tascanna a dhéanamh ach seachain an réiteach a thabhairt ar thasc nó ar fhadhb. Ina ionad sin, spreag an páiste an freagra a fháil trí cheistiú agus leideanna
- Tacú le páistí le RBO ar bhealach aisiríoch trí cheisteanna aisiríocha a spreagadh.
- Meabhrú dearfach a chur chun cinn maidir le húsáid Gaeilge sa mhéid is gur féidir le páistí le RBO.

Teagmháil Fhisiúil:

- Déan iarracht a laghad teagmhála fhisiciúil agus is féidir a bheith agat mura bhfuil riachtanas céadfach ar leith ag an bpáiste agus teagmháil fhisiciúil níos sainiúla a bheidh sa chás seo leagtha amach i PPP/SSF an pháiste.
- D'fhéadfadh go mbeadh gá le teagmháil fhisiciúil chun dalta a chosaint ó dhochar dóibh féin nó ó dhaoine eile.
- Cabhair nuair is gá le hathrú le haghaidh Corpoideachais, snámh srl agus neamhspleáchas a spreagadh.
- Ba chóir gníomhartha gearn ó pháiste i dtreo CRS a láimhseáil go híogair ach go cuí freisin.
- B'fhéidir go mbeidh ar CRS treoir a thabhairt do chorp an pháiste chun roinnt gníomhaíochtaí a dhéanamh. Ba chóir é seo a dhéanamh trí theagmháil a dhéanamh go réidh leis an ngualainn, leis an ndroim, leis na géaga, leis na lámha nó leis an gcos íochtarach amháin.

Teagmháil le Tuismitheoirí:

- Spreagtar CRS chun caidreamh dearfach a chothú bunaithe ar iontaoibh le tuismitheoirí páistí le RBO
- An páiste a thabhairt chuig geata na scoile agus beannú don tuismitheoir, más gá, ag deireadh an lae scoile.
- Tá sé ina chuidiú comhrá a dhéanamh faoin gcaoi a ndeachaigh an lá nó faoi imeachtaí atá ag teacht suas ach ní chuireann tú faisnéis ar aghaidh maidir le dul chun cinn oideachais an pháiste.
- Ba chóir tuismitheoirí a bhfuil ceisteanna, iarratais nó ábhair imní acu maidir le beartas nó cleachtas scoile a atreorú díreach chuig an múinteoir ranga nó don phríomhoide. Baineann sé seo le cumarsáid duine le duine a dhírú nó le cumarsáid theileafóin indíreach
- Ba chóir do thuismitheoirí teagmháil a dhéanamh le múinteoirí chun eolas a fháil ar dhul chun cinn an pháiste
- Níl sé oiriúnach do thuismitheoirí uimhir theileafóin phríobháideach a bheith acu ar bhall foirne nó teagmháil a dhéanamh leis an CRS lasmuigh d'uaireanta scoile
- Má tá aon eachtraí beaga nó mór -eachtraí ba chóir iad a thuairisciú don mhúinteoir

Socruithe Suíocháin:

- Níor chóir do CRS suí le páiste le RBO ach nuair a mheasann an múinteoir ranga go bhfuil sé riachtanach.
 - Ceadaigh roinnt ama i rith an lae nuair nach bhfuil CRS ag suí leis/léi.
 - Seachain radharc páiste eile a chlúdú.
 - Ba chóir go mbeadh a gcathaoir agus a mbord féin ag CRS gan a bheith in aice leis an bpáiste

Dualgais agus Maoirseacht Clóis:

- Níl CRS i nGaelscoil Raifteirí sannta do pháiste aonair ach don scoil ina hiomláine. Mar sin féin, le linn amanna sosa, beidh freagracht dhíreach ag gach CRS as páiste/páistí ar leith. Caithfidh
- CRS a bheith ar an eolas i gcónaí maidir le suíomh páiste a bhfuil riachtanais bhreise acu ar an gclós. Táthar ag súil go dtabharfaidh siad aon chomharthaí luatha d'iompar míchuí ar aird an mhúinteora ranga nó an phríomhoide. Is é freagracht an CRS:
- Chun cabhrú le páistí a bhfuil riachtanais bhreise acu i gcluichí a chuimsiú
- Cloí le cód iompair na scoile i mbainistiú saincheisteanna coinbhleachta nó iompair
- Caidreamh dearfach agus cothrom a choinneáil le gach dalta
- Maoirseacht a dhéanamh ar dhaltaí ó fhad más féidir.
- Idirghníomhaíocht agus cuimsiú sóisialta a chur chun cinn.
- Chun cabhrú le daltaí líne a chruthú sa chlós tar éis amanna sosa agus fanacht leis an múinteoir.
- Bí ar aire ar chontúirt páiste éalú.

Níor chóir don CRS maoirseacht a dhéanamh ina aonar sa seomra ranga. Má fhágann an múinteoir ranga an seomra ag am ar bith, ba chóir go bhfanadh doras an tseomra ranga ar oscailt agus ba chóir go n-iarrafaí ar an múinteoir comharsanachta an rang a mhaoirsiú go dtí go bhfilléann an múinteoir.

Cógas:

- Ba chóir go dtuigfí agus go leanfaí beartas riaracháin na scoile i gcónaí.
- Cógas a riar go discréideach sa seomra ranga nó i spás ciúin más gá.
- Níor chóir ach cógas forordaithe a thabhairt.
- Gach leigheas a stóráil go cuí ag teacht lenár mbeartas sláinte agus sábháilteachta

Obair Ábhartha:

Oibríonn CRS faoi threoir an mhúinteoir ranga agus níor chóir é/í a fhágáil faoi chúram dalta nó ranga amháin. Féadfaidh siad, áfach, oibriú as a stuaim féin le páistí ar choinníoll go bhfuil an obair atá i gceist leithdháilte ag an múinteoir ranga. Féadfaidh aon cheann díobh seo a leanas a bheith san obair (is liosta neamh-sceitheadh é seo):

- Ullmhú agus glanadh suas na seomraí ranga.
- Cabhrú le páistí dul ar bord agus tuairlingt de bhusanna scoile. Nuair is gá, d'fhéadfadh go mbeadh riachtanas le taisteal mar choimhdeacht le linn uaireanta scoile ar bhusanna scoile.
- Cúnamh speisialta de réir mar is gá do pháistí a bhfuil deacrachtaí ar leith acu m.sh. ag cabhrú le daltaí riachtanais speisialta a bhfuil clóscríobh, scríbhneoireacht, ríomhairí nó úsáid eile trealaimh acu.
- Cabhrú le páistí fanacht ar an tasc, nósanna imeachta sa seomra ranga a leanúint agus idirghníomhú go cuí.
- Cabhrú le páistí gnáthamh comhsheasmhach a bhunú agus a choinneáil.
- Cabhrú le páistí féinmheas a chothú agus neamhspleáchas a fhorbairt.
- Cúnamh le héadaí, le beathú, le leithreasú agus le sláinteachas ginearálta agus a bheith ar aire faoi riachtanais sláinte agus sábháilteachta an dalta.
- Tá beartas pearsanta cúraim le plé agus le comhaontú le tuismitheoirí gach dalta a dteastaíonn cúnamh den sórt sin uathu ar bhonn aonair agus sonraí an nós imeachta comhaontaithe atá le taifeadadh i bplean cúraim an pháiste aonair.
- Go ginearálta, nuair a tharlaíonn timpistí gan choinne i ranganna príomhshrutha moltar do CRS cuidiú leis an dalta athrú sna leithris nó i láthair an mhúinteoir ranga/duine fásta eile, i gcónaí ag baint úsáide as discríd agus ag cosaint dínit an linbh.
- Cúnamh le rochtain a fháil ar an gcuraclam chomh fada agus is féidir do pháistí le RBO.

- Cabhrú le cuairteanna, siúlóidí, scrúduithe agus gníomhaíochtaí comhchosúla lasmuigh den scoil.
 - • Ag gabháil agus ag déanamh maoirseachta ar a n-dalta sannta ar thurais snámha, ag tabhairt cúnamh dhíreach nuair is gá chun athrú go culaith snámha.
 - • An tábhacht a bhaineann le sláinteachas pearsanta a chur chun cinn agus aon deacrachtaí a thuairisciú don mhúinteoir ranga.
- Cabhrú leis na múinteoirí i maoirseacht na ndaltaí le linn tionóil, áineasa agus fágáil an tseomra ranga ar chúis amháin nó eile.
- Tionlacan páistí aonair nó grúpaí beaga a d'fhéadfadh a bheith tógtha amach go sealadach ón seomra ranga ar chúis amháin nó ar chúis eile.
- Cúnamh ginearálta do na múinteoirí ranga, faoi stiúir an phríomhoide, le dualgais ar nádúr neamhtheagaisc. (Ní fhéadfaidh cúntóirí riachtanas speisialta feidhmiú mar mhúinteoirí ionaid nó sealadacha. Ní féidir iad a fhágáil i gceannas ar rang nó ar ghrúpa páistí ar fáth ar bith)
- Rannpháirtíocht le pleanáil feabhsúcháin scoile, nuair is cuí, agus comhoibriú le haon athruithe den sórt sin le beartais agus cleachtais a eascraíonn as an bpróiseas feabhsúcháin scoile.
- Rannpháirtíocht le tuismitheoirí daltaí riachtanas speisialta i struchtúir fhoirmiúla agus neamhfoirmiúla araon de réir mar is gá agus á stiúradh ag bainistíocht scoile.
- Spreagadh dea-fhreastail agus poncúlacht.
- Ag feidhmiú mar eiseamláir dhearfach do na páistí atá faoi chúram.
- Dualgais eile a oireann don ghrád mar a chinneadh riachtanais na ndaltaí agus an scoil ó am go ham. Féadfar cúntóirí riachtanas speisialta a ath-shannadh chuig obair eile atá oiriúnach don ghrád nuair a bhíonn daltaí riachtanas speisialta as láthair nó nuair a thagann éilimh phráinneacha áirithe chun cinn.

Cruinnithe Foirne:

D'fhéadfadh sé go mbeadh ar CRS freastal ar chruinnithe foirne nuair a bhíonn ceisteanna ábhartha dá gcuid oibre féin le plé. Beidh cruinniú foirne struchtúrtha ag an bpríomhoide leis na CRS uair amháin in aghaidh an téarma ar a laghad. Ar laethanta inseirbhíse, d'fhéadfadh sé go mbeadh ar CRS freastal ar scoil chun tascanna atá leagtha amach ag múinteoirí ranga/príomhoide a chur i gcrích.

Ról an CRS a Fhorbairt:

- Tá sé de fhreagracht ar an múinteoir a chinntiú go bhfuil an CRS soiléir faoin áit a bhfuil cabhair ag teastáil
- Tá pleanáil le chéile riachtanach.
- Tá sé de fhreagracht freisin ar an múinteoir ról an CRS a dhearbhu agus a luacháil go seachtrach
- Cothaítear atmaisféar comhthuisceana agus measúil.
- Is deiseanna maithe iad cruinnithe rialta leis an bpríomhoide/príomhoide tánaisteach agus leis na CRS chun saincheisteanna a phlé agus aghaidh a thabhairt ar ábhair inní.
- Tá sé inmhianaithe go n-oibreodh an CRS le grúpa iomlán páistí timpeall ar bhord an pháiste ainmnithe, seachas obair go heisiach le páiste amháin, ionas nach dtógfaidh páistí spleáchas míshláintiúil ar an CRS. Sa tslí sin faigheann roinnt páistí sa seomra ranga tairbhe tacaíochta an CRS.
- CRS a leithdháiltear do pháistí faoi mhíchumas fisiciúil leo de réir mar a theastaíonn riachtanais sa seomra ranga agus lasmuigh de. D'fhéadfadh sé go n-áireofaí leis seo an páiste a scáthú agus é/i sa chlós súgartha nó cabhrú leis/léi a mbealach a dhéanamh isteach agus amach as an scoil.

Ar laethanta nuair a bhíonn an fhoireann teagaisc ag freastal ar chúrsaí inseirbhíse, tuairisceoidh CRS don obair mar is gnách. Déanfar dualgais a shannadh dóibh chun cabhrú le heagrú an tseomra ranga na múinteoirí as láthair (i.e. taispeántais sa seomra ranga a ullmhú, na leabharlanna seomra ranga a eagrú, trealamh teagaisc a ullmhú, fótachóipeáil, lannú srl.) agus/nó ullmhú acmhainní CRS a bhaineann le páistí le RBO.

Nósanna imeachta earcaíochta:

- Seo a leanas na nósanna imeachta earcaíochta chun CRS a cheapadh go Gaelscoil Raifteirí:
 - Fógairtear an post ar ardán Poist Oideachais
- Luaitear nádúr an phoist agus iarrtar ar an iarratasóir litir chumhdaigh agus foirm iarratais chaighdeánacha a sholáthar lena n-áirítear moltóirí
- Tá an dáta deiridh liostaithe mar 2 sheachtain tar éis an chéad lá den fhógra
- Tugann an Bord Roghnúcháin Fógra Agallaimh seachtain amháin ar a laghad
- Comhaontaítear critéir chomhaontaithe roimh an agallamh agus cuirtear i bhfeidhm iad ar gach iarrthóir
- Is éard atá sa bhord roghnúcháin ná Cathaoirleach an Bhoird Bainistíochta, Príomhoide agus measúnóir neamhspleách a bhfuil cothromaíocht inscne chuí aige.
- Úsáidtear agus coinnítear scéim marcála mar thaifead.
- Tá gach ceapachán faoi réir ag an mBord um Cheadú Bainistíochta agus d'fhorálacha an Achta um Chomhionannas Fostaíochta.

Ceanglaítear ar an iarrthóir rathúil an bord a thabhairt leis an mbord

- Teastas leighis
- Teastas imréitigh Garda

Ar Cheapachán:

Ar cheapúchán, tá sé de dhualgas ar gach CRS:

- Conradh fostaíochta a shíniú
- Uimhir PPS, uimhir theileafóin srl a chur ar fáil don scoil
- A bheith eolach ar chiorcláin a chuireann síos ar shaoire bhreiteachta, ar shaoire mháithreachais, ar shaoire neamhláithreachta srl
- Foirm ceapacháin DES a shíniú

Conradh Fostaíochta:

Feidhmíonn an scoil ar an mbeartas “an duine deiridh isteach, an chéad duine amach”. Mar sin féin, ní mór a thabhairt faoi deara go bhfuil gach post le hathbhreithniú rialta i gcomhar leis an DES, an BOM, NEPS, agus NCSE. Is é sainchumas an phríomhoide CRS a imscaradh de réir riachtanais na ndaltaí/ na scoile.

Sinsearach:

Cinneann an seicheamh ina gceptar cúntóirí riachtanas speisialta ar an scoil a sinsearach. Tá sinsearach tábhachtach maidir le cinneadh a dhéanamh maidir le cé acu cúntóir (i) riachtanais speisialta ba chóir uaireanta laghdaithe a thairiscint nó a bhfostaíocht a fhoirceannadh nuair a laghdaítear leithdháileadh na scoile. Bainfear úsáid as an liosta sinsearachta chun 'Last In, First Out' a chinneadh chun críche iomarcaíochta

Cinneann an Bord Bainistíochta an tsinsearach bunaithe ar dháta tosaithe dleachta na gcúntóirí riachtanais speisialta mar CRS i scoil. I gcás go gceapfaí beirt CRS nó go bhfuil siad ag tosú ar dhualgas an lá céanna, cinntear an tsinsearach de réir na bpointí a baineadh amach ag an agallamh. Coinneofar liosta de shinsearach CRS san oifig agus cuirfear in iúl go soiléir é do na CRS.

Critéir Ratha:

Tá an beartas seo dírithe ar dhifriocht a dhéanamh do theagasc agus foghlaim páistí a bhfuil riachtanais speisialta oideachais acu inár scoil.

Beidh a fhios againn go bhfuil an polasaí ag baint amach a chuid aidhmeanna nuair atá

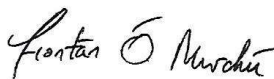
- páistí le riachtanais speisialta oideachais acu san áireamh i ngníomhaíochtaí scoile iomlána.
 - timpeallacht shábháilte agus spreagúil ag páistí
 - na páistí ag éirí ina bhfoghlaimoirí neamhspleácha agus ag fáil scileanna saoil.
 - an páiste ag baint amach na spriocanna atá leagtha amach i bplean pearsanta an dalta/comhad tacaíochta mac léinn

Daingniú, Cur I bhfeidhm agus Athbhreithniú:

Cuirfidh na múinteoirí agus na CRS an plean i bhfeidhm le tacaíocht ón mBord Bainistíochta agus déanfar athbhreithniú rialta air.

Dhaingnigh an Bord Bainistíochta an plean seo go foirmiúil ar an _____. Cuirfidh na múinteoirí agus na CRS an plean i bhfeidhm le tacaíocht ón mBord Bainistíochta ón _____

Sínte:
Cathaoirleach, Bord Bainistíochta



Dáta: 04ú Bealtaine 2023

Special Needs Assistants (SNAs) Policy and Guidelines

SNAs are appointed by the Board of Management subsequent to the allocation of SNA hours for individual children by the SENO. Depending on the cumulative number of hours allocated to the school they may be appointed on a full-time or part-time basis.

All SNAs, whether full-time or part-time, will be required to sign a contract which lays out the terms of their employment.

The Policy was devised following a consultative process with all interested parties, and is guided by the relevant legislation such as The Education Welfare Act 2000, the EPSEN Act 2004, The Working Time Act 1997 and DES Circulars 71/2011, 30/2014 and 35/2022

The policy was formulated:

- To provide staff and parents with clear guidelines and expectations with regard to the SNA role and responsibilities within the school.
- To ensure each SNA appreciates and understands the important role they have in contributing positively to the learning experiences of the children and the overall efficiency of the school.
- To ensure best practice and continuity in how we work in Gaelscoil Raifteirí

Aims:

- To facilitate the recognition SNAs as valuable members of staff in a whole school context.
- To ensure the effective deployment of SNAs in enhancing the social skills and self-esteem of the children with Special Educational Needs.
- To enable the SNA to be an effective support to the class teacher.
- To provide optimum learning experiences for all children through judicious use of the skills and talents of the SNA
- To clarify the tasks and duties to be undertaken by the SNA
- To ensure accountability

Staff Roles:

The Principal has responsibility for:

- assigning role specific and child specific tasks to the SNA in association with the class teacher.
- Co-ordinating the integration and devising the role profile of the SNA.
- Monitoring the effectiveness of the SNAs contribution to the needs of designated children.
- Promoting in-service training. The Board of Management may fund or part-fund this professional development.
- Managing areas of conflict which may arise, with the assistance of the Deputy Principal.

Special Educational Teachers:

- Assume responsibility for SSF's in consultation with all relevant parties including the parents, SNA, class teacher and principal

Class Teachers:

- Ensure SNA support is available for those who need it in a class situation and identify the appropriate tasks to be completed by the SNAs.
 - • Provide a suitable seating arrangement for the SNA and child in the mainstream setting.
- Collaborate with the SNA with regard to planning and timetabling.
- Devise a list of classroom tasks to be undertaken by the SNA when time is available e.g. Croke Parke, before/after school, etc.

SNAs:

There are three SNAs presently employed in the school. They are considered an important part of the school team and carry out duties of a non-teaching nature. The SNA always works under the direction of the class teacher or Principal. The teacher plans lessons and directs learning. The SNA provides support in assisting the pupil to access the curriculum.

The SNA should be familiar with all relevant school policy, in particular the school Code of Behaviour and Child Protection guidelines.

Hours of Work:

A part time SNA post (0.83) is 26.56 hours per week. This is the equivalent to 5.3 hours a day (5 hours, 20 minutes). Part time SNA's are also required to complete 60 Croke Park Hours at the discretion of the Board of Management in consultation with the Principal and SNAs.

A fulltime S.N.A. post is 32 hours per week. This is the equivalent to 6.4 hours a day (6 hours 24 minutes). A fulltime S.N.A. is also required to complete 72 Croke Park Hours at the discretion of the Board of Management in consultation with the Principal and SNAs. This is on a pro rata basis for part-time SNAs

Confidentiality:

- Due discretion is expected in all matters of a confidential nature
- SNAs in conjunction with SET team members, principal and class teachers will devise a timetable at the start of the year.
- SNAs break times are staggered to ensure efficient SNA support is available in the school at all times.
- As part of the SNA contract, SNAs are required to spend time each morning and each evening preparing, tidying and organising the classroom.
- Class teacher will give the SNA a copy of class timetable also pointing out where the child will work with class or at own level during the day.

Planning and Reporting:

- SNA should help to devise PPP in conjunction with the class teacher, set targets, and thereafter monitor, document progress and review as necessary.
- A copy of the PPP can be accessed by SNA, SET, Principal and Class Teacher.
- A copy of the SSF devised by the Class Teacher can be accessed by the SET, Principal and SNA.
- Time for the teachers to meet with the SNA re. planning should be organised regularly.
- Teachers should outline expectations for child and SNA
- SNA must refer all matters on curriculum, classroom management, discipline or incidents of concerns etc. to the classroom teacher.

Level and type of classroom Assistance:

- Information received on children, and observations made in classrooms, need to be handled sensitively and carefully
 - The focus will be on an "Enabling mode" and avoiding the "Velcro mode".
 - Avoid over-talking and providing a 'running commentary' of what to do next to ensure
 - minimum disruption to other pupils/teachers.
- Explain how to do tasks but avoid giving the solution to a task or problem. Instead encourage the child to come up with the answer by questioning and prompting.
- Support SEN children in a restorative way by prompting with restorative questions.
- Promoting a positive mind-set in relation to the use of Gaeilge insofar as is possible with SEN children.

Physical contact:

- Try to have as little physical contact as possible unless the child has a particular sensory need and more specific physical contact is required which in this case will be outlined in the child's PPP/SSF.
- Physical contact may be required to protect a pupil from harm to themselves or others.
- Help where necessary with changing for PE., Swimming etc. while encouraging independence.
- Actions of affection from a child towards an SNA should be handled sensitively but also appropriately.
- To carry out some activities, an SNA may need to guide the child's body. This should be done by gently touching the shoulder, back, arms, hands or lower leg only.

Parental contact:

- SNAs are encouraged to build a positive relationship based on trust with the parents of children with SEN.
- If required at the end of the school day, escort the child to the school gate and greet the parent.
- It is helpful to chat about how the day went or upcoming events but do not pass on information regarding child's educational progress.
- Parents with questions, requests or concerns regarding school policy or practice should be referred directly to the class teacher or the Principal. This applies to direct face-to face communication or indirect telephone communication.
- Parents should contact teachers for information on the child's progress.
- It is not appropriate for parents to have a private phone number of a member of staff or to contact the SNA outside of school hours.
- If there are any minor incidents or major incidents they should be reported to the teacher.

Seating Arrangements:

- An SNA should only sit with a child with SEN when and where deemed necessary by the class teacher.
- Allow some time during day where child doesn't have SNA sitting with him/her.
- Avoid blocking view of another child.
- SNA should also have their own chair and table not beside the child.

Yard Duties and Supervision:

S.N.A.s in Gaelscoil Raifteirí are not assigned to an individual child but rather to the school as a whole. However, during break times, each S.N.A. will have direct responsibility for a particular child/children. S.N.A.s must be aware at all times of the position of children with additional needs in the yard. They are expected to bring any early signs of inappropriate behaviour to the attention of either the class teacher or the Principal. It is the SNA's responsibility:

- To assist in the inclusion of children with additional needs in games.
- - To adhere to the school Code of Behaviour in the management of conflict or behaviour
 - Maintain a positive and fair relationship with all pupils
 - Supervise pupils from a distance if possible.
- To promote social interaction and inclusion.
- To assist pupils to form a line in the yard after break times and await the teacher.
- Be mindful of danger of a child absconding.

The SNA should never supervise alone in the classroom. If the class teacher leaves the room at any stage, the classroom door should remain open and the neighbouring teacher should be requested to supervise the class until the teacher returns.

Medication:

- The school's Administration of Medicines Policy should be understood and followed at all times.
- Administer medication discreetly in the classroom or a quiet space if required.
- Only prescribed medication should be given.
- Store all medicines appropriately in line with our Health and Safety Policy

Relevant work:

SNAs work under the guidance of the classroom teacher and should not be left in sole charge of a pupil or class. They may however work on their own with children provided that the work in question has been allocated by the class teacher.

Work may include any of the following (this is a non-exhaustive list):

- Preparation and tidying up of classrooms.
- Assisting school children to board and alight from school buses. Where necessary travel as escort during school hours on school buses may be required.
- Special assistance as necessary for children with particular difficulties e.g. helping special needs pupils with typing, writing, computers or other use of equipment.
- Assisting children to stay on task, follow classroom procedures and interact appropriately.
- Assisting children in establishing and maintaining a consistent routine.
- Assisting children to build self-esteem and to develop independence.
- Assistance with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the pupil.
- An intimate care policy is to be discussed and agreed with the parents of each pupil requiring such assistance on an individual basis and the details of the agreed procedure to be recorded in the individual child's care plan.
- In general, where unexpected accidents occur in mainstream classes SNA's are advised to assist the pupil to change in the toilets or in the presence of the class teacher/another adult, at all times using discretion and protecting the child's dignity.
- Assistance with accessing the curriculum as far as is possible for children with SEN.
- Assisting on out-of-school visits, walks, examinations and similar activities.
- Accompanying and supervising their assigned pupil on swimming outings, giving direct assistance where needed to change into swimming gear.
- Promoting the importance of personal hygiene and reporting any difficulties to the class teacher.
- Assisting the teachers in the supervision of pupils during assembly, recreation and dispersal from the classroom for one reason or another.
- Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom for one reason or another.
- General assistance to the class teachers, under the direction of the Principal, with duties of a non-teaching nature. (Special needs assistants may not act as either substitute or temporary teachers. In no circumstances may they be left in sole charge of a class or group of children).

- - • Participation with school improvement planning, where appropriate, and co-operation with any such changes with policies and practices arising from the school improvement process.
- Engagement with parents of special needs pupils in both formal and informal structures as required and directed by school management.
- The encouragement of good attendance and punctuality.
- Acting as a positive role model for the children in their care.
- Other duties appropriate to the grade as may be determined by the needs of the pupils and the school from time to time. Special Needs Assistants may be re-assigned to other work appropriate to the grade when special needs pupils are absent or when particular urgent work demands arise.

Staff Meetings:

SNAs may be required to attend Staff Meetings when issues of relevance to their own particular work are up for discussion. The Principal will have a structured staff meeting with the SNAs at least once per term. On days of In-Service, SNAs may be required to attend school to complete tasks laid out by class teachers/Principal.

Developing the Role of the SNA:

- It is the teacher's responsibility to ensure that the SNA is clear about where help is needed.
- Planning together is essential.
- It is also the teacher's responsibility to affirm and outwardly value the role of the SNA.
- An atmosphere of mutual understanding and respect is fostered.
- Regular meetings with the principal/deputy principal and the SNAs are good opportunities to discuss issues and address concerns.
- So that children do not build an unhealthy dependency on the SNA it is desirable that the SNA, rather than work exclusively with one child, should work with the whole group of children around the designated child's table. In that way several children in the classroom get the benefit of the SNA's support.
- SNAs allocated to children with physical disabilities will support them as needs require both within the classroom and outside it. This may include shadowing the child while in the playground or helping him/her to make their way in and out of the school.

On days when the teaching staff are attending In-service courses, SNAs will report for work as usual. They will be assigned duties to help the classroom organisation of the absent teachers (i.e. preparation of classroom displays, organisation of the classroom libraries, preparation of teaching equipment, photocopying, laminating etc.) and/or preparation of SNA resources relevant to children with SEN.

Recruitment Procedures:

The recruitment procedures for the appointment of SNAs to Gaelscoil Raifteirí are as follows:

- The post is advertised in an education posts platform
- The nature of the post is stated and the applicant is asked to supply cover letter and standard application form including referees
- The closing date is listed as 2 weeks after the first day of the advertisement
- The selection Board gives at least one weeks' notice of interview
- Agreed criteria is agreed prior to interview and applied to all candidates
- The selection Board consists of the Chairperson of the Board of Management, Principal and an Independent Assessor with an appropriate gender balance.
- A marking scheme is used and retained as a record.

- All appointments are subject to Board of Management approval and the provisions of the Employment Equality Act.

The successful candidate is required to furnish the Board with

- A medical cert
- A Garda Clearance Cert

On Appointment:

Each SNA is required to:

- Sign a contract of employment
- Supply school administration with P.P.S. number, telephone number etc.
- Asked to become familiar with circulars detailing sick leave, maternity leave, leave of absence etc.
- Sign the DES appointment form

Contract of Employment:

The school operates a 'last in, first out' policy. However, it must be noted that all positions are up for regular review in association with the DES, the BOM, NEPS, and NCSE. It is the Principal's prerogative to deploy SNA's as per pupil's/ school needs.

Seniority:

The sequence in which special need assistants are appointed to the school determines their seniority. Seniority is important in determining which special need assistant(s) should be offered reduced hours or have their employment terminated when the allocation of the school is reduced. The seniority listing will be used in determining 'last in, first out' for the purpose of redundancy.

The Board of Management determines the seniority based on special need assistants' date of commencement of duty as an SNA in a school. In the event of two SNA's being appointed or commencing duty on the same day, seniority is determined by the points achieved at interview. A list of SNA seniority will be kept in the office and will be communicated clearly to the SNA's.

Success Criteria:

This policy is aimed at making a difference to the teaching and learning of children with Special Educational Needs in our school.

We will know that the policy is achieving its aims when _

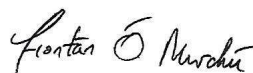
- children with Special Educational Needs are included in whole school activities.
- children are experiencing a safe and stimulating environment.
- the children are becoming independent learners and acquiring life skills.
- the child is reaching the targets set out in Pupil Personal Plan/Student Support File.

Ratification, Implementation and Review:

The plan will be implemented by the teachers and SNAs supported by the Board of Management and will be reviewed regularly.

This plan was formally ratified by the Board of Management on _____.

Signed:



Chairperson, BOM

Date: 04ú Bealtane 2023