

**CLONKEEN COLLEGE
SPECIAL EDUCATION NEEDS
BOOKLET
2009/2010.**

Clonkeen College Special Education Needs Booklet.

1. Introduction To New Parents.	PAGE 2
2. Role of the Parents/Guardians	PAGE 3
3. Procedures For Arranging Assessment.	PAGE 4
4. In-School Support System.	PAGE 6
5. Frequently Asked Questions.	PAGE 7
6. Specific Learning Difficulties	PAGE 9
7. Dyslexia	PAGE 10
8. Dyspraxia	PAGE 12
9. Exam Accommodation for SEN students	PAGE 13
10. Dysgraphia	PAGE 14
11. ADD/ADHD	PAGE 15
12. Children with Exceptionable Abilities.	PAGE 17
13. Students Who Do Not Have English As A First Language	PAGE 18
14. Epsen Act/Budget Cuts	PAGE 21
15. Glossary of Terms	PAGE 21
16. Useful Addresses	PAGE 23

INTRODUCTION TO NEW PARENTS

On behalf of the entire school community, the management team of Clonkeen College would like to warmly welcome you and your son to our school community.

The Mission Statement of Clonkeen College sets out our school's particular vision. It is important to note that it explicitly states that Clonkeen College is a voluntary Catholic secondary school, where each individual and group within the school community is encouraged and facilitated to contribute to the creation of a caring, supportive and inclusive educational environment, conducive to developing the diverse talents of all the participants.

It is clear that this has considerable implications for how we, as a community, attempt to service the special educational needs of our students. To add to these implications, it should also be noted that Clonkeen College is a Catholic voluntary secondary school founded by the Christian Brothers in the Edmund Rice tradition. Clonkeen College is proud of this inherited tradition that helps inform our characteristic spirit which is specifically stated in the five key elements of an Edmund Rice school. These key elements are:

1. Nurturing faith, Christian spirituality and Gospel-based values
2. Promoting partnership in the school community
3. Excelling in teaching and learning
4. Creating a caring school community
5. Inspiring transformational leadership.

In keeping with the second, third and fourth key elements of our characteristic spirit, Clonkeen College, in partnership with the home and the wider community, seeks to excel in how it provides a suitably caring environment of teaching and learning for all our students.

While Clonkeen College intends to provide for the very best educational care for its students, it must acknowledge however that its resources are limited and are being further eroded by Government budgetary cutbacks, given the current perilous state of the Nation's finances.

Despite this, Clonkeen College is looking forward to working in partnership with parents/guardians, whose role as the primary care educators of the child it recognises and affirms, in providing for the very best of care for all our students.

Dom Twomey (Principal)

Kevin Barry (Deputy Principal)

ROLE OF THE PARENTS/GUARDIANS

Parents/Guardians are responsible for the following:

1. The Provision of all learning support materials, for example, dictionaries, copybooks, etc..
2. Meeting teachers, management and all staff involved in the provision of learning support for students with SENs by appointment only.
3. Understanding and appreciating that such appointed meetings must have an agreed defined time limit.
4. Organising for the presentation of the Irish Exemptions Certificate to the school.
5. Being aware that any psychological assessment of their child is only valid for a two year period, after which parents/guardians must organise for a new up-to-date psychological assessment by applying to the Guidance Counsellor in the first instance.
6. Be prepared to fill out any school organised home behavioural assessment form if requested to do so by the school.
7. Their son's punctuality.
8. Their son's preparation for school, for example correct uniform.
9. Checking that their son's homework is completed and assisting where necessary.
10. Checking the homework journal regularly.
11. Ensuring the nutritional healthcare of their son.
12. The administration of all medications.
13. Maintenance of up-to-date school records for communication purposes by notifying school office personnel of any such changes needed to the school database.
14. Having the latest school report/certificate of progress card from their previous school(s).
15. Organising for a translator if necessary when dealing with the school, if language difficulties exist.

UNDERSTANDING AND SUPPORTING THE SCHOOL.

It is critically important that parents/guardians and Clonkeen College work in partnership for the benefit of the student. Our school, like nearly all schools, operate in an environment where resources are limited. Even where resources are available, schools may be hindered in maximising their benefit due to factors outside of the school's control.

PROCEDURES FOR ARRANGING ASSESMENT

If your child is experiencing learning difficulties a meeting can be arranged with the Principal/Deputy Principal and the learning support teacher to discuss your child's progress. The school would then request, with your written permission, all assessments and any psychological reports from primary school and arrange further assessments if necessary.

ARRIVAL AT SECONDARY SCHOOL

Following your son's arrival at Clonkeen College there may be further contact with the learning support department and Principal/Deputy Principal. There is a process of assessment over a short period of time during which your child would be monitored and if the need arises an assessment with an educational psychologist would be arranged. This assessment may describe the nature and extent of the problem and may offer specific advice on support to be given. The in-school assessment involves a three staged approach.

Stage 1: The class teacher may monitor the child.

Stage 2: The child may be referred by the class teacher to the learning support teacher for further assessment, and supplementary teaching may be arranged.

Stage 3: The school may request an assessment from a specialist outside the school e.g. an educational psychologist.

PSYCHOLOGICAL ASSESSMENT

Following consultation with the principal and learning support teacher, a psychological assessment may be arranged with one of the following

An educational psychologist working for *The National Educational Psychological Service*.

An area psychologist working for the HSE East Coast Area.

An educational psychologist in private practice.

SUPPORT SYSTEM

The S.E.N.O: A special education needs organiser may be appointed to the school to help process applications for resources for children with disabilities that have special educational needs. The Dept. of Education has outlined a number of disability categories. Only pupils who have been appropriately assessed, who meet the relevant criteria for a diagnosis of a learning disability under one or more of the following categories, may receive a provision from a special class or S.N.A..

Physical disability

Hearing impairment

Visual impairment

Emotional disturbance

Severe emotional disturbance

Severe/profound learning difficulties

Moderate general learning disability

Autism

Specific speech and language disorders

Assessed syndrome in conjunction with one of the above low incidence disabilities

Multiple disabilities

The S.E.N.O. works in conjunction with the Dept. of Education in relation to the following

Examining applications for special equipment or assistive technology

Examining applications for transport arrangements and making recommendations

Assistance in applying for an s.n.a.

APPLYING FOR AN S.N.A.

An application for an S.N.A. may be considered where for example a student has a significant medical need for such assistance, or is displaying severe behavioural problems, or where a child cannot cope with school structures /organisation and classroom activities.

IN-SCHOOL SUPPORT SYSTEM.

Clonkeen College endeavours to give every student access to a full curriculum. Learning support may be provided for those students identified as having difficulties. A special plan (an individual education plan) may be established for such students. This decision would be made following consultation with the National Educational Psychological Service, psychologist, principal, resource teacher, guidance counsellor, subject teacher, year head, parents and student.

Learning support and extra tuition may be provided to the student by withdrawal from timetabled class following consultation with subject teacher, parents and pupil. Students who have been identified as having special needs on entry to Clonkeen College may be offered a place in a small group for learning support English/Maths in first year provided resources are available.

ASSESSMENT OF NEEDS

Using a number of tests, including screening tests, diagnostic tests, psychological tests and information from parents and feeder primary schools, a committee consisting of the principal, deputy principal, guidance counsellor and learning support teacher may assess the special needs of students upon entry to Clonkeen College. In this case, re-assessment and re-evaluation with teacher observation and parental consultation will be an ongoing process. Clonkeen College may make an assessment of its capacity to respond adequately to these needs.

TEACHER/SNA ABSENCES

When the learning support teacher, the resource teacher or the SNA is absent, and an SEN student is normally required to attend withdrawal classes with this staff member, then the student will revert to attending the regular class(es) with his peer group. This is to satisfy the legal requirement of supervision as required under law. When in these classes, the student is either to participate in the class activity or to study, as determined by the class teacher.

INTEGRATION OF DIFFERENTIATED TEACHING/LEARNING STRATEGIES.

Clonkeen College is committed to the ongoing up-skilling of staff in order to effect a more integrated delivery of differentiated teaching and learning strategies for the benefit of students with SENs.

The school is mindful, however, that a balance needs to be established between accommodating the need for inclusive strategies that accommodate the time intensive requirements that some students with SENs require with the equally valid needs of other students in the classroom.

FREQUENTLY ASKED QUESTIONS.

What is an I.E.P?

It is an Individual Education Plan set out for a child with special educational needs. It is prepared in accordance with the *Education For Person With Special Education Needs Act 2004*. The learning support teacher, parents, student and relevant others are consulted in the preparation of the plan and it is informed by the guidelines set out by the *National Council for Special Education*.

An I.E.P. may not only include a yearly goal related to academic skills but also any issues arising with regard to the students' motor skills, social skills, self-help skills or emotional development. The I.E.P. also includes the special education and support services provided by Clonkeen College (albeit with due regard to the limited resources available) so that the child can benefit from his education and participate fully in the life of Clonkeen College.

What is N.E.P.S.?

It is the *National Educational Psychology Service*. They provide psychological assessments for schools. Their aim is to support the personal, social and educational development of all children.

What is an Educational Psychologist?

An Educational Psychologist is a psychologist who specialises in the learning, adjustment, development and, emotional, social aspects of the lives of children in school.

What is a S.E.N.O.?

It stands for *Special Educational Needs Organiser*. They work with the school, parent and Dept.of Education and Science to process applications for resources for children with learning difficulties.

My child has been receiving extra help in primary school. Will he receive help in secondary school?

A learning resource department is active in Clonkeen College. Following assessments your son may receive help if it is considered necessary and school resources allow.

What is the N.C.S.E.?

It stands for *National Council for Special Education*. It is an independent body, which provides information to parents of children with disabilities on provisions in education for their child. It consults with schools, health boards and other relevant bodies in relation to the provision of education and support services to children with disabilities.

What is an S.N.A?

It stands for Special Needs Assistant. They are recruited specifically to assist in the care of pupils with disabilities in an educational context.

What is the Learning Support Teacher?

The Learning Support Teacher identifies any student who has learning difficulties, devises an I.E.P. for the student and provides tuition either individually or in a group.

What is a Resource Teacher?

A Resource Teacher assists the learning support teacher in providing support for children with special educational needs that have been assessed as having difficulties.

What is Inclusion?

It is the practice of placing students with special needs in an educational setting with peers who do not have special needs.

What is a learning difficulty?

It is where a child has a lower than average intellect resulting in interference with the rate and process of learning in the classroom.

What is motor development?

It is the development of control over bodily movements through the co-ordinated activity of the nerve centre, the nerves and muscles.

What are gross motor skills?

It involves the large areas of the body and includes for example walking, swimming running, climbing and playing football or similar games.

What are fine motor skills?

These include smaller muscles (especially the muscle in the hand) Skills include grasping, catching and writing.

SPECIFIC LEARNING DISABILITIES

Students with specific learning disabilities have average intelligence but may have difficulties acquiring and demonstrating knowledge and understanding. This results in lack of achievement for age and ability and a severe discrepancy between achievement and intellectual abilities.

Specific learning disabilities are a group of disorders shown by significant difficulties in the acquisition and use of listening, speaking, writing, reasoning or mathematical abilities. The specific causes of these disabilities are not understood. The effects of a learning disability can range from mild to severe. Children with specific learning disabilities may also present with other disabilities such as mobility or sensory impairment. The most common specific learning disabilities include the following:

Dyslexia.

Dyspraxia.

Dysgraphia.

ADHD

Children with ADHD may also present with learning difficulties. Due to the nature of this condition they may appear to have some difficulty in the acquisition of knowledge in relation to their peers. We will therefore include it in this section.

DYSLEXIA

Dyslexia is a specific learning disability that is neurological in origin. It is characterised by a difficulty in processing information which inhibits the development of the child's literacy skills. The child may also experience difficulties in handwriting, short term memory and organisation.

A child with dyslexia may mix up letters within words and sentences. He may also have difficulty spelling words correctly while writing. Some children with dyslexia may have a difficult time with completing simple directional tasks as they are easily confused by direction and spatial information such as left and right. If a child is suspected of having dyslexia, early identification and assessment is vital in ensuring the child reaches his potential. Once a parent or guardian identifies their child as having difficulty in learning they should bring it to the attention of the teacher. Teaching provision is intended for pupils with special needs (e.g. the visually impaired, hearing impaired, moderate general learning disability Asperger Syndrome etc), whose capacity to learn and integrate is reduced by the disability itself. Such children are in a group, which is distinct from those in the specific learning difficulty group. Because children with dyslexia are of low incidence they are not currently entitled to the help of a Special Needs Assistant. Therefore Clonkeen College endeavours to provide as much support to such students according to available resources.

DEPARTMENT OF EDUCATION AND SCIENCE ACCOMMODATIONS:

- Reader during state examinations
- Extra allocation of time during examinations
- Exception from spelling and grammatical components in language subjects (waiver)
- Acknowledgement of difficulties when exams are given to "corrector" on other subjects
- Use of tape when completing exams instead of writing examination
- Students with dyslexia as a diagnosed condition are exempt from Irish.

Please note that when the above accommodations are given in state examinations an annotation is written on the certificate of the student to state what allowances were given during examinations.

THE DYSLEXIA ASSOCIATION OF IRELAND

The Dyslexia Association of Ireland is a national source of information on specific learning disabilities and can arrange talks for interested groups. Special education services offered by the association includes one to one tuition for children and adults on weekday afternoons in their Dublin headquarters.

The association maintains an extensive list of tutors who are willing to offer private tuition.

Non-residential summer schools are held in July in various locations.

Group workshops in Sandymount, Gardiner Street and Tallaght

Exam preparation and study skills classes for students sitting the Leaving Cert and Junior Cert exams

Branches of the Association arrange short courses for parents on how to help and support children with dyslexia

The Dyslexia Association of Ireland in Dublin has a 10 month waiting list of students seeking assessments with them

COMPUTER AIDS.

Computers are now becoming increasingly more important in assisting students with literacy skills. They are being used more commonly by schools to assist students with dyslexia provided the funds are available.

Dyslexia Association Of Ireland

Suffolk Chambers, 1 Suffolk St. Dublin 2

www.dyslexia.ie

(01) 6790276

DYSPRAXIA

Dyspraxia is defined as difficulty with thinking out, planning and carrying out sensory/motor tasks. Dyspraxia is primarily a development co-ordination disorder. It is an immaturity in the way the brain processes information which results in messages not being properly or fully transmitted.

Thus Dyspraxics have difficulty in their overall co-ordination leading to problems in handwriting, poor concentration and organisation.

IDENTIFYING DYSPRAXIA

The young person with Dyspraxia may have a combination of problems in varying degrees, including:

- Poor balance
- Poor co-ordination
- Difficulties with vision
- Motor planning and perception in space
- Tactile dysfunction
- Poor awareness of body position in space
- Difficulty with reading, writing and speech
- Poor social skill and/or emotional and behavioural problems

However not all children who display one or more of these conditions are regarded as having Dyspraxia. Dyspraxia can only be diagnosed following thorough examinations by doctors and related professionals. If parents feel that their child has a particular difficulty in the above areas they should contact both their child's teacher and GP. In general children with Dyspraxia are able to participate in mainstream classes

Sometimes Dyspraxia is not identified until the child reaches secondary school. He may have coped through primary school with only minor difficulties. However the structure of secondary may prove too difficult for the child and it is at this point that problems may arise in view of the organisational skills that are required in secondary school. If Dyspraxia is not identified and the child enters secondary school there can be such a high incidence of low self-esteem that behavioural problems become evident. In such incidences Clonkeen College endeavours to offer it's full support and guidance and encourage the student to reach his full potential.

The Dyspraxic Association Of Ireland

C/o Siobhan Gallagher

54 Frankfurt Ave,

Rathgar,

Dublin. Ph. (01) 2957125

EXAM ACCOMODATIONS FOR SEN STUDENTS

Special accommodations are made for Clonkeen College students who would have difficulty in communicating what they know to a State Examiner because of a physical, sensory, or a specific learning difficulty. These accommodations are operated by the State Examinations Commission and are intended as far as possible to remove the impact of the disability on the candidate's performance and to enable the student to demonstrate fully their level of attainment.

The scheme is operated on the basis of a set of principles identified by an expert advisory group and accepted by the Minister of Education and Science. These principles are published on the state examinations website www.examinations.ie.

Allowances are made for those students diagnosed with specific learning difficulties and those with physical/sensory disabilities. The range of accommodations include the use of word processor, grammar exemptions in language subjects for students with specific learning disabilities the use of laptop, the use of tape recorder, access to a reader, a separate exam centre, extra time for visually impaired students. Clonkeen College endeavours to provide provisions for students who would require accommodations where possible. The application will be made by the school in conjunction with the parent and student.

For Junior Certificate the closing date for applications for reasonable accommodations is usually the November before the examinations. In the case of Leaving Certificate complete applications are required to be returned to the State Examinations Commission by late May of the year before the examinations. In the case of newly diagnosed specific learning difficulties accommodations can be applied for closer to the examinations.

In exceptional cases it is possible to apply for accommodations emerging closer to the examinations. If you know that the child has a difficulty then the school should be made aware as soon as possible.

For more detailed information on specific accommodations regarding your child's needs contact:

www.examinations.ie

E-mail address: info@examinations.ie

Address: Reasonable Accommodations Section

State Examination Commission

Cornamaddy Athlone

Co Westmeath

Tel: 090 6442700

DYSGRAPHIA

“Dysgraphia” is a learning disability resulting from the difficulty in expressing thoughts in writing and graphing. It generally refers to extremely poor handwriting.

CHARACTERISTICS

- Unusual pen grip (often having the thumb on top)
- Pen grip is very low and thus the student’s head is on the table watching while writing
- Write only very short sentences
- Writing letters is a very slow process
- It takes a long time to write anything
- Many words are misspelt
- Difficulty with geographic directions such as east and west

Dysgraphia is often confused with dyslexia, as difficulty with handwriting is a common characteristic of dyslexia. However Dysgraphia is much less common and students have severe difficulty in the mechanics of handwriting. Most S.E.N. students experience some difficulty with handwriting but students with Dysgraphia have profound difficulties.

Although most students with Dysgraphia do not have visual or perceptual processing problems, some students with a visual processing weakness will experience difficulty with writing speed and clarity simply because they aren’t able to fully process the visual information as they are placing it on the page.

Because this condition is often mistaken for sloppy handwriting it would therefore have to be confirmed by a professional in this area. Support can be found from the Dyslexia Association of Ireland.

DYSLEXIA ASSOCIATION OF IRELAND

Suffolk Chambers
1 Suffolk Street, Dublin 2.
Tel: 01 6790276
www.dyslexia.ie

ADHD./ADD.

ADHD stands for Attention Deficit and Hyper-activity Disorder. ADD stands for Attention Deficit Disorder.

Both terms refer to a medical diagnosis that is applied to children who are experiencing behavioural and cognitive difficulties in important aspects of their lives eg. school, family and relationships. It is often regarded as a neurological disorder which can affect the child's learning ability and interferes with the ability to sustain attention and focus on a task.

Diagnosis of ADHD/ADD can only be made following a period of observation of the child and by gathering and assessing their educational history. A full medical and psychological evaluation would also be undertaken to determine the severity of the condition and the child's needs.

ASSESSMENT AND TREATMENT

An assessment and treatment service for ADHD is available at St. Francis Clinic, Temple Street hospital.

The hospital has developed specialised services for families with an ADHD child. Referrals usually come from consultants in the hospital or from consultants in other hospitals GPs generally do not refer clients to the service. The clinic may refer children to other professionals for additional services.

The current waiting list is short but may change due to demand. Children from 4 to 14 are catered for in this service.

TEMPLE STREET HOSPITAL Tel: 01 8748763 www.childrenshospital.ie

LUCENA CLINIC

The Lucena Clinic, Dun Laoghaire, also provides services for children with ADHD.

However, referral from a GP or an area medical officer is necessary. Here, a comprehensive assessment is offered to each child and family by a team composed of a consultant psychologist, a psychiatrist, a social worker, and a speech and/or a speech and language therapist depending on the need. Following assessment a plan of intervention may be made for the child.

The clinic caters mainly for children up to the age of 16.

LUCENA CLINIC

Century Court Upper Georges Street Dun Laoghaire tel: 01 2809809 www.sjog.ie

OUR LADY'S HOSPITAL CRUMLIN.

Referrals are first made to relevant consultants and from here patients are referred to a psychologist. There is a waiting list of 8 months for psychological services and neurological services 2 to 3 months. Patients attending are in the 3 to 16 age range.

OUR LADY'S HOSPITAL

Crumlin Dublin 12 Tel: 01 4096100 www.olhsc.ie

CHILDREN WITH EXCEPTIONAL ABILITIES.

Exceptionally able students may demonstrate exceptional academic ability, particularly in Science and Math based subjects. These students have high cognitive abilities, learn at a much faster pace and have the ability to process material to a much greater depth. They may show exceptional ability in more than one area. If a parent or guardian feels that their child is academically advanced for their years a psychologist can confirm this following an assessment. Those assessed as being gifted have a high level of intelligence and have an IQ score of 130 or more.

School forms a large part of a child's life and a good experience of school can set the tone for both good work practices and general self esteem. Children who are academically advanced for their age may find it difficult to communicate with their peers and may feel socially isolated. Those students who have exceptional ability have learning needs in the same way as those whose special education conditions place them lower on the scale of intelligence or academic progress.

Clonkeen College aims to provide a learning environment which recognises the value of every child's ability including those with exceptional ability and those with special education conditions. Clonkeen College endeavours to support and encourage those students who are exceptionally able and help them realise their fullest potential. Further help and support can be found from The Irish Association for Gifted Children.

THE IRISH ASSOCIATION FOR GIFTED CHILDREN

Irish families of exceptionally able children established *The Irish Association for Gifted Children* in 1978 in recognition of the need for an Irish body to offer support and guidance to those families with gifted children. Its aims are:

- To assist children with outstanding gifts and talents to fulfil their potential.
- To give support to parents, teachers and others professionally involved with their development.
- To advocate on the children's behalf with the appropriate government and educational authorities
- To continue to heighten public awareness of these children and their equal need for extra help and understanding within schools and out

CONTACT

The Irish Association For Gifted Children

Carmichael House

4 Brunswick Street

Dublin 7

Tel: 01-8735702

www.iagc.ie

STUDENTS WHO DO NOT HAVE ENGLISH AS A FIRST LANGUAGE

The general aim of education is to contribute towards the development of all aspects of the individual, including aesthetic, creative, critical, cultural, emotional, intellectual, moral, physical, political, social and spiritual development, for personal and family life, for working life, for living in the community, and for leisure

Clonkeen College endeavours to uphold these aims and encourages all our students including those from differing cultural backgrounds to reach their full potential.

Those who do not have English as a first language face great challenges on entering the secondary school, as the school's structures, policies and practices may be very different to those with which they have been familiar. It is the aim of Clonkeen College to help integrate these students into the body of the school, to make them comfortable in their learning environment and help them develop and achieve their goals. The Principal, Deputy Principal, teachers and the learning support department work together to provide assistance to the parents/guardians of these students.

Following assessment by the learning support department those students identified as needing assistance in their English language skills may be given extra help. This would involve the student being withdrawn from non-exam classes for extra tuition by the language support teacher. The length and duration of these classes would depend on the available resources. Both the learning support department and subject teachers would continuously monitor the progress of the student.

The most critical stage of language learning for the student coincides with their arrival in school. The Learning Support Department develops a learning support plan for each individual student who has been assessed as requiring extra language tuition. The Learning Support Department and teachers work together to build the students confidence within the school environment and allow them opportunities to evaluate their own progress and develop a sense of achievement in their learning. Such profiles have a positive focus insofar as they record only what a student can do. This enables the development of a learning programme, which identifies what can be taught next. The student's knowledge, strength and interests can be drawn upon in the development of such a programme.

In class, teachers hold a positive approach towards language and linguistic diversity and aim to communicate this to their students. Learners of a second language may be able to function very well in areas of the curriculum if teachers are aware of their needs. Teachers can encourage students to support the language-learning classmates and be aware that they are in a new environment and can make mistakes.

Documents of interest to parents who are newcomers to Ireland are available in German, Latvian, Lithuanian, Polish, Russian and Spanish. The translated documents are based on the definitive text in the English language and relates to all aspects of children's learning within the Irish education system. These documents are available on info@education.gov.ie

An appointment with the Learning Support Department can be made if any further assistance may be required.

Other websites of interest are:

www.ncca.ie

www.iilt.ie

EPSEN ACT/ BUDGET CUTS

The education for Special Needs Act of 2004 has not yet been implemented due to the education cuts. It was due to commence fully in September 2009 but now the date of commencement is uncertain. However the N.C.S.E. is doing its best to assist those working with people with Special Educational Needs by supplying support and advice on the current available resources. The National Council for Special Education stated in their report on the EPSEN Act that “ the formal commencement of sections of the act should only take place when the necessary policies, systems, training and resources are in place”. It is fair to say then that schools may not have the resources available to put the act into place. Also, because the target of Educational Psychologists has not yet been met N.E.P.S. remains unable to clear the logjam in assessments.

The provision for education –clinical assessment, essential for triggering resources for students with emotional behavioural difficulties (EBD), is scant. NEPS is the body schools rely on for these assessments.

A significant number of SEN students live in areas that have no NEPS service or a reduced NEPS service. Therefore this service is not available for some parents.

The suspension of substitution cover from January 2009 for uncertified sick leave and for school business absences will disrupt and deny the learning needs of SEN students within all categories.

The cap of two on the number of English Language Support Teachers being re-imposed other than in exceptional circumstances means schools must revert to the practice of adding these students into already overcrowded Learning Support classes. Newly enrolled Newcomer students with English as a second language are unable to manage second level curriculum for up to two years or more after their arrival in Ireland.

Schools previously deemed to be disadvantaged but with retention and attainment levels too high for inclusion in the DEIS programme are to lose all supports.

Grants towards schools helping to meet the needs of the most significant and most vulnerable group of SEN students are abolished.

They include the following programmes:

- The JCSP (Junior Cert School Programme)
- The LCA (Leaving Cert Applied)
- The LCVP (Leaving Cert Vocational Programme)

GLOSSARY OF TERMS

ABILITY GROUPING

Placing students of similar ability in the same class or group for purposes of instruction.

ADHD

This stands for Attention Deficit Hyperactivity Disorder. It is a neurological disorder, which impedes the child's cognitive and behavioural development.

ASSESSMENT

A systemic process for gathering information from many sources in order to make appropriate educational decisions for a student. It is a progressive process identifying the students' strengths and needs. It results in the design and implementation of specific educational strategies. Assessments are conducted on a continuum and can be both formal and informal.

CLINICAL PSYCHOLOGIST

A psychologist who specialises in the emotional, intellectual, behavioural and adjustment problems of children who may have mental health difficulties such as depression, adhd and bi-polar disorder.

COOPERATIVE LEARNING

This is where students work in small groups where they are given a group mark assessment result.

DEVELOPMENTAL DISABILITY

A condition that prevents a child from developing normally and often results in a general learning disability.

DYSLEXIA

This is a specific learning disability affecting a child's literacy skills.

DYSCALCULIA

A learning disability in which a child has severe problems in the comprehension of maths.

DYSGRAPHIA

This is a learning disability, which impairs a child's ability to write.

DYSPRAXIA

This is an impairment or immaturity in the organisation of movement.

EDUCATIONAL PSYCHOLOGIST

This is a psychologist who specialises in learning, adjustment, development, emotional and social aspects of the lives of children in school.

GENERAL LEARNING DISABILITIES

These are conditions with significantly below average intelligence, ranging in severity from borderline, mild, moderate, severe and profound levels.

HYPERACTIVITY

This is a condition of excess motor activity or restlessness.

INCLUSION

This is where all students are entitled to equitable access to learning, and achievement and the pursuit of excellence in all aspects of their education.

INDIVIDUAL EDUCATION PLAN

This is a written record which documents the individualised planning process for students with special needs.

LEARNING DIFFICULTY

It is where child has a difficulty in learning as a result of mild developmental delays or mild problems adjusting to school

MIXED ABILITY GROUPING

This refers to the practice of grouping children of differing achievement levels together in the same class or learning group in the class

OCCUPATIONAL THERAPIST

This is a therapist who focuses on daily living skills, sensory integration, and the development in patients of fine motor skills.

PHYSIOTHERAPIST

This is a therapist who provides evaluation and treatment of physical disabilities through exercise and massage

RECEPTIVE LANGUAGE

This refers to the understanding of spoken and written communication as well as gestures.

S.N.A.

This stands for Special Needs Assistant.

SPECIFIC LEARNING DISABILITY

This is where a child with average or above average potential who has difficulty learning in one or more areas (such as reading and maths) and exhibits a severe discrepancy between their ability and achievement.

STANDARDISED TEST

This is a test taken by many students under identical conditions to be compared statistically to a standard, such as a norm.

TOURETTES SYNDROME

This is a neurological disorder characterised by tics or motor movements and often occurring with ADHD/specific learning disabilities.

USEFUL ADDRESSES

ASPERGER SYNDROME IRELAND (ASPIRE)

CARMICHALE HOUSE FOR VOLUNTAY GROUPS

NORTH BRUNSWICK STREET

DUBLIN 7

HELPLINE (01) 8780027

www.aspire-.org

BARNARDO'S CHILDREN'S RESOURCE CENTRE

CHRISTCHURCH SQUARE

CHRISTCHURCH

DUBLIN 8

TEL: (01) 4549699

[www.barnardos .ie](http://www.barnardos.ie)

DEPARTMENT OF EDUCATION AND SCIENCE

(SPECIAL EDUCATION SECTION)

CORNAMADDY

ATHLONE

CO WESTMEATH

TEL: (0906) 74621 OR (01) 8734700

www.education.ie

DOLMAN CENTRE

(For persons with Autism and related disorders)

10 BAYVIEW DRIVE

KILLINEY

CO DUBLIN

TEL: (01) 2823584

BEECHPARK OUTREACH SERVICES

Bryan S.Ryan Building

Main Road

TallaghtDublin 24

Tel. (01) 4632210

CAINT

C/O Geraldine Graydon

10 Bayview Klilliney

Co.DublinTel. (01) 2823584

www.caint.com

COMMUNITY AND YOUTH INFORMATION CENTRE

Sackville Place

Dublin 1

Tel. (01) 8786844

DYSPRAXIA ASSOCIATION OF IRELAND

c/o Siobhan Gallagher

54 Frankfurt Ave.

Dublin 6

Tel. (01) 2957125

[Www.indigo.ie/-dspraxia](http://www.indigo.ie/-dspraxia)

DYSLEXIA ASSOCIATION of IRELAND

Suffolk Chambers

1 Suffolk Street

Dublin 1

Tel. (01)6790276

HADD (HYPERACTIVITY ASSOCIATION of IRELAND)

c/o Stephanie Mahoney

Carmichael Centre

Carmichael House

North Brunswick Street

Dublin 7

Tel: (01) 8735702

IRISH AUTISM ACTION

A Support Group for Children and Adults with Autism

41 Newlands

Mullingar

Co Westmeath

Tel: (044) 316090

IRISH LEARNING SUPPORT ASSOCIATION

c/o: St Patrick's College of Education

Drumcondra

Dublin 9

Tel: (01) 8376191

www.ilsa.ie

IRISH ASSOCIATION FOR GIFTED CHILDREN

Carmichael House

4 Brunswick Street

Dublin 7

Tel: (01) 8735702

www.iagc.ie

LUCENA CLINIC

Century Court

Upper George's Street

Dun Laoghaire

Tel: (01) 2809809

www.sjog.ie

**THE NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT
(NCCA)**

24 Merrion Square

Dublin 2

Tel: (01) 6617177

THE NATIONAL COUNCIL FOR SPECIAL EDUCATION

12 Mill Street

Trim

Co Meath

NATIONAL EDUCATIONAL PSYCHOLOGICAL SERVICE (NEPS)

Frederick Court

24/27 North Frederick Street

Dublin 1

Tel (01) 8892700 or

Trident House

3rd Floor

Blackrock

Co Dublin

Tel: (01) 2833028

www.education.ie

NATIONAL PARENTS COUNCIL POST-PRIMARY

Unit 5 Glasnevin Buisness Centre

Ballyboggan Road

Dublin 11

Tel (01) 8302740

www.npcpp.ie

PSYCHOLOGICAL SOCIETY OF IRELAND

2a Corn Exchange Place

Dublin 2

Tel (01) 6717122

www.psihq.org

TOURETTE SYNDROME ASSOCIATION OF IRELAND

39 Elderwood Road

Dublin 20

Tel: (01) 6230500

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