



## Polasaí Cúntóir Riachtanais Bhreise

### *Additional Needs Assistant Policy*

Tá scéim na gCúntóirí Riachtanas Bhreise (CRB) ceaptha chun foireann tacaíochta aosach a chur ar fáil do scoileanna chun cabhrú le leanaí a bhfuil riachtanais bhreise oideachais agus riachtanais chúraim shuntasacha bhreise acu freisin. Soláthraítear tacaíocht dá leithéid chun tinreamh scoile na ndaltaí sin a éascú agus ionas nach gcuirfear isteach ar an rang ná ar an am teagaisc ach a laghad is féidir do na daltaí i gceist, nó dá bpiaraí, d'fhonn a scileanna maireachtála neamhspleáiche a fhorbairt. Ciorclán 30/2014

*The Additional Needs Assistant (ANA) scheme is designed to provide schools with additional adult support staff who can assist children with additional educational needs who also have additional and significant care needs. Such support is provided in order to facilitate the attendance of those pupils at school and also to minimise disruption to class or teaching time for the pupils concerned, or for their peers, and with a view to developing their independent living skills. Circular 30/2014*

Oibríonn an CRB faoi threoir an mhúinteora. Cuireann siad tacaíocht ar fáil don dalta, don mhúinteoir don churaclam agus don scoil. Féach liosta Riachtanaisí Chúraim Phríomhúil de réir Ciorclán 30/2014.

*The Additional Needs Assistant works under the direction of the teacher. They provide support for the pupil, the teacher, the curriculum and the school. See the identified list of Primary Care Needs as identified in Circular 30/2014.*

#### **1. Tacaíocht don Dalta *Support for the Pupil***

Earcaítear CRBanna go sonrath chun cúnaimh a thabhairt i gcomhthéacs oideachais le riachtanais chúraim daltaí faoi mhíchumas.

Soláthraítear Cúntóirí Riachtanas Bhreise (CRB) go sonrach le cabhrú le scoileanna freastal ar dhaltaí faoi mhíchumas a bhfuil riachtanais bhreise agus shuntasacha cúraim acu, i gcomhthéacs oideachais agus sa chás go bhfuil nádúr na riachtanais cúram seo luaite i dtuairiscí míochaine agus i dtuairiscí gairmithe eile mar riachtanais chomh suntasach sin go mbeidh cúnamh breise ó dhuine fásta ag teastáil ó dhaltachun freastal ar scoil agus páirt a ghlacadh sa chóras oideachais.

*ANAs are recruited specifically to assist in the care needs of pupils with disabilities in an educational context.*

*ANAs are provided specifically to assist schools to cater for pupils with disabilities, who have additional and significant care needs, in an educational context and where the nature of these care needs have been outlined in medical and other professional reports as being so significant that a pupil will require additional adult assistance in order to be able to attend school and to participate in education.*

## **2. Tacaíocht don Mhúinteoir *Support for the Teacher***

Séard atá i gceist leis seo ná go mbíonn an CRB ag cuidiú leis an Múinteoir, faoi threoir an Phríomhoide agus é/i ag comhlíonadh dualgaisí nach dualgaisí múinteoireachta iad. Ina measc seo bheadh rudaí ar nós daltaí a thionlacan go seomraí eile lasmuigh den seomra ranga, ullmhúchán agus glanadh suas seomraí ranga, tionlacan daltaí go dtí an bus scoile agus mar sin de. (féach ról agus dualgaisí)

*This involves the ANA in being of general assistance to the class teacher, under the direction of the Principal in carrying out duties of a non-teaching nature. Support for the teacher will involve the ANA carrying out a number of routine tasks such as escorting groups of young children to work areas outside the classroom, preparation and tidying up of classrooms, assisting children boarding and alighting from buses etc (See Role and Responsibilities).*

## **3. Tacaíocht don Churaclam *Support for the Curriculum***

Ciallaíonn sé seo tacaíocht don mhúinteoireacht, chun cuidiú le daltaí páirt a ghlacadh i ngach gnéith den churaclam, Corpoideachas agus IT srl.

*This involves supporting teaching, to help give pupils access to all areas of the curriculum, including PE and IT etc.*

#### **4. Tacaíocht don Scoil *Support for the School***

Is ball d'fhoireann scoile an CRB , a oibríonn chun aidhmeanna na scoile a chur chun cinn agus iad ag sárú riachtanaisí an pháiste.

*ANA's form an integral part of the school staff. They are part of a team which is involved in translating policy into practice in order to further the aims of the school in meeting the needs of the pupils in their care.*

#### **Ról an Mhúinteora *The Role of the Class Teacher***

Bíonn an CRB ag obair faoi threoir an mhúinteora. Réitíonn na múinteoirí na ceachtanna agus stiúránn siad an fhoghlaim. Tacaíonn an CRB leis an múinteoir, agus dá bharr seo tacaíonn sé/si leis na daltaí agus dá réir sin arís múineadh an churaclam. Oibríonn an CRB faoi threoir an mhúinteora , i suíomh ranga iomlán agus in amanta leo féin le grúpa beag daltaí nó le daltaí aonair.

*The ANA works under the direction of the class teacher. The teacher plans lessons and directs learning. The ANA provides support to the teacher, and in turn to the pupils in experiencing fully the school curriculum. The ANA works under the direction of the teacher whether in the whole class situation, or their own with a small group of pupils or an individual.*

Chun go mbeadh éifeacht le hobair an ChRB is gá dualgaisí a bheith leagtha síos go soiléir. Is gá go mbeadh sí soiléir faoin gcaighdeán iompair lena bhfuiltear ag súil leis agus ar an méid atá le baint amach sa cheacht. Is gá go mbeadh sí ar an eolas faoin gcaighdeán oibre len a bhfuil an múinteoir agus an scoil ag súil leis. Is gá go mbeadh sí ar an eolas faoi riachtanaisí Bhreise Oideachais an dalta agus go mbeadh sí in ann deighleáil leis chun go mbeidh an dalta in ann tairbhe a bhaint as an oideachas. Ba cheart go mbeadh aon eolas fóinteach ar fáil di a bhaineann leis an dalta faoina cúram. Tá ról an-tábhachtach aici toisc an méid aithne atá aici ar an dalta de bharr an méid ama a chaitheann sí leis/léi. Ba cheart go bhfáilteofaí roimh a hionchur agus POA á

dhearadh agus á athbhreithniú i comhthéacs pleananna aonarach daltaí, IEP's agus athbhreithniú srl.

*For the ANA to work most effectively, it is important to define their responsibilities clearly. They also needs to be aware of the standards of behaviour expected and what the pupils are expected to learn in a given class. They need to know what the schools' and class teachers' expectations are in terms of pupil's progress. They should be made fully aware of pupil's Additional Educational Needs and what they entail. They should be given relevant information on the needs and attainments of their assigned pupils and on the additional educational provision being made for him/her. The ANA shall contribute to the formation of Personal Pupil Plans, IEPs, reviews etc.*

## **Ról agus dualgaisí an ChRB**    *The Role and Responsibilities of the ANA*

Riachtanais Chúraim Phríomhúil                      *Primary Care Needs*

Samplaí de na riachtanais chúraim phríomhúil a nglacfaí leo mar riachtanais shuntasacha – agus a bhféadfadh tacaíocht CRB ag bheith ag teastáil uathu tá:

- Cúnamh le beathú: sa chás go dteastaíonn cúnamh duine fásta ó pháiste faoi riachtanais Bhreise agus sa chás go gcuirfeadh an cineál cúnamh atá ag teastáil isteach, an iomarca, ar ghnáth-am teagaisc
- Riar cógas: sa chás go dteastaíonn cúnamh ó dhuine fásta ó pháiste chun cógas a riar agus sa chás go gcuirfeadh an cineál cúnamh atá ag teastáil isteach, an iomarca, ar ghnáth-am teagaisc
- Cúnamh le húsáid leithris agus sláinteachas ginearálta: (cataitéarú san áireamh) sa chás nach féidir le páiste faoi riachtanais Bhreise an leithreas a úsáid go neamhspleách, agus go dtí go mbeidh an páiste in ann an leithreas a úsáid go neamhspleách
- Cúnamh le soghluaisteacht agus treoshuíomh: go leanúnach lena n-áirítear cúnamh a thabhairt do pháiste nó do pháistí rochtain a fháil ar an scoil, an seomra ranga, iompar scoile (sa chás gur ann dá leithéid, ba chóir do Choimhdirí Bus scoile, ar an gcéad ásc, cúnamh a thabhairt do pháiste rochtain a fháil ar iompar scoile), nó cabhrú le páiste guaiseacha sa scoil nó mórthimpeall na scoile a sheachaint. (Ba chóir don scoil gach iarracht a dhéanamh deiseanna chun neamhspleáchas a spreagadh a sholáthar e.g. a chinntiú nach bhfuil guaiseacha ar bith mórthimpeall.)

- Cúnamh a thabhairt do mhúinteoirí le maoirseacht sa rang, clós súgartha agus tailte scoile: le linn áineasa, tionóil, agus amanna scaipthe lena n-áirítear cúnamh ar shroicheadh agus ar fhágáil na scoile do dhaltáí faoi riachtanais Bhreise sa chás go bhfuil cás stuama déanta ag an scoil nach féidir a leithéid de mhaoirseacht a éascú agus úsáid á baint as na hacmhainní teagaisc reatha
- Riachtanais chúraim neamh-altranais a bhaineann le sainriochtaí míochaine: taomanna titimis rialta nó daltaí a bhfuil sláinte íogair acu mar shampla.
- Riachtanais chúraim a dteastaíonn idirghabhálacha rialta uatha lena n-áirítear dalta a thógáil amach as seomra ranga nuair is gá: D'fhéadfadh go mbeadh gá lena leithéid mar gheall ar chúiseanna sábháilteachta nó cúraim phearsanta, nó sa chás go mbeadh ar pháiste an rang a fhágáil go rialta mar gheall ar chúiseanna míochaine nó ciapadh.
- Cúnamh le páistí a bhogadh agus a iompar, agus oibriú ardaitheoirí agus trealamh.
- Cúnamh le géardheacrachtaí cumarsáide lena n-áirítear rochtain churaclaim a chumasú do dhaltáí atá faoi mhíchumas fisiceach nó a bhfuil riachtanais chéadfacha acu (Féach ar roinn 9 freisin) agus daltaí a bhfuil deacrachtaí suntasacha agus aitheanta sóisialta agus mothúchánacha acu. Faoi threoir an mhúinteora, d'fhéadfadh go mbeadh cúnamh le trealamh teicneolaíocht oiriúnaitheach, clóscríobh nó lámhscríbhneoireacht i gceist, faoi threoir an mhúinteora, tacú le haistriú, cúnamh a thabhairt le maoirseacht ag áineas, amanna scaipthe etc.

Is ionann na tascanna thuasluaite agus tascanna tacaíochta an chúraim phríomhúil a mbeidh tacaíocht CRB á soláthar dóibh go hiondúil.

*Examples of the primary care needs which would be considered significant – and which might require ANA support are:*

- *Assistance with feeding: where a child with Additional needs requires adult assistance and where the extent of assistance required would overly disrupt normal teaching time*
- *Administration of medicine: where a child requires adult assistance to administer medicine and where the extent of assistance required would overly disrupt normal teaching time*
- *Assistance with toileting and general hygiene: (including catheterisation) where a child with Additional needs cannot independently self-toilet, and until such time as they are able to do so*
- *Assistance with mobility and orientation: on an ongoing basis including assisting a child or children to access the school, the classroom, with accessing school transport*

*(where provided, school Bus Escorts should, in the first instance, assist a child to access school transport), or helping a child to avoid hazards in or surrounding the school. (Every effort must be made by the school to provide opportunities for independence e.g. the removal of hazards.)*

- *Assisting teachers to provide supervision in the class, playground and school grounds: at recreation, assembly, and dispersal times including assistance with arriving and departing from school for pupils with Additional needs where the school has made a robust case that existing teaching resources cannot facilitate such supervision*
- *Non-nursing care needs associated with specific medical conditions: such as frequent epileptic seizures or for pupils who have fragile health.*
- *Care needs requiring frequent interventions including withdrawal of a pupil from a classroom when essential: This may be for safety or personal care reasons, or where a child may be required to leave the class for medical reasons or due to distress on a frequent basis.*
- *Assistance with moving and lifting of children, operation of hoists and equipment.*
- *Assistance with severe communication difficulties including enabling curriculum access for pupils with physical disabilities or sensory needs (See also section 9) and those with significant, and identified social and emotional difficulties. Under the direction of the teacher, this might include assistance with assistive technology equipment, typing or handwriting, supporting transition, assisting with supervision at recreation, dispersal times etc.*

*The tasks noted above are the primary care support tasks for which access to ANA support will normally be provided.*

## **Tascanna Gaolmhara Cúraim Thánaistigh**

### *Secondary Care Associated Tasks*

Is ionann na tascanna seo a leanas agus an cineál tascanna gaolmhara cúraim thánaistigh a bheidh á gcur i gcrích ag CRBanna go rialta, nuair a bheidh a leithéid leithdháilte bunaithe ar na tascanna

tacaíochta cúraim phríomhúil thuasluaite. Níl an liosta táscach de na tascanna tánaisteacha gaolmhara thíosluaite, críochnaitheach, agus tá sé ag teacht leis na tascanna a bhfuil cur síos déanta orthu i gCiorclán 30/2014.

D'fhéadfaí na tascanna tacaíochta gaolmhara seo a leanas a chur i gcrích, ach ní gá gurb ionann iad astu féin, agus cúis chun tacaíocht CRB a leithdháileadh de ghnáth:

- Spásanna oibre agus seomraí ranga a ullmhú agus a shlachtú nó cúnamh a thabhairt do pháiste nach bhfuil in ann go fisiciúil a leithéid de thascanna chun spás oibre a ullmhú agus a shlachtú a dhéanamh, ábhair a chur i láthair, obair a thaispeáint, nó aistriú ó ghníomhaíocht ceacht amháin go gníomhaíocht ceacht eile. Cúnamh a thabhairt le hábhair a ghlanadh.
- Cúnamh a thabhairt le Pleananna Pearsanta Daltaí do pháistí faoi riachtanais Bhreise oideachais, agus béim ar leith á leagan ar phlean cúraim a fhorbairt d'fhonn freastal ar riachtanais chúraim an dalta i gceist agus athbhreithniú a dhéanamh ar a leithéid sin de phleananna.
- Cúnamh a thabhairt do mhúinteoirí agus/nó don Phríomhoide chun dialann nó córas monatóireachta cúraim do dhaltaí a chothabháil lena n-áirítear sonraí maidir le tinreamh agus riachtanais chúraim. Cúnamh a thabhairt le comhaid agus le hábhair scoile a bhaineann le cúram agus le cúnamh a theastaíonn ó dhaltaí faoi riachtanais Bhreise sa seomra ranga a ullmhú.
- Pleanáil a dhéanamh do ghníomhaíochtaí agus do ranganna a bhféadfadh gá a bheith le riachtanais chúraim bhreise i ndáil le gníomhaíochtaí ar leith, teagmháil le múinteoir ranga agus múinteoirí eile cosúil leis an múinteoir acmhainne agus príomhoide scoile, freastal ar chruinnithe le tuismitheoirí, SENO, Síceolaithe NEPS, nó cruinnithe foirne scoile le comhaontú agus treoir an mhúinteora ranga/an phríomhoide
- Cúnamh a thabhairt le rochtain dalta ar chlár theiripe nó shíocoideachais cosúil le ranganna láimhseála feirge nó scileanna sóisialta, faoi threoir pearsanra cáilithe<sup>1</sup>, múinteoirí ranga nó múinteoirí tacaíochta san áireamh.
- Cúnamh a thabhairt le freastal ar nó le páirt a ghlacadh i ngníomhaíochtaí lasmuigh den scoil: siúlóidí, nó cuairteanna, sa chás nach féidir le foireann teagaisc a leithéid de chúnamh a thabhairt.

*The following tasks are the type of secondary care associated tasks which ANAs will often perform, but only once they have been allocated on the basis of the primary care support tasks listed above. The indicative list of secondary associated tasks listed below is not definitive and is reflective of the tasks detailed in Circular 30/2014.*

*The associated support tasks which may be carried out, but which would not in themselves normally constitute a reason for the allocation of ANA support include:*

- *Preparation and tidying of workspaces and classrooms or assisting a child who is not physically able to perform such tasks to prepare and tidy a workspace, to present materials, to display work, or to transition from one lesson activity to another. To assist with cleaning of materials.*
- *Assistance with the development of Personal Pupil Plans for children with Additional educational needs, with a particular focus on developing a care plan to meet the care needs of the pupil concerned and the review of such plans.*
- *Assist teachers and/or Principal in maintaining a journal or care monitoring system for pupils including details of attendance and care needs. Assist in preparation of school files and materials relating to care and assistance required in class by students with Additional needs.*
- *Planning for activities and classes where there may be additional care requirements associated with particular activities, liaising with class teachers and other teachers such as the resource teacher and school principal, attending meetings with parents, SENO, NEPS Psychologists, or school staff meetings with the agreement and guidance of class teacher/principal*
- *Assistance with enabling a pupil to access therapy or psycho-educational programmes such as anger management or social skills classes, under the direction of qualified personnel<sup>1</sup>, including class teachers or support teachers.*
- *Assistance to attend or participate in out of school activities: walks, or visits, where such assistance cannot be provided by teaching staff.*

### **Rúndacht Confidentiality**

Tá sé tábhachtach go mbeadh tuiscint ag an gCRB ar thábhacht rúndachta chomh fada agus a bhaineann sé leo mar bhall d'fhoireann na scoile. Níl sé ceaduithe aon phlé a dhéanamh ar an bpáiste, an rang, an múinteoir nó aon ghníomhaíocht scoile gan cead an mhúinteora. Is gá ceisteanna ó thuismitheoirí a athreorú chuig an múinteoir ranga nó an gcomhordaitheoir MTF.

*Information received on children, and observations made in classrooms, need to be handled sensitively and carefully and are often only to be shared with particular members of staff.*



*It is very important therefore, that the ANA recognises the rules of confidentiality which govern their roles as a member of the school staff. No discussion of the child, the teacher, the class or the events of the school day should take place without consultation and agreement with the class teacher.*

*Parents with questions or issues about school policy or practice should be referred directly to the class teacher or the SEN co-ordinator. This applies to direct face-to-face communication or indirect telephone communication.*

I nGaelscoil an Chuilinn is faoi stiúradh an Phríomhoide Fergus Ó Conghaile a bhíonn an CRB ag feidhmiú sna seomraí ranga. Bíonn cruinnithe rialta ann idir an CRB agus an Príomhoide agus na Múinteoirí a bhíonn i gceist.

*In Gaelscoil an Chuilinn the ANAs are deployed to work in classrooms under the direction of Príomhoide Fergus Ó Conghaile. Regular meetings take place with class teachers ANA and the Principal*

Aithnímid go bhfuil scileanna áirithe againn ar fad agus roinnimid na scileanna sin lena chéile.

*Where ANAs have additional skills, these can be put to good use throughout the school.*

Cuirtear traenáil ar leith ar fáil mar a hoireann agus íocann an BB as aon traenáil ar leith atá riachtanach.

*Relevant training opportunities are provided, as is considered appropriate, and it is expected that all ANAs will take advantage of these opportunities. BoM cover the cost of all necessary training where possible.*

### **Monatóireacht & Athbhreithniú *Monitoring & Review***

Déanfar athbhreiniú ar an bpolasaí seo go rialta.

This policy will be revised regularly.

Sínithe: \_\_\_\_\_ Dáta \_\_\_\_\_

Caththaoirleach