

Sainriachtanais Oideachais | Special Educational Needs

Bealtaine 2016 | May 2016

Cúlra | Background:

Is fóram daonlathach é Conradh na Gaeilge do phobal na Gaeilge. Oibríonn an eagraíocht ar son na Gaeilge agus ar son na ndaoine a bhaineann úsáid as an teanga timpeall oileann hÉireann agus fud fad an domhain.

Is é príomh-aidhm na heagraíochta ná an Ghaeilge a fheiceáil mar ghnáth-theanga labhartha na hÉireann. Ó a bunaíodh an eagraíocht ar 31ú Iúil 1893, tá baill Chonradh na Gaeilge gníomhach leis an Ghaeilge a chur chun cinn i ngach gné i saol na tíre seo, ó chúrsaí dlí, chúrsaí oideachais, go bhforbairtí sna meáin agus seirbhísí trí Ghaeilge.

Tá 180 Craobh agus neart ball aonar de Chonradh na Gaeilge, agus oibríonn baill de Chonradh na Gaeilge go léir go dian le húsáid na Gaeilge ina gceantracha féin a fhorbairt.

Tá níos mó eolais faoi obair Chonradh na Gaeilge ar fail ag www.cnag.ie.

Conradh na Gaeilge is a democratic forum for the Irish language community. The organisation works on behalf of the Irish language and the people who use it throughout the island of Ireland and around the world.

The main aim of the organisation is to see Irish used as the ordinary language in Ireland. From its establishment on the 31st July 1893, members of Conradh na Gaeilge have been active in promoting the Irish language in every aspect of this country's life, from legal matters, to education, to developments in the media and Irish language services.

There are 180 branches and many individual members of Conradh na Gaeilge. All members of Conradh na Gaeilge work hard to develop the use of Irish in their own areas.

More information about the work of Conradh na Gaeilge is available at www.cnag.ie.

Intreoir | Introduction:

Tá fás súntasach déanta ag Gaelsoideachas le blianta anuas. Ó a bunaíodh an chéad bunscoil ar Bhóthar Seoighe i 1971, tá fás agus forbairt déantar ar an earnáil agus anois, tá níos mó ná 5,000 páiste ag dul fríd an chóras tuisoideachais, agus tá sé seo ag tarlú ag am ina bhfuil titim ar líon na ndaltaí in bhfigiúirí na scoileanna go léir. Áfach, in aineoinn an éileamh atá ag fás do Ghaeloideachas, is iomaí dúshlán atá go fóill roimh an earnáil.

Cuireann Airteagal 89 den Ord Oideachais (Tuaisceart Éireann) 1998 dualgas reachtúla ar an Roinne Oideachais leis an Ghaeloideachas ‘a spreagadh agus a éascú.’ Tá an dualgas seo bunaithe ar an dualgas a bhí leagtha síos i 1989 don earnáil iomlánaithe, agus ciallaíonn sé go gcaithfidh an Roinn Oideachais céimeanna a ghlacadh le cinntiú go bhfaigheann earnáil na Gaelscolaíochta an tacaíocht agus na hacmhainní cuí atá de dhíth leis an earnáil a fhorbairt bunaithe ar an éileamh atá ann. Sa chás *Ard-Chúirte i 2011 Coláiste Feirste v Roinn Oideachas (2011) 98 NIQB*, dúirt Justice Treacy go raibh ‘practical consequences and legislative significance’ ag baint leis an dualgas seo.

Is deis iad na rialacháin nua seo le cinntiú go bhfuil freastail ceart déanta ar riachtanais daoine óga a bhfuil sainriachtanais oideachais acu agus nach bhfuil aon pháiste faoi mhíbhuntáiste mar gheall go bhfreastlaíonn siad ar Ghaelscoil.

Irish-medium education has grown significantly here in the past number of years. Since the establishment of the first Irish-medium school on the Shaws Road in Belfast in 1971, the sector has grown and flourished and now provides education to more than 5,000 children, and this is happening at a time when there is an overall decline in the overall figures of schools. However, in spite of the growing demand for Irish-medium education, there are still many challenges faced by the sector.

Article 89 of the Education (Northern Ireland) Order 1998 places a statutory duty on the Department of Education to ‘encourage and facilitate’ Irish-medium education. This duty, modelled on that set down in 1989 for the Integrated Education sector, means that the Department of Education must take steps to ensure the Irish-medium education sector is given the necessary resources and support to grow and develop in line with the demand that exists for it. In the 2011 High Court case of *Coláiste Feirste v Department of Education (2011) NIQB 98*, Justice Treacy found that this order was to have ‘practical consequences and legislative significance.’

The new regulations currently being consulted on, is an opportunity to ensure that the needs of children with special educational needs in the Irish-medium sector are properly catered for and that no child is at a disadvantage because of their attendance at an Irish medium school.

Diagnóis Shainriachtanais Oideachais i nGaelscoileanna |

Diagnosis of Special Educational Needs in Irish-medium schools:

Tá difir mhór idir na céadatáin de pháistí agus de dhaoine óga le ráiteasaí Sainriachtanais Oideachais in earnáil na Gaelscolaíochta i gcomparáid leis an earnáil ar fad. I 2014-2015, bhí ráiteas ag 3.8% de pháistí i mbunscoileanna, agus ag 1.9% de pháistí i nGaelscoileanna ag leibhéal bunscoile, agus tá ráiteas ag 5.9% de dhaoine óga i meánscoileanna, agus ag 3.6% sa chóras Gaeloideachais ag leibhéal meánscoile.¹

Tógann na figiúirí seo dhá cheist: Ar dtús, an bhfuil na huirlisí diagnóiseacha atá ar fáil faoi láthair comh éifeachtach agus is féidir, agus ina dhiaidh sin, mura bhfuil sé seo an cás, cén fáth an bhfuil an difir súntasach seo againn in earnáil na Gaelscolaíochta? Is minic an cás nuair a dhéantar diagnóis ar pháiste le sainriachtanais oideachais go moltar lena dtuismitheoirí an páiste a bhaint ón ghaelscoil a roghnaigh siad, agus iad a chur chuig scoil Bhéarla. Cuireann sé seo isteach ar chearta tuismitheoirí rogha an Ghaeloideachais a dhéanamh dá bpáistí, agus tógtar ceisteanna dáiríre faoi chearta an pháiste oideachas a bheith acu in máthartheanga.²

The percentages of children and young people with statements of Special Educational Needs varies significantly between the schools sector as a whole and the Irish-medium sector. In 2014-2015, 3.8% of children in primary schools had a statement of Special Educational Needs, as did 1.9% of children in Irish-medium schools, and 5.9% of children in secondary schools had statements, as did 3.6% of children in Irish-medium education.³

These figures raise two questions: Firstly, whether the diagnostic tools currently available are as effective as they need to be in Irish-medium schools, and secondly, if it is not the case that those in needs of statements have not received them, then why is there a significantly lower number of children with statements in the Irish-medium sector? It is often the case that when a child is diagnosed with having special educational needs that the parents will be advised to remove that child from the Irish-medium school that they have selected for their child and to enrol them in an English speaking school. Doing this infringes upon the parents' right to choose Irish-medium education for their child, and also raises serious questions in relation to the rights of the child to receive education in their mother tongue.⁴

¹ Daonáireamh Scoile 2014-2015

² For more information, see Prof. Dr. Fernand de Varennes, Education, Discrimination and Language, 13 March 2015

³ NI Schools Census 2014-2015

⁴ For more information, see Prof. Dr. Fernand de Varennes, Education, Discrimination and Language, 13 March 2015

Tá síceolaithe oideachais ag rá go bhfuil fadhb eile ag earnáil na Gaelscolaíochta maidir leis an easpa uirlísí measúnú do Shainriachtanais Oideachais trí Ghaeilge. Ba chóir go mbeadh measúnú déanta ar pháistí atá sa chóras Gaeloideachais trí Ghaeilge leis na torthaí is cothroime a fháil. Tá na síceolaithe seo ag rá go bhfuil trí dhúshlán mór rompu san obair seo: “cumas pearsanta sa Ghaeilge (24%), easpa uirlísí measúnú sa Ghaeilge (20%) agus diagnóis cruinn ar dheacrachtaí foghlama(12%).”⁵ Mothaíonn na daoine siúd atá bainte leis an obair seo go mbeadh sé fiúntach dá mbeadh tuiscint níos fearr acu ar na modhanna oideolaíochta atá in úsáid i gcóras tumoideachais ina buntáiste dóibh. Mura bhfuil freastal ceart déanta ar pháistí agus ar dhaoine óga a bhfuil sainriachtanais oideachais acu taobh istigh den chóras Gaelscolaíochta, ní bheadh an dualgas reachtúla leis an Ghaeloideachas a ‘spreagadh agus a éascú’ á comhlíonadh mar is ceart.

Educational psychologists have indicated that another problem faced by the Irish-medium sector in the identification of SEN is the lack of assessment materials in Irish. Pupils who are being educated through Irish ought to be assessed in Irish in order to give the most accurate results. These psychologists have also indicated three major challenges that they face in their work, which include “personal Irish language competence (24%), the lack of assessment material in Irish (20%) and accurate diagnosis of learning difficulties (12%).”⁶ Those involved in the assessment of pupils with SEN have also indicated that they feel a better understanding on their part of the pedagogical methods and specific needs of immersion education would be beneficial. A failure to ensure that children and young people with Special Educational Needs are properly catered for within the Irish-medium sector means that the statutory duty to ‘encourage and facilitate’ Irish-medium education is not being properly fulfilled.

⁵ Ní Chinnéide, The Special Educational Needs of Bilingual (Irish/English) Children, Department of Education (NI), September 2009, pg 22

⁶ Ní Chinnéide, The Special Educational Needs of Bilingual (Irish/English) Children, Department of Education (NI), September 2009, pg 22

Athbhreithniú ar an Ghaeloideachas | Review of Irish-medium Education:

San Athbhreithniú ar Ghaeloideachas a rinne an Roinn Oideachais i 2008, rinneadh moltaí i dtaca le Sainriachtanais Oideachais:

“Moladh 17: Tacaíocht do Shainriachtanais Oideachais

i. Ba chóir don Údarás Oideachais agus Scileanna an cumas a fhorbairt sainriachtanais oideachais pháistí a chomhlíonadh trí mheán na Gaeilge nuair is féidir, agus fócas ar leith ar réimsí ina mbeadh a leithéid de thacaíocht ina buntáiste. Teastóidh foireann tacaíochta SEN atá oilte go cuí uaidh seo a mbeidh scileanna Gaeilge ar ardchaighdeán acu, agus d’fhéadfaí seo a fhorbairt, mar shampla, trí sparánachtaí.

ii. Molann Bord an Tionscadail, nuair nach bhfuil tacaíocht SEN ar fáil trí mheán na Gaeilge, gur chóir go dtabharfaí an tacaíocht is mó agus is féidir trí mheán an Bhéarla do pháistí, agus úsáid iomlán á baint as an bhonneagar C2K agus acmhainní eile. Sna himthosca seo ba chóir don Údarás Oideachais agus Scileanna a chinntiú go bhfuil an tacaíocht íogair do riachtanais na bpáistí atá ag foghlaim trí Ghaeilge. Ba chóir an dea-chleachtas a scaipeadh, lena n-áirítear comhthéacs saineúil agus saincheisteanna a bhaineann leis an ghaelscolaíocht a chur san áireamh, agus teagmháil á déanamh le scoileanna agus múinteoirí ar na saincheisteanna seo.

In the Review of Irish-medium education that was carried out by the Department of Education in 2008, recommendations were made in relation to Special Educational Needs.

“Recommendation 17: Support for Special Educational Needs

i. The Education and Skills Authority should develop the capacity to meet the special educational needs (SEN) of children through the medium of Irish where possible, with a particular emphasis on those needs that are most acute. This would require appropriately skilled SEN support staff with high-quality Irish-language skills, which could be developed, for example, through bursaries.

ii. The Project Board recommends that, where SEN support is not available through the medium of Irish, children should receive as much support as possible through the medium of English, making full use of the C2K infrastructure and other resources to optimise the availability and specificity of the support. In these circumstances the Education and Skills Authority should ensure that the support is sensitive to the needs of the children learning through Irish. Best practice should be disseminated, including taking account of the specific context and issues relevant to Irish-medium Education, and engaging with schools and teachers on these issues.

iii. Ba chóir go dtabharfaí tacaíocht do mhúinteoirí sa Ghaelscolaíocht trí dhea-chleachtas atá ann cheana féin in SEN a chomhroinnt, go hairithe ó earnáil na Gaelscolaíochta. Ba chóir don Údarás Oideachais agus Scileanna agus do ghníomhaireachtaí eile seo a chur chun cinn agus a thacú, agus leas á bhaint as foinsí ar bhonn uile-Éireann agus thoir/thiar ó shuíomhanna lán-Bhéarla chomh maith le comhthéacsanna an tumoideachais. Beidh príomhról ag TFC i réadú na mbuntáistí atá ar fáil do dhaltaí agus dá múinteoirí.

iv. Ba chóir uirlisí diagnóiseacha ardleibhéal a fhorbairt d'earnáil na gaelscolaíochta, agus leas á bhaint as deiseanna uile-Éireann agus thoir/thiar.”

Acmhainní | Resources:

Cé go bhfuil ‘Comhad Áiseanna GO’ foilsithe ag an Roinne Oideachais dóibh siúd atá ag obair in earnáil na Gaelscolaíochta, níl ann ach aistriúchán ar an Chomhad Áiseanna atá ar fáil i scoileanna Béarla chéanna féin. Ní phléann an Comhad Áiseanna seo leis na riachtanais breise atá ag páistí agus ag daoine óga i gcóras Gaeloideachais. Tá rudaí breise le cur san áireamh nuair nár bh í teanga an seomra ranga an chéad teanga atá ag an pháiste. Tá sé riachtanach, mar sin, le cinntiú go bhfuil tuilleadh comhairle agus tacaíochta curtha ar fáil do mhúinteoirí, thuismitheoirí agus do bhaill Bhoird Gobhnairí le cuidiú leo an tacaíocht is fearr a chur ar fáil do na páistí seo nuair atá sé de dhíth.

iii. Teachers in Irish-medium Education must make best use of the available support for SEN, and should be supported through the sharing of existing best practice in SEN; examples from immersion education contexts, and particularly from the Irish-medium sector, should be included. This should be promoted and assisted by the Education and Skills Authority and other support agencies, using ICT as appropriate, drawing on sources on an all-Ireland and east-west basis from English-medium settings as well as immersion language contexts. ICT will have a key role to play in the realisation of the available benefits for pupils and their teachers

iv. The development of high-level diagnostic tools for the Irish-medium sector should be investigated, informed by experiences within Ireland and Britain on both an all-Ireland and east-west basis.”

Although an ‘IME Resource File’ has been published by the Department of Education for those working in the Irish-medium education sector, this is simply a translation of the Resource File already available in English-medium schools. This Resource File doesn’t address the needs of children and young people who are receiving their education through Irish. There are additional considerations to take into account whenever the language of instruction is not the child’s first language. It is essential, therefore, that additional guidance and support is provided to teachers, parents and members of Boards of Governors to help them to provide the support for these children which is necessary.

Ní amháin gur chóir na rudaí seo a chur san áireamh i gcomhthéacs an Bhille seo, ach ba chóir go mbeadh na rudaí seo pléite san earnáil oideachais mar atá faoi láthair. Léirigh Tuairisc a rinneadh faoin na Sainriachtanais Oideachais atá ag páistí dátheangacha anseo go bhfuil easpa tacaíochta dírithe ar riachtanais na hearnála tumoideachais.

“Respondents indicate a need for IM-specific support which takes account of the challenges and complexities of identification and assessment of SEN and teaching the curriculum through the medium of a second language in an immersion education programme.”⁷

Not only does this need to be considered in the context of this Bill, but also needs to be addressed in the education sector as it currently stands. A Report that was carried out into the Special Educational Needs of bilingual children here has found that there is, at present, insufficient support specifically directed at the needs of the immersion education system.

“Respondents indicate a need for IM-specific support which takes account of the challenges and complexities of identification and assessment of SEN and teaching the curriculum through the medium of a second language in an immersion education programme.”⁸

Sainriachtanais Oideachais sa Bhreatain Beag | Special Educational Needs in Wales:

Sa Bhreatain Beag, áit eile ina bhfuil córas tumoideachais acu, déantar gach iarracht le cinntiú go bhfuil tacaíocht agus comhairle curtha ar fáil trí mheán na Breataine, mar chuid den oideachas atá ag an pháiste. De réir a gCód Cleachtas do Shainriachtanais Oideachas:

*“All other bodies which help pupils and their parents, but which are not covered by the Welsh Language Act, should also, in so far as they are able, ensure that their services are delivered in Welsh and/or English as appropriate. It should be remembered that Welsh or English speaking children and young people’s progress will be hindered if they do not receive services in the language in which they are most comfortable, and this applies equally to those pupils receiving Welsh medium, English medium or bilingual education.”*⁹

In Wales, where they also have a system of immersion education, every effort is made to ensure that the assistance and support given is through the medium of Welsh, in keeping with the child’s education. Their Code of Practice for Special Educational Needs states:

“All other bodies which help pupils and their parents, but which are not covered by the Welsh Language Act, should also, in so far as they are able, ensure that their services are delivered in Welsh and/or English as appropriate. It should be remembered that Welsh or English speaking children and young people’s progress will be hindered if they do not receive services in the language in which they are most comfortable, and this applies equally to those pupils receiving Welsh medium, English medium or bilingual education.”

⁷ Ní Chinnéide, The Special Educational Needs of Bilingual (Irish/English) Children, Department of Education (NI), September 2009, pg 22

⁸ Ibid pg 22

⁹ Special Educational Needs Code of Practice for Wales:

<http://learning.wales.gov.uk/docs/learningwales/publications/131016-sen-code-of-practice-for-wales-en.pdf>

Le linn an Chóid seo, tá riachtanais na bpáistí a bhfuil Breatnais acu ina gcuid lárnach, príomhshruthaithe den soláthar do Shainriachtanais Oideachais. Ba chóir go mbeadh an sampla seo in úsáid anseo, mar ní amháin go léiríonn sé seo gur féidir bheith cinnte go bhfuil freastal ceart déanta ar riachtanais páistí dátheangacha, ach go bhfuil na rudaí seo riachtanach le cinntiú go bhfuil an seirbhís is fearr agus is féidir curtha ar fáil do na páistí seo.

Aonaid Speisialta | Specialist Units:

Más rud é go bhfuil na riachtanais speisialta atá ag páiste comh dáiríre sin nach féidir le hoideachas i scoil phríomhshruthaithe freastal ar riachtanais an pháiste, níor chóir go gciallaíonn sé seo go huathoibríoch nach mbeadh rogha an Ghaeloideachais ar fáil dóibh. I measc na haonaid ar fad atá ar fáil ó thuaidh faoi láthair do pháistí a bhfuil sainriachtanais orthu, níl ceann ar bith ar fáil faoi láthair in earnáil na Gaelscolaíochta. Tá sé tugtha le fios ar na mallaibh go mbeidh aonad sainriachtanais ag Bunscoil an Droichid i mBéal Feirste. Tá thart fá 28 aonad do shainriachtanais speisialta ag leibhéal bunscoile, agus ní éascaíonn ceann ar bith acu páistí a bhfuil Gaeilge acu. Ba chóir go mbeadh aonaid den tsórt seo bunaithe le cinntiú nach mbeidh ar thuismitheoirí

Ceantracha atá faoi Mhíbhuntáiste | Disadvantaged Areas:

Tá bunús na nGaelscoileanna anseo i gceantracha atá faoi mhíbhuntáiste, socraithe ar líon na mbeilte saoire atá sa scoil. Mar gheall ar an chomhghaol atá idir ceantracha atá faoi mhíbhuntáiste agus diagnóis sainriachtanais oideachais, tá sé le ciall go mbeadh tuilleadh acmhainní le cuidiú le sainriachtanais oideachais ag dul i dtreo earnáil na Gaelscolaíochta.

Throughout this Code, the needs of Welsh speaking pupils are considered as a central and mainstreamed part of Special Educational Needs provision. This sample should be followed here, as it shows that not only is it possible to ensure that the needs of bilingual children are met, but that this is also essential to ensuring that the best possible services for those children are provided.

rogha a dhéanamh idir a bpáistí a chur chuig aonad speisialta nó cuidiú leo an Ghaeilge a fhoghlaim.

In instances where a pupil's special educational needs are deemed so severe that education in a mainstream school cannot meet their needs, this shouldn't automatically mean that the option of Irish-medium education is not available to them. There are approximately 38 dedicated units for special educational needs at primary level, none of which cater for pupils who speak Irish. Units which can provide this support should be established so that parents are not faced with the choice of sending their children to a specialist unit or helping their child to learn Irish.

Most Irish-medium education schools are in areas of disadvantage, as determined by their entitlement to free school meals. Due to the correlations that have been found between areas of disadvantage and the diagnosis of special educational needs, it stands to reason that more resources to address special educational needs would be directed into the Irish-medium sector because of this.

Na Rialacháin Úra

Caithfear tuisceant córasach agus leanúnach a bheith ann go bhfuil riachtanais breise ag earnáil na Gaelscolaíochta, agus caithfear iad seo a chur san áireamh agus pleanáil á dhéanamh do soláthar seirbhísí do scoileanna, go háirithe i dtaca le Sainriachtanais Oideachais. Cuireann na dréacht-rialacháin deis ar fáil soláthair seirbhísí sainriachtanais i nGaelscoileanna a phríomhshruthú. Mar shampla:

Rialacháin 5. Foirm agus Ábhar de plean le socruithe do soláthar ar shainriachtanais oideachais

I bparagraf 5(2)(b) deir sé go gcaithfear na hacmhainní (seachas acmhainní airgidis) agus na seirbhísí tacaíochta agus comhairleach a cuirfear ar fáil do scoileanna bheith curtha san áireamh i pleananna an Údaráis. Mar chuid de seo, ba chóir go mbeadh eolas istigh ann a bhaineann leis an na hacmhainní agus na seirbhísí tacaíochta agus comhairleach a bheas ar fáil do Ghaelscoileanna. Tá an Ghaelscolaíocht ag fás i ngach ceantar de chuid an Údaráis Oideachais agus mar sin ba chóir go ndéanfar machnamh ar cén dóigh le riachtanais na ndaltaí sna scoileanna seo a chomhlíonadh.

Deir **Paragraf 5(3)(b)** go gcaitfear pleananna an Údaráis na socruithe atá ann do scoileanna nó institiúidí eile teacht ar oiliúint a chur san áireamh. Ba chóir go gclúdófar eolas ar na gnéithe den oiliúint seo gur féidir a dhéanamh trí mheán na Gaeilge nó atá curtha in oiriúint le freastal ar na riachtanais atá ag córas tumoideachais.

Rialachán 8: Cáilithe sonrath agus táithí le bheith ag Comhordaitheoirí Tacaíochta Foghlama i ngnáthscoileanna

Déanann Paragraf 2 cur síos ar na cáilíochtaí agus ar an táithí a chaithfidh Bord Gobhnóra cinntiú atá ag an Comhordaitheoir Tacaíochta Foghlama sula dtosaíonn siad sa phost. Le cinneadh a dhéanamh ag an Údarás Oideachais ar na cáilíochtaí atá de dhíth caithfear cur san áireamh go bhfuil earnáil na Gaelscolaíochta measartha óg i gcomparáid leis an earnáil oideachais trí chéile agus is Caithfear seo a chur san áireamh le cinntiú

The New Regulation

There needs to be a systematic and consistent understanding that the Irish-medium education sector has additional needs and considerations which must be taken into account in the planning and delivery of services to schools, particularly in relation to Special Educational Needs. The draft regulations provide an opportunity to mainstream the delivery of SEN services to Irish-medium schools. In particular:

Regulation 5. Form and Content of plan of arrangements for special educational provision

In paragraph 5(2)(b) it states that the Authority plans must include the resources (other than financial resources) and advisory and support services to be made available to schools. As part of this, information should also be included regarding the resources and advisory and support services which are to be made available to Irish-medium schools. Irish-medium education is growing in each of the Education Authority areas and therefore consideration must be given to how the Authority will meet the needs of the students in these schools.

Paragraph 5(3)(b) states that the Authority plans must include the arrangements for schools or other institutions to access training. This should also include information on which elements of this training can either be accessed through the medium of Irish or training which has been tailored to meet the needs of an immersion education system.

Regulation 8: Prescribed qualifications and experience of learning support co-ordinators in ordinary schools

Paragraph 2 describes the qualifications and experience that a Board of Governors must ensure that the Learning Co-ordinator has before taking up their post. In determining 'any such current qualification as the Authority sees fit' it must be taken into consideration that the Irish-medium sector is comparatively young within the entire school sector and that the Irish-medium schools often operate with small numbers of teachers.

nach gcuirtear éilimh míréasúnta ar mhúinteoirí i nGaelscoileanna agus caithfear tacaíocht agus comhairle a chur ar fáil dóibh le cuidiú leo na coinníollacha seo a chomhlíonadh. Fosta, cuireann Paragraf 10(1) dualgas ar Bhoird Gobhnóirí le cinntiú go bhfuil an oiliúint riachtanach ar fáil don Chomhordaitheoir Tacaíochta Foghlama, agus ní féidir le Boird Gobhnóirí i nGaelscoileanna é seo a dhéanamh mura bhfuil oiliúint atá curtha in oiriúint d'earnáil na Gaelscolaíochta curtha ar fáil ag an Údarás. minic a mbíonn Gaelscoileanna ag feidhmiú le líon beag múinteoirí.

Cód Cleachtais SO agus Tógáil Cumais SO/Oiliúint ar an Chreatlach SO nua

Ba chóir go mbeadh treoir soiléir practiciúil mar chuid den Chód Cleachtais SO nua. Tá sé seo de dhíth do scoileanna, don ÚA agus do dhaoine eile sainriachtanais a aithint, a mheas agus leis an tacaíocht chearta a chur in áit le cuidiú leis an pháiste a p(h)oiteansáil iomlán a chomhlíonadh i nGaelscoileanna, agus caithfear na gnéithe breise a bhaineann le córas Gaeloideachais a chur san áireamh. Caithfear tuiscint a bheith ag gach páirtí atá bainte leis an phróiseas seo ar chóras Gaeloideachais, agus ar an bhealach is fearr le tacaíocht a sholáthar do pháistí atá ag foghlaim sa timpeallacht seo. Deir an cáipéis chomhairliúcháin fosta go mbeidh 'delivery of SEN capacity building/training for EA staff, Boards of Governors, principals, teachers, LSCs and other school staff on the SEN framework.' Cuireann sé seo deis ar fáil cinntiú go bhfuil an tuiscint cuí ag gach duine sa chóras oideachais ar an chóras Gaeloideachais atá de dhíth le tacaíocht a thabhairt ar riachtanais na bpáistí le sainriachtanais oideachais i nGaelscoileanna.

This must be considered to ensure that unreasonable demands are not made of teachers in Irish-medium schools and that support and assistance is provided to them in order to ensure that they can fulfil these requirements. This also applies to paragraph 10(1) which places a duty on Boards of Governors to ensure that the necessary training takes place for Learning Support Co-ordinators, but the Boards of Irish-medium schools will only be in a position to do this where such training that is suitable for the Irish-medium education sector is provided by the Authority.

SEN Code of Practice and SEN Capacity Building/Training on the new SEN Framework

The new SEN Code of Practice must include clear and practical guidance. to schools, the EA and others in the identification, assessment and putting in place the right supports to help the child fulfil their potential in Irish-medium schools, with the additional considerations that this involves. All involved in this process must understand the Irish-medium education system, and how best to deliver support to students learning in this environment. The consultation document also states that there will be 'the delivery of SEN capacity building/training for EA staff, Boards of Governors, principals, teachers, LSCs and other school staff on the SEN framework.' This provides an opportunity to ensure that all involved in the education system acquire the necessary understanding of the Irish-medium education system required to support the needs of children with special educational needs in Irish-medium schools.