**Policy on Assessment and Special Education Needs**

**Introductory Statement**

This policy provides for the provision for Pupils with Special Educational Needs in a mainstream setting

**Rationale**

In drafting the policy for our school we pay particular attention to the **Education for Persons with Special Educational Needs Act, 2004 (EPSEN)**, Section 1, which defines a

 *special educational need as “ a restriction in capacity to participate in and benefit from education due to an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition...”*

together with the **Learning Support Guidelines, 2000**, which refer to pupils whose achievement is at a very low level and who are at risk of not reaching adequate levels of proficiency in literacy and numeracy before leaving primary school and with the guidelines set out in the **Literacy and Numeracy for Learning and Life 2011-2020, 2011** that’s purpose is to *“raise achievement in literacy and numeracy outcomes for all the students including those with special educational needs…”*

This policy will address all special needs through the continuum of support and taking into account the ethos of Kilmessan Mixed National School, which aims at promoting the full and harmonious development of all aspects of the person – intellectual, physical, cultural, moral and spiritual.

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13. **Aims**

The principal aim of all learning support is to optimise the teaching and learning process in order to enable all pupils with special educational needs to experience success at school and to achieve adequate levels of proficiency in literacy and numeracy before leaving primary school. Kilmessan Mixed National School will seek to make best use of the resources at its disposal in order to:

* Ensure early intervention occurs. We have a cohort of assessments, checklists and support materials (See Assessment and Checklists folder on teacher server) to identify and assess children with special educational needs. Class assessments, including teacher observations, class tests, and teacher designed tests and standardised tests are also used to identify children in need of supplementary teaching
* Identify all children experiencing learning difficulties and to put in place appropriate learning support for these children and children transferring from other schools who have been identified for help previously
* Differentiate the curriculum where necessary to meet the needs of children experiencing learning difficulties
* Enhance the confidence of the child and develop their self esteem
* Work closely with parents/guardians as partners in their child’s education
* Enable the children attending supplementary teaching to participate as much as possible in the full curriculum for their class level
* Provide supplementary (this includes in-class and withdrawal) teaching and additional support in English, literacy, oral language, speech, comprehension, writing, Maths, social interaction, motor skills, behaviour and application to learning tasks
* To use all resources effectively so that all children develop the skills and competencies necessary to lead an independent life.
1. **Roles and Responsibilities**
2. **Board of Management**

The Board should:

Oversee the implementation of the school policy on special needs, ensure that adequate classroom accommodation and teaching resources are provided for the class and support teacher, provide adequate funding for the purchase of special needs materials and provide a secure facility for the storage of records.

1. **The Principal – B.Mullins**

The Principal has overall responsibility for the development and implementation of the school policy on special educational needs. This involves ensuring that the teachers and parents/guardians of pupils selected for supplementary teaching are enabled to fulfil their roles as outlined in the school plan. All official communication with DES, inspectors, SENOs etc. and all paperwork relating to application for resources of any kind will be the final responsibility of the Principal. The Principal will also liaise regularly with the special education team on a regular basis.

1. **The Class Teacher**

The class teacher has primary responsibility for the progress of all pupils in his/her classroom, including those selected for supplementary/resource teaching. He/she will endeavour to create a classroom environment where learning difficulties and different learning styles can be accommodated. Where a pupil is selected to receive supplementary teaching, the class teacher should contribute to developing the learning outcomes in the pupil’s school support plan/IEP/IPLP and to the planning and implementation of activities designed to attain those outcomes. Where supplementary teaching cannot be provided for a pupil, the class teacher will help to develop and implement a support programme that meets the pupil’s changing needs, in consultation with the learning support teacher.

d) **The Special Education Teachers**

The S.E.T. team provides support for pupils will additional needs. They collectively are known as support teachers. All support teachers will:

* Work collaboratively with class teachers and SNAs to maintain a positive learning environment
* Intervene early using appropriate assessment tools and resource pack (see Assessment and Checklists folder on teacher server)
* Devise, implement and update school support plans and/or school support plus
* Monitor and record their progress regularly and maintain confidential records
* Liaise with class teachers in relation to differentiation/planning
* Liaise with parents twice a year, principal and other relevant professionals such as psychologists, speech therapists etc. as necessary
* Administer formal and informal assessment and review progress, together with class teacher (see Assessment and Checklists folder on teacher server).

e) **The Parents/Guardians**

Parents/Guardians can prepare for and support the work of the school by maintaining good lines of communication with the class teacher/SET team in relation to their child’s learning at home, behaviour and involvement with outside agencies.

f) **Special Needs Assistant**

The Special Needs Assistant should ensure the care needs of the pupil they are assigned to are met and communicate regularly with the class teacher/SET team and parents in relation to the child. They should provide input on the needs of the child, and assist the child in displaying their work and in any possible transition period for the child i.e. moving school or from one class level to another (see also SNA Policy)

g) **Pupils**

Pupils in receipt of supplementary teaching should, where appropriate: be familiar with the short and medium learning targets set out for them, contribute to the selection of texts and materials relevant to their learning and participate in appropriate assessment activities, including self assessment.

A high level of teamwork is necessary in order for the needs of those pupils chosen for supplementary teaching to be met. The primary concern of the team will be how to best meet the needs of the pupils within their remit.

Where a pupil attends more than one support teacher, all teachers, including the class teacher, should be involved in the school support plan process. (See also Staged Approach section.)

1. **Selection of Pupils for Supplementary Teaching**

**Stage 3:** Pupils identified as having very significant special educational needs will be prioritised.

**Stage 2:** Pupils will be selected for supplementary teaching in accordance with the Learning Support Guidelines and the Staged Approach model. Priority is given to those pupils who fall at or below the twelfth percentile in standardised tests in Maths/and or English each year. Pupils who have been at Stage 1 (i.e. been differentiated for by the classroom teacher) on the Staged Approach may move to Stage 2 and vice versa on review of their current level of attainment.

1. **Process of Consultation with Parents/Guardians of Children Selected for Supplementary Teaching**

Parental permission is required for children to avail of supplementary teaching. Consent is sought from parents/guardians upon enrolment of their child in the school. Where parents/guardians refuse permission, the school will request this refusal in writing. Prior to the child availing of supplementary teaching, the class teacher will inform the parents.

S.S.P plans are then drawn up using the following steps:

-‘My Thoughts About School’ checklist to be completed with pupil (see Assessments and Checklists folder on teacher server)

-Meet with class teachers and support teachers involved with child

- Parent/Guardian input form (see Assessments and Checklists folder on teacher server) is sent home and returned

-Draft S.S.P plan drawn up by support team

-S.S.P meeting arranged with class teacher, support teacher(s), parents, principal and outside agencies if necessary

-Where necessary, SET team members will attend P.T meetings.

1. **Provision of Supplementary Teaching**

Each year the following steps are taken to ensure maximum efficiency of the SET team

1. All pupils in need of additional teaching support, (including pupils who have special educational needs) are identified.
2. The level of intervention required on the basis of the pupils’ learning needs is identified. (Stage 2 or Stage 3).Are these needs best met in a group or one to one setting?
3. Pupils learning needs at stages 2 and 3 are considered. Common needs are examined that can be met by grouping to ensure effective and efficient teaching and learning approaches.This is reviewed on an annual basis. Pupils continue or discontinue with the provision of supplementary teaching based on standardized test results, other suitable testing and the observation and professional judgement of the SET teacher and class teacher.

The Principal, in consultation with the SET teachers, decides what role each member plays each year to ensure optimum support for all children.

Supplementary teaching may be provided in Literacy, oral motor skills, speech & language, listening skills, Numeracy, social skills, motor skills, behaviour and application to learning tasks. Children will be given in class instruction or withdrawn in timetabled groups. Timetables shall be prepared in consultation with class teachers to avoid children missing any particular curricular area each day. The timetables will allow for group/individual/in-class instruction.

**Note re Differentiation**

* Differentiation is ongoing throughout the school. As part of our Special Education Policy we endeavour to cater for all groups and/or individuals with differing needs throughout the school
* Pupils with EAL will attend supplementary teaching for a two year period. Where necessary, they may then transition to a literacy group based on previous stated criteria
* We also cater for the high-achieving/early finishing children in our school, aware of their need to be further challenged by differentiation in class.

**Early Finisher Tasks** – Each classroom has early finisher tasks available for pupils who have completed their work.

# In-Class Teaching

In- class support and team teaching is widely practised throughout our school. This is arranged between the class and SET team and reviewed regularly. All members of SET team combine in-class support with withdrawal, some to a greater extent than others, due to the needs of the various pupils and classes. Topics currently being covered by the SET team in-class are as follows: mental Maths, problem solving, spelling skills, social skills, Art, peer tutoring, comprehension strategies such as Building Bridges of Understanding, station and team teaching, together with in-class support for individual pupils with needs.

1. **The Staged Approach**

Based on Learning Support Guidelines (2000) and the Staged Approach to Assessment and Intervention outlined in Special Education Circular 02/05

* The staged approach encompasses a graduated problem solving model of assessment and intervention.
* There are three distinct school based processes (stages) in the model :
1. Classroom Support (Stage 1)
2. School Support (Stage2)
3. School Support Plus (Stage 3)
* The Classroom Support (Stage 1) involves a problem-solving process which focuses on identifying and addressing the additional needs of individual pupils who require approaches to learning and/or behaviour within the classroom which are additional to or different from those required by other pupils. The class teacher has responsibility for interventions at this level. **Classroom Support Plan**
* In some cases interventions at classroom support level are not enough to fully meet the pupil’s additional needs. School Support (Stage 2) may therefore be required. **School Support Plan**
* If a pupil’s additional needs are severe and/or persistent, they are likely to need intensive support (Stage 3). School Support Plus will generally involve personnel outside the school team in the problem solving, assessment and intervention process. **School Support Plus Plan.**
* If a child with severe additional needs and/or a diagnosis enrols in the school, they will automatically start on Stage 3
* All parties involved in working with the child both inside and outside the school will be consulted in drawing up the School Support Plan
* The staged approach is an evolving model where pupils may be moved or removed from the three stages as their needs are reviewed
* The development of literacy and numeracy skills will be a major component of many interventions at Stages 2 and 3. However, additional needs in areas such as oral motor skills, social interaction, behaviour, motor skills and application to learning tasks may also need to be addressed.
1. **Assessment**
* **Standardised testing in the final term of each year**

Drumcondra Reading (1st – 6th) in May

Drumcondra Maths (1st – 6th) in May

Drumcondra Spelling (1st – 6th) in April/May

MIST Test (Senior Infants) in February

DTens (Senior Infants) in June

Jolly Phonics Reading Test (Senior Infants) in June

NNRIT- 1st in February and 5th in November.

* **Diagnostic testing** **where necessary and as needs arise.**
* **Informal assessment of specific needs across the school**

See Assessments and Checklists folder on teacher server.

1. **Record Keeping / Monitoring Progress**
* Files/records pertaining to children with SEN are treated as confidential and stored securely. The following people have access to such records: Principal; class teacher; special educational teacher; parents/guardians; DES officials and inspectors.

Records are kept in the following ways:

* Standardised Assessment results are kept in the school database. All test records are kept on the School Database. These records will be held by the school until the youngest child in the class group reaches 21 years of age
* The pupil profiles are kept in a locked filing cabinet in the classrooms
* The profiles of pupils who are at Stage 3 are kept in a locked filing cabinet in the central resource room. These contain SSP Plans and reports from outside agencies
* Any pupil with one of these files in the central resource room will have a label on their pupil profile to indicate that there is further information accessible in their resource file.
* The SET team keep weekly or fortnightly planning notes
1. **Classroom Support Plans**

Classroom Support Plans are kept by the relevant SET teacher and class teacher during the year he/she is teaching the child. The class teacher keeps a copy of this in the pupil’s classroom file. At the end of the school year these files are handed on to the next teacher

1. **School Support Plan**

The School Support Plan is kept by the SET teacher. If a child is discontinued this SSP is closed and filed in the pupil’s classroom file

**School Support Plus Plan**

All pupils who have been assessed by services and who have received a diagnosis have a file in a locked cabinet in the SET room containing their reports and SSP plans etc. A virtual copy of the pupil’s SSP plan will be sent through Databiz to the class teacher and the pupil’s targets must be included in the their planning under differentiation

**External Services**

All children who have been assessed by services and received a diagnosis have a file in a locked cabinet in the SET room containing their reports, SSP plans etc.

All correspondence from external services will be kept in the pupil’s classroom file, unless a diagnosis is received

1. **In School Communication**

The Staged Approach, class profiles, individual assessment records and relevant support plans provide a written record of the progress of children who receive supplementary teaching. In order to deliver support in the most effective manner, it is necessary to ensure adequate provision is made for consultation between teaching staff. To this end

* As part of the process of pupils changing class each year, the following meetings take place at the end or the beginning of the year: SET to SET; class teacher (outgoing) to SET; SET to class teacher (incoming)
* Each class teacher has a designated SET teacher to whom teachers can go with their concerns at any time
* SET team meetings with the principal take place on the first Friday of every month
* SET may attend the class level planning meetings for the classes they have been designated in order to obtain the class teacher’s monthly plan in order to provide for linkage and integration in their own planning.
* The SET provides a report to the class teacher on a regular basis.
* ***Exceptionally Able/ Gifted Children***

Pupils who are exceptionally able or talented are those who have demonstrated their capacity to achieve high performance in one or more areas such as mathematical, verbal, spatial awareness, musical, or artistic ability, and generally refers to those children with an IQ greater than 130, i.e. the top 2% of the population.

There are several approaches that we employ in Kilmessan Mixed NS and sometimes a combination of all of these may be needed. These are suggested, non-exhaustive activities:

* Differentiation: keep the student with their usual age group, but provide different, more challenging material whilst avoiding repetitious work
* Open-ended project work/ peer to peer tutoring /enrichment activities

 \*See Appendix:4 ‘SESS: Information on Exceptionally Able/ Gifted & Talented Children’

1. **Co-ordinator for Special Needs Education**

The Co-ordinator for Special Needs Education is responsible for the following,

* Organising SET team meetings
* Liaising with the Principal regarding pupil with additional needs
* Liaising with relevant parties in relation to pupils at Stage 3
* Ensuring SSP plan meetings and review meetings with relevant class teachers, SET teachers, SNAs and parents are held
* Storage of reports and/or assessments from outside agencies
* Overseeing the completion of and storing of pupil profiles, classroom support, school support and school support plus plans
* Ensuring new psychological reports are stored correctly
* Reporting SET team developments to staff
* Organising the purchase, administration, storage and updating of standardised testing for the school
* Overseeing 6th class transfer meetings for the children who will need support at second level
* Ensuring that the SET team compile a list of concerns and liaise with the Principal in order to prioritise those in need of formal assessment. (Sept./Oct)
* Ensuring that the SET team, in conjunction with the Principal, liaise with NEPS psychologist and other relevant professionals
* Ensuring that Personal Pupil Plans (PPP) are completed and sent to the SENO and that resources are applied for in conjunction with the Principal, SET teacher, class teacher and SNA if applicable
* Ensuring that the relevant teachers liaise with parents and local playschools for incoming pupils with special needs
* Teaching pupils with Special Educational Needs
* Ensuring the SEN policy is updated regularly
1. **List of Appendices**

Appendix 1 – A list of assessments available to the school

Appendix 2 – Draft letter seeking parental permission for the SEN team to liaise with outside agencies

Appendix 3 – Resources maintained by the Support teachers

Appendix 4 - SESS: Information on Exceptionally Able/ Gifted & Talented Children’

1. **Implementation and Review of Policy**

Monitoring and review of this policy is an ongoing and developmental process. Pertinent issues and concerns may be brought to the attention of staff or Board of Management meetings by the school Principal.

Signed on Behalf of the Board of Management:

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

Appendix 1.List of Assessments

**List of Assessments**

**Standardised**

* The Middle Infant Screening Test. (M.I.S.T.)
* Drumcondra Tests
* NNRIT
* DTens
* Jolly Phonics Reading
* Test2R

**Diagnostic (Literacy)**

* Schonell graded spelling test.
* NARA
* DOLCH list
* Teacher designed assessments (see Assessments and Checklists folder on teacher server)
* Micra- T
* Primary School Kit for EAl (Up and Away)
* Jolly Phonics Reading Test
* Sound Linkage
* Jackson

**Diagnostic (Numeracy)**

* One Minute Basic Number Facts Tests in Addition, Subtraction, Multiplication and Division. (see Assessments and Checklists folder on teacher server)
* Sigma-T
* Mathemagic Assessment Book
* Operation Maths Assessment Book
* Drumcondra Early Numeracy Test
* MALT
* Teacher designed assessments(see Assessments and Checklists folder on teacher server)

**Gross Motor Skills**

* Smart Moves Programme
* Gross Motor Skills Checklist(see Assessments and Checklists folder on teacher server)
* **Fine Motor Skills**
* Write From The Start
* Fine Motor Skills Checklist(see Assessments and Checklists folder on teacher server)

Appendix 2 - Draft letter seeking parental permission for the SEN team to liaise with outside agencies



Kilmessan, Co. Meath. e-mail: info@kilmessanns.ie

C15 TE28 www.kilmessanns.com

I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ consent to the sharing of information about my child\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between Kilmessan National School and the professional services involved in the care of my child.

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dated\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 3 - Resources Maintained by the Learning-Support Teachers

**Reading Scheme**;

**Reading**; A wide selection of reading material is maintained in the classroom Library.

The Learning Support Classroom has a wide variety of material to supplement reading activities. ie. flashcards, word bingo, sight words, word games, word posters and word charts.

Building Bridges of Understanding

**Phonics**; In the Learning Support classroom we use P.A.T. (Phonological Awareness Training)

The Learning Support classroom has a variety of supplementary material to support this scheme. i.e. phonic charts, tapes, games and flash cards.

Alpha to Omega

**Spelling**

SNIP programme

**Oral Language**; Twenty Steps Towards Language Development.

A variety of poetry and rhyme charts,charts and posters for conversation and vocabulary , tapes and books. I.e. Round and Round the Garden, Ten in a Bed and Poems for you.

**Mathematics**; Copies of all classroom Maths books (Mathematic by Fallons)

The Learning Support Class uses all the maths supplementary material available in the school on a use and return basis.

A wide variety of counting material is available in class and is freely available for children to use at all times.

**ICT**. The Learning Support Classrooms have their own computers; these computers are connected to the Internet via Broadband in the classroom. It is loaded with Word shark and again the teacher has access to all the school software on a use and return basis.

**Tests.**

The Learning Support Teacher maintains all tests and testing materials.

An Assessment and Checklist Folder is available on the teacher server.

Appendix 4

**Special Education Support Service:**

**Information on Exceptionally Able / Gifted & Talented Children**

**Note:** *The Special Education Support Service wishes to acknowledge and thank Dr. Sheila Gilheany, Director, Irish Centre for Talented Youth, Dublin City University, for her input in the compilation of this document.*

**Definition:**

**From Report of the Special Education Review Committee1 (1993):**

Pupils who are exceptionally able or talented are those who have demonstrated their capacity to achieve high performance in one or more of the following areas:

(a) General intellectual ability; (b) Specific academic aptitude;

(c) Creative or productive thinking; (d) Leadership ability;

(e) Visual and performing arts; (f) Mechanical aptitude;

(g) Psychomotor ability, e.g. in athletics, gymnastics.

A reasonable working definition which is accepted world-wide in educational and psychological circles is that a child who shows exceptional ability in one or more areas such as mathematical, verbal, spatial awareness, musical, or artistic ability may be considered gifted. Defining the term ‘exceptional’ is more difficult as this group falls in a continuum. Opinions vary on this but the majority suggest that children falling into the top 5% of the population in a given area are probably in need of some additional support.

The term ‘gifted’ tends to be reserved for those with an IQ greater than 130, i.e. the top 2% of the population. It is important to remember, though, that IQ scores extend to 170 and above and while the numbers of such people become progressively smaller with increasing score, the needs of these ‘profoundly gifted’ become increasingly acute. Within a school it would probably be reasonable to use a working definition, which would say that children with ability at the 97th percentile level in at least one area are seen as having special needs. At this kind of level, there are approximately 23,000 exceptionally able children within the Irish educational system. Such children are from all possible social backgrounds.

1 The Special Education Review Committee was established by the Minister for Education in August 1991 and was chaired by Mr. Declan Brennan.



**Common Characteristics:**

Exceptionally able children are likely to show some of the following characteristics. However, it is important to remember that every child is an individual and so will have their own particular strengths, talents and weaknesses. It is also important to note that students will exceptionally ability will not always achieve highly in the classroom.

1. Keen powers of observation;

2. Have learned to read early (often well before school age);

3. Reads rapidly and widely;

4. Well developed vocabulary – takes a delight in using new and unusual words;

5. Has great intellectual curiosity;

6. Absorbs information rapidly – often described as being like sponges;

7. Very good memory – can recall information in different circumstances;

8. Has the ability to concentrate deeply for prolonged periods;

9. Very good powers of reasoning and problem solving;

10. Has intense interests;

11. Possesses unusual imagination;

12. Has a great interest in ‘big questions’ e.g. the nature of the universe, the problem of suffering in the world, environmental issues;

13. Very sensitive – perhaps becoming upset easily;

14. Very aware of rights and wrongs, concerned about injustices.

**What can I do as a Teacher?**

Exceptionally able children have special educational needs. Because regular schoolwork may not provide sufficient challenge they may experience boredom, which can lead to frustration at school. In addition, many may feel isolated and uncomfortable with their ability. This can lead to them under-achieving in school in an effort to conform. There are several approaches that can be of help and sometimes a combination of all of these may be needed.

**(a) Acceleration: move the student into an older class for some or all subjects**

Frequently high ability children find that their natural peer group are older children. Their language and interests are often more in keeping with children who are 2-3 years older or indeed adults. If a child feels more comfortable with an older group, then acceleration may be a good option. As a first step it might be worthwhile having the student work with an older group for a trial period, perhaps for a special project.

**(b) Differentiation: keep the student with their usual age group, but provide different material** Differentiation can be achieved in various ways. For example all students can be given the same type of work, but a high ability child may be expected to go into the project in more depth. Alternatively, within the same group, different tasks can be given to different groups of children. This works particularly well where



there are different groups of students for different subjects. It can help to encourage all students to understand that everyone has a wide range of different strengths and weaknesses.

**(c) Open ended project work**

Have students working on material, which is not just a series of ‘closed questions’. Encourage ‘higher order’ thinking – *e.g.* ask ‘why did the character in the book behave in such way?’, ‘would you have acted similarly, if not why not?’ Encourage students to present their work in different ways – *e.g.* the end product of a local history project could be to design a travel brochure for time travellers to the area.

**(d) Special classes**

Have special classes available for a group of high ability students, perhaps on a weekly basis. In some schools these have been given by resource teachers / school principals / parents / retired persons in the local community.

**(e) Enrichment Activities**

Providing access to activities such as lunchtime clubs *e.g.* chess, astronomy, quizzes, debates, music groups, drama. Particularly try to facilitate students meeting others with similar interests even if they are in different year groups.

**(f) Outside speakers**

Invite speakers to give talks in the school and use the topic as a starting point for ongoing project work.

**(g) Avoid giving the student repetitious work**

Most high ability children do not need a high level of repetitive work. Once they have grasped a new topic, they are usually keen to move on. If they have to do a large number of repetitive exercises it is very likely that they will become bored and resentful. Before introducing a new topic, check if anyone in the group already knows the area. If you can establish that a child understands fully the new concept, have backup material ready for them. If a child has some ongoing project work, it can be helpful to let them work on that while the rest of the class are carrying out repeated examples.



**References / Extra Resources**

**Books:**

1. Department of Education and Science (1993) *Report of the Special Education Review Committee*

Available from Government Publications 01-6476834 €12.70 Catalogue No. E/109

2. The Irish Centre for Talented Youth has compiled a detailed bibliography related to the topic of

gifted & talented / exceptionally able children. The link is: <http://www.dcu.ie/ctyi/resource/r_biblio.htm>

**Organisations / Support Groups:**

|  |  |  |
| --- | --- | --- |
| **a.** |  | **CTYI, Dublin City University, Dublin 9** |
| Tel: (01) 7005634 | Fax: (01) 7005693 | E-mail: ctyi@dcu.ie Website: [www.dcu.ie/ctyi](http://www.dcu.ie/ctyi) |

The Irish Centre for Talented Youth (CTYI) works with young people of exceptional academic ability. Such students have been acknowledged by the Irish Department of Education and Science as having “special educational needs”. The Centre aims to address these needs by:

Identifying high ability students throughout Ireland though annual Talent Searches;

Providing services for these students, including Saturday classes, residential summer programmes, correspondence courses and Discovery Days;

Giving support to parents and teachers; Carrying out research in this area.

2. **Irish Association for Gifted Children / An Óige Thréitheach**

Carmichael House, 4 North Brunswick Street, Dublin 7

Tel: (01) 8735702 Fax: (01) 8735737 Website: [http://www.iagc.ie](http://www.iagc.ie/)

Secretary: David Temple Chairperson: Leslie Graves

The activities of the IAGC include:

Coffee Evenings at 8.00 p.m. on the first Friday of every month at the above address

Members Meetings every 3 months.

A newsletter is produced by the association several times a year.

Explorers Groups operating from Marino VEC. Tel: (01) 8332100 for further information. Publication: ‘Understanding Gifted Children: A Parent & Teacher Guide’

3. **National Association for Gifted Children**

Suite 14, Challenge House, Sherwood Drive, Bletchley, Milton Keynes MK3 6DP, UK. Tel: (0044) 870 7703217 Website: [http://www.nagcbritain.org.uk](http://www.nagcbritain.org.uk/)

**d. National Association for Able Children in Education**

P.O. BOX 242, Arnolds Way, Oxford OX2 9FR, UK

Tel: (0044) 1865 861879 Fax: (0044) 1865 861880 Website: <http://www.nace.co.uk/>

APPENDIX 4 A**: Useful Contacts / Addresses**

**Chess Ireland**  [http://www.irishchess.com/](http://Ireland.iol.ie/~jghurley)

66 Kincora Grove, Clontarf, Dublin 3

(Website Newsletter with links to various other Irish Chess websites)

**Astronomy Ireland**

Freepost PO Box 2888, Dublin 5.

Tel: (01) 8470777 E-mail: info@astronomy.ie Website: [http://www.astronomy.ie](http://www.astronomy.ie/)

**Irish Astronomical Society,** PO Box 2547, Dublin 11 Tel: (01) 8641382

**Dublin Naturalist’s Field Club**

(aim to increase awareness of natural history and environment)

Patrick Wyse Jackson, Department of Geology, Trinity College, Dublin 2

**Armagh Planetarium**, College Hill, Armagh BT61 9DB Tel: (048) 37523689 [http://www.armagh-planetarium.co.uk/](http://www.armagh-planetarium.co.uk/index2a.html)

**Irish Mathematics Olympiad Training** [http://www.ul.ie/~maths/imo.htm](http://www.ul.ie/~maths/imotr.htm)

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| --- | --- | --- |
| University of LimerickInstitute of Technology, Dundalk | Gordon LessellsDr. Maurice O’Reilly | Tel: (061) 202018Tel: (042) 9370295 |
| Maynooth CollegeUniversity College Cork | Prof. Tony O’FarrellProf. Finbarr Holland | Tel: (01) 7068378Tel: (021) 4902540 |
| University College Dublin | Prof. T. Laffey | Tel: (01) 7068265 |

**IBM DCU Irish Science Olympiad,** c/o Michael A. Cotter, Dublin City University, Dublin 9

E-mail: iso@dcu.ie Website: <http://iso.dcu.ie/~iso/>

Arranges competitions to select post-primary students under 20 years of age to represent Ireland at

International Science Olympiads in the areas of Physics, Chemistry, Biology and Programming.

**Irish Geological Association**, c/o Dr. Julian Menuge, Department of Geology, University College Dublin. E-mail: j.f.menuge@ucd.ie Website: <http://www.tcd.ie/natural_resources/geoscience/iga.htm> Arranges lectures on variety of geological topics usually held on Wednesday evenings at 8pm in

University College Dublin or Trinity College Dublin. Caters for professional, amateur and student geologists

**The Geographical Society of Ireland**  [http://www.geographical-society-ireland.org/](http://www.ucd.ie/~geograph/gsi.html) Contact: Honorary Secretary, Geography Department, University College Dublin, Dublin 4

Programme of seminars and fieldtrips for its members.

**All things left-handed,** PO Box 3471, Malahide, Co Dublin Tel: (01) 8450343

**The Ark,** Eustace Street, Temple Bar, Dublin 2

Tel: (01) 6707788 Fax: (01) 6707758 Website: [http://www.ark.ie](http://www.ark.ie/)

The Ark provides cultural programmes for children aged between 4 and 14 years of age.

**Irish Peatland Conservation Council**,119 Capel Street, Dublin 1

Tel / Fax: (01) 8722397 Email: bogs@ipcc.ie Website: [http://www.ipcc.ie](http://indigo.ie/~ipcc) The IPCC is an independent conservation charity, established 15 years ago to campaign for the conservation of a representative sample of living intact Irish bogs and peatlands looking for support.

**An Taisce** Environmental Education Programmes, Tailor's Hall, Back Lane, Dublin 8.

Tel: (01) 4541786 Fax: (01) 4533255 Website: [http://www.antaisce.org](http://www.antaisce.org/)

**Irish Wildlife Trust,** Garden Level 21 Northumberland Road, Dublin 4 [http://www.iwt.ie](http://www.iwt.ie/)

**Irish Wildbird Conservancy**

Southview Church Road Greystones Tel: (01) 2875759

Rutledge House, 8 Longford Place, Monkstown, Co. Dublin Tel: (01) 2804323

**Architectural Association of Ireland** 8 Merrion Square, Dublin 2,Ireland

Tel: (01) 6614100 Fax: (01) 6614150 Website: <http://www.irish-architecture.com/aai/>

The AAI was founded in 1896 'to promote and afford facilities for the study of architecture and the allied sciences and arts, and to provide a medium of friendly communication between members and others interested in the progress of architecture'. It sponsors a public lecture series and annual awards.

APPENDIX 4 B**: Literary Competitions for Young People**

**Gerald Manly Hopkins Poetry Competition** Contact: Mr. Richard O’Rourke, Monasterevin, Co. Kildare

Tel: (045) 525416 Deadline: June

**Listowel Writers Week / Kerry County Council Creative Writing for Youth**

Contact: Ms. Mary Kennelly, PO Box 147, Listowel, Co. Kerry

Tel: (068) 21074 Deadline: March

**Carlingford Lough Young Writers Circle** Contact: Ms. Michelle Carvin, Trinity Close, Carlingford. Tel: (042) 9373284 Deadline: May

**Cecil Day Lewis Awards,** Athy Urban District Council, Rathstewart, Athy, Co. Kildare

Contact: Pat Henshaw Tel: (0507) 38968 Deadline: November

**Clonmel Writers Weekend Library Competition** Contact: Marie Boland, Secretary Clonmel Library

Tel: (052) 24545 Deadline: July

**Craven Poetry Competition** Contact: Willie Treacy, Shortstone, Hackballs Cross, Dundalk, Co Louth

Tel: (042) 9377110 Deadline: March

**Feile Filiochta International Poetry Competition** <http://www.dlrcoco.ie/library/feile.htm>

Tel: (01) 2781788 (Joe Keyes) Deadline: October

**Patrick MacGill Summer School** Contact: Nora Breslin, Buncrubog, Glenties, Co Donegal

Tel: (075) 51103 Deadline: June

**Irish Writers Centre,**19 Parnell Square, Dublin 1 <http://www.writerscentre.ie/>

**Young Business Writer Award Competition,** DCU Business School, Dublin 9. Tel 7005659

Deadline: December

**Young Science Writers Competition,** RDS / Technology Ireland

Tel: (01) 6680866 <http://www.rds.ie/rds_foundation/index_science_act.html>

**Very Special Arts Young Playwright Programme,** City Arts Centre, 23-25 Moss Street, Dublin 2

Tel: (01) 6770643

APPENDIX 4 C**: WEB PAGES OF INTEREST FOR STUDENTS**

New Scientist Planet Science Hotspots <http://www.keysites.com/keysites/hotspots/hotspots.html>

BBC Tomorrow’s World <http://bbc.co.uk/tw/> Double Helix <http://www.csiro.au/helix/> Try Science <http://www.tryscience.org/>

ScienceNet Information Service [http://www.sciencenet.org.uk](http://www.sciencenet.org.uk/)

Science.ie [http://www.science.ie](http://www.science.ie/)

Projects on the environment & Astronomy <http://www.theguardians.com/index.html>

International Astronomical Youth Camp <http://www.iayc.org/>

Odyssey of the Mind [http://www.odysseyofthemind.com](http://www.odysseyofthemind.com/) How Stuff Works <http://www.howstuffworks.com/> How Things work <http://howthingswork.virginia.edu/>

Math Soft Maths Puzzle Page <http://www.mathsoft.com/puzzle.html>

Maths Forum: Maths Software <http://mathforum.org/arithmetic/arith.software.html> Mega Mathematical <http://www.c3.lanl.gov/mega-math/> Mathmastery.com <http://www.mathmastery.com/dailybrains/>

Tips for Children interested in Creative Writing [http://www.realkids.com/club.shtml](http://www.realkids.com/club.html)

Ewritelife.com [http://www.ewritelife.com/](http://ewritelife.com/) National Space Society <http://www.nss.org/>

Ask an Astronaut <http://www.kingston.ac.uk/sec/aaa.htm>

Ask a Space Scientist about Space Travel <http://image.gsfc.nasa.gov/poetry/ask/astravel.html>

Views of the solar system [http://www.solarviews.com/](http://www.solarviews.com/eng/) Welcome to the Planets <http://pds.jpl.nasa.gov/planets/>

Physics Puzzles <http://www.afunzone.com/Physics.html>

Physics Puzzles, University of Birmingham, UK <http://www.ph.bham.ac.uk/text/physics/admissions/puzzles/> Ask a Volcanologist <http://volcano.und.edu/vwdocs/ask_a.html>

Ask a Geologist <http://walrus.wr.usgs.gov/docs/ask-a-ge.html/> Smart E – Irish Energy’s web site for children <http://www.irish-energy.ie/Smart_E/index.htm> Irish Archaeology on the Internet <http://www.xs4all.nl/~tbreen/links.html>

Wild Ireland Magazine <http://www.wildireland.ie/>

National Geographic <http://www.nationalgeographic.com/>

Exploring the Environment <http://www.cotf.edu/ete/modules/modules.html>

Kids Domain <http://www.kidsdomain.com/> Purdue University Online Writing Lab <http://owl.english.purdue.edu/> Brain Teasers & Puzzles: Brain Bashers <http://www.brainbashers.com/>

APPENDIX 4 D**: WEB PAGES OF INTEREST FOR PARENTS / TEACHERS**

Research Bibliography from Center for Talented Youth, Johns Hopkins University, Baltimore, USA

<http://www.jhu.edu/gifted/research/biblio.html>

Online Articles from Center for Talent Development, Northwestern University, Illinois, USA

<http://www.ctd.northwestern.edu/resources/articles.html>

Eric Clearinghouse on Disabilities and Gifted Education <http://ericec.org/index.html>

Parents Newsletter, Talent Identification Programme, Duke University, Durham, North Carolina, USA

<http://www.tip.duke.edu/newsltr/index.html> Gifted & Talented Resources Online <http://www.eskimo.com/~user/kids.html> The Hollingworth Center for Highly Gifted Children

<http://www.hollingworth.org/> Roeper Review – A journal on Gifted Education

<http://www.roeperreview.org/>

Gifted Monthly newsletter <http://www.giftedmonthly.homestead.com/> The Council for Exceptional Children <http://www.cec.sped.org/>

Gifted Children with Learning Disabilities: A Review of the Issues <http://www.ldonline.org/ld_indepth/gt_ld/jld_gtld.html>

ScoilNet - Helpful information for parents / teachers / students on Irish Education

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

Imagine A magazine for Talented Youth – Published by CTY, Johns Hopkins University, Baltimore

<http://www.jhu.edu/gifted/imagine/>

For further **resource material**, use the following link: <http://www.dcu.ie/ctyi/resource/r_materi.htm>