



Scoil an Spioraid Naoimh Senior Primary, Laytown, County Meath, A92E273

Principal: Bláithín Maguire

Email: principal@ssnlaytown.ie

School Office E-mail: secretary@ssnlaytown.ie

Deputy Principal: Ciara Winters

Telephone/Fax: 041-9828091

School Roll No: 20017f

Integration Plan 2020/2021

<i>Pupils Details:</i>	Name: Date of Birth: Class: SET Teacher: Mainstream Class Access: Mainstream Teacher: SNA:
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Termly Integration:

Subjects can be changed to suit the needs and capability of the individual pupil.

This will keep in line with pupil's targets and progression. Parents will be kept informed of any changes to integration plan. Integration plan will be continuously reviewed.

<i>Month:</i>	<i>Subject Area Integration:</i>	<i>Targets:</i>
<i>December 2020</i>	1) Physical Education	<p><i>PE is "to educate students through physical activities". It aims to develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle.</i></p> <p><u>Learning targets:</u></p> <ul style="list-style-type: none"> • Team building skills • Building positive communication with mainstream class teacher • Reconnecting with mainstream class group/setting • Follow D.F.L in mainstream group setting
<i>January 2021</i>	1) Physical Education: 2) SESE: <ul style="list-style-type: none"> • History • Geography • Science 	<p><i>SESE seeks to generate an appreciation of cultural and historical inheritance, and cultivates an atmosphere of equality and opportunity where cultural diversity, minorities and special needs are respected and valued. Prejudice and discrimination are challenged, while respect and mutual understanding are promoted.</i></p> <p><u>Learning targets:</u></p>
<i>February 2021</i>	1) Physical Education 2) SESE 3) ART/Music/Religion	<p><i>Musical activity, alone or with others, contributes to the child's developing creativity and self-esteem.</i></p> <p><i>Art activities enable the child to explore, clarify and express ideas, feelings and experiences through a range of arts activities</i></p> <p><i>Religion to achieve the goals of salvation for oneself and others, and (if there is a God) to render due worship and obedience to God</i></p> <p><u>Learning targets:</u></p>
<i>March 2021</i>	1) Physical Education 2) SESE 3) Art/Music 4) Maths	<p><i>Maths seeks to encourage and enable students to: recognize that mathematics permeates the world around us. Appreciate the usefulness, power and beauty of mathematics. Develop mathematical curiosity and use inductive and deductive reasoning when solving problems.</i></p> <p><u>Learning targets:</u></p>



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April 2021	<ol style="list-style-type: none"> 1) Physical Education 2) SESE 3) Art/Music/Religion 4) Maths 5) English 	<p>English <i>The overarching aim for English in the curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment</i></p> <p><u>Learning targets:</u></p>
May 2021	<ol style="list-style-type: none"> 1) Physical Education 2) SESE 3) Art/Music/Religion 4) Maths 5) English 6) Irish 	<p>Irish <i>seeks to enhance particular importance for the people, society and culture of Ireland. As a spoken community language, Irish is unique to this country and is, therefore, of crucial importance to the identity of the Irish people and to world heritage.</i></p> <p><u>Learning targets:</u></p>
June 2021	<ol style="list-style-type: none"> 1) Physical Education 2) SESE 3) Art/Music/Religion 4) Maths 5) English 6) Irish 	

Integration Plan Additional Information:

This information is in line with the schools Integration Policy. It is to ensure that the needs of the pupil are met within each education setting and the role of the adults in the setting.

<i>Aims:</i>	<ul style="list-style-type: none"> ▪ to provide a teaching and learning experience that enables pupils with Special Needs become exposed to learning in a mainstream setting ▪ to enable mainstream children observe at close quarters, the special needs of some children in society ▪ to develop the social skills and self-esteem of the Special Needs child
<i>Role of Class Teacher (Réaltai)</i>	<ul style="list-style-type: none"> ▪ identify the appropriate curriculum area the Special Needs child should experience ▪ ensure S.N.A support is available during integration ▪ collaborate and consult with mainstream class teachers in setting realistic targets ▪ Assume responsibility for an on-going individual education plan in consultation with support services, parents and Principal.
<i>Role of Mainstream Teacher:</i>	<ul style="list-style-type: none"> ▪ adjust programmes to meet the needs of the Special Class pupil ▪ provide a suitable seating arrangement in the mainstream setting ▪ collaborate with the Special Class teacher and the S.N.A
<i>Role of SNA</i>	<ul style="list-style-type: none"> ▪ SNA will accommodate the child's to his/her allocated mainstream class. Where in the event that there is an SNA already present, child will access class independently, unless there is extreme circumstances where a child needs SNA. ▪ SNA will collaborate with SET teacher and mainstream teacher to keep pupil in line with his/her targets.



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	<ul style="list-style-type: none">▪ SNA will encourage the pupil to follow class and school rules when in mainstream class.
Assessment:	<p>Assessment by observation and testing will be conducted by the class teachers covering 3 aspects of development</p> <ul style="list-style-type: none">▪ social integration▪ language and communication▪ play and behaviour <p>Where appropriate pupil will complete in class assessment by mainstream class teacher – this will be decided on pupils' ability and capability.</p>

***N.B.** Each month another subject will be added to the pupil's integration. This integration plan can be changed in line with the child's ability. Access to mainstream will be increased or decreased in line with the pupil's ability and capability. Targets will continue on through each subject in line with mainstream whole class targets with particular focus on the new subjects added to integration plan.*

Subjects can be rearranged in line with the child's IEP/targets/ability/capability in full collaboration with School and Home.