



SCOIL MHUIRE

ROBINSTOWN PRIMARY SCHOOL

Baile Róibín, An Uaimh, Co. na Mí • Robinstown, Navan, Co. Meath

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Robinstown National School Assistive Technology Policy

Introductory Statement.

This policy, the terms and conditions and the attached agreement was compiled in line with Department of Education and Skills Circular 10/2013 and our school's Child Safeguarding Statement in relation to essential assistive technology equipment for pupils with physical or communicative disabilities.

Rationale:

The purpose of the document is to illustrate clear guidelines for the use of specialist equipment which has been recommended by the National Council for Special Education (NCSE). ***Provision under this scheme is made for those pupils whose degree of physical and/or communicative disability is such that without technological support it will not be possible for them to access the school curriculum.***

Assistive Technology Overview and Criteria

- All schools must submit application accompanied by professional reports and quotes for equipment to their SENO.
- Application must be signed by parent and principal
- The **criteria** below must be met.
- The **professional report** must identify how the equipment is to be used and outline that the AT is **essential** for the child's education and that is required throughout the school day.
- On page 2 schools must outline how they attempted to meet the needs of the child through appropriate interventions, eg teaching, using current IT etc.
- Schools must show how the AT is essential and could not be utilised from their own IT equipment - that the AT is crucial to access the curriculum for eligible students.
- Families/schools can still purchase equipment if the application is not successful.
- If unsure about an application discuss with team manager/experienced SENO before processing.

Primary Categories of Disability	Criteria
Hearing Impairment <ul style="list-style-type: none"> Impacts significantly their ability to hear and understand speech Student will be on VT caseload 	<ul style="list-style-type: none"> An assessment of a hearing impairment from a medical professional (SP ED 02/05). This may be an Audiology report. A report from the Visiting Teacher for HI confirming that the student meets the DES criteria for significant hearing impairment. NB. Significant not mild (ref. 02/05). A recommendation is required from the Visiting Teacher for HI.
Visual Impairment <ul style="list-style-type: none"> Impacts significantly their ability to see. Examples include - Congenital blindness Cataracts Albinism Retinitis pigmentosa Student will be on Visiting Teacher (VT) caseload 	<ul style="list-style-type: none"> A diagnosis of a visual impairment which significantly impairs his/her capacity to see. An ophthalmologist report is required (DES 01/05). A report from the Visiting Teacher for VI confirming that the student meets the DES criteria for visual disability as per SP ED 02/05 (see above) A recommendation from the Visiting Teacher for VI
Physical Disability <ul style="list-style-type: none"> Congenital deformities Spina bifida Muscular dystrophy Cerebral palsy Dyspraxia Brittle bones Severe accidental injury 	<ul style="list-style-type: none"> Diagnosis of permanent & enduring disability from Paediatrician, neurologist or O.T. Statement of consequential significant learning difficulties Recommendation from professional report stating equipment is essential and what equipment is essential. Dyspraxia (DCD) - if O.T. states neurological disorder must be ruled out a report from paediatrician or neurologist doing so.
Severe or profound general learning disability	<ul style="list-style-type: none"> Such pupils have been assessed by a psychologist as having a severe or profound general learning disability. In addition, such pupils may have physical disabilities. The pupil will have been assessed as having a severe/profound general learning disability (the pupil's full-scale IQ score will have been assessed as being below 35).
Secondary Categories of Disability	Criteria
Moderate General learning Disability	<ul style="list-style-type: none"> A student will have been assessed by a psychologist who has indicated that he/she has a Moderate GLD i.e. in the range 35 - 49 Global Developmental Delay (GDD) was historically resourced under LITH and SNA access as Moderate GLD.

	<p>However, this is no longer relevant.</p> <p>Notes:</p> <p>GDD is a term which may be used to describe young children up to the age of 6 years who may be presenting with a SEN. The term Global Developmental Delay is used where a child has delayed achievement across all areas of development (i.e. Gross/fine motor skills, speech, cognition, social and personal activities of daily living), and where it is not possible for the reporting professional to get a reliable and valid IQ score. This comes under the category of moderate GLD</p> <p>The term 'moderate general learning disability' as used in Ireland equates to the term 'severe learning difficulty' as used in the United Kingdom.</p> <p>Moderate GLD on the Stanford Binet 5th Edition refers to a score range of 40 - 54.</p>
Autism	<ul style="list-style-type: none"> • A diagnosis from a psychologist or psychiatrist indicating conformity with ICD 10/11 or DSM IV or V. <p>OR</p> <ul style="list-style-type: none"> • A diagnosis from a multi-disciplinary team, where a psychologist or psychiatrist is part of the team and indicating conformity with ICD 10/11 or DSM IV/V. <p>OR</p> <ul style="list-style-type: none"> • A diagnosis from a HSE multi-disciplinary team. Where there is no psychologist or psychiatrist on the team, it is acceptable to get a diagnosis from the HSE consultant paediatrician with reference to the DSM IV or V or ICD 10/11 (This is an interim measure and will be reviewed by the DES accordingly). <p>Note: For the purposes of resource allocation, as per Dept of Education policy, ASD includes:</p> <ul style="list-style-type: none"> • Autism (Levels 1, 2 or 3 in DSM-V) • Asperger Syndrome (DSM IV) • PDD - NOS <p>As Asperger's Syndrome is not recognised within the DSM V, it does not qualify for resources under DES category 10. However, the DSM IV diagnosis of Asperger's or High Functioning Autism is acceptable.</p> <p>Recommendation from professional (psychologist/O.T.) stating equipment is essential and what equipment is essential.</p>

<p>Specific Learning Disability</p> <ul style="list-style-type: none"> • Dyslexia • Dysgraphia • Dyscalculia 	<p>Psychologist report stating</p> <ul style="list-style-type: none"> • A current report in which a psychologist has assessed the student's overall IQ (either FSIQ or GAI) as being in the average range or above (i.e. 90 plus). A GAI is acceptable if a FSIQ is not interpretable • Having a degree of learning disability specific to basic skills in reading, writing or mathematics placing them at or below the 2nd percentile on suitable, standardised, norm-referenced tests. • Professional report recommending assistive technology is essential and what equipment is essential.
<p>Specific Speech and Language Disorder</p>	<p>Such pupils should meet each of the following criteria:</p> <ul style="list-style-type: none"> • The pupil has been assessed by a psychologist on a standardised test of intelligence that places non-verbal or performance ability within the average range or above. • The pupil has been assessed by a speech therapist on a standardised test of language development that places performances in one or more of the main areas of speech and language development at two standard deviations or more below the mean, or at a generally equivalent level. • The pupil's difficulties are not attributable to hearing impairment; where the pupil is affected to some degree by hearing impairment, the hearing threshold for the speech-related frequencies should be 40Db. • Emotional and behavioural disorders or a physical disability are not considered to be primary causes. • Pupils with speech and language delays and difficulties are not to be considered under this category. • In the case of specific speech and language disorder it is a pupil's non-verbal or performance ability that must be within the average range or above (i.e. non-verbal or performance IQ of 90 or above). • The pupil must also have been assessed by a speech and language therapist and found to be at two or more standard deviations (S.D.) below the mean, or at a generally equivalent level (i.e. - 2 S.D. or below, at or below a standard score of 70) in one or more of the main areas of speech and language development. • Two assessments, a psychological assessment and a speech and language assessment are necessary in this case. Circular Sp Ed 02/05 <p>NCSE Guidelines</p> <p>The main areas of speech and language should be clearly identified as</p> <ol style="list-style-type: none"> 1. expressive 2. receptive 3. phonological 4. pragmatic 5. semantic aka language content (CELF 4)

	<p>6. core language</p> <p>Therefore a pupil may meet the criteria if his/her current scores are 2 standard deviations below the mean in any of these areas and of average performance or non- verbal IQ (standard score of 90 or above).</p> <p>Notes about Scores: Standard scores are required to determine eligibility. Standard deviations or confidence interval statements, on their own, are not acceptable. Individual subtest scores (under any of the above headings) are not acceptable for resourcing, including special class placement. Scores from screening tests, such as Morpheme Usage, are not acceptable for the purpose of resource allocation.</p> <p>Note: Assessment of non-verbal IQ Non-verbal IQ may be assessed on tests of intellectual ability suited to the purpose including:</p> <ul style="list-style-type: none"> • The Unitary Test of Nonverbal Intelligence (UNIT) • The Leiter-R • The Wechsler Non-Verbal Scale of Ability • The WPPSI-IV non-verbal index (NVI) <p>Non-verbal IQ may be assessed using tests of verbal; and non-verbal ability where an index of non-verbal IQ may be reported - e.g.:</p> <ul style="list-style-type: none"> • Perceptual Reasoning Index (PRI) of the WISC-IV • Non-verbal IQ - Stanford Binet V • The following clusters from the BAS-II or III: <ul style="list-style-type: none"> o The Special Non-verbal Composite o The Pictorial Reasoning Cluster or the Non-Verbal Reasoning Cluster o The Spatial Cluster <p>Best practice is to have an up to date speech and language report, approximately two years.</p> <p>Verbal vs Oral Dyspraxia: It will be necessary to establish which, if any, DES categories of disability these types of dyspraxia might be placed. The two most common categories are physical and speech and language. The criteria must be met for a disability category to qualify for resources.</p>
<p>Multiple Disabilities</p>	<ul style="list-style-type: none"> • Children assessed with multiple disabilities must meet the criteria for two or more distinct disabilities. Generally this relates to students with a complex special education profile, such as Moderate General Learning disability with an additional Physical or Sensory disability. • Whilst circular 02/05 defined this is in relation to the interpretation required for the implementation of the

	<p>then LITH scheme.</p> <ul style="list-style-type: none">• Please note that the Multiple Disabilities category is not intended to include, as a separate diagnosis, needs that are generally co-occurring with a primary diagnosis.• Students who require assistive technologies will also qualify within the scheme based on any separate diagnosis. As such the Multiple Disability category is not generally relevant.
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Circulars and sources

- C 08-1999
- C 08-2002
- C 01-2005
- C 02-2005
- C 38-2010
- C 10-2013 - relates directly to Assistive Technology
- SENO - Standard Operating Procedures - 2022

Any equipment purchased by the school under Department of Education and Skills Guidelines remains the property of the school, should normally be kept in the school and is subject to inspection by the Department of Education and Skills. However, the Board of Management may, in certain circumstances, allow the use of the equipment in the pupil's home if deemed necessary by the teaching staff. Such circumstances are where it is agreed that the pupil could benefit from the use of technical support or equipment such as a school laptop/tablet. This agreement endeavours to ensure the safe custody and handling of the equipment when in the care of the pupil outside of the school.

Procedure to allow Pupil to take Assistive Technology home

1. Parent/Guardian must write a brief letter outlining the reason why they believe it is necessary for the pupil to bring the assistive technology home.
2. The letter will be brought to the attention of the Board of Management and a decision made
3. Parent/Guardian will be required to read in full and agree to the Terms and Conditions attached to this policy.

Terms and Conditions for the use of Assistive Technology in the Home.

1. The laptop/tablet remains the property of Robinstown N.S.
2. Should the designated pupil change school, including to post-primary, the school will consult with the SENO with regard to the transfer of the device with the pupil where it is still appropriate for the pupil's assessed needs. The final decision regarding transfer will rest with the School.
3. The laptop/tablet will be used solely by the designated pupil and will not be used by or transferred to a third party including family members.
4. The parent will remind and teach their child to take due care of the laptop/tablet at all times when handling, transporting and using the laptop/tablet-
 - It is not to be left unattended in a public place
 - It is not to be left unattended in a classroom or other place in the school
 - All laptop/tablet leads must be unplugged from sockets and all accessories are to be stored safely and securely in the laptop/tablet case with the laptop/tablet when work is complete
 - It is not to be left in plain view in an unattended or unsecured vehicle but kept out of sight in the locked boot
 - It is not to be interfered with, tampered with or altered by a third party.
5. The laptop/tablet will be used solely to assist with typing skills and other school related activities. Only school approved programmes, packages/applications and websites may be used.
6. The laptop/tablet must be returned to the school in good working order on or before the last day of the school year or earlier if requested by the school.
7. The laptop/tablet is covered under school insurance when on school property however, the equipment must be covered by home insurance if taken off the school premises. Pupils and parents must take reasonable care to avoid damage or loss..
8. Use of the laptop/tablet and including all internet usage will be supervised by a parent/guardian and will be of an appropriate nature to minimise pupil's exposure to inappropriate material.
9. The school will make regular checks to update the laptops/tablets, ensuring that anti-virus software is kept up to date and also to check for inappropriate use.
10. The laptop/tablets will be used lawfully and in accordance with the school's Acceptable Use Policy regarding the ethical use of technology, use of legal software, use of the Internet and the protection of personal data.
- 11 The following is deemed as completely unacceptable and will result in the equipment being re-claimed:
 - Accessing, transmitting or receiving obscene or pornographic material Engaging in cyber cheating or plagiarism (taking material created by others and presenting it as if it were one's own)
 - Engaging in cyber bullying
 - Downloading or loading software or applications that are not approved by the school

➤ Setting up gaming accounts and chat rooms

12.The laptop/tablet will be kept in good working order. All laptop/tablet faults, defects or malfunctions while in the care of the pupil are to be reported to the Principal or Class Teacher who will inform the member of staff with responsibility for the servicing and upkeep of the laptop/tablet.

13.Any repairs necessary due to damage caused to the laptop/tablet while in the care of the pupil will be arranged by the school and paid for by the parent of the pupil..

14.The laptop/tablet will not be sold, assigned, transferred or otherwise disposed of..

15.Any laptop/tablet markings, tags or plates or engravings will not be removed, concealed or altered. The laptop/tablet must not be marked in any way that will reduce the value of the laptop/tablet.

16.If the laptop/tablet is lost, stolen or damaged the parent will advise the Principal and the Gardaí as soon as possible.

17.Due to current software licensing arrangements covering home use, the laptop/tablet package cannot be used for any commercial purpose.

If any of these terms or conditions are breached, the Board of Management may at any time revoke this arrangement in line with the Acceptable Use policy in Robinstown N.S.

Ratification and Communication This policy was ratified by the Board of Management

Signed:

Chairperson of BOM

Signed:

Principal/Secretary to BOM.



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3. The laptop/tablet will be used solely by the designated pupil and will not be used by, or transferred to, a third party.
4. The parent(s) agree to teach the child to take due care of the laptop/tablet at all times when handling, transporting and using the device and notes especially that:
 - It is not to be left unattended in a public place
 - It is not to be left unattended in a classroom or other place in the school
 - All laptop/tablet leads must be unplugged from sockets and all accessories are to be stored safely and securely in the laptop/tablet case with the laptop/tablet when work is complete
 - It is not to be left in plain view in an unattended or unsecured vehicle but kept out of sight in the locked boot
 - It is not to be interfered with, tampered with or altered by a third party.
5. The laptop/tablet will be used solely to assist with typing skills and other school related activities. Only school approved programmes, packages/applications and websites may be used.
6. The laptop/tablet must be returned to the school in good working order on or before the last day of the school year or when requested by the school.
7. The laptop/tablet is covered under school insurance when on school property however, the equipment must be covered by **home insurance** if taken off the school premises. Pupils and parents must take reasonable care to avoid damage or loss.

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Name of pupil:

Class:

Class teacher:

Device make/ model and ID no.:

I have read and accept the terms and conditions of this contract.. The device will be covered by my house insurance..

Signed:

Date:

Signed on behalf of the school:

(Parent/Guardian)

SET/ Principal

(One copy of the signed contract will be kept by the parents/guardians and one will be kept on file)