

<b>08.00 to 09.00</b>	<b>REGISTRATION – TEA/COFFEE AND BISCUITS ON ARRIVAL</b>			
<b>09.00 to 10.00</b> Lecarrow Suite	<b>CHAIRPERSON’S WELCOME - Jackie Whelan</b> <b>KEYNOTE ADDRESS: Shane Martin</b>			
<b>Room</b>	<i>Lecarrow 1</i>	<i>Loughree 1)</i>	<i>Loughree 2</i>	<i>Loughree 3</i>
<b>10.00 to 11.15</b>	<b>Neasa Sheahan</b> (Reading School Principal) The Role of specialist intervention within the new model of resource allocation: enriching student and teacher experience for children with severe Dyslexia	<b>Brendan Doody</b> (DES) New SEN Inspection Post Primary Model	<b>Dr Michele Dunleavy.</b> (Mary Immaculate College of Ed) Working with pupils with High Functioning Autism (HFA) in the primary school	<b>Colm Manly &amp; Gillian Pender</b> (NCSE) Assessment and Planning for students with SEN – Case Studies on the three step process from the DES Guidelines for Post Primary Schools
<b>CHAIR</b>				
<b>Level P/PP</b>	<b>P</b>	<b>PP</b>	<b>P</b>	<b>PP</b>
<b>11.15 to 11.45</b>	<b>TEA/LCOFFEE BREAK</b>			
<b>11.45 to 13.00</b>	<b>Terry Reynolds (DES)</b> Update on the revision to profiles for the Allocation of Special Education Teachers to Schools	<b>Dr Stella Long</b> (Mary Immaculate College of Ed) Using Diagnostic Assessment to inform Intervention Programmes in Mathematics at Second Level	<b>Louise Barr</b> Guided Repeated Reading: An approach to improve reading fluency for pupils with reading difficulties	<b>Carmelita McGloughlin</b> (Mary Immaculate College of Ed) The challenges that face the teacher in coping with loss and grief in the Irish Classroom – How can we enrich the teacher and student experience
<b>CHAIR</b>				
<b>Level P/PP</b>	<b>P/PP</b>	<b>PP</b>	<b>P</b>	<b>P</b>
<b>13.00 to 14.15</b>	<b>LUNCH</b>			
<b>14.15 to 15.30</b>	<b>Noelle Connolly(NCSE)</b> A New School Inclusion Model-The Special Needs Assistant Scheme	<b>Dr Mairin Wilson</b> (DCU St Patrick’s Campus) Learning In-Deed Primary School Mathematics	<b>NEPS</b> (Topic to be confirmed)	<b>Dr Johanna Fitzgerald</b> (Mary Immaculate College of Ed) Looking after our SENCO’s: Provision Mapping to support an integrated approach to inclusive and special education
<b>CHAIR</b>				
<b>Level P/PP</b>	<b>P/PP</b>	<b>P</b>		<b>PP</b>

