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| <b>08.00 to 09.00</b>                   | <b>REGISTRATION – TEA/COFFEE AND BISCUITS ON ARRIVAL</b>  |  |  |  |
| <b>09.00 to 10.00</b><br>Lecarrow Suite | <b>CHAIRPERSON'S WELCOME - Jackie Whelan</b><br><b>KEYNOTE ADDRESS: Shane Martin - MOODWATCHERS</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><br>(Reading School Principal)<br>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><br>(DES)<br>New SEN Inspection Post Primary Model   | <b>Dr Michele Dunleavy.</b><br>(Mary Immaculate College of Ed)<br>Working with pupils with High Functioning Autism (HFA) in the primary school | <b>Colm Manley &amp; Gillian Pender</b><br>(NCSE)<br>Assessment and Planning for students with SEN – Case Studies on the three step process from the DES Guidelines for Post Primary Schools |
| <b>Level P/PP</b>                       | <b>P</b>  | <b>PP</b>  | <b>P</b>   | <b>PP</b>  |
| <b>Chair</b>                            | <i>Theresa Woods</i>  | <i>Jackie Whelan</i>   | <i>Bernie Kemple</i>   | <i>Angela Martin</i>   |
| <b>11.15 to 11.45</b>                   | <b>TEA/LCOFFEE BREAK</b>  |  |  |  |
| <b>11.45 to 13.00</b>                   | <b>Terry Reynolds (DES)</b><br>Update on the revision to profiles for the Allocation of Special Education Teachers to Schools   | <b>Dr Stella Long</b><br>(Mary Immaculate College of Ed)<br>Using Diagnostic Assessment to inform Intervention Programmes in Mathematics at Second Level | <b>Louise Barr</b><br>Guided Repeated Reading: An approach to improve reading fluency for pupils with reading difficulties                     | <b>Carmelita McGloughlin</b><br>(Mary Immaculate College of Ed)<br>The challenges that face the teacher in coping with loss and grief– How can we enrich the teacher and student experience  |
| <b>Level P/PP</b>                       | <b>P/PP</b>   | <b>PP</b>  | <b>P</b>   | <b>P</b>   |
| <b>Chair</b>                            | <i>Noel Fox</i>   | <i>Joe Flynn</i>   | <i>Pauline Cogan</i>   | <i>Laoise Ní Chuinn</i>  |
| <b>13.00 to 14.15</b>                   | <b>LUNCH</b>  |  |  |  |
| <b>14.15 to 15.30</b>                   | <b>Sharon Eustace (NEPS)</b><br><b>William Donnelly &amp; Nicholas Cosgrave (DES Inspectorate)</b><br>'The DES Wellbeing Policy Statement and Framework for Practice'.  | <b>Dr Mairin Wilson</b><br>(DCU – St Patrick's Campus)<br>Learning In-Deed<br>Primary School Mathematics   | <b>Rachel Markey(NCSE)</b><br>Inclusive P.E. for students with Special Educational Needs in Primary School                                     | <b>Dr Johanna Fitzgerald</b><br>(Mary Immaculate College of Ed)<br>Looking after our SENCO's:<br>Provision Mapping to support an integrated approach to inclusive and special education      |
| <b>Level P/PP</b>                       | <b>P/PP</b>   | <b>P</b>   | <b>P</b>   | <b>PP</b>  |
| <b>Chair</b>                            | <i>Breda Coady</i>  | <i>Noel Fox</i>  | <i>Michele Dunleavy</i>  | <i>Angela Martin</i>   |