

In The Hodson Bay Hotel, Athlone

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