

St. Patrick's Primary School, Annaghmore



Specialist Provision in Mainstream



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► Teachers

Daffodili Room- Miss Maria Hughes

Snowdrop Room- Ms Eithne McGilly

► Number of Children

Snowdrop Room - 6

Daffodil Room - 6



Aims of St. Patrick's

To promote high achievement and learning for life by working with children to:

- ▶ practice the Catholic faith;
- ▶ have high self-esteem – respecting themselves, others and the environment;
- ▶ acquire knowledge and skills to be their individual best;
- ▶ become highly motivated life-long learners;
- ▶ be able to work independently and collaboratively;
- ▶ gain technological skills to equip them for the 21st century.



Aims of this presentation

- To provide you with a meaningful insight into your child's daily experiences and the key areas of learning we will explore throughout this academic year.
- To give an overview of the curriculum followed in our classes, highlighting how it supports holistic development.
- To introduce CCEA's Thinking Skills and Personal Capabilities (Q-Skills), and explain how they are embedded in our teaching through:
 - My Communication
 - Using Mathematics
 - Using ICT



School Day

- ▶ Gates open: 8.40am (Staff will greet children from their car/taxi each morning)
- ▶ Class begins: 8.45am (Children should be in school for 8.45)
- ▶ Snack time: 9.45am
- ▶ Lunch time: 12.15pm
- ▶ End of school day: 12:45pm



Saint Patrick's P.S. Policies

See our School website:-

[St Patrick s PS Administering Medicine Policy.pdf](#) (6th Jun 2025)

[St Patrick s PS Anti-Bullying Policy.pdf](#) (6th Jun 2025)

[St Patrick s PS Attendance Policy.pdf](#) (6th Jun 2025)

[St Patrick s PS Drugs Education Policy.pdf](#) (6th Jun 2025)

[St Patrick s PS eSafety Policy.pdf](#) (6th Jun 2025)

[St Patrick s PS Intimate Care Policy.pdf](#) (6th Jun 2025)

[St Patrick s PS Newcomer Policy.pdf](#) (6th Jun 2025)

[St Patrick s PS Parental Complaints Policy.pdf](#) (6th Jun 2025)

[St Patrick s PS Period Dignity.pdf](#) (16th Jun 2025)

[St Patrick s PS Positive Behaviour Policy.pdf](#) (6th Jun 2025)

[St Patrick s PS Pupil Wellbeing Policy.pdf](#) (6th Jun 2025)



School Attendance

Attendance is crucial to your child's development and school must be notified of any absences.

If your child's attendance drops to 90% and no explanation is given, a letter will be sent from school.

If the figure drops below 85% a referral will be made to Educational Welfare.

▶ 100% Attendance	0 Days Missed
▶ 95% Attendance	9 Days Missed 1wk & 4 days
▶ 90% Attendance	19 Days Missed 3wks & 4 Days
▶ 85% Attendance	28 Days Missed 5wks & 3 Days



Education Welfare Service Referral Process

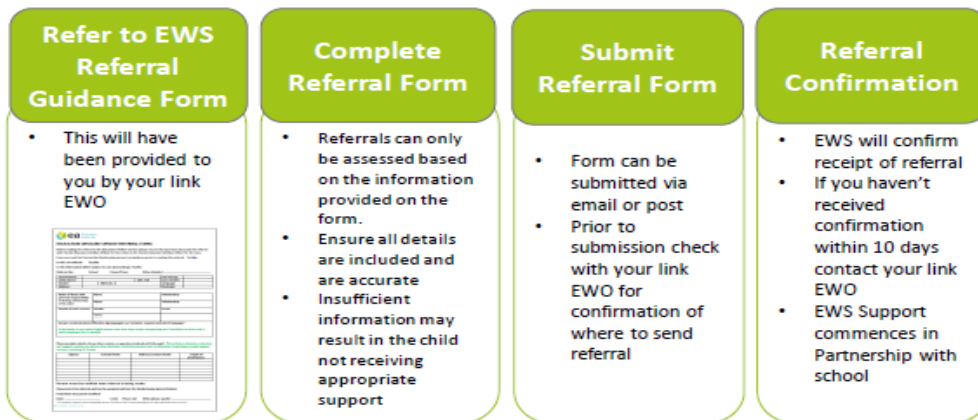


Pre-Referral Process

Preventative actions in accordance with school's attendance policy



Referral Process





Four Areas of Development

Our aim is to meet the learning needs of each child in four main areas:

1. My Communication
2. My Thinking
3. My Well-being
4. My Body



My Communication

This area of development involves finding and using the right combination of communication methods for each individual pupil, enabling them to form connections, ensure successful interactions and develop functional communication.

We strive to support and develop communication, language and literacy of all pupils using creative and multi-sensory approach.

Communication is the 'golden thread' that runs throughout our entire curriculum. We value each pupil's method of communication and ensure this communication system is integrated and modelled by all communication partners throughout the school day.



My Thinking

“ We develop most of our thinking informally as we engage in both every day and school activities. Developing thinking skills means designing learning so that learners will think more skilfully than they would otherwise do.” (CCEA)

The vision for our pupils is that they can make sense of the world around them through developing their ability to calculate, reason and solve problems.

It enables pupils to understand relationships and patterns in both number and space in their everyday lives for activities like cookery, following instructions and even playing sports.



My Body

Our vision for My Body is to ensure that all pupils are given opportunities throughout their school day to use and improve their movement skills, promote independence, and develop their self-help skills through a range of indoor and outdoor activities, such as Sensory Circuit, Daily Mile and use of visuals and daily schedules.

We promote independence throughout the school day, teaching essential skills such as fine motor skills help develop dressing skills, self-feeding and self-care.

We work closely with our Allied-Health Professionals (Speech and Language, Occupational Therapist and Physiotherapist).



My Well-Being

At the heart of My Well-Being is our commitment to creating an environment where every pupil feels safe, valued, and respected. We aim to ensure that all children are actively and meaningfully engaged in both academic and social experiences, while also being involved in the life of the whole school community, to the best of their abilities.

All behaviour is communication and the challenge for staff is interpreting the message behind the behaviour. Pupils who are unhappy, anxious and dysregulated often communicate this through their behaviour. Teaching about emotions and implementing positive behaviour support plans is an important part of our daily schedule.



Assessing Development in SPiM

In the Daffodil and Snowdrop rooms, we take a holistic approach to assessing pupil development across the curriculum. This includes:

- Individual Education Plan (IEP) targets, tailored to each child's needs.
- Ongoing observations and the use of personalised strategies to support progress.
- A blend of whole-class activities, independent workstation tasks, and a daily scheduled teacher table session focused on individual learning goals.

To guide and monitor learning, we also incorporate CCEA's Thinking Skills and Personal Capabilities (Q-Skills). These are embedded through:

- My Communication – supporting language development and expressive skills.
- Using Mathematics – encouraging problem-solving and numeracy in meaningful contexts.
- Using ICT – developing digital skills and confidence through interactive learning.

This integrated approach ensures that each child's academic, social, and personal development is nurtured in a supportive and structured environment.



Q-Skills- An Overview

- ▶ The skills described in the resource build towards Level 1 in the Cross-Curricular Skills of Communication, Using Mathematics and Using ICT. The Q Skills provide a broad and inclusive framework for assessing learners, taking into account age, cognitive ability, learning difficulties and other significant complex needs.
- ▶ The requirements outlined in the Q Skills for Communication, Using Mathematics and Using ICT align with the mainstream Levels of Progression and are broken down into five skill areas. These range from Experience (Q1) to Consolidate (Q5). Within each of the skill areas, learners' progress can be demonstrated by moving through the Q Skills as well as decreasing levels of supports from adults within a skill.
- ▶ Click on each box to take you to each areas overview



















Using
Mathematics

Communication

Using ICT



Annual Overview- 2025/2026

SPIM 2025/26 Annual Overview				Literacy			Maths		
Month	Colour	Season	Topic	Story	Phonics Phase 2	Nursery Rhymes *Along with Number/Phonics Songs*	Focus	Topic	Shape of the Month
September	Blue		Marvellous Me	Elmer From Head to Toe- Eric Carle Ten little fingers and ten little toes A Handful of Buttons	Phase 2 <u>S, A, T, P, I, N</u>	Head, Shoulders, knees and Toes Happy and you know it I am special (More to be added)	See Weekly Planner	Number & Measure	Circle 
October	Orange		Autumn/ Halloween	It Was a Cold, Dark Night- Sensory Story Meg's Spell Party	Phase 2 <u>S, A, T, P, I, N</u>	Jack Wreck Spider 5 Little Ghosts 5 Little Pumpkins (More to be added).		Number & Money	Square 
November	Brown		Fairy Tales Traditional Tales	Jack and the Beanstalk The Three Billy Goats Gruff Cinderella Hansel and Gretel	Phase 2 <u>M, D, G, O, C, K</u>	The Three Little Pigs The Gingerbread Man Humpty Dumpty The Muffin Man	Week One- Number - 3 day	Number & Shape and Space/Handling Data	Triangle 
December	Red		Christmas	Winter Snow- Sensory Story The Legend of the Christmas Spider- Sensory Soup	Phase 2 <u>M, D, G, O, C, K</u>	Little Snowflake Jingle Bells Five/Ten Little Elves (More to be added)		Number & Money	Star 
January	White		Cold Lands	The Gruffalo's Child Polar Bear, Polar Bear, What Do You Hear? Snow Bears Surprise	Phase 2 <u>M, D, G, O, C, K</u>	Ten Little Polar Bears I'm a Little Penguin 5 Little Penguins Jumping on the Bed I'm a Little Snowman	Week Two- Number - 3 days	Number & Measure	Rectangle 
February	Pink		Cold Lands	The Emperors Egg Winter Chills- Sensory Soup *Range of Fiction Books*	Phase 2 <u>CK, E, U R, H, B</u>	Let's Make a Snowman Put on your Boots *Along with Number/Phonics Songs*		Number & Shape and Space/Handling Data	Circle 
March	Green		Weather and Easter	Rosie's Hat- Julia Donaldson Weather Forecast- Sensory Story Hooraay for Hoppy-Sensory Soup- Easter	Phase 2 <u>CK, E, U R, H, B</u>	Rain, Rain, Go Away It's Raining, it's pouring You are my sunshine Come Fly a Kite	Problem Solving - 1 Day	Number & Money	Square 
April	Yellow		Food and Farming	Mr. Maize's New Clothes- Sensory Soup Farmyard Hullabaloo The Little Red Hen Farmer Duck	Phase 2 <u>CK, E, U R, H, B</u>	A farmer's life for me Driving my Tractor Farmyard Jamboree Old McDonald Over in the Meadow		Number & Measure	Triangle 
May	Purple		People Who Help Us	Topsy and Tim meet the Police Jobs People Do Franklin goes to the Hospital Franklin goes to School	Phase 2 <u>f, ff, l, ll, ss</u>	Here comes the Firetruck Doctor, Doctor *Along with Number/Phonics Songs*		Number & Shape and Space/Handling Data	Circle 
June	Blue		Off to the Seaside	Into the Blue- Sensory Soup CCEA-PMLD-Summer thematic unit	Phase 2 <u>f, ff, l, ll, ss</u>	Mr. Golden Sun Deep Blue Sea 1,2,3,4,5, once I caught a fish alive *Along with Number/Phonics Songs*		Number & Measure	Star 



Keeping You Informed on Progress

Curriculum Information (term 1)– Initiatives, targets and objectives have been laid out for the year.

Parent Teacher Meetings (term 2) – This will take place again in October and will discuss IEP targets and strategies.

IEP Review Meetings – will take place at the end of each IEP phase:

IEP Phase 1- October- December

IEP Phase 2 – January – March

IE[Phase 3- April – June

If you have any concerns regarding your child's progress (or any other matter) contact your child's class teacher to arrange a meeting throughout the school year.




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Updates and Information

- ▶ All news and information is regularly posted on our school website. All letters issued from school are posted in the parent section of our school website:
www.stpatricksannaghmore.com

- ▶ Facebook page - Please like and share 
@ Saint Patrick's Primary School, Annaghmore

- ▶ School App – Available via our school website 
Schools NI

- ▶ Seesaw- 



Questions

If you have any questions in relation to your child's development or seek clarification on the information provided, please contact your child's class teacher by contacting the school secretary who can pass your details on in order to discuss.

Call: 028 877 40 661



Thank You

