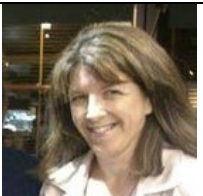








## Presenter details

## Workshop details

	<p><b>Dr Celia Walsh</b> is a former SET, primary principal and Director of Waterford Teachers' Centre. She completed her masters in SEN in TCD, while her doctoral research at DCU examined the leadership and management of SEN provision in mainstream primary schools. She lectures part-time in educational leadership at the University of Limerick, while also providing online CPD in SEN throughout the Education Centre network. Celia also supports and facilitates school staffs in developing effective SEN policy and practice. Her areas of educational interest include teacher professional networks, promoting school inclusion and developing effective school leadership.</p>	<p><b>Efficient planning for SEN provision in Primary schools</b></p>	<p>This presentation will examine the guiding principles of the current system of SEN provision. Collaborative approaches to the planning and coordination of SEN provision will be investigated. Specific areas of planning including data gathering in relation to the identification of pupil needs, target setting, strategy selection and review mechanisms will be explored.</p>
	<p><b>Ciara Delaney</b> is Team Leader of the PDST Primary Health &amp; Well-being team, providing support in the areas of teacher well-being, children's well-being, physical literacy and fundamental skills (FMS), SPHE, RSE, child protections and anti-bullying. Core elements of the role includes the design and development of the <i>Move Well, Move Often</i> physical literacy resource and the <i>Breathe: Self-regulation and Relaxation Techniques for Children</i> resources. Ciara is also a qualified yoga teacher and is currently conducting PhD research in order to develop an evidence-based framework of pedagogies to guide and support teachers using yoga to enhance children's well-being in primary schools. Ciara facilitates a wide range of well-being themed summer courses for teachers.</p>	<p><b>Movement for all</b></p>	<p>Resources and activities to support movement in the classroom and physical literacy development Research shows that our brains aren't idle when we take breaks—they're hard at work processing memories and helping us make sense of what we experience. Using movement breaks at intervals throughout the day offers pupils the opportunity to re-energize their body while giving the brain the time it needs to process learning and prepare for future learning. This workshop invites participants to try out some short movement breaks and activities from the PDST Movement in the Classroom resource and other resources that you can use during the school day.</p> <p>In addition, we will explore strategies teachers can use to adapt activities from the PDST Move Well, Move Often resource to support the development of physical literacy for pupils with special educational needs. Inclusive education celebrates diversity and responds to the uniqueness of every child. Our newly developed inclusive materials highlight a range of approaches and methodologies that teachers can use to remove barriers to participation to enable achievement of learning outcomes across the PE curriculum for all pupils. These strategies aim to enable the teacher to create an environment and conditions where in each pupil can flourish according to their own capability.</p>
	<p><b>Catherine Knight</b> is an advisor on the PDST Primary Health and Well-being team, providing support in the areas of PE, physical literacy and physical activity. Passionate about movement and physical literacy, Catherine continues to develop and promote the PDST resource <i>Move Well, Move Often</i> with whole school communities nationwide. Catherine represented the PDST at the International Physical Literacy Association Conference in Wales in June 2018. Catherine collaborated with the Irish Heart Foundation on the redevelopment of the Bizzy Breaks resource. She also facilitated an advisory role with DCU on the development of Movement Break videos, which are part of the Moving Well-Being Well project, one of the largest physical literacy research projects in the world.</p>		
	<p><b>Mary McGrath</b> is a Principal Officer with the National Council for Special Education (NCSE). She has responsibility for the Operations Unit of the NCSE. The Operations Unit comprises of five regional teams comprised of advisors, SENOs, visiting teachers who deliver services to parents, children and young people and schools. The NCSE through its regional teams provide a range of services to improve the delivery of education services to persons with special educational needs arising from disabilities with particular emphasis on children. Prior to joining the NCSE in 2018, Mary worked for a number of years with City of Dublin Education and Training Board</p>	<p><b>NCSE SET and SNA allocations – A brief overview</b></p>	<p>This workshop will provide an overview of the current SET and SNA allocations process. It will outline the purpose of the SET and SNA schemes and how schools who perceive they have insufficient SET or SNA resources can apply to the NCSE for a review of related resources. The workshop will focus on practical advice and supports for schools</p>

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	<p><b>Aoife Merrins-Gallagher</b> is a primary school teacher. Aoife taught in mainstream and support settings before commencing full-time doctoral research in 2018 (DCU- INTO150 PhD Scholarship). Since then, she has developed a bilingual oral narrative programme, Tell-a-Tale   Inis Scéal, in response to the academic needs and linguistic strengths of children with EAL. Aoife lectures part-time for initial teacher education providers in DCU and MU, and also facilitates webinars for in-service teachers through local Education Centres. She is a member of Mother Tongues Ireland, English Language Support Teachers' Association of Ireland and Children's Research Network. Her experiences as a teacher, lecturer and researcher can demystify the world of EAL for workshop attendees</p>	<p><b>RevEALing practical responses for linguistically diverse classrooms</b></p>	<p>This workshop highlights the linguistically diverse landscape in Ireland today, proceeding to outline existing supports and materials for teachers in linguistically diverse school settings to inform potential approaches to EAL beyond the workshop.</p> <p>Attendees will then engage as 'learners' of a new language as part of a short activity. This aims to develop awareness and empathy for the daily experiences of children with EAL in our classrooms.</p> <p>The workshop rationalises oral narrative interventions as an important response to the academic language needs of children with EAL to achieve school success. Consistent with this rationale, bilingual oral narrative programme, Tell-a- Tale   Inis Scéal, is introduced. Attendees will understand its premise, process and output, so that if desired, it can be adopted for their own school setting in the months ahead. Recommended readings are made available at the end of the workshop</p>
	<p><b>Edel Quinn</b> is an Autism trainer/advisor in Middletown Centre for Autism. Previously, Edel worked in the National Health Service Northern Ireland, developing and delivering home programmes for autistic children and their families. Edel holds a Psychology degree and an MSc in Autism from Queen's University and a Post Graduate Diploma in Cognitive Behaviour Therapy. Edel's main specialisms are in early intervention and delivering training in the implementation of visual strategies and positive behaviour. Edel is a certified TEACCH Trainer. Edel has developed and delivered anxiety training and research projects to parents and professionals across Ireland. She has delivered at Autism and Mental Health Conference, NAS and the Autism Congress. Edel is an associate lecturer on the Post Graduate Autism Certificate with Mary Immaculate College.</p>	<p><b>Autism and emotional regulation</b></p>	<p>For many autistic children regulating their emotions can be challenging, sometimes anxiety, anger, tiredness and confusion can be overwhelming resulting in emotional distress. We can support autistic children and young people by creating a supportive environment, however we also need to support children to recognise and regulate their feelings. Helping children to become aware, label and express their emotions gives them the skills to manage alongside their peers. This training is suitable for any education professional supporting an autistic child. It will help you teach a child how to</p> <ul style="list-style-type: none"> <li>• Identify the emotion they are feeling, rate the intensity of emotions</li> <li>• Support expression of feelings to a supporting adult</li> <li>• How to support a child to engage in practical and proactive emotional regulation strategies</li> </ul>
	<p><b>Jenny McMullen</b> is a behaviour practitioner with the National Council for Special Education (NCSE). Jenny has extensive experience in education. She is a qualified primary teacher and has extensive experience working as behaviour practitioner in range of special school settings including supporting autistic students and students with complex needs. Jenny has also worked as an advisor with the NCSE. Her role included delivering seminars and in school support to primary teachers working in mainstream, special class and special school settings. The primary focus of her work was to build teacher capacity in schools in the area of promoting positive behaviour.</p>	<p><b>Building teacher capacity to implement proactive strategies to support students presenting with behaviours of concern</b></p>	<p>This workshop will discuss the diverse needs of students with autism and complex need. It will also consider the importance of understanding the needs of autistic students through the lens of the biopsychosocial model. This workshop will emphasize the importance of an enriched and supportive environment and the use of proactive strategies to promote a total communication approach to increase a student's participation and independence. The workshop will include a case study</p>