

Practical Guidance for the Management of SEN in schools

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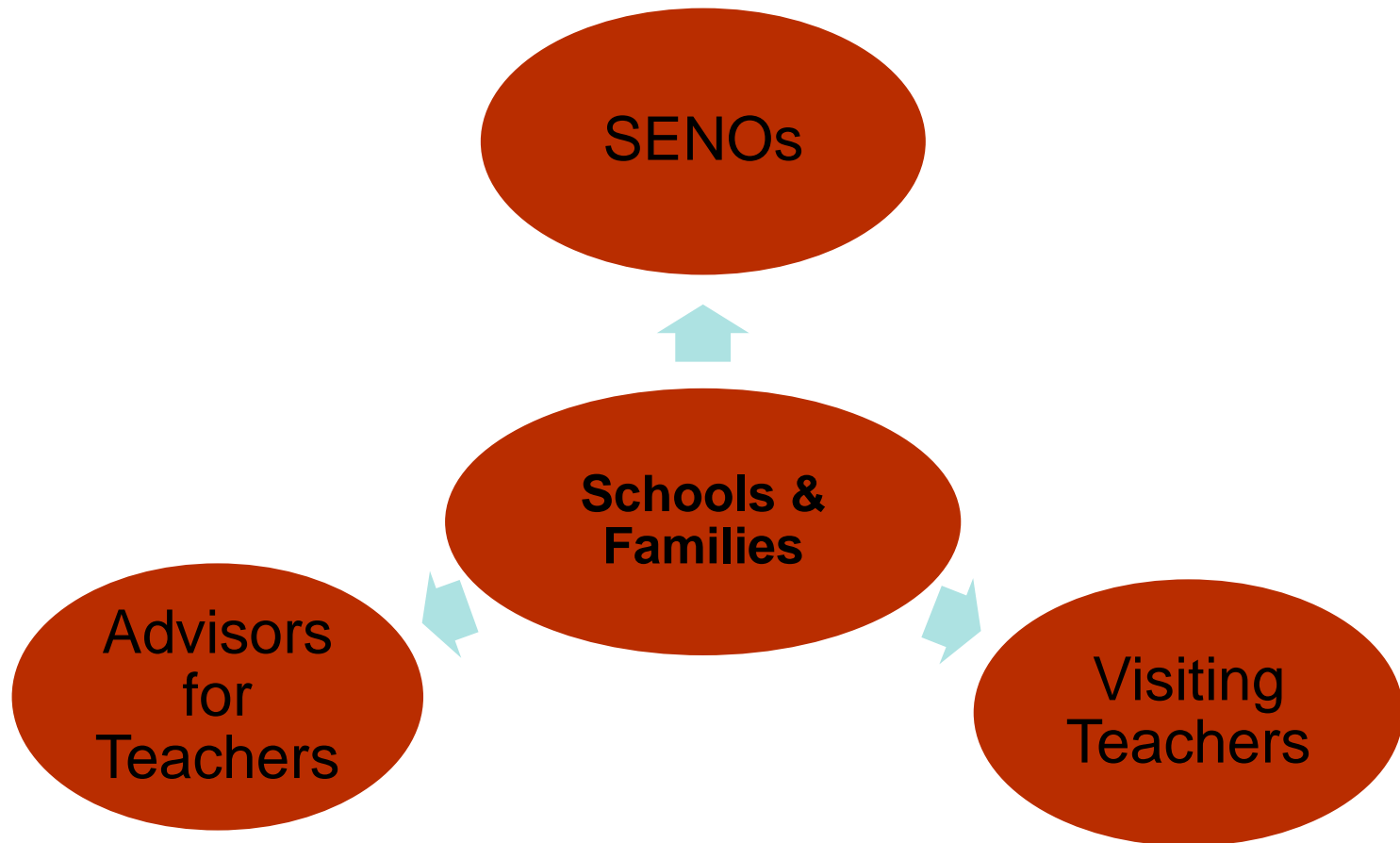
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NCSE's overall role:

- Allocates supports to schools
- Provides advice and support to teachers, parents and guardians
- Undertakes and disseminates research
- Provides policy advice to Minister
- Developing a role in relation to supporting post-school young adults



NCSE Local Support teams



Session Overview

**Principles
underpinning
an Inclusive
School**

**SNA and SET
allocation**

**Assistive
Technology
and transport**

Special Classes

**Teacher
Professional
Development
and in school
support**

An Inclusive School:



Engaged in problem solving
to insure inclusion of all
students



Shared understanding of
resource deployment



Student targets and
outcomes are underpinned
by striving for independence



Schools have agency to adapt
and respond to changing
circumstances



Timetables are adaptive,
responsive and dynamic



Inclusive attitudes, beliefs &
understanding are obvious
throughout the school


Resourcing

**SNA
scheme and
SET
allocation**

Special Education Teaching Allocation Model- Circular 13 /2017



An Roinn Oideachais agus Scileanna
Rannóg Oideachais Speisialta
Cor na Madadh
Atha Luain
Contae na hIarmhí



Department of Education and Skills
Special Education Section
Comanaddy
Athlone
Co. Westmeath

Circular No 0013/2017

Circular to the Management Authorities of all Mainstream Primary Schools
Special Education Teaching Allocation

1. Purpose


The purpose of this Circular is to advise schools of the revised allocation process for Special Education Teachers to mainstream primary schools from the 2017/18 school year.

This revised allocation process will replace the General Allocation Model and English as Additional Language Support (GAM/EAL) scheme, whereby a general allocation of resources had previously been allocated to primary schools annually.


It will also replace the National Council for Special Education (NCSE) allocation process which provided additional resource teaching supports to schools, to support pupils who had been assessed as having Low Incidence disabilities, in accordance with DES Circular 02/2005.

Guidelines for Primary Schools

Supporting Pupils with Special Educational Needs in Mainstream Schools



NCSE Support Service




Toolkit

building on ability

**New Special Education Teacher (SET)
Allocation Model**

Primary

September 2017



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www.ncse.ie

Planning Template

Allocation of Additional Teaching Supports

Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework⁵

Classroom Support				
Pupil Name	Class	Description of SEN	Nature of Supports Literacy, numeracy, social, emotional, behavioural, life-skills	Focus of Support In-class, withdrawal in small groups or individual, school yard
School Support				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support
School Support Plus				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support

⁵ Schools may hold information on pupils and level of support on a class basis, as an integral part of classroom planning.

Student Support File

Insert school logo here



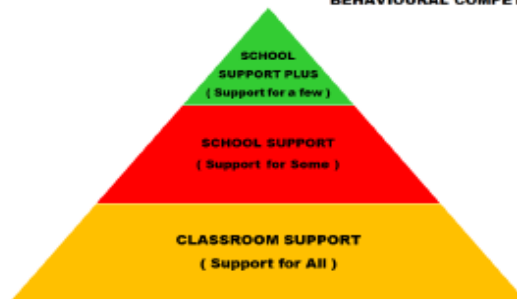
STUDENT SUPPORT FILE

Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

ACADEMIC SUCCESS



SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE



A Continuum of Support

Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Support Checklist

Name:	Age:	Class:
General Information	Date Checked	Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning-screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. Classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by learning support/resource teacher or other school staff?		
16. Other interventions put in place in school?		
Action needed		

Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16, 18 to 20; BSED: A Continuum of Support, p. 7; A Continuum of Support for Post-Primary Schools, Resource Pack for Teachers, pp.33-36; Student Support Teams in Post-Primary Schools, pp.20



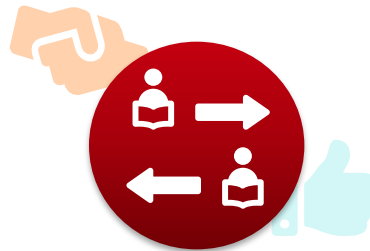
SEN General Course

- Leading an Inclusive School – Primary Principals
- Múineadh na nDaltaí le Riachtanais Speisialta Oideachais
- Supporting Dyslexia through the use of Apps
- Assessment and Planning for Students with SEN
- Teaching Students with Down Syndrome (Primary)
- Adaptive Physical Education
- Dyslexia and Literacy Difficulties (Primary)
- Supporting Transition from Primary to Post-primary
- Assistive Technology Voice Recognition for Dyslexia/SLD
- Assistive Technology Freeware for Dyslexia/SLD
- Primary Language Curriculum (PLC)

Allocation of SNA resources 21/22



**Current allocation
frozen**



SER process



**Schools with no
SNA'S Prioritised**



**Department Policy
governs scheme**

Care Needs: Progress so far



A diagnosis of disability is no longer required to access SNA support.



Students with the greatest level of care needs can receive the greatest level of SNA support.



Schools can make timely decisions on the allocation of SNA deployment



Schools are no longer required to submit individual applications for SNA support.



The introduction of a national training programme for SNAs.

Agency to Adapt and Change



Inclusive School Planning Responding to need



August



Gathering information on new students
Preliminary timetabling



September-
June



Whole school planning
In-school Support NCSE
SMART Target setting
Weekly review
Adjusting timetables: greatest need-
greatest support



September
-June



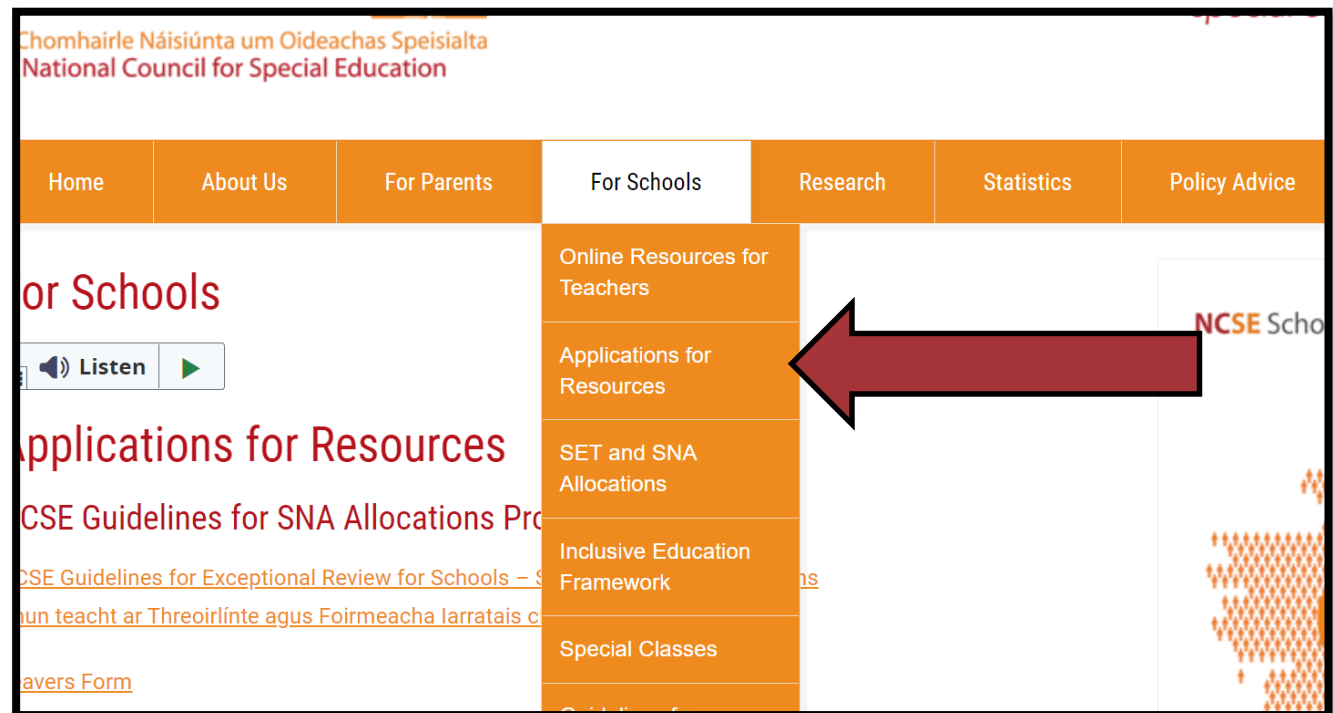
Greater- Lesser supports/
Fading and responding

Department Schemes

**Assistive
technology
and transport**

Assistive Technology/Transport

- Department of Education Criteria
- Application forms on Website
- SENO local point of contact
- Visiting teachers role re Assistive Technology



Assistive Technology

Diagnosis

Professional Recommendation

Essential for Education

SENO Recommends

Department of Education
Decides

Special Transport

Diagnosis

Specialised Placement

SENO Reports

Department of Education
Decides

Establishing special classes



**Special
classes**

Type of Special Class – School Year 2021/22	Primary	Post-Primary	Total
ASD Early Intervention	133		133
Autism/Autistic Spectrum Disorders	1196	511	1707
Emotional Disturbance	6	3	9
Hearing Impairment	14	5	19
HI Early Intervention	2		2
Mild General Learning Disability	39	14	53
Moderate General Learning Disability	25	46	71
Multiple Disabilities	22	13	35
Severe/Profound General Learning Disability	9	1	10
Specific Learning Disability	13		13
Specific Speech and Language Disorder	64		64
Visual Impairment		2	2
Total	1523	595	2118

NCSE Supports for Special Classes for Autism

Autism
Programme

- All new Special Classes for Autism teachers are invited to 4 day Introduction to Autism Course
- Schools who open new classes can avail of a one day whole staff seminar on Introduction to Autism
- New teachers in established classes can avail of 2 day Introduction to Autism course
- Principals opening Special Classes for Autism are invited to a half seminar
- Principals of an established Special Class for Autism can attend a half day workshop seminar

CPD and training

**Teacher
Professional
Development and
In-school support**

Teacher Professional Learning



NCSE TPL

Behaviour

Understanding Behaviour 3 Day Seminar
Practical strategies for the Classroom
Practical Behaviour Strategies for the Classroom 2 Day seminar

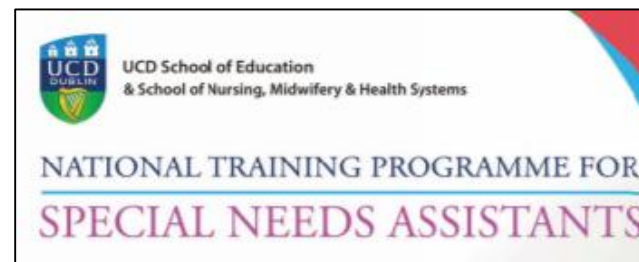
Therapy seminars

Speech language and Communication needs
Getting it together – organisational programme – OT led.

Autism – 31 specific seminars

A two day on visual teaching methods
A cluster support pilot for those teachers – new class
Specific training for special classes

SNA Training



This online programme, commissioned by the NCSE, is delivered to Special Needs Assistants currently working within the Irish education system.

The next intake is in **September 2022** - applications will open in **Spring 2022**. If you have any questions about the Programme please get in touch with UCD by email at sna@ucd.ie

The information booklet is available at:

<https://www.ucd.ie/education/t4media/A4%20BOOKLET%20ENG-1.pdf>

NCSE In School Support

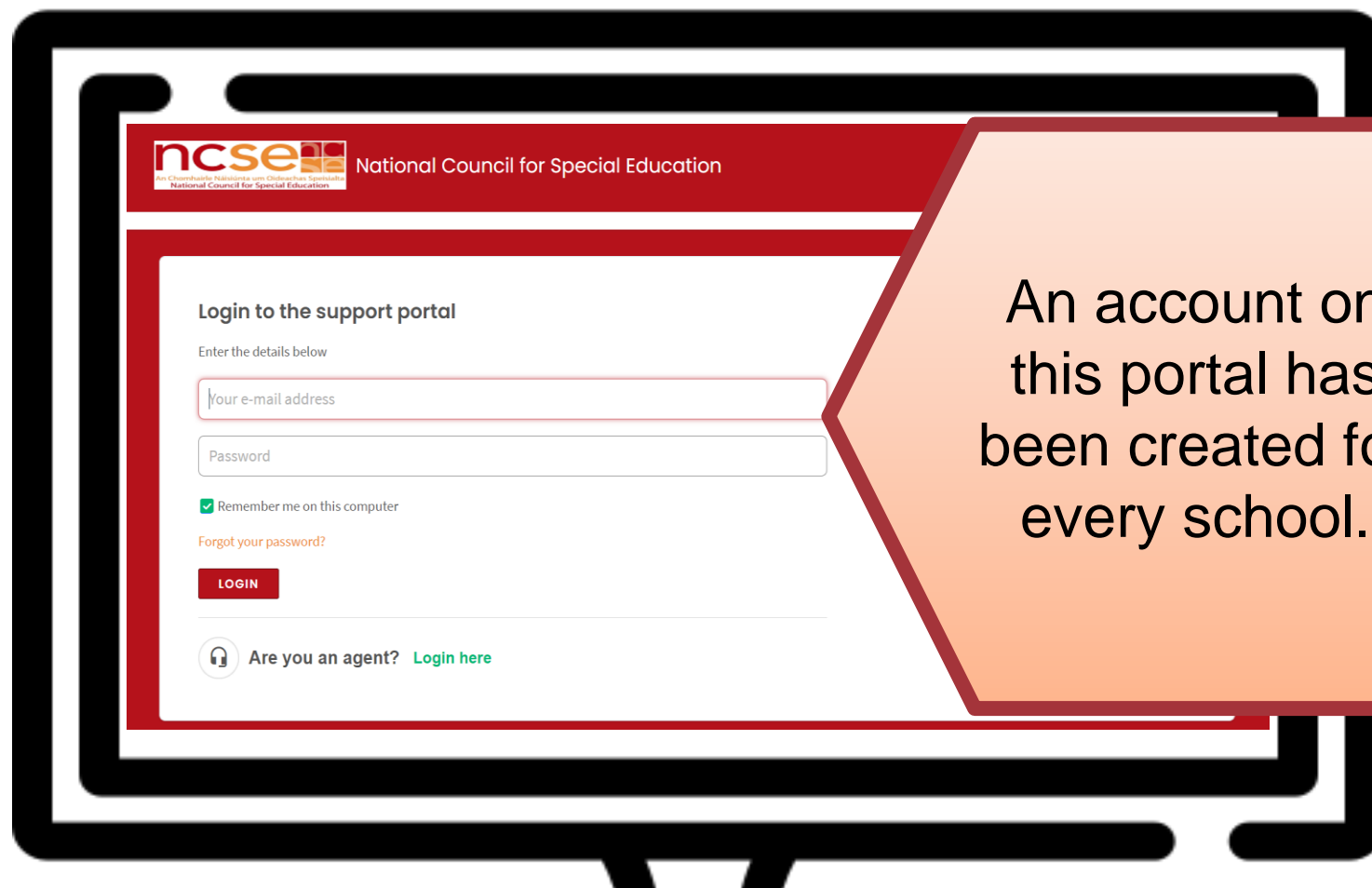
You can apply through our portal for in school support.

NCSE School Support Portal

NCSE In School Support



NCSE In School Support



An account on this portal has been created for every school.

If you have not received an activation e-mail, please email schoolsupport@ncse.ie to request access to the portal.

Contact list available for Visiting Teachers and SENOs

NCSE School Information Map



<https://ncse.ie/regional-services-contact-list>

https://ncse.ie/vt_contact_details

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Thank you