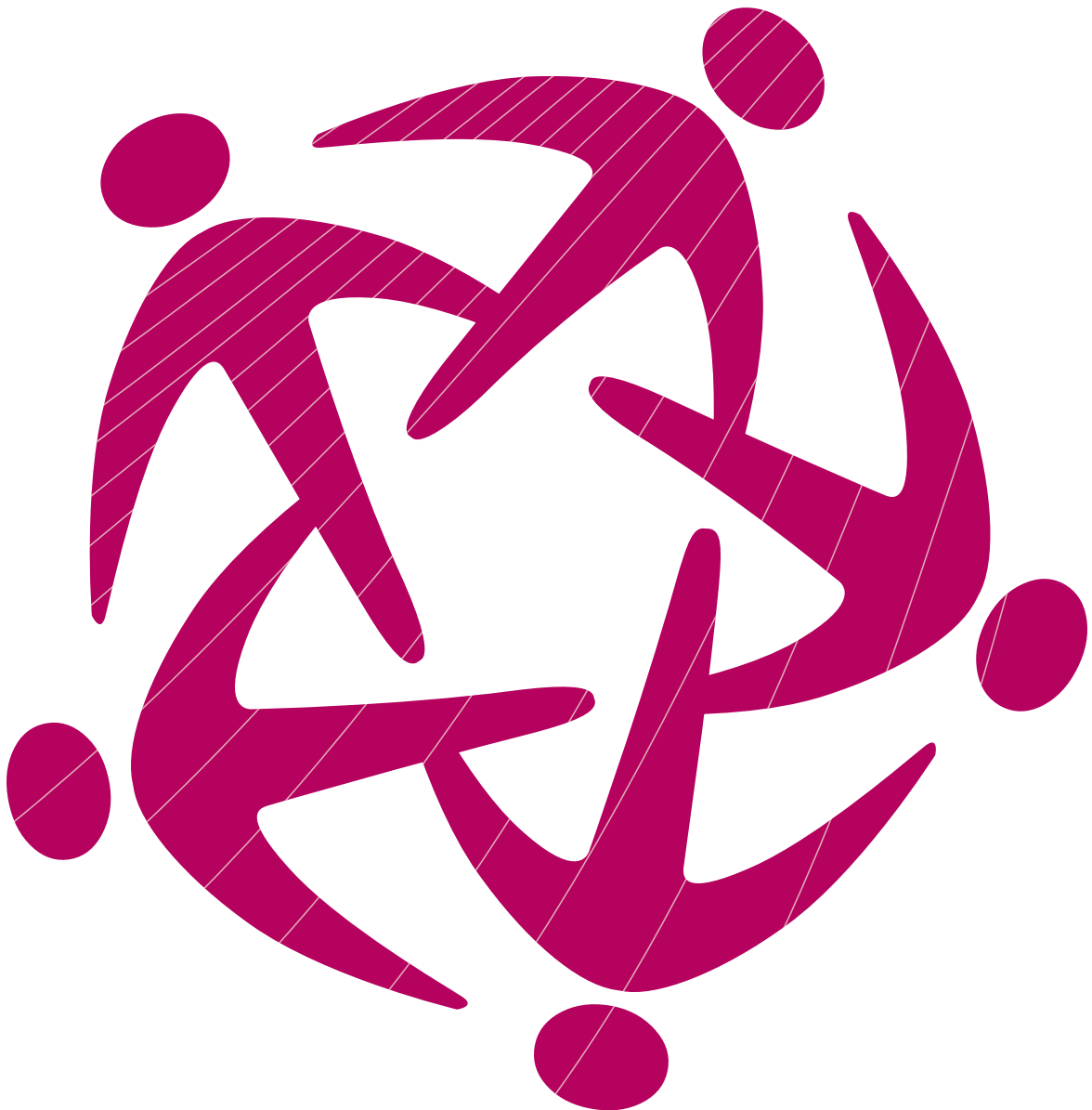


Fostering Inclusion

Conference on Special Education 2022

Ag Cothú na hUilechuimsitheachta

Comhdháil ar Oideachas Speisialta 2022



Online/Ar Líne
12ú Feabhra 2022



Fáilte

Dear Delegate,

We are delighted to welcome you to the 2022 INTO Conference on Special Education. This conference is taking place under unusual circumstances; online and a year later than originally scheduled due to the COVID-19 pandemic. The restrictions of the last two years have been particularly difficult for our pupils with special educational needs and those who support them.

The ESRI reported in 2020 that children with special educational needs would be more disadvantaged by the impact of the COVID-19 pandemic than other pupils, even though the full impact of school closures and subsequent staffing shortages was not yet known. Although we are not meeting face to face this year, our programme provides an opportunity for the education community to gather online and listen to our keynote speakers and workshop presenters and discuss issues of concern to us all as part of an overall theme of Fostering Inclusion.

The INTO is committed to the implementation of the European Trade Union Committee for Education (ETUCE) Action Plan on Equality, Diversity and Inclusion. This requires a strong commitment to address equality and inclusion in a holistic manner, mainstreaming these principles into all education unions' fields of work, and regularly monitoring the activities undertaken to make this commitment a reality at national, regional and local level.

We must acknowledge, support and celebrate diversity among children, students, teachers, academics, school leaders and other education personnel. Championing inclusion within our schools is one of the ways we can achieve this objective.

The conference also provides an opportunity to consider developments in special education, with workshops offered on topics such as planning for SEN, movement in the classroom, SEN allocations and autism.

We would like to thank the INTO Special Education Working Group for their work in preparing for this Conference. We hope that this event will be a useful and beneficial experience for you as professionals, as we work together to best support pupils with special educational needs in the coming years.

Yours sincerely,

Joe McKeown
INTO President

John Boyle
INTO General Secretary



Clár

Saturday, 12 February – Online

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| 10.00 am | Opening of conference
<i>Joe McKeown, INTO President</i> |
| 10.15 am | Keynote presentation:
A way forward in supporting students with special education needs post lockdown
<i>Pauline Prendeville, NCSE</i> |
| 10.45 am | Workshops |
| 11.30 am | Break |
| 11.45 am | Teachmeet |
| 12.35 pm | Keynote presentation:
Education for all
<i>Joanne O'Riordan, disability activist</i> |
| 1.15 pm | Críoch |

Full coverage of the conference is available on the INTO website. Log in to all online sessions at www.into.ie from 10 am.

Special Education Working Group

The Special Education Working Group is comprised as follows: The President, Ex-President, a representative of each of the three national committees (Education, Equality and Principals'/Deputy Principals'), the Director of Education and Research, NI Senior Official, Education Official, INTO Intern and an invited representative from the Special Education sector.

Keynote speakers



Paula Prendeville is Head of Inclusion- Policy and Practice at the National Council for Special Education. Paula has extensive experience in education having trained as a primary and post-primary teacher.

As a primary teacher, she has taught in mainstream classrooms, special classes, and special school settings. She has lectured to professionals at third level that include teachers, psychologists, and social workers, in Coláiste Mhuire Marino, UCD, and UCC, respectively.

Prior to her role in the NCSE, she worked as a senior educational psychologist in clinical settings supporting families who have children with disabilities, including autism and physical disability. She was coordinator for the Autism module on the National Training for Special Needs Assistants in UCD. Paula has also published research in SEN, inclusion, and ethics.



Joanne O'Riordan is one of seven living people born with Total Amelia, a disorder characterised by the absence of all four limbs. She was named Young Person of the Year and appears in the 2013 documentary, *No Limbs No Limits*.

She first gained attention for skipping school to confront Taoiseach Enda Kenny about his proposed plan to reduce disability funding during his election. Though he told her he would not cut funding, upon his election, he did slash the disability budget.

In April 2012, she spoke before the United Nations to address the use of technology and challenge the UN to create technology to help disabled people such as herself. Both she and boxer Katie Taylor were named People of the Year for 2012.

Joanne is an activist for people with disabilities, a motivational speaker and a sports columnist with the *Irish Times*.



Follow the conference on social media @INTOnews #SpEdConf22

Full coverage of the conference will be available on the INTO website



Workshop presenters



Dr Celia Walsh is a former SET, Primary Principal and Director of Waterford Teachers' Centre. She completed her masters in SEN in Trinity College, while her doctoral research at Dublin City University 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.



Ciara Delaney is Team Leader of the PDST Primary Health and Well-being Team, providing support in the areas of teacher well-being, children's well-being, PE, physical literacy and fundamental movement skills (FMS), SPHE, relationships and sexuality education (RSE), child protection and anti-bullying.

Core elements of Ciara's role include the design and development of the *Move Well, Move Often* physical literacy resource and the *Breathe: Self-regulation and Relaxation Techniques for Children* resource. 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.



Catherine Knight 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 *Move Well, Move Often* 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.



Mary McGrath 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.



Aoife Merrins-Gallagher 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.



Edel Quinn 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.



Workshops

ONLINE WORKSHOPS: THE WORKSHOP ON PLANNING FOR SEN BY DR CELIA WALSH WILL STREAM LIVE AS PART OF THE ONLINE CONFERENCE ON SATURDAY, 12 FEBRUARY AND WILL BE AVAILABLE FOR VIEWING FOLLOWING THE CONFERENCE. ALL OTHER WORKSHOPS ARE PRE-RECORDED AND WILL BE AVAILABLE ONLINE DURING AND AFTER THE CONFERENCE.

Dr Celia Walsh

Efficient planning for SEN provision in primary schools

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.

Ciara Delaney and Catherine Knight, PDST

Movement for all

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.

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.

Both of these resources are available to access and download from <https://pdst.ie/primary/health-wellbeing>.

Mary McGrath, NCSE

NCSE SET and SNA allocations – A brief overview

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.

Aoife Merrins-Gallagher

ReVEALing practical responses for linguistically diverse classrooms

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.

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.

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.

Edel Quinn, Middletown Autism Centre

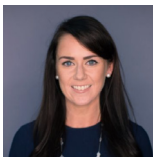
Autism and emotional regulation

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

- ✎ Identify the emotion they are feeling, rate the intensity of emotions
- ✎ Support expression of feelings to a supporting adult
- ✎ How to support a child to engage in practical and proactive emotional regulation strategies



Teachmeet presenters



AISLING BRODY is currently a 6th class teacher in Castleconnell NS in Co Limerick. She has 15 years of teaching experience in mainstream and SEN settings both in Ireland and internationally. Aisling graduated in September 2021 with a masters in Applied Positive Psychology and Coaching Psychology through the University of East London. She is passionate about sharing her knowledge on how Positive Psychology can be used to enhance and optimise the well-being of students in all types of school settings. She strongly believes that focusing on developing and supporting the well-being of children leads to a flourishing learning environment thus enabling every child to reach their full potential.

UTILISING POSITIVE PSYCHOLOGY TOOLS TO SUPPORT, ENHANCE AND DEVELOP THE WELL-BEING OF CHILDREN WITH ADDITIONAL NEEDS

The use of positive psychology tools in the classroom has the ability to shift children's mindsets, which in turn breaks down barriers that children may feel they face in the classroom setting and in their wider world. Teachers can implement simple actions that can shift children's mindset, allowing them to flourish and use resilience, a growth mindset and positive self talk to deal with challenging situations in a positive way. Utilising Positive Psychology tools allows children to develop empowered beliefs about themselves resulting in increased confidence in their achievements, abilities and well-being.



JULIE CLUSKEY has been teaching for over ten years and has spent seven of those years teaching in special schools or classes. She has completed the Graduate Diploma in Inclusive Education, Learning Support and Special Education in DCU St Patrick's College. She has held the AP1 post in her school for the past four years, with responsibility for coordinating three of its special classes for children with Autism. She is passionate about inclusive education.

TEACHING IN AN AUTISM SPECIFIC CLASS

I will be sharing my knowledge, experience and practical ideas and advice for teaching in a class for children with autism.



REBECCA DOYLE graduated from St Patrick's College, Drumcondra in 2008. She began her teaching career in her current school, St Joseph's National School, Coolock in 2010 and has been teaching there since. She has been able to teach all class levels in the school, from Infants to Sixth. This year she is teaching in the Autism unit, her first time in an SET setting.

AUTISM IN THE ASU SETTING

I have had little experience in teaching in an ASU. This is my first year in this setting and I have been doing some online training along with working with fellow staff members and my principal to teach and support the children in my class. Some of my successes have been by involving family members of the children in my class as well as getting to know the children on a deeper level to ensure their needs are being met, while they are accessing their education.



FIONA GARVEY is an SEN Coordinator in Scoil Bhríde Eglantine in Cork City. She completed her B.Ed. in MIC, followed by an M.Ed. in UCC. She is passionate about Children's Literature and coordinated an annual CPD summer course in this area through the Cork Education Support Centre for many years. In 1992, she was appointed as an INTO representative on the NCCA committee for the development of the 1999 English Curriculum. She was seconded to the PCSP and delivered CPD as one of the original cohort of 'trainers'/facilitators in 1999-2000. She completed the Postgraduate Diploma in Learning Support in UCC in 2005-2006 and has taught in both mainstream and SEN settings since 2003. She has represented District 12 on the Education Committee since 2018.

THE FACE OF SEN PROVISION

A brief discussion of the way in which special education in the mainstream setting has changed over the last 20 years and most recently, the impact of Covid on the support provided to children with special educational needs in the school and remote learning contexts.



NOREEN KELLY After graduating from The University of Ulster with a BA Hons degree in History and English Literature, Noreen completed a PGCE in Primary Education at St Mary's Teaching College, Belfast where she received the 'Student Teacher of the Year' award in 1997. Since then she has been teaching in St Dallan's Primary School which is situated in the beautiful coastal town of Warrenpoint, Co Down. During her 26 years teaching in St Dallan's she has taught a wide range of classes and initially had responsibility for co-ordinating ICT, then PR and Assessment as a member of the school's Senior Leadership Team. Most recently she has been appointed SENCo and Acting Vice-Principal. She is an elected member of INTO's Northern Committee.

LIFE AS A NEWLY APPOINTED SENCO

Having recently been appointed to the role of SENCo, less than three months ago, I will provide an insight into what daily life is like as a newly appointed SENCo in a large primary school in the North of Ireland. I will also highlight some of the many challenges I have faced to date as well as share some of my experiences of this rewarding yet demanding and ever-evolving role.



Irish National Teachers' Organisation
Cumann Múinteoirí Éireann

Head Office

Vere Foster House
35 Parnell Square
Dublin 1
D01 ET35

Árd Oifig

Áras Vere Foster
35 Cearnóg Parnell
Baile Átha Cliath 1
D01 ET35

Phone: 01 804 7700

Email: info@into.ie

Web: www.into.ie

