Leading an Inclusive School

SET & SNA planning
ERST Training

Deirdre Bourke Team Manager
Limerick Clare and Kerry

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
- Developing a role in relation to providing support for schools and for individual students in relation to Irish Sign Language (ISL)

How NCSE Supports Schools

- Advises on and supports the inclusion of students
- Allocates teaching and SNA resources
- Establishes special classes
- Provides in-school support for teachers/students
- Provides professional learning for teachers
- Provides recommendations for assistive technology and school transport
- Implements a pilot of the School Inclusion Model

Building a School's Capacity

Today's Schedule

Good Morning!
What is SET versus SNA **SET and SNA Allocation/Continuum of Support Model** **Roles and Responsibilities**
The Six Action Decision Making Process – Steps 1 – 6
Q&A

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A Vision for Inclusive Education

'To provide that people with special educational needs shall have the same right to avail of, and benefit from, appropriate education as do their peers who do not have such needs'

" it is the responsibility of each and every teacher to ensure that each of their students in their class access, participate and benefit from the curriculum at an appropriate level"   *EPSEN, 2004*

Rialtas na hÉireann
Government of Ireland

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Legislation - Common Themes

An Inclusive Education

| Access | Participation | Benefit |

Transparency and Accountability

At an Appropriate Level
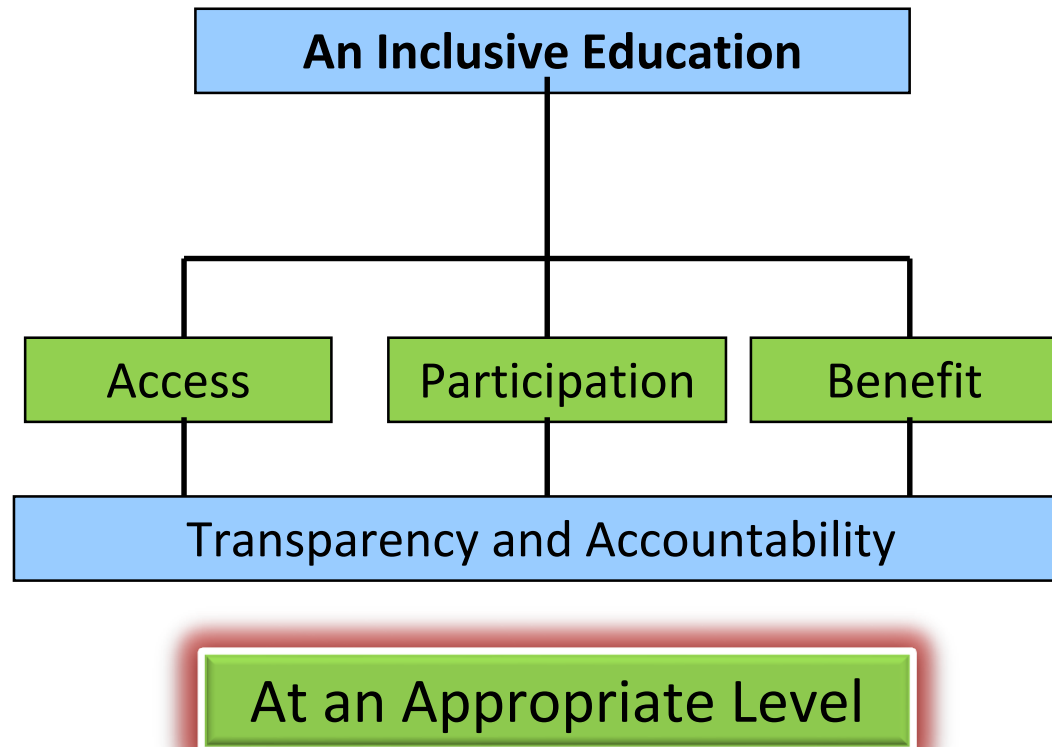
Principles of the SET Model

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

Students with the greatest level of educational needs can receive the greatest level of SET support.
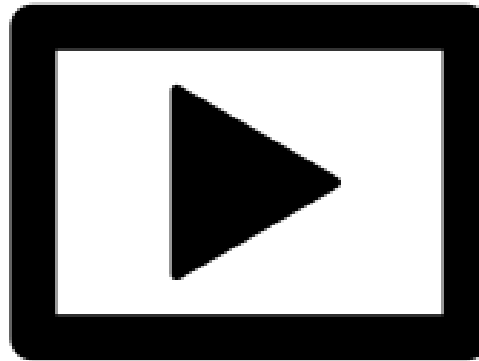
The SET model will allow schools to make timely decisions on the allocation of SET

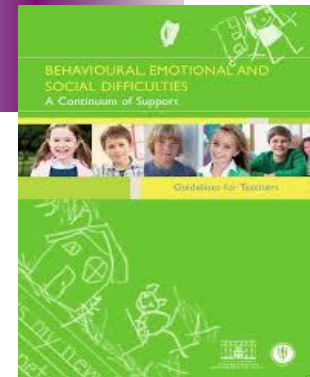Schools are no longer required to submit individual applications for SET support.
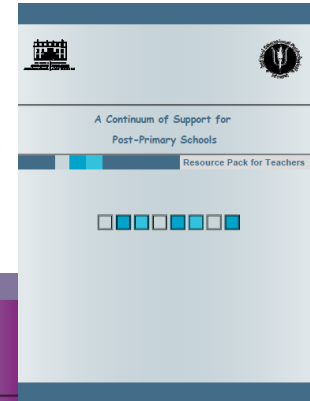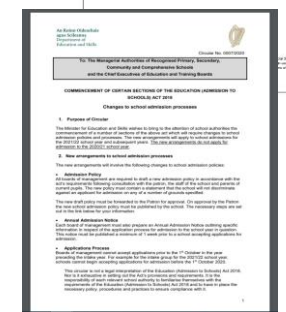
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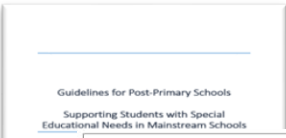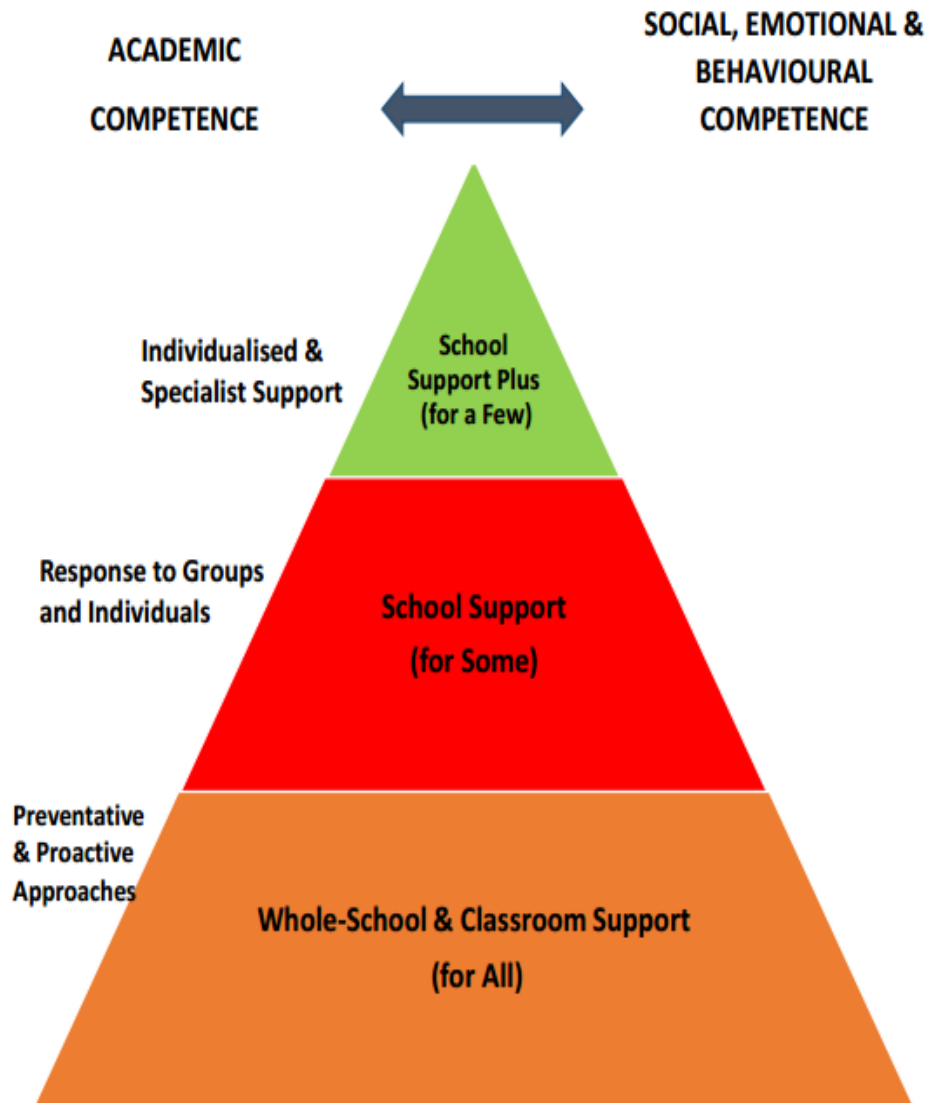# What is Inclusion: Video

Current Context

○ Circular 2014/2017 , 2021/2022 –Special Education Teaching Allocation

○ Circular 07/2020 Special Classes

○ Guidelines for Post Primary School –Supporting Students with Special Educational Needs in Mainstream schools

○ NCSE Toolkit 2017 and Deployment of SNA Toolkit 2022

○ New portfolio for SEN and Inclusion

○ Continuum of Support Guidelines and Resources

Continuum of Support for SET

ACADEMIC COMPENTENCE ⟷ **SOCIAL, EMOTIONAL & BEHAVIOURAL COMPENTENCE**

Individualised & Specialist Support — School Support Plus (for a Few)

Response to Groups and Individuals — School Support (for Some)

Preventative & Proactive Approaches — Whole-School & Classroom Support (for All)

○ **SET Needs Can be:**
○ Academic
○ Social and emotional
○ Physical
○ Sensory
○ Language and communication

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Coordinating the SET Model in your School

An Roinn Oideachais agus Scileanna

Rannog Oideachais Speisialta

Cor na Madadh

Átha Luain

Contae na hIarmhí

AN ROINN | DEPARTMENT OF
OIDEACHAIS | EDUCATION
AGUS SCILEANNA | AND SKILLS

Department of Education and Skills

Special Education Section

Cornamaddy

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.

Guidelines for Primary Schools

Supporting Pupils with Special Educational Needs in Mainstream Schools

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Toolkit

Building on ability

New Special Education Teacher (SET) Allocation Model

September 2017

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Roles and Responsibilities Principal/Deputy Principal

Identify pupil/students who may have Special Educational Needs

Ensure all policies described in the School Plan are inclusive

Ensure that the Special Educational Needs of pupils/students are met along the continuum of support (SET and or SNA)

Work with the BOM, teachers and parents

Develop whole-school policies and procedures. Plan training for teachers for SEN needs

Forward plan for transition and transfer arrangements

Review and Monitor whole-school policies and provisions

Facilitate parents' participation in their child's education

Deploy SET and SNA resources appropriately

Roles and Responsibilities
Special Education Teachers

Employ a wide range of teaching approaches, methodologies and resources

Cater for a variety of learning needs throughout the school

Support pupils/students employing - team teaching, co-teaching, early intervention, small group & individual support

Collaborate with class teacher/subject teachers to plan interventions to meet the priority learning needs of pupil/students

Create short-term planning documents which reflect the Support Plans

Outcomes need to be routinely assessed, recorded and used to review progress and plan further interventions

Roles and Responsibilities
Class teacher/Subject teachers

First-line responsibility for the progress and care of all the pupils/students in their classes

Plan lessons ensuring diverse needs of students are met

Adapt teaching approaches & differentiate lessons

Adapt the environment to promote curricular access for pupils/students

Collaborate with SET and Parents in the planning process

Principles of the SNA Model

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.

The SNA model will allow schools to make timely decisions on the allocation of SNA

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

Schools are enabled to include all students and make the necessary adaptations.

Continuity of allocation from year to year. Change in care needs not linked to change in allocation.
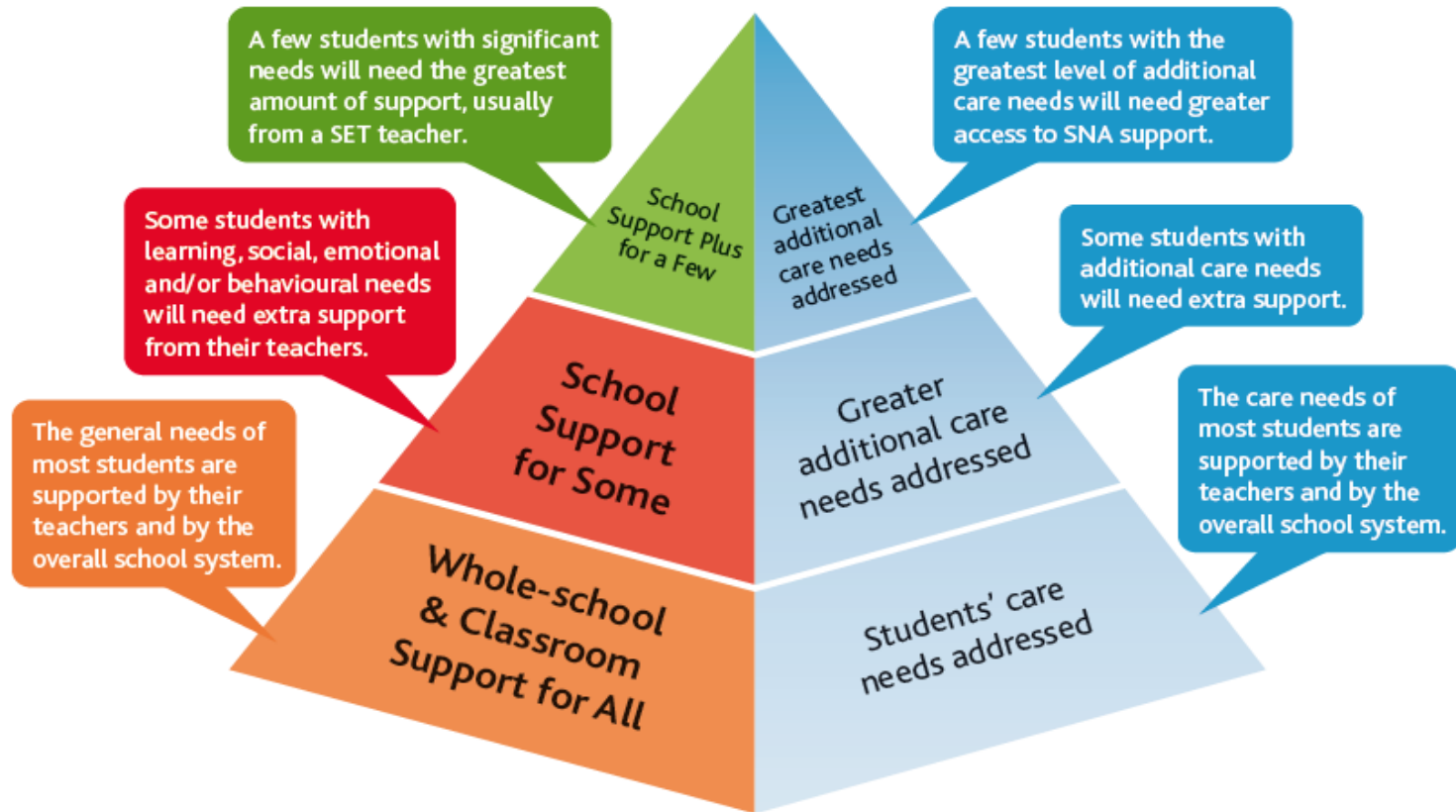
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SNA Toolkit

Toolkit

Deployment of SNA Resources

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Contents

Alignment of SNA support with the Continuum of SET Support

Roles and Responsibilities SNAs

Non Teaching Role Circular 0030/2014	Primary Care Needs	Secondary Care Needs

Collaborate with teachers in the planning process to set goals for independence

What are Additional Care Needs?

Care Needs

- Needs can be reasonably expected to be met with appropriate planning and preparation by the teaching staff.

Additional Care Needs

- Needs that present a significant barrier to a pupil/student's ability to learn and participate in the school environment.

- More intensive support required

- Care needs - above that which would normally be provided by the student's teachers.

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Examples of Additional Care Needs

Assistance with feeding

Assistance with toileting and general hygiene

Administration of medicine

Assistance with mobility and orientation

Assisting teachers to provide supervision in the class, playground and school grounds

Examples of Additional Care Needs

Assistance with Severe Communication Difficulties

Assistance with moving and lifting of students

Care needs requiring frequent interventions, including withdrawal of a student from a classroom when essential

Non-nursing care needs associated with specific medical conditions

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The Six Action Decision Making Process

Action 1: Identification of students needs

Action 2: Setting goals and targets

Action 3: Planning intervention and approaches

Action 4: Organising Early-Intervention and Prevention Programmes

Action 5: Organising and Deploying Support for Intervention

Action 6: Monitoring, Recording and Reviewing Progress

Six Action Decision-Making Process

Application of COS to meet Care Needs and Additional Care Needs

Description
The class teacher/subject teacher is responsible for meeting the needs of all their students. The class teacher/subject teacher (or the whole school) looks after all the students with mild learning needs or mild care needs, and other supports are not usually needed.

Interventions
Learning Observation Checklist
My Thoughts About School Checklist
Person-Centred Approaches
Assistive Technology
Peer support
class teacher/subject teacher
Interventions
Curricular Differentiation
Specialist Equipment
Student Support File

School Support Plus for a Few

School Support for Some

Whole-school and Classroom support for all

Who?
Class / Subject Teacher
Parent
Year Head / Class Tutor

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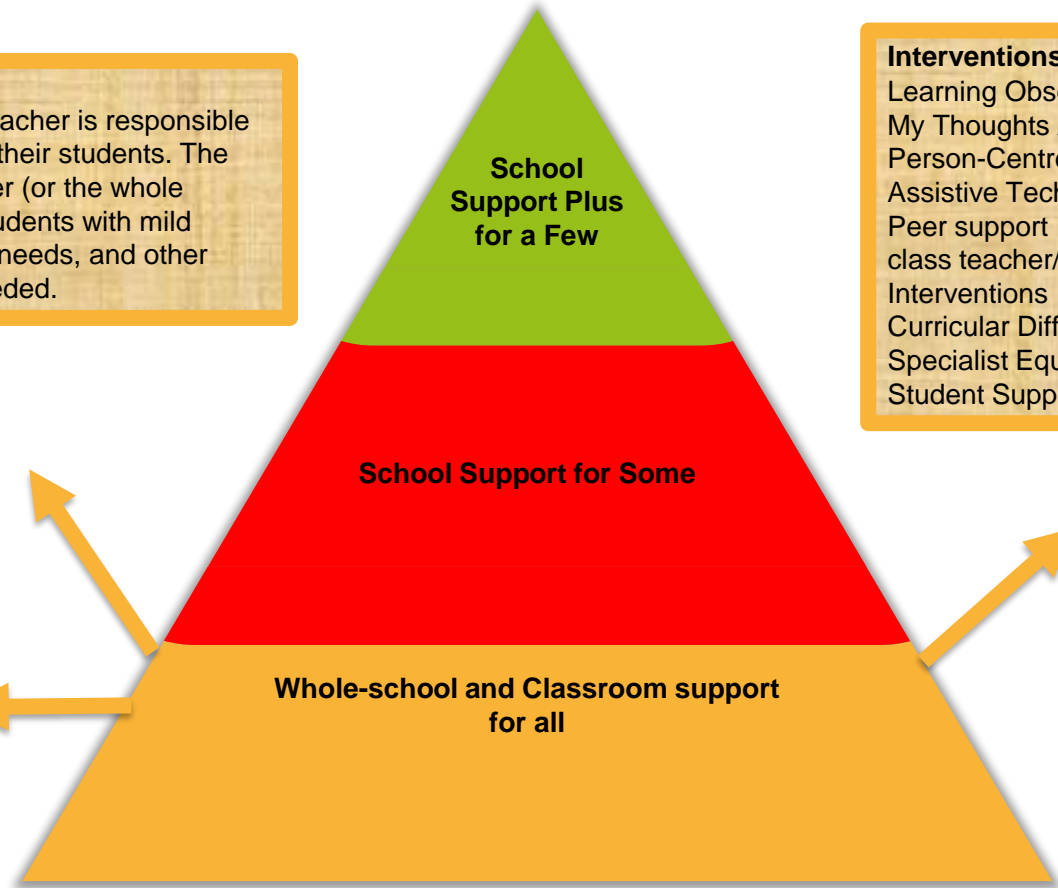
Application of COS to meet Care Needs and Additional Care Needs

Description
A small number of students will have needs that require extra support. As well as getting support from their class teacher/subject teachers like everyone else, some students need extra support from an SET. In the same way, a small number of students will have greater care needs, and require extra support on top of what the teacher can allocate.

Who?
Subject / class teacher/subject teacher
Parent
Year Head / Class Tutor
SET teacher
Student Support Team
NEPS/HSE and other support services
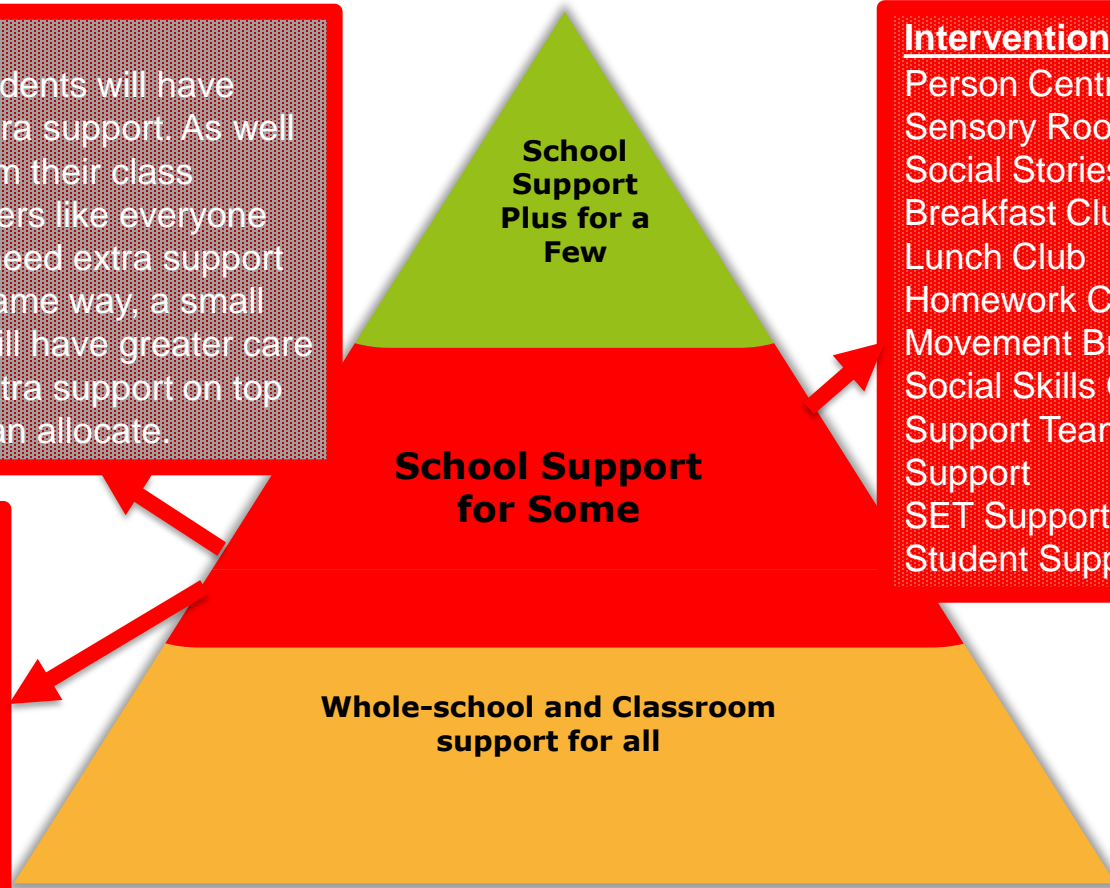
Interventions
Person Centred Approaches
Sensory Room
Social Stories
Breakfast Club
Lunch Club
Homework Club
Movement Breaks
Social Skills Groups Student
Support Team Some SNA
Support
SET Support
Student Support File

School Support Plus for a Few

School Support for Some

Whole-school and Classroom support for all

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Application of COS to meet Care Needs and Additional Care Needs

Description
A very small number of students with the greatest level of need require the greatest support over and above what those at the 'All 'or the 'Some' level.
In the same way, those few students with the greatest level of additional care needs require the greatest amount of time from an SNA.

Interventions
Significantly modified environment and equipment
Person-Centred Approaches
Student Support Team
SET Support
1:1 SNA Support Student Support File

School Support Plus for a Few

School Support for Some

Whole-school and Classroom support for all
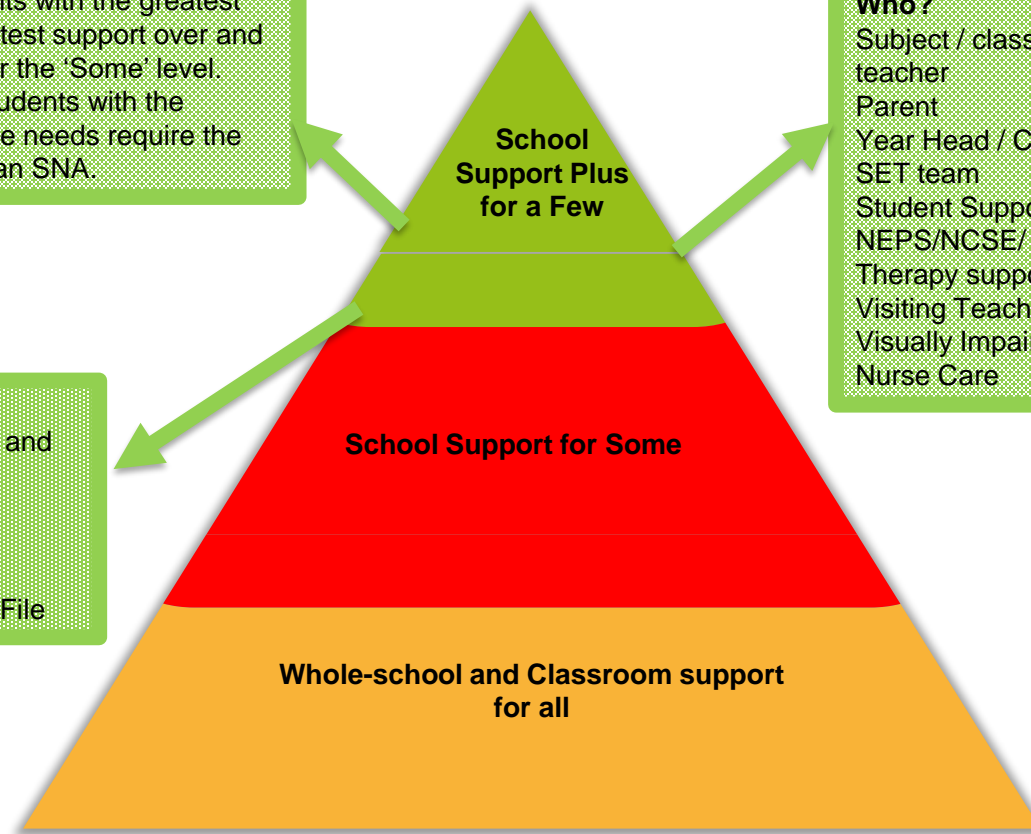
Who?
Subject / class teacher/subject teacher
Parent
Year Head / Class Tutor
SET team
Student Support Team
NEPS/NCSE/ HSE
Therapy supports
Visiting Teacher for the Deaf and/or Visually Impaired
Nurse Care

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Significant Additional Primary Care Need: School's Assessment

- Have other adaptions / whole school policies / teaching interventions been explored?

- Has the parent / student voice been considered?

- Is the SNA proposed task /duty Specific, Measurable, Achievable, Relevant and Time bound (SMART)?

Continuum of SET Support Register Template

Classroom Support				
pupil/student 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/student Name	Class	Description of SEN	Nature of Support	Focus of Support
School Support Plus				
pupil/student Name	Class	Description of SEN	Nature of Support	Focus of Support

Continuum of Support
Register of Students Care Needs Template

Whole School & Classroom Support for All				
pupil/student Name	**Class**	**Description of Care Needs**	**Nature of Support**	**Focus of Support**

School Support – Greater Additional Care Needs				
pupil/student Name	**Class**	**Description of Additional Care Need**	**Nature of Support**	**Focus of Support**

School Support Plus- Greatest Additional Care Needs				
pupil/student Name	**Class**	**Description of Additional Care Need**	**Nature of Support**	**Focus of Support**

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Further NCSE Training on SET

Several Courses are offered to further SET training for school leadership and the SET team available at both primary and post primary level

Link to book: https://ncse.ie/tpl

School Leadership

Leading an Inclusive School

SET Team (not exhaustive list)

Assessment & Planning
Assessment and Preparation for Students with SEN
Assistive Technology Freeware for Dyslexia and Voice Recognition
Co-Teaching
Inclusive Teaching & Learning
Introduction to Teaching and Learning for Exceptionally Able and Dual Exceptional Students
Student Support Planning

Further NCSE Training on SNA deployment

Supporting the Deployment of SNAs available at both primary and post primary level for school leadership

Link to book: https://ncse.ie/tpl

Upcoming dates:

Primary

24th	January	Galway Education Centre
24th	April	Sligo Education Centre

Post Primary

1st	February	Cork Education Centre
14th	March	Online
30th	April	Galway Education Centre
20th	May	Online