



# Annual Report 2010

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The National Council for Special Education was established under the Education for Persons with Special Educational Needs Act 2004 (EPSEN Act 2004) with effect from the 1st October 2005. The Council was set up to improve the delivery of education services to persons with special educational needs with particular emphasis on children.

**National Council for Special Education**

1–2 Mill Street

Trim

Co. Meath

**An Chomhairle Náisiúnta um Oideachas Speisialta**

1–2 Sráid an Mhuilinn

Baile Átha Troim

Co. na Mí

T: 046 948 6400

F: 046 948 6404

[www.ncse.ie](http://www.ncse.ie)

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## Foreword

The Minister for Education and Skills appointed a new Council for a three year term with effect from 1st January 2010 as the previous Council of NCSE completed its term of office on 31st December 2009. This annual report provides an account of the progress made by NCSE in achieving the organisational objectives set out in its work-plan for 2010, based on the overall Strategic Plan 2008-2011.

One challenge faced by the new Council is how to allocate and utilise resources to best effect in supporting pupils with special educational needs. The special educational needs organisers (SENOs) have continued to provide a professional service to schools around the country to ensure that resources are allocated in an efficient, transparent and timely manner to schools. I would like to extend Council's appreciation of their continued commitment and dedication to this work.

NCSE has continued to develop and expand a wide ranging programme of research in the area of special education. In late 2010, policy advice in relation to the future role of special schools and classes in Ireland was approved by the Council for submission to the Minister.

The Council is conscious of the current difficult economic circumstances in our country and the measures that must be taken to put our public finances in order, as published in the Government's National Recovery Plan 2011-2014. A key issue for the Council is that adequate supports for children with special educational needs are maintained and that available supports are directed towards those children who have the greatest levels of need.

Mr Pat Curtin, having been appointed as CEO in 2003, retired at the end of 2010. The Council would like to take this opportunity to acknowledge his key role in the establishment of the organisation and his significant contribution to shaping its strategic direction.

Finally, on my own behalf, I would like to thank all members of the newly established Council and the NCSE staff for their support and guidance on the many important matters discussed during the last year. We look forward to continuing the work of NCSE in providing a local service to schools and parents to support children with special educational needs and in publishing research and policy advice to the Minister on matters relating to their education.

Sydney Blain  
Chairperson, National Council for Special Education



## The Organisation

The National Council for Special Education has a number of key functions, under the Education for Persons with Special Educational Needs (EPSEN) Act, 2004 concerning children with special educational needs. In 2010, the Council was engaged in the following areas of work relating to these functions:

1. disseminating appropriate information relating to national and international best practice, in the education of children with special educational needs
2. planning and co-ordinating the provision of education and support services to children with special educational needs in consultation with schools, health authorities and others, as appropriate
3. making information available to the parents of children with special educational needs concerning their entitlements and the entitlements of their children
4. assessing, reviewing and allocating the resources required in relation to educational provision for children with special educational needs
5. ensuring that a continuum of special educational provision is available as required in relation to each type of disability
6. advising the Minister in relation to matters concerning the education of children and others with disabilities
7. conducting, commissioning and publishing research on matters relevant to the functions of the Council.

During 2010, 109 people were employed by the NCSE to enable the delivery of the above functions, including 87 Special Educational Needs Organisers (SENOs) who were locally based and provided a local service to schools and parents.

## **Main Achievements in 2010**

1. The allocation of resource teaching and special needs assistant (SNA) supports to schools to support children with special educational needs.
2. SENOs processed over 13, 600 applications for additional teaching hours in primary and post primary schools.
3. SENOs processed over 5,700 applications for SNA support in primary and post-primary schools.
4. An extensive research programme with the publication of another three research reports and the commissioning of three new research projects.
5. Second NCSE research seminar held in November 2010. This seminar featured presentations on a selection of key research reports completed in 2010 and was attended by over one hundred and forty education stakeholders, parents and disability groups.
6. Policy advice on the future role of special schools and classes approved by Council.
7. Good practice guidelines for schools were agreed by Council entitled: Inclusive Education Framework: A guide for schools for the inclusion of pupils with special educational needs.
8. Completion of a nationwide review of SNA allocations and outcomes reported to the Minister for Education and Skills.



## Strategic Priority 1

### **Facilitate Children with Special Educational Needs to get an Appropriate Education in an Inclusive Setting**

#### **Resource Allocations Process 2010**

Guidelines in relation to the applications process were issued to all primary, post-primary schools in February 2010. Guidelines issued to the Special Schools in March 2010. The guidelines provided for a similar process to that which applied in the previous year. Applications accompanied by the required professional reports were generally processed within a 4-6 week period.

SENOs processed over 13, 600 applications for additional teaching hours in primary and post primary schools for the school year 2009-2010. SENOs processed over 5,700 applications for SNA support in primary and post-primary schools during the school year 2009-2010. Statistical Tables for the academic year 2009-2010 are included in Appendix 3.

On foot of the National Recovery Plan, the Department of Education and Skills announced in December 2010 that a cap was placed on the numbers of Special Needs Assistants. The national cap was set at 10,575 Special Needs Assistants. In December 2010, the NCSE reviewed the number of SNAs posts currently in place in schools in order to ensure that the overall numbers nationally remained within the agreed cap. NCSE commenced the process of examining how to allocate SNAs within the national cap for the 2011/2012 academic year.

#### **SNA Review**

In Feb 2009, the NCSE was requested by the Department of Education & Skills (DES) to arrange for its Special Educational Needs Organisers (SENOs) to carry out a review of Special Needs Assistant allocations in all schools with a view to ensuring that the criteria governing the allocation of such posts were properly met. The NCSE formally reported the outcome of the National SNA Review to the Minister and published a report in September 2010. A table summarising the overall change in number of SNAs in all schools reviewed is provided overleaf (Table 1).

The national review was carried out over two school years 2008/2009 and 2009/2010. As a result, the national figure following review would not be equivalent to the total number of SNA posts in schools as at 1st September 2010, as the annual allocation processes may have occurred subsequent to the review taking place in the school.

In general, the level of SNA allocation to a school is determined by:

- the number of children with significant care needs currently enrolled in the school
- the number of such children leaving the school
- the number of new entrants with significant care needs

- the capacity of all children with significant care needs enrolled to develop independent living skills.

**Table 1: Overall Change in Number of SNAs in all Schools Reviewed (n= 3,056 schools)**

	Number of SNAs
Prior to Review	9,829
Following Review	9,395
Overall Change	- 434

## NCSE Appeals Process

In February 2010, the NCSE introduced an appeals mechanism for schools and parents in relation to the allocation of resource teaching and SNA supports to schools. An appeal of a decision could be sought on the grounds that the SENO

1. misinterpreted or ignored Department of Education & Skills policy  
or
2. failed to take due account of the evidence of educational and/or care needs of the child or the resourcing available within the school when applying Department of Education & Skills policy  
or
3. a combination of (1) and (2) above.

During 2010, 172 appeals were initiated by schools and parents. Following the initiation of an appeal, the SENO clarified the basis for the decision. Following this process, 119 progressed to a stage where the senior SENO for the area processed the appeal. In 111 cases, the original decision was upheld while in 8 cases, the original decision was amended.

## Consultative Forum

The second Consultative Forum was appointed by Council in May 2010 and its first meeting took place on 19th August 2010. Joint chairpersons were elected and a discussion on the role and operation of the Forum was held. Two further meetings (October 7th/ November 16th) focussed on consultation regarding the preparation of the NCSE policy advice on the future role of special schools and classes in Ireland. The views of the forum influenced and shaped the final report.

## Online Programme of Continuing Professional Development for Special Educational Needs Organisers (SENOs)

A contract for the planning, design, development and delivery of a modularised on- line course of Continuing Professional Development for SENOs was awarded to St. Patrick's College, Drumcondra, in September 2010 following a tendering process and work on

the development of the programme commenced. This programme aims to provide appropriate professional development to SENOs in the area of special education, in order that they may more effectively fulfil the functions of the National Council of Special Education in relation to the co-ordination of education services to children and young people with special educational needs.

### **Programme Outline**

Module 1: Special Education: Historical and Current contexts

Module 2: Inclusion of Pupils with Special Educational Needs

Module 3: Schools/Agencies and how they function

Module 4: Individualised Planning for Students with Special Educational Needs.

### **NCSE NEWS**

Two further issues of the NCSE newsletter were electronically published on the website (May/December 2010). The key items were:

1. Appointment of a new Council, January 2010 – December 2012
2. Appointment of the 2nd NCSE Consultative Forum and
3. Report on the NCSE Research Seminar (December issue).

All issues of the newsletter are available on the NCSE website.

### **Inclusive Education Framework: A Guide for Schools for the Inclusion of pupils with Special Educational Needs**

NCSE finalised the development of good practice guidelines for schools. The development of the Inclusive Education Framework was based on a review of international best practice; an extensive consultation process; a field test in ten Irish schools; and regular review and discussion of various drafts by an advisory group overseeing the development process. Schools can engage with this framework on a voluntary basis, to assess and develop inclusive practices for pupils with special educational needs.

## Strategic Priority 2

### **Promote the Identification and Certification of Educational Programmes for Children with Special Educational Needs and Monitor Outcomes**

#### **Representation on Steering Committees**

The NCSE was represented on the Steering Committees of the following bodies involved in the identification of educational programmes for children with SEN:

##### **1. National Council for Curriculum and Assessment (NCCA): Special Education Steering Committee**

The work of this committee during 2010 included discussions of the Level 2 Learning Programmes, under development by the NCCA, for use in post-primary schools for pupils with general learning disabilities

##### **2. Special Education Support Service (SESS)**

This service aims to enhance the quality of learning and teaching in relation to special educational provision. The SESS co-ordinates, develops and delivers a range of professional development initiatives and support structures for school personnel working with students with special educational needs in mainstream primary and post-primary schools, special schools and special classes.

## Strategic Priority 3

### **Coordinate the Provision of Supports to Enable Inclusive and Effective Education for Children with Special Educational Needs to be Delivered**

#### **Assessment of Needs (Under 5s)**

The Disability Act, 2005 is a key element of the National Disability Strategy and is designed to provide for and underpin the participation of people with disabilities in society by supporting the provision of disability specific services and improving access to mainstream public services.

Part 2 of the Disability Act, 2005 commenced in June 2007 and established a system for the assessment of children aged under 5 years with a disability. Under the provisions of the Act, the Assessment Officer may request the assistance of the NCSE to identify educational services that may be available to a child. During 2010 662 requests for assistance were received and processed by the NCSE.

#### **Ombudsman for Children**

In 2010 the office of the Ombudsman for Children contacted the NCSE to state that the NCSE did not fall under their remit for investigation and that they had sought to have the legislation amended in this regard. In the interests of goodwill and transparency, NCSE continued to cooperate with the office of the Ombudsman for Children in relation to complaints regarding the role of the Council in the allocation of resources to children with special educational needs.

During 2010, the Council cooperated with OCO in six cases.

#### **Processing Appeals under Section 29 of the Education Act**

Section 29 of the Education Act provides that parents may appeal decisions made by a school namely:

- permanent exclusion from a school
- suspension from a school
- refusal to enrol a child.

The appeal is processed by an Appeals Committee set up by the Department of Education and Skills.

In 2010, the Council provided information to the Appeals Committee in relation to 84 cases involving children with diagnosed special educational needs where the section 29 process had been triggered.

## **Working in Collaboration with other Agencies**

### **Development and implementation of protocols with the National Educational Psychological Service (NEPS)**

Protocols for collaborative work between the NCSE and NEPS were issued in September 2010 and circulated throughout both agencies. The protocols were introduced at a joint meeting of the senior teams from both agencies in the Clock Tower, DES on the 14th September 2010, and disseminated to local teams through a series of local meetings held around the country.

### **Allocation and review of resources for children with Emotional and Behavioural Disorders**

A template for the allocation and review of resources for children with emotional and behavioural disorders, which had been finalised with the College of Psychiatrists in 2008, was circulated for use by NCSE Special Educational Needs Organisers in Feb 2010.

### **Economic and Social Research Institute (ESRI)**

The NCSE is represented on the Steering Group which guides the work of the ESRI Leaving School in Ireland Programme. This Programme comprises a range of studies in the field of post-school education, training and labour market experiences among young people. The first study under this programme is a project on the post school experiences of the cohort of young people who took part in the NCCA/ESRI Post Primary Longitudinal Study. (This longitudinal study tracked 900 students from across 12 schools over the course of their post primary education.)

Field work for the follow up study under the Leaving School in Ireland programme began in 2010 and is due for completion in 2011. This will survey the experiences of the 900 students from the longitudinal cohort, as well as other school leavers from the 12 schools. The study includes a focus on the post school experiences of young people with special educational needs and will therefore generate new empirical evidence on pathways and outcomes for these students.

### **HEA National Office for Equity of Access**

The NCSE continues to be represented on the Advisory Group of the National Office for Equity of Access to Higher Education. The Office was established to facilitate educational access and opportunity for groups who are under-represented (including people with disabilities) in higher education. The Office published a National Plan for Equity of Access to Higher Education 2008- 2013 with specific actions relating to participation of people with disabilities. The Office also manages a fund for people with disabilities, which provides financial aid for additional supports and services for students with a disability in further and higher education. The Advisory Group supports and advises the Office in the development and on-going review of the National Plan and in fulfilling its general functions.

### **European Agency for Development in Special Needs Education (EADSNE)**

The Special Education Adviser continued in the role of National Co-ordinator and represented Ireland at bi-annual meetings held in Madrid (March 2010) and Lisbon (November 2010). Ireland continued to have active participation in the following EADSNE projects during the course of the year:

- Teacher Education for inclusion
- Vocational Education and Training
- Early Childhood Education
- Inclusive Education in Action .

Further details on the above projects are available on the Agency website at <http://www.european-agency.org/>

## Strategic Priority 4

### **Enhance Educational Provision for Children with Special Educational Needs through Quality Research and Policy Advice**

#### **Research Programme**

The following research reports were published in 2010:

- *Procedures used to Diagnose a Disability and to Assess Special Educational Needs: An International Review*
- *A National Survey of Parental Attitudes to and Experiences of Local and National Special Education Services*
- *Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Educational Needs*

The following research projects were completed in 2010:

- An Inventory of Research and Policy Related Publications in the Field of Special Education on the Island of Ireland since 2000
- Evidence of Best Practice Models and Outcomes in the Education of Children with Emotional Disturbance/Behavioural Difficulties: An International Review
- Access to the Curriculum for Pupils with a Variety of Special Educational Needs in Junior Infants to Second Class: An Exploration of the Experiences of Young Pupils in Primary School.

Management of the following projects continued:

- Inclusive Research in Irish Schools (Project IRIS). A longitudinal study examining the provision of special education within Irish schools, the experiences of pupils/students with special education needs receiving this education and their associated outcomes.
- The Study of Transition from Primary to Post-Primary School for Pupils with Special Educational Needs
- Special Educational Needs Prevalence Study
- Review of NCSE Resource Allocation Process and Evaluation of the Deployment of Resources in Schools.
- Study of the Access and Progression Experiences of Students with Special Educational Needs Moving from Compulsory Education to Further and Higher Education.
- A Review of the International Research Literature on Curriculum and Curriculum Access Issues for Students with Special Educational Needs in Post Primary Settings

A number of new projects were commissioned:

- Measuring Educational Engagement, Progress and Outcomes for Children with Special Educational Needs: A Review



- The Special Class Model in Ireland: How is it working for pupils with special educational needs in mainstream schools?
- Continuum of Education Provision for Children with Special Educational Needs: Review of International Policies and Practices

### Research Seminar

The NCSE's second research seminar was held in November 2010. This seminar provided an overview of the current research programme and its impact and featured presentations on a selection of key research reports completed in 2010. These reports were as follows:

1. *An International Review of the Literature of Evidence of Best Practice Models and Outcomes in the Education of Children with Emotional Disturbance / Behavioural Difficulties* by Professor Paul Cooper, University of Leicester.
2. *Procedures used to Diagnose a Disability and to Assess Special Educational Needs: An International Review* by Professor Geoff Lindsay, University of Warwick.
3. *National Survey of Parental Attitudes and Experiences of Local and National Special Education Services* by Gillian Kane and Dr. David Armstrong, PricewaterhouseCoopers LLP.

The conference was attended by over one hundred and forty education stakeholders, parents and representatives of disability groups.

### Programme of Policy Development and Review agreed for 2010

The key priorities identified were the preparation of policy advice on:

- The future role of special schools and classes in Ireland
- The education of children who are deaf / hard of hearing

### Policy Advice on Special Schools and Classes agreed by Council

Following extensive deliberation, Council agreed the policy advice on the future role of special schools and classes in Ireland at their final meeting in 2010.

### Policy and Research Expert Group on the Education of Children with Emotional and Behavioural Disorders

The NCSE Expert Group on the education of children with emotional and behavioural disorders met on five occasions over the course of the year and completed their work in December 2010. A background paper was prepared which outlined existing education and health services available to children with emotional and behavioural disorders.

A draft report from the Expert Group was submitted to the Strategy and Policy Committee in December 2010.

## Strategic Priority 5

### **Ensure that the NCSE is Developed and Maintained as an Effective Organisation and that it Operates in a Fully Compliant Manner with all of its Statutory, Regulatory and Corporate Governance Requirements**

#### **Joint Oireachtas Committee on Education and Skills**

The NCSE responded to a request to appear before the Joint Committee on Education and Skills on two occasions in 2010. In March 2010, the Council received a request to appear before the Committee to address issues relating to the NCSE review of SNAs and the impact of this review on the wider education sector. In December 2010, NCSE was invited to make a presentation on Special Needs Education. A copy of this submission is available on the NCSE website at <http://www.ncse.ie/publications/policy.asp>

#### **Further Development of the Organisation**

During 2010, NCSE continued to develop its capacity as an effective organisation in line with statutory and regulatory requirements, prescribed policy, the code of governance, budgetary and staffing limits and its strategic priorities

NCSE worked during 2010 to further develop its governance and organisational infrastructure and to ensure compliance with the Code of Practice for the Governance of State Bodies 2009. An updated guide for NCSE Council members which addresses the requirements of the new Code was presented to the new Council following its appointment in 2010.

#### **Strategic Planning and Implementation**

The NCSE Strategy Statement 2008-2011 which was developed and adopted by the NCSE Council is published on the NCSE website. A work plan for 2010 consistent with the Strategic Plan was agreed by the Council and the implementation of the work plan was reviewed by Council during the year.

#### **Retirement of CEO**

Mr Pat Curtin, who was NCSE Chief Executive since its first establishment, served notice to Council and retired at the end of 2010. The Council of the NCSE commenced arrangement for the filling of the post. Sanction was received within Employment Control Framework limits for the filling of the post. A job specification and personal requirements were agreed as were arrangements for an open competition to be conducted by the Public Appointment Service on behalf of the Top Level Appointments Commission.

## Staff Training and Development

Appropriate training and development programmes have been provided for staff in line with needs. A significant challenge for NCSE is to develop and maintain necessary in-house capacity and competencies to ensure the delivery of all corporate and organisational functions and comply fully with governance requirements. A further challenge is the dispersed nature of NCSE local staff. An on-line training programme was developed to meet identified needs. Details of this initiative are provided under strategic priority 1. NCSE avails of networking opportunities across the public service and within the organisation in developing staff and organisational competencies. PMDS is utilised as an important process to identify individual development and training needs.

## ICT Developments

NCSE has continued to develop, maintain and manage an effective and secure ICT system and infrastructure for a wide area network including over 40 offices and over 100 users. NCSE has a small dedicated non technical ICT unit and has established and managed outsourced arrangements for the development, support and maintenance of its infrastructure, hardware and systems.

NCSE has continued to maintain its Special Education Administration System (SEAS). During 2010, a need arose to review the effectiveness of this system in line with changes in business processes. A review of SEAS by an independent consultant was commissioned by NCSE and commenced in 2010.

## NCSE Office Accommodation Infrastructure

NCSE operates a network of 41 offices throughout the State including its Headquarters in Trim, County Meath. NCSE local staff operate from its local offices and provide services directly to schools and parents in their areas. NCSE has continued to maintain and develop its office network in line with appropriate norms and organisational needs and policy.

Details of NCSE Office Accommodation are provided at Appendix 1. Full contact details for public access to NCSE HQ services are published and are also available on our website.

## Finance and Governance Procedures

The Code of Practice for the Governance of State Bodies has been adopted and is being complied with.

The Council is developing and finalising procedures whereby employees may, in confidence, raise concern about possible irregularities in financial reporting or other matters and has, where appropriate, ensured meaningful follow-up of matters raised in this way.

During 2010, the NCSE continued to develop its risk management and procurement procedures and policies in line with best practice and the Code of Practice.

The Annual Financial Statements of the NCSE for year ended 2010 are published separately on the NCSE Website. A summary of the income and expenditure account is available at Appendix 4.

## Governance

### The Council of the National Council for Special Education

The Governance Authority for the NCSE is the Council of the National Council for Special Education. The Council is appointed by the Minister for Education and Skills under Section 21 of the Education for Persons with Special Educational Needs Act, 2004. The current Council was appointed for a term of three years commencing 1st January 2010 expiring on 31st December 2012.

### Council Meetings

The Council met on 7 occasions during 2010. Details of individual member attendances are provided in the table below.

Membership of the Council of the NCSE during 2010		Attendance
*Sydney Blain (Chairperson)	Former Principal, Church of Ireland College of Education, D6.	7
*Siobhán Barron (see note 1 below)	Director, National Disability Authority. Nominated by NDA.	3
Mick Coughlan (see note 2 below)	Principal Clinical Psychologist of the National Learning Network. Nominated by NDA.	4
*Teresa Griffin	Principal, Special Education Section, DES	7
*Seamus Hegarty	Chairman of the International Association for the Evaluation of Educational Achievement. Former Director of the NFER.	5
Marie Kennedy (see note 3 below)	Principal, Office of the Minister for Disability and Mental Health.	4
Pat Kinsella	Principal, Colaiste Choilm, Ballincollig, Co. Cork.	4
Anne Lodge	Principal, Church of Ireland College of Education, D6.	4
*Don Mahon	Assistant Chief Inspector, DES.	6
*Maighread Ní Ghallchobhair O.P.	Former Principal of Benincasa School for children with EBD	7
Julie O'Leary	Graduate of UCC and currently a post graduate student in NUI Galway.	4
*Tom O'Sullivan	Assistant General Secretary, INTO. Former Principal of St. Senan's BNS, Limerick.	6
Joan Russell	Chief Executive Officer (Acting) for Co. Cork VEC.	4

Note 1: Siobhán Barron appointed to the Council 16th March 2010

Note 2: Mick Coughlan appointed to the Council 16th March 2010

Note 3: Marie Kennedy resigned from the Council 12th November 2010, following her appointment to another position

Note 4: Those members with an \* are serving a second term on Council.

## Council Committees

The new Council established five committees under Section 33 of the EPSEN Act. These committees operated during 2010 and reported to Council in accordance with their terms of reference and governance guidelines agreed by the Council. Members of the Council agreed to act on one or more committees. In the case of the Audit Committee, the Council has appointed an external Chairperson with relevant experience.

Research and Communications
Dr Seamus Hegarty (Chairperson)
Mr Tom O Sullivan
Dr Anne Lodge
Ms Julie O'Leary
Mr Don Mahon

Strategy and Policy
Sr Maighread Ni Ghallchobhair (Chairperson)
Mr Pat Kinsella
Marie Kennedy
Mick Coughlan

Finance
Ms Siobhán Barron (Chairperson)
Ms Joan Russell
Ms Teresa Griffin

Audit
Mr Donal Lawlor (Chairperson)
Sr Maighread Ni Ghallchobhair
Dr Seamus Hegarty
Ms Siobhán Barron

CEO Performance
Mr Tom O Sullivan (Chairperson)
Mr Sydney Blain
Ms Siobhán Barron

## Deputy Chairperson of the Council

The Council elected Sr Maighread Ni Ghallchobhair as Deputy Chairperson in accordance with Section 19 (Schedule 1) of the Education for Persons with Special Educational Needs Act, 2004.

## Consultative Forum

Section 22 of the EPSEN Act, 2004, provides for the establishment, by the Council, of a consultative forum, with whom Council may consult with respect to the performance of its functions. Council may appoint up to a maximum of 17 people to this forum and must consult with the Minister for Education and Skills and other bodies before making the appointments.

For 2010, the Consultative Forum consisted of the following members:

Members of the Consultative Forum 2010	
Mr. Pat Goff (Joint Chairperson)	Irish Primary Principals Network
Mr. Seán Burke (Joint Chairperson)	Irish Vocational Education Association
Ms. Sally Maguire	Association of Secondary Teachers Ireland
Professor Des Swan	Psychological Society of Ireland
Mr. Edward Byrne	National Association of Boards of Management in Special Education
Mr. Rory O'Sullivan	National Association of Principals and Deputy Principals
Ms. Marie Therese Kilmartin	Joint Managerial Body
Ms. Sarah Parlane	National Parents Council Primary
Mr. Seán Balfe	Catholic Primary School Management Association
Mr. Robert Jones	Disability Federation of Ireland
Ms. Bernie Ruane	Teachers' Union of Ireland
Ms. Antoinette Nic Gearailt	Association of Community and Comprehensive Schools
Ms. Mary Van Lieshout	National Disability Authority
Ms. Mary Dunne	People with Disabilities in Ireland
Mr. Feargal Brougham	Irish National Teachers' Organisation
Ms. Katherine O'Leary	Inclusion Ireland
Ms. Patricia McLarty	Health Service Executive
Mr. Alan Sayles	Ministerial Representative
Ms. Paula Long	Ministerial Representative
Mr. Terry Reynolds	Ministerial Representative

## Appendix 1

### NCSE Offices\*

Trim, Co. Meath (NCSE HQ)	
Carlow Town, Co. Carlow	Portlaoise, Co. Laois
Cavan Town, Co. Cavan	Carrick on Shannon, Co Leitrim
Ennis, Co. Clare	Limerick City
Cork City (Mahon)	Hospital, Co. Limerick
Dunmanway, Co. Cork	Newcastlewest, Co. Limerick
Fermoy, Co. Cork	Longford Town, Co. Longford
Mallow, Co. Cork	Drogheda, Co. Louth
Donegal Town, Co Donegal	Castlebar, Co. Mayo
Letterkenny, Co. Donegal	Navan, Co. Meath
Dublin City Centre	Monaghan town, Co. Monaghan
Blanchardstown, Co. Dublin	Tullamore, Co. Offaly
Blackrock, Co. Dublin	Roscommon Town
Donabate, Co. Dublin	Sligo town, Co. Sligo
Kimmage, Co. Dublin	Clonmel, Co. Tipperary
Tallaght, Co. Dublin	Nenagh, Co. Tipperary
Galway City 1	Waterford City
Galway City 2	Mullingar, Co. Westmeath
Tralee, Co. Kerry	Enniscorthy, Co. Wexford
Naas, Co. Kildare	Kilcoole, Co. Wicklow
Kilkenny City	Baltinglass, Co. Wicklow

\* See NCSE Website, [www.ncse.ie](http://www.ncse.ie), for full address information.



## Appendix 2

### NCSE Staffing

	Filled Posts 2010
Chief Executive Officer	1
Principal Officer	4
Assistant Principal	4.6
Higher Executive Officer	5
Executive Officer	3.5
Staff Officer	1
Clerical Officer	3
Senior Special Educational Needs Organiser	12
Special Educational Needs Organiser	75
Total	109.1

## Statistical Tables for Academic Year 2009-2010

### Analysis of Applications for Resource Teaching Supports: Primary Schools (including Special Schools)

#### Applications for Resource Teaching

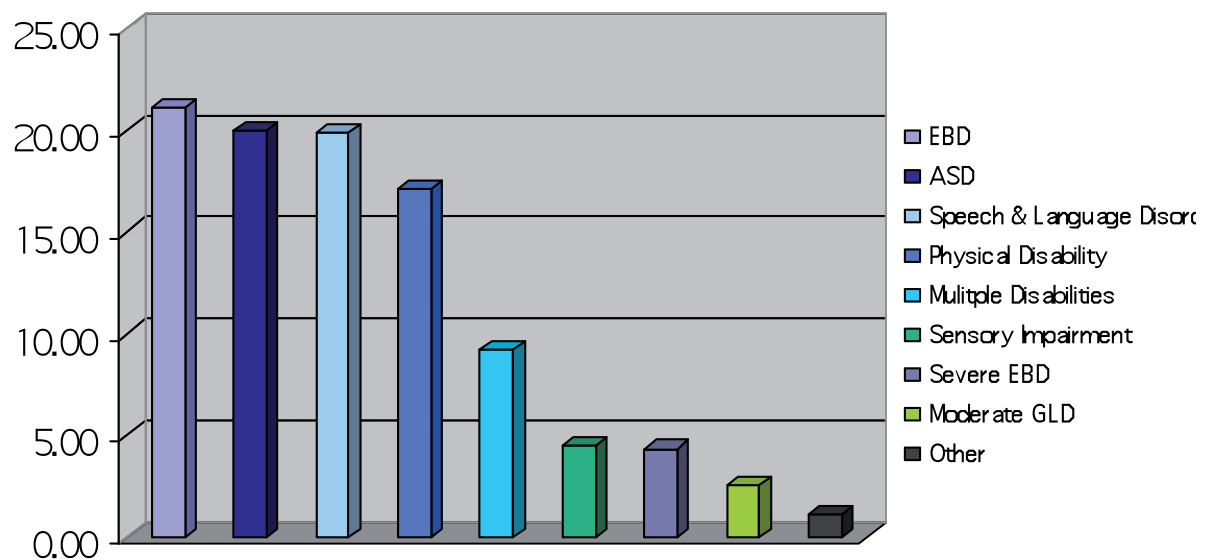
6,558 applications for resource teaching support were received in relation to children with low incidence disabilities as children with high incidence disabilities are supported through the General Allocation Model which operates in primary schools. Of the 6,558 applications, 5,275 (80%) resulted in additional resource teaching support being granted.

4,052 applications for access to SNA support were received. In this regard, a number of applications for such support were received from children with a high incidence disability, primarily those with a Mild General Learning Disability. Of the 4,052 applications, 2,651 (65%) resulted in SNA support being granted.

An analysis of resources granted in 2010 indicates a breakdown by disability as shown on the graphs below.

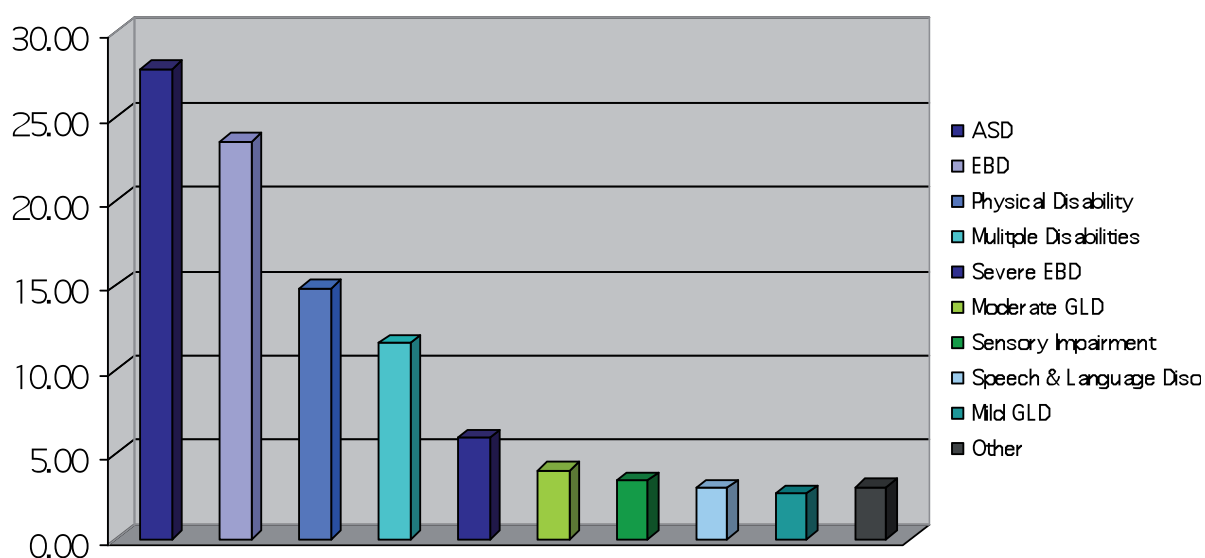
#### Resource Hours Granted by Disability – Primary (Mainstream)\*

\*includes those in a special class in a mainstream setting



### SNA Support Granted by Disability – Primary (Mainstream)\*

\*includes those in a special class in a mainstream setting



### Conclusions

The following trends can be identified from the above figures:

- 25% of applications granted for resource teaching and 30% of applications granted for access to an SNA related to children with an emotional behavioural disturbance or a severe emotional behaviour disturbance
- 17% of applications granted for resource teaching and 15% of applications granted for access to an SNA related to children with a physical disability
- 20% of applications granted for resource teaching and 28% of applications granted for access to an SNA referred to children with ASD
- 20% of applications granted for resource teaching and 3% of applications granted for access to an SNA referred to children with Specific Speech and Language Disorder.

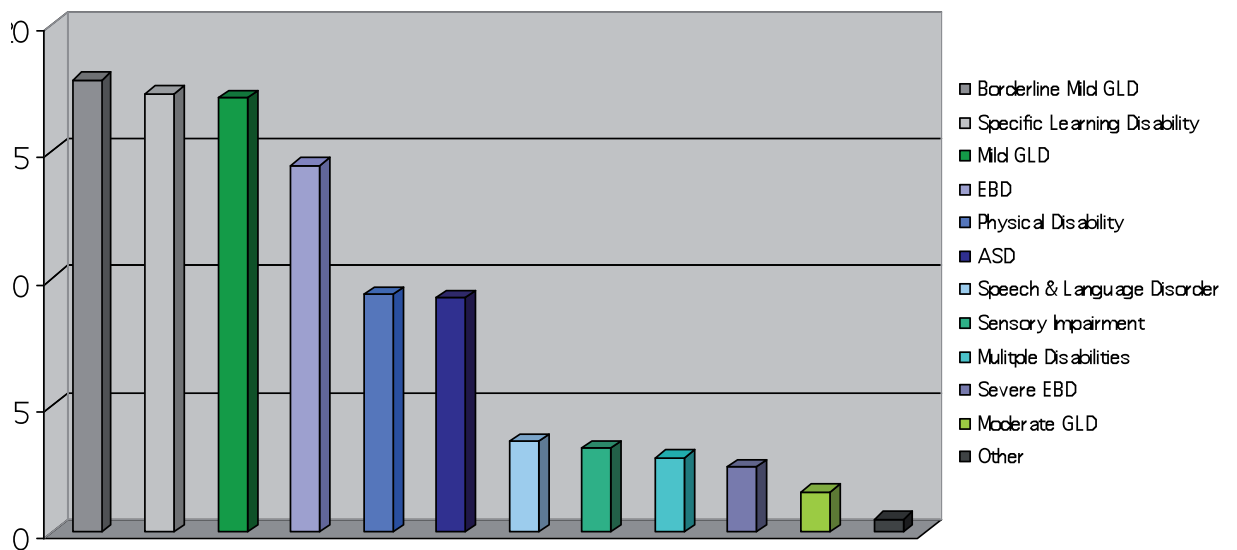
## Analysis of Applications for Resource Allocation: Post-Primary Schools

Pupils with a high incidence disability are included in these figures as the General Allocation Model only applies at primary level.

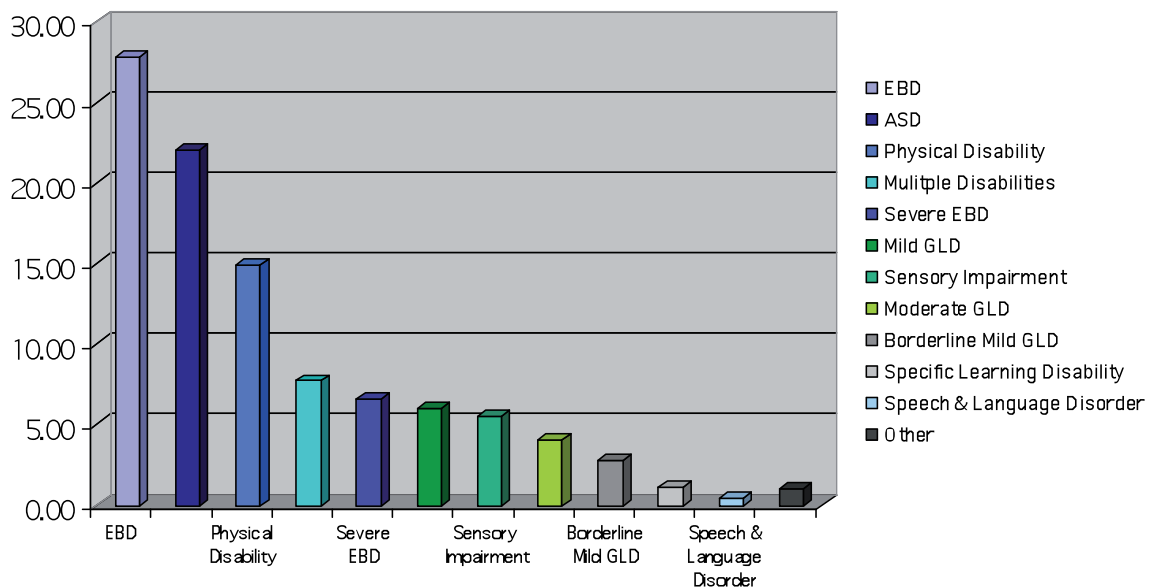
7,063 applications for additional teaching support were received. Of these 4,646 (66%) resulted in additional resource teaching support being granted.

1,730 applications were received for access to SNA support. Of these 955 (55%) resulted in SNA support being granted.

### Resource Hours Granted by Disability – Post Primary



### SNA Support Granted by Disability – Post Primary



## Conclusions

The following trends can be identified from the above figures:

- 17% of applications granted for additional teaching support and 34% of applications granted for access to an SNA related to children with an emotional behavioural disturbance or a severe emotional behavioural disturbance
- 52% of applications granted for additional teaching support relate to children with a high incidence disability
- 17% of applications granted for additional teaching support and 6% of applications for access to an SNA related to children with a mild general learning disability.

## Appendix 4

### Summary of Financial Statements 2010\*

	2010	2009
	€	€
<b>Income</b>		
State Grant	8,216,000	9,250,000
Transfer to Capital Account	119,499	193,769
Other Income	13,545	22,175
	<hr/> 8,349,044	<hr/> 9,465,944
 <b>Expenditure</b>	 (8,582,886)	 (9,622,765)
Surplus/(Deficit) of income over expenditure	(233,842)	(156,821)
Surplus at 1 January	667,116	823,937
Surplus as at 31 December	433,274	667,116

\* Taken from the audited Annual Financial Statements for year end 2010. A copy of the financial statements is available on [www.ncse.ie](http://www.ncse.ie)

