

**The National Council for
Special Education**

**Annual Report
2006**

Contents

Introduction		3
Foreword		4
Functions of the Council		5
Main Achievements in 2006		8
Services to students, parents and schools		9
Research		14
Corporate Services		16
Governance		19
<i>Appendix I</i>	Office Locations	21
<i>Appendix II</i>	Resource Allocation – Decision Analysis	22
<i>Appendix III</i>	NCSE Staffing	27
<i>Appendix IV</i>	Summary of Financial Accounts	28

Introduction

This is the third Annual Report of the National Council for Special Education. The Council was originally established by Order (SI No. 270 of 2004) made by the Minister for Education and Science under Section 54 of the Education Act 1998 on 24th December 2003.

The Council as established by the above order was formally dissolved on the 1st October 2005 and re-established under the Education for Persons with Special Educational Needs Act 2004 (EPSEN Act 2004) with effect from that date.

This report outlines the continued organisational development of the Council, the expansion and extension of its functions and its key activities during the period 1 January 2006 to 31 December 2006.

Statement from the Chief Executive Officer

2006 was a very busy year for the NCSE and several important achievements deserve particular mention. However the completion and submission to the Minister for Education and Science of the Implementation Report which set out the plan for the phased implementation of the EPSEN Act 2004 was undoubtedly a major achievement. The Report outlines the changes that are required in terms of policy focus and practical actions to ensure that the future vision for rights-based special educational needs provision contained in the EPSEN Act 2004 can be fully realised. It is my hope that detailed proposals contained in the Report will be adopted and implemented in line with the ambitions time scale set by the Council.

A further major development during the year was the publication and distribution to all schools of comprehensive Guidelines on Individual Education Plans for children with special educational needs. These guidelines were developed by an expert group established and supported by the Council and will provide a most valuable guide in relation to the preparation, use and review of IEPs pending the implementation of the statutory rights to an IEP.

For the first time our Annual Report provides statistical information on our resource allocation process. This is a direct result of the establishment and development of our Special Education Administrative System which although still being developed is now providing valuable information on special educational provision to children in the various disability categories. The further development of the system will contribute greatly to better information which can be used to anticipate need and plan provision as well as improving the efficiency of the allocation process.

In what has been an extremely busy year I would like to acknowledge the dedication and support of all staff, the valuable inputs of all Council Members but especially the level and quality of inputs from the Chairman to the Implementation Report which far surpassed what could be expected from a Non-Executive Chairman.

Pat Curtin
Chief Executive Officer

Functions of the Council

Establishment Order

The National Council for Special Education was originally established by Order (SI No 270 of 2004) made by the Minister for Education and Science under Section 54 of the Education Act 1998 on the 24th December 2003.

General Council Functions as prescribed by Order

The Order provides that the general functions of the Council shall be to –

- (A) carry out research and provide expert advice to the Minister on the educational needs of children with disabilities and the provision of related services,
- (B) provide for a range of services at local and national level in order that the educational needs of children with disabilities are identified and provided for, and
- (C) co-ordinate, with health boards, schools and other relevant bodies, the provision of education and related support services to children with disabilities.

Arrangements were developed in close co-operation with the Department of Education and Science for the National Council for Special Education to take operational responsibility, including decision making in a number of areas with effect from 1 January 2005. These were:

- processing applications for resource teacher support in respect of children with low incidence disabilities and deciding on the level of support appropriate to the school;
- processing applications for special needs assistant support for children with disabilities and deciding on the level of support appropriate to the school;
- examining applications for special equipment/assistive technology;
- examining applications for transport arrangements for children with disabilities and making recommendations to the Department of Education and Science;

Establishment under The Education for Persons with Special Educational Needs Act 2004.

The Education for Persons with Special Educational Needs Act, 2004 was enacted by the Oireachtas and signed into law by the President in July 2004.

The Act provided for the dissolution of the National Council for Special Education as established by Order and for its re-establishment under the Act with further defined functions and responsibilities.

The Minister for Education and Science formally established the Council under the Act with effect from 1 October 2005 and commenced Section 20 of the Act which sets the general functions of the Council under the Act. These functions are

- (a) to disseminate to schools, parents and such other persons as the Council considers appropriate information relating to best practice, nationally and internationally, concerning the education of children with special educational needs;
- (b) in consultation with schools, health boards and such other persons as the Council considers appropriate to plan and co-ordinate the provision of education and support services to children with special educational needs;
- (c) in consultation with schools and with such persons as the Council considers appropriate to plan for the integration of education for students with special educational needs with education for students generally;
- (d) to make available to the parents of children with special educational needs information in relation to their entitlements and the entitlements of their children;
- (e) to ensure that the progress of students with special educational needs is monitored and that it is reviewed at regular intervals;
- (f) to assess and review the resources required in relation to educational provision for children with special educational needs;
- (g) to ensure that a continuum of special educational provision is available as required in relation to each type of disability;
- (h) to review generally the provision made for adults with disabilities

to avail of higher education and adult and continuing education, rehabilitation and training and to publish reports on the results of such reviews (which reviews may include recommendations as to the manner in which such provision could be improved);

(i) to advise all educational institutions concerning best practice in respect of the education of adults who have disabilities;

(j) to advise the Minister in relation to any matter relating to the education of children and others with disabilities;

(k) to consult with such voluntary bodies as the Council considers appropriate, (being bodies whose objects relate to the promotion of the interests of, or the provision of support services to, persons with disabilities) for the purposes of ensuring that their knowledge and expertise can inform the development of policy by the Council and the planning and provision of support services, and

(l) to conduct and commission research on matters relevant to the functions of the Council and, as it considers appropriate, to publish in such form and manner, as the Council thinks fit, arising out of such research.

These functions together with the functions relating to the allocation of resources already transferred from the Department formed the remit of the Council with effect from 1 October 2005.

Main Achievements in 2006

The main achievements in 2006 may be summarised as follows:

1. Guidelines on the Individual Education Plan Process were published by the Council in May 2006, in response to requests from parents, teachers and schools to prepare and issue such national guidelines.
2. Submission of an Implementation Report to the Minister for Education and Science, Mary Hanafin, T.D. on 1st October 2006. The report was prepared in fulfilment of the obligation under Section 23 of the Education for Persons with Special Educational Needs Act (EPSEN), 2004, which required the Council to make a report to the Minister for Education and Science on the implementation of the legislation over a five year period.
3. Introduction of a Special Education Research Initiative (SERI). This initiative was established to develop and promote the Council's work and to support the development of the research infrastructure in special education. It provided the Council with an opportunity to work collaboratively with colleges of education, universities and other third level institutions and the special education infrastructure on research activities in special education. Under this initiative, the Council received 19 research applications, from which 14 awards were issued.
4. Commencement of work on the design, development and implementation of a special education needs administration system (SEAS) for use by locally based and HQ staff. This system was designed to support some of the key functions of the Council and to ensure that it can effectively manage the range of services at local and national level in order that the educational needs of children with disabilities are identified and provided for.
5. Continued development and improvement of the necessary staffing structures, services, governance and other procedures necessary in the establishment of an effective organization on a stand alone basis in all areas of corporate need including finance, accounting, payroll, auditing, human resources, training, information technology, industrial relations, and office accommodation.
6. Continued compliance with all statutory and administrative requirements relating to an independent corporate body.

Services to students, parents and schools

2006/2007 Allocation Process

In 2006 the work of the national network of Special Educational Needs Organisers (SENOs) continued to impact positively in relation to the education of children with special educational needs (SEN). As part of that process, information guidelines issued to primary and post-primary schools on the 20th March 2006. In order to facilitate schools and to streamline the application process, it was agreed that Post Primary schools could now submit both new applications and applications for the retention of resources on the same date.

During 2006, an emphasis was placed on ensuring that decisions on applications from post-primary schools could issue before the end of May. However, it was noted that there was a significant increase in the level of applications received in late May and in early June.

A full analysis of these applications is set out in *Appendix 11*.

Special Education Administrative System (SEAS)

Progress was made on the development of an administrative system which is of central importance in the compilation of information that will provide a national profile on pupils with SEN arising from a disability. Towards this end, an information note issued to schools concerning a data collection exercise in relation to the numbers of such pupils within the system. In May 2006, a cleanup was undertaken of the data which had been compiled prior to this. As part of the SEAS project, a further re-configuration of the data took place in order that the data could be transferred on to the new administrative system. The Special Education Administration System (SEAS) came into operation on the 27th July 2006.

In September 2006, the Council commenced the current phase of the SEAS system so as to validate and enhance the level of data keyed in and to upgrade the statistical information that could be obtained from the system.

Individual Education Plan Process (IEPs)

Following the establishment of the National Council for Special Education (NCSE), and the passing of the Education for Persons with Special Educational Needs Act, 2004 (EPSN), which set out a future statutory framework for the preparation and implementation of IEPs in this country, NCSE had many requests from parents, teachers and schools to prepare and issue national guidelines on IEPs which would underpin a uniform national approach to work already in hand.

Guidelines on the Individual Education Plan Process were published by NCSE in May 2006. The issuing of the Guidelines ahead of an agreed timetable for the implementation of the provision of the EPSEN Act, 2004, was designed to provide an opportunity for teachers, parents and schools to become familiar with the process well in advance of the terms of the Act coming into force.

The document is intended as a guide to good practice in relation to the preparation, implementation and review of IEPS. The Council is extremely grateful to the group of Irish experts who undertook this work on its behalf.

Strategy Statement

Council commenced work on the preparation of a strategy statement which would be in keeping with the ambitions of the EPSEN Act, 2004 and anticipate its implementation. Significant progress was made and a draft statement prepared for consideration of the incoming council.

Litigation

Over 2006, there was an increase in the number of cases where legal proceedings were taken against both the Department of Education and Science and the NCSE. In an effort to streamline the procedures for dealing with such cases, a small working group was established, with representatives from the DES Special Education Unit, the DES Legal Services and NCSE to examine how best the three offices can work together. Issues being considered included:

- Notification to be given to NCSE as soon as proceedings are started
- Steps to be taken from initial proceedings, right through to a court case
- Settlements made by DES, and the content of the settlements as they affect NCSE
- Settlement made with regard to children attending primary school, and the implications of this for what happens when a child moves to secondary school

As the NCSE has responsibility for making decisions in relation to the level of provision approved, it is increasingly likely that it will be named in such litigation cases. Accordingly, the question of the recruitment of its own legal expertise may now have to be considered by the Council

Embedding of NCSE within the Educational System

As part of the process of embedding the role of the Council within the educational system, meetings were held with the following groups:

1. **NCSE/DES Standing Committee**

The committee is comprised of officials from the NCSE, the line sections of the DES, NEPs and the Inspectorate. It is used as a forum in which both sides can discuss operational issues in the context of the policy which currently

applies. Meetings generally take place approximately every 4 months. Issues discussed included ASD provision, children with specific speech and language disorder, children with EBD, protocols for legal proceedings, school transport, SNA support and the progression of children with SEN from primary to post-primary school.

2. Standards for Assessment Working Group

The working group is comprised of representatives from the Department of Education & Science, the Department of Health & Children, the Health Services Executive (HSE) and the NCSE. The purpose of the working group is to examine the standards in relation to the assessment process, as provided for in both the EPSEN Act (2004) and the Disability Act (2005). It reports to the high level cross-sectoral group, which is examining the implementation of these Acts.

3. Offaly Centre for Independent Living (OCIL):

The main aim of the Offaly Centre for Independent Living is to ensure that people with disabilities achieve independent living, choice and control over their lives, and full participation in society as equal citizens. Discussions with this group centered on the possibility of issuing the OFIL guidelines for supporting pupils with disabilities in schools to all primary and post-primary schools.

In addition to the work described above, representatives from the NCSE also met with the following groups during 2006:

- 1. National Rehabilitation Hospital, Dun Laoghaire:** The issue discussed related to the manner in which the special educational needs of children with an acquired Brain Injury were assessed and met within the educational system.
- 2. Working Group Established by DES:** The DES established a working group comprising of educational bodies, the DES regional management structure and the two principal networks to discuss the development of working protocols between the constituent groups.
- 3. South East Region Childcare Committees/Parents Groups:** A presentation was made to these groups outlining the role of the Council and the current position in relation to the EPSEN Act. This meeting also afforded parents an opportunity to raise issues in relation to the provision of services to children with special educational needs.
- 4. Down Syndrome Ireland:** Issues discussed included the operation of the General Allocation Model in Primary schools, the allocation of SNAs and speech and language development.

Study Visits:

During 2006, study visits were made to Scotland and to Toronto. In both cases, the NCSE delegation consisted of members drawn from Council members and executive staff, including SENOs.

1. Edinburgh, Scotland - October 31st to November 3rd 2006

The purpose of the Scottish visit was to examine the implementation of the recently enacted Scottish legislation on special educational needs. The NCSE delegation met with various individuals and groups working within the Scottish Education System. These included representatives from the Scottish Executive Education Department (SEED) and its range of Divisions and Branches, representatives from Edinburgh City Council Education Department and heads of establishments and teachers from a range of schools in the City of Edinburgh.

2. Toronto, Canada – October 16th to October 21st 2006

The focus of the Canadian visit was on the assessment process. The NCSE delegation met with various individuals and groups working within the Canadian Education System. These included representatives from two Parents Associations, two Teacher Training Facilities and the group also visited five schools.

Following the study visits, reports were circulated to Council members summarizing what the delegation had learned from the visits and the ways in which this might influence the development of policy and practice in the Irish context.

Role of the Council in 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 in relation to:

- Permanent exclusion from a school
- Suspension from a school
- Refusal to enrol a child

The appeal is made to an Appeals Committee set up by the Secretary General of the Department of Education and Science.

In 2006, the Council provided information to the Appeals Committee in relation to 58 cases involving children with diagnosed special education needs where the section 29 process had been triggered. The trends identified in relation to such appeals were:

- 41% referred to children of primary school going age while 59% related to children of second level school going age
- 38% of cases related to children permanently excluded from the school

- 55% of cases related to children where there was a refusal to enrol the child
- 7% of cases related to children who were suspended from school

In 26% the appeal was upheld, in 33% of the above cases, the appeal was not upheld and in the remainder of cases a number of processes applied including a facilitator resolution, local resolution or the appeal was withdrawn.

In the future, it is anticipated that section 12 of the EPSEN Act (designation of schools) will be the primary mechanism by which this issue will be addressed, rather than the use of section 29 of the Education Act. However, this may require a further examination of the relevant sections of these Acts in order to clearly identify the areas in which each Act will apply.

Research

Implementation Report

The Implementation Report was prepared in fulfilment of the National Council for Special Education's obligations under Section 23 of the Education for Persons with Special Educational Needs Act (EPSEN), 2004. The Act required the Council to make a report to the Minister for Education and Science on the implementation of the legislation over a five year period.

The Council, in preparing the report, used a range of methods to gather information for its Implementation Report and sought opinions from key stakeholders throughout the process of compiling the Report.

In summary, the key methods used were:

- A call for submissions from all the key stakeholders and from the general public on the Implementation of the EPSEN Act, 2004. Seventy-three submissions were received from a wide range of individuals and groups.
- Commissioned research on the prevalence of special educational needs in order to quantify the cohort of the population on whom rights have been conferred by the EPSEN Act, 2004.
- Commissioned research on IEPs and on Assessment to supplement our understanding of these two key areas of the Act. Both research pieces employed a very consultative approach to the work, thereby maximising the opportunity for engaging with a wider audience on the implementation process.
- A review of legislation on disability, education and special education was commissioned by the Council.
- The NCSE sought and received advice from the Consultative Forum which was established under the EPSEN Act, 2004. The Consultative Forum is representative of the wide spread of interests involved in special education and provided valuable advice and guidance to the Council in framing its final report.
- The Council also consulted with the Minister for Education and Science on the final report.

Special Education Research Initiative (SERI)

The Special Education Research Initiative (SERI) was established in 2006 to develop and promote the Council's work and to support the development of the research infrastructure in special education. It provided the Council with an opportunity to work collaboratively with colleges of education, universities and other third level institutions and the special education infrastructure on research activities in special education. Under this initiative, the Council received 19 research applications, from which 14 awards were issued.

The following 14 projects were commissioned under the Special Education Research Initiative (SERI). All contracts were awarded in late 2006.

1. Professional Development Requirements of Special Ed Teachers
2. Understanding the Concept of Inclusion
3. Early intervention for children with SEN aged 3-6 years
4. Transitions from Compulsory Schooling
5. Preparing teachers for inclusive pedagogy
6. Inclusion of children with EBD at post-primary level by enabling teachers
7. Evaluation of Effectiveness of Resource Allocation and Provision for SEN Pupils
8. Living in a Diverse Society – developing a programme to provide positive experience for those with intellectual disabilities
9. Developing Inclusive Practices : Participatory Action Research involving Schools and Teacher Education
10. Assisting Language and Communication in an Individual with Congenital Deafblindness: A Case Study
11. Policies and Practices in SEN in New Zealand
12. Should ABA be given greater prominence in SEN settings
13. Parents of Children with ASD: Education and other information needs, information seeking behaviour and empowerment
14. Drama in Education as curriculum for social skills in children with ASD

Educational Provision for deaf and hard of hearing children

In addition to the SERI projects, the Council was requested by the Minister for Education and Science to finalize a report on educational provision for deaf and hard of hearing children, that drew upon the work of the disbanded Advisory Committee on Deaf Education. This report will compile the information and work produced by the Advisory Committee and gather further data and submissions since the Committee was disbanded in 2005.

Corporate Services

Corporate Governance

The Council continued to develop and comply with appropriate Corporate Governance procedures in line with best practice and the Government approved guidelines.

Development of the Organisation

During 2006 the Council continued to build and develop the strategic organisational infrastructure necessary to support the establishment and development of the range of functions within the statutory remit of the NCSE. This ongoing infrastructure development included staffing, accommodation, central services, information technology and finance.

Human Resources

Details of NCSE approved staffing during 2006 are set out in **Appendix 111**. This includes a reduction of 3.36 in NCSE staffing arising from the application of a Government decision to reduce public service staffing as applied to NCSE. NCSE continued to operate within its sanctioned complement.

A training and development programme for staff was further developed during 2006 to develop key staff competencies as required throughout the organisation. Key challenges for the organisation were to identify and develop competencies and skills appropriate to the new emerging roles of its local staff and the wide variety of corporate roles necessary in a stand alone independent agency with a statutory Council.

Recruitment and retention of staff was a significant issue for the organisation. The Government decentralisation programme required replacement and redevelopment of key Head Office skills and experience lost through the need to facilitate the transfer of civil service staff who had applied for decentralisation. The temporary fixed term nature of SENO contracts also gave rise to issues particularly in the case of staff who were on secondment from school.

NCSE commenced discussions with staff representatives and the Department of Education and Science with a view to establishing permanent contracts for staff. Progress was made on this matter during 2006

The need for local management structure for local services was identified in 2006 as a key issue to facilitate the effective development of structures. Discussions commenced with staff representatives and the Department of Education and Science in the clarification, development and specification of this critical new role. Significant progress was made during 2006.

The NCSE Head of Research and Development who was appointed at the end of 2005 resigned her position in 2006. Arrangements for the refilling of this position were again put in place and progressed in 2006. NCSE continued to work with the Public Appointments Service in the specification, recruitment and appointment of staff.

NCSE continued to work to develop and implement the Civil Service Performance Development System for its staff.

IT Systems

NCSE continued to develop review and maintain its IT network and the necessary security, disaster recovery and data protection processes. A particular challenge for NCSE was to ensure the establishment of its hardware and systems to meet its needs on a value for money basis and to develop the capacity of the organisation to deliver effectively on these needs. NCSE procured and managed key contractual partnerships with specialist hardware and service suppliers and made progress in developing the critical managerial and technical competencies of the staff in its IT support function.

NCSE commenced and further progressed arrangements for the development of IT systems to support its Finance and HR functions. NCSE also commenced planning and development arrangements for the construction of a purpose designed Special Education Needs Administration System. This system is designed to underpin and support the NCSE local service delivery functions, to provide management information, to enable the efficient and effective transaction of local services, to provide data for research purposes and for the development of policy advice. Significant progress was made during 2006 by Head office, local staff, IT staff and external suppliers and consultants on this project.

Local Office Network

NCSE continued to develop maintain and improve its network of local offices in line with local service delivery needs and appropriate norms including Health and Safety. The office net work provides national coverage and links between all staff and Head office. The network facilitates local access to NCSE services, the development and improvement of effective co-ordination between local NCSE staff and other similar service providers. NCSE continued to work with the Office of Public Works in the development and maintenance of appropriate local office facilities. Details of NCSE offices are outlined in **Appendix I**.

Finance

Financial Systems and procedures continued to be developed during 2006. The Council has taken steps to ensure an appropriate control environment by:

- ensuring the NCSE complies with its financial obligations under the Act
- ensuring that assets and liabilities of the NCSE are properly indemnified
- clearly defining management responsibilities in a defined organisational structure with clear segregation of duties

- developing and implementing appropriate control procedures
- establishing appropriate committees of the Council to give greater focus on specific areas and
- establishing an internal audit function

The system of internal financial control is based on a framework, which aims to provide regular management information, administrative procedures (including segregation of duties, authorisation limits and a documented procedures manual), and a system of delegation and accountability. In particular it includes:

- a comprehensive budgeting system with an annual budget, which is reviewed and agreed by the Council prior to presentation to the Department of Education and Science;
- an operational budget agreed by the Council based on prescribed budget limits set by the Department of Education and Science;
- detailed review by the Executive and the Council of monthly and period to date financial reports which indicate financial performance against budget;
- regular review by the Executive and the Council of financial reports and key operational indicators and
- clearly defined procurement and tendering guidelines.

An extract of the financial accounts submitted by the Council to the Minister is set out in **Appendix 1V**.

Governance

Membership of the Council

The chairperson and 12 other members of the Council were appointed by the Minister for Education and Science for a term to expire on 31st December 2006 from among persons who have a special interest in or knowledge relating to the education of children with disabilities, and include two persons nominated to the Minister by the National Disability Authority and a nominee of the Minister for Health and Children.

Members of the Council of the NCSE	
Mr Tom Murray (Chairperson)	Management Consultant
Mr Christy Lynch	CEO KARE, Nominated by NDA
Ms Maisie Dooley	Former Secondary School Teacher, Nominated by NDA
Ms Mary Grogan	Post-Primary Teacher
Ms Mary Keane	Principal, St. Domnics College, Cabra, Dublin 7
Mr PJ Gannon	Principal, Scoil Dara, Kilcock., Co Kildare
Ms Antoinette Buggle	Administrator of the National Association of Boards of Management in Special Education
Dr Michael Shevlin	.Senior Lecturer, Dublin University
Mr Brendan Ingoldsby	Principal, Department of Health and Children
Mr Gearóid Ó Conluain	Deputy Chief Inspector, Department of Education and Science
Ms Sinéad McLaughlin	Principal, Scoil Iosagáin, Buncrana, Co. Donegal
2 Vacancies¹	

Council Meetings

During 2006, the Council met formally on 10 occasions.

Council Committees

The Council established four committees which operated during 2006

- ❖ External Relations and Communications
- ❖ Finance
- ❖ Strategy and Policy
- ❖ Audit

¹ The vacancies arising from the resignation of Ms Daraine Mulvihill and Ms Frankie Berry were not filled in 2006

Consultative Forum

Section 22 of the EPSEN Act, 2004, provided for the establishment, by 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 Science and other bodies before making the appointments.

The first Consultative Forum was established by Council during 2006 and the first meeting took place in July 2006. During the preparation of its Implementation Report, the NCSE sought and received advice from the Consultative Forum whose membership was representative of the wide spread of interests involved in special education and who provided valuable advice and guidance to the Council in framing its final report.

For 2006, the Consultative Forum consisted of the following members:

Members of the Consultative Forum 2006	
Mr Tim Geraghty Chairperson	National Association of Principals and Deputy Principals (NAPD)
Mr Jim Moore	Parents Association for Voc School and Comm Colleges
Ms Geraldine Graydon	National Parents Council (NPC)
Ms Jennifer Duffy	Association of Secondary School Teachers in Ireland (ASTI)
Ms Bernie Ruane	Teachers Union of Ireland (TUI)
Ms Anne Fay	Irish National Teachers Organisation (INTO)
Ms Patricia McCrossan	National Association of Boards of Management in Special Education (NABMSE)
Mr. Liam Ryder	Association of Community and Comprehensive Schools (ACCS)
Mr Sean Burke	Irish Vocational Education Association (IVEA)
Mr Pat Goff	Irish Primary Principals Network (IPPN)
Ms Helen Guinan	National Federation of Voluntary Bodies
Ms Joanne McCarthy	Disability Federation of Ireland (DFI)
Mr Bill Shorten	Inclusion Ireland
Ms Marion Meaney	Health Services Executive (HSE)
Ms Frances Berry	Centres for Independent Living
Mr Gerard McGuill	Joint Managerial Board (JMB)
Ms Mary Horan	Ministerial Representative
Ms Maureen Costello	Ministerial Representative
Mr Don Mahon	Ministerial Inspectorate Representative
Sr Bernadette Carron	Catholic Primary School Management Association (CPSMA)

Appendix I

NCSE Offices

(full current details are available on www.ncse.ie)

Trim, Co. Meath (NCSE HQ)

Carlow Town, Co. Carlow
Cavan Town, Co. Cavan
Ennis, Co. Clare
Cork City
Fermoy, Co. Cork
Mallow, Co. Cork
Dunmanway, Co. Cork
Letterkenny, Co. Donegal
Glenties, Co. Donegal
Tallaght, Co. Dublin
Blanchardstown, Co. Dublin
Dublin City
Ringsend, Co. Dublin
Baldoyle, Co. Dublin
Dun Laoighaire, Co. Dublin
Galway City
Athenry, Co. Galway
Tralee, Co. Kerry
Naas, Co. Kildare
Kilkenny City
Portlaoise, Co. Laois

Carrick on Shannon, Co. Leitrim
Limerick City
Newcastlewest, Co. Limerick
Hospital, Co. Limerick
Longford Town, Co. Longford
Drogheda, Co. Louth
Castlebar, Co. Mayo
Navan, Co. Meath
Monaghan Town, Co. Monaghan
Tullamore, Co. Offaly
Roscommon town
Sligo Town, Co. Sligo
Nenagh, Co. Tipperary
Clonmel, Co. Tipperary
Waterford City
Mullingar, Co. Westmeath
Enniscorthy, Co. Wexford
Kilcoole, Co. Wicklow
Arklow, Co. Wicklow
Blessington, Co. Wicklow

Resource Allocation Analysis: Primary Schools

Applications in respect of Children in Primary Schools (includes a number of applications from Special Schools)

Applications for Resource Teaching

High incidence disabilities are those disabilities which occur with a greater frequency in the general population and include borderline mild general learning disability, mild general learning disability and specific learning disability. Children with high incidence disabilities are supported through the General Allocation Model (GAM) which operates in primary schools, whereby the Department of Education & Science allocates a quantum of teaching resources to assist schools in making appropriate provision for children with a high incidence disability and pupils who are eligible for learning support teaching.

Low incidence disabilities are those disabilities which occur with less frequency in the general population. Schools are given a specific individual allocation of resource teaching hours for those children who have complex and enduring needs and have been assessed as having a low incidence disability.

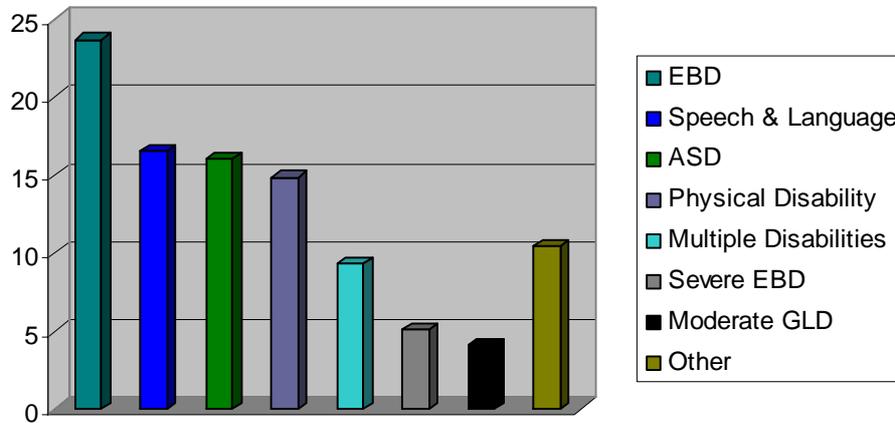
In 2006, **6,566** applications for resource teaching support were received by NCSE in relation to children with low incidence disabilities as children in primary schools with high incidence disabilities are supported through the General Allocation Model (GAM).

Notwithstanding this, over 400 applications for resource teaching were received from primary schools in relation to children who would access supports through the GAM. This may be attributable to factors such as the recent introduction of the GAM or references to specific supports in professional reports. It is intended that the dissemination of information by the NCSE to schools in relation to the allocations process will clarify matters.

3,661 applications for access to SNA support were received from primary schools. . 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.

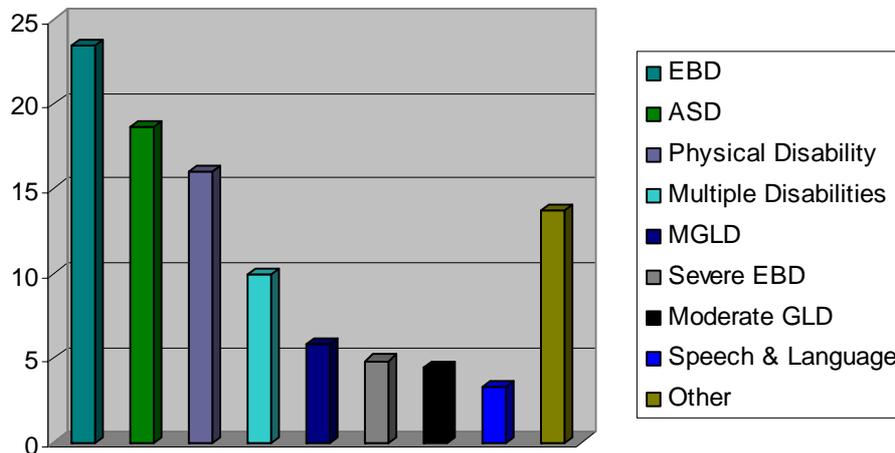
Note: The process of entering all the data in relation to valid applications on the Special Education Administrative System is on-going. An analysis of the applications which have been entered on our system in 2006 indicates a breakdown by disability as shown on the table overleaf.

Resource Hours Applications by Disability – Primary (Mainstream)*
 *includes special classes in a mainstream setting



The category 'other' includes Assessed Syndrome, Visual and Hearing Impairments, Severe and Profound General Learning Disability

SNA Applications by Disability: Primary (Mainstream)*
 *includes special classes in a mainstream setting



The category 'other' includes Visual and Hearing Impairments, Severe and Profound General Learning Disability

Conclusions

The following trends can be identified from the above figures:

- 29% of applications for resource teaching and 29% of applications for access to an SNA related to children with an emotional behavioural disturbance or a severe emotional behaviour disturbance
- 15% of applications for resource teaching and 16% of applications for access to an SNA related to children with a physical disability
- 16% of applications for resource teaching and 19% of applications for access to an SNA related to children with ASD
- 16% of applications for resource teaching and 3% of applications for access to an SNA referred to children with Specific Speech and Language Disorder

Resource Allocation - Decision Analysis: Post-Primary Schools*

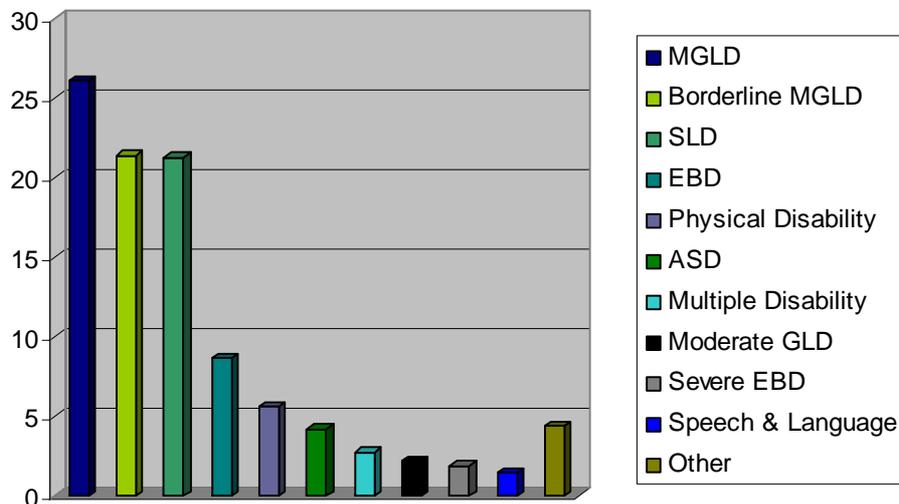
*includes special classes in a mainstream setting

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

4,178 applications for additional teaching support were received while 696 applications were received for access to SNA support.

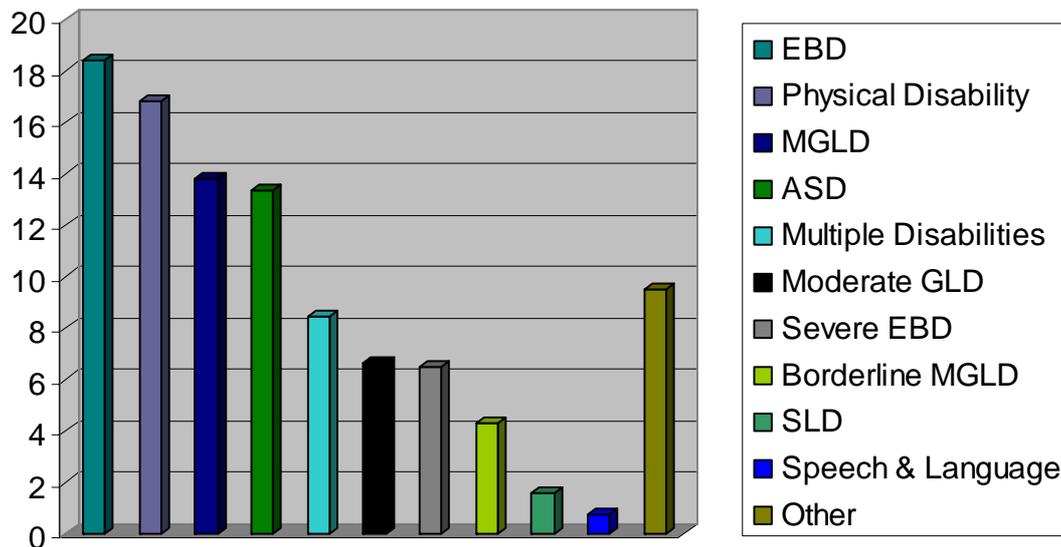
The process of entering all the data in relation to valid applications on our Special Education Administrative System is on-going. An analysis of the applications which have been entered on our system in 2006 indicates a breakdown by disability as shown below.

Applications for Additional Teaching Support by Disability – Post Primary



The category 'other' includes Assessed Syndrome, Visual and Hearing Impairments, Severe and Profound General Learning Disability

Applications for Access to SNA Support by Disability - Post Primary -



The category 'other' includes Assessed Syndrome, Visual and Hearing Impairments, Severe and Profound General Learning Disability

Conclusions

The following trends can be identified from the above figures:

- 11% of applications for additional teaching support and 25% of applications for access to an SNA related to children with an emotional behavioural disturbance or a severe emotional behavioural disturbance
- 68 % of applications recorded for additional teaching support relate to children with a high incidence disability
- 26% of applications for additional teaching support and 14% of applications for access to an SNA related to children with a mild general learning disability.

Appendix 111

NCSE Staffing

	Approved Posts 2006
Chief Executive Officer	1
Principal Officer	3
Assistant Principal	3
Higher Executive Officer	4
Executive Officer	4
Staff Officer	1
Clerical Officer	2
Special Educational Needs Organiser	80
Reduction in Public Service Numbers as applied to NCSE	(3.36)
Total	94.64

Appendix 1V

Summary of Financial Statement

	2006 €	2005 €
Income		
State Grant	7,973,994	6,211,447
Transfer to Capital Account	(64,281)	(160,315)
Other Income	133	
	<hr/> 7,909,846	<hr/> 6,051,131
Expenditure	<hr/> (7,589,249)	<hr/> (6,576,087)
Surplus/(Deficit) of Income over Expenditure	<hr/> 320,597	<hr/> (524,956)

There were no other recognised gains or losses in the year, other than those dealt with in the Income and Expenditure Account.

A copy of the audited financial statements for year ended 31st December 2006 can be accessed on www.ncse.ie.