

**The National Council for
Special Education**

**Annual Report
2007**

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Introduction

This is the fourth 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 2007 to 31 December 2007.

Foreword from the Chairperson

Much of the work of the Council in 2007 was devoted to building on initiatives and work of the previous Council. In this regard a key task was bringing forward the work on developing the Strategic Plan, on which the previous Council had made considerable progress, and finalising it for publication. The Strategic Plan is now completed and will be published in 2008.

The ongoing allocation of resources to schools to enable them to meet the needs of children with special educational needs is a major function of the Council and critical to the successful inclusion of children with special educational needs in all our schools. The implementation of this function in a fair, consistent and transparent manner is and will be a key objective of the Council.

Partnership and communication with a wide range of organisations is a critical element of the work of the Council. I am encouraged by the level of interaction and co-operation that is being developed and embedded between the Health and Education Sectors in general and between the NCSE and HSE in particular. Co-operation and close working relationships between the NCSE and the HSE will be essential to the efficient and effective delivery of the combination of supports that children with special educational needs will require as they progress through the education system and enter the workforce.

The Research and Policy advisory functions of the council are at a development stage. However, staffing arrangements to support these functions are being finalised which should provide for the major expansion of activities in these areas in the coming years.

I now hope that decisions can be made to proceed with the implementation of the EPSEN Act 2004 as soon as possible along the lines proposed in the Council's Implementation Report which was submitted to the Minister for Education and Science in 2006.

Sydney Blain
Chairman

Statement from the CEO

A major organisational improvement was achieved in 2007 with the appointment of Senior Special Educational Needs Organisers (SENOs) which will provide a greater capacity to manage the delivery of frontline services throughout the country and to ensure that a consistency of decision making in relation to resource allocation to schools. The sanctioning of staff for the research and policy advisory areas will now enable the Council to focus on these areas to an extent that was not possible heretofore.

The commencement of the Disability Act in June 2007 has provided opportunities for closer working relationships between the Council and the HSE and allows both organisations to plan collectively for the support of young children with disabilities as they begin their formal schooling.

A core activity of the Council is the allocation of resources to schools based on the individual needs of the child. The statistics provided in this report shows clearly the extent of this task and the range of special needs dealt with by our frontline staff. A constant objective of the Council is to ensure consistency of decision making on a nationwide basis and the re-allocation of resources where needs diminish.

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 2007

Over the course of 2007, the NCSE continued in its efforts to fulfill its statutory remit to improve the delivery of special education provision to children with special educational needs. This is in order to assist children with SEN to participate in and benefit from, education on a par with their peers who do not have such needs and to achieve outcomes from education which will allow them to live fulfilled lives within their communities.

The main achievements in 2007 may be summarised as follows:

1. Appointment of a new Council and suitable governance arrangements agreed and put in place.
2. Processed over 21,000 applications from over 4,000 schools for resources to support children with special educational needs and sanctioned additional resources in accordance with Department of Education and Science policy.
3. The NCSE completed its development and rolled out the planned first phase of a special education needs administration system (SEAS) which will greatly improve the quality of information available on the number and range of children with special educational needs who are being supported.
4. The process by which schools made applications for resources in respect of children with special educational needs was further simplified and the time-frame in which schools received decisions in regard to their applications allowed them to make appropriate arrangements for the next academic year.
5. Appointment of Senior Special Education Needs Organisers marked a significant development in the establishment of regional structures and improved overall management
6. Links established with other agencies to facilitate closer collaborative working arrangements between NCSE and these agencies. It is hoped that, over time, these links will lead to more coherent and child-centered service delivery.
7. Arrangements for the review of NCSE staffing and organizational structure in conjunction with the Department of Education and Science and the Department of Finance in the context of the implementation of Education for Persons with Special Educational Needs Act, 2004 were agreed and initiated.
8. The post of Head of Research was filled and arrangements for staffing other key NCSE functional areas including special educational policy, research support, head quarters and front line services were developed.
9. The process of identifying and agreeing a multi-annual programme of research and putting in place quality assurance and value for money measures for such a programme was initiated.

Services to students, parents and schools

2007/2008 Allocations Process

In order to provide a quality educational service for students with special needs, the planning and co-ordination of special education services needs to be comprehensively addressed at local level. At present, SENOs are principally involved in resourcing schools to meet the needs of children with special educational needs and in ensuring the efficient deployment of these resources, particularly special needs assistant posts, in schools. They have responsibility for processing applications from schools for resource teacher support and processing applications from schools and deciding on the appropriate level of special needs assistant support for children with disabilities.

In respect of the 2007/2008 allocations process, NCSE aimed to ensure that all schools would receive a decision in regard to their applications for resources before the commencement of the summer holidays. This would ensure that schools were in a position to employ or retain the necessary staff before they re-open in September. This time-frame was contingent on NCSE receiving applications from schools in sufficient time.

In order to achieve this, guidelines were issued to primary, second level and special schools on 12th March 2007, which outlined how they could apply for resources in respect of children with special educational needs. It was further agreed that it would no longer be necessary for post primary schools to apply for the retention of resources. In the period April to end June, over 4, 000 schools submitted requests for resources to meet the special educational needs of children in respect of the 2007/2008 academic year.

All applications received by end June were processed and decisions were issued to the relevant schools generally within six weeks of receipt of the application being made, including those with no current SENO coverage. This work required the complete attention of the SENO cohort over this three month period. Operations head office staff also devoted considerable time to this task during the same period. Unlike previous years, schools were in a position to plan for the 07/08 year, taking into account the level of teaching and SNA allocation to the school

The full impact of the applications process was examined over the summer months and the allocation of resources to schools was revisited when the schools re-opened in September. A small number of schools strongly contested the decision of the SENO and these discussions revolved almost entirely around the allocation of SNA resources to the school. In response to this the Council is examining how information relating to the criteria for the allocation of resources might be better provided to schools.

A full analysis of applications received for Primary and Post Primary is set out at **Appendix 11**.

Appointment of Senior Special Educational Needs Organisers

Under the EPSEN Act, 2004, Special Educational Needs Organisers (SENOs) are appointed by Council to co-ordinate the delivery of education services to children with special educational needs. They provide a direct service to the parents of children with special educational needs and to schools within designated geographical areas.

The appointment of Senior Special Educational Needs Organisers in 2007 marked a significant milestone as it facilitated the further development of the regional structures of NCSE and improved overall management. In addition to the appointment of Seniors to regional teams, two senior SENOs were appointed with specialist responsibilities in relation to the allocation of SNAs to school and the identification of issues which require a consistency of approach by SENOs in relation to resource allocation. These appointments added strength to the existing structures within the NCSE and ensured a greater degree of consistency in decision making around the country.

Professional Development for Special Educational Needs Organisers

During 2007, Special Educational Needs Organisers were provided with opportunities for continuing professional development which focused on:

- developing a greater understanding of the respective roles of SENOs and senior SENO in the context of the work-plan for 2007/2008.
- the need for national consistency in the decision making process
- guidelines on the establishment of special classes
- communications and media training

Recently appointed SENOs received a module of induction training which included presentations on the interpretation of professional reports, disability awareness, the EPSEN Act and basic skills training in relation to holding meetings with parents and schools. This module of training was followed by 'on the job' training which was provided by other SENOs at local level.

SENOs were also requested to identify what further training and up-skilling they required to fulfill their prospective roles within the organization.

Special Education Administrative System (SEAS)

Since September 2006 when Council commenced the current phase of the SEAS system, the process of recording the resources allocated to schools in respect of children with SEN has required SENOs to enter the relevant data on to the system. A significant backlog of applications existed and SENOs have concentrated on this work over the summer months of 2007. The process of loading and cleaning the data is completed. The possibility of providing a detailed breakdown of the profile of children with SEN in schools is being explored. The work of establishing a fully reliable database is now well advanced.

Commencement of the Disability Act

From 1st June 2007, the provisions relating to the assessment of persons with a disability were commenced for children aged under five years. Under Section 8 of the Act, the HSE assessment officer may request the NCSE to organise an educational assessment of these children. The current DES policy relates to the provision of resources to meet the educational needs of children when they commence primary school following the assessment of the disability. However, there are a number of areas where early intervention is provided i.e. where the child has a visual or hearing impairment or is on the autistic spectrum. The HSE also provides supports for children with an intellectual disability.

It is now intended that SENOs will act as information providers in relation to these early intervention supports and that contact with parents of children under five will enable the SENO to plan in advance, for the provision of the relevant supports in the education sector. To year end, 23 requests for assessment were received from Assessment Officers.

Further discussions with the DES, the Dept of Health and Children and the HSE regarding the development of policy related to the provision of an assessment of educational needs is required

Establishment of Special Classes for Children with Autism Spectrum Disorder

The special educational needs organizers engaged with schools who expressed an interest in establishing units or special classes for children with ASD. This engagement was further to an announcement by the Minister for Education and Science of a series of measures applying to such schools. The SENOs liaised with these schools concerning the provision of additional accommodation, the recruitment of teachers and also teacher training.

Discussions were ongoing with the DES in relation to the establishment of special classes for children with ASD. Discussions were held regarding the involvement of SENOS in the provision of early intervention programmes for such children. It is envisaged that this process will enable SENOs to liaise with parents and schools before the children enrol in primary level so that the relevant education supports (resource hours, teacher training, special classes) can be provided when they enter school.

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 namely

- 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 2007, the Council provided information to the Appeals Committee in relation to approximately 100 cases involving children with diagnosed special education needs where the section 29 process had been triggered. The trends identified in relation to such appeals are:

- 51% referred to children of primary school going age while 49% related to children of second level school going age
- 20% of cases related to children permanently excluded from the school
- 77% of cases related to children where there was a refusal to enrol the child
- 3% of cases related to children who were suspended from school

In 34% of the above cases, the appeal was not upheld while in 30% of cases the appeal was upheld. In other cases a facilitator or local resolution applied or the appeal was withdrawn.

Standards for Assessment Working Group

During 2007, this working group, comprising of representatives from the health and education sectors, completed its work in developing standards for assessments, to meet the requirements of both the Disability Act and the EPSEN Act. The application of these standards should result in a dovetailing of the assessment processes, as set out in each Act so that the relevant supports may be provided, as appropriate.

Following the completion of this work, a new working group was established to examine how these standards will apply at a professional level i.e. with regard to persons involved in the assessment process. Meetings of this group, which is initially focused on the assessment process for children under five years, took place on a number of occasions throughout the year. Discussions centered on the development of a template for use by the Assessment Officers in the preparation of an assessment report.

NCSE is represented on this group whose work is overseen by the cross sectoral working group, comprised of senior officials from the health and education sectors.

Working in collaboration

Throughout 2007, the NCSE continued to liaise and engage with the Department of Education and Science, the HSE and other agencies through:

1. Representation on the **DES Standing Committee**, which comprises officials from the line sections of the DES, and representatives from the NCSE, NEPS and the Inspectorate. This committee is used as a forum in which both sides can discuss operational issues in the context of the policy which currently applies.
2. Liaison with the **School Transport Section, DES** to discuss the role of the SENO in providing a report for school transport section. Revised procedures for processing applications from schools will commence in the 07/08 school year.

3. Participation in the **Value for Money Review of the Special Needs Assistant Scheme**: The Council was informed by the DES that the current policy on SNAs had been selected for a formal value for money and policy review. NCSE agreed to participate in the review process.
3. Meetings held with the **National Educational Psychological Service** to further develop the structured regional links between both agencies.
4. Discussions held with the **Health Service Executive HSE** to clarify the respective roles of NCSE and HSE in the assessment processes set out in the Disability Act.

During 2007 meetings were also held with the following groups: Co. Dublin VEC Psychological Service, the National Parents and Siblings Alliance, and Principals in the Limerick area.

Strategy Statement 2008 -2011

The Council, building on the work of the previous council, finalized a strategy statement to be published in 2008. The Council members, along with the Executive, developed the statement to identify core objectives, key result areas and outcome measures for the next four years. The Strategy Statement is available on the NCSE website, www.ncse.ie

Research

Throughout 2007, the fourteen projects identified under the Special Education Research Initiative (SERI) were progressed by the researchers appointed to them.

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 and further data gathering and submissions since the Committee was disbanded was completed.

The Minister for Education and Science requested that the Council commission a review of special schools and classes. The proposal for the research was advertised in August 2007 and the contract was awarded in December 2007.

The Head of Research and Development post was vacant from late 2006 and throughout 2007 and this had an impact on the expansion of the research programme during 2007.

Corporate Services

Corporate Governance

A new Council was appointed by the Minister in January 2007. Appropriate briefing arrangements for the new Council were put in place to assist members in the discharge of their responsibilities and duties as Council members. The NCSE Governance hand book for council Members which was developed and agreed by the previous Council in line with best Governance practice and incorporating the Government Guidelines was updated by the Institute of Public Administration and agreed by Council.

Further development of the Organisation

The Council continued to maintain and develop its organisational infrastructure, staffing, systems and corporate capacity during 2007. This ongoing infrastructure development included staffing, accommodation, central services, information technology and finance. Development in this regard is linked to approved staffing complements and the budgetary and policy parameters in which NCSE operates including clarification regarding the implementation of the Education for Persons with Special Educational Needs Act, 2004.

The strategic development of the organisation continued to focus on capacity building in line with organisational needs.

Human Resources

National Council for Special Education staff as civil servants are recruited and employed in accordance the provisions which apply to the Civil Service generally. NCSE staff include an appropriate mix of general service and specialist grades. Appropriate staff development and training programmes are put in place to develop the skill sets and competencies to deliver the wide range of functions required by NCSE.

Details of NCSE approved staffing during 2007 are set out in **Appendix 111**. A review of the NCSE organisational and staffing structure related to the implementation of EPSEN was commenced in 2007. In recognition of the staffing needs of NCSE pending the outcome of the review, 7 additional posts were approved during 2007 including that of Special Education Policy Adviser in the context of the policy advisory role of the Council, a Research Officer post to support the research remit of the NCSE. Additional administrative posts were approved to support and manage general organisational functions.

A local service area management structure was agreed and implemented in 2007 . 12 Senior Special Education Needs Organiser positions and 10 local service areas were implemented. This was an essential structural development to ensure more effective

and efficient organisation of NCSE local services and to ensure improved access to appropriate educational services for persons with special educational needs

The establishment of permanent positions and a local management structure impacted positively on the retention of staff and on the development and improvement of local services.

Transfers of staff under the Government decentralisation programme continued to adversely impact on NCSE head office staff in the retention of skills and required rebuilding of skills and competencies in key functional areas as required.

NCSE finalised the first phase of implementation of the Human Resources Management System which will be very important in enhancing personnel management and development capacity in line with organisational needs.

IT Systems

NCSE continued to develop, review and maintain its IT network and the necessary security, disaster recovery and data protection processes. NCSE also continued to develop the IT capacities of its new and existing staff and to ensure that necessary accommodations were made where necessary and possible.

The first phase of the Special Education Administration System (SEAS) was implemented in 2007 and some necessary enhancement work was effected. This IT system has been developed to support and enable efficient and effective delivery of some of the key functions of the Council including local services, case management, management information, research data and policy advice. Work on data completion and verification and on embedding the system in NCSE work systems processes continued satisfactorily during 2007.

During 2007, NCSE upgraded its remote on line wireless connectivity for its local service providers. It also enhanced its broadband connectivity to local NCSE offices. Improved connectivity on its wide area network further enhanced the efficiency and effectiveness of local NCSE service delivery.

Local Office Network

NCSE has continued to maintain and further develop its local office network in 2007 in line with appropriate norms and organisational needs. NCSE has aimed to provide a network of office throughout the State to ensure local access to services, development of local teams and networking with other related service providers. In the provision of offices, NCSE has worked in so far as possible with the Office of Public Works within the context of its general property maintenance and development programmes. Where necessary, NCSE has procured necessary provision separately from OPW programmes, but availed of OPW advice in so far as possible. Details of NCSE offices are outlined in **Appendix I**.

Finance

The Council has taken steps to ensure an appropriate control environment by:

- ensuring the NCSE complies with its financial obligations under the Act
- 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.

During 2007 the Council commissioned external consultants to carry out three internal audit reviews including a review of its system of internal financial controls.

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

Governance

Appointment of a new Council of the National Council for Special Education

Following expiration of the term of office of the first Council of the National Council for Special Education, the Minister for Education and Science appointed a new Council under Section 21 of the Education for Persons with Special Educational Needs Act, 2004 for a term commencing 1st January 2007 and to expire on 31st December 2009.

Membership of the Council

The Chairperson and 12 other members of the Council were appointed by the Minister for Education and Science 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.

Membership of the Council of the NCSE	
Mr Sydney Blain (Chairperson)	Principal , Church of Ireland College of Education, Rathmines, Dublin
Mr Christy Lynch	CEO KARE, Nominated by NDA
Dr Seamus Hegarty	Chairman of the International Association for the Evaluation of Educational Achievement. Former Director of the National Foundation for Educational Research in England and Wales
Ms Siobhan Barron	Director, National Disability Authority, Nominated by NDA
Mr Rory O Sullivan	Principal, Killester College of Further Education, Dublin
Ms Teresa Griffin	Principal, Special Education Section, Department of Education and science
Mr Tom O Sullivan	Assistant General Secretary, Irish National Teachers Organisation Former Principal of St Senan's Boys National School, Limerick.
Professor Patricia Noonan Walsh	Professor of Disability Studies, UCD. Vice-President International Association for the Scientific Study of Intellectual Disability
Sr. Maighread Ní Ghallchobhair	Vice Chairperson of the National Association of Boards of Management in Special Education. Former principal of Benincasa School for children with behavioural and emotional difficulties
Ms Anita Dillon	Special class co-ordinator in Killina Presentation Secondary School, Tullamore, County Offaly
Mr Dermot Ryan	Principal, Department of Health and Children. Nominee of Minister for Health and Children
Caroline O Brien	Assistant Principal of Holy Child Secondary School, Killiney, County Dublin. Former member of the Board of Directors of the Special Olympics Ireland.
Mr Gearóid Ó Conluain	Deputy Chief Inspector, Department of Education and Science

Council Meetings

The first meeting of the new Council was held on 26th/27th February 2007. The Council met on 7 occasions during 2007.

Council Committees

The Council established four committees under Section 33 of the EPSEN Act. These committees operated during 2007 and reported to Council in accordance with their agreed terms of reference and governance guidelines. Members of the Council agreed to act on one or more committees. In the case of the Audit Committee, the Council appointed an external Chairperson with relevant experience.

Research and Communications
Dr Seamus Hegarty (Chairperson)
Mr Gearoid O Conluain
Mr Tom O Sullivan
Professor Patricia Noonan Walsh

Strategy and Policy
Mr Christy Lynch (Chairperson)
Ms Caroline O Brien
Ms Anita Dillon
Sr Mairead Ni Gallachobhair

Finance
Ms Siobhan Barron (Chairperson)
Mr Rory O Sullivan
Ms Teresa Griffin
Mr Dermot Ryan

Audit
Mr Donal Lawlor (Chairperson)
Mr Christy Lynch
Dr Seamus Hegarty
Ms Siobhan Barron

Deputy Chairperson of the Council

The Council elected Christy Lynch 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 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.

For 2007, the Consultative Forum consisted of the following members:

Members of the Consultative Forum 2007	
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
Baltinglass, 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.

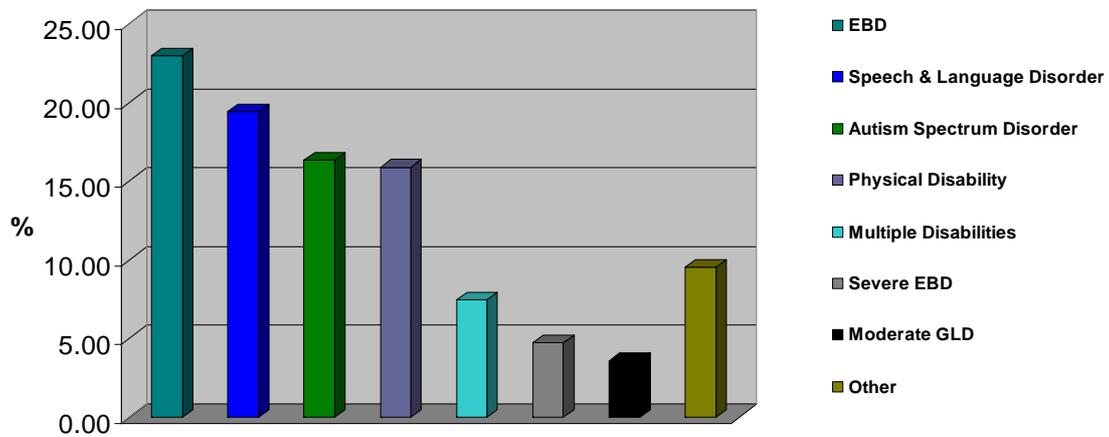
In 2007, 7,847 applications for resource teaching support were received in relation to children with low incidence disabilities as children in primary schools with high incidence disabilities are supported through the General Allocation Model.

Notwithstanding this, over 400 applications for resource teaching were received from 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.

3,846 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.

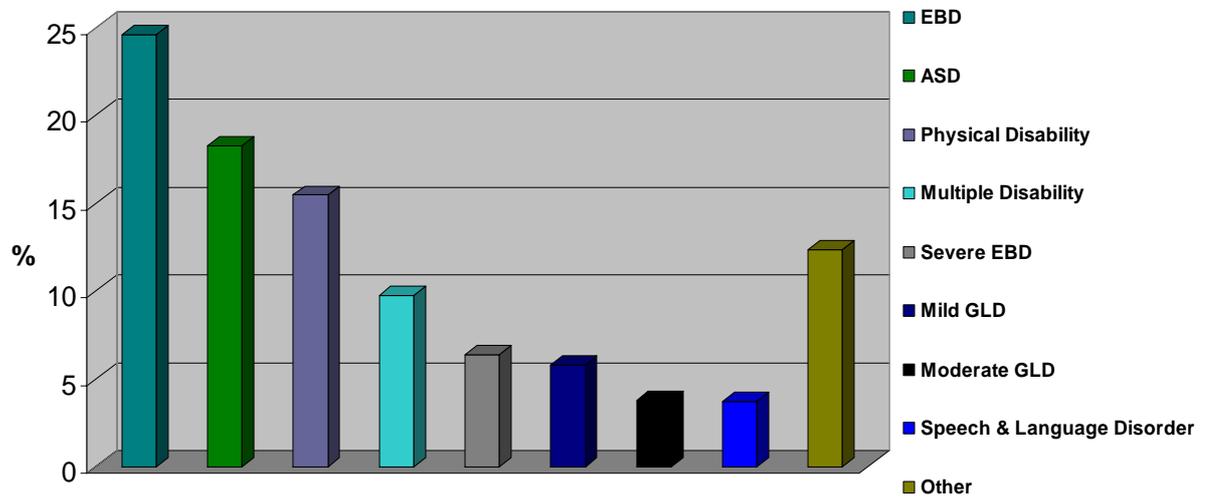
The process of entering all the data in relation to these applications on our Special Education Administrative System is on-going. An analysis of applications entered on our system in 2007 indicates a breakdown by disability as shown overleaf.

Resource Hours Applications by Disability – Primary (Mainstream)*
 *includes those in a special class 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 those in a special class 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:

- 28% of applications for resource teaching and 34% of applications for access to an SNA related to children with an emotional behavioural disturbance or a severe emotional behaviour disturbance.
- 16% of applications for resource teaching and 17% of applications for access to an SNA related to children with a physical disability
- 16% of applications for resource teaching and 20% of applications for access to an SNA referred to children with ASD.
- 19% of applications for resource teaching and 4% of applications for access to an SNA referred to children with Specific Speech and Language Disorder

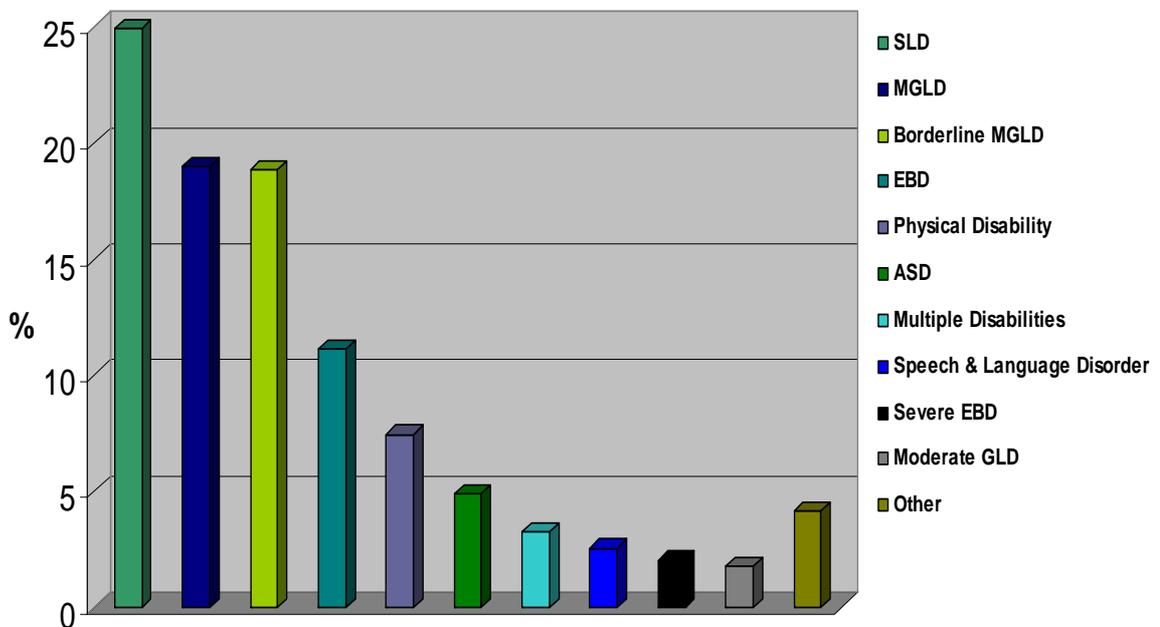
Resource Allocation Analysis: Post-Primary Schools*

*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.

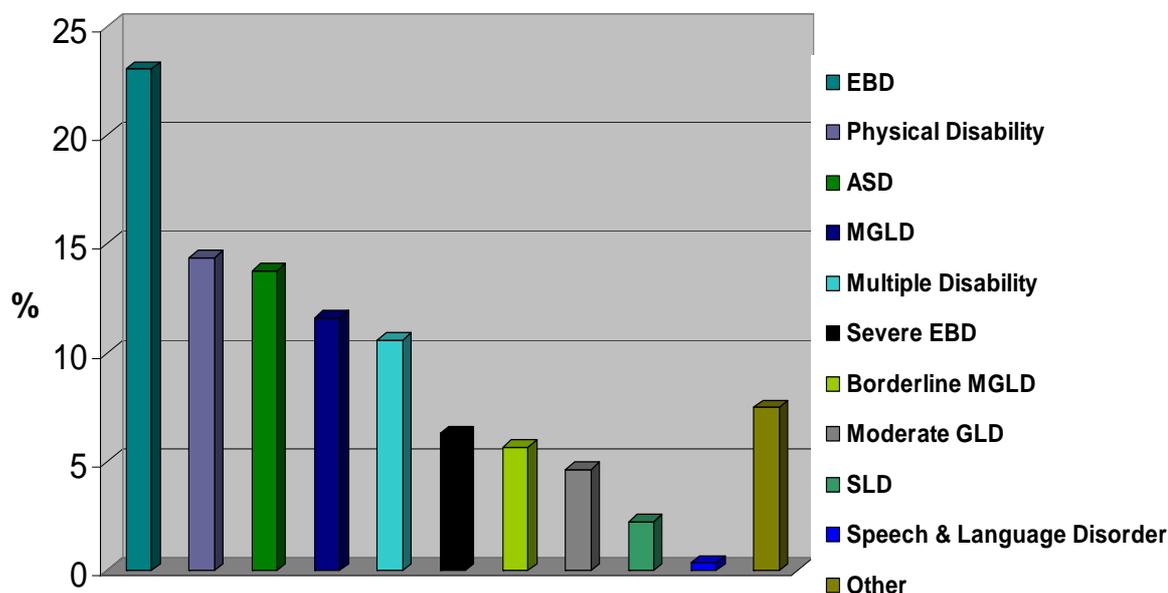
6,592 applications for additional teaching support were received while **1,163** applications were received for access to SNA support.

Applications for Additional Teaching Support by Disability – Post Primary



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

SNA Applications by Disability – Post Primary



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

Conclusions

The following trends can be identified from the above figures:

- 13% of applications for additional teaching support and 29% of applications for access to an SNA related to children with an emotional behavioural disturbance or a severe emotional behavioural disturbance
- 63% of applications recorded for additional teaching support relate to children with a high incidence disability
- 19% of applications for additional teaching support and 12% of applications for access to an SNA related to children with a mild general learning disability

Appendix III

NCSE Staffing

	Approved Posts 2007
Chief Executive Officer	1
Principal Officer	4
Assistant Principal	5
Higher Executive Officer	5
Executive Officer	5
Staff Officer	1
Clerical Officer	3
Senior Special Educational Needs Organiser	12
Special Educational Needs Organiser	70
Total	106

Appendix IV

Summary of Financial Statement

	2007 €	2006 €
Income		
State Grant	8,919,539	7,973,994
Transfer to Capital Account	64,524	(64,281)
Other Income	10,849	133
	<u>8,919,912</u>	<u>7,909,846</u>
Expenditure	<u>(7,916,848)</u>	<u>(7,589,249)</u>
Surplus/(Deficit)of income over expenditure	<u>1,078,064</u>	<u>320,597</u>

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 2007 can be accessed on www.ncse.ie.