

Service Delivery Plan: NCSE Support Service, 2017/2018

From March 2017, the Special Educational Support Service (SESS) the National Behaviour Support Service (NBSS) and the Visiting Teacher Service for Children with Visual or Hearing Impairment (VTVHI) have transferred to the managerial control of the National Council for Special Education (NCSE). These services, supported by additional teaching posts and in conjunction with existing NCSE services, provide for a Support Service within the NCSE.

The advisory and intervention supports which had previously been provided to schools by a number of different bodies and organisations will now be provided by a single body.

The development of the NCSE Support Service will mean that schools will receive a more cohesive service provision and more integrated support.

The NCSE Support Service will co-ordinate, develop and provide for 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 on issues relating to the provision of education for children with special educational needs.

A new model for allocating special education teachers to schools has been introduced effective from September 2017.

The revised allocation model replaces the generalised allocation models at primary and post primary school level for learning support and high incidence special educational needs, and the NCSE allocation process which provided additional resource teaching supports to schools in order to support pupils assessed as having Low Incidence disabilities.

The NCSE Support Service will also support schools in implementing the new allocation model, in accordance with the criteria and Guidance which has been provided for schools.

This support will involve Continuing Professional Development or further training for school staff, advice in relation to the deployment of resources or the development of support plans.

It will also provide for a review process for schools that can clearly demonstrate that exceptional circumstances have arisen in the school.

The Department of Education and Skills and the NCSE have agreed the services which the NCSE Support Service will deliver for 2017/18. The Department will support the NCSE in the delivery of these services and the DES shall provide the necessary resources to the NCSE to enable them achieve the outcomes indicated.

The Services which the NCSE Support Service will deliver for 2017/18 are:

1	<p>Support the implementation of the new model for allocating Special Educational Needs Teachers to schools.</p> <p>Provide information and assistance to schools in relation to the manner in which schools are intended to utilise and deploy their special education teaching resources in accordance with the criteria and guidance provided for schools.</p>
	<p>Outcome: Schools are supported to implement new model</p>
	<p>Timeframe: Throughout the course of 2017/18 school year</p>
2	<p>Develop, manage and operate a review process for exceptional needs provision under the new model for allocating Special Educational Needs Teachers to schools.</p> <p>Process and respond to requests from schools for a review of their special education teaching allocation or the utilisation of their allocation where exceptional circumstances have been citing as arising in schools in accordance with agreed procedures.</p> <p>Support schools where necessary in managing their special education resources. This may involve:</p> <ul style="list-style-type: none"> • Additional guidance and support for schools in the management and distribution of their Special Educational Needs Support Teaching Allocations. • Support for schools on the implementation of specific teaching approaches, the promotion of inclusive teaching methodologies and the development of effective assessment and management strategies. • Additional in school support, or continuing professional development, may be offered or provided to the school. • Assistance to schools to provide additional support for individual pupils, where necessary. • In exceptional circumstances, where it can be demonstrated that the schools profile has changed very significantly since the school profiles were developed, recommend additional support.
	<p>Outcome: Review Process implemented</p>
	<p>Timeframe: Review Process in place by October 2017 and implemented throughout</p>

	the course of 2017/18 school year
3.	<p>Co-ordinate, develop and provide for 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 including:</p> <p>Design, develop, evaluate, quality assure, review and update:</p> <ul style="list-style-type: none"> • Suite of NCSE standardised presentations on the education of students with special educational needs to include presentations to support new allocation model and all areas of SEN • Models of Continuing Professional Development • Tailored Continuing Professional Development relevant to the provision (mainstream, special class or special school) • NCSE resource materials • NCSE parental information seminars • NCSE guidelines documents including collation of existing publications • Design models of in-school support which are based on evidence-informed practices • Collaborate, as necessary, with DES Services and Agencies in the design and development of materials • Make recommendations on external training programmes such as TEACCH; PECS; ISL; Braille etc. • Provide training programmes to schools to support differentiation and inclusion of pupils with Special Educational Needs
	<p>Outcome: Training, professional development initiatives and support provided for schools in relation to the provision of education for students with special educational needs.</p>
	<p>Timeframe: Throughout the 2017/18 school year</p>
4.	<p>Support schools on the management of challenging behaviour</p> <p>Provide a range of supports for schools in relation to the management of challenging behaviour, including:</p>

	<ul style="list-style-type: none"> • Provide Multi-Level System of Student Support to partner post-primary schools and short term support to targeted schools in relation to behaviour (including data collection and analysis, work with school teams, observation of students, meeting with parents, developing student plans, intervention planning). • Provide continuous support for 81 in-school Behaviour Support Teachers • Provide support to Principals and Deputy Principals on behavioural issues in relation to Special Educational Needs • In specific cases, provide for Occupational Therapy and Speech and Language Therapy support • Conduct Environmental Audits (OT) • Support Co-teaching and Modelling • Student Support Teams/Care Teams • Check and Connect – an Adult Mentoring Programme for Students
	<p>Outcome: Professional development initiatives and support provided for schools in relation to the management of challenging behaviour in relation to the education for students with special educational needs.</p>
	<p>Timeframe: Throughout the 2017/18 school year</p>
<p>5.</p>	<p>Provide support to children who are deaf/hard of hearing and children who are blind/visually impaired</p> <ul style="list-style-type: none"> • Provide support and advice to parents and families of children with Hearing Impairment (HI) or Visual Impairment (VI) from the age of diagnosis • Conduct Environmental Audits • Provide ongoing support to teachers where there is a student with VI/HI • Provide and assist with teaching in relation to the areas of language and communication • Provide advice and support on different modes of communication • Direct support to children in homes and pre-schools from time of diagnosis • Contribution to development of Student Support Plans/IEPs

	<ul style="list-style-type: none"> • Conduct Assistive Technology Assessments • Liaise between schools and National Braille Production Centre regarding alternative format texts • Provide for functional Visual Assessments and other HI/VI Assessments • Provide Professional Reports for AT, SNA, Typing Tuition, ISL applications, RACE, • Transition Reports at time of moving between schools
	<p>Outcome: Supports provided to schools, parents, and children in relation to the education of children who are deaf/hard of hearing and children who are blind/visually impaired.</p>
	<p>Timeframe: Throughout the 2017/18 school year</p>
6.	<p>Speech and Language Therapy: Manage and administer a pilot/demonstration project for in-school Speech and Language Therapy services in 2018.</p> <ul style="list-style-type: none"> • Develop and test a model for the delivery of in-school speech and language and occupational therapy support, in a defined regional area, across a range of schools, in conjunction with the HSE and supplementing existing HSE therapy services. • The pilot will develop greater linkages between educational and therapy supports. • Provide for in school therapy services and also professional support, training and guidance for school staff and parents. • Assist schools to develop their capacity to support children with speech and language therapy needs in schools, while also focusing on early identification and intervention.
	<p>Outcome: A demonstration project for in-school Speech and Language Therapy services is established and operation in a defined number of schools.</p>
	<p>Timeframe: Development and finalisation of criteria for development project October 2017 to January 2018.</p> <p>Project effective in the pilot schools from September 2018.</p>

