



LEARNING FROM THE PAST, LEADING TOWARDS INCLUSION
EXCELLENCE AND EQUITY FOR ALL

Research Conference

09/11/2023

John Kearney CEO

NCSE – Leading Towards Inclusion

- **Historical Context**
- **Organisational Restructuring**
- **Operational Excellence**
- **Current Developments**

Increase in Special Education Activity

In the last decade there has been:

- **81% increase in SNA numbers**
- **44% increase in SET numbers**
- **556% increase in the number of special classes**
- **117% increase in applications for transport and AT**
- **Current prevalence rate for autism is estimated at 3.11%, a doubling from 1.5%**
- **27% investment of Total Education Budget**

The Evolution of the NCSE

Over the last number of years, the NCSE has been on a journey to deliver a better special education service for Ireland and during that time they have undergone significant change to get to where they are today. The timeline below shows the journey that the NCSE has been on to date and how they have arrived at this Organisation Design Review stage.

NCSE Established

2003

The NCSE was first established as an independent statutory body by order of the Minister for Education and Science to improve the delivery of education services to persons with special education needs (SEN) arising from disabilities with particular emphasis on children.

The NCSE was to:

- Plan, co-ordinate and review the provision of educational supports for students with SEN in line with Department of Education (DoE) policy.
- Provide the Minister for Education with expert, independent, and evidence-informed policy advice.
- Commission, conduct, and share research on all aspects of special education.
- Review and advise on the continuing options available in higher, adult and continuing education, and rehabilitation and training for adults with special educational needs.

2017

The NCSE brought three services together: the Special Education Support Service, the National Behaviour Support Service, and the Visiting Teacher Service.

The goal for this amalgamation was to provide an enhanced and a unified service for schools to support students with SEN.

2022

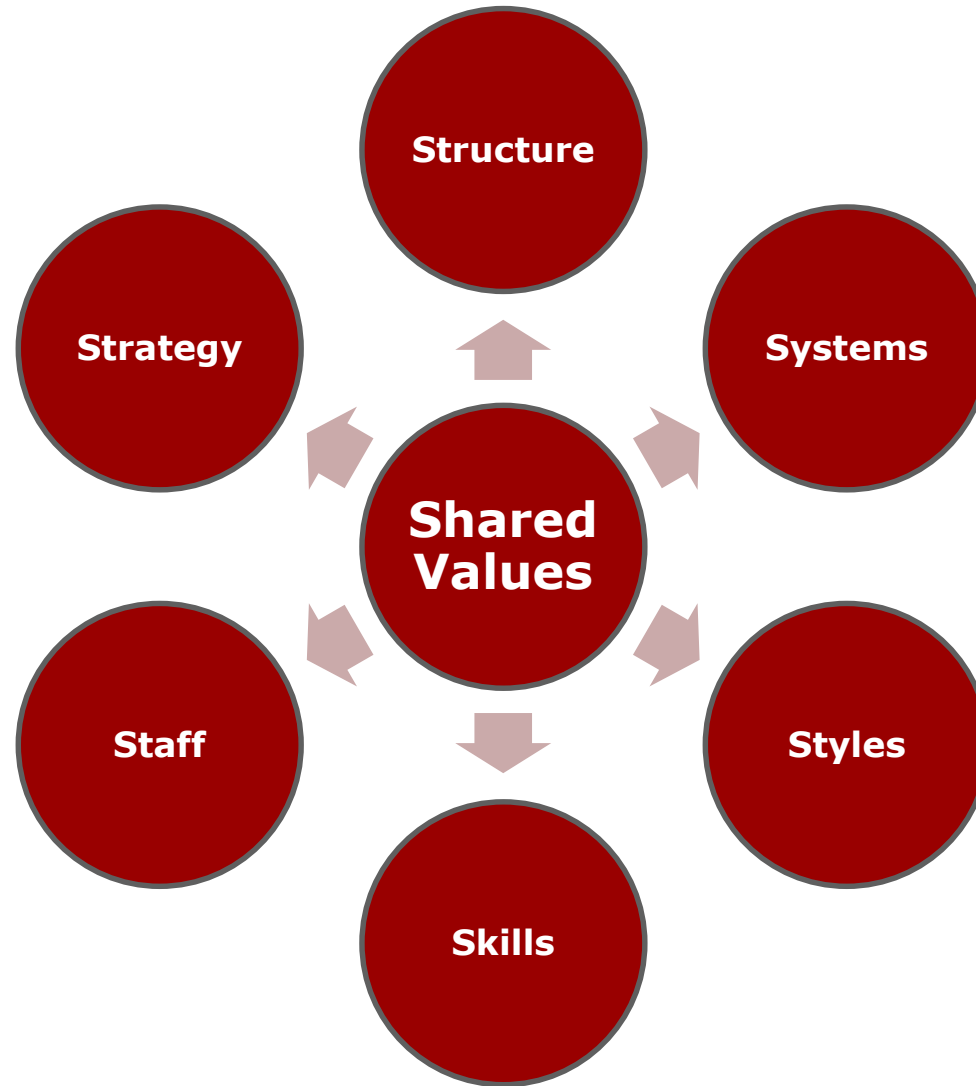
The Minister announced an investment of nearly €13 million to support the expansion and development of the NCSE, which will include the recruitment of 160+ additional staff.

As part of this investment, EY have been engaged to undertake an organisational review of the NCSE to assess, refine and enhance the NCSE organisation and support the definition of a future state that is fit for purpose, and enables NCSE to meet their strategic objectives.

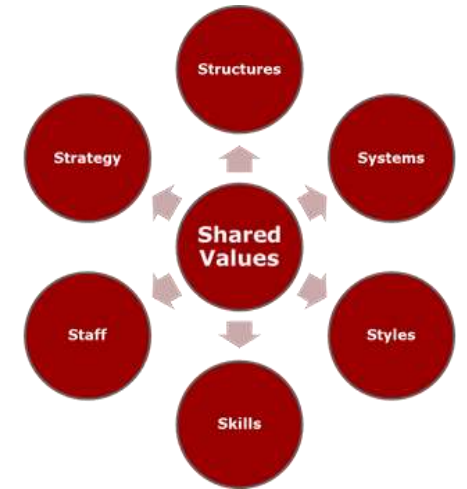


Org. Design Review

NCSE Cultural Development



NCSE - Leading Towards Inclusion



Importance of Vision

“If you are working on something exciting that you really care about, you don’t have to be pushed. The Vision pulls you.”

- *Steve Jobs*

Students at the centre



Sean



Joy



Laura

NCSE – Vision

World Class

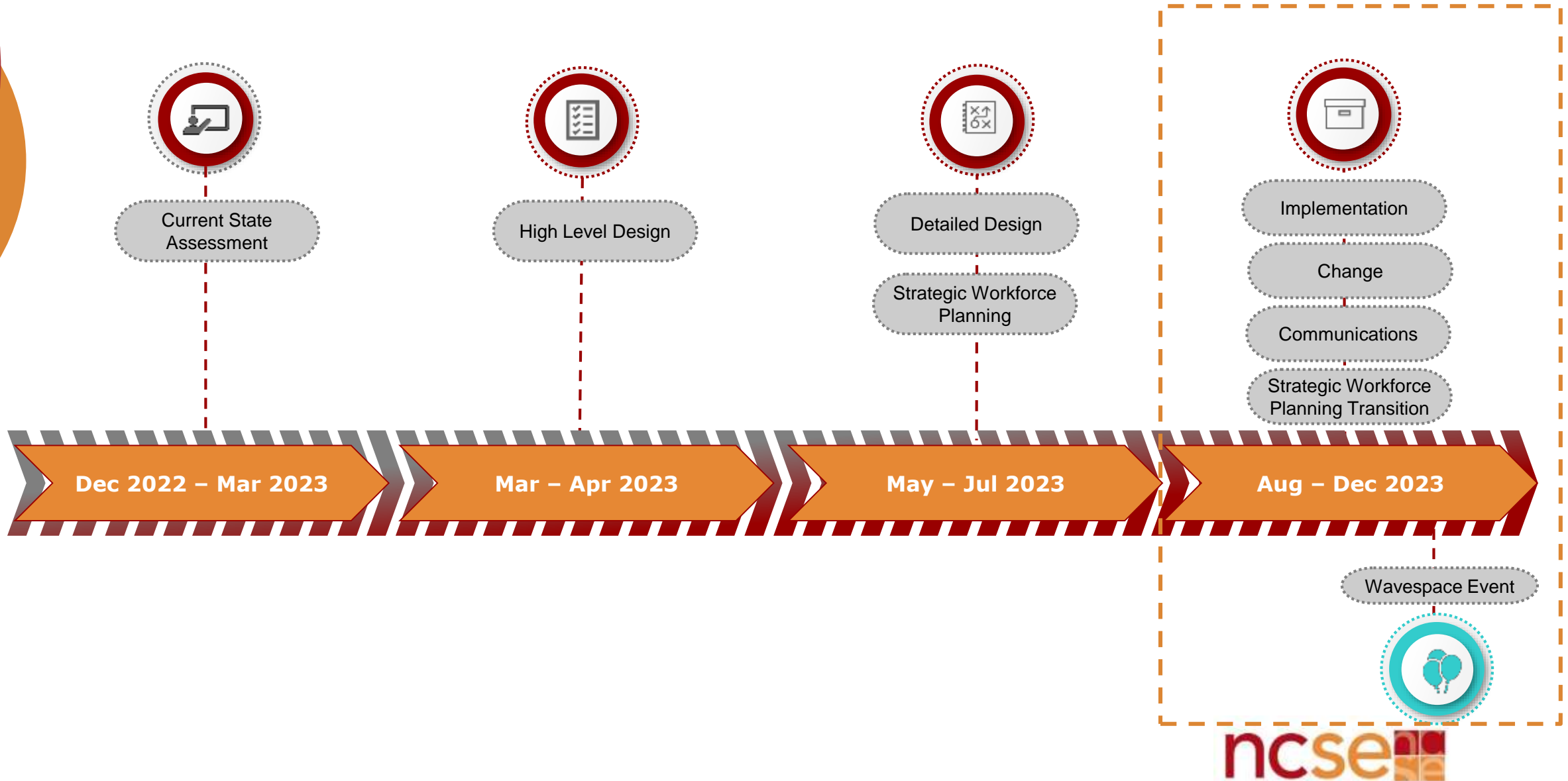
Inclusive Education System

for Ireland

NCSE DESIGN PRINCIPLES

- **Becoming an employer of choice with staff welfare and development at the heart of corporate strategy**
- **Thinking systematically and creating constancy of purpose to ensure value for students, families and school communities.**
- **Transforming schools with sustained support and expert practice, guidance and advice.**
- **Driving an inclusive education system with integrated research, policy and practice.**

NCSE & EY Journey



NCSE Strategic Workforce Planning

Absenteeism Profile

Pillar	Job title	Absenteeism %
Inclusion & Education Support Services	Principal Officer	0.1%
Inclusion & Education Support Services	Assistant Principal Officer	0.0%
Inclusion & Education Support Services	Specialist Lead	3.7%
Inclusion & Education Support Services	Regional Manager	1.8%
Inclusion & Education Support Services	Team Manager	5.1%
Inclusion & Education Support Services	SLT Manager	0.7%
Inclusion & Education Support Services	OT Manager	0.7%
Inclusion & Education Support Services	SENO	3.2%
Inclusion & Education Support Services	Visiting Teacher	5.0%
Inclusion & Education Support Services	Advisor	2.3%
Inclusion & Education Support Services	Therapist	1.0%
Service Delivery Support	Principal Officer	0.1%
Service Delivery Support	Assistant Principal Officer	0.0%
Service Delivery Support	Higher Executive Officer	0.4%
Service Delivery Support	Executive Officer	2.1%
Service Delivery Support	Clerical Officer	1.8%
Service Delivery Support	Administrative Officer	0.0%
People Management Support Development & Transformation	Principal Officer	0.1%
People Management Support Development & Transformation	Assistant Principal Officer	0.0%
People Management Support Development & Transformation	Higher Executive Officer	0.4%
People Management Support Development & Transformation	Executive Officer	2.1%
People Management Support Development & Transformation	Clerical Officer	1.8%
Finance, Governance & Research	Principal Officer	0.1%
Finance, Governance & Research	Assistant Principal Officer	0.0%
Finance, Governance & Research	Higher Executive Officer	0.4%
Finance, Governance & Research	Executive Officer	2.1%
Finance, Governance & Research	Clerical Officer	1.8%
Systems & Innovation	Principal Officer	0.1%
Systems & Innovation	Assistant Principal Officer	0.0%
Systems & Innovation	Higher Executive Officer	0.4%
Systems & Innovation	Executive Officer	2.1%
Systems & Innovation	Clerical Officer	1.8%

*Average absenteeism rates, provided by NSCE on 3Jul23, representative of 2021 and 2022 (years), APO rate to be determined

% Volumes by County*

County	Total number of applications 2021-2022 (Average)
Dublin	22.8%
Cork	20.5%
Galway	4.7%
Kildare	5.0%
Kerry	4.2%
Meath	4.4%
Louth	4.3%
Limerick	3.5%
Wicklow	3.5%
Tipperary	2.1%
Mayo	1.6%
Wexford	3.2%
Roscommon	1.3%
Clare	1.7%
Sligo	1.4%
Waterford	1.7%
Offaly	1.6%
Laois	1.6%
Donegal	2.6%
Westmeath	1.4%
Kilkenny	1.3%
Carlow	1.0%
Cavan	1.8%
Monaghan	1.3%
Leitrim	0.6%
Longford	0.8%

*Total number of AT applications by county/year, provided by NCSE on 17May23, representative of 2021-2022(Average)

Supply by County(Current FTE) Profile

County	Current Supply(FTE) by County																									
	Dublin	Cork	Galway	Kildare	Kerry	Meath	Louth	Limerick	Wicklow	Tipperary	Mayo	Wexford	Roscommon	Clare	Sligo	Waterford	Offaly	Laois	Donegal	Westmeath	Wicklow	Carlow	Cavan	Monaghan	Leitrim	Longford
Principal Officer	1					1																				
Assistant Principal Officer	2					6																				
Higher Executive Officer	1					8																				
Executive Officer	3					7																				
Clerical Officer	7					15																				
Administrative Officer	1																									
Specialist Lead(Senior Behav. Auton. Therap. CP, Adult Services)	1																									
Regional Manager	1.00	0.25	0.20	0.20	0.1	0.20	0.20	0.20	0.20	0.25	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20
Team Manager	1.00	0.25	0.20	0.20	0.1	0.20	0.20	0.20	0.20	0.25	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20
SLT Manager	1																									
OT Manager	1																									
SENO	17	8	7	1	2	9	2	5		1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	
Visiting Teacher	9	6	4	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	
Advisor	9	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Therapist	15					5																				
Inclusion of Therap. CP, SP, OT, SLT, and SENI, OT, SLT																										

Attrition Profile

5% Attrition rate to be applied across each Pillar/ Job title

NCSE Strategic Workforce Planning

Percentage Volumes by County

% Volumes by County*

County	Total number of applications 2021-2022 (Average)
Dublin	22.8%
Cork	20.5%
Galway	4.7%
Kildare	5.0%
Kerry	4.2%
Meath	4.4%
Louth	4.3%
Limerick	3.5%
Wicklow	3.5%
Tipperary	2.1%
Mayo	1.6%
Wexford	3.2%
Roscommon	1.3%
Clare	1.7%
Sligo	1.4%
Waterford	1.7%
Offaly	1.6%
Laois	1.6%
Donegal	2.6%
Westmeath	1.4%
Kilkenny	1.3%
Carlow	1.0%
Cavan	1.8%
Monaghan	1.3%
Leitrim	0.6%
Longford	0.8%

*Total number of AT applications by county/year, provided by NCSE on 17May23, representative of 2021-2022(Average)

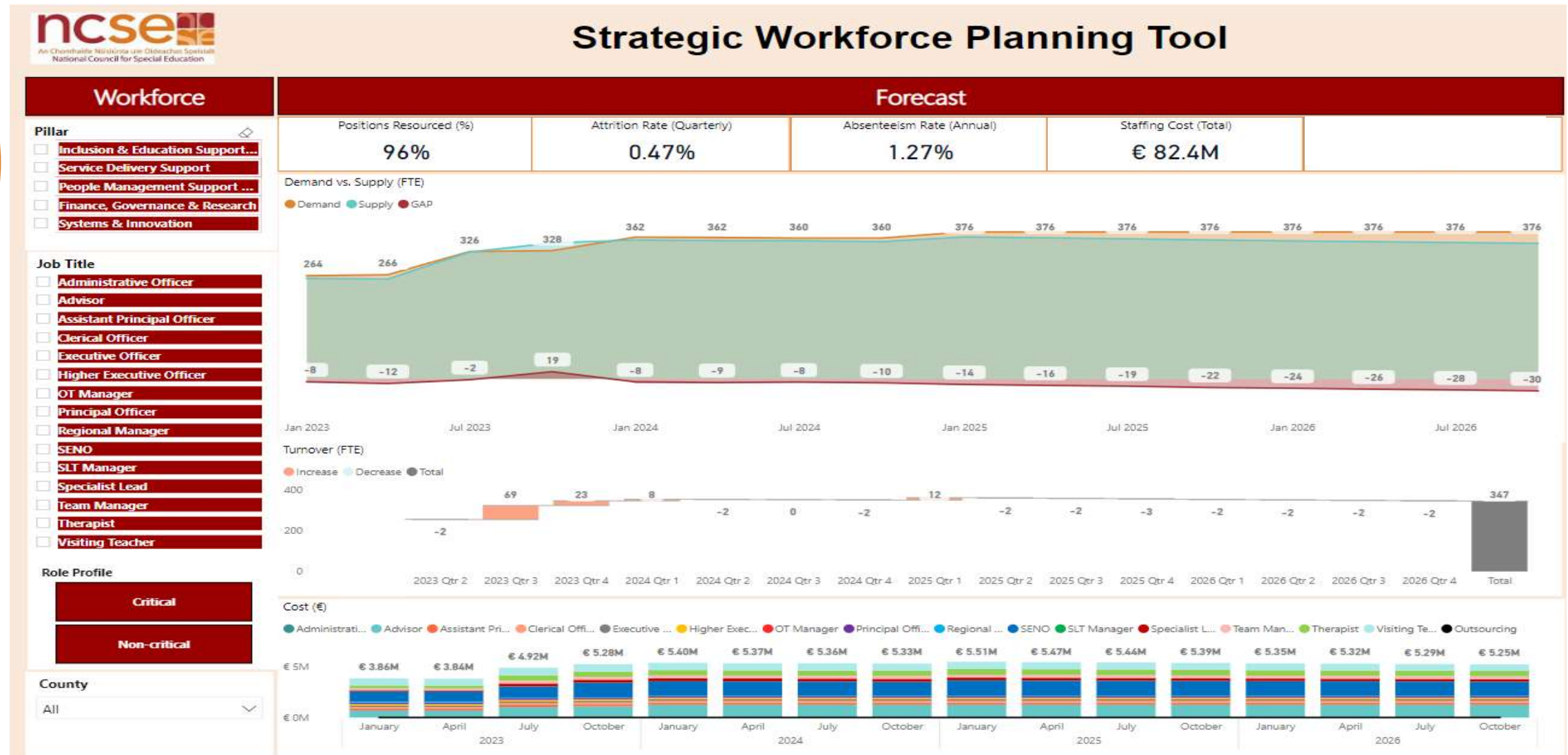
Population by County*

County	Population by County	Percentage of Irish Population
Dublin	1,450,701	28.31%
Cork	581,231	11.34%
Galway	276,451	5.4%
Kildare	246,977	4.82%
Kerry	155,258	3.03%
Meath	220,296	4.3%
Louth	139,100	2.71%
Limerick	205,444	4%
Wicklow	155,485	3.03%
Tipperary	167,661	3.27%
Mayo	137,231	2.68%
Wexford	163,527	3.19%
Roscommon	69,995	1.37%
Clare	127,419	2.49%
Sligo	69,819	1.34%
Waterford	127,085	2.48%
Offaly	82,668	1.61%
Laois	91,657	1.79%
Donegal	166,321	3.25%
Westmeath	95,840	1.87%
Kilkenny	103,685	2.02%
Carlow	61,931	1.36%
Cavan	81,201	1.58%
Monaghan	64,832	1.27%
Leitrim	35,087	0.68%
Longford	46,634	0.91%

*Source: 2022 Census

NCSE Strategic Workforce Planning

Workforce Profile Overview(Projections)



The above data for illustration purposes only

What is Vision '26?

Vision '26 is a transformation programme that will help the NCSE to achieve its strategic goals through to 2026

What are our strategic goals?

The NCSE's vision of delivering a world-class inclusive education system for Ireland is underpinned by four strategic priorities:

Service Delivery

Provide students, school communities and parents with professional co-ordinated services and specialist support provision relevant to the best outcomes for students.

Organisation Support & Development

Develop a corporate identity grounded in the principles of operational excellence, responsiveness and innovation with best practice in governance.

Research, Policy and Practice

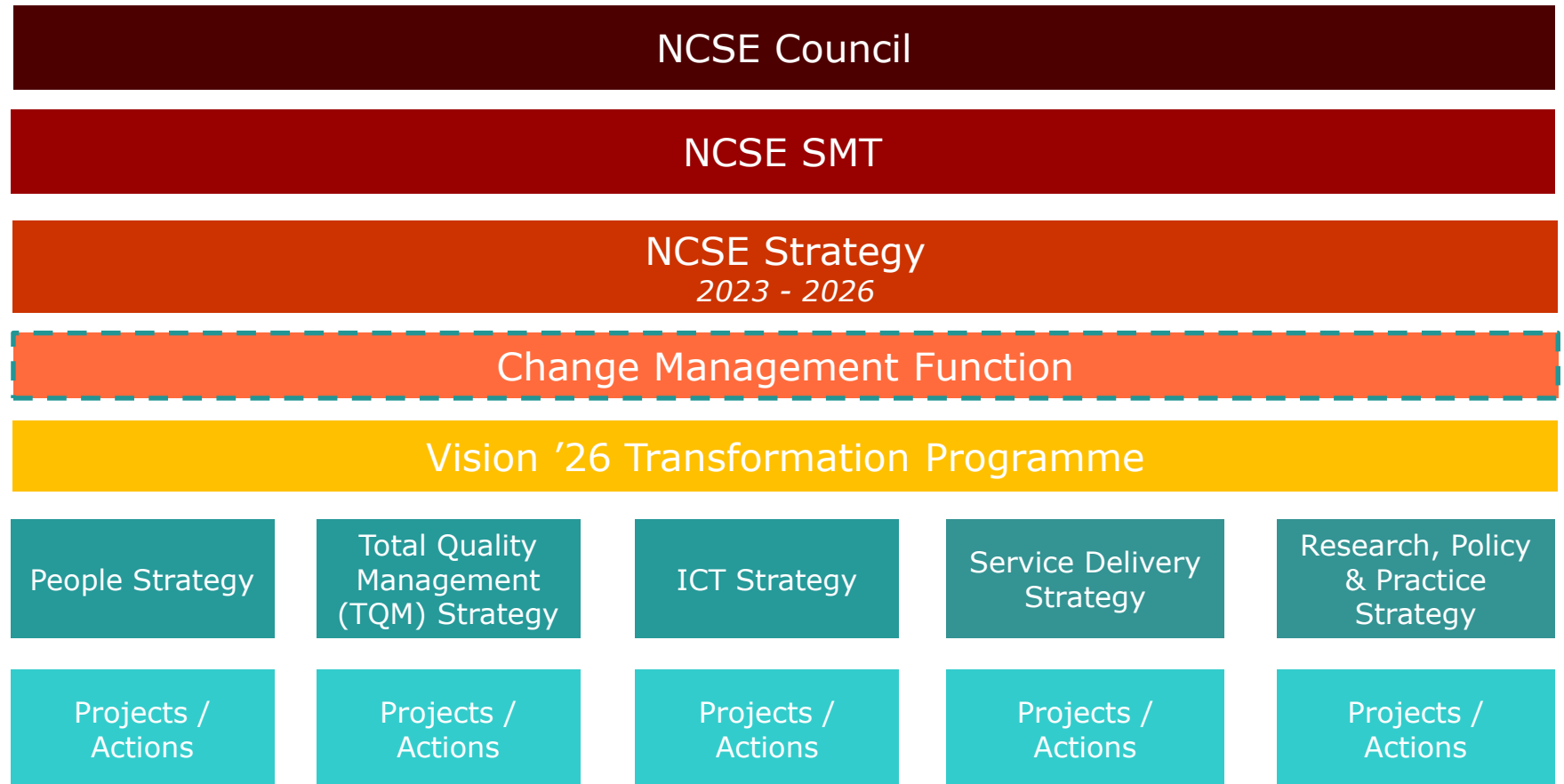
Develop and provide expert policy advice, practice and professional learning programmes that are evidence-informed and underpinned by the latest national and international research and expert input.

Our Staff – Development, Support & Leadership

Develop a progressive workplace culture in collaboration with staff to embed effective leadership and best practice.

How will Vision '26 keep us on track?

Vision '26 will provide the NCSE leadership with a structured approach for planning, delivering and monitoring projects critical to the transformation's success.



What Vision '26 means for the NCSE



A workforce that has the skills and support they need



A culture of continuous improvement in systems and processes



The ability to lead and deliver exceptional services to their communities



A world-class inclusive education system for Ireland

Service Mapping to Functions

Key

- Level = Level 1
- Level = Level 2
- Level = Level 3

- The 5 functions have been broken down into a total of 22 level 3 services as part of the design of the NCSE conceptual operating model.
- The below table outlines each of the 22 services and their accompanying capabilities, mapped to the function responsible for delivering them.

Inclusion & Education Support Services	Service Delivery Support	People Management Support Development & Transformation	Finance, Governance & Research	Systems & Innovation
Delivering Policy & Practice and Innovation	Managing Communications & Events	Supporting HR Operations	Managing Finance, Budget & Payments	Managing Business Intelligence, Records & Data
Practice Interagency & Stakeholder Engagement	External Communications – Front Line Media Communications	HR Operations	Finance & Budget Management	Records Management Oversight
Practice Planning Development & Dissemination	Print and Publication Management	Payroll	PO & Payments Management	Business Intelligence / Data Analytics*
Policy Development Dissemination & Engagement	Logistics Management (Events)	Industrial Relations Employment Law	Financial Reporting	Data Management
Developing Relationships & Stakeholder Engagement	Data & Business Reporting	Managing People	Financial Audits Management	Innovation & Forward Planning
Student Participation & Transition	Data Protection Advisory	Talent Development	Third Party Management – Account Management	Forecasting and Model Development
Family & Community Engagement	Data Protection / FOI	Recruitment	Management of Research	Forward System Planning
Customer Relationship Management	Business Performance & Reporting	Resource Management	Commissioned Research	Supporting ICT & Customer Management
Regional Planning and Delivery	Records Management	Workforce Planning	Internal Research	Customer Relationship Management Systems
Project and Process Management	Assessment of Needs and Policy Processes	Employee Wellbeing Support Services	Practice Based and Evaluation Research	ICT Support & Strategic Planning
SIM Project	Assessment of Needs and Policy Processes	ED&I & Awards	Monitoring Strategy Implementation	
Project Management	Litigation	Managing Change & NCSE Communications	Strategy Statement	
Developing Roles, Professional Development and Learning	Litigation	Change Management	Managing Governance & Council	
Curriculum Liaison & Development	Total Quality Management	Internal and External Communications	Corporate Governance Oversight & Management	
Professional Role Development	Total Quality Management	Supporting Services	Council Support	
		Facilities	Managing Procurement	
		Health & Safety	Procurement Compliance & Procurement Advice	
		Internal Audit		
		Internal Audit / SIC		

Functional Descriptions

The following section of this document will outline the functional description of each of the 5 functions, including their purpose, key responsibilities, etc.

Frontline Delivery

- **Communication – responsive to isolating**
- **Capacity of Staff**
- **Face to face contact**
- **Sustained personalised contact with NCSE**
- **Trusting collaborative joined approach**
- **Reduce bureaucratic burden on staff**
- **Public relations**

“A World Class Inclusive Education System for Ireland”

Stop, listen & learn

- **EY process and science**
- **CRMT, Regional meetings, Surveys RM focus meeting, SMT**
- **Design principles**
- **Strategy statement**
- **Stakeholder engagements**

Frontline Delivery

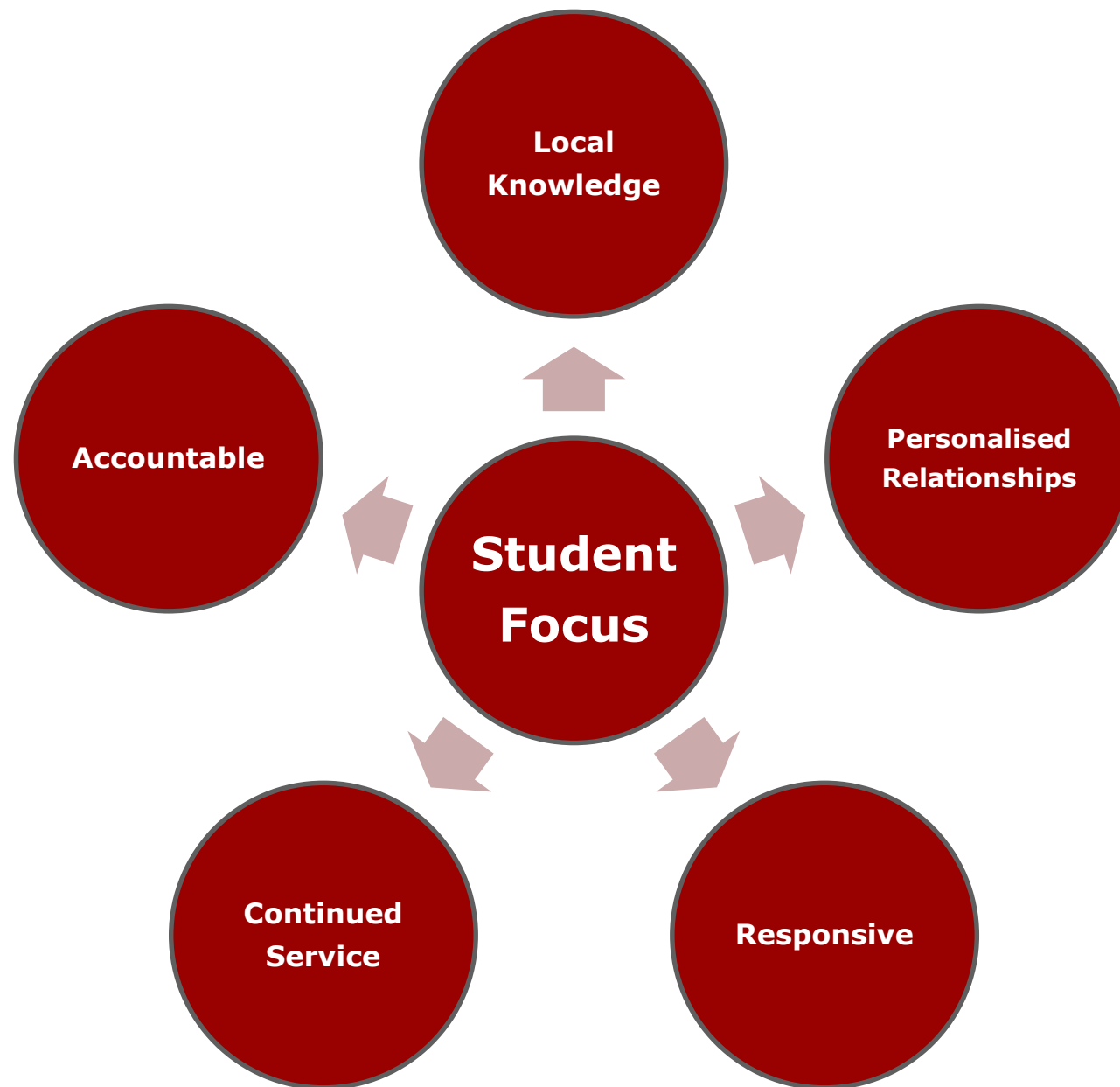
- **Frontline Management Teams with capacity to deliver**
- **Roles fit for purpose**
- **Structure that facilitates communication and eradicates silos**
- **Relationship with customer and Stakeholders**

Proposed Regional Breakdown

Regions	ID	Sum of Number of schools	Schools per km2
Kildare / Wicklow	1	243	0.07
Cavan / Monaghan / Leitrim	1	205	0.04
Longford / Roscommon / Westmeath	1	235	0.04
Tipperary / Offaly	1	265	0.04
Waterford / Wexford	1	220	0.05
Galway	1	276	0.04
Kilkenny / Carlow / Laois	1	220	0.05
Donegal	1	203	0.04
Mayo / Sligo	1	263	0.04
Clare / Limerick	1	298	0.05
Cork	2	440	0.06
Kerry	1	161	0.03
Louth / Meath	1	233	0.07
Dublin	3	696	0.75
Grand Total	17	3958	



Quality Team Management - Frontline Delivery



Special Classes – A Review of Growth

Primary Class Type	Year Class Established				
	2010	2015	2020	2021	2022
ASD Early Intervention	21	71	135	133	151
Autism/Autistic Spectrum Disorders	214	482	1000	1217	1459
Emotional Disturbance	1	4	7	6	5
Hearing Impairment	7	9	13	14	17
HI Early Intervention	0	1	1	1	1
Mild General Learning Disability	28	35	39	39	37
Moderate General Learning Disability	7	11	23	25	24
Multiple Disabilities	8	13	19	23	24
Severe/Profound General Learning Disability	5	7	9	9	8
Specific Learning Disability	12	12	13	13	13
Specific Speech and Language Disorder	52	59	63	64	64
Total	355	704	1322	1544	1803

Primary forecast by county: Three year period to 2025/2026

County	Current Classes in County 2022/2023	Projected primary population by 2025/2026	Predicted Demand rate for 2025/2026	Projected number of students for 2025/2026	Total Special Classes required for 2025/2026	Additional Special Classes projected over the 3 year period
Carlow	23	7804	2.46%	192	32	9
Cavan	26	8942	2.45%	219	38	12
Clare	38	11970	2.32%	277	57	19
Cork	245	58030	3.05%	1769	315	70
Donegal	44	17385	2.05%	356	68	24
Dublin	320	135898	1.97%	2682	516	196
Galway	59	28686	1.81%	520	99	40
Kerry	37	14429	1.95%	282	59	22
Kildare	68	28412	2.11%	599	104	36
Kilkenny	23	8637	2.21%	191	36	13
Laois	35	8923	2.72%	243	46	11
Leitrim	7	3901	1.72%	67	13	6
Limerick	65	21548	2.40%	518	94	29
Longford	17	5679	2.23%	127	25	8
Louth	42	18526	2.11%	391	66	24
Mayo	31	13229	1.89%	250	49	18
Meath	73	21661	2.61%	566	98	25
Monaghan	16	6925	1.98%	137	25	9
Offaly	52	8507	4.14%	352	63	11
Roscommon	18	4650	3.16%	147	24	6
Sligo	10	6428	1.66%	107	19	9
Tipperary	57	17120	2.57%	439	81	24
Waterford	29	12758	2.06%	263	46	17
Westmeath	24	11122	1.99%	221	38	14
Wexford	44	16682	2.25%	375	63	19
Wicklow	57	17331	2.50%	434	79	22
Grand Total	1460	515185	2.28%	11723	2157	693

Special Classes – A Review of Growth

Post Primary	Number of Special Classes by type and year				
Class Type	2010	2015	2020	2021	2022
Autism/Autistic Spectrum Disorders	65	189	435	524	653
Emotional Disturbance	2	2	3	3	3
Hearing Impairment	2	5	5	5	7
Mild General Learning Disability	14	14	14	14	14
Moderate General Learning Disability	11	25	45	46	49
Multiple Disabilities	3	5	12	13	13
Severe/Profound General Learning Disa	0	0	1	1	1
Visual Impairment	0	0	2	2	2
Totals	97	240	517	608	742

Post-primary forecast by county: Three year period to 2025/2026

County	Current number of Autism Specific Special Classes 2022/2023	Projected Post Primary population by 2025/2026	Predicted Rate for 2025/2026	Projected number of students for 2025/2026	Total Special Classes required for 2025/2026	Additional Special Classes projected over the 3 year period
Carlow	14	6286	2.09%	132	22	8
Cavan	8	6376	1.50%	95	20	12
Clare	13	8665	1.61%	139	28	15
Cork	102	46380	2.04%	947	175	73
Donegal	34	13391	2.13%	285	54	20
Dublin	100	106548	1.34%	1425	273	173
Galway	43	21775	1.90%	413	76	33
Kerry	20	11107	1.66%	184	38	18
Kildare	24	22110	1.44%	319	57	33
Kilkenny	11	7329	1.67%	123	22	11
Laois	12	6683	1.80%	120	25	13
Leitrim	10	3376	2.19%	74	16	6
Limerick	33	17970	1.80%	324	63	30
Longford	13	4292	2.40%	103	19	6
Louth	15	14783	1.42%	209	36	21
Mayo	13	10627	1.29%	137	37	24
Meath	25	16403	1.67%	275	50	25
Monaghan	10	5252	1.89%	99	18	8
Offaly	19	6486	2.41%	156	35	16
Roscommon	8	4007	1.90%	76	15	7
Sligo	9	5364	1.73%	93	17	8
Tipperary	33	15081	2.06%	311	57	24
Waterford	17	10740	1.68%	180	32	15
Westmeath	18	9485	1.83%	174	33	15
Wexford	25	13651	1.76%	241	45	20
Wicklow	24	13403	1.69%	227	46	22
Grand Total	653	407570	1.69%	6860	1309	656

NCSE – OPERATIONAL EXCELLENCE - TQM



NCSE CONSULTATION - SER PROCESS

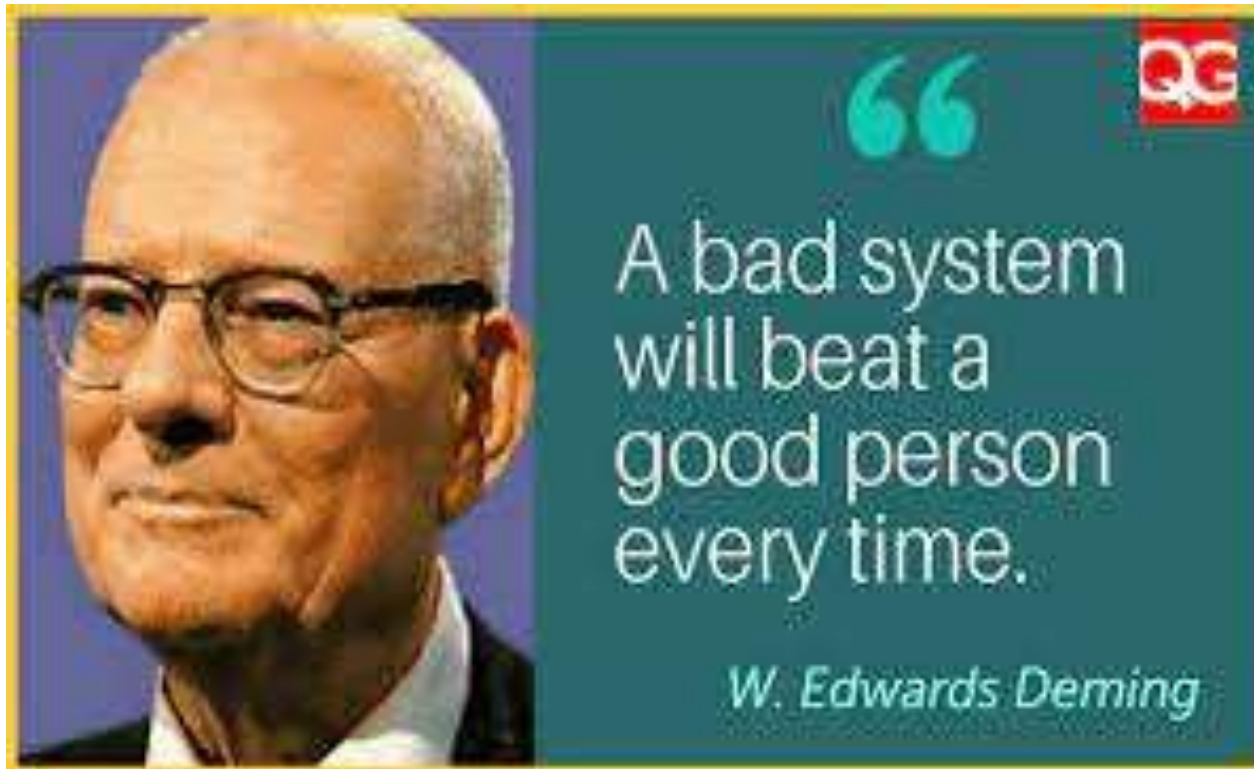


Exceptional Review

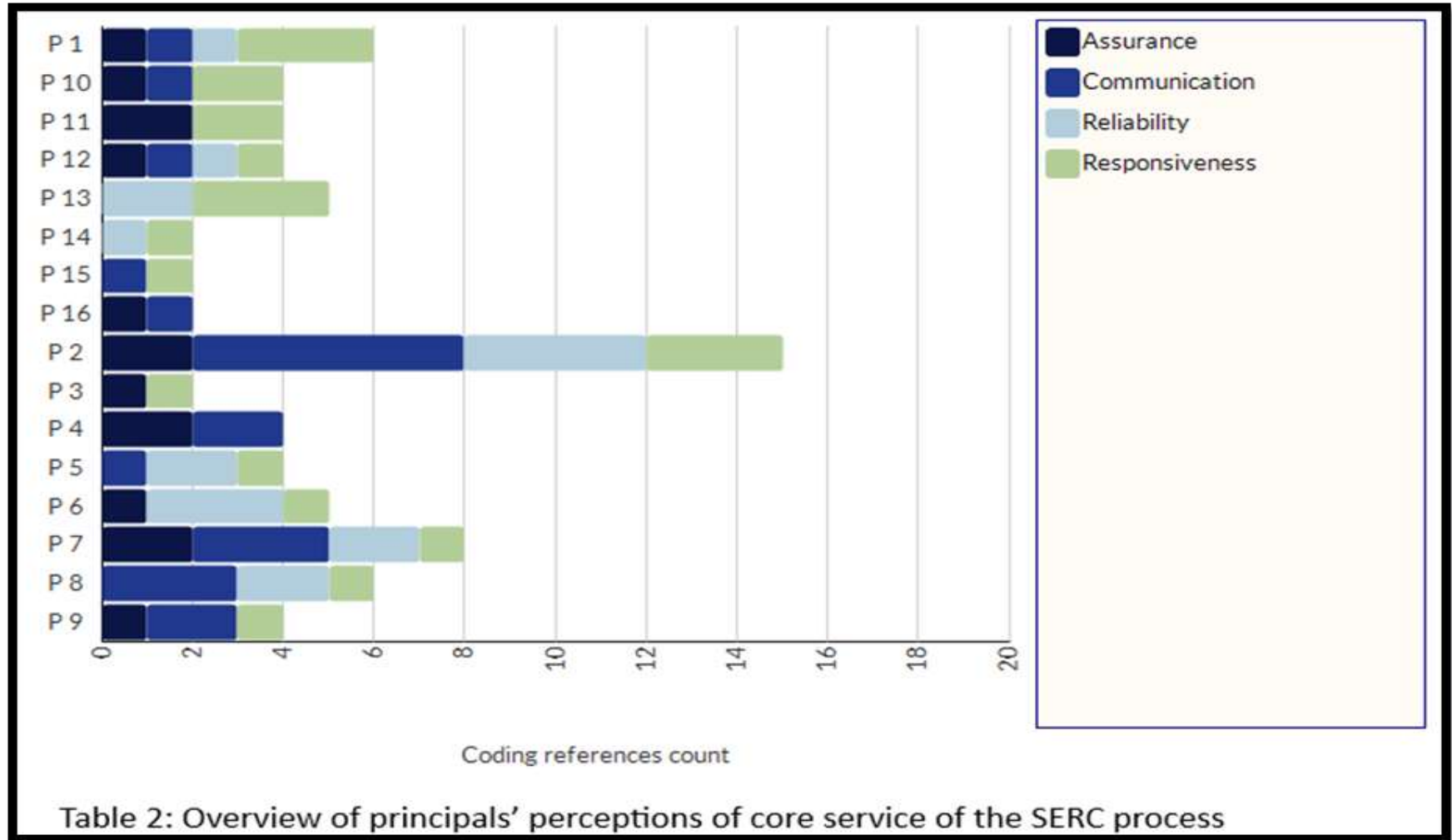
Process mapping SER and SERC

- **Focus Groups**
 - **Primary Principals (INTO)**
 - **Primary Deputy Principals (IPPN)**
 - **Special School Principals (SMH)**
 - **Foras Patrúna**

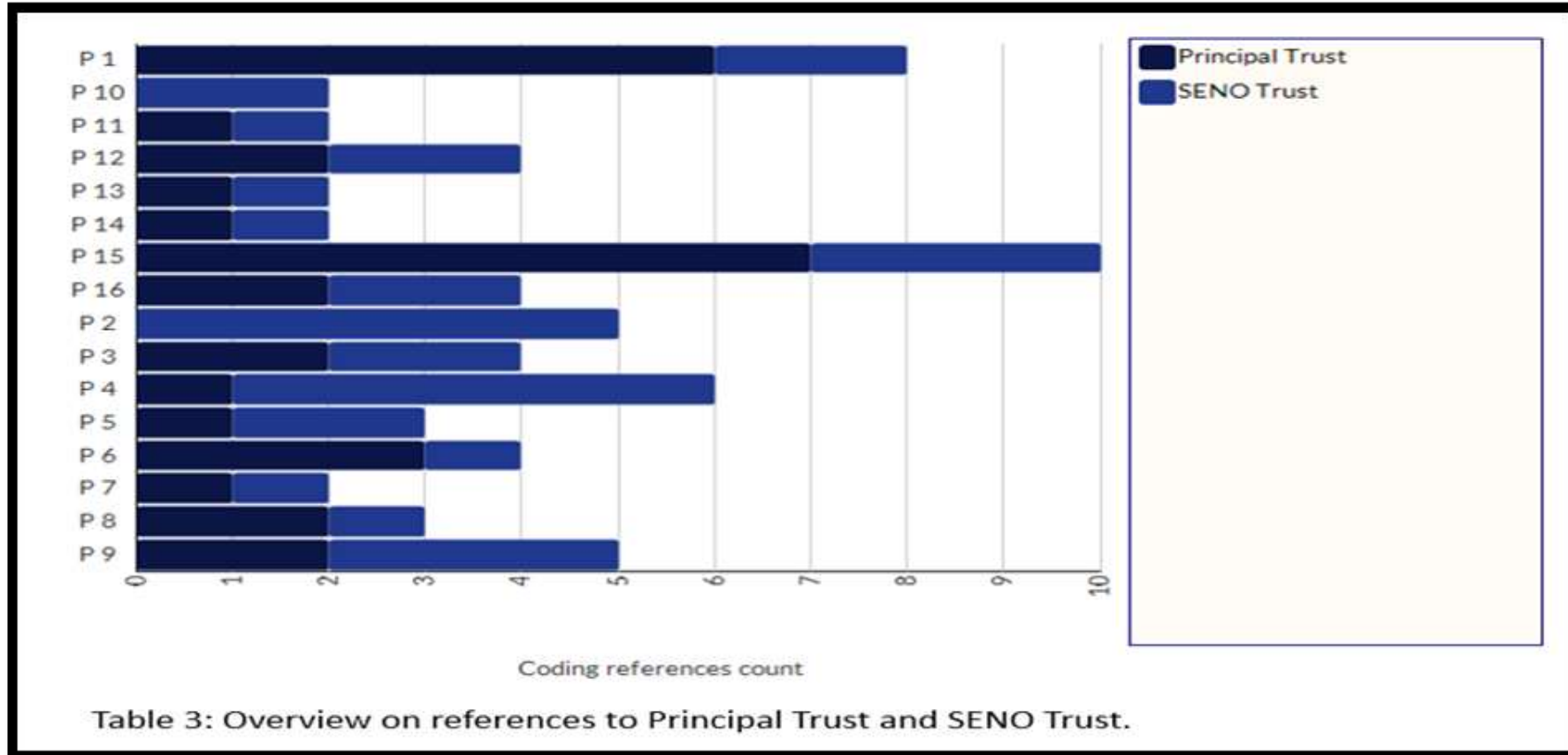
DEMING – TQM GURU



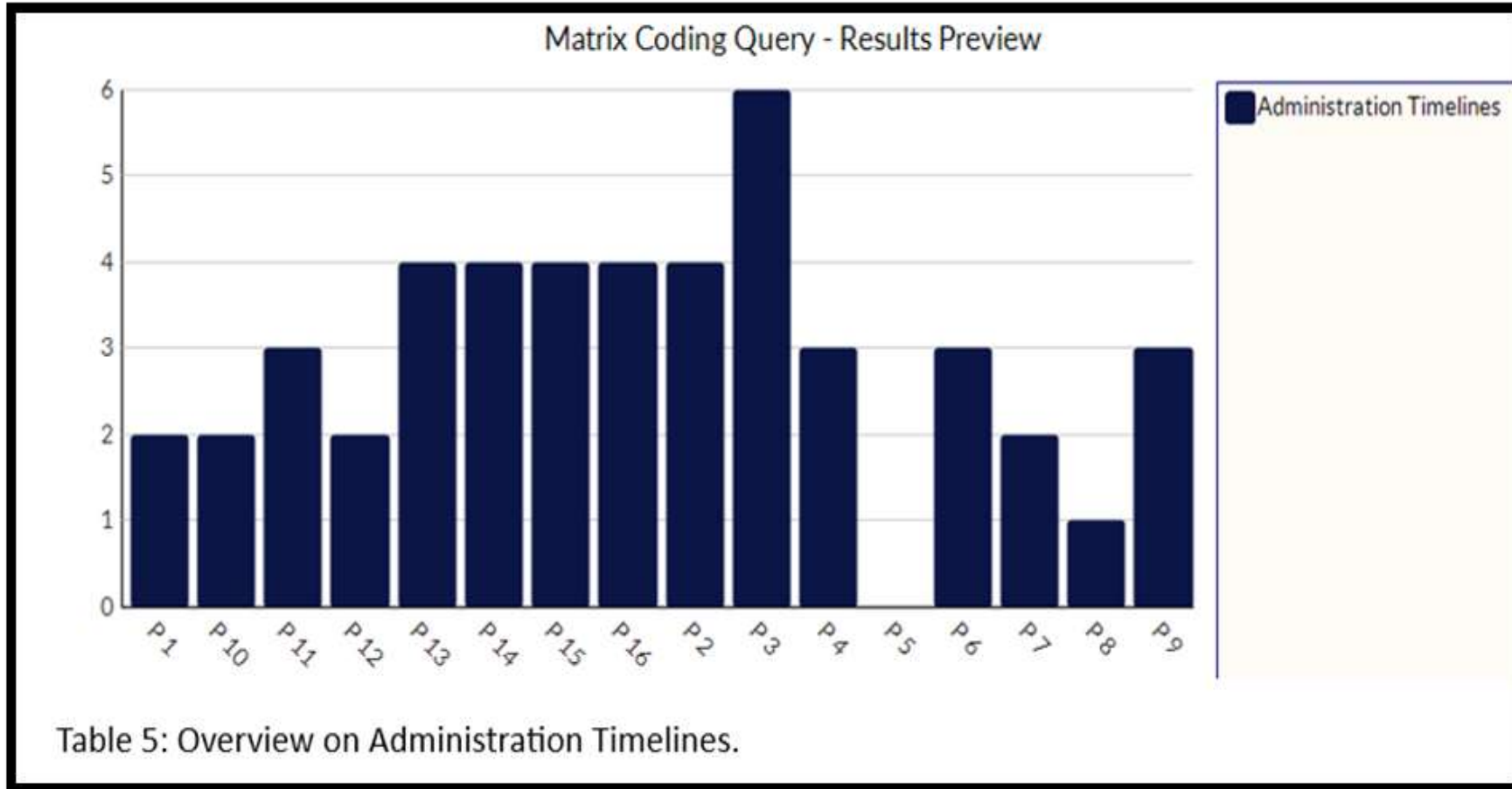
CORE SERVICE



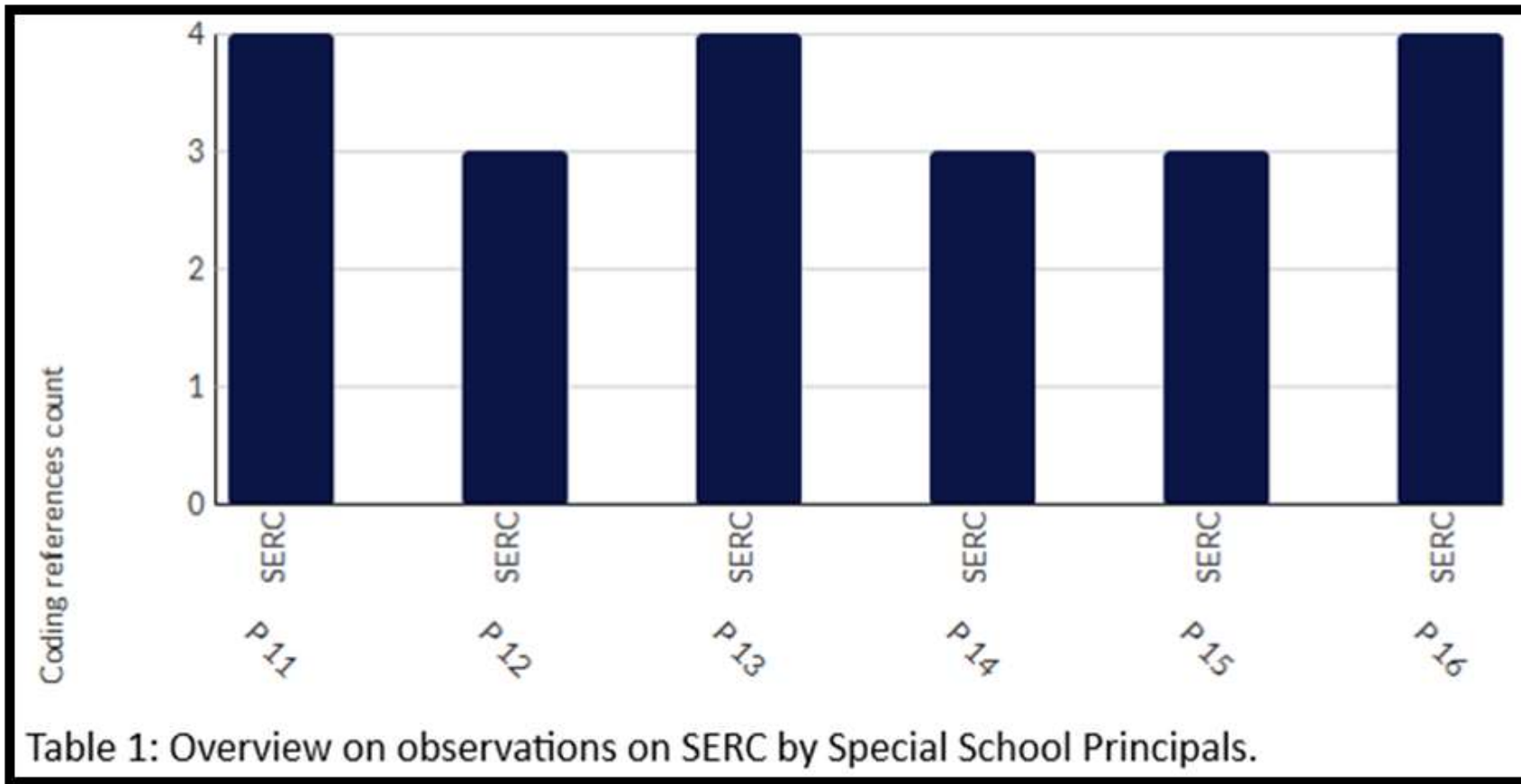
Trust in Principal - Trust in SENO



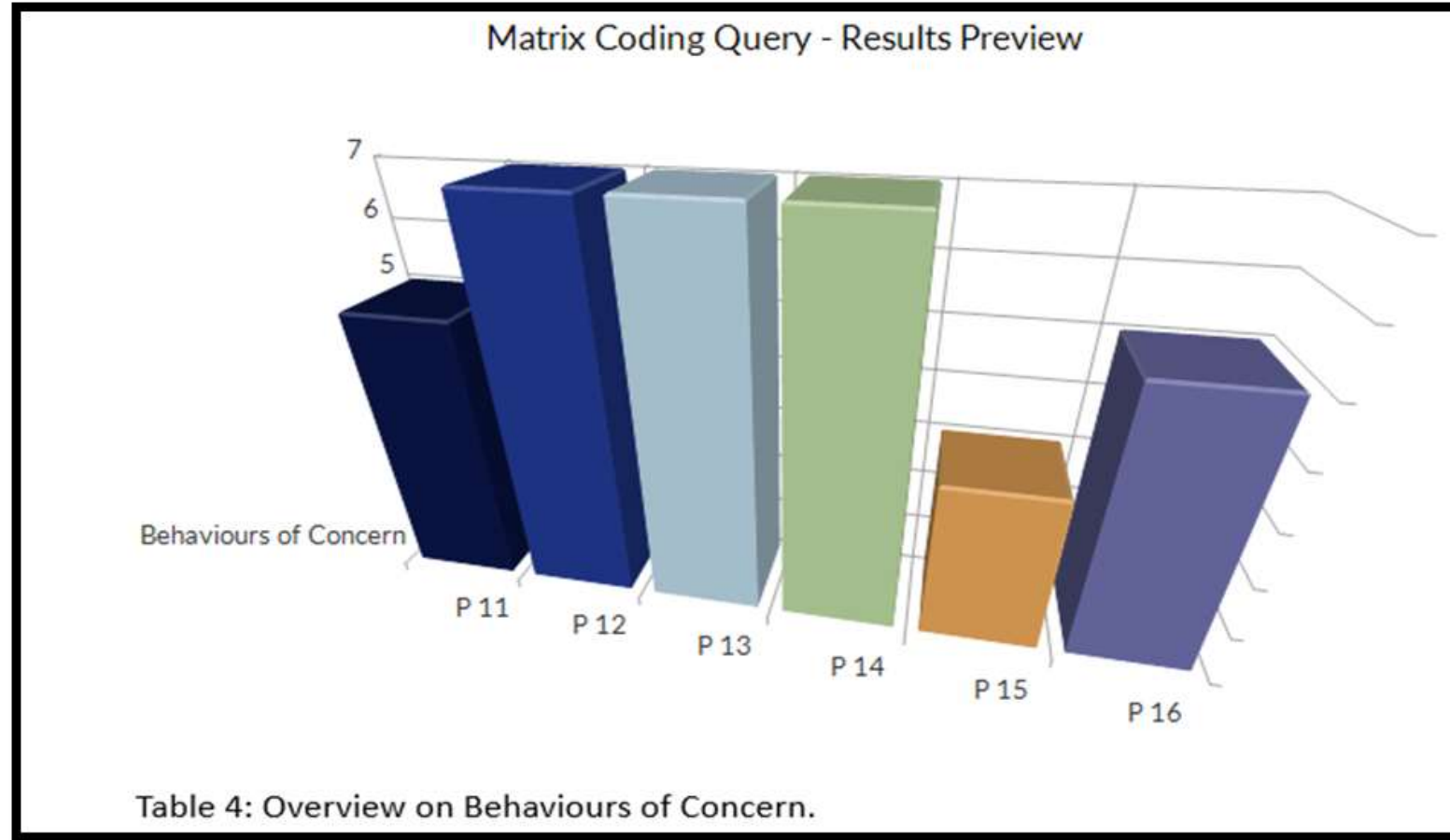
Administration Timelines



SERC for Special Schools



Behaviours of Concern

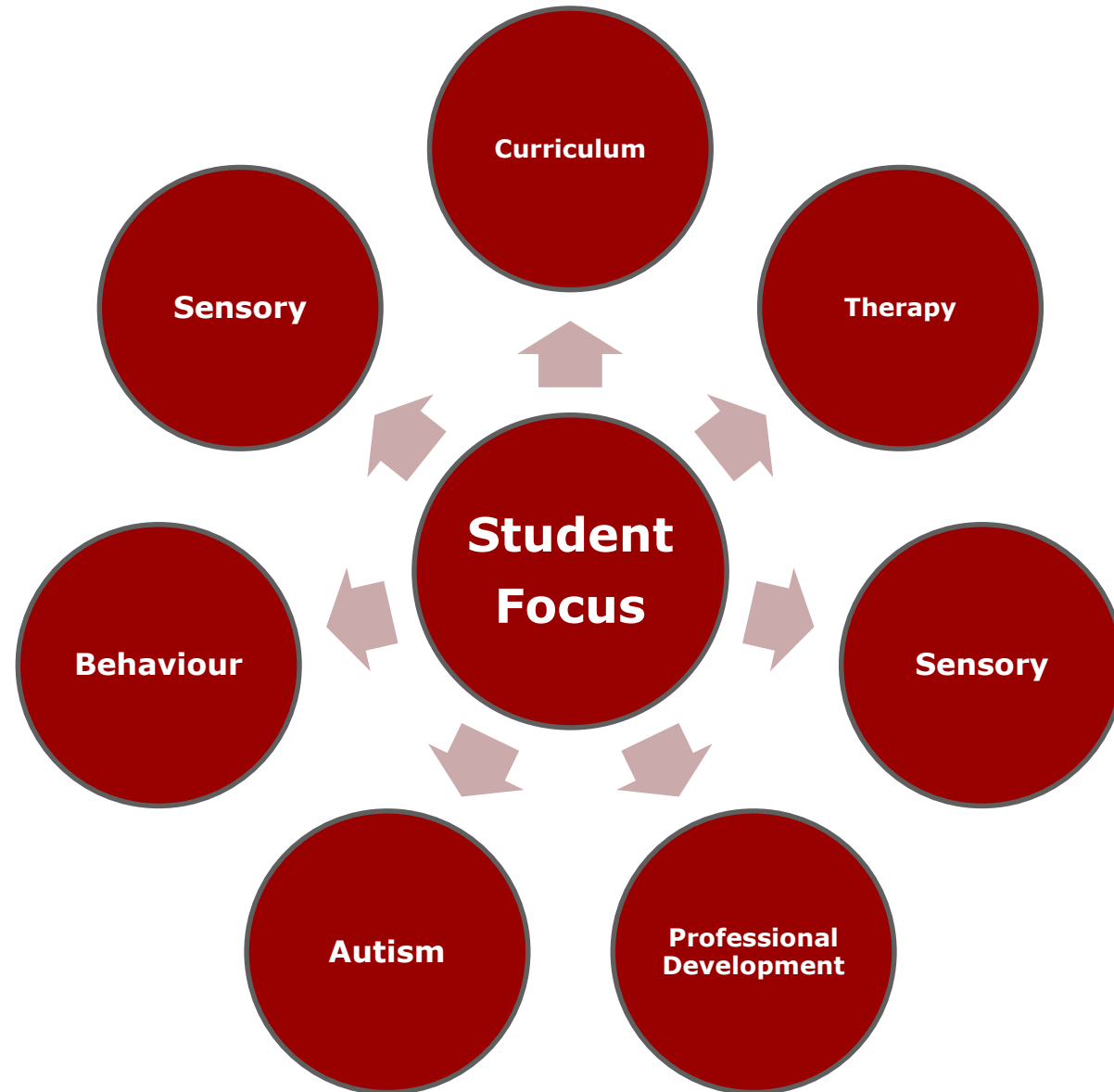


Service Systems	Current System Former System	SERC for Special Schools Former System Website Access
Core Service	Reliability Responsiveness Assurance Communication	Consistency Special School Emerging Need Developing Schools Recommendations
Relationships	Principal SENO Staff SNA	Trust in Principal Trust in SENO Pressure on SNAs during the process Understanding of SNA Role
Student Focus	Student Observations	Student Observations Behaviours of Concern Frequency in Special Schools Fire fighters or Fire Wardens
School Burden	Administration Planning	Timelines Paperwork Forward Planning Consistency Rationale / Recommendations

Recommended Improvements

Process Steps	Process step 1 Pre-engagement	Process step 2 Application	Process step 3 Review	Process Step 4 Outcome
Findings from consultations	<p>Local SENO throughout – trust and relationship</p> <p>‘School Support visit’ terminology</p> <p>School support visit strength face to face</p> <p>Application can precede support visit</p>	<p>SNA deployment toolkit form alignment</p> <p>Review of existing forms to include any missing detail:</p> <ul style="list-style-type: none"> • Student support file • Care needs register • Logs and evidence 	<p>SENO to visit classes/consult teachers/SNAs etc</p> <p>SENO to use blank care needs register</p> <p>SENO outcome form to include rationale for decision</p> <p>SENO decision is outcome</p> <p>TM to offer twice yearly mentoring of visits as support and constructive practice reflection</p> <p>TM to TM review of outcomes as required</p>	<p>Swift communication via SENO</p> <p>Rationale communicated as part of any outcome</p>

Multi-Disciplinary – Engine Room of Innovation



**'Knowing it' is not enough ...
...need to move from 'knowing' to 'doing**



Models of Professional Development

Joyce & Showers (1980, 2002, 2011)

PD Offered	Impact on Knowledge	Impact on Skill	Impact on Practice
Theory	10%	5%	0%
Theory + Modeling	30%	20%	0%
Theory + Modeling + Practice	60%	60%	5%
Theory + Modeling + Practice + Coaching	95%	95%	95%

ncse

National Council for Special Education

A Teacher-Occupational Therapist Collaboration

Who is the Behaviour Framework for?

- **Primary, Post-Primary and Special Schools**
- **Leadership teams updating BoC, identifying staff capacity needs**
- **Class Teachers and SET Teachers supporting a student**
- **NCSE Staff**

Who is working on it?

Staff from Behaviour, Autism and Curriculum teams as well as a speech and language therapist and occupational therapist.

So far, consultation has included:

- **NAMBSE**
- **Inclusion Ireland**
- **TESS**
- **AslAm**
- **School Leaders and Teachers**

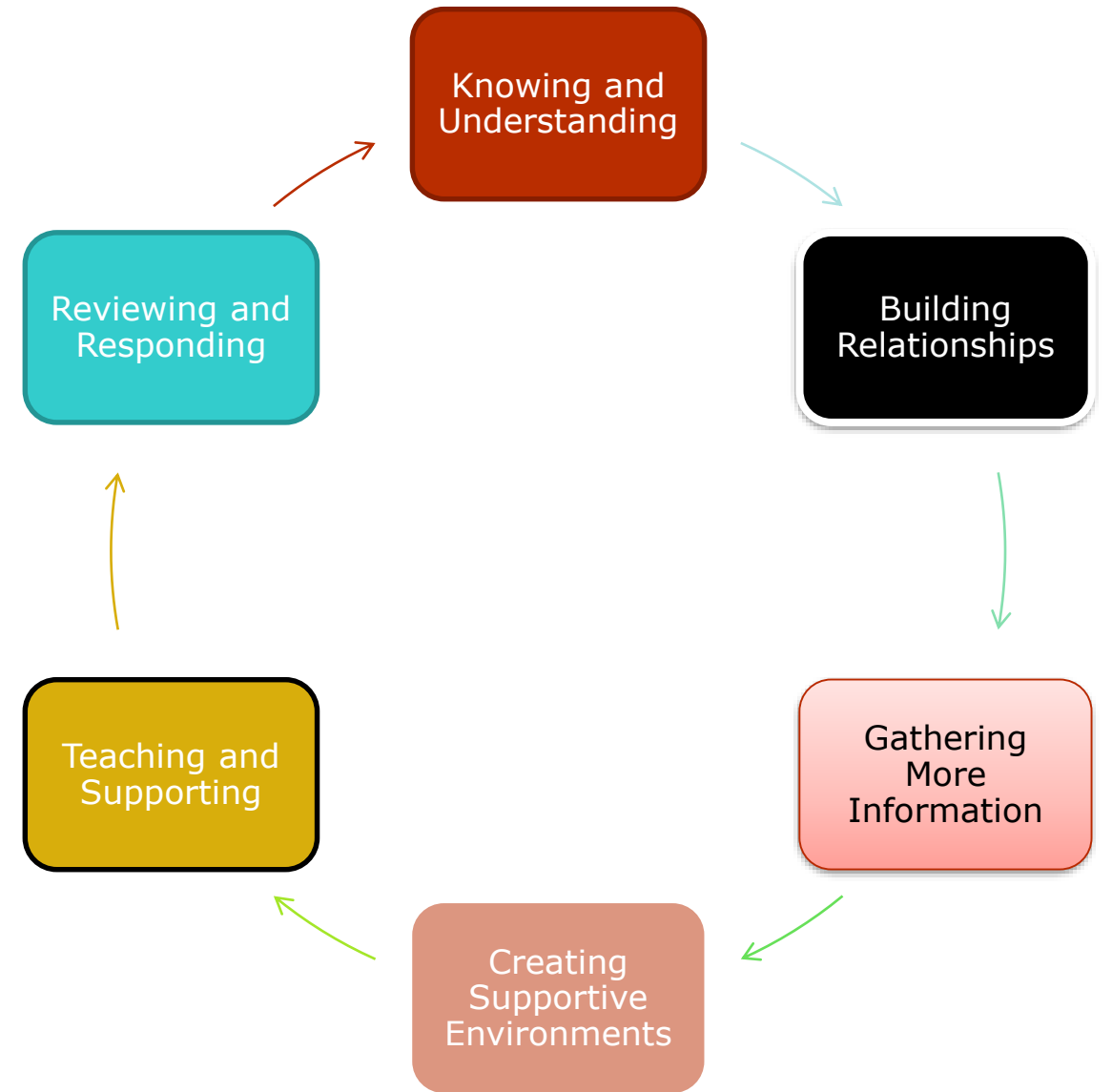
With more to come!

Principles – Underpinning every step

- **Rights Based**
- **Student Voice**
- **Inclusive**
- **Regulation**
- **Neuro-affirmative**
- **Strengths based – solution focussed**
- **Universal design**
- **Unconditional Positive Regard**

A Six Step Framework

- **Inclusive**
- **Holistic**
- **Practical**
- **Proactive**
- **Promotes universal approaches**
- **Resourced at every step**
- **Builds teacher confidence**
- **Links to the CoS and Support Plans**



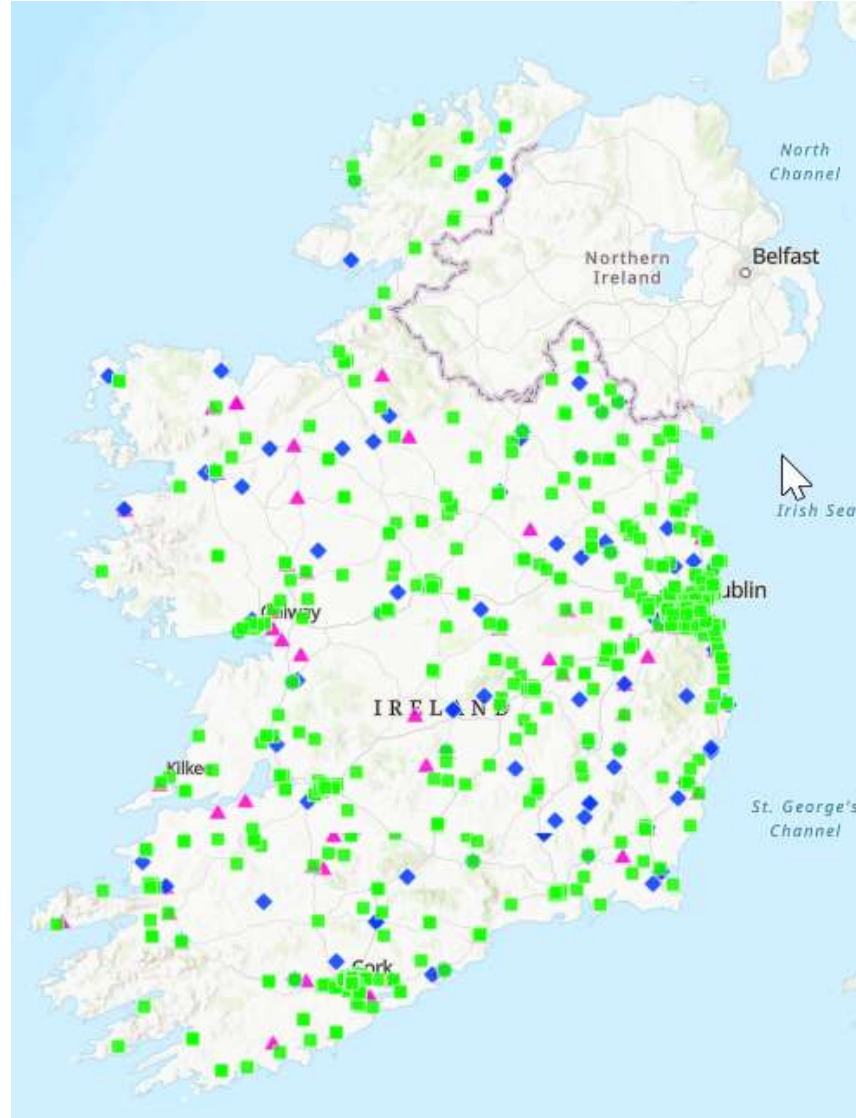
NCSE Visiting Teachers in 2023

June 2023



October 2023

A plot of all students on the VT BVI caseload



ELIGIBILITY FRAMEWORK

- **Allows us to compare caseloads**
- **Allows us to see which VTs have capacity**
- **Allows us to see which VTs don't have capacity**
- **Allows us to make accurate recommendations around placement of new posts**
- **Allows us to see which students should and shouldn't be retained on caseload**
- **Oversight of geographical anomalies**

International Influences - Values and Attitudes

- **Inclusion is a philosophical concept based on community and is a value system, not a place, or a particular set of learning circumstances (Powers, 1996)**
- **Inclusion is not a place (Powers, 2000)**
- **Inclusive education is more about attitude than legislation or policies (Hayword & Riley 2008)**

International Influences – Schools

- **Boards of management and trustees must take the position that all children have the right to a quality education**
- **Zero reject**
- **The right to be and learn together**
- **Least restrictive environment – with peers of same age**

International Influences – Teacher Practice

- National policy ensuring teachers have the knowledge, the appropriate assistance and professional development they require to teach all children well
- Pre-teacher training and substantive teaching practice
- Access to Ongoing Professional Development teacher education
 - Being able to adapt to changes in what you teach and how you teach
- Necessity of guidelines for students with SEN
 - Practice without guidelines differs greatly
- Individualised education programmes
 - Student and family participation

Leading Towards Inclusion

- **Dormant account funding**
- **Special School Engagement**
- **Policy Advice**

- **20 Schools – Special schools, primary and post primary**
 - **Dundalk, Meath, Cavan, Sligo, Letterkenny, Roscommon, Portlaoise, Cork, Ennis, Dun Laoghaire, Cork, Louth & Kerry**

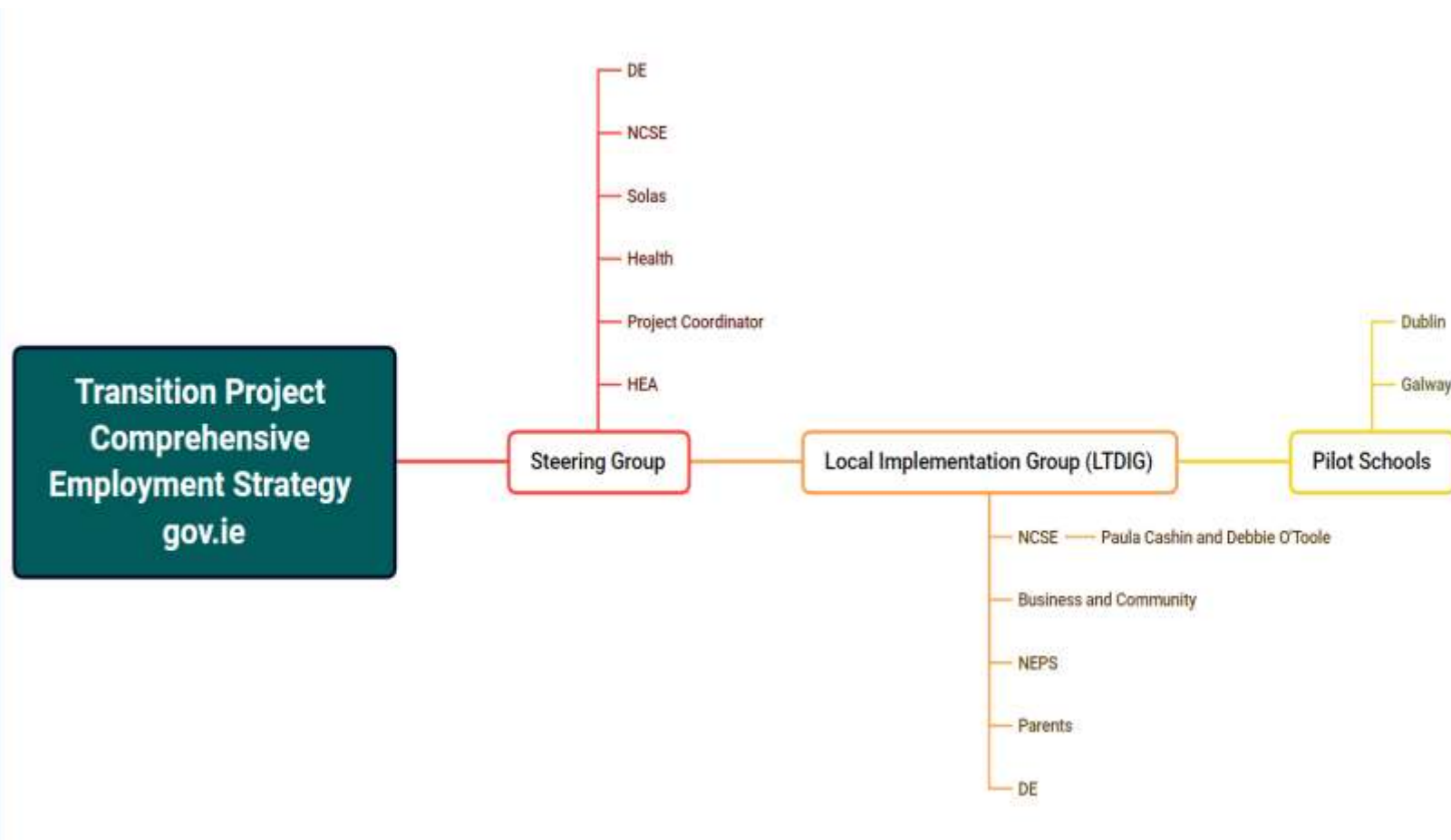
- **Mainstream schools paired with a Special school to run a joint activity to collaborate.**

- **Patrick Whitlow**

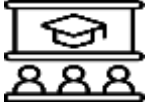





Towards Inclusion Goals

- **Improved classroom practice for the benefit of students with SEN with better educational outcomes.**
- **Upskilling staff in knowledge of identifying and supporting students' learning needs**
- **Sharing of expertise in additional needs and models of inclusion amongst schools**
- **Enhanced teachers' understanding of a range of learning needs and understanding how these needs are addressed in other school sectors.**
- **Identify opportunities to support students' transitions from one school type to another.**

Transition Project



Transition Project for Students with Disabilities

	We are helping students with disabilities improve their pathways to life after school.
	Pathways include transition to work, education, day services or training.
	Twenty schools in Dublin and Galway are taking part in a project.
	This project starts in 2023.
	The project is for 5 th year students with intellectual disabilities or other complex needs.
	A student's progress will be monitored during school and after graduation.

Inclusive Education for Inclusive Society



Riailas na hÉireann
Government of Ireland

Minister Byrne launches Olympic Movement Breaks in primary schools

The Olympic Federation of Ireland, Team Ireland Athletes and the Active School Flag programme come together to get Irish primary school pupils more active

Press Release 7th November 2023,

The Minister of State for Sport and Physical Education, **Thomas Byrne TD**, today launched the Olympic Movement Breaks with the Olympic Federation of Ireland and Active School Flag Programme.

The initiative will see the Olympic Federation of Ireland's Dare to Believe programme working alongside the Active School Flag Programme in creating exciting opportunities for primary school pupils to be more physically active.

The Olympic Movement Breaks is an easy-to-use format, with a series of short videos led by Olympians and High-Performance athletes demonstrating fun exercises and activities that students of all abilities can do. The short videos, across a variety of different sports including athletics, boxing, rugby sevens, swimming, breakdancing, and para powerlifting, will help generate classroom-based movement opportunities.

Inclusive Education for Inclusive Society

Dublin plans to become world's first Autism-friendly capital city

6th November 2023

Share



A new initiative that will see Dublin become the first autism-friendly capital city in the world was announced by The Lord Mayor of Dublin Daithí de Róiste today, at the launch of Inclusion and Integration Week. This will be achieved through participation in the ASIAm Autism-Friendly Communities Awards Programme.

The Lord Mayor is establishing a steering group comprising of the Lord Mayor of Dublin, elected officials, stakeholders, advocacy groups, those with lived experience, parents and academics and the group will carry out four public events between now and Christmas to discuss the formation of a plan, what should be included, what metrics should be set and how it will be managed.

The four events will also cover:

- Overarching goals for the city
- Build landscape
- Public awareness and understanding
- Individual sectors

Inclusive Education for Inclusive Society



Understanding Autism ▾ How We Can Help ▾ Support Our Work ▾ Contact ▾
Who We Are ▾

[Home](#) / [Training And Accreditation](#) / [Accreditation](#) / [Autism Friendly Schools Project](#)

Autism Friendly Schools Project

If you are registered in the 2022/23 school year
please click to access the portal.

[Access Portal](#)

This page will outline **AsIAm's Autism Friendly School Programme**, which seeks to enact autism-friendly practices on a school-wide level. The programme is not to be confused with our school talks, which can be [accessed here](#).

AsIAm, in cooperation with the Joint Managerial Body and Irish Primary Principal's Network, began conducting an Autism-Friendly Schools Pilot with T18 National and Secondary Schools across Ireland. Participating schools were supported in reflecting on their practice, identifying challenges and solutions, creating an inclusive culture and building knowledge and understanding of autism amongst staff and students. To date, we have worked with over 400 schools across the country.

The project aims to support schools in the provision of inclusive educational placements for autistic children and young people alongside specialist provision. It is designed to reaffirm good practice and support those wishing to foster a school culture that is inclusive of autistic students. The project will cover the following areas:

- **Teaching and Learning**
- **Inclusive School Culture**
- **Leadership and Management**
- **Staff professional development**

Online application forms are available on this page each September. Once a school has applied and been accepted onto the Autism Friendly Schools Project, they will complete the following steps:

LEARNING FROM THE PAST, LEADING TOWARDS INCLUSION

EXCELLENCE AND EQUITY FOR ALL



International
Disability
Alliance



“

For me, inclusive education, especially from an early age and pre-school, stands out as probably the best tool to teach kids through real practice that they are all equal. If education is not inclusive, then how will we teach them to include others when they in time inherit the world?

”

Geir Jensen, World Federation of the Deafblind (WFDB)

www.unesco.org/gemreport

LEARNING FROM THE PAST, LEADING TOWARDS INCLUSION

EXCELLENCE AND EQUITY FOR ALL



Sean



Joy



Laura