

Request to the NCSE for a Review of Allocation of Special Education Teaching Supports in mainstream classes on the grounds of exceptional circumstances

POST-PRIMARY SCHOOLS 2017-2018

- 1. The NCSE is provided with this information to facilitate the review of Special Education Teaching Supports to schools for students with special educational needs.
- 2. The NCSE is required to keep and maintain these records for the purposes of reviewing the Special Education Teaching Support allocation on the grounds of exceptional circumstances.
- 3. The Declaration at the end of this form must be signed by the Principal of the school.
- 4. Please read NCSE 04/2017, DES Cir 0014/2017 and accompanying Guidelines prior to filling out this form.
- 5. Familiarity with the Continuum of Support Framework is also required (available at: http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_post_primary_continuum_teacher_guide.pdf)
- 6. All relevant sections of the application must be submitted in support of this application.
- 7. Schools must also complete and return Appendices 1 and 2 of this form.
- 8. All relevant school based information should be available in schools to support this application.
- 9. The completed form and accompanying documentation should be returned to the National Council for Special Education, SET Review Section, 1-2 Mill Street, Trim, Co. Meath.

Name of School		
Address of School		Eircode
School Roll	School email	
Number	address	
Principal	School telephone	
	number	

School Requirements

In advance of completing this request, schools are expected to confirm compliance with the following:

- Familiarisation with the intended purpose of the scheme as set out in NCSE 04/2017, DES Cir 0013/2017 and accompanying Guidelines
- Be in a position to demonstrate the use of their Special Education Teaching Allocation in accordance with the principles set out in these circulars, guidelines and the Continuum of Support Framework
- Have used the self-reflective questionnaires and support materials provided
- Have adjusted the manner in which the school deploys their special education teaching resources, as
 necessary, to provide for newly enrolled students who have special educational needs to ensure that
 support is provided for all students who are most in need of support
- Have identified and sourced relevant training and support available from the NCSE and/or NEPS or ETB School Psychological Service, where relevant.

	Please set out the exceptional circumstances which have arisen in your school subsequent to the allocation of special education teachers (SETs) to your school for September 2017. You are requested to use bullet points here.
2.	Please give details of how the school has responded to the exceptional circumstances arising. You are requested to use bullet points here.
3.	Where do you perceive are the subsequent gaps in support, if any? You are requested to use bullet points here.

4. In your view	what is needed to fill these gaps?
You are requ	uested to use bullet points here.
	details of any other supports which are available in the school to support students with
	special needs e.g. SCP (School Completion Programme), NEPS interventions or programmes,
school based	d initiatives, etc.
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	y details of additional or supporting documentation that will be available in your school to
support the	review process.
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Declaration by Pri	ıcıpaı:
I confirm:	
	on is supported by the Chairperson of the school's Board of Management.
_	s application full consideration has been given to any support services already in the school.
• That the school is	compliant with requirements as set out on Page 1 of this form.
Sign ature of Caboal	Deimainal
Signature of School	Principal
Date signed	



Appendix 1: School provision plan for pupils with special educational needs (mainstream allocation)

council Number

Please ensure that all section	ons of the applic	ation are completed in	full prior to submitting	to the NCSE.		
School:		Roll No:	s	chool Year:	Number of students:	
Total number of mainstream	class teachers		Specia	al Educational Needs Teachi	ng (SET): hours	
Guidance counselling provisi	on	hours for 17/18.	Behav	viour for Learning Teacher: _	hours for 17/18.	
Number of additional English	n as an Additiona	l Language (EAL) allocat	ion posts			
Teacher name	Teaching Council Number	Number of teaching hours per week	Subjects taught	Number of teaching hours timetabled for SEN per week	Subject area and role/responsibility in relation to SEN	
Total number of special education teachers (SET):		Total number of teaching hours per week		Total number of teaching hours timetabled for SEN per week		
Name of SEN coordinator is	f applicable:	Teaching	Number of teaching	hours and Numbo	r of coordinating hours:	

subject areas:

<u>Appendix 2:</u> Students with Special Educational Needs in receipt of interventions through the Continuum of Support Framework (Students should not be named but identified by, student, class, year group i.e. Student 1. class 1, Year 1 etc.).

Student Code	Year	Description of special	Nature of Support	Focus of Support	Student Support File
	Group	educational need (SEN)	Academic (Literacy/	Early Intervention Programmes,	
			Numeracy), Social, Differentiation, In-class support, Team		Support plan start date
		(Circular 0014/2017)	Emotional, Behavioural,	teaching, Withdrawal in small groups or	Differentiation plan,
			Life-Skills, Physical,	individual, School playground	Group Support plan ,
			Sensory, Language and	interventions.	IEP , Behavioural plan/
			Communication.		Contract.

Note: Please complete this table using the most relevant intervention level through the Continuum of Support Framework for each individual student. However, if a student is receiving support under 'School Support Plus', evidence will be required by the Reviewer of support also received under 'Classroom Support' and 'School Support'. Similarly, if a student is receiving support under 'School Support', then evidence will be required by the Reviewer of support also received under 'Classroom Support'.

Classroom Support				Focus of Su	pport – Weekly		
Student Code	Year Group	Description of SEN	Nature of Supports	In class support weekly (number)	Group withdrawal (number per week)	1:1 withdrawal (number per week)	Support plan starting date

School Support				Focus of Sur	port – Weekly	Provision	
Student Code	Year Group	Description of SEN	Nature of Support	In class support weekly (number)	Group withdrawal (number per week)	1:1 withdrawal (number per week)	Support plan starting date
School Support Plus	;			Focus of Support – Weekly Provision			
Student Code	Year Group	Description of SEN	Nature of Support	In class support weekly (number (number) per week) I:1 withdrawal (number per week)		Support plan starting date	