

Special Educational Needs Policy

Section 1: INCLUSION IN COOLMINE COMMUNITY SCHOOL

1.1 OUR MISSION STATEMENT

We strive to create an atmosphere of mutual respect which promotes excellence in all aspects of school life and allows individuals to realise their full potential.

1.2 INTRODUCTION

The school community recognises that “responding to special educational needs involves not just additional knowledge, skills and resources. It is a response that incorporates a lively and open-minded willingness to examine and reappraise attitudes; to challenge the barriers imposed by the established structures, systems and routines; and a commitment to continual efforts at communication and collaboration among colleagues, parents and professional partners.” (Responding to Special Educational Needs – An Irish Perspective.” Sean Griffin and Michael Shevlin Gill & Macmillan. 2007)

This policy aims to ensure that all students experience a quality education appropriate to their needs in a changing world. This policy document aims to outline the form that additional educational support for students with identified needs takes in the school and the philosophy that underpins it. It is written in the context of the current legislation:

- Education Act 1998
- Education Welfare Act 2000
- Equal Status Act 2000 and 2004
- Education for Persons with Special Educational Needs Act 2004
- Education: Admissions to Schools Bill 2016
- Education: Admissions to Schools Act 2018
- NCGE Dyslexia: How the Guidance Counsellor can support the student with dyslexia September 2018
- NCGE A Different Approach for a Different Brain Guiding Students with Asperger’s Syndrome towards Achievable Goals October 2018
- Education: Action Plan for Education 2019
- Inclusion Ireland: Education, Behaviour and Exclusion: Short School Days report September 2019
- NCSE Policy Advice on Special Schools and Classes Progress Report October 2019
- Education: Special Education Needs: A Continuum of Support for Post Primary Schools November 2019
- Education: Education Provision for Learners with Autism Spectrum Disorder in Special Classes Attached to Mainstream Schools May 2020
- Education: Guidelines for Post Primary Schools, Supporting Students with Special Educational Needs in Mainstream Schools, September 2020
- Education: Education Provision for Pupils with Specific Speech and Language Disorder April 2021
- NCGE Working with Students with Intellectual Disabilities October 2021

****note that a list of abbreviations in relation to this policy is provided in Appendix A (p.14)***

This should be considered as a working document to be reviewed every three to five years or as legislation and guidance changes.

1.3 INCLUSION

The principal aim of this document is to enable all students with special educational needs to access, participate and benefit from education, wherever possible, in an inclusive environment with those who do not have such needs (EPSEN 2003)

The school provides for students with a wide range of abilities and/or additional needs, and places for students with/without special educational needs are allocated in line with our admissions policy

(Available at: <http://www.coolminecs.ie/school-policies-polasaithe-scoile/>)

Section 2: Supporting Students with SEN

2.1 Special Education Teaching Allocation

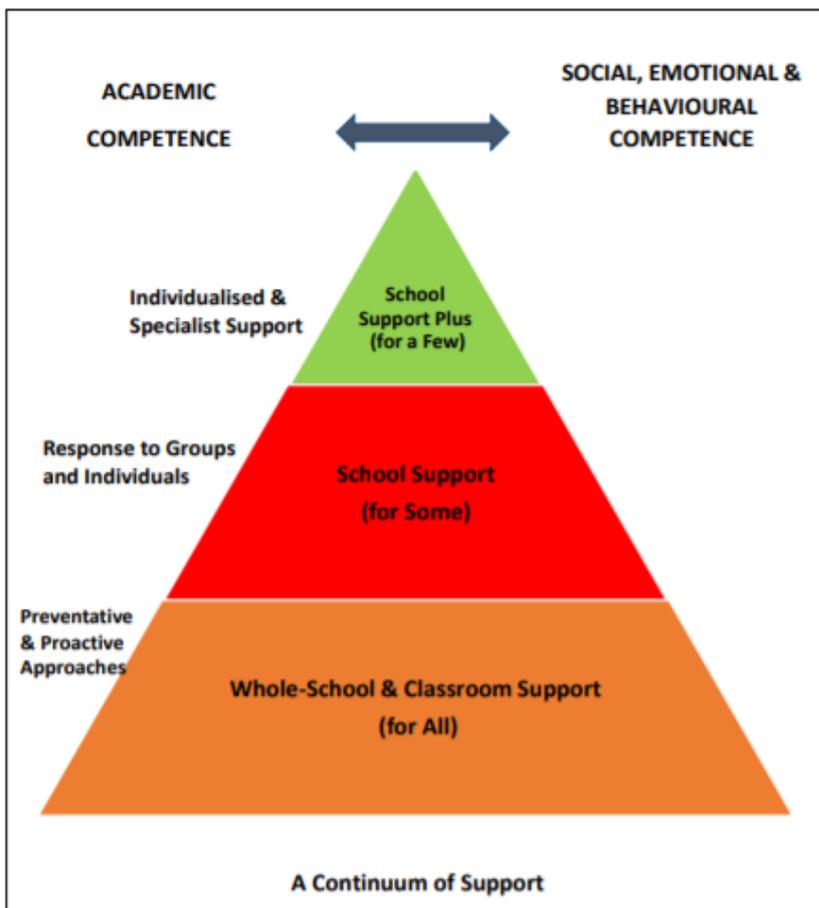
The DES provides special education teaching supports directly to schools based on their educational profiles. The school deploys resources based on the individual learning needs of students without the requirement for the diagnosis of a disability. The following principles guide the implementation process:

- Supports provided to students with special educational needs are based on identified needs and are informed by regular reviews of progress (in consultation with parents and students) as outlined in the Continuum of Support Guidelines (NEPS 2010)
<https://www.gov.ie/en/collection/dca316-special-education-needs-a-continuum-of-support/>
- The subject teacher has primary responsibility for the progress and care of all students in the classroom, including students with special educational needs.
- Special education teaching supports provided to schools will be used solely for the support of students with identified special educational needs, including those students for whom English is an Additional Language (EAL).
- Students with the greatest levels of need will have access to the greatest level of support, and whenever possible, these students should be supported by teachers with relevant expertise who will provide continuity of support.
- Coolmine Community School will establish and maintain a core team of teachers to meet the needs of students with special educational needs. All members should have the necessary experience and access to continuing professional development to support the diverse needs of students with special educational needs.



2.2 Model of Special Education Teaching Support

Special Education Teaching is organised according to the NEPS Continuum of Support (DES, 2007). Support is organised within 3 tiers of support:



- Support for all
- Support for some
- Support for few

The DES has set out the Continuum of Support framework to assist schools in identifying and responding to students' needs. This framework recognises that special educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that students require different levels of support depending on their identified educational needs.

Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support, and that they are informed by careful monitoring of progress.



2.3 Support for All, Some, Few

Support for All:

Literacy support and interventions

Differentiated approach to teaching for students
Reading Room
Drop everything and read
Literacy promotions

Numeracy support and interventions

Differentiated approach to teaching for students
Numeracy promotion

Curricular Support and Interventions

Student Leadership
Student Voice
Team Teaching
Study Skills
Assessment and monitoring of student progress
Tracking and monitoring

Social, emotional and behaviour support and interventions

Guidance and counselling
Positive behaviour management
Friends for Life
School Garden
Exam related anxiety support
One good school

Support for Some:

Support at this level is targeted at students who do not respond to whole school strategies sufficiently and thus require additional support. A range of approaches are used, some of which may be short term interventions and others more long-term.

Interventions may include:

- Consultation and planned intervention with students and parents
- Group and/or individual plans and interventions
- Subject Plans
- Accommodations to support learning/behaviour/social interaction

Literacy & Numeracy support and interventions

- Access to small group literacy and numeracy support and/or team-teaching support.

Curricular Support and Interventions

- Academic monitoring.
- First year homework club.
- Additional support during Irish class for those students with exemptions.



- Collaboration and communication with teaching staff about the learning needs of students.

Social, emotional and behaviour support and interventions

- Transition from primary to post primary programme of support.
- Access to small group social, emotional, behavioural or communication support,
- Access to organised lunchtime activities.
- Liaison with parent or guardian to review progress,
- Participation in small group or 1:1 intervention (ALERT, Social Communication programme etc.).

Support for Few:

These students typically make up between 2-5% of the school population and have additional needs that may require intensive, individualised interventions. Interventions at this stage may include:

- Student Support File
- Involvement of outside professionals (Speech and Language therapists, NEPS etc.)
- Specialist Interventions (Appendix 1)

Support at this level may include:

- Access to SNA support
- Personal Pupil Plan for SNA Access
- Liaising with outside services (NEPS, CAMHS, SADT, Visiting Teacher Service, TUSLA etc.)
- Behaviour Support Planning
- Individualised planning and instruction
- Modified Curriculum Level 2 Learning Programme (NCCA)

2.4 Identification of student with Special Educational Needs

The school collects evidence of students' educational needs at each level of the Continuum of Support. This evidence is then used to adapt teaching, to plan the next steps in students' learning and to gauge the responses to intervention.

Pre-entry information gathering

- Intake screening (CAT4 – Cognitive Abilities Test & NGRT – New Group Reading Test)
- Collection of information from the primary schools (including students' passport and information from the primary school teacher). Information may also be gathered directly from parents.

In-school Identification

- Student Referral
- Teacher Referral
- Parent Referral/consultation
- Student Support Team Referral
- Consultation with outside services
- Abilities Assessment (CAT4 in 3rd year)
- Diagnostic Assessments (Literacy & Numeracy)
- Achievement Assessments (WIAT)
- Behaviour Observation and Assessment
- Professional Reports
- Medical Reports
- Teacher observation records
- Teacher-designed Assessments
- Parent/student interview
- Learning environment checklists

Guidelines for the identification and prioritisation of students for additional support (DES Circular 0014/2017):

In identifying students for support, Coolmine Community School considers the following:

- Standardised tests are used to screen and identify students' performance in reading and mathematics. Those students performing below the 10th percentile will be prioritised for support in literacy and numeracy.
- Students who were previously in receipt of supplementary teaching from a resource or learning support teacher and who continue to experience significant learning difficulties.
- Students who are identified as having significant needs through a process of ongoing assessment and intervention as set out in the Continuum of Support Process (DES, 2010). This will be evidenced through school-based assessment of attainment, and behavioural, social and emotional functioning and ongoing monitoring of learning outcomes. Needs set out in professional reports will be taken into account, where available.
- Students with mild or transient educational needs including those associated with speech and language difficulties, social or emotional problems, or co-ordination or attention control difficulties as well as students who have specific learning disabilities.
- Students with significant Special Educational Needs. For example, students with significant learning, behavioural, emotional, physical and sensory needs. These students need additional teaching support because they require highly individualised and differentiated learning programmes that are tailored to their needs.
- Coolmine Community School will also carefully consider the needs of other students who may present with a range of learning whose interaction may present a significant barrier to the students' learning and ability to access the curriculum.
- Students who have additional literacy or language learning needs including those students who need additional English Additional Language Support.

2.5 Individual Planning

A Student Support File (SSF) is a written plan that guides a student's learning and progress. The plan states the nature of the student's learning support needs. It then sets out the learning goals to be achieved by a student over a certain time and it lists the teaching strategies, resources, and supports that are needed to help a student to reach these goals. It should be developed and reviewed by teachers in collaboration with parents, students and others involved in the students learning.

All teachers in the school have access to the SSFs through Microsoft Teams. Student support files are written for students who are in the support for some and support for few categories under the NEPS continuum of support.

Section 3: KEY ROLES

The following key roles are defined within the policy:

- 3.1 The role of the Class Teacher
- 3.2 The role of the Special Education Teacher
- 3.3 The role of the SEN Coordinator
- 3.4 The role of the Special Needs assistant
- 3.5 The role of the Principal and Senior Leadership Team
- 3.6 The role of the Parents/Guardians
- 3.7 The role of the students
- 3.8 The role of the Board of Management

3.1 Role of the Class Teacher

Subject teachers have primary responsibility for the education of all students in their classes. Accordingly, subject teachers will ensure that they plan their lessons carefully to address the diverse needs within the classroom. They may need to adapt their teaching approaches for some students whose application, motivation, communication, behaviour, or interaction with peers are causes of concern.

This may require targeted interventions to develop relevant adaptive skills related to these needs. Students will be provided with opportunities to be active participants in their own learning through lessons that are carefully planned to include independent and collaborative tasks and reinforcement of skills' development.

All subject teachers should implement teaching approaches and methodologies that facilitate the meaningful inclusion of students with special educational needs. These include:

- Team Teaching within mainstream classrooms
- Collaborative problem-solving activities
- Heterogeneous group work
- Differentiation
- Interventions to promote social and emotional competence



- Embedding of Information and Communications Technology (ICT) in teaching, learning and assessment
- Communication with the SET Team and Parents
- Referrals to the SET

Subject Teachers may be required to provide additional curricular support to students with Special Educational Needs. These are timetabled classes and the following models of organisation may apply: ***Team teaching, small class withdrawal, 1:1***

3.2 Role of the Special Education Teacher

Special education teachers are familiar with a wide range of teaching approaches, methodologies, and resources to cater for a variety of needs. Teaching approaches include a combination of team-teaching initiatives, early intervention, small group, or individual support. Some students with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities. Such interventions are based on careful identification of strengths and needs, including multi-disciplinary assessment, when necessary.

Special education teachers, in consultation with subject teachers, should plan their interventions carefully to address students' priority learning needs and to achieve the targets identified in the relevant Student Support Plan. Short-term planning should reflect the support plan targets and should break down the development of skills and content into small incremental steps to address each student's specific needs. Outcomes for students should be routinely assessed, recorded, and used to review progress

The existing role of the Altramái is being revised and a new emerging role is being developed and can include some of the following areas (note this list is not exhaustive):

- Advocacy
- Student Support Planning
- IT/Assistive Technology
- Complex Needs
- Literacy and Numeracy
- Behaviour
- Key role in SET team

3.3 Role of the SEN Coordinator

A member of the special education needs team is assigned the responsibility for coordinating overall provision for special educational needs within the school and assumes responsibility for:

- Co-ordinating data gathering, screening, and testing.
- Transition planning for students with special educational needs.
- Taking a lead role in making arrangements for planning, implementation and review of student support plans.
- Supporting the communication of information regarding students' needs to subject teachers, Caomhnóirí and Ceann Tí.
- Liaising with other agencies, NEPS and health professionals.

- Liaising with parents and students.
- Assisting with policy formation and the review of policy

3.4 Role of the Special Needs Assistant (SNA)

The purpose of the SNA scheme is to provide schools with additional adult support staff who can assist children with special educational needs who also have additional and significant care needs. Such support is provided in order to facilitate their attendance at school and to minimise disruption to class or teaching time for the pupils concerned, or for their peers, and with a view to developing their independent living skills (Circular 0030/2014).

Primary and Secondary care needs are outlined in Circular 0030/2014. Emphasis is placed on working towards independence and supporting the development of skills. A key aspiration for pupils with special educational needs is that they will, on completion of their school-based education, be able to graduate as young independent adults in so far as this is possible. There is therefore a need to balance the support provided in schools with each pupil's right to acquire personal independence skills. As such, in order to give those pupils every opportunity possible to develop independent living skills, the assistive SNA support which is given to them should always be at the minimum level required to meet the care needs of the pupil. The SNA assists with the development of the 'Personal Student Plan' (PSP) for each student who has access to an SNA. This is developed in collaboration with the Deputy Principal, parent and student.

SNA duties are assigned at the discretion of the Deputy Principal acting on behalf of the Principal in accordance with Circular 0071/2011. The SNA team participate fully in the life of the school and may therefore assist other young people in the school who may need assistance from time to time, or who may have intermittent care needs.

3.5 Role of the Principal and Senior Leadership Team

- Assume overall responsibility for the development and implementation of the school's policies and procedures relating to the inclusion of students with special educational needs
- Oversee a whole-school approach to assessment and screening to identify needs and to guide the allocation of appropriate supports.
- Ensure effective engagement with feeder primary schools to support the transition of students with special educational needs.
- In collaboration with the in-school management team, discharge a key function in the deployment of staff, allocation of resources, organisation of students and timetabling
- Ensure that systems are in place for effective sharing of relevant information on students' needs with all subject teachers.
- Facilitate the continuing professional development of all teachers in relation to the education of students with special educational needs and ensure that all school staff (subject teachers and special education teachers, guidance counsellors, special needs assistants) are clear regarding their roles and responsibilities in this area.
- Ensure that whole-school procedures are established to facilitate the effective involvement of parents, students and external professionals/agencies in implementing the resource allocation model.

- Careful consideration of the formation of a special education needs team whose members have expertise and interest in special education so that provision can be co-ordinated efficiently and flexibly to meet a range of needs.
- Subject to his/her overall statutory responsibilities, the principal may delegate the performance of specific responsibilities to other staff members, including members of the special education needs team.

3.6 Role of Parents/Guardians

Parental engagement is a critical factor in enhancing outcomes for students with special educational needs. A key aim of the special education team is to provide as many opportunities as possible 'to engage with parents and to build a collaborative approach to identifying and responding to the needs of students with Special Educational Needs' (DES, 2017).

Expectations of parental engagement:

Transition to Post Primary:

- Information is provided by Parents/Guardians during enrolment.
- Parents participate in first year information night.
- Where required, parents participate in pre-transition meetings.

Provision of Support:

- Parents of students in receipt of support engage in regular, informal contact with the Special Education Team regarding the progress of their child.
- Parents should contact the Special Education Team if they have any information to provide or any queries in relation to their child's education.

Provision of support for students with complex needs:

- Parents and Guardians should engage in regular contact with members of the Special Education team including the SNA team. Parents are invited to collaborate with the Special Education Team when setting targets for Student Support Files.

Parental Concerns

Parents/Students who are concerned and who wish to discuss or make suggestions about any aspect of educational provision should approach the relevant teacher, year head, or a member of the Special Education Team. If necessary and issue can be dealt with by the Deputy Principal, Principal or Board of Management.

Role of the SENO in supporting parents:

Coolmine CS is assigned a SENO (Special Educational Needs Organiser) by the NCSE (National Council of Special Education). SENOs provide a direct service to parents of students with Special Educational Needs (SEN). At present, SENOs are mainly involved in resourcing schools to meet the needs of students with SEN and ensuring that these resources are used efficiently in schools in accordance with DES policy. A key role of the SENO is to identify the level of resources that may be sanctioned for a

school to support a particular student with SEN and what kinds of support the student needs to benefit from school. In doing this, the SENO takes into account professional reports and recommendations in relation to the student. They must also operate within the policies set down on these matters by the DES. SENOs have a role in supporting and advising parents of students with SEN. Contact details are available on the NCSE website www.ncse.ie

Role of NEPS in supporting parents:

NEPS psychologists work with post-primary schools and are concerned with learning, behaviour, social and emotional development. Each psychologist is assigned to a group of schools.

NEPS psychologists work in partnership with teachers, parents and children in identifying educational needs. They offer a range of services aimed at meeting these needs, for example, supporting individual students (through consultation and assessment).

<https://www.gov.ie/en/organisation-information/e90f03-national-educational-psychological-service-neps/>

**Other relevant outside agencies are listed in Appendix B (p.15)*

3.7 Role of Students

As well as formal screening, assessment and identification procedures, students can self-refer to the Special Education Team if they are experiencing difficulties in school. Student voice is a critical feature of the student support plan. Targets are developed collaboratively with the student.

It is important that students play a key role in their own learning progress. Students are asked to engage fully with the learning process and with their teacher. Students should work collaboratively with their teacher in setting their own targets, engaging in interventions and monitoring their own progress. Additional supports may be removed from students where they continuously refuse to engage with the learning process and their teacher, the resources in this case would be redistributed to other students with identified needs.

3.8 Role of the Board of Management

Under the Education Act (1998), schools must use their resources to ensure that the educational needs of learners with disabilities or other SEN are identified and provided for. Schools' boards of management must use the resources provided by the state to make reasonable provision and accommodation for learners with disabilities or other SEN. These boards are required to publish the school's policy concerning admission of and participation by learners with disabilities or other SEN. They must also prepare and regularly review and update a school plan outlining how the school proposes to achieve equality of access and participation in the school by learners with disabilities or other SEN.

The EPSEN Act (2004) promotes inclusive education for learners with SEN. It outlines the duties and responsibilities of schools' boards of management and principal teachers with regard to education provision for learners with SEN. It deals with the assessment and identification of SEN and the development and implementation of education plans for learners with assessed SEN. It confers on parents a series of rights in relation to their child with SEN (p.19, EPSEN Act 2004).

Section 4 RACE and Irish Exemptions

4.1 Reasonable Accommodations at Certificate Examinations (RACE)

The scheme of Reasonable Accommodations at the Certificate Examinations (RACE) is operated by the State Exams Commission (SEC) and facilitates access to the certificate examinations by candidates who would have difficulty in accessing the examination or communicating what they know to an examiner because of a physical, visual, hearing and/or learning difficulty. The scheme assists candidates who have special educational needs to demonstrate what they know and can do in certificate examinations, without compromising the integrity of the assessment.

The SEC highlights that **the existence of a learning or other difficulty *does not automatically mean that a candidate requires accommodations to access the certificate examinations.*** Each application is considered on its merits in line with the conditions of eligibility and the criteria that apply to the specific accommodation sought.

4.2 Key considerations for RACE

RACE applications will be made by the Special Education Team on behalf of the candidates whose special educational needs have been identified and who have been provided with appropriate learning interventions on an ongoing basis as part of the continuum of support in the school.

Eligibility for reading and writing accommodations are made on the basis of the results of standardised testing administered by the Special Education Team.

Applications for Junior Cycle are submitted in third year.

An application to reactivate supports is submitted for the Leaving Certificate examinations. The supports provided at Junior Cycle will be provided at Leaving Certificate subject to school confirmation by the school authority of an identified and continuing need.

It is important to note that an explanatory note will detail how the assessment procedure was altered will appear on the candidate's examination certificate.

Further information on eligibility criteria are available from: www.examinations.ie

4.3 Reasonable Accommodations – In house and summer examinations

Every effort is made to provide the necessary supports for students in in-house and summer examinations. However, the support available is contingent on the resources available at the time.

4.4 Exemption from the study of Irish

Exempting a student from the study of Irish will be considered only in exceptional circumstances. The decision to exempt a student from the study of Irish is an important decision that has implications for his/her future learning. The decision to grant an exemption from the study of Irish is made by the Principal, but it must be made following detailed discussion with the student's parent(s)/guardian(s), the student where he/she is the applicant, the class teacher, special education teachers, and the student. A decision to grant an exemption should only be considered in the

circumstances set out in section 2.2 of Circular 53/2019

<http://www.coolminecs.ie/faculties/seninformation/>

Section 5 Confidentiality

5.1 Access to Information

Records kept on all students include: Pre-Entry Assessment Results, NCCA Primary School Passports, 6th Class teacher interview information, medical information, psychological reports and other professional reports.

5.2 Psychological Reports

Psychological reports are stored in a locked filing cabinet in the Special Education Office. Teaching recommendations from the reports are shared in Microsoft Teams and through the SEN tab on VS Ware. Both systems are password protected. Sensitive information is handled appropriately in consultation with parents' wishes.

5.3 SEN Register

A list of all students with identifies needs is stored for teachers in Microsoft teams. Additional support needs are stated in the SEN tab on VS Ware.

Section 6: Ratification, Review & Evaluation

A review of the policy will take place on a regular basis and may include feedback from students, staff, parents and representatives of the Board of Management. It is our intention, as part of the submission of the end of year report to the BOM, to use the self-reflective questionnaires available in the Guidelines for supporting students with Special Educational Needs (Appendix 6).

This policy was adopted by the Board of Management of Coolmine Community School:

Date: 30/06/2022



Appendix A

Glossary of Special Education Terms

- ADHD Attention Deficit Hyperactive Disorder
- AON Assessment of need
- ASD Autistic Spectrum Disorder
- DES Department of Education and Skills
- DSM-V Diagnostic Statistical Manual, Volume 5
- EBD Emotional and Behavioural Disorders
- EPSEN Education for Persons with Special Educational Needs
- GLD General Learning Disability
- HSE Health Service Executive
- ICD -10 International Classification of Diseases 10th Revision
- IEP Individual Education Plan
- JCSP Junior Certificate School Programme
- LCA Leaving Certificate Applied
- NBSS National Behaviour Support Service
- NCCA National Council for Curriculum and Assessment
- NCSE National Council for Special Education
- NEPS National Educational Psychological Service
- NEWB National Educational Welfare Board
- RACE Reasonable Accommodations in Certificate Examinations
- SEC State Examination Commission
- SENO Special Educational Needs Organiser
- SERC Special Education Review Committee
- SET Special Education Teacher
- SNA Special Needs Assistant
- SSLD Specific Speech and Language Disorder
- SSF Student Support File



Appendix B

Outside Agencies

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| DES Inspectorate | Inspects and evaluates the quality of schooling, advises on educational policy and supports teacher and school management. http://www.education.ie/ |
| DES Special Education Section | The Special Education Section of the Department of Education and Skills provides for a range of resources and supports for learners with special educational needs and also develops associated policy in the area of special educational needs, in conjunction with relevant stakeholders. More information is available on: http://www.education.ie/ |
| EWS - Educational Welfare Services | Educational Welfare Services which are part of the Tusla Education Support Service (TESS) deal with children and families who have difficulties in relation to school attendance, participation, retention. It operates under the Education (Welfare) Act 2000. The TESS statutory and school support services of the Child and Family Agency work collaboratively with schools and other relevant services to secure better educational outcomes for children and young people. |
| Health Service Executive (HSE) Children's Disability Services | <p>Children's disability services are for children and young people up to 18 years.</p> <p>Parents can talk to their GP or public health nurse (PHN) and can then be referred to the service that the child needs.</p> <p>A child's needs may be met at a local health centre. For example, if they have a speech delay a local speech and language therapist can often give parents and children the help you need.</p> <p>In some cases, parents may need a Children's Disability Network Team who work closely together.</p> <p>https://www2.hse.ie/services/disability-support-and-services/childrens-disability-services/childrens-disability-services.html</p> |
| Health Service Executive (HSE) Children's Disability Network Team | <p>Members of a Children's Disability Network Team work closely together to provide a wide range of services and supports for parents and their child. They start by finding out what the main concerns and priorities are for a child. This helps parents to work with the team towards agreed goals.</p> <p>A full range of disability services can be found here: https://www2.hse.ie/childhood-disability/disability-services-for-children/</p> |



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| <p>NEPS (National Educational Psychological Service)</p> | <p>The National Educational Psychological Service (NEPS) is a service funded by the Department of Education and Skills. NEPS psychologists specialise in working with the school community in both primary and post-primary schools. They are concerned with learning, behaviour, social and emotional development. Each psychologist is assigned to a group of schools. They work in partnership with teachers, parents and children in identifying and helping children with special educational needs. They offer a range of services, for example, supporting individual students (through consultation and assessment), special projects and research. More information is available on: http://www.education.ie/</p> |
| <p>NCSE (National Council for Special Education)</p> | <p>The National Council for Special Education (NCSE) was set up to improve the delivery of education services to persons with special educational needs arising from disabilities with particular emphasis on children. The Council was first established as an independent statutory body by order of the Minister for Education and Science in December 2003.</p> <p>NCSE local services are delivered through our national network of Special Educational Needs Organisers (SENOs) who interact with parents and schools and liaise with the HSE in providing resources to support children with special educational needs. More information is available on: http://www.ncse.ie/</p> |