

Special Education Teaching Model

Implementing the six actions in Schools



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Implementing the six actions of the SET Model



Presentation.....

Objectives

- Overview of SET model
- Discuss each of the 6 actions involved in implementing the SET model
- Workshop



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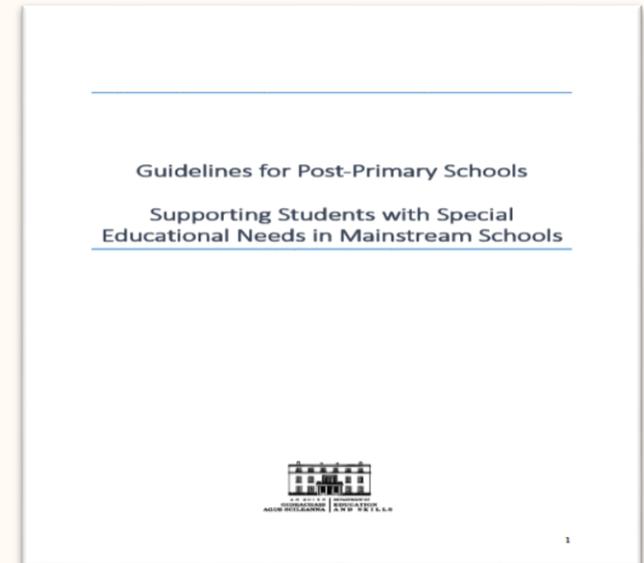


Presentation.....

Current Context



- Circular No 0014/2017 –Special Education Teaching Allocation
- Guidelines for Post Primary School –Supporting Students with Special Educational Needs in Mainstream schools



Vision of Inclusive Education



‘To provide that people with special educational needs shall have the same right to **avail of**, and **benefit from**, **appropriate education** as do their peers who do not have such needs.’

EPSEN (2004)



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Presentation.....

Six principles underpin use of supports



1. Truly inclusive schools
2. Supports based on identified needs and informed by regular review
3. Subject teacher has primary responsibility
4. Solely for students with identified SEN
5. Greatest level of support for students with greatest level of need
6. Core team of teachers with the necessary experience and access to CPD



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Priorities



In your current role as D.P/Principal, and thinking about the 2 statements you chose from the principles slide, how is this happening in your school ?

What are the priorities for your school in relation to this list?



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Presentation.....

Principal has overall responsibility for:

SEN policies and procedures

Whole-school approach

Deployment of staff
Allocation of resources

Facilitate CPD of all teachers ...

Appropriate systems of information-sharing

Engagement with feeder primary schools

Involvement of parents, and external agencies



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Presentation.....



6 actions guide the allocation of additional teaching supports

- Action 1** Identify students with special educational needs
- Action 2** Set targets
- Action 3** Plan teaching methods and approaches
- Action 4** Organise early-intervention and prevention programmes
- Action 5** Organise and deploy SET resources
- Action 6** Track, record and review progress



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Presentation.....

1. “foster a commitment to inclusion”

2. “ create a secure healthy environment”

3. “manage schools physical, human & financial resources”

4. “continuous process of school self evaluation”

5. “mediate change... respond to changes in education”

6. “facilitate development of student voice, participation and leadership”

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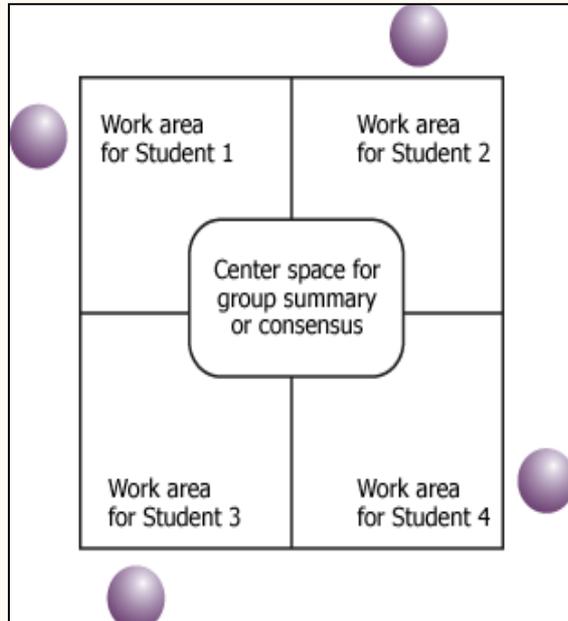
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Action 1

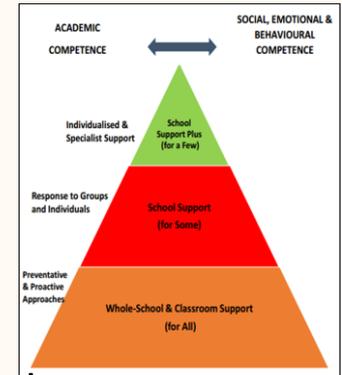
Identify students with special educational needs



Your work area:

How do you identify students with SEN in your school?

Centre space: Agree the 3 best practices.



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Action 2: Set Targets

Target Setting is central to effective teaching and learning

Goals – Government DEIS Plan 2017

- To improve the learning experience and outcomes of pupils in DEIS Schools.
- To support the work of schools by providing the research, information, evaluation and feedback to achieve the goals of the Plan.



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Document Programme for New Process and Quality Process



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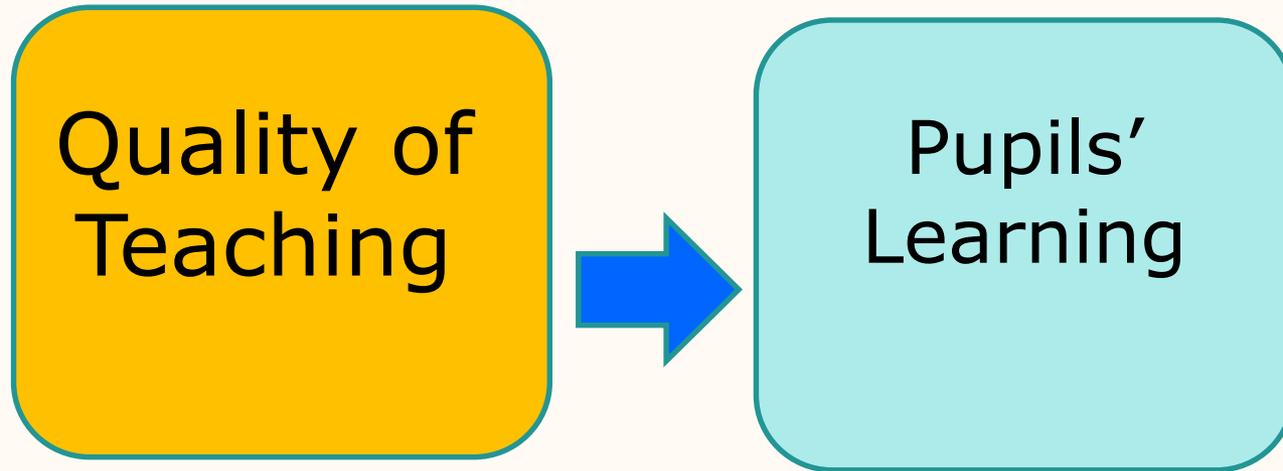
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Presentation.....

Action 3 Plan teaching methods and approaches



'Teacher quality' is the single most important school variable influencing pupil achievement

Teachers Matter: Attracting, Developing and Retaining Effective Teachers; OECD 2005



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- Getting It Together
- Alert
- Peoples Skills
- Why Try
- Working Things Out
- Check & Connect

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An Chomhairle Náisiúnta um Oideachas Speisialta
National Council for Special Education

Working to deliver a better
special education service

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The NCSE now has responsibility for services previously provided by the SESS, NBSS and Visiting Teacher Service. Access to their web services are available via the links below.

The NCSE was established to improve the delivery of Education Services to persons with special educational needs.

Latest News

NCSE Offices Closed Monday 05th and Tuesday 06th November 2018

Registration for NCSE Research Conference now open

Education (Admission to Schools) Act 2018 – commencement of special classes section

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Text to Speech
Text to Speech Toolbar

SENOSupport Service
Supports for Schools and Parents

Visiting Service
Support for Children with Visual Impairments or Deaf/Hard of Hearing

CPD and In School Support
CPD and In School Support

Behavioural Support
Behaviour for Learning Programme

- Differentiation CPD
- Co-Teaching
- National Seminars
- Set Team support
- Tracking and assessment
- Planning

Decide upon models of Support that meet the targeted needs of YOUR students

Withdrawal

- Confidentiality
- Quieter environment
- Time and attention
- Pace
- Easy use of ICT
- Similar ability groups
- Concentration level

Co-Teaching

- Inclusive environment
- Self-esteem
- Continuity of learning
- Interactive and engaging
- Practical benefits
- Peer support
- Experiencing different teaching methodologies



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Action 4 Organise early-intervention and prevention programmes

	Universal Interventions <ul style="list-style-type: none"> • All students • Preventive, proactive 	Targeted Group Interventions <ul style="list-style-type: none"> • Some students (at-risk) 	Intensive, Individual Interventions. <ul style="list-style-type: none"> • Individualised, Intensive supports
LITERACY			
NUMERACY			
SOCIAL			
EMOTIONAL			
BEHAVIOURAL			
WELLBEING			

Action 5

Organise and deploy SET resources

- Level and type of support should:
 - reflect specific targets of individual students
 - be informed by careful monitoring and review of progress.
- Groupings timetabled for support and/or withdrawal may change over time
- Professional development and acquired expertise of teachers should be taken into account



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- SETs deployed to address **identified** student needs
- Deployed in a **variety of ways** (e.g. in-class support, group or individual withdrawal)
- Effective **communication and engagement** with parents is critically important
- SET allocation includes provision for **required planning and co-ordination activities**
- Effective use of resources is dependent upon effective **timetabling practices**.



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Presentation.....

Effective timetabling

.....ensures continuity and avoids undue fragmentation of provision.....

- Small core team of teachers
- Flexible approach to address changing needs
- Overall school timetable takes into account necessary provision for students with SEN
- The impact of withdrawal on students' access to the curriculum is considered



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Presentation.....

Timetabling

Using the Class profile



1. Identify interventions to meet the needs
2. Deploy SET's to meet those needs



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Collaborative Approach

- Coordinate Resources –
One Student, One Plan
- Core team of teachers involved in the implementation of the plan
- Regular communication with all teachers
- Regular communication with home
- Monitor and review plans regularly



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Action 6

Track, record and review progress

- Establish a tracking and recording system, to ensure that the progress of all students in meeting their identified targets is monitored.
- At Whole-school and Classroom Support level by all teachers.
- At the School Support and School Support Plus levels by class teachers and special education teachers.



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Presentation.....

Tracking – Collecting and analysing data at school-wide level

- In-take screening
 - Ability
 - Attainment
- Transfer information
- Attendance
- Behavioural records
- Ongoing assessment
- Recording of concerns raised



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Presentation.....

What is progress?

- Evidence of progression
- Skills development



How can we measure it?

- Checklists, teacher measures, observations, standardised tests, screening tests, rating scales etc.
- Measures of attainment, well-being, communication, independence, attendance and social inclusion



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Presentation.....



Thank
you

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