

A Practice Perspective: Leadership for Inclusion - Timetabling for Students with Special Educational Needs (Post-Primary)

Questions not addressed during the webinar:

Q: Who should be on the Core team? Could you make recommendations

On page 26 of the SET Guidelines it states: *The principal has overall responsibility for the school's provision for young people with special educational needs. The principal establishes a core team of teachers and may delegate responsibility for the organisation, planning and provision of special education teaching to this team, or to a teacher/s to coordinate this team. The principal has oversight of the work of the special education teaching team including the identification, preparation, planning, provision and timetabling of additional supports for young people with special educational needs. Members of the special education teaching team have the necessary experience, interest, and access to professional development to support the diverse needs of young people with special educational needs. Those young people with the greatest level of need have access to additional support from members of the special education teaching team with the relevant experience and expertise.*

While membership of the core SET team will vary across schools, to meet the requirements outlined above, some key members could include:

- A SENCO/ SENCOs/ anchor coordinators for each year group (some schools have this arrangement).
- Core SETs- those with a substantial number of hours in SET on their timetable (i.e. perhaps more than 12 hours SET teaching).
- It is recommended that a member of the senior leadership team should attend core SET meetings.
- Special education intersects with other key areas such as whole school guidance, wellbeing, DEIS planning/ SSE, digital strategy etc.

Q: Do you have any info on movement break training for SNA's?

Teachers have responsibility for movement breaks for students. The NCSE advises that schools should encourage teachers to incorporate movement breaks into the classroom insofar as possible for all students. There will be some students who require additional support and may need movement breaks more regularly. SNAs can support students in need of more regular movement breaks. Key resources to guide SNAs and teachers in providing both sensory and movement breaks are outlined in the following NCSE documents:

1. The NCSE guidance on movement breaks in post primary schools can be accessed [here](#).
2. The Autism Good Practice Guidance for Schools can be accessed [here](#).
3. NCSE Sensory Spaces in Schools can be accessed [here](#).

Q: Based on your differentiation between TT and LS. Can TT hours come from SET hours? or if hours are coming from SET can we only use the LS model?

You can use SET allocation for TT and LS

Q: Is there a team-teaching/co-teaching review template which teachers could discuss at their end of year department meeting?

Our Inclusion Coordinators have some resources and templates that we can share. Please liaise directly with your inclusion Coordinator.

Q: Is it OK to still have withdrawal classes opposite Irish for those students who have Irish exemptions and require the support (evidence based) at this time in Literacy and Numeracy. Should we offer students who have an Irish exemption but do not necessarily require supplementary support the opportunity to do another subject at JUNIOR CYCLE. We do this at LEAVING CERTIFICATE

It is absolutely ok to withdraw students opposite Irish for those who have an Irish exemption arising from a SEN only for evidence-informed support in Literacy, Numeracy or other skill development areas (organisation, communication, self-regulation etc.). For students with an exemption for non-SEN related reasons, SET allocation cannot be used to support these students. If you are offering another subject for JC or LC for these students, it would have to come from the general allocation. The SET Guidelines would recommend that students who are exempted from examination in Irish for non-SEN related reasons can attend the Irish class and engage with the learning without examination.

Q: Flexible withdrawal on rotation is difficult as it means you have to have a SEN teacher on a flexible timetable for the year. That takes a huge chunk out of allocation.

This challenge was addressed in the recorded discussion.

Q: In Mainstream SEN (not special class) did you do much one-to-one work or just small group opposite languages?

This question was addressed in the recorded discussion.