



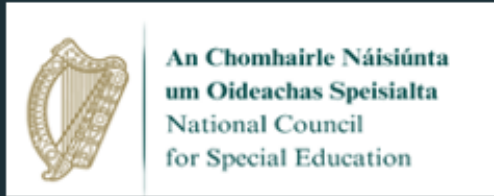
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NCSE RESEARCH CONFERENCE 2024

Conference Theme: 'The Progressive Realisation of an Inclusive Education System in Ireland: The new NCSE and Vision 2026'

NCSE Research Conference



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.

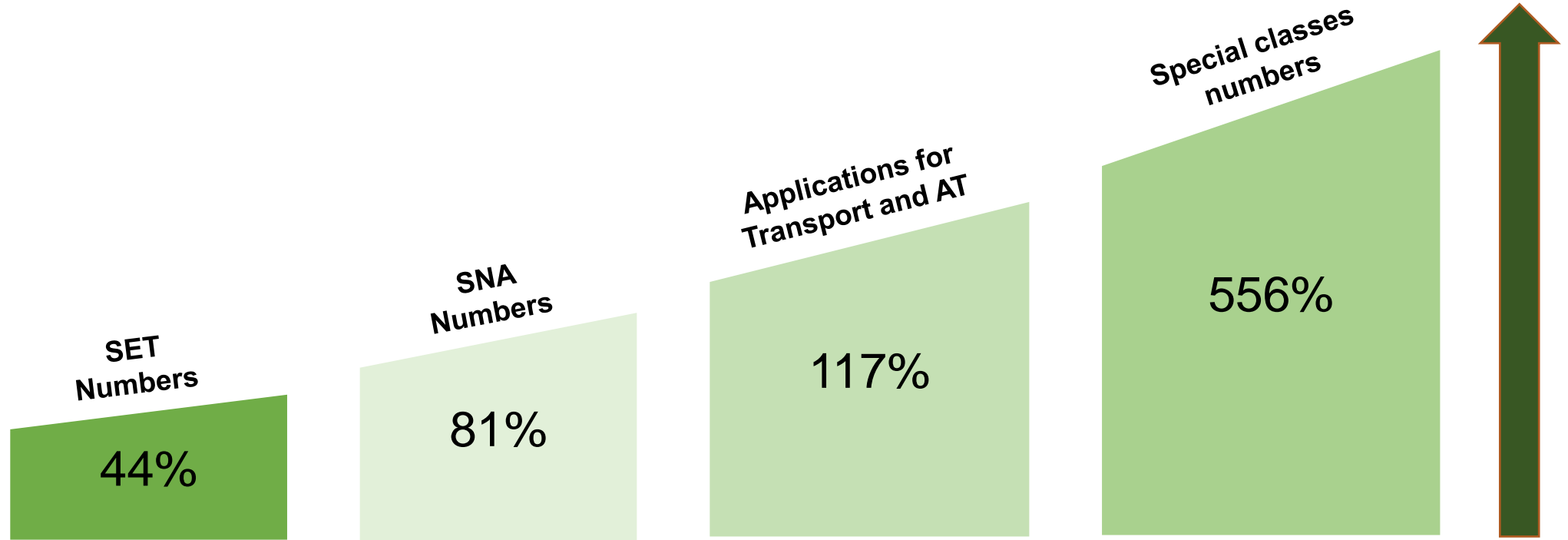
As part of this investment, EY have been engaged to undertake an organisational review of the NCSE to assess, refine and enhance the NCSE organisation and support the definition of a future state that is fit for purpose, and enables NCSE to meet their strategic objectives.



Org. Design Review

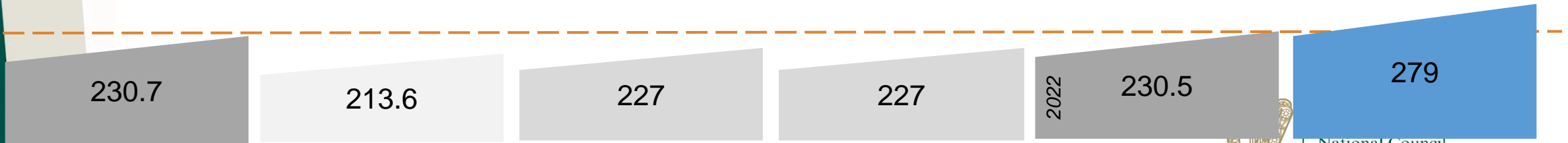
Demand for Special Education Services

Increase in Special Education demand in the last decade:



Current **prevalence rate for autism** is estimated at 3.11%, a doubling from 1.5%

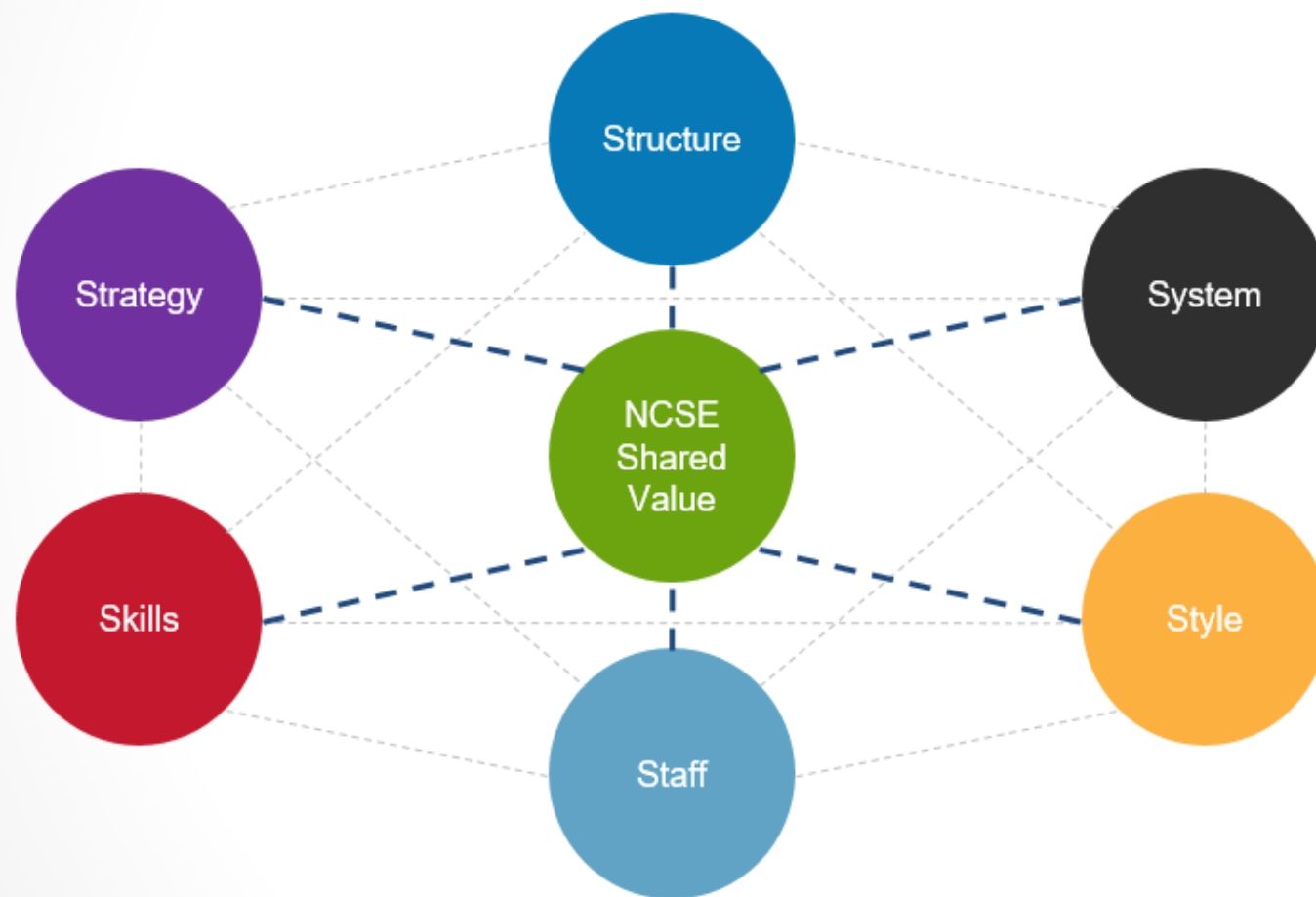
Workforce
Numbers



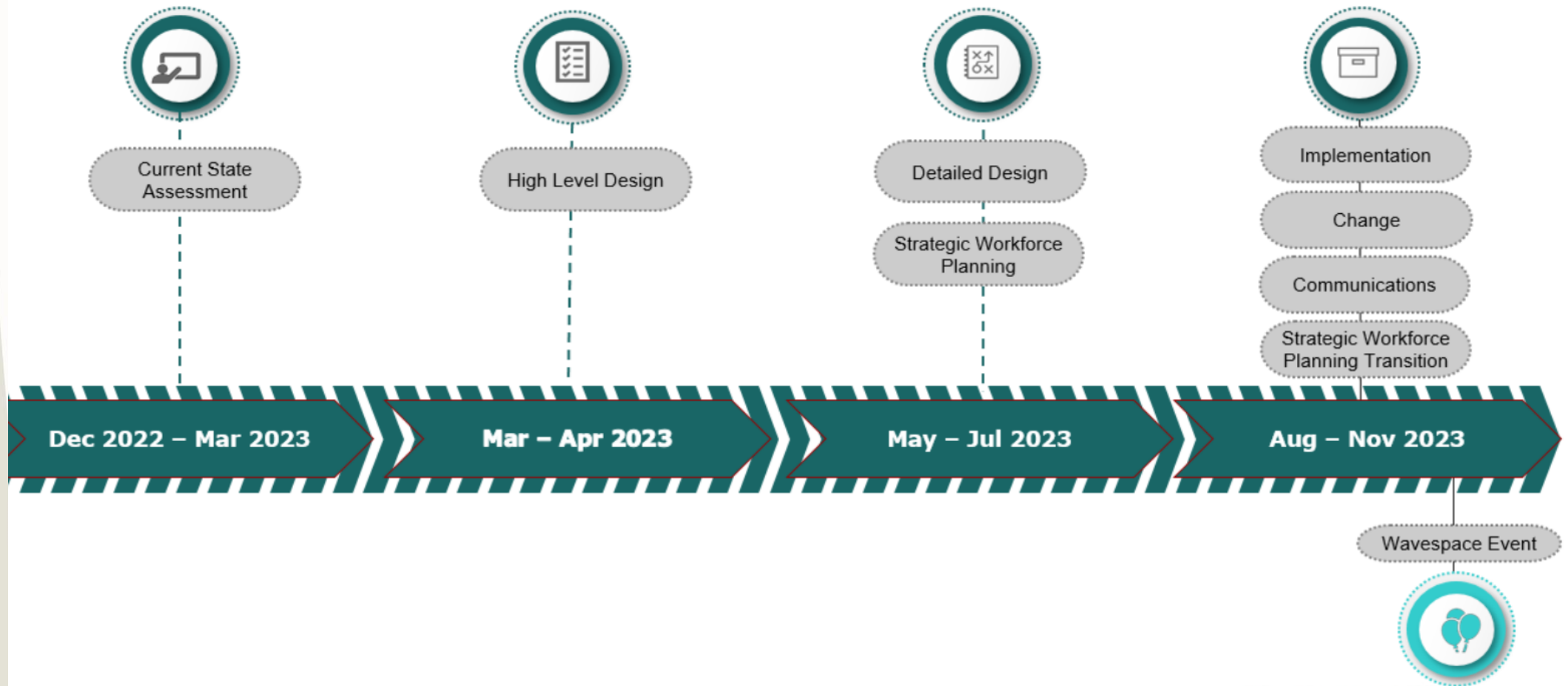
Leadership Framework



NCSE Cultural Development 2022-2024



NCSE Workforce Development Journey



NCSE – An Organisational Structure Designed for Purpose

Becoming an employer of choice with staff welfare and development at the heart of corporate strategy

Seeking perfection with effective processes defined by target performance management and behavior indicators

Progressing continuous improvement of corporate identity with streamlined quality standards in communication, data and professional efficiency

Leading National Strategic stakeholder engagement and partnerships



Systemic thinking and constancy of purpose to ensure delivery of value to students families and schools

Transforming schools with sustained support, expert practice, guidance and advice

Driving an Inclusive Education System with Integrated research policy and practice

Breaking down barriers between pillars to develop an integrated system of operational excellence,

”

SNA Review
SET Review

”

Relationship with SENO
Knowledge of students,
parents and schools

”

**Consistency
in Service**

”

**Integrated
Service**

TESTIMONIAL

“ Hierarchical
Structure not
working well

“ Integrated
Service

“

Email as a form of
Communication?

Kindness please.....

”

“

Unproductive
Meetings

”

Stakeholder
Mapping

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Communication – Responsive

Face to face contact

Sustained personalised contact with NCSE

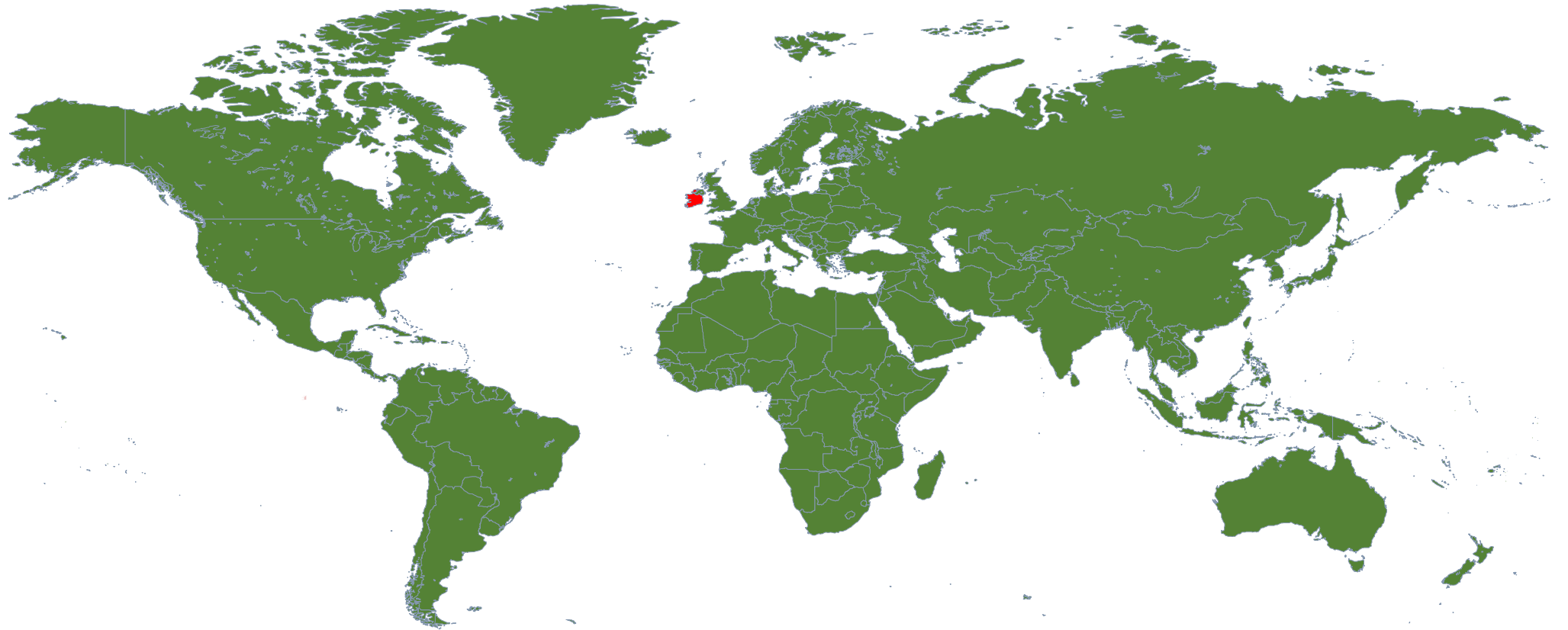
Trusting Engagement

Reduce bureaucratic burden

Collaborative joined up approach

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A World Class Inclusive Education System



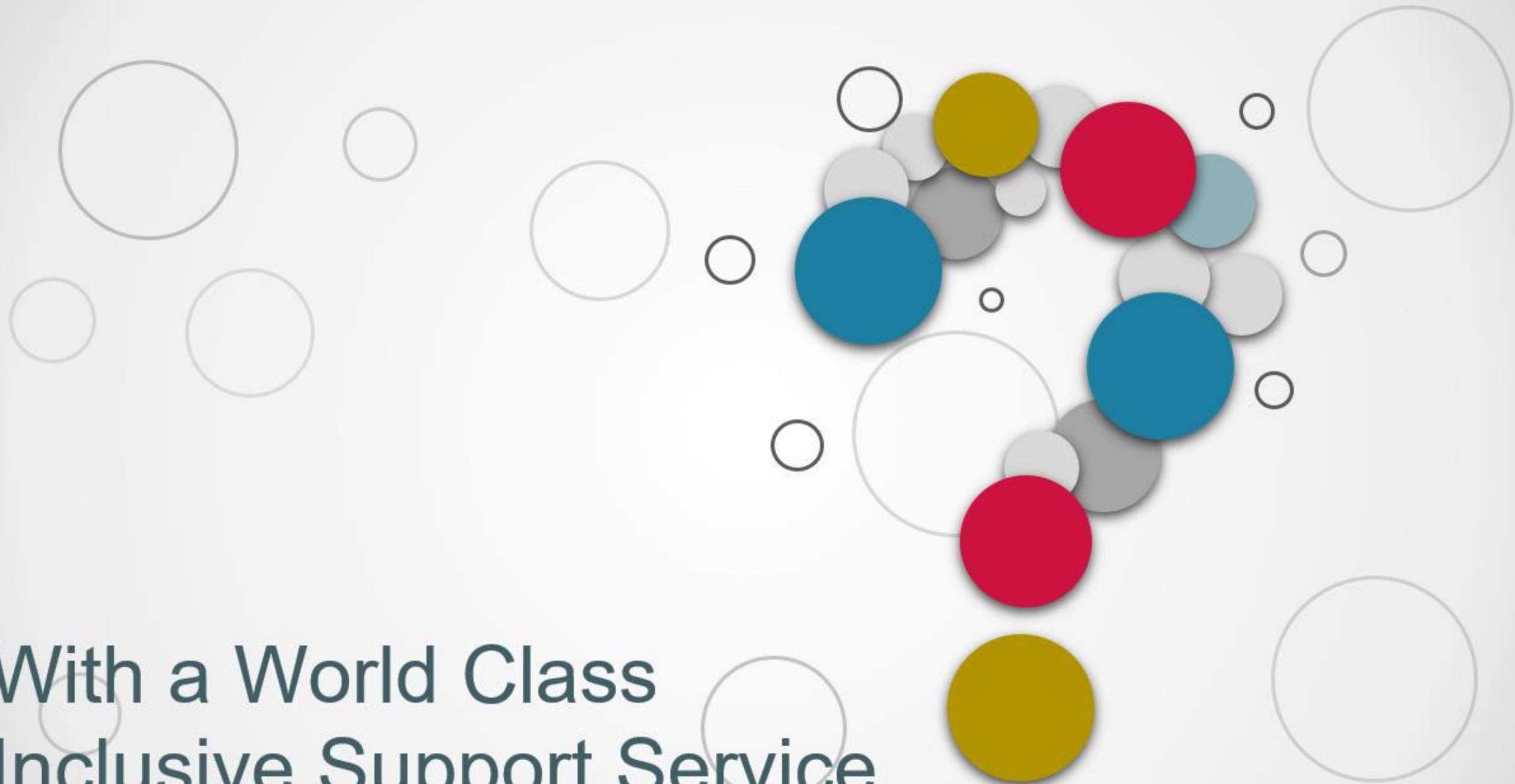
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QUESTION

How does a National Agency Deliver a World Class Inclusive Education System?

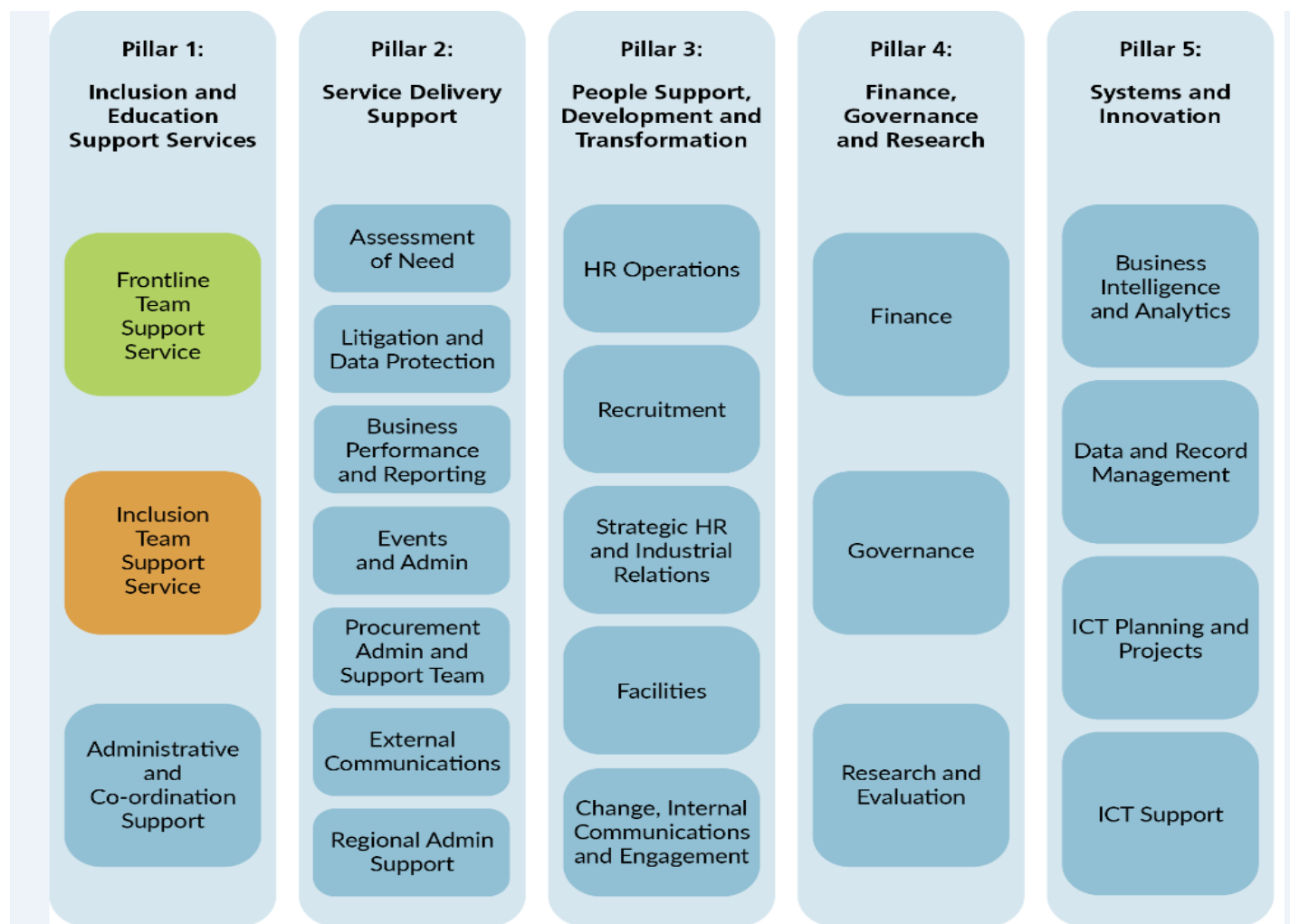


With a World Class
Inclusive Support Service



A World Class Inclusive Education System

- Delivery of a professional and co-ordinated service aligned with students, school communities and parents
- Any programmes delivered are reflective of both student and schools needs and facilitate the continuous support of students school communities and parents throughout their education journeys



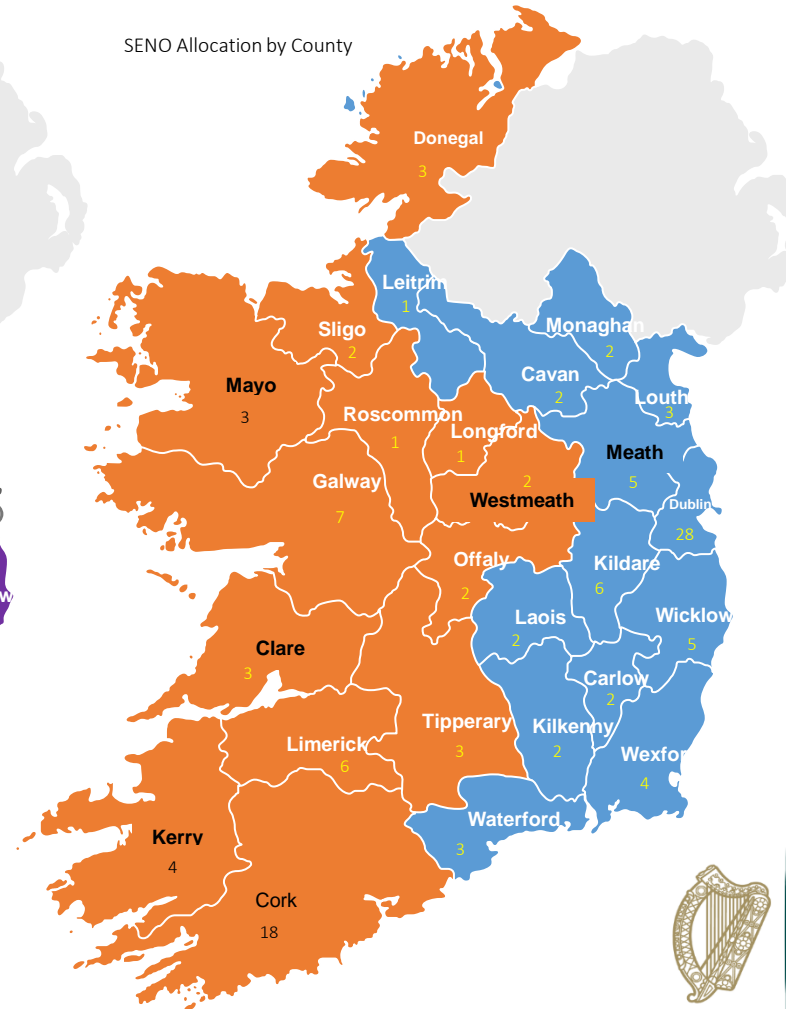


NCSE Enhanced Service

TM Allocation by County*



SENO Allocation by County



* 21st TM to be allocated in the foreseeable future



Who is the SENO where I live? - For Parents



Contact my SENO

Click here to view a list of SENOs including the areas they cover and their

Who is my SENO? - School List



Click here to view a list of schools including the SENO assigned and their contact details.



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SO WHAT?



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1

Bigger Teams

Who is on the team?



3

Less Pressure

How will you work?



5

Improved Metrics of Success

What does success look like to you?



2

Core Values

Who do you care about?



4

Roles

Definition please



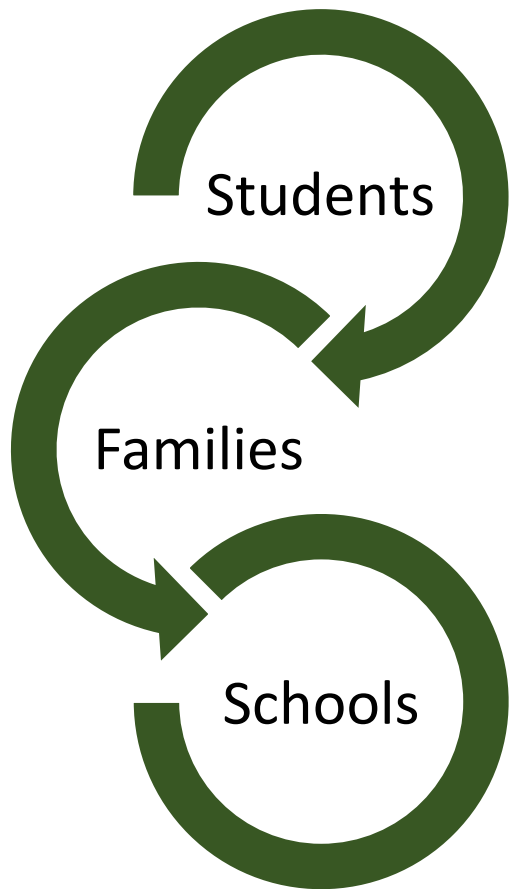
6

Standards of quality

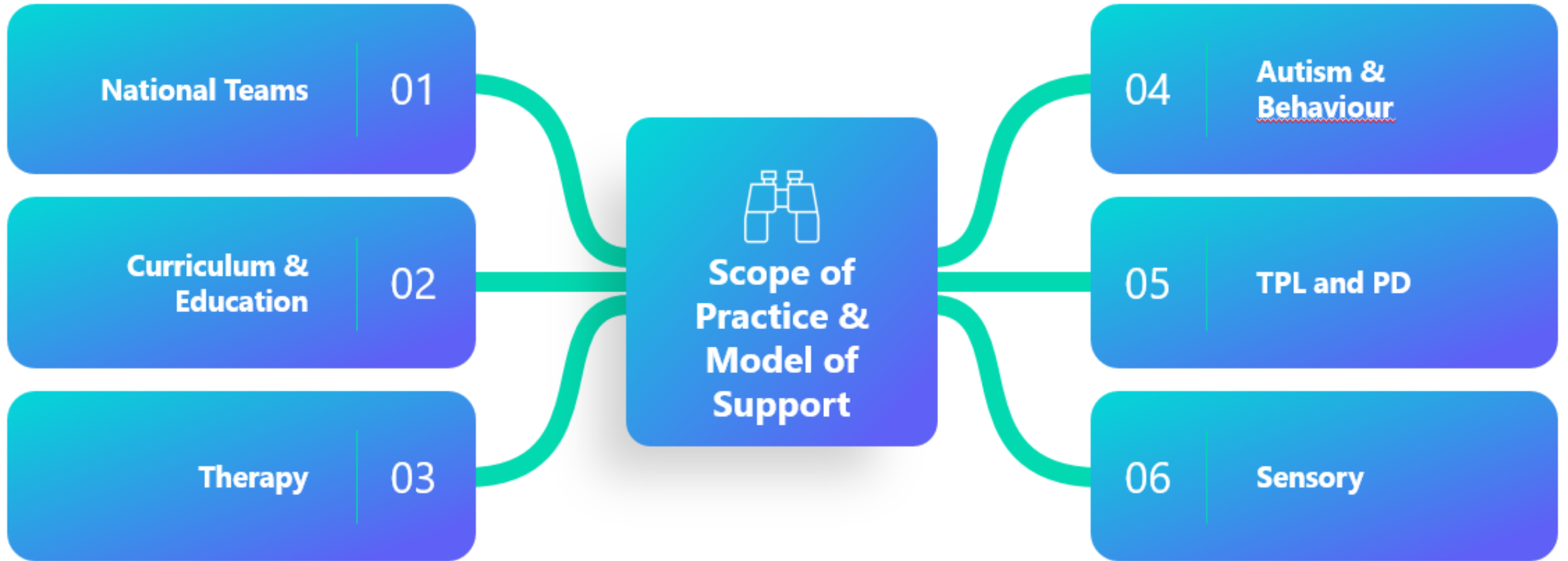
What are your standards for high quality work and learning?



Quality Service Standards

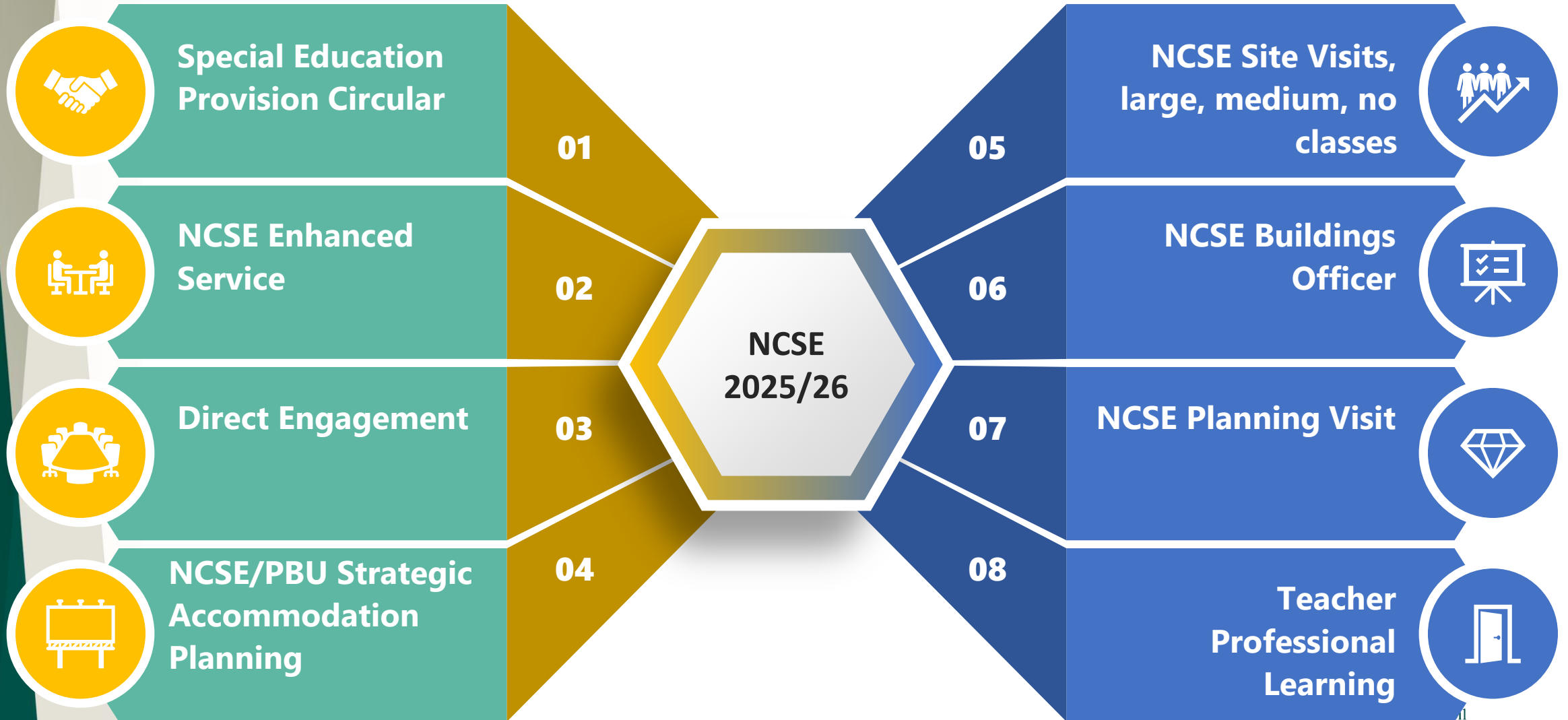


Scope of Practice & Model of Support



Quality Service Standards

NCSE Service to Schools



Teacher Professional Learning Primary, Post-Primary and Special Schools September 2024 to May 2025



Teacher Professional Learning Primary, Post-Primary and Special Schools

September 2024 to May 2025

The NCSE Teacher Professional Learning (TPL) programme is now open for 2024/2025. Explore our seven themes that develop a teachers' knowledge and skills to build capacity in their schools to support all students, including those with special educational needs.



Engagement, Language and Communication

Creating schools and classrooms that are inclusive, playful and responsive to students' regulation, social, language and communication needs



Transitions

Transitions between activities, classes, rooms, spaces or schools can be challenging for students with SEN. Effective transition strategies can significantly impact a student's ability to adapt and thrive in new environments



School Leadership

Inclusive school leaders create and promote welcoming learning environments for all students in the whole school community



Wellbeing and Behaviour for Learning

Placing emphasis on wellbeing, regulation and the holistic needs of students to enhance participation, learning and student's sense of happiness and belonging



Assessment, Preparation and Planning

Preparation, planning and assessment ensures that students receive appropriate supports to meet their unique educational and care needs and achieve their full potential



Sensory (Deaf/Hard of Hearing or Blind/Vision Impaired)

Emphasis on providing effective opportunities for learning that contribute to developing students' independence, social, emotional and cultural development



Teaching and Learning-supporting access to the curriculum

Creating inclusive educational strategies, learning experiences, choices and resources that enable all students to fully access, engage with, participate in and benefit from the curriculum

To explore our full range of seminars, browse through our 2024/2025 TPL booklet in your school, grab your personal copy at your local education centre or download a copy by using this QR code.

If you have any queries, please contact us through cpd@ncse.ie



Special School Bespoke NCSE Support

NCSE BEHAVIOUR

WHOLE SCHOOL SEMINARS FOR SPECIAL SCHOOLS

Six 2 Hour Sessions from 3-5pm

22/10 Understanding Autism and Complex Needs

27/11 Supporting Communication Differences

11/12 Wellbeing and Regulation

29/1 Visual Structured Teaching Methodologies

26/3 Supporting Transitions

21/5 Individualised Goal Setting

Please sign up [here](#) and the link will be sent to you.

All staff welcome!



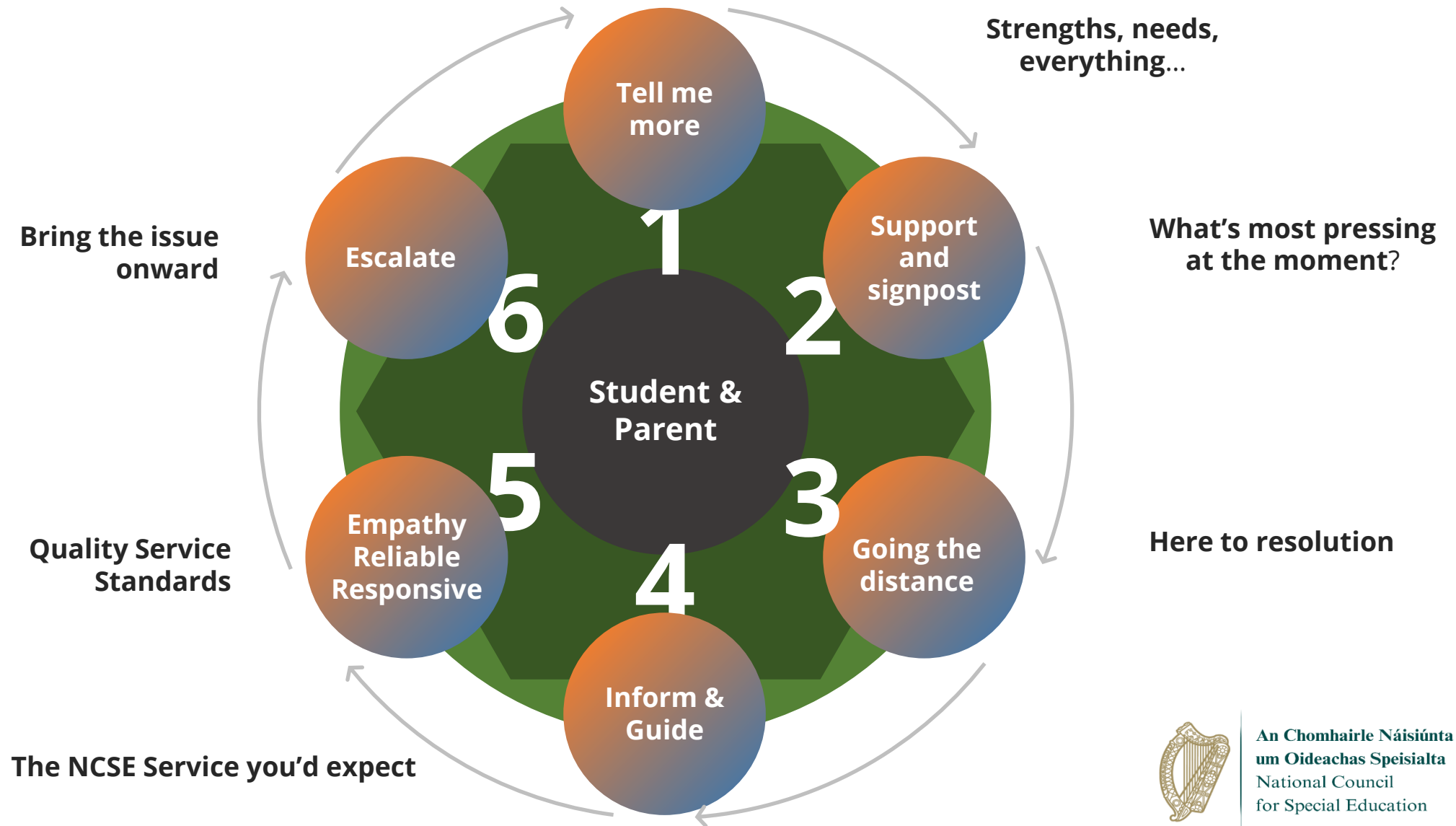
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- Bespoke Special School Training
- 30 schools signed up so far
- NCSE Behaviour Practitioner Special School caseload



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Students and Families



NCSE Stakeholder Engagement



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Parental Webinars

ASIAM
Down Syndrome Ireland
D.15 Parents
NPC



School Management Briefings

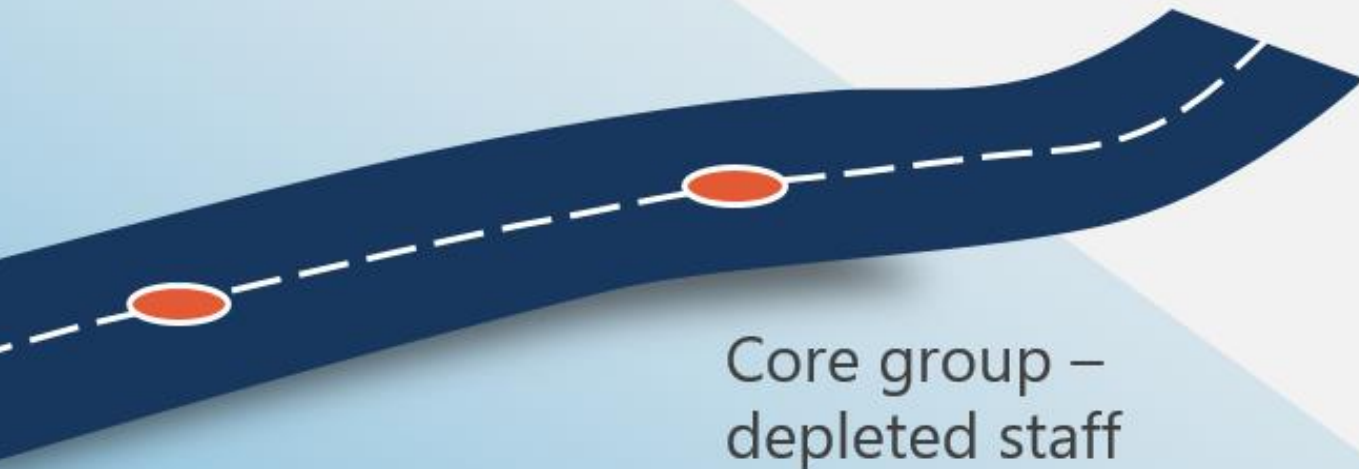
ACCS
ETBI
CPSMA
Individual Management
Bodies



NCSE Direct Patron Engagement

Primary
Post Primary
Identified hotspots


SET and SNA Review Processes 2023



Processes not
defined since
2017

Core group –
depleted staff

Clarity on roles and
responsibilities



Poor Communication
& ill - defined time
frame

Reputational
Damage



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The Principles of TQM



DMAIC

What?

Why

How?

DEFINE



ANALYZE



CONTROL



MEASURE

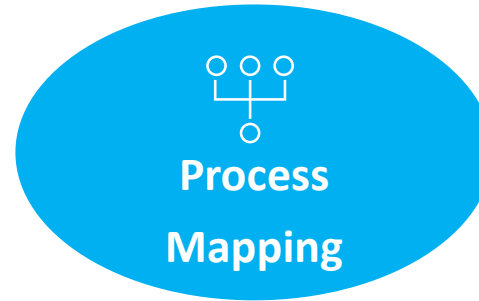


IMPROVE



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Define



- **Focus Groups with School Management Representatives – School Experiences of the process** “ *We want NCSE back in our schools!*”
- **Process Mapping - Practical Project Team Workshop**
- **Addressing the misalignment between people, process and system – Student at the centre of the process, Communicating a consistent message**





Principal Review

I know the work is still ongoing but I am really starting to see the fruits of your hard work. From the meeting you arranged for me with Sarah Ledwidge in the summer, to actually having a conversation with a SENO who actually understands our school context and situation is invaluable. I've had two face to face meetings and numerous telephone conversations with my SENO Breeda Kane since our return to school and it is very evident from our engagement that she is in contact with Sarah and the focus really is on trying to help us with the path we need to follow to apply for the supports for our school.



relationship



Our new SENO is so enthusiastic....
She is getting to know the children already....



Trust....

Get to know
us..



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Powerstown ETNS

Today went great. The NCSE team of advisors were A1 for D15 autism class community of practice

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**Joint Committee on
Education, Further
and Higher
Education,
Research,
Innovation and
Science - Tuesday,
15 October 2024**



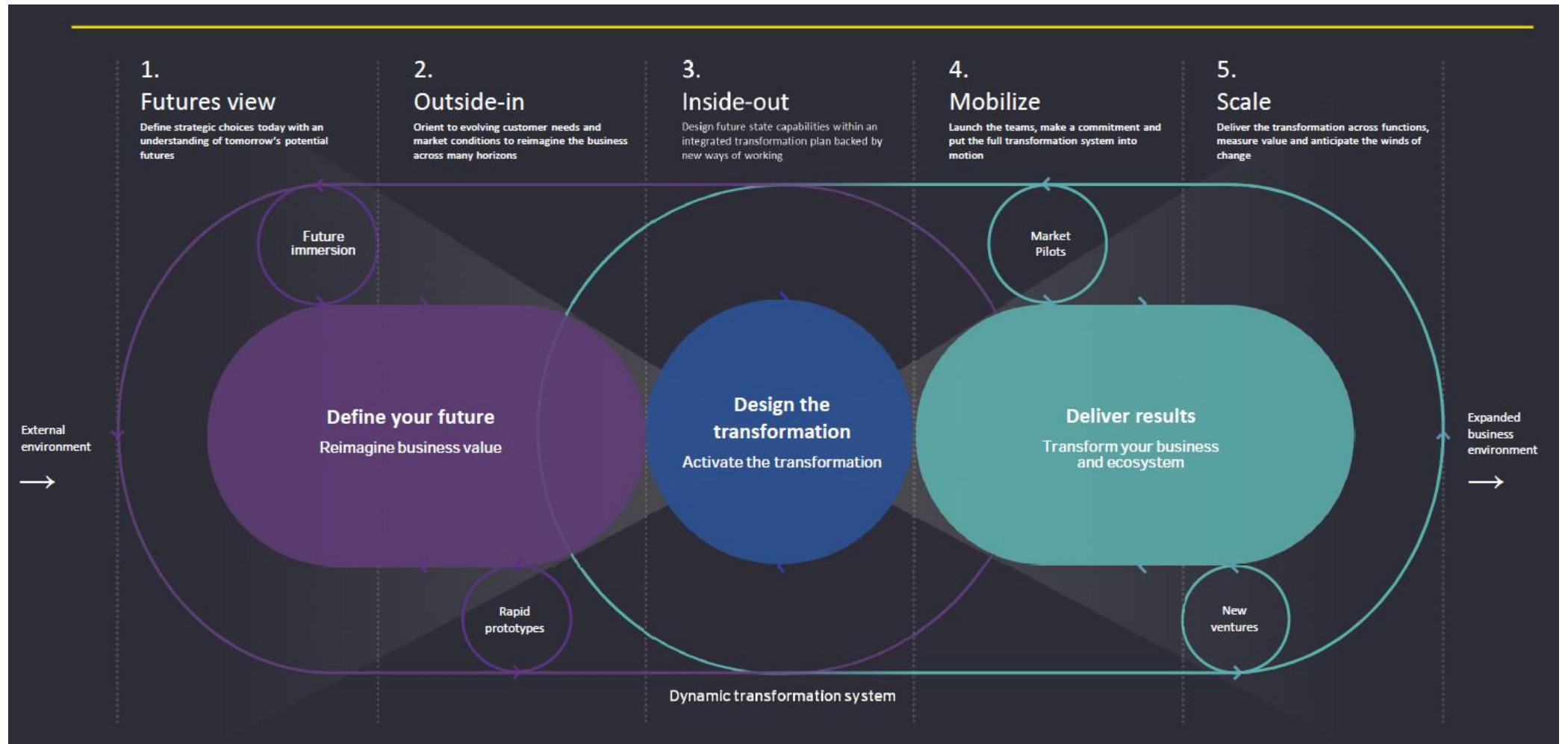
Toni O'Dwyer (Vision Ireland)

We have many examples of students with visual impairments whose experience in education was positive, supportive and inclusive; and we also know that the dedication of in-class, resource and visiting teachers, SNA and parents has facilitated this positive experience.

Deputy Neasa Hourigan (TD): It is an incredible service.

Mr. Brendan Doody: It is a superb service. Yes, there are pressures on numbers but that is the same as on the hearing side. The task that the visiting teachers service has to undertake on a continuous basis is to make sure the kids who need the greatest level of support get the most sustained support.

Transformation Delivery





NCSE Transformation

- 1 Vision Integrity and Inspiration
- 2 Adding Value for Students, Families & Schools
- 3 Harnessing Creativity and Innovation and Talent of Staff
- 4 Demonstrating Agility through our Processes
- 5 Taking Responsibility to Deliver our Vision
- 6 Sustaining Outstanding Results



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NCSE VALUES

Person-Centred



Inclusion-Focused



Equity & Equality Focused



Evidence Informed



Expert-Led



Consultation-focused



Progressive Realisation of an Inclusive Education System

Our focus is to provide a caring, responsive and reliable service to parents.

The work of the NCSE is informed by talking and listening to young people and their families about the things that matter most to them. They all tell us they want to be much more than just be integrated or even simply included, they all talk about wanting to be recognised and to belong.

Our service endeavours to strengthen inclusive practice so that schooling communities are quite simply, places where students belong.



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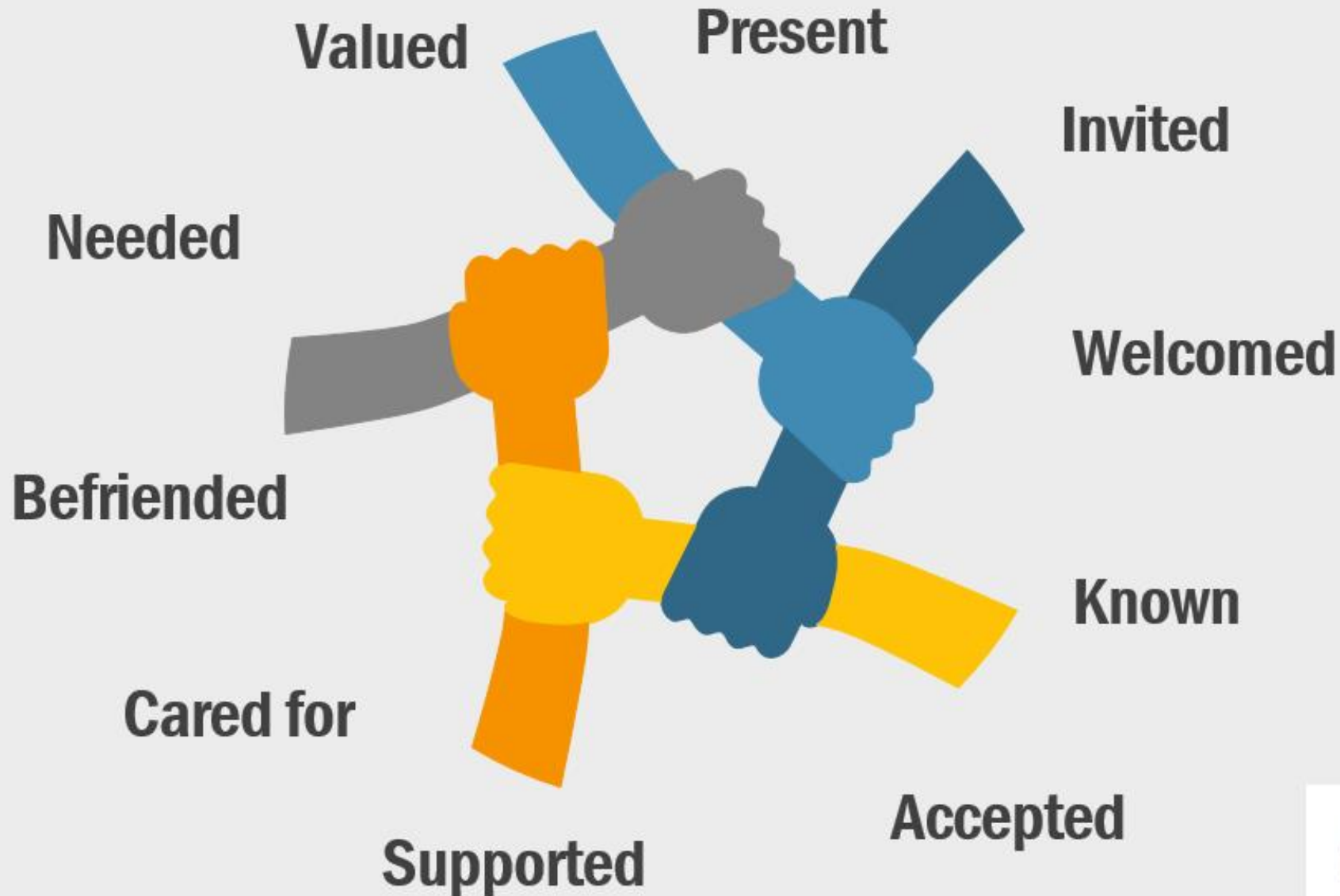
**Students and
Families tell us,
We feel we
belong when.....**

**American Academic
Erik Carter**

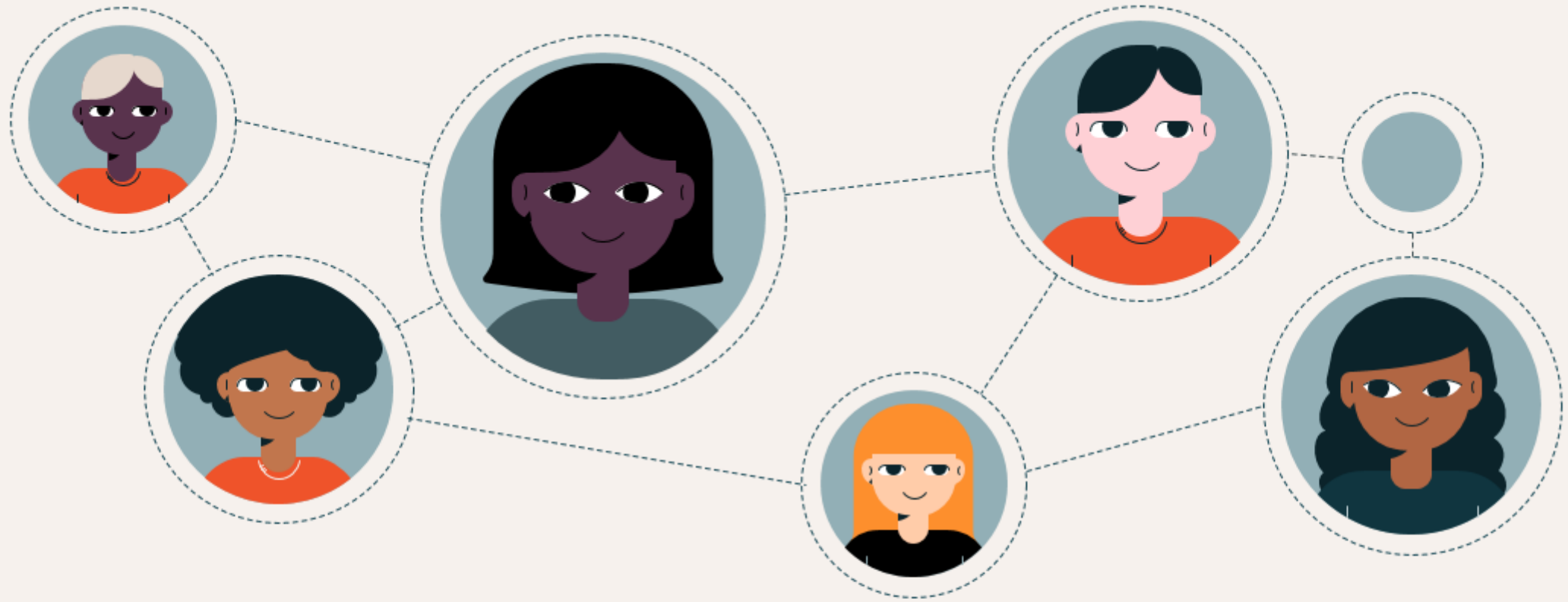


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We belong when we are.....



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**“Presence is the place where belonging can begin.
It is the starting point not the destination”**



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“Belonging occurs when a person is invited and receives a personal invitation, is sought out and is actually pursued”



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Welcome is a feeling
that has little to do with what is said
and is more about how they felt
within that activity



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St Aidan's Community School – School of Welcomes

Embed School Choir Video (70s)



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Known for their strengths,
personality and talents, not their
labels.

Known by their names and not
solely by their struggles

By their strengths and gifts and
passions

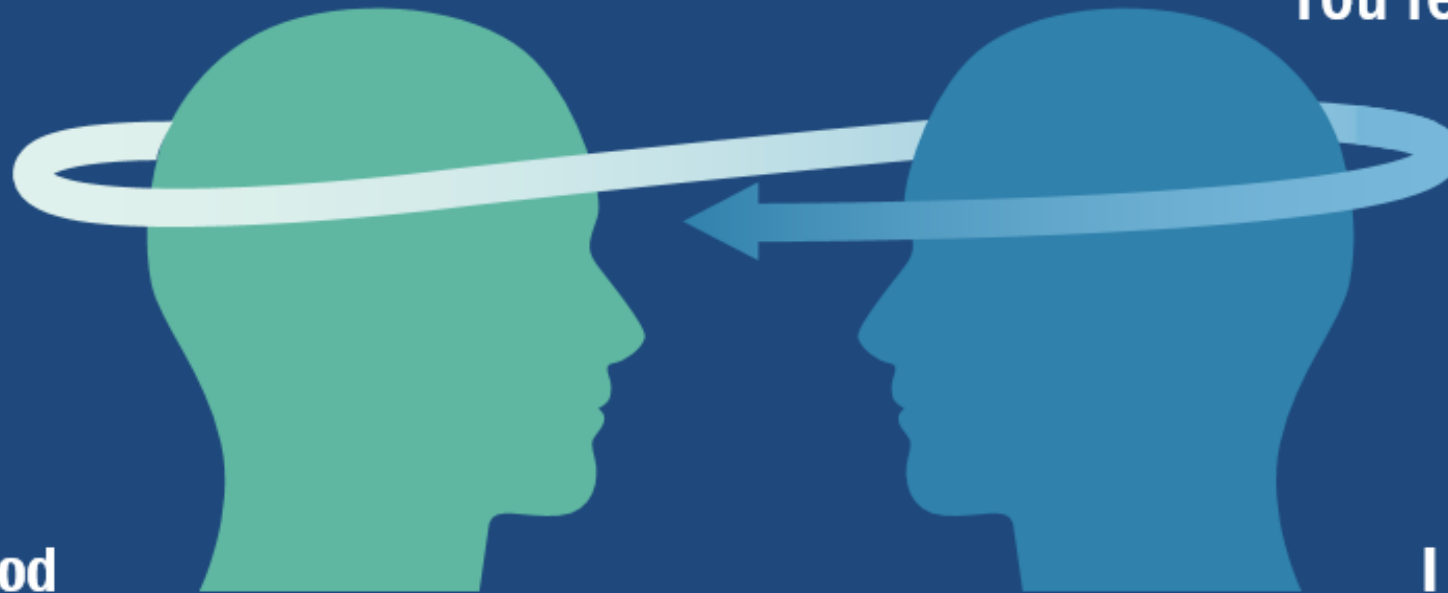


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“Real acceptance comes through being known personally
not just being known about”

Things I
like..

You're funny



My favourite food

I hate when..

I've a sister



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“Support is centred on being welcomed without condition, treated like family, embraced for all of who you are”



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“Cared for enables young people and their families to flourish in education, the workplace, and to be honoured in society, for the treasured benefits and strengths they bring”



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“Needed when others in the school community see us as bringing contributions and talents that benefit and enrich the entire school community”



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Your
voice
matters

We learn
from you

You
enrich us

You make
society
richer

We need
you





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You are valuable

**You are as valuable
as anyone else**

**You are respected
by those around you**



Power of Belonging

Embed Kyle Video 2mins 26s



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NCSE VISION – DELIVERING INCLUSION

Thank you

