

Role of North Tipperary Children's Disability Network Team (CDNT) with Schools

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**Children's
Disability
Network
Team**

Objectives for Today's Session



Share with you:

A little about the CDNT



The role of the CDNT in supporting children in school

Who We Are



- Who we are

- What we do
- How we do it
- Why we do it this way
- How we can work together

- The CDNT is a team of professionals working together to support:
 - Children and Young People from **birth to 18 years** of age
 - Who live in the **North Tipperary** area.
 - Who present with **complex** needs arising from a confirmed or suspected disability & require an **interdisciplinary team**

North Tipperary CDNT Caseload



CDNT	Active Caseload	Waiting List	Total Caseload
North Tipperary	1179	261	1440

Waiting time*:

- Sonas team taking those referred in July 2023
- Spraoi team taking those referred January 2023

CDNT Staff (WTE) Funded



	Spraoi (0-9; 428)	Sonas (9-18; 750)	Total
Children's Disability Network Manager	1		1
Occupational therapy	2.3	2.9	5.2
Physiotherapy	1	2	3
Psychology	3	3	6
Social Work	1.6	2	3.6
Speech and Language Therapy	2	3	5
Nursing	0.6	1	1.6
Early Intervention Educator	1		1
Paediatric Link Worker	0.3		0.3
Therapy Assistant	0.6	0.65	1.25
Admin and Clerical Support	3		3

CDNT Staff (WTE) In Post



**Children's
Disability
Network
Team**

	Spraoui (0-9; 428)	Sonas (9-18; 750)	Vacancy (incl. mat/long term sick leaves)
CDNM	1		
Occupational therapy	2.3	1.9	1
Physiotherapy	1	1.5	0.5
Psychology	0	0	6
Social Work	1	0	3
Speech and Language Therapy	1.5	1.5	2
Nursing	0.6	0	1
Early Intervention Educator	0		1
Paediatric Link Worker	0.3		
Therapy Assistant	1.25		
Admin and Clerical Support	3		

Our Bases



- **Who we are**

- What we do
- How we do it
- Why we do it this way
- How we can work together



Belmont, St. Conlon's
Road, Nenagh, E45E208



We also have a base at the Guardian Angel Centre on the grounds of Pallottine College, Thurles.

Our Website



- **Who we are**
- What we do
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Resize a A

Contact Us >



CHO3 – Children's Disability Network Teams (CDNT): INFORMATION

Progressing Disability Services for Children and Young People
Programme (PDS): PRESENTATION

www.mwcds.ie
reception.ntcs@hse.ie

Information
Platform



Family Network Meetings

We Did:

Information available on the mwcds.ie website with a suite of resources and links to information and supports

You Said:
We want information available to families waiting for services

You Said:
We want Entrance to Services Information provided to families on entry to service

We Did:
Two Entrance to Services Workshops held:
Webinar recorded and sent to those who could not attend

We Did:
Entrance to Services Booklet

You Said:

We want ongoing Communication with CDNT

We Did:
Quarterly newsletters

We Did:
Updated the North Tipperary CDNT website.



**Children's
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Team**

Interdisciplinary Team

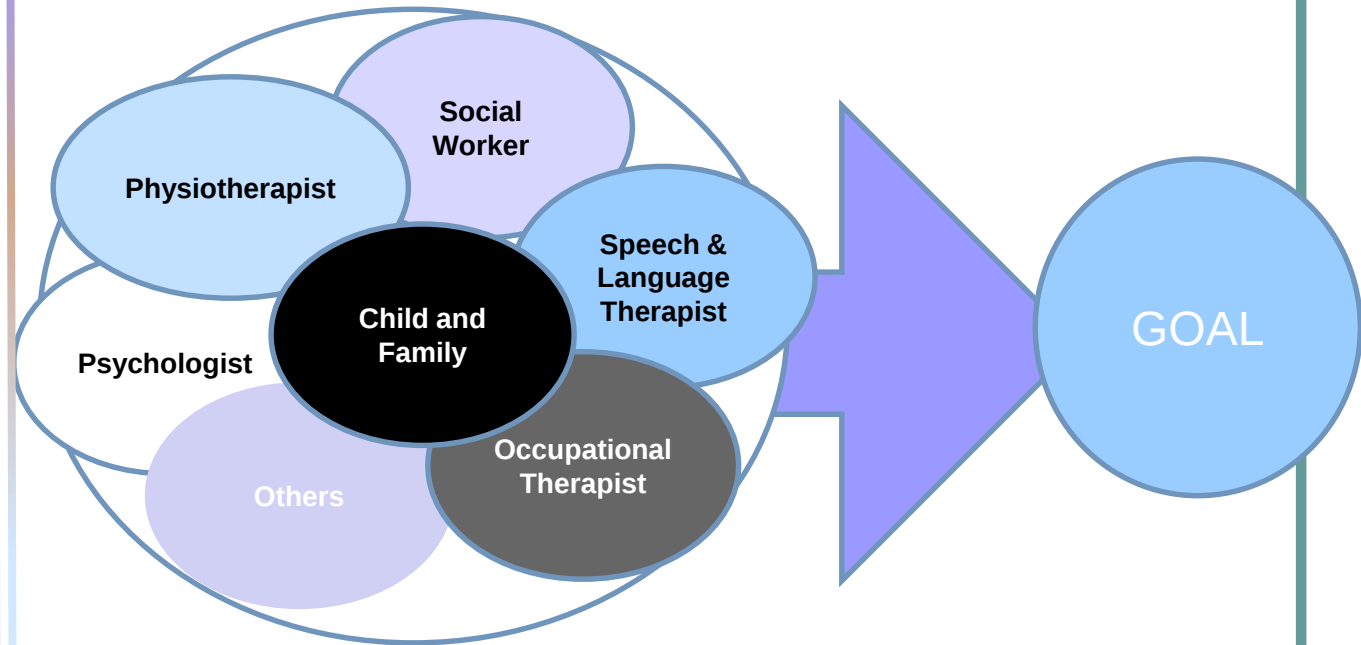


Children's
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Family Centred Practice

Intervention
is “Family
Centred”

You, the parents/ guardians, identify your child’s intervention priorities and goals (we support you in this process).

The team then gets involved specifically for those goals (and new ones as they are formed).

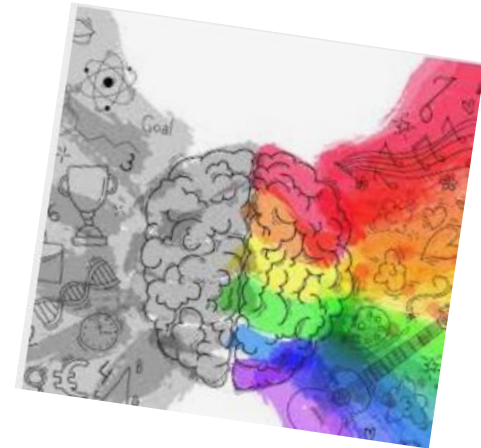
Your priorities and goals are identified and updated through a plan called the IFSP (Individualised Family Support Plan).

Neuroaffirmative Practice

- In CDNT clinical practice, we are adapting our service to be neurodiversity affirmative in how we support children, young people and their families.

BEING AUTISTIC IS A DIFFERENT, VALID, NEUROTYPED WITH A DISTINCT DEVELOPMENTAL TRAJECTORY. IT IS A DIFFERENT WAY OF EXPERIENCING THE WORLD, NOT A DISORDER.

What does it mean to be neurodiversity affirmative?
The Psychologist Magazine



What does Neuroaffirmative Practice Look Like

Reframing the Autistic experience from a disorder to a distinct and valid neurotype- in how we conduct and feedback on assessments, in how we talk to children/young people/families/schools about autism, in the language we use to describe autistic experience.

Ensuring our supports target needs and challenges that autistic people experience, not Autistic ways of being- e.g. focusing on how to adapt the physical/social environments. We have moved away from 'neuro-typical social skills training', instead focusing on promoting understanding and acceptance of difference communication preferences and building self-advocacy skills. We have also moved away from behaviourist/compliance-based approaches towards a more collaborative problem-solving approach.

Fostering a positive Autistic identity as a priority goal- we have created numerous child/young person peer groups focusing on building positive autistic identity in a safe space.



Supports available for School

	The Class Teacher: Children with special educational needs may follow a differentiated curriculum or a Student Support File (SSF).
The Special Education Teacher (SET)	Provide additional teaching to children with special educational needs. This may be within the class or in a separate room. SET's work with class teachers and other professionals to assess, support and monitor the child's needs and progress in school.
The Special Needs Assistant (SNA)	SNAs are a school based resource to provide additional assistance to children within the school who have significant care needs. This may include eating/ drinking, toileting, support with physical mobility or provision of medication. SNA access is usually shared amongst different children and aims to increase their independence through supported participation in self-care tasks. Access to a Special Need Assistant is at the discretion of the Principal based on a child's care needs.
Schools who Established their First Special Class for Children with Autism	Access to a four day initial training course for staff in the special class. On completion of the 4 day course the school are offered a 'Link Advisor' for support throughout the year. Schools are also entitled to an 'Exceptional Closure' day to enable all staff to attend additional training on autism.
Teacher Professional Learning Events	Catalogue of specialised training covering a range of topics including supporting children with autism, positive behaviour management, assistive technology etc. Further details can be found here: https://ncse.ie/for-schools/connect-teacher-professional-learning-events-catalogue
NCSE Special Advisory Service	The NCSE has a number of dedicated teachers who provide advice/ support to schools in a wide range of areas including general inclusion, supporting positive behaviour, autism, primary language difficulties, complex needs, dyspraxia, down syndrome and assistive technology. Further details are available here: https://www.ses.ie/ncsesupport
Visiting Teacher Service	Provides direct support for children who are blind/ visually impaired and deaf/ hard of hearing and their teachers. Contact details are available here: https://ncse.ie/vt_contact_details
Special Educational Needs Organiser	The SENO supports the child's parents/ guardians and school staff to ensure that children with special educational needs receive the supports they are entitled to. Contact details for SENO's can be found here: www.ncse.ie
NEPS is the primary source of support for schools when they have concerns about a child's social and emotional well-being, behaviour or learning in school. NEPs Psychologists work in partnership with teachers, parents and children to identify educational needs. Their services are provided based on the school's total allocation of hours. NEPS support is provided through a system known as the 'Continuum of Support' which works at three different levels – in primary schools the levels are called 'Classroom Support', 'School Support' and 'School Support Plus'. In post primary schools the three levels of support are called 'Support for All', 'School Support (for some)' and 'School Support Plus (for a few)'. NEPS psychologists are most likely to engage in direct work with the students, parent and teachers at School Support Plus level. Further detail on the continuum of support is available on www.education.ie Access to NEPS is made by request through the school.	

	Primary and Continuing Community Care Service (PCCC) are the main providers of support for children with physical, social, emotional, communication and behavioural needs. The service is usually the first point of contact for children when concerns arise regarding their development. PCCC services are offered to children and young people who have some difficulties in relation to their overall development, including mental health. These services include Psychology, Speech and Language Therapy, Occupational Therapy and Physiotherapy. Further details can be found here: https://www.hse.ie/eng/services/list/2/primarycare/pcteams/clarepts/ There are a range of ways to access PCCC services including self referral from a child's parent or via GP, AMO or PHN
North Tipperary Children's Services Belmont St Conlon's Road Nenagh Co Tipperary E45 E208 Tel: 067 40130 Fax: 067 43360 Email: reception.ntcs@hse.ie Web: www.mwcds.ie 	North Tipperary Children's Services is a Children's Disability Network Team (CDNT) offering services to children with complex needs due to a physical and/ or intellectual disability and/ or autism up to the age of 18 (or on leaving school). The interdisciplinary team includes Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Nurses, Social Workers and an Early Intervention Educator. The service works in partnership with families based on a 'family centred practice' (FCP) model of service delivery. FCP recognises that the wellbeing and development of the child is dependent on the wellbeing of all family members and so the family as a whole. Therefore, all supports offered by the service are provided to children/ young people and their family based on family priorities. These supports may include individual appointments in the centre, at home or in school; parent education workshops and courses and group work with children/ young people with similar needs/ difficulties. The service operates based on the 12 principles of the Progressing Disability Services Programme for Children's Disability Services and the Outcomes Framework. More information on this programme can be found here: https://www.hse.ie/eng/services/list/4/disability/progressingdisability The Service can be contacted by phone on 067 40130 or e-mail reception.ntcs@hse.ie. Requests for support for children in school should be submitted, with consent from the child's parents/ guardians, on the 'School Request for Support' form which can be requested from the North Tipperary Children's Services.
 CHILD & ADOLESCENT MENTAL HEALTH SERVICES	Access to North Tipperary Children's Services is by referral from a child's parents/guardians, GP, AMO, Paediatrician, Allied Health Professional, PHN or NEPS Psychologist. CAMHS provide mental health services to young people and their families who are experiencing moderate to severe mental health difficulties. It is available to children up to the age of 18 whose mental health difficulties are affecting their ability to function in their day to day activities. The multi-disciplinary team is led by a Consultant Psychiatrist. CAMHS-ID provides services to children with a moderate to severe intellectual disability and a co-morbid moderate to severe mental health disorder. Both services provide support to children and young people with difficulties that may include depression, anxiety, eating disorders, psychosis and Attention Deficit Hyperactivity Disorder. Sometimes these difficulties are noticeable by persistent feelings of sadness, worry, stress, concentration issues or deliberate self-harm. Contact Details for Limerick Central CAMHS: 061 – 483388 Access to a CAMHS service is by referral from a child's GP or Paediatrician

NCSE Regional Therapy team

- New service allocated to identified schools.

Our Role in Education Setting

- IFSP determines the priorities and goals for families.
- IFSP can be updated following the request from school for support.
- Recent engagement with North Tipperary schools regarding our role.

Educational recommendations

- As per Dept of Education a diagnostic assessment and specific recommendation will be required for access to special classes and schools and for specialised equipment and access in the school environment.
- There is currently a waiting list for school placement recommendations within the team as we currently do not have Psychology staff. Such recommendations require a process of review and can take a few weeks to complete.

Educational recommendations

- Specific recommendations are no longer required for access to SNA and SET hours prior to your child starting school.

Equipment Provision

The CDNT can assess the need for the child to have specialised equipment to access the curriculum.

- Equipment : Specialised seating or tables, changing benches, sloped writing boards / pencil grip, Assistive Technology, communication device, appropriate mealtime utensils
- The need for specialised equipment may be identified before your child starts school or once s/he has started school.
- If your school raises a need for Equipment provision with you once your child has started, please ask them to complete the School Request for Support Form and send to us.

Environmental Changes

Support and advice can be offered to schools in relation to :

- Access to and from the school building and within the school building and classroom
- The provision of accessible toileting and changing facilities and equipment

School Request Form

- If schools contact us directly to support a new issue, we will ask them to link with you first regarding your current priorities and to complete a detailed School Request form.
- We will encourage schools to outline the child's response to existing and internal supports on the School Request Form



North Tipperary Children's Services

Belmont
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Co Tipperary E45 E208
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Email: reception.ntcs@hse.ie
Web: www.mwcds.ie



SCHOOL REQUEST FOR SUPPORT FORM North Tipperary Children's Services 2024-2025 Academic Year

A range of specialised services are available across the departments of Health and Education to support children and young people with special educational needs in North Tipperary.

Have you considered all supports available to ensure your request is directed to the most appropriate team? Please see infographic, "Supports Available to Schools" page 6 for further information.

Having considered the above information, if you would like to request support for a pupil who is active with North Tipperary Children's Services (i.e. not on waitlist) please complete all of the following sections. Once completed, this form by the child's parent/guardian to confirm parental consent for this request for support.

Child's Name		Date of Birth	
School Name		School Year	
Class Teacher		Special Educational Teacher	
Contact Telephone Number		Contact E-Mail	

North Tipperary Children's Services follows the Family Centred Practice model of service delivery. This means that all supports are offered to families based on the needs of the child and their family priorities.

With this in mind, please describe the priority expectations the child is having difficulty meeting and how this

When thinking about the expectations the child is having difficulty meeting in school, what supports have you accessed that could be used to help this pupil?

TIER	SUPPORT AVAILABLE	HAVE YOU ACCESSED THIS SUPPORT?		
		Yes	No	Date
1	NCSE Specialised Teacher Training/ Seminar			
	If yes, please provide details of the course(s) here:			

2

School Request for Support Form
Version 2.1 July 2024



North Tipperary Children's Services

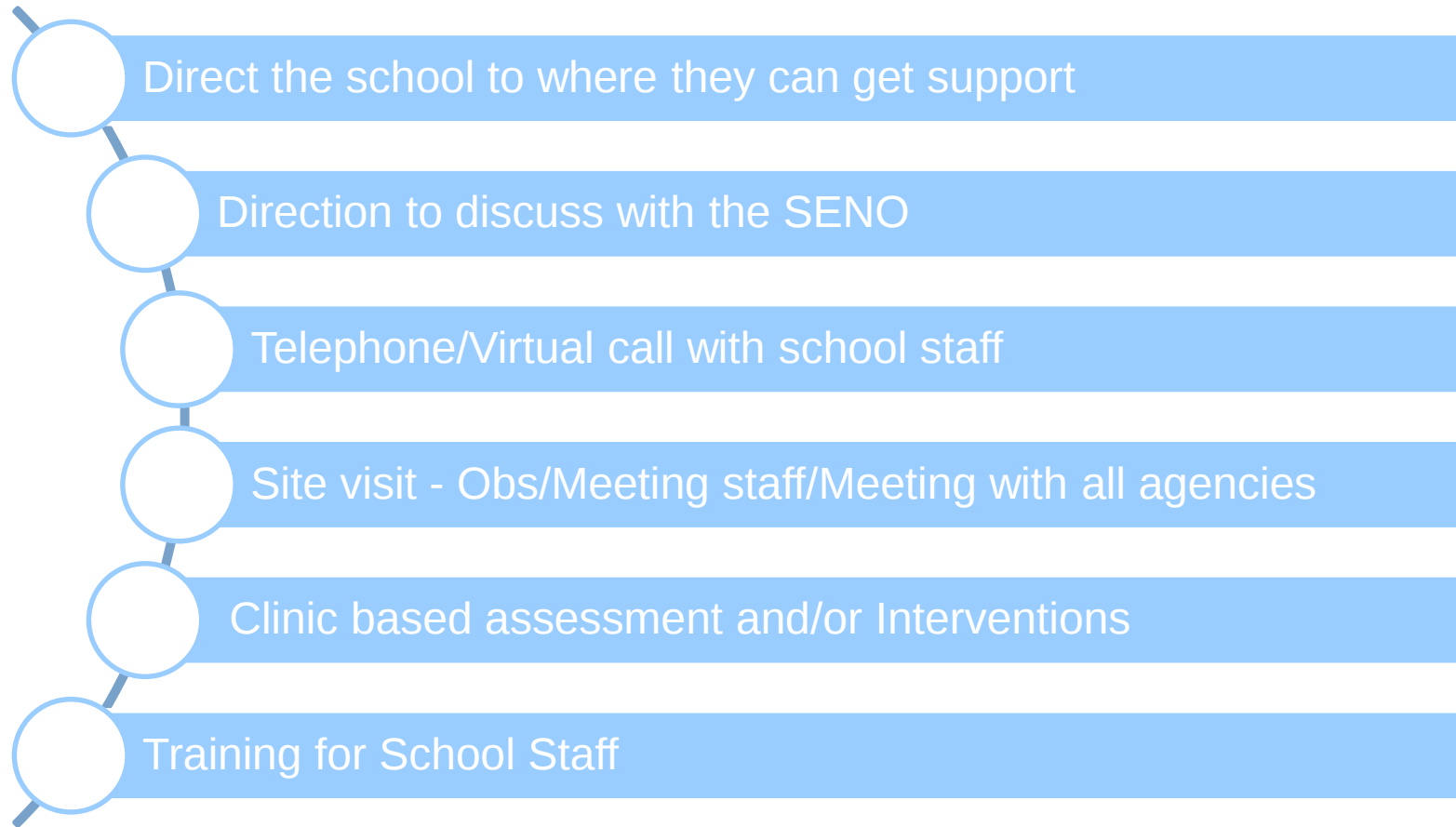
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**Children's
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2	NCSE Specialist Teacher In School Advisory Service			
	NCSE Visiting Teacher for Visual and Hearing Impairments			
3	NEPS			
	North Tipperary Children's Services			
	CAMHS			
	North Tipperary Primary Care Services			
4	Other (e.g. voluntary/charitable sector- Aslam, Down Syndrome Ireland, private providers)			

Reponses



Next Steps

1. Discuss your child's needs
 - With the SENCO
 - With the principal of the school
 - With the team – or other relevant professionals
2. Identify what the options are for your child.
 - What are your child's support requirements?
 - Does the curriculum need to be adapted or 'differentiated' for your child?
 - Are you considering a specialised placement for your child?

Next Steps

3. Have a 'Plan B'

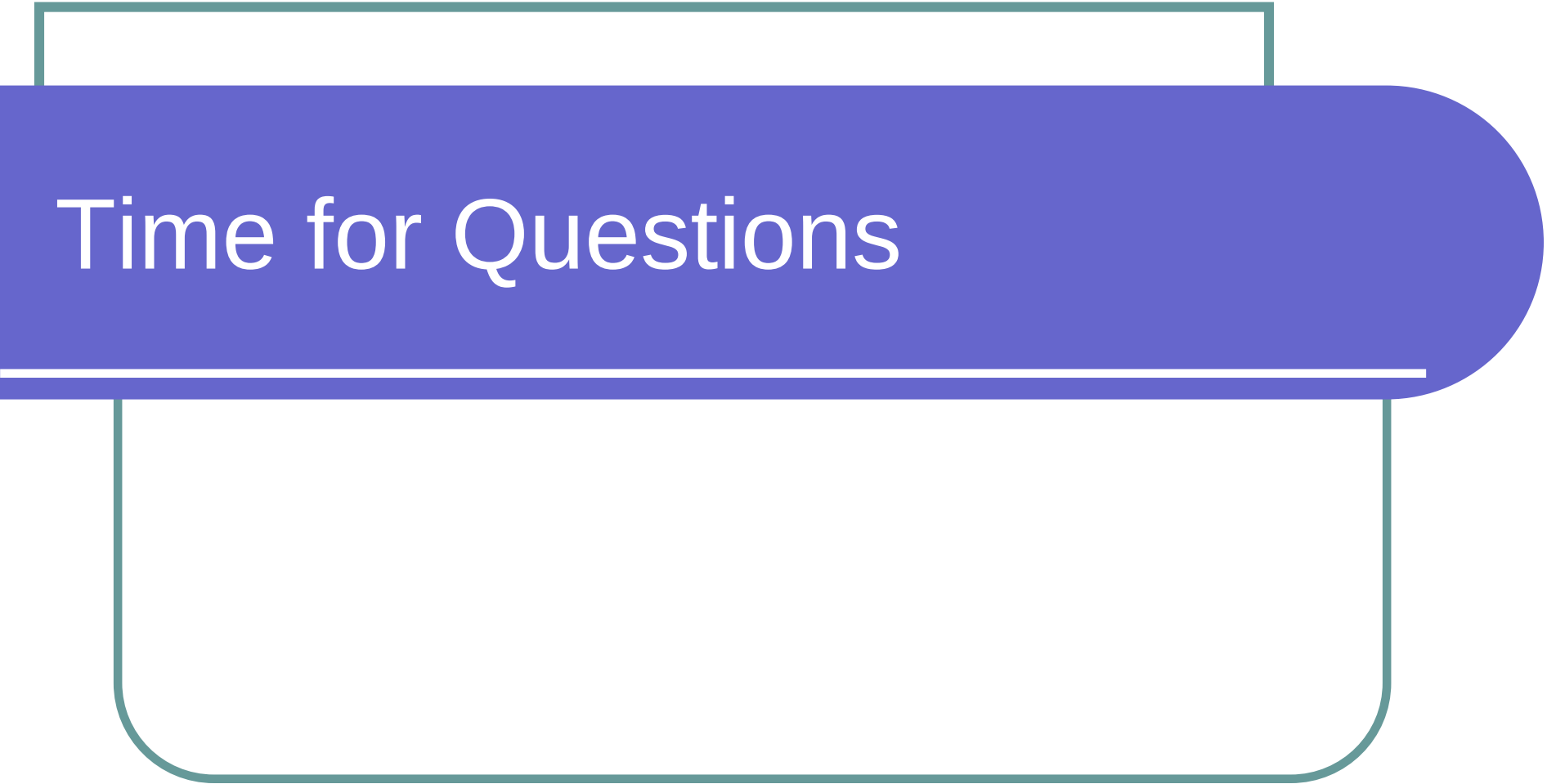
- What if your first choice of school isn't available?

4. Identify what documentation you already have that will be helpful to the school:

- Check with the principal or the SENO about any specific documentation needed.
- Information from the preschool would be particularly useful to help with your child's transition to school.

Next Steps

5. Follow-up with the Principal and the SENO
 - regarding what resources are actually provided.
6. Advocate for periodic reviews.
 - As the child progresses, you and the school consider whether more – or less – support is needed.



Time for Questions

Role of North Tipperary Children's Disability Network Team (CDNT) with schools

www.mwcds.ie
reception.ntcs@hse.ie

Nov 2025