

Dear Principal,

Please find attached our *School Request for Support Form*. This form should be completed if your school is seeking support for a child currently open to the East Limerick Children's Disability Network Team. For the form to be accepted for review, it must be:

- Signed by the child's parent(s)/legal guardian(s), the school principal, and the class teacher
- Fully completed
- Accompanied by the child's most recent *Student Support Plan* (if the child is currently receiving this level of support under the Continuum of Support). ****In order for us to action a School Request For Support, we must receive the Student Support Plan.****
- Incomplete forms or those missing required signatures or documentation will be returned to the school for resubmission.

Please note this form is to request school support only. If the concerns are at home, parents/caregivers can make a direct request for support by contacting the East Limerick Children's Disability Network Team (CDNT) on (061) 603400 or by emailing elcs.reception@avistaclg.ie

East Limerick CDNT is an interdisciplinary team, which can provide universal and targeted supports for children's participation in school. Support in response to a School Request for Support can take a variety of forms, depending on the needs identified. This may include:

- Telephone consultation with school staff to discuss concerns and provide advice or recommendations.
- Signposting to relevant resources, training or other services that may support the child and school.
- A school visit/observation, where this is considered appropriate by the team.
- Advice and recommendations regarding strategies and supports that can be implemented within the school environment.

The team will review the information provided and determine the most appropriate form of support based on the child's needs and the information available.

Other Organisations and Support for Schools:

- **National Educational Psychological Service (NEPS)**
 - NEPS is the primary source of support for schools in relation to any child's learning, behaviour, social and emotional development in school. NEPS also provides whole school training through their service. NEPS have a range of resources on their website to support schools' understanding and support of learning differences, managing reluctant attendance, wellbeing, transitioning to post-primary school, sensory activities, to name a few. Schools should contact their NEPS psychologist directly. If a school does not have an assigned NEPS psychologist at present, please note this on the School Request for Support Form.
- **National Council for Special Education (NCSE)**
 - Behaviour: To support schools' understanding and reframing of behaviour, it is strongly advised that school staff review the NCSE Relate document and related resources on <https://ncse.ie/relate>. To further support staff understanding of this document, webinars are available through NCSE Teacher Professional Learning Portal.
 - Speech and Language: Staff should review the NCSE's publication 'Visual Supports within an

Inclusive Learning Environment'. Further courses such as Lámh and Irish Sign Language are offered by the NCSE also.

- Visiting Teacher Service. Visiting Teachers are available for students who are Deaf/Hard of Hearing or Blind/Visually Impaired. Schools can contact the NCSE directly to access this support: <https://ncse.ie/visiting-teacher-support>
- The Special Education Needs Organizer (SENO) supports the parents/guardians and school staff to ensure that children with special educational needs receive the supports they are entitled to. Schools and parents/guardians can find details of their local SENO on <https://ncse.ie/special-educational-needs-organiser-seno>
- Teacher Professional Learning: The NCSE provides staff training on behaviour, sensory, transitions, newly opened Autism classes, inclusive teaching and learning. For further information see <https://ncse.ie/tpl>. Examples of courses for schools include *Fundamentals of Structured TEACCH*, *Understanding and Supporting Behaviour*, *An Introduction to NCSE Relate*, etc.
- **Autism Good Practice Guidance for Schools Supporting Children and Young People.**
 - All school staff supporting Autistic children should review the Autism Good Practice Guidance for Schools Supporting Children and Young People (Government of Ireland 2022).
- **Local Education Centre**
 - Please review the school's local education centre for upcoming courses for school staff, see <https://www.lec.ie/courses-limerick-education-centre.html?start=30> for Limerick education centre.

To ensure sufficient time is allowed for the team to review documentation, schedule to visit the school, provide relevant recommendations and supports to staff, and allow time for staff to implement supports, the final date for submission of the School Request for Support Form is **1st May for Primary and Special Schools**, and **1st April for Post-Primary Schools**.

When the form has been returned, an acknowledgement will be provided and the form will be discussed with the team working with this child/young person. Please note there may be a wait time for support. We will inform you of the next steps via phone/email/letter.

Please note: All requests for support from schools must come through this channel. We will not accept direct emails or phone calls from school staff regarding requests for intervention. All correspondence must be co-signed by parents.

Yours sincerely,

East Limerick Children's Disability Network Team (CDNT)

Thank you for taking time to complete this form.

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School Request for Support Form

East Limerick Children's Services follows the Family Centred Practice model of service delivery. This means that all supports are offered to families based on a child's needs and parental priorities for their child and family. The Individualised Family Support Plan (FSP) agreed with the family is integral to providing supports and supports for schools can be added to the plan to reflect a child's goals in terms of school and family priorities.

Child's name:			D.O.B	
Parent's names:			Home Address:	
Phone no:				
School Information				
School name:				
Is your school in receipt of NCSE's Sustained In-School Therapy?	Yes	No	School Phone no.	
Address of school:			Email:	
Class/ special provision:			Teacher Name:	

Please outline the student's strengths/abilities:

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Please list the three **primary areas of concern** you have about the student and how these are impacting on his/her school day: (i.e. difficulties with functional mobility, play skills, communication, sensory regulation, activities of daily living, etc. but **please** be as specific as possible with answers)

1	
2	
3	

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What strategies have you already tried to address this need and were they effective?

What resources or supports are available within the school day to help implement strategies? (i.e. equipment, programmes, support staff, space available etc.)

What trainings or supports have you requested from NEPS and the NCSE in relation to the reason for referral? If you do not have a NEPS psychologist assigned to your school, please note that here.

What outcomes would you like the child to achieve from East Limerick CDNT input?

This referral must be discussed directly with the parent and co-signed by the parent/guardian

Has this referral been discussed with parents/guardian		<u>Yes</u>	<u>No</u>
Has consent been sought for making this request?		<u>Yes</u>	<u>No</u>
Parent's Signature:		Date:	
Teacher's Signature:		Date:	
Principal's Signature:		Date:	

Please return the completed form to the East Limerick CDNT via email

elcs.reception@avistaclg.ie

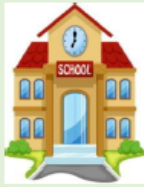
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Department of Education

Supporting Children and Young People in School

Department of Health

	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.		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/pccs/pccsreports/ There are a range of ways to access PCCC services including self referral from a child's parent or via GP, AMO or PHN
	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/forschools/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.ncse.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	North Tipperary Children's Services Belfast St Conlan's Road Newagh Co Tipperary E45 E208 Tel: 067 40130 Fax: 067 43350 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. 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.
	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.		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