

INTEGRATED MODEL OF IN-SCHOOL SERVICES

Supporting the implementation of City Connects Pilot Project and MDT Pilot Project with existing in-school services which include HSCL and SCP.

Department of
Education



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This is a live document which will act a guide to in-school services and school staff in developing responsive supports for pupils across the continuum of Support for All, Some and Few. We would like to thank all the in-school services for their work to map out their services across the Continuum of Support. It is understood that this document will evolve in response to the emerging needs in schools and the in-school service providers will adapt their models of service to provide dynamic and tailored interventions.

Any questions in relation to this document can be directed to;

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Introduction

In June 2016, the Taoiseach, Mr. Enda Kenny T.D., on behalf of the Government, requested Mr. Kieran Mulvey to report on the profound challenges facing the communities of North East Inner City Dublin (NEIC), and to recommend specific measures which would support the long-term economic and social regeneration of the area. The Mulvey Report recommended a number of new structures and initiatives to promote enhancement of services in the NEIC. The NEIC Programme Implementation Board (PIB) receives funding directly from the Government enabling the implementation of a wide range of programmes and projects to achieve the goals of the Mulvey Report “*Creating a Brighter Future*” and the NEIC Strategic Plan 2020-2022. As part of the Mulvey Report action plan, in September 2020, two discrete projects commenced in the 10 NEIC primary schools, with recognition that the work of the two projects would be interconnected. These two projects are the City Connects Pilot Project and the in-school NEIC Multi-Disciplinary Team (NEIC MDT).



The purpose of this document, the Integrated Model of In-School Services (IMISS), is to support the alignment of existing and new in-school services. Existing services include HSCL, SCP and NEPS. New services include the development of a Multi-Disciplinary Team (MDT) and the City Connects Pilot Project for 10 NEIC primary schools. The MDT comprises of an enhanced NEPS service, Occupational Therapists, Speech and Language Therapists, HSE Primary Care Psychology. The City Connects Pilot Project has a programme manager and City Connects Coordinators working across the 10 primary schools.

All relevant stakeholders have contributed to the development of this document. Each service has presented a clear outline of the nature of their work under a common framework with a view to ensuring clarity of role, avoiding duplication and presenting possibilities for collaboration. This all serves to provide a coherent map of services to schools which enables a more efficient coordination between the new and existing in-school services.

City Connects

City Connects, a school-based intervention to promote equity of outcome for all children, was developed by Boston College in 2000 and has been implemented in over 100 schools and seven states in the USA. City Connects assesses the strengths and needs of each student in the school and connects students with a tailored set of supports and resources from inside and outside the school. This approach means that the strengths of each individual child within a school setting are identified and a set of supports identified which can build on these strengths, while addressing areas of need. This approach provides the child with confidence and positive reinforcement which can assist with the full engagement of the child in school. A Programme Manager (PM) leads the NEIC City Connects Pilot Project team and each school is allocated the support of a City Connects Coordinator (CCC).

In January 2019, representatives from the Department of Children and Youth Affairs (DCYA) TUSLA, Mary Immaculate College, Limerick and the Department of Education and Skills undertook a study visit to Boston College. The aim of this study visit was to research the City Connects programme with a view to piloting the programme in Dublin's North East Inner City (NEIC).

Based on this, the Department of Education and the DCYA, in conjunction with TUSLA Education Support Service (TESS), Boston College and Mary Immaculate College, initiated a City Connects pilot programme in Dublin's NEIC in September 2020. It was proposed to adapt and contextualise the City

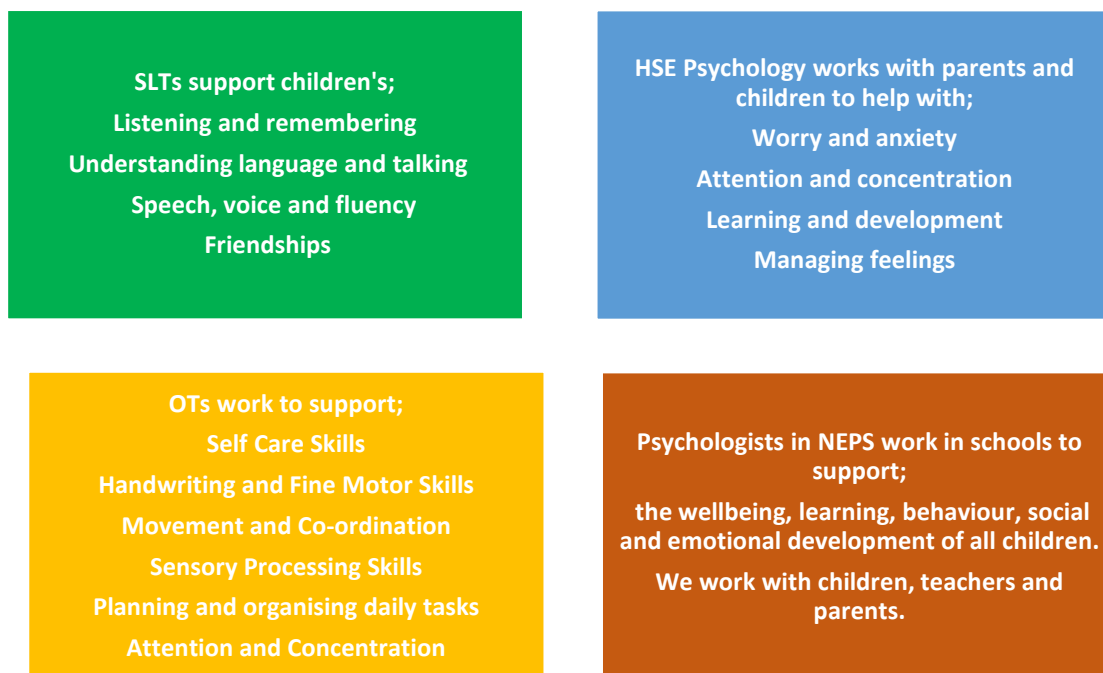
Connects system and to implement it in ten primary schools in the NEIC. This programme is called the NEIC City Connects Pilot Project.

The NEIC City Connects Pilot Project is a school-based collaboration among schools, community agencies, Boston College and Mary Immaculate College (MIC), Limerick. MIC is the lead implementation partner collaborating with Boston College. In 2020/2021 the NEIC City Connects Pilot Project team comprised a City Connects Programme Manager (PM) and three City Connects Coordinators (CCC). In 2021/2022 the City Connects team expanded to five CCCs and currently, in October 2023, there are six City Connects Coordinators working across the 10 NEIC schools. The PM and CCCs are qualified teachers seconded from the Department of Education to TESS.

NEIC MDT

In September 2020, the ten schools were also provided with a well-resourced Multi-Disciplinary (MDT). The MDT comprises of three HSE Occupational Therapists (OT), three HSE Speech and Language Therapists (SLT) and one HSE Primary Care Psychologist who work with three Educational Psychologists from the Department of Education National Educational Psychology Service (DE NEPS). NEPS provide an educational psychological service to schools nationwide and as part of the NEIC Project, NEPS has been sanctioned to provide enhanced staffing to the schools in the project.

The MDT provides a needs-based in-school service that responds to the presenting issues for each child, their family and school. The MDT supports all school staff to develop teaching methodologies and supports in the areas of speech and language intervention, occupational therapy interventions, wellbeing, academic, social and emotional learning. An overview of the scope of the MDT is illustrated in **Figure 1**.



The vision of the NEIC MDT is to deliver a high quality, collaborative school based service across the disciplines of Occupational Therapy, Speech and Language Therapy and Psychology. The MDT support all pupils in the project schools with particular regard for those with additional and special needs. The MDT offers a wrap-around, child-centred tiered model that responds to the presenting needs, delivering evidence based interventions and promoting best practice to have a positive impact on the lives of children, their parents and school community.

Purpose of Integrated Model of In-School Services (IMISS)

The purpose of the Integrated Model of In-School Services (IMISS) is to ensure provision of highly effective and efficient services to schools which avoid repetition and overlap amongst the services. IMISS also promotes integration of new and existing services within the existing school systems which includes school implementation of the Continuum of Support and the DEIS planning process. In so doing, the model aims to enable each individual pupil to reach their full potential and to ensure pupils in need of supplementary support receive the correct support at the correct time.

This document presents the extensive collaborative work that has taken place to date in the development of the integrated model of service with a view to further promoting integration among different sectors as the programme evolves. The approach takes into account the participation and collaboration of the services of TESS (HSCL, SCP, EWS, City Connects Coordinator (CCC), the MDT and the National Council for Special Education (NCSE). It also gives due consideration to how each service will work together, where appropriate, to best support and develop schools in the NEIC. These services work alongside existing NCSE supports which include; Special Education Needs Organiser (SENO), Visiting Teacher Service and Behaviour Support Practitioners. Eight of the ten primary schools involved in the NEIC also have access to a Support Teacher whose role caters for the holistic development of children whose behaviours are particularly problematic or those pupils who are disengaged. The MDT has also established a liaison protocol with Child and Adolescent Mental Health Service (CAMHS) who provide services for children and young people with moderate to severe mental health difficulties. The purpose of this is to ensure clear and efficient referral pathways for pupils requiring specialist support from CAMHS. The MDT meet with CAMHS and wider Primary Care Psychology team every 6 weeks.

IMISS offers a roadmap for the introduction and integration of any other new school based service to the NEIC.

The goals of IMISS include;

- Adopting a clear and shared understanding of all services providers' roles and responsibilities, recognising that all services are expected to collaborate with appropriate partner organisations.
- Creating a shared understanding among all services of "having the right people, at the right meeting, at the right time, discussing the right pupils".
- Establishing connections between different services and respectful engagement in the process of building alliances.
- Ensuring a shared language and approach – all services are very conscious and are committed to using the effective structures and language that are in schools already with a view to enhancing them for the betterment of pupil outcomes and wellbeing.
- Achieving agreement between different services as to the formal lines of communication and interaction.
- Identifying, outlining and agreeing opportunities for integration.

Section 1 of this document outlines the key factors to date that have supported the implementation of an integrated model of in-school services.

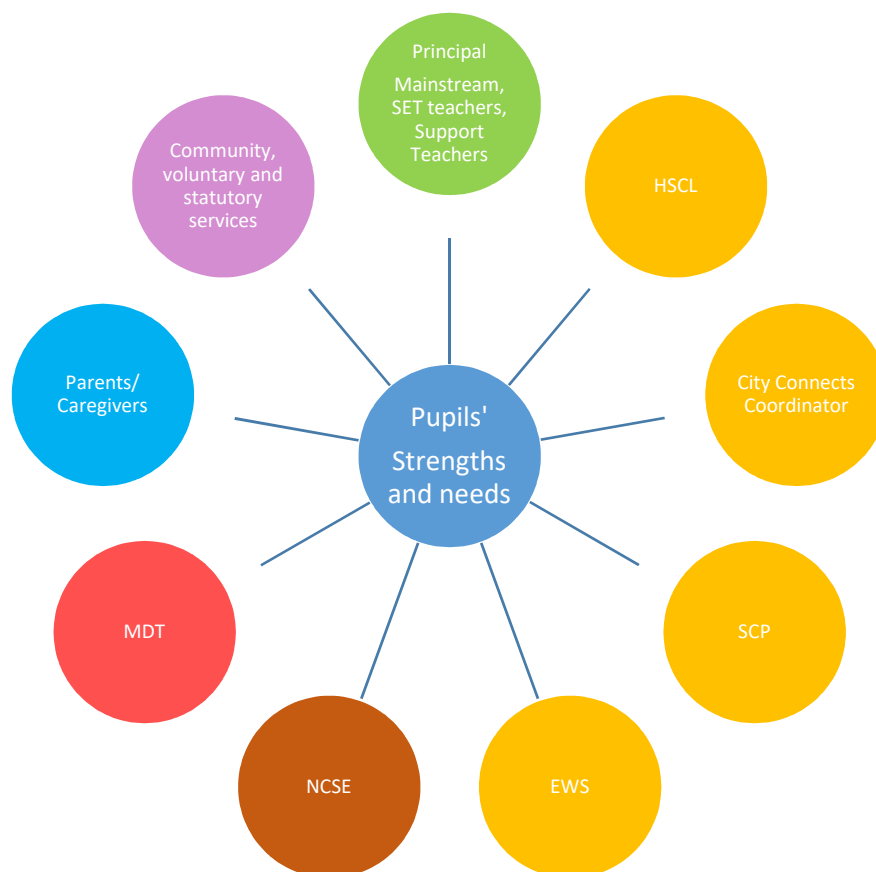
Section 2 presents the roles of each stakeholder under a common framework, that of the Department of Education Continuum of Support for All, Some, Few.

Section 3 includes a suggested mapping of how these services will work to enhance provision to support the strengths and needs of each pupil.

Section 1

Integrated Model of In-School Services

There are a range of stakeholders providing a range of services to the 10 NEIC primary schools as illustrated below in **Figure 2**;



All staff across the various in-school services have a shared understanding and commitment to support each pupil, their family and their school to reach their full potential. They work closely with the following personnel in order to provide a wraparound service;

- **In-school staff:** all services work with the school principal, mainstream teachers, Special Educational Teachers (SET) and Home School Liaison Coordinator (HSCL)
- **In-school supports:** the in-school supports working in the NEIC 10 primary schools include; the School Completion Programme (SCP), the Education Welfare Service (EWS), NCSE, Support Teachers as appropriate, City Connects Coordinators and MDT
- **Outside-school supports:** within the NEIC, there is a significant amount of outside-resources, namely; community, voluntary and statutory services. The Department of Children, Equality, Disability, Integration and Youth (DCEDIY) through the support of Young People at Risk (YPAR) have compiled a directory which lists all outside-school supports within the NEIC. City Connects Pilot Project has aligned all of this information to the tiering and categorisation of the City Connects programme in order to aid accessibility and appropriate referrals. This directory represents an excellent resource for the school community; it is a highly efficient system of ensuring awareness of the broad range of services that exist to best support the strengths, needs and interests of pupils in the 10 primary NEIC schools.

Key factors supporting implementation of the Integrated Model of In-School Services

It has been recognised by all stakeholders that the integrated model of service approach is a journey. The factors which have been identified by services as being critical to the creation of an enabling environment for integration include:

- Vision
- Services
- Leadership
- Service delivery
- Communication
- Information sharing
- Time

Vision: As a basis for this journey there is a strong and shared vision by all services. This vision is ‘to improve educational outcomes for children and connect students to a range of prevention, early intervention and supplementary programmes that address the academic, social-emotional, health and family development of each student’. The pupil is central to all discussions, negotiations and decisions.

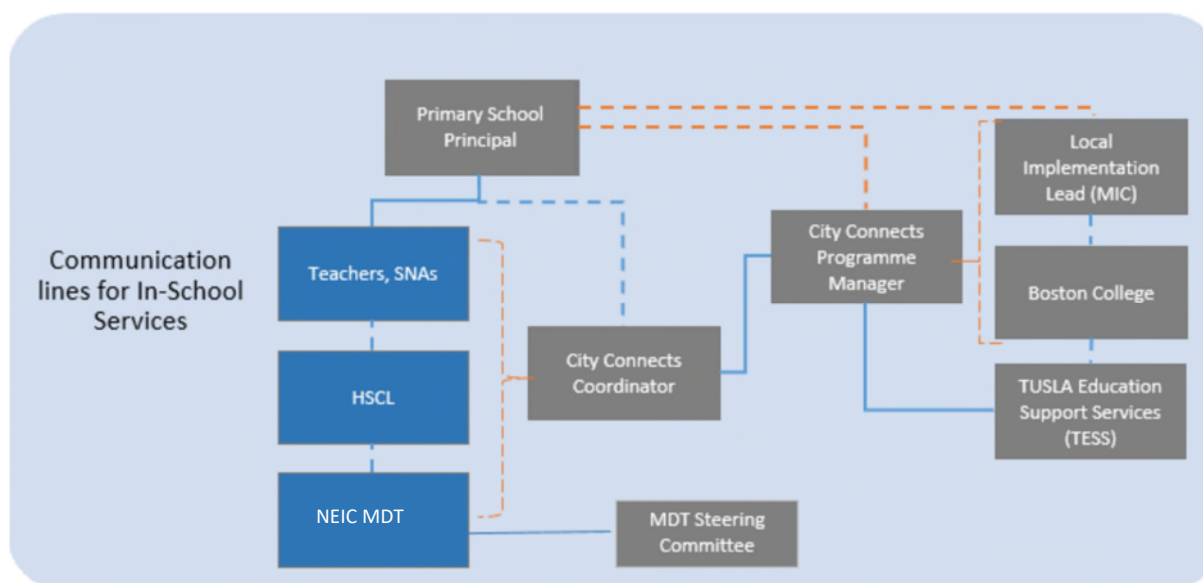
Service: The quality of service is fundamentally linked to the quality of the workforce. The in-school services is made up of highly skilled and experienced personnel. Team members have particular expertise and experience in areas such as leadership and innovation, and also demonstrate in-depth knowledge of Delivering Equality of Opportunity in Schools (DEIS) and Special Educational Needs (SEN). The MDT have significant expertise in their respective fields which include psychology, speech and language therapy and occupational therapy.

Leadership: The quality of leadership within schools and within the services is a key driving factor for the implementation of effective and integrated school services.

1. **School Leadership:** This involves how the leadership and management team in a school use established systems to effectively identify and respond to the strengths and needs of pupils. Leadership and management responsibilities include leading learning and teaching across the school, managing the organisation, leading school development and developing leadership capacity. The Looking at our Schools Quality Framework provides examples of effective and highly effective practice regarding school leadership, [Looking at Our School 2022](#)
2. **Service Leadership:** This involves clarity regarding interactions between services and schools, between services and within services. Each service has defined leadership structures and services have agreed lines of formal reporting, guidance, consultation and collaboration, as illustrated below in Figure 3. This supports the effective development of the projects and delivery of services.



Figure 3; Formal lines for Reporting, Guidance and Communication for In-School Services



- *Solid blue line: Formal reporting relationship* —————
- *Dotted blue line: Support, Guidance and Consultation* - - - - -
- *Dotted orange: Communication and collaboration* - - - - -

Further detail on the oversight structures in place within NEIC schools, including that of City Connects and MDT, is included in Appendix A.

Service Delivery: The services for pupils may be delivered independently or through the collaboration between services. Ultimately, it is the strengths and needs of the individual pupil which will determine the best approach for service delivery. Opportunities for collaboration and independent work have been discussed and agreed by service providers.

Communication: Joint planning and working depends on smooth and efficient communication. Clear protocols for communication have been agreed upon by services and presented to schools. Examples of communication methods are presented in Table 1 below;

Communication Method	Attended by	Frequency of meeting
City Steering Committee	HSE, NEPS, DE SIU, DE Inspectorate, MIC, Tusla, BC, NEIC, PIB	Quarterly
MDT Steering Committee	HSE, NEPS, DE Inspectorate	Quarterly
IMISS Group	NEPS, DE Inspectorate, HSE, MIC, BC, DE SIU, TESS, Principal Rep	3 times yearly
IMISS Working Group	NEPS, DE Inspectorate, MIC, City Connects, DE SIU	As required
MDT Working Group	HSE, NEPS, DE Inspectorate	Weekly
CC Implementation Practice and Training Team (IPTT)	BC, MIC, TESS, (NEIC EIM by invite)	Weekly

Principals Network	NEIC Principals, DE SIU	Every 6 weeks
Community of Practice	NEIC MDT, NEIC MDT Coordinators and CCC, CCC PM	Once a year

Table 1

Information sharing: Access to and sharing of information between in-school services and with schools, parents and other professionals is essential to the smooth delivery of service. Efficient and secure information systems have been agreed between schools and City Connects and MDT. The School, CC and MDT have responsibility for different areas of student information.

School Level: Individual schools share information regarding priority areas for development through their DEIS plan. The school DEIS plan informs support and development work offered by the MDT in order to target training in the areas of greatest need.

The Student Support File (SSF), created by the class teacher and SET in consultation with the parents, is the key document to support effective information gathering and planning for pupils' needs. The SS File is a record of the strengths and needs of pupils and how the school and others respond to these. The SSF contains a log of actions outlining supports and interventions and this travels with the child as they progress through the school. The SS File is shared with services supporting the child, including the MDT and City Connects.

An overview of how the two services engage with the Student Support File highlighting its centrality to the support for children in schools is outlined on the following page.

The Student Support File (SSF)

How City Connects (CC) and Multi-Disciplinary Team (MDT) engage with the SSF in the 10 NEIC primary schools

The SSF is the main source of information on all of the services and interventions for any child who may be identified as having additional needs at school. The SSF is compiled by the class teacher, who holds overall responsibility for the child's learning, social, emotional and behavioural development in school. The Special Education Teacher (SET) works with the class teacher to devise and deliver interventions as set out in the SSF.

This document looks specifically at CC and MDT interaction with the SSF:

1

The SSF is used by the class teacher and SET to plan supports and monitor progress for children with additional needs. It is also used to track services delivered to the child using the log of actions. This may include in school supports such as CC and the MDT and links with external services/supports such as CAMHS and Meitheal. The SSF documents the progress and continuing needs of a child over time and ensures continuity of support at school.

2

The SSF is shared with the MDT when referrals are made, providing valuable information on current supports and targets for the child. Class teachers, SETs and City Connects Coordinators (CCCs) use the SSF in preparation for Whole Class Reviews and Individual Student Reviews.

3

Class Teachers and SETs maintain accurate and up to date SSFs that assist them in meetings with parents and other services to support the child. These include consultations with CCCs, MDT and other support services. The SSF should include recommendations and targets identified in reports or agreed at consultation meetings with CCCs, MDT and other services.

4

The MDT shares information on casework with schools in a Casework Summary Document, three times a year (Sep/Jan/June). School Principals and SETs share this with relevant class teachers and the City Connects Coordinator (CCC) as a record of MDT actions for each child referred to the team. The MDT Casework Summary Document is an additional source of information which can be used by CCCs to ensure the accurate recording of MDT interventions on MyConnects.

Focusing on the two new services: CC and MDT

Info on MDT support is recorded by the MDT on individual systems, please link here to view MDT [Annual Report 2022](#)

CCC can access information on supports provided by the MDT through the SS file which has a log of actions and interventions/supports for each pupil open to the MDT. When school staff meet with the MDT for consultation the SS File is used to record strengths and needs of the pupil and to outline targets, associated actions and supports that are required. The SS file is maintained and updated by the class teacher/SET.

A variety of information sources on whole school and individual pupils' prioritised needs are available for school staff, CCC and MDT. A selection of these are listed in the table below;

Information sources:

School	CC	MDT
DEIS Plan	Whole Class Review	School Planning Meetings
Student Support Team/ Care Team	Individual Student Review	Student Support File
Student Support File	Review	Request for Involvement Form/Referral Form
RFI/Referral Forms	Presentations to PIB and NEIC Steering	Consultations with school staff. Pupils. Parents and other professionals
Assessment information	Student Support File	Monthly Updates
Focus group with MDT Working Group	Principal, SENCO, CC & MDT sessions	MDT Casework Review X3
Principal, SENCO, CC & MDT sessions	CC & MDT Community of Practice	Presentations to PIB and NEIC Steering
	Pupil Interest Survey data on MyConnects	MDT WG Focus groups with principals
		Principal, SENCO, CC & MDT sessions
		CC & MDT Community of Practice

Table 2

Time: Considerable time has been allocated, to date, to the development of partnerships. A collaborative culture has been successfully established. The development of this culture to nurture integration will continue as the pilot evolves. Factoring time in processes of change is crucial to avoid repetition and overlap of services to pupils and schools. The Integrated Model of In-School Services Group will continue to meet as a mechanism to support the successful implementation of the integrated model of service.

NEIC Clusters

The 10 NEIC schools have been organised into clusters and each cluster has been assigned a range of in-school services. This is illustrated in Figure 4.

NEIC Cluster of schools and services Figure 4;

	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5
Schools	St Vincent's BNS O Connell's BNS Scoil Chaoimhín	Gardiner St NS	Central Model Infant NS Central Model Senior NS	St Vincent's GNS Rutland St NS	St Laurence O'Toole NS St. Laurence O'Toole CBS
HSC	Ciara Naughton Elaine Dunphy	Maria Gleeson	Elaine Dunphy	Aine Fanning Seán Feeney	Alison Joyce
SCP	Lauren Brennan Allison Donohue	Conor Casby	Allison Donohue	Allison Donohue	Allison Donohue
EWO	Deirdre Browne	Deirdre Browne	Deirdre Browne	Deirdre Browne	Deirdre Browne
CC PM CCC	Gerry Cullen Martin Shovlin Evelyn Byrne	Gerry Cullen Katie Culkin	Gerry Cullen Alison Scully	Gerry Cullen Nora McGinley	Gerry Cullen Emma Nugent
MDT	Team 1	Team 2	Team 3	Teams 1 and 3	Team 2
SENO	Currently vacant; please see SENO Contact Information – National Council for Special Education – Working to deliver a better special education service (ncse.ie) or contact dublinregion@ncse.ie				

MDT Team 1; Lorna O'Brien NEPS, Shannon Gaughan SLT, Ciara Taaffe OT, Jennifer Kelly HSE Psychology

MDT Team 2; Caoimhe McCarthy NEPS, Vacant SLT, Ciara Grange OT, Jennifer Kelly HSE Psychology

MDT team 3; Sinead Fahy NEPS, Shauna Murray SLT, Sarah Walsh OT, Jennifer Kelly HSE Psychology

School based Structures: DEIS Planning Process and Continuum of Support (CoS)

The ten primary schools have existing systems and structures in place that serve to ensure whole school and consistent approaches which provide for prevention, early intervention and targeted interventions for established needs. These supports are organised through the DEIS planning process and the implementation of the schools' DEIS plan and the Department of Education Continuum of Support. It is vital that the existing school structures and procedures are implemented effectively in order to maximise the effectiveness of the existing and new in-school services which includes City Connects and MDT.

DEIS planning process

As part of the Delivering Equality of Opportunity in Schools (DEIS) initiative, all DEIS schools are obliged to engage in the DEIS planning process.

Schools continue to review, adapt and implement their DEIS plan which include targets and associated actions for each of the themes: Attendance, Retention, Literacy, Numeracy, Transitions, Partnership with Parents and Partnership with Others. The DEIS planning process involves:

1. Identify focus
2. Gather evidence from a range of sources
3. Analyse and make judgements
4. Devise DEIS Action Plan for Improvement with clear (SMART) targets for each theme based on steps 2 and 3
5. Implement strategies/interventions that are aligned to the targets
6. Monitor and evaluate improvements in outcomes for pupils



Three new DEIS themes, Leadership, CPD and Wellbeing, were added in 2017. Schools are not required to gather separate data on these themes for the purposes of DEIS planning. Instead, they should be integrated across the other themes of DEIS planning.

The DEIS plan targets are agreed at whole-school level. Associated actions for each of the targets are outlined and implemented. Staff members ensure that respective actions are taken into account in their individual preparation for teaching and learning. Support provided by City Connects Pilot Project and the MDT intervention and teacher empowerment approaches will feature as some of the actions where appropriate. The school will monitor and review the implementation of the DEIS plan targets as part of the planning process. Sharing the school DEIS plan with the MDT during the planning meeting at the beginning of the year will be useful to ensure MDT support and development work is aligned with the prioritised areas for improvement.

The DE Inspectorate is available to support schools with regard to DEIS planning and schools through advisory visits through the following link info@schoolself-evaluation.ie. Resources are also available through the following link [School Self-Evaluation - Primary](#).

Schools and the Continuum of Support

Schools identify pupil needs as per *Guidelines for Primary Schools Supporting Pupils with Special Educational Needs in Mainstream Schools* through the following;

1. **How schools identify needs?** School personnel work within the Continuum of Support, where needs are considered along a continuum from mild and/or transient to more severe and enduring. The level of intervention at school level matches the level of need and is increased/decreased relative to response to intervention (RTI). The Student Support File is the working document used by class teachers and the SET to record the identified needs and strengths of pupils. Parents are included in the process of gathering information and in intervention. The Student Support File acts as a record of the agreed targets and is the active plan for the class teacher/SET and parents in providing extra supports



2. **How schools meet needs?** Within the Continuum of Support Model teachers explore all manner of interventions from differentiated work, classroom management, physical adaptations etc. as well as considering the requirement to seek additional supports from other key personnel within the school
3. **How schools monitor and report on progress?** The Student Support file is used by the class teacher and/or the SET to record the pupil's response to intervention (RTI) which allows the school to adapt to the evolving needs of pupils over time. The Student Support file is an important information record that will be needed should a pupil require support from the MDT.

Collaborative goal setting also happens for each individual piece of casework undertaken by the MDT. The process of target setting and review is recorded by teachers in the Student Support File, see Figure 9. This file is held at the school and the Student Support File outlines the key targets and strategies that are used to support the child enabling the schools to track progress and adjust targets as needed.

Having the foundation layers embedded is essential to allow the schools and the MDT to deliver their services along the Continuum of Support as outlined in Section 1.4.

Figure 9 Student Support File

Figure 9 summarises the variety of work carried out by the HSE and NEPS in line with the CoS. [Student Support File Guidelines](#) and [Student Support File Template](#)

Section 2

A Continuum of Support in school service mapping

A whole school approach involves all members of the school community and in-school support services engaging in a collaborative process to develop and maintain a proactive and responsive network of support and enrichment for all pupils. In line with best practice, the Continuum of Support (DES and NEPS, 2007) offers a flexible framework within which schools and supporting agencies can address educational, social, emotional, family and community needs. This involves three levels of preventative and responsive support, with level of need and response increasing in intensity as you move up the three levels of the Continuum. The supports are mapped out this way as the needs of the pupils present along a continuum, from mild and transient needs to more severe and enduring needs. The Continuum of Support recognises that individual children can have different needs at different times. Those at greater risk and with greater needs may require more specific and targeted support, in addition to the support provided to all children in their school.

In this section of the document the support services working with schools have outlined their work at the three levels of the Continuum of Support. Each service has outlined a model with details of work at the whole school preventative level, Support for All, the early intervention for those with emerging needs, Support for Some level, and finally at the targeted level for the pupils in need of the most intensive support, Support for Few. The purpose of mapping out the work of the support services on a common format, the Continuum of Support, provides all services with clarity of the supports available from prevention through to targeted intervention for those in most need. It enables schools and service providers to see and identify at a glance what is available from each service, which in turn increases understanding of the network of supports available for each school. This mapping process helps ensure clarity of roles, so that the right child accesses the right service at the right time. It also ensures that duplication is avoided and that opportunities for collaborative work or gaps in service provision are identified.

The following in-school services maps will be used as a guide for schools and services, to tailor and develop appropriate supports to meet the needs of schools. Each service provider will adapt their approaches and evolve their model of service in response to the identified priorities at the All, Some and Few levels of the Continuum of Support.

City Connects Coordinator (CCC)

Tier 1: Whole School and Classroom (Support for All)

- CCC develops Resource Analysis Table listing available supports across all four domains under the heading **of prevention and strengths-building** - both in school and in the community - for all children
- CCC will conduct a Whole Class Review (WCR) with each class teacher, in each classroom, in each school to discuss and document the strengths and needs of every child across four developmental domains, namely Academic, Social/Emotional/Behavioural, Health and Family
- Begin, develop and maintain the City Connects Student Profile and Plan for each child by documenting strengths, needs, interests and referrals on the MyConnects system
- Identify specific school-based and/or community-based supports or enrichment services appropriate to each child's strengths & needs

Tier 2: School Support (Support for Some)

- CCC develops Resource Analysis Table listing available supports across all four domains under the heading **of early intervention** - both in school and in the community - for all children
- Member of the Student I Support Team,
- Member of the Care Team
- Facilitate and nurture partnerships with teachers, parents and children in implementing the City Connects Student Profile and Plan
- Facilitate and nurture partnerships with Multi-Disciplinary Team (MDT) and other community partners in implementing the City Connects Student Profile and Plan
- Record health, educational and family support services
- CCC links with HSCL to support parent to meet referral appointments (as recorded in the classroom teachers' Student Support File)
- CCC tracks referrals and documents this on the MyConnects system
- Develop strong links and work with NEIC HSCL Coordinators, in order to build on

Tier 3: School Support Plus(Support for Few)

- CCC develops Resource Analysis Table listing available supports across all four domains under the heading **of intensive intervention** - both in school and in the community - for all children
- Member of the Student Support Team
- Member of the Care Team
- Facilitator of the ISR meeting
- Facilitate and nurture partnerships with teachers, parents and children in implementing City Connects Student Profile and Plan
- Facilitate and nurture partnerships with Multi-Disciplinary Team (MDT) and other community partners in implementing the City Connects Student Profile and Plan
- Record health, educational and family support services
- CCC links with HSCL to support parent to meet referral appointments (as recorded in Student Support File+)
- CCC tracks referrals and documents this on the MyConnects system
- Referral and follow up of pupils to *Meitheal* as per school procedure

<p>and connect children and families to these services and programmes</p> <ul style="list-style-type: none"> • Continuously monitor, on a prescribed schedule, the effectiveness of interventions that have been put in place by CCC • Review data on MyConnects for class/school patterns of strengths and needs and communicate with relevant personnel e.g. Principal, HSCL, SET, class teachers, etc. • Support the implementation of relevant aspects of the School DEIS plan • Develop and maintain enhanced community partnerships with varied community service providers to meet identified needs of children, families and the school • Facilitate and nurture partnerships with teachers, parents, pupils, Multi-Disciplinary Team (MDT) and community partners • Monitor MyConnects system and engage with children, schools and community partners to identify gaps in prevention & enrichment supports and services 	<p>their existing positive relationships with parents, school communities and local services through individual meetings and attendance at cluster meetings</p> <ul style="list-style-type: none"> • Collaborate with relevant SCP Personnel, EWO and community and voluntary services with regard to target pupils and programme initiatives • Continuously monitor, on a prescribed schedule, the effectiveness of interventions that have been put in place by CCC • Monitor MyConnects system and engage with children, schools and community partners to identify gaps in early intervention supports and services 	<ul style="list-style-type: none"> • Develop strong links and work with NEIC HSCL Coordinators, in order to build on their existing positive relationships with parents, school communities and local services through individual meetings and attendance at cluster meetings • Collaborate with relevant SCP Personnel, EWO and community and voluntary services with regard to target pupils and programme initiatives • Continuously monitor, on a prescribed schedule, the effectiveness of interventions that have been put in place by CCC • Monitor MyConnects system and engage with children, schools and community partners to identify gaps in intensive supports and services
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Home School Community Liaison (HSCL)		
Tier 1: Whole School and Classroom (Support for All)	Tier 2: School Support (Support for Some)	Tier 3: School Support Plus (Support for Few)
<ul style="list-style-type: none"> • HSCL input at staff meetings • Parent talks/ workshops (e.g. Cyber safety) • Raising awareness of attendance/ Every School Day Counts campaign (part of a whole school approach) • Parent courses (personal development, leisure, curricular) • Parent Coffee mornings • Parent September Information Sessions • Use of Parents Room • Support attendance at Parent-Teacher Meetings • Advocate for the school parent body, as appropriate • Collaborate with CCC as appropriate 	<ul style="list-style-type: none"> • Member of school Student Support Team/Care Team • Home visits to families identified on HSCL target list • Home visits/ contacts with new families to school • Induction Packs to support transition • Home visits/ contacts with all transitions including incoming Junior Infant families, transfer from junior to senior school and outgoing 6th class pupils • Home visits to support attendance where concerns emerge • Parent contact (phone-calls, meetings etc.) • Parent courses for specific groups/ class levels (curricular, parenting) • Delivering parenting Programmes (e.g. Parents Plus, Incredible Years, Triple P etc.) • Delivering transition programmes e.g. My Child My Vision • Linking families to relevant support services • Advocate for parents, Lead practitioner in Meitheal as appropriate • Collaborate with CCC as appropriate 	<ul style="list-style-type: none"> • Member of school Student Support Team/ Care Team and will participate in the Individual Student Review • Home visits to families identified on HSCL target list • Parent contact to those on HSCL target list (phone calls, meetings etc.) • Support to families at risk of not transferring from primary to post-primary/ struggling with transition • Support to families dealing with traumatic event (as per Critical Incident Policy) • Lead practitioner in Meitheal as appropriate • Referral to EWO* and Referral to SCP* • Home visits where referrals have been made to EWO • Working in collaboration with SCP, EWO, Meitheal, Social Work etc. • Support referral via principal to MDT, CAMHS etc. • Linking families to community organisations (e.g. Barnardos, ISPCC, Focus Ireland etc.) • Advocate for parents, where appropriate • Collaborate with CCC as appropriate

Guidelines for HSCL Target List

Context

The Education Act (1998:32 [9]) refers to educational disadvantage as, *‘the impediments to education arising from social or economic disadvantage which prevent students from deriving appropriate benefit from education in schools’.*

The HSCL Scheme operates as part of DEIS, which is focused on communities at risk of disadvantage and social exclusion and where intergenerational disadvantage exists (DEIS 2017). The overarching objective of HSCL is to improve the education outcomes for targeted children through supporting the salient adult(s) in the child’s life. The main thrust of HSCL should be preventative, rather than curative and one of the key principles underpinning the scheme is the identification of needs to inform the basis of activities in the scheme (From Vision to Best Practice)

Identifying the Needs of Families

The primary concern of the work of HSCL coordinators is to promote attendance, participation and retention of children/ young people. In compiling the HSCL target list, many factors may be taken into consideration. This work should not be done in isolation, but as part of consultation with school principal(s), SCP, EWS, Student Support Teams, Care Teams and other relevant services.

Families may only be included on the HSCL target list if one or more factors listed below is present **AND** these factors are impacting on their child’s attendance, participation and retention. It is important at all times to use professional judgement. The list should be reviewed at regular intervals during the school year, in consultation with all relevant professionals. Mindful of HSCL Coordinator’s workload, the size of HSCL target list should also be manageable and realistic. Contact between families on the target list should be recorded in the HSCL record of contact.

There may also be occasions where a brief intervention by the HSCL coordinator is required to support a family who may not ordinarily be on the HSCL Target List, for example in a critical incident. In such cases, HSCL intervention will be informed by relevant school policies (e.g. Critical Incident Policy) and in consultation with the school principal(s), SCP, EWS and other relevant services.

Families who should be on HSCL Target list

- Any child who is in receipt of SCP intervention
- Any child where a referral has been made to EWS and/ or is an open case with EWS
- Any child who is involved with Tusla Social Work, Tusla PPFS and/ or in care, where appropriate

Additional Risk Factors to Consider

<ul style="list-style-type: none">- Families experiencing economic stress- Families who are socially isolated- Families experiencing/ at risk of homelessness- Families from an ethnic minority- Families experiencing domestic violence- Families where English is an additional language- Single-parent families- Families with a history of early school leaving- Children who have repeated a year in school- Families with multiple outside agencies involved- Families with substance misuse- Children with attendance/ punctuality issues	<ul style="list-style-type: none">- Families with a mental health concern- Children who may be a young carer- Families having difficulty with transition- Child welfare concerns- Children with SEN- Families dealing with exceptional circumstances (e.g. traumatic event)- Families experiencing a specific difficulty (e.g. bereavement)- Children with challenging behaviour at home and/ or in school- Families where the school is unable to make contact/ unengaged with the school
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School Completion Programme (SCP)		
Tier 1: Whole School and Classroom (Support for All)	Tier 2: School Support (Support for Some)	Tier 3: School Support Plus (Support for Few)
<ul style="list-style-type: none"> • SCP presentations /inputs at school staff meetings • Supporting Attendance, Participation or Retention whole school initiatives e.g. Every School Day Counts • Providing transition programmes for all 6th class pupils • Provide universal breakfast clubs, lunch time clubs and homework clubs • Universal evidence informed/based programmes for delivery in primary school e.g. Life Skills Training, Roots of Empathy etc. • Working in collaboration with HSCL Coordinator and relevant school personnel • Working with schools to promote Restorative Justice approaches and practices • Collaborate with CCC as appropriate 	<ul style="list-style-type: none"> • In collaboration with HSCL Coordinator or other school staff, identify pupils who require additional brief or ongoing supports through the Intake Framework • Provide small group lunch time and homework clubs and support • Provide small group transition programmes and supports (HSCL work with the parents re: transition programmes, SCP work with the pupils) • Mentoring • Provide interventions for those who are irregular attenders and could be deemed 'not in school' periodically Provide holiday support during mid-terms, Easter and summer holidays • Signposting to relevant services to meet the needs of the pupil • Advocating for pupil as required • Collaborate with CCC as appropriate and share information regarding interventions 	<ul style="list-style-type: none"> • Providing targeted, needs led individualised support to pupils through mentoring and using evidence based programmes such as Mentoring for Achievement, Check & Connect etc. • Targeted support to pupils at risk of not transferring from primary to post-primary • Provision of targeted and intensive supports and interventions to pupils who have been expelled/are on a reduced timetable/regularly suspended/expelled/not attending school • Targeted holiday support and provision • Targeted transition support at key points during post primary • Referral to <i>Meitheal</i> and taking on the 'Lead Practitioner' role • Referral to EWO where a child has no school places or there is a need to support a referral outside of school • Collaborative interagency working to meet needs of targeted pupils • Collaborate with CCC as appropriate and share information regarding interventions and referrals

The School Completion Programme Intake Framework: The School Completion Programme (SCP) is a targeted programme, funded by Tusla Education Support Services (TESS), which delivers interventions to both primary and post primary children and young people who have been identified as potentially at risk of early school leaving or who are out of school and have not successfully transferred to an alternative learning site (i.e. Youthreach, Community Training Centre etc.) or employment.

The SCP Intake Framework is the national model for referral of children identified as either priority or at risk participants for inclusion in SCP interventions¹ and refers to the processes and procedures by which children are initially targeted for inclusion in the SCP. The Principal and CCC in each school in a SCP cluster is responsible for the initial targeting and referral of children identified as at risk of educational disadvantage, supported by the Home School Community Liaison (HSCL) coordinator. The Framework has been developed with the expectation that schools will continue to be the primary source of referrals to the SCP. The Framework seeks to reinforce the understanding that parents/guardians are the primary educators of their child. Thus, in consultation with the school, referrals may also come from parents/guardians as well as self-referrals from children and from other statutory and voluntary agencies working with children in the community.

The SCP Intake Framework requires an integrated working approach by the three strands of TESS, namely the SCP, the HSCL coordinators and the Education Welfare Officers (EWO). This integrated approach will ensure that those children most at risk of educational disadvantage through leaving school early are provided with appropriate supports in a timely manner.

This document outlines briefly how the three strands of the EWS work together to ensure that the SCP is engaging with those children most in need of additional supports in order to gain the greatest benefit from their education.

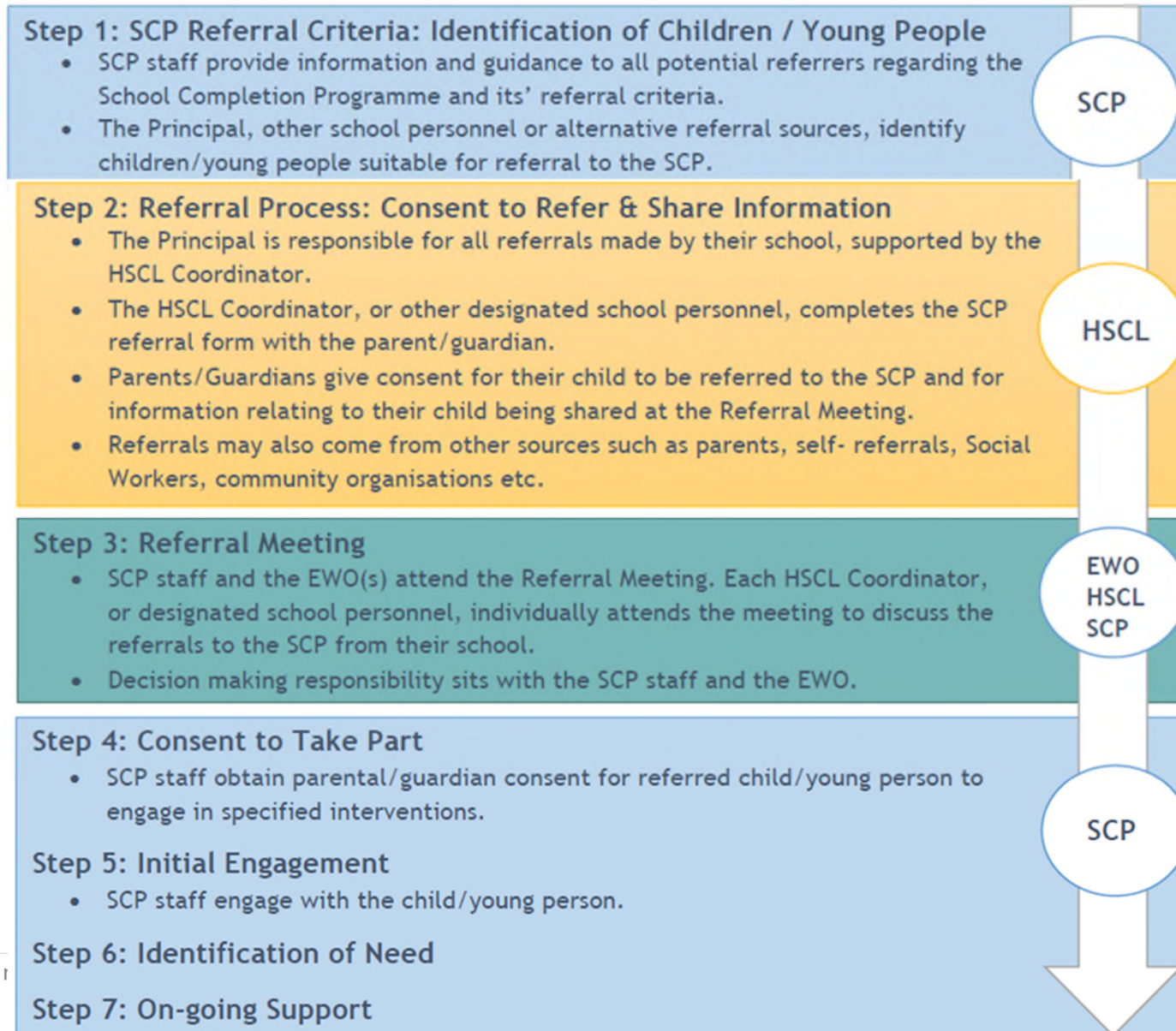
The SCP Intake Framework Support Documentation: The School Completion Programme has been informed by legislation, strategies and policy developments in Ireland including:

- DEIS Plan 2017
- Tusla Corporate Plan 2018 - 2020
- Statement of Strategy of School Attendance
- Better Outcomes, Brighter Futures: National Policy Framework for Children and Young People 2014 – 2020

The Process Document outlines the structure, processes and requirements of the SCP Intake Framework. At each stage of the SCP Intake Framework, the rationale, requirements and responsibilities are set out to enable SCP staff, School Principals, LMC

¹ Consent for inclusion in universal SCP interventions may be obtained annually in conjunction with other school based activities.

members, HSCL coordinators, EWOs and relevant stakeholders to understand when and how they interact. Review of participants' progress will be undertaken periodically as part of the SCP Intake Framework. Feedback will be given to referrers and parents/guardians. There are seven sequential steps in the Intake Framework. These steps are as follows:



NEIC Multi-Disciplinary Team (NEIC MDT)

The NEIC MDT provide school staff, children and families quick access to on-site Speech and Language Therapists, Occupational Therapists and Psychologists. The MDT provide a wraparound service including; advice and training, preventative work, early intervention, assessment and therapeutic intervention, to support all children, school staff and families. The NEIC MDT supports all school staff to develop teaching methodologies and supports in the areas of speech and language intervention, occupational therapy interventions, wellbeing, academic, social and emotional learning.

The MDT works collaboratively with school staff, parents and support services in school and in the community to provide a comprehensive response to children's needs, and the needs of the family and the needs of the whole school. The MDT also works to have a sustainable impact on the teaching and learning in the ten NEIC schools, helping parents and school staff to develop their skills to support children with a range of issues, including; learning difficulties, speech and language difficulties, sensory or motor co-ordination difficulties, social, emotional and behavioural difficulties.

In order to support the effective functioning of the MDT, the MDT reports to a steering committee comprising of HSE management, Department of Education NEPS management and DE Inspectorate.

There are eight NEIC MDT objectives which can be organised into three categories;

1. Casework and support and development work
2. Alignment with and enhancement of school systems
3. Interagency collaboration and partnership building

For each of the three categories of aims, the following table outlines the associated NEIC MDT objectives and the specific actions undertaken by the NEIC MDT to achieve these objectives in the ten primary schools.

Category	NEIC MDT Objectives	NEIC MDT Actions
<p>Casework support and development work:</p>	<p>Commitment to developing academic, social, emotional, communication and independent living skills for all children</p> <p>Provide a professional school based and child-centred service in a timely manner</p> <p>Respond to the presenting needs in the school, home and wider community with evidence-based assessment and intervention</p> <p>Provide consultation, assessment and therapeutic interventions through a tiered model of support</p> <p>Enable school staff to identify needs and intervene with appropriate teaching approaches, improving outcomes for all children</p>	<ul style="list-style-type: none"> • Provide a child-centred, school-based service • Provide a professional service in a timely manner • Promote wellbeing for children, families and school staff • Deliver evidence-based assessments and interventions to improve children’s academic, social, emotional, communication and independent living skills • Collaborate on complex casework within NEIC MDT and with other HSE, TUSLA and community services • Respond to presenting needs in school, home and wider community with targeted advice and training (parents and school staff) • Enable school staff to identify emerging needs more effectively and intervene with appropriate teaching approaches for children with OT/SLT and psychological needs • Support school staff to develop best practice in whole class approaches to support inclusion

	Support the development of inclusive practices in schools and the promotion of wellbeing for all children, staff and families	
Alignment with and enhancement of school systems	Align NEIC MDT practice with existing school structures as set out in the 'Guidelines for Support for Pupils with Special Education Needs', 2017	<ul style="list-style-type: none"> • Provide a tiered model of support aligning interventions to the needs of child, home and school • Align NEIC MDT practice with existing school structures including the CoS, SSP and DEIS Planning • Support development of efficient referral pathways to the NEIC MDT and other HSE and community services
Interagency collaboration and partnership building	Develop collaborative partnerships with schools, families and the wider community to ensure efficient, integrated service delivery	<ul style="list-style-type: none"> • Partnership between HSE and DE at MDT governance level • Collaborate between HSE and NEPS staff at operational level, including casework and support and development work • Partnerships with school staff, parents • Liaise with existing school and community services

Working with parents/guardians and school staff is a key aspect of the MDT work, the impact of therapist or psychologist led interventions or advice is greatly enhanced when the MDT have parental engagement to practice new skills at home and when the MDT work with their co-professionals – the teachers, SNA's City Connects Coordinators etc. to bridge back learning into the school day. Therefore, the members of the MDT always engage with parents/guardians and relevant school staff to enhance their capacity to support the child at home and in school.

There are two main categories of work carried out by MDT

- 1. Teacher/parent capacity building and**
- 2. Casework with the children, their parents and teachers.**

Teacher/parent capacity building – MDT capacity building work impacts all the staff and all the children in these schools, almost 245 school staff and 1,800 children. Working with school staff, the MDT has a far-reaching impact on the whole school community, supporting the ten NEIC schools to be models of best practice in speech and language support, in development of fine and gross motor skills and sensory regulation practice. To have schools that are a model for other schools in their whole school focus on wellbeing promotion and the teaching of social and emotional skills.

The MDT works with school staff to enhance the whole school experience for all children, to create school environments that prevent difficulties emerging and also identify needs in a timely fashion and respond with an appropriate evidence-based intervention across the three areas of Speech and Language Therapy, Occupational Therapy and Psychology.

The MDT achieve this capacity building by working with school staff in a variety of ways, including; designing and facilitating training, facilitating advice clinics, consultations and modelling of strategies, coaching on interventions.

Capacity building and support also extends to the MDT work with parents/guardians, where parents/guardians are supported on a range of issues to develop their understanding and capacity to help their children at home. The issues that parents/guardians are supported on include issues with anxiety, emotional regulation, sleep issues, bereavement, speech, language & communication skills, and trauma. The MDT Primary Care Psychologist leads the capacity building work for parents/guardians, providing a monthly Advice Clinic, targeted parent groups and developing resources to help support parents/guardians to meet the needs of their child at home and in the community.

Casework with the children, their parents and teachers The second pillar of MDT work is Case Work –where a child is referred by the school to the team, the members of the MDT observe a child in school, consult with their parent and teachers and then formally assess their needs. The needs addressed by the MDT range from literacy supports for dyslexia, developing self-care skills, supporting children to develop social communication skills, developing emotional regulation skills to managing bereavement and the impacts of being homeless and family addiction issues. After assessment of all the presenting needs, we make recommendations for intervention, the intervention may be led by school staff, members of the MDT or by alternative in-school or community support services.

When working directly with children the MDT offer whole class, small group and one to one therapeutic interventions in occupational therapy, speech and language therapy and psychological interventions for academic support, and for the support of social, emotional and behavioural difficulties. The nature of the intervention provided by the MDT is in line with the assessed needs of the child.

The NEPS Enhanced Service and HSE Psychology

The National Educational Psychological Service (NEPS) is offering an enhanced service with additional supports to improve outcomes for pupils in ten NEIC primary schools. This will allow pupils and teachers in the NEIC primary schools to receive enhanced access to the range of NEPS in-school supports across the continuum of supports. These include:

- Individual assessment and ongoing intervention support and monitoring for individual pupils with complex behavioural, emotional, social and academic difficulties;
- Support for schools in implementing a responsive continuum of support for all pupils and effective individual planning for pupils requiring additional support;
- Consultation services for teachers aimed at building competence in early intervention with pupils experiencing behavioural, emotional, social and academic difficulties;
- Coaching support for teachers in promotion of social and emotional competence and positive classroom management;
- Partnering with support teachers in the direct delivery of evidence-based interventions to targeted groups of pupils who would benefit from more tailored and intensive interventions in a small group setting;
- Provision of ongoing support for communities of practice within and across schools to ensure fidelity in the implementation of evidence-based programmes promoting academic and social and emotional competence;
- Working closely with school level teams focused on meeting the needs of individual pupils and supporting systemic change to promote academic success and well-being;
- Providing short term one to one school based therapeutic support to individual pupils.

The National Educational Psychological Service (NEPS) provides a school based psychological service in the NEIC. Within the enhanced services to the NEIC schools the existing school based psychological service (NEPS) is now joined by HSE Primary Care psychology. The addition of this HSE service allows for a new model of psychological service that wraps around the child. It expands psychological supports to include parents and families. The collaboration of these two psychological services will ensure a holistic approach that acknowledges the key adults in a child's life, with school-based support for children and teachers and increased access to parents, for family support.

The range of services offered by the NEPS Educational Psychology Team and HSE Psychology will be discussed with each school and tailored to address the emerging needs of All, Some and Few. A NEPS Psychologist has been assigned to each of the three clusters of schools. One HSE Primary Care psychologist has been appointed to the ten NEIC schools as per Figure 4 on page 8 of this document.

NEIC MDT-NEPS		
Tier 1: Whole School and Classroom (Support for All)	Tier 2: School Support (Support for Some)	Tier 3: School Support Plus (Support for a Few)
<p>Focus Areas: To support schools in implementing evidence-based practices to promote positive academic and social-emotional outcomes for all pupils, through the application of psychological theory and research in education.</p> <p>At Support for All, our service delivery plan incorporates six strands:</p> <ol style="list-style-type: none"> 1. Service planning meetings at the beginning of the school year and regular review meetings with principal, SET and school support staff. Schools are supported to prioritise needs at all three level of the Continuum of Support, including support and development work for school staff, for early intervention, group work and for casework and intervention for pupils with the most need. 2. Promoting School Support Systems through the use of the Continuum of Support and Student Support File 	<p>Focus Areas: To work collaboratively to address the social, emotional and academic needs of pupils who require additional supports to those provided at Support for ALL. The NEPS psychologist plans, delivers and evaluates evidence-based targeted interventions and programmes.</p> <p>At Support for Some, our service delivery plan incorporates</p> <ol style="list-style-type: none"> 1. Small group intervention planning and delivery for target groups of children with emerging needs. This includes: Get Up! Stand Up! a seven session social skills learning programme developed by NEPS. Targeted use of Fun Friends and Friends for Life with ongoing psychologist support. 2. Intervention planning and delivery Collaborative partnership with SET team and classroom teachers to plan and implement in-school screening and 	<p>Focus Areas: Engagement in consultation, casework and intervention with individual children using the NEPS consultative, problem-solving framework to identify needs, intervene and review interventions.</p> <p>At Support for a Few, our service delivery plan incorporates three strands:</p> <ol style="list-style-type: none"> 1. Casework service (Direct and Indirect) Direct casework involves psychoeducational assessment of pupils working with school staff, pupils, parents and support services to identify strengths and needs; to plan supports to target the identified needs, develop strengths and to review the response to intervention. Indirect casework involves collaborative problem-solving with teachers and parents. The psychologist works collaboratively with key adults to gather information and problem solve with a focus on early intervention,

<ol style="list-style-type: none"> 3. Whole-school/whole-class support and development initiatives e.g. teacher CPD 4. Whole-school/whole-class intervention planning and delivery e.g. Emotion Coaching for Teachers, Fun Friends and Friends for Life Teacher Training, Incredible Years TCM 5. Cluster Groups for consultation on systemic issues e.g. behaviour management and differentiation. 6. Critical Incident Response Training and Management 7. Collaborative Planning and Problem Solving with MDT 8. Working with teaching, support and therapy staff to identify key areas of need in classrooms. 	<p>intervention for those with emerging needs in the areas of academic, social and emotional needs.</p> <ol style="list-style-type: none"> 3. Critical Incident Response – supporting schools in their response to Critical Incidents in relation to at-risk and vulnerable pupils (support for SOME). 4. Collaborative Planning and Problem Solving with MDT 5. Working with teaching, support and therapy staff to identify key areas of need in classrooms. 	<p>informing support plans and regular review of the pupil’s progress.</p> <ol style="list-style-type: none"> 2. Intervention service (Direct and Indirect) focusing on therapeutic support for social, emotional and / or academic competence. Direct Intervention Service: working with the pupil <i>alongside</i> the teacher/SNA. Indirect Intervention Service: working with the teacher/SNA only. Intervention services offered at this level may include; <ol style="list-style-type: none"> 3. Social-Emotional Learning (SEL) sessions 4. Cognitive-behavioural therapy (CBT) 5. Solution-focused brief therapy (SFBT) 6. Critical Incident Response – supporting schools in their response to Critical Incidents, in relation to individual pupils referred to NEPS 7. Collaborative Planning and Problem Solving with MDT 8. Working with teaching, support and therapy staff to identify key areas of need in classrooms.
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NEIC MDT-HSE Psychology		
Tier 1: Whole School and Classroom (Support for All)	Tier 2: School Support (Support for Some)	Tier 3: School Support Plus (Support for Few)
<p>Psycho educational parent talks</p> <ul style="list-style-type: none"> • can take place in school or community • 40/50 parents/teachers <p>Topics</p> <ul style="list-style-type: none"> • Anxiety • Sleep • Routines • Behaviour • Emotional regulation <p>Provide resources or information on services to principals/teachers</p> <p>Collaborative Planning and Problem Solving with MDT</p> <p>Working with teaching, support, therapy staff and parents to identify key areas of need in the home and school.</p>	<p>Group Work: Parent groups</p> <ul style="list-style-type: none"> ➤ Timid to tiger (anxiety) ➤ Circle of security (attachment) ➤ Triple P (behaviour) ➤ Parenting Plus ➤ Facing your fears (parent and child CBT group) ➤ Contribute to the extended Incredible Years for parents <p>Transitions</p> <ul style="list-style-type: none"> ➤ Transition to secondary school for parents and children ➤ Transition to primary school (with speech and language therapy for parents and child) ➤ Transition junior to senior cycle in Primary school (parents and child) <p>Collaborative Planning and Problem Solving with MDT</p> <p>Working with teaching, support, therapy staff and parents to identify key areas of need in the home and school.</p>	<p>Individual referral assessment and intervention consisting of the following elements and managed on case by case basis</p> <ul style="list-style-type: none"> • Initial intake assessment with parents • Plan made on assessment of child if required (clinic or school based or both) • Intervention plan agreed • can be parent only/can be parent and child • Involving parent/teachers/ and other disciplines, e.g. speech therapy and or OT, NEPS psychology (initial meeting to give feedback and set goals, reviewed regularly) <p>Referral to HSE Services e.g. Parent Advice clinic (support, recommendations, signposting to services, wait list management).</p> <p>Integration and liaison with community services, e.g. <i>Meitheal</i></p> <p>Working with teaching, support, therapy staff and parents to identify key areas of need in the home and school.</p> <p>Collaborative Planning and Problem Solving with MDT</p>

NEIC MDT - HSE Occupational Therapy

Tier 1: Whole-School and Classroom (Support for all)	Tier 2: School Support (Support for Some)	Tier 3: School Support Plus (for a Few)
<p>Focus Areas:</p> <p>1) Increasing staff awareness of the role of Occupational Therapy in the school setting, through presentations, workshops and discussions.</p> <p>2) Creating a school environment that meets the needs of all students in relation to movement, sensory and independence skills. This involves:</p> <ul style="list-style-type: none"> - Collaborating with staff and students in identifying areas of need - Identifying appropriate strategies/interventions, and empowering staff to take the lead - Working with the school to monitor and adapt progress of interventions where necessary - Informing parents on strategies in place at school and encouraging carryover at home. <p>3) Introducing and co-facilitating OT programmes in the areas of movement, motor and sensory development. Examples include:</p> <ul style="list-style-type: none"> • Sensory Circuits • Smart Moves • Zones of Regulation • Alert- How Does Your Engine Run? 	<p>Focus Areas:</p> <p>1) Collaborating to identify the needs in specific or targeted areas in the school. This will be achieved by:</p> <ul style="list-style-type: none"> • Working with staff to identify needs in certain clusters of students through screeners, discussions, assessment scores. • Identifying programmes and interventions suitable to support clusters of students/staff. <p>2) Co-facilitating OT programmes with staff, including:</p> <ul style="list-style-type: none"> • Sensory Circuits • Smart Moves • Zones of Regulation • Alert • Handwriting without tears • Fine motor programmes • Organisational and Independence Skills <p>3) Collaborating with wider team to co-facilitate programmes that may be beneficial for students. Examples include Wellbeing, Lego,</p>	<p>Focus Areas:</p> <p>1) Multi-disciplinary consultation and liaison with all agencies supporting the student and family who require specialised support. Further individual assessment may be warranted to identify areas of difficulty.</p> <p>2) In-class coaching of teachers and support staff on how to incorporate OT recommendations into child's curriculum e.g. sensory fidgets, positioning in classroom, movement breaks.</p> <p>3) If more specialised support is required student may benefit from 1:1 or 1:2 close instruction from OT. This should then be progressed to a class programme.</p> <p>4) Collaborative work with parents, teaching staff and wider MDT to problem-solve and identify strategies to support students' participation in the classroom. This may be achieved indirectly through team meetings.</p> <p>Direct work may include OT supporting a child's skill development during resource hours.</p>

<ul style="list-style-type: none"> • Handwriting without tears • Fizzy Fine Motor • Interoception Curriculum • Organisational and Independence Skills <p>4) Equipping school staff to run OT programmes independently. This may be done through training, co-facilitation, modelling, coaching.</p> <p>5) Empowering parents and bridging the gap between home and school, by equipping parents with the skills and knowledge to carry out strategies at home. This may be achieved through workshops, presentations, information leaflets and YouTube videos.</p> <p>6) Evaluating Tier 2 supports. This will be achieved by:</p> <ul style="list-style-type: none"> • Collaborating with teachers to identify areas of need in classrooms and schools and set targets for whole school support. • Working with the school to monitor and adapt progress of interventions where necessary, • Assessing outcomes of programmes with school staff and parents (e.g. tracking progress, pre-post discussions etc.) 	<p>Transition to Secondary and Transition to Senior School</p> <p>4) Equipping school staff to run OT programmes independently. This may be done through training, co-facilitation, modelling, coaching.</p> <p>5) Empowering parents and bridging the gap between home and school, by equipping parents with the skills and knowledge to carry out strategies at home. This may be achieved through workshops, presentations, information leaflets and YouTube videos.</p> <p>6) Evaluating Tier 2 supports. This will be achieved by:</p> <ul style="list-style-type: none"> • Collaborating with teachers to identify areas of need in classrooms and schools and set targets for whole school support. • Working with the school to monitor and adapt progress of interventions where necessary, • Assessing outcomes of programmes with school staff and parents (e.g. tracking progress, pre-post discussions etc). 	<p>5) Parent engagement will be supported through consultations with OTs, attending sessions and home programmes</p> <p>6) Evaluation of Tier 3 supports. This will be achieved by:</p> <ul style="list-style-type: none"> • Collaborating with child, parents and teachers to set goals to support the child’s participation in everyday activities at school and at home. • Working with the child, parent and teachers to monitor and adapt progress of interventions where necessary. • Assessing outcomes of interventions (e.g. re-assessment, evaluating goals).
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NEIC MDT - HSE Speech and Language Therapy

Tier 1: Whole School and Classroom (Support for All)	Tier 2: School Support (Support for Some)	Tier 3: School Support Plus (Support for Few)
<p>Universal interventions are available to all children, their families and schools in the NEIC.</p> <p>Focus Areas:</p> <ul style="list-style-type: none"> • Parent training and workshops to help families support their child's communication development • Meeting parents at existing school and community events to increase awareness of SLT and speech, language and communication needs (SLCN). • Working in partnership with the MDT to plan, problem solve and deliver collaborative interventions at the universal level, e.g. Visual Supports Workshop • Attending service planning meetings with MDT and principals, SET and school support staff • Training school staff on speech, language and communication development and its link to academic attainment, social relationships, behaviour and mental health. • Increasing early identification of children with SLCN and children at risk of developing SLCN through whole school training 	<p>Targeted interventions are for children with identified SLCN or at-risk of SLCN who need additional supports to those provided at Tier 1. These interventions occur in meaningful and functional contexts, e.g. in groups with peers and include teaching staff.</p> <p>Focus Areas</p> <ul style="list-style-type: none"> • Providing interventions for small groups of children with identified needs • Including children's strengths and interests to enhance participation in intervention • Providing coaching, resources and ongoing support to teachers to support carryover of skills into the classroom. • Providing families with intervention resources and modelling of intervention techniques using video messaging • Reviewing and monitoring outcomes with teachers and families. • Targeted interventions are linked to the learning outcomes within the Oral Language Curriculum. 	<p>Episodes of indirect and direct intensive intervention are for children who require additional supports to those offered at Tier 1 and Tier 2. This includes children with significant and persisting SLCN such as Developmental Language Disorder, speech sound disorders and stammering and children whose SLCN are having a significant impact on their social, emotional and/or behavioural development.</p> <p>Focus Areas</p> <ul style="list-style-type: none"> • Assessing and setting goals for priority areas identified by the child/family/school • Working in partnership with MDT to plan, problem solve and deliver assessment/intervention for children who require indirect or direct multidisciplinary support. • Multidisciplinary consultation with teachers, families and other relevant agencies for those who require indirect or direct support. • Liaising with all identified agencies supporting the child and family e.g. Meitheal. • Recommend individualised strategies to support children's communication needs in school and at home • Provide resources to teachers and families to meet the identified goals • Provide coaching and support to teachers and families to implement the recommendations

<ul style="list-style-type: none"> • Implementing whole class language and communication development strategies in partnership with school staff, e.g. whole class vocabulary development. • Supporting teachers to create communication friendly environments to promote all students' participation in the classroom, e.g. use of visual supports. • Universal communication strategies are linked to the learning outcomes within the Oral Language Curriculum. • Reviewing and monitoring outcomes of whole class/whole school interventions • Hosting drop-in SLT/OT advice clinics for school staff. • Signposting schools to appropriate pathways for children who require specialist services • Meeting existing community services within the NEIC. 	<ul style="list-style-type: none"> • Working with the MDT to plan and deliver collaborative, targeted interventions 	<ul style="list-style-type: none"> • Monitor and review recommendations with teachers and families for efficacy • If indicated, the child may access assessment and/or 1:1 intervention or review with the aim to generalise skills learned in therapy into the home and classroom • Teacher and/or parents will be included intervention sessions where possible • Onward referral to other services if required
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Important principles for the SLT team in NEIC

- giving children and families a voice, hearing their views and helping them to achieve their goals
- building relationships and making connections with families, school communities and existing community services/initiatives
- empowering parents/caregivers to support their children
- promoting secure attachment in family/child relationships and the social/emotional development of the child
- enabling children to access the curriculum, develop their skills, use strategies and build resilience
- capacity building for teachers and parents
- partnership and collaborative work with teachers and other key stakeholders

Section 3

How MDT works with the School System

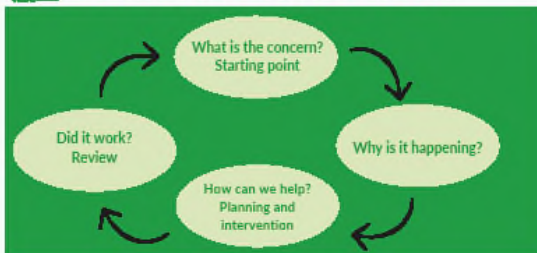


An Roinn Oideachais
Department of Education

Inner City Multidisciplinary Team (MDT) Update 2020-2023



1 School identifies need



Problem Solving Process – Guidelines for Primary School Supporting Pupils with Special Educational Needs in Mainstream Schools.

Using the Problem Solving Process, the school identifies need at the All, Some, Few levels of the Continuum of Support (CoS).



Following a review of need, analysis of the response to intervention and allocation of Special Education Teaching (SET) resources, the school identifies:

- children for referral to the MDT
- support and development (S&D) themes for staff and parents

2 School planning meeting with MDT

In September and January, the MDT meet with schools to review needs, discuss response to intervention and agree:

- Referrals to the MDT
- S&D plans across all disciplines (National Educational Psychological Service, Occupational Therapy, Speech Language Therapy, HSE Psychology)

Action: MDT maintain the Casework Summary Document to record all MDT referrals and actions

The planning meeting is informed by the:

- DEIS Plan – informs MDT S&D work
- SET records for whole school
- Student Support Plan (SS Plan) - documents needs, interventions, monitoring and review

Action: School to maintain a master list of all referrals to the MDT and update SS Plan.

MDT Responsibilities

School Responsibilities

3 Casework and support and development work

- Using the Problem Solving Process the MDT review referral information, plan and deliver appropriate supports, including: consultation, assessment and intervention.
- MDT prepare and deliver S&D training, advice clinics, in-class coaching and communities of practice (clusters) for school staff.
- HSE Psychology facilitates advice clinics, workshops and training for parents.

School staff use the SS Plan to:

- seek and provide updates on individual cases referred to the MDT
- engage in consultations with the MDT
- record needs, interventions, monitoring and reviews

School staff:

- implement MDT recommendations
- school staff participate in workshops, training and clusters and incorporate new strategies into teaching and learning practices

4 Monitoring and review

The MDT provide:

- the school and parents with review and feedback meetings on each referred case throughout the school year
- the schools with a Casework Summary Document on all MDT cases in January and June of each academic year
- a wraparound service for casework by liaising with in-school and community services, e.g. Meitheals

School staff:

- attend review and feedback meetings with the MDT
- record key actions and targets from these consultations using the SS Plan
- continue to use the SS Plan to implement and review intervention
- consult with parents, SET and the MDT based on review of needs and next steps
- implement MDT recommendations and advice from casework and S&D work

Review of Integrated Model of In-School Services

This document has been reviewed collaboratively with all services during the;

- Summer 2021
- Summer 2022
- Summer 2023

The reviewed document is distributed to the NEIC principals and services following each review. Any further amendments will be made collaboratively and as required during the year.

The next formal review of the model will take place during the summer of 2024.

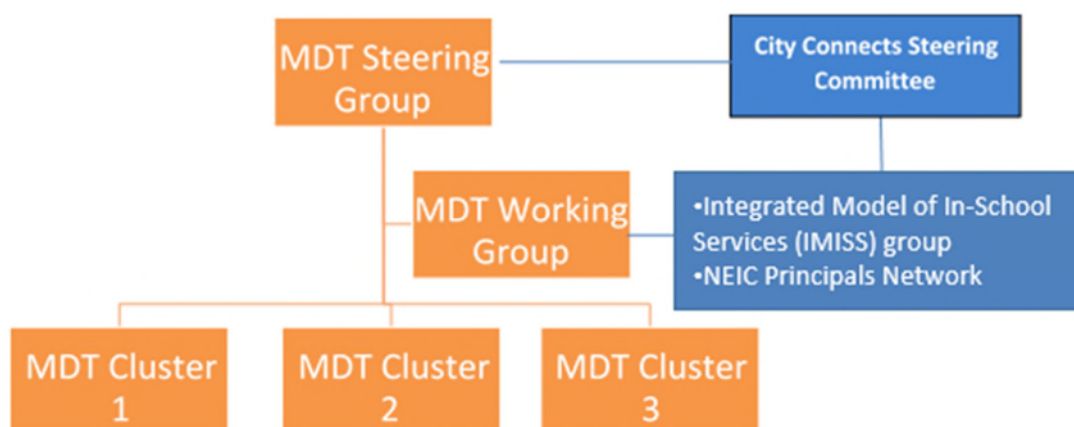
Appendices

Appendix A: Further detail on Oversight Structures within the NEIC

NEIC MDT Oversight Structures

NEIC MDT Steering Committee: the NEIC MDT is supported and directed in its work by the MDT Steering Committee which comprises personnel from NEPS regional management and NEPS MDT Coordinator, DE Inspectorate, HSE Heads of Discipline (HODs) and the HSE MDT Coordinator. The NEIC MDT Steering Committee meets every 4 to 6 weeks to provide oversight for and support the implementation of the in-school MDT service. The HSE Team Coordinator & Heads of Departments report to the General Manager for Primary Care services in Dublin North City. The NEPS staff report to the Regional Director in NEPS for the Dublin region.

MDT Working Group: The NEPS MDT Coordinator, the DE Inspectorate representative and the HSE MDT Coordinator comprise the MDT Working Group, this group reports to the NEIC MDT Steering Committee and is tasked with supporting the organisation and delivery of work by the 3 MDT clusters as per Table 1. The Working Group is also responsible for the completion of the MDT Annual Report which serves to outline the work of the NEIC team and to present the evaluative feedback on the services delivered.



City Connects Oversight Structures

The NEIC Programme Implementation Board is accountable for the delivery of the overall NEIC project plan and for the management of ring-fenced funds available for implementation. The board meets every month and comprises the key Government departments and agencies that have statutory responsibility for delivery of services alongside community and business representatives, including DE. DE provides updates on the Principals Network and work in schools including City Connects. DE is represented on the NEIC Subgroups 2 and 6, which meet monthly.

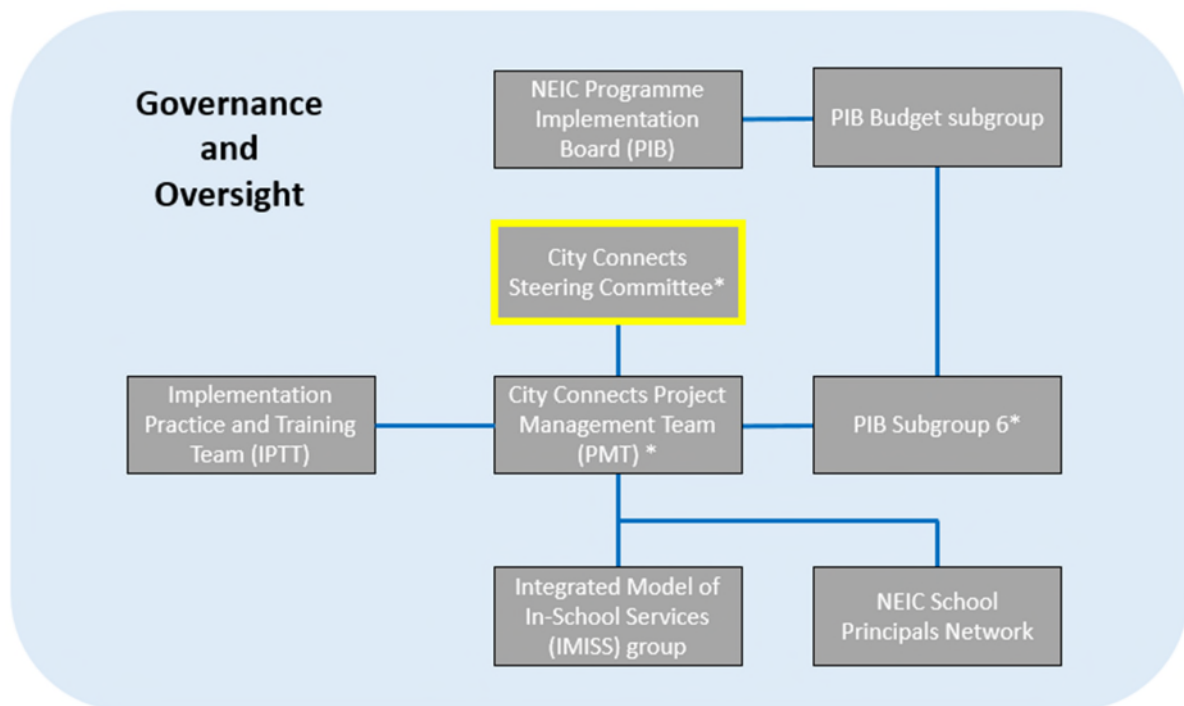
The City Connects Steering Committee is chaired at PO level from DE and is made up of Senior Management from DE, Tusla, NEPS, Mary Immaculate College, Inspectorate, Boston

College, and a representative from the North East Inner City Initiative Programme Implementation Board, (NEIC PIB). This group meets quarterly and is responsible for overall governance of the pilot project, including overall budget oversight.

The Project Management Team is chaired by DE and consists of representatives from Tusla, Department of Education (DE), Mary Immaculate College and Boston College (BC). The group meets monthly to support the pre-planning, planning and implementation phases of City Connects.

The Implementation Practice and Training Team (consisting of TESS, BC and MIC) are an operational group which review and address arising issues on a weekly basis, with reports submitted to the Project Management Team each week, to further inform project oversight.

The Principals’ Network has a dual function: 1) to act as a central arena for Principals to act as an information exchange and a forum of support for principals, including discussion of issues related to City Connects and the Multidisciplinary Team input and 2) to provide the formal structures for NEIC, whereby the Principals Network is linked in via subgroup 2 to the Programme Implementation Board. The network is comprised of Principals of Primary and Post Primary Principals and Rutland Street Pre School based in Dublin’s North East Inner City. The group is chaired by DE and meets every six weeks.



For further information on any of the governance and structure of City Connects groups above, please get in touch with: social_inclusion@education.gov.ie