



# Supports

## SESS Supports Scheme

Apart from the on-line support available through this website and through courses that appear on the [Events Calendar](#) [1], SESS aims to provide direct support to schools and individual teachers in as flexible a way as possible. For example, support might be financial, advisory or facilitative in nature, in response to schools, professional groups or individual teachers identifying their own professional development needs in relation to the teaching of children with special needs. Support can be applied for in the four ways outlined below – further guidelines for applicants are provided on the application forms below.

### **Urgent support needs arising from the behaviour of a students with a special educational need**

In the case of an urgent support need related to the behaviour of a student with a special educational need – for example, where there is a risk to the student, other students and/or staff – schools should contact their NEPS psychologist or their regional NEPS office.

SESS provides CPD to teachers in the area of behaviour management related to special educational needs through a variety of means, including our Supports Scheme. The procedure involved in processing a Supports Scheme application is provided in the 'Notes for Applicants' on the Application Form and also below in 'Consideration of Applications for Support'. It may take up to six weeks to process an application for support.

## Types of Support Provided

### **1. In-School Professional Development**

Schools may be looking for advice on professional development relating to a specific special education issue in the school. The SESS may be in a position to offer telephone advice, a school visit from a member of the team, or an in-service course for the staff.

- [Click here to download an In-School Professional Development application form \(Word Doc 150KB\)](#). [2]

### **2. Individual Professional Development**

Individual teachers may wish to attend a course that is specific to their professional development needs and to the needs of their students and school.

- [Click here to download an Individual Professional Development application form \(Word Doc 133KB\)](#). [3]

### **3. Group Professional Development Initiatives**

A school, group of teachers or professional organisation may wish to undertake a professional development activity in relation to a specific area of interest.

- [Click here to download a Group Professional Development Initiative application form \(Word Doc 394KB\)](#). [4]

### 4. Telephone and E-mail Support

Telephone support is available at 1850 200884 and email support is available through this website at [info@sess.ie](mailto:info@sess.ie) [5]. However, due to the large volume of enquiries that come through these, please first check if the information you require is available through our most 'Frequently Asked Questions'.

- Click here to access our most '[Frequently Asked Questions](#)' [6].

### Consideration of Applications for Support

The review of applications by the SESS takes into account the overall strategies and priorities of the SESS, along with the need to ensure maximum efficiency and effectiveness. Other considerations include the validity of the activities for which support is being sought, whether they reflect best practice and are cost effective, and if they are in keeping with DES policy.

An acknowledgement is forwarded immediately on receipt of each application. Each month's applications are considered collectively – usually on the first week of each month – and a further period is then needed to inform applicants of decisions or to request clarifications. This administrative time-scale should be taken into account when submitting applications, in order to ensure there is adequate time for the application to be processed before notification of the decision is needed by the applicant. Approximately six weeks should be allowed for this.

The release of teachers to attend in-service is the responsibility of the Board of Management of the school, informed by the relevant Rules and Circulars of the Department of Education and Skills



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**Special Education Support Service** is an initiative of Teacher Education Section of the Department of Education and Skills, funded by the Irish Government under the National Development Plan 2007-2013, "Transforming Ireland - A Better Quality of Life for All".

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