Special Education Teachers and Special Needs Assistants: Support in Schools

NPC
SUPPORTING PARENTS
SUPPORTING CHILDREN

NPC Vision

The National Parents Council want to see an Ireland where every child has the opportunity to reach their full potential

NPC Mission

The National Parents Council exists to ensure that all parents are supported and empowered to become effective partners in their children's education. NPC will work to increase the capacity and capability of the education sector, to achieve true partnership and deliver better outcomes for all children and young people.

Values

NPC knows that when parents and schools work together, children do better. Therefore, NPC believes that in order to achieve this parents must feel:

Engaged: Parents must be actively engaged in the education of their children.

Supported: Parents' involvement in children's education must be supported by the attitudes, beliefs and practices of all members of the school and broader education community.

Partners: Parents must be viewed as partners in facilitating children's learning and be supported in this role by the school and broader education community.

Valued: Parents should be viewed as full partners in the decisions that affect their children and their family.

Welcomed: Parents should be welcome in the school, and their support and assistance sought as a valuable resource to support children's education in the school.

Connected: All communication and dialogue with parents must be regular, open, two-way and meaningful.

National Parents Council Key Activities

SERVICE DELIVERY

NPC's services are developed to empower parents so that they can support their children in all aspects of education.

HELPLINE

The NPC helpline is a national confidential service for parents. The helpline staff listen and give information and support to parents to help them make the best possible decisions for and with their children.

TRAINING AND DEVELOPMENT

The NPC Training and Development programme is a national programme of training, development and support for parents. The purpose is to empower parents to play an active part in their child's education at every level.

WEBSITE

The NPC's website www.npc.ie aims to provide parents with information regarding education at early years, primary and post primary levels.

ADVOCACY

NPC engages in awareness-raising activities and campaigning and lobbying at a national level on the objectives of its Strategic Plan.

REPRESENTING PARENTS

NPC represents the voice of parents through representation on external bodies and other mediums. NPC consults with parents and brings parents' views to bear on education policy.

BUILDING PARTICIPATION

NPC builds participation strategies and activities to ensure parents and children are an integral part of the work of NPC.

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Introduction

The National Parents Council (NPC) would like to thank the Oireachtas Joint Committee on Education and Youth for the invitation to the meeting to discuss Inclusive Education: Allocation, Role and Training Needs of Special Education Teachers (SETs) and Special Needs Assistants (SNAs).

To prepare for this meeting, the NPC carried out a survey to gather feedback from parents. The survey was developed and guided by the areas presented by the Joint Oireachtas Committee for discussion at its upcoming meeting and therefore looked at the allocation, role, and training needs of Special Education Teachers (SETs) and Special Needs Assistants (SNAs).

The findings presented here are based on the results of a survey conducted by the NPC in June 2026. The NPC sent the survey to all parents on its mailing list who had given their consent to receive such invitations. The survey was open from 9 June 2026 to 15 June 2026. During this time, a total of 791 parents completed the survey. The opinions of all parents who took part in the survey will be shared in this report.

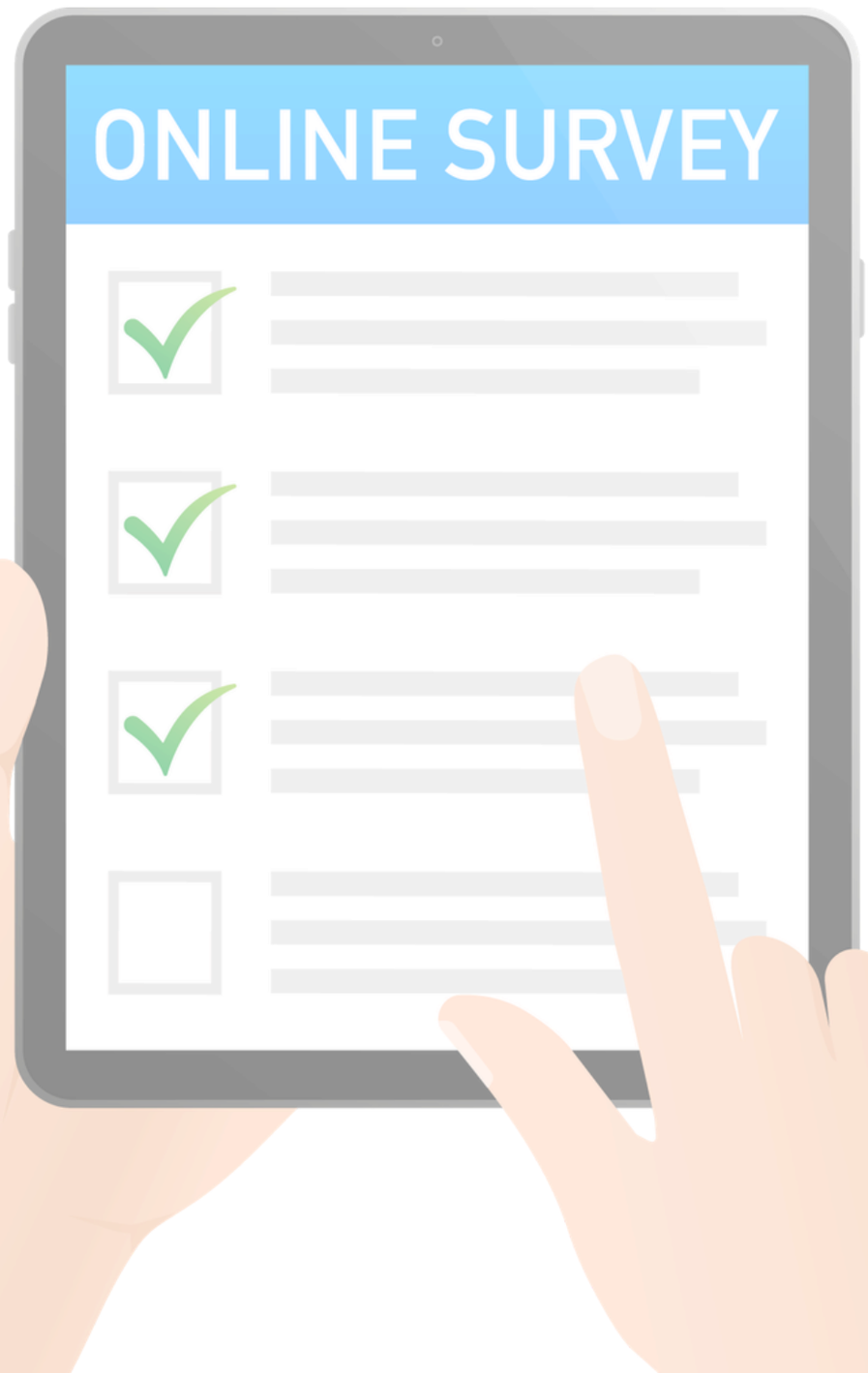
Earlier this year, NPC surveyed parents with regard to Initial Teacher Education (ITE). As part of this survey, we asked parents about the design of the ITE programmes. Parents told us that teacher education could be improved by providing more in-depth training in special educational needs (SEN) and neurodiversity.

They also believe that placement experience in special classes and special schools is a critical component of teacher preparation, essential for effectively meeting the diverse needs of all learners.

Survey

A survey titled “Special Education Teachers and Special Needs Assistants: Support in Schools” was sent to parents to collect feedback on how well the current system supports students with special educational needs. The survey asked a range of questions to understand parents’ views on the allocation, role, and training needs of Special Education Teachers (SETs) and Special Needs Assistants (SNAs).

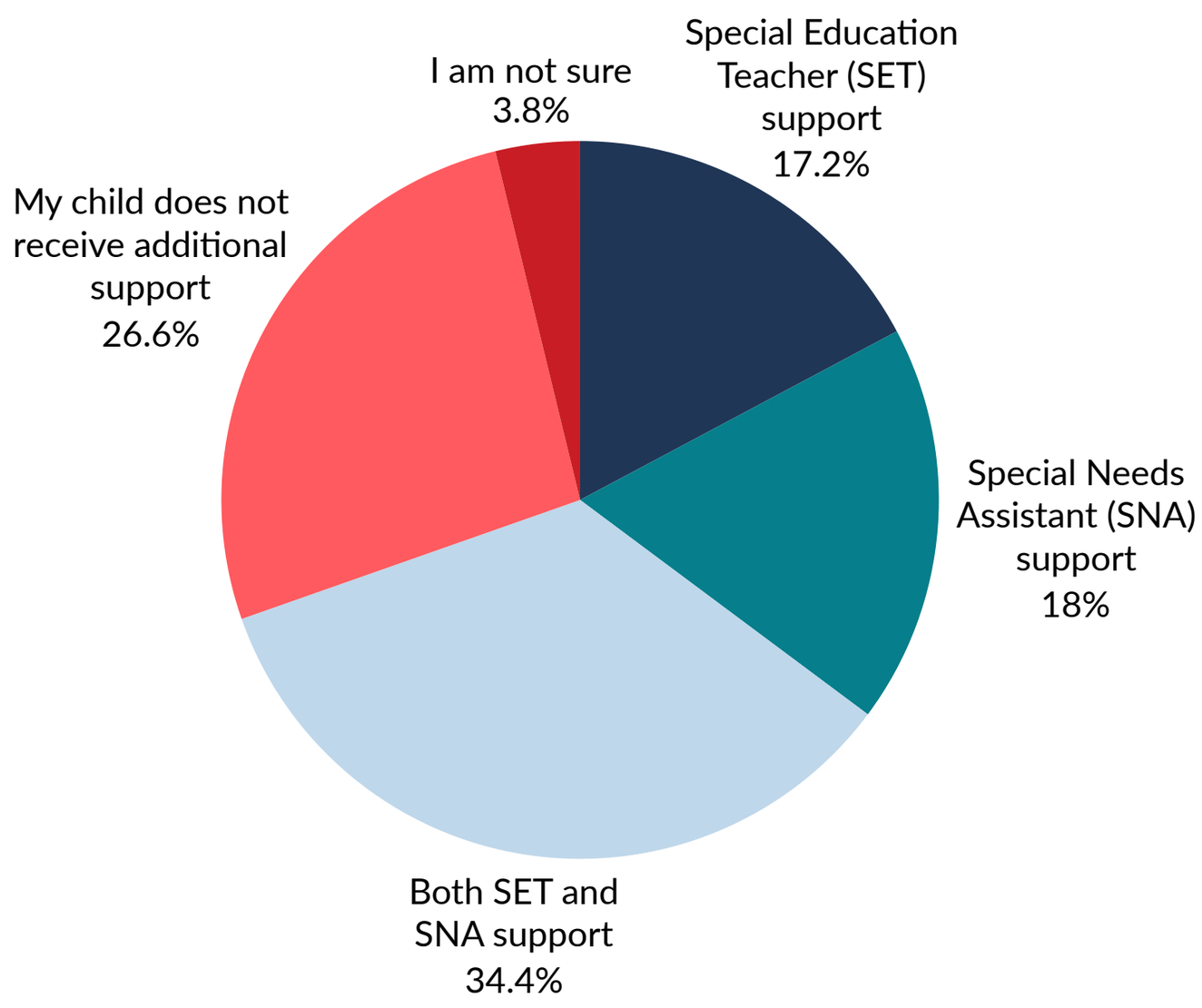
It included a mix of multiple-choice and open-ended questions, allowing parents to select answers that reflected their experiences and also provide more detailed comments. The main findings of the survey, including key themes and parents’ views, are presented in this report.



Survey Findings

Parents were first asked whether their child currently receives support from a Special Education Teacher (SET) and/or a Special Needs Assistant (SNA).

Just over one-third of respondents (34.4%) reported that their child receives support from both a SET and a SNA. A further 18% indicated that their child receives SNA support only, while 17.2% reported that their child receives SET support only. More than one-quarter of respondents (26.6%) stated that their child does not currently receive support from either a SET or a SNA, while 3.8% were unsure (see figure 1).



(Figure 1)
Does your child currently receive any of the following supports in school?

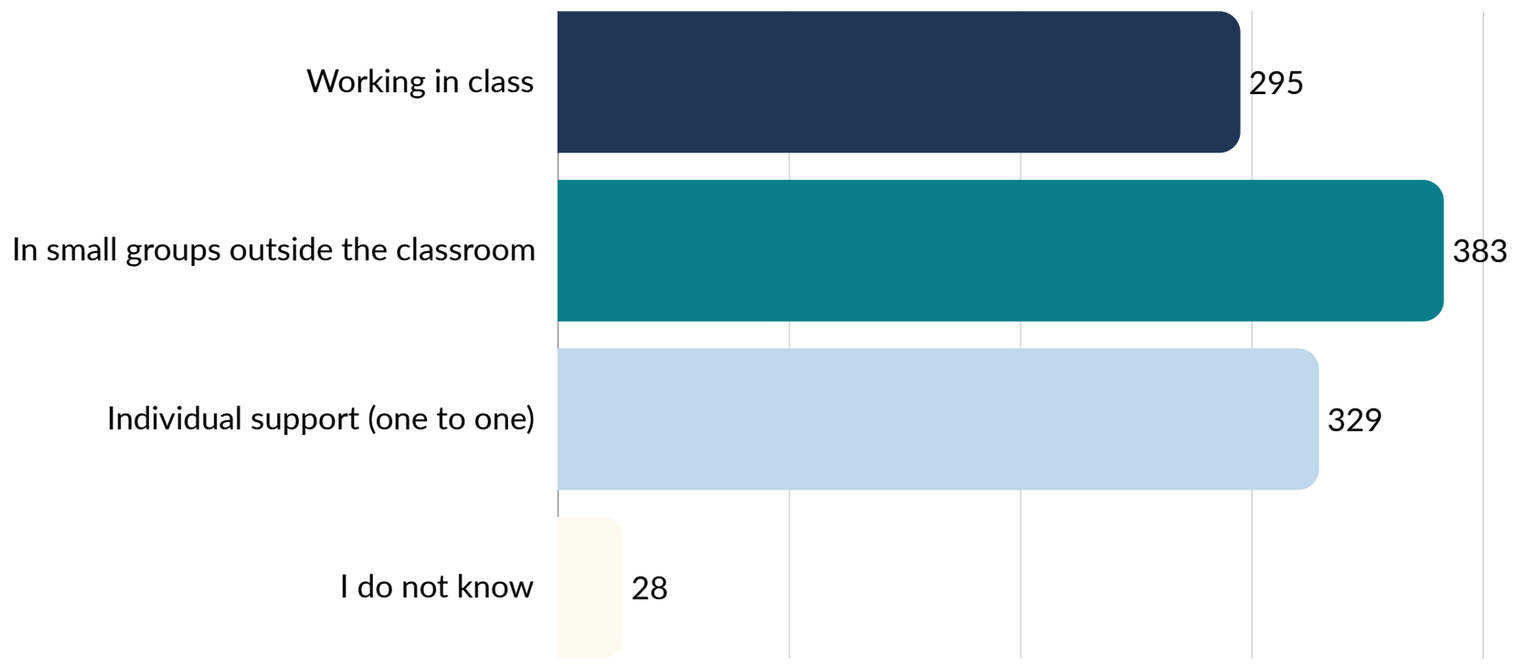
Parents whose children currently receive SET and/or SNA support were asked a series of additional questions relating to their experiences of support provision. These questions explored the appropriateness of current supports, satisfaction with the level of support provided, perceptions of the fairness of allocation models, and views on the training and qualifications required for both SETs and SNAs.

Parents whose children do not currently receive support from either a SET or an SNA were invited to respond to two open-ended questions, providing them with an opportunity to share their views on the role, allocation and training needs of both Special Education Teachers and Special Needs Assistants.

Types of Support Provided

Parents whose children receive additional educational support were asked about the types of support currently provided, and they were able to pick more than one option.

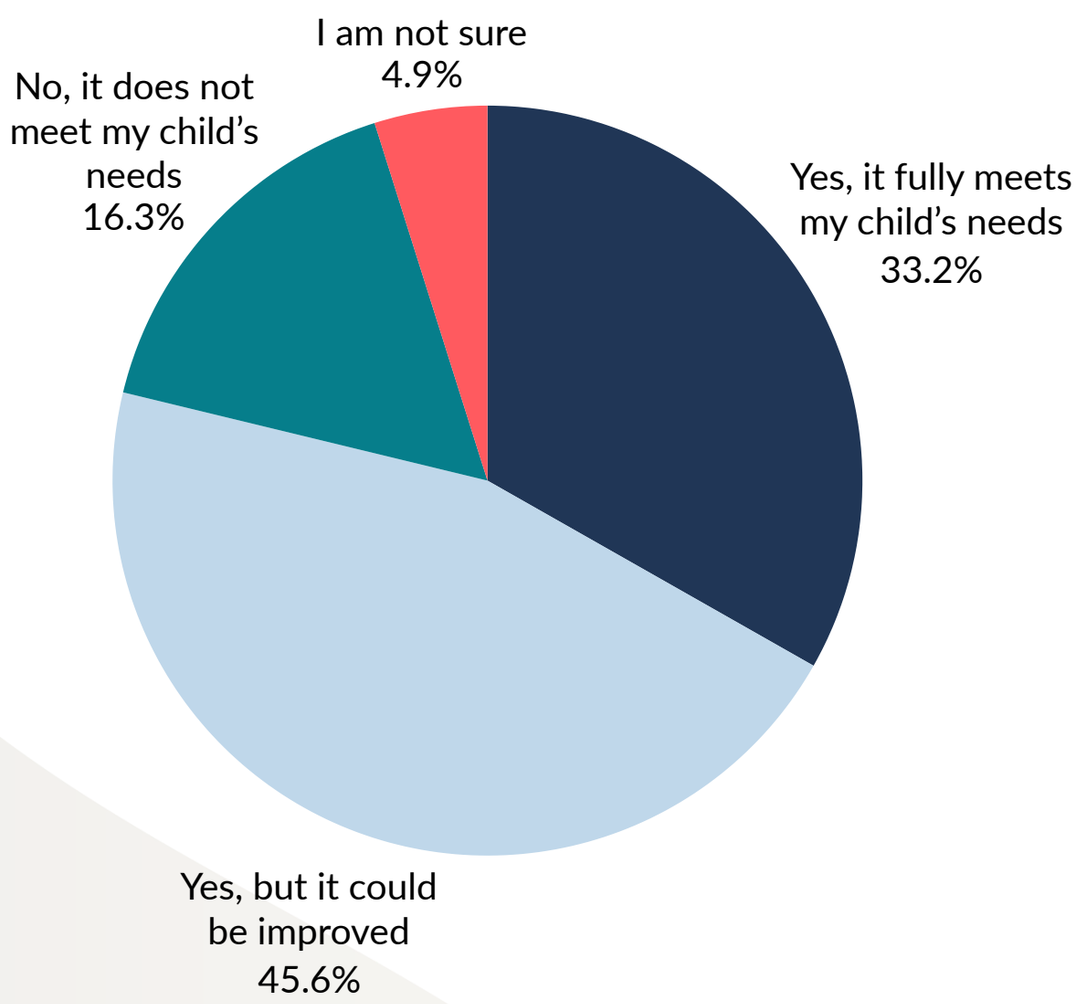
The most common form of support reported was participation in small groups outside the classroom, with 66.7% of respondents indicating that their child receives this type of support. More than half of respondents (57.2%) reported that their child receives individual one-to-one support, while 51.2% stated that support is delivered within the classroom setting. A small proportion of respondents (4.9%) indicated that they did not know what type of support their child receives (see figure 2).



(Figure 2)
Does your child receive support in any of the following? (Tick all that applies)

Appropriateness of Current Support

When asked whether the support provided was appropriate to meet their child's learning needs, the majority of parents expressed generally positive views.



(Figure 3)
Is this support appropriate to meet your child's learning needs?

Almost 79% of respondents stated that the support would fully meet their child's needs, or it was appropriate but could be improved. However, 16.3% reported that the support did not meet their child's needs, suggesting that there remains a significant group of families who feel additional or different support is required. A further 4.9% were unsure (see Figure 3)

Parents were given the opportunity to comment further on the support their child currently receives in school. The responses reflected strong appreciation for the positive impact that SETs and SNAs have on children's educational experiences, while also highlighting areas where parents believe additional support is required.

Some concerns included limited one-to-one support, short or infrequent SET sessions and difficulties accessing movement breaks, sensory supports and emotional regulation interventions. Parents generally recognised that schools and support staff are working within significant resource constraints, but many felt that additional supports would further improve outcomes for their children.

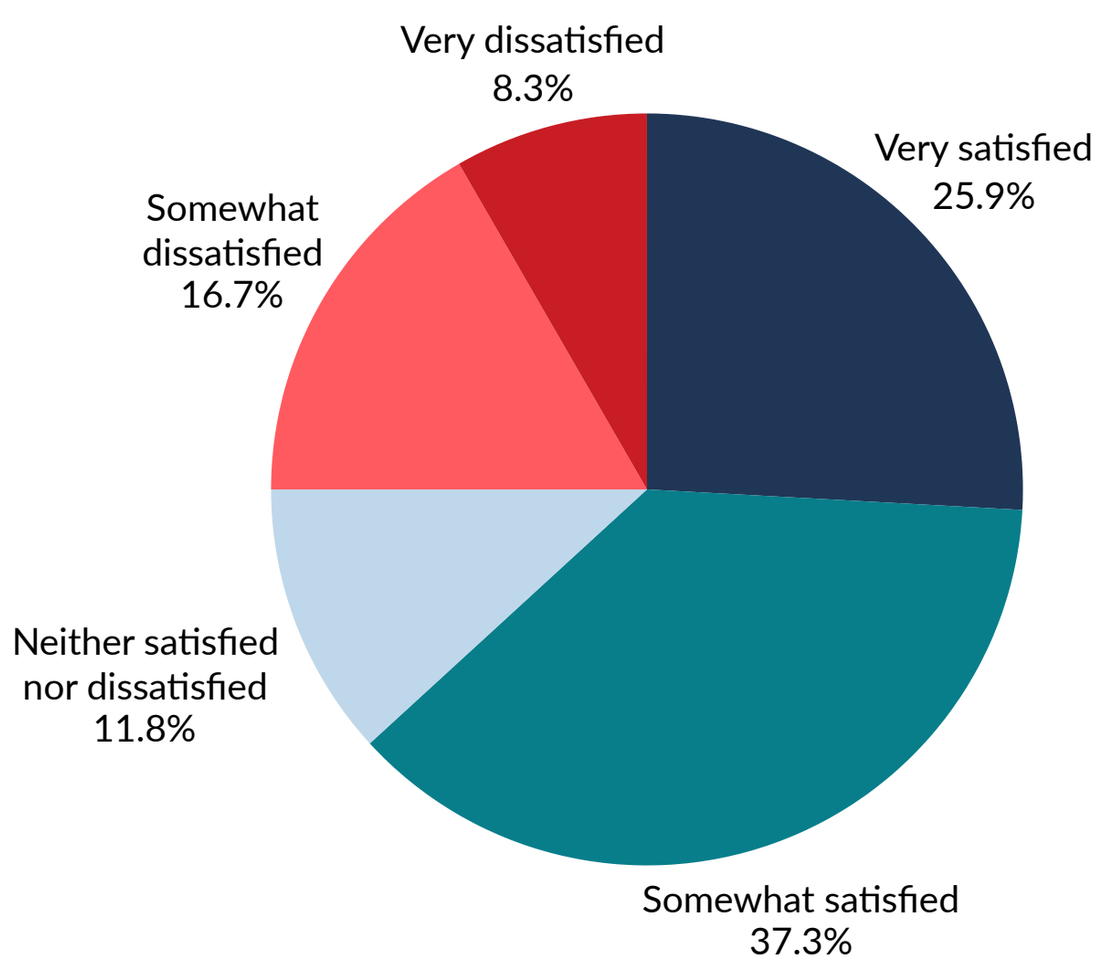
One parent summarised the views of many respondents by stating that "the support my child receives is fantastic, but there simply isn't enough of it to meet all of her needs."

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Satisfaction with the Amount of SET Support

Parents were asked about their satisfaction with the amount of SET support available to their child.

Overall, the response was very positive, with just over 63% of parents saying they are very satisfied or somewhat satisfied with the level of support provided. A further 11.8% remained neutral. However, 16.7% were somewhat dissatisfied and 8.3% were very dissatisfied (see figure 4).

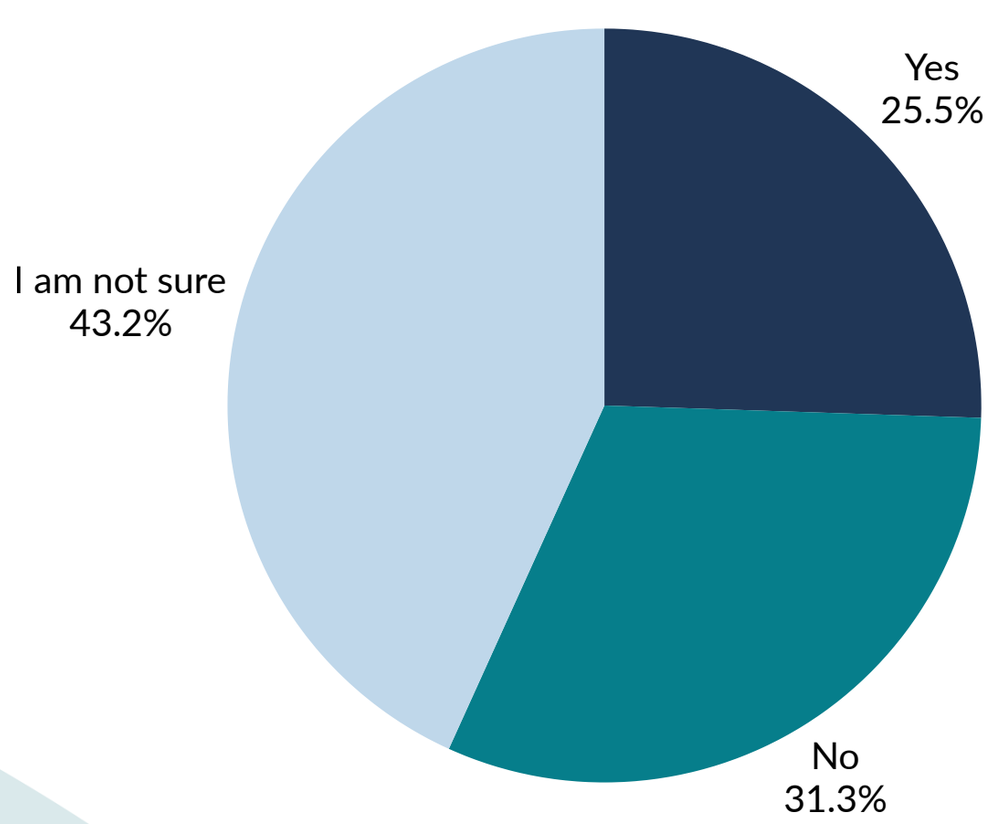


(Figure 4)
How satisfied are you with the amount of SET support your child receives?

Perceptions of Fairness in SET Allocation

Parents were asked whether they believed SET support is allocated fairly among students.

The largest group of respondents (43.2%) indicated that they were unsure whether support was distributed fairly. Almost one-third (31.3%) felt that allocation was not fair, while 25.5% believed support was allocated fairly (see figure 5).



(Figure 5)
Do you think the amount of SET support available in the school is distributed fairly among students, including your child?

Parents were asked if they would like to comment further on the allocation of SET support within schools. Responses highlighted widespread concern regarding the adequacy and consistency of current allocation arrangements.

Many parents felt that there are insufficient SET hours available to meet demand and that schools are forced to prioritise children with the most significant needs. As a result, some children receive limited support, participate in larger support groups than would be ideal or receive no support despite identified needs. Respondents frequently questioned whether current allocation criteria adequately capture the full range of educational, social and emotional needs experienced by children.

Parents also expressed concern that access to support can vary significantly between schools, creating inequities in provision. Many called for increased SET allocations, greater transparency regarding allocation decisions and a stronger focus on individual need when distributing resources.

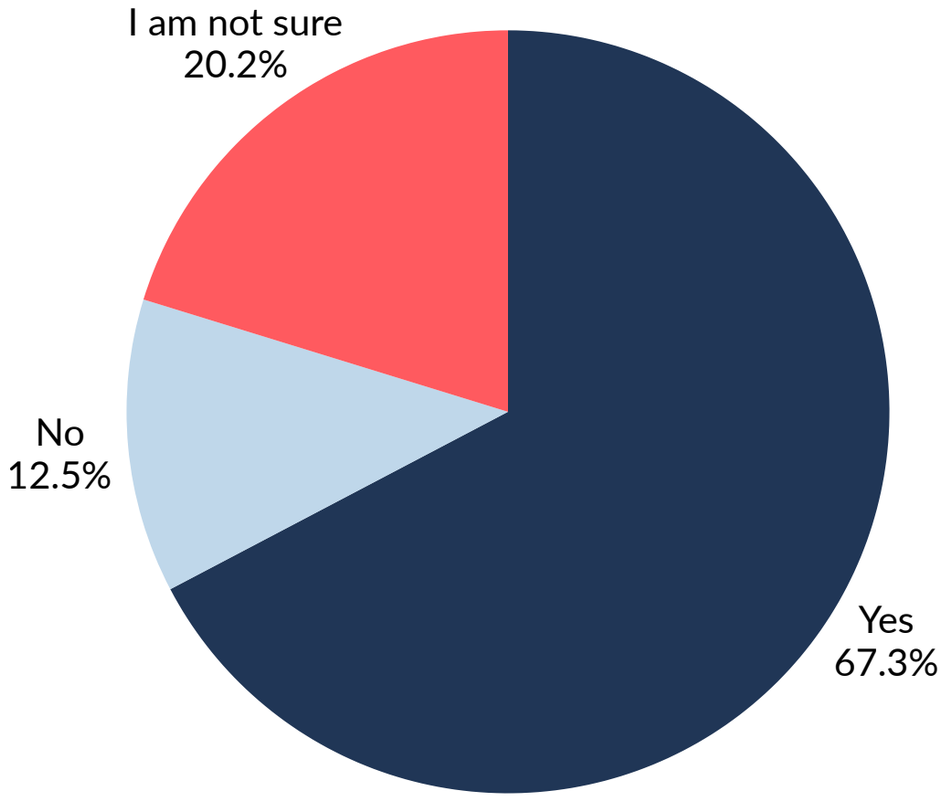
One parent observed that "children who need support shouldn't have to wait until they are struggling badly enough to qualify for help."

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Training and Qualifications for SETs

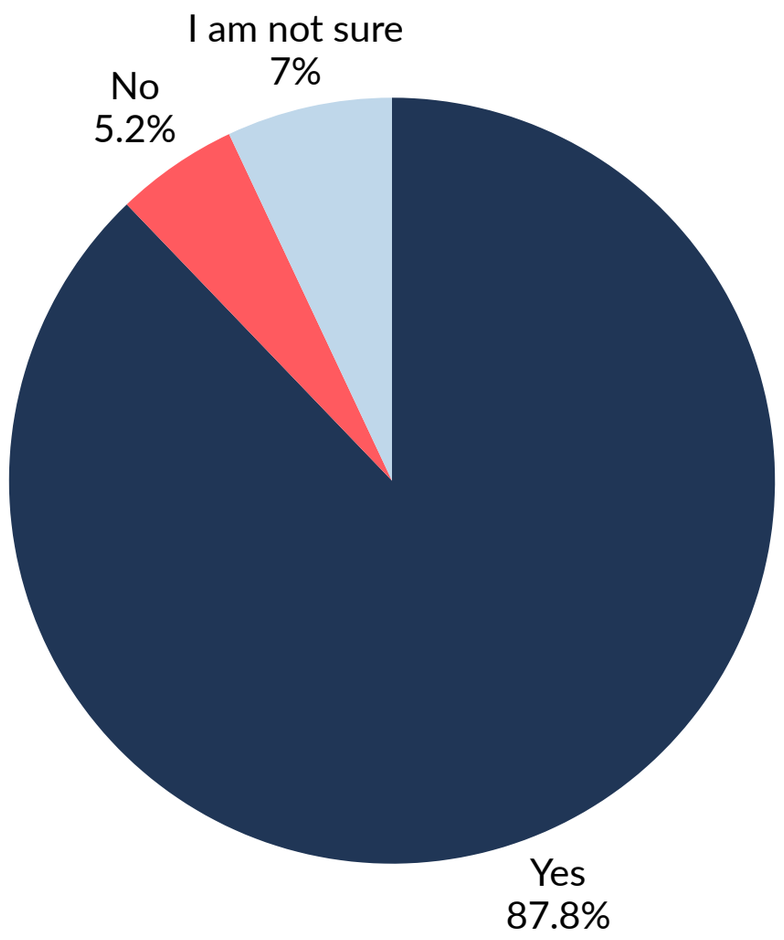
Parents were asked whether SETs should be required to complete additional qualifications beyond their teaching degree.

More than two-thirds of respondents (67.3%) agreed that SETs should undertake further specialist qualifications, while 12.5% disagreed and 20.2% were unsure (see figure 6).



(Figure 6)
Do you think SETs should be required to have further qualifications or training in addition to their primary degree?

Parents were also asked whether SET training should be tailored to specific additional needs such as autism, dyslexia and behavioural difficulties. There was overwhelming support for this approach, with 87.8% agreeing that specialist training should be needs-specific. Only 5.2% disagreed, while 7% were unsure (see figure 7).



(Figure 7)
Do you think this further qualification or training should be tailored to the specific needs of the student (e.g. autism, dyslexia, behavioural needs)?

Parents were also given the opportunity to comment further on the training and qualifications required for Special Education Teachers.

While many respondents praised the dedication and commitment of individual SETs, a significant number highlighted the importance of specialist knowledge and ongoing professional development. Parents frequently referred to the need for expertise in autism, ADHD, dyslexia, dyspraxia, sensory processing difficulties, communication needs and emotional regulation.

Several respondents expressed concern that some educational professionals may not have sufficient specialist training to fully understand and respond to the increasingly diverse needs of students. Many advocated for mandatory specialist qualifications and regular professional development to ensure that SETs remain informed about current best practice in inclusive education.

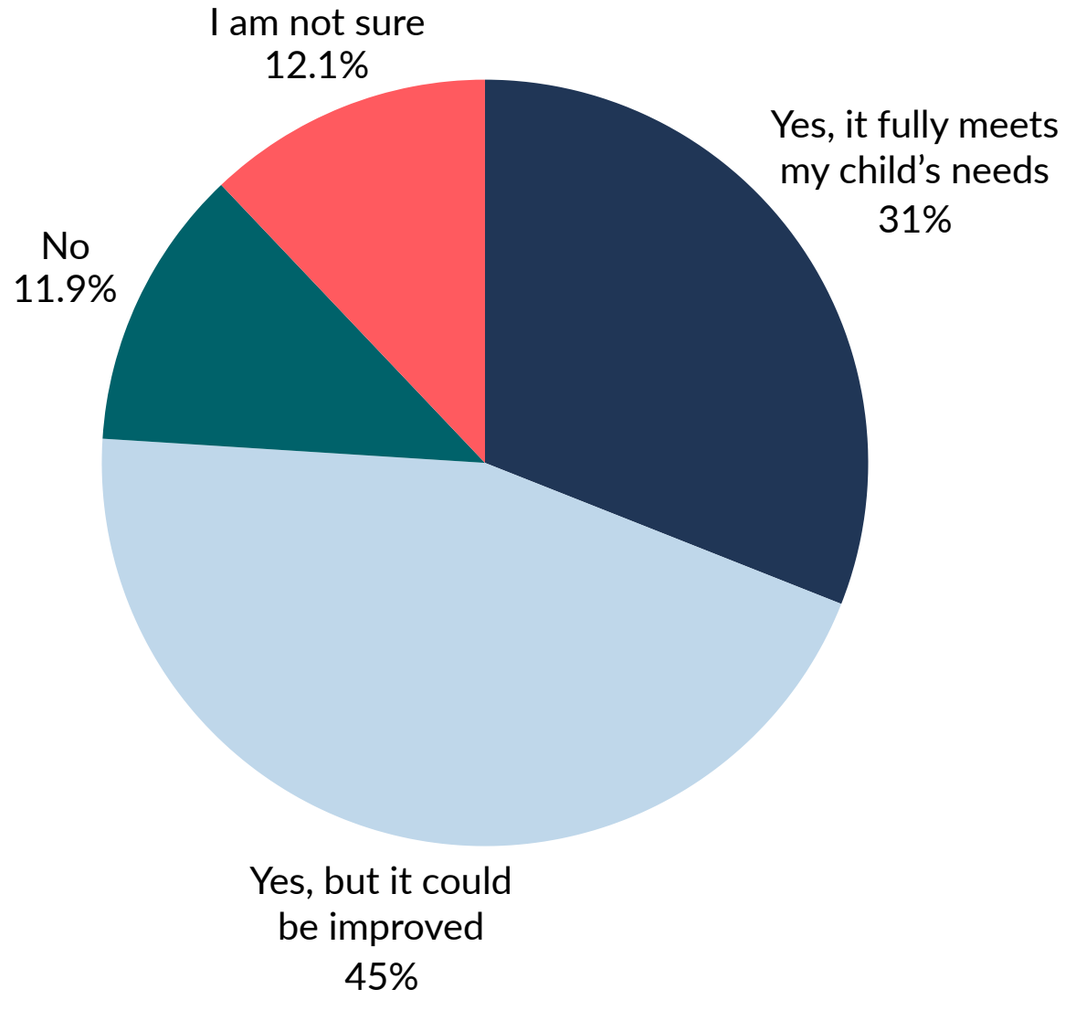
One parent stated that "every SET should have access to specialist training because children's needs are becoming more diverse and complex."

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Views on the Role of SNA

Parents were asked whether the current role of the SNA is appropriate to support their child's educational experience.

Overall, parents are very positive about the role of the SNA, with 76% saying that the role either fully meets their child's needs or it meets their needs but could be improved. However, 11.9% reported that the role is not appropriate, while 12.1% were unsure (see figure 8).



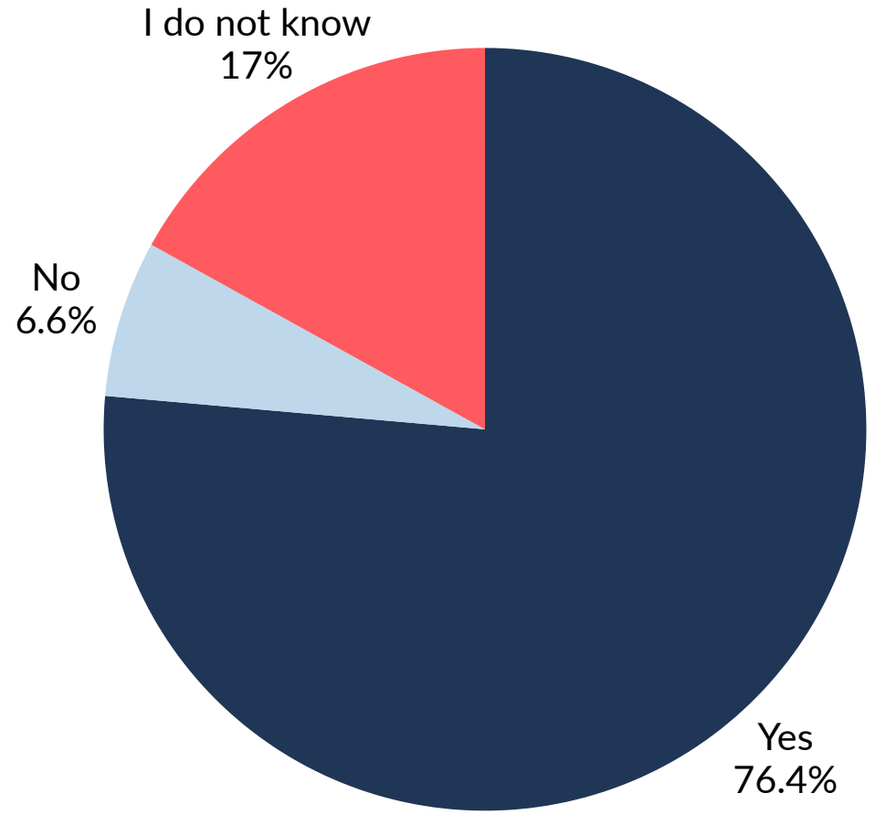
(Figure 8)

Do you think the role of the SNA is appropriate to support your child's needs in school?

Expansion of the SNA Role

Parents were asked whether expanding the SNA role beyond historical care needs would improve educational outcomes and the school experience for children.

More than three-quarters of respondents (76.4%) agreed that expanding the role would have a positive impact. Only 6.6% disagreed, while 17% were unsure (see figure 9).



(Figure 9)

Do you think the expansion of the SNA role to include supports other than care needs will improve your child's outcomes and experience in the school?

Parents were given the opportunity to comment further on the role of Special Needs Assistants (SNAs) within schools. Responses reflected an overwhelmingly positive view of the contribution SNAs make to children's educational experiences and overall wellbeing.

Many parents described SNAs as essential members of the school community, highlighting their role in supporting children to participate fully in school life, access learning opportunities and develop confidence and independence. Respondents frequently noted that SNAs provide vital assistance not only with care needs but also with emotional regulation, communication, social development and engagement in classroom activities.

Parents recognised that the role of the SNA has evolved significantly in recent years and felt that SNAs often provide support that extends well beyond traditional care responsibilities. Many respondents described SNAs as key figures in helping children manage anxiety, build relationships and remain engaged in learning throughout the school day.

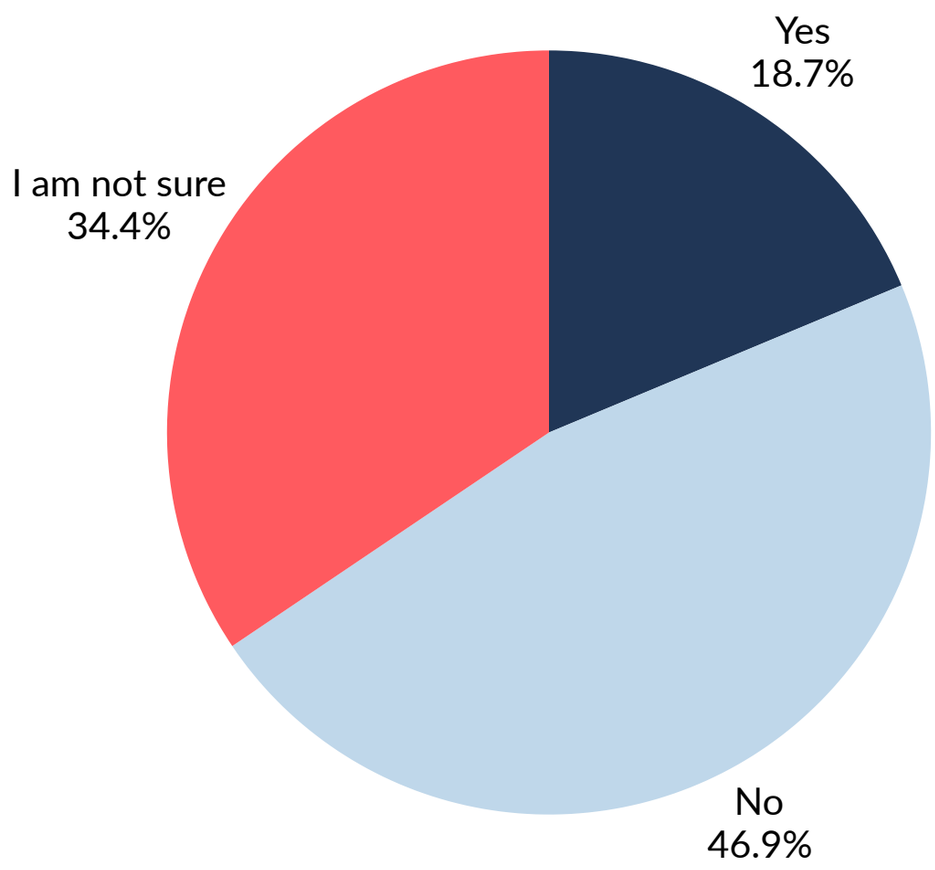
One parent described SNAs as "the backbone of inclusion in schools and often the reason children can successfully participate in everyday school life."

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Fairness of SNA Allocation

Parents were asked whether the current SNA allocation model is fair. Almost half of the respondents (46.9%) believed that the allocation model is not fair. A further 34.4% were unsure, while only 18.7% believed the model is fair (see figure 10).

This is a significant finding in the survey and indicates parental concern regarding how SNA resources are allocated and distributed across schools.



(Figure 10)
Do you think the model of SNA allocation is fair?

Parents were asked if they would like to provide any additional comments on the allocation of SNA support. Responses reflected widespread concern regarding the adequacy of current SNA provision, with many parents expressing the view that available supports do not match the level or complexity of need within schools.

A dominant theme throughout the responses was the belief that there are insufficient numbers of SNAs available. Parents repeatedly described SNAs as being overstretched, shared across multiple classes and unable to provide the level of support children require. One parent commented that “there is never enough, they are shared between classes etc, always stretched”, while another stated that “more SNA support badly needed across schools. The SNA's at both schools my child attended are overstretched and near burnout.”

Many parents felt that allocation decisions do not adequately reflect children's individual needs and argued that support should be based on need rather than diagnosis alone. Respondents also highlighted a need for greater access to one-to-one support, particularly for children with complex communication, emotional regulation or behavioural needs. While many recognised the resource constraints facing schools, they felt that shared support arrangements often limit the level of assistance available to individual children.

A recurring concern related to children whose needs are less visible. Parents frequently highlighted the experiences of children who mask difficulties, internalise distress or do not display challenging behaviours. Several respondents felt that these children can be overlooked in favour of those whose needs are more obvious. One parent observed that “a lot of children mask so it might look like they don’t need the support so they can be overlooked for another child that openly displays need and that’s very unfair.”

Consistency of support was another significant theme. Parents described the importance of children developing trusting relationships with SNAs and expressed concern when support staff are shared between multiple pupils or moved frequently. One parent explained that “my child has had the same SNA all year and it works great, the SNA and her learn what works. A different one each day allows for no rapport or connections to be met.” Another commented that “children with specific needs grow very attached to their SNAs. When they are changed it can cause anxiety.”

Parents also expressed frustration with a lack of transparency around allocation decisions. Some reported that they did not understand how support was allocated or who was responsible for making decisions. The responses suggest that there may be some confusion about how the allocation system operates, with uncertainty regarding the role of schools and external decision-makers. Parents said clearer communication about the allocation process may help improve understanding and address some of their concerns.

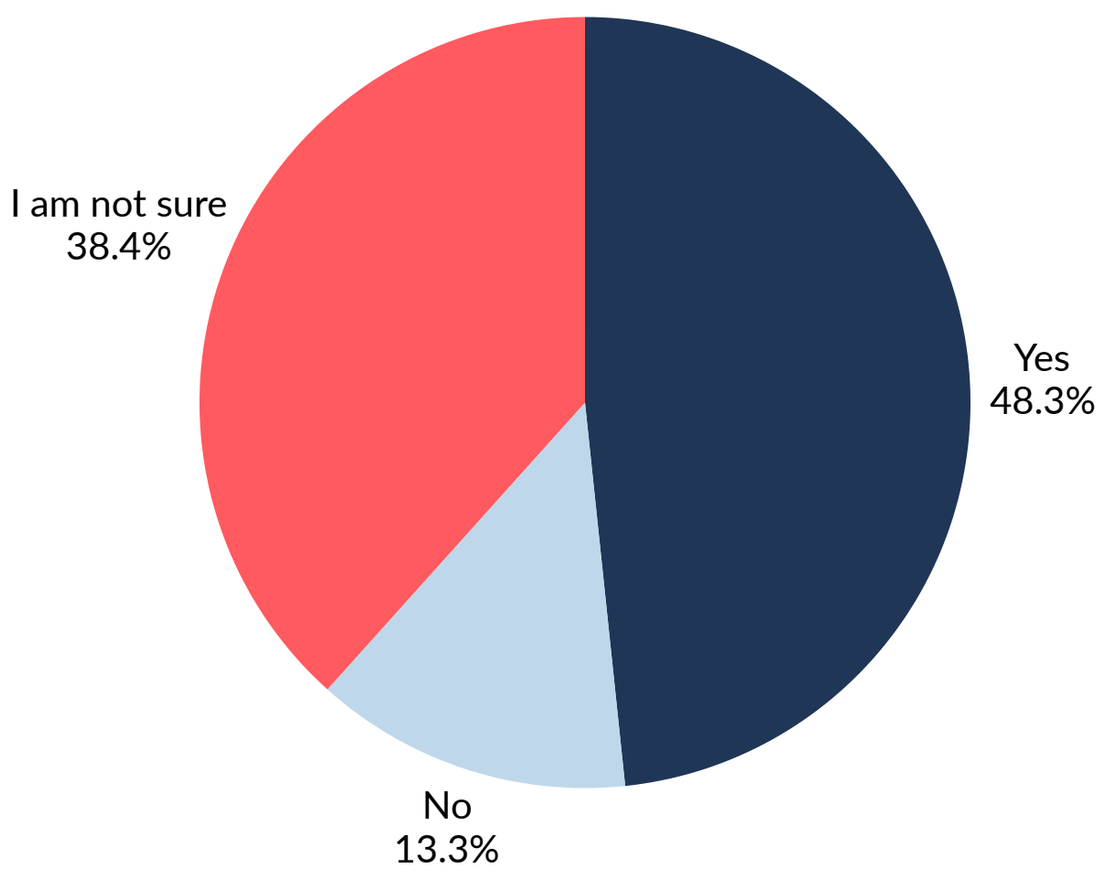
*This is a summary of the parents' voices; please refer to the appendix for full answers.

Training Requirements for SNAs

Parents were asked whether the revised training requirements for SNAs are appropriate.

Almost half of respondents (48.3%) felt the requirements are appropriate, while 13.3% believed they are not. However, a significant proportion of respondents (38.4%) were unsure (see figure 11).

The findings suggest that while parents generally support current training requirements, many are unfamiliar with the qualifications and training pathways required for SNAs.



(Figure 11)
Do you think the revised training requirements for SNAs are appropriate to support your child's special educational needs?

Parents were also given the opportunity to comment further on the training requirements for Special Needs Assistants.

Many parents felt that ongoing training is essential given the increasingly complex needs present within schools.

Areas frequently identified for further professional development included autism, ADHD, emotional regulation, sensory processing, communication difficulties, selective mutism and the use of assistive technology. Parents emphasised the importance of ensuring that SNAs have access to specialist knowledge and training opportunities that enable them to respond effectively to individual student needs.

One parent noted that "SNAs are expected to support a huge range of needs and should receive ongoing training to help them do this effectively."

Open question

Parents were given the opportunity to share any additional comments regarding their experiences of educational supports, Special Education Teachers (SETs), Special Needs Assistants (SNAs) and their child's educational experience more broadly.

The responses provided a valuable opportunity for parents to raise issues that had not been fully captured elsewhere in the survey.

Many respondents expressed concern about the adequacy of current educational supports. Parents highlighted challenges accessing assessments, therapies and specialist services, and many felt that schools require additional resources to provide timely and effective interventions. Several respondents commented on the importance of early intervention and the need to ensure that support is available before difficulties become more significant.

Many parents also reflected on the emotional and social aspects of their child's school experience. Respondents emphasised the importance of inclusion, belonging, confidence and wellbeing alongside academic achievement. Some noted that children's emotional and behavioural needs are not always fully recognised within existing support systems and called for a more holistic approach to supporting students.

A number of parents reiterated concerns regarding the allocation of both SET and SNA supports, particularly for children whose needs may not meet formal eligibility criteria. Others highlighted the importance of ensuring that schools have access to sufficient specialist expertise, training and therapeutic supports to respond effectively to a diverse range of student needs.

One parent summarised the views of many respondents by stating that "the staff are doing everything they can, but they need more resources and support to help children reach their full potential."

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Parent Views on the Role, Allocation and Training Needs of Special Education Teachers (SETs) – Parents Whose Children Do Not Currently Receive SET Support

The responses from parents whose children do not currently receive support from a Special Education Teacher (SET) demonstrate a strong appreciation of the importance of SET provision within schools. Although these parents do not have direct experience of their own child accessing SET support, many recognise the positive impact SETs have on other children, classroom teachers and the overall learning environment. There is a widespread belief that SETs are an essential component of an inclusive education system and play a critical role in ensuring that all children can participate meaningfully in school.

Many parents observed that increasing numbers of children require additional support and expressed concern that current levels of provision are insufficient to meet demand. Respondents frequently highlighted the need for greater allocation of SET resources across schools, noting that limited availability can result in children missing out on support until difficulties become more severe. Several parents commented that support should be available more broadly and should not be restricted solely to children with formal diagnoses or those who meet specific assessment thresholds.

Training emerged as another significant theme. Parents expressed the view that SETs require specialist knowledge and skills to support a wide range of needs, including autism, ADHD, dyslexia, dyspraxia, communication difficulties and social-emotional development. Many respondents felt that ongoing professional development is essential and that all teachers should receive stronger preparation in special education and inclusive practice as part of their initial teacher education.

A number of parents emphasised the wider benefits of SET provision beyond individual pupils. They noted that effective support for children with additional needs can improve the learning experience for the whole class by allowing classroom teachers to focus on teaching, reducing pressure on school staff and helping children progress together. One parent commented that “My child doesn't (receive SET support), but a kid in her class does, and neither that kid nor the whole rest of her class including her would be able to handle or get a proper education without her (SET)”, illustrating the belief that these services benefit entire school communities rather than only individual children.

Some parents also highlighted the importance of early intervention, believing that timely access to support can prevent difficulties from escalating and improve long-term educational outcomes. While a small number of respondents raised concerns about maintaining a balance between supporting children with additional needs and ensuring adequate attention for other learners, these views were generally accompanied by recognition of the importance of SETs within schools.

Overall, the feedback reflects a strong consensus that Special Education Teachers are a vital resource within Irish schools. Parents who do not currently access SET support for their own children nevertheless recognise the value of the role and believe that increased investment in staffing, training and resource allocation is necessary to ensure schools can meet the diverse and growing needs of all learners.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Parent Views on the Role, Allocation and Training Needs of Special Needs Assistants (SNAs) – Parents Whose Children Do Not Currently Receive SNA Support

The responses from parents whose children do not currently receive support from a Special Needs Assistant (SNA) demonstrate overwhelming recognition of the importance of SNAs within schools. Although these parents are not directly accessing SNA support for their own children, many observed the positive impact SNAs have on pupils with additional needs, classroom teachers and the wider school community. Respondents consistently described SNAs as essential, invaluable and fundamental to creating inclusive learning environments where all children can participate and thrive.

A dominant theme throughout the feedback was the belief that there are insufficient numbers of SNAs available to meet growing levels of need. Parents frequently referred to increasing numbers of children requiring additional support and expressed concern that schools are struggling to provide adequate assistance. Many felt that current allocation models are too restrictive, resulting in children who would benefit from support being unable to access it. Several respondents advocated for a greater SNA presence in schools, with some suggesting that every classroom should have access to an SNA to support both identified and emerging needs.

Training was another significant area of concern. Parents highlighted the need for ongoing professional development and specialist training in areas such as autism, ADHD, emotional regulation, communication, behavioural support, medical conditions and neurodiversity. Many felt that the role has become increasingly complex and that SNAs should receive greater recognition, enhanced qualifications and improved opportunities for professional learning. There were also calls for more practical, hands-on training and stronger support for SNAs throughout their careers.

Many parents emphasised that the benefits of SNAs extend beyond the individual children they support. Respondents frequently noted that the presence of an SNA contributes to calmer classrooms, enables teachers to focus on teaching and supports the learning of all pupils. One parent remarked that without SNAs, “the class simply falls into survival mode”, highlighting the extent to which they are viewed as critical to the effective functioning of schools. Another parent observed that “even children who don't need access benefit hugely from another adult being in the room”, reflecting a widely held view that SNA support strengthens the overall educational experience for all children.

While a small number of respondents raised concerns about ensuring a balance between supporting children with additional needs and maintaining educational standards for all learners, there was broad agreement that SNAs are indispensable to modern schools. Overall, the feedback demonstrates a strong consensus that Special Needs Assistants play a vital role in supporting inclusion, promoting student wellbeing and enabling effective teaching and learning. Parents who do not currently access SNA support for their own children nevertheless recognise the value of the role and believe that increased investment in staffing, training and resource allocation is needed to ensure schools can meet the diverse needs of all children.

*This is a summary of the parents' voices; please refer to the appendix for full answers.

Conclusion

The findings of this survey demonstrate overwhelming parental support for both Special Education Teachers and Special Needs Assistants. Parents recognise the critical role these professionals play in supporting inclusion, student wellbeing and educational achievement.

While satisfaction with current support provision is generally positive, many parents believe that additional resources are required to meet growing levels of need. Concerns regarding the fairness of allocation models, particularly in relation to SNAs, emerged strongly throughout the survey. There was also clear support for enhanced specialist training and professional development for both SETs and SNAs.

Across all responses, the central message from parents is that SETs and SNAs are essential to ensuring that children with additional needs can fully participate in school life and reach their full potential. Parents believe that increased investment in staffing, training and support provision is necessary to strengthen inclusive education and improve outcomes for all children.

Extract from survey Céim: Standards for Initial Teacher Education

To inform its submission to the Teaching Council review of Céim: Standards for Initial Teacher Education, NPC conducted a survey in March 2026. Some of the findings of this survey related to special education and so have been included here.

Parents told us that they feel that teachers are not fully prepared to support children with additional needs such as dyslexia, autism, ADHD, and other learning differences. They called for mandatory, practical training that equips all teachers to meet the needs of diverse learners. They also highlighted that while schools aim to be inclusive, teachers often lack the skills to implement this effectively in the classroom, where children learn in different ways and at different speeds.

Parents highlighted the importance of teachers being trained in positive approaches to managing classroom behaviour, with a focus on understanding why children act in certain ways. They emphasised that teacher education should develop skills in promoting well-being, building strong relationships, understanding child psychology, and addressing bullying, while navigating the complex dynamics of real classrooms.

Parents called for an increase in the overall time given to school placement (teaching practice in schools). They asked for an increase in time spent in school from 25% to 50% of the overall programme time.

With regards to special education there was a strong call for mandatory placement in special schools and special classes in order to give all trainee teachers experience of these settings.

Appendix

Would you like to tell us more?

1. My child gets as much help as the school can provide with its limited resources. If they had more SET or SNA resources more help could be given to many children
2. Only recently been diagnosed with adhd ADS and SLD she receives extra maths class, she does not want any change in school. Doesn't want to be finger pointed,
3. My son has ADHD and struggles with maintaining focus, peer relationships and class participation. His behaviour, participation and overall experience of school has changed dramatically with the right SNA support.
4. Group work once every 2 weeks is not enough. A movement break maybe once or twice a week is not enough.
5. My son has specific learning needs that require time and knowledge from teachers. In secondary school especially there is this illusion of UDL but it looks more like wait for a crisis....
6. My child is part of a "Nurture Group" to help with her emotional regulation and understanding of emotions
7. My child only has SET through team teaching with all other kids
8. The needs change so it is important that school can adapt to allow child to fully attend and engage in school
9. I find that the supervision of SNAs isn't adequate, leaving a lot of room for the SNA to act as she sees fit. Most are excellent, but the occasional one is a bully.
10. My child has a multitude of disabilities and meets with the SET teacher in a 1 to 1 setting 4 times a week to do alpha to omega work to help with his dyslexia. He would be lost without it.
11. Not enough resource hours for the needs of the class
12. Going into new class my youngest child may need more support. Awaiting a few diagnosis. Gets movement breaks currently but is a bit weak academically and emotionally.
13. a little help with maths
14. My child has needed extra support with learning however due to not having enough SNA’s he hasn’t had the full support he requires.
15. More individual support is needed on subjects that they are struggling with. As they learn a different way to others in the small group, 1-1 correct support would help achieve better outcomes.
16. My child has autism with a moderate learning disability and is in a special school

17. My child is autistic. She is 10 years old and is an adept at masking her difficulties. However, access to short breaks outside of the classroom, differentiated approach within the classroom and additional support of SET teacher are highly beneficial. Unfortunately lack of resources in the school can sometimes mean that her support is the first to be retracted due to the fact there is rarely a knockOn effect in school. The challenges present at home and in her emotional Resilience when she doesn’t receive supports she deserves. This is not fair on her or her siblings as her nervous system takes time to recalibrate
18. My child's SET doesn't know much about dyslexia and how to support it in school. Also doesn't know how to set up assistive technology. I am having to research it myself at the moment.
19. My child still struggles to understand what is happening in class. Teacher speak too fast. No visual supports . The mainstream teacher does not include SET students in her lesson plans
20. My daughter is in a unit but struggles socially in school and could use more help with this side of things
21. My child is a level 1 autistic individual.They do not have academic needs,but require emotional and social support.
22. My LG has a soft start every morning with an SET who does 1on 1 support, she wouldnt be going to school at all without this support it is vital to getting her in in the mornings. She is autistic and has SPD, DCD and is also gifted. She is a year behind the "correct" class for her age as she had an average exemption as she struggles socially and to communicate effectively while being well able for the academic side of school it is very hard for her to get through the day. She has 3 movement breaks with her SNA per day. At various times due to staffing issues she will only get 1 or maybe 2 movement breaks and it really impacts on both her physical and mental health when this happens. She also is taken out of class to do group work with her SET 3 times per week but again at times like recently when the drumcondra tests were being done when its not possible to give her that support she suffers and sometimes has to take a day off school to cope. I'm very lucky in that she very rarely gets sick because all of the days off she has taken so far have been for mental health reasons
23. My son's school set out a plan for him at the start of the school year. Slowly, these supports (movement breaks for example) were cut back and now it's bare minimum supports. I do feel they care but I feel resources are stretched, with more neurodivergent children joining the school, and lack of experience on the school's part. Also, there is no increase in supports.
24. It won't continue next year and he needs it
25. Less screen time in school. It overstimulated my child. More SNAs trained in needs of children with sensory issues are required.
26. the group work is limited to once per week. the hours should be increased
27. Not enough of the right resources for a child with dyslexia.

28. Secondary school has only just received its first special class allocation. Prior to this SEN significantly under resourced. No regulation space or support at school for either child, 1st year and 3rd year. Both adhd + autism diagnosis
29. SETs time is very limited
30. SET and SNA allocations are absolutely not designed to help families and children
31. My child has complex needs. The school is not equipped to meet those needs. Therefore my child has been on a reduced timetable of 2 or 3 hrs daily for the past year and a half.
32. There are not enough hours allocated to children with additional needs. The dept needs to do much more to help
33. My daughter has only started in a autism unit in her school from November 2025 and the help and education she has received from both sets and snas is extraordinary my child wouldn't attend school if it wasn't for those people that help her everyday with everything
34. My child falls behind on most of his academic learning because of the lack of support. He requires one to one a lot of the time to help him access the curriculum. This help is unavailable as one SNA moves between two classes. He is bright and could really learn a lot given the appropriate help.
35. There is not enough support for dyslexic children, my daughter is in 5th class and has huge problems with spellings and reading, her learning abilities as a neurodivergent child are different and as much as she has an amazing teacher this year this is not enough to support her
36. I feel Sna & SET need extta training
37. Requires an SNA as recommended by report not available in school
38. The schools need to have facilities where there is a OT allocated to come into the school and work with the teachers and kids. The hours can be applied for but this is something that helps everyone
39. He requires more hours
40. My son is in and Asd unit and has full time SNA and teacher support. If he did not have this full time support he would not be able to participate in school and he would not learn.
41. My child hugely benefits from this support but the SET hasn’t been consistent due to staffing.
42. My child has severe dyslexia and requires one on one reading support but does not receive it. I changed schools from Gaelscoil to Main stream due to dyslexia and due to smaller class sizes of 21 children and now we are told 4th & 5th class will have to be amalgamated as lost a teacher although every class has 20plus children. There was 2 classes for each year due to city school numbers. Very disappointed and disheartened
43. Without individual or small group support from SNAs the setting would not be accessible for our child

44. My child has been labeled without diagnosis by the teacher - I am a ASD class co-ordinator, I know she is incorrect, she sends my child out with the SNA from 1.30 to 2.30 every day to the sensory room. There is no recommendation for this. It is not meaningful movement . My child has a complex early childhood medical record that has not been considered. He was born with talipes and underwent Ponseti method from 0-5 which has impacted his nervous system. Professionals (OT/Physios have supported this thesis) no one is listening to me- they are not taking the need for meaningful movement seriously
45. More set teacher time more access to an sna as Sna is vital for all schools and all classes our children need to be regulated snd made feel safe wuth our amazing snas
46. my child attends a dyslexia school where his needs are met, his needs were not met in mainstream school
47. My child is currently awaiting diagnosis for ADHD and as the wait is so extensive the supports in place are not entirely appropiate. Also, the school is pushing for an Autism diagnosis as this will guarentee more supports even though his OT and Peadiatrian agree than he presents more with ADHD.
48. I haven’t had any feed back from the school in regards to the support my child receives
49. There needs to be resources (time) allocated to learning supports.
50. My child is in an asd class and needs more SNA support when in the mainstream class and also SET hours
51. My daughter has received an ASD diagnosis in the last year & currently awaiting an ADHD assessment, while she is thankfully receiving appropriate supports I do not believe she is receiving enough support and I feel the SET, SNA and teachers knowledge and training is non existent. They try their best but they have no understanding of nuerodivergent kids and how they tick, it is disgraceful as a parent that is only trying the navigate the physical & emotional rollercoaster a diagnosis brings to a family that we cannot be assured that we are sending our daughter into an environment that understands her, it makes me so sad and angry in equal measure. My daughter is in a mainstream class with 30 other kids, she finds theis extremely overwhelming and suffers shutdowns every single day after school. There is no autism class available to her in her school which I feel in 2026 is an absolute travesty for our Nuerodivergent community within our school. The school ethos towards nuerodiveristy seems to be back back in the stone age and a serious shift is urgently needed. My daughter is a wonderful girl that tries her very best every single day despite her challenges but forcing her to enter an environment that causes her complete burnout daily is not acceptable, our little girl is entitled to a calm and nueroaffirming learning environment and I desperately need the government to understand this, these little people are our future, why are they not being looked after?

52. My child has no support from SEN staff or any NA, this results in poor school performance, school avoidance and stress for all the family.
53. School determine what they believe are the needs not consulting with parents
54. No
55. The SNA is looking after a few children (as needed) and allocations are as needed but I think more on my child and the feedback to me is needed, if not able to allocate more time to him. Feedback is needed so I can work on (at home) what the SNA is working on in school (eg his pencil grip)
56. The schools needs to ve given more resources to give the kids the support they need
57. We need to support teachers and SNA's working in classrooms.
58. He could do with a full-time SNA
59. Increased 1:1 support would be of further help
60. My son is in Autism class in a rural school. His class is adequately staffed with special needs teacher and 3 SNAs. The usual allocation for that type of class is 2 SNA but due to high needs of other students in his class there is an additional SNA assigned to the classroom. With the additional SNA support my child is able to integrate into a mainstream class and attend some some literacy classes and playtime with the mainstream class students. Ideally I wish for my child to be attend mainstream class with full time SNA support as he is bright. I feel he would benefit with more time in mainstream class but he would require additional support to do that.
61. Immensely importance to our Childrens support and growth
62. Limited access due to large number of kids needing help
63. Amazing support from the SNA and SET team, from planning to support to reviews. Two of my other children just access SET support. For my son who is now in 1st year he ended up making such progress he didn't need support in 5th and 6th class. I believe that this support helped him progress where with no support he would have regressed and very likely he would have acted out and been disruptive. My daughter had lost confidence in her maths ability after corvid. Set support helped her build her confidence so she is now feeling ready for secondary sch
64. My child internalises her challenges in school and every time there's a change of teaching or support staff, I have to explain it all again. She doesn't act out. She goes quiet, and eventually loses her ability to speak. It turns out her behaviour is not all that unusual but somehow teachers, SETs and SNAs are not trained to spot it. This year, in her final year of primary school, it all got too much for my kid and she has missed over 20 days of school. That's a lot, and the statistics show that missing that much school at her age correlates with poorer academic performance regardless of social class and parental support. My kid is of above average abilities across the board but because she was struggling inwardly and educators and support staff were inadequately trained/resourced to spot her struggles, she's experienced a lot of overwhelm this year.

65. My childs school is under huge pressure due to large class sizes and lack of SNA allocation. My child is lucky to have a place in an asd class but support for him to integrate to mainstream is not there and so his progress with this goal remains static. Schools need more SNA's and ANA's.
66. My son has high Functioning autism and needs help doing his homework in school. And needs a break from the class environment and the group setting a few times a day. He receives great support and we hope it will continue.
67. My son has sever dyslexia and while the group session is something it’s too big and the levels of dyslexia/ reading difficulty in the group vary a lot and this is not sufficient. This also mentally takes a huge toll on my son
68. Under the 2014 circular the number of SNA allocated to schools is far too little and the assumption by the DEY that a single teacher can meet the needs of all children in a class of 28 is ridiculous. We all know they assume and we know how that goes
69. Base class is far too large - 30 pupils. Lack of understanding of his needs. Overestimation of his abilities. Underestimating of masking.
70. The school is very supportive with my child’s struggles but like most schools they are struggling for extra resources, at time the help is just not there
71. My children are dyslexic and attending a gaelscoil. They do not get any support in structured literacy in English English, never never mind Irish. The only thing they get is a typing class once a week. It is so frustrating and infuriating and impacting on their mental health. They absolutely love the IRISH language, they love school, but they are in no way supported, and it is through their own pure grit and determination that they succeed in any shape or form. It is an absolute disgrace.
72. We believe SET and SNA support is excellent and vital to meet all the different needs children have especially after the covid years we hope the current level is maintained in all schools.
73. They need more parent involvement to help with the child's learning needs especially when it is a social need. Schools need to update parents weekly on their Childs progress good and bad.
74. It helps with impulsivity and prevents children from hurting himself or others
75. It’s imperative that my child has one on one Sna support. Without it he would have no quality of education
76. My son is left out in many occasions due to lack of teachers (that’s what I am told anyway). For example during the week of Drumcondra test my son was watching tv and playing uno for the whole week.
77. No
78. My child needs SO much more support than what is offered at school. I get the sense that mainstream schools simply cannot accommodate additional and or neurodivergent needs and are not serving children appropriately.

79. My son would not attend school without his sna
80. There are very few positions for Sna’s and support teachers , it’s an absolute disgrace in today’s society
81. My child feels like she doesn't get enough school work to do when she's in the unit and gets board
82. The SNA in my child’s class is amazing and so devoted but is spread too thinly between multiple children
83. My son needs one to one history support for his leaving cert next year
84. Theres not enough resourses for all the childrens needs, altough the teachers are absolutly doing their best.
85. More children with needs and not enough SNA
86. Hi, My son goes to mainstream school in finglas but for fourth and fifth he went to xxx and next year he will go back to his original school.We were placed to get this place and my son's reading has really come on but he also has autism and really needs an SNA when he is over whelmed and needs a movement break. In both primary schools now the lack of SNA,s and support is quite shocking and a terrible reflection on the government that our children and there educational needs our not met.The experts say early intervention is key but the lack of support for the whole educational system is an embarrassment. There are hundreds of kids being diagnosed with all sorts of neurological issues that will require supports in school and these numbers are increasing every year and there is nothing be done.
87. He only had access to an SNA. It’s not enough time and she leaves to help others a lot.
88. My daughter is in 3rd class her snas id be lost without there help
89. I think the department of education underestimate the support that SET and SNAs provide to children in school and find it hard to believe they would consider reducing the need for- every school should be over resourced for this as there is such a significant need for it
90. My child would benefit from more time with their SET but she is stretched. I would live an individual meeting once a week so she could deal with his individual needs rather than within a group of other children all with various levels of need.
91. My child gets support in Maths and English but she also needs support at self regulation and understanding about sharing and appropriate relationships etc.
92. I don’t get feed back. A laptop was approved by Dept of Education for assisting with writing disability. School delayed 4 months inputting a program and since Jan 26 he is given very limited time to use it in school????
93. I get so little information about how my child's day is structured in school it would be hard to answer any specific questions
94. I’m not sure if the SNA and the SET help al the kids, or if it’s just those who need the extra help. I would love if my kids were given extra help, as they have a large number of kids in their classrooms which means not much 1:1 time with their teachers

95. When taken from class the children miss out on what there classroom teacher is teaching .sometimes children are taken out when the weekly dspelling tests were about to start so miss their test after learning spelling all week.If children are taken out during maths or other classes it can be difficult to catchup later
96. An SNA can only do so much with the time allocated to a child. They also do so much within the classroom for other children and are a great support to the class teacher. My sons SNA is definitely stretched to the max and her job is completely underrated. We'd be lost without her
97. My child's SET is excellent but lacks training in dyslexia or neuro divergence.
98. My daughter has dyslexia and dyscalculia. She is getting good support in school considering the schools resources. I am for SET and SNA support I would not be happy to see it being cut in any way.
99. My son does not get enough 1 on 1 time with his SET or SNA to meet his needs as the school is under so much pressure trying to help all the children with needs. My son definitely needs a lot more 1 to 1 time with his SET to help him learn to read according to his class teacher.
100. More hours one to one would be beneficial
101. Snas are stretched between students so not always avail at the right time to support.
102. As a parent I am not happy with the way my son is getting support at school and I think that should be improved
103. School does not have sufficient allocation of SET hours to meet the needs of the children in the school and do my daughter does not receive as much as she should be getting/need.
104. The teacher training should include training on disability and neurodiversity. Teachers should also have to complete a placeMent in a special class/school. SchoolS need more support from neps
105. It is inconsistent on time and frequency all year. Times not set out for months causing huge upset for ans ASD child and then times set lasted for a few weeks and then barely happened for allot of year
106. Our son is extremely advanced academically & was told he would get one on one SET hours every week to enhance his ability & keep him challenged but more often than not he doesn’t get his allocation every week. SET teacher is required to cover other class teachers in the event of staff shortages so unfortunately our son looses out as a result. Not very fair as exceptional children get overlooked as they don’t struggle academically
107. Always room to improve
108. The SET and SNA provision my child receives supports their academic needs, however, as my child is autistic, they also have significant social differences and struggle to make and keep friends due to differences in communication approaches. There is limited support through the current SET and SNA provision for developing and supporting social communication needs.
109. He needs more time with this to help

110. I wasn’t aware why my child was being taken out of class, more feedback required as to how they are developing
111. It helps my son to be in school, but it does not help him learn. There is no capacity in a class of 32 to address his way of learning. My son is exceptionally bright, but I not able to complete the work in class at all.
112. Requires SET time as recommended by autism and dyslexia assessments but no support given by school
113. Support isn’t structured
114. Child has dyslexia and autism would benefit from resource support in the classroom and sna support to read large bodies of text at times when tired
115. No
116. Supports from. SNAs and SET staff is good but the Special Needs coordination leaves are lot to be desired.
117. My son has sensory issues, awaiting an ASD assessment. He would not be able to function in a mainstream school setting without the support of an SNA and SET
118. There are no targets for SET hours, no copies, no completed work, any worksheets we think might have been given to my child in timetables resource hours are either not attempted or completed or ever corrected. I never had a review of my child’s progress or otherwise over one and a half years. My child was supposed to receive support during Irish but nothing was ever documented in a Student Support Plan, or any other form to show outputs or progress. All we got was a generalised report every now again saying, we continue to work on literacy and numeracy but because of focus challenges, progress is not being made. attempted
119. More time needed to meet needs of my child. SETteachers are under huge pressure to meet the needs of children on their caseloads
120. My child has dual diagnosis autism and dyslexia requires in class and 1 to 1 support. Resources inadequate in school
121. Class SNA spread very thin across many differing needs of class (many not diagnosed as requiring additional support but needs must to keep the class running smoothly for the majority)
122. The outlook is through a neurotypical lens, a lot of the time the support strategies focus is on trying to mould my autistic child to a way a neurotypical child would think. It is deeply worrying and frustrating how the school has a one size fits all approach. The teaching is on behaviour rather then focusing on what the build was beforehand. Code of behaviour in the majority of schools is outdated. is completely outdated. Rewards like dojo points are widely used and cause serious damage to a lot of autistic children
123. Staff are stretched.
124. My child has just completed his 1st year at Secondary School and was given 2 sessions a week with a Learning Support, which really helped him to settle in well and to get used to following a timetable etc.
125. My son is in a special school and his teacher has no teaching qualification and no SET training

126 My child is in an autism class.
127 No
128 My daughter could benefit from some more additional support.
129 As far as I’m aware it meets her needs she struggles with school attendance and crowds and gets overwhelmed needing breaks provided by sna and support with reading and instructions provided by sen
130 Sna are dealing with huge groups of children, many undiagnosed
131 My child has a severe physical disability and is supposed to have an SNA assigned to him for his mobility needs but he never gets the full support allocated by the NCSE. Cdnt often too busy to come train staff (they won't allow parents to do it), and when they do train staff, some staff will complain they have a back injury so can't do it. There's no proper mechanism to fully support the children in these scenarios. The 2014 SNA allocation circular is not fit for purpose as the principal will just say he decides where the SNA goes and no circular is more important than him!
132 SET support received for literacy and gross motor (inc movement breaks). Without these, my child (and indeed his teacher) would find it extremely difficult to maintain focus throughout the school day.
133 My child just needs support around dealing with her auto immuine disease and requires assistance to when feeling sick in class.
134 My children are in a autism special class and the 2 SNA are vital to help them to learn and taking care of their day to day needs. They know the children very good and they are very engaged and motivated.
135 Our son needs more support physically in home school physical programme
136 The school have been so supportive to my child and help him so much to achieve his full potential I cannot fault them at all
137 My daughter works better in smaller groups when she struggles with maths and English
138 Currently seeking an adhd assessment in order to get a sna for 6 year old going into first class this coming September
139 My child is awaiting CAMHS,my child has additional needs, my child needs her own SNA,
140 He is too young to get a full assessment. Suspect he may have DCD or SLD or both. Receives small group learning support for literacy and circuit movement breaks to encourage proprioceptive input. Im not sure if he is making progress or benefitting from this. I erl like the SET teacher and classroom teacher who are both excellent just don't have enough time to feedback to parents on a regular basis.
141 SNAs are needed for emotional support
142 My daughter has attended supportfor maths. Her confidence has come on so much. We have found it a great help and her maths has improved alot this year. Between her great teacher and support teachers.
143 Needs full time 1:1
144 No mention here of the NCSE visiting teacher for deaf/blind

145 My son has autism nd i have the papers put in to get the extra help he needs but unfortunately the school is struggling to meet these needs, unfortunately my son has mossed alot of this term because hes struggling nd my daughter is also waiting on assessment so their both in a bad place at the moment. It's not the schools fault but they really need more help as do I.

146 There aren't enough SNA's to cover the required movement breaks

147 my child does not have sna as was recommended by teachers and psychologist. she gets education help but minimal movement and no social help. she struggles with peers confidence and pain from Dsypraxia and is often alone. there is no buddy system or classes as recommended to help her. she is well mannered and quiet so overlooked because she does not have behavioral problems but missed out on trips and swimming classes due to not being able to dress herself properly and anxiety around the whole ordeal. very unfair as she is an 11 year old girl. I paid for assessments and did this to get the help she needs but it was a waste of time and money if her needs are not met. I sent email about next steps for next year and ignored for last few months. I sent email about July provisions. last year was told I wasn't asked as she didn't qualify but she does and this year was told for home based they have to look at in school first but asked for home based as last year said they don't do in school only home based so school is lacking for children without behavioral issues.

148 Class sizes are too big. Schools need more time with kids in more than one setting (not just in a classroom but in fields/gaa clubs etc). Longer day and extra curricular included to support working parents and teachers holistic understanding of kids

149 The teachers and SNA are doing an incredibly brilliant job but sometimes they are stretched to their limits. More support are needed for kids with additionsl needs most especially those who are in mainstream classes.

150 Should be more than twice a week

151 Curriculum is Neurotypical based learning. The school books themselves are not neuro-inclusive

152 N/a

153 The current SNA structure is vital for my child to participate in school and be part of the school community. Any reduction in the supports would severely affect his attendance at school and his confidence in the longterm

154 Both the SNA and SET have been fabulous in supporting our three children with additional needs, fostering their love for learning in an inclusive manner. They have grown in confidence, felt a sense of belonging and their needs were met.

155 Awaiting AON on my son

156 The focus and care my son has received over the last year has helped him in his academia but most importantly provided him with the confidence to be actively engaged in class and to promote wellbeing.

157 I find the SET class very generic

158 This is a life saver for my sons school day

159. One SNA per school as it was a new school so under allocated.
160. My child had dyslexia and autism and requires specific 1 to 1 tutoring
161. My son has excellent support in his school. Now dyspraxia has been diagnosed he needs specialist learning to type
162. I am very happy with all the support my son gets. I would like to know more detail as to what the support intails as my son doesn't give me much information...maybe a meeting/chat with the SENO/SNA at the start of each year when all the supports are in place so as I know what he is getting in school and what I need to do at home to ensure he is working to his ability.O
163. SNAs provide an additional adult for my child to talk
164. I would like my child to do extra learning every day.
165. Limited one to one time, Limited movement breaks
166. My son is dyslexic and has dyscalculia, requiring support in both literacy and numeracy which has not been possible due to limited resources in school. Although he has not had an Autism diagnosis, he has been fortunate to be included in movement breaks with the help of an SNA which has been so valuable to him. I am indebted to the role and work of the SET and SNA in his school.
167. My son has only started to avail of these services in the last month, so I'm not sure yet.
168. Extra reading is a great help to my son
169. Children with DS are not taken into policy consideration in Irish primary schools. Everything goes to autism classes. How can we resource children ith DS in the classroom if we don't even know how many are attending primary school? This needs to be fixed. Scale alone should not determine who does and who doesn't receive adequate supports. Teachers need to be informed and trained on how to support children with ID and not just autism which is the current state of policy.
170. My daughters SET changed during the year and now she doesn't receive any additional teaching support.
171. While the support from the SET is magnificient, my child would benefit from the return of an SNA to the classroom, as it would help facilitate movement breaks, regulation, etc
172. Special Education needs great resourcing across the board, funding to schools is not enough. Schools having stretch veey little resources a long way. Unacceptable support from Dept of Ed and government.
173. Very irregular wheb my child attends. Has not been to SEN for weeks now
174. My child is in an autism class and resource can be constrained due to the needs of other children in the class or in the wider school

175. My child has severe dyslexia. He needs a place in a reading class to provide the level of intervention required to meet his needs. Entering 5th class Sept 2026 he has a reading percentile of 0.4%. His SET does not use a structured literacy programme and also caters for the differing needs of the small group rather than dyslexia specific support. In 3rd class his AT stayed on the shelf because that SET had no idea how to use it. He needs far more intervention than the 30 mins in small group support. We are so worried for him for second level as he tries so hard but knows that he is making no progress. We have asked the school that his SET for 5/6th class learn the DCode structured literacy programme and at the very least ensure that this is continued for the next two years. Severe dyslexia has a dedicated reading classes that progress children and transform their learning. These should be expanded, e.g. there is only ONE reading class for all of Connaught and this has been consistently oversubscribed. My child is 2nd on the waiting list but his time is running out. It is shame on the Dept of Education.
176. The teacher in the autism class is not trained in special ed
177. My son is 5 and in an asd class 6 student 1 teacher 2 snas and totally needs it
178. No
179. Child attend special school. In a class with 4 students. 3 SNAs and 1 teacher.
180. More teacher interaction with structured play at break times and the use of plying items (eg skipping ropes, hula hoops, tennis games, outdoor building blocks etc) would benefit the children immensely in helping inclusion and help/distract from any sort of bullying etc. this is done in a lot of other schools..
181 Niot enough time with support teachers and sna for school day
182 My son is type 1 diabetic and the SNA provides great support and assurance during school hours
183 My daughter is in a small group and they all have different needs and speeds. It would be better if she was in a group at similar needs but class timetables don't always align.
184 My child is in the autism class attached to the mainstream school. She get excellent support which has helped her socially and emotionally.Academically she could do with getting more support.
185. The focus is on my child becoming 'independent because he is 11, so support has been gradually reduced over the last 2 years. Now, his disability hasn't actually gone away, but he is supposed to cope just because, of his age?? That's mental. His mood and mental health have declined he thinks he is stupid and thinks he is different, because he is no longer supported the way he used to be, in fact at times he is punished for the same things he used to get support for.
186 He is moving to an mgld unit this september
187. The ratios of SNA to children with additional needs is too low therefore issues arise where there are no assistance available

188 School has 3.5 SNAs. My son gets time with SET and SNA but unfortunately with other needs in the schoo, he doesn’t always have access to to the necessary supports.

189 There are 30 kids in the class so they support is spread thinly

190 Our son has a degenerative disease which means his needs are constantly changing, he needs a full time SNA with him to manage fatigue and pain, at the moment he shares the SNA support with other children in the classroom. There should be at least one full time SNA attached to each class as there are so many children who have the right to the proper supports, there should be be the current situation where support is only giving with a diagnosis, therefore gatekeeping

191 My child is lucky to be in a small school, as before he went to a bigger one, and he was lost in the crowd without enough support

192 I'm not 100% sure what support my child gets in school

193 Most of teacher doesn'tknow how to work with kids withneeds. They doesn't have experience.

194 Resources are limited she has often more group than 1.1 which she needs

195 My child is in an ASD class. Has two SNA and teacher to 6 kids. They do a great job integrating into mainstream where possible but also only at a pace that suits the children

196 Inadequate space. Teachers are having to work in corridors with children. School cannot provide suitable accommodation for small groups due to lack of space.

197 According to the teachers he needs more support in the classroom to get on/learn better

198 Child in ASD class and mainstream, recent diagnosis Dyslexia, not receiving SET support for literacy like other children in mainstream class

199 He's only recently been given back his movement breaks as I was unaware he wasn't receiving them until I contacted the school. There's no assigned SNA to his classroom anymore

200 Social group has been a fantastic opportunity for my child to help manage his impulsiveness. He is tuned into other peoples needs and socially this helps him avoid blurting out first thoughts that come into his head. This is not somehting the class teacher could support independently.

201 SNA'S AND SET do not have sufficent training.

202 More time given during the week to one on one

203 I have 2 children in main stream primary school. While 1 child has zszezt support for maths, and it works well. My son is Autistic and while he has acess to SNA support, he requires one on one and this is currently not availableto him has the school have not been given the adequate resources. ,

204. My son needs help within the classroom too. One teacher can't give the differentiated teaching within the class. Many students have very different learning styles and abilities. Secondary school main stream not at all suitable for many students. It needs a modern overhaul to support and match kids with their interests and abilities, not shove them into a rigid system. My child's potential and learning needs are not met in secondary school.
205. My son loves working with his SET, he goes to her the same time 5 days a week and it has helped him so much that I think he would regress without this support. It's vital for him.
206. My son likes everything.
207. resources are stretched to breaking point. this is not due to the schools but the allocations given by the government
208. No very welcome in the school and communication is dreadful hate sending my child to school there. It needs to be completely reformed. Principal unapproachable and the teachers are afraid to advocate for pupils.
209. My child needs support, has had a support plan for several months, but it is yet to be implemented.
210. I am very thankful to the SNA and the school counsellor in Coolmine community school who have looked after my son in ways I could not have predicted. Really impressed with the school, management and the care for their pupils.
211. There are limited in mainstream primary and head teachers don't like too much focus and attention which use up resources
212. It is essential that my child continues to receive SET and SNA in his class
213. If the sector is grown clearly is a need - schools should be staffed and space made to facilitate new ways of learning and class development to suit and support children-,out of touch political teachers sound bites show lack of up todays training and understanding of what is successful now. My son has the worest possible young school years now in secondary thriving as needs were met their is proof it works - what’s wrong with listening to the parents and schools
214. Not schools fault waiting on support
215. My child has dyslexia and doesn't get to use his assistive technology or go out on his movement breaks due to lack of resources. His recent Sigma and STEN scores show he has declined in both since last year.
216. In special school but not enough SNAs for all the children
217. The level of support is so diluted by the lack of appropriate resources- e.g enough SNA’s in the school, adequate SET hours, appropriate training, CDNT support to the school in relation to my child.
218. My child needs more one on one time and the SNA currently helps more than 1 class group so isn't available as much as needed
219. My son is severely dyslexic. He has a SET teacher but would hugely benefit from SNA hours, he requires movement breaks to give his head a break after working hard in class but due to shortages has been allocated no hours. He needs to wait until after school to try regulate himself, this is so hard for him and family life.

220. He feels isolated from the class, made feel like there is something wrong with him and embarrassed
221. No
222. At moment my son Maaz is in preschool on September will join the school
223. Daily support would be ideal but she is very bright so isn't prioritised as much, academic almost comes first.
224. He needs more help with improving his handwriting and focusing to complete work
225. My child needs a lot more one on one support outside of the class in terms of SET support and regulation breaks with SNA but because of lack of personnel and lots of need across the school unfortunately her needs dont seem to be as urgent. My child goes to school and masks but because she conforms it seems like shes coping but really struggling
226. Often cancelled when SNA or SET are not in. No back up plan in place. Needs more one to one attention. Needs sensory diet to be put in place.
227. My child has been well-supported in the school environment with both SNA and SET resources. I feel more specialist literacy support could be of value in all school environment as traditional methods of teaching do not suit many children
228. Not enough time with my son has to many children on caseload. Not ebough time in class on one to one or tp fsciltate movement breaks or when dysregulated
229. The school/teachers seem to be constantly pointing out the flaws in children to justify the support which results in a profoundly negative framing of education for any child who does not meet norms.
230. More SNA should be available to children. Especially those with high movement needs , who don't haveintellectual disabilities but do have ADHD / AUTISM. These children are the ones who fall between the cracks and the education system fails them, because they can't sit still, the have stimms or needs for vocalisations don't understand social norms ext. These children are being failed
231. My daughter is Autistic and Dyslexic. She has huge anxiety and struggles daily with going to school and struggles to socialise. She has panic attacks and struggles daily. She goes to a school she loves but unfortunately with a three teacher school and 70 students but only have one SNA this leaves it a struggle for the sna to find time for all the children with needs. She needs regular movement breaks.
232. Very much still struggling
233. My child has a dedicated SNA and a lot of support from an SET. However situations arise at times, particularly during SNA break times which result in the need to go home. It would take a lot of coordination to have SETs cover all SNA breaks and it possibly isn't feasible.
234. The SET plan is using universal support strategies that have not been individualised to my child's assessment report needs.
235. school determine what SNA does so have to battle at times to get movement breaks

236 Child needs more individual SET time, ideally 1:1, as he has multiple diagnoses.

237 Due to a lack of hours allocated to the school a lot of support is delivered in a group setting of mixed abilities. It would be better if there was more so appropriate abilities can be better matched so maximise the use of the time

238 My son is on a waiting list for acessment of needs the school at the minute is supporting him as best tbey can i just feel the waiting list is too longi feel without a diognoses my son will struggle

239 My child has dsylexia and has been told by the expert she needs minimum 4 days of outside the classroom extra attention on reading and spelling. This does not happen. She may get one day a week.

240 My son has dyspraxia and requires movement breaks throughout the school day.

241 my son is not keeping up with the same work as his class and so he is falling behind.

242 The SET support often disappears due to other teacher absences. It's very sporadic

243 I would like smaller groups with tailored literacy and numeracy intervention, as well as organisational and study skill support

244 I get little feedback from class, always have to check

245 Support staff are dividing their time as best they can between many students. Often movement (sensory) breaks can't be facilitated when most needed, if staff are out sick the SET often has to provide cover and is not available for normal duties. At certain times when there are trips/school shows etc support cannot be provided. Staff are stretched and I don't have to ask - on days when the support isn't available I can immediately see it in the behaviour of my son after school and sleep disruption that night.

246 My son received a dyslexia diagnosis last Sept. We went to the school to ask for a plan to be put in place. We did not receive any additional help or a plan. He will start in 3rd class next Sept. I am hopeful he will get into an outside school evening program with Dyslexia Ireland. This is something that I have been chasing on my own as a parent.

247 My child has movement breaks but coukd do.with more.support

248 my child (ASD/ID)needs a place in a special scholl - have all the reports no place available

249 The SNAs are spread thin, more are required on the additional needs of the students in the class. They are fantastic, and a huge asset and should be supported in their role

250 There is minimal formal structure to the "resource" classes run. The teacher allocated to the class tends to be placed there in a primarily supervisory role, rather than in a structured position to support a student with AEN.

251. My child has dyslexia, dyscalculia and dyspraxia and would need constant support to help her access the curriculum. She only gets a few group reading/ maths SET lessons per week. She only has access to SNA on occasions. She would benefit from individual time with a SET teacher on a daily basis and having regular daily access to an SNA. Most of the time in class she is lost and can’t keep up with her peers. Movement breaks are infrequent due to staff issues.
252. when my child needed assistance in class due to a number of factors, principally lack of concentration, the SNA was particularly beneficial in assisting the teacher to secure proper participation in the learning process. It proved invaluable and there is no longer the need for this particular support as the child has meshed into the normal patterns within the education network.
253. Both children go to the SET teacher for different things. They are thriving because of the smaller group numbers and the SET teacher has formed a good grasp on their needs and them as individuals within a group. They have been great at communicating with us and we have received great support as parents from our SET teacher. The children have access to SNAs but this is generally when they become overwhelmed in a larger group structure which happens from time to time. Again, the SNAs are very in tune with the children's body language and have always responded discreetly as our children don't wish to highlight their neurodivergency.
254. Very difficult for SET teacher to get the time as she is also the principal so has a lot of other commitments in the school
255. More support needed in secondary school
256. My son would not be able to keep up with learning without the additional support he receives
257. My child potentially has dyslexia, school are supporting him as though he has it without diagnosis. It has been recommended that we test him at end of 2nd class
258. The SNAs are brilliant if they are allowed to support beyond care needs. The SET this year has not supported beyond the 30 mins individual session, so movement, fine motor, or social group work. Its too dependent on the good will on individual teachers.
259. I'm worried it will be taken from him if set hours are cut
260. The group just plays nessy my child needs 1:1 tutoring
261. We are from Spain, so English is not our first language. Our youngest daughter is still receiving some support in English. We are extremely happy with it.
262. he needs more time than he is given as it is of huge benefit to to his regulation and anxiety, when i collect him i can always tell if he has not had adequate breaks, he will be totally unregulated and this will continue for the rest of the day at home
263. My child could benefit from more than 1 session per week.

264. Carrigeen NS in Kilkenny are fantastic and keep a close eye on children's development offering help as soon as they feel the child may benefit from it as opposed to applying the wait and see approach which often lets the problem become bigger than it ever needed to be
265. Struggling with Toilet training and is trying to be on her own but that's not possible in this environment. Child is a flight risk
266. My son has an SNA that is essential for him as he has a physical disability he would not be able to attend school without their help. They are invaluable people.
267. My child experiences great difficulty with maths. This has really helped her confidence
268. If the school was given more sna resources then my child would have the support he needs at all times, not just when available. I don't think the system of looking at the whole school need vs individual needs of children is appropriate at all. All children deserve the right to succeed at education even if their needs are higher, they shouldn't be made feel like a burden on the 'whole school's allocation which is what this sometimes turns into because the process of getting an SNA in place is so difficult. People do not make up needs, I would absolutely prefer if my son did not rely so heavily on this support, it breaks my heart that without it he cannot cope, nobody would wish for this. Yet we are made to beg for it.
269. Gets short SET sessions. My child could do with more particularly when trying to cement his learning or grasp a particular concept. Intensive and consistent SET sessions would be helpful. Problem in a lot of schools is SET staff tend to get pulled to cover other classes or go on school trips, cancelling SET sessions
270. My child has adhd. He was diagnosed privately and takes medication. This intervention has been the single most important factor in enabling my child to be educated in a way that is safe and effective. The support he gets from his SET and SNA is invaluable. He works with the SET on emotional and behavioural wellbeing, and his SNA helps him with movement breaks and regulation throughout the day. As he finishes up in 1st class and I reflect on his experience in 2 different schools, I wish that the SNA was given a more elevated and secure place in the classroom, and that meetings with the SNA and parents were not only encouraged but routine. The meeting with the teacher is usually, but the SNA is the one with the more fundamental relationship, and who will intervene in moments of heightened emotion.
271. More one on one time is essential for my chill's learning and breaks from class
272. My child is in a special class he had ASD and finds it difficult to regulate at times getting very upset and frustrated he also has an AAC device to help communicate
273. I am very lucky with the support my son gets in his school, but I am aware that several other kids in the school and in other schools are not getting the support they need. This is something the DOE need to invest more in so that all kids can be given the support they need to help them reach their full potential.

274. Daughter needs assistance with work in classroom SET session can only do so much
275. More of like OT and Speech therapies can be integrated more extensively
276. Yes
277. Structured Literacy is not provided as a basic for children learning to read.
278. There is one support teacher for both streams of a class. They are stretched especially as there are many students with additional needs across both classes
279. My son is autistic. The presense of an SNA is vitally important for him during a school day.
280. There is a gap between teaching (teacher) and care needs (SNA) to meet the learning needs of children with different learning abilities. To bridge that gap, Teaching assistants should be introduced.
281. Without this support my child's school experience would be drastically different
282. Our daughter has a mild intellectual disability which means she needs fulltime support to access the curriculum - stay on task, engaged, movement breaks, additional instructions and adjusted versions of class work - she has an SNA in class from 9-10am daily which means most of the school day, apart from 30mins daily with SET, her needs are not being met. I feel an SNA scope should be expanded to not just cater for physical disabilities but also mild intellectual disabilities where they might make the curriculum accessible.
283. I am not fully confident that it is fully meeting his needs as he is still really struggling with reading
284. Usually left to do extra work or give extra time to cover subjects on the curriculum but quite self directed. Would like to see more support for reafing comprehension(she has dyslexia) and skill of interpreting and understanding questions correctly
285. I would like my child supported in the classroom rather than spending so much time out of the classroom.
286. N/A
287. The role of the set teacher and sna is vital to my child to help wkth her deregulation. The support is invaluable to my daughter and we could be lost without. It is so she can help deal with her deregulation while letting the main class teacher get on with her job.
288. Gross motor support is provided for DCD but no support for her high potential is provided
289. My son shares an SNA with 3 children, so it's not possible for him to receive the adequate support he needs. He is non verbal and uses assistive technology and lang, but because the SNA is not focused on him she is not able to utilise these supports to improve his education. He has toileting and care needs which must also be an issue, as there is no way that she can provide care to that many children in a day

290 My son is autistic, minimally verbal and not fully independent when it comes to personal care. The amount he has grown in confidence since her started school is outstanding. It was a fight to get him a space, it’s in a town 20 minutes from our home, but we couldn’t imagine any other alternative for him - his classroom teacher and support staff are angels. They could absolutely use more staff, not less.

291 xxx

292 I am very unhappy with the role of SNAs and SNTs with my child. They suggested he needed assessment when he did not. They then had a bias which they applied to the child. They are not qualified to make such a suggestion and they compiled a report which was full of inaccuracies about the child. They were finding issues when there were none.

293 No

294 More allocation needed

295 My son has severe dyslexia of the written form and could do with additional support as he is always behind in the class and the teachers and assistants don't have enough time or resources to help him, he feels embarrassed when it is said that he hasn't done any work.

296 My child has received excellent support which has made a critical difference to his learning to read. I am so grateful for the support he received

297 More SET input is needed and more support to take movement breaks from class. My child is in a mainstream class , 5th class.

298 Secondary school doesn't seem to offer same amount of support as primary even for kids with diagnosis

299 My child needs support to follow the curriculum in class. To break down tasks into manageable chunks and transition between task. She needs a trusted safe person to help her feel safe in school and to help her with peer to peer interactions.

300 Not at all

301 My son moved to an autism class and now he gets full support and when he intergrates however whe. He was in mainstream as he is a quiet child and doesnt distrub the class he got little support and this caused burn out and the need for autism class

302 Alot of support my son needs

303 Subject chapters looked over but not specific to his needs

304 We are very fortunate to have a very committed SET

305 There are other children sharing SNA with my child. It's vital going forward that they have more SNA and SET in schools.

306 My son is in a private primary school and it would be amazing if this fantastic help he gets had State support

307 The extra support is focusing on supporting his emotional and sensory needs and not much time left for supporting his academics. It's a mainstream school and many teachers have very little in place in the mainstream classroom to support the sensory needs of my child resulting in him masking, then chronic fatigue.

308 No

309. My daughter would still need some support in the classroom with literacy and numeracy
310. My son has ASD and ADHD (Aspergers in old terms). He needs a number of movement breaks each day and without an SNA to support this he would really struggle as well as impact others in the class. Its vital that we extend SNA support.
311. The SET seem to lack understanding of special needs and why implementing accommodations/ recommendations of the OT, S&L specialist are important/vital for a child with needs mental health and development . They don't take the time to try to understand the needs of my child. They seem to be doing what is easy for them. We as parents have to bring an OT every year to the school to talk to them. They don't seem to have any disability training.
312 Although my son receives a lot of support, and I acknowledge school efforts, he would, sometimes, be forced to take part of activities or be exposed to sensorial overload because the school could not provide a detached space for him, due lack of professionals.
313. Our son is autistic. The SET teacher has no training in autism. The teacher very much was ticking a box rather than ensuring the additional teaching met our son's needs.
314 My child was assessed twice at the recommendation of her school, and both assessments concluded that she would benefit from SNA support. However, because she does not have an autism diagnosis and resources are limited, it appears she will not receive the additional support that has been recommended. She is academically capable and learns well, but she struggles with other aspects of school life that affect her ability to fully participate in the classroom. As she moves into First Class, I am concerned that her needs will be overlooked as teachers face increasing demands and larger class expectations. It is disheartening that professional recommendations can go unmet due to resource constraints. I worry that without the appropriate support, my child may struggle unnecessarily and fail to reach her full potential.
315. Group sizes too big for my child's needs. 1 SNA for 40 children to provide movement breaks or time outside the classroom so breaks very unstructured and irregular
316 My child needs more SNA support to be able to manage the class room Environment
317. There is a lot of needs in the classroom and only so much support available so they usualyy have to provide for the kids that outwardly show they need it versus my child who inwardly stores it high masking and then leads to school refusal
318 My son (12) has dyspraxia and highly suspected adhd (in the middle of an assessment) dyspraxia report states he requires movement breaks, and through no failt of the SNAs doesn't get movement breaks, which he direly needs. He get ICT support in the school and that is greatly appreciated, but definitely needs the movement breaks
319 Requires at least 15 min one on one per day for structured literacy

320 I fought to get support for my child as he has dyslexia and adhd but is intelligent. The support is ok but I have to point out areas he needs support regularly.

321 My child has a diagnosis of autism and should according, to his AON report, have a School Support plan or SSP. He also needs help with emotional regulation, turn taking, listening to others etc. He receives no SET support as his school "don't do that until much higher up the school ".

322 My son is receiving a support to help him self regulate. He is encouraged to take movement breaks and various props are implemented within the classroom environment to help him. It is sufficient for now.

323 The SETs and SNA give 200% and are the reason my daughter is able to go to school and get through the curriculum, but they are over stretched. There is also no financial assistance for children with moderate- severe dyslexia. As a working parent you have to fund their assessment if you want it done before they leave school! Any assisted technology. They do the quality for the DOMCARE allowance unless of comorbidity. There should be a grant available to all students who require to buy and use assisted technology due to their disability.

324 Less focus on academic as he needs regulation socio emotional supports, no learning can take place until basic regulation needs are met

325 Kitty gets movement breaks which are of huge benefit but could also do with some in class support

326 In small groups it doesn’t allow for 1-1 and in class doesn’t always happen very hard for teacher to focus on individual students when such a big class

327 Whole classroom approach should be used. Appropriate seating and movement breaks for all

328 Only children who make noise are catered for. If a child is quiet they are ignored

329 My child has complex needs - he is now heading into 6th class. Every year we have the same battles- the school has not learned from one year to the next. We got his report card this week. I’d like to give the school a report card. Could try harder. Engages well with mainstream kids providing extra programs and opportunities and yet can’t see how it is not delivering equal access and opportunities to my child. I’m worn out from saying the same things over and over. Why can’t the school system Learn?

330 My child is not understood and struggles. She finds the teachers very hard on her and often swallows her tears. She is not understood.

331 As a senior cycle pupil they are expected to be independent of their movement breaks

332 It is currently focused on addressing some elements he has difficulty with, but as a twice exceptional child, he could also benefit (and would engage more with school) if there was more focus on the "helping children reach their potential" which includes helping children excel and maintain interest in areas where they have a particular ability.

333 Lack of qualified teachers in SEN at post primary level

334 Hw displays behaviours at home which don't seem evident at school. I don't hear about problems so I'm unsure. He has tantrums the minute he gets in car and stems for a long time after getting home if doesn't get physical sensory support immediately eg playground, trampoline, swimming or outdoor exercise.

335 We were lucky enough to secure a place in an ASD class in a mainstream school. As a result my son has had the luxury of a school environment with SETs and SNAs available to him in a small class environment but an opportunity to integrate in to mainstream when available

336 My child needs one on one support in certain classes. This is not available in her school, as only one SNA is allocated for the whole class. Sometimes the child is unable to build a relationship with certain SNA's this can cause the child to not get involved in the subject and not engage with the SNA.

337 My children requires a sensory diet to support her emotional regulation. Timing of regulation brakes are not in tandem with class planning. My child is sometimes more distressed leaving the class at certain times (iPad time for example). More coordination between teacher and ana

3383 SNAs share the role throughout the day and all have different approaches. Would be better to just have one person who can tune-in all day.

339 SNAs might need training on specific children issues so that they can provide better support, like selective mutism.

340 My son is entitled to one to one SNA support in the classroom - but he does get a lot of movement breaks, and he also goes into smaller groups to get support with this mathsand english

341 My child needs full time one to one sna support but he has to share

342 Sna and set teachers need more training on special education not additional only ,they are very much needed in the classes and there are not enough

343 Our child cannot read sufficiently to access the curriculum and needs assistive technology.

344 They are time limited as there is not enough of them to help all the children as required

345 My child would benefit greatly from more one to one support. Unfortunately the resources are not available

346 Waiting on diagnosis

Would you like to tell us more about the allocation of SET?

1. Doesn't seem to be based on need, only those who've paid for a diagnosis
2. We need a lot more SNAs in the classroom.
3. She has 6 children in one class and then is moved to another class another day with 4 children so she is split over 2 classes over the school days
4. It is very much at the discretion of the school. If your child is obviously struggling and demonstrating behaviour that communicates the struggle then they either get support or reprimanded. There is no support then for children who behave well but are struggling in the background.
5. From what I understand the school uses SETs very effectivelyff
6. I think the biggest problem is how the SET teachers are allocated to the schools. The level of need is only based on scores in Drumcondras. This does not take account of children not meeting their potential or even all the other support that SET teachers do supporting children in family circumstances or with emotional regulation etc. the other big issue is that teachers have so little training in additional needs. Much of it is outdated. There needs to be a requirement on teachers to do training and keep up to date.
7. Not enough SET and SNAs in the school
8. My child received SET support in class, and later a separate SET classroom was set up. My child spends most of his days with his peers but joins the SET class for specific assignments and for one-to-one support.
9. Yes as the SET teachers also come into classrooms to provide help with smaller groups for subjects such as maths
10. Teaching principals are not always available to do their set teaching due to other work commitments.
11. Sometimes the support isn’t available, they don’t have enough staff
12. There are not enough SETs and SNA's in the school to properly accounted all learning needs.
13. My child receives 2 20 minutes sessions a week, this has been reduced since the start of the year, and is very much dependent on other children and their needs. My child does not get support if others need it above her month given day or time. Lack of resources is a major issue
14. I don't know how much time is given to each student or my own child. It's is never made clear
15. My son is in post primary and struggles to read and write. He is not receiving any SET help for basic read and writing just with his classes and his is struggling as you can imagine
16. My child has allocated access to SET once a day for work on social skills,emotions etc.They also can access SET /SNA for movement breaks or if they are emotionally overwhelmed

17. My daughters school is an educate together and in our area that means that a disproportionate amount of children with special needs attend her school. This means that there is a decent amount of SET hours currently allocated to them but the constant threat of those hours being cut is like an axe hanging over our heads. It also must be awful to be working as an SET and have no real job security and never know if your hours will be cut from one year to the next, its not conducive to making a holistic and secure environment for our youngest and most vulnerable citizens. I dont think the current system works and the constant threat of budget cuts rather than investment in our most valuable resource is frankly despicable
18. My son is taught the same as the other children in his class. Yet, most of them require different ways of learning from each other.
19. In primary school Drumcondras should not be used to allocate set.
20. No funding available to assess children at a young age
21. group work is limited to once per week and is interrupted by swimming lessons, football, other class trips where the SET has to accompany, meaning loss of group work time for my child
22. xxx
23. Poor allocation overall. Heavily over reliant on diagnostic reports and selective about interpretation of those. Poor knowledge among teachers. SEN teacher not supported by principal or board of management. No transparency around allocation of SEN resources at school. Not confident current resources are allocated to SEN. more likely to be keeping class sizes down. No consistent communication with school about students progress. SEN teacher is a god send but she is working with no support and limited resources
24. I am unsure how it is distributed but I know my son could do with more. They have only limited hrs though unfortunately.
25. Mainstream and special class should be equal. Struggles of children in Mainstream who mask should be understood and included
26. The school allocation of hours is not the issue, the issue is that there are not enough hours provided to the school
27. SET in his school are doing their best with minimal resources. Often having to take children in groups when they really require one to one. My child is getting the highest level of support and it is no where near enough because there are so few SNAs and SET teachers available.
28. Ficus is currently on special needs children but no support for neurodivergent children having learning difficulties
29. No
30. School doesn’t have the staff and does what it can but all children recommended a SET worker should have one and not shared
31. Cannot get SET at present because on AS class badly needs structured reading support
32. My child being in a unit gets enough support, but I have another child who needs some additional resources but they are not available due to restrictions on the amount of teacher supports available

33. My child receives SET support depending on staffing. He has had many different SET's and gaps in support
34. She should receive one on one support for reading due to severe dyslexia she is in 4th class but reading age is 1st class. She goes in a small group to SET for English & Maths. However she can not keep up with the curriculum. She is left behind due to her learning difficulties
35. I'm not privy to what other children are receiving, but I would like my child to receive more help
36. I feel like a lot of children need more small group or 1:1 support in order to improve successfully at their appropriate pace
37. Labeling is required by the school which is unhelpful, some children need a short intervention, planned, implemented and reviewed and then fine, especially when shifting from play based learning into first class.
38. We have a shared teacher with another school and time Is limited and she's wasted time moving from school to school which is valuable time that could be spent with another child
39. my child did not receive sufficient SET in mainstream school despite having sensory processing differences and severe dyslexia. he therefore had a very difficult number of years in mainstream school until he was able to access dyslexia school
40. If you have a child awaiting a diagnosis then they might be left short through no fault of the school but the perception is that Autism trumps all other diagnosis and that with this you will receive the support you need.
41. I'm not sure if the hours he is entitled to.
42. I wouldn't know the overall distribution of supports. It all depends on how many children need support and what their needs are. So your child could get a lot of support in one school or none in another, depending on the needs of other students. This is unfair. Any student that needs support should be given the appropriate amount.
43. Not enough staff to children ratio
44. No SET for a child in an ASD class, very unfair
45. My daughter receives approx an hour a week of SET, I don't think this is an adequate amount of time. She struggles massively with social interactions and needs a lot more peer social group interactions, however this does not happen.
46. My child does not revieve any SET support. No breaks are given and staff shortages are the reason given for this. my child need extra support but since the department of educations changes she recieves nothing and is struggling.
47. No transparency around allocation
48. No
49. She is on the forms but I don't think my son requires much SET help. I've seen (from volunteering in school) the SETs working very hard.

50. The school needs more SET hours. The teachers are struggling to keep up.
51. Children who's parents are in the principal ear - get more allocated time than others - which disadvantages quieter children (parents who aren't confrontational)
52. More needed
53. Only gets a small amount of time per week
54. I know that there are way more students requiring support in school and we were very lucky to have a placement in ASD class but many children don't.
55. Yes. The allocation of SET (Special Education Teaching) support is vital for each child’s education. It helps ensure that children receive the appropriate support to develop their skills, fully engage in the learning environment, and reach their individual potential. Adequate SET provision promotes inclusion, improves educational outcomes, and enables schools to meet the diverse needs of all learners effectively.
56. Not enough time. Children with most pressing needs get most time. My son has significant needs but as he doesnt cause disturbance within classroom hes not often prioritised for withdrawal
57. My children are all functioning at very different levels but all got Set to meet their specific needs just when they needed it for as long as they needed it. . This made a massive difference.
58. I think the allocation is fine. It’s the quality/standard of their training I am less convinced about. The teachers are wonderful and want to support my child. They are doing their best. But they are undertrained and under resourced.
59. The allocation is too subjective. It’s been decided by a few individuals, some of which are not sufficiently experienced or trained
60. It is distributed fairly by the school but the amount of SET assigned to a school is not inline with the need
61. More needed to allow in class support. Should be protected against being used as mainstream substitute. If teaching time is lost to substitution, lost time should be banked to be taken at a later date
62. Not enough resources to go around the schools hands are tied
63. It is purely based on drumcondra results, my daughter got to the year before so she got some support, she got 4 in her spelling this year so she lost all support. She has now got two again given the fact that she got no support all year.
64. Not always consistent and not enough engagement with parents
65. N/A
66. In our school the allocated SET teacher sometimes is not available so my child could go all week without any resource hours. There does not seem to be a consistent timetable, it's random and varies a lot.As a parent, I do not know what my child is learning in these SET hours and that's frustrating. I feel isolated from the school and have no idea how my autistic daughter is getting on in school.

67. Not enough
68. I think there’s much more required than schools are allocated. Some sna’s are trying to split their time and it’s very unfair
69. No
70. There aren’t enough teachers in the school to meet the additional needs of the student body. The classes are also too big to begin with
71. Hours are now share with children with social and behavioral needs but no diagnosis
72. Too little hours and very little staffing
73. Not enough hours are being allocated
74. Not enough SET to help all students
75. See previous
76. My child’s needs have been identified and they build a plan around to support it
77. They are doing their best with what little they have. So many children have needs and not all of them have an official diagnosis or have a NEPS referral. These kids needs to be catered for within the allocation too.
78. I feel a lot of students have joined the school over the last year but no extra SNAs so time for all children has been dramatically cut.
79. I can’t because I don’t know,
80. There are many needs in the school, my son is "the few" in the pyramid of needs and you currently have to trust what your child is getting. Our child benefitted from additional SET once we flagged it with the school.
81. I have no idea how many SET hoursy child receives
82. I am unsure whether my kids receive an SET
83. My son is in Junior infants and hasn't been allocated any SET time. I'm unsure if it's lack of resources or if he's too young.
84. The SET is completely stretched. My child requires a lot of additional support and gets some. But I know other kids don't get the supports they need. SET teachers are pulled to cover other teacher absences so its inconsistent.
85. I assume they are giving the support she needs. It’s very hard for me to assess this in one survey . I am a parent outside the school amd while I do meet up with teachers for regular updates, as a parent I can’t answer your questions accurately until I see her report card at the end of this year. And compare it to previous years. Are the school teachers Snas and SETS answering these surveys . I would think they are very well placed to assess what works and what doesn’t work.
86. The member of children Ina. School needing this help should be considered on determining SET hours
87. Most children need a lot more SET hours to fully support them and give them the best chance to have a full proper education. There is NEVER enough SET hours in any school. I am speaking from years of experience being a sub SNA in many different schools.
88. I think more set is needed for all schools, schools not in disadvantage areas can have equally high education support needs, also there should be an appeal mechanism to request extra hours if there are a lot of children with diagnosis

89. My child is in a special class so ir us more class teacher and snas
90. My son should have SNA one to one all the time and he is not getting it because the reason for that is that the school is not having enough staff??
91. It is distributed as fairly as possible when there is insufficient hours given to the school based on the amount of need in the school.
92. i think there is alot of support in the younger years but this reduces as they get older.There should be enough resources to Suppport kids right through their education
93. On previous answer
94. Our son was promised an hour a week but in truth only receives on average an hour per month if even
95. How could I know what us fair when I don't know the children
96. My son has as much support as the school can provide but I do worry about the allocation and resources and will help always be so lucky to have so much support
97. Not enough
98. I am not familiar with how SET is allocated, but I presume it's based on individual need.
99. Needs more help with PDA profile
100. The SNA that my son has access to is not a solution to help my son and children like him to learn. If the class size would be smaller, my son would not be excluded from the class wen everybody is learning, but would be able to engage in learning with others, would have a benefit of social aspect of school and would not feel isolated and excluded.
101. It's correctly based on need but the timetable remains the entire year. No early intervention, all focused on older students. No infants or 1st class students recieve SET
102. As a parent, I have very little information about SET for my child.
103. My child would benefit from more targeted support but there isnt enough resources.
104. Child receives half hour per day for reading support. Due to slow processing combined with dual diagnosis child becomes fatigued in class reading large amounts of text. SET support would be really beneficial in the classroom
105. Children with dyslexia and discalculia are not prioritised in mainstream and children in special classes are getting the lions share of attention.
106. My son’s school is blessed to have an SET specifically for senior infant year
107. SET support 1 to 1 outside the class. 2 SET teachers for population of 104 pupils. 1 in 10 dyslexia in Ireland, 1 in 20 autism, 1 in 20 adhd. 1/4 of my child’s class have one or more neurodivergent diagnosis. 2 SET teachers are shared between all classes in the school. This is not sufficient to allow inclusive education. SET teachers should be providing in class aswell as 1 to 1 sessions.

108. Circular 64/2024 is supposed to ensure that children with the highest level of need receive the highest level of support. However, there is no transparency nor accountability about whether or not that happens. For children in the cohort ‘support for a few’, they should be getting team teaching support as well as one to one support, whatever they need to learn and access the curriculum. Because EPSEN has not been commenced, it means that resources are rationed out and no child gets what they need, unless their needs are minor and they’re able to cope alone. SETs do not need any additional training which means they don’t have any insight or knowledge or the best evidence-based literacy programmes. Reading Recovery has been discredited in several other countries but Irish schools continue to use it because not enough teachers have any expertise to understand the research and challenge the inertia of their schools which continue to use it. Children, in secondary, only get allocated support by a SET if they have an Irish exemption. It makes no sense that your access to resource is based on an Irish exemption rather than what the child needs. Access to a SET is determined by how many SETs in a school, not the needs of the child.
109. Too many needs for SET to support effectively
110. Special school with staff shortages so they are employing ex crèche workers as teachers
111. Help shouldn’t be for only kids who score below the critical level, additional help should be available for regulation and mental health
112. Set dealing with huge numbers of kids, allocation per set too large
113. If the disability is physical, the teachers really don't know what they are doing. And one year I was told he didn't need support because he didn't have a learning disability. Some teachers are just a law onto themselves.
114. n/a
115. I feel that physical difficulties are weighted disfavourably against other needs especially behavioural / social / emotional
116. there needs to be more allocated per child
117. They need more SETs available to help more children
118. It is about half of what a school needs. Needs to take account of pre-diagnosis needs
119. My son needs more support in this he is getting extra maths but thats all his emotional support is not met
120. my grandson has no diagnosis yet but got immediate help because his behaviour. he was distracted and talked and kept walking around class. my daughter in same school received less support because she internalises stress and dispite diagnosis and struggles gets less because she's the only one suffering. so while I agree it should be for whoever needs it regardless if diagnosis it should be available when diagnosis and specialists request and not denied because child will shrink and cause no issues for others and has the panic before school or misses school or falls apart after school from masking all day
121. I don’t think withdrawal is often effective beyond a six week intensive program

122. I am not particularly sure about their allocation but in special class they are supported.
123. As an sna it could be vastly improved across all schools
124. Government underfunded and understaffed education for ADHD Children. There is no education for females and vague physiological teaching because it is male linear written with what seems like little female natural intuition to effect processes that require care of vulnerable children. National council of Ireland is not adhd friendly to complete these for my learning for my neurodivergent kids benefit
125. N/a
126. Current levels are vital for my child
127. The SET has worked with our three children, and has offered support using predictable routines.
128. Not enough hours for the amount of children involved. Any new school is at a disadvantage to existing schools..
129. I am happy with my sins allocation. However, I had to battle hard for it and I am very aware that there are children in the system crying out for these supports. It is invaluable to me and my son.
130. As per previous, my child needs 1 to 1, not group work
131. The school does its very best to allocate fairly but I know they can always do with more as my son had an issue that took up a lot of time
132. I would like to be informed of the allocation of SET for my son at the start of each year.
133. No
134. so that classes continue every day
135. I asked for help for one of my children and was told no SET was only for 5th and 6th class
136. The school does the best it can with the resources that it has but it falls gravely short of meeting the level of support required. I want to acknowledge the work that the SET and SNA does and that I am so grateful to have this.
137. My son would benefit from extra support in most subjects
138. My child has an ID. He is in no way keeping up with the curriculum in mainstream classroom but he only receives 30-45 mins of one to one support each day. Meanwhile, in the same school, the special classes receive their 6:1 pupil teacher ratio with 2 SNAs! How is this fair!!??
139. The very small resource is distributed fairly by the school but it is the allocation to the school which is an issue. SET is underfunded and under resourced. Funding services at primary school level, means less support needed later in life.
140. As always it appears to be under subscribed for schools
141. I think schools need more SET teachers
142. My child has ADHD and dyslexia and would be lost without the class SNA - however it is not his SNA so we are fearful that she might leave with the child she is supporting.
143. Again, 20-30 mins a day compared to a 9:1 ratio of daily intervention and support by a dyslexia specialist within a reading class does not compare

144 I believe the amount of SET my child gets is enough - but my belief is based on what the school tells me. As my son gets older and his needs/challenges evolve, he may need more SET and supports
145 I don’t think there is a special ed teacher
146 Set teachers and snas are the back bone of the school and are truly wonderful
147 No
148 One hour a day is not enough time with support teacher
149 This is not made clear to parents in the school, we are not sure what the allocation is.
150 There needs to be more and more hours allocated to schools. Kids are falling behind
151 Snas spread too thin
152 I believe it’s done fairly but I also know there has been a huge increase in needs in particular in junior classes in the school and the number of teachers has not changed so the time of SET is spread more thinly between children
153 We as parents are not informed how is is allocated
154 It is extremely difficult for the snas to provide the support they do when they have to work on a firefighting system, it is inadequate and dangerous
155 The number of SET should be not just depending of the number children, but depending of the children that needs them
156 I think we need more hours
157 Not enough support teachers. Kids are goingbehind all school systems. My son has autism with learning difficultiesand he doesn't have ideas aboutmaths what so ever and he doesn't have anyoneto help him to make any progresswith it. No support to help him with writing he is behind everything but noone to help him
158 Total lack of resources. My child is highest level of need and limited resource which means frequent absence due to dysregulation and demand avoidance
159 SET is based on need not diagnosis. It is regularly reviewed by the school to meet needs of children.
160 none
161 As child in ASD class not receiving SET support in mainstream class for Dyslexia, falling between both systems
162 There needs to be more and undiagnosed children need to be included also. That's probably why there's no assigned SNA so my son hasn't been getting his necessary movement breaks
163 My son has ADHD and can demand additional attention from the teacher. He also needs a lot of movement throughout the day.
164 some children in the special class have much higher visible needs than my child and so they get the most time
165 School can only allow short time with such shortages , my child gets as much as she can be given as there are other students , all children needing this help could benefit for longer time

166. Us parents are constantly told the school is understaffed, under trained, under resourced. Very frustrating and not good enough. Many students failed by the rigid education system. Mental health and burnout issues. SET allocation needs to be increased to meet the needs of all students in each school that needs it. Assessment of learning needs before secondary and during first year/ongoing.
167. We're lucky that our child sees the SET 5 days a week now in 1st class but this wasn't the case originally as they didn't have the staff in his school, previously he only seen her three times a week in a group which made the situation worse as he would become hyper with others in the class and hard to calm him down so the whole class did not benefit from the SET group class as the children were all to disregulated
168. We are satisfied with everything
169. the school is doing the best they can with the very limited resources available
170. We fought for a one to one SNA for our child but it was absorbed into the class rater than help him merge into mainstream
171. There isn’t any transparency on what the SET resources are working on, and it appears that some so-called SET resources are doing it on the side.
172. My son gets time with the SNA almost every day and he is very happy and so am I, as he has high functioning autism and in his first year needed support to settle in and much more.
173. If one SET teacher its not enough as kids with extra needs need breaks and this is included in 1 HR per day support
174. School needs to be supported to assist kids - this isn’t a set formula
175. There doesn't seem to be enough SET hours for all the children that need it. Or possibly too few SET teachers to meet the demand
176. Very poor communication about what the SET is doing
177. It is clear that the number of hours available are not enough to cater for the needs of the children in the school. My child has complex needs as do a number of others in the school outside of children with general academic needs. There just is not enough teachers in support to cater for the needs of the children. The teachers are doing a fantastic job in inadequate circumstances
178. Not supporting the children enough. Has to be more dynamic, in class or group or individual depending on the needs of the child
179. SET teacher doesn't receive enough hours to help the children who need her, not all pupils have diagnosis but still require help and time
180. More SET time would be hugely beneficial. They are so stretched.
181. Seems to be solely based around grades
182. No
183. No
184. We aren't informed as parents as to how it is divided up.
185. I would like to see more availability in school of these hours
186. My child has 5 reports from psychologists in the school but she doesnt get enough support. The school decides the greatest level of need and sometimes children who have behaviours of concern seem to be withdrawn more for support

187. I don't know how it is done at school level - perhaps the person who shouts the loudest.
188. The child that presents the loudest and with the most disruptive behaviour seems to get the most hours. There is never enough SET allocation for all the needs the children have especially my girl who is adept at masking and compensating for what she doesnt know and understand and the teacher is unaware of this so doesnt request enough SET allocation
189. All children could benefit from small group work to identify any learning needs. My experience has been excellent with SET but my child has an obvious support need. Some deficits are masked or less obvious
190. The problem is the whole system which focuses on paperwork rather than the child.
191. Should be more available and kids struggle get more 1:1
192. We again have an amazing SET teacher but not enough hours available. This is such a shame as every child need time with the SET. Unfortunately this doesn't happen and once again my daughter looses out on time if another child is in need of some extra support.
193. My child needs more support
194. My child is considered to have complex needs, autism, dyslexia, ADHD, SPD. He is allocated 1 to 1 SET time for work on regulation, behaviour etc, he has small group time for social and he gets time with the SET with the other dyslexic kids to learn typing and work on spelling etc. I don't know how his high level of needs might negatively impact kids with low levels of needs.
195. We know that the school is providing more than they(2 kids) would get in many schools with greater competing needs.
196. Need more SET allocation as many childrenhave additional needs.
197. My child has severe needs so needs a lot her out of class support is very good but in class support is lacking
198. I couldn't say but it seems some children get more time as they are deemed to need it more. Which is unfair. Every child should receive the hours they need to thrive. My daughter is not getting the hours that the expert said she required.
199. we only get 30 minutes per day which is not enought.
200. There are not enough SET teachers to provide the support needed
201. The information on how SET is allocated or organised in school has not been shared with me. Greater transparancy and communication from the school would be helpful.
202. I dont know how much my child gets
203. As per my previous answer SET often has to provide cover and is stretched between many support groups covering many different disabilities
204. It's not something we are receiving but I would have hoped we would once my son had an official dyslexia diagnosis
205. Im not sure exactly what hours she gets
206. my child (ASD/ID)needs a place in a special school - have all the reports no place available

207. Again they are spread too thin, they can't give every child the support required as they aren't enough of them
208. It is not done fairly in our school. My child has a diagnosis that I obtained privately and had to fight to get items out in place for my child which were relatively easy fixes to do.
209. I don't have any insight in to how SET is allocated
210. SET support is in groups as there are so many children that need support. My child has significant needs in literacy and numeracy and would benefit hugely from individual SET support.
211. When children are singled out for additional support, it is done in a sensitive beneficial way. Top awards go to the teachers trained in these methods.
212. Our children receive SET time in smaller group situations, 3 times a week.
213. Allocation of SET must be transparent to parents
214. Could focus more of the support with learning/
215. I believe it is fairly allocated and is based on the individual child's needs
216. There is a high chance my child won’t get SET support next year but he really benefits from it
217. My child allocated as school identified he needs extra support even without diagnosis
218. The teacher this year did no groups: fine amd gross motor, social etc. They were combining with acting principal and i think set is seen as expendable to management duties d
219. There isn't enough so children with quieter needs fall behind or struggle silently
220. Not enough
221. there is not enough SET allocation, complex needs are still not prioritised by the government, so when it comes to providing it there are not enough hours to go around so obviously some children are missing out on what they need.
222. I don’t know how it is allocated. I feel that girls can fall under the radar due to masking.
223. Not sure does this apply to a special school.
224. My son didn’t necessarily need it but he got his entitlement as far as I’m aware it opened up access for another child who didn’t have a diagnoses so therefore wasn’t eligible but benefited a small bit from my sons allocation - possibly not PC but I was happy for everyone this was a few years back in primary btw
225. I do not get much information on how this looks for my son day to day, better communication around it would be ideal
226. Not sure enough hours are allocated in the first place. There seems to be a lot of kids with language delays, numeracy issues and social skill challenges. My child has an intellectual disability and I sometimes think because he has more needs he gets less time. The SET staff are wonderful. There just aren’t enough of them.
227. I don’t know how the school allocates SET hours. My son sees the SET three times a week which I am satisfied with.

228. The SET is fabulous and does all they can but they're stretched and it is not their fault. More SETs are needed
229 I have had to contact the school each year to ensure that my son gets the support he needs. I know of other parents who have tried to get support for their children and they have not been able to.
230 Yes
231. The basic fundamentals of structured literacy and dyslexic children require is not catered for in schools. The use of structured literacy as in reading schools should be considered to facilitate children learning to read. It is difficult for one school to try and develop a system without support from above and amendments to teacher training.
232 7 times per week, 5 for dyslexia, 1 for dyspraxia 1 for digital literacy
233 I am only familiar with the time allocated to my son
234 In mainstream classrooms there should be teaching assistants to support the teacher and compliment the SNAs.
235 Personal experience is very well managed and invaluable support
236 Our SET in junior infants was 30mins daily with one teacher and we saw a real benefit here. In senior infants her SET is job share and we have not seen much impact and feel this didnt suit our daughter as she needs consistency.
237. My child gets a number of SET hours, but these are all in groups
238 N/A
239 I think more resources are needed for all schools
240. I would like to see support for kids who are finding school not challenging enough academically
241 Our school are not open to parents about the amount of support our children get, the principal rules with a no information policy, so questions are not welcome or encouraged. We/parents do not feel like we can enquire/ask what support our children receive
242 I know that since the school opened the autistic class, children with additional needs in the mainstream classes are missing out on the level of support they had previously received; which is utterly heartbreaking
243 My child has learning differences that include requiring additional support, but also requiring more advanced work (in different areas). Many children in the too large of a class require additional support and there is not enough SET allocated to schools. Ireland is not investing enough into education and fails to cater sufficiently for children with exceptional abilities. Due to the fact that public waiting lists for OT/SLT/primary psychology and other supports are so long (and interventions offered inadequate), schools face additional difficulties supporting students with additional needs. The failure to allocate additional SET resources to children whom are extremely academically strong is also a disservice for these pupils.
244 The allocation of an SET was an overreaction and not required. The SNT clearly has a bias towards the child. We were given assessment forms for a cognitive or sensory disability. This was not warranted and points to a confirmation bias against the child.

245 No
246 My child has support outside the classroom but he really needs continuous support in order to achieve goals of finishing class work for his own self confidence and growth.
247 I am very happy with what my child received.
248 SET supports children with identified special needs but there are children with unidentified or undiagnosed special needs, school SET allocation needs to allow some extra resources to allow for this.
249 Not enough SNA support in classes. Not enough SET teachers for needs of pupils.
250 Haven't any access to SET even though had a lot in primary
251 My child needs routine and safety. Seeing someone once maybe twice a week does not provide this.
252 Not sure
253 There is a pretty good team in my sons new school his old school was not so well resourced
254 Don t know
255 He gets one class 4 times a week
256 Allocated by the school and it supports a number of children at the same time
257 My child receives partial support and realistically needs full support.
258 Much of the allocation is aimed at children who need support with regulation and behaviour as in most classrooms there aren't supports in the mainstream classroom and when there's no SNA it's all on the support teacher. My child's support teacher carries out a lot of SNA duties as we're so stretched leaving less time for actually doing her own job.
259 Null
260 I definitely think SET teachers should be allocated extra hours for in class support.
261 I met the SET at the begining of the term, but then I know that she was overloaded due working with some kids with higher needs then my son, which means that he may have not received all the support he needed.
262 Given the competency of the SET teacher, we decided to pause SET for our son as it was causing more issues than it was addressing.
263 As above
264 Set teachers are vital for children with additional needs. More hours and resources need to be directed towards set as I feel these children are really being left behind
265 Group setting isnt right for his needs, needs a short 1 to 1
266 My child gets support with literacy and writing after I requested it.
267 My child receives none, is masking all day trying to conform and then all breaks loose once he comes in the door st home after a day of holding it all in.

268. I think the SET teachers are doing an excellent job and are working very hard to support a wide range of needs within the school. From my perspective, my daughter's class appears to have a particularly high number of children with additional needs, and I appreciate the challenge this presents when allocating limited resources. One area of uncertainty for me is how support is allocated from year to year. My understanding is that needs are reassessed each year and support is adjusted accordingly. While I understand the reasoning behind this approach, I do sometimes worry that children who are quieter, who mask their difficulties, or whose challenges are more internalised may be overlooked in favour of children whose needs are more immediately visible.My daughter has benefited greatly from support this year, and I am grateful for that. I would hope that, as decisions are made in future years, consideration continues to be given to children whose difficulties may not always be obvious but who still require support to thrive in the school environment.
269. There is a high level of need from socio emotional, behavioural, EAL, dyslexia, ASD, mgld.....very difficult to target all students...the continuum of support model whilst identifying greatest level of need is dysfunctional in my opinion.....more focus should be put on support for all to make classrooms inclusive, kids with Hugh needs should naturally be identified but they require targeted individualsed support programmes
270. my son is allocated SET but was reduced in 6 th class even though I feel he needed it more in 6th class in order to prepare for transition to second level
271. The schools need more SET and SNA resources to fully support all the children that need it
272. Class sizes are too big and if they were more appropriate then class teacher could support more and a SET teacher could support others
273. Parents are not told of how many hours or support a child receives unless they specifically query it
274. Quiet children in need are ignored
275. The school say they don’t have enough support. And that seems to be the case.
276. Not enough support, not adapted and it doesn’t seem to have the benefit required.
277. I am not aware of how hours are distributed amongst those who need it
278. As mentioned before it is focused very much on assistance with some challenges and not on assistance to achieve potential in a way that may not work in a full class room.
279. Schools must allocate support on the basis of need and they didn't have enough resources so some children who require support do not make the cut!

280 The set teacher is back up for any other staff out sick so my child had no set hours in April may or June to date. This is the most critical time for my son when routine goes out the window at school and there's a massive increase in his challenging behaviours. I see this every year. Im so frustrated with this time of year. Just when we needs the extra support, he gets none. I really feel set teachers should not be back up staff for filling in for regular teachers out sick. Its very unfair to theose with special needs who require the routine more than ever.

281 As my son is in an ASD class it has a small class size and SETs and SNAs on hand all the time

282 Not even aware if there are any SET's in my daughter's school.

283 Nowhere near enuogh SET time available and as far as I know only 2 children get one-on-one time because the teachers are so stretched. One teacher is shared between schools and the children only get 3 days of that teacher's help. If something happens in those 3 days, they lose that day. It's awful.

284 My child doesn't have a STE teacher. She doesn't have learning difficulties.

285 I think it is challenging for schools in these times, a lot of children do not speak the English language, so this can be difficult for schools when it comes to ensuring everyone gets fair support

286 She needs more of all the supports

287 There is insufficient time with the SET

Would you like to tell us more about the qualification or training of SETs?

1. I don't known honestly
2. If you do not understand how the child processes information due to a particular cognitive or sensory preference the. You cannot teach to it. My preference would be more communication with students and parents, more communication between previous teachers so that the child can say how they prefer to learn, parents can talk about what they see at home and previous teachers can say what worked and didn’t work. This doesn’t happen so the teacher needs to learn what happens in the brain for each condition. Very reductive and pathological but the other way is too far a reach right now.
3. I think it depends on the school. Some schools make the temporary /most recent teacher be SET (as if it is less important). I think all teachers need SEN training to be fully inclusive, not just SETs. However, I do also think teachers of Autism-specific classes require extra training /expertise
4. More initial tracher training for all teachers to support fully
5. All teachers should be trained in these additional needs. Most classes now have autistic and dyslexic students. The fact that this is not the case is beyond bizarre. And these teachers working on one and with really complex situations need to be properly trained and educated. That is what parents think is the case
6. More and continuous training in relation to all types of special needs
7. I believe that SET teachers should be cross-trained. My child is both autistic and severely dyslexic, so his teacher needs to understand both. She also needs to understand how they interact e.g. a frustrated dyslexic child with a writing assignment he can't complete is very likely to have a meltdown.
8. I feel that primary teaching degrees should have modules on helping children with disabilities
9. Not all AEN students can be treated the same therefore an awareness of specific needs is important
10. More emphasis should be put on dyslexia and meeting children's needs that have dyslexia
11. Some teachers unfortunately have very little understanding of children with various additional needs. All teachers would benefit from further training in this area. Especially those working in special classes
12. It should be mandatory for all teachers to have further qualified training to ensure all needs are met. Not everyone learns the same way and so all teachers should have training to develop their classes what ever needs are required. This should be done in the main teaching qualifications as the teacher spends the most time with the kids.
13. There is a widespread spectrum of disabilities amongst children from children. Physical, psychological, learning and emotional supports are different for every child. You cannot expect one qualification to be a panacea for all suituations. For example being an SNA in a mainstream school is totally different that in a special school environment s

14. In my experience SETs are proactive in their own professional development, test government funded set courses would be better to expend this programme
15. SETs need training in all of the most common needs of the children they work with to be able to support them best. Very difficult for them to help if they don't understand the conditions
16. ALL teachers should spend time in a SET setting during their training. ALL teachers should have extra training. Otherwise there may be a shortage of SRY specific teachers
17. There are different types of SETs in my child's school and I know from talking to a friend who is one that although the job itself might be very specific (teaching English as a foreign language for example) the SETs themselves might not have training in that very specialised area
18. There are so many complexities in the needs of children and the ways they are taught. I think the whole system could do with an overhaul - but unfortunately I don't know what that looks like
19. Because most schools are not following a standard structured literacy programme
20. Teachers and their assistants need more hands on training in needs of children with sensory issues.
21. SEN training should be provided to every teacher as part of their training.
22. There is not enough training for neurodivergent children.
23. In school further training should be delivered by the dept throughout the year
24. A better understanding of autism, how broad it can be and training in behavioural needs
25. I don't know enough about it to comment satisfactorily
26. As each year comes there is more and more important and techniques that are available for SEN children i think every teacher should have assess to these qualifications as most children with SEN are in main stream schools
27. Dyslexic children will have whole spectrum of learning difficulties like won’t understand questions, maths can be also problematic, they loose focus and learn best in quiet one to one settings this is not supported with current system and often focus I given to special needs children that have autism or are higher in a spectrum of neurodiversity
28. I think this is an in the job learning opportunity- why can it be a kind of apprenticeship rather than a 3rd level course - we need to have more apprenticeship placements- educators learning from educators. There should be a module in the teacher training that does fundamentals of SET but further to this maybe a rotation to local schools in an apprenticeship fashion would be better
29. Once the SET is enthusiastic and motivated within their role the child will flourish and is at ease
30. Lack of knowledge around reading interventions after 2nd class word knowledge and fluency comprehension

31. SET need ongoing training to adapt to the needs of the children they work with. They also need more training in assessing or identifying needs of neurotypical children. They also need far more support from the HSE early intervention/ children's disability teams .
32. SETs most definitely require specific training for dyslexia and autism etc. These children need the teachers to be able to understand how they can learn so they can reach their full potential. The school system is not designed to help these children with learning difficulties or disabilities
33. I believe there is sufficient training within the primary teaching degrees
34. I believe extra need should be covered in their training already however if appropriate extra training should be available
35. I am a trained SET parent with over 20 years experience, I am totally shocked at the box ticking approach to SET by mainstream primary teachers.
36. more training on neurodiversity in general
37. I do feel that they should have more nurodivergent training - skills and coping for these students and the ability to support them more fully
38. Training needs to be ongoing as it's a large spectrum and updates frequently
39. A postgraduate qualification would be ideal
40. Whatever job you apply for you need to be qualified for that said role so why are teachers with zero special needs training teaching my special needs daughter, it makes absolutely no sense.
41. All teachers should be given more education on how to assist with neurodivergent students and students with disabilities. If SET's are primarily educated in different diagnosis this could be of great benifit of students. SET teachers could recogise behaviours and issues earlier and that student can be helped quicker.
42. Specific training Leeds to predetermined supports and views of the child in my opinion
43. Leaving cert
44. I don't know lots, but patience and basic teacher training i believe should be enough. From what I know, it's small groups getting additional help.
45. If the teachers can get extra training it will benefit the kids
46. I think a general extra qualification would be worth while to give SET teachers extra skills to help the various students they encounter - certainly in our school a perception that "lazy/weak" teachers get "rewarded" with SET position whichmeans the students needed the most support actually get the worse end of the things.
47. I sometimes feel that teacher don't understand dyslexic students or miss the symptoms . They miss the symptoms because they have no experience or not educated enough in this area. I myself was a dyslexia student who suffered with the lack of knowledge from teachers.
48. Specific training in autism. Behavioural management. Sensory needs.
49. I think it can be very much up to them and their level of interest in a topic. I think all class teachers should also have far more training in areas such as dyslexia, ADHD, dyscalculia and Autism (up to date non compliance based training)
50. Always need to upskill and broaden learning skills

51. What sets SET apart from regular teachers? I'm assuming they have to have some training within their degrees to meet special needs?
52. Continuous professional development is always a good idea. I don't think it should be a requirement for the job though. That would be a barrier for some people who are perfect for the role. One thing though, if expecting special qualifications, would that mean more pay for a more specialised role?
53. My previous answers pertain to this. Teachers seem very keen to help and seem fairly well versed in the more outward expressions of learning or social struggles. They seem undertrained when it comes to quieter presentations. I think they need training in all forms of neurodivergence. Many kids have more than one (mine included). My kid masks so well, her learning supports were removed in second class and I didn’t find out until the end of the year. I don’t think more highly trained educators would have missed that my kid was brilliant at avoiding attention.
54. Unless you have spend time with a child with additional needs it is unlinkely you will know how to approach their needs especially in an educational setting. A short concise training in all of the above would be massivly beneficial to all staff working in school with neurodiverse children.
55. This should be a role where continued education is required. Also additional training should be given to the classroom teachers who are expected to teach and care for these kids without formal training or guidance
56. Please do not limit your horizons to Autism. While it is needed for people with autism there are several other reasons a child may need SET assistance including global development delay, Down Syndrome, Cerebral Palsey, other medical conditions resulting in a limited attendance etc
57. 1 year PDGSEN insufficient for post primary complex needs. Subject specific teachers need far more generalised training eg in literacy foundations. Additional high quality training required at post primary level, not 1-2 hour long webinars in an evening. Schools need financial support to have a CPD budget available to teachers & SNA. SNAs need to be provided with CPD by the department in the same way and at the same time as teachers avail of Oide cluster days. Schools must be given a ringfenced budget towards sna cpd
58. I am not qualified to answer this question however dyslexic students need structured literacy support. Our school is using out of date programs not recommended by Dyslexia Ireland.
59. Excellent
60. Min 1 year course on Neurodiversity and how to help children with additional needs. Most of the support tools work for all ND children ex movement breaks, peanut balls, fidget toy, allowed to walk up and down at back of class etc. An awareness of how different all children's needs are and to prepare and investigate each child uniquely. A support for one may not work for another. ALL teachers need training for special needs

61. Short On-going training to keep up to date with be best
62. I can only speak from my experience and I feel a caring and empathetic personality is far more important than a higher education
63. No
64. Training in structured literacy would be a r st tart
65. Addition mandatory training each year to keep up with new understanding about different diagnosis and best practices supports
66. I think all teachers should be trained in autism now
67. There needs to be more of them
68. The more training, the better support kids have
69. See previous
70. The teachers at my sons school are fantastic
71. I feel diplomatic level additional education is required to run a special needs class. Further education is definitely required to help any child with additional needs.
72. To work with children/students it is imperative the SETs have knowledge of the disability the child has and how to support their individual needs
73. Every SNA should be Trauma Informed,
74. To my knowledge there are excellent Masters Courses in SET, I think these are crucial as a baseline understanding of how a child receives the world, only then can an educator connect with the child and develop appropriate strategies to help the child learn, have reasonable expectations and meet their potential.
75. An understanding of neurodiversity, additional needs and emotional regulation ability is desirable
76. More understanding and training is needed for children with non visable disabilities like DLD delayed kanguage development and Dyspaxia
77. Of course they need additional training. The requirements of many of the kids they see are complex both educationallly and behaviourly. These kids require a lot of emotional support while at school as well.
78. SETs are trained primary school teachers . Is this not covered in their Degree as a subject. I would think that is enough... nothing prepares someone more than realLife experience after that .. it should be opt in if they feel they need anymore training or support depending on the school needs / pupils needs.
79. Insomnia training they get as part of their degree so I don’t know if they need it. However given the varied type of help they give to students perhaps some focused courses would be advisable.
80. A lot of teachers are taken out of classrooms and are put in SET rooms with little to no extra training about special needs, which I personally find disgraceful. As a parnet of an autistic child I often know a lot more about Autism, PDA and ARFID then the teachers!
81. Additional training along with a work placement in a special education setting, also additional wages for swt teachers to encourage them to undertake the further training. They should be allowed to be SET teachers without the requirement for irish have a separate qualification for those without irish

82. Specific training needed.
83. I am not qualified to say that
84. SET are crying out for more help and support however they currently have to train themselves after school and do online courses to try to prepare themselves to support children. This training should be provided to SET.
85. This should be required of all teachers and be part of the teacher training
86. Yes but qualification should also focus on the highly advanced children. They have a special talent that should also be embraced & enhanced through education.
87. Kindness and care more than qualifications
88. Nore education required at undergraduate level on special education needs
89. Specialisation should be required
90. I think additional professional training should be mandatory for all SET teachers. Children with additional needs often have different communication and learning styles, and these must be taken into consideration when planning support interventions. If a teacher is not adequately trained, they are
91. Training in neurodiversity including PDA
92. My child's SET signs ISL and has the classroom set up in the best way for a child with hearing loss to learn and have access to sound but some children have additional needs and I don't think she will get the chance to train more for those children's needs are the way the system is set up.
93. I think set should be required to know about emotional regulation, and how to work with kids that not just have physical disabilities but needs emotional support.
94. In our school it is generally the junior/new teachers who are assigned to SET - they are not experienced enough.
95. Some are exceptionally under qualified due to lack of training in college for additional needs. Often outdated methods used.
96. SET are well trained but it would seem there aren't enough In schools
97. Some of current school practices would indicate a lack of understanding of the needs of dyslexic and autistic children for example teaching continues to focus on reading large amounts of texts in many subjects in school. My child is exhausted when she comes home. She regularly masks how difficult it is for her at school. Additional aids such as reading assistance and technology should be available for when she tires. We had to ask for a calculator numerous times to help reduce work related fatigue. Audio books or assisted reading should be available. Training should be mandatory on effective multi modal teaching strategies for autistic and dyslexic children
98. I don't think it should be a requirement for getting the job, but it would be preferable to have additional training

99. TPL on autism, learning disabilities, literacy and numeracy and differentiation and Universal Design for Learning should be mandatory for all teachers and part of all teaching in the classroom and in resource. That way, the child is being supported and accessing the curriculum with their peers. SET support is supposed to be additional support not the only support.
100. think all in SET should have to undertake general SET training which would cover lots of relavent SET topics:assessment, specific needs, neurodiversity, planning in SET, student plans etc.
101. SET teachers should have specific education in autism and dyslexia
102. The more training the better, SETs will interact with so many pupils with differing needs and abilities, the more opportunities for professional qualifications/cpd the better they can support all pupils. AND the more qualifications and training SETs have the more supported they will feel themselves
103. One hundred percent need training in communication with non speaking children
104. Surely a course can be developed to cover most common issues
105. I work in a secondary school and we are all expected to deliver SET without qualifications
106. It should start at teacher training college. Special needs has to be incorporated into teaching degree. It is currently allocated minimum attention
107. Both SNA's and SET's should have extra qualifications to deal with specific disabilities. Cerebral Palsy for example is very badly known about. One senior teacher (10+ years) said it was the same as his boyfriend having a stroke (!) this wouldn't allow a therapist or the parent in to train staff.
108. I think SET Teachers should be offered opportunities to upskill and specialise in SET Teaching but making it a requirement would be overly strict and self-sabotaging as there are not enough SET Teachers with specialized SET qualifications.
109. more patience and also trained in areas were children suffer with sickness
110. A primary degree should be sufficient
111. The SET need continuum education as part of their role to help children with different needs
112. Please add physical / medical needs to the question above as this often gets overlooked. Physical or medical needs often get overlooked and should not be at a principals discretion to allocate. They should be fixed.
113. It should be built in to all teaching qualifications at both primary and secondary level going forward
114. they should be trained for special needs. the lack of special needs training with teachers leads to a lot of anxiety and school refusal for my child
115. Even short courses to keep up with latest understandings

116. There are so many different disabilities that it would be great if you had an SET who is trained in specific areas. Autism and dyslexia are different disabilities so would require different training
117. Im sure I dont have to
118. Teachers need to focus on understanding the child not on the labels. Literacy difficulty vs dyslexia requires the same support. Austin's vs social communication struggles requires the same support. ADHD vs attention difficulties requires the same support
119 Should be tailored as above
120 No government, education or health system is adhd friendly. No one with an understanding of lived experience would make this so difficult for differently wired brain. Its an online version of a linear inaccessible building
121. N/a
122. I would not be aware of the qualifications, only that it has been of a high standard in practice and experience
123 I think they need to be informed in sensory needs and have up-to-date CPD as literature and requirements are constantly evolving. Having accurate vocabulary and teaching methods is important.
124 Real life experience of dealing with children kindly and empathically would be very important.
125. Needs to be able to support emotional regulation from the strains of cloaking all day
126 Further quakifications essential for autism, dyspraxia etc. It is specialsed so the teachers should get training support
127. It should include all neurotypes and get more tools on how to make classrooms more inclusive
128 It would be great if SETs could have training specific to students needs but a broad understanding of additional needs with interventions, supports, programmes & strategies is needed. Some link up with outside professional agencies such as psychologists, OTs etc would be very helpful also. Education for parents of children with SEN would also be beneficial, giving information about supports in the community &what parents can do at home to support their child.
129 No
130 Teacher had no clue of ADHD or its symptoms
131. My experience is limited to my son's diagnosis and I've had to learn so much about dyslexia and dyscalculia, sensory processing to be able to help him. The reality is that through many communcation with teachers including those who work in SET, that they do not always understand the nature of the difference/disability or what's required to support that child. I regularly see outdated supports recommended that contradict the current science of reading and it is painful to watch.For example, use of the SNIP programme or reading aloud in class for dyslexic kids. There should be at a minimum basic training requirements for SET otherwise this can do more harm than good especially for children's confidence and self esteem.

132. Training definitely needs to be done for the additional educational needs of children with autismdyslexia etc. As these children will need to be taught their individual way
133. Policy already determines training in autism provision but there is nothing for other needs. The Irish system is biased towards providing segregated autism provision in Irish schools.
134. As well as having a child with additional needs I am also a SET in a different school. We are fully qualified teachers and are very capable of supporting rye children in our care however thd workload is extremely overwhelming and the cases of children with needs is growing rapidly that we of course need more help.
135. I think covering specific additional needs of students should be covered by their primary degree teacher training. Teaching is more than just teaching reading and writing, and having a knowledge of additional needs before setting foot in a classroom would be hugely beneficial to both the teacher and ths children. Teachers shouldn't only be introduced to a need when the student sets foot in their classroom - this puts both the student and teacher on the back foot, as it takes most of the school year for the teacher to come up to speed on how to assist this child, but at that stage the child has lost the school year, and is moving to a new class and teacher, to start the teachers learning process all over again. This process is failing out children.
136. Hands on experience will outweigh educational status for me personally
137. How can you support a child with additional needs if you weren’t given adequate training on their condition? It is essential for staff to receive training to build skills and knowledge and be able to help children.
138. Yes! We have asked that our child's SET engage in professional development hours for dyslexia. This is the minimum standard he should receive.
139. I would think that a teacher’s primary degree would have some modules on special/inclusive education. I would like to see a mandatory period of time set for placement in special and inclusive education. The teacher may not wish to pursue this area further in their career, but it would give them more awareness in this area at the very least
140. All teachers working with children with autism need to have relevant and up to date autism training. Training around regulation, sensory processing, transitions, different communication strategies including how to support children who are Gestalt Language processors.
141. Some set have no training for asd adhd and behaviour needs.. the system needs to be chsnged as all children dont learn the same way
142. Teachers should have specific experience or training for the students they will be teaching, this will ensure the teachers have the correct approach and or understanding of the needs of the children under their supervision.
143. I think training on how to deal with behavioral issues plus other aspects would be beneficial
144. Doing extra courses in a classroom setting but not getting experience with a children on the spectrum is not good enough

145 Many SETs are not equiped to deal with children with social and emotional needs. It really depends on the teachers own interest.

146 Well in an ideal world all teachers should have training in autism and dyslexia.

147 All of the about and tailored to meet their students needs courses available at all times to do as needs change in schools throughout the yeat with new students starting etc

148 Don’t know anything about the SET

149 All teachers should have additional training in SEN and particularly in neurodiversity

150 The training should include how to help children with autism, dyslexia etc.

151 Sets should have trauma informed neuroaffirmitive training which is based in neuroscience and relationship where they can understand their own nervous system responses and role in proving this essential support

152 Each kid is different. So, how more educated you are, more able to help. Of course, this needs to go with the right salary

153 Yes as those kidscan't learn same way as another kidsand they need somone to help them to learn and they can't catchup with kids in classroomsif they don't have help

154 I find some set teachers have no experience with neurodivergent kids and can shout and get frustrated at them. This is more damaging than no support

155 I think more hands on experience is key. Training in the class

156 Most of my daughter’s SET team have lots of experience in supporting students who are autistic or dyslexic. My daughter’s SeT is autistic herself. She has done lots of training to support children with dyslexia at her own expense. She has told me she has applied to the state funded SEN postgrad two times and been refused.

157 none that i know of

158 Require further training in Autism, Dyslexia, Dyspraxia and Giftedness/High potential and other learning differences and in inclusive education and universal design for learning (perhaps a Masters)

159 As there seems to be training throughout the school year it makes sense to include specific training for SETs and SNAs

160 my childs secondary school was able to open two special classes without availing of any training for SETs or SNA. I found this out when my daughter was starting in second year and I could see that the SET had little or no knowledge about autism. i found out from the SENO that the school had no training and then brought this to the attention of the new principal in the school. there should have been more follow up done by the department of education when the class opened and also before funding was handed over.

161 Teachers have all the qualities they need , and children are benefiting

162 Absolutely training of teaching for different learning abilities and styles, to include neurodiversity is a must and should not just be a few wks module. Theory of education put into practice for a year or more. CPD for older teachers.

163 Our SET pays for own courses she does during the summer months and evenings as she's so passionate but I feel the government should pay for their upskilling course once they have all the initial education to be a SET

164 I can't

165 Often SETs do not understand the complex needs of children with additional needs without additional training. I have encountered teachers calling children with additional needs bold and that a child with pda, autism, adhd and rsd needs to just fit in

166 They did not understand my child's needs or would not except help from outside agents to help support him.

167 They should receive additional training prior to starting the role and then continuous training while in the role. Seems to just be training on the job and after they have taken on a special class.

168 All above plus Mild general learning, verbal and psychological support would be beneficial as some teachers don't have enough experience in SET

169 But obviously training would of course be beneficial and an aid to both teacher & child’s needs

170 Most teachers don't have specific training in these specialised areas. These children learn differently and in order for a SET teacher to be effective they need to know about these differences to allow these children to access their education. The Teachers in my school don't know how to help my son use his assistive technology and say he won't need to use it until secondary school. That doesn't seem fair when he's the equipment but teachers who won't engage in it's use

171 They should all have mandatory neuroinclusive training

172 If you do not have the knowledge and training to understand what you are observing and experiencing with a child you cannot reach them or teach them in the manner they need and deserve. You have to understand what you are seeing

173 I think its advisable for SET to have extra specialist training but I wouldn't like to think this might create a barrier for some teachers to participate in the scheme

174 Our school seems to allocate teachers who are not getting good feedback as main stream teachers or teachers who want half time role

175 No

176 No

177 I am a SET teacher myself and feel college did not prepare me in any way. I trained in extra courses myself.

178 I would like them to be accredited with the different charity bodies, eg. ADHD Ireland, Dyslexia, Dyspraxia Ireland, etc.

179 More training specifically for dyslexia, dyscalculia , autism and sensory processing needs

180 This area and research is moving so fast and SETs are not always fully up to date.

181 General teacher training does not qualify someone to teach a child that learns in a very different and specific way.

182 A general additional qualification covering additional needs should be enough as a minimum requirement. A genuine interest in special educational needs, a lot of patience and the personality to deal with the challenges of the role is more important than qualifications

183 Should be trauma informed. Should be open to people coming from abroad too.

184 They could acquire training on the job or shadowing fully trained whilst gaining qualifications. Also qualifications are not everything,if the individual cares and loves there job and has passion for their work

185 Most of the SETs my child had, completed courses in special needs. Some had done or were doing a masters program in autism through Mary I. One year his SET had no such training and it was very difficult, she since completed her masters in special needs.

186 That's exactly it. My daughters present with more than the reading difficulties of neurodoversity. The motivation and emotional impact of dyslexia identity in the school is currently the biggest issue for the older one but this has taken so much parent prodding, suggestion to take on in SET while the class teachers are both accommodating and building skill in amazing way.

187 For dyslexia should be trained in Wilson Reading System or UFLI.

188 Must include intellectual disabilities also as these are being overlooked

189 No

190 All teachers need training to support neurodiversity in general. They don’t need to be specific to one type

191 any training that is readily available to working teachers should be supported by the school. A formal qualification is good, but practical tips and ideas can be accessed via short webinars and inservice that doesn't require huge time commitments to upskill.

192 I dont know anything about SETs

193 I think further training should be provided routinely to SET teachers. They are required to provide support in more than educating our children, they should be trained for a variety of learning disabilities and they should be better supported in their roles. They are bridging the gap for so many students who are on endless waiting lists for OT, psychology, etc

194 No

195 If an SNA is working for example in an autism unit then the SET and SNA should have appropriate training and a desire to want to work there

196 There should be a set number of hours per year for your qualifications as there is so much online learning available

197 I think it is important that SET have an understanding of the aspects of each diagnosis. For example what is dyslexia? How does it tend to present? What techniques can help? Etc

198 Some primary school teachers (particularly older ones) have no specific training in dealing with children with additional needs and this is a real gap in the system. Some don’t know how to handle kids with behaviour problems, autism etc. more of this type of training needs to PE provided to teachers. More training of this kind needs to be provided to young teachers during their teacher training.

199. They are very focussed on the child and continuous assessments ensure the best processes take place within the school environment.
200. If they are going to preach like psychologists to parents they should have the appropriate qualifications.
201. Not sure
202. At present thr youngest most inexperienced teachers are literally thrown into SET when those children need the most skilled, experienced and above all motivated.
203. They seem very up to speed
204. All should be trained in barbara wilson and with dyslexia ireland
205. there are many courses available at post grad diploma and masters level, anyone involved in special education should be qualified in special education and only those willing to become qualified should be considered for these positions, depending on the age of the teacher they may have gained their primary degree 20 plus years ago, using their own opinion on what they think works without ever having a single module on special education
206. I think at a minimum they should have training in all the specific areas of support needs.
207. It's important that upskilling continues to happen to ensure the teacher is up to date on the newest techniques that may help children
208. SETs should be in a position to help the most vulnerable children so specific training would be beneficial
209. Well, as the title suggests, they should have experience and training in special education teaching, not just mainstream teaching but one to one.
210. I think the learning profile of all children is unique but there are certain characteristics associated with autism or Down syndrome etc that would benefit from additional training. Having an extra course to try and cover all additional needs would be best. The problem with specific training (for example autism) is that the teacher then might not be equipped to deal with other learning challenges or behaviours. As a parent I feel like I am teaching teachers every year about my child and how he learns and what works and doesn't work. I'm delighted to work with school staff but I'm not a teacher and don't have that expertise. The problem is SET staff have little support. Kids needs SLT, OT etc input from other professionals. SET staff are trying to be therapists as well as teachers and it isn't fair. Particularly when they don't have the skills to do it.
211. SETs should have a broad spectrum of skills on all special needs and specific learning difficulties
212. Maybe more around behaviour needs and helping support the child when have meltdowns etc
213. I think studies in behavioural needs is vital, an understanding of these sometimes complex needs is vital to support and also educate the rest of the school to help the kids fit in better
214. Yes

215. Its sad to see that the same questions are not asked about teachers. It seems teacher complete any additional training on their own initiative. Look at the Right to Read Conference this year. Teachers are trying to initiate change with the support of parents from the bottom up. Look at how many teachers have tried to introduce Dcodedyslexia.com into the school curriculum. A system that was designed for parents to help with structured literacy.
216. I feel that training would always benefit
217. Teachers in this role need to be familiar with regulations techniques. This enables the child to engage as well as possible
218. Continous training such as CPD and courses is imperative to ensure that teacher is equipped with all resources available to them. This ensures the pupil gets standardised and up to date learning.
219. This unequivocally shouldn't be separated, it should form part of the core teacher training degrees for all teachers not elective modules but mandatory ones. No teacher should have to have the expense to train further and hold a separate post grad for "special needs" all teachers should be trained in different learning abilities. The whole concept of SETs needs restructuring, and strong consideration should be giving to dropping the "Special Needs" title and become a more inclusive society in a mainstream setting instead of having the opposite effect. Call them IETs Inclusive Education Teachers but that is what all teachers should be trained and qualified to do.
220. A better understanding of all additional learning needs would help in addition to ways to support and engage these children not just in educational but also social
221. The majority of children they will be supporting with be neurodivergent. They should be trained to understand and support these needs. These can vary greatly between autist, dyspraxic or dyslexic children.
222. Further training is always beneficial.. especially when terminology and practises are updated often in the area of special educational needs.
223. N/A
224. The more qualifications the better
225. Lamh - all teachers should be required to learn lamh as it’s a simple and inclusive way of communicating with children at any level
226. I think it’s only fair that the teachers are given access to train and upskill on elemtbs which will benefit their career and the children they teach. There’s a vast difference between a child who communicates verbally and one who uses AAC device to communicate and it shouldn’t be on the teacher to learn as they go in the classroom - there should be structured, guided learning available for them.
227. I believe that teachers can be extremely gifted at working in SET without additional qualifications, however, these can of course be useful. There is a mismatch between what happens in SET and what parents want and what NEPS offer as a service. NEPS are at times failing many pupils in their remit. An increased focus on additional needs would be beneficial at initial teacher training.

228. SETs should be far more qualified than are. Their position warrants it.
229. No
230. Behavioural, intellectual disability etc
231. I think that some teachers who are longer left the learning system could do with refresher courses to bring them up to date with current learning methods.
232. The needs of students vary widely. In order to meet the needs, SET's need training and support specific to the needs
233. More training would be useful , but making it a requirement might reduce the availability of SETs . CPDs would be good but requiring a full additional training programme might be excessive. the best solution is to make SET training part of all teacher training to recognise that classrooms are diverse.
234. Teachers have to get training outside of school hours and pay out of their own pockets to get additional training.
235. It's not the curriculum only that needs to be taught one to one or in small groups, it's how to get the child to access that curriculum. This differs greatly depending on diagnosis
236. I feel like a greater understanding of these needs. Which was not provided in great detail in the teacher training courses. Updates of new research should be provided yearly
237. Provide proper training
238. Needs to be neuro affirmative with continuous professional development as a lot has changed in how we support neuro diverse children and adults
239. More training for special school s, devices, behaviour s etc need plenty of training
240. This should extend to all tea hers not just SET"s
241. No. I think it's down to the Dept and Schools to comment on this matter.
242. SET are being faced with more and more complex needs that they have little to no training in how to support. It's so important that SET are trained how to support the children they are working with.
243. Null
244. I feel personally that some SET teachers don't know how to work with children with additional needs.
245. Knowledge and research into ASD/ ADHD and many other neurodivergence has taken leaps in recent years I think its important that SETs have the most up to date training to ensure the children they support get the most appropriate support.
246. Yes. Lack of training and ignorance has resulted in teachers using disciplinary approaches instead of answering the needs of children with disability in our school With devastating consequences for my child's mental health. Professional development in the areas of autism, adhd, literacy difficulties, behavioural and emotional regulation should be mandatory.

247. I have asked our school to outline a plan for upskilling all staff that would interact with our son. It’s unacceptable that someone can teach and get paid in this role without having the appropriate qualifications.
248. Every set should have a full comprehensive understanding of all neurodivergence and learning disabilities. I feel that this education will give them a better understanding as the children. And also because it isn't 1 size fits all when educating these children.
249. I believe continuous professional development is essential for SET teachers, as the range and complexity of children's needs continues to grow. Ongoing training helps ensure that supports remain informed by current research and best practice and enables teachers to respond effectively to a diverse range of learning and wellbeing needs.
250. My children have dyslexia, one severe and no SET support has provided the Wilson programme which is followed by the reading schools. The level of knowledge varys considerably from one SET teacher to another. One SET allowed my severly dyslexic child play with loom bands every friday instead of doing literacy games or work. She had no dexterity issues. I had to ask for it to stop. .
251. SET teachers should be required to have a masters in special education
252. I believe it is important not to only have good will but information behind you regarding assisting neurodivergent children. I still observe a tendency of trying to mould those kids into a neurotypical standards which doesn’t work. Knowledge is the key to at least initially realise the difference.
253. Very difficult to become a specialist in one area, career limitations and can stifke your ability to support learning however there is no one size fits all generic training that can support the variety of needs that currently present in mainstream school
254. Extra qualifications and trainings should be open to SNA’s too then they could also be used to support children as they are viewed differently than teachers. Students work well with SNAs and this could be another support
255. Appropriate training for understanding and meeting needs for neurodivergent children, not using out dated behaviourist reward based approaches
256. A broad range of further training will allow SETs to serve the needs of a greater number of studends with varied needs.
257. You just need a teacher who actually cares. The extra qualification doesn't ensure that
258. Set training and inclusion training should be for all teachers. there is much new research and understanding in this area - which would benefit all children and teachers to implement.
259. There is in school a serious lack of understanding of the children psychology. I am shocked to hear the kind of bullying they suffer everyday from their teachers. Screaming, black mail, insults and very little time to actually be a child. The support is not there and it’s very hard to send my child to school knowing that.

260. You can’t be qualified to work with a varied amount of additional needs diagnosis. In general teachers are thought to teach majority of students
261. Yes to above, but important it is neuroaffirmative based rather than behavioural approach (aligned with the NCSE Relate framework). Also, as mentioned it would be great if there was more focus on developing potiential for children who have potential to achieve more in particular areas, such as the recent programme launched by DCU Graduate Diploma in Special Education - https://www.dcu.ie/courses/postgraduate/institute-education/graduate-diploma-gifted-education
262. There are not enough teachers with qualifications in SET at primary or post primary. Very often teachers with little understanding of the children's needs. Teaching allowances for post grad was removed during austerity and never reinstated to encourage teacher participation in these courses.
263. Its common sense. If children require more specific support, the teacher providing it should have training on their needs and the best way yo support them to benefit the children. Otherwise how can they reach that need. The availability of the new psychologist is too far reached also. More psychologists would also benefit the set teachers and specified training with can't or primary care disciplines especially occupational therapists and psychologists.
264. Dropping a teacher in to a SET role without any additional training can be very challenging. Students can also be left at a disadvantage
265. As there are differenttypes of autism, teachers need to be trained inrecognising and understanding different strengths and talents.
266. More training around sensory issues. How to support the nervous system rather than just handing a fidget and considering it enough
267. Given the lack of roles, there's no way you could expect to match a child with a specialism. There are too many children. Teachers who show that they are interested in further education and training, be it thgouh CPD at 3rd level or through Education Centres, should be recognised. Not everyone has the time or money to do a postgraduate course and the Dept of Ed gives no recognition in terms of time or salary for additional postrgaduate study. It's obvious when a teacher has a love and a genuine interest in SET. I also think they should be allowed to stay in SET. You wouldn't ask a podiatrist to move to cardiology after 5 years, so why move teachers with specialisms?
268. Additional training would be positive, as long as it doesn't restrict they availability of STE teachers in schools. Also, it should go with increased pay.
269. I think the SNA's are brilliant and a vital part of the school community, They support the teachers and the students so much. Adding another required qualification would complicate it, especially what they do works, why add more when it is not necessary

270. Teachers working with children with special educational needs should have a good understanding of a range of conditions and how they may affect learning, communication, behaviour, and social development. These may include Autism Spectrum Disorder (ASD), Attention-Deficit/Hyperactivity Disorder (ADHD), learning disabilities, speech and language difficulties, physical disabilities, sensory impairments, and social, emotional, and behavioural difficulties. Understanding these conditions helps teachers adapt their teaching methods, create inclusive learning environments, and provide appropriate support to meet each child's individual needs.
271. SEN modules and placement are essential components of both the undergraduate and Postgraduate teaching degrees and the vast experience of SEN teaching can only happen once teaching. There are further college courses available for in-service teachers which could be increased in terms of numbers attending and increasing access to courses through financed options for school representatives.
272. I think all teaching staff would benefit with more training for children with additional needs
273. ADHD, ODD, etc. Incredible years ADHD course

Would you like to tell us more about the role of the SNA?

1.The role of the SNA is so unique and personal to each child. They need to build a relationship of trust, support and cooperation.
2.She takes care of all my child's medical needs which I'd key to being in school
3.Kids felt safe and more confident
4.My child needs movement and regulation breaks, the teacher can't do this on top of teaching 30 children
5.SNAs are so important to have. My son has learning difficulties and my daughter is also getting help. Without them my kids would not be confident or happy going to school. We need more SNAs.
6.The role of the SNA as the surrogate parent is not acknowledged. They do not receive CPD to a larger more formal extent like teachers.
7.I fully agree with expanding the role of the SNA
8.The role of the SNA is so important. Having that extra support can make a difference as to whether a child struggles or thrives in school. SNAs offer so much more than practical support, they offer emotional support and are often a safe person for a child in school. There should be more of them in every school.
9.I think the ANAs are the backbone of support in schools. If you get a good ANA you have hit the jackpot. Their training should be improved as well because it is just about luck. And they should be included in making and implementing student support plans. All children with additional needs should be required to have a support plan. Not just the highest level of need. The lack of consistency from year to year and teacher to teacher is traumatic to children and whole families
10. SNAs are vital in my child’s school. School wouldn’t be an option without an SNA.
11. Most SNAs are excellent, and my children have all greatly benefitted from their support throughout their schooling. However, one or two act beyond their training in ways that frustrate and even damage the trust between child and school.
12. My son is taken on a movement break everyday by an SNA. Many children in the school benefit from a movement break. Speaking from my own experience this has helped my son to remain regulated for the school day.
13. Two of my children get movement breaks with snas, which are essential to them staying in school .. my youngest I feel will need more support though as he moves into first class, he would need sna support in the classroom to help him manage. I'm doubtful this will ever happen though.
14. They should have more SNA’s and improve the training and education for them. There’s never enough staff to cover all the kids
15. They are amazing at what they do, there is just nit enough to help all needs In the scho.
16. The SNA should primarily provide support for children in the classroom, I don’t think they should be teaching children per se but should help to create n environment and conditions in which children can learn.

17. More training and a higher entry requirement for snas to take on the role
18. SNAs are a great support in my child's school especially in the younger classes. They give support to the children and also the teacher and there should be more sna's in classrooms
19. The SNA helps my child with toileting and medical needs. They also help with day to day functional skills in the classroom and getting him to and from class. They stay with him and take notes in class as he can't write.
20. The SNA supports my child when they are emotionally overwhelmed,if there are social issues on yard or with movement breaks
21. The role of the SNA is so tightly restricted that yes I do think that a certain leeway in that role is important. For example my child has care needs that dont qualify as primary care needs, but they are still things that she needs in order to be successful in school. However the idea that the SNA role should be diluted down to cover a teaching assistant role is absurd. There already aren't enough SNAs to cover actual special needs that children have already. There should be implementation of an additional role of teaching assistants in all of the younger classes JI-2nd in addition to the current SNA allocation, not diluting down of the SNA role to cover the much needed TA position too
22. My son's assessment of needs report after he received his autism dx, stated that he requires SNA support. He might get a few mins every few days, as there are "children that require more support." I understand the logic but I want better for my son.
23. I would like better communication with the SNA directly and regular meetings to update them on developments
24. Sna’s are keeping our school going and we would be lost without them.
25. SNA role seems to be confirmed to practical rather than education needs. SNAs in my experience are very diligent and keen to support children’s needs and generally operate way above the expected level of support. They should get more training and have a career path to incorporate their role into a broader SEN model
26. SNAs are already doing what the role is being expanded too. There just isn’t enough in mainstream education. Having them redeployed to the new autism classes is a joke. They need to employ more, yes the new autism classes need SNAs but so the kids in mainstream. They are plenty of ASD kids who can manage in mainstream with support from SNAs but if their support is “redeployed”, those kids can no longer cope with the pressures of mainstream without support. They then become over whelemed and refuse to go to school. The nuro typical kids then also suffer in the class as class time is spent trying to clam down the austistic child who can’t cope because he is overwhelmed etc. That child now can’t mange in mainstream but isn’t austistic enough for an ASD class, and even if they were suited to and ASD class there wouldn’t be a place for them anyway. So they suffer, the classroom suffers, the teachers suffer all because of the lack of an SNA in the room!!
27. Secondary care needs as important if not more Important than primary
28. Maybe SNAs can do more educational activities like puzzles, writing or making things

29. They are amazing, they work hard, they fill a void left by the state but this is not enough.
30. The only reason my child attends school is down to the effort and work SNAs have done over the years with her they are a vital role in every school
31. SNAs are not currently supposed to help with academics or help the children complete their academic work in school and this is so fundamental to their experience. The child's SNA is often who they have a huge amount of trust built up with and the person they will work with.
32. Ms. Dolores is the most wonderful and professional person we have ever met. She deserves recognition and honor from parents and school.
33. More specialised depending on child's needs
34. Some of his academic needs could be met by SNA
35. SNA should not be solely for primary care needs. There are many children that can meet their own primary care needs but need additional support to facilitate learning and integration. Where a child has a need an SNA should be available and to adapt their role to suit the child.
36. The role of the SNA is very important to my child for regulation breaks and someone to talk to if any issues in school. Also important to help with work in classroom such as reading a question again for a student with learning difficulties. As the teachers are so busy.
37. Invaluable and imperative for the inclusion of children with additional needs in their school / community
38. I think we need an sna in each classroom to accommodate other needs, and not just care needs. Especially in younger classes.
39. The sna role is very under recognized at present and much more than primary care needs should be considered with this role in order to make the school experience fully inclusive and accessible to all students
40. As a parent and SET I cannot u der stand how they are they only people in the school not inspected. There are fabulous SNAs but equally there are some shocking stories and our most vulnerable should be advocated for as should the SETs to whom they can cause so considerable stress. Care plans and work should be subject to inspection just as teachers are to maintain high standards
41. The role of the sna is not moving forward in a way that supports students in my opinion it's moving towards care needs and toilet and that's not what an sna dose theor role in support and regulation are highly valuable and needed o feel the new role is medical and of an sna wanted to be a nurse they would have gone down that route that's not what an sna dose andbi think it's disgusting and disrespectful towards sna
42. my son would benefit from having SNA in secondary due to his needs but he probably will not have access to one as things currently stand
43. Because my child only has a diagnosis of Dyspraxia and is awaiting an ADHD diagnosis he is only entitled to a shared SNA where in reality - from speaking to his teachers he really could have one full time as he struggles with impulsivity & emotions
44. Each classroom should have a TEACHING assistant and a sna. Different roles.

45. SNA are equally if not more important than the teacher, they allow a child learn as they need to and help the teacher to teach the kids by doing the work needed that the teacher has allocated. They are essential
46. Support with organisation from an SNA would be beneficial for children
47. My daughters SNA is absolutely amazing, she is like her mammy in school, her comfort blanket, safe person. If my daughter did not have her sna available to her she would not be able to cope in the environment, academically our daughter is doing really well at the moment but if there was any change to her sna access she would absolutely not be able to manage her day in her mainstream class. The sna's should be given more autonomy as regards the needs of a child at a particular time, our SNA seems to be able to decipher our daughter and her upcoming meltdowns etc far better than the class teacher yet it is the class teacher that has to give the green light for a movement break, this is not caring for the needs of the child it is making the child obey rules and environment that are simply impossible for them to function in, this is cruel. Sna's absolutely should be receiving much better pay and should also be paid the same amount as teachers for summer PROVISION.
48. My chils has 2 diagnosis and is currently excluded from SNA support. If SNA are there to help all students it would be great and reduce stress for the students and their families.
49. SNAs for primary care only is leading to embellished primary care need reports when the real reason can be completely different but child could equally not atten for these reasons
50. Specific or targeted help for certain children. It also allows my child to have movement breaks which helps with his social skills.
51. The SNA is vital to help the student and the teacher.
52. I don’t think an sNA has the educational qualifications to understand children with learning disabilities.
53. The SNA facilitates my child being able to access the curriculum. The reality is the SNA reiterates the teachers instructions. Assists with my child being able to process the information needed. Handles behaviour. Redirects my child. Helps with my child's attention deficit and movenent needs. My child can toilet by themselves etc but cannot access the learning without support. So snas realistically assist in teaching and learning also. Otherwise my child would dominated the teachers time and attention which would be detrimental to the rest of the children's needs in the classroom.
54. The wording around independence and its intention is of concern. Pushing kids who are not ready to do things independently and to somehow learn to self regulate could give the dept/government leeway to limit the crucial support role of the SNA
55. My child is highly anxious so supporting him in that aspect is important. SNAs should have a broader knowledge of different types of disabilities and challenges and not only support toileting and feeding needs. To be able to do it effectively they need more training than just a simple SNA course that covers very basic information.

56. Continuous training and upskilling always would be beneficial. Small school might not have resources or might not have many with diversity when a child comes in needing extra support they fall back into unknown area
57. SNA plays a crucial role in my child's education. Without them I dont think he'd be able to be in school full time. They have such a wonderful bond
58. My child is preverbal and still not fully toilet trained in senior infants. Her sna is making it possible to attend mainstream. She now knows all her numbers and alphabet. The whole school learned lámh. It has been amazing. We are very grateful.
59. I don’t know whether my kid will be offered SNA support in secondary school. The continuity of support between primary and secondary is not clear. How the role might change in secondary is not clear. I am told movement breaks will not be needed because children are moving between classes every 40 mins, which is fair enough, but the movement breaks are more than just movement. They are an opportunity to leave a busy environment and be with a smaller number of people for a bit, whereas walking between classes when the rest of the school is doing the same thing is not a break. Soooo.... I am curious as to how SNA support is supposed to work st secondary.
60. SNA's are the backbone of schools. They are often treated like second class employees withing their settings and particularly but the Dept. Without SNA's my children would not be able to attend school.
61. I thibk if their training was expanded on it would be so benifical but this is already a role that we expect too much from because the numbers ofSNAs is insufficient
62. I believe this is already done in most schools where SMA do not just take care of primary care needs but are vital to aid teachers in providing education and emotional support to all children in a class
63. Good to see core needs recognised and expanded. Funding for CDP needs to be provided and SNAs need to be included in cluster day training. Numbers of SNAS need to included in pay scale for DP and Deputies - not just teacher numbers. Management of SNAs needs to be an AP post /duty
64. Excellent
65. Each child diagnosed with ASD should have a dedicated SNA this is not the case in my school. My child has to wait until the SNA is available to have movement breaks - usually it's too late and she already has started to feel overwhelmed so she will refuse this help and end up in crisis mode. If she had access to an SNA when she needed it at the start, she could continue being a happy child learning in class. A bigger role in Social Interactions in yard time to help the young people who need support. Supporting young people in the classroom with organising their books, bag etc.My daughter receives none of this support. Schools need to be held more accountable and parents should have a dedicated person to contact who will help support parents who are not getting the proper SNA or SET support in schools.

66. The SNA should be allowed input into the appropriate work for the child as they spend more time with them than most of the other adults teaching or otherwise
67. A school is not inclusive if an SNA is only helping certain children with toileting and feeding. If it goes this way, no one will learn.
68. My sun doesn’t require help of Sna
69. No
70. It is important that sna are not left to deal with physical challenging behaviours that may require specialist schools . Behaviour psychologist must be available to guide sna s in management if challenging behaviour. No sna should be coming to work to accept getting injured or attacked is just part of the job
71. My son wouldn't have done so well without his SNA
72. Regulation breaks are vital for all kids and some kids need quiet breaks also
73. SNA in my experience are wonderful but there needs to be more made available
74. The SNA need to be there for the entire school day. Not cut between classes
75. SNAs are integral to the support of the main class teacher and in my view should be increased so that all children are supported. Resources are limited and all it takes is one child to have an issue and other kids done get the support they need
76. I appreciate the work they do which can be difficult sometimes especially if the child has toileting needs or any other physical need beyond educational. There just aren’t enough of them.
77. They need knowledge of the disability’s to be able to understand where the child has and/ young people need support.
78. SNA should try and build a Safe place for a child to learn and regulate
79. Our child needed the SNA to help a lot more in Junior infants, he likes to be independent and so once we could see that he was adapting we asked that the role adapted/lessened appropriately in some areas but was needed more in other areas.
80. My child's SNAs have had a dramatic impact on his ability to remain in the school system, he does not have significant care needs in terms of toileting /independent eating etc but the SNA works well to refocus his attention to his work on a busy classroom with other Children who have additional needs
81. If the role is expanded, more snas need to be allocated. It's not feasible to expect more from them when they're already struggling as it is. I also see other the snas in my son's school and what they endure on a daily basis. Particularly in the ASD class
82. The role of the SanA in crucial to so many neuro divergent kids. The Irish education system is not built for anyone slightly different to the "average" learner so these SNAs are essential to support kids to getwhat they deserve from education. Thereis not enough of SNAs.

83. SNAs are a under-utilised resource , for the most part they are muted . Nobody knows that child's needs that they work with every single day better than the SNA. They see every struggle and win that child experiences. I have seen schools where the SNA has 8 children with diagnosed needs. The SNA programme should be one where if an SNA has more scope and trust. There qualifications are expertise are not being acknowledged or used. Some SNAs don't fully understand their role. Being an SNA is the most challenging role because on many occasions they have children in the mainstream system who have not been assessed , have clear needs that need one to one care in a more suitable setting or environment that is conducive to their needs. I am all for inclusion. I believe every child should be given every opportunity to stay in the system with their peers. However if an SNA advises the board that a child is not being given the right supports because they are in the wrong environment and the parents are in denial / awaiting test. In the meantime the child is left in a "tick box " system. We don't need less SNAs , principles need more support from DOE.this form has been impossible to fill out because I cannot see my previous paragraph. So I cannot keep track of what I am writing.
84. As supervisor role at break time they may help children deal with behaviour learning. Often SNA.s provide a safe person for children to speak to so any working more social and daily life roles would benefit children.
85. SNAs are absolutely vital to all classrooms. They are often the first adult the children see in the morning in school. Most SNAs can tell by one look if the children they are assigned to are happy/sad/distressed/angry. They can intervene immediately if a child is overwhelmed/distressed and take them out of the classroom to a quite room or sensory room. If a child has very high energy they can organise an obstacle course. If they are having trouble concentrating or don't understand the teachers instructions, they can help the children do their school work. If a child struggles to make friends, they can take small groups out of the classroom to play games or encourage conversations. There are 100s of ways the SNA can help children and especially to feel included that have nothing to do with care needs or feeding!
86. SNAS need to be made available to children who struggle to access the curriculum a half hour or so a day with SET does not help a child with autism dyspraxia dyslexia mlgd without primary care needs access the curriculum to their full potential they often need lots of repetition further explanation and help to remain on task or help with regulating they will receive this if there happens to be an SNA already in classroom due to another child having care needs but these children cannot reach their full potential
87. More training in OT and regulation practices.
88. SNAs play a vital role in schools and currently not enough SNA to support the needs in the school
89. If role is increasing there is a need for better training and support especially in terms Of pay etc. they should get sameConditions as teachers

90. While I have no personal experience of SNA support I do believe they are a lot more than caregivers. SNAs often form a wonderful, trusting relationship so this in turn makes school a safe place for many children. If they trust the person & have a positive relationship this in turn would lead to a more positive experience for the child in all aspects of the school day. SNAs are often a home away from home & should be recognised for same.
91. He needs executive function supports and that is currently not covered under the SNA current job scope
92. Needs to be expanded
93. SNAs are well placed to support social and emotional development, with the right training. Expansion of the role must be accompanied by additional formalised training.
94. Needs to help with social interaction in yard for autistic children to protect from bullying
95. My Child's Sna is a godsend he wouldn't cope even in his small class without her!
96. I think looking only at Sna's will not solve the problem of learning and inclusion - it just helps in the moment, but not longer term for a child to feel as part of community. Sna takes out a child out of the group to help deal with the situation in the moment, super valuable. To reduce 'the moments' would be the goal. expanding the learning for sna's to include understanding and support for inclusion, social wellbeing and feeling of belonging would be great. But sna alone cannot work in isolation on that. Teachers should also focus on that. And the school in general should also put a bigger emphasis on wellbeing of kids rather than just being evaluated by the academic achievements of it's pupils.
97. The role of the SNA is crucial and there is not enough SNAs to cater for current support needs so my concern is that the current support will suffer with an expanded role.
98. SNA provides movement breaks only
99. SNAs for the most part have very little training or qualifications.
100.SNA currently brings daughter out for movement breaks. Help identifying when she is overwhelmed and facilitating movement breaks at the times she needs them would be beneficial. Daughter struggles with group work and social interactions at times support would be helpful for this. Support to assist with reading maths problems or long texts would help at times when she is tired
101.Children with learning difficulties and other needs are not prioritised in mainstream and children misbehaving and with behavior issues are getting huge resources diverted toward them to the detriment of others.
102.They assist my son with explaining things one to one. Helping him to cope and understand instructions given. They take him on movement breaks and provide emotional regulatory support

103.Whatever about the initial motivation, SNAs are being used too heavily in schools to allow teachers teach the rest of class while the SNA becomes the instrument that prevents ‘the learning of others’ to be compromised. In the worst scenarios, and it is more widespread than is known, the SNA becomes the ‘keeper’ of the child, removes them when stimming, not to help them regulate but to keep the classroom ‘normal’ for those already able to learn. They can used as a containment and segregation strategy for those children schools don’t know how to integrate. Even worse again, they can enable isolation of the child from his peers, sometimes unintentionally but sometimes deliberately. There are studies in Irish education that suggest that SNAs are being used as a crutch or substitute for a child with additional needs getting access to his teacher as others do.
104.SNAs. play a crucial role in a child's life however in my opinion do not recieve enough training. They need to be educated more on supporting children with additional needs and educated on types of needs, types of of supports and types of strategies. Better pay also warranted..they are hugely important role...yet under educated and underpaid.
105.Role should be expanded to allow SNAs to help with learning activities, support social interaction and support emotional regulation. SNAs should have specific education on dyslexia and autism
106.My child has diagnosed complex medical needs and is awaiting ND assessment. The role of the SNA supports not only their engagement in class, but bridges the emotional overwhelm of the school environment. By feeling more supported my child can more fully engage socially and educationally.
107.SNA's training is non existent in a lot of schools. It should be absolutely necessary to have up-to-date continuous CPD not just a broad three month SNA course. It should be from neuro affirmative organisations. Ive had an SNA just today threaten to take away my sons hoody if he didn't take his hood down. He is six years of age. She does not have basic understanding of his sensory needs. This is not the first incident of gross misunderstanding from someone who calls themselves a special needs assistant. There is a culture of this kind of happening in so many schools and absolutely no regulation.
108.The snas main overlooked purpose is to provide emotional support, help ŵith transitioning, organising vou
109.An SNA should not be spread over more than one classroom but this is always occurring. It simply can't work this way. Several kids are undiagnosed but still need sna assistance this is putting a major strain on resources.
110.At the end of the day, the teacher will just lie and say they are doing what the therapist has directed. Until you fix the complaints procedure into an independent body, you will never fix support in schools for disabilities (or cctv but that will never happen!)
111.More are needed and they should be trained more
112.My child doesn't receive direct SNA support but does benefit from general classroom/school assistance provided by SNA.

113.n/a
114.I don't know much about SNA
115.As the children are growing they have more needs and training in behaviour , speech and language , occupational therapy is needed
116.There is a lack of unified policy in this area and needs to be urgently addressed. We currently rely on goodwill amd have faced many refusals.
117.If they could help with focused learning for children with additional needs
118.SNA support seems to be more focused on students with ASD or Adhd. We simply need more SNAs and give time to students with DCD, SLD etc
119.The SNA's were doing all of this already. The issue is the lack of the number of SNAs
120.More are needed. At least 1 per class
121.SNA for regulation support should be standard in every classroom
122.They need to be in all classrooms nd more then one the teacher are stretched
123.Insufficient numbers, schools and more precisely the students, need more
124.I was denied sna as my child doesn't upset others and can appear normal so her struggles are not helped as she's not able and not at unit level of support.
125.SNA need to be recognised as teacher assistants as that’s in line with what they do in the class- pay more and get higher standards
126.She is amazing and my daughter would be lost without her
127.They are very good and kids will be lost without them.
128.As an sna I would welcome more education in how best to support the children we care for in their education journey
129.SNA's are discarded and disrespected like HCA'S
130.N/a
131.It is vital for him
132.Provide support to children who are a disadvantage due to physical/neuro differences to fully partake in school life as inclusively as possible.
133.SNA’s offer great support but their role and placement in the school needs to be elevated
134.Emotional support is critical for all children, not just those allocated an SNA. I see the wonderful care they give to all the children in the class,
135.The SNAs in my children's schools provide emotional support, organizational advice, etc. not just care needs.
136.The support of the SNA for my son is invaluable. Her support allows him to fully participate in all aspects of school life, academically & socially.
137.No
138.One SNA is our school is used to teach PE a total waste of resources that are needed among certain students.

139.Currently the SNA role should be specific to the care needs. However, the SNA covers the Toe by Toe structured literacy programme with my son and brings him out for a movement break. I appreciate that a child's care needs must take priority but I think the expansion would help approach each child more holistically.The SNA role allows for school trips, matches etc to take place in smaller schools which adds to the children's overall educational experience. If we didn't have SNAs, all of this would be curtailed to the detriment of our children. SNAs are the unsung heroes who often provide a link for weaker students to the teacher and allows them to access the information in class. They really are a supportive second pair of hands and eyes for the classroom environment.
140.The role of the SNA is crucial and cannot be interfered with. They are not just providers of primary care needs but also secondary care and they help lots of children with other lesser needs. We need more for an inclusive education not less.
141.There should be an SNA in every classroom, and not just to help children with physical needs, but all children. SNA's benefit every child in the classroom. They help the child that has physical needs, but they also help the child that has emotional needs, the child that is anxious going to school, the child that cannot manage the structure and expectations of classroom and school, etc An SNA can help children regulate with movement breaks, etc, which in turn gives SET's time to work with children on academic topics.
142.the are the unsung heros of schools. my child has been very fortunate to have amazing sna help from the 1st day he started school
143.SNAs are vital for any classroom. As a parent of an AEN child and a teacher I see first hand how important an SNA and is in the classroom. With needs becoming more complex and inclusion playing an important role in today’s learning environment we cannot forget about people that make this possible. Inclusion cannot happen in a class of 30 students where ten of them have additional needs and no SNA. Resources need to be made available to schools in order to achieve the governments plan to make education more inclusive.
144.My child does not use an SNA so I cannot answer that question from experience.
145.An SNA is assigned to my child on the basis of his primary care needs. But my child needs more support outside of basic care needs - he becomes overwhelmed and distressed easily and can be distracting for other students. Teacher would need assistance in managing this and rest of class. I think the role of the SNA needs to be looked at again
146.I would like if the SNA’s focussed more on life skills instead of table top activities
147.My 5 yr old needs help with everything .. there job goes well beyond care needs.. wording of there job role needs to be expanded.. if they werent helping in a class of 20 a teacher cpuldnt teach a full class.. they are a vital part of the school
148.No

149.SNA 's need to update their training if they have been in the role for over 5 years.
150.They could get more training for children with type 1 diabetes
151.I think additional SNAs to support students will benefit ALL students and teachers
152.SNAs are essential with the all care needs of the children not just physical, often this is over looked in schools and by the department. Children who have social and emotional needs are oftern disregarded by the department in the allocation of SNAs.
153.The snas are the back bone of our classrooms they are such special humans they go above and beyond care needs to help our children thrive
154.Not enough Sna to meet the various needs of the class
155.Both my kids get sna support for movement breaks which is essential for them to be able to learn and access the curriculum. Under the care needs definitely neither of them would get this support.
156.The SNA is essential to my sons ability not only to access education but also to develop friendships, be able to play safely with others and move around the school safely
157.My son's SNA not just supports him with his care needs but emotionally as well. Thanks to them the well being of my son improved and he is able to be in school
158.Snas are undervalued, they need to acknowledged for the work they do in supporting our children learn and gain confidence in daily living skills
159.Sna are goodbut they can't help to kidslear. They help kidswith another thing. Helpthem have break time. Maybekeep kids concerned and listen teacher.But if child doesn't understand any topics what teacherexplain it for nothing.
160.They need to deal with emotional dysregulation more movements breaks, emotional support etc
161.My childs SNA is vital for him . He needs a lot of help with toilet needs , changing etc . If his SNA is pulled into other support roles she will be limited in the time she has for my child .
162.SNAs are invaluable in terms of supporting children’s access to learning e.g. supporting children who are avoiding school. Only so much they can do as my daughter’s school is in an old building and frankly it is not fit for purpose.
163.to give supports to children that has additional needs
164.Fantastic couldn’t be better at present but have had poor experience in past
165.Having done the SNA course myself and got a merit there's barely anything included around autism and nothing about behaviour challenges. It's too theory heavy on acts etc and no practical skills other than feeding and toileting. It needs a massive overhaul and include covering autism and behavioural challenges
166.SNAs are invaluable. The class could not function as a learning environmnet for all children if the support of an SNA was not available.

167.SNA should have a properly recognised qualification from one organisation. They should not be allowed to work in a school without that proper qualification. a good SNA makes a massive difference to a childs school experience and learnings
168.SNA is essential, no cold with additional needs could cope without them
169.I feel there should be more SNA's hired in main stream schools that have the children with such needs. They are amazing in the work they do and support they provide but struggle with lack of support themselves
170.Yes I think the role of SNA to include other supports may help certain children. Especially at primary level.
171.There aren't currently enough SNA's in our school for the children, they are moved around the school throughout the day as they're needed
172.I can't
173.Awful teacher could not even tell us who was working with my child awful experience with one SNA in particular
174.An SNA should be used to support a SEN teacher, not assign work to because they may be cheaper.
175.He has been central in my son adapting to school - male, listening, responsive, really I am so grateful
176.My child has 1 SNA for over 800 pupils. Their role is scattered and told my child is taking up their time. Other schools have budget for more SNAs which is very unfair
177.SNA 's are stretched to their limits in school .not enough in some schools to meet kids needs
178.Sna ate the angels the schools need pure and utter game changer plus as my son school life improved and became a little more regulated the SNA was also a benefit to others such a valuable addition
179.SNA help my child to survive in a very challenging environment. They help him with his sensory diet so that he can concentrate in class. They are a friendly face and a support when I can't be there.
180.They should have to complete in school July provision especially in special schools
181.The role of the SNA has always been more than a care role. It has been ludicrous to even imagine it could be limited to that. SNA’s provide everything from physical input to mental health care and their role needs to be reflected as such.
182.they are brilliant
183.Every help is needed for children, primary care needs is only a tiny part. These children need help and support in many areas. SNAs are wasted time if they just stick to rules, most are v helpful and a huge help to kids
184.She is overworked and under paid, she is just as valuable as the teacher and there should be multiple SNA's per class regardless of diagnosis / official needs
185.We don’t use an SNA
186.No
187.No

188.The SNA role is vital in a classroom, they help keep kids regulated and support learning in a number of ways outside of care needs. This should continue as the whole class not just the vulnerable child benefits from this
189.A great SNA is worth their weight in gold. I have had experiences with SNAs who did not do an extra training to educate themselves in any neurodiversity and this needs to be a basic essential.
190.It would be helpful if SNAs could advise parents on what they can avail of for their child and where they can go to educate themselves on obtaining assessments as quickly as possible
191.This year because my child wasn't seen to have any medical or intimate care needs my daughter lost all support from sna. Prior to this she was given breaks for regulation which really helped her focus during the day
192.Too few for the amount of children who need them. Time allocated with SNA far too short.
193.The SNAs hold the school community together. They are an invaluable support and do so much unseen work. My experience has been that the relationship developed between my child and the class SNA allowed him to attend school with less distress than had been the case. Due to the support of amazing SNAs in his junior years he now plays a full part in school and is happy going in and coming home
194.More resources are needed and less demand for paperwork which results in a miserable, critical experience of education
195.Sna are vital for keeping children in school. Their impact on the children they support and the family is huge. They don't get paid enough and have zero job security. Adhd and asd isn't going away we need snas in all classes
196.Not enough sna in school
197.SNAs are vital to allow children access an education. Sometimes that could involve helping the child move to a quiet corner of the classroom and writing what they can't see on the board from their position, as they might find the class too busy. It could be that a child needs encouragement to join in a game with peers, or help the group set rules to give the game needed structure. The possibilities for what every child needs varies, but kind, understanding, SNAs are vital.
198.More general support targeting child actual needs
199.SNA is vital to my children's ability to access education.
200.You simply need more in every school. I know of a school where they have one sna 2 days a week. We had to send our child to a school 30 mins away that has decent support
201.They are essential. The teacher needs their support. In an average classroom there are many children with different diagnosis.
202.They need to support children in staying on tasks / movement breaks/ regulation/ understanding. It’s much more than personal care needs
203.The role of the SNA is crucial in supporting certain children to successfully participate in mainstream classrooms and facilitate learning. My son can access the support of an SNA, but it appears to be on an ad hoc basis. He would really benefit from a dedicated SNA to support him accessing the curriculum and maximising his learning in a busy secondary school environment.

204.Some SNAs go above and beyond and are always open to requests to offer support however it depends on the SNA themselves being open and flexible.
205.Expanding the SNAs role is great - if there are enough SNAs to carry out these roles. I’m concerned tha this will further stretch limited resources available to children who rely on it to get through the school day
206.No
207.We need at least one SNA in each classroom of every mainstream school to help children with needs such as dyslexia or dyscalculia to access the curriculum. These kids needs are not able to be met by the teacher and the SET teacher alone. There are more children than ever before with additional needs in every classroom and we need more SNAs to support them.
208.The instillation of confidence in the child has been a significant factor in supporting the teacher in class. It's not a replacement but an additional support instrument which ensures that no child is ignored and or left out in the day to day administration of classes.
209.Supporting the children first and not be a lacky for the teacher for things they don't want to do.
210.My child goes not use an SNA but there is an SNA in the classroom who is invaluable to the learning environment
211.Shouldn't be restricted to care needs only
212.I think the work along with SET's is fantastic the help and support they provide to kids is invaluable
213.The SNA is thr safe person for the child to cope with an environment which is often completely exclusive of their needs. They make the accommodations that a child cant do for themselves. They play a crucial role in thr class to ensure inclusion on the child's terms. They could play an important role in training teachers and other children in inclusion
214.This is how it was before, why was it changed to just care needs. That was absolutely ridiculous. I just got lucky that there were care needs in the room so my son had "access" to sna support. Other children are not so lucky!!
215.SNA's are essential for children with complex needs and they provide support that goes far beyond primary care needs. They are vital for safety, emotional regulation, sensory breaks which all leads to a better learning environment for all students, as it can be very difficult to learn in a room full of dis-regulated children
216.The role of the SNA benefits the entire class. It provides support to those that need it which in turn helps to aim to have a calm and secure learning environment. My child has low support needs, but at times hugely benefits from things such as a movement break. In addition, she is highly sensitive to disruptive environments and the presence of an SNA to intervene and support those that are feeling overwhelmed is of huge benefit to all in the classroom. There are so many other elements of the role that I haven’t mentioned that are also of benefit to everyone.

217.They are absolutely amazing and essential in making my child feel included, feel safe and create a trusting bond that helps them reach their full potential
218.SNAs are, at times, the access route for children to remain in mainstream. I can not express their absolute importance for my son
219.My sons snas are the difference between him being able to attend this mainstream school instead of having to look for a place in a special school. She is his only interaction most of the day, he does not have friends or know how to make any as he is autistic and minimal speaking.
220.The limitation of the role of the SNA to care needs is frustrating for parents. My child learns differently and processes information differently to his peers. He also has gross and fine motor challenges. As a result he needs his SNA to help with opening his bag or pencil case, turn pages in a book, breakdown the instructions given to the class into bite sized pieces, keep him on track and help him to follow the coursework, simplify langauge used in the classroom, repeat what has been said etc. My child also has care needs but the biggest and most important role of his SNA is enabling him to fully participate in the class so he doesn't get left behind.
221.As in my previous answer, I think the role of SNA should be elevated. I believe every classroom should have a dedicated SNA or teachers assistant who can support all the varied and multifaceted needs of the children that are not related to teaching. Particularly as it has become apparent that many many children have needs that need to supported and at different levels at different times. Waiting for lengthy diagnosis to submit requests for SNA to get support is not helping children who need it now. Many children would benefit from supper who would not meet the threshold for a diagnosis. A permanent teaching support staff in every class room would ensure that all children get the support they need, and ensure the early intervention so critical to preventing children's needs turning into major crises. The SNA deserves job security, and parity of respect as teachers. They are the single biggest reason that children with additional needs in Ireland are able to have anything approaching equality in mainstream school.
222.The more support the kids get the better
223.Yes
224.They are a plaster on the problem. The whole system needs to be looked at before this survey can be properly answered.
225.Movement breaks for neurodivergent children. Assist with care needs. Help in class.
226.Their role is invaluable to my child's experience at school everyday. I welcome the expanded role, I feel that they should also be given increased pay for taking on more
227.Autism is often compared to a hidden disability. Overwhelm and burnout are prevalent in autistic students. It is essential SNAs are available to help, guide and support kids who have these types of disabilities.

228.SNAs should remain primarily for to meet care needs. To become more inclusive SNAs should be called CAs (Care Assistants). Teaching Assistants who have at least a standard of education at QQI level 8 or equivalent, should be introduced as a completely separate role to support students and the teacher with different learning abilities. The qualification criteria required for the post of an SNA is not at a high enough standard for SNAs to take on those other supports.
229.I think an SNA should also cater for children who need support due to intellectual disabilities
230.My understanding was that the role of SNAs was becoming narrower and would no longer support children other than those who had specific care needs such as toileting. I believe there should be an SNA in every classroom to support the 20-30% of the children who will be neurodivergent. There are varying levels of support needed, but between all children there would be justification to have one to support every teacher and all children. They can spot when a child is becoming dysregulated and help the child and allow the teacher to teach.
231.My daughter does not avail of SNA so answering theoretically
232.All children benefit when the teacher has the additional support of an adult in the room
233.N/A
234.No the roleOf the sna has always been to be with the child and to look after their needs and help with their learning. Taking that away leave to many people dealing with one child and that can affect them emotional and leave them distracted
235.I wouldn’t have any information on this, as per my previous comment, we are not informed by the school as to what our children receives and questions relating to it are not encouraged or welcome led by the principal
236.Nobody knows my son the way his SNA knows him. I think they are desperately undervalued and should be given ample opportunity to progress their career and learning. Our SNA had never heard of Gestalt Language Processing and three herself into learning more about it. She learns the scripts that my son likes to rhyme off because she knows he feels heard and safe when his words are repeated. She plays his games and allows him to follow his curiosity.
237.SNAs need a "name change" and should be known as teaching assistants. The paraprofessional role should require training and qualifications, however, job security and renumeration and respect for the role needs to reflect this. There is no clear career pathway for SNAs at the moment and no clear working hours. Snas are a valuable resource in schools, however, are not treated as such.
238.No
239.Absolutely essential and undervalued by the system in my opinion
240.I think that there should be more emphasis on Nero typical children to understand the needs of Nero diverse children so they are better equipped to understand Nero diverse behaviours and needs.
241.My child does not access SNA support. Other children’s access to SNA support indirectly supports all children’s learning.

242.SNAs are very under-recognised and under-valued. Their expertise is built on experience and it makes sense for them to use it to childrens' best advantage. The additional tasks listed above overlap naturally with staying regulated during the school day.
243.SNAs are under valued and under paid. SNA support in Autism classes far exceeds their job description.
244.The new circular lays out what snas have been doing for many years anyway but now it will be in an official capacity. This should lead to more sna s being deployed as the role has officially expanded. Allowing children who need help to regulate and engage in school the chance to get support from an sna
245.No comment
246.The snas are a essential support to children with and without specific personal care needs.My younger boy is due to start mainstream and without sna support he will have to access a special setting (where there is no space) even though he is verbal, does not need support with behaviour. Like his brother he needs help with regular breaks , one on one support to join in with other kids, an understand directions, instructions and routine.Like his brother in school his is more likely to respond with shut down instead of meltdown and melt down at home with causes school avoidance (happened his brother). Because my boys behave in school the only option for correct support for their needs is to unfortunately access a autism class because the sna in the class normally has to support children that disturb the class. My boys also need support but the sna role and allocation does not allow every child be supported. Therefore they are forced out of mainstream and end up asd class or home schooled. In my experience and what I've seen.
247.They do alot for the children
248.Sna gives students the chance to be at school without them my child wouldn’t be able to attend
249.SNA can provide huge emotional support to children
250.They are needed and will be required more and more as time goes on. There is no other option.
251.I think his SNA has already been providing the enhanced supports in practice!
252.My child's SNA is stretched among too many other children, my son's primary care needs aren't being fully supported so if we started with that then I'd have a better idea the potential expanding the role may have.
253.Null
254.I feel the role of an SNA is child dependent. I also feel that a lot of SNA's are going over and beyond in their role so I don't think it's fair for any additional work to be added to their role, especially with the poor pay they receive.
255.I think they are overworked and under appreciated. We need more high quality, highly trained SNAs in the school system. I know a number of SNAs out of work because they are over qualified which is nonsense given the demand.
256.The SNA would need further training though

257.Our son doesn’t meet the criteria to receive SNA support even though it was a recommendation in his autism assessment report.
258.My child would severely struggle in school without the SNAs. He has emotional, behaviour and social regulation issues and also has ADHD. I have had many days of school refusals and having to take him out of school. And those days are usually when the Sna isn't available or someone new has joined the class to cover his regular sna.
259.The SNAs do a great deal for the children in the school, and their support is very much appreciated. I have found the more experienced SNAs to be particularly skilled at understanding and responding to a wide range of needs. As the number and complexity of children's needs continue to grow, I think it would be beneficial for all SNAs, particularly those newer to the role, to have access to ongoing professional development and training. Continuous education in areas such as autism, ADHD, anxiety, emotional regulation, and neurodiversity can only strengthen the excellent work they already do.
260.As both a parent of 2 children needing SNA support and as an SNA myself, (currently on indefinite leave due to the needs of my own children)I feel SNAs can offer more support but that they should be paid properly, including through the summer!!
261.Secondary care needs are just as important as primary a dysregulated child cannot learn
262.The support of the SNA is vital in the classroom but if not explained to the other children it can cause resentment and problems in the classroom. The presence of an SNA should not mean that the teacher sends the children with additional needs down the back of the classroom to be with the SNA. The role needs to be clear and expanded to provide additional educational support. Currently SNAs provide non academic support. They need educational training to support the children in a stronger and more helpful way. One SNA told my severely dyslexic child that if she didnt spell the words correctly she would fail her exams! This is not good enough and highlights the lack of awareness and education.
263.It is invaluable. My child gets a little help from an SNA who is shared among several pupils in his class and her help with movement breaks and a little emotional support with transition etc is invaluable.
264.If the role of the SNA is expanding it becomes even more crucial that it requires more training and education. I have to admit that when I found out how short the training for becoming one was , I was shocked.
265.PCN are more akin to nursing duties, SNAs not trained medics, SNA role to encourage social skills, promote inclusion, advocate and build kids self esteem...one good adult a child can trust
266.An SNA is vital to a student with special needs. Snas make it possible for these students to attend and take part in school. Without an SNA, I know my son would not be able to attend school
267.Very supportive role but also under a lot of pressure as many children (not just those with additional needs) rely on support from SNA

268.SNA’s do much more than just care needs. In some schools they are not allowed support any learning but in other schools they are within a certain capacity. If SNAs were allowed support or back up what the teacher taught that would be extra support if they just reinforced what the teacher did with them. SNA’s are very valuable and have great relationships with children because they’re not teachers but if their role allowed them more scope to support the children with their learning this could be very beneficial. SNAs would take on extra training and more responsibility if they were respected and received proper remuneration
269.SNA is the reason my child can access the curriculum as she aids the regulation and attention
270.Our child needs help organising her things and writing down her homework
271.SNAs should also help students to advocate for themselves to a greater degree as they progress through secondary school in particular.
272.Sure SNAs are attending to a whole class most of the time
273.It’s a very personal relationship and can at times be confusing for our child when it changes.
274.Due to the demands of needs not enough SNA’s staffed per school to give the adequate time needed to support the child
275.I am somewhat concerned in relation to behaviour support that the new circular appears reactive rather than proactive steps to help children maintain regulation. The circular advocates for whole-class approach which is good and may be sufficient for many children, but for some there is a need for a movement or sensory break that is also a break from the sensory demands of the class room (a form of active brain break). Without those I fear my child would be at risk of school avoidance, as has happened previously.
276.My child does not need an SNA but many do but often not enough SNAs in schools. It appears the NCSE and the department are still not aligned on the role of the SNA. Looks to me like the department want to reduced spending on SNAs
277.Im aware in our school that the sna in my sons room is shared with another room. However to my knowledge there's 4 other children in his room that need her assistance also. So i do feel she's stretched on the ground. But I also wonder if aome specific sensory training and emotional regulation training would benefit her. Although they do an amazing job in our school also and she always comes to me when we're late or I'm collecting him early for appointments etc.She's very approachable.
278.SNA's are vital to support our childrenin school and to act as a liason betweenteachers and students. but they also need to be a voice for the child's behalf. If a student does not bond with their SNA, this can interfere with the child's ongoing education.Also, some children need one to one assistance and this is not available in my daughters school.
279.SNA's make learning accessible by their presence, accommodating the child's needs, not just medical, but emotional and physical and cognitive needs. It's a complex relationship between the child and the SNA.

280.Our daughter's SNA helps her improve her communication at school by helping her manage her anxiety levels through a series of exercises. It requires support from a language therapist from Lucena. That additional expertise should be made available to every child in need and their SNAs.
281.It is so valuable and a positive contribution to the whole school setting, it allows the teacher to teach.. and also allows those children that need SNA support to get it.
282.As an Additional Needs Assistant (ANA), my role is to support children with additional needs through communication, social interaction, emotional regulation, and learning activities, while promoting independence, confidence, and inclusion. I work closely with teachers, parents, and other professionals to support each child's development and wellbeing. Over the past 10 years, I have completed studies and professional development in psychology, art therapy, play therapy, speech and language support, and behavioural support. I hold a BA degree and a Level 8 qualification and am currently undertaking further studies to continue developing my skills. These qualifications, combined with my experience in a primary school setting, have given me a strong understanding of child development, communication, emotional wellbeing, and positive behaviour support. As children's needs become more complex, there is an increasing need for SNAs to have access to higher qualifications and ongoing professional development to provide the best possible support.
283.The school needs another SNA to meet the needs of all the ND children!
284.The SNA responds to or is supported to pre-emptively support the child's needs based on the teacher's instruction as the teaching lead.
285.All I know if it wasn’t for the support of the sna and set in the school my child would not have come on as well as he has
286.An SNA provides a vital role with children with additional needs. There time us stretched far toovthin to meet the needs of individual children

Would you like to tell us more about the SNA allocation?

1.It's hard to say whether this is fair or not. A child can excell with an SNA and appear to outside eyes that they do not 'need' their SNA anymore, but removing/reducing/reallocating that SNA could have catastrophic effects.
2.My child cannot go to school without sna full time with medical needs
3.Not sure how resources are allocated, seems to be whoever complains the most
4.Thr school can fairly allocate the resources based on numerous factors. I have worked as a therapist in schools. There needs to be flexibility in the system rather than allocation based on specific diagnoses. It will depend on the type of school, different mix of needs etc
5.More training supports for snas
6.It is so hard for school to get enough of an allocation. In our school we have huge support needs and there is so much fight needed to try and get support for kids. How the support is allocated is totally opaque and not communicated to parents. Big groups of kids being brought for movement breaks is very unlikely to meet anyone’s needs
7.There is a massive disconnect between department of education and schools. Schools need more SNAs
8.I feel that allocating SNAs to schools based on whole-school need is appropriate, as needs can and do fluctuate throughout the year. However, I don't feel that the level of SNA support currently allocated to schools come close to adequately meeting the need.
9.I like that the SNAPS support multiple children across classes. A lot of children do not need someone with them all day but the movement breaks are an invaluable lifeline that help so many and it is good that the sna doesn't have to stay with one child all the time
10. Both my boys get two movement breaks a day now which is great. I'm not sure if this will continue though..I'm not sure if in class help is available as I think we will need that too.
11. There should be more SNAs to help the teachers.
12. Some children have more needs that others so each individual situation must be judged on its own merits.
13. SNA allocation should have more involvement from a multi disciplinary team, not solely rely on principal
14. All children need support at times during the school day and sna's should be able to give that support when they can
15. We need a Learning Assistant Role like in the UK.It is badly needed here.
16. There is never enough,they are shared between classes etc,always stretched
17. My child needs an SNA but for the most part only needs 1to1 care for movement breaks and reminders to eat and for toileting. However there are several other children in the class who I can tell from juat seeing them interacting that have extra needs too but who perhaps haven't been diagnosed yet, it seems to me there needs to be extra help in that classroom and the teacher seems progressively more and more burnt out as the year has gone on. There is more support needed

18. Drumcondras should not be used in primary schools to allocate snas or set
19. More needed
20. SNA lunch breaks should be better covered with another SNA in place during that time. more SNA needed in schools. sometimes an SNA leaves the school to accompany a child leaving the other children with care needs without care while they are gone. in our school the SNA goes to the church/walks/ etc leaving another child waiting for care
21. There should be far more Sna’s in school. They are an integral part of the school staff .
22. Based on arbitrary criteria. Ignores undiagnosed needs or broader complex challenges in the school setting
23. They need more, and roles need to be flexible to cover all neurodivergent children
24. Masking children forgotten about as per usual.
25. The school allocation is fair, they do the best they can with the little support they receive from the government. However, our children are being left to struggle because of a shortage of hours provided by the state.
26. In large schools it often means all of the children with high needs are in one classroom together which means that one teacher is overwhelmed. A terrible model.
27. As mentioned before
28. Role is restricted
29. You cannot look at this in this way. There is an overall need but how can you say if a child need a full time SNA or shared if you don’t look at that individuals needs. In some cases it’s fine for a shared SNA between students but some it’s not. There are more difficulties in secondary school when you take into account the the number of students, subjects and moving classrooms. How do you split an SNA while the children are in different class rooms for option subjects for example.
30. I was so disappointed when I heard about the cut in funding to SNA'S and also their contracts. There should be no cuts to funding and additional funding should be provided and more SNA's in schools. SNA'S should not only be for children with severe medical needs but should also be there for children with other learning difficulties and needs
31. We need more SNAs paid fairly for the services they provide (especially Summer Programme)
32. I don’t think the allocation reflects modern society. Children are coming to school with a lot more than the obvious needs, and it would be great if the allocation reflected this
33. I can only speak for a couple of schools however I'm very aware allocation is not fully accessible to all those who need it
34. I feel every classroom and every class should have an sna for supporting students amd teachers
35. It should be based on needs - some kids have different levels of needs so on paper an autistic student gets a dedicated SNA not all kids require these and some kids need it more while they wait for a diagnosis

36. A lot of children mask so it might look like they don’t need the support so they can be overlooked for another child that openly displays need and that’s very unfair
37. A recommendation from NEPS or the inspectorate would be good and not just the school decision
38. Simply if a child needs an sna they should simply get it, the difference they are making to that childs life is completely life altering and building them a solid foundation for their future, this is priceless.
39. The department needs to help the students that have diagnosis and struggle to cope mentally as well as physically. Prevention can be better than curing a problem. if they SNA or SET staff intervene when the problems are in conception they can help prevent the pain and stress for the students and their family.
40. Some children need more help than others on specific days(a bad day) so allocation doesn't work if an SNA needs to leave said child during a breakdown. Also continuity or lack of change of said SNA is needed for most additional needs children
41. I think kids that an SNA 1 on 1 need to have that. It's madness to have 1 teacher in a class with possibly 30 students
42. Parental influence has a huge bearing on allocation within our school - thus far from transparent
43. They should be allocated based on what would be support each child's learning.
44. Again we need to be careful about its intention. The basic principles seem sound but there are simply not enough SNAs on the ground and who determines level of need? Does the verbally dysregulated child come before the child who masks heavily and who only parents see fall apart once home? So much school dysregulation and trauma is invisible
45. Struggling it shouldn’t be the next year they got assistance
46. SNA allocation is too restricted. Needs to be expanded to include behavioural difficulties regulation and emotional behaviour. Very difficult for teacher in large classes to address needs of all the children
47. They are needed more than ever, not less, should assume that students need more support, not less, especially as its long waiting to access services for psychology, OT, speech therapy, play therapy outside school, they are not getting care for years so need SNAs even more
48. I don't know how decisions are made.
49. I think the challenge here is to figure out which students have the greatest need. I suspect most of the attention goes to kids who act out. Kids who internalise distress deserve support before they get to a stage of depression, self-harm or suicidal thoughts.
50. This is going to lead to children with higher needs being neglected while children with less challenging behaviours being given support that they too need but the problem is not fixed by spreading the support line thinner.
51. I don’t know a lot about SNA allocation as I don’t work in a school
52. I answered yes on the belief that all children’s needs will be considered as reported by the school, parents and SENO

53. Better than it was but still could be improved. Start and finishe times are still open to interpretation and part time hours are tricky. If an SNA starts on a part time contract school are stuck with that contract eg a specific day worked / not worked regardless of the needs of the pupil and annually changing timetables
54. N/A
55. If SNA's are shared then they will come into a classroom at a scheduled time and how does this help an ASD child who needs a movement break prior to this scheduled time? The ASD child has anxiety, stress and distress building and building and by the time the SNA arrives for them - it's too late and the child has a meltdown or is suffering severe mental toll. An SNA must be available in the classroom so that when the child starts to get overwhelmed they are brought out and a quick 5min break to help regulate them so they can continue with learning. When the meltdown happens that child is too dysregulated and exhausted to learn any further for the day and that is such a shame. ALL class teachers need at least 1 full time adult helper in each class all day.
56. You're putting more and more kids with special needs into local schools. They're being encouraged to enrol whether or not the supports are there. The kids already there lose support they need. Normal kids can't learn cos there's so many distractions. Allocate more!
57. Not enough SNA’s to support the growing amount of children that are being diagnosed with extra needs
58. No
59. Child with care needs require full 1:1 for the day not part of
60. There are so many students with needs and not enough SNAs. Means one SNA with several students, it won't work
61. We have one sna in my sons class whereas there are at least 5 children with additional needs-ranging from autism to adhd to dyslexia
62. SNA allocation should be according to the needs of children in the school
63. See previous
64. As previously said. The SNA should be allowed to help her allocated children for the entire school day.
65. Reviews of SNAs are not realistic as they don’t take into consideration the reality of teaching 5 or 6 kids in a classroom that has additional needs
66. I understand students require different levels of needs but the more able students are always the ones SNAs have to miss their sessions to cover sickness, training and staff shortages.
67. School led. Needs based, I hope that is it fair and that it isn't the loudest voice of parents who influence needs. I have more confidence in larger cities and towns that it is fair but would have less confidence in schools in smaller towns and rural schools.
68. I agree once the kids with greater needs get proper allocation

69. A child requires a formal diagnosis to be counted for SNA support. A formal diagnosis is either an expensive process or a very delayed process many kids are past primary school while waiting for the public mental health system to catch up. The schools should be able to apply on a kids behalf without a formal diagnosis, etc.
70. Some SNAs have 8+ kids in one classroom in primary school, is that fair on the child / SNA / teacher / principle / parents . Some children are
71. There are not nearly enough SNAs in Ireland. Every single mainstream class should have a full time SNA. The SNA should not be split between 2 or 3 classes. On top of every class having their own SNA there should be extra SNAs in some classrooms depending on all the needs in the classroom. Some mainstream classes have so many special needs children that they could do with 2 or 3 Snas in the classroom supporting the teacher and children!
72. Every classroom should have at least one sna further snas should be granted once recommended by professional eg psychologist OT SLT
73. Doesnt match real needs.
74. I agree it should be based on needs not on a diagnosis.There should be clear guidance given on their role and they should be appropriately supported and supervised in their role as they are supporting ourMost vulnerable children
75. SNAs qualification is more than just numbers. These are real people who have built a relationship with a child so a child should never loose this support purely because of ratios, numbers & money!!
76. My kid is supposed to have SNA support and he rarely gets it as the SNAs end up having to deal with kids that are acting out who don’t have diagnosis. Don’t get me started on how bad the NEPs service is.
77. The existing allocation system is probably fair, given limited resources. SNAs are vitally important; more SNAs are urgently required in order to make our educational system fully inclusive.
78. I don't know enough to comment, apart from the principal of our school requests a full SET review every year and the Department takes into consideration the needs of those accessing SET services.
79. Role of the SNA is spread too thin, students have varying levels of support requirements on a daily basis and any increase from one student means that others needs are not met. At times the SNAs are used to support junior classes which means children with diagnosed additional requirements are not receiving support.
80. SNAs are focused on one child each in our school. Other students dont get support they require
81. We need more SNAs. Class sizes are too big and dysregulating.
82. The model of support makes sense.
83. We currently don’t have a specific allocation. Resource is shared in classroom. There are currently 31 children in child’s class 8 attend SET, 1 has physical disability of this 8 and my daughter has a dual diagnosis. 2 SNA are shared between all school classes in the school. This is totally insufficient

84. SNAs should be moved to schools where they are needed, and not fixed to one school, if the number of students needing them drops.
85. It seems fair
86. Everything about the NCSEs allocation is on a scarcity model which means no one gets what they really need. Not even the child with highest needs where the school thinks they're giving good support. We need to look at a new role of Teaching Assistsnt. Integrating a child with a learning disability needs teaching, not just someone to take their book out of their bag. to
87. Snas are stretched and cannot meet the needs of the children.
88. Each student with additional needs should be allocated SNA hours based on their individual needs. My child's child masks her needs during the day and as a result does not receive the support she requires
89. The squeaky wheel is getting all the oil. A little support for my child would go a long way, often he is shelved due to SNA overwhelmed by constant pressure with other students. It's not possible to walk away from a child who needs their support (nor should they) just to give equal time slots. But that does mean some children will suffer from lack of SNA support while others receive the lions share
90. It fails to recognise the sna role that is reality3
91. Too many kids allocated to snas, not fair
92. Because the NCSE still can't direct how the support is distributed. Every year, new children with mild disabilities join my child's class and the same level of support is allocated. My child's condition gets harder but there's no extra allocation so he's just left in a chair he can't get out of with no support. There's no extra training for SNA's for cerebral palsy. I would maintain that if an SNA is being allocated to a child with CP, only CP trained SNA's can do that job. (I intend to write to my TD about this too)
93. Every child who needs access to an sna should get it end of story
94. There are children in school without diagnosis and therefore not receiving the correct help.
95. The SNA in my child's class would ideally be thete full time and not shared with other classes
96. A principal is not equipped to understand a physical or medical diagnosis. These needs should not rely on a principals discretion to allocate support. Often physical (need for active physical programme) is not recognised as a need if a child is quiet and well behaved meaning a child can be left in their chair for most of the school day.
97. There are not enough SNAs in our school now
98. My experience has been fair but I cant speak for the rest of the school
99. I don't think there are enough SNAs
100.I think they should be more sna,as my daughter brought out for different things,and criket,
101.I don't know enough about how the school decides how to allocate SNA supports

102.My child should be able to attend a mainstream class with a full-time SNA, as is the standard in many countries. The lack of SNA availability has meant we've had tomove to a special class, which has not particularly been better for my child. He is more excluded now and has less opportunity to be with his peers.
103.1 per aen child and 1 per class also to assist non aen kids
104.It's based on diagnostic reports plus an equation for class types. Should be a simple one in each room plus ratio per children with care needs/ASD/other
105.Insufficient numbers of SNA's allocated to sold
106.as explained. my daughter really struggles and can mask but can't manage some tasks and struggles with bag and organizing and time and movement and social skills so often alone but these are ignored so she often misses trips and things like swimming lessons because of this so I think it's really unfair
107.I think unfortunate schools are all pushing for additional support no matter what they have and this leads to false/ exaggerated information about children
108.There should be a least an sna in every class, so many needs of children
109.No staff, males see business and strategy correctly per natural sex strengths. Women are still treated 10% instead of 50,%. Its is a pattern o see in coding. Books. Research Internet chatbots. It is a pandemic of exclusion
110.N/a
111.I am worried about next year when there will be more children with additional needs in the junior room and whether one SNA will be enough for the children who require one-on-one support.
112.Schools are allocated based on their past numbers, so if they are a new school they have no idea of what the junior incoming classes needs are, and if there is no senior class leaving, then they are limited to existing numbers with insufficient SNA numbers for the year.
113.Resource is shared between a lot of kids, case of who shouts loudest within the parenting groups
114.The chsnges meant my son did not have an allocated SNA in his class (for him and othe qualifying children). He struggled. The school had a meeting so the SNAs could find time slots to spend time with him.
115.I think that it differs significantly between schools. My children's schools are excellent in that the SNAs help any child who needs it on any day rather than just those who have been officially diagnosed with a need.
116.I think students with the greatest level of need receive the most support.
117.No
118.In theory this sounds good but what is the actual criteria captured within "needs of all children". In additiona I would caution around schools and principals where there is a reluctance to investigate if children have additional needs. In reality the "wait and see" model still persists despite the evidence supporting early intervention. Some of the key stakeholders seem to refuse to accept evidence based findings and practice. This will be a challenge in some schools.

119.I can only speak from personal experience and before the new model my child would have had a one to one sna. Now he has to share that support with other children within the classroom. We can't have an inclusive education system if SNAs are taken out of the classrooms.
120.There should be an SNA in every classroom, and not just to help children with physical needs, but all children. My child had access to an SNA in the class, but due to the change in the SNA role, the SNA was removed as there wasn't a physical requirement - but there was a need to help with the transition into school in the morning, emotional regulation during the day, movement breaks, and help with motor planning.
121.Under subscribed in school particularly given the volume of undiagnosed children or children on waiting lists for assessment
122.the idea that 1 childs needs is pitted against another is crazy. If a child needs help the child needs help. More snas are needed in schools. Also, the idea of removing support if a child is doing well/thriving is ridiculous. its like pulling a blanket from under a persons legs. The support is what is helping them thrive .
123.If one student has a medical need which is categoriesed as higher than an autistic or ADHD child vital support might be stripped from them.
124.There are two SNAs in my child’s class with 6 children with autism and varying needs. My child needs 1:1 support and can’t receive that with current allocation. Other children in his class don’t need 1:1 support but receive the same as my child
125.Some kids get over looked for a more extreme child.. but they might show there difficulties in a different way..a child with a diagnosis of any area should have extra help
126.No
127.All child who require additional support should have access to Sna
128.More hours need to be allocated to SNA's throughout all schools regardless of how many special needs children. Every child needs support in class.
129.SNA allocation seems be more of a priority if the child has physical care needs over those with social and emotional needs. Social and emotional needs are as important and really needs to be given priority, this would really help society in the long term.
130.There are not enough to meet the needs of the many kids who have disabilities in schools.
131.There should be extra snas in all schools to allow kids to thrive in all areas and not struggle as the sna is called to another toom etc as another child's needs are higher in that moment
132.It should not be up to the principal to place the sna,
133.Not enough Sna cover to meet the needs of the class
134.I think, as with the SET, there is not enough! There is such diversity of needs and increase in the amount children with needs that there just isn’t the support there or backing from the department to ensure more SET and SNA are available in schools. It is very disappointing! My son’s school also does not have a unit yet which is beyond me!

135.There are not enough snas to cover the level of need in schools. Schools should have more opportunities to get additional sna support when needed.
136.Allocation on a priority needs basis is fair but ultimately there is a huge gap in the number of SNAS that are needed to provide enough support.nder
137.Each class should have an SNA, this should be fundamental to our school system. Additional snas can then be allocated for specific supports
138.So children can share SNA with no troubles, but other need more one to one
139.My sonshould have sna for whole day and he have it if lucky for 3 hours
140.Based solely on care needs of feeding and toileting these are not the issues in main stream
141.Access to a SNA is thé standard when some children need a full time SNA. Each class should have a SNA.
142.there is a bit of shortfall of SNAs allocation across schools
143.I am not sure how allocated
144.There's simply not enough. I know plenty of people who have done the course yet where are the jobs??
145.Some SNA support is temporary, school level allocation is making the school prioirtize one childs needs over another.
146.Necessary in all classrooms, for varied needs and support
147.More SNA support badly needed across schools.
148.More allocation needed..The SNA's at both schools my child attended are overstretched and near burnout. They do so much, but more SNA allocation is needed everywhere.
149.I like this idea but the allocation time per child's needs should be increased to ensure there are adequate SNA's to preform the tasks needed in the class
150.I can't
151.Should be 3 SNA's per special class with a SET.
152.Some schools can benefit from one SNA per class others have only 1 per school for general groups not ADHD class.
153.SNA play a huge part of a school community. There should be an Sna left in every school no matter how small the need is.if need extra sna 'sappropriately
154.Dedicated care to high needs child is what that child deserves as the student becomes more regulated then that sna does Becky more available and automatically helps but but when the child struggles abd if not a resource to help when needed the future benefits are limited
155.Teacher needs as much help as possible
156.There are not enough SNAs. My son doesn't get his movement breaks consistently because the SNAs are trying to help too many children. They can't help everyone
157.General allocation does not account for changes in presentation increasing numbers of needs or children who haven't got a diagnosis yet
158.It is hard to assess when the level of support does not meet the level of need which has been the case for several years now
159.so many children now need help

160.They are only allowed for primary care needs but so many children who used to be in special school are now main stream. Don't need primary care needs but do need huge support. Teachers can't manage without them.
161.We don’t use an SNA
162.No
163.No
164.It prioritizes the loudest and most disruptive. Those who mask or are quiet get left behind and this increases school refusal, thinking they are incapable and anxiety.
165.I think there's definitely not enough snas to meet the needs in schools. Every mainstream classroom now needs an sna as so many additional needs
166.I do not know how it is done.
167.I think allocating based on need is fair but I think every student in the school has a level of need and benefits from the presence of SNA support. I also think it is extremely unfair to withdraw roles based on headcount or arbitrary survey
168.The schools just need to be better resourced with smaller classes so they can give kids what they need when they need it
169.There needs to be more SNA . Kids need to be familiar with them and feel safe to trust the snas. Children need continuity of care and it's currently not providing
170.One SNA shared with a school is just not enough. With my daughter she requires a lot of emotional support. This isn't always able to be given due to the SNA being needed elsewhere
171.Every child should have sna access and there a sna assigned to each individual classroom
172.Thankfully my child has wonderful SNA support as we worked with the school to ensure this before he started. However, I know other children, who have only been diagnosed with special needs after starting school and they do not have any SNA allocation a couple of years on.
173.I am an OT and feel strongly that the access to SNA is needs lead and supporting themselves out of role so children become more independent. That said there are so many children whose regulation rely on a trusted ally who can help them regulate. So well informed provision of SNa support can help children continue to access school placements..
174.At school level so dependent on relationship with it
175.Need more SNAs in the school.
176.My child has had the same sna all year and it works great the sna and her learn what works. A different one each day allows for no rapport or connections to be meet. Listen to the school and what they need. Don't be telling them based of numbers on a spreadsheet
177.Every school should have enough snas to be able to stay in a classroom all day. My experience is that the SNA is moved from one classroom to another leaving children without an sna
178.There should be more snas in the schools

179.The model is fair, but the allocation of SNAs to schools is insufficient to meet the needs of the children. There is insufficient personnel to meet the additional needs of all the children who would benefit from support. The SNA review model is cumbersome and time consuming and can lead to reduction of allocation rather than the opposite.
180.Dont know enough about it. Rules are one thing it depends how its put into practice in reality
181.Considering the level of support required by the various students with additional needs in my sons class I don’t think the SNA has enough time with them
182.No
183.more SNAs required, they are streched thin
184.The allocation of SNA resources tends to be arbitrary. I do not believe that the government fully understands the benefits that a good SNA can bring. The government certainly doesn't appear to sufficiently value their contribution to education
185.There needs to be an SNA in every classroom in every school across the country to help children with additional learning needs.
186.Primary consideration must be directly towards child development. Where teachers need the additional support, the SNA is key to preventing particular needs for a slightly impaired or a child with less confidence to participate.
187.Dreadful - has to be applied for every year causing huge amounts of stress on principals and then allocation always has to be appealed causing huge amounts of extra work on principals
188.Schools should have more access to Sna's, allocation should be based on schools needs, not school size
189.Should be per child’s needs not general help across all kids with extra needs as needs vary dramatically
190.Every child with complex nedds should have one to one sna access, not shared
191.It's disgraceful. I thought they were "inclusion assistants" now? So you get SNAs based on how many nappies or tube feeding there is? I'm very angry.
192.the school staff are in the best position to decide what each child needs, a diagniosis alone would not determine daily needs but every child that needs any level of support should be included in the allocation. My child should not lose his movement breaks for the day because other children are having loud meltdowns and disrupting the class. Just because my son does not explode in the classroom he is suffering in silence and his needs are not being met. Schools should not be begging for SNA hours, if a need is identified it should be immediately met. The number of children with additional needs in mainstream schools is growing each year so it does not make sense to have a system that constantly looks for ways to reduce allocation
193.I do not know enough to be able to comment.
194.Children with specific needs ie illness or mental health issues grow very attached to their SNAs. When they are changed it can cause anxiety

195.It needs to be individually done for the children and reviewed this way vs begging for a share of an SNA between the whole schools needs
196.Not enough SNAs. I believe every junior infant class should have an SNA to assist with transitioning kids from pre school to primary school. Having a classroom assistant role in addition to the traditional SNA role is important. Helping kids keep up, particularly when class sizes are big. They are like interpreters for the kids at times. Breaking down information. Repeating instructions for them. Helping them to grasp concepts. All important in a noisy classroom environment. This is even more important when the child has an intellectual disability.
197.If SNA's were provided to every classroom, children would receive the early interventions needed to prevent their issues ballooning into serious learning or behavioural problems.
198.More SNA's are required
199.Should only be for a child with a diagnosis whether it be autism, Down syndrome, dyspraxia, GLD
200.I am lucky with my sons allocation the last few years, its not guaranteed to continue next year
201.Yes
202.I think that the ratio to sna/children allocation is all wrong. Its not just care needs that have to be helped with.
203.I don't know the inner workings of the allocation.
204.SNA are essential for all neurodivergent kids. The time allocated should the be accessed on a case by case basis.
205.Individual care needs should still remain the priority when allocating SNAs, children with different needs often depend on consistency and familiarity to thrive. The primary need when SNAs were introduced was to meet the care needs of a student, no SNA should be expected to carry out duties outside of the caring role. Parents should be allow to submit an application to a school for an SNA, if they feel their child has care needs or there are safety concerns around flight risk, where an SNA would be appropriate and allow a child to participate in learning safely.
206.I think most students with a physical or intellectual disability need fulltime access to an SNA and while I understand the change might help more children access this, I worry that the time with each child will not suffice.
207.I think every classroom should have an SNA
208.N/A
209.Don't fix what wasn't broke..... you just needed to proved more sna's ans give them better pay for having qualifications. They are the backbone of the schools!
210.The SNA will not be able to focus on the needs of the child if going between many children. Children need consistency, and it's just not fair on the child/SNA if they are not focused
211.It's atrocious to think there's anyone in government who thinks it's appropriate to reduce support any child, regardless of diagnosis.
212.SNAs are, imo, stretched beyond capacity in many instances
213.No

214.I think the staff are doing the best they can but I feel they could do with extra resources to better equip them in the classrooms.
215.I am not involved with or impacted by this so I do not know
216.Students with undiagnosed or undeclared needs increase the requirement for SNAs in schools , this should be factored into the allocation given to all schools.
217.Don't seem to take kids in mainstream secondary school out of the large class environment
218.It feels like a lottery. If your child is struggling internally but not causing anybody any fuss they will not get support even though their high masking is causing burnout and school refusal. It should not depend on how a child impacts in the school but on how the school impacts on the child.
219.No
220.Again my son was forced out of mainstream, he is very smart and wants to play with other children. However he couldnt get support because he wasn't "disrupting the class". He ended up in burnout in jnr infants, stopped speaking, wetting himself and with anxiety that is still there today. He tells me age 5 was the worst time in his life he is nearly 9 now and still remembers.I had to give up work and apply for carers allowance. Its ridiculous and my younger boy also autistic is due to start September in mainstream as I couldnt get and autism class spot and im afraid the same thing will happen.
221.Not sure
222.Most students require one to one. There's no other option.
223.Too many teachers and SNAs aren't educated in how to recognize primary care and best ways to support the child. With too much emphasis on data protection SNAs aren't given enough information on the needs of the child so when it comes to their interviews with the SENO when we're looking for additional SNAs they're not accurately informed or aware of the child's needs then the SENO decides we don't need anymore. Teachers aren't educated enough either on the language they are to use in the care needs plans and don't accurately reflect the child's needs and children in desperate need of SNA support aren't getting what they need.
224.Null
225.SnA's already go over and beyond in their role. It's so unfair to add to their duties, especially with no pay increase. More SET teachers need to be employed to support children with their classroom activities. They are being paid for that role.
226.It feels far to tight and given that 1 in 4 children globally have some form of neurodivergence we need more support than ever
227.I understand and fully support the model of equanimous distribution of support, in a way that who need more, receive more. But anoys me the idea tha this may result in children with less needs for support receiving no support.
228.It should not just be based on physical care needs but also children that need sensory and movement breaks
229.Sna's are overworked, unpaid and not appreciated fully by the DOE

230.No school should loose Snas they are a vital part of a child's day. Every classroom should have an Sna available to them and halving sna hours is absolutely nuts. A class teacher cannot be expected to take care of over 20+ children and then also supposed to be available for a child with additional needs. It could potentially put that child in danger and also severely impact their ability to access their learning
231.I appreciate that allocating SNA support is a complex process and that schools have to make difficult decisions based on the needs of all children. At the same time, I would like to share my perspective as a parent. My daughter was one of the first children in her class to receive a diagnosis. In Junior Infants and Senior Infants, many of her difficulties were not immediately visible because she was a high masker. While she was generally compliant and quiet in school, she was struggling with anxiety, overwhelm, and school refusal. Those difficulties had a significant impact on her wellbeing, even if they did not always present in a way that drew attention.I remember being told at one point that if all of the children were lined up according to need, my daughter would be among the least concerning. While I understand that this may have reflected the challenges the teacher was facing at the time, it was difficult to hear as a parent because her struggles were very real, even if they were less visible.As more children in the class have since received diagnoses, it has become clear that this is a class with a high level of additional needs. I appreciate that the school is trying to support a wide range of learners with limited resources. My concern is not that support should be taken from one child and given to another. Rather, it is that children whose difficulties are internalised, who mask, or who work hard to cope quietly can sometimes be overlooked. These children may appear to be managing, while expending enormous effort simply to get through the school day. We are grateful that our daughter has begun receiving support this year and have already seen positive changes. However, she still experiences significant overwhelm, particularly in louder and more stimulating environments. My hope is that decisions around support continue to recognise that not all needs are immediately visible and that children who struggle quietly are given equal consideration alongside those whose needs are more outwardly apparent.
232.Our school has 4 sna to 160 children, there are a number of high support needs that cannot be met
233.My child doesn't not officially have an SNA but gets support from one in the classroom and really needs that support in an official way.
234.Technically, on the paper, it is fair provided that considerable number of SNA is provided.
235.Principals generally lack understanding of the SNA role, no idea about students needs no idea about allocations...fail to appreciate the human side of education and how intense, emotionally and physically draining it can be working with kids(and their families) with AEN daily it is to wi
236.SNAs don't just help the students they care for directly, the care they give those children benefits the class overall

237.In theory, yes it is fair, but the reality is the school may allocate sna time to the most disruptive student rather than the quieter student who may be struggling more and so gets left behind
238.Some children require a lot of support, and take up the most time with SNA. This leaves other children unsupported a lot of the time.
239.There are still too many children in the system that are not receiving support. The likes of children with ADHD that can’t sit still in a classroom don’t have Sna support and fall under classroom management of the teacher but the teacher is trying to teach a class of 25+ children in most cases and having a child disrupt the class is impossible. All classes should have access to an Sna like the UK system with their structure of Teaching Assistants.
240.More SNAs are needed
241.Too broad
242.I think the approach makes it too easy to blur the lines. I think it should be based on teacher and SENO assessment of children who need support (not just those who have had the opportunity to receive a diagnosis outlining their support needs), but also some buffer for new children that might emerge as needing support (e.g. may have been masking).
243.NCSE assess schools on care needs, procedure requires huge amount of paperwork. Schools are stretched with regard to SNA support and many children who could benefit from support are excluded because of lack of resources. The new circular advices the role of the SNA is more than care needs but I have no faith that it wilk result in more SNAs
244.Im aware they divide their days between rooms. My understanding is that they keep an eye on my boy and others and whoever displays the need for time they focus on them so I'd imagine they're very torn at times too.
245.The new model gives too much autonomy to the school and can be easily mismanaged
246.Not enoughSNA's in schools also they need a appropriate training in their role., There is no regulated qualification currently for SNA's.Hence some are excellent and some are bad and not suitable candidates for their job.
247.It ignores so much of the invisible support they do and is too narrowly defined. It relies on a child to fail before additional support is allocated. It's horrible.
248.There is a need for more time allocated to each child. My daughter could do better with more than once or twice a week 15-30 mins sessions.
249.I think with the increase of Autism diagnoses, children who's english isn't there first language it is more SNA's required not less

250.I think model is fair as long as the school receives enough SNA’s, every day is different and the level of support required by individual children can change even from morning to afternoon. If the school is not equipped with enough SNA’s there is a risk that individual children’s needs won’t be met - a child’s need is significant to them even if it is not the “greatest level of need” in the school and if this need is not met over time it can have a very detrimental affect on learning, development and mental health, not just for the individual child but for the whole class because ultimately the teacher will have to give a lot more time to supporting that child.
251.believe there should be more SNAs available in classrooms to ensure children with special educational needs receive consistent and appropriate support. Increased SNA provision would allow for more individualised attention, better inclusion, and improved support for communication, emotional regulation, and learning needs. It would also help reduce pressure on staff and ensure that all children can fully participate in classroom activities. We need more snas with qualifications
252.There are a lot more SNA's needed in schools

Would you like to tell us more about training for SNAs?

1.We have multiple SNAs with different styles, methods and approaches. It would be great for a baseline level of qualification and training to be expected across the board.
2.I tray each sna individually to meet my child's meeds
3.In my experience with my son's school yes
4.They need specific training on neurodivergence
5.How about supporting time to ask students what they need. Again it is very deficit based sticky plaster thinking. Our kids are people, they are not broken.
6.The more training they get, the better for everyone
7.More cpd for snas
8.I feel that a greater level of ongoing training for SNAs can only benefit the role and the child.
9.Training is good but personality and connection with a child is great.
10. Snas require more training, it is a highly specialised role
11. People working in the early year have to be highly trained to care for children and understand their needs. Sna's should have the same level of training and continuous professional development
12. Having a Junior Cert is an insult to our children.Most good SNAs have much higher qualifications including degrees. They are not paid accordingly. The huge role they play needs to be recognised. They are the workhorses of the entire system. It would collapse without them
13. Schools simply need more.
14. Offer them regular and ongoing training opportunities. Many or most will avail of them
15. SNAs know well, they're tied by their workload and lack of support
16. I am not qualified to pass remark on the training of SNA's
17. More swarmed, training for every teacher not only special needs teachers
18. No real training for non verbal children or spellers
19. The additional training sounds like a great idea but they should carry out the training outside of school days and be paid for the training. Children should not miss out on SNA support due to training. Currently Children miss a few days of school each year due to teacher training however this should be done at the start or end of school year.
20. Yes for the most part however CPD is important in any workplace or educational role
21. They are very very very lacking in skills required in modern times, aside from the love and care many provide which is great, it is a professional role with the most vulnerable and the highest professional standards should be applied
22. Training and ongoing leading is always a good thing as it’s a tough mental and physical job and all scenarios can occur
23. Don't know
24. I think any supplementery training for SNAs will have multiple benefits for all.

25. I don't believe classroom training can fully support the wide range of addional needs helped by SNAs, on the job training or knowing the child is what is needed.
26. They need to all be trained in specifically non compliance based autism support(specifically non ABA), and in support for autistic children with a PDA profile. All training should be paid for and they should be compensated for any hours used. They are paid too poorly to have to do this in their own time
27. I haven't seen the revised training requirements
28. Continuous training advisable esp for small school who wouldn’t necessarily come across too much diversity
29. Lack of information- on revised training-who will provide it?will current Snas be trained or just new recruits?
30. The training sounds great
31. This is great to see and will hopefully ensure children are understood better with staff obtaining the knowledge on how best to interact with children that have difficulty in school.
32. 10 hours of additional training is not making an impact. It’s a vital role where continued training and mentoring should be supported
33. Requires specific CPD of a high quality. Requires funding. Should be provided with training on Oide cluster days. Should be mandated person under CP legislation. Should have recognised incentives or pathways to encourage further training
34. N/A
35. All teachers need this training support also.SNA's also need to support the Social aspect - especially for autistic girls who find yard so problematic. More needs to be done to ensure Inclusion - a lot of these children are laughed at and excluded. School wide education on ND children is so important, how to include those that are different, what does different look or sound like? How can we be a better friend to these children?
36. I feel most SNAs are trained and in a classroom enough to understand the child’s needs also they are not paid enough to start teaching
37. It depends what it's about
38. No
39. Mandatory reporting and review of all incidents leading to injury or possible injury. Sna s must be protected from high levels of assault
40. Training for SNAs is great but their salary needs to be looked at. Also they are not medical professionals
41. SNA require training and upskilling to meet the childrens’ needs
42. See previous
43. In my experience I don’t think the SNA needs more training hours.
44. Ten hours is ridiculous to be able to learn how to support students in school even small schools.If support is done poorly then it doesn’t help the student it actually can cause many more issues for the individual students in school and at home.

45. The educational entry requirements are extremely low and would suggest that the role is not considered important, complex or professional. I think someone who has little understanding of children, child psychology, nutrition, the role or play, movement, tactile and physical regulation and emotional regulation can do more harm that good.
46. I completely agree. Teachers should also receive training
47. More training to cope with the variety of issues kids may have. As research increases , education should increase.
48. A lot of SNA do extra training during the summer to educate themselves so they can provide the most help to the children they are assigned to help.
49. Sometimes people can do all the training in the world but if they aren't the right fit for your child it is often pointless, parents should have some input into selecting the sna who supports their child, SNAs need training in appropriate areas to the children they support not just generic training courses eg if their student is autistic, autistic trainingdyspraxic then dyspraxia training etc
50. Qualifucation/experience needs to be improved.
51. There should be training on neurodiversity (UCD does a good One), training on child Protection, training on no use of restraint, develop links with disability services to avail of their training. With increased training snas should be paid more also
52. The proof remains to be seen. Any revision & enhancements to training should reap results.
53. The needs of the school's pupils with additional needs would need to be regularly monitored, to allow for appropriate and timely upskilling of SNAs.
54. The proposed training sounds like it will improve the skills of the existing SNA workforce and should be applied to all SNAs regardless of how long they have worked in the role. I think this training needs to include supporting social needs as well as the above, as this area is vital for the well-being of school aged children but often overlooked for children with different social/communication preferences.
55. Also under qualified and should be given opportunity to learn more as part of their role
56. Training is important for SNAs to upskill.
57. Training on learning styles of dyslexic and autistic students, aiding these students in class when required, training on assisted technology would be useful
58. Regular training is a very good thing!
59. SNAs need professional education not just training. SNAs spend a huge amount of time with these children and often replace a teacher as the influential key adult in school, which happened in my child’s case to the detriment of his access to peer and teacher engagement. What is thus training anyway? Unless it is Relate training what is the point? Teachers and schools in general aren’t engaging with Relate because they’re aren’t enough trainers. How can a SNA on 10 hours training a year understand sensory needs and the difference between infringing the Code of Behaviour and communication?trainers.

60. If you want them to do more you need to pay them more. I would be worried that expecting more if low paid workers in essential jobs might mean they leave the sector.
61. I feel alot more training is required. SNAs work with the most vulnerable students, have a crucial role and need to be a lot more educated.
62. Needs education in autism and dyslexia, helping children socially in school, identifying emotional deregulation and directing children to appropriate support, education on assistive technology and supporting children using this
63. The more the better
64. It has to be given from professionals who are neurodivergent themselves or with a deep understanding
65. Develop a course / webinars etc it’s not that difficult for on the job training
66. As mentioned earlier, each disability should have it's own set of training and certificate; an SNA that works with a child with CP should be specifically trained whereas an autism SNA has different training again. The difficulty is that some disabilities are unpleasant to have to do i.e. getting on the floor and doing exercises with a quad cp child - an SNA would much rather play with a sensory deficient child so will just exclude some relevant of therapy plans as it's easier (their teacher/principal often directs them to)
67. n/a
68. They need to address physical needs and be physically equipped to assist a child with such needs.
69. I woupd have a pay increase would go with the extra training
70. I think there should be some educational element to their training as they know the child and have the relationship and are in a good place to assist with focused learning
71. its hard to know without seeing the training. OTs and SLTs should be involved. staff should be taught about regulation more as many don't seem to understand it. Special class teachers have been woefully undertrained in my opinion
72. Autism in females needs to be understood more
73. SNAs need more CPD and training time
74. They are very good but they need more training on dealing with children who are more anxious nd angry then others they upset the rest of the class
75. I think it could be improved
76. No
77. We should be paid more!
78. The questions are not to do with Caring snd nurturing. Male questions should not be involved in care. Stick with the profits
79. N/a
80. Same answer as the SET training. The SNA course should be complemented with up-to-date courses, adapted each year to meet the needs of the children. For exemple a course on communication needs is only beneficial if children that year have communication issues.

81. Awareness around childrens conditions e.g. eplipsey, Type 1 Diabetes, Coealic Diease, Crohns, etc. All require additional support to ensure that children can partake fully and are included in school activities.
82. It is really important for SNA to be well trained however the pay scale for these workers is very poor and their pay scale needs to be reviewed for the care they are providing.
83. All the SNAs in my childrens school are the warmest most caring people. Up.to them to recognise additional supports they require as they know best being on the front line
84. My son has sensory issues so training in this area would be very helpful. Sensory rooms & gardens are great spaces for children with sensory needs.
85. No
86. Training should be updated yearly
87. I would like to see an equivalent training for SET in the first instance. Immediately, I'm drawn to the detail and content listed for SNAs but this should be a basic requirement for SETs also. If there is, it's not being enforced. There should be some type of audit of compliance with training and relevant CPD requirements in place for SET and SNAs at an appropriate level commensurate with their scope of practice.
88. There also needs to be support for the SNA'S wellbeing too
89. No
90. SNA’s need more training than 10 hours per year
91. I think a small part of a module hits on asd.. further training is needed as this is a specialised catogry that deserve the same chance an other children
92. Keeping education fresh on the disabilities they work with is a good thing as more is learned about them I.e autism research is ongoing so revisions could be made at anytime regarding best practices, every child is also different so it can give a range of different ideas to use in their day to day work
93. Focus on understanding the child's social and emotional needs. Be empathetic to the child's life outside of school and how this impacts their school life.
94. Snas are integral to bounding the school environment - both the physical environment and the ethos of the community. SNAs should have training in how to work inclusively, building accessibility at every level
95. Some SNA are not trained enough to take care of Neurodivergent children. They need to be able to provide not just physical but emotional support. Of course, more training means the fair salary as well
96. I personally have sna course 2 models and I didn't learned nothing what i already know firstmodels is about legislative and toileting and feeding....sorry for what is good to dig on legislative and all parents knowhow to feed children. Second model talking bit about diagnosisand we picked one to workwith it but that is as well for nothingas sna comes with a lot of diagnosis and lots of differentcases and they mos don't know how to work with those kids
97. No
98. i dont know
99. Need to understand learning differences and at the end of the day be kind

100.It sounds positive, hopefully it will make a difference in the classroom
101.SNAs are expected to participate in trainings to perform their job, however they are not paid as professionals. Each SNA will always do what is right for their children in their care.
102.will the same training be required of SETs
103.First aid and use of eppy pens would be beneficial
104.Training should be ongoing CPD style. To keep up to date on current best practices.
105.It's 100% necessary as we are learning more about children different needs
106.I can't
107.Completely unable to help my child but the blame is on the Principal
108.How can 10 hours of training be sufficient?
109.More support and empathy for mild general learning conditions. Unfair as the child grows and is kept separated from main activities and not enough allocations of SNAs
110.Match pay if more training required -
111.Are there courses on autism and challenging behaviours as well as self defence and we'll being for staff
112.Should be neuroinclusive and training run by people with lived experience
113.As with SET an SNA has to have the knowledge to support a child with specific needs
114.Some sorry of training in different need of kids but also educational support would be v beneficial for kids
115.We don’t use an SNA
116.No
117.No
118.Some SNAs are just not informed enough about even the most common learning and social challenges for children.
119.More training on sensory needs and regulation breaks
120.Not trauma aware
121.If someone is passionate about helping and supporting children and helping children achieve and grow , weather or not it's on a piece of paper is irrelevant
122.My son has had SNAs who are very well trained on sensory and behavioural needs. They have been able to support his needs well.
123.I think SNA role is growing and their access to education support and breaks in realy challenging circumstances needs to ensure they have access to skill development all the time.
124.SNAs should be paid when undergoing training.
125.You should have people coming into schools from ADHD Ireland or AsIam teaching staff and students.
126.If SNAs are required to take on additional training and skill aquisition, their remuneration and conditions of service need to reflect this.
127.Agree with the new requirements.

128.Continuous professional development and specialist training Abdolutely should be provided for SNAs. They deserve massive recognition for the role they carry out in our schools and I hope that the new regulations and training requirements were developed in conjunction with the SNAs
129.No
130.See my prior comments
131.SNA’s need more training to help kids with additional learning needs such as dyslexia or dyscalculia eg phonics. It’s not good enough to just come in & read the questions for kids & help them with the answers. They don’t learn anything from that.
132.In my opinion, the training programmes will ensure both the best in in-house assistance and continued support for the individual child.
133.No
134.They need more input from psychologists about complex needs
135.They need more on behaviour -particularly trauma response behaviour. Thinking of my friends child here.
136.again anyone working with children with additional needs needs to be qualified. It makes no sense to allow people to provide support if they dont have the understanding of what they are dealing with. If people are not willing to become qualified they are not right for the role. It also formalises their role, they dont just provide movement breaks, they are the expert in what the individual child needs to be able to participate fully in education. They should be paid and treated as education professionals
137.It’s important for SNAs to stay up to date with developments in how best to support those that need it.
138.They do an amazing job
139.I’m not sure what the training involves so difficult to comment
140.The current model of retraining SNA’s is good. There should be a set standard. The current base level education is junior certification, which is ridiculous. I believe it should be at least level 6.
141.The more training the better
142.Yes
143.More training can only be beneficial for the SNA’s to feel equipped to help each student
144.Upskilling in this area should be continuous.

145.It's should no be tailored specifically, all SNAs should be qualified Care Assistants and this should not include responsible for the learning of a child. CPDs are to stay relevant to new methods and legislation. Upskilling current SNAs outside of caring needs is the equivalent of sticking a plasterer on a gun shot wound, it's not going to fix the problem or even improve it in any way. In doing so, would be trying to merge two very different roles into one, that of an SNA and a Teaching Assistant. Children with different learning needs, need targeted supports from an appropriately qualified educational support worker. Care needs and Educational learning supports are two very different skill sets and should be kept as separate roles to ensure students get the best possible quality of care and education from suitably qualified individuals. You wouldn't hire a Nurse/Care Assistant/Interpreter/Scribe to coach your child on optimising their educational experience and outcomes. But you would hire someone qualified in education, psychology, human behaviour, occupational therapy, different learning abilities and coaching.
146.SNAs should receive ongoing training to support the needs of all children and the various requirements those children will have.
147.It's a complex role and training should be required, once the SNAs are adequately paid in relation to there being more required of them
148.N/A
149.They need more training to help deal with the growing needs of kids especially mental health
150.I think it’s hugely important that SNAs are trained on an ongoing basis. We have had many wonderful SNAs but some are only doing it for the hours and school holidays and are in the role fir the wrong reason, this is usually felt by the child and parents, having a child with a disability leaves you on high alert all the time and using your intuition, you can tell the difference, so if ongoing training and up skilling is required this may help to get the right people in the roles. As it is certainly not an easy job and requires a particular skill set and training, often teachers/SNAs turn to parents, without realising that we have no training and are learning as we go, so parents would also benefit if school staff are properly trained,
151.Each child has incredibly different support needs - their training should be based on the child’s needs
152.Should get lots of extra tailored training and recognition
153.I think that especially SNAs that received their training a while ago could do with being brought up to speed of newer learning supports.
154.I don’t know because I have no experience personally with them
155.SNAs are poorly paid, I think most would welcome the extra training, but it should be funded for them, rather than paid by the SNAs themselves. It also needs to be flexible as many SNAs work part time or have other commitments. SNAs should be paid their standard rate while attending mandatory training.
156.I think having all staff in a school trained in a neuroaffirmative approach will benefit all students. Knowing that behaviour is communication and not just a child trying to get their way

157.When appropriate training ptovide everything will work perfect
158.Snas in my experience are very tuned in and learn on the job. I think they should be given more opportunity and responsibilities in engaging with parents. Parents are experts on there child and can help with what triggers, overwhelms etc. There child. Most goes through teachers but sna should have more a role with parents. Also in my experience certian teachers have prevented snas for supporting a child in a certain way. Snas should have more autonomy over their work as its separate to Primary teaching
159.Don t know
160.The SNA role is very unique and requires a high level of expertise and understanding.Some are very skilled others just should not be in the role
161.They need further training on how to support children's care needs, they need training on handling of children, too often is the child man-handled when they are in meltdown.
162.Null
163.Yes, I truly welcome this initiative.
164.Ireland is becoming a multi ethnic and multicultural country, which is great! However, that also means that a lot of kids are not fluent in english as their primary language, and SNAs with other background would be extremely useful. This would also provide representativity, so that kids from different cultures could identify themselves with SNAs and teacher of different ethnical, language and cultural background, and feel included
165.More training and summer programmes should be in place, allowing SNAs same privileged as teachers like EPV days to encourage additional training
166.Mandatory yearly update training
167.SNAs play an incredibly important role in supporting children with a wide range of needs, and the demands placed on them continue to grow. Looking at models used in some other countries, I think there may be value in developing additional specialist support roles within schools. For example, occupational therapy assistants, speech and language therapy assistants, and physical activity or movement support staff could work under the supervision of qualified therapists to help implement programs and strategies throughout the school day. This could allow children to access more consistent support while also freeing SNAs to focus on the many other educational, social, emotional, and practical needs they support every day.As children's needs become increasingly complex, I believe a more multidisciplinary approach could benefit both students and staff, while ensuring that specialist interventions are delivered by appropriately trained professionals. Training for these professions could be expanded in the current further education colleges already scattered around the country; they already have occupational therapy assistant training for rehab roles; they could make it a specific specialization in school-based practice
168.Some educational training would be beneficial to ensure the SNAs can support children in the basics of their learning as well as support them in the current ways.
169.There should be a minimum requirement for a level FETAC 6l

170.Training is crucial for SNAs as often they are the person our children relay on in school setting. It is also very important to have people who actually enjoy working with children. Extending the training hopefully will help attract people who actually really want to work with children.
171.All should do the SNA training UCD, minimum requirement for job should be increased to match the complex, multi faceted nature of the job....people charged to work with the most vulnerable students should be educated to a minimum level 6
172.I believe SNA's would take on whatever training is necessary provided they are rewarded in the same way as teachers with EPV days. SNAs are more than willing to up skill and should receive proper recognition for it.
173.Not sure
174.All staff benefit from upskilling and on going training. Teachers should also have further training on working with SNAs
175.Not enough SNA's available per school
176.As for SETs I think it is really important that such training (particularly on behaviour and well-being support) is neuroaffirmative and does not encourage behaviourist approaches which can cause long term psychological harm to children and into adulthood.
177.Obviously cpd should be required. If I had a chikd with complex needs the SNA would be very important and I'd like to think they had more training than a level 5 and a good understanding of student's needs
178.see previousanswers
179.Training has to be good quality, up to date and best practice. The Dept, NCSE etc are slow to change their programmes which are not neuroaffitmative and are outdated. Some agency is required here.
180.I think revised training and possibly annual inservice days for SNA's would be of huge benefit.
181.I already did
182.All upskilling and education can support the SNA in their varied work and provide essential professional development in a rapidly training school environment.
183.Every child is different. You can only do learn so much from a text book. Sna's abs teachers learn more in class rooms

Would you like to tell us anything else?

1.Please don't cut hours my child's sna is vitual
2.The school have over 21 kids in the one classroom and if your kid is finding school work hard SNAs will help and them your kids don't feel unhappy and not wanting to go to school because of the lack of help.
3.The worst thing for many kids and families is having to start new every year not having a clue what their child will be allocated, how the teacher will support them, what the ANA will and won’t do and be like. We get virtually no documentation so it is really hard
4.Schools do a huge amount with what's available to them, and all of my children have been exceptionally well supported by the school. However, this is due to the diligence of the principal and the dedication of individual staff, who have often gone over and above what's expected of them. Neither training nor staffing levels are adequate for the demands of the role.
5.SET and SNA'S are an amazing resource for children with additional needs. This is a hugely beneficial resource for the whole school as if children who need it are being catered to they are less disruptive in class and this benefits everyone.
6.I would appreciate if more information was provided to parents/guardians about the identified needs for their children and what is being done to provide that. this way parents could also contribute to that process.
7.I think that the NCSE and Senos have distanced themselves from the practical realities of the needs of children with disabilities. For many parents school is the only respite they receive and out children’s right to an appropriate and happy experience at school needs to be paramount in their priorities. Only with the hard work and exceptional care and dedication to pupils of our SNAs is this possible.
8.More investment and funding required and funding for principals to do post grad in SET
9.All classes should have a couple of Learning Assistants to assist the teacher like in the UK let the SNAs stick to their current role.
10. Stop supporting non nationals and supporting your own people . It’s not a teachers job to teacher these children English at school .
11. Mainstream children who struggle don't have a hope of help. Dept do not care
12. Yes. Do better. There is plenty of money whenever the state needs to come up with millions for other causes but nothing for the future of our country
13. There should be more SET teachers and more SNAs for every child to have a good and fair education
14. SNAs deserve more pay and recognition for the work they do in the classrooms. There are not enough SNAs and SETs in most schools and children are falling through the cracks in terms of their ability to function in school.

15. I think additional assistance and funding is needed to make the system that has been started even stronger- we pay a lot of money in tax this is a worthwhile cause to bring us in line with Europe. Do NOT retract from this, these children are the future tax payers - allow them to thrive
16. More SNA's can only improve the learning of the children with the needs and the other children in the classroom with them. Any reduction is detrimental.
17. Funding and training is so important for these vital roles. Smaller class sizes and more support is required.
18. We require SET and SNA support for our child to participate in school. Without it, she would no doubt be negatively impacted and her progress would also be affected.
19. Please train them more ! The Relate document from NCSE is excellent help
20. Teachers - need specfic training on teaching nurodivergent kids - not all kids are capable to sit for 5-6 hours a day - all kids could do with movement breaks - especially when they start school in Juniors and Seniors. More training in how different conditions overlap and to try and support parents who are doing their best for their kids and on a journey to get them the right diagnosis
21. SNAs are the backbone of education they should be treated just as equally as the educator/teachers are. They are invaluable to the job and more supports are needed as are more SNAs so every child can access one no matter what their support needs
22. More inspections in schools and ASD classes would improve the quality of education for our children
23. The changes made recently to the SNA and SET access has benefited some but neglected other students who present as being able to cope with main stream school but are really struggling. Without support these students feel neglected and this effects their self esteem and school performance. Consider all students when revising the systems and dot let those unfortunate students fall through the cracks. Prevention is better than cure.
24. I believe schools need to be more transparent around theor use is set
25. My boy needs to have an SNA with him in school due to issues with him falling. Our school is losing teachers due to the fact that our council refuses all the planning applications.
26. SET & SNA allocation on the ground is reality is open to way too much abuse of position and influence - the qualifying criteria within schools need to be much tighter
27. The thought that we would be happy with less of a reduction in SNA posts is frankly ludicrous when what schools need is more SNA posts than they have. Especially in the context of the vast majority of children with additional needs being unable to access any professional supports or therapies.
28. Sna and sets are VITAL for our children's learning and development. Not everyone learns through books and can sit down for hours at a time.

29. Still need more allocations of asd classes in mainstream schools. More spaces in special schools. Supports to asd classes for speech, OT etc as was rolled out to special schools. The middle children in need continute to be left with almost no services accross the board, children who are not "sever" enough to qualify for special school or service from the CDNT, but too "difficult" for mainstream or Primary Care. Massive improvements needed here and no sign of any of it yet despite promises and plans from Norma Foley and Helen McEntee.
30. Our schools are great but special education and needs are not being met in some schools. We also don’t provide any parental guidance on how the kids can be further supported at home, by the parents, which most of us would be thrilled with.
31. SNA vetting - needs to be a general vetting passport not individually vetted per school as its a serious snd significant prohibiting factor to hiring casual substitute SNAs. Term SNA should be changed to the more inclusive ANA
32. Teacher Training College should include compulsory subjects on teaching additional needs children. It's a must know for every teacher nowadays. SET should absolutely be trained in areas like autism, literacy difficulties, behaviour support, social interaction and inclusion.There needs to be school wide awareness of children who are different like the brilliant minds of Einstein, Charles Darwin, Steve Jobs etc Society tends to see special needs as less when more often than not they are so much more. These lovely children beed to be valued and cherished and helped to grow and learn and every school needs an inclusive culture for these children - that is sadly not the case. Schools need to be held more accountable for looking after the needs of these children.Schools need to communicate with parents far more than they do. Weekly reports to the parents of special needs children should be a strict requirement.Parental involvement and inclusion is so important to help these children thrive and learn in school.Schools must work in collaboration with parents, so many parents are brushed off and ask not to get involved, that is very wrong.
33. I'm very unhappy with how stingy the allocation of SNAs is. You've one child who is sensitive to noise while another needs to stim or vocalise loudly. SNAs are so stretched.
34. Kids with special needs are left out on my occasion which pushes them behind the peers even more.
35. No
36. It is important that our sna are protected in the remit of their work. It is not the job if an sna to mange violent attacks or behavior if the children they care for
37. I don’t think the government, department of education know how many children require supports in each school so how can they decide the level of SNA or Set support that is needed?
38. See previous

39. My Sons SNA has been a godsend and we would have a lot more school refusal if it wasn’t for her. However she was always torn between classes and children and it was u fair to both my son and every other child needed h access.
40. I think they are integral to our school system and as a parent I welcome any additional support that they can that can ultimately benefit my son and other classmates
41. As a parent of 3 neuro diverse young people and have trained as a professional school support teacher of young people with disabilities I am fully aware of the short comings of the care and support to our children in schools and much more support and training for staff needs to be put in place.
42. As stated not all disabilities are visable.If taken children out of class for extra help it needs to be benefical not box ticking.It's difficult to get feedback on progress and as parents were often dependant on our child to let us know what their doing and can be difficult if child has DLD
43. Snas need more recognition across the board. Their work is vital for a lot of kids to get proper support in school. Each class in every school should have an sna present. It's not just the children with complex needs who need support.
44. Please improve the education system and supports for anyone who does not fall into the typical category. This will reduce overall cost to the government in everything from mental health, crime and the general economy.
45. The system works , it doesn’t need overhauling , it’s needs investment
46. SNAs’ are a wonderful asset and they make our schools better places.
47. The department of Education really need to give a LOT more SET and SNA hours to schools if they want children with special needs to have chance at a happy full Education.
48. Standalone degree and post grad degree for special education teaching open to all degree disciplines and without the requirement for irish.
49. I am not the right person to say more about training sna staff but what i know is that my son is not getting the support that he supposed to get and we are not happy with the way school is going,something has to be done about that.My son is missing school trips because I've been told that there is no sna staff to go with him ???? How is that possible????
50. I think its a good thing there is a review of the sna model. The reality is there is a huge increase in the needs of children and teachers need More support. All teachers should receive training on this and have to do a placement in a special class/ school as part of their training. SnaTraining needs to be developed to better prepare them to support the needs Of our children and the pay should reflexct this
51. The allocation of SNA, SETs and even teachers in our school is not enough. These cutbacks have affected our children in our community badly. Our 5th class has currently no teacher and this class is divided in to fourth and 6th class which is wrong on every level. has n
52. No

53. SNA and SET allocation are totally inadequate for my child. I have had to give up work to scaffold the support my child receives. I have done huge work supporting my child to develop social skills and to support reading and maths skills at home. I have to continuously advocate for my child's needs to be met in school. My child attends school as a result of all the supports we have put in place at home. It does not surprise me that a number of parents have moved to home schooling due to inadequate resources in school. The curriculum needs to be adapted to be fully inclusive. More focus needs to be on children verbally presenting their work. The current system is tailored for children who easily manage large volumes of text. Tests are focused on text heavy subjects e.g. English and maths. My child excels at PE and Art this is never tested
54. You can have as much extra training and roles for SET and SNA staff as you wish, but if the coordination is mismanaged as it is currently there will continue to be unnecessary problems.
55. My son really needs the support of SNA and SET!
56. Most schools appear to think that special education needs atecdealt with by having enough SNAs and SETs. Until there is legislation that commence EPSEN, and IEPs are legally mandatory, schools will be able to offload the education and care of our children onto the sometimes most poorly trained members of the school staff.
57. SET and SNA supports in school have been diluted down alot in recent years. Schools are under huge pressure to meet the needs of the pupils. The profile of pupils hasbchanged.... more needs. And less supports available.
58. No thank you
59. SNA's are the scaffolding that supports class based teaching, engagement in school activities and social peer friendships. Without that scaffolding our children suffer. SNA's are underpaid, undervalued and underrepresented, yet overly relied upon. We value you SNA's-thank you for everything you do!
60. The daily battle of getting true supports in place for our children is something that is occurring on a significant level. Just because schools have an asd class does not mean they are inclusive. Training needs to be given to principals first it starts at the top. The generation before us are scared from the religious hold and cruelty that went on in our schools. The misunderstanding of our children is still rampant it is just disguised differently.
61. No
62. Speech and OT therapists are needed in special schools
63. I am not qualified in SET but have been given the role of a SENCO as part of my AP2 post, I have to resign this position as it's totally unfair on both students and I to do testing for RAcE when I'm not qualified to do it.
64. Ratios need to be addressed
65. Principals and teachers should not override a therapists instructions for support yet they do, every day. Until we have schools with therapists allocated, teachers will not be able to fully support children with disabilities
66. No

67. i personally think that there should be a lot more support in the schoool for children who has a long life illness.
68. An SNAs job is a hard job and they do not receive the support they so well deserve
69. Our children are given the best they can receive but deserve much better
70. Overall as both a parent and a teacher I can see that schools at both primary and secondary level need more SNAs across the bord.
71. Special classes should be lead by SETs or specially trained teachers. Not standard primary school teachers who have no additional training in special needs.
72. We need more. It is a great job for many and great for our kids. Its a win win
73. Waiting lists for dyslexic assessment need to be improved
74. This questionnaire is tilted towards ASD and SNAs. Rethink in terms of hearing, vision, mild ID, GLD
75. There can only be so many adults on a classroom and there should be less children in a class where needs are greater. Schools should not be penalised by student to teacher ratio because it stops kids being held back when it’s obvious they should be and it leads to less transparent reporting on the schools needs in fear of losing additional supports and resources.
76. Everything call me
77. N/a
78. Snas are vital part of the school day, everyone benefits, the teacher, the children with the sna and the other children in the class
79. I do not agree with any reduction in supports at school. In fact, I understand and increase in support could be beneficial for inclusivity
80. Sna should be in the classroom and no change over it confuses the child and from my experience a sna is not a teacher and should do their roll as sna and let teachers do there job
81. SET’s and SNA’s allow kids with additional needs to function within the school environment but are considerably constrained. If we want these kids to develop and be a valuable part of wider society, we need to strengthen the numbers and qualifications. Thanks
82. My son is going to senior school in September 2027. He has received amazing supports in his primary school. I am terrified for secondary school as I cant see this in any senior schools I have been too.
83. I think it is a good idea for parents of children with SEN to get in contact with the school well in advance of their child starting secondary school to establish a rapport with the SENO & find out what supports will be available to their child. In primary schools the SETS are able to differentiate the curriculum for children with SEN so as they can access it. I was very disappointed to discover that there is no differentiation in the Junior cycle for children with SEN. Why should & how can they be expected to access a curriculum at secondary level when it was differentiated at primary level? There is a serious gap in the system here & it can cause big problems for children with SEN, their families & the staff of the secondary school. We have been very fortunate to have received such good support for our son.

84. No
85. Thank you for helping my child with his studies.
86. I have met wonderful SETs and SNAs but I have to acknowledge that there are huge gaps that are utterly unacceptable in the provision of support in schools in terms of basic understanding and knowledge of neurodiversity, how it presents and how to support the child to reach their potential. Principals and BOMs must also be held accountable for how this is applied in schools.
87. There are huge imbalances in how the system responds to different needs in Ireland. Advocacy, diagnosis led supports and policy have all favoured one category of need over the last 15 years. This needs to change as per our obligations to ratifying the UNCRPD.
88. Set teachers & snas are so so valuable & without their help my child would feel lost in school.
89. The government's ambitious plan to make education accessible and inclusive for all children with or without additional needs is great in theory and generally supported however the lack of resources provided to make this a success story is terrifying.
90. Sever dyslexia is challenging but with specialist intervention and support they can progress well. No child should feel isolated in secondary or be compelled to choose an applied leaving certificate because they were provided the education to reach their potential through their years at school, particularly primary level.
91. My child needs more support than what he receives in his current ASD class but wouldn't fit into a special school either as children there have more needs than him.
92. I tbink the whole system is out of dste.. children in junior ingants .. some non verbal follow same ciricullum as a nurotypical child..teaching irish when dont communicate in english..
93. No
94. The support should match the needs of the students in so far as possible and reasonable. I personally think that they should be more qualified to address
95. Set and sna are such a fabulous part of our education system they need to be acknowledged and cherished
96. Full time allocation should not be shared because the principal thinks it should, it means they will not apply for another sna should a new need arise, instead the sna is shared between two kids this is wrong. My child allocation ft sna but the sna was redirected to help kids with no/minor allocations
97. I think every school should have at least one special education unit! From my understanding, schools are willing but the department are unwilling to invest in necessary building works so as this can be available. They want to cut corners wherever possible and it is not good enough.
98. Both of these supports are vital and should be available to students who may not meet the criteria odmf autism etc. but still need extra support to reach their potential in the school setting - for example children who may struggle socially or find learning difficult in big groups.

99. I have 2 boys with additional needs, and neither of them has good support in school. And they become outsiders as they can't fit in school; they don't have proper support.
100.SNA are so important - a vital personnel in our schools . I think that trying to incorporate more educational support from SNA s will have a very negative impact
101.No
102.allocation of more SNAs across primary school
103.Concern re ASD class and children missing out on education in mainstream class, review needed to ensure children reaching academic potential and placement in child's best interest and not just because behaviour may be disruptive to teacher
104.Please get the SNA course overhauled, allocate more funding for staff and give them a pay rise
105.My experience is that SNAs are treated very differently in every school. Some schools integrate them as members of the staff, other schools treat them as auxillary staff.
106.Children are struggling with this current educational system. Schools can't provide what's needed for many reasons. A major shake up is needed. But in the mean time, more finance to Schools, increased allocations to hire informed and trained teachers, SET and SNA in every school.
107.No
108.Awful experience here
109.SET need smore supports for kids with mild general learning needs as they progress into 2nd to 6th class. Lack of learning conditions for kids with special needs and Dublin primary schools would prefer to remove the child into special primary schools rather than deal with the child.
110.Every school should have an sna even of the school dont have care needs.sns plays a huge part in our school down to assisting in supervision,graduations grandparents day induction day sports day school tours to name a few
111.You were on the cusp after many years of getting it right dept of education. Now you go snd start clawing back from the learnings
112.July provision should happen in every special school
113.If the government want children to grow up capable of participating in the workforce and paying their taxes, give them the support now. It will save the tax payer enormously in the long run
114.stop taking support from children that have no diagnosis
115.There should be an SNA allocated per class. A teacher requires support in class with the many needs of children in each class.
116.No
117.No really
118.No
119.More SNAs needed in all schools
120.All in all a highly frustrating experience. Too few resources for too many children. Far more needs to be done.

121.I think the education system is not working and is in fact damaging children. Instead on focusing on children it is all about resources, paperwork and critiquing or diagnosing a child in order to get support. This misses the point: whatever issues a child has, the focus should be on including them and encouraging them. I speak as a parent who had no educational issues myself growing up and who has been so disappointed by experience of eduction my own children have had (note: one of them has what I would describe as relatively modest additional needs)
122.Children with diagnosis need the support from an SNA. But also every child within the school system needs emotional support at some point.
123.Need proper joined up thinking.
124.Stop changing everything every year. My child needs stability not to satisfy your quotas
125.You need more Snas and SETs in schools
126.SNA are allocated on a needs basis and I feel my son who is Autistic and has challenges is put to the back of the queue as his needs are not as severe as other children. He is in 5th class and I feel this is the worst year for support so far.
127.This needs to be urgently addressed. The lack of appropriate support is impacting my child's ability to access a proper education
128.Failing a significant reduction in class size at all levels, the system of SET and SNA support should be well funded and expanded in schools. Overstretched teachers and SNAs cannot provide the level of care that they would like and some children will inevitably be side-lined in favour of other children whose needs are perceived as greater. It should not come down to a situation of either/or. All children with additional needs should be supported. The SET supports at primary level appear well organised and the provision of additional teaching is well structured, if somewhat under resourced. This doesn't appear to be the same at second level. Greater provision of dedicated SET teachers, rather than subject teachers who provide some SET hours, might address this imbalance.
129.No.
130.Parents of children with dyslexia are not being catered for in the current school system in Ireland!
131.I believe that SETs and SNAs make an enormous contribution to students wellbeing and learning. I do not believe that they are sufficiently valued and remunerated for their work.
132.We need one SNA in every classroom in every school. SET teachers are stretched to the limit with the number of children with additional Learning needs. Children with significant learning needs that could be doing with daily one to one attention are lost in groups and their ability to access the curriculum is significantly diminished as a result. More SET teachers are required in schools with a larg number with learning difficulties.
133.I can say that having a child with special needs during the crucial period, the SNA ensured that he was never neglected and the teacher had a shared responsibility to bring the best standards before the school and the parents.

134.Sna are crucial for Children withbspecia/additional needs and their role shouldn't be limited to the care only
135.Change the allocation to inclusion needs not just care needs. You will have a lot more expelled children on your hands if you don't give the supports early.
136.if we are moving towards a total inclusion model it is vital that SET and SNA roles are in place to ensure that children are not just physically present in the classroom but they are actively participating and their needs are being met. By rationing SET hours and restricting SNA support all children are suffering regardless of their level of need. As usual for children with additional needs it all comes down to funding and this funding is not in place in any area be it education, therapies or respite.
137.SNAs provide such a vital role in all the lives of children in schools, much of it unseen,both directly and indirectly. They must continue to be utilised to provide support to those that need it, in the myriad of ways required.
138.My daughter is getting significant support from SNA, though she was diagnosed with Dyspraxhia, two years later after her enrollment in Junior infant but her SNAs played very crucial role in this transient stage to help my daughter to take care of her needs.
139.The experiences children have in school in early childhood shape them hugely for the rest of their education and their lives. These experiences contribute to child happiness in education which is a huge part of their life, they contribute to the child’s confidence and self belief and what they feel they can achieve in this world. The supports they receive and the experiences they have create the foundation that these children build the person they are going to become for the rest of their life on. Struggling in school may lead a child to feel like they are not intelligent and will not be successful and therefor they will set their sights far below what they can achieve, simply because they struggle with maths or English. There are so many different types of intelligence and children need to be thought that and they need to be supported in the areas they struggle with to ensure the harm is not done that will effect them forever more. Our school system and educators have such an impact on our children right here and now but also years down the line and it’s important that we build a system that shapes kids into believing the sky is the limit and nothing will stop them from achieving the very best of their potential once they work hard and try. Intervention and prevention are so much more important than seeing a small problem has become a big problem and trying to rectify it then, because at that point the damage to the child’s confidence and self belief is already done and that’s so very hard to repair.
140.The children with special education needs are seen as a burden by this country and that has to change
141.Please do something about this.

142.The roles of SET &SNA are challenging and demanding. More fully trained staff are needed to help our beautiful children whose brains are wired differently. It doesn’t mean they can’t learn, it challenging for them to learn in an old fashioned neurotypical environment when they have a neurodiverse mind
143.yes
144.The lack of information from the school regarding diagnosis for my child, I have gone private. But the information surrounding what happens once I have an official diagnosis, will a privately paid for assessment be accepted by the HSE and The Board of education, these are questions I am sure have been asked before, but I had to wait over a week for an answer. Pushing out scheduling of appointment. Very little to no support available for me to learn how to help my child.
145.The importance of SNA should be prioritorised. They should have more stability in there roles.
146.Introduce qualified Teaching Assistants rather than expanding SNAs current role outside of the capacity they are qualified for and were hired to do in the interest of optimising our childrens educational experience and needs. Entirely remove the segregation of children with SETs in mainstream by training all teachers in teaching additional needs and different learning abilities, support those teachers with suitably qualified assistants and reduce class sizes. Having additional needs or different learning abilities is difficult enough for our children in society without our mainstream educational system making them feel different or "Special" by segregation!
147.I think it is worthwhile that SNAs support children with issues such as emotional regulation and executive functioning, not just physical care needs. SNA support allows children to cope in the classroom setting and provides the support they need to thrive. Don't make it complicated, schools shouldn't have to jump through hoops, SNAs are vital.
148.N/A
149.No
150.I think I’ve covered most off
151.The allocation of SET teachers is problematic, with a recent effective cut due to no longer adding additional SET for boys. EAL support has also been cut. Other teacher supports available in the past have also been cut (eg traveller teacher). The new Micra T test class based scores also appear to artificially cluster scores around the middle- leading to an effective cut in SET. Many of these factors are presented as positives (eg a cut in SET presented as gender equality). This is unacceptable. Class sizes in general are too high. A stop on reading classes is detrimental to many children who struggle severely with literacy.
152.No
153.Special education in mainstream is not resourced enough or valued enough. Also therapy support in mainstream school is essential

154.I feel that there is a gap in training in assistant teachers and SNAs of newer teaching models. My child has been chastised for not doing work and felt embarrassed about being given out to and for drawing his answers which he was instructed to do by another Teaching Assistant. My son said how was he supposed to do work after being given out to and embarrassed infront of his whole class.
155.no
156.I hope that the governments new circular isn’t just lip service. That they will provide additional snas to provide these additional supports to children that really need support. Not just to the children who cause bother in the schools
157.No
158.No
159.I dont understand how education of our children doesn't get more priority.
160.Primary schools desperately need designated SENCOs recognized as a non-teaching role or the very least an Assistant Principal 1 post.
161.No
162.No
163.Please don't cut our SNA support its vital for my childs development
164.As you will see from my responses, we have had mixed but mainly poor experiences with SET and SNA support. When raised or pointed out to the school principal we were told that they didnt have enough hours but using SET teachers as subs means children who really need the additional support loose out. .
165.There are not enough SET and SNAs in our school because it is in a "nice" area. This ignores the fact that children there still need support. SET teachers are often required to act as OT, psychological support and SLT in the absence of these supports being provided in school. This would seem to require a whole other level of teaching qualification.
166.No
167.SET and SNA’s combined could provide all the answers to the huge needs of children with additional educational needs
168.This government ran on slogans to improve Special education- this has not materialised. I hope this process will be a step in the right direction.
169.Fight for more SNA’s per school
170.I understand that this is a complex area and there is a desire for certainty around definitions etc, while unfortunately this area is seen as a cost, not an investment in our children (the taxpayers of the future) to provide them with a fully inclusive education and to help them reach their potential.
171.Schools need higher SET allocation and more SNAs not less.

172.I do feel the role of the sna and her allocation is very hush hush in our school. Perhaps I should be researching it more but I'm afraid to rock the boat if I ask about it in my son's class. Im just delighted when I see her there and I know hr benefits with her lovely presence. He knows her and has had her in his room for the last 4 years luckily enough. I would love to know more about her role and her training and her allocation to my son but feel its something I can't question or I'd be a nuisance and be demanding and mother's of children with special needs have a bad rep as it is. So I will be staying quiet and just be delighted with any support at all.
173.Regulated training and qualifications are vital going forward for SNA'sas their role has become importantfor both student and teacher. They also need to be much better paid to attract more suitablecandidates to this highly important role.
174.I wish I didn't have to fight all the time to get my child the help they need. I am exhausted and still have 6 years of fighting ahead of me.
175.Please highlight the need to increase the numbers of SNA and STE teachers and the allocated time per child. Their role makes a huge difference to my daughter and other children school experience and essential life skills.
176.I think SNA'sand SET s are invaluable to the school community and we need more. Their contribution adds so much and has such a positive impact
177.Each SNA should be suitable for this type of work, with a strong level of empathy, understanding, and commitment to supporting children's needs. It is important that SNAs are not motivated by misconceptions about the role, but are properly trained and prepared to work in a child-centred, inclusive environment. All SNAs should receive appropriate training to ensure they can provide effective and consistent support to children with additional needs.
178.These support assistants have enhanced my child's life and I owe them a lot for what they have done.

Would you like to tell us more about your views on the role, allocation and training needs of Special Education Teachers (SETs)?

1.These are vital services to all schools. My children are just starting their school journey and I hope that these services are available if required in future years.
2.My child doesn't, but a kid in her class does, and neither that kid nor the whole rest of her class including her would be able to handle or get a proper education without her, the current resources are putting such a strain on the school some of the salaries are paid privately, which is neither OK for all schools or acceptable. Please please, devote more resources to them. They are vital for the kids they need them, and for the rest of the class and teachers equally.
3.SET teachers are an invaluable part of our schools. More and more children require extra support
4.Yes
5.It is a vital role for children's learning and leads to a positive impact on the whole class for all children. More emphasis is required on SEN needs during teacher training, with additional SEN learning opportunities to be supported
6.Excellent resource
7.I believe SETs should be required to have a minimum qualification in SEN. In my experience, what is covered in the PME is much too basic to expect any and all teachers to be able to deal with SEN outside the mainstream classroom. Similarily, to be fair to students, if a teacher is not qualified or does not wish to take SEN classes, it should be facilitated
8.These teachers are vital to the education of our young people
9.I believe resources are allocated based on children with some form of diagnosis but believe they should be allocated based on % of children as all children have some additiinal needs, some obviously more than others
10. They are crucially important to add value to the entire classroom
11. My child was never deemed severe enough need to get SNA but he did get SET until he was in 2nd class which was of great benefit to him
12. more training is needed
13. Greater allocation to schools. Inclusion teachers who are working with children between mainstream and autism classes. Also teachers allocated to support complex needs in turn freeing up hours to support the struggling children who currently get left behind due to high needs in a school.
14. It consists of professional development training courses combined with life experience and help from other SET's in the school. Their role is vital in schools but sometimes they are pulled in other directions when needed in schools. Further training would be welcome.
15. I don't understand how it would even be up for questions whether we need SETs - both the family with special needs and those without benefit from their presence in school. In this day and age, we should understand that a cookie-cutter experience is not going to support our children best. If we want happy, healthy children to grow up as contributing members of society, there should be no question asked on this topic. If we find that too many SETs are needed, then maybe we need to question why the system isn't suitable for most.

16. Lack of support available for those with ADHD and dyslexia, most support is given to severe cases but not those who are struggling daily under the raidar
17. No
18. Such staffs are needed in every class, so that the burden on the main class teachers are reduced.
19. N/A
20. The support teacher helps the class teacher with station teaching for our daughter's class. This is a great way for all children to receive more in depth support.
21. I believe every child needs time with SET
22. SETs need to be trained and supported to work in Gaelscoileanna through Irish.
23. Not really
24. Yes
25. No
26. School Principals need to be more pro active
27. Very important for all the children in the class.The teacher can focus on teaching and caring needs or breaks can be dealt with by the SNA ensuring that everyone is fully engaged
28. Allocation is not sufficient, more required
29. SETs have an extremely important role in ensuring that children who need additional support are helped to learn to their full potential. However with the shortage of SETs in schools not all children who require additional support are given it. Only children with a diagnosis of dyslexia, dyspraxia etc are getting it or if a child has major learning difficulties but a child who may just be struggling a little in a certain subject is overlooked.
30. It's absolutely critical to the inclusive functioning of schools. My children often speak about SETs and their classmates having some time with SETs, and how it helps their friends. They bridge a gap between teacher and individualised support, that sole children need. It allows these children to catch up and the whole class can then progress together. The impact is systematic.
31. Training should be compulsory for SNAs and SETs
32. There is little attention given to advancing the skills of Neurotypical children. There is little ambition shown towards developing standards of education for Neurotypical children. The conversation in education has been dominated by special needs education. This is a core failing of the education system and its ambition for Ireland and its future.
33. I think there aren’t enough of them in any school and when they are doing their job well they are penalised for it with fewer hours which is counterproductive. I think every school, no matter how small should have at least 2 SET posts
34. In the current day & age they are imperative to our children
35. at my kids school there are no SETs but would welcome them as support to the teacher
36. I feel some attention should be given to kids that have more advanced intellect as well as those with special needs

37. My child has dyslexia but gets no additional support in school. The SET's and SNA's do not appear to have specific qualifications for identifying and supporting dyslexia
38. Huge requirement for upskilling and training around SET
39. It’s great. There needs to be more. Cut offs leave out children who could benefit hugely.
40. My child would benefit from receiving SET but doesn’t receive it because she did well in her sten scores. I think it should be allocated with a diagnosis of dyslexia not based on sten scores.
41. N/A
42. SETs are just as important as teachers
43. There are not enough vacancies
44. Yes thank you. In terms of SET's role I feel it can be a very supportive role for class teacher and school where children are identified as requiring additional educational support, social and emotional development and physical challenges. SET's are in a prime position to work closely with class teacher and SNA's to collaborate a structured support plan for each child. Allocation needs to happen much earlier as able in the year or years prior to the child starting school to secure required allocation through close work with SENO and health care services. SET training may include, supporting and developing emotional intelligence, awareness and upskill in alternative communication
45. They play an extremely role in schools an there should be more available.
46. This is an important role to lead the class and accommodate students with special need to study and participate in the class. This role is very important to drive and navigate the class to reach the class objectives.
47. Some are amazing but others train to tick a box. Often the teachers who would be great as SEN teachers never get the opportunity. Never see any CPD after initial training.
48. SNA's are an absolute final part of our education system as kids depend so much on it.
49. With a diverse range of learning styles in every classroom SET hours are needed in all schools for more than what is allocated.
50. Nothing to say about it.
51. Special Education Teachers play a vital role in supporting inclusive education and helping every student reach their potential. Continued investment in SET allocation and ongoing professional development is important to ensure schools can meet diverse student needs effectively. Strengthening collaboration between SETs, classroom teachers, and families will further enhance positive outcomes for students.
52. I think it is so important to have an SET in place in all schools. This ensures a fair and inclusive education for all.
53. I believe that teachers in this position should remember that every child is different and the same approach doesn't work with every child...more training is always needed
54. To offer assistance to children that require extra help with school curriculum or with social issues/challenging behaviour

55. It’s crucially important to ensure that schools are allocated the needed SETs as the future of these students who needed their professionalism depending on these teachers. Thanks
56. In short, we need more teachers and classes for children with special needs.
57. No
58. NA
59. SET teachers provide support to all levels - my eldest has had a very positive experience with these in his primary years even through Covid. They are under allocated, stretched too far and generally never enough of them to support all those they required additional education.
60. Its an increasing important and valuable role. Their should be a review of the training, it should be more indpepth and include neurodiversity and childProtection. They should also be paid alot more to recognise their Important role
61. My child has a diagnosis of Autism, level 2. I do a huge amount of work with him at home. I just need an SNA to encourage my child to eat and to give him a carton of school milk. Unfortunately they don't have enough SNAs to do this. So my child comes home, hungry and angry, after masking all day and eating absolutely nothing.
62. I think they are essential but I doubt there is any control from the dept. Education or following up about how they support kids with difficulties. I asked for support for my son and It was not provided.
63. Special Education Teachers (SETs) play a vital role in supporting children with additional needs in schools. I believe more SET support and resources are needed, especially as demand continues to grow. Ongoing training in areas such as autism, ADHD, and emotional support is also very important to help teachers provide the best possible support for students.
64. Viral part of schooling
65. Very much needed in greater numbers in all schools
66. It is a specialist role so needs more training for teachers to be able to teach a special class/ ASD class
67. I think SETs should be obliged to undergo training in addition to that of their teaching qualification. In my experience, most new teachers have very little understanding of the additional needs around Autism, ADHD, etc. They tend to receive any training in relation to this on the job, which is great for the kids dealing with them when they've gained experience but a nightmare for the guinea pig children they gain this experience on/with.
68. Provide support to student with additional support materials and methods for those that require help in mainstream schooling
69. I couldn’t. But I would prefer to see the money spent on school lunches spent on more resources for special needs. Lunches in disadvantaged areas is good. But a national Rolex was a waste of valuable resources. To my awareness there was no demand from parents for such a service. That money could be spent in better ways.

70. They are critical to running any school or classroom. Any class or 20-25 children needs and deserves more than 1 teacher in the class room. Until we get to. 1:10 ratio of qualified adults in our children's classrooms we are letting our children down as our economy continues to be the "best" in Europe
71. From what I have been exposed to I believe an SET is a Teacher that has specialed training and qualifications to educate children with additional needs.s
72. They are essential. They should be educated well and remunerated accordingly. There should be enough of them to be able to focus on the academically high achieving students too, who sometimes miss out on focused learning because of the focus being on the children with special needs.
73. My child has required these services in the past. Her older brother is dyslexic and she was showing simular difficulties, however the early intervention of the special education teacher it benefited her greatly.
74. No
75. I believe these teachers play an essential role in providing the extra supports that children may need.
76. Theu are a valuable part of a child's day who needs extra help. They sen teachers are more aware of the needs of a child with additional needs compared to the class teacher. They know the child better on a one to one basis
77. I thinking they are very important to provide support
78. I believe there should be significant specific training for teachers and SNA s involved in the SET team to equip them with the skills needed to enable them to support the wide range of additional needs, especially for teachers and SNAs entering special classes .
79. Very important for children who has diagnosis and require special support.
80. To help those that don't learn like everyone else. Extra support and different ways to help educate
81. A valuable support to the child and the teacher. Supports teachers to get through the syllabus and help bridge the gap in the deficit that the child is experiencing compared to its peers
82. If the education system is to be inclusive then it should and must cater to all who take part in school environments.
83. No
84. I think children should get support if they are weak for any subject. Especially,Irish.Once they come from other country for example after completing 5th or 6th class they don't get any basic of Irish.It will make more stress once they go to secondary
85. As important as teachers themselves. Anyone with a need should be accommodated. Everyone deserves the same chance
86. With the demands on teachers and the high number of needs in classes, often not diagnosed in classes that are too big teachers need an SNA in every class all the time!

87. Very important
88. I’ve never heard of an SET before but I believe they play an important role like SNA in helping kids cope and partake in mainstream classes.
89. There needs to be more special education teachers across Ireland. There is a huge lack of resources on general in this area. The amount of money wasted annually would easily fix this issue. This is something that needs major highlighting.
90. the role is to support both the child and the school and ensure the child's needs are met in a school setting. The role is also about teaching, encouraging and empowering a child to do things they would not necessarily be able to do if they had no SETs
91. I feel they are essential for children with special needs so they can integrate with the wider school community
92. I think that these teachers are essential to an inclusive school setting and should ne given specific allocated time
93. I feel it is very important for a child’s future learning and life
94. These teachers are vital and so important to many kids&families
95. They are a great support to the school and though my child does not currently need support they allow the class to function well as the main teacher can teach the class without disruption
96. Very important to provide inclusive education for all the youth of today.
97. Important to have the right school placement for children with SEN
98. Extremely important role
99. I believe Special Education Teaching (SET) is very important in our schools. Inclusion, when it’s done well, is good for everyone. Children with additional needs can learn a lot by being in a mainstream classroom, and other children learn kindness, respect, and understanding. But inclusion doesn’t work perfectly in every situation. Some children with very complex needs may find a mainstream classroom too difficult. Behaviours like loud outbursts or aggression can be very disruptive and make it hard for other children to learn. So there needs to be a balance. We should support inclusion, but also recognise when extra help or different settings are needed for everyone to do their best.
100. Yes
101. SET is a vital role within schools, with more and more children requiring additional support to allow them to reach their full potential. I firmly believe all schools should have a designated full time SET role as a minimum no matter the number of students, with additional support available as required. This in turn would support class teachers and allow all students to have the same opportunities.
102. vitally important. the allocation model needs to take diagnoses and complex needs into account
103. Valuable service, more requured
104. Yes
105. It is need more often and it is great support

106.My older son no longer in primary school received support from both SET and SNA during his time in primary. These are vital roles and in my opinion all children should have access to an SET or SNA if they need it. The needs of a child evolves, and so too should these supports. Nothing in life is one size fits all, so neither should the education system - especially when it comes to children with additional needs or requirements. SET's are a vital cog in the wheel of education and their value and understanding of each child and the care they give to the children is what can help keep children in school and education
107.There should be more so that the children can study in a peaceful environment
108.I consider really important as I’m a SET in secondary school.
109.I actually think that All teachers should be trained in college to teach all children. If you can teach the weakest child the it would benefit the whole class. Especially as schools often don't allocate full SET hours to SEN students. No one check up on schools. Timetables often read ok but in reality children are sent st library or study hall due to teachers having no break/ lunch allocated. The training of SET is ok but the personality of the person is important also. You must have empath, kindness and understanding as well as technique. With more and more children getting a diagnosis, I believe technique has to be included into standard teaching practice.
110.I think the role should not be primarily reserved for current teachers - I think individuals with SNA qualifications along with another 3rd level qualification should be entitled to do a course to become SET
111.There does not appear to be enough support to cover the needs, while my children do not need additional support their classroom is disrupted because those that do do not have enough help
112.All primary teachers should be trained in special education and all children should be educated in the small classroom rather than pulling children out into separate rooms.
113.Role: vital for the childrens development and learning needs. Time allocation: needs to be increased. Some children with additional needs but not consodered "greatest needs" struggle massively because all the support goes to the other and they are left without support. Loads of CPD available for teachers through education centers.
114.To assist the teacher with class issues
115.My child (18 now) does not currently receive support but received both SET and shared SNA support in the past. Unfortunately it was not enough to meet his needs. He moved to an autism unit which didn't work out either and he was forced to leave the education system aged 9. So a disaster basically. I know from friends that the situation hasn't changed. one autistic child i know who has a shared sna is not receiving any sna support because there are others with more obvious needs in the school. the school has applied repeatedly for extra SNA help but are being refused. This child is being failed by the system as my child was. More SNAs are needed, not fewer.

116.I think the role of SET in mainstream schools is to assist and to give additional educational support to identified students with special educational needs.
117.In my experience and all the other parents (with kids with special needs or not) consider the snas and sets vital for the education of their kids and the school as a whole, but the current allocations and numbers make it unsustainable to function properly
118.Its very important and more are needed
119.It is critical for classes - the child that needs additional support gets it whilst staying in the class environment without bring isolated from class mates. Leaves the teacher free to teach the class at large. It's the only true way a class can function well
120.NA
121.They essential for the children who require them, and equally to the children who don't as should not be held back educationally.
122.If we want to mainstream school children with special needs , the school needs that support. And the children to reach the best of their ability. And for inclusivity for all needs
123.I am a secondary school teacher and my only observation which is a glaring one is that a support teacher AEN in the classroom with the student alongside the main teacher does not work. Students would benefit greatly with that resource teacher taking the students separately. The students do not want extra help in class they push back and it is so very difficult to give the student what he or she really needs. Its never worked and won't in the future.
124.SNA's are integral to the classroom in this day and age. They are a vital and necessary support to the teacher and therefore should be on a salary scale and renumerated for years of service. It can be a highly stressful and challenging role, particularly in schools educating non verbal children and adolescents
125.They should be given as much training and payment as possible”regular” teachers. There’s an increasing number of children with recognised additional needs and longer than necessary waiting times for review and support to be provided to allow children to succeed in education.
126.Sets and sna supports are vital to ensure the curriculum is accessible to all children
127.The resource enables the teachers to focus on all of the children. Without the extra help a teachers time could be consumed by one childs needs and all of the other children won't get the education they deserve.
128.These teachers are vital. They provide the care & attention that children with additional needs need. They adapt the teaching approach compared to mainstream school so that every child has the opportunity to learn & grow in an environment that promotes their needs.
129.If schools are going to accept more children with special needs more classrooms / SNA’s and sets need to be provided . Integration is one fit key for everyone . It’s not fair on the child with special needs and the the children without in some cases

130.Very little contact with parents in primary setting. Apart from initial start of year agreement and end of year report. No other relationship or contact. Information comes from the child. Very difficult to give any input as contact is mainly with teacher. From a distance they seem very busy with possibly multiple children - case loads.
131.There needs to be one on one support for servere needs. Or children who are disregulated in classy as this affects the wider class delivery.
132.There should be supports in all schools
133.To help differentiate work / pace etc for children who require it
134.Think there needs to be a better way to structure in school SET support, at present a SET is allocated per class level, think there needs to be a group allocated to focus on academic needs while another group could focus on Wellbeing needs
135.There are not enough SET hours allocated to small rural schools. SET are shared between three schools which reduces the hours available to pupils in small schools.
136.Essential role. We previously availed of SET support and it was one of the best educational input my child received.
137.Role badly needed - for children with additional needs.
138.I believe they are extremely important and continual training will be very helpful to all involved
139.I think SETs and SNAs are fundamentally the backbone of ensuring the children with additional needs are given the support and structure to stay in mainstream.
140.These roles are essential in our schools for the children who need these Teachers
141.I believe they help a child struggling to keep up which allows the teacher to teach the rest of the class
142.Invaluable member of the school staff.
143.Your statement about SET and SNAs and how you describe the roles are very disrespectful to SNAs. SNAs have also undertaken a lot of training above and beyond their minimum requirement but this is not mentioned.
144.They are a vital part of a school
145.They're a vital part of schools, but there needs to be further specialist training as the role is very complex. Huge range of needs present at primary and a standard teaching degree may not be enough.
146.All children benefit from a second adult in the classroom , while my children did not “need” an sna I moved them to a school where I knew it was likely that there would be an sna in each classroom so that they could have the benefit of a 2 adult classroom , it was a great move , my kids often commented on how stressed their teacher was in their old school where it just “so happened” kids with addiction needs didn’t enrol ,
147.They support children who need extra help with Maths and English
148.i have never had to access thus service but it sounds kine it is needed
149.More required
150.Very important for schools, students
151.Don’t know

152.I think there should be more funding for SETs to be working IN the classroom with the teachers, supporting the students in real time, not just pull out support. This also supports the teacher in being able to support all students, as is the focus in the continuum of support. Pull out support is also vital for the support for a few who require it but I think if the funding was available, having them in the classroom would make a huge difference.
153.Set teachers need training in supporting academic, social, emotional and behavioural needs.
154.I think they are a vital role in their own right and as additional support in the mainstream classroom. An SET in my child's class happened to notice that she was struggling with a particular maths concept. She showed her a way of doing it and thinking about it and she did not need any additional support. Her fixed mindset moved to a growth mindset in a very short period of time and I am so grateful.
155.My son has dyslexia but this was not identified by his teachers. All teachers need SET training in their initial teacher training so that they are able to recognise when a child has an additional needs such as ADHD, dyslexia, dyspraxia and autism. Teachers should have the confidence to put interventions in place for pupils based on their needs, rather than requiring a formal diagnosis,

Would you like to tell us more about your views on the role, allocation and training needs of Special Needs Assistants (SNAs)?

1.SNA's are essential to provide the support for children with additional needs. SNA's not only provide the support to children with additional needs but help create a more balanced and settled class room for all children.
2.I explained above, but I will state again, not having them is detrimental to the kids that need them, the rest of the class and the staff in a way that is hard to measure, our kids, none of them, would get a proper education without them, they support the kids in need and allow the teacher to focus on teaching, without them the class simply falls in survival mode
3.For me SNA’s are an absolute must in schools. Every classroom should have an SNA especially in the younger classes. Between the pupil teacher ratio and the amount of children with needs diagnosed and undiagnosed classes need the extra support.
4.Yes
5.SNA's play a vital role in the daily running of a classroom, they provide support to aid a child's regulation\ physical\ emotional\ learning and access needs in the school environment which has a positive knock on effect on the classroom and learning environment as a whole.
6.Imperative and hugely beneficial
7.Access to support is very importsnt for SNAs as they can be dealing with a lot and have intensive days. They should be strongly encouraged and allowed time to upskill amd take part in programmes like Erasmus+ etc
8.Sna are the back bone of the school and they could not function without them
9.I understand the role has been paired back to physical needs and think its an important role
10. There should be a smaller ratio for children to SNA's, we need more SNA's in schools to ensure everyone can learn as best they can.
11. The line has been set too cautiously for SNA allocation as they take up the slack from the shortages elsewhere in the system in looking after children who have more complex needs. There are a lot of children who don’t qualify who would benefit hugely from their expertise
12. SNAs need to be paid more; trained for longer and allocated in greater numbers to schools
13. Very important to any school. Teachers and pupils benefit but not enough SNA's unfortunately in many schools. Again further training is always welcome in a job that's becoming more challenging.
14. I don't understand how it would even be up for questions whether we need SNAs - both the family with special needs and those without benefit from their presence in school. In this day and age, we should understand that a cookie-cutter experience is not going to support our children best. If we want happy, healthy children to grow up as contributing members of society, there should be no question asked on this topic. If we find that too many SNAs are needed, then maybe we need to question why the system isn't suitable for most.

15. More training needed for all educators on ADHD and the impacts it can have and the differences between girls and boys, such a lack of understanding around it. It is not just hyper children but rather complex issues around executive functioning that is not understood by teachers and no support for the children
16. No
17. Such staffs are needed in every class, so that the burden on the main class teachers are reduced.
18. N/A
19. SNAs should be valued as a vital part of a child's overall education. Even children who don't need access benefit hugely from another adult being in the room.
20. They do a great job and should be recognised for it
21. SETs need to be trained and supported to work in Gaelscoileanna through Irish.
22. My daughter's school doesn't have enough SET teachers in Longford
23. Yes
24. No
25. N_A
26. Essential
27. Allocation is not sufficient, more required
28. Why is it that a child in a creche or preschool with or without a diagnosis can be granted level 7 Aim support in a room with 2 educators and possibly 16-20 children yet when they go to Primary school into a class with 1 teacher and possibly 21-30 children they are just supposed to manage?? Their needs do not go away because they have left preschool in fact their needs become greater because they are expected to sit on chairs for longer periods, not be disruptive, follow along with subject lessons, make friends, do more things for themselves, follow a strict daily routine all without the support of an aims staff member or an sna. In my opinion, any child who has needed an aim support staff member should automatically get an sna either for themselves or as a support for the whole class. Additionally, when children are in a special class in a mainstream school they have 2 or more sna in the class and the teacher, however when a child from a special class goes into another class to integrate, the sna does not go with them. So the teacher then is trying to help the child integrate into the class as well as teach the class as normal. If the child has an outburst due to frustrations, problems with emotional regulation etc, the teacher is taken away for up to an hour at times trying to control the situation. As a result, the other pupils are missing out. In fact, in some classes the children are stepping into the role of sna to support children with additional needs which should not be the case
29. We need more SNAs, they are critical to children's wellbeing and education. As above, they play vital role in individual support as well as more inclusive environment for all children. Their impact is systematic on the whole school ecosystem

30. SNA’s are a vital resource for all schools. The additional support they provide to teachers, pupils and also parents is vital. A proper training plan needs to be in place for ongoing upskilling for SNA’sSNA’s
31. Not enough emphasis on training. Poor understanding of the diverse nature of the role has led to this.
32. My daughter is in Junior Infants and is attached to her SNA and support teacher. There are three JI classes and there's only one SNA who looks after all three. It is always nice to see pupils get little help and encouragement. If the class doesn't have SNA, it's perfetly fine but their presence is always appreciated.
33. There is little attention given to advancing the skills of Neurotypical children. There is little ambition shown towards developing standards of education for Neurotypical children. The conversation in education has been dominated by special needs education. This is a core failing of the education system and its ambition for Ireland and its future.
34. SNAs are a valuable asset to everyone in the classroom. For the child with needs the SNA gives support and for the children who don’t require an SNA the SNA gives opportunities for learning that the special needs in the classroom might impede
35. As above they are imperative to our children
36. find them very helpful since their presence keeps the class room calmer and supports the teacher
37. They are underpaid for what they do and there are no enough of them to meet requirements
38. Vital part of classrooms and a lifeline for someChildren who could not remain in school without them.
39. They should be trained in neurodiversity. H th ye don’t do any extra training and neither do teachers. It’s not compulsory and it should be. It’s not good at all.
40. Same as above. She received an SNA and benefited from the resource but had it taken away as she received too high a stem score.
41. N/A
42. SNAs are just as important as teachers
43. Very few roles available for consistent placement of sna’s . I am still applying for jobs weekly
44. Yes thank you, I see the SNA role as nurturing and safe and consistent and grounded for those children who experience difficulties with learning, self regulating, transitioning and self- care. This the person in school that develops a secure relationship with the child and knows the child very well and a key player in collaborate development of a structured educational, social, emotional and physical development plan for the child or children they work with. Collaborating with school staff, SENO and health care staff as indicated. Allocation as per SET's. Training needs in manual handling, alternate communication, supporting social emotional development and managing strong emotions.
45. no
46. SNAs play important role to assist SETs and particularly the students to stay in focus and reach the objectives of the class.

47. Very little training throughout the year, have to do training courses in the evening in own time. No training in First Aid. The role is different from school to school, a sna often picked as senior sna which causes friction.
48. Better training on how to deal with kids with mental health and medical issues. The likes of asthma, diabetes, epilepsy
49. SNAs have been cut everywhere and this is wrong.The role of the SNA has been redefined and this is not benefitting school management nor children. It has killed all goodwill amongst staff and the Government should be appalled at decisions made
50. Nothing
51. Special Needs Assistants are an essential part of the school community, providing invaluable support that helps students participate fully in school life. I believe every school should have at least one SNA, with additional SNAs allocated where needed, to ensure students receive timely and appropriate support. SNAs often do not receive the recognition they deserve for the significant contribution they make to students' wellbeing, inclusion, and educational success. Continued investment in SNA provision and ongoing training will further strengthen their impact and benefit the entire school community.
52. Having an SNA in place means any child regardless of their disability or educational need have the assistance of and SNA to help integrate them into mainstream school and take part in all aspects of school life, like all children.
53. There role is very important because children need a safe person who can avocate for them
54. As above
55. SNAs do the teachings and rendering the assistances and helps which other teachers doesn't have. Special needs students need the support of these SNA teachers. The government should prioritise this, to ensure that everyone schools are allocated according to the numbers of students with SNA. With an SNA teachers in schools, these students can do exceptionally well. Thanks
56. Same for the assistants, we need more of them.
57. No
58. SNA's are absolutely underpaid. It does not reflect their responsibility and work volume.
59. I believe they are an integral part of the teaching experience to help ensure all children get the support in & outside of the classroom they deserve. They should be provided with same status and level as a teacher.
60. Having an all classroom approach helps Inclusivity. Children should not need a diagnosis To get support and a diagnosis should be used as a gatekeeper For Resources. The need for a Diagnosis ToAccess supports is flooding the system
61. Schools need more SNAs so that these needs can be met.
62. I am not sure
63. There is many children in mainstream classes that need additional help, not just the children who have a diagnosis so there should be an allocation per class in mainstream schools, not just done on headcount.

64. Special Needs Assistants (SNAs) play an essential role in helping children with additional needs feel supported, included, and safe in school. I believe schools need adequate SNA allocation based on the real needs of students, and SNAs should receive ongoing training in areas such as autism, emotional regulation, communication, and behavioural support to help them effectively support children in the classroom environment.
65. Very much needed in greater numbers
66. SNAs allocated to individual children should not be included in the country of required SNAs in schools. In my experience, those SNAs allocated to particular children often have little additional capability to help other children in the class who have some requirements and they shouldn't be required to split their time when one child particularly needs them. I think every classroom should have at minimum a teacher and an SNA/SET.
67. Very important part of the classroom with building relationships and supporting students learning and integration to mainstream schooling allowing teachers to progress with lesson plans. More support is needed ans i think early support identifiers and learning plans for dyslexia should be focused
68. An inclusive school cannot be run without SNAs. EU law dictates accessibility and equality as a right. Schools cannot provide this without SNAs. If we don’t have it in schools how will people growing up this in higher education, in the workplace , in life
69. I feel that SNA trading on paper is light and that I feel in school training should be more centered around shadowing an experienced SNA and/or SET to pick up the required hands on skills to deal with situations they'll be exposed to. I feel that an assessment should be done when block experience is completed and that skills and ability to adapt to non-standard situations should be tested and assessed. Hours or experience should not be a tick box to gain qualification.
70. They are essential. They should be educated and remunerated accordingly. They are the difference between a child having to attend a special school or going through the education system like any other child
71. No
72. A vital part of the modern classroom. SNAs ensure that children with additional needs can flourish in a mainstream classroom rather than getting left behind or marginalized through no fault of the teacher. The role of the SNA needs to be protected and supported.
73. SNA"s should be included in all matters/meetings about a child they spend there day with them and have more knowledge about there needs rather than the class teacher or principle
74. Similar to the above. Special training needs to be given to SNAs working in special classes for the first time.
75. It is very important. My child's psychologist wrote letter to school for informing need for SNA for my child with dyslexia. But no SNA support available for my child which is very disappointing and frustrating as parents
76. I know we need more and they are an incredible benefit to schools. They help regulate some children. They are essential to the school system

77. Need more snas to support the children and the teachers. More children are being diagnosed and require help. Since there is limited spaces in special educational schools more children are being put into mainstream. In order for these children to survive let Alone thrive there needs to be more snas to help them
78. As above
79. No
80. As above
81. SNA training needs to be continuous and tailored due constantly changing environments and needs in schools
82. Need more
83. My child used to have a SNA in class sometimes but he’s grown my independent and able to manage his emotions much better. I believe SNAs are an invaluable asset to the classrooms for kids who struggle just that extra bit in class or outside.
84. I believe the training is a good standard and the standard of practice is high. The lack of workers in this field because of budgets is a major issue. It is more demanding from an educational standpoint than a regular teacher. The students need extra attention and time. The amount of SNAs in Ireland does not meet the needs of the amounts of students who require SNAs.
85. the role complement the SETs role. SNAs are not expecting to teach but they are a huge support to the child to achieve the best they can do in school.
86. Same as above . Our children need as much support as possble to be able to grow in an ever changing and challanging world
87. I think SNAs are essential to an inclusive school curriculum, they should change the requirements to a level 8 entry and pay SNAs accordingly
88. Sna’s are a vital part of a lot of children’s lives at present.
89. Sna s are so important they help teacher and child and without them the teachers role cannot function correctly
90. Same as above
91. We need more resources to provide more training for SNAs.
92. SNA's are viral to ensure some students can participate in mainstream school where suitable. However I feel that in our school there are 2 SNA's in roles but not actually doing very much. One in particular spends her days on her phone...so much so that on dress up as staff day, loads of kids dressed as this SNA and had fake phones as part of their costume. I'm not sure what the qualification is for this role but feel it should be 3rd level and educational in nature. Maybe it is...I'm just very glad my kids don't need this additional support.
93. Can have a positive impact. Necessary for children with SEN
94. Extremely important role to serve individuals with needs as well as ensuring needs of other children are met.
95. SNA's do incredible work in our schools. Without our SNAs, many children would not be able to attend school, or experience the full range of school activities. I think all schools should have a mixture of whole school SNA support and children with more complex needs should have their own SNA.

96. I believe Special Needs Assistants (SNAs) play a very important role in schools. They provide essential support to students with additional needs, helping them take part in school life and learning as independently as possible. Their presence can make a big difference, both for the child they support and for the smooth running of the classroom. Good allocation of SNAs is very important. Support should be given based on the needs of the child, and it’s important that it is flexible. SNAs should support independence rather than create over-reliance, and their role needs to be clearly understood by both staff and parents.
97. No
98. Vital to schools, their roles are not recognised or valued enough. There is no functioning allocation model.
99. Not enough of them to go around
100.Yes
101.In my opinion it should be SNA in every single class room, because most of the time children are waiting to see specialist and don’t have all paperwork done but still need help
102.SNA's are vitally under resourced - IMO - we need more SNA's realistically each school should have one for every class. The SNA can then support learning as each child learns differently and may be struggling without a little attention and support.
103.There should be more so that the children can study in a safe and peaceful environment.
104.It’s a very important role in the school for every child.
105.SNA should not have to teach as they currently do in some primary schools. They are there to regulate the child. Different children require different attention. Eg may need movement breaks, time out in a confined space, help concentrating, going to toilet, emotional help etc etc big step leaving home to go to school and it's important that children are assisted to cope where/ when the need arises.Without enough SNAs teaching is effected for the whole class. I believe there should be an interview incorporated into application for role of SNA.
106.All SNAs should have level 6, if not currently working in role of SNA those with level 6 should have option to do level 6 qualification. The role should change to that of teaching assistant
107.SNAs deserve to be paid more for their work and again should be part of the classroom to facilitate an inclusive practice. SNAs benefit ALL children in the classroom.
108.Role: extremely important for these children. Allocation: needs to be hugely increased. Some SNAs are share between children in different class levels and cannot support any of them fully which is a disgrace. I dont know about their training.
109.SNA should be briefed on the overall planning of daily classes so as they can assist the teacher with large size classes
110.More training is needed and, critically, more SNAs on the ground too. Children are being failed.

111.The role of SNA in schools is to support the teacher with non teaching care and support to students with medical physical sensory and behavioural needs, to help the student to be independent.
112.In my experience and all the other parents (with kids with special needs or not) consider the snas and sets vital for the education of their kids and the school as a whole, but the current allocations and numbers make it unsustainable to function properly
113.The more the better
114.It is critical for classes - the child that needs additional support gets it whilst staying in the class environment without bring isolated from class mates. Leaves the teacher free to teach the class at large. It's the only true way a class can function well. Important for children to understand those with additional needs
115.NA
116.Vital stakeholders in children education.
117.Without SNAs how can a teacher fulfill all the needs of the children in the class. Without them , not only do the special needs children suffer , but also the children that do not have additional needs , as a large portion of the teachers time will be spent on the SN children leaving less time for others. This neither serves any child with or without additional needs
118.Special education teachers should have their own degree in education and psychology to qualify for this position. It would reduce the need for psychological services within education sector
119.Vital in junior ends for children that have additional needs but also for children yet to be fully diagnosed
120.SNA’s are so so important to schools. They are like family members who care for your child in an educational setting. They are highly intune to children’s needs & provide vital help & support to children who would otherwise be forgotten in the system. While there are degrees in early childhood I think special needs as a level 8 would be a great thing being tailored to how the actual class room supports work & how to implement them. It should also be paid the same as a teachers scale of it is a degree as they support the children in the same if not similar capacity. They deserve so much more for what they do & thousands of parents would be lost without them.
121.More SNAs are needed
122.Same as above . I think schools absolutely need SNA’s but more has to be done to help support the children with their own classrooms and supports and be involved with kids who do not need aupports
123.As a parent and SNA, in severe moderate and mainstream schools with children with additional needs. It is extremely difficult to deliver a curriculum both for student and teachers, A review of the system is needed
124.There should be supports in all schools
125.SNA’s are crucial for children for safety welling inclusivity support
126.Over reliance on SNAs, rather than changing/overhauling a broken and outdated system which would support a more effective inclusion approach

127.The definition of SNA and their role seems very outdated. Many snaps ate mothers themselves so sometimes I worry about confidentiality about family - child as sna tend to live in local area. Sna's seem to be essential to the teacher being able to teach the class. From.what I have heard them can be treated poorly by more permanent staff etc. It seems to be a very under valued role. Wouldn't it be great if they had more training in arts / music/ physical education to support children who are overwhelmed more. Creative endeavours would bring more critical thinking and cognitive development into the curriculum not to.mind the motor skills and social.skills development. It seems the teacher decides and sometimes sna staff can be left idol without any clear function or direction of their role. I have also heard subs - snaps are treated very badly and the format of contract employment route can mean a lot of people drop out from the area due to stress. More oversight on who and why sna's are employed would bring a more professional aspect to their role. Instead of glorified babysitters they could play a very important role in social/ emotional skills development in the school.
128.The role is very valuable and much needed in our schools. The allocation of SNAs has been reduced and I feel that all schools need a minimum of one SNA.
129.Again another essential component which enables inclusive education
130.Teachers needs assistance in the classroom
131.I believe they are also so important in helping the SET's and also the children. They also need ongoing training and assistance.
132.I think SETs and SNAs are fundamentally the backbone of ensuring the children with additional needs are given the support and structure to stay in mainstream.
133.These roles are essential in our schools for the children who need these SNA's
134.I believe the SNA’s are essential in a class room, especially younger classrooms even when there are no special needs. I believe they help level the class when it comes to class. Work.... Each class has many capabilities. I believe they should be better trained.. first aid should be essential. I believe every large class or split class should have an SNA
135.Assist teachers in classroom. Assist pupils with additional needs. Invaluable members of the primary school staff.
136.SNAs have a lot of training in a variety of areas where other teachers and SET do not but this was not mentioned in your description of SNAs. I find it very derogatory to much needed staff in a school environment that they are overlooked in this way. SNAs are invaluable to our society and to our children. Funding should be provided for SNAs and be individualised to their role so that they can advocate for the children in their care but also for the children who so often get overlooked who don’t have SNA access. This who suffer from severe anxiety, who lack the development of their peers, who have nobody else they want to confide in other than the SNA in their class. My child has had issues in school and only felt comfortable speaking to the SNA.

137.SNAs not only help children that they’re allocated to but are such an important help within the class to all other children
138.I think SNAs are undervalued as a resource to help children with additional needs in schools. More children are being diagnosed with additional needs and there aren't enough to meet demands in a lot of schools.
139.Again a vital part of every school, great their role has been recognized as broader than just care needs. There should be more of them to help children who are not yet diagnosed but struggle with all the challenges of mainstream classrooms
140.I think a level 5 training is sufficient however I think there needs to be training done on every level in education on the importance of relationships in teaching and supporting all children including children with additional needs .
141.They support children who need movement breaks and find it difficult to regulate themselves
142.i think they are vital for some children
143.There very important to schools as the communicate with the children better and build up a trust with them, I think kids that need SNA's are really important to them in the school environment
144.Very important for students support, should cooperate with teachers
145.Don’t know
146.SNAs have such a vital role to play in school, and I don't think they are paid enough for what they do. I don't think there are enough of them in the schools to support the growing needs of the students of today.
147.SNAs should support children to access the curriculum. This may mean supporting primary care needs but vitally they are also needed to encourage, repeat instructions or break them down, support friendship work, facilitate movement and brain breaks and facilitate concentration and engagement.
148.The role needs to incorporate assisting children with learning tasks. Organisation, managing their books, helping with writing, supporting their understanding of classroom material. All of these things are as important as physicalcare needs. Emotional support, breaks from the classroom, being a safe person.
149.From my experience both the school and certain individual SNA’s have blurred lines in relation to the role and responsibilities of the SNA. They are not teachers and should not be used to supervise yard, discipline children without the company or a teacher/s
150.I think the SNA role should be expanded beyond care needs to a more teaching assistant type role like they have in the UK. Our class sizes in Ireland are so large it is impossible for one adult to meet the individual complex needs of all the children they teach. Teaching assistants would free the teacher up to focus more on differentiating teaching and learning and devising supports for individual pupild