



Multi-Tiered Model of Support

Therapists working as part of the Education Therapy Service provide support through a multi-tiered model, ensuring therapy support is matched to the needs of the school community. The examples below offer a brief overview of the types of supports parents may see in practice.

Tier 1 - Universal supports

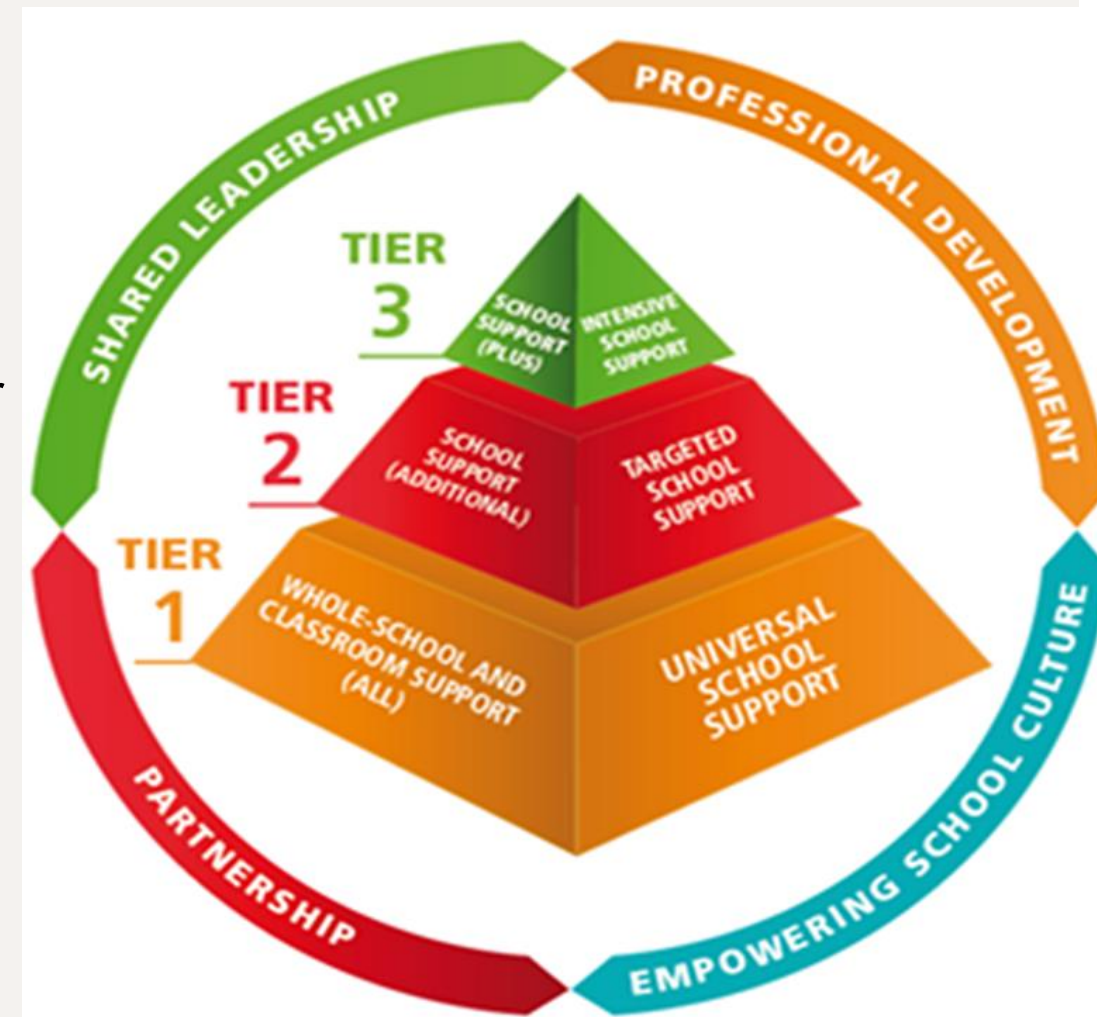
These supports benefit all children by strengthening everyday routines and learning environments. *Example: Therapists may help the school introduce clear and consistent visual supports, such as visual schedules or symbols, to make daily routines easier to understand and to support smoother transitions for all children.*

Tier 2 - Targeted supports

These supports are designed for groups of children who may need some additional help beyond whole school approaches. *Example: Teachers may deliver small group activities, such as Lego based communication groups, with guidance from the Speech and Language Therapist to help children develop social, communication, language and problem solving skills.*

Tier 3 - Individualised supports

These supports focus on the needs of individual children who require a more tailored approach. *Example: An Occupational Therapist may work with school staff to adjust routines or the classroom environment to support a child who finds certain tasks or transitions challenging, providing practical strategies that help the child participate more comfortably in school life.*



How ETS integrates with existing Children Services

The Education Therapy Service is a complementary service that works alongside the therapy supports children and young people already receive.

In line with the rollout and development of the ETS, any existing supports you are currently receiving will continue as usual and we will continue to engage with the HSE on the ETS model of service, to ensure a safe transition of schools supports between HSE and NCSE services, as NCSE therapists are assigned to schools.

ETS will provide additional supports to schools, that will ensure the best possible outcomes for individual children and young people in their school environment. Phase One will see 45 special schools participate in the ETS, and it is anticipated that all schools will benefit over time as ETS expands nationally.

ETS Distinct Service Identity

We are working closely with partners across education and health to design the Education Therapy Service. Together, we are building a distinct identity for the service, grounded in child centred practice and supported by strong collaboration across all sectors.

This work will clarify roles and responsibilities and ensure the alignment and integration of all services and includes workforce planning for the effective and safe delivery of Occupational Therapy and Speech and Language Therapy services in schools while maximising all resources available to children and families.

This work will continue to be informed by robust stakeholder engagement. Engagements with parents, existing services and school communities will ensure the service is flexible and responsive to the needs of children, families and schools. By designing ETS together, we are building a service that reduces duplication, strengthens communication, and supports each child's participation, learning and wellbeing.