INTO Special Education Conference – 11th Feb 2017
(A New Approach to Supporting Pupils with Special Educational Needs)

New Resource Teaching Allocation Model

DELIVERY FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS
Need for change

◦ Inequitable

◦ Wasteful  > 4,300 teachers allocated Primary schools without any reference to need in school

◦ Reinforces disadvantage; Confirms socio-advantage

◦ Results in unnecessary “labelling” of children

◦ Out-of-date

◦ Not linked to improved educational outcomes
General Allocation Model: Wasteful and Inequitable

Example

School A
- 250 students
- 10 students need Learning Support

School B
- 250 students
- 75 students need Learning Support

Both schools get the same level of GAM support under current system
NCSE finds that the Resource Teacher scheme is inequitable

- Requires formal diagnosis of a disability – not always available
- Private assessments only available to well-off parents
- Allocations are based on disability category rather than actual need – each child is different
- Research finding is clear that allocations should be based on assessed need rather than category of disability

**Current resource teaching scheme disadvantages those students from less well-off families**
NCSE Proposal

1 simple scheme to allocate 12,500+ teachers in line with ed. need

Every school will have additional teaching support

Every student currently supported will continue to be supported

Every student significantly below average academically - can get additional help

School educational profile component
- Complex special educational needs
- Educational achievement
- Social context of school

Advice re deployment and utilisation in schools
What happens now

- New model in place from September 2017.
- Additional 900 teaching posts
- Up to 1,000 schools will receive additional allocations
- No school will receive an allocation of resources less than the allocation they received in the 2016/17 school year.
- Allocations to be announced in coming weeks
- New circular to replace 02/05
- New guidelines for schools
- Schools advised of details of Appeal Process
- Regional Training Days for Schools (March/ April 2017 provisional dates arranged)
- Publication of additional support materials for parents and schools
Benefits of the new model

- Children can be supported immediately rather than having to wait for a diagnosis.
- Children will not be unnecessarily labelled
- Resources linked to learning needs
- Schools can deploy resources taking into account of pupils’ individual learning needs.
- Reduces the administrative burden on schools to source and submit assessments
- Ends the annual application process
A Pilot of the model was conducted in 47 schools in 2015/16

A Report on the review of the Pilot has been published. The review found:

- The new model has been positively received by schools and parents
- Schools welcome the move away from labelling
- Schools also welcomed that they no longer need to wait for diagnosis
- Most schools acknowledged that over the course of the pilot their whole school approaches had improved and that they were targeting students more effectively
- Improvements in planning for students, better collaboration between classroom and support teachers and better tracking of student progress
Current Provision

Posts allocated to schools for the 2016/17 school year, for Resource Teaching and Learning support - **12,501**

Breakdown

<table>
<thead>
<tr>
<th>Sector</th>
<th>Primary</th>
<th>Post Primary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAM/LS</td>
<td>4330</td>
<td>742</td>
<td>5072</td>
</tr>
<tr>
<td>NCSE RT</td>
<td>4352</td>
<td>3077*</td>
<td>7429</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8682</strong></td>
<td><strong>3819</strong></td>
<td><strong>12,501</strong></td>
</tr>
</tbody>
</table>

*Includes 700 posts for High Incidence (Mild) Special Needs

All of these posts will be redistributed under the new model.

The existing distribution between primary and post primary will be maintained.
The School Profile

School profiles composed of:

1. **Baseline component based on enrolment.** to support inclusion, prevention of learning difficulties and early intervention – 20%

2. Students with **Complex Special Educational Needs** – 50%

3. Percentage of students performing below a certain threshold on **standardised tests** – 22%

4. The schools’ **social context** which includes educational disadvantage - 4%

5. **Gender** – 4%
Complex Needs

- On introduction, NCSE ‘low incidence’ is used to establish the complex needs component for each school.
- In future, children who access health supports through the HSE network Disability Teams, or who are on that waiting list for access, will constitute the complex category.
- No pupil who is currently in receipt of an allocation for low incidence SEN will lose that allocation for as long as they remain in their school.
- This means that from September 2017:
  - No allocation made in respect of any child will be removed for as long as that child remains in the school.
Standardised Test Results

Model includes standardised test results data for mathematics and for Irish or English.

This will ensure a school’s educational profile takes account of students with low achievement.

The portion of the overall resources being provided for Standardised test results under the school profile equates to approximately 22% of the total allocation for primary schools.

Aggregate of primary school standardised test results over 2013/14 and 2014/15 used for the first phase of the model.

As more data becomes available it will be considered in future reviews to provide a balanced picture of achievement.

Gaelscoileanna and Gaeltacht schools

For Gaelscoileanna and Gaeltacht schools, an aggregate of the standardised test scores in both Irish and English have been used to calculate pupil attainment in literacy.
Social Context

Approximately 4% of resources for primary schools is being provided for disadvantage. (Social Context Survey Data 2014)

Approximately 4% of resources for primary schools is being provided for gender (Enrolment Data).

This will vary between schools, depending on the social context of each school.
Examples of Allocations for Individual Schools

School A: Under the current model the school has 17.225 hours. Under the new model the allocation increases to 27.5 hours.
Examples of Allocations for Individual Schools

School B – Under the current model the school has 33.5 hours. Profile indicates 22.5 hours. The school will retain the full allocation.

Existing Allocation: 25 hours
New Profiled Allocation: 11 hours

8.5 hours for NCSE RT
3.89 hours for Non NCSE
4.95 hours for Disadvantage
2.83 hours for Gender
2.83 hours for Baseline
8.5 hours for Retained
INTO Special Education Conference

NCSE

11th February 2017
Overview of NCSE Presentation

SENOS’ role under the new allocations process

How complex needs will be identified under new allocations process

Inclusion Support Service
Currently SENO's:

Allocate additional Teacher and SNA resources to schools

Work with schools (e.g. to establish special classes)

Process applications for home tuition, transport and assistive technology

Provide information and advice to parents and schools

Liaise with local services e.g. HSE/Better Start
Under New Allocations Process SENOs will:

Do exactly the same!

except process individual school applications for additional teaching supports

Instead they will:

Collect local data to inform complex needs element
Collect data on school leavers to inform school profile
Complex Needs

Generally students will:

- Be identified at birth or by entry to primary
- A small number may emerge during school years
- Be linked into HSE services.
- Require highly individualised and differentiated learning programmes in schools

Complex needs          Low incidence disabilities
Identifying Complex Needs

Students currently attending or on a waiting list for a HSE Children Disability Network Team
Services transferring:

SESS, NBSS, Visiting Teacher Service

Focus:

Develop the capacity of schools to meet the needs of students with SEN and thereby improve their educational outcomes
How will ISS do this?

- Advice, information and support
- In-school and in-class support for teachers
- Individual student support, where necessary
- Outreach teaching support for schools
- Evidence-based educational programmes
- Enhanced multi-disciplinary capacity
Role of NEPS in the context of the revised model for allocating special education teaching
NEPS psychologists will continue to provide support and guidance to schools:

◦ On the identification of pupils with special educational needs across the Continuum of Support
◦ On appropriate, evidence-based interventions for individual pupils or groups
◦ On evidence-informed early intervention/prevention approaches/programmes
The Role of NEPS

ONE PROCESS

- What is the Problem?
- Did it work?
- Why is it happening?
- How can we help?

THREE LEVELS

- Whole School and Classroom Support for All
- School Support for Some
- School Support Plus for Few
Whole School/Classroom Support for All

Support schools to intervene early and to set up structures/programmes in order to promote academic and social/emotional/behavioural competence for all:

- Promote evidence-based approaches (Friends/Incredible Years/Balanced Approach to Literacy)
- Embed a Continuum of Support approach in schools by use of NEPS documents and Student Support File

How?
- Consultation with individual teachers to provide advice/support
- Group Consultation – facilitated meetings with groups of teachers – to provide advice/support/guidance
- Training/CPD
Support for All: Promoting Academic Success

- Resources on website
- Guidelines
- NEPS support as needed
Support for All: Promoting Social/Emotional/Behavioural Competence & Well-being

Support and development work

- BESD Guidelines continue to be the most popular support for schools
- Specific programmes – Incredible Years Teacher programme, FRIENDS for life, Get Up - Stand Up
- Well-being Guidelines
School Support/Support for Some

Support schools in responding to Some pupils/groups of pupils in need of more individualised support:

- Identification (screening/observational/curriculum-based measures)
- Selection and implementation of appropriate interventions

How?

- Consultation with individual teachers to provide advice/support
- Group Consultation – facilitated meetings with groups of teachers – to provide advice/support
- Training/CPD

Who will be involved?

- Class teachers
- Special Education Teachers
- In collaboration with Parents

School Support

Support Plus for Few

Whole School and Classroom Support for All
School Support Plus/Support for Few

Support schools in responding to the few pupils with significant and enduring needs, including:

- Identification and assessment of priority needs
- Identification and implementation of appropriate interventions
- Review progress

How?

- Case Consultation: observation, checklists, interview, including psychological assessment, as appropriate

Who will be involved?

- Class and Special Education Teachers
- Child
- Parents
- Other professionals (SLTs, OTs, Multi-disciplinary teams)
Support for Some/Few: Student Support File

Student Support File - Log of Actions

<table>
<thead>
<tr>
<th>Date</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2012</td>
<td>Teacher identified need for learning support.</td>
</tr>
<tr>
<td></td>
<td>Difficulty with attention and word recognition.</td>
</tr>
<tr>
<td></td>
<td>Joint learning support group</td>
</tr>
<tr>
<td>May 2013</td>
<td>Drummond test indicates reading standard score of 84. Spelling very weak.</td>
</tr>
<tr>
<td>19th May 2013</td>
<td>Consultation with further about Jason's difficulties.</td>
</tr>
<tr>
<td></td>
<td>Identified emotional needs.</td>
</tr>
<tr>
<td>Sept 2013</td>
<td>Learning support and social skills group offered.</td>
</tr>
<tr>
<td>Jan 2014</td>
<td>Interventions reviewed. Referred to NEPS for assessment.</td>
</tr>
<tr>
<td></td>
<td>Continued support</td>
</tr>
<tr>
<td>March 2014</td>
<td>Assessment completed. See file. Disrupted and emotional needs identified.</td>
</tr>
<tr>
<td></td>
<td>Support plan further developed.</td>
</tr>
<tr>
<td>Sept 2014</td>
<td>Learning Support plan in consultation with Jollie.</td>
</tr>
<tr>
<td></td>
<td>See attached.</td>
</tr>
<tr>
<td>May 2014</td>
<td>Review of Learning Support.</td>
</tr>
<tr>
<td>June 2014</td>
<td>Meeting with Jollie about changes in family circumstances.</td>
</tr>
<tr>
<td></td>
<td>in the community.</td>
</tr>
</tbody>
</table>
**The Role of NEPS**

**What will be a little different?**

Focus of support/assessment/consultation will move

from

‘assessment to identify eligibility for resource teaching hours’

to

‘assessment to

- *identify need*
- *inform intervention*’

NEPS will develop protocols with ISS to ensure that there is a co-ordinated approach when responding to issues around the education of children with SEN

**What won’t change?**

NEPS will continue to work with schools in order to provide a comprehensive educational psychological service

Ongoing dynamic planning process to prioritise casework and support and development work

Liaise with HSE when pupils’ needs are significant and enduring