



## **New Resource Teaching Allocation Model**

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**DELIVERY FOR PRIMARY STUDENTS WITH  
SPECIAL EDUCATIONAL NEEDS**

# Agenda

- Why the new Model was introduced
- How School Profiles are developed
- Information for schools on deployment of resources
- Presentation and Q&A

# Need for change - NCSE findings

- 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- Out-of-date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 findings are 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

**One simple single 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
- Allocation to be on the basis of school educational profile only
- Ends the dual allocation process.
- Advice re deployment and utilisation in schools

# The New Model

- New single allocation model in place from September 2017
- GAM and NCSE processes no longer apply
- Additional 900 teaching posts
- Up to 1,200 schools have received additional allocations
- No school has received an allocation of resources less than the allocation they received in the 2016/17 school year.

# The New Model

- New circular to replace 02/05
- New guidelines for schools
- Schools advised of details of Appeal Process
- Regional Training Days for Schools
- Publication of additional support materials for parents

# 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 in schools
- 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

Sector	Primary	Post Primary	Total
GAM/LS	4330	742	5072
NCSE RT	4352	3077*	7429
Total	8682	3819	12,501

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

- All of these posts have been redistributed under the new model.
- The existing distribution between primary and post primary was maintained.

# The School Profile – one single allocation

## School profiles building blocks:

- ① **Baseline component based on enrolment.** to support inclusion, prevention of learning difficulties and early intervention – 20% of available resources
- ② **Complex Special Educational Needs** – 50% of available resources
- ③ **Percentage of students performing below a certain threshold on standardised tests (approximately 18% of students)** 22% of available resources
- 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 school which has an allocation for low incidence SEN will lose that allocation for as long as the child remains in their 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**

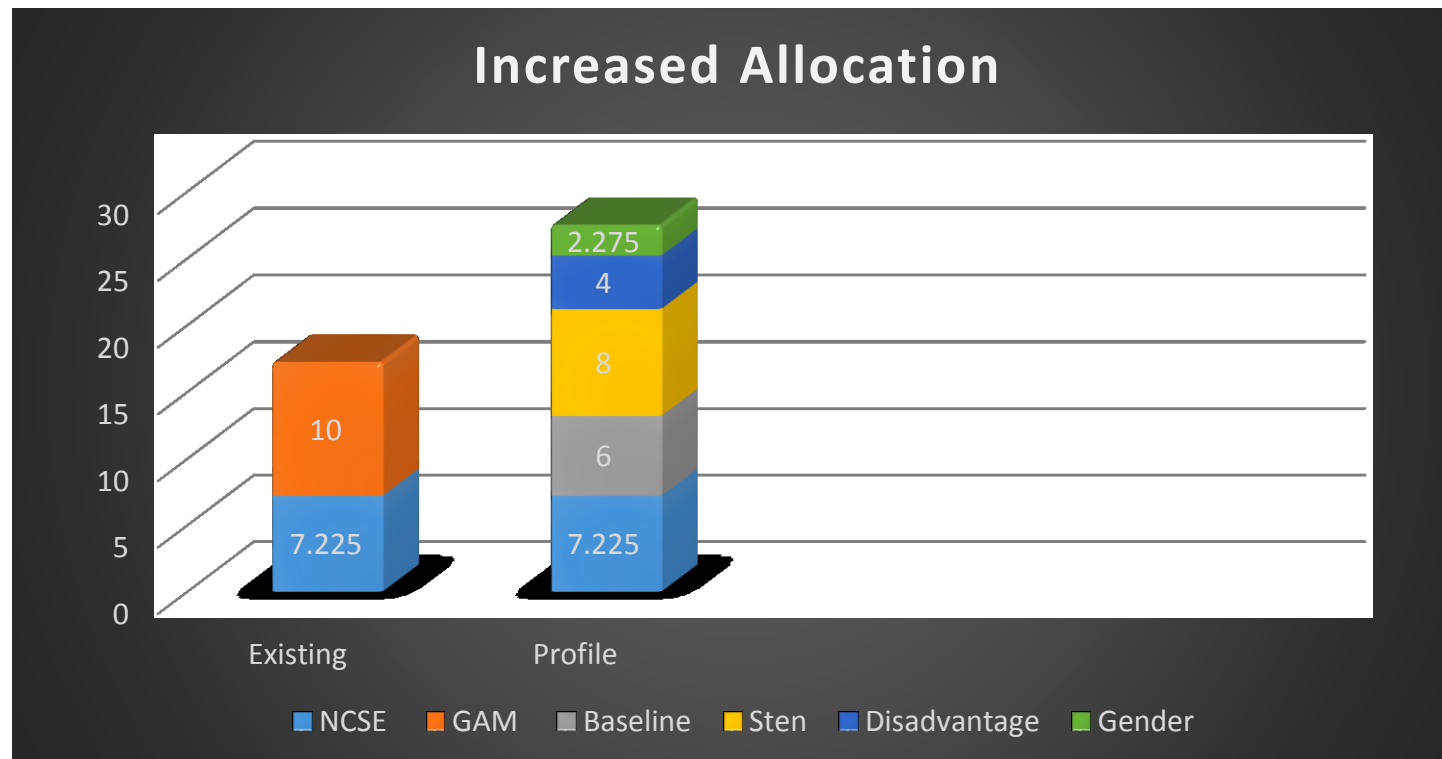
- For Gaelscoileanna and Gaeltacht schools, the standardised test scores in both Irish and English have been used to calculate pupil attainment in literacy.

# Social Context

- Approximately 4% of resources for primary schools are being provided for disadvantage. (Social Context Survey Data 2014)
- Approximately 4% of resources for primary schools are being provided for gender (Enrolment Data).
- This will vary between schools, depending on the social context of each school.

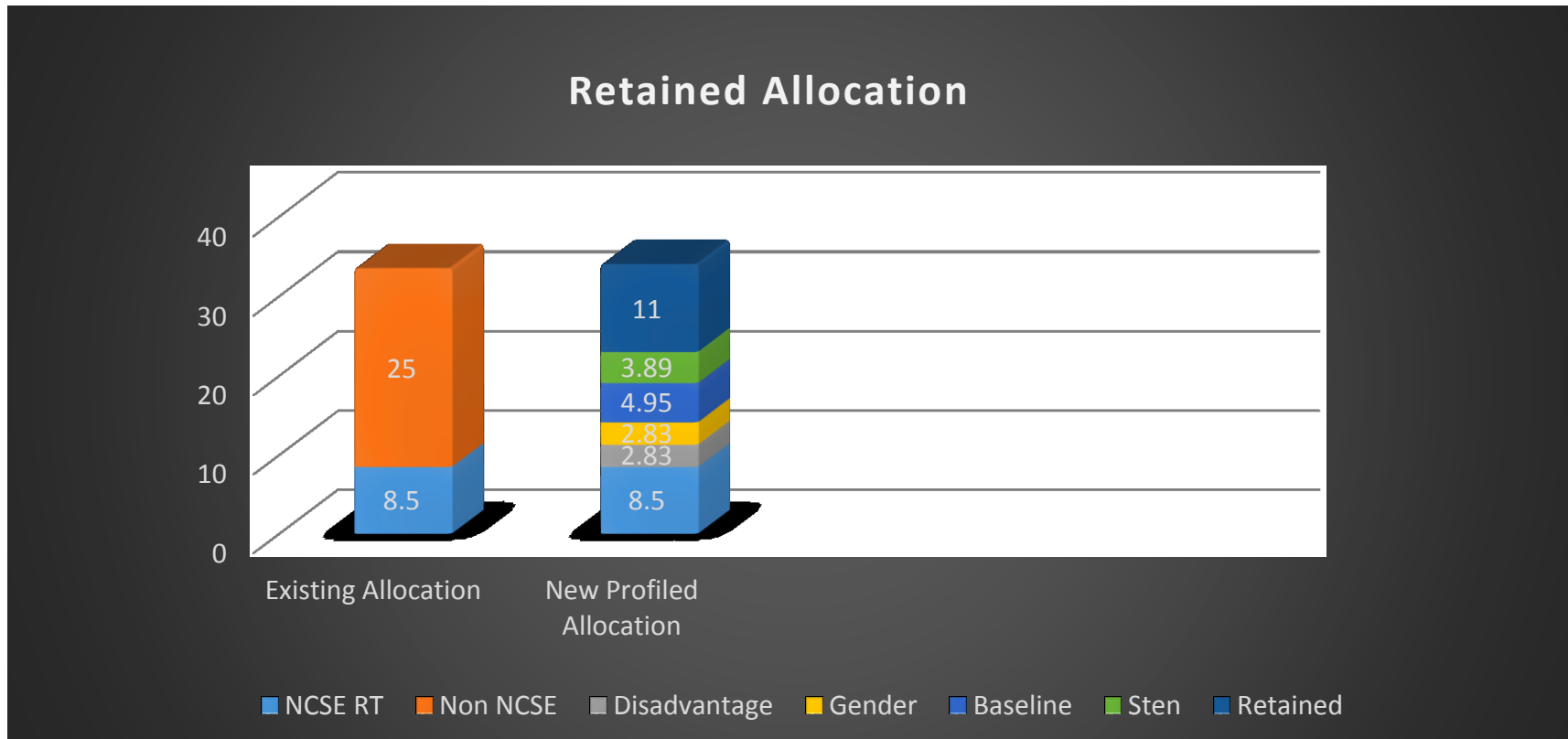
# Examples of Allocations for Individual Schools

**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



# **NEPS**

**Working together to make a difference for children**

**Supporting Primary Schools in Meeting the Needs of Children  
across the Continuum of Support**

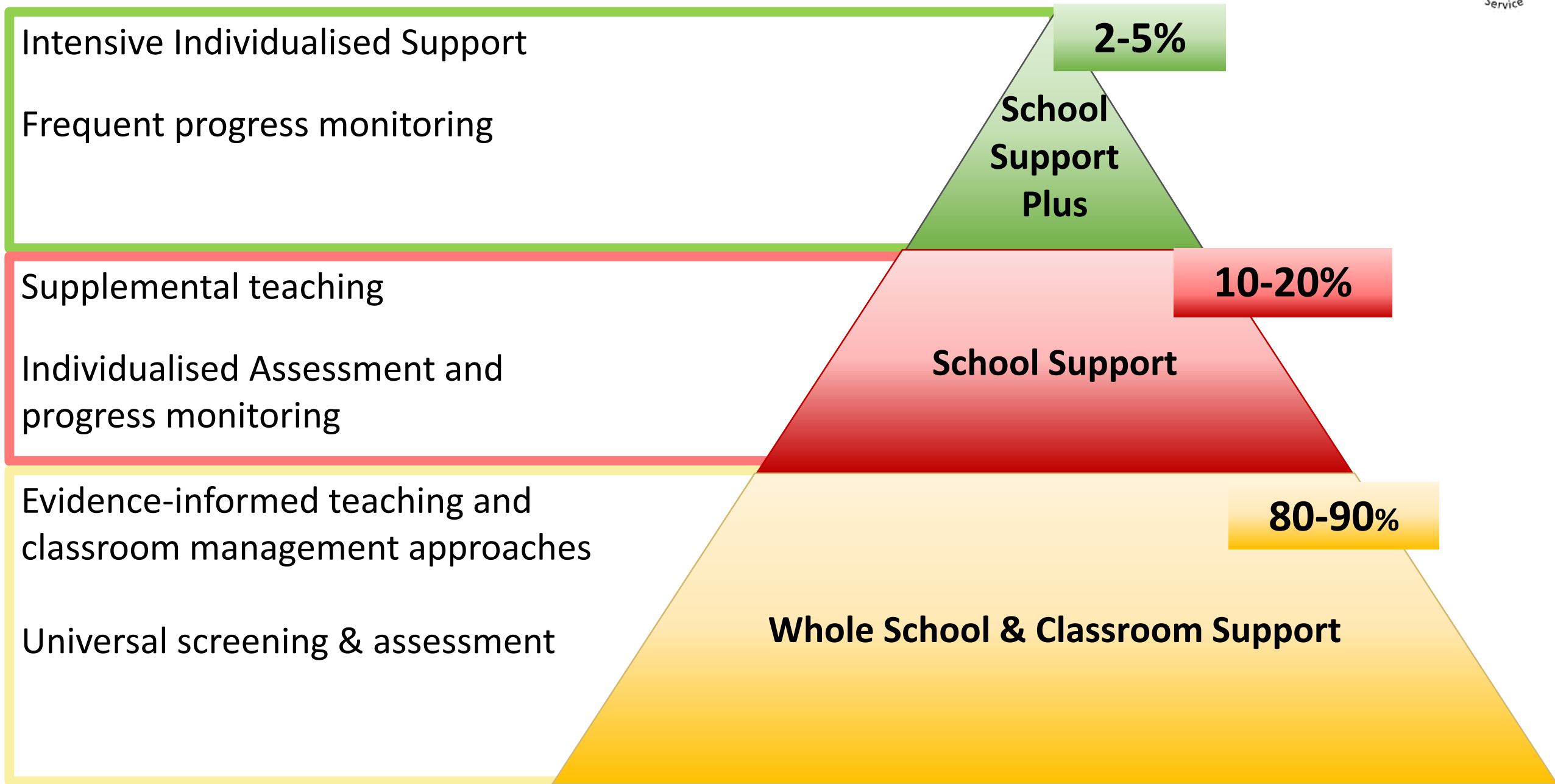
**Spring 2017**

# The Role of NEPS- What will be the same?

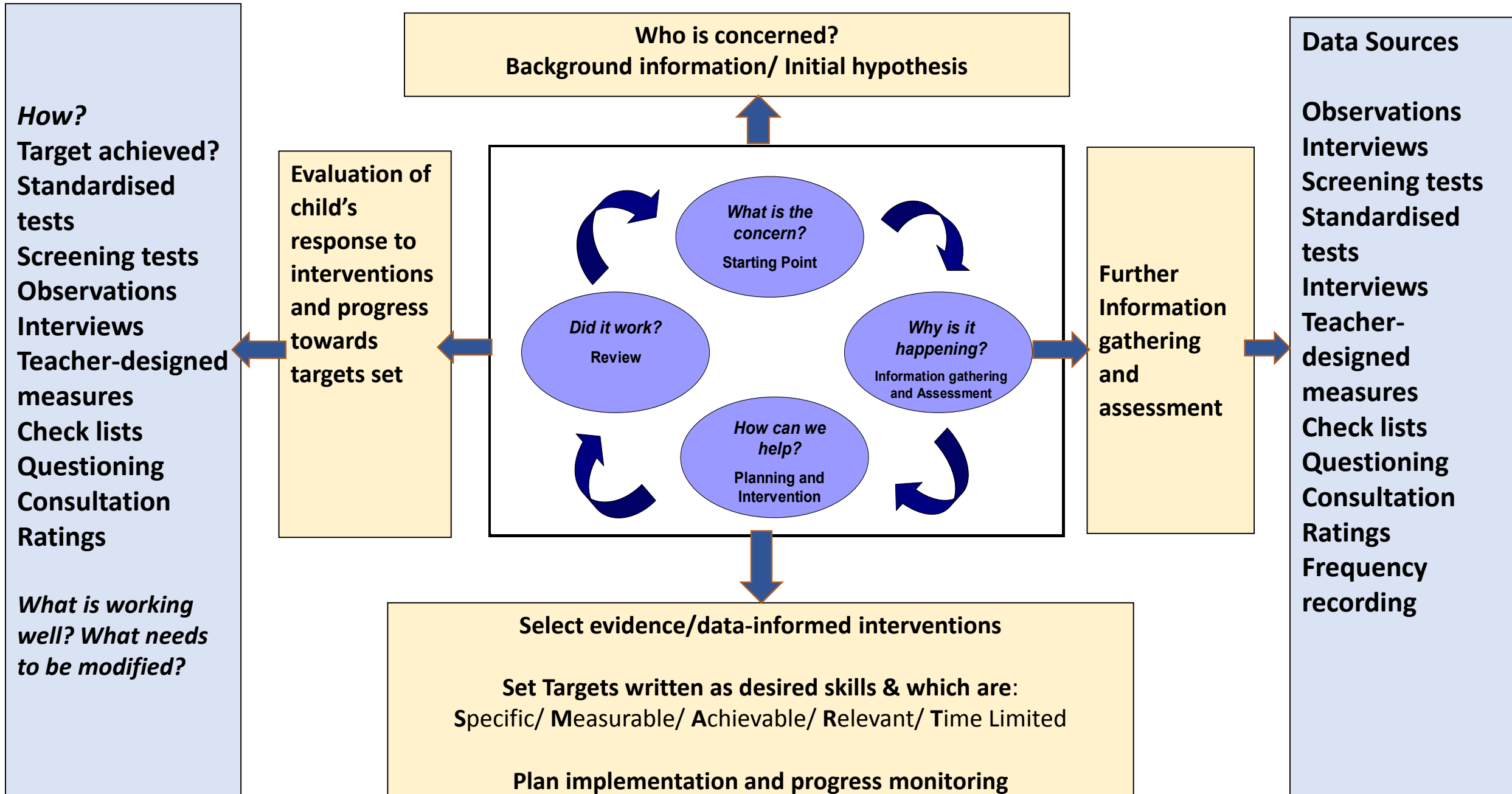


- NEPS psychologists will continue to provide support and guidance to schools through:
  - **Providing Support and Development inputs aimed at helping schools use a problem-solving framework to:**
    - identify pupils with special educational needs across the Continuum of Support and
    - select and implement appropriate, evidence-informed universal and targeted interventions
    - monitor the outcomes of interventions
  - **Casework** using a consultative problem-solving framework to help teachers support individual pupils with significant or complex needs
  - **Engaging in a dynamic Planning and Review process with schools** to match service to school need

# Academic & Social/Emotional Competence- A Continuum of Support



# Problem-Solving Model: Data & Evidence-informed



# Recording the Process - The Student Support File

Helps to:

- provide a record of data gathering, problem analysis and intervention
- Involve parents, share information & develop a common understanding with parents and teachers
- enlist commitment & maintain momentum
- review progress towards targets
- ensure continuity

**Student Support File, Log of Actions**

Date	Actions
October 2012	Teacher identified need for learning support - difficulty with phonics and word recognition. Joins learning support group.
May 2013	Drumcondra tests indicate reading standard score of 84. Spelling very weak.
16 <sup>th</sup> May 2013	Consultation with father about James' difficulties. Identified emotional needs.
Sept 2013	Learning support and social skills group offered.
Jan 2014	Intervention assessment.
March 2014	Assessment emotional needs developed.
Sept 2014	Learning Sup. See attached.
May 2014	Review of Le.
June 2014	Meeting with circumstances.
October 2015	New Learning Rainbows group.
May 2016	Learning Sup.

**STUDENT SUPPORT FILE**

Insert school logo here

Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

A Continuum of Support

Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

**SUPPORT REVIEW RECORD\***

To be completed by the teacher(s) as a review of the plan and as a guide for future actions. For help, see 2014 A Continuum of Support - Guidelines for Teachers, BSO A Continuum of Support - Guidelines for Teachers, A Continuum of Support for Post-Primary Schools, Resource pack for Teachers, Student Support Teams in Post-Primary Schools.

Student's name: James Hickey

Names of those present at review: Paul Hickey (father), Mr Duffy (class teacher) and Ma McMahon (Support teacher)

Class/ Year: 6<sup>th</sup> Class

Date of review: 26<sup>th</sup> Feb 2017

What areas of the plan have been most successful and why?

James really enjoyed taking part in the Reading Partner scheme. He definitely grew in confidence and was really kind to his partner. James is also really enjoying his farming project and is interested in using an iPad to present his findings.

Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and when did they occur?

part of the transition group, and is very enthusiastic about his role. We notice that James is more confident to speak out when in a group.

Have definitely improved and end-of-year testing is (hopefully) more positive. We want to consult with the NEPS psychologist and explore technology for the future.

Now, who, when?

James and James will continue learning support for literacy, with a programme, with Ma McMahon. We will be consulting with the consultation in April. Other strategies to continue.

He would like to have some help with fractions, which he includes some maths work during his individual time.

any comment?

progress and is very happy about the post-primary transfer.

Support for:

- ☐ Progress to next level of support - support for some/ School Support OR Support for a few/ School Support Plus
- ☐ Request consultation with other professionals

Other professionals may contribute to this review.

# NEPS Continuum of Services

School  
Support  
Plus

Complex Casework  
Multi-Agency Liaison  
Student Support File

80%

of service  
delivery time

School  
Support

Advice on diagnostic assessment and  
progress monitoring  
Casework  
Teacher /Group Consultation  
COS & Student Support file  
Literacy Interventions  
Friends for Life – targeted

20%

of service  
delivery time

Whole School &  
Classroom Support

Advice on universal screening and  
application of problem solving model  
Continuum of Support SEN & BESD  
Balanced Approach to literacy  
IY TCM, Friends, etc.  
Wellbeing Guidelines & Critical Incidents

# The Role of NEPS- What may be different?

- **Focus of Casework**

**From**

assessment to identify  
eligibility for resource  
teaching hours



**To**

assessment to identify need, inform  
intervention, monitor outcomes and look at  
what we can do better

- **The Focus of Support and Development work**

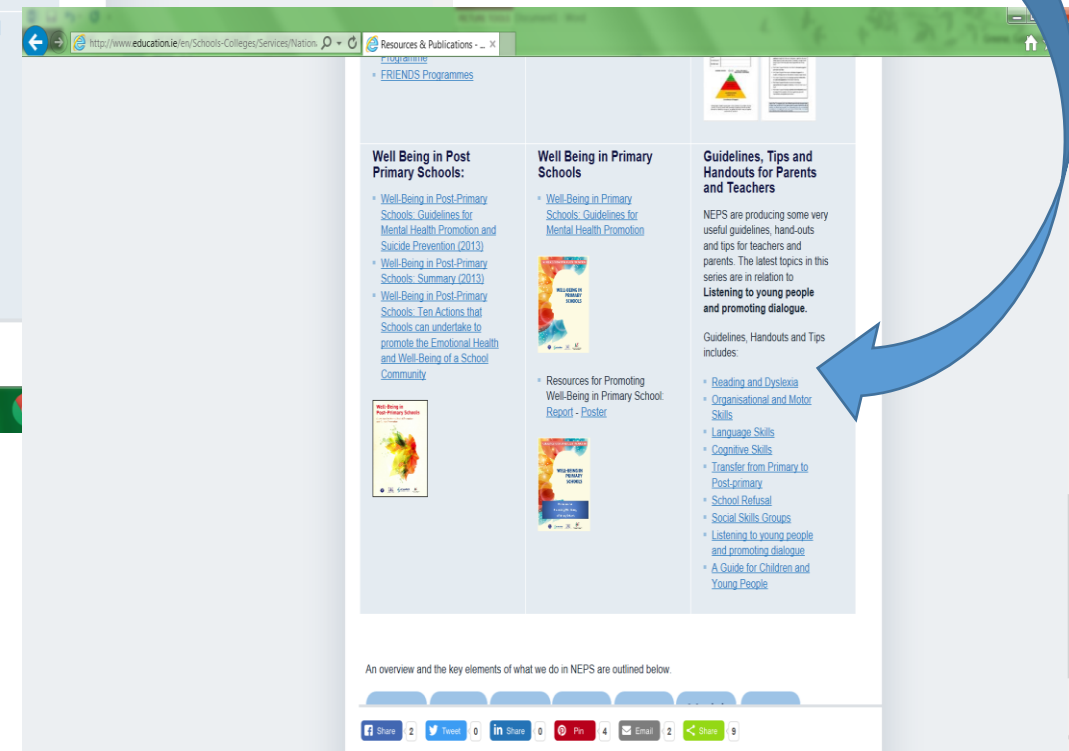
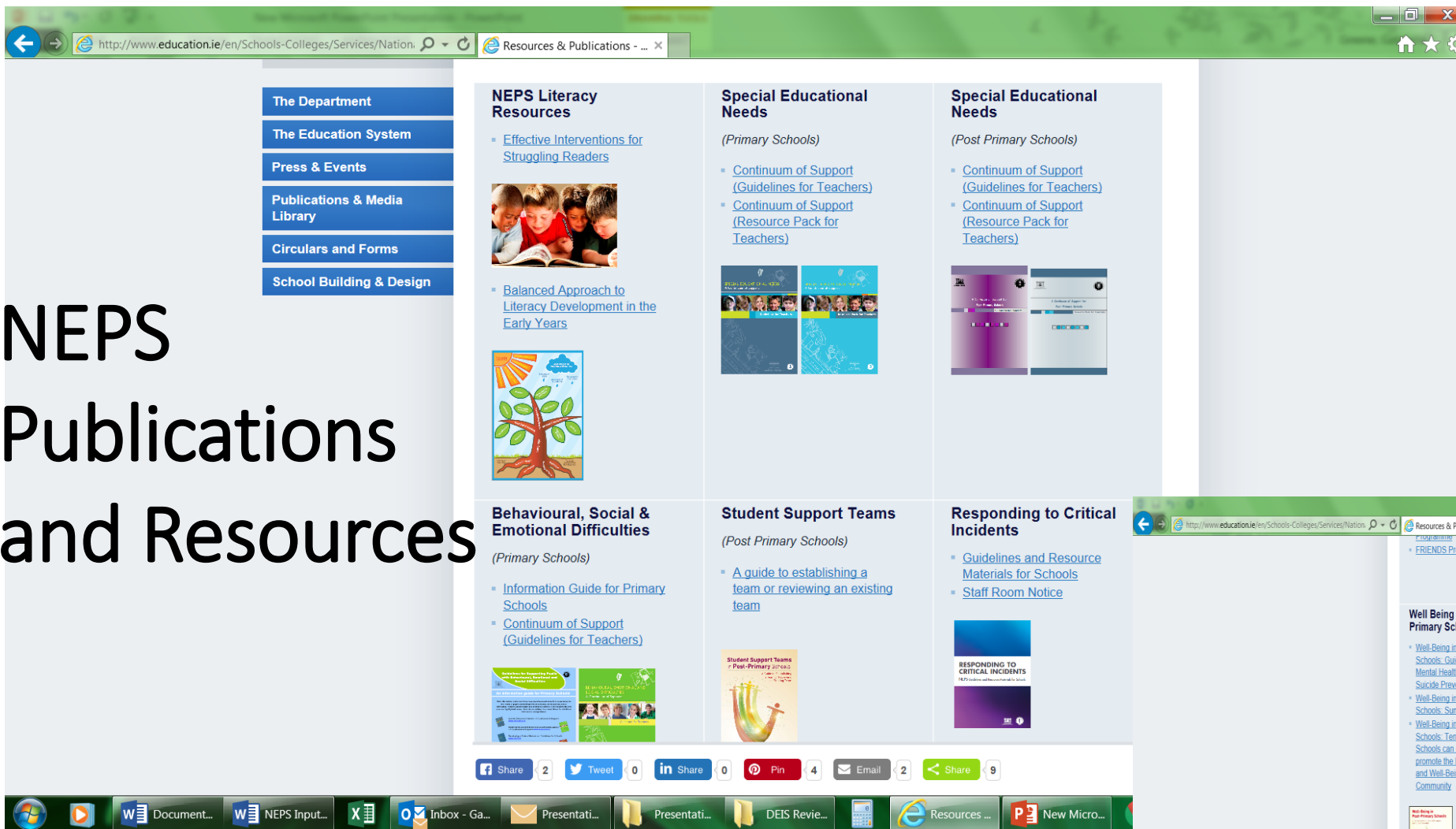
- NEPS will work with the **NCSE Regional Support Teams** to develop protocols to ensure that there is a coherent and coordinated approach supporting schools around the education of children with SEN

# How can NEPS help your School?

- Use the Self-Reflective Questionnaire (Appendices of Guidelines) to highlight current strengths and areas for development
- Think about the profile of pupils with SEN in your school
- Use NEPS planning meeting to discuss needs
- Access NEPS services locally - for FRIENDS, Incredible Years, Support with Literacy etc.
- Access NEPS on-line resources
- Casework

# NEPS Publications and Resources

# NEPS Guides & Handouts for Teachers & Parents



<http://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Resources-Publications.html>

# DES Support Services

- NCSE regional support teams – SESS, NBSS, VTS, SENOs
- Inspectorate
- PDST/DEIS advisory teams
- Education Centre Network



# INSPECTORATE: GUIDANCE FOR SCHOOLS

- New Circular accompanied by “Guidance for Schools” document.
  - A commitment to inclusion
  - A whole-school approach
  - Identify the needs
  - Meet the needs
  - Monitor and Record the progress
  
- Summary single page document for every teacher.



# Inclusion

- Schools have made very significant progress in developing inclusive practices and provision
  
- Schools with strong inclusive cultures are characterised by:
  - A positive ethos and learning environment
  - Promoting students' participation and active engagement
  - A commitment to developing students' academic, social, emotional and independent living skills
  - A focus on high aspirations and on improving outcomes for all students



## Whole-School Approaches

- Involves collaborative action by the school community to improve student learning, behaviour and well-being.
- Encompasses a process of reflection, planning and review of policies and practices
- Focuses in particular on how the school:
  - Identifies needs
  - Meets needs
  - Monitors outcomes



# Identify the Needs

- Observation and assessment
- Collaboration in assembling evidence
- The Continuum of Support. (All, Some, Few)
- Problem-solving process
- Priority Learning needs
- Educational planning – Support Plans and suitable targets



## Meet the Needs

- Effective teaching and learning
  - Co-operative teaching and learning within mainstream classrooms.
  - Collaborative problem-solving within mainstream classrooms.
  - Heterogeneous grouping within mainstream classrooms.
  - Differentiation within mainstream classrooms.
  - Interventions to promote the social and emotional competence.
- Teaching approaches will include a combination of initiatives,



## Meet the Needs

- Target the promotion of language, literacy and numeracy skills in junior classes
- Early intervention and prevention programmes to ensure that learning, social and emotional difficulties do not become entrenched for pupils.
- Evidence-based interventions to prevent and address learning difficulties.
- Well-validated programmes to address behavioural and emotional needs.
- Good Target Setting



## Monitor and Record Outcomes

- Monitoring outcomes is part of a dynamic process
- The Student Support File is a useful resource
- Support Review Record
- Monitoring progress is a key driver of effective practice.
- Evidence of progression and skills development over time
- Use of checklists, teacher measures, observations, standardised tests, screening tests, rating scales etc.
- Include measures of attainment, well-being, communication, independence, attendance and social inclusion etc.



# Deploying Teachers

**Six Principles** to guide the implementation process

- Resources intended to facilitate the development of **truly inclusive schools**.
- Supports **based on identified needs** and be informed by **reviews of progress**
- The **class / subject teacher** has **primary responsibility** for all students
- Special education teaching supports should be used **solely** for the support of students with identified special educational needs,
- Students with the **greatest levels of need** should have access to the **greatest levels of support**
- Schools should establish and maintain **a core team of support teachers**

**Six actions** to guide the allocation of additional teachers – outlined in Guidelines and based on three stages of ***identify, meet and monitor***