New Resource Teaching
Allocation Model

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- Out-of-date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

<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>
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<tr>
<td>NCSE RT</td>
<td>4352</td>
<td>3077*</td>
<td>7429</td>
</tr>
<tr>
<td>Total</td>
<td>8682</td>
<td>3819</td>
<td>12,501</td>
</tr>
</tbody>
</table>

*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:

- **Baseline component based on enrolment.** to support inclusion, prevention of learning difficulties and early intervention – 20% of available resources
- **Complex Special Educational Needs** – 50% of available resources
- Percentage of students performing below a certain threshold on standardised tests (approximately 18% of students) 22% of available resources
- **The schools’ social context** which includes educational disadvantage - 4%
- **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

- Intensive Individualised Support
  - Frequent progress monitoring

- Supplemental teaching
  - Individualised Assessment and progress monitoring

- Evidence-informed teaching and classroom management approaches
  - Universal screening & assessment

- Whole School & Classroom Support
  - 80-90%
- School Support
  - 10-20%
- School Support Plus
  - 2-5%
Problem-Solving Model: Data & Evidence-informed

Who is concerned?
Background information/ Initial hypothesis

Did it work?
Review

Why is it happening?
Information gathering and Assessment

How can we help?
Planning and Intervention

Evaluation of child’s response to interventions and progress towards targets set

Select evidence/data-informed interventions
Set Targets written as desired skills & which are:
Specific/ Measurable/ Achievable/ Relevant/ Time Limited

Plan implementation and progress monitoring

Data Sources
Observations
Interviews
Screening tests
Standardised tests
Interviews
Teacher-designed measures
Check lists
Questioning
Consultation
Ratings

Frequency recording

How?
Target achieved?
Standardised tests
Screening tests
Observations
Interviews
Teacher-designed measures
Check lists
Questioning
Consultation
Ratings

What is working well? What needs to be modified?
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
**NEPS Continuum of Services**

- **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

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

- **School Support**
  - Complex Casework
  - Multi-Agency Liaison
  - Student Support File

80% of service delivery time

20% of service delivery time
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
DES Support Services

- NCSE regional support teams – SESS, NBSS, VTS, SENO’s

- 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*.