




New Resource Teaching Allocation Model

**DELIVERY FOR STUDENTS WITH
SPECIAL EDUCATIONAL NEEDS**

ILSA Conference - Carlow

22nd Sept, 2017



The NCSE recommended a new model for allocating special education teachers to schools

- Inequitable: Required formal diagnosis of a disability – not always available
- Wasteful > 4,300 teachers allocated Primary schools without any reference to need in school
- Reinforced disadvantage: Confirmed socio-advantage
- Resulted in unnecessary “labelling” of children
- Allocations 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

New Allocation Model

One simple scheme to allocate special education teachers in line with educational 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



New Allocation Model

- Pilot Model for Schools 2015/16 School Year – Review of Pilot
- Announcement of New Model Jan 2017
- DES Circular 0013/2017 for Primary Schools
- DES Circular 0014/2017 for Post Primary Schools
- Guidance for Primary and Post Primary Schools have issued

New Allocation Model

- Allocations issued for all schools in March 2017 based on school profiles
- New model now in place from September 2017
- Additional 900 teaching posts
- Over 1,300 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.
- Information Days: Regional Training Days for Schools took place in 9 Regional venues, all schools were invited



Benefits of New Model

- ▶ 900 New Posts
- ▶ End to distinction between Learning Support and Resource Teaching
- ▶ Many more Full time posts
- ▶ Less clustering and travelling between schools
- ▶ Rounded allocations for many schools
- ▶ End to burdensome annual application process
- ▶ Schools front loaded with resources



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 each year
- Greater flexibility for schools

The School Profile

Primary 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.

New entrants broadly balanced by leavers annually until next re-profiling



Appeal or Review Process for Schools

3 Stages

▶ 1. NCSE Appeal Process

An appeal process was put in place to support the introduction of a new model for allocating special education teachers to schools, in March of this year.

Schools were advised that they could appeal, under this process, where a school considered that their school profile was calculated incorrectly, based on the data set applicable in DES Circulars 0013 and 0014 2017. An appeal could be submitted for a review of the information used and of the calculation of the allocation.

Schools who wished to submit an appeal on this basis were asked to do so by March 31st 2017.

These appeals have been processed and this appeal process has now concluded.



Appeal or Review Process for Schools

3 Stages

▶ 2. Developing or Expanding Schools

Process put in place to address where school enrolments changed following the allocation e.g. a developing school where the enrolment numbers significantly increased.

Criteria for qualification for mainstream school developing school posts are set out in DES Circular 17/2017 (Primary School Staffing Schedule) and DES 10,11,12/2017 (Post Primary School Staffing Schedule).

Schools who qualified for additional mainstream developing school also qualify for additional Special Education Teaching Allocations to take account of this developing status.

Schools were advised of additional hours being provided as provisional allocation in July of this year.

Dependent on confirmation of September 2017 enrolments. Final allocation will be made once the enrolments have been confirmed in September.



Appeal or Review Process for Schools


3 Stages

▶ 3. Exceptional Circumstances


In setting out the appeal process for the calculation of school profiles, the NCSE also advised schools it acknowledged there are some circumstances, which may arise in schools, which fall outside the appeals process, or allocations for developing school status.

These relate to exceptional or emergency circumstances which could not have been anticipated e.g. where the school profile changes very significantly, or where other exceptional circumstances have arisen in a school and which may require a review of schools capacity to provide additional teaching support for all pupils who need it in the school, or of their utilisation of their allocations.

The DES and NCSE are currently finalising the criteria for this process and will shortly be advising how schools can seek a review in this manner.



Further Support

- ▶ Guidance Booklet for Parents
 - ▶ Summary Guidance Document for Teachers
 - ▶ Support from NEPS NCSE Support Services
 - ▶ SESS Training
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Planned Next Stages

- ▶ Increase for demographics 2018/19
 - ▶ Re-profiling for all schools 2018 (Graduated adjustments- No Cliff)
 - ▶ New allocations Spring 2019
 - ▶ Revised profiles in place for September 2019
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