Supporting schools with the new

Special Education Teacher (SET) Allocation Model

NCSE Support Service 2017

http://www.sess.ie/supporting-pupils-special-educational-needs-mainstream-schools-primary
At the end of this presentation I hope that you will …

- Be better equipped to support the new special education teacher (SET) allocation model.
- Have a toolkit that you can use in school.
- Know what supports are available to schools.
Outline

- What is the new SET Allocation Model?
- The Toolkit
- The supports available to you on return to school.
The Special Education Teacher (SET) Allocation Model

**It is...**

- A significant resource for schools
- Teacher allocation model - Special Education Teacher (SET)
- To support inclusion
- To ensure that the resources are allocated to the students with the greatest needs
- For mainstream schools
- Based on the school profile

**It isn’t....**

- An extra pair of hands in a school
- LS / RT no longer exist
- To be used to create smaller classes
- For SNA allocation
- For special schools or special classes
- Low incidence or high incidence no longer exists
Why change?

- 2013 Policy Advice on Supporting Students

- Current system:
  - unfair
  - confirms advantage; may re-inforce disadvantage
  - results in unnecessary “labelling” of children
  - not linked to improved educational outcomes
Benefits for students and families

- Over 11,000 teachers will be allocated in line with need
- No waiting for diagnosis; No unnecessary labelling
- Parents will no longer have to pay
- Resources will be in school on enrolment

Over time
- More professional time available for assessments
Benefits for schools

- Schools will have greater stability in terms of staffing

- Schools will be better able to:
  - plan for students
  - put training in place for teachers
  - deploy resources in line with students’ needs

- Role of teacher assessment of students learning needs more valued

Over time:
- Less administration for schools in processing applications for resources
Inclusive practice at a whole school level

- Inclusion
- New Model of Allocating Resources
- 3 Step Process
- Identifying Pupils
- Meeting Needs
- Monitoring Outcomes
What does inclusion look like in the context of your school?
Inclusion is....

About the needs of the whole community

Understanding your school community

Valuing everyone

Celebrating diversity and individuality

Not an ‘add on’ or afterthought

Valuing other cultures

Providing flexible learning

Not just about IEPs

Knowing and understanding the needs of all pupils

Changing the way things are organised so they suit pupil needs

Everybody’s responsibility

More than just a policy

Not just about access

Reflecting on your practice

Not just about access
Vision of Inclusive Education

- ‘To provide that people with special educational needs shall have the same right to avail of, and benefit from, appropriate education as do their peers who do not have such needs’ EPSEN (2004)

- Responsibility of each and every teacher
Legislation – Common Themes

- Access
- Participation
- Benefit
- An Inclusive Education
The Inclusive Education Framework is an interactive tool to be used by schools to assist schools plan, measure and improve how pupils with special educational needs are supported. This resource will help reaffirm good inclusive practices already in place in many schools and will guide other schools to develop good practice.

http://ncse.ie/inclusive-education-framework
What is the Framework?

Resource for schools to prioritise the inclusion of pupils with special educational needs and access the quality of inclusion

Schools can:

- identify what they are doing well
- identify areas where they need to improve
- rate their levels of inclusion
- plan to address areas for improvement
Policy Advice
‘Supporting Students with SEN in Schools’
May 2013

June 2014
‘Proposed New Model
‘Delivery for Students with SEN: A better, more equitable way’

2015/2016
Pilot of the New Model

2016
Review of the Pilot

September 2017
New Model Introduced
Pilot Schools Review 2016

- 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 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
Circular 13/2017
Primary

Circular No 0014/2017

Circular to the Management Authorities of all Post Primary Schools: Secondary, Community and Comprehensive Schools and the Chief Executive Officers of the Education and Training Boards

Special Education Teaching Allocation

1. Purpose

The purpose of this Circular is to advise schools of the revised allocation process for Special Education Teachers to mainstream post primary schools from the 2017/18 school year.
Guidelines for Primary Schools

Supporting Pupils with Special Educational Needs in Mainstream Schools
The Toolkit

NCSE Support Service

Toolkit

building on ability

New Special Education Teacher (SET) Allocation Model

September 2017

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The Toolkit
.. a work in progress

- Six Guiding Principles
- Planning Template – six actions
- Identification of Need (COS Process)
- Provision Planning (Teachers & Students)
- School Self-reflective Questionnaire
- Parental Involvement
- Student Support File
Six principles to guide the implementation of the revised model for allocating special education teaching supports in schools

1. To facilitate the development of truly inclusive schools
2. Based on identified needs informed by regular review
3. CT has primary responsibility for the progress and care of all students
4. Used solely for the support of pupils with identified SEN including those for whom English is an additional language
5. Pupils with the greatest levels of need should have access to the greatest level of support (from teachers with relevant expertise)
6. Should establish and maintain a core team to meet the needs of pupils with SEN. All teachers should have access to CPD and supports.
Role of the Board of Management

The primary role of a board of management is one of governance. Governance is about providing direction and oversight for a school while ensuring that the rights of all members of the school community are upheld and that the school is accountable for its work.

*Education Act (1998): The Board of Management*

- Provide or cause to be provided an appropriate education for each student
- Publish...the policy of the school concerning admission to and participation in the school... ensure that... the principles of equality and the
Roles and Responsibilities: Principal

- Identify pupils who may have special educational needs
- Ensure all policies related to SEN are described in the School Plan
- Ensure that the Special Educational Needs of pupils are met
- Work with the Board of Management, teachers and parents
- Create a core team to plan and manage provision in the school
- Forward planning of transition and transfer arrangements
- Monitor whole-school policies and provisions
- Facilitate parents’ participation in their child’s education
First-line responsibility for the education of all the pupils in their classes

Plan lessons carefully to address the diverse needs within the classroom

Adapt teaching approaches & differentiate lessons to meet the needs of all pupils

Adapt the environment to promote curricular access for some pupils

Employ a variety appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching and scaffolded instructions

Need to collaborate with Special Education Teachers and parents in the planning process
Roles and Responsibilities: Special Education Teachers (SETs)

- Need to be familiar with a wide range of teaching approaches, methodologies and resources.
- Support pupils in a variety of ways including team teaching, co-teaching, early intervention, small group & individual support.
- Cater for a variety of learning needs throughout the school.
- Consult with class teachers to plan interventions to meet the priority learning needs of pupils.
- Create short-term planning documents which reflect the support plans.
- Outcomes need to routinely assessed, recorded and used to review progress and plan further interventions.

Epsen Act
The allocation includes provision for the conducting of planning and co-ordination activities required to ensure the most effective and optimal use of the special educational needs teaching hours provided to schools, for children. The effective use of resources will be dependent upon effective timetabling practices that ensures continuity and avoids undue fragmentation of provision.
3 Step Process to Support Pupils with SEN

Step 1:
How can we identify needs?

Step 2:
How can we meet needs?

Step 3:
How can we monitor and record outcomes for students with special educational needs?

Guidelines
Step 1 How can we meet these needs?

Self-Reflective Questionnaire

- To assist schools in reflecting on their provision for pupils with special educational needs a Self-Reflective Questionnaire is provided in the guidelines.

Toolkit pages 8 to 13
Using the Continuum of Support framework, schools can identify students’ educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

Step 1: How can we identify needs?
Identification of Needs through the Continuum of Support Process

Toolkit: Page 5
Page 9-10 Guidelines
Leaflet to schools
Managing the provision for pupils with special educational needs in your school

Toolkit pages 6-7

School provision plan for pupils with special educational needs

School:  Roll No: ______________________
School Year: ________________ Reviewed: ________________
Special Educational Needs Teaching:_______ hours

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Hours</th>
<th>Brief Description of role and Duties</th>
</tr>
</thead>
</table>

(ncse Ireland)
Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework

<table>
<thead>
<tr>
<th>Classroom Support</th>
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<tbody>
<tr>
<td>Pupil Name</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Support Plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Name</td>
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</tbody>
</table>
Student Support File - Student Support Plans

• ‘Support Plan’ is a general term

• Support plans can take the form of a general support plan, a behaviour plan or contract, an individual pupil learning profile, (IPLP) an individual education plan, (IEP) a pupil personalised learning plan etc.

• Student support file can be modified or adapted as needed
Support File

Identification

Planning

Target Setting

Monitoring

Toolkit: Pages 15 - 19
Planning for inclusion: Whole school policy on assessment

- Purposes and methods of Assessment
- Selection and use of assessment based on needs of pupils - continuum
- Recording and communicating assessment results
- Receiving and storing information
- Establishing the right to access information - Parents
- Procedures around assessment by Relevant Professionals
NCCA Assessment Guidelines for schools
Multi-tiered approach - All, Some, Few

Functions of assessment
• Formative,
• Summative,
• Evaluative
• Diagnostic
Planning for Inclusion – Staged Approach Assessment

Curriculum planning for pupils with special educational needs may be thought of as multi-tiered – pupils may require different levels of differentiation and support to facilitate engagement with the curriculum and to ensure participation in, access to and benefit from the school curriculum.
Step 2: Meeting Needs

- Having identified a pupil’s needs and the educational planning required to meet those needs, this second step emphasises the importance of effective teaching and learning strategies.

- The benefits of early-intervention and prevention programmes are highlighted.

- Guidance is also provided on target-setting.
Step 2: Meeting Needs

- Effective teaching and learning
  The role of the class teacher

- Effective teaching and learning
  The role of the special education teacher

- Early intervention and prevention

- Target-setting

Guidelines for Schools - Primary pages 12-16
Self reflection – Planning tool page 10
'Teacher quality’ is the single most important school variable influencing pupil achievement.

Teachers Matter: Attracting, Developing and Retaining Effective Teachers; OECD 2005
While teachers used a range of differentiation strategies within an Irish context it was evident these were used by a small number of teachers for a limited amount of classroom instruction.

There was evidence of differentiation by task and outcome across the phases of education but little indication of wider forms of differentiation to enable greater curricular access to pupils with special educational needs.

*Project IRIS – Inclusive Research in Irish Schools* (2015)
Models of Support

**Withdrawal**
- Confidentiality
- Quieter environment
- Time and attention
- Pace
- Easy use of ICT
- Similar ability groups
- Concentration level

**Team Teaching**
- Inclusive environment
- Self-esteem
- Continuity of learning
- Interactive and engaging
- Practical benefits
- Peer support
- Experiencing different teaching methodologies
Models of Support

- Parallel Teaching
- Station Teaching
- Team Teaching
- One Teaching, One Drifting
- Alternative Teaching

In class support

Planning Instruction
assessment
In class support: Benefits to pupils

- More interactive and engaging
- Greater individual attention
- Inclusive environment
- More disciplined classroom
- More support
- Greater self-esteem
- Social opportunities
Universal Design for Learning

Inspired by a public school student with disabilities

Could you please shovel the ramp?

All these other kids are waiting to use the stairs. When I get through shoveling them off, then I will clear the ramp for you.

But if you shovel the ramp, we can all get in!

Clearing a path for people with special needs clears the path for everyone!
Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn should lead to adjustments in support plans.

It is also important to review outcomes at group, class and whole-school level.

How are you doing this currently?
Toolkit Page 10
Target Setting

Good target-setting is central to effective teaching and learning for pupils with special education needs. There are four guiding principles when devising targets for pupils:

1. Linked to assessment
2. Strengths-based
3. Linked to interventions
4. Developed collaboratively
Tracking and Recording

• Establish a tracking and recording system, to ensure that the progress of all pupils in meeting their identified targets is monitored.

• At Whole-school and Classroom Support level by all teachers.

• At the School Support and School Support Plus levels by class teachers and special education teachers.
Good Parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs…

A GUIDE FOR PARENTS/GUARDIANS AND STUDENTS
Focus of NCSE Support Service

Building Schools’ Capacity

To include and educate students with special educational needs so as to bring about improved educational experiences and outcomes for these students.
Support is available from the NCSE Support Service: 2017-2018

- Regional support structure & Practice Development team (under development)
- Head Office staff (supported by Education Centres)

Together will deliver one NCSE service to students, parents, schools and teachers
Benefits of One NCSE Support Service

For students, families, teachers, schools:

- Greater consistency in advice, support and professional development services
- In-school support for school management, teachers and students
- Opportunity to develop regional knowledge & services, identify regional deficits and strategically respond to both
- Quality Assurance
Primary & Post-Primary CPD Programme

Primary CPD Programme 2017-2018

Teacher Allocation Model (Primary)
1. Leading the Inclusive School, Principals’ Seminar (Primary)
2. Leading the Inclusive School, Teachers’ Seminar (Primary)
3. Assessment and Individual Planning for Students with Special Education Needs (Primary)

Primary Courses - General
1. Achieving Curricular Targets using Digital Literacy: Moderate, Severe and Profound GLD
2. An Introduction to Deafness: 2 Day Seminar
3. An Introduction to Inclusive Physical Education
4. An Introduction to Teaching Students with Down Syndrome
5. Assistive Technology for Students with Dyslexia - TextHELP 'ReadWriteGold'
7. Developing Language and Communication for Students with SEN: 2 Day Seminar
8. Teaching Students with Dyslexia & Literacy Difficulties
9. Teaching Students with Acquired Brain Injury
10. Transition from Primary to Post Primary for Students with Special Education Needs: Evening Seminar

General Post-Primary Courses
1. Achieving Curricular Targets using Digital Literacy: Moderate, Severe and Profound GLD
2. An Introduction to Deafness: 2 Day Seminar
3. Assistive Technology for Students with Dyslexia - TextHELP 'ReadWriteGold'
5. Individual Education Planning for Students in the Mainstream Post Primary School
6. Teaching Students with Acquired Brain Injury
7. Teaching Students with Dyslexia in the Mainstream Post Primary School
8. Teaching Students with Language & Communication Difficulties in the Mainstream Post Primary School

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NCSE Annual Research Conference

- **Tuesday, 21st November, 2017**
- **9am – 4pm Hogan Suit, Croke, Dublin**

The main focus of this year’s conference will be on Initial Teacher Education. The keynote address will be given by Marleen Pugach, Professor Emerita of Teacher Education at the University of Wisconsin Milwaukee and formerly Professor of the Practice of Education at the University of Southern California.

The conference will also feature findings from phases 1 and 2 of the NCSE’s longitudinal research study on Initial Teacher Education for Inclusion.
THANK YOU