



Special Education Teaching Allocation Model

**DELIVERY FOR STUDENTS WITH
SPECIAL EDUCATIONAL NEEDS**

ILSA Conference 29th March, 2019

Introduction of New Allocation Model 2017

- Every school received a single allocation for additional special education teaching support
- Allocation on the basis of school educational profile
- Advice re deployment and utilisation in schools: Circular 0013 and 0014 2017 and Guidelines

Introduction of New Allocation Model 2017

- New model in place from September 2017
- Additional 900 teaching posts provided 2017
- Additional 100 posts provided for demographics 2018
- Total Additional 1000 posts 2017-2019
- 37% increase in SETS since 2011
- Many schools received increased profiled allocations 2017
- No school received an allocation of resources less than the allocation they received for the 2016/17 school year

Benefits of the new model

- Children can be supported immediately rather than having to wait for a diagnosis.
- Children not required to 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 – More full time posts

Additional Allocations 2017 /2018

- New Schools 2017 8.4 (1.6 Primary 6.8 Post Primary)
- New Schools 2018 9 (0.4 Primary 8.6 Post Primary)

- Developing Posts 2017 68.6 (20.3 Primary X 48.3 Post Primary)
- Developing Posts 2018 81.25 (19 x Primary 62.25 Post Primary)

- Exceptional Needs 2017/18 13.5 (9.5 Primary 4 Post Primary)
- Exceptional Needs 2018/19 (TBC)

Review of Model 2019

- Updated Profile Data Collected in 2018
- Application of Data to Model
- Revised Circulars 007 2019 Primary and 008 2019 Post Primary
- Allocations issued to schools Feb 2019
- Updated for Schools with Effect from Sept 2019

Review of Model 2019 The School Profile

School profiles composed of:

- ① **Baseline component based on enrolment.** to support inclusion, prevention of learning difficulties and early intervention
- ② **Students with Complex Special Educational Needs**
- ③ **Percentage of students performing below a certain threshold on standardised tests**
- ④ **The schools' social context** which includes educational disadvantage -
- ⑤ **Gender**

Baseline

- Baseline - Made up of 20% Total Resources divided by total enrolments
- 2017 - POD and PPOD 2015/16 School Year Enrolments
- **2019 - POD and PPOD 2017/18 School Year Enrolments**
- No Change – Baseline remained at 20% 2019

Complex Needs - Primary

- 2017 - Existing 2016/17 NCSE 'low incidence' used
- 2019 and onwards - Junior Infant Enrolments - Children who access HSE Network Disability Teams, or on waiting list for access, constitute the new complex enrolments. (Based on HSE data return)
- New Complex Needs - 2017/18 enrolments added and 2016/17 6th class leavers deducted – Balance is new complex needs group
- 7/8th of Existing Complex Needs Allocation remains (1/8th Adjustment)

Complex Needs Primary moved from 50% to 42.5%

Complex Needs - Post Primary

- 2017 - Existing 2016/17 NCSE 'low incidence' used
- 2019 and onwards - Matching of 2016/17 primary school 6th class low incidence leavers to new post primary schools
- New Complex Needs 2017/18 1st year enrolments added and 2016/17 6th year leavers deducted – Balance is new complex needs group
- 7/8th of Existing Complex Needs Allocation remains (1/8th Adjustment)

Complex Needs Post Primary moved from 61% to 63% (more new entrants than leavers)

Standardised Test Results - Primary

- Model includes standardised test results for maths and Irish or English.
- Aggregate of primary school standardised test results over 2013/14 and 2014/15 used in 2017
- For 2019 test data for 2015/16 and 2016/17 also added to provide balanced picture of achievement.
- 2017 - Approximately 23% of resources for primary schools provided for Standardised tests
- **2019 - Approximately 27.85% of resources for primary schools provided for Standardised test results**

Standardised Test results Post Primary

- Model includes Junior Cert test results for maths and English.
- Aggregate of post primary school Junior Cert results for 2014 and 2015 used in 2017
- For 2019 Junior Cert data for 2016 and 2017 will added to provide balanced picture of achievement.
- 2017 - Approximately 12% of resources for post primary schools provided for test data.
- **2019 - Approximately 11.5% of resources for post primary schools would be provided for standardised test results**

Disadvantage

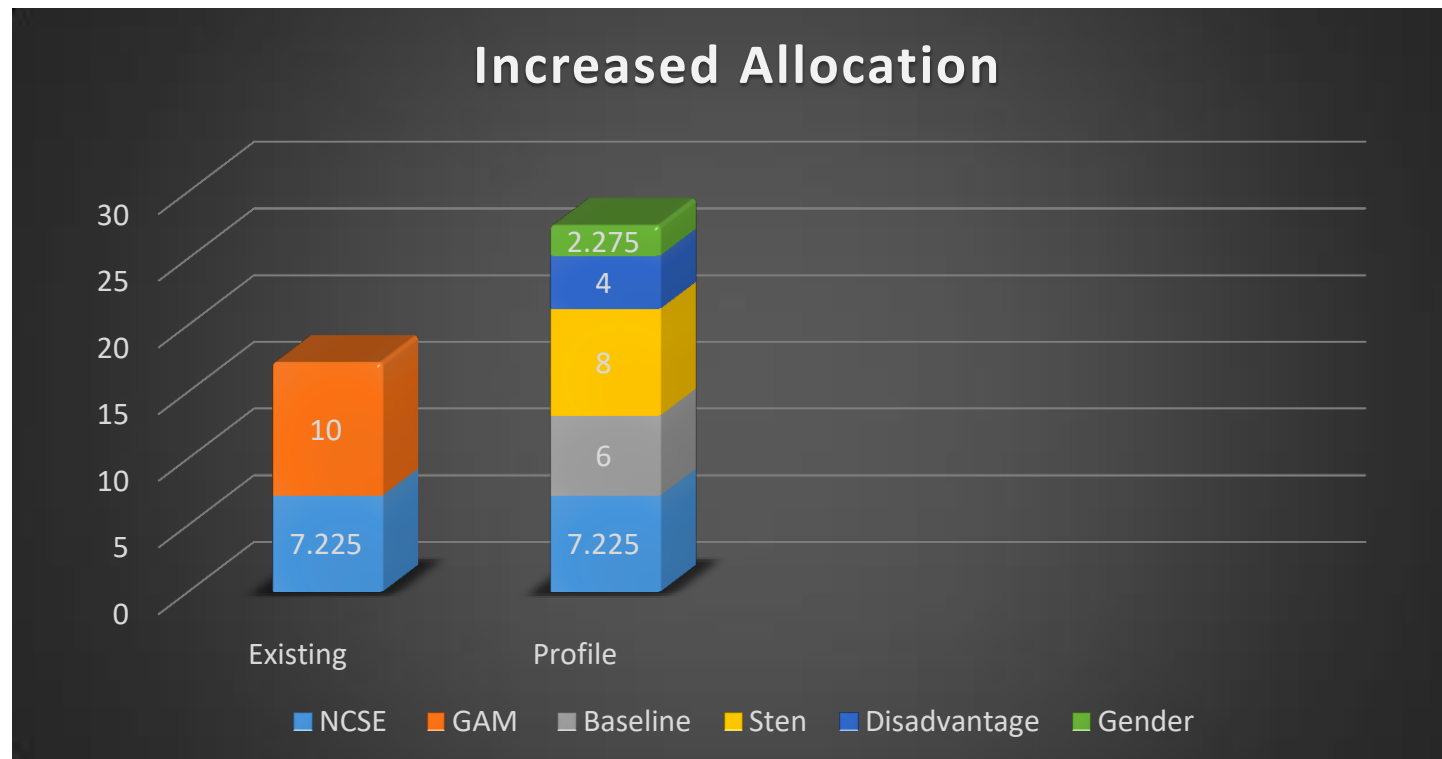
- 2017 – Based on Social Context Survey Data 2014 (Primary) Exam fee Exemptions (Post Primary)
- 2019 – Based on Geo Coding HP Index Data (DEIS)
- 2017 – Primary: Approximately 3.5% provided for disadvantage.
- 2017 - Post Primary 4.6 % for Disadvantage
- 2019 – Primary: Approximately 5.5% for disadvantage
- 2019 - Post Primary 3 % Disadvantage

Gender

- POD and PPOD Enrolment Data (as per Baseline)
- 2017: Primary Approximately 3.5% of resources for gender.
- 2017: Post Primary – 2.4% for Gender
- 2019 Primary: Approximately 4.3% for gender
- 2019 Post Primary Approximately 2% for gender

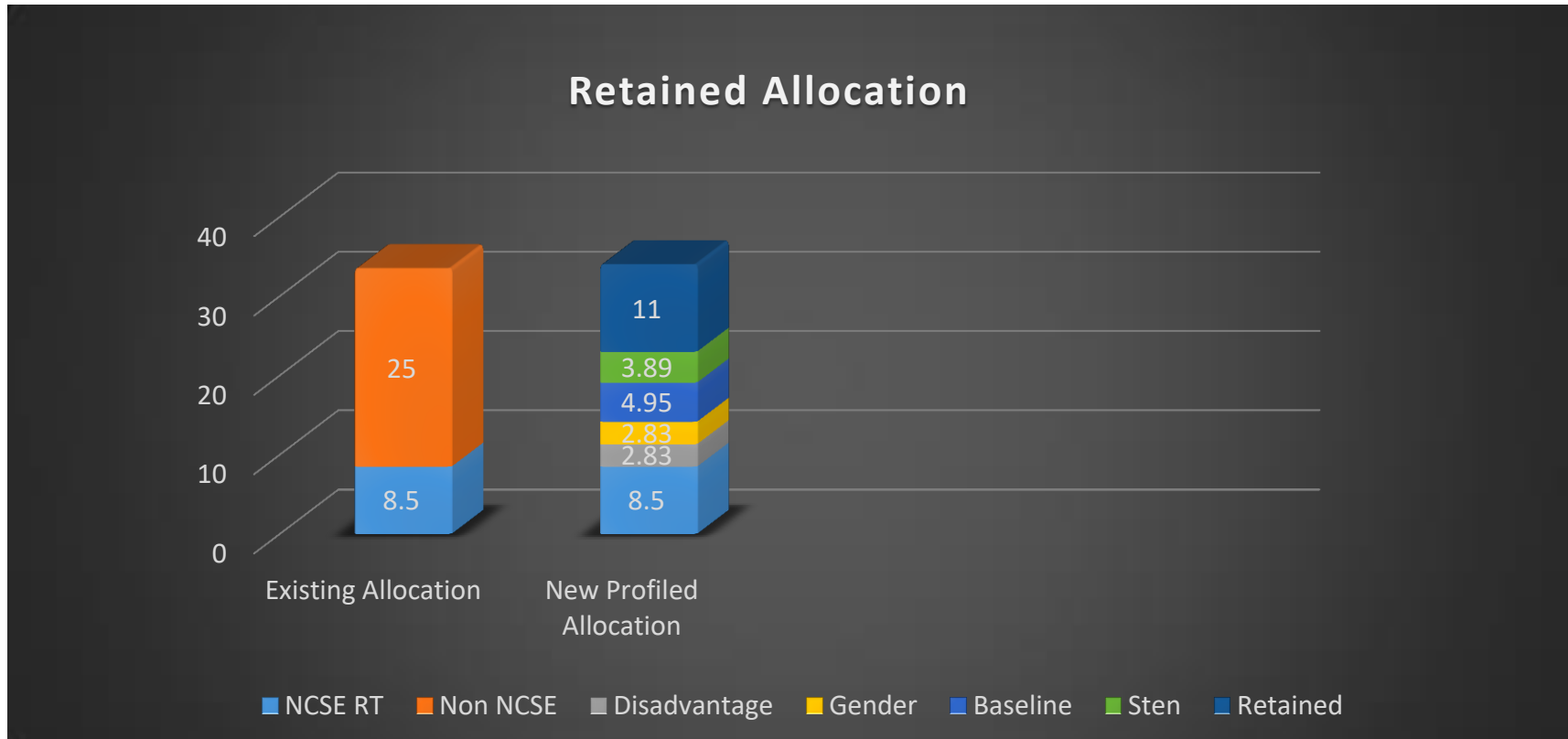
Allocations for Individual Schools

School A: Increase - school had 17.225 hours. Under the new model in 2017 the allocation increased to 27.5 hours.



Examples of Allocations for Individual Schools

School B –School had 33.5 hours. Profile indicates 22.5 hours. Retained allocation 11.



Re-profiling 2019

- 1000 additional posts provided 2017-2019
- Increase in Special Education Teachers of 37% from 9740 in 2011 to 13410 in 2018
- Readjustment of allocation to reflect revised profiles

Re-profiling 2019 - Options

- ① Full readjustment would mean full losses would have to be applied in schools to the retained elements of their allocations, imposing full losses on retained elements to schools
- ② In order to achieve graduated losses (portion of retained elements) the profiling would provide for graduated gains within the existing provision
- ③ Maintain existing allocations and provide upwards adjustments only for schools with developing enrolment status or exceptional needs again in 2019.

Graduated Adjustment

- As set out in DES Circulars 007 and 008 2019 Graduated adjustments were applied –
- There was no reduction to the overall number of special education teaching posts within the school system.
- Where model indicated gains or losses, these were capped to 20%
- No school received a reduction of more than 20% of their retained element and retained all of their profiled allocation.

Graduated Adjustments

- Changes are being applied on a gradual basis, in order to assist schools to transition more smoothly from the previous allocation system to the profiled model.
- To minimise disruption to schools allocations, small gains and losses were not be applied
- Where adjustments were made rounding of allocations.

Graduated Adjustments

- 575 schools gained some additional resources
- 546 schools received slightly reduced allocations.
- Of the schools gaining or losing, for most the adjustments are in the range of 1-5 hours.
- Most schools, **2702 (70%)** maintained their existing allocations with no change.

Appeals

- Appeal against Allocation – Correct application and calculation of data April 2019.
- Developing Status Posts (October 2019)
- Exceptional Needs Review (Sept 2019)