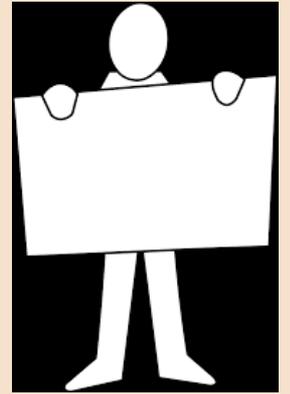


Supporting schools with the new Special Education Teacher (SET) Allocation Model

NCSE Support Service 2017

<http://www.sess.ie/supporting-pupils-special-educational-needs-mainstream-schools-post-primary>

Outline



- What is the new SET Allocation Model?
- The Toolkit
- The presentation for schools

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

The Toolkit



One for everyone in the audience!

NCSE Support Service



Toolkit

New Teacher Allocation Model

September 2017

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

The outline of the training which will be made available to principals and teachers in schools and at seminars

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?



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

An Inclusive Education

Access

Participation

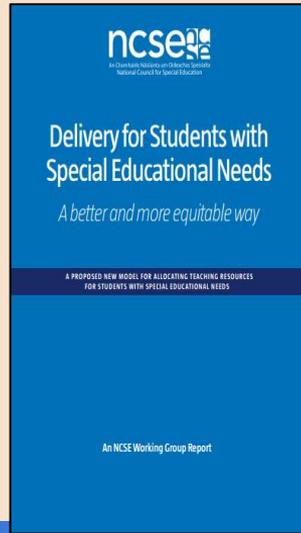
Benefit

Transparency & Accountability

AT AN APPROPRIATE LEVEL

**Policy Advice
'Supporting
Students with
SEN in Schools'**

May 2013



2015/2016
Pilot of the New
Model

September
2017
New Model
Introduced

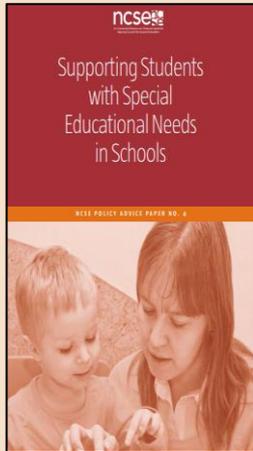
2013

2014

2015

2016

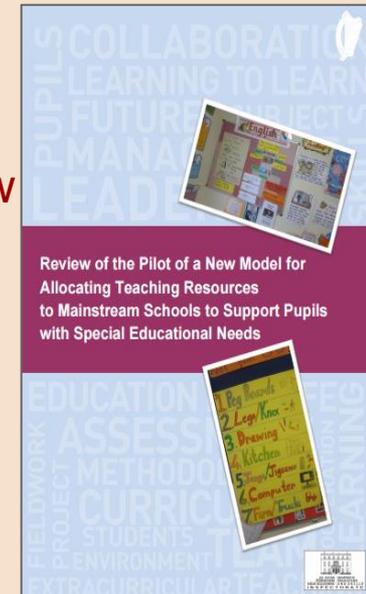
2017



June 2014

**'Proposed New Model
'Delivery for
Students with
SEN: A better,
more equitable
way'**

2016 Review
of the Pilot



Pilot Schools Review

- 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



Main Features of the New Model

- Department provides special education teaching supports directly to schools based on their educational profiles (including a baseline component)
- Key principle underpinning this revised model is that all students, irrespective of special educational needs, are welcomed and enabled to enrol in their local schools

Educational Profiles



Baseline component provided to every mainstream school to support inclusion, assistance with learning difficulties and early intervention

School educational profile component, which takes into account:

- The number of students with complex needs enrolled to the school
- The learning support needs of students as evidenced by standardised test results
- The social context of the school including disadvantage and gender.

Circular 13/2017 Primary

An Roinn Oideachais agus Scileanna
Rannóg Oideachais Speisialta
Cor na Madadh
Átha Luain
Contae na hIarmhí



Department of Education and Skills
Special Education Section
Cornamaddy
Athlone
Co. Westmeath

Circular No 0013/2017

Circular to the Management Authorities of all Mainstream Primary Schools Special Education Teaching Allocation

An Roinn Oideachais agus Scileanna
Rannóg Oideachais Speisialta
Cor na Madadh
Átha Luain
Contae na hIarmhí



Department of Education and Skills
Special Education Section
Cornamaddy
Athlone
Co. Westmeath

is to advise schools of the revised allocation process for Special Education primary schools from the 2017/18 school year.

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.

Circular 14/2017 Post - Primary

Guidelines for Schools

Guidelines for Post-Primary Schools

Supporting Students with Special Educational Needs in Mainstream Schools



Guidelines for Primary Schools

Supporting Pupils with Special Educational Needs in Mainstream Schools



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.

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?

Toolkit to Support Schools



Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs – 6 actions

Toolkit - Page 4

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 right of parents to send their child to a school are respected

Roles and Responsibilities: Principal

Identify pupils who may have special educational needs

An education plan

Ensure that the Special Educational Needs of pupils are met

Whole-school policies and procedures

The Board of Management, teachers and parents

Roles and Responsibilities: Principal

Facilitate parents' participation in their child's education

Described in the School Plan

Monitor whole-school policies and provisions

Consult and liaise with education bodies and local agencies

Forward planning of transition and transfer arrangements

Effective Teams

Planning

Communication

Respect

Trust

Problem Solving

Shared Goals

Manage



Roles and Responsibilities: Class Teachers (CTs)

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

Need to collaborate with Special Education Teachers and parents in the planning process

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

Roles and Responsibilities: Special Education Teachers (SETs)

Need to be familiar with a wide range of teaching approaches, methodologies and resources

Cater for a variety of learning needs throughout the school

Support pupils in a variety of ways including team teaching, co-teaching, early intervention, small group & individual support

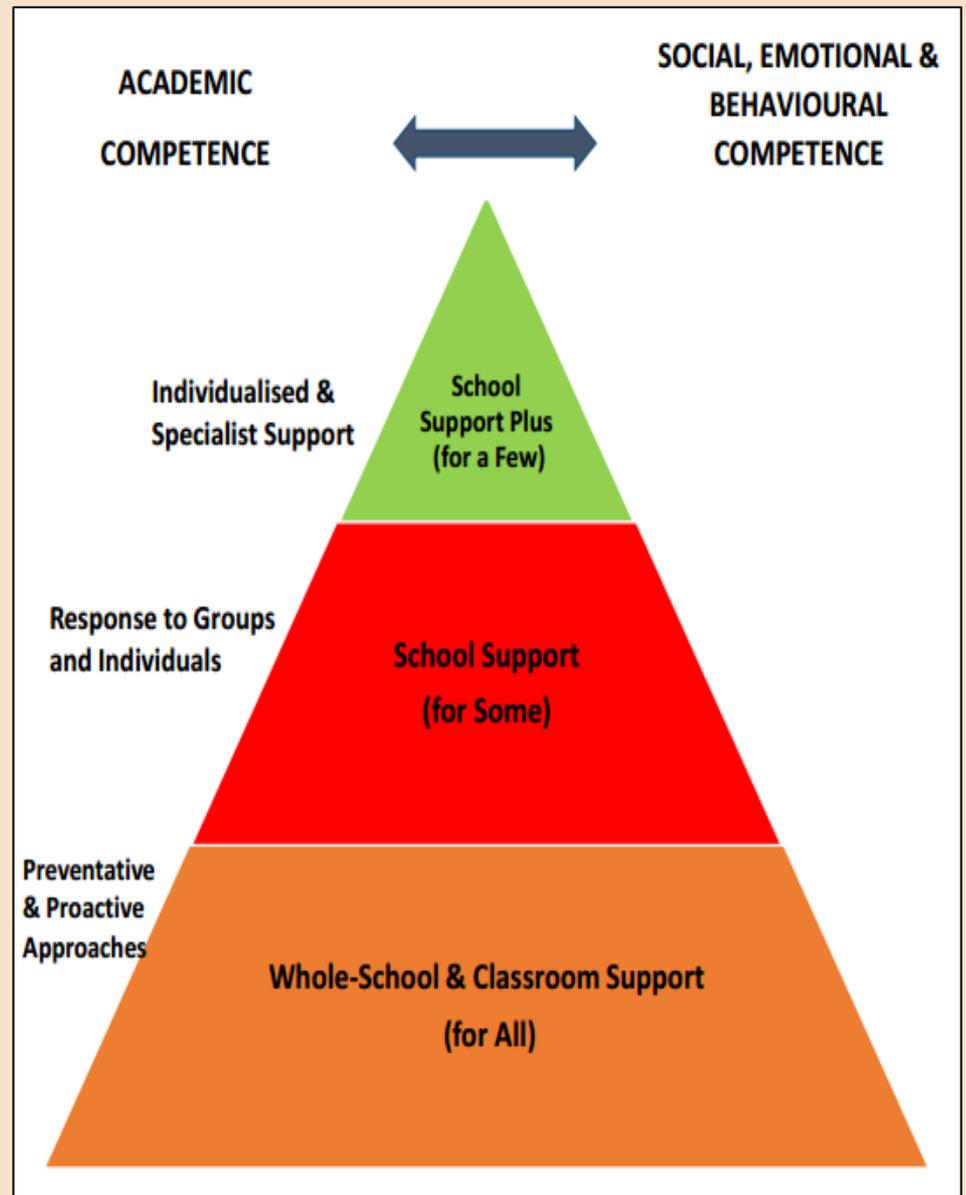
Consult with class teachers to plan interventions to meet the priority learning needs of pupils

Create short-term planning documents which reflect the support plans

Outcomes need to be routinely assessed, recorded and used to review progress and plan further interventions

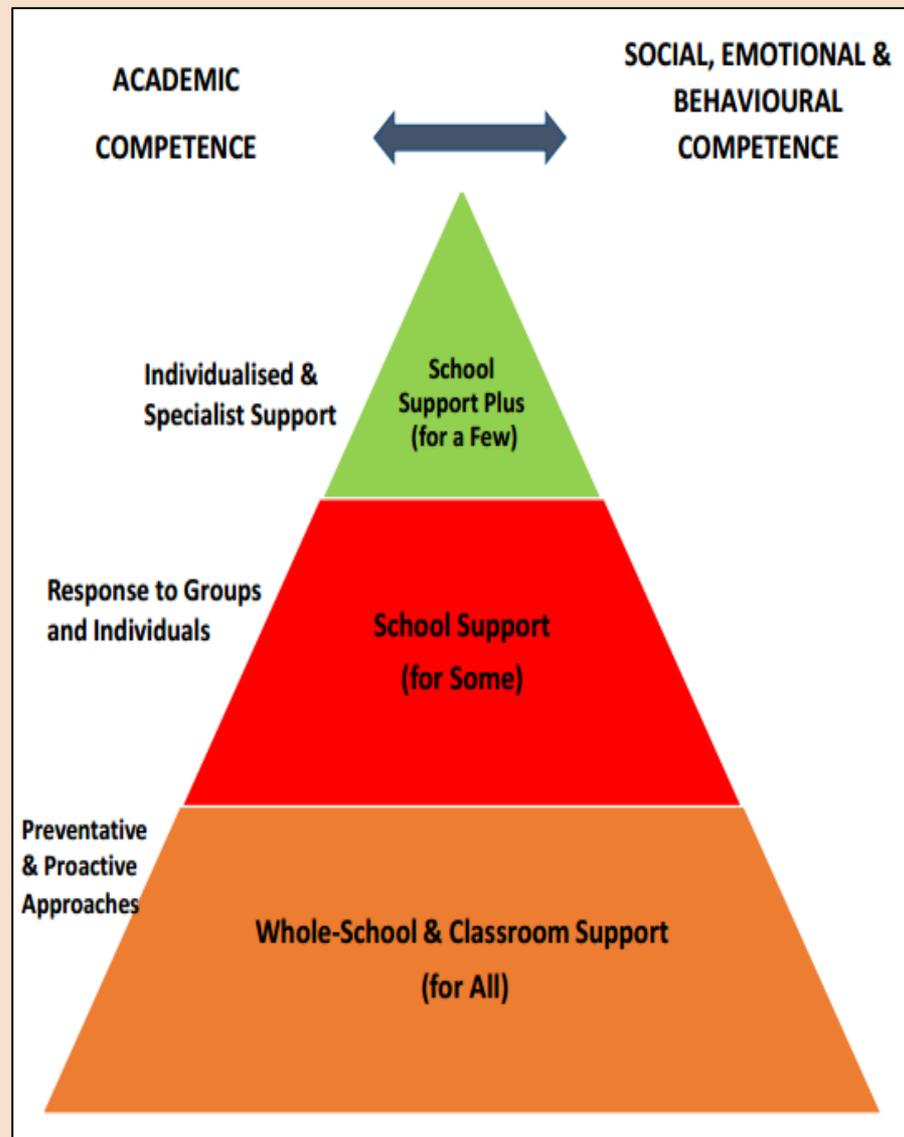
Step 1: How can we identify needs?

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.



Identification of Needs through the Continuum of Support Process

Toolkit: Page 5



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

Teacher Name	Hours	Brief Description of role and Duties

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

Classroom Support				
Pupil Name	Class	Description of SEN	Nature of Supports Literacy, numeracy, social, emotional, behavioural, life-skills	Focus of Support In-class, withdrawal in small groups or individual, school yard
School Support				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support
School Support Plus				
Pupil Name	Class	Description of SEN	Nature of Support	Focus of Support

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.

How can we identify pupils needs?

Toolkit pages 8-13

Student Support File (Handout)

- 'Support Plan' is a general term
- Support plans can take the form of a general support plan, a behaviour plan or contract, an individual learning profile, an individual education plan, a personalised learning plan etc.
- Student support file can be modified or adapted as needed



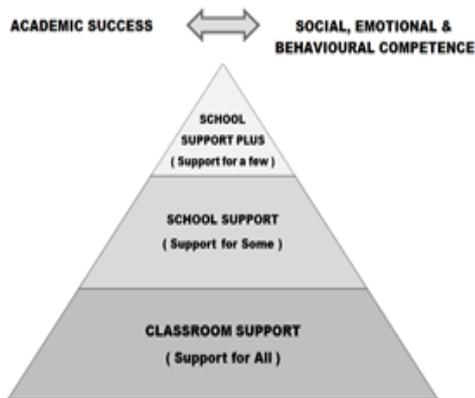
Insert school logo here



STUDENT SUPPORT FILE

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

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 Planning

Identification

Planning

Target Setting

Monitoring

Toolkit: Pages 15 -19

Planning for Inclusion: Assessment

Purposes of
Assessment

Assessment

Recording and
communicating
assessment
results

Receiving and
storing
information

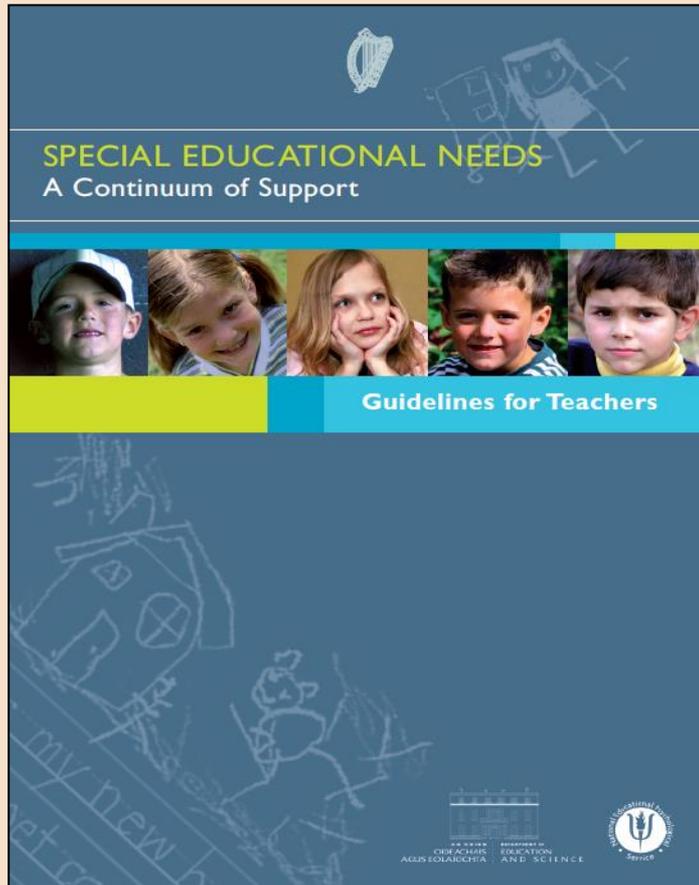
Parents

Assessment by
Relevant
Professionals

NCCA Assessment Guidelines for schools



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 and Post-Primary

Principal as leader of an inclusive school

Creating a core team, drawn from the whole-school community

Who is on the core team?

Planning and Co-ordination of SEN

Circular 13/2017 and Circular 14/2017

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.

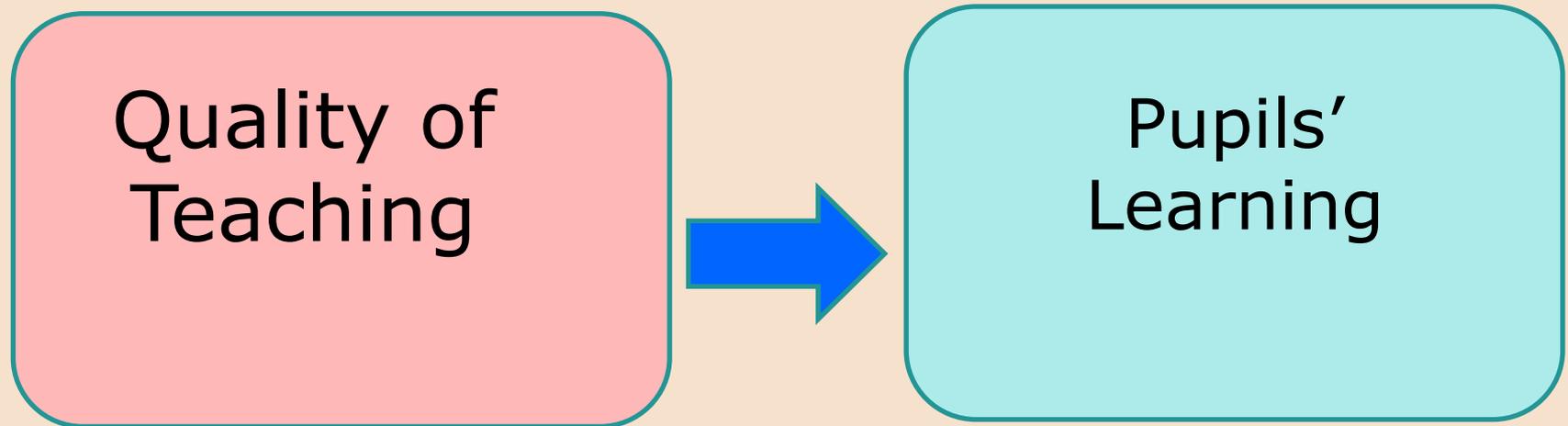
Self-Reflective Questionnaire

- 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

How can we meet these needs?

Planning for Inclusion: Teaching and Learning



'Teacher quality' is the single most important school variable influencing pupil achievement

Teachers Matter: Attracting, Developing and Retaining Effective Teachers;
OECD 2005

Planning for Inclusion: Differentiation

'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

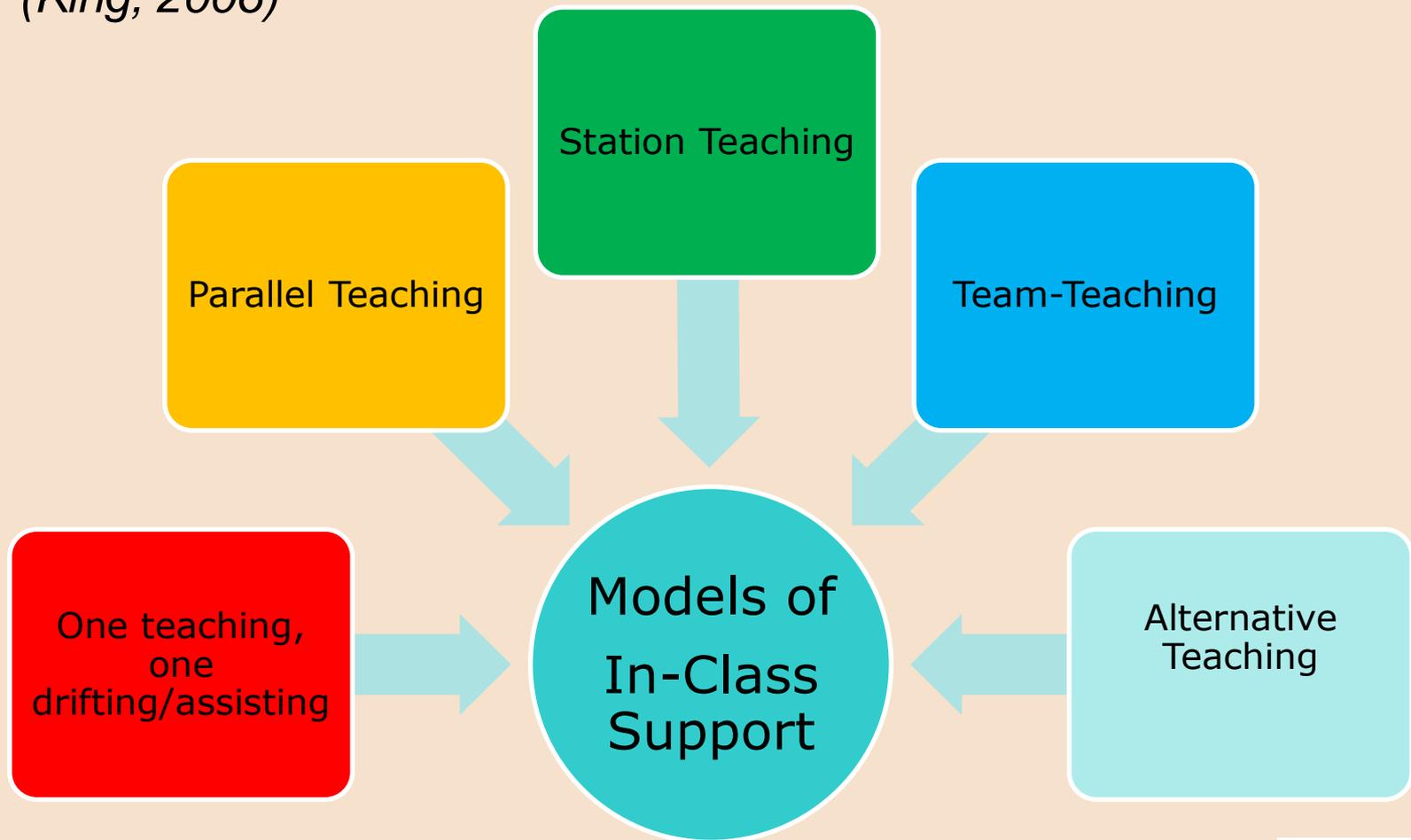
- Confidentiality
- Quieter environment
- Time and attention
- Pace
- Easy use of ICT
- Similar ability groups
- Concentration level

Team Teaching

- Inclusive environment
- Self-esteem
- Continuity of learning
- Interactive and engaging
- Practical benefits
- Peer support
- Experiencing different teaching methodologies

Models of In-Class Support

“It takes two teachers to try in-class support and invariably it then becomes infectious.”
(King, 2006)



Team-Teaching : Benefits to pupils

More interactive
and engaging

Greater
individual
attention

Inclusive
environment

More disciplined
classroom

More support

Greater self-
esteem

Social
opportunities

Step 3: Monitoring and recording outcomes for pupils

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.

Parental Engagement - School Reflection

Good Parental engagement is a critical factor in enhancing outcomes for pupils with special educational needs...

Toolkit page 14

A GUIDE FOR
PARENTS/GUARDIANS AND
STUDENTS



Case Studies



- Guidelines for Schools
- Case studies from pilot project
 - A worked example

CPD for Principals and Teachers

www.sess.ie

The screenshot shows the homepage of the Special Education Support Service (SESS) website. At the top left is the SESS logo with the tagline "building on ability". To the right is a search bar and a navigation menu with categories: SIGNPOSTS, SUPPORT, PROFESSIONAL DEVELOPMENT, RESOURCES, DOCUMENTS AND PUBLICATIONS, and LINKS. Below the navigation menu are buttons for "View", "Edit", and "Delete". The main content area features a "Welcome to the SESS Website" message, followed by a description of the service's role and a link to "Read more about our role". On the right side, there are three orange buttons: "Calendar of events", "SESS eLearning", and "Book Borrowing". Below these is a "Featured Events" section listing several events with dates and locations. At the bottom left, there are two orange buttons: "POST-PRIMARY CPD" and "PRIMARY CPD". A large orange button in the center reads "APPLY TO SESS FOR IN-SCHOOL SUPPORT". Three blue arrows are overlaid on the page: one points from the right towards the "APPLY TO SESS FOR IN-SCHOOL SUPPORT" button, another points upwards from the bottom towards the "POST-PRIMARY CPD" button, and a third points upwards from the bottom towards the "PRIMARY CPD" button.

SPECIAL EDUCATION SUPPORT SERVICE
building on ability

Search

SIGNPOSTS SUPPORT PROFESSIONAL DEVELOPMENT RESOURCES DOCUMENTS AND PUBLICATIONS LINKS

View Edit Delete

Welcome to the SESS Website

The role of the Special Education Support Service (SESS) is to enhance the quality of learning and teaching in relation to special educational provision. [Read more about our role.](#)

Calendar of events SESS eLearning Book Borrowing

Featured Events

- Contemporary Applied Behaviour Analysis (C-ABA) 5 Days
Wexford Education Centre
- Identification, Assessment and Intervention [Primary]
Limerick Education Centre
19/01/2017
- An Introduction to DIR® Floortime
Tralee Education Centre
23/01/2017
- Challenging Behaviour and Social Skills for Students with Special Educational Needs
Wexford Education Centre
24/01/2017

Applications

APPLY TO SESS FOR IN-SCHOOL SUPPORT

CPD Courses

POST-PRIMARY CPD

PRIMARY CPD

Post-Primary CPD Programme

**SPECIAL EDUCATION
SUPPORT SERVICE**
building on ability



SIGNPOSTS

SUPPORT

**PROFESSIONAL
DEVELOPMENT**

RESOURCES

**DOCUMENTS AND
PUBLICATIONS**

LINKS

[Home](#) / SESS Post-Primary CPD Programme 2017-2018

SESS Post-Primary CPD Programme 2017-2018

Teacher Allocation Model (Post Primary)

1. Leading the Inclusive School, Principals Seminar (Post Primary)
2. Leading the Inclusive School, Teachers Seminar (Post Primary)
3. Assessment & Individual Planning for Students with Special Education Needs (Post Primary) : 2 Day 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'
4. Assistive Technology: Using Dragon Voice Recognition to Support Students with Specific Learning Disabilities
5. Individual Education Planning for Students in the Mainstream Post Primary School