

Appendices

Review of NCSE Resource Allocation Process and Evaluation of Deployment of Resources in Schools

William Kinsella, Lelia Murtagh, Joyce Senior, School of Education, University College Dublin,
in association with Michael Coleman, Mazars Consulting

NCSE RESEARCH REPORTS NO: 18



Appendices

Review of NCSE Resource Allocation Process and Evaluation of Deployment of Resources in Schools

William Kinsella, Lelia Murtagh, Joyce Senior, School of Education, University College Dublin,
in association with Michael Coleman, Mazars Consulting

NCSE RESEARCH REPORTS NO: 18



Table of Contents

1	DES / SEAS School and Pupil Population Data	1
2	Survey: Communiqué to Mainstream Schools	2
3	Survey: Communiqué to Special Schools	4
4	Survey: Questionnaire to Primary Schools	6
5	Survey: Questionnaire to Post-Primary Schools	21
6	Survey: Questionnaire to Special Schools	38
7	Case Study Letter to Schools	50
8	Primary Principal Interview Schedule	51
9	Primary Co-ordinator of SEN Interview Schedule	61
10	Primary Class Teacher Interview Schedule	71
11	Post Primary Principal Interview Schedule	80
12	Post Primary SEN Co-ordinator Interview Schedule	90
13	Post Primary Subject Teacher Interview Schedule	101
14	Special Needs Assistant Interview Schedule	108
15	Special School Principal and SEN Co-ordinator	115
16	Special School Class Teacher Interview Schedule	123
17	Parent of Child with SEN Interview Schedule	132
18	Pupil Interview Schedule	142
19	Psychologist Interview Schedule	164
20	SENO Interview Schedule	176
21	Ethical Approval Documentation	185
22	Primary Survey: Quantitative Findings	189
23	Post-Primary Survey: Quantitative Findings	211
24	Primary and Post-Primary Survey: Open-ended Items	236
25	Special School Survey: Quantitative Findings	263
26	Special School Survey: Open-items Findings	282

Appendix 1 DES/SEAS School and Pupil Population Data

The database used for purposes of analysis relates only to data obtained from SEAS – it excludes GAM and any other potential sources of Special Education Needs data. Note that the anonymised data was taken from the SEAS database in November 2009 – reflecting the position at the start of the school year 2009/10.

	Primary School # Pupils	Post Primary School # Pupils	Special School # Pupils	Total # Pupils
Urban schools	150,854	91,460	3,594	245,908
Rural schools	341,660	250,864	3,009	595,533
Total	492,514	342,324	6,603	841,441

	Primary School # SEN Pupils	Post Primary School # SEN Pupils	Special School # SEN Pupils	Total # SEN Pupils
Urban schools	5,077	4,176	1,405	10,658
Rural schools	12,226	12,887	1,324	26,437
Total	17,303	17,063	2,729	37,095

	Primary School # Pupils	Post Primary School # Pupils	Special School # Pupils	Total # Pupils
Schools =<75 pupils	47,642	629	3,593	51,864
Schools 76–200 pupils	149,451	10,627	3,010	163,088
Schools 201–500 pupils	236,531	118,303	–	354,834
Schools >500 pupils	58,890	212,765	–	271,655
Total	492,514	342,324	6,603	841,441

	Primary School # SEN Pupils	Post Primary School # SEN Pupils	Special School # SEN Pupils	Total # SEN Pupils
Schools =<75 pupils	1,938	142	1,501	3,581
Schools 76–200 pupils	5,899	833	1,228	7,960
Schools 201–500 pupils	7,680	7,548	–	15,228
Schools >500 pupils	1,786	8,541	–	10,327
Total	17,303	17,063	2,729	37,095

	Fee Paying Schools	Boarding Schools	Gaelscoil	Disadvantaged
All pupils	26,494	16,150	43,148	57,459
SEN pupils	719	547	1,330	2,683



Appendix 2 Survey Communiqué to Mainstream Schools

12th October 2010

Dear Principal,

The UCD School of Education, in collaboration with accounting firm Mazars, is undertaking research on behalf of the National Council for Special Education (NCSE) into the allocation, and subsequent deployment, of resources in primary, special and post primary schools to provide appropriate inclusive education for pupils with Special Educational Needs (SEN).

BACKGROUND

The research seeks to understand:

1. How effective and efficient is the NCSE's process of allocating resources ?
2. How are schools deploying NCSE allocated resources ?
3. What other resources are available in the provision of special education and how are these being deployed ?
4. How do school personnel perceive the effectiveness of resource allocation and deployment in general ?
5. What major issues arise with regards to resource allocation and deployment ?
6. What best practices/strategies in relation to resource allocation and deployment exist ?

PROCESS

To advance the project, and underpin its research and findings, it is essential that we seek the views of individual schools: more specifically, the opinions of the individual within the school with responsibility for coordinating education for pupils with SEN. In order to ensure that our research incorporates as wide an opinion base as possible, we have devised an electronic questionnaire to provide feedback on the allocation and deployment process. The questionnaire, using the Survey Monkey application, should take no more than 45-55 minutes to complete on-line.

We expect to email a hyperlink to the questionnaire to you by 15th October 2010, with a completion date of 1st November 2010. We would be grateful if you would forward this email (in its entirety) to the individual with responsibility for SEN in your school, who will be able to access the questionnaire on-line, via the hyperlink provided, and follow the instructions on screen for completion and submission.

Once the data is submitted, it will be collated and consolidated by Mazars who will produce a fully anonymised database to be used for quantitative and qualitative analysis as part of the research leading to the final report. The provision of the School Roll Number (SRN) is merely to enable Mazars to populate returns with standing data associated with individual schools (e.g. type, status, pupil numbers) in order to reduce the number of questions for the respondent. Please note that the SRN will not be incorporated into the research database or in any documentation forwarded to the NCSE.



Thank you most sincerely for considering participation in this important work. If you have any queries in relation to the survey, please contact one of the UCD research team (contact details given below).

UCD School of Education / Mazars

UCD, Research Team

Dr. William Kinsella (Tel: 01-7167974) william.kinsella@ucd.ie

Dr. Lelia Murtagh (Tel: 01-7167983) lelia.murtagh@ucd.ie

Dr. Joyce Senior (Tel: 01-7167980) joyce.senior@ucd.ie



Appendix 3 Survey Communiqué to Special Schools

1 November, 2010

Dear Principal,

The UCD School of Education, in collaboration with accounting firm Mazars, is undertaking research on behalf of the National Council for Special Education (NCSE) into the allocation, and subsequent deployment, of resources in primary, special and post primary schools to provide appropriate inclusive education for pupils with Special Educational Needs (SEN).

BACKGROUND

The research seeks to understand:

1. How effective and efficient is the NCSE's process of allocating resources?
2. How are schools deploying NCSE allocated resources ?
3. What other resources are available in the provision of special education and how are these being deployed ?
4. How do school personnel perceive the effectiveness of resource allocation and deployment in general ?
5. What major issues arise with regards to resource allocation and deployment ?
6. What best practices/strategies in relation to resource allocation and deployment exist ?

PROCESS

To advance the project, and underpin its research and findings, it is essential that we seek the views of individual schools: more specifically, the opinions of the individual within the school with responsibility for coordinating education for pupils with SEN. In order to ensure that our research incorporates as wide an opinion base as possible, we have devised an electronic questionnaire to provide feedback on the allocation and deployment process. The Special School questionnaire, using the Survey Monkey application, should take no more than 45 minutes to complete on-line.

We will be sending you an email containing the hyperlink to the questionnaire within the next few days, with a completion date of 17th November 2010. The questionnaire should be completed by the individual with responsibility for coordinating SEN provision in your school. If this is another colleague, we would be grateful if you could forward this letter in its entirety and the subsequent email to the relevant person. The respondent should open the hyperlink provided in the email, and follow the instructions on screen for completion and submission of the questionnaire.

Once the data is submitted, it will be collated and consolidated by Mazars who will produce a fully anonymised database to be used for quantitative and qualitative analysis as part of the research leading to the final report. The provision of the School Roll Number (SRN) is merely to enable Mazars to populate returns with standing data associated with individual schools (e.g. type, status, pupil numbers) in order to reduce the number of questions for the respondent. Please note that the SRN will not be incorporated into the research database or in any documentation forwarded to the NCSE.



Thank you most sincerely for considering participation in this important work. If you have any queries in relation to the survey, please contact one of the UCD research team (contact details given below).

UCD School of Education / Mazars

UCD, Research Team

Dr. William Kinsella (Tel: 01-7167974) william.kinsella@ucd.ie

Dr. Lelia Murtagh (Tel: 01-7167983) lelia.murtagh@ucd.ie

Dr. Joyce Senior (Tel: 01-7167980) joyce.senior@ucd.ie

Primary School Survey

Introduction

This survey comprises four sections and will take approximately 45 minutes to complete. Upon completion of each section, you can exit and save the survey. You can also re-enter and edit completed sections until the survey is closed.

Please note the SRN is required in this survey in order to apply the known information about each school e.g. school size, pupil gender, etc.

Data will be anonymised by Mazars and schools will not be identifiable by UCD or the NCSE.

This survey will close on December 8th 2010.

*** 1. Please enter your school roll number (SRN).**

Section 1: The School

This section contains 13 questions and will take approximately 10 minutes to complete. Please remember you can exit this survey after completing each section and return at a later stage.

1. Please indicate whether your school has DEIS status or not.

(If the answer is No, please proceed to question 4)

2. If you answered Yes to question 1, please indicate category of DEIS status.

3. If you answered Yes to question 1, please indicate when school was accorded this status.

4. Please indicate the number of teachers in your school.

(Full time equivalents, e.g. 3, 4.5, 7.2)

5. How many teachers (approximately) in your school have obtained specialist qualifications

(that is, have completed a full-time postgraduate course) in Special Needs Education?

(Full time equivalents, e.g. 3, 4.5, 7.2)

6. How many pupils in your school have been identified as presenting with a Low Incidence Disability?

(e.g. ASD, Moderate General Learning Disability, etc.)

Primary School Survey

7. How many pupils in your school have been identified as presenting with a High Incidence Disability?

(e.g. Specific Learning Disability, Mild General Learning Disability)

8. How many official designated special classes or units are in your school? (If you answer None to this question, please proceed to question 11)

9. If there are official designated special classes or units in your school, what is the average number of pupils in each class?

Please comment, if desired

10. If there are official designated special classes or units in your school, please indicate the types of SEN catered for in the class(es)?

- | | |
|--|--|
| <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Assessed Syndrome |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Borderline Mild General Learning Disability |
| <input type="checkbox"/> Visual Impairment | <input type="checkbox"/> Mild General Learning Disability |
| <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Specific Learning Difficulty (Literacy) |
| <input type="checkbox"/> Severe Emotional Disturbance | <input type="checkbox"/> Specific Learning Difficulty (Maths) |
| <input type="checkbox"/> Moderate General Learning Disability | <input type="checkbox"/> Mild Dyspraxia |
| <input type="checkbox"/> Severe/Profound General Learning Disability | <input type="checkbox"/> Mild ADD/ADHD |
| <input type="checkbox"/> Autism/Autistic Spectrum Disorders | <input type="checkbox"/> Mild Speech & Language Difficulty |
| <input type="checkbox"/> Specific Speech and Language Disorder | <input type="checkbox"/> Mild Social/Emotional Difficulty |
| <input type="checkbox"/> Multiple Disabilities | |
| <input type="checkbox"/> Other, please specify | |

11. How many unofficial special classes (not sanctioned by the DES) are in your school?

(If you answer None to this question, please proceed to section 2)

Primary School Survey

12. If there are unofficial special classes in your school, what is the average number of pupils in each class?

Please comment, if desired

13. If there are unofficial special classes in your school, please indicate the types of SEN catered for in the class(es).

- | | |
|--|--|
| <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Assessed Syndrome |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Borderline Mild General Learning Disability |
| <input type="checkbox"/> Visual Impairment | <input type="checkbox"/> Mild General Learning Disability |
| <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Specific Learning Disability (Literacy) |
| <input type="checkbox"/> Severe Emotional Disturbance | <input type="checkbox"/> Specific Learning Disability (Numeracy) |
| <input type="checkbox"/> Moderate General Learning Disability | <input type="checkbox"/> Mild Dyspraxia |
| <input type="checkbox"/> Severe/Profound General Learning Disability | <input type="checkbox"/> Mild ADD/ADHD |
| <input type="checkbox"/> Autism/Autistic Spectrum Disorders | <input type="checkbox"/> Mild Speech & Language Difficulty |
| <input type="checkbox"/> Specific Speech and Language Disorder | <input type="checkbox"/> Mild Social/Emotional Difficulty |
| <input type="checkbox"/> Multiple Disabilities | |
| <input type="checkbox"/> Other, please specify | |

Section 2: Resource Application and Allocation

This section contains 23 questions and will take approximately 15 minutes to complete. Please remember you can exit this survey after completing each section and return at a later stage.

1. What is the average waiting time between application to the Special Education Needs Organiser (SENO)/ National Council for Special Education (NCSE) for additional resources, such as additional resource teaching hours, and the sanctioning of such support?

Primary School Survey

2. How efficient do you find the current system of application for additional resources?

- Very efficient
 Efficient
 Inefficient
 Very inefficient

Please comment, if desired

3. How appropriate is the documentation required to support applications for additional resources?

- Very appropriate
 Appropriate
 Inappropriate
 Very inappropriate

Please comment, if desired

4. How time-consuming is the resource application process in terms of completing documentation?

- Not time-consuming
 Time-consuming
 Very time-consuming

Please comment, if desired

5. Has the system of resource application improved since the establishment of the NCSE and the appointment of SENOs?

- Significantly improved
 Improved
 No change
 Disimproved

Please comment, if desired

6. How satisfied are you with the role of the SENO in relation to your school?

- Very satisfied
 Satisfied
 Dissatisfied
 Very dissatisfied

Please comment, if desired

Primary School Survey

7. What is the total number of additional Resource Teaching hours that have been allocated to your school for this academic year?

8. How adequate is the allocation of Additional Resource Teaching hours that has been granted to your school for this academic year?

- Very adequate
 Adequate
 Inadequate
 Very inadequate

Please comment, if desired

**9. How many Special Needs Assistants (SNAs) are deployed in your school during this academic year?
(Full time equivalents, e.g. 3, 4.5, 7.2)**

10. How adequate is the allocation of SNAs that has been granted to your school for this academic year?

- Very adequate
 Adequate
 Inadequate
 Very inadequate

Please comment, if desired

11. How do you rate the General Allocation Model (GAM) as a system of provision for pupils presenting with Special Educational Needs that are not categorised as Low Incidence Disabilities?

- Excellent
 Very good
 Good
 Not good

Please comment, if desired

Primary School Survey

12. How does the GAM system compare with the previous system of allocating resource hours for most diagnosed disabilities, including Mild General Learning Disabilities and Specific Learning Disabilities?

Very favourably
 Favourably
 Unfavourably
 Very unfavourably

Please comment, if desired

13. How many assessments by professionals listed were conducted last year?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other
Number of Assessments	<input style="width: 50px;" type="text"/>				

Please specify Other professional

14. What was the average waiting time for an assessment from time of application to time of conducting assessment?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Average waiting time	<input style="width: 50px;" type="text"/>				

15. What was the average waiting time for completion of the assessment to receipt of the related report?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Average waiting time	<input style="width: 50px;" type="text"/>				

16. How many pupils in your school are on a waiting list for assessment?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Number of pupils	<input style="width: 50px;" type="text"/>				

17. How many pupils, in your opinion, need an assessment, but are not prioritised under the present system?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Number of pupils	<input style="width: 50px;" type="text"/>				

Primary School Survey

18. What is preventing access to assessment?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Access prevention	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

19. In general, how satisfied are you with the number of assessments conducted?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Level of satisfaction	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please comment on any of the above (questions 13-19), if desired

20. Please indicate in the grid below the external health professional services available for children with SEN in your school and your level of satisfaction with each.

	Not available	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Educational Psychologist	<input type="radio"/>				
Clinical Psychologist	<input type="radio"/>				
Speech & Language Therapist	<input type="radio"/>				
Physiotherapist	<input type="radio"/>				
Visiting Teacher for Deaf	<input type="radio"/>				
Visiting Teacher for Visually Impaired	<input type="radio"/>				
EBD/Behaviour Support Specialist	<input type="radio"/>				
Other	<input type="radio"/>				

Please specify

Primary School Survey

21. Please indicate the number of pupils with SEN using Assistive Technology in your school. (e.g. 1,2,3,etc.)

Adapted/Special Keyboard	<input type="text"/>
On Screen Keyboard	<input type="text"/>
Specially adapted Mouse (e.g. joystick, trackerball, foot/head mouse)	<input type="text"/>
Touchscreen	<input type="text"/>
Switches (e.g. air/infra-red, jelly link)	<input type="text"/>
Adjustment of Windows accessibility options	<input type="text"/>
Scanner & Optical Scanner Recognition	<input type="text"/>
Touch Monitor	<input type="text"/>
Optical Pointing Devices	<input type="text"/>
Pointing Aids	<input type="text"/>
Screen Scan or Grids	<input type="text"/>
Screen Reading Software	<input type="text"/>
Audio Feedback (word prediction, spell check, glossaries)	<input type="text"/>
Voice Recognition	<input type="text"/>
Braille Printer	<input type="text"/>
Magnifier Screen	<input type="text"/>
Alternative & Augmentative Communicative Technology for Non-verbal	<input type="text"/>
Speech Synthesiser	<input type="text"/>
Loop System for Hearing Impaired	<input type="text"/>
Show Sounds systems for Hearing Impaired	<input type="text"/>
Other	<input type="text"/>

Primary School Survey

22. Please indicate how helpful this Assistive Technology technology is.

	Not applicable	Very helpful	Helpful	Not helpful	Not at all helpful
Adapted/Special Keyboard	<input type="radio"/>				
On Screen Keyboard	<input type="radio"/>				
Specially adapted Mouse (e.g. joystick, trackerball, foot/head mouse)	<input type="radio"/>				
Touchscreen	<input type="radio"/>				
Switches (e.g. air/infra-red, jelly link)	<input type="radio"/>				
Adjustment of windows accessibility options	<input type="radio"/>				
Scanner & Optical Scanner Recognition	<input type="radio"/>				
Touch Monitor	<input type="radio"/>				
Optical Pointing Devices	<input type="radio"/>				
Pointing Aids	<input type="radio"/>				
Screen Scan or Grids	<input type="radio"/>				
Screen Reading Software	<input type="radio"/>				
Audio Feedback (word prediction, spell check, glossaries)	<input type="radio"/>				
Voice Recognition	<input type="radio"/>				
Braille Printer	<input type="radio"/>				
Magnifier Screen	<input type="radio"/>				
Alternative & Augmentative Communicative Technology for non-verbal	<input type="radio"/>				
Speech Synthesiser	<input type="radio"/>				
Loop System for Hearing Impaired	<input type="radio"/>				
Show Sounds systems for Hearing Impaired	<input type="radio"/>				
Other	<input type="radio"/>				

Please specify

23. How do you rate the level of Assistive Technology available to pupils with special education needs in your school?

Very adequate
 Adequate
 Inadequate
 Very inadequate

Please comment, if desired

Section 3: Resource Deployment

Primary School Survey

This section contains 20 questions and will take approximately 15 minutes to complete.
Please remember you can exit this survey after completing each section and return at a later stage.

1. Please indicate the number of teachers who are predominantly involved in teaching pupils with Special Educational Needs (i.e. spending at least 70% of time teaching such pupils). (Full time equivalents, e.g. 3, 4.5, 7.2)

2. Is there a distinction made in your school between Resource Teachers and Learning Support Teachers? (If you answer No, please proceed to question 5)

3. If your answer was Yes to question 2, please indicate the number of Resource Teachers. (Full time equivalents, e.g. 3, 4.5, 7.2)

4. If your answer was Yes to question 2, please indicate the number of Learning Support Teachers. (Full time equivalents, e.g. 3, 4.5, 7.2)

5. Do pupils who have been granted Additional Resource Teaching Hours receive this additional tuition predominantly from Resource Teachers?

Please comment, if desired

6. In what form do pupils with Additional Resource Teaching hours predominantly receive additional tuition? (Please tick all that apply)

- | | |
|--|---|
| <input type="checkbox"/> One-to-one withdrawal | <input type="checkbox"/> In-class support (including shared or team teaching) |
| <input type="checkbox"/> Small group withdrawal | <input type="checkbox"/> Placement in a special class |
| <input type="checkbox"/> Other, please elaborate | |

Primary School Survey

7. Please provide details of any other arrangement prevailing in your school for the deployment of additional teaching support.

8. Which methods are most effective and why?

9. How many pupils receive Learning Support in your school?

10. What are their main areas of difficulty? (Please tick all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Specific Learning Difficulty in Literacy (Dyslexia) | <input type="checkbox"/> Mild Social / Emotional Difficulty |
| <input type="checkbox"/> Specific Difficulties in Maths | <input type="checkbox"/> Mild Dyspraxia |
| <input type="checkbox"/> Borderline Mild General Learning Difficulty | <input type="checkbox"/> Mild ADD/ADHD |
| <input type="checkbox"/> Mild General Learning Difficulty | |
| <input type="checkbox"/> Other (please elaborate) | |

11. In what form do pupils with high incidence SEN in receipt of Learning Support predominantly receive additional tuition? (Please tick all that apply)

- | | |
|---|---|
| <input type="checkbox"/> One-to-one withdrawal | <input type="checkbox"/> In-class support (including shared or team teaching) |
| <input type="checkbox"/> Small group withdrawal | <input type="checkbox"/> Placement in a special class |
| <input type="checkbox"/> Other (Please elaborate) | |

12. Which methods are most effective and why?

Primary School Survey

13. What is the general nature and frequency of support provided by SNAs in your school?

Preparation and tidying up of classrooms	<input type="text"/>
Special assistance e.g. helping special needs pupils with typing/writing/computers or other use of equipment	<input type="text"/>
Assistance with clothing, feeding, toileting, general hygiene	<input type="text"/>
Being mindful of health and safety needs of the pupil	<input type="text"/>
Assisting school children to board and alight from school buses	<input type="text"/>
Travelling as escort during school hours on school buses	<input type="text"/>
Assisting on out-of-school visits, walks, examintaions and similar activities	<input type="text"/>
Assisting the teachers in the supervision of pupils during assembly, recreation and dispersal from the classroom	<input type="text"/>
Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom	<input type="text"/>
General assistance to the class teachers with duties of a non-teaching nature	<input type="text"/>
Participation with school development planning	<input type="text"/>
Engagement with parents of special needs pupils	<input type="text"/>
Other assistance (please specify below)	<input type="text"/>

14. How many pupils in your school have been allocated additional support on the basis of a diagnosis of Emotional Behaviour Disturbance/Difficulty? (If you answer None to this question, please proceed to question 18)

Primary School Survey

15. What is the nature of this support? (Please tick all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Resource Teaching Hours | <input type="checkbox"/> Placement in a special class or unit |
| <input type="checkbox"/> Learning Support | <input type="checkbox"/> Support by National Behaviour Support Service |
| <input type="checkbox"/> SNA Support | <input type="checkbox"/> Referral to a special unit outside school |
| <input type="checkbox"/> Counsellor Support | |
| <input type="checkbox"/> Other (Please elaborate) | |

16. How do you rate the support available to pupils with EBD?

- Very adequate
 Adequate
 Inadequate
 Very inadequate
 Not applicable

Please comment, if desired

17. Do other pupils with challenging behaviour benefit from the support allocated to pupils diagnosed as presenting with EBD?

Please comment, if desired

18. Do you have Individual Educational Plans (IEPs) for pupils with Special Educational Needs?

(If your answer is No, please proceed to the next section)

	Yes	No
Low incidence	<input type="radio"/>	<input type="radio"/>
High incidence	<input type="radio"/>	<input type="radio"/>

19. Are additional resources (teaching hours, IT, etc.) recorded in the IEPs?

20. How effective are IEPs as a way of monitoring the need for additional resources?

- Very effective
 Effective
 Ineffective
 Very Ineffective

Please comment, if desired

Section 4: Impact of Resource Deployment

Primary School Survey

This section contains 7 questions and will take approximately 5 minutes to complete.
Please remember you can exit this survey after completing each section and return at a later stage.

1. In your opinion, how effective are the additional resources in assisting pupils with SEN to access the school curriculum?

- Very effective
 Effective
 Ineffective
 Very Ineffective

2. Which resources are particularly effective in this regard and why?

3. In your opinion, how effective are the additional resources in assisting pupils with SEN to participate in extra-curricular activities? (sports, games, dance, drama, etc.)

- Very effective
 Effective
 Ineffective
 Very Ineffective

4. Which resources are particularly effective in this regard and why?

5. In your opinion, to what extent do the additional resources improve the self-esteem of pupils with SEN?

- A lot
 A little
 Not much
 Not at all

Please comment, if desired

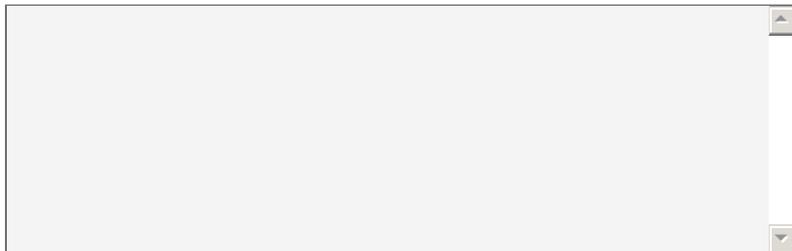
6. In your opinion, to what extent is the level of inclusion of pupils with SEN in the school improved as a consequence of the additional resources provided for such pupils?

- Very much improved
 Improved
 Not improved
 Not improved at all

Please comment, if desired

Primary School Survey

7. Please provide below, any concluding comments you have on the application for allocation and deployment of resources in schools for pupils presenting with Special Educational Needs.



Post Primary School Survey

Introduction

This survey comprises four sections and will take approximately 55 minutes to complete. Upon completion of each section, you can exit and save the survey. You can also re-enter and edit completed sections until the survey is closed.

Please note the SRN is required in this survey in order to apply the known information about each school e.g. school size, pupil gender, etc.

Data will be anonymised by Mazars and schools will not be identifiable by UCD or the NCSE.

This survey will close on December 8th 2010.

* 1. Please enter your school roll number (SRN).

Section 1: The School

This section contains 29 questions and will take approximately 20 minutes to complete. Please remember you can exit this survey after completing each section and return at a later stage.

1. Please indicate whether your school has DEIS status or not.

(If the answer is No, please proceed to question 4)

2. If you answered Yes to question 1, please indicate category of DEIS status.

3. If you answered Yes to question 1, please indicate when school was accorded this status.

4. Please indicate the number of teachers in your school.

(Full time equivalents, e.g. 3, 4.5, 7.2)

5. How many teachers (approximately) in your school have obtained specialist qualifications

(that is, have completed a full-time postgraduate course) in Special Needs Education?

(Full time equivalents, e.g. 3, 4.5, 7.2)

6. How many pupils in your school have been identified as presenting with a Low Incidence Disability?

(e.g. ASD, Moderate General Learning Disability, etc.)

Post Primary School Survey

7. How many pupils in your school have been identified as presenting with a High Incidence Disability?

(e.g. Specific Learning Disability, Mild General Learning Disability)

8. How are classes generally organised in your school?

Please comment, if desired

9. How many official designated special classes or units are in your school?

(If you answer None to this question, please proceed to question 12)

10. If there are official designated special classes or units in your school, what is the average number of pupils in each class?

Please comment, if desired

11. If there are official designated special classes or units in your school, please indicate the types of SEN catered for in the class(es)?

- | | |
|--|--|
| <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Assessed Syndrome |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Borderline Mild General Learning Disability |
| <input type="checkbox"/> Visual Impairment | <input type="checkbox"/> Mild General Learning Disability |
| <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Specific Learning Difficulty (Literacy) |
| <input type="checkbox"/> Severe Emotional Disturbance | <input type="checkbox"/> Specific Learning Difficulty (Maths) |
| <input type="checkbox"/> Moderate General Learning Disability | <input type="checkbox"/> Mild Dyspraxia |
| <input type="checkbox"/> Severe/Profound General Learning Disability | <input type="checkbox"/> Mild ADD/ADHD |
| <input type="checkbox"/> Autism/Autistic Spectrum Disorders | <input type="checkbox"/> Mild Speech & Language Difficulty |
| <input type="checkbox"/> Specific Speech and Language Disorder | <input type="checkbox"/> Mild Social/Emotional Difficulty |
| <input type="checkbox"/> Multiple Disabilities | |

Other, please specify

Post Primary School Survey

12. How many unofficial special classes (not sanctioned by the DES) are in your school?

(If you answer None to this question, please proceed to question 15)

13. If there are unofficial special classes in your school, what is the average number of pupils in each class?

Please comment, if desired

14. If there are unofficial special classes in your school, please indicate the types of SEN catered for in the class(es).

- | | |
|--|--|
| <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Assessed Syndrome |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Borderline Mild General Learning Disability |
| <input type="checkbox"/> Visual Impairment | <input type="checkbox"/> Mild General Learning Disability |
| <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Specific Learning Disability (Literacy) |
| <input type="checkbox"/> Severe Emotional Disturbance | <input type="checkbox"/> Specific Learning Disability (Numeracy) |
| <input type="checkbox"/> Moderate General Learning Disability | <input type="checkbox"/> Mild Dyspraxia |
| <input type="checkbox"/> Severe/Profound General Learning Disability | <input type="checkbox"/> Mild ADD/ADHD |
| <input type="checkbox"/> Autism/Autistic Spectrum Disorders | <input type="checkbox"/> Mild Speech & Language Difficulty |
| <input type="checkbox"/> Specific Speech and Language Disorder | <input type="checkbox"/> Mild Social/Emotional Difficulty |
| <input type="checkbox"/> Multiple Disabilities | |

15. Is there a Junior Certificate Schools Programme (JCSP) in your school?

(If you answer No to this question, please proceed to question 20)

16. If there is a JCSP in your school, is it organised as a separate class?

17. If JCSP is organised as a separate class, do other mainstream students join this class occasionally?

Post Primary School Survey

18. If there is a JCSP in your school, how many pupils are in a typical JCSP class?

19. If there is a JCSP in your school, please indicate the types and number of pupils with SEN catered for in the class(es).

General Learning Difficulties	<input type="text"/>
Specific Learning Difficulties	<input type="text"/>
Specific Language Impairment	<input type="text"/>
Autistic Spectrum Disorders	<input type="text"/>
Behavioural Difficulties	<input type="text"/>

**20. Is there a Leaving Certificate Applied (LCA) course in your school?
(If you answer No to this question, please proceed to question 25)**

21. If there is a LCA course in your school, is it organised as a separate class?

22. If LCA is organised as a separate class, do other mainstream students join this class occasionally?

23. If there is a LCA in your school, how many pupils are in a typical LCA class?

24. If there is a LCA in your school, please indicate the types and number of pupils with SEN catered for in the class(es).

General Learning Difficulties	<input type="text"/>
Specific Learning Difficulties	<input type="text"/>
Specific Language Impairment	<input type="text"/>
Autistic Spectrum Disorders	<input type="text"/>
Behavioural Difficulties	<input type="text"/>

**25. Is there a FETAC programme in your school?
(If you answer No to this question, please proceed to the next section)**

26. If there is a FETAC Programme in your school, is it organised as a separate class?

Post Primary School Survey

27. If the FETAC Programme is organised as a separate class, do other mainstream students join this class occasionally?

28. If there is a FETAC programme in your school, how many pupils are in a typical FETAC class?

29. If there is a FETAC programme in your school, please indicate the types and number of pupils with SEN catered for in the class(es).

General Learning Difficulties

Specific Learning Difficulties

Specific Language Impairment

Autistic Spectrum Disorders

Behavioural Difficulties

Section 2: Resource Application and Allocation

This section contains 21 questions and will take approximately 15 minutes to complete. Please remember you can exit this survey after completing each section and return at a later stage.

1. What is the average waiting time between application to the Special Education Needs Organiser (SENO)/ National Council for Special Education (NCSE) for additional resources, such as additional resource teaching hours and the sanctioning of such support?

2. How efficient do you find the current system of application for additional resources?

Very efficient

Efficient

Inefficient

Very inefficient

Please comment, if desired

Post Primary School Survey

3. How appropriate is the documentation required to support applications for additional resources?

- Very appropriate
 Appropriate
 Inappropriate
 Very inappropriate

Please comment, if desired

4. How time-consuming is the resource application process in terms of completing documentation?

- Not time-consuming
 Time-consuming
 Very time-consuming

Please comment, if desired

5. Has the system of resource application improved since the establishment of the NCSE and the appointment of SENOs?

- Significantly improved
 Improved
 No change
 Disimproved

Please comment, if desired

6. How satisfied are you with the role of the SENO in relation to your school?

- Very satisfied
 Satisfied
 Dissatisfied
 Very dissatisfied

Please comment, if desired

7. What is the total number of additional Resource Teaching hours that have been allocated to your school for this academic year?

Post Primary School Survey

8. How adequate is the allocation of Additional Resource Teaching hours that has been granted to your school for this academic year?

Very adequate
 Adequate
 Inadequate
 Very inadequate

Please comment, if desired

9. How many Special Needs Assistants (SNAs) are deployed in your school during this academic year?

(Full time equivalents, e.g. 3, 4.5, 7.2)

10. How adequate is the allocation of SNAs that has been granted to your school for this academic year?

Very adequate
 Adequate
 Inadequate
 Very inadequate

Please comment, if desired

11. How many assessments by professionals listed were conducted last year?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other
Number of Assessments	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please specify Other professional

12. What was the average waiting time for an assessment from time of application to time of conducting assessment?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Average waiting time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

13. What was the average waiting time for completion of the assessment to receipt of the related report?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Average waiting time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Post Primary School Survey

14. How many pupils in your school are on a waiting list for assessment?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Number of pupils	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

15. How many pupils, in your opinion, need an assessment, but are not prioritised under the present system?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Number of pupils	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

16. What is preventing access to assessment?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Access prevention	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

17. In general, how satisfied are you with the number of assessments conducted?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Level of satisfaction	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please comment on any of the above (questions 11-17), if desired

Post Primary School Survey

18. Please indicate in the grid below the external health professional services available for children with SEN in your school and your level of satisfaction with each.

	Not available	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Educational Psychologist	<input type="radio"/>				
Clinical Psychologist	<input type="radio"/>				
Speech & Language Therapist	<input type="radio"/>				
Physiotherapist	<input type="radio"/>				
Visiting Teacher for Deaf	<input type="radio"/>				
Visiting Teacher for Visually Impaired	<input type="radio"/>				
EBD/Behaviour Support Specialist	<input type="radio"/>				
Other	<input type="radio"/>				

Please specify

19. Please indicate the number of pupils with SEN using Assistive Technology in your school. (e.g. 1,2,3,etc.)

Adapted/Special Keyboard	<input type="text"/>
On Screen Keyboard	<input type="text"/>
Specially adapted Mouse (e.g. joystick, trackerball, foot/head mouse)	<input type="text"/>
Touchscreen	<input type="text"/>
Switches (e.g. air/infra-red, jelly link)	<input type="text"/>
Adjustment of Windows accessibility options	<input type="text"/>
Scanner & Optical Scanner Recognition	<input type="text"/>
Touch Monitor	<input type="text"/>
Optical Pointing Devices	<input type="text"/>
Pointing Aids	<input type="text"/>
Screen Scan or Grids	<input type="text"/>
Screen Reading Software	<input type="text"/>
Audio Feedback (word prediction, spell check, glossaries)	<input type="text"/>
Voice Recognition	<input type="text"/>
Braille Printer	<input type="text"/>
Magnifier Screen	<input type="text"/>
Alternative & Augmentative Communicative Technology for Non-verbal	<input type="text"/>
Speech Synthesiser	<input type="text"/>
Loop System for Hearing Impaired	<input type="text"/>
Show Sounds systems for Hearing Impaired	<input type="text"/>
Other	<input type="text"/>

Post Primary School Survey

20. Please indicate how helpful this Assistive Technology technology is.

	Not applicable	Very helpful	Helpful	Not helpful	Not at all helpful
Adapted/Special Keyboard	<input type="radio"/>				
On Screen Keyboard	<input type="radio"/>				
Specially adapted Mouse (e.g. joystick, trackerball, foot/head mouse)	<input type="radio"/>				
Touchscreen	<input type="radio"/>				
Switches (e.g. air/infra-red, jelly link)	<input type="radio"/>				
Adjustment of windows accessibility options	<input type="radio"/>				
Scanner & Optical Scanner Recognition	<input type="radio"/>				
Touch Monitor	<input type="radio"/>				
Optical Pointing Devices	<input type="radio"/>				
Pointing Aids	<input type="radio"/>				
Screen Scan or Grids	<input type="radio"/>				
Screen Reading Software	<input type="radio"/>				
Audio Feedback (word prediction, spell check, glossaries)	<input type="radio"/>				
Voice Recognition	<input type="radio"/>				
Braille Printer	<input type="radio"/>				
Magnifier Screen	<input type="radio"/>				
Alternative & Augmentative Communicative Technology for non-verbal	<input type="radio"/>				
Speech Synthesiser	<input type="radio"/>				
Loop System for Hearing Impaired	<input type="radio"/>				
Show Sounds systems for Hearing Impaired	<input type="radio"/>				
Other	<input type="radio"/>				

Please specify

21. How do you rate the level of Assistive Technology available to pupils with special education needs in your school?

- Very adequate
 Adequate
 Inadequate
 Very inadequate

Please comment, if desired

Section 3: Resource Deployment

Post Primary School Survey

This section contains 23 questions and will take approximately 15 minutes to complete.
Please remember you can exit this survey after completing each section and return at a later stage.

1. Please indicate the number of teachers who are predominantly involved in teaching pupils with Special Educational Needs (i.e. spending at least 70% of time teaching such pupils). (Full time equivalents, e.g. 3, 4.5, 7.2)

2. Is there a distinction made in your school between Resource Teachers and Learning Support Teachers? (If you answer No, please proceed to question 5)

3. If your answer was Yes to question 2, please indicate the number of Resource Teachers. (Full time equivalents)

4. If your answer was Yes to question 2, please indicate the number of Learning Support Teachers. (Full time equivalents)

5. Do pupils who have been granted Additional Resource Teaching Hours receive this additional tuition predominantly from Resource Teachers?

6. How many mainstream class teachers are involved in providing some additional specialist tuition (separate from their mainstream class teaching) to pupils who have been allocated Additional Resource Teaching Support? (Full time equivalents, e.g. 3, 4.5, 7.2) (If you answer 0 to this question, please proceed to question 9)

Post Primary School Survey

7. In what subjects is this tuition provided? (Please tick all that apply)

- | | |
|------------------------------------|---|
| <input type="checkbox"/> English | <input type="checkbox"/> Science |
| <input type="checkbox"/> Maths | <input type="checkbox"/> Foreign Language |
| <input type="checkbox"/> Irish | <input type="checkbox"/> Business |
| <input type="checkbox"/> History | <input type="checkbox"/> Home Economics |
| <input type="checkbox"/> Geography | <input type="checkbox"/> Other |

8. Do these teachers only provide additional specialist tuition in their own subject specialism?

Please comment, if desired

9. In what form do pupils with Additional Resource Teaching hours predominantly receive additional tuition? (Please tick all that apply)

- | | |
|---|--|
| <input type="checkbox"/> One-to-one withdrawal | <input type="checkbox"/> Reduced class size in particular subjects |
| <input type="checkbox"/> Small group withdrawal | <input type="checkbox"/> Placement in a JCSP or LCA class |
| <input type="checkbox"/> In-class support (including shared or team teaching) | <input type="checkbox"/> Placement in a special class |
| <input type="checkbox"/> Other, please elaborate | |

10. Which methods are most effective and why?

11. Please provide details of any other arrangements prevailing in your school for the deployment of additional teaching support.

12. How many pupils receive Learning Support in your school?

Post Primary School Survey

13. What are their main areas of difficulty? (Please tick all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Specific Learning Difficulty in Literacy (Dyslexia) | <input type="checkbox"/> Mild Social / Emotional Difficulty |
| <input type="checkbox"/> Specific Difficulties in Maths | <input type="checkbox"/> Mild Dyspraxia |
| <input type="checkbox"/> Borderline Mild General Learning Difficulty | <input type="checkbox"/> Mild ADD/ADHD |
| <input type="checkbox"/> Mild General Learning Difficulty | |
| <input type="checkbox"/> Other (please elaborate) | |

14. In what form do pupils with high incidence SEN in receipt of Learning Support predominantly receive additional tuition? (Please tick all that apply)

- | | |
|---|--|
| <input type="checkbox"/> One-to-one withdrawal | <input type="checkbox"/> Reduced class size in particular subjects |
| <input type="checkbox"/> Small group withdrawal | <input type="checkbox"/> Placement in a JCSP or LCA class |
| <input type="checkbox"/> In-class support (including shared or team teaching) | <input type="checkbox"/> Placement in a special class |
| <input type="checkbox"/> Other (Please elaborate) | |

15. Which methods are most effective and why?

Post Primary School Survey

16. What is the general nature and frequency of support provided by SNAs in your school?

Preparation and tidying up of classrooms	<input type="text"/>
Special assistance e.g. helping special needs pupils with typing/writing/computers or other use of equipment	<input type="text"/>
Assistance with clothing, feeding, toileting, general hygiene	<input type="text"/>
Being mindful of health and safety needs of the pupil	<input type="text"/>
Assisting school children to board and alight from school buses	<input type="text"/>
Travelling as escort during school hours on school buses	<input type="text"/>
Assisting on out-of-school visits, walks, examintaions and similar activities	<input type="text"/>
Assisting the teachers in the supervision of pupils during assembly, recreation and dispersal from the classroom	<input type="text"/>
Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom	<input type="text"/>
General assistance to the class teachers with duties of a non-teaching nature	<input type="text"/>
Participation with school development planning	<input type="text"/>
Engagement with parents of special needs pupils	<input type="text"/>
Other assistance (please specify below)	<input type="text"/>

17. How many pupils in your school have been allocated additional support on the basis of a diagnosis of Emotional Behaviour Disturbance/Difficulty? (If your answer is None, please proceed to question 21)

Post Primary School Survey

18. What is the nature of this support? (Please tick all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Resource Teaching Hours | <input type="checkbox"/> Placement in a special class or unit |
| <input type="checkbox"/> Learning Support | <input type="checkbox"/> Support by National Behaviour Support Service |
| <input type="checkbox"/> SNA Support | <input type="checkbox"/> Referral to a special unit outside school |
| <input type="checkbox"/> Counsellor Support | |
| <input type="checkbox"/> Other (Please elaborate) | |

19. How do you rate the support available to pupils with EBD?

- Very adequate
 Adequate
 Inadequate
 Very inadequate
 Not applicable

Please comment, if desired

20. Do other pupils with challenging behaviour benefit from the support allocated to pupils diagnosed as presenting with EBD?

Please comment, if desired

21. Do you have Individual Educational Plans (IEPs) for pupils with Special Educational Needs?

(If your answer is No, please proceed to the next section)

	Yes	No
Low Incidence	<input type="radio"/>	<input type="radio"/>
High Incidence	<input type="radio"/>	<input type="radio"/>

22. Are additional resources (teaching hours, IT, etc.) recorded in the IEPs?

23. How effective are IEPs as a way of monitoring the need for additional resources?

- Very effective
 Effective
 Ineffective
 Very Ineffective

Please comment, if desired

Section 4: Impact of Resource Deployment

Post Primary School Survey

This section contains 7 questions and will take approximately 5 minutes to complete.
Please remember you can exit this survey after completing each section and return at a later stage.

1. In your opinion, how effective are the additional resources allocated by the NCSE in assisting pupils with SEN to access the school curriculum?

- Very effective
 Effective
 Ineffective
 Very Ineffective

2. Which resources are particularly effective in this regard and why?

3. In your opinion, how effective are the additional resources in assisting pupils with SEN to participate in extra-curricular activities? (sports, games, dance, drama, etc.)

- Very effective
 Effective
 Ineffective
 Very Ineffective

4. Which resources are particularly effective in this regard and why?

5. In your opinion, to what extent do the additional resources improve the self-esteem of pupils with SEN?

- A lot
 A little
 Not much
 Not at all

Please comment, if desired

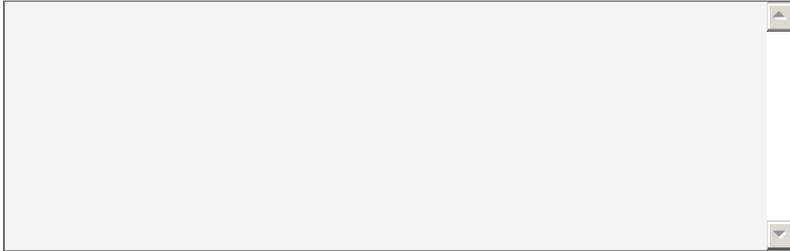
6. In your opinion, to what extent is the level of inclusion of pupils with SEN in the school improved as a consequence of the additional resources provided for such pupils?

- Very much improved
 Improved
 Not improved
 Not improved at all

Please comment, if desired

Post Primary School Survey

7. Please provide below, any concluding comments you have on the application for allocation and deployment of resources in schools for pupils presenting with Special Educational Needs.



Special School Survey

Introduction

This survey comprises four sections and will take approximately 45 minutes to complete. Upon completion of each section, you can exit and save the survey. You can also re-enter and edit completed sections until the survey is closed.

Please note the SRN is required in this survey in order to apply the known information about each school e.g. school size, pupil gender, etc.

Data will be anonymised by Mazars and schools will not be identifiable by UCD or the NCSE.

This survey will close on December 8th 2010.

* 1. Please enter your school roll number (SRN).

Section 1: The School

This section contains 12 questions and will take approximately 15 minutes to complete. Please remember you can exit this survey after completing each section and return at a later stage.

1. Please indicate the number of class teachers in your school.

(Full time equivalents, e.g. 3, 4.5, 7.2)

2. How many of these teachers (approximately) in your school have obtained specialist qualifications

(that is, have completed a full-time postgraduate course) in Special Needs Education?

(Full time equivalents, e.g. 3, 4.5, 7.2)

3. How many pupils are enrolled in your school?

4. What is the age range of pupils in your school? (Please tick all that apply)

< 8 years

16-19

9-12

> 19 years

13-16

Please comment, if desired

Special School Survey

5. How many Special Needs Assistants (SNAs) are allocated to your school during this academic year in accordance with your class numbers?

(Appendix 1 Circular 38/10)

(Full time equivalents, e.g. 3, 4.5, 7.2)

6. How many Special Needs Assistants (SNAs) are allocated to your school during this academic year on the basis of individual applications over and above your class numbers allocation?

(Full time equivalents, e.g. 3, 4.5, 7.2)

7. What is the primary category of SEN of pupils attending your school? (Please tick all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Physical Disability | <input type="checkbox"/> Autism/Autistic Spectrum Disorders |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Specific Speech and Language Disorder |
| <input type="checkbox"/> Visual Impairment | <input type="checkbox"/> Multiple Disabilities |
| <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Borderline Mild General Learning Disability |
| <input type="checkbox"/> Severe Emotional Disturbance | <input type="checkbox"/> Mild General Learning Disability |
| <input type="checkbox"/> Moderate General Learning Disability | <input type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Severe/Profound General Learning Disability | <input type="checkbox"/> Not Identified |

8. What type of programmes/certifications are available to students in your school and how suitable are they for students?

	Not available	Very suitable	Suitable	Unsuitable	Very unsuitable
Junior Certificate Foundation Level	<input type="radio"/>				
Junior Certificate Ordinary Level	<input type="radio"/>				
Leaving Certificate Foundation Level	<input type="radio"/>				
Leaving Certificate Ordinary Level	<input type="radio"/>				
JCSP	<input type="radio"/>				
LCVP	<input type="radio"/>				
FETAC	<input type="radio"/>				
LCA	<input type="radio"/>				
Other	<input type="radio"/>				

Please specify

Special School Survey

9. Does your school provide separate primary and second level education? (If your answer is No, please proceed to question 11)

10. If you answered Yes to question 9, please indicate how the second-level section is organised.

	Same as primary level	Same as other second level schools
Subject options	<input type="radio"/>	<input type="radio"/>
Subject teachers	<input type="radio"/>	<input type="radio"/>
Length of school day	<input type="radio"/>	<input type="radio"/>
Length of school year	<input type="radio"/>	<input type="radio"/>

Please comment, if desired

11. Should the school be separated into primary and second-level?

12. If you answered Yes to question 11, please indicate whether you think the second-level section should be organised on the same basis as other second-level schools.

	Same	Should be different
Subject options	<input type="radio"/>	<input type="radio"/>
Subject teachers	<input type="radio"/>	<input type="radio"/>
Length of school day	<input type="radio"/>	<input type="radio"/>
Length of school year	<input type="radio"/>	<input type="radio"/>

Please comment, if desired

Section 2: Resource Application and Allocation

This section contains 18 questions and will take approximately 15 minutes to complete. Please remember you can exit this survey after completing each section and return at a later stage.

1. What is the average waiting time between application to the Special Education Needs Organiser (SENO)/ National Council for Special Education (NCSE) for class teachers and SNA support?

Special School Survey

2. How efficient do you find the current system of application for resources?

- Very efficient
 Efficient
 Inefficient
 Very inefficient

Please comment, if desired

3. How appropriate is the documentation required to support applications for resources?

- Very appropriate
 Appropriate
 Inappropriate
 Very inappropriate

Please comment, if desired

4. How time-consuming is the resource application process in terms of completing documentation?

- Not at all time-consuming
 Not time-consuming
 Time-consuming
 Very time-consuming

Please comment, if desired

5. Has the system of resource application improved since the establishment of the NCSE and the appointment of SENOs?

- Significantly improved
 Improved
 No change
 Disimproved

Please comment, if desired

6. How satisfied are you with the role of the SENO in relation to your school?

- Very satisfied
 Satisfied
 Dissatisfied
 Very dissatisfied

Please comment, if desired

Special School Survey

7. How many additional assessments by professionals listed were conducted last year?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other
Number of Assessments	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please specify Other professional

8. What was the average waiting time for an additional assessment from time of application to time of conducting assessment?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Average waiting time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

9. What was the average waiting time for completion of the additional assessment to receipt of related report?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Average waiting time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

10. How many pupils in your school are on a waiting list for an additional assessment?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Number of pupils	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

11. How many pupils, in your opinion, need an additional assessment, but have not been able to access it?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Number of pupils	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

12. What is preventing access to an additional assessment?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Access prevention	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Special School Survey

13. In general, how satisfied are you with the number of additional assessments conducted?

	Psychologist	Occupational Therapist	Speech & Language Therapist	EBD/Behaviour Support Specialist	Other, as above
Level of satisfaction	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please comment on any of the above (questions 7-13), if desired

14. Please indicate in the grid below the health professional services available for children in your school and whether these services are provided internally and/or sourced externally.

	Internal	External
Educational Psychologist	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Psychologist	<input type="checkbox"/>	<input type="checkbox"/>
Speech & Language Therapist	<input type="checkbox"/>	<input type="checkbox"/>
Physiotherapist	<input type="checkbox"/>	<input type="checkbox"/>
Visiting Teacher for Deaf	<input type="checkbox"/>	<input type="checkbox"/>
Visiting Teacher for Visually Impaired	<input type="checkbox"/>	<input type="checkbox"/>
EBD/Behaviour Support Specialist	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

Please specify

Special School Survey

15. Please indicate in the grid below the health professional services available for children in your school and your level of satisfaction with each.

	Not applicable	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Educational Psychologist	<input type="radio"/>				
Clinical Psychologist	<input type="radio"/>				
Speech & Language Therapist	<input type="radio"/>				
Physiotherapist	<input type="radio"/>				
Visiting Teacher for Deaf	<input type="radio"/>				
Visiting Teacher for Visually Impaired	<input type="radio"/>				
EBD/Behaviour Support Specialist	<input type="radio"/>				
Other	<input type="radio"/>				

Please specify

16. Please indicate the number of pupils using Assistive Technology in your school. (e.g. 1,2,3,etc.)

Adapted/Special Keyboard	<input type="text"/>
On Screen Keyboard	<input type="text"/>
Specially adapted Mouse (e.g. joystick, trackerball, foot/head mouse)	<input type="text"/>
Touchscreen	<input type="text"/>
Switches (e.g. air/infra-red, jelly link)	<input type="text"/>
Adjustment of Windows accessibility options	<input type="text"/>
Scanner & Optical Scanner Recognition	<input type="text"/>
Touch Monitor	<input type="text"/>
Optical Pointing Devices	<input type="text"/>
Pointing Aids	<input type="text"/>
Screen Scan or Grids	<input type="text"/>
Screen Reading Software	<input type="text"/>
Audio Feedback (word prediction, spell check, glossaries)	<input type="text"/>
Voice Recognition	<input type="text"/>
Braille Printer	<input type="text"/>
Magnifier Screen	<input type="text"/>
Alternative & Augmentative Communicative Technology for Non-verbal	<input type="text"/>
Speech Synthesiser	<input type="text"/>
Loop System for Hearing Impaired	<input type="text"/>
Show Sounds systems for Hearing Impaired	<input type="text"/>
Other	<input type="text"/>

Special School Survey

17. Please indicate how helpful this Assistive Technology technology is.

	Not applicable	Very helpful	Helpful	Not helpful	Not at all helpful
Adapted/Special Keyboard	<input type="radio"/>				
On Screen Keyboard	<input type="radio"/>				
Specially adapted Mouse (e.g. joystick, trackerball, foot/head mouse)	<input type="radio"/>				
Touchscreen	<input type="radio"/>				
Switches (e.g. air/infra-red, jelly link)	<input type="radio"/>				
Adjustment of windows accessibility options	<input type="radio"/>				
Scanner & Optical Scanner Recognition	<input type="radio"/>				
Touch Monitor	<input type="radio"/>				
Optical Pointing Devices	<input type="radio"/>				
Pointing Aids	<input type="radio"/>				
Screen Scan or Grids	<input type="radio"/>				
Screen Reading Software	<input type="radio"/>				
Audio Feedback (word prediction, spell check, glossaries)	<input type="radio"/>				
Voice Recognition	<input type="radio"/>				
Braille Printer	<input type="radio"/>				
Magnifier Screen	<input type="radio"/>				
Alternative & Augmentative Communicative Technology for non-verbal	<input type="radio"/>				
Speech Synthesiser	<input type="radio"/>				
Loop System for Hearing Impaired	<input type="radio"/>				
Show Sounds systems for Hearing Impaired	<input type="radio"/>				
Other	<input type="radio"/>				

Please specify

18. How do you rate the level of Assistive Technology available to pupils with special education needs in your school?

- Very adequate
 Adequate
 Inadequate
 Very inadequate

Please comment, if desired

Section 3: Resource Deployment

Special School Survey

This section contains 11 questions and will take approximately 5 minutes to complete.
Please remember you can exit this survey after completing each section and return at a later stage.

1. Are any of the following practices in place in your school?

(Please tick all that apply)

- | | |
|--|---|
| <input type="checkbox"/> One-to-one withdrawal | <input type="checkbox"/> In-class support (including shared or team teaching) |
| <input type="checkbox"/> Small group withdrawal | <input type="checkbox"/> Placement in a special class |
| <input type="checkbox"/> Other, please elaborate | |

2. Please provide details of any other arrangement prevailing in your school for the deployment of teaching resources.

3. Which methods are most effective and why?

4. How adequate is the allocation of teaching resources that has been granted to your school for this academic year?

- Very adequate
 Adequate
 Inadequate
 Very inadequate

Please comment, if desired

5. How adequate is the allocation of SNAs that has been granted to your school for this academic year?

- Very adequate
 Adequate
 Inadequate
 Very inadequate

Please comment, if desired

Special School Survey

6. What is the general nature and frequency of support provided by SNAs in your school?

Preparation and tidying up of classrooms	<input type="text"/>
Special assistance e.g. helping special needs pupils with typing/writing/computers or other use of equipment	<input type="text"/>
Assistance with clothing, feeding, toileting, general hygiene	<input type="text"/>
Being mindful of health and safety needs of the pupil	<input type="text"/>
Assisting school children to board and alight from school buses	<input type="text"/>
Travelling as escort during school hours on school buses	<input type="text"/>
Assisting on out-of-school visits, walks, examintaions and similar activities	<input type="text"/>
Assisting the teachers in the supervision of pupils during assembly, recreation and dispersal from the classroom	<input type="text"/>
Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom	<input type="text"/>
General assistance to the class teachers with duties of a non-teaching nature	<input type="text"/>
Participation with school development planning	<input type="text"/>
Engagement with parents of special needs pupils	<input type="text"/>
Other assistance (please specify below)	<input type="text"/>

7. What support is needed for children with extremely challenging behaviour in your school?

8. How do you rate the support available for children with extremely challenging behaviour in your school?

- Very adequate
 Adequate
 Inadequate
 Very inadequate
 Not applicable

9. Do you have Individual Educational Plans (IEPs) for pupils in your school? (If your answer is No, please proceed to the next section)

10. Are allocated resources (e.g. IT) recorded in the IEPs?

Special School Survey

11. How effective are IEPs as a way of monitoring the need for resources?

- Very effective
 Effective
 Ineffective
 Very Ineffective

Please comment, if desired

Section 4: Impact of Resource Deployment

This section contains 5 questions and will take approximately 10 minutes to complete. Please remember you can exit this survey after completing each section and return at a later stage.

1. In your opinion, how effective are the resources deployed by the NCSE in assisting pupils with SEN to access the school curriculum?

- Very effective
 Effective
 Ineffective
 Very Ineffective

2. Which resources are particularly effective in this regard and why?

3. In your opinion, how effective are the deployed resources in assisting pupils with SEN to participate in extra-curricular activities (e.g. swimming, sports, games, horseriding, drama and dance)?

- Very effective
 Effective
 Ineffective
 Very Ineffective

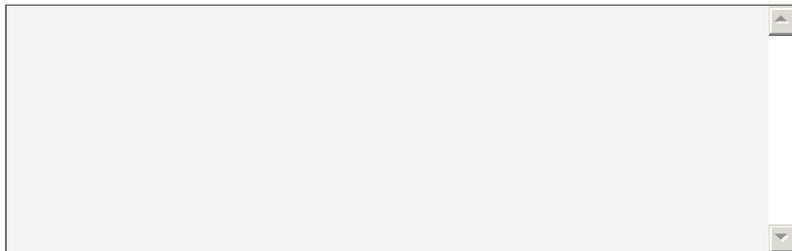
4. In your opinion, to what extent do the deployed resources improve the self-esteem of pupils with SEN?

- A lot
 A little
 Not much
 Not at all

Please comment, if desired

Special School Survey

5. Please provide below, any concluding comments you have on the application for allocation and deployment of resources for children in Special Schools.



Appendix 7 Case Study Letter to Schools

William Kinsella,
School of Education,
UCD.

01 7167974

19th April 2010

Re: NCSE Research Project on Resource Allocation System

Dear _____,

I am very grateful to you for agreeing to the involvement of your school and school personnel in the research project on Resource Allocation which we are conducting on behalf of the National Council for Special Education (NCSE). I am enclosing copies of the interview schedules for various personnel. I am also enclosing an information letter and consent form for potential participants. There is no need to return the consent forms; we can collect them at the time of conducting the interviews. As indicated it is intended to conduct the interviews during March and April. I will contact you again to arrange a mutually suitable time for this process. If you have any further queries, please do not hesitate to contact me on 01 7167974 or 087 9581005 or by email at William.Kinsella@ucd.ie.

Yours sincerely,

William Kinsella

RAD- Primary Principal

1. School & Personnel Background Details

1. Does your school have an SEN/resource team?

Who is on the team?

(Members of staff /outside agencies on team?)

How regularly does the team have meetings?

When do these take place?

Other details

2. Who was/is responsible for devising and implementing the school SEN policy?

- | | |
|--|---|
| <input type="checkbox"/> Resource teacher(s) | <input type="checkbox"/> Special Needs Assistant(s) |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Parents |
| <input type="checkbox"/> Deputy Principal | <input type="checkbox"/> Whole team |
| <input type="checkbox"/> Learning Support Co-ordinator | <input type="checkbox"/> Board of Management |
| <input type="checkbox"/> Mainstream Teacher(s) | <input type="checkbox"/> Other |

3. Are there any external stakeholders who have regular input into the policy?

- | | |
|---|---|
| <input type="checkbox"/> Home / School Liaison Officer | <input type="checkbox"/> Travellers' Representative |
| <input type="checkbox"/> Educational Psychologist | <input type="checkbox"/> Parents' Representative |
| <input type="checkbox"/> Special Educational Needs Organiser (SENO) | <input type="checkbox"/> Students' Representative |
| <input type="checkbox"/> Speech and Language Therapist | <input type="checkbox"/> Health Professionals |
| <input type="checkbox"/> Education Welfare Officer | <input type="checkbox"/> Other (Please specify) |

2. Screening and Assessment

RAD- Primary Principal

4. What is your school policy and practice in relation to screening and prioritisation of SEN? (e.g. Staged Approach, Screening Tests, Interventions)

5. How does your school prioritise students with SEN for assessment?

	Assessment types
Age	<input type="text"/>
Suspected low incidence (eg. ASD)	<input type="text"/>
Ability levels/Academic Progress	<input type="text"/>
Update/review of existing assessments (transfer from other primary school or to secondary)	<input type="text"/>
Social & Emotional difficulties	<input type="text"/>
Behavioural difficulties	<input type="text"/>
Parental pressure	<input type="text"/>
Language difficulties (Newcomer Irish)	<input type="text"/>
Placement in special school/special class	<input type="text"/>
Other	<input type="text"/>

6. Are there other students in your school who would benefit from an assessment but are not prioritised under your present system?

- How many?
- What types of problems are involved and what types of assessments might be needed?

Comment

RAD- Primary Principal

7. In what way do you think assessment reports identify the needs of students with SEN? (E.g. resources needed, teaching strategies, SNAs, subject exemptions etc.)

8. How do the needs identified in the assessment report inform school practice in relation to the student's individual needs?

3. Resource Allocation

9. Following receipt of the assessment report, what are the next steps followed by the school? What is the process? What kinds of issues may arise?

10. Can you describe the application process in terms of..?

- | | | |
|---|---|--|
| <input type="checkbox"/> Clarity of forms | <input type="checkbox"/> Suitability of criteria used | <input type="checkbox"/> Support from NEPS |
| <input type="checkbox"/> Time involved in filling forms | <input type="checkbox"/> Support from SENO | <input type="checkbox"/> Parental/guardian's involvement/consent |

Comment

RAD- Primary Principal

11. How long, approximately, does it take from an application to the NCSE to the

- Notification of allocation?
- Receipt of actual resources?

Comment

12. Does the wording used in the assessment report have a bearing on the allocation of resources?

- For example, in relation to ICT support the use of the words 'recommended'/'required'/'suggested'?

Detail

13. In your opinion, how efficient is the current process of allocating resources to schools?

- Very efficient
- Efficient
- Not efficient

How does it compare with pre-NCSE policy & practice?

14. Has the introduction of the General Allocation Model (GAM) impacted on the quality of provision for students with high incidence disabilities and if so, in what way(s)?

15. Has the GAM had any implications for children with low-incidence disabilities?

RAD- Primary Principal

16. What are your views on the role of the SENO in relation to resource allocation? Would you recommend any changes?

4. Resource Deployment

17. In what way is the role and work of the SNA organised in your school? For, example, do they work with individual students, with small groups of students, or team work?

18. What supports do the SNAs provide for students? (activities engaged in, e.g care needs)

19. Whose role is it to co-ordinate the work and role of the SNAs? Does it fall within your remit as principal or is the responsibility of the SEN Co-ordinator?

RAD- Primary Principal

20. In relation to ICT resources, who is responsible for their co-ordination and for ensuring that they are effectively used?

Are there are associated issues in relation to ICT resources?

(please specify)

21. In what way are allocated resource hours deployed?

- Withdrawal - Individual
 Team Teaching
 Administration time
 Withdrawal - Group
 Smaller classes
 Other
 In class support
 Support for mainstream teachers

Details

22. What influences the decision regarding deployment of hours?

- Nature of disability
 Administrative/Staffing
 Other

Comment

23. What staff are involved in working with children with high incidence disabilities who have allocated additional hours ?

- Class Teachers
 Resource Teachers
 Health Professionals
 Learning Support Teachers
 Visiting Teachers
 Other

Details

RAD- Primary Principal

24. In relation to allocated additional hours for low incidence disabilities, what staff are involved in working with these children?

- Class Teachers Resource Teachers Health Professionals
 Learning Support Teachers Visiting Teachers Other

Details

25. In your opinion, what is the most effective use of allocated resource hours?

**26. What impact, if any, does allocation of resource hours have on timetabling?
(e.g. how are the times decided/spread across various subjects)**

27. Do you have team teaching in your school? If YES

- What are teachers' views in relation to it?
 What are the issues in its successful implementation?

Details

RAD- Primary Principal

28. In what way is support given to pupils with low incidence disabilities and high incidence disabilities during general class teaching?

- Is there liaison between the SEN team and class teachers regarding individual students' needs?

Details

29. In what areas is the majority of support provided?

- Literacy Social skills Other
 Numeracy Life skills

Other (please specify)

30. From which subjects are students typically withdrawn and what is rationale behind these choices?

31. What other accommodations are made, for example, in relation to the curriculum? e.g.differentiation, mixed ability teaching

32. For which students are Individual Learning Plans (or IEPs) devised?

- None High & Low Incidence Low Incidence only

Is there a link between the resources allocated and learning plans in terms of allocated hours?

RAD- Primary Principal

33. Who is involved in the drafting and reviewing of the students' Individual Learning Plans (or IEPs) in the school?

- | | | |
|--|--|---|
| <input type="checkbox"/> Resource Teachers | <input type="checkbox"/> Student | <input type="checkbox"/> Psychologists |
| <input type="checkbox"/> Mainstream Teachers | <input type="checkbox"/> Parent(s)/Guardian(s) | <input type="checkbox"/> Health Professionals |
| <input type="checkbox"/> SEN Teachers | <input type="checkbox"/> SENOS | <input type="checkbox"/> Other |

Comment

34. How is students' progress monitored and reviewed by the school?

- | | |
|--|---|
| <input type="checkbox"/> Performance in informal/formal tests | <input type="checkbox"/> Feedback from students/parents |
| <input type="checkbox"/> Feedback from teachers, SEN personnel etc | <input type="checkbox"/> Retention in school |

Comment

35. In what way is the continued need for individual student resource allocation reviewed? (who is involved in the review?)

36. What in your opinion are the major strengths to the present system of resource allocation and deployment?

RAD- Primary Principal

37. What in your opinion are the major challenges to the present system of resource allocation and deployment? (e.g. classroom organisation, school buildings, quality of buildings etc)

38. Do you have any concluding comments on the general issues raised in this interview or on your role in the resource allocation and deployment process?

RAD- Primary Coordinator of SEN

1. Introduction

Description of Project

1. ID

CODE

2. School & Personnel Background Details

2. Can you outline/describe your present role in the school?

- Length of time in this position ?
- Nature of the work?
- Are you the school's designated coordinator for SEN or do you have a number of roles?

Details

3. What are your views on the need for a designated SEN co-ordinator within primary schools?

4. Does your school have an SEN team?

Who is on this team?

How regularly does the team have meetings?

When do these take place?

Are there members of staff/outside agencies on this team?

Other details

RAD- Primary Coordinator of SEN

5. Who was/is responsible for devising and implementing the SEN policy in your school?

- | | |
|--|---|
| <input type="checkbox"/> Resource teacher(s) | <input type="checkbox"/> Special Needs Assistant(s) |
| <input type="checkbox"/> Learning Support Co-ordinator | <input type="checkbox"/> Parents |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Representatives of Board of Management |
| <input type="checkbox"/> Deputy Principal | <input type="checkbox"/> SEN team |
| <input type="checkbox"/> Mainstream Teacher(s) | <input type="checkbox"/> Other |

Other (please specify)

6. Are there any external stakeholders who have regular input into the policy?

- | | |
|---|---|
| <input type="checkbox"/> Home / School Liaison Officer | <input type="checkbox"/> Travellers' Representative |
| <input type="checkbox"/> Educational Psychologist | <input type="checkbox"/> Parents' Representative |
| <input type="checkbox"/> Special Educational Needs Organiser (SENO) | <input type="checkbox"/> Students' Representative |
| <input type="checkbox"/> Speech and Language Therapist | <input type="checkbox"/> Health Professionals |
| <input type="checkbox"/> Education Welfare Officer | <input type="checkbox"/> Other (Please specify) |

Comment

3. Screening and Assessment

7. What is your school policy and practice in relation to screening and prioritisation of SEN? (e.g. Staged Approach, Screening Tests, Interventions)

RAD- Primary Coordinator of SEN

8. How does your school prioritise students with SEN for assessment?

	Assessment type
Age	<input type="text"/>
Suspected low incidence (eg. ASD)	<input type="text"/>
Ability levels/Academic Progress	<input type="text"/>
Update/review of existing assessments (transfer from other primary school or to secondary)	<input type="text"/>
Social & Emotional difficulties	<input type="text"/>
Behavioural difficulties	<input type="text"/>
Parental pressure	<input type="text"/>
Language difficulties (Newcomer Irish)	<input type="text"/>
Other	<input type="text"/>

Comment

9. What do you perceive as being the main obstacles in obtaining an assessment for students?

10. Are there other students in your school who would benefit from an assessment but are not prioritised under your present system?

- How many?
- What types of learning difficulties are involved?

Details

RAD- Primary Coordinator of SEN

11. In what way do you think assessment reports identify the needs of pupils with SEN? (E.g. resources needed, teaching strategies, SNAs, subject exemptions etc.)

12. How do the needs identified in the assessment report inform school practice in relation to the child's individual needs?

4. Resource Allocation

13. Following receipt of the assessment report, what are the next steps followed by the school? What is the process? What kinds of issues may arise?

14. Can you describe the application process in terms of..?

- | | | |
|---|---|--|
| <input type="checkbox"/> Clarity of forms | <input type="checkbox"/> Suitability of criteria used | <input type="checkbox"/> Support from NEPS |
| <input type="checkbox"/> Time involved in filling forms | <input type="checkbox"/> Support from SENO | <input type="checkbox"/> Parental/guardian's involvement/consent |

Comment

RAD- Primary Coordinator of SEN

15. How long, approximately, does it take from an application to the NCSE to the

- Notification of allocation?
- Receipt of actual resources?

Comment

16. Does the wording used in assessment reports have a bearing on the allocation of resources?

- For example, in relation to ICT support the use of the words 'recommended'/'required'/'suggested' etc?

Details

17. In your opinion, how efficient is the current process of allocating resources to schools?

- Very efficient
- Efficient
- Not efficient

How does it compare with pre-NCSE policy & practice?

18. Has the introduction of the General Allocation Model (GAM) impacted on the quality of provision for students with high incidence disabilities and if so, in what way(s)?

RAD- Primary Coordinator of SEN

19. Has the GAM had any implications for children with low-incidence disabilities?

20. What are your views on the role of the SENO in relation to resource allocation? Would you recommend any changes?

5. Resource Deployment

21. In what way is the role and work of the SNA organised in your school? For, example, do they work with individual students, with small groups of students, or team work?

22. What supports do the SNAs provide for students? (activities engaged in, e.g care needs)

23. Whose role is it to co-ordinate the work and role of the SNAs?

RAD- Primary Coordinator of SEN

24. In relation to ICT resources, who is responsible for their co-ordination and for ensuring that they are effectively used?

- Are there are associated issues in relation to ICT resources?

Details

25. In what way are allocated resource hours deployed?

- | | | |
|--|--|--|
| <input type="checkbox"/> Withdrawal - Individual | <input type="checkbox"/> Team Teaching | <input type="checkbox"/> Administration time |
| <input type="checkbox"/> Withdrawal - Group | <input type="checkbox"/> Smaller classes | <input type="checkbox"/> Other |
| <input type="checkbox"/> In class support | <input type="checkbox"/> Support for mainstream teachers | |

Details

26. What influences the decision regarding deployment of hours?

- | | | |
|---|--|--------------------------------|
| <input type="checkbox"/> Nature of disability | <input type="checkbox"/> Administrative/Staffing | <input type="checkbox"/> Other |
|---|--|--------------------------------|

Comment

27. In relation to allocation of additional hours for high incidence disabilities, what staff are involved in working with these pupils?

- | | | |
|--|--|---|
| <input type="checkbox"/> Class Teachers | <input type="checkbox"/> Resource Teachers | <input type="checkbox"/> Health Professionals |
| <input type="checkbox"/> Learning Support Teachers | <input type="checkbox"/> Visiting Teachers | <input type="checkbox"/> Other |

Details

RAD- Primary Coordinator of SEN

28. What staff are involved in working with children with low incidence disabilities?

- Class Teachers Resource Teachers Health Professionals
 Learning Support Teachers Visiting Teachers Other

Details

29. In your opinion, what is the most effective use of allocated resource hours?

30. What impact, if any, does allocation of resource hours have on timetabling? (e.g. how are the times decided/spread across various subjects)

31. In what areas is the majority of support provided?

- Literacy Social skills Other
 Numeracy Life skills

Other (please specify)

32. From which subjects are pupils typically withdrawn for support and what is rationale behind these choices?

RAD- Primary Coordinator of SEN

33. What other accommodations are made, for example in relation to the curriculum? e.g.differentiation.

34. For which students are Individual Learning Plans (e.g. IEPs) devised?

- None
 High & Low Incidence
 Low Incidence only

Is there a link between the resources allocated and learning plans in terms of allocated hours?

35. Who is involved in the drafting and the reviewing of the pupils Individual Learning Plans (or IEPs) in the school?

- Resource Teachers
 Student
 Psychologists
 Mainstream Teachers
 Parent(s)/Guardian(s)
 Health Professionals
 SEN Teachers
 SENOs
 Other

Comment

36. How is pupils' progress monitored and reviewed by the school?

- Performance in informal tests
 Feedback from pupils
 Performance on formal tests
 Feedback from parents
 Feedback from teachers, SEN personnel etc
 Retention in school

Comment

RAD- Primary Coordinator of SEN

37. In what way is the continued need for individual pupil resource allocation reviewed? (who is involved in the review?)

38. What in your opinion are the major strengths to the present system of resource allocation and deployment?

39. What in your opinion are the major challenges to the present system of resource allocation and deployment? (e.g. classroom organisation, school buildings, quality of buildings etc)

40. Do you have any concluding comments on the general issues raised in this interview or on your role in the resource allocation and deployment process?

RAD Primary - Class Teacher

1. Introduction

Background information

1. ID

Code

2. Background

2. How long have you been teaching in this school and elsewhere?

present school

other schools

3. Have you had any professional training in the area of SEN?

Yes

No

If YES, can you give details on the type of training (course provider, name and length of course)

4. What experience do you have teaching children with SEN? Can you give details on the type and number of high and low incidence disabilities <explain high and low if necessary>?

5. Do you have any involvement with the SEN/Resource team in your school. If YES, how frequently do you meet and what issues do you discuss?

3. Screening and Assessment

RAD Primary - Class Teacher

6. What involvement have you in the screening and prioritisation of student with SEN in your class? (e.g. Staged Approach, Informal/Screening Tests, Interventions)

7. Do you have many children in your class who are currently awaiting a psychological assessment?

Yes No

Give details (e.g. number and type of assessment involved)

8. Are there other students in your class whom you think would benefit from a psychological assessment but are not prioritised under your present system? (Percentage and reasons.)

9. In what way, if at all, are the results of the assessment reports communicated to you?

How useful do you find the recommendations?

Details

RAD Primary - Class Teacher

10. In what way do you think assessment reports identify the needs of pupils with SEN? For example...

- resources needed SNAs Other
 teaching strategies subject exemptions

Details

11. How many children in your class have special educational needs?

	Number	Type
High Incidence disabilities	<input type="checkbox"/>	<input type="checkbox"/>
Low Incidence	<input type="checkbox"/>	<input type="checkbox"/>

Details

12. How many children in your class have Individual Learning Plans (or IEPs) devised for them?

- None
 High & Low Incidence
 Low Incidence only

Details

RAD Primary - Class Teacher

13. Are you involved in the drafting and reviewing of the Individual Learning Plans (or IEPs) in the school?

Yes

No

Give details

14. How effective do you find the Individual Learning Plan in addressing the specific educational needs of children with low (& high) incidence disabilities?

4. Resource Allocation

15. What are your views on the General Allocation Model (GAM) with relation to provision for children with high and low incidence disabilities? How has it impacted on quality of provision for

Children with high incidence disabilities?

Children with low-incidence disabilities?

Details

16. Are you involved in the resource application process for children with low incidence disabilities? If so give details.

RAD Primary - Class Teacher

17. In your opinion, how efficient is the current process of allocating resources to schools?

Very efficient

Efficient

Not efficient

5. Resource Deployment

18. How are the allocated hours generally deployed for children with low incidence disabilities in your class?

Withdrawal - Individual

In class support

Other

Withdrawal - Group

Team Teaching

Smaller classes

Administration time

Details

19. In what areas is the majority of support provided?

Literacy

Social skills

Numeracy

Other

Other (please specify)

RAD Primary - Class Teacher

20. How frequently (if at all) are children with high/low incidence disabilities withdrawn from your class for additional support?

- What categories of disabilities are most likely to be involved?
- Are you aware of the nature of the support given in such instances and are you consulted regarding the content of this support?
- How beneficial is this support for the pupil - academically, emotionally/socially?
- Are there benefits/challenges from a class perspective? (e.g. sporadic withdrawal, class disruption, homework setting, pacing of material)
- Is there any impact on timetabling?

Comments

21. How many of the children with low incidence disabilities have SNAs and for what disabilities?

- What is their role?
- How does the presence of an SNA impact on the quality of student learning?

Details

22. What adaptations do you implement in your lessons (e.g. differentiation) to accommodate children with specific educational needs? Give details on the different types of accommodations needed for different categories of low and high incidence disabilities? <focus in particular on target students in this study>

RAD Primary - Class Teacher

23. What impact, if any, does allocation of resource hours have on timetabling?

(e.g. how are the times decided/spread across various subjects)

24. If you are involved in team teaching

- How frequently does this take place?
- In what subject areas?
- Have you found it to be effective?
- What are its benefits?
- What are the challenges?
- How is the lesson organised/planned?
- Is this done as a team (e.g. in conjunction with

Details

25. What are the major challenges for you as a class teacher in including students with high & low incidence disabilities in your class? (If there are specific difficulties in the current policy what changes/supports are needed to address these?)

RAD Primary - Class Teacher**26. How do you monitor/review the progress of students with low and incidence disabilities in your classes?**

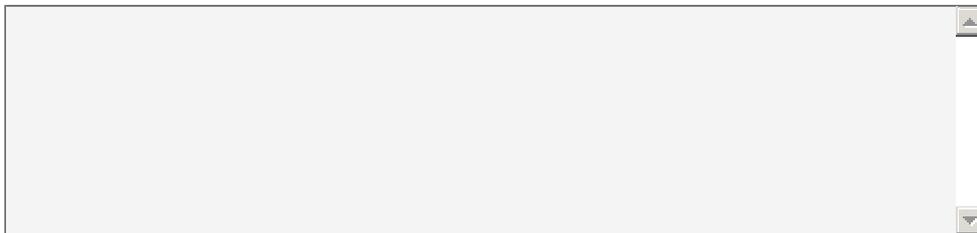
- Performance on informal tests
- Performance on formal tests
- Feedback from students
- Feedback from parents
- Feedback from Learning Support Teacher/Resource Teacher
- Feedback from person with responsibility for SEN
- Specially adapted tests for students with SEN
- Review using Individual Learning Plan categories
- Other

Comment

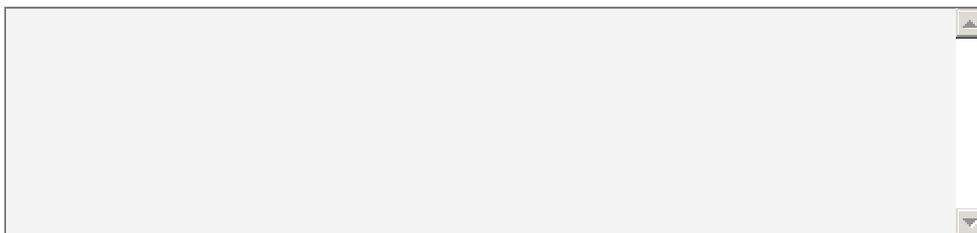
27. Do you feel you get enough support from the SEN team in relation to students with SEN in your classes? Is there enough communication between subject teachers and SEN personnel generally?**28. What in your opinion are the major strengths of the present system of resource allocation and deployment?**

RAD Primary - Class Teacher

29. What, in your opinion, are the major challenges to the present system of resource allocation? What changes, if any, would you recommend?

A large, empty rectangular text box with a light gray background and a thin black border. On the right side, there is a vertical scrollbar with a small triangular handle at the top and bottom.

30. Do you have any concluding comments on the general issues raised in this interview or on your role in the resource allocation and deployment process?

A large, empty rectangular text box with a light gray background and a thin black border. On the right side, there is a vertical scrollbar with a small triangular handle at the top and bottom.

RAD - Post Primary Principal

1. School & Personnel Background Details

1. Does your school have an SEN/resource team?

Who is on the team?

Are there members of outside agencies on team?

How regularly does team have meetings?

When do these take place?

Other details

2. Does your school have a designated co-ordinator of SEN? What are your views on the need for a designated coordinator within schools?

3. Are there any external stakeholders who have regular input into the school SEN policy?

- | | |
|---|---|
| <input type="checkbox"/> Home / School Liaison Officer | <input type="checkbox"/> Travellers' Representative |
| <input type="checkbox"/> Educational Psychologist | <input type="checkbox"/> Parents' Representative |
| <input type="checkbox"/> Special Educational Needs Organiser (SENO) | <input type="checkbox"/> Students' Representative |
| <input type="checkbox"/> Speech and Language Therapist | <input type="checkbox"/> Health Professionals |
| <input type="checkbox"/> Education Welfare Officer | <input type="checkbox"/> Other (Please specify) |

2. Screening and Assessment

4. What is your school policy and practice in relation to screening and prioritisation of SEN? (e.g. Staged Approach, Screening Tests, Interventions)

RAD - Post Primary Principal

5. How does your school prioritise students with SEN for assessment? <types to be used as prompts only>

	Assessment types
Age	<input type="text"/>
Suspected low incidence (eg. ASD)	<input type="text"/>
Ability levels/Academic Progress	<input type="text"/>
Update/review of existing assessments (transfer from other primary school or to secondary)	<input type="text"/>
Social & Emotional difficulties	<input type="text"/>
Behavioural difficulties	<input type="text"/>
Parental pressure	<input type="text"/>
Language difficulties (Newcomer Irish)	<input type="text"/>
Placement in special class/school	<input type="text"/>
Other	<input type="text"/>

Comment

6. Are there other students in your school who would benefit from an assessment but are not prioritised under your present system?

- How many?
- What are the typical problems?
- What types of assessments would be involved in your opinion?

Details

RAD - Post Primary Principal

7. In what way do you think assessment reports identify the needs of students with SEN? (e.g. resources needed, teaching strategies, SNAs, subject exemptions etc.)

8. How do the needs identified in the assessment report inform school practice in relation to the student's individual needs?

3. Resource Allocation

9. Following receipt of the assessment report, what are the next steps followed by the school?

- What is the process?
- What kinds of issues may arise?

Details

10. Can you describe the application process in terms of..?

- | | | |
|---|---|--|
| <input type="checkbox"/> Clarity of forms | <input type="checkbox"/> Suitability of criteria used | <input type="checkbox"/> Support from NEPS |
| <input type="checkbox"/> Time involved in filling forms | <input type="checkbox"/> Support from SENO | <input type="checkbox"/> Parental/guardian's involvement/consent |

Comment

RAD - Post Primary Principal

11. How long, approximately, does it take from an application to the NCSE to the

- Notification of allocation?
- Receipt of actual resources?

Comment

12. Does the wording used in the assessment reports have a bearing on the allocation of resources?

- For example, in relation to ICT support the use of the words 'recommended'/'required'/'suggested'?

Details

13. In your opinion, how efficient is the current process of allocating resources to schools?

- Very efficient
- Efficient
- Not efficient

How does it compare with pre-NCSE policy & practice?

14. Do you think that a General Allocation Model (GAM), similar to that which is in primary schools, would be beneficial in second level schools?

15. What are your views on the role of the SENO in relation to resource allocation? Would you recommend any changes?

RAD - Post Primary Principal**4. Resource Deployment**

16. In what way is the role and work of the SNA organised in your school? For, example, do they work with individual students, with small groups of students, or in team work?

17. What supports do the SNAs provide for students? (activities engaged in, e.g care needs)

18. Whose role is it to co-ordinate the work and role of the SNAs? Does it fall within your remit as principal or is the responsibility of the SEN Co-ordinator?

19. In relation to ICT resources, who is responsible for their co-ordination and for ensuring that they are effectively used? Are there are associated issues in relation to their use?

RAD - Post Primary Principal

20. In what way are allocated resource hours deployed?

- | | | |
|--|---|---|
| <input type="checkbox"/> Withdrawal - Individual | <input type="checkbox"/> Team Teaching | <input type="checkbox"/> Administration time |
| <input type="checkbox"/> Withdrawal - Group | <input type="checkbox"/> Smaller classes | <input type="checkbox"/> Support of mainstream teaching staff |
| <input type="checkbox"/> In class support | <input type="checkbox"/> Provision of greater range of subjects | <input type="checkbox"/> Other |

Details

21. What influences the decision regarding deployment of hours?

- Nature of disability
 Administrative/Staffing
 Other

Comment

22. In relation to team teaching, what are the teachers' views on it?

- If implemented how have they found it?
 What are the issues in its successful implementation? (e.g. timetabling/planning)

Comment

23. In what way is support given to students during the other mainstream teaching hours? Is there liaison between the SEN team and the mainstream subject teachers regarding individual students' needs?

RAD - Post Primary Principal

24. Where additional hours are allocated for students with high incidence disabilities, what staff are involved in working with these students?

- Learning Support Teachers
 Visiting Teachers
 Other
 Resource Teachers
 Health Professionals

Details

25. Where additional hours are allocated for low incidence disabilities, what staff are involved in working with these students?

- Learning Support Teachers
 Visiting Teachers
 Other
 Resource Teachers
 Health Professionals

Details

26. In your opinion, what is the most effective use of allocated resource hours?

**27. What impact, if any, does allocation of resource hours have on timetabling?
(e.g. how are the times decided/spread across various subjects)**

RAD - Post Primary Principal

28. In what areas is the majority of support provided?

- Literacy
 Social skills
 Other
 Numeracy
 Life skills

Other (please specify)

29. From which subjects are students typically withdrawn and what is rationale behind these choices?

30. What other accommodations are made, for example in relation to the curriculum? e.g.differentiation, mixed ability teaching

31. Are there other programmes/curricular options available to students with SEN?

- JCSP
 LCA
 FETAC
 LCVF
 Foundation Level
 Other

How suitable are these programmes in meeting the educational/training needs of students with low incidence disabilities?

RAD - Post Primary Principal

32. For which students are Individual Learning Plans (or IEPs) devised?

- None
 High & Low Incidence
 Low Incidence only

Is there a link between the resources allocated and learning plans in terms of allocated hours?

33. Who is involved in the drafting and reviewing of the Individual Learning Plans (or IEPs) in the school?

- Resource Teachers
 Student
 Psychologists
 Mainstream Subject Teachers
 Parent(s)/Guardian(s)
 Health Professionals
 SEN Teachers
 SENOS
 Other

Comment

34. How is students' progress monitored and reviewed by the school?

- Performance in informal/formal tests
 Certification
 Feedback from teachers, SEN personnel etc
 Retention in school or specific programmes
 Feedback from students/parents

Comment

35. In what way is the continued need for individual student resource allocation reviewed? (who is involved in the review?)

RAD - Post Primary Principal

36. What in your opinion are the major strengths to the present system of resource allocation and deployment?

37. What in your opinion are the major challenges to the present system of resource allocation and deployment? (e.g. classroom organisation, school buildings, quality of buildings etc)

38. Do you have any concluding comments on the general issues raised in this interview or on your role in the resource allocation and deployment process?

RAD - Post Primary SEN Co-ordinator

1. School & Personnel Background Details

1. Can you outline/describe in your present role within the school?

- Length of time in this position?
- Nature of work?
- Are you the school's designated co-ordinator of SEN or do you have a number of roles?

Details

2. What are your views on the need for a designated coordinator for SEN within post-primary schools?

3. Does your school have an SEN/resource team? If so:

Who is on the team?

How regularly does team have meetings?

When do these take place?

Members of staff /outside agencies on team?

Other details

4. Who was/is responsible for devising and implementing school SEN policy?

- | | |
|--|---|
| <input type="checkbox"/> Yourself (as SEN Coordinator) | <input type="checkbox"/> Special Needs Assistant(s) |
| <input type="checkbox"/> Resource teacher(s) | <input type="checkbox"/> Parents |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Whole team |
| <input type="checkbox"/> Deputy Principal | <input type="checkbox"/> Board of Management |
| <input type="checkbox"/> Learning Support Co-ordinator | <input type="checkbox"/> Other |
| <input type="checkbox"/> Mainstream Teacher(s) | |

RAD - Post Primary SEN Co-ordinator

5. Are there any external stakeholders who have regular input into the policy?

- | | |
|---|---|
| <input type="checkbox"/> Home / School Liaison Officer | <input type="checkbox"/> Travellers' Representative |
| <input type="checkbox"/> Educational Psychologist | <input type="checkbox"/> Parents' Representative |
| <input type="checkbox"/> Special Educational Needs Organiser (SENO) | <input type="checkbox"/> Students' Representative |
| <input type="checkbox"/> Speech and Language Therapist | <input type="checkbox"/> Health Professionals |
| <input type="checkbox"/> Education Welfare Officer | <input type="checkbox"/> Other (Please specify) |

2. Screening and Assessment

6. What is your school policy and practice in relation to screening and prioritisation of SEN? (e.g. Staged Approach, Screening Tests, Interventions)

RAD - Post Primary SEN Co-ordinator

7. How does your school prioritise students with SEN for assessment?

	Assessment type
Age	<input type="text"/>
Suspected low incidence (eg. ASD)	<input type="text"/>
Ability levels/Academic Progress	<input type="text"/>
Update/review of existing assessments (transfer from other primary school or to secondary)	<input type="text"/>
Social & Emotional difficulties	<input type="text"/>
Behavioural difficulties	<input type="text"/>
Parental pressure	<input type="text"/>
Language difficulties (Newcomer Irish)	<input type="text"/>
Other	<input type="text"/>

Details

8. What do you perceive as being the main obstacles in obtaining an assessment for students?

9. Are there other students in your school who would benefit from an assessment but are not prioritised under your present system?

How many and what type of assessment?

What would the reasons be?

RAD - Post Primary SEN Co-ordinator

10. In what way do you think assessment reports identify the needs of students with SEN? (E.g. resources needed, teaching strategies, SNAs, subject exemptions etc.)

11. How do the needs identified in the assessment report inform school practice in relation to the student's individual needs?

3. Resource Allocation

12. Following receipt of the assessment report, what are the next steps followed by the school? What is the process? What kinds of issues may arise?

13. Can you describe the application process in terms of..?

Clarity of forms

Suitability of criteria used

Support from NEPS

Time involved in filling forms

Support from SENO

Parental/guardian's involvement/consent

Comment

RAD - Post Primary SEN Co-ordinator

14. How long, approximately, does it take from an application to the NCSE to the

- Notification of allocation
 Receipt of actual resources

Comment

15. Does the wording used in the assessment report have a bearing on the allocation of resources?

- For example, in relation to ICT support the use of the words 'recommended', 'required', 'suggested' etc?

Comment

16. In your opinion, how efficient is the current process of allocating resources to schools?

- Very efficient Efficient Not efficient

How does it compare with pre-NCSE policy & practice?

17. Do you think that a General Allocation Model, similar to that which is in primary schools, would be beneficial in second level schools?

18. What are your views on the role of the SENO in relation to resource allocation? Would you recommend any changes?

4. Resource Deployment

RAD - Post Primary SEN Co-ordinator

19. In what way is the role and work of the SNA organised in your school? For, example, do they work with individual students, with small groups of students, or team work?

20. What supports do the SNAs provide for students? (activities engaged in, care needs etc)

21. Whose role is it to co-ordinate the work and role of the SNAs? Does it fall within your remit as SEN Co-ordinator?

22. In relation to ICT resources, who is responsible for their co-ordination and for ensuring that they are effectively used? Are there are associated issues in relation to ICT resources?

RAD - Post Primary SEN Co-ordinator

23. In what way are allocated resource hours deployed?

- | | | |
|--|---|---|
| <input type="checkbox"/> Withdrawal - Individual | <input type="checkbox"/> Team Teaching | <input type="checkbox"/> Administration time |
| <input type="checkbox"/> Withdrawal - Group | <input type="checkbox"/> Smaller classes | <input type="checkbox"/> Support of mainstream teaching staff |
| <input type="checkbox"/> In-class support | <input type="checkbox"/> Provision of greater range of subjects | <input type="checkbox"/> Other |

Details

24. What influences the decision regarding deployment of hours?

- | | | |
|---|--|--------------------------------|
| <input type="checkbox"/> Nature of disability | <input type="checkbox"/> Administrative/Staffing | <input type="checkbox"/> Other |
|---|--|--------------------------------|

Comment

25. In what way is support given to students during the other mainstream teaching hours? Is there liaison between the SEN team and the mainstream subject teachers regarding individual students' needs?

26. In relation to team teaching, what are the teachers' views on it and if implemented how have they found it?

- What are the issues in its successful implementation? (e.g. timetabling/planning)

Details

RAD - Post Primary SEN Co-ordinator

27. In relation to allocation of additional hours for high incidence disabilities, what staff are involved in working with these students?

- Learning Support Teachers
 Visiting Teachers
 Other
 Resource Teachers
 Health Professionals

Details

28. What staff are involved in working with students with low incidence disabilities?

- Learning Support Teachers
 Visiting Teachers
 Other
 Resource Teachers
 Health Professionals

Details

29. In your opinion, what is the most effective use of allocated resource hours?

**30. What impact, if any, does allocation of resource hours have on timetabling?
(e.g. how are the times decided/spread across various subjects)**

RAD - Post Primary SEN Co-ordinator

31. In what areas is the majority of support provided?

- Literacy
 Social skills
 Other
 Numeracy
 Life skills

Other (please specify)

32. From which class subjects are students typically withdrawn and what is rationale behind these choices?

33. What other accommodations are made, for example in relation to the curriculum? e.g.differentiation, mixed ability teaching

34. Are there other programmes/curricular options available to students with SEN?

- JCSP
 LCA
 FETAC
 LCVP
 Foundation Level
 Other

How suitable are these programmes in meeting the educational/training needs of students with low incidence disabilities?

35. For which students are Individual Learning Plans (or IEPs) devised?

- None
 High & Low Incidence
 Low Incidence only

Is there a link between the resources allocated and learning plans in terms of allocated hours?

RAD - Post Primary SEN Co-ordinator

36. Who is involved in the drafting and reviewing of the Individual Learning Plans (or IEPs) in the school?

- | | | |
|--|--|---|
| <input type="checkbox"/> Resource Teachers | <input type="checkbox"/> Student | <input type="checkbox"/> Psychologists |
| <input type="checkbox"/> Mainstream Subject Teachers | <input type="checkbox"/> Parent(s)/Guardian(s) | <input type="checkbox"/> Health Professionals |
| <input type="checkbox"/> SEN Teachers | <input type="checkbox"/> SENOS | <input type="checkbox"/> Other |

Comment

37. How is students' progress monitored and reviewed by the school?

- | | |
|--|---|
| <input type="checkbox"/> Performance in informal/formal tests | <input type="checkbox"/> Certification |
| <input type="checkbox"/> Feedback from teachers, SEN personnel etc | <input type="checkbox"/> Retention in school or specific programmes |
| <input type="checkbox"/> Feedback from students/parents | |

Comment

38. In what way is the continued need for individual student resource allocation reviewed? (who is involved in the review?)

39. What in your opinion are the major strengths to the present system of resource allocation and deployment?

RAD - Post Primary SEN Co-ordinator

40. What in your opinion are the major challenges to the present system of resource allocation and deployment? (e.g. classroom organisation, school buildings, quality of buildings etc)

41. Do you have any concluding comments on the general issues raised in this interview or on your role in the resource allocation and deployment process?

RAD - Post-Primary Subject Teacher

1. Introduction

ID

1. ID

CODE

2. Background Details

2. Can you outline/describe your role at present in this school and the nature of your work?

3. Do you have any professional training in the area of Special Educational Needs (SEN) ?

Yes

No

If YES, Can you give details on the type of training e.g. Course provider(s), name and length of course(s)

4. What experience do you have teaching students with special educational needs? Can you give an idea of the range of disabilities involved ? (from high to low incidence) <explain terminology if necessary>

RAD - Post-Primary Subject Teacher

5. Do you have any involvement with the SEN/resource team within the school? If so, how frequently do you meet and what issues are discussed?

3. Resource Allocation & Deployment - Practice

6. How many students do you currently have in your classes with learning disabilities? Can you describe disabilities?

High incidence?

Low incidence?

Details

7. How many of these students have Individual Learning Plans (or IEPs)?

Are they done for high incidence and low incidence disabilities?

Details

8. Are you involved in these Individual Learning Plans (or IEPs)?

Drafting?

Reviewing?

Give details

RAD - Post-Primary Subject Teacher

9. How many of the students whom you teach have SNAs and for what disabilities?

- What is their role?
- How does the presence/work of an SNA impact on the quality of student learning?

Details

10. Do many students with SEN get additional in-class (e.g. team teaching) support? What form does this take and for what categories of disabilities?

11. If you are involved in team teaching

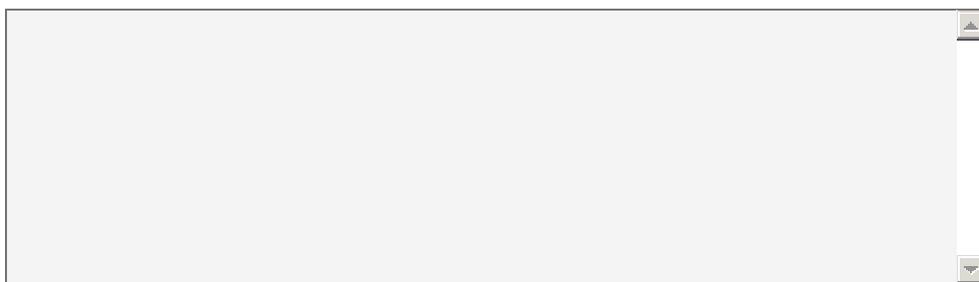
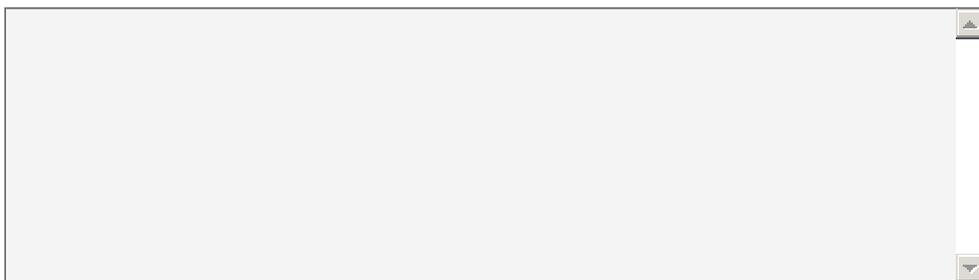
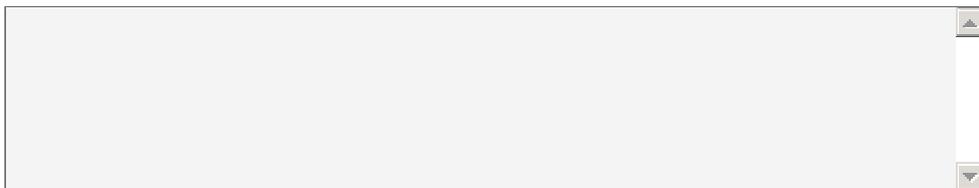
- How frequently does this take place?
- In what subject areas?
- Have you found it to be effective?
- What are its benefits?
- What are the challenges?
- How is the lesson organised/planned?
- Is this done as a team (e.g. in conjunction with LST or RT)?

Details

RAD - Post-Primary Subject Teacher**12. How frequently (if at all) are children with high/low incidence disabilities withdrawn from your class for additional support?**

- What categories of disabilities are most likely to be involved?
- Are you aware of the nature of the support given in such instances and are you consulted regarding the content of this support?
- How beneficial is this support for the student - academically, emotionally/socially?
- Are there benefits/challenges from a class perspective? (e.g. sporadic withdrawal, class disruption, homework setting, pacing of material)
- Is there any impact on timetabling?

Details

A large rectangular text area with a light gray background and a vertical scrollbar on the right side, intended for providing details for question 12.**13. What adaptations do you implement in your lessons to accommodate students with specific educational needs? Give details on the different types of accommodations needed for different categories of disabilities? <focus in particular on target students in this study>**A large rectangular text area with a light gray background and a vertical scrollbar on the right side, intended for providing details for question 13.**14. Do you feel you get enough support from the SEN team in relation to students with SEN in your classes? Is there enough communication between subject teachers and SEN personnel generally?**A large rectangular text area with a light gray background and a vertical scrollbar on the right side, intended for providing details for question 14.

RAD - Post-Primary Subject Teacher

15. What programmes/curricular options are available to students with high/low incidence disabilities in your subject area?

- | | | |
|-------------------------------|---|--------------------------------|
| <input type="checkbox"/> JCSP | <input type="checkbox"/> LCA | <input type="checkbox"/> FETAC |
| <input type="checkbox"/> LCVP | <input type="checkbox"/> Foundation Level | <input type="checkbox"/> Other |

How suitable are these programmes in meeting the learning/vocational needs of the different categories of students with SEN?

16. What are the major challenges for you as a subject teacher in including students with high & low incidence disabilities in your class? (If there are specific difficulties in the current policy what changes/supports are needed to address these?)

17. How do you monitor/review the the progress of students with low and incidence disabilities in your classes?

- | | |
|--|--|
| <input type="checkbox"/> Performance on informal tests | <input type="checkbox"/> Feedback from Learning Support Teacher/Resource Teacher |
| <input type="checkbox"/> Performance on formal tests/Certification | <input type="checkbox"/> Feedback from person with responsibility for SEN |
| <input type="checkbox"/> Retention in your subject area | <input type="checkbox"/> Specially adapted tests for students with SEN |
| <input type="checkbox"/> Feedback from students | <input type="checkbox"/> Review using Learning Plan categories |
| <input type="checkbox"/> Feedback from parents | <input type="checkbox"/> Other |
| <input type="checkbox"/> Feedback from other teachers | |

Give as much detail as possible

RAD - Post-Primary Subject Teacher

18. Do you currently have students in your class who are awaiting assessment?

Yes

No

Give details (number and type of assessment)

19. Are there other students in your classes who would benefit from assessment but are not prioritised under the present system? (Number and reasons.)

20. In what way, if at all, are the recommendations in the assessment reports communicated to you?

How useful do you find the recommendations?

Details

4. Resource Allocation & Deployment - Views

21. In your opinion, how efficient is the current process of resource allocation for students with SEN in your classes?

Very efficient

Efficient

Not efficient

Don't know

Give details

RAD - Post-Primary Subject Teacher

22. In your opinion, what is the most effective use of allocated resource hours?

23. What in your opinion are the major strengths of the present system of resource allocation and deployment?

24. What in your opinion are the major challenges to the present system of resource allocation and deployment? What changes, if any, would you recommend ?

25. Do you have any concluding comments on the general issues raised in this interview or on your role in the resource allocation and deployment process?

RAD - Primary SNA

1. Background Details

1. How long have you worked as an SNA?

- In this school (get starting date)
- Elsewhere?

Any relevant details

2. Did you have any prior experience working in a caring role?

- Children
- Adults

Details

3. Did you have any prior experience working in an education setting (other than as an SNA)? If so, give details.

4. Do you have any professional qualification(s) in the area of SEN? Give details (course title, course providers, length of course etc)

5. Have you engaged in any other training courses relevant to your role?

RAD - Primary SNA

6. Is there an SEN team in your school?

- Yes/No
- If YES do you attend meetings and how often?
- What issues are discussed generally?
- How do these meetings benefit you in your role as SNA?

Other (please specify)

2. Resource Allocation

7. In what capacity do you work?

- Full time
- Shared
- Part time
- Other (specify)

If shared/part-time post give details

8. Whose role is it to co-ordinate the work and role of the SNAs?

9. In what way is the role and work of the SNA organised in your school? For, example, do SNAs work with individual students, with small groups of students, or team work?

RAD - Primary SNA

10. Who decides on the nature of the assistance you give to the pupil(s) in your care?

- | | |
|--|---|
| <input type="checkbox"/> Principal | <input type="checkbox"/> SEN team |
| <input type="checkbox"/> Coordinator of SEN | <input type="checkbox"/> Written guidelines |
| <input type="checkbox"/> Learning Support/Resource Teacher | <input type="checkbox"/> Other (give details) |

Details

11. How many children do you currently care for?

12. What is the diagnosis/category of disability associated with the child (ren) you work with?

3. Resource Deployment

RAD - Primary SNA

13. What are the specific needs of this child/these children? Can you give some idea of the nature & frequency of the assistance you give? (Prompts below)

	Very often	Often	Occasionally	Seldom	Never
Special assistance e.g. helping pupils with writing/computers/equipment.	<input type="checkbox"/>				
Assistance with clothing/feeding/toileting/general hygiene	<input type="checkbox"/>				
Ensuring pupil safety	<input type="checkbox"/>				
Assisting on out-of-school visits, walks, exams	<input type="checkbox"/>				
Accompanying pupil(s) withdrawn from classroom for LS/RT	<input type="checkbox"/>				
Assisting/Accompanying pupil(s) on school visits	<input type="checkbox"/>				
Discussing/planning care with class teacher	<input type="checkbox"/>				
Discussing/planning pupil care with SEN co-ordinator/principal	<input type="checkbox"/>				
Meeting with parents of pupil(s)	<input type="checkbox"/>				

Other (please specify)

14. How does the assistance you provide benefit the child(ren) in your care?

RAD - Primary SNA

15. What, if any, do you see as the challenges in the effective deployment of support for pupils in your care at present?

16. Have Individual Learning Plans (e.g. IEPs) been developed for pupils in your care? If YES, do you find the ILP (or IEP) beneficial to your practice?

17. Are you involved in developing and reviewing the Individual Learning Plans (or IEPs)? If YES, can you give details of your involvement?

RAD - Primary SNA

18. What other assistance do you provide in the school?

	Very often	Often	Occasionally	Seldom	Never
Preparation and tidying up of classrooms.	<input type="checkbox"/>				
Assisting teachers in the supervision of pupils	<input type="checkbox"/>				
General assistance to the class teachers	<input type="checkbox"/>				
Participation with school development planning	<input type="checkbox"/>				

Other (please specify)

19. Do you support the children in their use of ICT resources?

- If YES, can you give details on the nature of this support.

Details

4. Resource Allocation & Deployment

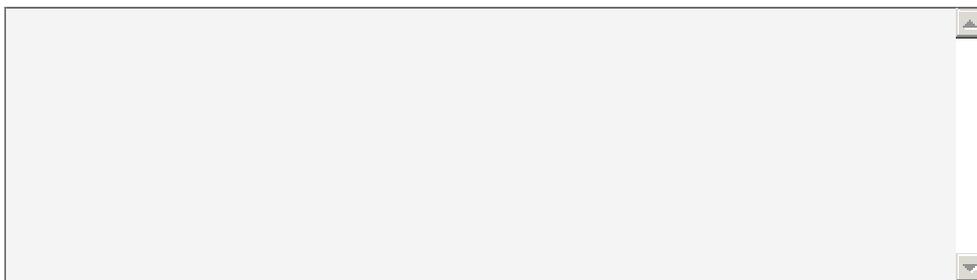
20. What in your opinion are the major strengths to the present system of resource allocation and deployment?

RAD - Primary SNA

21. What in your opinion are the major challenges to the present system of resource allocation and deployment in general? (e.g. equipment, materials, classroom organisation, school buildings, quality of buildings etc)

A large, empty rectangular text input box with a light gray background and a thin black border. On the right side, there is a vertical scrollbar with a small upward-pointing arrow at the top and a downward-pointing arrow at the bottom.

22. Do you have any concluding comments on the general issues raised in this interview or on your role in the resource allocation and deployment process?

A large, empty rectangular text input box with a light gray background and a thin black border. On the right side, there is a vertical scrollbar with a small upward-pointing arrow at the top and a downward-pointing arrow at the bottom.

RAD Special School Principal

1. Resource Allocation & Deployment - Special School Principal

Enter title of project etc

1. Respondent

Code

2. School & Personnel Background Details

2. Who was/is responsible for devising and implementing the SEN policy in your school?

- | | |
|---|--|
| <input type="checkbox"/> Principal | <input type="checkbox"/> Health Professionals |
| <input type="checkbox"/> Deputy Principal | <input type="checkbox"/> Educational Psychologists |
| <input type="checkbox"/> SEN Co-ordinator | <input type="checkbox"/> Whole team/staff |
| <input type="checkbox"/> Class Teacher(s) | <input type="checkbox"/> Board of Management |
| <input type="checkbox"/> Special Needs Assistant(s) | <input type="checkbox"/> Other |
| <input type="checkbox"/> Parents | |

3. Are there any external stakeholders who have regular input into the policy?

- | | |
|---|---|
| <input type="checkbox"/> Home / School Liaison Officer | <input type="checkbox"/> Travellers' Representative |
| <input type="checkbox"/> Educational Psychologist | <input type="checkbox"/> Parents' Representative |
| <input type="checkbox"/> Special Educational Needs Organiser (SENO) | <input type="checkbox"/> Students' Representative |
| <input type="checkbox"/> Speech and Language Therapist | <input type="checkbox"/> Health Professionals |
| <input type="checkbox"/> Education Welfare Officer | <input type="checkbox"/> Other (Please specify) |

3. Screening and Assessment

4. What is your school policy and practice in relation to screening and prioritisation of SEN? (e.g. Screening Tests, Interventions)

RAD Special School Principal

5. How does your school prioritise students with SEN for assessment?

	Assessment types
Age	<input type="text"/>
Suspected low incidence (eg. ASD)	<input type="text"/>
Ability levels/Academic progress	<input type="text"/>
Update/review of existing assessments (transfer from or to another school)	<input type="text"/>
Social & emotional difficulties	<input type="text"/>
Behavioural difficulties	<input type="text"/>
Parental pressure	<input type="text"/>
Language difficulties (Newcomer Irish)	<input type="text"/>
Other	<input type="text"/>

6. Are there other students in your school who would benefit from an assessment but are not prioritised under your present system?

- How many?
- What types of difficulties do they have that need special attention?
- What types of assessment might be involved?

Details

7. In what way do you think assessment reports identify the needs of students with SEN? (E.g. resources needed, teaching strategies, SNAs, subject exemptions etc.)

RAD Special School Principal

8. How do the needs identified in the assessment reports inform school practice in relation to the student's individual needs?

4. Resource Allocation

9. Following receipt of the assessment report, what are the next steps followed by the school?

- What is the process?
- What kinds of issues may arise?

Details

10. Can you describe the application process in terms of..?

- Clarity of forms
- Suitability of criteria used
- Support from NEPS
- Time involved in filling forms
- Support from SENO
- Parental/guardian's involvement/consent

Comment

11. What are the main types of resources sought by your school?

- SNAs
- ICT
- Transport
- Other

Give details re numbers etc

RAD Special School Principal

12. How long, approximately, does it take from an application to the NCSE to the

- Notification of allocation?
- Receipt of actual resources?

Comment

13. Does the wording used in the assessment report have a bearing on the allocation of resources?

- For example, in relation to ICT support the use of the words 'recommended'/'required'/'suggested'?

Details

14. In your opinion, how efficient is the current process of allocating resources to schools?

- Very efficient
- Efficient
- Not efficient

How does it compare with pre-NCSE policy & practice?

15. What are your views on the role of the SENO in relation to resource allocation? Would you recommend any changes?

5. Resource Deployment

RAD Special School Principal

16. In what way is the role and work of the SNA organised in your school? For, example, do they work with individual students, with small groups of students, or team work?

17. What supports do the SNAs provide for students? (activities engaged in, e.g care needs)

18. Whose role is it to co-ordinate the work and role of the SNAs?

19. In relation to ICT resources, who is responsible for their co-ordination and for ensuring that they are effectively used? Are there are associated issues in relation to IT resources?

20. How is support generally organised within the school?

Individual 1:1

Team teaching (in-class)

Group

Other (give details)

Comment

21. Are students withdrawn from class for any specialist support?

Yes

No

RAD Special School Principal

22. If students are withdrawn for support, from which subjects are they typically withdrawn and what is rationale behind these choices?

23. In what areas is the majority of support provided?

- Literacy Social skills Other
 Numeracy Life skills

Other (please specify)

24. What other accommodations are made, for example in relation to the curriculum? e.g.differentiation, different programmes.

25. Are there other programmes/curricular options available to students?

- JCSP LCVP FETAC
 LCA Foundation Level Other

How suitable are these programmes in meeting the educational/training needs of students with disabilities?

26. Does your school organise or have any outreach programme with mainstream schools in the area?

RAD Special School Principal

27. Are Individual Learning Plans (or IEPs) devised for all students? If not, for which students are Individual Learning Plans (or IEPs) devised?

28. Who is involved in the drafting and reviewing of the Individual Learning Plans (or IEPs) in the school?

- | | | |
|---|--|---|
| <input type="checkbox"/> Class Teacher | <input type="checkbox"/> Student | <input type="checkbox"/> Psychologists |
| <input type="checkbox"/> Coordinator of SEN | <input type="checkbox"/> Parent(s)/Guardian(s) | <input type="checkbox"/> Health Professionals |
| <input type="checkbox"/> Whole Team | <input type="checkbox"/> SENOs | <input type="checkbox"/> Other |

Comment

29. How is students' progress monitored and reviewed by the school?

- | | |
|--|---|
| <input type="checkbox"/> Performance in informal/formal tests | <input type="checkbox"/> Feedback from students/parents |
| <input type="checkbox"/> Feedback from teachers, SEN personnel etc | <input type="checkbox"/> Retention in school |

Other (give details)

30. In what way is the continued need for individual student resource allocation reviewed? (who is involved in the review?)

31. What in your opinion are the major strengths to the present system of resource allocation and deployment?

RAD Special School Principal

32. What in your opinion are the major challenges to the present system of resource allocation and deployment? (e.g. classroom organisation, school buildings, quality of buildings etc)

33. Do you have any concluding comments on the general issues raised in this interview or on your role in the resource allocation and deployment process?

RAD - Special School Class Teacher

1. Teacher & Class Details

1. Can you describe your role within the school?

- How long you have been teaching here?
- Elsewhere?
- Classes taught?

Details

2. Do you have any professional training in the area of special educational needs?

- Who were course providers?
- What was name of course(s)?
- Length of course?

Details

3. What role, if any, do you have in devising and implementing specific SEN policy for students in the school?

4. Has the type of disability/SEN catered for by the school changed over the past few years?

RAD - Special School Class Teacher

5. How many pupils do you currently have in your class?

- Does this number vary much from year to year?

Details

6. What are the categories/nature of disabilities associated with students in your class? <Put in demographics and ask age....Researcher: select from categories below if not audio recording>

- | | | |
|--|---|--|
| <input type="checkbox"/> 1. Physical Disability | <input type="checkbox"/> 6. Borderline Mild General Learning Disability | <input type="checkbox"/> 11. Specific Learning Disability |
| <input type="checkbox"/> 2. Hearing impairment | <input type="checkbox"/> 7. Mild GLD | <input type="checkbox"/> 12. Assessed syndrome |
| <input type="checkbox"/> 3. Visual impairment | <input type="checkbox"/> 8. Moderate GLD | <input type="checkbox"/> 13. Specific Speech and Language Disorder |
| <input type="checkbox"/> 4. Emotional disturbance | <input type="checkbox"/> 9. Severe/Profound | <input type="checkbox"/> 14. Multiple Disabilities |
| <input type="checkbox"/> 5. Severe emotional disturbance | <input type="checkbox"/> 10. Autism/ASD | |

Details

7. How is class size and composition determined at the beginning of the year?

8. How many SNAs are there currently working in your class ?

RAD - Special School Class Teacher

9. In what way is the role and work of the SNA organised in your class?

- Do they work with individual students?
- with small groups of students?
- engage in team work?

Details

10. What supports do the SNAs provide for students?

- (activities engaged in, e.g care needs)

Details

11. How important is the work of the SNAs in facilitating the students' learning and social development?

12. Do the pupils in your class have additional support? What form does it take?

- Specialist support (e.g Health professionals)
- In class learning support
- Specific learning support through withdrawal
- Other (give details)

Details on such support

RAD - Special School Class Teacher

13. Are students withdrawn from class for additional or specialist support?

What are the subjects from which they are typically withdrawn and why?

Comments

2. Screening and Assessment

14. Do you know if some or all of the students in your class have had assessments?

Who provided these assessments generally?

Have you access to these reports?

Comment

15. What is the school policy and practice in relation to screening of students? What tests are used, interventions etc.?

RAD - Special School Class Teacher

16. How does your school prioritise students for assessment?

- | | |
|---|---|
| <input type="checkbox"/> Suspected undiagnosed low incidence disability (eg. ASD) | <input type="checkbox"/> Mental Health issues |
| <input type="checkbox"/> Poor ability levels/academic progress | <input type="checkbox"/> Behavioural difficulties |
| <input type="checkbox"/> Update/review of existing assessments | <input type="checkbox"/> Parental pressure |
| <input type="checkbox"/> Transfer from mainstream | <input type="checkbox"/> Language difficulties (Newcomer Irish) |
| <input type="checkbox"/> Transfer to mainstream | <input type="checkbox"/> Other |
| <input type="checkbox"/> Social & Emotional difficulties | |

Details

17. What do you perceive as being the main obstacles in obtaining an assessment for students?

18. Are there other students in your class who would benefit from an assessment but are not prioritised under your present system?

- How many?
- What difficulties are involved?

Details

RAD - Special School Class Teacher

19. In what way do assessment reports meet the needs of students with SEN?

- Practical recommendations for teaching strategies
- Recommendations regarding resources needed
- Curricular exemptions
- Other

Comments

3. Resource Allocation & Deployment

20. What are your views on the current process of allocation of staffing and additional resources to special schools?

21. How effective is the current level of provision in meeting the needs of students in your class?

- Very effective
 Effective
 Not effective
 Not sure

Comment

22. Are Individual Learning Plans (e.g. IEPs) devised for all students in your class?

- Yes
- No

If not, how are students' needs prioritised?

RAD - Special School Class Teacher

23. Who is involved in the drafting and reviewing of the Individual Learning Plans (or IEPs) for students in your class?

- | | | |
|--|--|---|
| <input type="checkbox"/> Class Teachers | <input type="checkbox"/> Parent(s)/Guardian(s) | <input type="checkbox"/> Health Professionals |
| <input type="checkbox"/> SEN Coordinator/Principal | <input type="checkbox"/> SENOs | <input type="checkbox"/> Other |
| <input type="checkbox"/> Student | <input type="checkbox"/> Psychologists | |

Comment

24. What curriculum do you draw on for teaching students in your class?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Primary | <input type="checkbox"/> NCCA guidelines for special schools |
| <input type="checkbox"/> Post-primary | <input type="checkbox"/> Other |

Details

25. How suitable is/are these present curriculum(s) for teaching students in your class?

- | | | | |
|--|-----------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Very suitable | <input type="checkbox"/> Suitable | <input type="checkbox"/> Unsuitable | <input type="checkbox"/> Very unsuitable |
|--|-----------------------------------|-------------------------------------|--|

Expand. e.g. what changes would you like to see?

26. What accommodations are necessary in relation to the curriculum? e.g.differentiation, different programmes.

- Who is responsible for such adaptations?

Details

RAD - Special School Class Teacher

27. What other programmes/curricular options are available for students whom you teach?

28. In what areas is the majority of support provided for your students?

- Literacy Subject areas Life skills
 Numeracy Social skills Other

Other (please specify)

29. How is students' progress monitored and reviewed? Does this process vary for different categories of students? Give details.

30. What in your opinion are the major strengths of the current system of resource allocation and deployment for special schools?

31. What, in your opinion, are the major challenges of the current system of resource allocation and deployment for special schools?

- What changes, if any, would you recommend to the current system?

Details

RAD - Special School Class Teacher

32. Do you think that it is possible and preferable to give students with SEN/disabilities appropriate level of provision within the mainstream system?

- Yes
 No
 Yes but need additional provision/new structures
 Other

Give reasons ... (and recommendations for changes needed)

33. What are your views on the role of the SENO in relation to resource allocation? Would you recommend any changes?

34. Do you have any concluding comments on the general issues raised in this interview or on your role in the resource allocation and deployment process?

Resource Allocation and Deployment - Parent

1. Background & School SEN Policy

1. Can you please outline the nature of your son/daughter's disability/SEN?

Age

Class/Year

Disability Category/SEN

2. How long has your child been in this school/unit? (adapt according to student's age/SEN ie primary/second/special level). If s/he transferred from another school/setting ask for details

3. Do you know if the school has a specific SEN policy? if so, are you aware of the content and have you had any input into it?

4. Did you experience any difficulty in relation to enrolment of your son/daughter in this school?

Resource Allocation and Deployment - Parent

2. Screening and Assessment

5. In your experience as a parent, what is school policy and practice in relation to screening and prioritisation of SEN? (e.g. Staged Approach, Screening Tests, Interventions)

6. (If the child is in second level) Was your son/daughter assessed before going into second level?

7. Did the school contact you regarding their concerns or did you contact them initially?

8. Did the school contact you regarding their concerns or did you contact them initially?

9. Was your child on a waiting list for a psychological/OT/S&L assessment? If so, for approximately how long? What was done in the interim?

10. What agency/service(s) assessed your son/daughter?

Resource Allocation and Deployment - Parent

11. Can you outline the assessment process and your involvement as a parent/guardian? Were you satisfied with the process?

12. In what way did you feel the psychological/S&L etc assessment report identified the needs of your child?

13. In what way do you feel the psychological/S&L/OT assessment report meet the needs of your son/daughter?

- | | | |
|---|--|---|
| <input type="checkbox"/> Accessing resource hours | <input type="checkbox"/> Practical recommendations for teaching strategies | <input type="checkbox"/> Subject exemptions |
| <input type="checkbox"/> Accessing ICT/School transport | <input type="checkbox"/> Recommendations regarding resources | <input type="checkbox"/> Other |
| <input type="checkbox"/> Obtaining an SNA | <input type="checkbox"/> Useful for devising IEPs | |

Comment

Resource Allocation and Deployment - Parent

3. Resource Allocation

14. What specific resources were recommended for your son/daughter?

- | | |
|---|---|
| <input type="checkbox"/> Assistive Technology | <input type="checkbox"/> Subject Exemption(s) |
| <input type="checkbox"/> Resource Hours (specify no.) | <input type="checkbox"/> SNA |
| <input type="checkbox"/> School Transport | <input type="checkbox"/> Other |

Comment

15. Are you aware of the type of resources/support which your son/daughter is now receiving?

16. Following receipt of the psychological report, what was the procedure followed by the school? Describe process and knowledge of individuals involved (length, difficulties etc).

17. Were you kept involved in the process and regularly informed by the school?

18. How long, approximately, did it take from an application to the NCSE to the receipt of notification of resource allocation?

Weeks

19. Did your son/daughter obtain the recommended resources? If not, what difficulties were experienced and for what reason?

Resource Allocation and Deployment - Parent

20. In your opinion, how efficient is the current process of allocating resources to schools?

Very efficient

Efficient

Not efficient

Comment

21. What are your views on the allocation of resources? What changes, if any, would you recommend to the allocation process?

Resource Allocation and Deployment - Parent

4. Resource Deployment

22. If you son/daughter was allocated resource hours, do you know how these were generally used/deployed?

- Withdrawal(Individual)
 In class support
 Other
 Withdrawal (Group)
 Team Teaching

Give an estimate of percentage in the case of the options .. (list)

23. In relation to allocation of additional resource hours, are you aware of what staff are involved?

- Learning Support Teachers
 Visiting Teachers
 Resource Teachers
 Other

Other (please specify)

24. If your son/daughter is withdrawn from class for resource teaching from what subject(s)is s/he generally withdrawn? (e.g. how are the times decided/spread across various subjects) Is s/he happy with this arrangement?

25. In what area(s) is the resource teaching/support provided?

- Literacy
 Life skills
 Numeracy
 Social skills
 Subject support
 Other

Other (please specify)

Resource Allocation and Deployment - Parent

26. Are you aware of any other accommodations which are made, for example in relation to the curriculum? e.g.differentiation.

27. If you son/daughter was allocated access to an SNA, was it on a full-time or shared basis? What role does the SNA have?

28. Does your son/daughter have a Learning Plan? If so, are you aware of the content?

29. Were you involved in the drafting and any subsequent review of the Learning Plan? If so, what was your experience of it?

30. Who else was/is involved in the drafting and reviewing of the Learning Plan?

- | | | |
|--|--|---|
| <input type="checkbox"/> Resource Teachers | <input type="checkbox"/> Student | <input type="checkbox"/> Psychologists |
| <input type="checkbox"/> Mainstream Teachers | <input type="checkbox"/> Parent(s)/Guardian(s) | <input type="checkbox"/> Health Professionals |
| <input type="checkbox"/> SEN Teachers | <input type="checkbox"/> SENOS | <input type="checkbox"/> Other |

Give details on level and nature of involvement

Resource Allocation and Deployment - Parent

31. How useful do you think Education Plans are in ensuring that pupils with SEN get a high quality of provision?

Very useful
 Useful
 Not useful

Expand .. If there are difficulties/challenges can you outline these and suggest how they should be addressed..

32. How is your child's progress monitored and reviewed? Are you involved in this review and updated on a regular basis?

33. What do you consider your child's educational progress/potential to be?

34. Are you satisfied with your son/daughter's overall general educational progress? If not, what changes would you like to see with regard to provision and monitoring/review?

35. How do you feel the school and the allocated resources support this goal?

Resource Allocation and Deployment - Parent

36. Are you satisfied with the use of the general overall teaching hours, not just the resource hours?

37. In your opinion, what is the most effective use/deployment of allocated teaching time?

38. To what extent does the current provision for your son/daughter enhance their self-esteem, peer relationships and social skills development overall. Is it enough? If not what changes would you recommend?

39. Has your child experienced any difficulty in relation to full inclusion in school life? For example, is your child included and treated the same as the other students in every?

40. What in your opinion are the major challenges to the present system of resource allocation and deployment? What changes, if any, would you recommend to the current system?

Resource Allocation and Deployment - Parent

41. What are your views on the role of the NCSE and the SENO? Would you recommend any changes?

42. Have you any further general comments on the current model of Resource Allocation & Deployment?

Appendix 18 Parent and Pupil Letters, Consent Forms and Interview Schedules

(UCD/NCSE Research Project Parent Consent Letter)

**School of Education
University College Dublin**



3rd November 2010

Dear Parent

We are members of staff at the School of Education, UCD and we are conducting research into the effectiveness of the system of provision of additional support and resources to pupils with special educational needs in Irish schools.

The Project

This research is being funded by the National Council for Special Education (NCSE), which is the body mainly responsible for allocating additional resources to schools. We are interested in getting the views of various persons within the Irish education system. As part of this research, we are conducting in-depth case studies in 12 schools, five primary, five second-level and two special schools. The school attended by your child is one of the schools which has been selected at random for participation in the study. The Principal of the school has kindly agreed that the school would participate in the study. We have already visited the school and have interviewed the Principal, the person responsible for co-ordinating additional support in the school, a class teacher and a special needs assistant (SNA).

The next part of the study involves the selection of four pupils, who have been allocated extra support, from each of the 12 schools in order to investigate how the system of additional support is working for pupils. This involves an exploration of relevant data relating to the progress each pupil is making in response to the

additional resources allocated. We would also like to interview one or both parents of each child and to interview each child in the company of one or both parents.

As a parent of child who is in receipt of additional resource teaching support, you are being invited to express an interest in participating in this study. If the parents of more than four pupils in a school express an interest in participating in the research, the four pupils will be selected at random from those whose parents have expressed an interest.

What will be involved if you decide to participate?

Participation would involve an interview by either or both parents/guardians with a researcher from UCD which should take no more than 45 minutes to complete, and also an interview with your child in your presence which should take less than 30 minutes. It would also involve you giving permission for the researcher to access data from school personnel that is relevant to the monitoring of educational progress (e.g. educational test results). With the consent of participants, all interviews will be recorded on tape.

It is intended to conduct these interviews between October and December 2010 and the interviews will be conducted in your child's school.

Confidentiality of the data collected

All information collected, including transcripts and tapes of audio recordings, will be stored in a locked filing cabinet in UCD and electronic data will be stored on a password-protected computer. The information linking the codes to particular participants will be stored in a locked filing cabinet separate from that in which the data is being stored. All data and personal information collected will be securely stored for a period of two years, after which time it will be destroyed, ensuring secure procedures in its destruction. It should be pointed out that in the unlikely event that the audiotapes are accessed by persons who know the participants, it is possible that their voices could be recognised.

What will happen to the information collected?

The proposed completion date of the study is May 2011 and the NCSE will be publishing a report based on the findings of the study. Every effort will be made to ensure that the identity of the school or of any participants in the study will not be revealed. The identity of the schools and of all participants will be protected by codes, which will be known only to the members of the research team.

Are there risks to participating in the study?

There are no foreseen risks to participating in this study. The main inconvenience would relate to the time commitment. If a parent or child becomes upset during the interview process, the researcher will discuss the issues with them and refer them to relevant personnel within the school (Learning support coordinator, Counsellor). We want to assure you that you have the absolute right not to participate in this research study, and any decision not to participate will have no effect on the support provided to you or your child by the school. Also, those who initially agree to participate also have the right to withdraw from the study at any stage, again without any disadvantage whatsoever.

What to do if you wish to partake in the study.

If you wish to take part in the research, please discuss it with your child to ensure that he or she is happy to participate also. If so, then please sign the relevant parent and child consent forms, which are enclosed, and return to us in the stamped addressed envelope provided.

If you wish to get more details on the study or are concerned in anyway about your involvement or the participation of your child, please contact William Kinsella, School of Education, UCD, by phone on 01 7167974 or by email william.kinsella@ucd.ie

Yours sincerely

Dr. William Kinsella

Dr. Lelia Murtagh

Dr. Joyce Senior



CONSENT FORM

I have read the accompanying letter inviting me to participate in a study being conducted by UCD staff and have had time to consider whether to take part in this study. I understand that my participation is voluntary (it is my choice) and that I am free to withdraw from the research at any time without disadvantage. I agree to take part in the research. I have discussed this research with my child. I give permission for my child to be interviewed by one of the researchers in my presence and for the researchers to access data from school personnel that is relevant to the monitoring of educational progress. I understand that the interviews will be recorded on tape and I give my consent for this recording. I understand that neither the school, my child nor myself will be identified in any reporting of the findings of this research study.

Name of School _____

Name of parent (in block letters) _____

Name of child _____

Signature _____

Date / /

((UCD/NCSE Research Project Pupil Consent Letter))

School of Education
University College Dublin



3rd November 2010

Dear Pupil

Who are we and what are we doing?

We work in University College Dublin and as part of our work we sometimes visit schools to get the views of people in schools about education. At present we are visiting schools to talk to people about how some pupils get extra help in schools to help them with their learning. We have already visited your school and have spoken to the Principal, some teachers and a Special Needs Assistant.

We are hoping to go back to the school to talk to some pupils who are getting extra help in school. We also wish to talk to their parents. We would like to find out how pupils feel about getting extra help in school, whether they think it is helping them, how it is helping them and what kind of help works best for them. We would also like to ask pupils if they enjoy school, what games they play in school, and how they get on with other pupils in the school.

What will happen if you agree to take part?

We are inviting you to take part in these discussions. The discussion or interview will take about 30 minutes/half an hour and will take place in the school on one day during the next two months. Your parent will also have to give permission for this and your parent will be with you while the interview is taking place. With your permission and that of your parent, the interview will be recorded on a tape-recorder. What you say will be typed out later on. You

will not be named in the interview or in anything that is written about the interview. Your parent or school will not be named either.

With your permission also we would also like to talk to your teacher/teachers about how you are getting on in school and to get the results of tests that you have done.

All information will be stored in a locked filing cabinet or protected by a code on a computer.

Do you have to take part?

You do not have to agree to do this interview and if you do not agree, it will not have any effect on the help you get in school.

Even if you do agree at first, you can still decide at a later stage not to do the interview or to stop at any stage during the interview.

What to do if you wish to take part?

If you agree to do the interview and your parent is happy for you to do it, please sign the form that comes with this letter. It will also have to be signed by your parent.

If you agree to take part, we will go through this letter with you and your parent again and answer any questions you have.

Yours sincerely

William Kinsella

Lelia Murtagh

Joyce Senior



CONSENT FORM

My parent and I have read the letter inviting us to take part in interviews about the way pupils get extra help in school and how we feel about that. I know that it is my choice to do this interview and that I can refuse to answer questions or give up on it at any time. I know that the interview will be recorded on a tape-recorder. I understand that my name or the name of my school will not be used in anything that is written or reported about these interviews. I agree to take part in this interview and I agree for the person doing the interview to get the results of tests that I have done from the school.

Name of pupil (in block letters) _____

Signature

Date / /

Name of parent (in block letters) _____

Signature

Date / /

Parental Interview (Second-level pupil)

1. How is your son/daughter getting on in school?
2. Is (s)he happy in school?
3. Does (s)he have friends in school?
4. Does (s)he have friends outside school?
5. What are his/her hobbies and interests?
6. Does (s) he find schoolwork difficult?
7. What aspects of schoolwork does (s)he find difficult?
8. When did you first become concerned about his/her performance in school?
9. Did you approach people in school about your concerns and were these concerns taken on board?
10. Did school personnel approach you re possible difficulties, if so, how was this done? Were you surprised? How did you feel?
11. Did (s)he experience difficulties in primary school?
12. Did (s)he get extra help in primary school? Did that help?
13. Were there any difficulties transferring to second-level school?
14. Did you have to seek help again in second-level school or did it happen automatically on the basis of the support received in primary school?
15. Was there any communication between the primary school and the secondary school in this regard?
16. Are you aware of what subjects (s)he is doing and any particular programmes (s)he is doing?
17. Are you happy with the choice of subjects available to him/her?

18. Has (s)he ever been assessed by a professional, e.g. psychologist, speech and language therapist? If so, what type of professional(s) (if not previously answered)? What was that experience like for you and for him/her? Did you wait long for the assessment?
19. Have you received any diagnosis of any difficulty or condition for your child? What was this? If so, what was that experience like for you?
20. What support is (s)he getting in school at present?
 - a. Does (s)he receive additional teaching support?
 - b. Is (s) he supported by an SNA?
 - c. Is (s) she supported by professionals from outside the school?
 - d. Has (s)he been granted the support of any additional technology?
21. How is that working? Is (s)he benefiting from it?
22. How does (s)he feel about getting that support?
23. What is his/her understanding of his/her difficulties and of the support being provided in school?
24. How well informed are you about his/her difficulties and the support (s)he is receiving?
25. How often do you meet with class teachers?
26. Do you meet with any special needs teachers in the school?
27. Are you involved with teachers from the school in drawing up education plans for your child? If so, what is that like, do you find it helpful to you or do you find it difficult?
28. Is (s)he able to do homework on his/her own?
29. How would you rate your child's level of self-confidence?
30. Is (s)he fully involved in school activities such as games, sports, trips etc?

31. Does (s)he get into any trouble in school?
32. Does (s)he receive any extra help because of his/her behaviour? If so, does it help?
33. Is there anything else you think the school should be doing to help your child?
34. Is there anything else you think the school should be doing to help you to meet the needs of your child?
35. Have you any concerns about what (s)he will do after second-level education? If so, is there anything the school could do to address those concerns?
36. Have you anything else you want to say about the help (s)he is getting in school?
37. Is there anything more that could be done? Is there anything you would like to change about the way your child is supported in school?

Thank you for taking the time to talk to me. Have you any questions for me?

Parental Interview (primary school pupil)

1. How is your son/daughter getting on in school?
2. Is (s)he happy in school?
3. Does (s)he have friends in school?
4. Does (s)he have friends outside school? What are his/her hobbies and interests?
5. Does (s)he find schoolwork difficult?
6. What aspects of schoolwork are difficult for him/her?
7. When did you first become concerned about his/her performance in school?
8. Did you approach people in school about your concerns and were these concerns taken on board?
9. Did school personnel approach you re possible difficulties, if so, how was this done. Were you surprised? How did you feel?
10. Has (s)he ever been assessed by a professional, e.g. psychologist, speech and language therapist? If so, what type of professional(s) (if not previously answered)? What was that experience like for you and for him/her? Did you wait long for the assessment?
11. Have you received any diagnosis of any difficulty or condition for your child? What was this? If so, what was that experience like for you?
12. What support is (s)he getting in school at present?
 - a) Does (s)he receive additional teaching support?
 - b) Is (s) he supported by an SNA?
 - c) Is (s) she supported by professionals from outside the school?
 - d) Has (s)he been granted the support of any additional technology?
13. How is the support working? Is (s)he benefiting from it?
14. How does (s)he feel about getting that support?

15. What is his/her understanding of his/her difficulties and of the support being provided in school?
16. How well informed are you about his/her difficulties and the support (s)he is receiving?
17. How often do you meet the class teacher?
18. Do you meet with any special needs teacher in the school? If so, how often?
19. Are you involved with teachers from the school in drawing up education plans for your child? If so, what is that like, do you find it helpful to you or do you find it difficult?
20. Is (s)he able to do homework on his/her own?
21. How would you rate your child's level of self-confidence?
22. Is (s)he fully involved in school activities such as games, sports, trips etc?
23. Does (s)he get into any trouble in school?
24. Does (s)he receive any extra help because of his/her behaviour? If so, does it help?
25. Is there anything else you think the school should be doing to help your child?
26. Is there anything else you think the school should be doing to help you to meet the needs of your child? .
27. Are you concerned about him/her transferring to second-level education? Is there anything the school could do to address those concerns?
28. Have you anything else you want to say about the help (s)he is getting in school?
29. Is there anything more that could be done? Is there anything you would like to change about the way your child is supported in school?

Thank you for taking the time to talk to me. Have you any questions for me?

Interview Topics for Second-Level Pupils

1. Do you enjoy school?
2. What do like about school?
3. What sports do you play?
4. Have you any other hobbies or pastimes?
5. Do you have good friends here in school?
6. Do you meet up with them outside of school?
7. Is there anything that you do not like about school?
8. How are you getting on in school with your schoolwork?
9. What subjects are you doing? (If pupil is not doing Irish) What do you do during Irish class?
10. Do you like the classes you are in?¹
11. Are you happy with the subjects that are available to you?
12. What subjects do you like best?
13. Are there any subjects that you don't like?
14. Do you find the work hard in these subjects?
15. Are there some parts of schoolwork with which you need help and are you getting the help you need?²
16. Who gives you this help?
17. Where do go for this help or do you stay with your class?
18. (If pupil goes to a Resource Room for help) Do you like going there for help?
19. (If support is provided in classroom) Do you like getting help from another teacher in the classroom?

¹ If pupil is doing a specialist programme, such as JCSP, LCA or is in a special class, check with parent and teachers in advance of interview the pupil's understanding of the class arrangement and the terminology used to describe it.

² Check with parent and teacher in advance of the interview what the pupil's understanding is of the support being provided in school and the terminology used to describe such support.

20. Are there other pupils with you when you are getting this help?
21. How often do you get this help?
22. In what subjects do you get help?
23. How many teachers are involved in giving you extra help?
24. Do you like getting extra help?
25. Is it helping you with your schoolwork?
26. Would you like to be getting more help?
27. Would you prefer not to be getting this help?
28. Did you find it easier or harder in primary school?
29. Did you receive extra help in primary school? If so, in what areas?
30. Is there anything you would like to change about the help you get?
31. Do you do homework?
32. Do you find it easy or hard to do?
33. Do you get help with your homework?
34. Do you get any other help in the classroom? (e.g. SNA support, external supports)³
35. What does(s)he do for you?
36. Do you like getting this help?
37. Do you get any extra help from teachers or other people from outside the school? If so, do you find it helpful?
38. Do you use a laptop or any other equipment not generally used by other pupils? If so do you find it helpful?

³ If pupil is supported by an SNA, check with parent and teacher in advance of the interview what the child's understanding is of the support being provided by the SNA and the terminology used to describe such support and the person providing it.

- 39 Do you get into any trouble in school?
- 40 If yes, why do you think you get into trouble?
- 41 Do you get any extra help because of the trouble you get into in school?
- 42 If yes, how does this work and does it help you to stay out of trouble?
- 43 Do you get any help from people outside the school in relation to behaviour?
- 44 Have you anything else you want to say about the help you get in school?
- 45 Is there anything you would like to change about this school?
- 46 What do you hope to do when you leave school?

Have you any questions you would like to ask me?

Thank you for taking the time to talk to me

Interview Topics for Primary School Pupils⁴

1. Do you enjoy being in school?
2. What do you like about school?
3. What sports do you play?
4. Have you any other hobbies or pastimes?
5. Do you have good friends here in school?
6. Is there anything that you do not like about school?
7. How are you getting on in school with your schoolwork?
8. Do you like the class you are in?⁵
9. What subjects do you like best?
10. Are there any subjects that you don't like?
11. Do you find the work hard in these subjects?
12. Are there some parts of schoolwork with which you need help?⁶
13. Who gives you this help?
14. Do you get help from any teacher other than your class teacher?
15. Where do you get this help; do you get it in the classroom or do you go to another room?
16. (If pupil goes to another room for help) Do you like going there for help?
17. (If help is provided in classroom), Do you like getting help from another teacher in the classroom?
18. Are there other pupils with you when you are getting this help?
19. How often do you get this help?

⁴ Interview will be conducted in presence of parent(s) and subsequent to interview with parent(s)

⁵ If the pupil is in a special class, check with parent and teacher in advance of the interview what the pupil's understanding is of the class structure and the terminology used to describe it.

⁶ Check with parent and teacher in advance of the interview what the pupil's understanding is of the support being provided in school and the terminology used to describe such support.

20. What do you do during the times you are getting this help; is it in reading, writing maths?
21. Do you like getting extra help? Is it helping you with your schoolwork?
23. Would you like to be getting more help?
24. Would you prefer not to be getting this help?
25. Is there anything you would like to change about the help you get?
26. Do you do homework?
27. Do you find it easy or hard to do?
28. Do you have to get help with your homework?
29. Who helps you with your homework?
30. Do you get any other help in the classroom? (e.g. SNA support)⁷
31. What does (s)he do for you?
32. Do you like getting this help?
33. Do you get any extra help from teachers or other people from outside the school?
34. If so, do you find it helpful?
35. Do you use a laptop or any other equipment not generally used by other pupils? If so do you find it helpful?
36. Do you get into any trouble in school?
37. If yes, why do you think you get into trouble?
38. Do you get any extra help because of the trouble you get into in school?
39. If yes, how does this work and does it help you to stay out of trouble?
40. Have you anything else you want to say about the help you get in school?
41. Is there anything you would like to change about this school?

⁷ If pupil is supported by an SNA, check with parent and teacher in advance of the interview what the child's understanding is of the support being provided by the SNA and the terminology used to describe such support and the person providing it.

Parental Interview Topics

1. How is your son/daughter getting on in school?
2. Is (s)he happy in school?
3. Does (s)he have friends in school?
4. Does (s)he have friends outside school? What are his/her hobbies and interests?
5. Does (s)he find schoolwork difficult?
6. What aspects of schoolwork are difficult for him/her?
7. When did you first become concerned about his/her performance in school?
8. At what stage in the education system (e.g. age or class) did (s) he enrol in this school.
9. What professional assessments (e.g. psychologist, speech and language therapist) has (s)he undergone? What was that experience like for you and for him/her? Did you wait long for the assessment?
10. What support is (s)he getting in school at present?
 - a) Does (s)he receive additional teaching support?
 - b) Is (s) he supported by an SNA?
 - c) Is (s) she supported by professionals from outside the school?
 - d) Has (s)he been granted the support of any additional technology?
11. How is the support working? Is (s)he benefiting from it?
12. How does (s)he feel about getting that support?
13. What is his/her understanding of his/her difficulties and of the support being provided in school?
14. How well informed are you about his/her difficulties and the support (s)he is receiving?
15. How often do you meet the class teacher?

16. Are you involved with teachers from the school in drawing up education plans for your child? If so, what is that like, do you find it helpful to you or do you find it difficult?
17. Is (s)he able to do homework on his/her own?
18. How would you rate your child's level of self-confidence?
19. Is (s)he fully involved in school activities such as games, sports, trips etc?
20. Does (s)he get into any trouble in school?
21. Does (s)he receive any extra help because of his/her behaviour? If so, does it help?
22. Is there anything else you think the school should be doing to help your child?
23. Is there anything else you think the school should be doing to help you to meet the needs of your child? .
24. Have you anything else you want to say about the help (s)he is getting in school?
25. Is there anything more that could be done? Is there anything you would like to change about the way your child is supported in school?

Thank you for taking the time to talk to me. Have you any questions for me?

Interview Topics for Pupils⁸

1. Do you enjoy being in school?
2. What do like about school?
3. What sports do you play?
4. Have you any other hobbies or pastimes?
5. Do you have good friends here in school?
6. Is there anything that you do not like about school?
7. How are you getting on in school with your schoolwork?
8. Do you like the class you are in?
9. What subjects do you like best?
10. Are there any subjects that you don't like?
11. Do you find the work hard in these subjects?
12. Are there some parts of schoolwork with which you need extra help?
13. Who gives you this help?
14. Do you get help from any teacher other than your class teacher?
15. What do you do during the times you are getting this help; is it in reading, writing maths?
16. Do you like getting extra help? Is it helping you with your schoolwork?
18. Would you like to be getting more help?
19. Would you prefer not to be getting this help?
20. Is there anything you would like to change about the help you get?
21. Do you do homework?
22. Do you find it easy or hard to do?
- 28 Do you have to get help with your homework?

⁸ Interview will be conducted in presence of parent(s) and subsequent to interview with parent(s)

- 29 Who helps you with your homework?
- 30 Do you get any other help in the classroom? (e.g. SNA support)⁹
- 31 What does (s)he do for you?
- 32 Do you like getting this help
- 33 Do you get any extra help from teachers or other people from outside the school?
- 34 If so, do you find it helpful?
- 35 Do you use a laptop or any other equipment not generally used by other pupils? If so do you find it helpful?
- 36 Do you get into any trouble in school?
- 37 If yes, why do you think you get into trouble?
- 38 Do you get any extra help because of the trouble you get into in school
- 39 If yes, how does this work and does it help you to stay out of trouble?
- 40 Have you anything else you want to say about the help you get in school?
- 41 Is there anything you would like to change about this school?

Have you any questions you would like to ask me?

Thank you for taking the time to talk to me

⁹ If pupil is supported by an SNA, check with parent and teacher in advance of the interview what the child's understanding is of the support being provided by the SNA and the terminology used to describe such support and the person providing it.

1. Introduction

Welcome. Outline purpose of research and nature of interview etc.

1. Participant ID

Code

2. Background Details

2. With which psychological service do you work?

 VEC

 NEPS

 HSE

3. In which area/discipline was your training?

 Clinical

 Educational

 Counselling

 Other

4. How many years have you been working as an educational psychologist?

 < 2 years

 2 – 5 years

 6 – 10 years

 11 + years

Have you worked as a psychologist in any other discipline?

5. In which district/county are you currently based?

6. How many schools do you have in your caseload?

7. Of these schools, how many are.....?

 Pre-school

 Youthreach

 Primary

 Colleges of Further Education

 Special

 Other

 Post-primary

3. Psychologist's Role

8. In relation to your work in schools, approximately what percentage of your time is given to:

- Casework in relation to individual pupils (e.g. consultation, assessment, ILP/IEP advice)
- Systemic & consultative work with school staff
- Consultation with professionals external to the school (e.g. SLT, CAMHS, SENO, EWO)
- Other (e.g. group work)

Comment

9. In relation to this (case study) school approximately what percentage of your time is given to:

- Casework - assessment
- Casework - consultation with parents, teachers, pupils
- Casework - involvement in IEP process
- Systemic and consultative work with school staff
- Consultation with other professionals (e.g. SLT, CAMHS, SENO, EWO)
- Other (e.g. group work)

Details

10. In relation to schools, how would you define your role as an educational psychologist?(e.g. facilitator, mediator, consultant, etc.)?

11. What, in your opinion, do schools value most from their consultations with an educational psychologist?

12. In your opinion, has the role of the educational psychologist evolved/widened in recent years to incorporate a more direct involvement with school SEN policy?

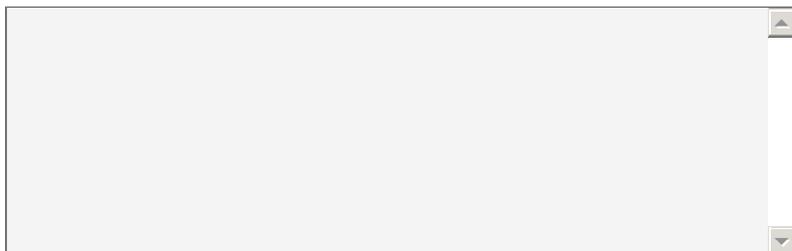
13. Can you describe your present role in this school? (e.g. Length of time working with this school and the nature of your role).

4. Screening and Assessment

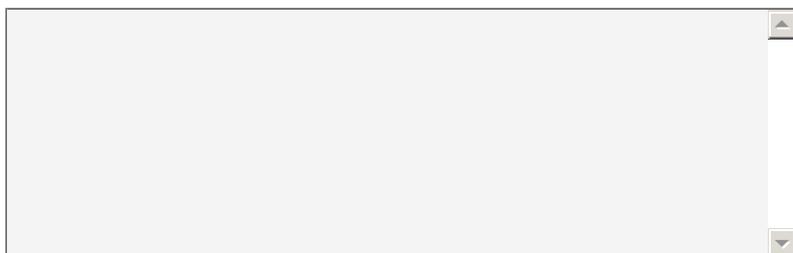
14. What do you perceive to be the practical advantages of a student with SEN (both high and low incidence) having a psychological assessment?

Do you think a full assessment is always necessary?

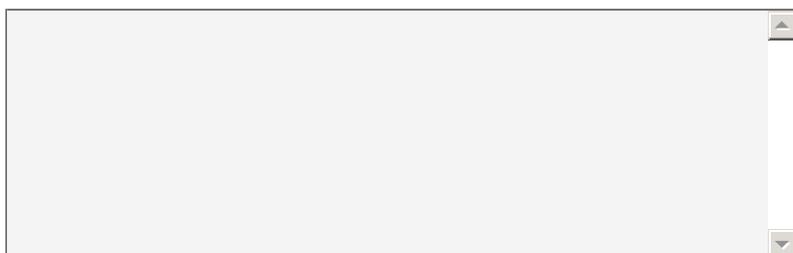
Comment

A large, empty rectangular text area with a vertical scrollbar on the right side, intended for providing a comment on the previous question.

15. In your opinion, do you think that there is a necessity to re-assess/review students with high and low incidence SEN on their entry to secondary education?

A large, empty rectangular text area with a vertical scrollbar on the right side, intended for providing a comment on the previous question.

16. In your opinion, is there a possibility that a psychological assessment report may lead to emphasis falling on identifying the student's disability category rather than on need?

A large, empty rectangular text area with a vertical scrollbar on the right side, intended for providing a comment on the previous question.

5. Screening and Assessment

17. In this school, approximately what percentage of the students in your caseload would have low/high incidence disabilities?

High incidence

Low incidence

18. In assessing/reviewing a child's progress, what do you look for in relation to screening and prioritisation of SEN at school level?

Staged approach

Screening tests

Interventions

Details

19. What has been your experience of schools who have adopted a staged approach before approaching NEPS?

Does this make a difference in terms of the allocation and deployment of resources etc?

Details

20. How does the school prioritise students with SEN for a psychological assessment?

- Age
- Suspected low incidence (eg. ASD)
- Ability levels/Academic Progress
- Placement (e.g. in a special class/school)
- Update/review of existing assessments (transfer from other primary school or to secondary)
- Social & Emotional difficulties
- Behavioural difficulties
- Parental pressure
- Language difficulties (Newcomer Irish)
- Other

Comment

21. Does this school <name case study school> currently have a waiting list for psychological assessment?

- Yes
 No
 Don't know

22. If the school has a waiting list..

- How many students are currently awaiting assessment?
- How long would a student typically be on this list before being assessed?
- What do you do and/or advise in the interim?
- Comment

23. In your opinion, in what way do psychological assessments/reports identify the needs of students with SEN?

Accessing resource hours

Practical recommendations for teaching strategies

Recommendations regarding resources needed

Useful for devising IEPs

Subject exemptions

Other

24. How useful are Individual Learning Plans (or IEPs) in ensuring that pupils with SEN get a high quality of provision?

Very useful Useful Not useful

Expand .. If there are difficulties/challenges can you outline these and suggest how they should be addressed..

25. Do you know if Individual Learning Plans (or IEPs) are devised for students with high and low incidence disabilities in this school?

Don't know Low Incidence only

High & Low Incidence No IEPs for any students

Comment

26. In your role as educational psychologist, are you consulted by the school regarding the Individual Learning Plan (or IEP) process?

6. Resource Allocation

27. Following receipt of your psychological report, are you aware of what procedures are followed by the school?

28. In your role as educational psychologist, are you consulted by the school and/or the SENO regarding the resource application process?

29. In your opinion, how efficient is the current process of allocating resources to schools?

Very efficient

Efficient

Not efficient

Comment

30. What is your view on the General Allocation Model and the impact it has had on provision for students with high incidence disabilities?

7. Resource Deployment

31. What do you perceive to be the major issues encountered by schools in the processing of psychological assessment reports with regard to (a) resource allocation and (b) resource deployment?

32. Are you aware of the way in which resource hours are generally deployed in this (case study) school?

- | | |
|--|--|
| <input type="checkbox"/> Don't know | <input type="checkbox"/> Team Teaching |
| <input type="checkbox"/> Withdrawal - Individual | <input type="checkbox"/> Smaller classes |
| <input type="checkbox"/> Withdrawal - Group | <input type="checkbox"/> Administration time |
| <input type="checkbox"/> In class support | |

If you are aware, could you estimate the emphasis given to each of the options .. (list)

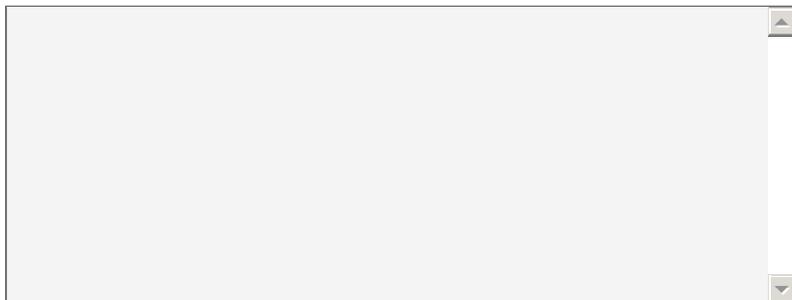
33. In your opinion, what is the most effective deployment of allocated time?

34. To what extent does the current provision for students with low incidence disabilities enhance their learning and social skills development?

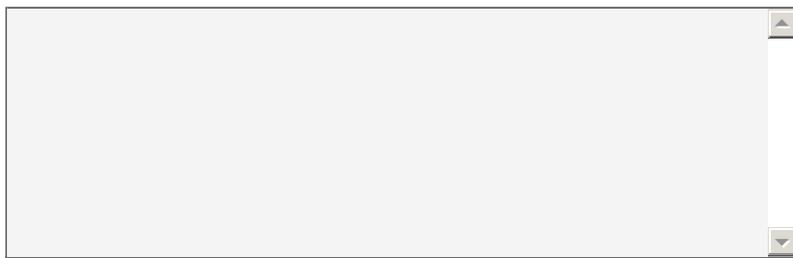
Is it enough for all students with low incidence disabilities?

If not what changes would you recommend?

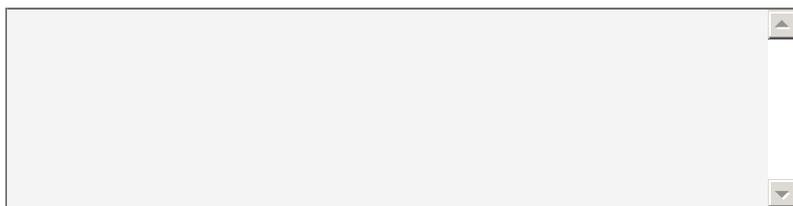
Comments



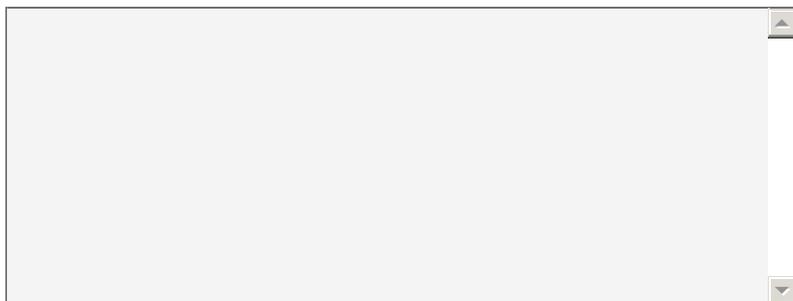
35. How is student progress monitored and reviewed in this school? Is this process different for students with low and high incidence disabilities?



36. How is the progress of students with low incidence disabilities, and their resource allocation and deployment, monitored/reviewed by the school's psychological service? Do you consult with the SENO in relation to review?



37. What in your opinion are the major strengths of present system of resource allocation and deployment?



38. What in your opinion are the major challenges to the present system of resource allocation and deployment?

39. What changes, if any, would you recommend to the current system of resource allocation & deployment?

40. What are your views on the role of the NCSE in relation to resource allocation, and in particular to the role of the SENO? Would you recommend any changes?

41. Do you have any concluding comments on the general issues raised in this interview or on your role in the resource allocation and deployment process?

RAD - SENO

1. Introduction

Welcome. Outline purpose of research and nature of interview etc.

1. Participant ID

Code

2. Background Details

2. How many years have you been working as a SENO with the NCSE?

1-2

2-4

4-6

3. What career background did you come from prior to taking up your role as SENO?

4. Do you have a specific qualification in SEN?

Yes

No

Please specify

5. In which region/counties are you currently based?

6. How many schools do you have in your caseload?

1-5

5-10

15-20

10-15

>20

Comment

7. Of these schools, how many are.....?

Primary

Post-primary

Primary with special classes

Post-primary with special classes

Special

3. Role of the SENO

RAD - SENO

8. How would you define your role as a SENO, in relation to your work with schools?

9. Can you rate (from 1-5) the following in terms of priority currently given to them in your work as a SENO?

	1 - Very high	2 - High	3 - Medium	4 - Low	5 - Very low
Communication with parents of students with SEN	<input type="checkbox"/>				
Communication with school personnel	<input type="checkbox"/>				
Observation of students	<input type="checkbox"/>				
Consultation regarding Individual Learning Plans (e.g. IEPs)	<input type="checkbox"/>				
Communication with other professionals (ie Psychs/SLTs)	<input type="checkbox"/>				
Other (specify)	<input type="checkbox"/>				

Details

10. What, in your opinion, is the value of a SENO to a school?

11. In your experience do you think that the SENO role has had a direct influence on SEN policy in schools? Explain.

RAD - SENO

12. Can you describe your present role in this case study school? (e.g. Length of time working with this school and the nature of your role).

13. What is the nature of your relationship with schools during the resource application and allocation process and would you like this relationship to be changed in any way?

14. What issues do school personnel raise with you in relation to resource application and allocation process?

15. What is the involvement of parents in the resource application and allocation process and would you like to see this role changed in any way?

16. What issues do parents raise with you in relation to resource application and allocation?

4. Screening and Assessment

17. Why, in your opinion, are assessments a requirement for the provision of resources?

Do you think it should be possible for resources to be obtained for a student with high and/or low incidence SEN without an assessment?

Details

RAD - SENO

18. In your opinion, do you think that there is a necessity to re-assess students with high and low incidence disabilities on their entry to secondary education? Expand.

19. In your opinion, is there a possibility that an assessment report may lead to the emphasis falling on identifying the student's disability category rather than on the need?

20. In your opinion, what is the value/contribution of assessment reports and how do they identify the needs of students with SEN?

- Recommendations regarding resources needed
- Practical recommendations for teaching strategies
- Accessing resource hours
- Accessing other resources (SNA/ICT, transport etc)
- Useful for devising Individual Learning Plans
- Subject exemptions
- Other

Comment

RAD - SENO

21. What do you find is the most significant part of the assessment report, in relation to your role as a SENO?

22. In your experience, is there uniformity across assessment reports with regard to language/terminology for recommendations for resources? If not, what changes would you like to see?

23. Do you regard the drafting and reviewing of Individual Learning Plans (or IEPs) to be within your remit as a SENO?

Yes

No

Comment

24. Do you know if Individual Learning Plans (or IEPs) are devised for students with high and low incidence disabilities in this school?

Don't know

Low Incidence only

High & Low Incidence

No Individual Learning Plans for any students

Comment

25. In your role as SENO, are you consulted by the case study school (or other schools) regarding Individual Learning Plans (or IEPs)?

Give details on your involvement

Details

RAD - SENO

5. Resource Allocation

26. Following receipt of an application for resources, what is the procedure which you follow?

27. Do you liaise/consult with professionals, e.g. psychologists, regarding his/her report and recommendations and why?

28. In your experience, which resource(s) are the most difficult to process in terms of time taken and criteria applied?

29. What is the general length of time from receiving an application from a school to the actual allocation of resources? What factors can slow up the process?

30. In general, what are your views on the current application and allocation process for resources? What changes, if any, would you recommend to both?

RAD - SENO

31. In your opinion, how efficient is the current process of allocating resources to schools?

- Very efficient
 Efficient
 Not efficient

Comment

6. Resource Deployment

32. Are you aware of the way in which resource hours are generally deployed in this case study school?

- Don't know
 Team Teaching
 Withdrawal - Individual
 Smaller classes
 Withdrawal - Group
 Administration time
 In-class support

If you are aware, could you give an estimate of the priority given to each (list)

33. What do you perceive to be the major issues encountered by schools with regard to resource deployment?

RAD - SENO

34. In your experience, what do you think is the most effective deployment of allocated time for students with high and low incidence disabilities?

As this can vary depending on the student, the context and the nature of the disability can you give examples of specific cases?

Details

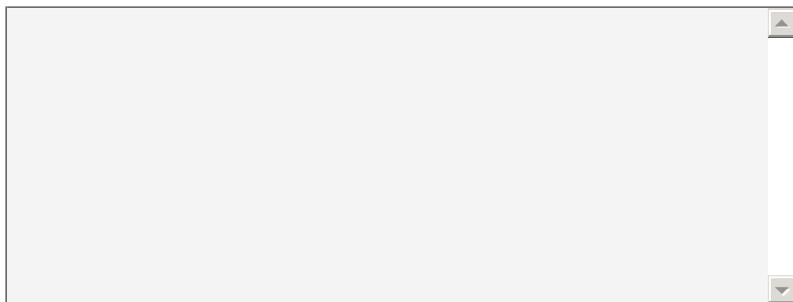
35. To what extent does the current provision for students with low incidence disabilities enhance their learning and social skills development?

36. Do you know how SEN students' progress are monitored and reviewed in the case study school?

37. How is the progress of students with low incidence disabilities and their resource allocation monitored/reviewed by NCSE?

RAD - SENO

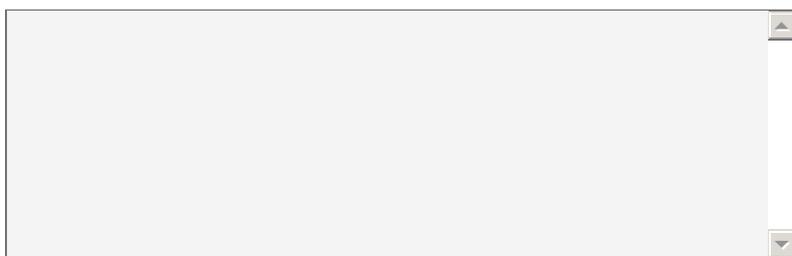
38. What in your opinion are the major strengths in the present system of resource application, allocation and deployment?

A large, empty text area with a vertical scrollbar on the right side, intended for the respondent to provide their answer to question 38.

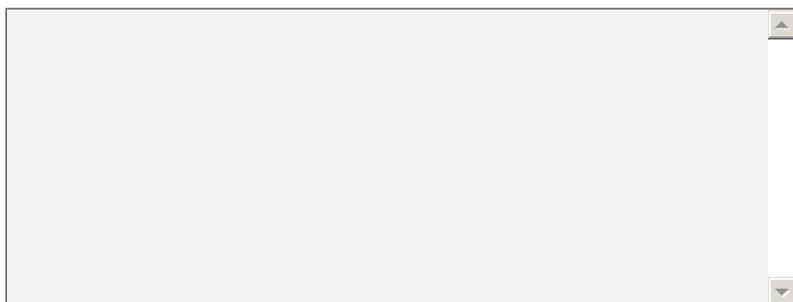
39. What in your opinion are the major challenges to the present system of resource application, allocation and deployment?

What changes, if any, would you recommend to the current system?

Details

A large, empty text area with a vertical scrollbar on the right side, intended for the respondent to provide their answer to question 39.

40. Do you have any concluding comments on the general issues raised in this interview or on your role in the resource allocation and deployment process?

A large, empty text area with a vertical scrollbar on the right side, intended for the respondent to provide their answer to question 40.

Appendix 21 Ethical Approval Documentation

From UCD Human Research Ethics Committee

1. Interviews with school teachers, SNAs, psychologists and SENOs **HS-E-09-117-Kinsella-Murtagh**
2. The National Surveys: **HS-E-10-182-Murtagh**
3. Interviews with Parents and Pupils

Subject	HS-E-09-117-Kinsella-Murtagh
From	Research Ethics <research.ethics@ucd.ie>
Date	Tuesday, November 24, 2009 10:07 am
To	'Lelia Murtagh' <lelia.murtagh@ucd.ie>
Cc	william.kinsella@ucd.ie

Dear Lelia,

Thank you for notifying the Human Research Ethics Committee -Humanities (HREC-HS) of your exemption from ethical review. Should the nature of your research change and thereby alter your exempt status you will need to submit an application form for review. Please note for future correspondence regarding this study and its exemption that your Research Ethics Exemption Reference Number (REERN) is: **HS-E-09-117-Kinsella-Murtagh**.

Please note that your research does not require a full ethical review and also note that this is confirmation of your exemption status.

Kind regards,

Jess

Jessica Carey
 Research Ethics Assistant
 UCD Office of Research Ethics
 c/o Humanities Institute of Ireland
 University College Dublin
 Belfield
 Dublin 4

T: + 353 1 716 4689
 E: research.ethics@ucd.ie

W: www.ucd.ie/researchethics

HS-E-10-182-Murtagh	
From	REC <research.ethics@ucd.ie>
Date	Wednesday, September 29, 2010 4:52 pm
To	'Lelia Murtagh' <lelia.murtagh@ucd.ie>
Cc	'joyce senior' <joyce.senior@ucd.ie> , William

Dear Lelia

Thank you for notifying the Human Research Ethics Committee -Humanities (HREC-HS) of your exemption from ethical review. Should the nature of your research change and thereby alter your exempt status you will need to submit an application form for review. Please note for future correspondence regarding this study and its exemption that your Research Ethics Exemption Reference Number (REERN) is: **HS-E-10-182-Murtagh**.

Please note that your research does not require a committee review and also note that this is confirmation of your exemption status. All Exemptions from Full Review are subject to a random Audit.

If your research project involves human participants please note the following: The UCD Human Research Ethics Committees request that applicants who are exempt from an ethical review should ensure that ethical best practice is considered and applied to their research projects. Researchers must ensure that participants are aware of what is happening to them and to their data whether a study is de-identified or not. Researchers have a duty of care to their participants who have the right to be informed, the right to consent to participate and the right to withdraw from the study.

Regards

Jan

Janette Stokes
 Research Ethics Administrator
 UCD Office of Research Ethics
 c/o Humanities Institute of Ireland
 University College Dublin
 Belfield

14th October 2010

Dr William Kinsella
UC School of Education
Belfield
Dublin 4

Re: HS-10-184-Kinsella: *Review of System of Additional Resource Provision for Pupils with Special Educational Needs (NCSE) in Irish Schools*

Dear Dr Kinsella

Thank you for your recent submission to the Human Research Ethics Committee –Humanities. Your application was reviewed at the meeting held on October 14th. **The Decision of the Committee is to grant approval for this application which is subject to the conditions set out below.**

- The Committee would advise that you should consider removing the voice recordings from your PC and transfer to a CD for safe storage after the transcriptions are completed.

Please note, if not already done, that a signed hard copy of the HREC Application Form is required by the Research Ethics Office. Please ensure that the signed form includes all approved revisions – your approval status will be registered upon receipt of this document.

Please also note that approval is for the work and the time period specified in the above protocol and is subject to the following:

- If applicable - all permissions to access participants, whether internal (heads of Schools/Registrar) or external are obtained before recruitment of participants is commenced;
- Any amendments or requests to extend the original approved study will need to be approved by the Committee. Therefore you will need to submit by email the Request to Amend/Extend Form (HREC Doc 10);
- The Committee should also be notified of any unexpected adverse events that occur during the conduct of your research by submitting an Unexpected Adverse Events Report (HREC Doc 11);
- You are required to provide an End of Study Report Form (HREC Doc 12) to the Committee upon the completion of your study;

.../.

- This approval is granted on condition that you ensure that, in compliance with the Data Protection Acts 1988 and 2003, all data will be destroyed in accordance with your application and that you will confirm this in your End of Study Report (HREC Doc 12), or indicate when this will occur and how this will be communicated to the Human Research Ethics Committee;
- You may require copies of submitted documentation relating to this approved application and therefore we advise that you retain copies for your own records;
- It must be understood that any ethical approval granted is premised on the assumption that the research will be carried out within the limits of the law.

The Committee wishes you well with your research and look forward to receiving your report. All forms are available on the website www.ucd.ie/researchethics please ensure that you submit the latest version of the relevant form. If you have any queries regarding the above please contact the Office of Research Ethics.

Yours sincerely,

Dr Joan Tiernan

Chair Human Research Ethics Committee - Humanities

Appendix 22 National Survey of Primary Schools: Quantitative Findings

SECTION 1: THE SCHOOL

Q1.01: Please indicate whether your school has DEIS status or not. (If the answer is No, please proceed to question 4)

Response Type	# Responses	% Responses
Yes	39	23.2%
No	129	76.8%
Grand Total	168	100.0%

Q1.02: If you answered Yes to question 1, please indicate category of DEIS status.

Response Type	# Responses	% Responses
DEIS 1	21	53.8%
DEIS 2	18	46.2%
Grand Total	39	100.0%

Q1.03: If you answered Yes to question 1, please indicate when the school was accorded this status.

Response Type	# Responses	% Responses
2005	25	69.4%
2006	5	13.9%
2007	5	13.9%
2008	1	2.8%
Grand Total	36	100.0%

Q1.04: Please indicate the number of teachers in your school. (Full time equivalents, e.g. 3, 4.5, 7.2)

Response Type	# Responses	% Responses
0-10	91	51.1%
10-20	58	32.6%
20-30	19	10.7%
30-40	8	4.5%
40-50	2	1.1%
Grand Total	178	100.0%

Q1.05: How many teachers (approximately) in your school have obtained specialist qualifications (that is, have completed a full-time postgraduate course) in Special Needs Education? (Full time equivalents, e.g. 3, 4.5, 7.2)

Response Type	# Responses	% Responses
0-1	83	47.2%
1-2	49	27.8%
2-3	25	14.2%
3-4	10	5.7%
4-5	5	2.8%
>5	4	2.3%
Grand Total	176	100.0%

Q1.06: How many pupils in your school have been identified as presenting with a Low Incidence Disability? (e.g. ASD, Moderate General Learning Disability, etc.)

Response Type	# Responses	% Responses
0-5	65	38.5%
5-10	61	36.1%
10-15	24	14.2%
15-20	11	6.5%
20-25	2	1.2%
25-30	2	1.2%
30-35	-	-
35-40	3	1.8%
>40	1	0.6%
Grand Total	169	100.0%

Q1.07: How many pupils in your school have been identified as presenting with a High Incidence Disability? (e.g. Specific Learning Disability, Mild General Learning Disability)

Response Type	# Responses	% Responses
0-5	63	41.7%
5-10	35	23.2%
10-15	9	6.0%
15-20	12	7.9%
20-25	14	9.3%
25-30	7	4.6%
30-35	3	2.0%
35-40	1	0.7%
45-50	3	2.0%
>50	4	2.6%
Grand Total	151	100.0%

Q1.08: How many official designated special classes or units are in your school? (If you answer None to this question, please proceed to question 11)

Response Type	# Responses	% Responses
None	140	85.9%
One	11	6.7%
Two	4	2.5%
Three	6	3.7%
Four	-	-
Five	-	-
More than five	2	1.2%
Grand Total	163	100.0%

Q1.09: If there are official designated special classes or units in your school, what is the average number of pupils in each class?

Response Type	# Responses	% Responses
Less than five	5	23.8%
6-9	11	52.4%
10-12	3	14.3%
13-15	1	4.8%
More than 15	1	4.8%
Grand Total	21	100.0%

Q1.10: If there are official designated special classes or units in your school, please indicate the types of SEN catered for in the class(es)?

Response Type	# Responses	% N
Autism/Autistic Spectrum Disorders	13	59.1%
Borderline Mild General Learning Disability	4	18.2%
Emotional Disturbance	2	9.1%
Hearing Impairment	1	4.5%
Mild ADD/ADHD	1	4.5%
Mild General Learning Disability	8	36.4%
Moderate General Learning Disability	1	4.5%
Multiple Disabilities	2	9.1%
Specific Learning Difficulty (Literacy)	2	9.1%
Specific Learning Difficulty (Maths)	1	4.5%
Specific Speech and Language Disorder	3	13.6%

N = 22 Respondents

Q1.11: How many unofficial special classes (not sanctioned by the DES) are in your school? (If you answer None to this question, please proceed to section 2)

Response Type	# Responses	% Responses
None	145	96.7%
One	3	2.0%
Two	2	1.3%
Grand Total	150	100.0%

Q1.12: If there are unofficial special classes in your school, what is the average number of pupils in each class?

Response Type	# Responses	% Responses
Less than five	2	40.0%
6-9	3	60.0%
Grand Total	5	100.0%

Q1.13: If there are unofficial special classes in your school, please indicate the types of SEN catered for in the class(es).

Response Type	# Responses	% N
Assessed Syndrome	1	20.0%
Autism/Autistic Spectrum Disorders	1	20.0%
Borderline Mild General Learning Disability	1	20.0%
Emotional Disturbance	2	40.0%
Hearing Impairment	1	20.0%
Mild ADD/ADHD	1	20.0%
Mild General Learning Disability	1	20.0%
Moderate General Learning Disability	1	20.0%
Multiple Disabilities	2	40.0%
Severe Emotional Disturbance	1	20.0%
Severe/Profound General Learning Disability	1	20.0%
Small class with combined need meets 3 hours a day and children re-join mainstream class for rest of time.	1	20.0%
Specific Learning Disability (Literacy)	3	60.0%
Specific Speech and Language Disorder	1	20.0%

N = 5 Respondents

SECTION 2: RESOURCE APPLICATION AND ALLOCATION

Q2.01: What is the average waiting time between application to the Special Education Needs Organiser (SENO)/ National Council for Special Education (NCSE) for additional resources, such as additional resource teaching hours, and the sanctioning of such support?

Response Type	# Responses	% Responses
1-2 weeks	19	14.3%
3-4 weeks	42	31.6%
5-6 weeks	28	21.1%
7-8 weeks	20	15.0%
9-10 weeks	8	6.0%
11-12 weeks	7	5.3%
More than 12 weeks	9	6.8%
Grand Total	133	100.0%

Q2.02: How efficient do you find the current system of application for additional resources?

Response Type	# Responses	% Responses
Very efficient	7	5.1%
Efficient	74	54.0%
Inefficient	37	27.0%
Very inefficient	19	13.9%
Grand Total	137	100.0%

Q2.03: How appropriate is the documentation required to support applications for additional resources?

Response Type	# Responses	% Responses
Very appropriate	4	2.9%
Appropriate	104	76.5%
Inappropriate	22	16.2%
Very inappropriate	6	4.4%
Grand Total	136	100.0%

Q2.04: How time-consuming is the resource application process in terms of completing documentation?

Response Type	# Responses	% Responses
Not time-consuming	9	6.6%
Time-consuming	80	58.4%
Very time-consuming	48	35.0%
Grand Total	137	100.0%

Q2.05: Has the system of resource application improved since the establishment of the NCSE and the appointment of SENOs?

Response Type	# Responses	% Responses
Significantly improved	13	10.1%
Improved	68	52.7%
No change	25	19.4%
Disimproved	23	17.8%
Grand Total	129	100.0%

Q2.06: How satisfied are you with the role of the SENO in relation to your school?

Response Type	# Responses	% Responses
Very satisfied	27	19.6%
Satisfied	76	55.1%
Dissatisfied	24	17.4%
Very dissatisfied	11	8.0%
Grand Total	138	100.0%

Q2.07: What is the total number of additional Resource Teaching hours that have been allocated to your school for this academic year?

Response Type	# Responses	% Responses
0-10	67	48.9%
10-20	20	14.6%
20-30	18	13.1%
30-40	11	8.0%
40-50	11	8.0%
50-60	3	2.2%
60-70	3	2.2%
70-80	1	0.7%
90-100	3	2.2%
Grand Total	137	100.0%

Q2.08: How adequate is the allocation of Additional Resource Teaching hours that has been granted to your school for this academic year?

Response Type	# Responses	% Responses
Very adequate	10	7.5%
Adequate	72	54.1%
Inadequate	41	30.8%
Very inadequate	10	7.5%
Grand Total	133	100.0%

Q2.09: How many Special Needs Assistants (SNAs) are deployed in your school during this academic year? (Full time equivalents, e.g. 3, 4.5, 7.2)

Response Type	# Responses	% Responses
0	19	13.7%
0.01-1	29	20.9%
1.01-2	36	25.9%
2.01-3	16	11.5%
3.01-4	14	10.1%
4.01-5	9	6.5%
>5.01	16	11.5%
Grand Total	139	100.0%

Q2.10: How adequate is the allocation of SNAs that has been granted to your school for this academic year?

Response Type	# Responses	% Responses
Very adequate	16	11.9%
Adequate	73	54.1%
Inadequate	33	24.4%
Very inadequate	13	9.6%
Grand Total	135	100.0%

Q2.11: How do you rate the General Allocation Model (GAM) as a system of provision for pupils presenting with Special Educational Needs that are not categorised as Low Incidence Disabilities?

Response Type	# Responses	% Responses
Excellent	8	5.9%
Very good	14	10.3%
Good	55	40.4%
Not good	59	43.4%
Grand Total	136	100.0%

Q2.12: How does the GAM system compare with the previous system of allocating resource hours for most diagnosed disabilities, including Mild General Learning Disabilities and Specific Learning Disabilities?

Response Type	# Responses	% Responses
Very favourably	10	7.9%
Favourably	59	46.5%
Unfavourably	42	33.1%
Very unfavourably	16	12.6%
Grand Total	127	100.0%

Q2.13: How many assessments by professionals listed were conducted last year?

Response Type	None	1-3	4-6	7-9	10-14	15 or more	Grand Total
EBD/Behaviour Support Specialist	43	37	-	-	-	-	80
Occupational Therapist	32	66	4	-	-	-	102
Other	35	10	1	1	-	-	47
Psychologist	4	87	38	4	2	2	137
Speech & Language Therapist	19	71	14	1	-	1	106

Response Type	None	1-3	4-6	7-9	10-14	15 or more	Grand Total
EBD/Behaviour Support Specialist	53.8%	46.3%	0.0%	0.0%	0.0%	0.0%	100.0%
Occupational Therapist	31.4%	64.7%	3.9%	0.0%	0.0%	0.0%	100.0%
Other	74.5%	21.3%	2.1%	2.1%	0.0%	0.0%	100.0%
Psychologist	2.9%	63.5%	27.7%	2.9%	1.5%	1.5%	100.0%
Speech & Language Therapist	17.9%	67.0%	13.2%	0.9%	0.0%	0.9%	100.0%

Q2.14: What was the average waiting time for an assessment from time of application to time of conducting assessment?

Response Type	1 mth	2-3 mths	4-6 mths	7-9 mths	10-12 mths	More than 12 mths	N/A	Grand Total
EBD/Behaviour Support Specialist	4	8	7	5	4	9	15	52
Occupational Therapist	11	16	19	7	4	12	11	80
Psychologist	29	68	23	4	3	2	2	131
Speech & Language Therapist	11	23	20	14	6	8	6	88
Other, as above	2	1	3	1	-	2	14	23

Q.2.14 What was the average waiting time for an assessment from time of application to time of conducting assessment?

Response Type	EBD/Behaviour Support Specialist	Occupational Therapist	Psychologist	Speech & Language Therapist	Other, as above
1 month	4	11	29	11	2
2-3 months	8	16	68	23	1
4-6 months	7	19	23	20	3
7-9 months	5	7	4	14	1
10-12 months	4	4	3	6	-
> 12 months	9	12	2	8	2
Not applicable	15	11	2	6	14

Response Type	EBD/Behaviour Support Specialist	Occupational Therapist	Psychologist	Speech & Language Therapist	Other, as above
---------------	----------------------------------	------------------------	--------------	-----------------------------	-----------------

1 month	7.7%	13.8%	22.1%	12.5%	8.7%
2-3 months	15.4%	20.0%	51.9%	26.1%	4.3%
4-6 months	13.5%	23.8%	17.6%	22.7%	13.0%
7-9 months	9.6%	8.8%	3.1%	15.9%	4.3%
10-12 months	7.7%	5.0%	2.3%	6.8%	0.0%
> 12 months	17.3%	15.0%	1.5%	9.1%	8.7%
Not applicable	28.8%	13.8%	1.5%	6.8%	60.9%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

Q2.15: What was the average waiting time for completion of the assessment to receipt of the related report?

Response Type	EBD/Behaviour Support Specialist	Occupational Therapist	Psychologist	Speech & Language Therapist	Other, as above
Not applicable	14	12	1	6	16
1 month	12	33	90	45	3
2-3 months	14	31	37	32	4
4-6 months	3	1	4	3	1
7-9 months	-	-	1	3	-
10-12 months	1	-	-	-	1
>12 months	5	-	-	1	-
Grand Total	49	77	133	90	25

Response Type	EBD/Behaviour Support Specialist	Occupational Therapist	Psychologist	Speech & Language Therapist	Other, as above
Not applicable	28.6%	15.6%	0.8%	6.7%	64.0%
1 month	24.5%	42.9%	67.7%	50.0%	12.0%
2-3 months	28.6%	40.3%	27.8%	35.6%	16.0%
4-6 months	6.1%	1.3%	3.0%	3.3%	4.0%
7-9 months	0.0%	0.0%	0.8%	3.3%	0.0%
10-12 months	2.0%	0.0%	0.0%	0.0%	4.0%
>12 months	10.2%	0.0%	0.0%	1.1%	0.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

Q2.16: How many pupils in your school are on a waiting list for assessment?

Response Type	EBD/Behaviour Support Specialist	Occupational Therapist	Psychologist	Speech & Language Therapist	Other, as above
Not applicable	3	3	1	1	5
None	30	27	19	20	19
1-3	28	53	67	54	3
4-6	9	3	29	17	1
7-9	2	3	7	3	1
10-14	-	-	3	-	-
15 or more	1	1	4	4	-
Grand Total	73	90	130	99	29

Response Type	EBD/Behaviour Support Specialist	Occupational Therapist	Psychologist	Speech & Language Therapist	Other, As above
Not applicable	4.1%	3.3%	0.8%	1.0%	17.2%
None	41.1%	30.0%	14.6%	20.2%	65.5%
1-3	38.4%	58.9%	51.5%	54.5%	10.3%
4-6	12.3%	3.3%	22.3%	17.2%	3.4%
7-9	2.7%	3.3%	5.4%	3.0%	3.4%
10-14	0.0%	0.0%	2.3%	0.0%	0.0%
15 or more	1.4%	1.1%	3.1%	4.0%	0.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

Q2.17: How many pupils, in your opinion, need an assessment, but are not prioritised under the present system?

Response Type	EBD/Behaviour Support Specialist	Occupational Therapist	Psychologist	Speech & Language Therapist	Other, as above
Not applicable	3	4	1	3	
None	23	25	24	22	12
1-3	34	41	55	40	2
4-6	11	9	20	14	-
7-9	2	1	8	6	-
10-14	1	1	4	3	-
15 or more	4	4	5	5	1
Grand Total	78	85	117	93	25

Response Type	EBD/Behaviour Support Specialist	Occupational Therapist	Psychologist	Speech & Language Therapist	Other, as above
Not applicable	3.8%	4.7%	0.9%	3.2%	40.0%
None	29.5%	29.4%	20.5%	23.7%	48.0%
1-3	43.6%	48.2%	47.0%	43.0%	8.0%
4-6	14.1%	10.6%	17.1%	15.1%	0.0%
7-9	2.6%	1.2%	6.8%	6.5%	0.0%
10-14	1.3%	1.2%	3.4%	3.2%	0.0%
15 or more	5.1%	4.7%	4.3%	5.4%	4.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%

Q2.18: What is preventing access to assessment?

Response Type	Does not meet criteria	Lack of Service	Waiting list	N/A	Other	Grand Total
EBD/Behaviour Support Specialist	8	22	29	10	3	72
Occupational Therapist	6	23	40	13	3	85
Psychologist	21	23	51	14	6	115
Speech & Language Therapist	5	24	52	14	2	97
Other, as above	0	1	3	19	1	24

Response Type	Does not meet criteria	Lack of Service	Waiting list	N/A	Other	Grand Total
EBD/Behaviour Support Specialist	11.1%	30.6%	40.3%	13.9%	4.2%	100.0%
Occupational Therapist	7.1%	27.1%	47.1%	15.3%	3.5%	100.0%
Psychologist	18.3%	20.0%	44.3%	12.2%	5.2%	100.0%
Speech & Language Therapist	5.2%	24.7%	53.6%	14.4%	2.1%	100.0%
Other, as above	0.0%	4.2%	12.5%	79.2%	4.2%	100.0%

Q2.19: In general, how satisfied are you with the number of assessments conducted?

Response Type	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	N/A	Grand Total
EBD/Behaviour Support Specialist	1.4%	20.3%	27.0%	33.8%	17.6%	100.0%
Occupational Therapist	5.3%	28.7%	35.1%	19.1%	11.7%	100.0%
Psychologist	13.8%	44.6%	32.3%	8.5%	0.8%	100.0%
Speech & Language Therapist	5.9%	30.4%	32.4%	22.5%	8.8%	100.0%
Other, as above	4.2%	16.7%	4.2%	12.5%	62.5%	100.0%

Response Type	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	N/A	Grand Total
EBD/Behaviour Support Specialist	1	15	20	25	13	74
Occupational Therapist	5	27	33	18	11	94
Psychologist	18	58	42	11	1	130
Speech & Language Therapist	6	31	33	23	9	102
Other, as above	1	4	1	3	15	24

Q2.20: Please indicate in the grid below the external health professional services available for children with SEN in your school and your level of satisfaction with each.

Response Type	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Not available	Grand Total
Clinical Psychologist	4	28	26	23	33	114
EBD/Behaviour Support Specialist	1	11	21	19	41	93
Educational Psychologist	31	62	28	5	11	137
Other	1	1	2	4	7	15
Physiotherapist	5	16	24	11	47	103
Speech & Language Therapist	9	38	49	19	15	130
Visiting Teacher for Deaf	18	31	2	2	31	84
Visiting Teacher for Visually Impaired	5	19	4	3	41	72

Response Type	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Not available
Clinical Psychologist	3.5%	24.6%	22.8%	20.2%	28.9%
EBD/Behaviour Support Specialist	1.1%	11.8%	22.6%	20.4%	44.1%
Educational Psychologist	22.6%	45.3%	20.4%	3.6%	8.0%
Other	6.7%	6.7%	13.3%	26.7%	46.7%
Physiotherapist	4.9%	15.5%	23.3%	10.7%	45.6%
Speech & Language Therapist	6.9%	29.2%	37.7%	14.6%	11.5%
Visiting Teacher for Deaf	21.4%	36.9%	2.4%	2.4%	36.9%
Visiting Teacher for Visually Impaired	6.9%	26.4%	5.6%	4.2%	56.9%

Q2.21: Please indicate the number of pupils with SEN using Assistive Technology in your school. (e.g. 1,2,3,etc.)

Response Type	0	1	2	3	4	>4	Grand Total
Adapted/Special Keyboard	40	21	7	2	1	1	72
Adjustment of Windows accessibility options	43	1	1				45
Alternative & Augmentative Communicative Technology for Non-verbal	42	2	1				45
Audio Feedback (word prediction, spell check, glossaries)	40	4	2		1		47
Braille Printer	44	2					46
Loop System for Hearing Impaired	37	18	4	1			60
Magnifier Screen	44	9					53
On Screen Keyboard	44	2	3		1	1	51
Optical Pointing Devices	45	1					46
Pointing Aids	44						44
Scanner & Optical Scanner Recognition	43	6	2				51
Screen Reading Software	41	4	3		1		49
Screen Scan or Grids	43	1					44
Show Sounds systems for Hearing Impaired	39	10	5		3		57
Specially adapted Mouse (e.g. joystick, trackerball, foot/head mouse)	40	9	1	1	1	1	53
Speech Synthesiser	44	2					46
Switches (e.g. air/infra-red, jelly link)	44	2	1			1	48
Touch Monitor	43	1	1				45
Touchscreen	42	4	1			1	48
Voice Recognition	42	4			1		47
Other	33	2	2				37

Q2.22: Please indicate how helpful this Assistive Technology is.

Response Type	N/A	Very helpful	Helpful	Not helpful	Grand Total
Adapted/Special Keyboard	51	18	9	-	78
Adjustment of Windows accessibility options	54	1	1	-	56
Alternative & Augmentative Communicative Technology for Non-verbal	51	3	-	-	54
Audio Feedback (word prediction, spell check, glossaries)	54	4	1	-	59
Braille Printer	55	1	-	-	56
Loop System for Hearing Impaired	42	19	3	1	65
Magnifier Screen	54	4	4	-	62
On Screen Keyboard	55	3	2	1	61
Optical Pointing Devices	55	2	-	-	57
Other	40	2	1	1	44
Pointing Aids	56	-	-	-	56
Scanner & Optical Scanner Recognition	54	3	2	1	60
Screen Reading Software	55	5	-	-	60
Screen Scan or Grids	55	2	-	-	57
Show Sounds systems for Hearing Impaired	45	13	3	1	62
Specially adapted Mouse (e.g. joystick, trackerball, foot/head mouse)	52	7	4	-	63
Speech Synthesiser	53	-	1	-	54
Switches (e.g. air/infra-red, jelly link)	55	2	3	-	60
Touch Monitor	55	1	-	-	56
Touchscreen	55	3	2	-	60
Voice Recognition	55	3	-	1	59

Q2.23: How do you rate the level of Assistive Technology available to pupils with special education needs in your school?

Response Type	# Responses	% Responses
Very adequate	8	7.3%
Adequate	59	53.6%
Inadequate	36	32.7%
Very inadequate	7	6.4%
Grand Total	110	100.0%

SECTION 3: RESOURCE DEPLOYMENT

Q3.01: Please indicate the number of teachers who are predominantly involved in teaching pupils with Special Educational Needs (i.e. spending at least 70% of time teaching such pupils). (Full time equivalents, e.g. 3, 4.5, 7.2)

Response Type	# Responses	% Responses
0	3	2.4%
0 – 0.99	4	3.3%
1 – 1.99	26	21.3%
2 – 2.99	34	27.9%
3 – 3.99	20	16.4%
4 – 5	21	17.2%
>5	14	11.5%
Grand Total	122	100.0%

Q3.02: Is there a distinction made in your school between Resource Teachers and Learning Support Teachers? (If you answer No, please proceed to question 5)

Response Type	# Responses	% Responses
Yes	46	39.0%
No	72	61.0%
Grand Total	118	100.0%

Q3.03: If your answer was Yes to question 2, please indicate the number of Resource Teachers. (Full time equivalents, e.g. 3, 4.5, 7.2)

Response Type	# Responses	% Responses
0-1	8	17%
1-2	26	57%
2-3	8	17%
3-4	2	4%
4-5	2	4%
Grand Total	46	100%

Q3.04: If your answer was Yes to question 2, please indicate the number of Learning Support Teachers. (Full time equivalents, e.g. 3, 4.5, 7.2)

Response Type	# Responses	% Responses
0-1	4	9%
1-2	34	72%
2-3	5	11%
3-4	3	6%
>5	1	2%
Grand Total	47	100%

Q3.05: Do pupils who have been granted Additional Resource Teaching Hours receive this additional tuition predominantly from Resource Teachers?

Response Type	# Responses	% Responses
Yes	85	72.0%
No	33	28.0%
Grand Total	118	100.0%

Q3.06: In what form do pupils with Additional Resource Teaching hours predominantly receive additional tuition? (Please tick all that apply)

Response Type	# Responses	% N
In-class support (including shared or team teaching)	76	64.4%
One-to-one withdrawal	96	81.4%
Placement in a special class	2	1.7%
Small group withdrawal	89	75.4%
Other, please elaborate	6	5.1%

N = 118

Q3.07: Please provide details of any other arrangement prevailing in your school for the deployment of additional teaching support.

Open ended response

Q3.08: Which methods are most effective and why?

Open ended response

Q3.09: How many pupils receive Learning Support in your school?

Response Type	# Responses	% Responses
0-5	4	3.4%
6-10	11	9.2%
11-15	20	16.8%
16-20	20	16.8%
20-24	6	5.0%
25-29	12	10.1%
30-34	12	10.1%
35-39	8	6.7%
40 pupils or more	26	21.8%
Grand Total	119	100.0%

Q3.10: What are their main areas of difficulty? (Please tick all that apply)

Response Type	# Responses	% N
Borderline Mild General Learning Difficulty	70	57.9%
Mild ADD/ADHD	57	47.1%
Mild Dyspraxia	48	39.7%
Mild General Learning Difficulty	68	56.2%
Mild Social / Emotional Difficulty	57	47.1%
Specific Difficulties in Maths	100	82.6%
Specific Learning Difficulty in Literacy (Dyslexia)	116	95.9%
Other (please elaborate)	14	11.6%

N = 121

Q3.11: In what form do pupils with high incidence SEN in receipt of Learning Support predominantly receive additional tuition? (Please tick all that apply)

Response Type	# Responses	% N
In-class support (including shared or team teaching)	86	71.1%
One-to-one withdrawal	63	52.1%
Placement in a special class	1	0.8%
Small group withdrawal	111	91.7%
Other (please elaborate)	7	5.8%

N = 120

Q3.12: Which methods are most effective and why?

Open ended response

Q3.13: What is the general nature and frequency of support provided by SNAs in your school?

Response Type	Daily	Occasionally	Never
Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom	52.9%	37.5%	9.6%
Assistance with clothing, feeding, toileting, general hygiene	68.3%	26.0%	5.8%
Assisting on out-of-school visits, walks, examinations and similar activities	11.7%	83.5%	4.9%
Assisting school children to board and alight from school buses	17.5%	30.9%	51.5%
Assisting the teachers in the supervision of pupils during assembly, recreation and dispersal from the classroom	83.7%	8.7%	7.7%
Being mindful of health and safety needs of the pupil	90.7%	7.5%	1.9%
Engagement with parents of special needs pupils	12.2%	73.5%	14.3%
General assistance to the class teachers with duties of a non-teaching nature	73.6%	22.6%	3.8%
Participation with school development planning	4.9%	65.7%	29.4%
Preparation and tidying up of classrooms	54.9%	41.2%	3.9%
Special assistance e.g. helping special needs pupils with typing/writing/computers or other use of equipment	68.9%	29.2%	1.9%
Travelling as escort during school hours on school buses	3.0%	40.6%	56.4%

Q3.14: How many pupils in your school have been allocated additional support on the basis of a diagnosis of Emotional Behavior Disturbance/Difficulty? (If you answer None to this question, please proceed to question 18)

Response Type	# Responses	% Responses
None	49	41.9%
1-2	47	40.2%
3-4	10	8.5%
5-6	6	5.1%
7-8	4	3.4%
11-12	1	0.9%
Grand Total	117	100.0%

Q3.15: What is the nature of this support? (Please tick all that apply)

Response Type	# Responses	% N
Counsellor Support	10	14.9%
Learning Support	16	23.9%
Referral to a special unit outside school	6	9.0%
Resource Teaching Hours	61	91.0%
SNA Support	51	76.1%
Support by National Behaviour Support Service	2	3.0%
Other (please elaborate)	4	6.0%

N = 67

Q3.16: How do you rate the support available to pupils with EBD?

Response Type	# Responses	% Responses
Adequate	22	29.7%
Inadequate	27	36.5%
Very inadequate	21	28.4%
Not applicable	4	5.4%
Grand Total	74	100.0%

Q3.17: Do other pupils with challenging behavior benefit from the support allocated to pupils diagnosed as presenting with EBD?

Response Type	# Responses	% Responses
Yes	40	55.6%
No	22	30.6%
Not applicable	10	13.9%
Grand Total	72	100.0%

Q3.18: Do you have Individual Educational Plans (IEPs) for pupils with Special Educational Needs? (If your answer is No, please proceed to the next section)

Response Type	Yes	No	Total
High incidence	76	32	108
Low incidence	114	1	115

Response Type	Yes	No	Total
High incidence	70.4%	29.6%	100.0%
Low incidence	99.1%	0.9%	100.0%

Q3.19: Are additional resources (teaching hours, IT, etc.) recorded in the IEPs?

Response Type	# Responses	% Responses
Yes	107	93.9%
No	7	6.1%
Grand Total	114	100.0%

Q3.20: How effective are IEPs as a way of monitoring the need for additional resources?

Response Type	# Responses	% Responses
Very effective	21	17.9%
Effective	79	67.5%
Ineffective	16	13.7%
Very Ineffective	1	0.9%
Grand Total	117	100.0%

SECTION 4: IMPACT OF RESOURCE DEPLOYMENT

Q4.01: In your opinion, how effective are the additional resources in assisting pupils with SEN to access the school curriculum?

Response Type	# Responses	% Responses
Very effective	23	20.4%
Effective	80	70.8%
Ineffective	10	8.8%
Grand Total	113	100.0%

Q4.02: Which resources are particularly effective in this regard and why? **Open ended response**

Q4.03: In your opinion, how effective are the additional resources in assisting pupils with SEN to participate in extra-curricular activities? (sports, games, dance, drama, etc.)

Response Type	# Responses	% Responses
Very effective	20	18.5%
Effective	64	59.3%
Ineffective	21	19.4%
Very Ineffective	3	2.8%
Grand Total	108	100.0%

Q4.04: Which resources are particularly effective in this regard and why? **Open ended response**

Q4.05: In your opinion, to what extent do the additional resources improve the self-esteem of pupils with SEN?

Response Type	# Responses	% Responses
A lot	74	64.9%
A little	32	28.1%
Not much	8	7.0%
Not at all	-	-
Grand Total	114	100.0%

Q4.06: In your opinion, to what extent is the level of inclusion of pupils with SEN in the school improved as a consequence of the additional resources provided for such pupils?

Response Type	# Responses	% Responses
Very much improved	43	38.1%
Improved	65	57.5%
Not improved	4	3.5%
Not improved at all	1	0.9%
Grand Total	113	100.0%

Q4.07: Please provide below, any concluding comments you have on the application for allocation and deployment of resources in schools for pupils presenting with Special Educational Needs?

Open ended response

Appendix 23 National Survey of Post Primary Schools: Quantitative Findings

SECTION 1: The School

Q1.01: Please indicate whether your school has DEIS status or not. (If the answer is No, please proceed to question 4)

Response Type	# Responses	% Responses
Yes	28	26.9%
No	76	73.1%
Grand Total	104	100.0%

Q1.02: If you answered Yes to question 1, please indicate category of DEIS status.

Response Type	# Responses	% Responses
DEIS 1	10	58.8%
DEIS 2	7	41.2%
Grand Total	17	100.0%

Q1.03: If you answered Yes to question 1, please indicate when school was accorded this status.

Response Type	# Responses	% Responses
2005	8	40.0%
2006	5	25.0%
2007	6	30.0%
2008	1	5.0%
Grand Total	20	100.0%

Q1.04: Please indicate the number of teachers in your school. (Full time equivalents, e.g. 3, 4.5, 7.2)

Response Type	# Responses	% Responses
0-10	3	3.3%
10-20	17	18.7%
20-30	14	15.4%
30-40	20	22.0%
40-50	22	24.2%
50-60	6	6.6%
60-70	3	3.3%
70-80	4	4.4%
80-90	1	1.1%
>90	1	1.1%
Grand Total	91	100.0%

Q1.05: How many teachers (approximately) in your school have obtained specialist qualifications (that is, have completed a full-time postgraduate course) in Special Needs Education? (Full time equivalents, e.g. 3, 4.5, 7.2)

Response Type	# Responses	% Responses
0-1	11	11.0%
1-2	24	24.0%
2-3	30	30.0%
3-4	14	14.0%
4-5	8	8.0%
5-6	7	7.0%
6-7	1	1.0%
7-8	1	1.0%
8-9	1	1.0%
9-10	2	2.0%
>10	1	1.0%
Grand Total	100	100.0%

Q1.06: How many pupils in your school have been identified as presenting with a Low Incidence Disability? (e.g. ASD, Moderate General Learning Disability, etc.)

Response Type	# Responses	% Responses
0-10	44	51.8%
10-20	27	31.8%
20-30	6	7.1%
30-40	2	2.4%
40-50	3	3.5%
50-60	2	2.4%
60-70	1	1.2%
Grand Total	85	100.0%

Q1.07: How many pupils in your school have been identified as presenting with a High Incidence Disability? (e.g. Specific Learning Disability, Mild General Learning Disability)

Response Type	# Responses	% Responses
0-10	21	25.0%
10-20	21	25.0%
20-30	9	10.7%
30-40	10	11.9%
40-50	9	10.7%
50-60	4	4.8%
60-70	4	4.8%
70-80	3	3.6%
80-90	1	1.2%
>90	2	2.4%
Grand Total	84	100.0%

Q1.08: How are classes generally organised in your school?

Response Type	# Responses	% Responses
Classes are predominantly organised on a mixed-ability basis	63	65.6%
Classes streamed or banded in 'core' subjects only (e.g. Irish, English, Maths)	27	28.1%
Most classes are streamed or banded	6	6.3%
Grand Total	96	100.0%

Q1.09: How many official designated special classes or units are in your school? (If you answer None to this question, please proceed to question 12)

Response Type	# Responses	% Responses
None	65	69.9%
One	14	15.1%
Two	4	4.3%
Three	4	4.3%
Four	2	2.2%
Five	-	-
More than five	4	4.3%
Grand Total	93	100.0%

Q1.10: If there are official designated special classes or units in your school, what is the average number of pupils in each class?

Response Type	# Responses	% Responses
Less than five	12	38.7%
6-9	10	32.3%
10-12	5	16.1%
13-15	4	12.9%
Grand Total	31	100.0%

Q1.11: If there are official designated special classes or units in your school, please indicate the types of SEN catered for in the class(es)?

Response Type	# Responses	% N
Assessed Syndrome	9	32.1%
Autism/Autistic Spectrum Disorders	19	67.9%
Borderline Mild General Learning Disability	10	35.7%
Emotional Disturbance	9	32.1%
Hearing Impairment	5	17.9%
Mild ADD/ADHD	6	21.4%
Mild Dyspraxia	4	14.3%
Mild General Learning Disability	13	46.4%
Mild Social/Emotional Difficulty	5	17.9%
Mild Speech & Language Difficulty	6	21.4%
Moderate General Learning Disability	12	42.9%
Multiple Disabilities	9	32.1%
Physical Disability	7	25.0%
Severe Emotional Disturbance	3	10.7%
Severe/Profound General Learning Disability	3	10.7%
Specific Learning Difficulty (Literacy)	10	35.7%
Specific Learning Difficulty (Maths)	8	28.6%
Specific Speech and Language Disorder	5	17.9%
Visual Impairment	2	7.1%

N = 28

Q1.12: How many unofficial special classes (not sanctioned by the DES) are in your school? (If you answer None to this question, please proceed to question 15)

Response Type	# Responses	% Responses
None	49	59.0%
One	9	10.8%
Two	5	6.0%
Three	2	2.4%
Four	3	3.6%
Five	4	4.8%
More than five	11	13.3%
Grand Total	83	100.0%

Q1.13: If there are unofficial special classes in your school, what is the average number of pupils in each class?

Response Type	# Responses	% Responses
Less than five	16	44.4%
6-9	9	25.0%
10-12	2	5.6%
13-15	7	19.4%
More than 15	2	5.6%
Grand Total	36	100.0%

Q1.14: If there are unofficial special classes in your school, please indicate the types of SEN catered for in the class(es).

Response Type	# Responses	% N
Assessed Syndrome	4	11.4%
Autism/Autistic Spectrum Disorders	15	42.9%
Borderline Mild General Learning Disability	20	57.1%
Emotional Disturbance	14	40.0%
Hearing Impairment	6	17.1%
Mild ADD/ADHD	11	31.4%
Mild Dyspraxia	9	25.7%
Mild General Learning Disability	20	57.1%
Mild Social/Emotional Difficulty	8	22.9%
Mild Speech & Language Difficulty	5	14.3%
Moderate General Learning Disability	12	34.3%
Multiple Disabilities	10	28.6%
Physical Disability	11	31.4%
Severe Emotional Disturbance	3	8.6%
Severe/Profound General Learning Disability	1	2.9%
Specific Learning Disability (Literacy)	20	57.1%
Specific Learning Disability (Numeracy)	18	51.4%
Specific Speech and Language Disorder	7	20.0%
Visual Impairment	6	17.1%

N = 35

Q1.15: Is there a Junior Certificate Schools Programme (JCSP) in your school? (If you answer No to this question, please proceed to question 20)

Response Type	# Responses	% Responses
Yes	24	25.5%
No	70	74.5%
Grand Total	94	100.0%

Q1.16: If there is a JCSP in your school, is it organised as a separate class?

Response Type	# Responses	% Responses
Yes	10	33.3%
No	20	66.7%
Grand Total	30	100.0%

Q1.17: If JCSP is organised as a separate class, do other mainstream students join this class occasionally?

Response Type	# Responses	% Responses
Yes	5	41.7%
No	7	58.3%
Grand Total	12	100.0%

Q1.18: If there is a JCSP in your school, how many pupils are in a typical JCSP class?

Response Type	# Responses	% Responses
Less than five	-	-
6-9	1	4.8%
10-12	3	14.3%
13-15	8	38.1%
16-20	8	38.1%
More than 20	1	4.8%
Grand Total	21	100.0%

Q1.19: If there is a JCSP in your school, please indicate the types and number of pupils with SEN catered for in the class(es).

Response Type	0	1	2	3	4	5	>5	Grand Total
Autistic Spectrum Disorders	1	4	2	2		2		11
Behavioural Difficulties	1	2	1	2	2	2	3	13
General Learning Difficulties			2		4		10	16
Specific Language Impairment	1	2	1	2		1		7
Specific Learning Difficulties		1	3	1	1	3	3	12
Grand Total	3	9	9	7	7	8	16	59

Q1.20: Is there a Leaving Certificate Applied (LCA) course in your school? (If you answer No to this question, please proceed to question 25)

Response Type	# Responses	% Responses
Yes	36	37.9%
No	59	62.1%
Grand Total	95	100.0%

Q1.21: If there is a LCA course in your school, is it organised as a separate class?

Response Type	# Responses	% Responses
Yes	35	87.5%
No	5	12.5%
Grand Total	40	100.0%

Q1.22: If LCA is organised as a separate class, do other mainstream students join this class occasionally?

Response Type	# Responses	% Responses
Yes	7	18.9%
No	30	81.1%
Grand Total	37	100.0%

Q1.23: If there is a LCA in your school, how many pupils are in a typical LCA class?

Response Type	Values	# Responses	% Responses
Less than five		-	-
6-9		6	15.8%
10-12		7	18.4%
13-15		7	18.4%
16-20		17	44.7%
More than 20		1	2.6%
Grand Total		38	100.0%

Q1.24: If there is a LCA in your school, please indicate the types and number of pupils with SEN catered for in the class(es).

Response Type	0	1	2	3	4	5	>5	Grand Total
Autistic Spectrum Disorders	5	10	2	1	1			19
Behavioural Difficulties	2	3	7	4	1	1	2	20
General Learning Difficulties	1	1	2	6	4	7	11	32
Specific Language Impairment	4	3	4					11
Specific Learning Difficulties		4	7	5	1	7	4	28
Grand Total	12	21	22	16	7	15	17	110

Q1.25: Is there a FETAC programme in your school? (If you answer No to this question, please proceed to the next section)

Response Type	Values	# Responses	% Responses
Yes		18	19.1%
No		76	80.9%
Grand Total		94	100.0%

Q1.26: If there is a FETAC Programme in your school, is it organised as a separate class?

Response Type	# Responses	% Responses
Yes	18	85.7%
No	3	14.3%
Grand Total	21	100.0%

Q1.27: If the FETAC Programme is organised as a separate class, do other mainstream students join this class occasionally?

Response Type	# Responses	% Responses
Yes	3	15.0%
No	17	85.0%
Grand Total	20	100.0%

Q1.28: If there is a FETAC programme in your school, how many pupils are in a typical FETAC class?

Response Type	# Responses	% Responses
Less than five	1	5.6%
6-9	2	11.1%
10-12	4	22.2%
13-15	1	5.6%
16-20	8	44.4%
More than 20	2	11.1%
Grand Total	18	100.0%

Q1.29: If there is a FETAC programme in your school, please indicate the types and number of pupils with SEN catered for in the class(es).

Response Type	0	1	2	3	4	5	>5	Grand Total
Autistic Spectrum Disorders	1	1	2					4
Behavioural Difficulties	1	1	1			1		4
General Learning Difficulties	1		3	1	2	1	1	9
Specific Language Impairment	1	1		1				3
Specific Learning Difficulties	1	3			1			5
Grand Total	5	6	6	2	3	2	1	25

SECTION 2: Resource Application and Allocation

Q2.01: What is the average waiting time between application to the Special Education Needs Organiser (SENO)/ National Council for Special Education (NCSE) for additional resources, such as additional resource teaching hours and the sanctioning of such support?

Response Type	# Responses	% Responses
1-2 weeks	10	11.6%
3-4 weeks	27	31.4%
5-6 weeks	23	26.7%
7-8 weeks	12	14.0%
9-10 weeks	6	7.0%
11-12 weeks	2	2.3%
More than 12 weeks	6	7.0%
Grand Total	86	100.0%

Q2.02: How efficient do you find the current system of application for additional resources?

Response Type	# Responses	% Responses
Very efficient	15	18.3%
Efficient	46	56.1%
Inefficient	17	20.7%
Very inefficient	4	4.9%
Grand Total	82	100.0%

Q2.03: How appropriate is the documentation required to support applications for additional resources?

Response Type	# Responses	% Responses
Very appropriate	11	13.3%
Appropriate	65	78.3%
Inappropriate	7	8.4%
Very inappropriate	-	-
Grand Total	83	100.0%

Q2.04: How time-consuming is the resource application process in terms of completing documentation?

Response Type	# Responses	% Responses
Not time-consuming	5	5.8%
Time-consuming	47	54.7%
Very time-consuming	34	39.5%
Grand Total	86	100.0%

Q2.05: Has the system of resource application improved since the establishment of the NCSE and the appointment of SENOs?

Response Type	# Responses	% Responses
Significantly improved	16	19.5%
Improved	50	61.0%
Disimproved	9	11.0%
No change	7	8.5%
Grand Total	82	100.0%

Q2.06: How satisfied are you with the role of the SENO in relation to your school?

Response Type	# Responses	% Responses
Very satisfied	31	36.0%
Satisfied	43	50.0%
Dissatisfied	9	10.5%
Very dissatisfied	3	3.5%
Grand Total	86	100.0%

Q2.07: What is the total number of additional Resource Teaching hours that have been allocated to your school for this academic year?

Response Type	# Responses	% Responses
0-10	6	8.0%
10-20	6	8.0%
20-30	7	9.3%
30-40	11	14.7%
40-50	2	2.7%
50-60	11	14.7%
60-70	4	5.3%
70-80	7	9.3%
80-90	6	8.0%
90-100	4	5.3%
>100	11	14.7%
Grand Total	75	100.0%

Q2.08: How adequate is the allocation of Additional Resource Teaching hours that has been granted to your school for this academic year?

Response Type	# Responses	% Responses
Very adequate	4	5.0%
Adequate	49	61.3%
Inadequate	25	31.3%
Very inadequate	2	2.5%
Grand Total	80	100.0%

Q2.09: How many Special Needs Assistants (SNAs) are deployed in your school during this academic year? (Full time equivalents, e.g. 3, 4.5, 7.2)

Response Type	# Responses	% Responses
0	8	9.2%
0.01-1	13	14.9%
1.01-2	22	25.3%
2.01-3	11	12.6%
3.01-4	7	8.0%
4.01-5	5	5.7%
>5.01	21	24.1%
Grand Total	87	100.0%

Q2.10: How adequate is the allocation of SNAs that has been granted to your school for this academic year?

Response Type	# Responses	% Responses
Very adequate	8	9.9%
Adequate	38	46.9%
Inadequate	32	39.5%
Very inadequate	3	3.7%
Grand Total	81	100.0%

Q2.11: How many assessments by professionals listed were conducted last year?

Row Labels	None	1-3	4-6	7-9	10-14	15ormore	GrandTotal
EBD/Behaviour Support Specialist	19	18	3	-	-	-	40
Occupational Therapist	17	22	2	-	1	-	42
Other	10	7	1	-	-	-	18
Psychologist	3	45	22	7	4	2	83
Speech & Language Therapist	18	21	1	-	-	-	40

Row Labels	None	1-3	4-6	7-9	10-14	15ormore	GrandTotal
EBD/Behaviour Support Specialist	48%	45%	8%	-	-	-	10-
Occupational Therapist	40%	52%	5%	-	2%	-	10-
Other	56%	39%	6%	-	-	-	10-
Psychologist	4%	54%	27%	8%	5%	2%	10-
Speech & Language Therapist	45%	53%	3%	-	-	-	10-

Q2.11: How many assessments by professionals listed were conducted last year?

Response Type	# Responses	% Responses
EBD/Behaviour Support Specialist	40	17.9%
Occupational Therapist	42	18.8%
Psychologist	83	37.2%
Speech & Language Therapist	40	17.9%
Other	18	8.1%
Grand Total	223	100.0%

Q2.12: What was the average waiting time for an assessment from time of application to time of conducting assessment?

Response Type	1 mth	2-3 mths	4-6 mths	7-9 mths	10-12 mths	More than 12 mths	N/A	Grand Total
EBD/Behaviour Support Specialist	17.4%	26.1%	8.7%	0.0%	4.3%	21.7%	21.7%	100.0%
Occupational Therapist	24.0%	32.0%	8.0%	0.0%	8.0%	20.0%	8.0%	100.0%
Other, as above	20.0%	10.0%	0.0%	0.0%	0.0%	30.0%	40.0%	100.0%
Psychologist	30.4%	46.8%	12.7%	5.1%	1.3%	2.5%	1.3%	100.0%
Speech & Language Therapist	20.8%	29.2%	4.2%	4.2%	8.3%	16.7%	16.7%	100.0%

Response Type	1 mth	2-3 mths	4-6 mths	7-9 mths	10-12 mths	More than 12 mths	N/A	Grand Total
EBD/Behaviour Support Specialist	4	6	2		1	5	5	23
Occupational Therapist	6	8	2		2	5	2	25
Other, as above	2	1				3	4	10
Psychologist	24	37	10	4	1	2	1	79
Speech & Language Therapist	5	7	1	1	2	4	4	24
Grand Total	41	59	15	5	6	19	16	161

Q2.13: What was the average waiting time for completion of the assessment to receipt of the related report?

Response Type	1 mth	2-3 mths	4-6 mths	More than 12 mths	N/A	Grand Total
EBD/Behaviour Support Specialist	42.9%	28.6%	0.0%	4.8%	23.8%	100.0%
Occupational Therapist	64.0%	20.0%	4.0%	4.0%	8.0%	100.0%
Other, as above	11.1%	33.3%	0.0%	11.1%	44.4%	100.0%
Psychologist	67.5%	27.5%	5.0%	0.0%	0.0%	100.0%
Speech & Language Therapist	34.8%	43.5%	0.0%	4.3%	17.4%	100.0%

Response Type	1 mth	2-3 mths	4-6 mths	More than 12 mths	N/A	Grand Total
EBD/Behaviour Support Specialist	9	6		1	5	21
Occupational Therapist	16	5	1	1	2	25
Other, as above	1	3		1	4	9
Psychologist	54	22	4			80
Speech & Language Therapist	8	10		1	4	23
Grand Total	88	46	5	4	15	158

Q2.14: How many pupils in your school are on a waiting list for assessment?

Response Type	None	1-3	4-6	7-9	10-14	15 or more	N/A	Grand Total
EBD/Behaviour Support Specialist	42.4%	39.4%	6.1%	0.0%	3.0%	3.0%	6.1%	100.0%
Occupational Therapist	57.1%	28.6%	7.1%	3.6%	0.0%	0.0%	3.6%	100.0%
Other, as above	83.3%	8.3%	0.0%	0.0%	0.0%	0.0%	8.3%	100.0%
Psychologist	13.0%	37.7%	27.3%	9.1%	5.2%	6.5%	1.3%	100.0%
Speech & Language Therapist	58.6%	31.0%	6.9%	0.0%	0.0%	0.0%	3.4%	100.0%

Response Type	None	1-3	4-6	7-9	10-14	15 or more	N/A	Grand Total
EBD/Behaviour Support Specialist	14	13	2		1	1	2	33
Occupational Therapist	16	8	2	1			1	28
Other, as above	10	1					1	12
Psychologist	10	29	21	7	4	5	1	77
Speech & Language Therapist	17	9	2				1	29
Grand Total	67	60	27	8	5	6	6	179

Q2.15: How many pupils, in your opinion, need an assessment, but are not prioritised under the present system?

Response Type	None	1-3	4-6	7-9	10-14	15 or more	N/A	Grand Total
EBD/Behaviour Support Specialist	29.4%	29.4%	17.6%	0.0%	5.9%	11.8%	5.9%	100.0%
Occupational Therapist	50.0%	19.2%	15.4%	3.8%	3.8%	0.0%	7.7%	100.0%
Other, as above	80.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	100.0%
Psychologist	12.7%	19.7%	31.0%	8.5%	9.9%	15.5%	2.8%	100.0%
Speech & Language Therapist	39.3%	28.6%	14.3%	7.1%	3.6%	0.0%	7.1%	100.0%

Response Type	None	1-3	4-6	7-9	10-14	15 or more	N/A	Grand Total
EBD/Behaviour Support Specialist	10	10	6		2	4	2	34
Occupational Therapist	13	5	4	1	1		2	26
Other, as above	8						2	10
Psychologist	9	14	22	6	7	11	2	71
Speech & Language Therapist	11	8	4	2	1		2	28
Grand Total	51	37	36	9	11	15	10	169

Q2.16: What is preventing access to assessment?

Response Type	Does not meet criteria	Lack of Service	Waiting list	N/A	Other	Grand Total
EBD/Behaviour Support Specialist	17.9%	25.0%	35.7%	21.4%	0.0%	100.0%
Occupational Therapist	0.0%	21.7%	30.4%	30.4%	17.4%	100.0%
Other, as above	0.0%	0.0%	33.3%	66.7%	0.0%	100.0%
Psychologist	12.3%	27.7%	43.1%	4.6%	12.3%	100.0%
Speech & Language Therapist	0.0%	26.1%	47.8%	21.7%	4.3%	100.0%

Response Type	Does not meet criteria	Lack of Service	Waiting list	N/A	Other	Grand Total
EBD/Behaviour Support Specialist	5	7	10	6		28
Occupational Therapist		5	7	7	4	23
Other, as above			3	6		9
Psychologist	8	18	28	3	8	65
Speech & Language Therapist		6	11	5	1	23

Q2.17: In general, how satisfied are you with the number of assessments conducted?

Response Type	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	N/A	Grand Total
EBD/Behaviour Support Specialist	6.7%	20.0%	23.3%	33.3%	16.7%	100.0%
Occupational Therapist	12.0%	32.0%	20.0%	16.0%	20.0%	100.0%
Other, as above	12.5%	25.0%	12.5%	0.0%	50.0%	100.0%
Psychologist	24.7%	31.2%	31.2%	13.0%	0.0%	100.0%
Speech & Language Therapist	8.3%	33.3%	29.2%	16.7%	12.5%	100.0%

Response Type	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	N/A	Grand Total
EBD/Behaviour Support Specialist	2	6	7	10	5	30
Occupational Therapist	3	8	5	4	5	25
Other, as above	1	2	1		4	8
Psychologist	19	24	24	10		77
Speech & Language Therapist	2	8	7	4	3	24

Q2.18: Please indicate in the grid below the external health professional services available for children with SEN in your school and your level of satisfaction with each.

Response Type	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Not available	Grand Total
Clinical Psychologist	3.4%	16.9%	35.6%	10.2%	33.9%	100.0%
EBD/Behaviour Support Specialist	0.0%	3.8%	34.0%	11.3%	50.9%	100.0%
Educational Psychologist	26.8%	42.7%	18.3%	6.1%	6.1%	100.0%
Other	10.0%	0.0%	10.0%	10.0%	70.0%	100.0%
Physiotherapist	2.4%	11.9%	14.3%	2.4%	69.0%	100.0%
Speech & Language Therapist	10.5%	24.6%	24.6%	3.5%	36.8%	100.0%
Visiting Teacher for Deaf	46.6%	27.6%	6.9%	1.7%	17.2%	100.0%
Visiting Teacher for Visually Impaired	29.2%	22.9%	12.5%	0.0%	35.4%	100.0%

Response Type	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Not available	Grand Total
Clinical Psychologist	2	10	21	6	20	59
EBD/Behaviour Support Specialist	-	2	18	6	27	53
Educational Psychologist	22	35	15	5	5	82
Other	1	-	1	1	7	10
Physiotherapist	1	5	6	1	29	42
Speech & Language Therapist	6	14	14	2	21	57
Visiting Teacher for Deaf	27	16	4	1	10	58
Visiting Teacher for Visually Impaired	14	11	6	-	17	48
Grand Total	73	93	85	22	136	409

Q2.19: Please indicate the number of pupils with SEN using Assistive Technology in your school. (e.g. 1,2,3,etc.)

Response Type	0	1	2	3	4	5	>5	Grand Total
Adapted/Special Keyboard	18	13	3	2		2	1	39
Adjustment of Windows accessibility options	18	3		1				22
Alternative & Augmentative Communicative Technology for Non-verbal	20							20
Audio Feedback (word prediction, spell check, glossaries)	13	6	1	6	1		5	32
Braille Printer	21	3						24
Loop System for Hearing Impaired	20	7		1				28
Magnifier Screen	19	9						28
On Screen Keyboard	19	2				1		22
Optical Pointing Devices	19	4	1					24
Other	12	3	3	2	2		1	23
Pointing Aids	20							20
Scanner & Optical Scanner Recognition	15	12	1	3	1		2	34
Screen Reading Software	14	10	2	5	2	3	2	38
Screen Scan or Grids	20							20
Show Sounds systems for Hearing Impaired	19	3						22
Specially adapted Mouse (e.g. joystick, trackerball, foot/head mouse)	19	2		1				22
Speech Synthesiser	19			1				20
Switches (e.g. air/infra-red, jelly link)	19	1						20
Touch Monitor	20	1					1	22
Touchscreen	20	2					2	24
Voice Recognition	15	14	2	3	2			36
Grand Total	379	95	13	25	8	6	14	540

Q2.20: Please indicate how helpful this Assistive Technology is.

Response Type	Very helpful	Helpful	Not helpful	Not at all helpful	N/A	Grand Total
Adapted/Special Keyboard	28.9%	18.4%	0.0%	0.0%	52.6%	100.0%
Adjustment of Windows accessibility options	8.7%	17.4%	0.0%	0.0%	73.9%	100.0%
Alternative & Augmentative Communicative Technology for Non-verbal	4.5%	9.1%	0.0%	0.0%	86.4%	100.0%
Audio Feedback (word prediction, spell check, glossaries)	32.0%	20.0%	0.0%	0.0%	48.0%	100.0%
Braille Printer	9.1%	4.5%	0.0%	0.0%	86.4%	100.0%
Loop System for Hearing Impaired	12.5%	8.3%	4.2%	0.0%	75.0%	100.0%
Magnifier Screen	19.2%	11.5%	3.8%	0.0%	65.4%	100.0%
On Screen Keyboard	4.0%	4.0%	0.0%	0.0%	92.0%	100.0%
Optical Pointing Devices	8.3%	8.3%	0.0%	0.0%	83.3%	100.0%
Other	25.9%	14.8%	0.0%	0.0%	59.3%	100.0%
Pointing Aids	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Scanner & Optical Scanner Recognition	25.8%	29.0%	3.2%	0.0%	41.9%	100.0%
Screen Reading Software	40.0%	20.0%	0.0%	2.9%	37.1%	100.0%
Screen Scan or Grids	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Show Sounds systems for Hearing Impaired	8.7%	8.7%	0.0%	0.0%	82.6%	100.0%
Specially adapted Mouse (e.g. joystick, trackball, foot/head mouse)	8.0%	8.0%	0.0%	0.0%	84.0%	100.0%
Speech Synthesiser	0.0%	9.5%	0.0%	0.0%	90.5%	100.0%
Switches (e.g. air/infra-red, jelly link)	4.3%	4.3%	0.0%	0.0%	91.3%	100.0%
Touch Monitor	4.8%	4.8%	0.0%	0.0%	90.5%	100.0%
Touchscreen	8.0%	4.0%	4.0%	0.0%	84.0%	100.0%
Voice Recognition	20.0%	20.0%	16.7%	3.3%	40.0%	100.0%

Response Type	Very helpful	Helpful	Not helpful	Not at all helpful	N/A	Grand Total
Adapted/Special Keyboard	11	7	-	-	20	38
Adjustment of Windows accessibility options	2	4	-	-	17	23
Alternative & Augmentative Communicative Technology for Non-verbal	1	2	-	-	19	22
Audio Feedback (word prediction, spell check, glossaries)	8	5	-	-	12	25
Braille Printer	2	1	-	-	19	22
Loop System for Hearing Impaired	3	2	1	-	18	24
Magnifier Screen	5	3	1	-	17	26
On Screen Keyboard	1	1	-	-	23	25
Optical Pointing Devices	2	2	-	-	20	24
Other	7	4	-	-	16	27
Pointing Aids	-	-	-	-	20	20
Scanner & Optical Scanner Recognition	8	9	1	-	13	31
Screen Reading Software	14	7	-	1	13	35
Screen Scan or Grids	-	-	-	-	20	20
Show Sounds systems for Hearing Impaired	2	2	-	-	19	23
Specially adapted Mouse (e.g. joystick, trackerball, foot/head mouse)	2	2	-	-	21	25
Speech Synthesiser	-	2	-	-	19	21
Switches (e.g. air/infra-red, jelly link)	1	1	-	-	21	23
Touch Monitor	1	1	-	-	19	21
Touchscreen	2	1	1	-	21	25
Voice Recognition	6	6	5	1	12	30
Grand Total	78	62	9	2	379	530

Q2.21: How do you rate the level of Assistive Technology available to pupils with special education needs in your school?

Response Type	# Responses	% Responses
Very adequate	9	11.7%
Adequate	39	50.6%
Inadequate	27	35.1%
Very inadequate	2	2.6%
Grand Total	77	100.0%

SECTION 3: Resource Deployment

Q3.01: Please indicate the number of teachers who are predominantly involved in teaching pupils with Special Educational Needs (i.e. spending at least 70% of time teaching such pupils). (Full time equivalents, e.g. 3, 4.5, 7.2)

Response Type	# Responses	% Responses
0	9	11.5%
0 – 0.99	1	1.4%
1 – 1.99	11	14.1%
2 – 2.99	15	19.2%
3 – 3.99	16	20.5%
4 – 5	16	20.5%
>5	10	12.8%
Grand Total	78	100.0%

Q3.02: Is there a distinction made in your school between Resource Teachers and Learning Support Teachers? (If you answer No, please proceed to question 5)

Response Type	# Responses	% Responses
Yes	23	28.0%
No	59	72.0%
Grand Total	82	100.0%

Q3.03: If your answer was Yes to question 2, please indicate the number of Resource Teachers. (Full time equivalents)

Response Type	# Responses	% Responses
1-2	11	47.8%
2-3	6	26.1%
3-4	2	8.7%
4-5	2	8.7%
>5	2	8.7%
Grand Total	23	100.0%

Q3.04: If your answer was Yes to question 2, please indicate the number of Learning Support Teachers. (Full time equivalents)

Response Type	# Responses	% Responses
0-1	2	8.7%
1-2	12	52.2%
2-3	4	17.4%
3-4	3	13.0%
4-5	1	4.3%
>5	1	4.3%
Grand Total	23	100.0%

Q3.05: Do pupils who have been granted Additional Resource Teaching Hours receive this additional tuition predominantly from Resource Teachers?

Response Type	# Responses	% Responses
Yes	53	65.4%
No	28	34.6%
Grand Total	81	100.0%

Q3.06: How many mainstream class teachers are involved in providing some additional specialist tuition (separate from their mainstream class teaching) to pupils who have been allocated Additional Resource Teaching Support? (Full time equivalents, e.g. 3, 4)

Response Type	# Responses	% Responses
0-5	33	39.8%
5-10	32	38.6%
>10	18	21.7%
Grand Total	83	100.0%

Q3.07: In what subjects is this tuition provided? (Please tick all that apply)

Response Type	# Responses	% N
Business	28	34.1%
English	78	95.1%
Foreign Language	22	26.8%
Geography	54	65.9%
History	46	56.1%
Home Economics	31	37.8%
Irish	25	30.5%
Maths	81	98.8%
Science	46	56.1%
Other	28	34.1%

N = 82

Q3.08: Do these teachers only provide additional specialist tuition in their own subject specialism?

Response Type	# Responses	% Responses
Yes	42	51.9%
No	39	48.1%
Grand Total	81	100.0%

Q3.09: In what form do pupils with Additional Resource Teaching hours predominantly receive additional tuition? (Please tick all that apply)

Response Type	# Responses	% N
In-class support (including shared or team teaching)	41	48.8%
One-to-one withdrawal	59	70.2%
Placement in a JCSP or LCA class	26	31.0%
Placement in a special class	16	19.0%
Reduced class size in particular subjects	48	57.1%
Small group withdrawal	80	95.2%

N = 84

Q3.10: Which methods are most effective and why?

Open ended response

Q3.11: Please provide details of any other arrangements prevailing in your school for the deployment of additional teaching support

Open ended response

Q3.12: How many pupils receive Learning Support in your school?

Response Type	# Responses	% Responses
0-10	5	6.9%
10-20	12	16.7%
20-30	8	11.1%
30-40	12	16.7%
40-50	11	15.3%
50-60	5	6.9%
60-70	3	4.2%
70-80	3	4.2%
80-90	3	4.2%
90-100	1	1.4%
>100	9	12.5%
Grand Total	72	100.0%

Q3.13: What are their main areas of difficulty? (Please tick all that apply)

Response Type	# Responses	% N
Borderline Mild General Learning Difficulty	61	75.3%
Mild ADD/ADHD	48	59.3%
Mild Dyspraxia	37	45.7%
Mild General Learning Difficulty	51	63.0%
Mild Social / Emotional Difficulty	33	40.7%
Specific Difficulties in Maths	62	76.5%
Specific Learning Difficulty in Literacy (Dyslexia)	74	91.4%
Other (please elaborate)	11	13.6%

N = 81

Q3.14: In what form do pupils with high incidence SEN in receipt of Learning Support predominantly receive additional tuition? (Please tick all that apply)

Response Type	# Responses	% N
In-class support (including shared or team teaching)	36	45.6%
One-to-one withdrawal	50	63.3%
Placement in a JCSP or LCA class	24	30.4%
Placement in a special class	10	12.7%
Small group withdrawal	69	87.3%
Reduced class size in particular subjects	29	36.7%
Other (please elaborate)	4	5.1%

N = 79

Q3.15: Which methods are most effective and why?

Open ended response

Q3.16: What is the general nature and frequency of support provided by SNAs in your school?

Response Type	Daily	Occasionally	Never
Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom	44.9%	40.6%	14.5%
Assistance with clothing, feeding, toileting, general hygiene	44.6%	27.7%	27.7%
Assisting on out-of-school visits, walks, examinations and similar activities	16.4%	82.2%	1.4%
Assisting school children to board and alight from school buses	29.5%	23.0%	47.5%
Assisting the teachers in the supervision of pupils during assembly, recreation and dispersal from the classroom	60.3%	17.6%	22.1%
Being mindful of health and safety needs of the pupil	90.4%	9.6%	0.0%
Engagement with parents of special needs pupils	26.8%	62.0%	11.3%
General assistance to the class teachers with duties of a non-teaching nature	54.9%	31.0%	14.1%
Participation with school development planning	3.0%	71.6%	25.4%
Preparation and tidying up of classrooms	12.7%	41.3%	46.0%
Special assistance e.g. helping special needs pupils with typing/writing/computers or other use of equipment	75.7%	24.3%	0.0%
Travelling as escort during school hours on school buses	13.1%	45.9%	41.0%

Q3.17: How many pupils in your school have been allocated additional support on the basis of a diagnosis of Emotional Behaviour Disturbance/Difficulty? (If your answer is None, please proceed to question 21)

Response Type	# Responses	% Responses
None	22	30.1%
1-2	22	30.1%
3-4	13	17.8%
5-6	9	12.3%
7-8	1	1.4%
9-10	2	2.7%
More than 12	4	5.5%
Grand Total	73	100.0%

Q3.18: What is the nature of this support? (Please tick all that apply)

Response Type	# Responses	% N
Counsellor Support	28	51.9%
Learning Support	22	40.7%
Placement in a special class or unit	5	9.3%
Referral to a special unit outside school	10	18.5%
Resource Teaching Hours	48	88.9%
SNA Support	37	68.5%
Support by National Behaviour Support Service	2	3.7%
Other (please elaborate)	2	3.7%

N = 54

Q3.19: How do you rate the support available to pupils with EBD?

Response Type	# Responses	% Responses
Very adequate	2	3.5%
Adequate	17	29.8%
Inadequate	26	45.6%
Very inadequate	9	15.8%
not applicable	3	5.3%
Grand Total	57	100.0%

Q3.20: Do other pupils with challenging behaviour benefit from the support allocated to pupils diagnosed as presenting with EBD?

Response Type	# Responses	% Responses
Yes	33	61.1%
No	17	31.5%
not applicable	4	7.4%
Grand Total	54	100.0%

Q3.21: Do you have Individual Educational Plans (IEPs) for pupils with Special Educational Needs? (If your answer is No, please proceed to the next section)

Response Type	Yes	No	Grand Total
High Incidence	40	26	66
Low Incidence	48	26	74
Grand Total	88	52	140

Response Type	Yes	No	Grand Total
High Incidence	60.1%	39.9%	100.0%
Low Incidence	64.9%	35.1%	100.0%
Grand Total	62.9%	37.1%	100.0%

Q3.22: Are additional resources (teaching hours, IT, etc.) recorded in the IEPs?

Response Type	# Responses	% Responses
Yes	42	73.7%
No	15	26.3%
Grand Total	57	100.0%

Q3.23: How effective are IEPs as a way of monitoring the need for additional resources?

Response Type	# Responses	% Responses
Very effective	8	15.1%
Effective	32	60.4%
Ineffective	9	17.0%
Very Ineffective	4	7.5%
Grand Total	53	100.0%

SECTION 4: Impact of Resource Development

Q4.01: In your opinion, how effective are the additional resources allocated by the NCSE in assisting pupils with SEN to access the school curriculum?

Response Type	# Responses	% Responses
Very effective	20	26.7%
Effective	50	66.7%
Ineffective	5	6.7%
Grand Total	75	100.0%

Q4.02: Which resources are particularly effective in this regard and why?

Open ended response

Q4.03: In your opinion, how effective are the additional resources in assisting pupils with SEN to participate in extra-curricular activities? (sports, games, dance, drama, etc.)

Response Type	# Responses	% Responses
Very effective	9	12.2%
Effective	32	43.2%
Ineffective	28	37.8%
Very Ineffective	5	6.8%
Grand Total	74	100.0%

Q4.04: Which resources are particularly effective in this regard and why?

Open ended response

Q4.05: In your opinion, to what extent do the additional resources improve the self-esteem of pupils with SEN?

Response Type	# Responses	% Responses
A lot	48	65.8%
A little	23	31.5%
Not much	2	2.7%
Not at all	-	-
Grand Total	73	100.0%

Q4.06: In your opinion, to what extent is the level of inclusion of pupils with SEN in the school improved as a consequence of the additional resources provided for such pupils?

Response Type	# Responses	% Responses
Improved	36	48.0%
Very much improved	39	52.0%
Grand Total	75	100.0%

Q4.07: Please provide below, any concluding comments you have on the application for allocation and deployment of resources in schools for pupils presenting with Special Educational Needs?

Open ended response

Appendix 24 Primary and Post-Primary Surveys: Open-ended Items

Q3. 8 Primary and Q3.11 Post Primary: Other arrangements prevailing in your schools for the deployment of additional teaching support:

	107 59.8 %	37 34	
	.		
both are necessary	1	0	both
Both as they give more concentrated support.	0	1	both
Both are equally effective and are suited to the needs of the children.	1	0	both
A blend of all the above as suited to the needs of children and their development throughout their time with us	S		BLEND
A blend of one -to-one and in-class support supports social interaction and inclusion most effectively.	1	0	BLEND
A combination of above as it depends on the needs	0	1	COMBO
A combination of all these methods is the most effective, depending on the child's needs, the class teacher and teaching style/classroom set-up, etc.	1	0	COMBO
A combination of all three works best for the majority of students	1	0	COMBO
A combination of both	1	0	COMBO
A combination of methods is required depending on	0	1	COMBO
A combination of withdrawal and cooperative supportive teaching in the classroom because increased collaboration results in a more effective IEP implementation	1	0	COMBO
A combination...it depends on the particular child's needs.	1	0	COMBO
A variety or a combination of methods are most effective and are based on the pupils' needs	1	0	COMBO
All	0	1	COMBO
All and depends on student and subject	0	1	COMBO
all are, depends on SEN	0	1	COMBO
All depending on child's needs	1	0	COMBO
All methods are relevant and useful according to needs at different times, for different children.	1	0	COMBO
Combination has prove most effective	1	0	combo
combination of both methods works best	1	0	combo
Combination of methods most effective...reduction in p/t ratio would be MOST effective	1	0	combo
Combination of one to one, group and team teaching	1	0	combo

Combination of support	1	0	combo
Combination of team teaching (allows for continuity)	0	1	combo
at the moment a combination of one to one and in class support as the children are in infants and have behavioural problems. Withdrawal gives the class teacher and other pupils a break and in class support helps during activities such as P.E.	1	0	COMBO
I believe a mixture of all works as some students	0	1	mix
I THINK A MIX IS BEST BUT WE USALLY DECIDE WITH RE	0	1	mix
A mixture of all, depending on child's needs at any particular time.	1	0	MIX
A mixture of in-class support and withdrawal is proving very effective for our needs with the one-to-one help for resource children as required.	1	0	MXI
A mixture of withdrawal and in-class support depending on the need of the pupil (literacy, numeracy, motor development, social, behavioural etc.)	1	0	MIX
A variety of the above as the needs and learning styles of children vary. What works staff wise is also important .	1	0	MIX
1-to-1,small group, larger group, class setting teach skill, practice in groups then transfer to classroom	S		mix
Mix of in class and withdrawal and mix of one to one and small groups - depending on areas of need. Social skills need group work.	1	0	Mix
mixture of small classes, limited timetables, adap	0	1	mix
The three marked above are equally effective but i	0	1	mix
They all work, it is adjusted to best suit the student	0	1	mix
We find that different methodologies give different results	0	1	mix
We find that the mixture of the three methods ticked above suit our needs best. The one to one withdrawal tends to suit our students with Autism as their needs can vary from day to day, hour to hour and is frequently defined by the noise level in the class	1	0	mix
We use methods as ticked above. We use the most effective method for the child in question and this can often be a mixture of methods	1	0	mix
With the present mixture of methods we are very pl	0	1	
We find the combination of types of tuition offers the greatest exposure of the pupils to extra help.	1	0	
All methods have their strengths and suit different	0	1	ALL
all of above	0	1	ALL
All of the above are effective it depends on the pupil	0	1	ALL
All options have their own benefits	1	0	ALL
All three are effective	0	1	ALL
all three indicated above are effective	0	1	ALL
All work well. It often depends on the individual	0	1	ALL
Allof the above as it gives the student more time	0	1	ALL
Adapted to student needs	0	1	depends
All methods have their advantages and disadvantages and are used depending on needsof child	1	0	depends
Depends on child's age ,area of difficulty, class teacher, number in class	1	0	depends

Depends on need and age of child. We favour in-class support for junior classes and small group withdrawal for literacy with some in-class for specific topics or for strategies such as peer tutoring.	1	0	depends
Depends on pupil. In class support very good for ADD. Withdrawal needed by some children to get a change of scene/time out. Also senior children might not want others to see level/type of work. Small group withdrawal allows some children to "find their voi	1	0	depends
Depends on student, we find team teaching in maths	0	1	depends
depends on the child and the subject area they are receiving help for	1	0	depends
Integration of SEN children is only possible with small classes and co-operation of all staff members. In-Class support very effective to keep children on task with class work. Small group withdrawal only way to cope with certain children. All effective	1	0	depends
It depends on the needs of the individual children	1	0	depends
It depends on the students and the subjects involv	0	1	depends
methodology depends on needs of child and what they will respond best to. Our methods differ to cater for the children involved.	1	0	depends
Methods are used which are seen to best meet individual needs	1	0	depends
Each method is effective depending on the individual	0	1	depends
They are all very effective depending on need. Children with cognitive difficulties need intensive one-to-one support in literacy and numeracy in our opinion. But children with EBD need more groupwork and in-class support.	1	0	depends
Using resources available to betterment of the children	1	0	
Varies according to individual needs of pupil.	1	0	depends
we find that his depends on the student in questio	0	1	depends
We plan according to the needs of the individual child.	1	0	depends
single withdrawal, group withdrawl and inclass all effective depending on variables.	1	0	Depends
we provide learning support classes in literacy an	0	1	
Single class grouping and team teaching allow for greater attention	1	0	In class
In Class . Better productivity.	1	0	In class
In class support	1	0	In class
IN CLASS SUPPORT	0	1	In class
In class support and small group withdrawal. LCA a	0	1	In class
In class support- specialised teaching and inclusi	0	1	In class
In maths in-class support is the most effective. F	0	1	In class
In-class support because the students get direct h	0	1	In class
In-class support is excellent but not enough hours per class.	1	0	In class
in-class support,	1	0	In class
In-class support, students do not feel they are di	0	1	In class

INCLASS AND SMALL GROUP AS THEY ALLOW FLEXIBILITY WITHIN THE MODEL	1	0	In class
Properly organised and planned In-Class support seems to work best. Our Standardised test results this year will hopefully confirm this.	1	0	In class
1:1 small teaching groups		S	1:1
one t to one	1	0	1:1
one to one enables teacher to focus on specific a	0	1	1:1
One to one and small group	0	1	1:1
One to one because it can be tailored to the child's needs. Small group withdrawal is used for developing social skills	1	0	1:1
one to one because pupil gets full attention. howe	0	1	1:1
one to one because specific differentiation can happen without embarrassment for the child	1	0	1:1
one to one is very effective for S.L.D & senior st	0	1	1:1
one to one needed where a student is shy about tal	0	1	1:1
One to one withdrawal as these children find are usually unable to work at the class level and cannot cope with multiclass situation / second language and lack of attention from class teacher due to the above .	1	0	1:1
one to one withdrawl as very specific targets can be addressed and achieved	1	0	1:1
one to one/small group - easier to target students	0	1	1:1
One- to one tackles specific needs Small groups m	0	1	1:1
one-one withfrawal is the most effective method fo	0	1	1:1
One-to-one: individual attention and time out for rest of pupils in classroom Paired work: saves time for Learning Support teacher Small groups: Working on sharing/turn-taking/listening/social skills together	1	0	1:1
Out of class as these pupils find the large class setting often very challenging	1	0	withdraw
Because of large numbers in classroom withdrawal gives SEN some quality time with a teacher.	1	0	withdraw
For children with low incidence disabilities withdrawal, individually or in a group of two, where both children have the same needs. It is difficult to accommodate these children through in-class support, because their needs can be very different to the c	1	0	withdraw
Nearly all low incidence are sp & lang and go to a particular resource (withdrawal) and it works well	1	0	withdraw
Withdrawal	0	1	withdraw
withdrawal because these children are so easily distracted	1	0	withdraw
	0	1	withdraw
Small group	0	1	small
Small group and one to one. Can focus on the diffi	0	1	small
Small group as each student receives more support	0	1	small
small group it avoids stigma	0	1	small small
Small group teaching tends to provide a structured and focussed response to assessed need.	1	0	
small group withdrawal	0	1	small
Small Group Withdrawal	0	1	small

Small group withdrawal - spreads the benefit while	0	1	small
Small group withdrawal and reduced class size in p	0	1	small
Small group withdrawal and team teaching are very	0	1	small
small group withdrawal needs can be addressed more	0	1	small
small group work for children with autism - social skills are better taught in group work.	1	0	small
small groups	1	0	
Small groups allows for continuity and more effect	0	1	small
Small groups and in class support. Both these are effective because children learn from each other and very often children who have special needs have pronounced lack of social skills.	1	0	small
Small groups as work can be to the individuals nee	0	1	small
Small groups effective.	0	1	small
Small groups-they learn from each other.	1	0	small
For students with behavioural difficulties small	0	1	small
Definitely small groups of 3-6. We avoid one on on	0	1	Small group
group sessions	1	0	
Jcsp is very effective, smaller numbers and suitab	0	1	small
Most effective small group withdrawl	0	1	small
Taking a class for maths has improved standards	1	0	
team teaching and special class team teaching bec	0	1	Team teach
Team Teaching as the students do not miss out on m	0	1	Team teach
Team teaching has merits if students wish to atten	0	1	Team teach
team teaching in lower classes seems to reduce the numbers attending learning support in the senior classes.	1	0	Team teach
Team teaching is found to be most effective as the	0	1	Team teach
Team teaching is good but depends on openness and	0	1	Team teach
Team Teaching is very effective because the children know they are following same prog. as class and they don't miss other curricular areas. Teaching social skills on a whole class basis is also NB because all children are learning the same skills, though	1	0	Team teach
Team teaching seems to be reaching out to a wider range of children; is raising self esteem amongst the children and therefore no one is viewed as different. Creates a happier and more productive learning environment for both pupils and teachers alike	1	0	Team teach
Team teaching using First Steps, Reading Recovery and Maths Recovery strategies - very effective support given to children - expertise is shared and there is	1	0	Team teach

a common vocabulary used by all. Support for Incredible Years also very effective - many children			
team- teaching,small group and 1 to 1 when require	0	1	Team teach
teamteaching is most effective when there is good planning and reviewing	1	0	Team teach
The reduced class size in particular subjects whic	0	1	Reduced

Primary Q3.11 High Incidence Learning Support: Which methods are most effective and why? Which methods are most effective and why (n=88)

one to one withdrawal - for a specific block of time Again very specific learning targets set and addressed

Depending on the individual child both methods have an equal success rate. In specific cases one - to - one has been the only option in order to attain progress

A Mix of in-class and withdrawal is effective because the child remains in the class for the initial teaching of a new topic but towards the end of the week as the topic becomes more difficult is withdrawn for additional help with the basic concept.

In-class support as it benefits the child's self esteem not to be labelled.
Combination of all

in class support seems to work better for younger pupils

Because of large numbers in classroom withdrawal gives SEN some quality time with a teacher.
teamteaching because both teachers are aware of childrens needs and plan for this pool their resources
mixture of both depending on topic

Each method has something going for it ... depends on the situation. There is a need to be flexible in terms of support

All effective

Mostly small group teaching with explicit literacy targets for individuals in this context, coupled with brief sessions to monitor the home based Toe by Toe programme

small group generally but sometimes 1 to 1 if a child has very specific needs
As above

Differs from pupil to pupil
depends on child's needs, age etc All good in own way
Again, a combination. See above.

In class support and small group as more children's needs can be met in this way.

Both of the above.One to none is better but not possible as we dont have enough general allocation.
AGAIN IT DEPENDS ON CHILD, THEIR AREA OF DIFFICULTY, CLASS TEACHER ETC

Small groups withdrawn.

Both

Depending on the group withdrawal can be more effective than in-class support

Totally depends on group or child's needs

Depends on the children involved.

In Class . Better productivity.

It depends on the needs of the individual pupil. We find the presence of more than one pupil in a group provides a better learning environment for most pupils

As our classrooms are small and class sizes big withdrawal works best for us....We've tried the in-class support but class group, children involved and teachers found it too unsatisfactory

INCLASS AS LESS STIGMA THAN BEING WITHDRAWN

small group

One to one is ideal as child is afforded more time and is optimally supported. Group withdrawal more effective for older groups as they are becoming more independent learners.

small group withdrawal shows most notable improvement

All methods are relevant and useful according to needs at different times, for different children.

Small group withdrawal - this method offers increased learning opportunities reduces distractions.

As above, a mixture, depending on child's needs

Methods chosen are those deemed to be most effective for the child.

Both depending on need

Completely depends on the individual case. In-class support works well for maths and literacy with junior classes, IF well planned and monitored. It can be difficult, for example in senior classes, where the English curriculum which is 'whole language' based does NOT meet the skills needs of lower achieving pupils. This is a major issue and needs to be looked at. Such children need at least some withdrawal support. It appears that some inspectors expect 98% of support delivered as in-class support. This merits of this are very questionable. It is one delivery option and should be considered but not because it is the current trendy idea. In 20 years time, we will probably be told that it is a no-no. This tends to happen with pendulum swings in education...

Methods are used which are seen to best meet individual needs

one-to-one withdrawal

groups

a combination of methods depending on the needs

withdrawal and inclass effective depending on variables.

both necessary

in class with junior classes

all the above methods are effective when applied to a particular child's needs

It depends on the child's needs.

WE have found a mix of both works best for us.

depends on the child

Depends on the student different approaches suit different children.

One-to-one and Small group withdrawal

Small groups and in class support. I favour in class support because children are not missing out on the classroom activity

Both of the above however variance in levels and abilities do necessitate one on one

Small groups - children get the attention they need to progress.

we find one to one or small groups with children grouped according to problems/ability works very well. Children usually get support for 2 years concentrating on 1st class and we find that micra/sigma scores improve dramatically.

One to one withdrawal proves most effective in our school, due to multi class situations and lack of space in classrooms for group work.

Small groups-support each other.

Both are effective, depending on the child and depending on the needs (eg groups work better for working on social skills)

there are no distractions and much more work can be done

A mixture of both methods work very well.

It very much depends on the individual child but generally a combination of small group and inclass support works well for students receiving learning support

small group works well as there isn't much distraction

Same as answer on no. 8

See Q. 8 above

As above. We do not draw distinctions between externally assessed and internally assessed needs.

Both used. In class involves team teaching and everyone doing the class work. Withdrawal involves teaching where pupils not able for class work

In-Class support is effective to enable completion of class work. Small group withdrawal effective to target specific needs, pre-teach etc.

Depending on the specific needs of the pupil, a mixture of the above.

All depending on the child

It depends on the needs of the individual child

Intensive literacy programmes have yielded significant results for whole class. One to one is needed to rectify individual significant learning difficulties.

some pupils need 1 to 1 withdrawal initially as their difficulties are very specific. whilst this is very effective it is not feasible due to time restraints etc.

Second level Q3.15 High Incidence Learning Support: Which methods are most effective and why? (n=63)

Depending on each individual student each method is effective

Small group withdrawal works well in our school as strong links established between mainstream and Learning Support teachers.

In-class support, as for question 10 Small group - in this set up students support each other very well.
Small groups - takes away stigma usually
one to one withdrawal

JCSP programme

all

One-to one: Individual attention to meet IEP needs

Reduced class size in particular subjects

all

mixture of small class, limited programme with SNA (classroom help) and some withdrawal

one student receives one to one counselling for emotional difficulties

Small group means best use of time

small classes and in-class support work well in maths. For help with literacy, small group withdrawal or 1:1 is effective - if possible during Irish free classes (when exempt)

Both as they give more concentrated support.

In-class support because students get help with their class work.

one to one withdrawal is effective so that specific areas can be addressed and the student can work at her own pace

Small groups effective.

as above, depends on SEN

Both of the above as the students benefit from extra tuition and they also have the time to process information at a slower pace.

Once again it depends on the student and their specific needs.

They all work, it is adjusted to best suit the student.

small group and the class is banded at the same time so that they are studying english at the same time as their peers. They dont see any difference in their timetable then in front of their peers.

the withdrawal works well in our school for those students who have been allocated additional hours..

small groups work very well too.

Small Group Withdrawal

Small group- cooperative learning

1:1 and small groups

as 10 above

A combination of all three to allow social interaction as well as working on specific needs.

one-to-one withdrawal is effective for specific tasks and examination activities while small groups provides the opportunity to move at a slower pace and provide additional support.

Team Teaching

all are appropriate and effective in their way

not able to comment.

small group withdrawal

in Class support because you can reach a larger number of students & it avoids stigma of going out of class for extra help

Reduced class size is excellent for some subjects as cooperative learning works

As above can't generalise

SMALL GROUPS AS STUDENTS LEARN OFF EACH OTHER. THE TIME IS NOT LOST IF THE STUDENT IS ABSENT. SOCIAL SKILLS CAN ALSO BE TAUGHT IN SMALL GROUPS WHICH HELPS WITH SELF ESTEEM ISSUES

Small group withdrawal as students are of the same ability.

team teaching reaches more students without stigmatising

both are very effective

one-one Small group withdrawal

IN CLASS SUPPORT

One to one works well in L.S., small group is effective but can lack individual touch.

small group withdrawal

it depends on child

withdrawal as you can meet specific needs and support is more intensified

both methods compliment each other

Team teaching and small groups are most effective

One to one works very well as you can address specific needs and interact.

As per question 10

Again the same answer as above.

Depends on the student

Adapted to student needs

Team teaching see above

Effectiveness of IEPs Please comment, if desired (Q 2.20 P & Q2.23 S)

PRIMARY

The IEP is for the teacher and parent to plan and review the child's progress. The dept. of education does not access this type of information and so will not be aware of additional help needed.

If properly implemented and frequently reviewed by parents, teachers and assessing professional.

We review our IEPs twice a year.

they can be a bit repetitive as not a lot of progress is made with some children but they are a very useful tool for coordinating consultation with all parties involved. Regular involvement of professionals outside of school doesn't happen enough in reality.

Q 18. Children with high incidence disabilities who have a Psychological Assessment are required to have an IEP. We adhere to this guideline. All other children with high incidence disabilities have an IPLP (individual profile and group plan).

Very important for reviews with the SENO

needs can change on daily/weekly basis children need an ongoing (weekly) record to monitor for support

drawn up by class teacher and Is/rt teachers, reviewed 2-3 times in year, targets set

It is difficult to get all partners involved for the IEPs. Targets are set but the school and the parent is left with little or no support from the outside agencies in implementing these targets. Its like the legality is done we have had the IEP thats me covered!

Time for review is crucial

While the IEP may very clearly point to the need for additional resources it will only be managed through the school's existing resources. It does not carry any weight elsewhere. This is wrong as we are the professionals dealing with these children and their families on a daily basis.

They give clear guidelines to all as to targets for SEN children and help communicate to parents the support being offered to their children.

If we could get the resources!!

provided they are used as a working document rather than sitting in a file waiting to be checked !

POST PRIMARY

Until time is allocated to allowing teachers, students, parents and professionals compile IEP's, we continue to use Students Profiles as guides.

I find this question very non specific and am unsure as to what aspect of the IEP this refers to.

TUI do not allow IEP's. However teachers are encouraged to have their own plans for the students in their planning for the teaching and learning.

Time factor involved, current climate, ASTI regulations, difficult to involve all the teachers of that student, usually just compiled by Support teachers of the student

Teachers are only becoming used to IEPs yet.

We piloted iEPs last year for some students but could not continue as the amount of time involved was excessive.

IEPs are difficult to put in place in a meaningful way without proper resourcing, they can be a paper exercise

We do not have time to put everything in to the IEP so we're inclined to rely on both official and unofficial case conferences.

We are currently starting the IEP process as we have only just had a staff inservice from <Name> from SESS

We use individual schemes of work as our form of IEPs. Each student gets three schemes per year. This means that a review of progress takes place three times a year.

Have been introduced but time restraints makes it impossible to monitor & review

Primary Questionnaire: Concluding Comments

Please provide below, any concluding comments you have on the application for allocation and deployment of resources in schools for pupils presenting with Special Educational Needs.

Open-Ended Response

- | | |
|--|-------------------------------------|
| 1. Time frame for allocation of hours. mountain of paperwork. | Excess paperwork |
| 2. if the department want more children with SEN to be included in mainstream education they must provide adequate resources to meet the problems. | Need more time and resources |

- | | |
|--|---|
| <p>3. It is imperative that time is allocated for collaboration among SEN teachers and mainstream teachers. Equally so the role of SNAs being confined to the currently defined care needs is not adequate. Keeping children with SEN on task would be hugely beneficial yet this is not a recognised care need.</p> | <p>Role of SNA should be expanded</p> |
| <p>4. System must be reviewed. The GAM is an unfair system. In spite of review there has been no report. Every year the goalposts change as to criteria for sanction of resources. this is to exclude as many as possible from being given resources. Its ridiculous that pupils have to be in therapy before sanction can be given. Its a double barrier being put in their way -a - waiting list to be assessed and then another waiting list for therapy. meanwhile 1-3 years on ,we are still waiting. this is immoral. we have to provide support for these children .Everyone looses as we have to take time from other children</p> | <p>GAM unfair</p> <p>Long Waiting Lists unfair on students</p> |
| <p>5. The NCSE is being used as a vehicle to bring about hidden cuts in education and those least able to bear the brunt of cut backs are being targeted. But what's new? it will always be so!</p> | <p>NCSE vehicle for cost cutting in education</p> |
| <p>6. Teacher training needs on effective positive strategies for dealing with and helping the EBD student. Teacher training on effective handling of ASD children with regard to expression and management of feelings/emotions. How to identify and deal with the triggers.</p> | <p>Need more teacher training for EBD and ASD</p> |
| <p>7. The resources are vital if children with special needs are to be able to access the curriculum and to live happy productive school lives</p> | <p>Additional resources vital</p> |
| <p>8. The system is never perfect. Children who in real terms may need 5 hours of support are often granted only 3 hours while in fact vice-versa has happened also. It is frustrating to have to fulfil one's obligations in terms of timetabling hours for more able pupils while others who clearly have much more urgent learning needs but whose diagnosis secures less support seem to be inadequately provided for. Sometimes extra time may be need to be used from our General Allocation in this situation. Principals have a key role in encouraging collaboration between class and LSRTs in relation to implementing IEPs within as well as without classrooms, wherever possible and in trying to organise regular planning time to enable this to happen.</p> | <p>Additional Resources..</p> <p>don't meet the needs of all children..</p> |

- | | |
|--|---|
| 9. Too complicated, too little and too late!!!!!! HELP!!! | System too complicated, not adequate |
| 10. In my opinion, the most valuable resource for pupils presenting with SEN is an effective SNA. They help the pupil to achieve goals; to use assistive technology and take part in class activities. They keep them on task especially in the senior classes - where their work may be very different from main class group. Differentiation is an ideal to aim for, but in my experience, pupils need to learn at their own level and at their own speed and an effective SNA will help the pupil with SEN to achieve his/her goals. | Important role of SNA .. to keep children on task and learn at own speed |
| 11. The hallmark of a civilised society is how it treats its most vulnerable members.....SEN must be a priority for schools and the provision of resources should be enshrined in law. | Should be a legal right for all children with SEN |
| 12. The long waiting list for free clinical psychological assessments and ADHD/ADD pupils and pupils with dyspraxia are waiting years before help is received. Too few free psychological assessments per year under the SCAPPA scheme means children are waiting years for assessment. | Waiting lists too long for assessments.. |
| 13. I believe that the allocation and provision of resource hours for children with special needs is quite good overall. However, I believe that the cut back in allocation of SNAs has done a lot of damage to schools. and their pupils. While there may have been a time when there were so many SNAs allocated that they were spending their time photocopying and doing non supportive work times certainly have changed. I believe that all schools should be given a certain number of SNAs, depending on pupil numbers, and that children with special needs should be given their allocation in addition to this. The original philosophy that SNAs should help a child access the curriculum has been well and truly thrown out and now a child will only be granted one if he is a danger to himself or others. | Provision GOOD overall.. |
| 14. Availability of resources and resource hours is of huge importance in helping children with special needs to reach their potential and build confidence in their own ability and their self esteem. This helps them to cope better within and outside the classroom environment. | Positive: Resource hours important for SEN children to reach potential |
| 15. In general I feel that the allocation of resources has really improved in recent years. However I have a huge problem | Overall improvement |

with the Mild General Learning Difficulties bracket. These children, who can have an IQ as low as 50, are entitled to nothing. Currently we place them in our Special Class, but we have been threatened with closure of this facility on several occasions and I feel the axe will soon fall. I wouldn't have a problem with this if the children were granted say 5 hours resource teaching instead - which believe me, they need. What is especially enraging is that even if they have other problems such as speech and language disorder, they are not entitled to the resources a child with average intelligence would get. I simply cannot understand the rationale behind this. It is so unfair to penalise these already very disadvantaged children in this way.

Exception MGLD provision inadequate

16. Resources were allocated initially when children were integrated into mainstream but are being cut back so we will be left with the children and very little help to deal with their needs.

Resources being cut back

17. I wish that the application for resources could be speeded up as early intervention has to be key. SEN teachers should have regular mandatory upskilling made available to them

**Wait time too long
Need more inservice for SEN teachers**

18. I have huge concerns regarding the allocation of resources for pupils with SEN . We have been going backwards now for the last few years and as far as I'm concerned are very close to where we were in the early 80's.....in fact in our school its slightly worse than then as we offered a 7th class opportunity to our weakest 6th class pupils back then where a number of girls got an extra year in a small class in primary, pretty much like a more junior version of a good transition year experience... The GAM is failing girls in particular and something much better and simpler needs to be put in place....ALL CHILDREN under at least the 15th/10th percentile in maths and english should be offered daily help in small groups for 40-45 mins and any and every child with a mild learning difficulty should be automatically getting full resource hours....Keep the model simple, not complicating it with layers of bureaucracy, something like what the EPSEN act proposedjust make the help real, and immediate!!!

GAM discriminates against girls

Children with MGLD should automatically get resource hours

19. There are not enough supports available and what is there is not part of a comprehensive support system. Basically schools are left to muddle about and do the best they can with whatever problems arrive in the door.

Not enough resources

<p>20. The current model is working. However I sometimes think S.N.A. appointments should have been attached to the school as opposed to individual children as this would allow more flexibility and embrace more children.</p>	<p>Current Model good SNAs should be appointed to schools..</p>
<p>21. Debate should be on suitability of mainstream school for SEN pupils, depending on needs ,from all aspects of schooling ,and probably in particular from perspective of mainstream pupils teaching/learning time.</p>	<p>Query the suitability of mainstream for pupils with SEN</p>
<p>22. to meet the needs of individual pupils</p>	
<p>23. My biggest frustration is the lack of specialist resources in dealing with pupils with specific needs. A lot of staff time is spent trying to access relevant professionals to plan for these children often to no avail. We are not OTs or psychologists or speech therapists but are expected to develop and implement programmes for pupils without adequate support. Total lack of match up between DES and HSE in planning for special classes. e.g. ASD class sanctioned by DES but HSE have no staff available to assist the class.</p>	<p>Need more specialist resources.. Lack of coordination between DES & HSE</p>
<p>24. Increased/improved liaison between agencies involved with SEN pupils Increased NEPS staffing Improved OT and Sp and Lang services Increased staffing in school especially SNAs</p>	<p>More external professional help More SNAs</p>
<p>25. It seems that children with SEN are bottom of the pile when it comes to services. Schools are expected to manage the needs of almost all children, and professional help such as speech & language, OT therapy are just not available. SEN children need help & support from a very early age. Speech therapy at 8 or 9 years of age - waiting since 4 or 5 is unacceptable.</p>	<p>More external professional help (OT, S& L etc)</p>
<p>26. There are so many resources available for pupils with SEN that an argument can now be made that it is the "normal" pupil without any special needs that is now at an educational disadvantage in our mainstream classrooms.</p>	<p>Pupils without SEN now disadvantaged</p>
<p>27. No cover at present for a SENO on maternity leave. This is ridiculous. Unfortunate that the professional word of teachers is not give a higher weighting and that schools/parents are forced into 'labelling' children at a young age in order to satisfy the need for the paperwork. Application of terms for deployment of SNA is far too rigid. Many children require enormous help to access the</p>	<p>No SENO at present SNA role be expanded. To rigid at moment,, children need help to access</p>

curriculum but they may not have care needs or be a danger to themselves or others. Where a child fails to qualify for low-incidence hours, it is difficult to accommodate them under the general allocation. In particular, children with a specific learning difficulty should be allocated resource hours automatically.

the curriculum

GAM doesn't provided adequately for children with SLDs

28. I feel that the first pupils who will suffer in this recession are the SEN pupils with cutbacks. I can see the difficulty at present in trying to assess additional resources for these pupils which are also recommended by Ed. Psy. in a report. We have noticed over the years that pupils encountering difficulty who have been given a place in Sp. Class and resource teaching have gone on to second level...many completing their leaving cert. If little or no assistance is supplied they will mitch, play truant and eventually drop out of the system. Many will fall by the wayside and end up in trouble with gangs, illegal activities etc.

Not enough resources for all children with SEN

Children with SEN drop out if not supported

29. Some Low Incidence hours have to be dealt with separately to regular class work and maybe they should be in special schools. There has to be situations where the good of the child has to override the wishes/convenience of parents. There is also a case to be made to reduce the PT ratio in each school and let each class teacher look after their own class and take LS out of the equation. If each teacher had a max class of 22 then they should be able to cater with all needs in their class except (maybe) Low Incidence issues. The professional judgement of teachers needs to carry more weight in the whole process.

Some low incidence SEN children would be better in special schools

30. Whole situation has escalated to such an extent that the needs of the pupils who do not have special needs are losing out due to the level of work involved in applying for resources. If the applications were once off it would not be too bad, but yearly reviews make a nonsense of the situation because it has become akin to the painting of the Forth Bridge. When you are finished applying, you start again to retain.

Needs of children without special needs not being met.

31. The application for allocation of resources in schools should be far less labour intensive for schools. The onus should be put on parents to take more responsibility in this area.

Application process too time consuming.. Parents should be involved

32. In a school with such intense needs at our, it is vital that the principal is admin to meet the needs of all pupils and deal with the constant incidents and accidents that are an every

Demands on principal high

day occurrence. The principal needs to be available all day to talk with supporting professional and parents. It is not possible to be in a class all day and be in touch with the pupils needs in the school. Staff may have to be withdrawn from room due to CB. debriefed and supported. There is a hugh need for the principal to be available to cover lunch breaks etc as our pupils need 100% supervision and Care at all times. There is no free play time. There are constant medical emergencies, where children have to be withdrawn from the classroom. and medical support sought and parents contacted. As principal I have a duty of care to these highly medically and educationally challenged children who on many days are fighting to stay alive. Our day is very very intense. In many ways it could be compared to Intensive Care unit in the hospital.

- | | |
|--|--|
| 33. There is a great lack of resources in general and particularly in Gaelscoils. Teachers have to make their own resources outside of school hours. | Lack of resources for Gaelscoil |
| 34. I find it difficult to understand the dividing line between the role of the SENO and the NEPS psychologist. Sometimes they are in agreement and at other times, they give conflicting advice. | SENO & NEPS don't always agree in recommendations |
| 35. I feel very strongly that there needs to be more transparency when mainstreaming children with special needs - children are being put into mainstream schools which do not have the skill base and personnel to deal with their needs. In addition the other 29 children in the class have a right to an education where the teacher does not spend 80-90% of their time dealing with one or two children. It would make sense to have a weighting for special needs children depending on the severity of their needs i.e.a child with severe emotional disturbance could have a weighting of 5 children in terms of pupil teacher ratio. The reality is that in most cases the child is being taught by an SNA, not a trained teacher. | <p>Mainstream School doesn't have expertise to cater for some children with SEN ..</p> <p>Other children lose out as a result of time allocated to 1-2 children with SEN</p> |
| 36. DES stated the General Allocation model would be reviewed after 3 years and that pro rata appointments could be made. Neither undertaking has been honoured. This is a disgrace. Supports for children transferring to senior school from a junior school have to be reapplied for and can take months even a year to be restored depending on the number of reports that have to be updated. | GAM needs regular review |
| 37. find the whole process of applying for resources extremely time-consuming and can be frustrating at times-particularly | Application process time consuming and |

as many times application has to be made 2-3 times before resources are allocated

frustrating

38. deplore the cut backs in SNA frustrated at waiting lists systems more efficient over years cluster arrangements every year for resource hours very difficult GAM a good development cutting all grants difficult and unfair SESS a great support more in service for SEN teachers but class teachers need support too

Need more SNAs

Frustrated by waiting list

GAM good

Teacher training

39. We are a big school and so have benefitted from the way in which resources are allocated. This may not be the case for smaller schools.

GAM benefits us as big school

40. as already stated my current SENO is very difficult. I have worked with 4 SENO's in the last 10 years and there is very definitely inconsistencies in how resources are deployed. Some are great and make the effort to come in and view the sen child in the classroom. This one refuses to do that . SNA's are only allocated if a medical care need has been diagnosed- toileting needs unless wheelchair bound are not considered a care need and as for a danger to himself or others that is a myth according to the "UNIQUE and Difficult" person my SENO is - The quote came from the clinical Psychologist dealing with an autistic child in our school!!!!

Difficulty with SENO

Limited role of SNA

41. I consider it too much that a shared learning support/ resource teacher should have to provide 25 hours pupil contact time. This leaves almost no time for planning, discussions with class teachers, psychologist, SENO, other professionals involved with the SEN pupils etc. 2. However I am totally grateful that the needs of SEN pupils are being identified and being catered for.

No time for planning for LS/RT

Grateful that SEN needs being met by current system

42. I am frustrated with waiting lists, personnel on leave who are not replaced and paperwork that seems to change on a regular basis.

Waiting lists .. frustrating

43. I am principal of a DEIS Band 1 school, I do feel that SENOS need to take cognissance of the school and the backgrounds they come from. There is a marked difference between a child with special educational needs who has parental support and one where parents are ignorant and lethargic about their child's problems. SENO within reason should not question a health professional's report and the professional advice of the principal. Children who have dyslexia and mild general learning disability should be

SENO shouldn't questiona professional reports.

MGLD and SLDs should be allocated resources hours

allocated resource hours.

- | | |
|---|--|
| <p>44. great difficulty in getting children in ASD spectrum assessed. If they go privately the assessment may not be recognised for local ASD support, which means the school is left to cope alone to the detriment of the child.</p> | <p>Problem getting ASD assessed</p> |
| <p>45. In our experience we have been very fortunate in that we have 109 students in the school with access to 3 SNAs , 1 Learning Support Teacher and 1 Resource Teacher. We have a relatively high number of students with L.I.T.H. but because of the resources we have in our school we have reached a very high level of success with each of these students. We are in a position to allow the children with SN to access the curriculum to the best of their ability and therefore to include them in a mainstream class where they naturally learn and practice the skills required to function comfortably in day to day life. Having said that I feel that without the resources provided, the rate of success would not have been as high.</p> | <p>Happy with support received in current system</p> |
| <p>46. I feel strongly that SNAs should be attached to the school itself and not to any one individual child as there are many children in schools especially under EBD category who could greatly benefit from having an SNA to help develop independence, self-esteem, communication with home, etc.</p> | <p>SNAs should be attached to school and not to child</p> |
| <p>47. It is vital that the role of teachers be recognised. Teachers views are virtually irrelevant in the identification of needs for resources...yet they are the ones in the situation. Teachers may need some training to help to assess the suitability of specific resources etc. but are best placed to evaluate needs and suitability of resources for individual pupils in their specific settings.</p> | <p>Teachers need training in SEN provision</p> |
| <p>48. The provision of resources for the EBD category is the most problematic because of the very long waiting lists for child psychiatrists.</p> | <p>EBD provision inadequate</p> |
| <p>49. Our relevant comments have been made throughout the survey</p> | |
| <p>50. Introduce more flexible interpretation of role of SNA - currently very restricted</p> | <p>SNA role too restrictive ...</p> |
| <p>51. Congratulations on finally getting the opportunity to see what is happening on the ground. My sincerest wish is that your recommendations will be followed through on. Teachers have generally embraced all the changes in relation to meeting the</p> | <p>Appreciative of opportunity to express views ..</p> |

needs of children with learning and other difficulties. This has involved a lot of upskilling, patience, frustration, joy, sorrow and disappointment. It would be wonderful if this progress could be built upon and all this effort will not have been in vain.

52. There is a huge delay in providing the resources because of the requirement to provide documentation. Delays arise at the referral for diagnosis stage, the production of reports especially for complex needs and then the call made by the SENO can override all this work. There needs to be far more respect for the professional who work with the children daily...the school and the teacher. The GAM model for High Incidence resources works well for us. I would like to see a similar model in place for SNA support. More research into the basis for the GAM would be well worth while and could eliminate the need for a low incidence system except in very rare cases.
53. General allocation model must be reviewed. Schools with increasing enrolments are finding it difficult/impossible to meet the needs of children.
54. Too much money and time and resources allocated to low incidence and Learning Support. What about the High Achievers?
55. Applying for resources for children with SEN is time-consuming, however if you dot all you I-s and cross all your T-s it is worthwhile-We owe it to our children to access all the help we can in order to fully support them. As I outlined above, in our school, we have taken a non-department policy approach in regard to deployment of teaching resources. I stand over our policy 100% in terms of providing a fully integrated environment where children with SEN thrive alongside their peers. My class alone has 5 low-incidence children in a class of 15. They enjoy full integration with small group support for a part of the day. they are performing above and beyond expectation due to the size of the class. Effectively, I have used their combined hours to create a fourth class in the school. Otherwise there would be 9 other children in my room in 4th class and my attention would have been diluted. This 3rd and 4th class created supports the 1st and 2nd class where high need exists. Not having 3rd class, the teacher can better integrate her 4 children with SEN. WIN WIN!!! BIG PROBLEM = GAM allocation of only 7.5 hours to cater for High Incidence need. This is appalling as we are now entitled to 15 hours going by our current enrolment. I

Long wait times in providing resources.

GAM works well for us

SNA should be provided to school on same basis as GA<

GAM should be reviewed

Needs of high achieving children need to be addressed.

Application process time consuming but worthwhile.

Combine resource hours to form extra class

GAM model needs to be reviewed

need to keep writing those letters!

56. In general, pupils with SEN derive very practical and specific benefits from necessary and improved resource allocations. For the most part, the NCSE will address all resource applications in a reasonable time and manner. All resource allocations are on foot of appropriate and related reports. The waiting time for assessment and, in a minority of cases, the quality of service, can have a very significant impact on securing the required documentation. Consequently, as a school, we have had to arrange/recommend private assessments in order to ensure resource provision within a reasonable timeframe for pupils with SEN. In a sense, the schools and the NCSE are dependent on other services for providing the required data. It may be useful to consider some mechanism that would allow the NCSE and schools to work together in allowing for 'provisional resource allocation' while awaiting the necessary documentation from other services.
57. The professional opinions of teachers need to be valued more.
58. We feel that all children are not treated equally under the current system. We are unable to access timely help from the professional services due to recruitment embargos in the HSE and the children have to wait far too long for assessments. As stated already, as a DEIS 2 school, we actually lost two Learning Support teachers under GAM. It would be wonderful if resources could be allocated according to need without the amount of red tape involved at the moment. Children with Mild difficulties and SLDs must be reinstated as Low-Incidence as they are being totally ignored under the current system which is very time consuming and frustrating.
59. Children presenting with SEN have enriched our school and our approach to education. IEPs are a good thing and some of the approaches are good for mainstream pupils. However, resources required are huge. The yard stick changes constantly with children presenting with SEN. It is so important to be a step ahead to ensure that they are getting the most out of their education and that classes can run effectively for the benefit of all children. In my class alone I have 12 hours going to Resource Teacher allocation. Concerned that not enough is being done for either group.

Waiting time for professional reports can slow down resource provision..

NCSE should give provisional resource allocation..

Need to consult teachers

Difficulty accessing professional assessments

Provision should be according to need

GAM does not provide adequately for MLDs and SLDs

IEPs good

Need more resources

- | | |
|--|--|
| <p>60. Getting an appointment with the relevant specialist is very difficult.</p> | <p>Difficulty accessing professional help</p> |
| <p>61. There are a number of problems at present. Cut backs are being dressed up as "best practice". No full time SNA ,so as to teach independence skills! [Psychologists told by NCSE not to recommend Full time SNA in reports] No resource hours for children 2 or 3 standard deviations from mean unless of average IQ [No point in wasting time on children too stupid to benefit?] No resource hrs for ADD or ADHD unless on treatment from outside agency. [School still has the same problem]. This hugely discriminates against children from dysfunctional families. Junior infants a particular problem. Very difficult to get all reports in on time for SENO to visit to assess child in playschool to decide on resource allocation. School then takes in child without any resource and waits maybe 2 weeks or more for the only non professional in the entire process to visit and to ignore class teacher/principal/parente/psychologist/OT/SLT etc,etc and make cut backs on other pupil's allocation.</p> | <p>Not enough SNA support</p> <p>Need resource hours for MLDs and ADD/ADHD not on treatment</p> <p>Application system unsuitable for for junior infants</p> |

Post Primary Survey: Concluding comments

Please provide below, any concluding comments you have on the application for allocation and deployment of resources in schools for pupils presenting with Special Educational Needs.

Open-Ended Response

- | | |
|---|---|
| <p>1. Existing resources are essential for students with special needs. 1. They couldn't cope in mainstream class all day everyday. 2. Behaviour would most definitely become a major problem. 3. Students most certainly wouldn't be reaching their potential or taking state exams 4. There would be a high drop-out rate & consequently disastrous outcomes for the individuals & society as a whole.</p> <p>2. As SEN coordinator I was alarmed by the increase in the number of students transferring to our school this September with significant learning difficulties .In particular we have quite an increase in the number of students presenting with Speech & Language difficulties. Quite a few first years are unable to read their text books. It is a challenge to our SEN team and mainstream teachers to make the curriculum accessible to all our students given the nature and severity of the learning needs. Coordinating SEN in our school is becoming increasingly more complex and demanding as students are presenting with many reports etc. The challenge lies in the ongoing need to communicate the evolving</p> | <p>Resources are essential</p> <p>Challenging role of coordinator of SEN/SEN team</p> |
|---|---|

- needs to management teachers and the SEN team and parents.
3. If I had one wish as a principal it would be for a Special Needs Co-ordinator appointed like the Programme Co-ordinator ie not as part of the basket of posts. Our school had two qualified Resource Teachers who retired and were not replaced. The numbers of pupils nationally arriving at second level with special needs seems to be increasing at an alarming rate. Those wealthy enough are getting independent consultations with private counsellors. Those who cannot afford it are dependent on the likes of me to get them slots with NEPS. At best that is 3 per year. Another worrying feature is the number being diagnosed with Aspergers and other autism related symptoms plus dyspraxia and dyscalculia. It should not take till second level for these to be diagnosed.

Need SEN coordinator
 4. I have no difficulty with the present system
 5. This is based on my interaction with the SENO allocated to our school. This is very positive as it is based on factual fulfilling of the criteria. It is very clear and open. I understand that this is not always the experience of other coordinators. When the SENO is pressurised to enforce cuts it has a detrimental effect on relationships and resources to students with SENs.

**Happy with system
Positive Relationship with SENO**
 6. Specialist personnel need to be alloted. Specialist resources identified Multi disciplinary meetings
 7. More thought is required about how to access hours without the need for a psychological report as these are expensive and the NCSE should allow Guidance Counsellors to perform these test which could be submitted as part requirement for resources
 8. Resources are linked to a label not the needs of the student . a label does not really help a list of needs does . A fairer system would involve a list of needs being met and reviewed
 9. 1. Staff need training - professional - on an on-going basis. Not inservice for whole staff but proper funded training around special needs teaching and assessments. No time in extremely disadvantaged school to deal with paper trail as teachers are trying to cope with worsening conditions.

**Need multi-disciplinary team
Guidance Counsellors could conduct assessments
System needs review**
 10. cut off point for resource hours is too low, at 2nd percentile.pupils in 3rd or 4thpercentile find it v difficult to cope with curriculum without a lot of support. it is hard to provide support without more resource hours

Need proper training for staff
 11. When the allocation of resources works, it can have a huge positive effect on the overall self-esteem adn academic improvement of the student. The hope would be that they can return to mainstream - when that is not possible, it can be frustrating. The over-loaded second-level curriculum and the scanty resources make it difficult at times to meet the needs of students with particular diffiiculties. Withdrawal from class can have social implications that are not good - at times, students do not want to 'give up' a class to do extra maths etc. It is important not to take them from classes like SPHE, CSPE, RE, as, very often, these are the very classes where these special needs students excel.

Criteria for resource hours too restrictive
Overloaded second level curriculum
Withdrawal has negative social implications
 12. Appeals process very frustrating
 13. Students with mod GLD only get 3.5 hours when more is essential.

**Appeals process
Allocation for**

SLD allocation of 1.5 hours very little in a mixed ability set-up where making small groups can be difficult. Lots of schools still not doing their bit. We find that some siblings of our students have gone to 'academic' schools. Local schools don't encourage enrollment of students who won't be eligible for resource hours. That said we have an excellent reputation for all students and students without SEN benefit greatly from supporting their challenged peers. More recently 2 of our mod GLD students gave a speech to our TY year group on Special Olympics. One TY commented that he wouldn't be able to do that. Therefore we have been enriched by our SEN students who are very included in our school community. This would not be possible without NCSE resources and an excellent SENO.

MGLD and SLD no adequate

Positive impact of inclusion and role of NCSE

14. - Little continuity of supports from primary to post-primary - failure to get resources that were granted at primary can cause great stress to new pupils and their parents. - the process of applying for a SNA (even shared SNA) is very time consuming and far more difficult than for RT hours - co-ordination of SEN in a school where much of the additional teaching support has to come from mainstream teachers is extremely challenging and not always as effective as from teachers specialising in SEN
15. I believe that the cut down in the provision of SNA's has had a negative effect on some pupils. It is a great shame that cutbacks were necessary in this area
16. None.
17. It was hard to answer some questions because SEN needs are so diverse and student specific
18. More support needed in the area of social and emotional difficulties for students. As these students can be difficult to support, as to how can we help them within the school environment.
19. Transfer the resources with the student from primary to secondary. Retest in first year. Have a psychologist attached to each school. Have a course for all teachers in SEN that they must complete both in their degree and after they graduate. All teachers who are in the system for years need this training as they will meet the children in their classes and need to be able to integrate them and involve them in their teaching and learning strategies.
20. i feel the department could do a lot more for particular students as some students require a lot more support than has been allocated to them and I feel this is a detriment to them when they don't receive it. It is also quite a tedious process and when you think about it, it is supposed to be benefiting the student and it does but I honestly feel they could do more for particular students
21. Certain cases need individual attention, the report is not enough, ie; we have a case of a non-literate student diagnosed with BMGLD, but mostly through a lack of education. She started Secondary School after having just 6 months of Primary School education. Her literacy and numeracy are at infants level and we are just given 1.5 hours for her.
22. In our particular case, lack of rooms/basic facilities hampers the

Little continuity from primary to post primary

Challenge of coordinating SEN

Negative impact of SNA cutbacks

Need more support for SEBD

More coordination of transition from primary to post primary

More SEN training for teachers

Some students not getting enough support

Some students not getting enough support e.g BMGLD

Need more

- | | |
|---|--|
| <p>efficient use of resources</p> <p>23. Some pupils with EBD do not appreciate the support they get and I often feel that some resources are wasted and taken for granted.</p> <p>24. Great progress has been made in recent years in enabling these students to take their place in mainstream classes and to succeed in school and state exams and all kinds of other school activities. We hope that the same level of support can be maintained so that students with SEN can continue to achieve and build on the success already achieved. This success is only achieved with great effort by both teachers and students. Without the resources allocated by the NCSE this would not be possible.</p> <p>25. Meeting up with the health service teams should happen. Our parents are paying for reports from private consultants, and meetings with private consultants who come to IEP meetings.</p> <p>26. Without the extra resources, students with disabilities would not be able to access the curriculum.</p> <p>27. Applications, particularly those for SNA access require a huge amount of paperwork and it can be very difficult getting all the relevant documentation together. This can cause significant delays in having the resources approved.</p> <p>28. Our school is probably unusual in that we are granted more resources than we ask for and our problem is managing the large allocation. We feel we would benefit from a dedicated human resource person to deploy the SNAs more effectively and to a lesser extent the resource teachers. Our department has 35+ staff yet no allocation for management or a secretary. The SENO says that resource hours should be delivered but we would prefer some of the allocation to be given to managing the department.</p> <p>29. I AM VERY HAPPY WITH THE TIME AND SUPPORT WE GET FROM NEPS AND THE SENO. WITHOUT THEIR HELP WE WOULD HAVE NO ONE TO SUPPORT OUR WORK. AS FOR THE OTHER SERVICES WE ONLY HAVE CONTACT WITH THEM IF THEY REQUIRE HELP OR INFORMATION FROM US. THEIR PROVISION OF SERVICE DOES'NT HAVE ANY LOGIC OR OPEN PROCEDURE, IT CAN BE VERY DIFFICULT TO HAVE ANY FAITH IN THEM.</p> <p>30. There is sometimes very little difference between one who is refused Resource hours and one who is granted the help. In reality, some pupils need the hours more than others. Pupils can change dramatically in adolescence. Many pupils from Primary who have had resource teaching there have no psychological reports and so have to join a queue or vie for the Learning Support teacher's time. Not satisfactory.</p> <p>31. pupils presenting with specific learning difficulty should be allocated resources</p> <p>32. Where you have a special class you have a group of students with diverse needs that all require some measure support at different times. These needs can only be met by making allowances for these students and providing the sort of support they require when they need it. A classroom Assistant allows the needs of the</p> | <p><i>rooms</i></p> <p>Resources wasted</p> <p>Success in including students with SEN</p> <p>Praise for work of NCSE</p> <p>Need multidisciplinary collaboration</p> <p>Benefit of resources</p> <p>Excess paperwork</p> <p>Need dedicated SEN coordinator for large school to manage resources efficiently</p> <p>Very happy with support from NEPS & SENO</p> <p>Criteria for resource hours too rigid.</p> <p>Some students not getting support they need</p> <p>Children with SLD should get resource hours</p> <p>Need classroom assistant to meet needs of all students</p> <p>Need appeals</p> |
|---|--|

members of the class to be taken into account when allocating S.N.A. support. There is a requirement for proper appeals system.

mechanism

33. Need for standard system of deciding how hours and resources are allocated. Too much decided by SENO at local level and there is a huge variation in how resources are allocated. SENO should have background in education Paperwork is also too burdensome to access support - needs to be simplified Students with EBD are being neglected as it is becoming more and more difficult to access resources to help them

Too much variation in allocation of resources by SEN Too much paperwork

34. Allocation of resources should be fixed at the beginning of each academic year based on previous years allocation with additional allocation of 5 hours (approx) to account for new student intake.

Students with EBD need more resources Allocation based on previous years' allocation

35. At present we do not have students using such resources.

Appendix 25 Special School Survey: Quantitative Findings

SECTION 1: The School

Q1.01: Please indicate the number of class teachers in your school. (Full time equivalents, e.g. 3, 4.5, 7.2)

Response Type	# Responses	% Responses
0-5	4	8.9%
5-10	19	42.2%
10-15	17	37.8%
>15	5	11.1%
Grand Total	45	100.0%

Q1.02: How many of these teachers (approximately) in your school have obtained specialist qualifications (that is, have completed a full-time postgraduate course) in Special Needs Education? (Full time equivalents, e.g. 3, 4.5, 7.2)

Response Type	# Responses	% Responses
0-5	28	66.7%
5-10	11	26.2%
10-15	3	7.1%
Grand Total	42	100.0%

Q1.03: How many pupils are enrolled in your school?

Response Type	# Responses	% Responses
0-10	2	4.4%
10-20	2	4.4%
20-30	3	6.7%
30-40	5	11.1%
40-50	3	6.7%
50-60	5	11.1%
60-70	8	17.8%
70-80	3	6.7%
80-90	4	8.9%
90-100	4	8.9%
>100	6	13.3%
Grand Total	45	100.0%

Q1.04: What is the age range of pupils in your school?

Response Type	# Responses	% N
< 8 years	39	86.7%
9-12	41	91.1%
13-16	38	84.4%
16-19	33	73.3%
> 19 years	2	4.4%

N = 45

Q1.05: How many Special Needs Assistants (SNAs) are allocated to your school during this academic year in accordance with your class numbers? (Appendix 1 Circular 38/10) (Full time equivalents, e.g. 3, 4.5, 7.2)

Response Type	# Responses	% Responses
0-10	23	52.3%
10-20	16	36.4%
20-30	3	6.8%
30-40	1	2.3%
40-50	1	2.3%
Grand Total	44	100.0%

Q1.06: How many Special Needs Assistants (SNAs) are allocated to your school during this academic year on the basis of individual applications over and above your class numbers allocation? (Full time equivalents, e.g. 3, 4.5, 7.2)

Response Type	# Responses	% Responses
0-10	28	68.3%
10-20	10	24.4%
20-30	2	4.9%
30-40	1	2.4%
Grand Total	41	100.0%

Q1.07: What is the primary category of SEN of pupils attending your school? (Please tick all that apply)

Response Type	# Responses	% N
Autism/Autistic Spectrum Disorders	26	57.8%
Borderline Mild General Learning Disability	7	15.6%
Emotional Disturbance	11	24.4%
Hearing Impairment	11	24.4%
Mild General Learning Disability	17	37.8%
Moderate General Learning Disability	23	51.1%
Multiple Disabilities	17	37.8%
Not Identified	2	4.4%
Physical Disability	13	28.9%
Severe Emotional Disturbance	10	22.2%
Severe/Profound General Learning Disability	12	26.7%
Specific Learning Disability	5	11.1%
Specific Speech and Language Disorder	8	17.8%
Visual Impairment	8	17.8%

N = 45

Q1.08: What type of programmes/certifications are available to students in your school and how suitable are they for students?

Response Type	Not available	Very suitable	Suitable	Unsuitable	Very unsuitable	Grand Total
FETAC	20.0%	62.5%	10.0%	7.5%	0.0%	100.0%
JCSP	59.4%	21.9%	6.3%	6.3%	6.3%	100.0%
Junior Certificate Foundation Level	45.7%	20.0%	22.9%	5.7%	5.7%	100.0%
Junior Certificate Ordinary Level	57.6%	12.1%	18.2%	6.1%	6.1%	100.0%
LCA	81.5%	3.7%	3.7%	11.1%	0.0%	100.0%
LCVP	85.7%	0.0%	0.0%	7.1%	7.1%	100.0%
Leaving Certificate Foundation Level	75.9%	0.0%	6.9%	6.9%	10.3%	100.0%
Leaving Certificate Ordinary Level	78.6%	0.0%	3.6%	7.1%	10.7%	100.0%
Other	61.1%	16.7%	16.7%	5.6%	0.0%	100.0%

Response Type	Not available	Very suitable	Suitable	Unsuitable	Very unsuitable	Grand Total
FETAC	8	25	4	3		40
JCSP	19	7	2	2	2	32
Junior Certificate Foundation Level	16	7	8	2	2	35
Junior Certificate Ordinary Level	19	4	6	2	2	33
LCA	22	1	1	3		27
LCVP	24			2	2	28
Leaving Certificate Foundation Level	22		2	2	3	29
Leaving Certificate Ordinary Level	22		1	2	3	28
Other	11	3	3	1		18
Grand Total	163	47	27	19	14	270

Q1.09: Does your school provide separate primary and second level education? (If your answer is No, please proceed to question 11)

Response Type	# Responses	% Responses
Yes	15	34.9%
No	28	65.1%
Grand Total	43	100.0%

Q1.10: If you answered Yes to question 9, please indicate how the second-level section is organised.

Response Type	Same as primary level	Same as other second level schools	Grand Total
Length of school day	13		13
Length of school year	11	1	12
Subject options	11	3	14
Subject teachers	9	3	12
Grand Total	44	7	51

Response Type	Same as primary level	Same as other second level schools	Grand Total
Length of school day	100.0%	0.0%	100.0%
Length of school year	91.7%	8.3%	100.0%
Subject options	78.6%	21.4%	100.0%
Subject teachers	75.0%	25.0%	100.0%
Grand Total	86.3%	13.7%	100.0%

Q1.11: Should the school be separated into primary and second-level?

Response Type	# Responses	% Responses
Yes	25	58.1%
No	13	30.2%
No opinion	5	11.6%
Grand Total	43	100.0%

Q1.12: If you answered Yes to question 11, please indicate whether you think the second-level section should be organised on the same basis as other second-level schools.

Response Type	Same	Should be different	Grand Total
Length of school day	36.4%	63.6%	100.0%
Length of school year	42.9%	57.1%	100.0%
Subject options	42.9%	57.1%	100.0%
Subject teachers	50.0%	50.0%	100.0%

Response Type	Same	Should be different	Grand Total
Length of school day	8	14	22
Length of school year	9	12	21
Subject options	9	12	21
Subject teachers	11	11	22
Grand Total	37	49	86

SECTION 2: Resource Application and Allocation

Q2.01: What is the average waiting time between application to the Special Education Needs Organiser (SENO)/ National Council for Special Education (NCSE) for class teachers and SNA support?

Response Type	# Responses	% Responses
1-2 weeks	5	16.1%
3-4 weeks	8	25.8%
5-6 weeks	10	32.3%
7-8 weeks	3	9.7%
9-10 weeks	1	3.2%
More than 12 weeks	4	12.9%
Grand Total	31	100.0%

Q2.02: How efficient do you find the current system of application for resources?

Response Type	# Responses	% Responses
Very efficient	5	15.6%
Efficient	13	40.6%
Inefficient	9	28.1%
Very inefficient	5	15.6%
Grand Total	32	100.0%

Q2.03: How appropriate is the documentation required to support applications for resources?

Response Type	# Responses	% Responses
Very appropriate	3	8.8%
Appropriate	15	44.1%
Inappropriate	14	41.2%
Very inappropriate	2	5.9%
Grand Total	34	100.0%

Q2.04: How time-consuming is the resource application process in terms of completing documentation?

Response Type	# Responses	% Responses
Very time-consuming	10	28.6%
Time-consuming	21	60.0%
Not time-consuming	3	8.6%
Not at all time-consuming	1	2.9%
Grand Total	35	100.0%

Q2.05: Has the system of resource application improved since the establishment of the NCSE and the appointment of SENOs?

Response Type	# Responses	% Responses
Significantly improved	2	6.7%
Improved	10	33.3%
No change	1	3.3%
Disimproved	17	56.7%
Grand Total	30	100.0%

Q2.06: How satisfied are you with the role of the SENO in relation to your school?

Response Type	# Responses	% Responses
Very satisfied	12	35.3%
Satisfied	11	32.4%
Dissatisfied	7	20.6%
Very dissatisfied	4	11.8%
Grand Total	34	100.0%

Q2.07: How many additional assessments by professionals listed were conducted last year?

Row Labels	None	1-3	4-6	7-9	10-14	15 or more	Grand Total
EBD/Behaviour Support Specialist	37.9%	41.4%	17.2%	3.4%	0.0%	0.0%	100.0%
Occupational Therapist	21.9%	25.0%	18.8%	9.4%	3.1%	21.9%	100.0%
Other	39.1%	17.4%	13.0%	13.0%	4.3%	13.0%	100.0%
Psychologist	0.0%	36.4%	21.2%	15.2%	15.2%	12.1%	100.0%
Speech & Language Therapist	9.4%	15.6%	21.9%	9.4%	21.9%	21.9%	100.0%
Grand Total	20.1%	27.5%	18.8%	10.1%	9.4%	14.1%	100.0%

Response Type	None	1-3	4-6	7-9	10-14	15 or more	Grand Total
EBD/Behaviour Support Specialist	11	12	5	1			29
Occupational Therapist	7	8	6	3	1	7	32
Other	9	4	3	3	1	3	23
Psychologist		12	7	5	5	4	33
Speech & Language Therapist	3	5	7	3	7	7	32
Grand Total	30	41	28	15	14	21	149

Q2.08: What was the average waiting time for an additional assessment from time of application to time of conducting assessment?

Response Type	1 mth	2-3 mths	4-6 mths	7-9 mths	10-12 mths	More than 12 mths	N/A	Grand Total
EBD/Behaviour Support Specialist	15.0%	50.0%	5.0%	0.0%	0.0%	0.0%	30.0%	100.0%
Occupational Therapist	32.1%	28.6%	14.3%	0.0%	0.0%	7.1%	17.9%	100.0%
Other, as above	18.8%	18.8%	18.8%	6.3%	0.0%	6.3%	31.3%	100.0%
Psychologist	21.9%	40.6%	15.6%	9.4%	6.3%	3.1%	3.1%	100.0%
Speech & Language Therapist	43.3%	23.3%	13.3%	3.3%	0.0%	10.0%	6.7%	100.0%

Response Type	1 mth	2-3 mths	4-6 mths	7-9 mths	10-12 mths	More than 12 mths	N/A	Grand Total
EBD/Behaviour Support Specialist	3	10	1				6	20
Occupational Therapist	9	8	4			2	5	28
Other, as above	3	3	3	1		1	5	16
Psychologist	7	13	5	3	2	1	1	32
Speech & Language Therapist	13	7	4	1		3	2	30
Grand Total	35	41	17	5	2	7	19	126

Q2.09: What was the average waiting time for completion of the additional assessment to receipt of related report?

Response Type	1 mth	2-3 mths	4-6 mths	7-9 mths	N/A	Grand Total
EBD/Behaviour Support Specialist	50.0%	5.6%	11.1%	0.0%	33.3%	100.0%
Occupational Therapist	50.0%	21.4%	7.1%	0.0%	21.4%	100.0%
Other, as above	40.0%	6.7%	0.0%	0.0%	53.3%	100.0%
Psychologist	41.9%	29.0%	22.6%	0.0%	6.5%	100.0%
Speech & Language Therapist	60.7%	17.9%	3.6%	7.1%	10.7%	100.0%
Grand Total	49.2%	18.3%	10.0%	1.7%	20.8%	100.0%

Response Type	1 mth	2-3 mths	4-6 mths	7-9 mths	N/A	Grand Total
Average waiting time - EBD/Behaviour Support Specialist	9	1	2		6	18
Average waiting time - Occupational Therapist	14	6	2		6	28
Average waiting time - Other, as above	6	1			8	15
Average waiting time - Psychologist	13	9	7		2	31
Average waiting time - Speech & Language Therapist	17	5	1	2	3	28
Grand Total	59	22	12	2	25	120

Q2.10: How many pupils in your school are on a waiting list for an additional assessment?

Response Type	None	1-3	4-6	7-9	10-14	15 or more	N/A	Grand Total
EBD/Behaviour Support Specialist	21.7%	26.1%	21.7%	0.0%	4.3%	8.7%	17.4%	100.0%
Occupational Therapist	14.3%	25.0%	7.1%	17.9%	7.1%	14.3%	14.3%	100.0%
Other, as above	33.3%	25.0%	8.3%	8.3%	0.0%	8.3%	16.7%	100.0%
Psychologist	9.4%	34.4%	6.3%	6.3%	9.4%	28.1%	6.3%	100.0%
Speech & Language Therapist	28.6%	17.9%	10.7%	3.6%	14.3%	17.9%	7.1%	100.0%

Response Type	None	1-3	4-6	7-9	10-14	15 or more	N/A	Grand Total
EBD/Behaviour Support Specialist	5	6	5		1	2	4	23
Occupational Therapist	4	7	2	5	2	4	4	28
Other, as above	4	3	1	1		1	2	12
Psychologist	3	11	2	2	3	9	2	32
Speech & Language Therapist	8	5	3	1	4	5	2	28
Grand Total	24	32	13	9	10	21	14	123

Q2.11: How many pupils, in your opinion, need an additional assessment, but have not been able to access it?

Response Type	None	1-3	4-6	7-9	10-14	15 or more	N/A	Grand Total
EBD/Behaviour Support Specialist	32.1%	14.3%	21.4%	0.0%	3.6%	17.9%	10.7%	100.0%
Occupational Therapist	26.9%	7.7%	7.7%	7.7%	3.8%	26.9%	19.2%	100.0%
Other, as above	33.3%	8.3%	0.0%	8.3%	8.3%	8.3%	33.3%	100.0%
Psychologist	24.1%	13.8%	6.9%	3.4%	13.8%	27.6%	10.3%	100.0%
Speech & Language Therapist	34.6%	3.8%	3.8%	7.7%	15.4%	19.2%	15.4%	100.0%

Response Type	None	1-3	4-6	7-9	10-14	15 or more	N/A	Grand Total
EBD/Behaviour Support Specialist	9	4	6		1	5	3	28
Occupational Therapist	7	2	2	2	1	7	5	26
Other, as above	4	1		1	1	1	4	12
Psychologist	7	4	2	1	4	8	3	29
Speech & Language Therapist	9	1	1	2	4	5	4	26
Grand Total	36	12	11	6	11	26	19	121

Q2.12: What is preventing access to an additional assessment?

Response Type	Does not meet criteria	Lack of Service	Other	Waiting list	N/A	Grand Total
EBD/Behaviour Support Specialist	4.2%	41.7%	4.2%	20.8%	29.2%	100.0%
Occupational Therapist	9.5%	23.8%	4.8%	33.3%	28.6%	100.0%
Other, as above	9.1%	9.1%	0.0%	36.4%	45.5%	100.0%
Psychologist	8.7%	34.8%	4.3%	43.5%	8.7%	100.0%
Speech & Language Therapist	5.0%	20.0%	5.0%	35.0%	35.0%	100.0%

Response Type	Does not meet criteria	Lack of Service	Other	Waiting list	N/A	Grand Total
EBD/Behaviour Support Specialist	1	10	1	5	7	24
Occupational Therapist	2	5	1	7	6	21
Other, as above	1	1		4	5	11
Psychologist	2	8	1	10	2	23
Speech & Language Therapist	1	4	1	7	7	20
Grand Total	7	28	4	33	27	99

Q2.13: In general, how satisfied are you with the number of additional assessments conducted?

Response Type	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	N/A	Grand Total
EBD/Behaviour Support Specialist	4.5%	27.3%	22.7%	27.3%	18.2%	100.0%
Occupational Therapist	20.8%	41.7%	20.8%	12.5%	4.2%	100.0%
Other, as above	9.1%	18.2%	9.1%	18.2%	45.5%	100.0%
Psychologist	25.0%	35.7%	25.0%	14.3%	0.0%	100.0%
Speech & Language Therapist	30.8%	38.5%	23.1%	3.8%	3.8%	100.0%

Response Type	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	N/A	Grand Total
EBD/Behaviour Support Specialist	1	6	5	6	4	22
Occupational Therapist	5	10	5	3	1	24
Other, as above	1	2	1	2	5	11
Psychologist	7	10	7	4		28
Speech & Language Therapist	8	10	6	1	1	26
Grand Total	22	38	24	16	11	111

Q2.14: Please indicate in the grid below the health professional services available for children in your school and whether these services are provided internally and/or sourced externally.

Response Type	#Responses		%Responses	
	External	Internal	External	Internal
Clinical Psychologist	17	8	68.0%	32.0%
EBD/Behaviour Support Specialist	13	7	65.0%	35.0%
Educational Psychologist	20	11	64.5%	35.5%
Physiotherapist	16	14	53.3%	46.7%
Speech & Language Therapist	14	23	37.8%	62.2%
Visiting Teacher for Deaf	17	6	73.9%	26.1%
Visiting Teacher for Visually	17	6	73.9%	26.1%
Other	7	9	43.8%	56.3%

Q2.15: Please indicate in the grid below the health professional services available for children in your school and your level of satisfaction with each.

Response Type	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	N/A
Clinical Psychologist	14.3%	25.0%	25.0%	14.3%	21.4%
EBD/Behaviour Support Specialist	8.0%	36.0%	16.0%	16.0%	24.0%
Educational Psychologist	19.4%	32.3%	19.4%	16.1%	12.9%
Other	15.4%	38.5%	0.0%	30.8%	15.4%
Physiotherapist	27.6%	41.4%	6.9%	13.8%	10.3%
Speech & Language Therapist	31.4%	34.3%	22.9%	8.6%	2.9%
Visiting Teacher for Deaf	11.1%	48.1%	11.1%	14.8%	14.8%
Visiting Teacher for Visually Impaired	14.3%	32.1%	25.0%	14.3%	14.3%

Response Type	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	N/A	Grand Total
Clinical Psychologist	4	7	7	4	6	28
EBD/Behaviour Support Specialist	2	9	4	4	6	25
Educational Psychologist	6	10	6	5	4	31
Other	2	5		4	2	13
Physiotherapist	8	12	2	4	3	29
Speech & Language Therapist	11	12	8	3	1	35
Visiting Teacher for Deaf	3	13	3	4	4	27
Visiting Teacher for Visually Impaired	4	9	7	4	4	28
Grand Total	40	77	37	32	30	216

Q2.16: Please indicate the number of pupils using Assistive Technology in your school.
(e.g. 1,2,3,etc)

Response Type	0	1	2	3	4	5	>5	Grand Total
Adapted/Special Keyboard	5	1	4	1	1	4	3	19
Adjustment of Windows accessibility options	7	1				2	1	11
Alternative & Augmentative Communicative Technology for Non-verbal	5	2	1	1		2	4	15
Audio Feedback (word prediction, spell check, glossaries)	7	1				1	3	12
Braille Printer	9	2						11
Loop System for Hearing Impaired	7	3				1	2	13
Magnifier Screen	5	4	2				1	12
On Screen Keyboard	8		1			1	1	11
Optical Pointing Devices	7				1		1	9
Other	5					2	2	9
Pointing Aids	8				1		1	10
Scanner & Optical Scanner Recognition	8	1	1			1		11
Screen Reading Software	6	1	1		1		3	12
Screen Scan or Grids	8		1			1	1	11
Show Sounds systems for Hearing Impaired	8		2	1	1			12
Specially adapted Mouse (e.g. joystick, trackerball, foot/head mouse)	5	4		1		2	8	20
Speech Synthesiser	4	3	1		1		1	10
Switches (e.g. air/infra-red, jelly link)	6	3				1	8	18
Touch Monitor	8		1				2	11
Touchscreen	5	1	1	2		2	6	17
Voice Recognition	6	2		1				9
Grand Total	137	29	16	7	6	20	48	263

Response Type	0-1	1-2	2-3	3-4	4-5	5-6	>6	Grand Total
Adapted/Special Keyboard	26.3%	5.3%	21.1%	5.3%	5.3%	21.1%	15.8%	100.0%
Adjustment of Windows accessibility options	63.6%	9.1%	0.0%	0.0%	0.0%	18.2%	9.1%	100.0%
Alternative & Augmentative Communicative Technology for Non-verbal	33.3%	13.3%	6.7%	6.7%	0.0%	13.3%	26.7%	100.0%
Audio Feedback (word prediction, spell check, glossaries)	58.3%	8.3%	0.0%	0.0%	0.0%	8.3%	25.0%	100.0%
Braille Printer	81.8%	18.2%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Loop System for Hearing Impaired	53.8%	23.1%	0.0%	0.0%	0.0%	7.7%	15.4%	100.0%
Magnifier Screen	41.7%	33.3%	16.7%	0.0%	0.0%	0.0%	8.3%	100.0%
On Screen Keyboard	72.7%	0.0%	9.1%	0.0%	0.0%	9.1%	9.1%	100.0%
Optical Pointing Devices	77.8%	0.0%	0.0%	0.0%	11.1%	0.0%	11.1%	100.0%
Other	55.6%	0.0%	0.0%	0.0%	0.0%	22.2%	22.2%	100.0%
Pointing Aids	80.0%	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%	100.0%
Scanner & Optical Scanner Recognition	72.7%	9.1%	9.1%	0.0%	0.0%	9.1%	0.0%	100.0%
Screen Reading Software	50.0%	8.3%	8.3%	0.0%	8.3%	0.0%	25.0%	100.0%
Screen Scan or Grids	72.7%	0.0%	9.1%	0.0%	0.0%	9.1%	9.1%	100.0%
Show Sounds systems for Hearing Impaired	66.7%	0.0%	16.7%	8.3%	8.3%	0.0%	0.0%	100.0%
Specially adapted Mouse (e.g. joystick, trackerball, foot/head mouse)	25.0%	20.0%	0.0%	5.0%	0.0%	10.0%	40.0%	100.0%
Speech Synthesiser	40.0%	30.0%	10.0%	0.0%	10.0%	0.0%	10.0%	100.0%
Switches (e.g. air/infra-red, jelly link)	33.3%	16.7%	0.0%	0.0%	0.0%	5.6%	44.4%	100.0%
Touch Monitor	72.7%	0.0%	9.1%	0.0%	0.0%	0.0%	18.2%	100.0%
Touchscreen	29.4%	5.9%	5.9%	11.8%	0.0%	11.8%	35.3%	100.0%
Voice Recognition	66.7%	22.2%	0.0%	11.1%	0.0%	0.0%	0.0%	100.0%

Q2.17: Please indicate how helpful this Assistive Technology is.

Response Type	Very helpful	Helpful	Not helpful	Not at all helpful	N/A	Grand Total
Adapted/Special Keyboard	9	4			5	18
Adjustment of Windows accessibility options	6				8	14
Alternative & Augmentative Communicative Technology for Non-verbal	5	4			7	16
Audio Feedback (word prediction, spell check, glossaries)	3	1	1		8	13
Braille Printer	1	2			10	13
Loop System for Hearing Impaired	4	2			7	13
Magnifier Screen	4	2			7	13
On Screen Keyboard	3	1			9	13
Optical Pointing Devices	1	1			9	11
Other	4				6	10
Pointing Aids	2				10	12
Scanner & Optical Scanner Recognition	1	2	1		9	13
Screen Reading Software	4	2			7	13
Screen Scan or Grids	2	2			9	13
Show Sounds systems for Hearing Impaired	3	1		1	7	12
Specially adapted Mouse (e.g. joystick, trackerball, foot/head mouse)	9	4			7	20
Speech Synthesiser	3	3			6	12
Switches (e.g. air/infra-red, jelly link)	10	1			7	18
Touch Monitor	4	1			9	14
Touchscreen	8	4			6	18
Voice Recognition	2	2			8	12
Grand Total	88	39	2	1	161	291

Q2.18: How do you rate the level of Assistive Technology available to pupils with special education needs in your school?

Response Type	# Responses	% Responses
Very adequate	2	6.3%
Adequate	18	56.3%
Inadequate	9	28.1%
Very inadequate	3	9.4%
Grand Total	32	100.0%

SECTION 3: Resource Deployment

Q3.01: Are any of the following practices in place in your school? (Please tick all that apply)

Response Type	# Responses	% N
In-class support (including shared or team teaching)	15	50.0%
One-to-one withdrawal	22	73.3%
Placement in a special class	5	16.7%
Small group withdrawal	19	63.3%

N = 30

Q3.02: Please provide details of any other arrangement prevailing in your school for the deployment of teaching resources.

Open ended response

Q3.03: Which methods are most effective and why?

Open ended response

Q3.04: How adequate is the allocation of teaching resources that has been granted to your school for this academic year?

Response Type	# Responses	% Responses
Very adequate	2	5.9%
Adequate	20	58.8%
Inadequate	9	26.5%
Very inadequate	3	8.8%
Grand Total	34	100.0%

Q3.05: How adequate is the allocation of SNAs that has been granted to your school for this academic year?

Response Type	# Responses	% Responses
Very adequate	9	27.3%
Adequate	13	39.4%
Inadequate	7	21.2%
Very inadequate	4	12.1%
Grand Total	33	100.0%

Q3.06: What is the general nature and frequency of support provided by SNAs in your school?

Response Type	Daily	Occasionally	Never	Grand Total
Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom -	32	1	1	34
Assistance with clothing, feeding, toileting, general hygiene -	33	1		34
Assisting on out-of-school visits, walks, examinations and similar activities -	21	13		34
Assisting school children to board and alight from school buses -	32	2		34
Assisting the teachers in the supervision of pupils during assembly, recreation and dispersal from the classroom -	34			34
Being mindful of health and safety needs of the pupil -	34			34
Engagement with parents of special needs pupils -	1	25	6	32
General assistance to the class teachers with duties of a non-teaching nature -	32	1	1	34
Participation with school development planning -	6	25	3	34
Preparation and tidying up of classrooms -	30	3		33
Special assistance e.g. helping special needs pupils with typing/writing/computers or other use of equipment -	28	5		33
Travelling as escort during school hours on school buses -	13	11	9	33
Grand Total	296	87	20	403

Response Type	Daily	Occasionally	Never	Grand Total
Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom -	94.1%	2.9%	2.9%	100.0%
Assistance with clothing, feeding, toileting, general hygiene -	97.1%	2.9%	0.0%	100.0%
Assisting on out-of-school visits, walks, examinations and similar activities -	61.8%	38.2%	0.0%	100.0%
Assisting school children to board and alight from school buses -	94.1%	5.9%	0.0%	100.0%
Assisting the teachers in the supervision of pupils during assembly, recreation and dispersal from the classroom -	100.0%	0.0%	0.0%	100.0%
Being mindful of health and safety needs of the pupil -	100.0%	0.0%	0.0%	100.0%
Engagement with parents of special needs pupils -	3.1%	78.1%	18.8%	100.0%
General assistance to the class teachers with duties of a non-teaching nature -	94.1%	2.9%	2.9%	100.0%
Participation with school development planning -	17.6%	73.5%	8.8%	100.0%
Preparation and tidying up of classrooms -	90.9%	9.1%	0.0%	100.0%
Special assistance e.g. helping special needs pupils with typing/writing/computers or other use of equipment -	84.8%	15.2%	0.0%	100.0%
Travelling as escort during school hours on school buses -	39.4%	33.3%	27.3%	100.0%
Grand Total	73.4%	21.6%	5.0%	100.0%

Q3.07: What support is needed for children with extremely challenging behaviour in your school?

Open ended response

Q3.08: How do you rate the support available for children with extremely challenging behaviour in your school?

Response Type	# Responses	% Responses
Very adequate	1	2.9%
Adequate	6	17.6%
Inadequate	16	47.1%
Very inadequate	9	26.5%
Not applicable	2	5.9%
Grand Total	34	100.0%

Q3.09: Do you have Individual Educational Plans (IEPs) for pupils in your school? (If your answer is No, please proceed to the next section)

Response Type	# Responses	% Responses
Yes	34	97.1%
No	1	2.9%
Grand Total	35	100.0%

Q3.10: Are allocated resources (e.g. IT) recorded in the IEPs?

Response Type	# Responses	% Responses
Yes	24	77.4%
No	7	22.6%
Grand Total	31	100.0%

Q3.11: How effective are IEPs as a way of monitoring the need for resources?

Response Type	# Responses	% Responses
Very effective	6	17.6%
Effective	17	50.0%
Ineffective	11	32.4%
Very ineffective	-	-
Grand Total	34	100.0%

SECTION 4: Impact of Resource Deployment

Q4.01: In your opinion, how effective are the resources deployed by the NCSE in assisting pupils with SEN to access the school curriculum?

Response Type	# Responses	% Responses
Very effective	2	6.1%
Effective	22	66.7%
Ineffective	8	24.2%
Very Ineffective	1	3.0%
Grand Total	33	100.0%

Q4.02: Which resources are particularly effective in this regard and why?

Open ended response

Q4.03: In your opinion, how effective are the deployed resources in assisting pupils with SEN to participate in extra-curricular activities (e.g. swimming, sports, games, horse riding, drama and dance)?

Response Type	# Responses	% Responses
Very effective	5	15.2%
Effective	21	63.6%
Ineffective	6	18.2%
Very Ineffective	1	3.0%
Grand Total	33	100.0%

Q4.04: In your opinion, to what extent do the deployed resources improve the self-esteem of pupils with SEN?

Response Type	# Responses	% Responses
A lot	25	78.1%
A little	6	18.8%
Not much	1	3.1%
Not at all	-	-
Grand Total	32	100.0%

Q4.05: Please provide below, any concluding comments you have on the application for allocation and deployment of resources for children in Special Schools?

Open ended response

Appendix 26 Special School Survey: Open-ended Items

Q 2.7 Please specify Other professional

- Physiotherapy
- Physiotherapy and nursing
- COUNSELLING FOR ALL AND PSYCHIATRIC SERVICES FOR A MINORITY
- physiotherapy
- paediatrician, geneticist, audiologist, physiotherapist
- Psychiatrist
- EBD/Behaviour Support Not available
- Psychiatric services
- Psychiatrist
- social care workers =- ongoing
- Social Work
- sess
- Social Work
- psychiatrist, physiotherapist, playpsychotherapist
- Physiotherapy and Psychiatry and Social Work

Q 3.02 Please provide details of any other arrangement prevailing in your school for the deployment of teaching resources.

Open-Ended Response

- Class teachers teach their assigned class
- Part time teachers for swimming, music and home economics
- One Resource teacher in primary and one in post-primary sections to support teaching & learning. One dedicated ICT Resource teacher to support essential AT needs.
- FETAC Teacher
- 1 to 1 special class for pupil with major challenging behaviours
- SOME TEACHERS 'SWOP' CLASSES WHERE ONE TEACHER TAKES ANOTHER'S FOR MUSIC WHILE THE OTHER DOES ART OR RSE WITH ALL THE GIRLS OR BOYS AT ONCE - MORE TO DO WITH COMMON SENSE THAN REDEPLOYMENT.
- Team teaching and grouping of students according to ability levels for core subjects
- We operate three classes, for the afternoon sessions, ie P.E, music, art, drama and cineclub we have a whole school approach, involving all teachers and all SNA staff.
- principal tries to take class groups to relieve pressure on class teacher - where possible
- Each class has a class teacher and no resource hours are available to students.
- Teachers working with HSE professionals. For example the resource teacher working with the OT on the Handwriting Without Tears programme. Both professionals take a group of 4 students each Tuesday for a 30 minute session and they work on exercises to develop handwriting skills. The resource teacher then takes this group each day for a 15 minute session to practice the skills learned on Tuesday. This helps the children practice/develop the skills and supports & enhances the work of the OT, freeing the OT to work with other children.
- Class based teachers
- Streaming in the secondary section of the school, mobility of children between ASD and MGLD classes depending on individualised needs

- We have a resource type post, which is not ex-quota and which has been in the school for over 20 years. we would see this post as critical to the development of life skills and independence training. We are very fearful that this would be lost in light of resourcing cutbacks for September, 2011
- Resource - withdrawal 1-1 or 2-1
- The Deputy Principal takes Home Economics for the senior school as the DES provided no hours following the retirement of the Home Economics teacher in August 2009. She also draws up and co-ordinates FETAC Level 1,2,3 and does some administration work with the principal.
- Shared teaching-1 extra post /home economics teacher VEC /and Resource Teacher Class is divided into groups of 2's or 4's to allow for more direct input and to allow for any challenging behaviours that may arise.

Q 3.03 Which methods are most effective and why?

Open-Ended Response

- All methods are effective but our students prefer fixed times to attend the three areas of learning described above. They feel that has much more of a 'second level' feel.
- Different methods work for different pupils, teachers and groups. School needs autonomy to deploy resources to suit changing needs.
- ANYTHING THAT WORKS IS EFFECTIVE. OFTEN OUR MANTRA IS 'IF THE CHILD IS NOT LEARNING THERE MAY BE A NEED TO CHANGE THE TEACHING APPROACH'
- This grouping works particularly well for us in the senior section of the school
- We find the above mix of methodologies effective because it enables every child to benefit from every teachers area of expertise. It also provides a variety of approaches which keeps the children interested. It enables teachers to remove a child for one to one work without impacting negatively on the remaining children in the class.
- All methods are effective when collaboration and support between teachers is promoted and valued.
- We do not have any surplus teaching staff to be deployed
- Small group withdrawal and in-class support are most effective and allows for differentiation within the curriculum. Dividing the class group into smaller groups helps minimise disruptive/challenging behaviour.
- All the above methods have their place and are more or less effective depending on the particular child and their specific needs. In general in-class support is the preferred method where possible.
- one to one....Students with SEN respond best in small group or one to one because they are easily distracted and prone to lack of concentration.
- Streaming has proven to be very effective in that it allows for further individualisation and socialisation of the students. It also feels more like a secondary school to them
- Resource support very effective for pupils with challenging behaviour.
- 1:1 withdrawal would be very effective for some pupils with EBD if resources were provided. The Deputy Principal was allocated to do this before she had to take over her current duties. Her current role is very effective for the overall running of the school.
- Withdrawal(see above) /small groups /resource input for lower performing children/health and safety in the area of home economics

Q3.05b: How adequate is the allocation of SNAs that has been granted to your school for this academic year? Please comment if desired

- It was adequate but then we took in new entrants and now we need more SNA resources again. WE lost 5 SNAs last year and need 3 SNAs now.
- Two SNAs per class and 2 SNAs for male toileting is perfect! Principal still gets no remuneration for management of large SNA staff .
- I have been allocated the support I requested
- some students require 1-1 sna support. All classes should have 1 SNA allocation as standard with individual needs being additional
- difficult still to facilitate break-times, some students require two staff for some activities as part of a behaviour support plan or for health and safety issues,in particular for intimate care procedures
- We are very satisfied that the care needs of the pupils have been well recognised and adequate supports put in place to ensure their safety.
- As a special school we were allocated according to care needs of children and yet there was no recognition of the groups of children involved e.g. just because we don't have specific provision for a particular sub group of difficulties e.g. in a senior class of 10 pupils there are 5 with ASD, 2 in wheelchairs and 3 others and only 1 SNA to support all of them - which means when the SNA is on a break the teacher is left alone with incontinent and highly dependent children. The 5 ASD pupils should have 2 SNA's for their own group by virtue of their Autism but that was not allowed as we don't have official ASD provision - totally unfair to those children and the teacher who can barely cope with only 1 SNA in the room.
- Complete review of SNA allocation as contained in SERC Report inadequate. For example, .5 of an Assistant for 8 pupils with a Moderate GLD
- We lost an SNA last year. This has meant the curtailing of some of the activities we were able to provide.
- New students arrived on 1st September, SENO review of SNA resources in mid October and decision expected in mid November. Children awaiting support although application made in April/May and not yet available although children are in school. Applications were made because of the increased care needs of new students starting in September. There should be at least 1 SNA per class in special schools and applications should only be necessary for the additional students with significant care needs. This would cut down substantially on work of schools and SENOS.
- We worry about the future though.
- On an average day we get by....on bad days we struggle to cope. Generally the bad days occur quite frequently.
- we have 1 SNA and another staff member employed by HSE which will not be reinstated next year when present staff member retires

Q3.07: What support is needed for children with extremely challenging behaviour in your school?

- Home School Liaison support
- More space and staff. We need more resources so that students with challenging behaviour can find ways of dealing with anger/frustration. Rooms with two way mirrors where they can safely calm down or withdraw from the larger group. However, we find challenging behaviour can be reduced completely when students are given enough adult attention.
- Agreed, Current challenging Behaviour Policy, Educational Psychologist involvement, Behaviour plan, parental involvement, advice from other specialists and CPD on subject for staff.
- 2:1 support (teacher and SNA) in a setting where the pupil can be isolated from other pupils if necessary. Breakaway training for staff absolutely essential. Back up multi-disciplinary support
- More SNA support under the direction of the teacher
- Our school would benefit from additional psychologist and a behaviour support specialist who could also support parents in the home
- STAFF NEED TRAINING PARENTS NEED TRAINING CHILDREN NEED SUPPORT
- More personnel and more therapeutic intervention and genuine follow through
- All of our staff have had training in managing challenging behaviour. It is often necessary to remove a child from an environment or situation to avoid an incident of challenging behaviour. It is also necessary to have close supervision on two of our pupils who seem to simply dislike other pupils and would attack them for no other apparent reason.
- SNA, Behaviour Support Specialist, parents support, psychologist, social worker at times
- currently we have SNA support only. we need to have more active involvement from a clinical psychologist or behaviour specialist. we would benefit from having a resource teacher who could work with students individually. we would also benefit from having an onsite teacher counsellor- to work with these troubled students
- support already in place
- Therapeutic Intervention e.g play therapy, anger management. Training for staff in TCI or its equivalent
- Development of Individual Behaviour Plans. Training needs for staff/parents. Increased teacher/SNA allocation for violent behaviours. Provision of small classes in specially adapted learning environs including one teacher and two SNA's to one child. Sanction for time out for stressed/ injured staff members.
- Teaching Principal in my school so no-one available to provide support when an incident occurs
- Specialist behaviour support team to help teachers and SNAs put in behaviour support plans. Also 11 to 1 pupil teacher ratio is too much for children with a Mild GLD and EBD to cope with. If they had EBD alone they would have a more favourable P/T ratio!
- specialist behaviour therapist in situ in school.
- Children with severe EBD and MGLD will not be accepted into special schools for EBD because of their intellectual disability. However, we are expected to enrol these students with a much higher pupil teacher ratio and a lot less SNA support. This issue needs to be addressed urgently as special schools for MGLD are under extreme pressure to deal with behaviour issues with inadequate support. Students with extremely challenging behaviour need access to professionals who can help plan and implement effective behaviour programmes. This requires training, adequate staff, space away from the classroom (for therapy, time out, safety of others). A specialist curriculum and perhaps more flexible transport arrangements for these students could help.
- Support from Sess in training staff. in school induction programme
- Specific environment that can be used as behaviour occurs. We need a behaviour therapist, and we need further SNA support.
- Counselling
- These children need targeted interventions by experienced relevant professionals. All staff need training in appropriate responses to challenging behaviour and there has to be a consistency of

approach. In certain instances these children need to be in a safe area where the opportunities for them to cause harm to themselves, other children and members of staff are severely limited.

- Behaviour therapist, psychologist, psychiatrist
 - More hands-on from experts
 - We need a specialised support team on call, resident Psychologist, Psychiatrist and Counsellor.
 - More SNA's and specialised training and support for EBD class teacher and SNA's. More resources including special area for the EBD class with appropriate facilities, constant access to psychological and behavioural specialists and advisors
-
- Clinical supports Higher pupil teacher ratio SNA support Appropriate training (agreed DES/ncse approaches) Suitable environment/space
 - Behaviour Therapist + Assessment by Psychiatrist if necessary or Clinical Psychologist. Support from C.A.M.S.
 - Varies from year to year as children move after 1 or 2 years placement
 - We have one classroom with one pupil, a teacher and an SNA. Lower ratios or a resource teacher are required for other pupils with challenging behaviour.
 - 1:1 ratio of SNA and pupil

Q4.01: In your opinion, how effective are the resources deployed by the NCSE in assisting pupils with SEN to access the school curriculum?

Q4.02: Which resources are particularly effective in this regard and why?

- The students need teachers to help them access the curriculum - not assistive technology. The on the ground help is the most valuable resource
- Suitable pupil/teacher ratio i.e. multiple disability status as granted by DES in 1998. Adequate SNA support Adequate AT provision Effectiveness will diminish if teacher allocation is lowered in future
- SNA and additional teacher support
- SNAs and some IT equipment
- as a Special School all our staff are now termed NCSE resources. Class teachers, resource teacher and SNAs.
- Effective only with a very creative teacher accessing relevant teaching material and diferentating everyting inc curriculum for students with MGLD
- Human resources are the most effective, because most of our children require one to one attention in order to be able to access the curriculum, we do need another class teacher though.
- See q 1 above - according to SENO's SNA resources are not allocated to assist pupils to access the school curriculum so this question is effectively null and void when it comes to SNA's. Other reources such as assistive technology and teacher allocations can only be considered here and they are effective when given to a school.
- good positive SNAs who care about and work closely with the students
- school transport and SNAs are very effective in this regard
- SNAs who can interpret and act as readers for Exams and daily life for deaf children.
- Teachers and SNAs when there are enough of them to meet the pupils needs.
- teachers who have expertise in special needs and can be used as a resource

- Teacher support is vital. SNA support is vital. Assistive technology very useful. Specialist furniture very necessary and useful.
- SNA resources. Transport resources. Etc.
- SNAs
- The deployment of SNA's and bus escorts have proved particularly effective for pupils of this school.
- S.N.A.s
- Personnel....children need human contact and no machine or other resource can compensate for the positive effect of one to one.
- The resources themselves are effective but not adequately distributed
- Adequate staffing Assistive technology Transport
- SNAs and assistive technology
- SNA support

Q4.05: Please provide below, any concluding comments you have on the application for allocation and deployment of resources for children in Special Schools?

Open ended response

1. Our school needs one more teacher to function adequately and meet the needs of our students. The students need supports in terms of sna and teacher support to succeed in their learning.
2. The CRC School caters for pupils aged 3 - 18 with physical and multiple disabilities. The complex needs of pupils demand an appropriate level of staffing. SNA support is adequate following the SNA review. Teacher allocation was changed in 1998 to reflect the multiple disability status of pupils. This allowed the school to develop educational programmes and multidisciplinary approaches and to maximise the learning potential of our school population. A return to SERC ratio for physical disability would be a retrograde step and would seriously impact on the quality of teaching and learning in the school. The positive report from our recent WSE results from current teacher allocation and the resulting good practice in the school.
3. The present system has been effective in our school due largely to the excellent relations that have existed between the SENOs and the school in the past. I hope it continues
4. Each class should have as standard an allocation of at least one SNA. Individual needs for catered for in addition. Principals should have an allowance for managing the considerable extra personnel within the school. DES does not recognise the huge amount of work and time needed to manage and deploy the much needed SNAs. In Special schools SNAs can outnumber teachers by 3/1 (all needed). If the extra personnel was teaching staff it would be reflected in Principals salary. Its a disgrace that there is no recognition for the large volume of extra work.
5. given comments in Q2 above you seem to be calling the professionalism of teachers and SNAs into account. in our school the key area is expectation for staff of students for students of staff and students of students and staff of staff. when you bring parents , Principal and BoM into the scenario then expectation is all around. i would emphasise the need for leadership in this time of change and the need to foster new direction and often understanding of the ever changing role our school as part of the education continuum and within the community. Our school is a place of learning and teaching the resources deployed in our school make this job more effective, unfortunately this learning cannot be measured in industrial terms of product rather than in educational terms of process.our work is now more difficult than I ever recall in the past the NCSE is ineffective as it seems to me it's present directive is to reduce spending and not improve service. in contrast the special education schools need in some way to take ownership of the

process that has been put in train by the DES and NCSE, but, given the range of abilities and disabilities now attending special schools the management and staff are often overwhelmed by day to day events and the national scene must wait.

6. It's hard to be thinking of people as resources in the same headspace as applying for materials or assistive technology. It seems a most unhelpful way to be looking at staffing - both teachers and sna's in special schools, and yet we feel very stressed and unable to achieve what we wish due to cuts to both teachers and sna numbers. There is no one in our school slacking and not well earning their wages and each is genuinely needed to help each student reach their potential. We have potentially very difficult situations with emotional and behavioural problems exhibited by some students and instead of feeling support to deal with this we feel the opposite.

7. It's a very limited approach by the NCSE to special schools - using the same standards as mainstream does not work for the children or the school. Rather its creating stress and difficulty when no flexibility is allowed for. The SNA review process was negative and caused great distress to schools, staff, children and parents. To remove SNA's midyear was totally negative and showed a distinct lack of awareness of how special schools operate and what transition plans children with SEN need in order to cope. To face that every year is going to do serious damage to working relationships between schools and NCSE. Plus SENOs should have a minimum teaching experience or any school management experience in order to be appointed from now on. There should be a minimum educational qualification and experience a SENO should have before going in to tell a class teacher or school principal how they should manage in the school. School inspectors always knew how to work with schools and how to interact and discuss professional matters with teachers and principals because they came from a shared background and this is sadly lacking in the present NCSE with resulting negative consequences. Applying a one size fits all model to all schools will not work and it has caused chaos. The needs of the children should lead the process of deployment of resources at all times and it should not be dependent on reports by outside professionals whose last time in a school may have been their own primary schooling and many of whom have never set foot inside a special school and yet a report may state that a certain special school would be a good placement for a child! Reports cannot state what contingencies may arise for a child in a particular school setting when the author doesn't know what the school is like, what it does, how it operates, how many are in the class, the ethos, the capabilities of the school etc This is a fundamental area which needs to be revisited as the dependency on the reports of professionals should not be the only factor in approving allocation of resources yet it is the way it is right now. Also if a child has a fulltime SNA in primary school and transfers to special school suddenly taking away the SNA and leaving the child to cope in, yes a smaller class, but without 1-1 support he/she used to have is traumatic - there should be an automatic transitional SNA period where the 1-1 is gradually withdrawn. E.G. we had a situation where 4 new pupils came from mainstream school, all of whom had full time 1-1 SNA support. Despite our request for SNA support for those 4 new pupils for the first year they were refused and allocated "access to SNA in class" - which meant they were totally let down by the system and some of them found it very hard to cope in the first year. Incidentally if they had progressed to mainstream secondary school they each would have been allocated a full time SNA so their right to support was denied just because they decided to come to a special school and they were treated unfairly. Transport should be reorganised - at the moment its too bureaucratic and time consuming and the SENO should not be able to prevent a child going to a school on the basis of refusing transport approval if the parents choice is that school and the child is entitled to attend the school by way of meeting the enrolment criteria of the school. The option of using existing SNA's to cover bus escort duties should also be considered as part of their contract. In our school ALL our SNA's work as Bus Escorts as well as their SNA duties but because they do they never are available before or after school, their 6 hours a day contract is effectively null and they get paid to do escort duty on top of SNA work - costs could be saved here. At the moment I can never meet my SNA's after school or before school as they are all on buses. They can never attend half in half out staff meetings as they are on buses. They can never attend after hours inservice as they are all on buses. It is frustrating. Special schools need also to access second level programmes for senior pupils. Currently we are unable to access JCSP and have to resort to FETAC which is not suitable for our pupils really. We cannot access DEIS initiatives or supports either which is unfair and inequitable for our pupils. This area needs to be reexamined too.

8. The in-put of school staff appears not to matter to the NCSE in the application for resources. This does seem to depend on who the SENO is. There is a huge level of inconsistency in the application process and the sanctioning of resources. The fact that the NCSE only allows for the SNA to have a "care only " role seriously impinges on how some pupils with physical and multiple disabilities access the curriculum. This conflicts with the original DES job description of SNA.
9. resources should be deployed on individual need rather than on criteria strictly. views of school staff and a principal should be equally as valid and as required as the views of the professionals-not considered at the moment
10. Unable to comment on resources allocated in other special schools. As the presenting difficulty of children/adolescents admitted to our unit is psychiatric resources are already in place.
11. I have been dealing with a very efficient Seno and have no problem accessing resources, but the system should be far more streamlined so that it does not depend on the personality of a seno for efficient deployment of resources.
12. Deaf children need Communication Support Workers who will interpret English into Irish Sign Language (ISL) and translate books into ISL and to teach new ISL vocabulary to the students and staff. It is a constant struggle to adequately support students who are ISL dependent in class.
13. The general allocation model is discriminatory towards special schools. A child with Down Syndrome may be allocated a personal assistant within a mainstream setting and merely .5 of an assistant for 8 such students within a special school setting. Pupil teacher ratio's contained within the SERC Report are totally inadequate with the result that this Report should be discarded and rewritten The provision of paramedic support personnel is patchy throughout the State and no two schools have similar support services. Capitation payments are derisory. Unfortunately, Bus Éireann is now dictating who attends are schools and the NCSE is rigidly adhering to the nearest special school provision even though pupils from a certain geographical area were sanctioned to attend a school in the recent past. Now a bus may pass a child's door and that child is not permitted to avail of a seat because the identified school is conveniently decreed not to be the nearest special school. Of course, the Department are happy to employ a new bus contractor and Bus escort at enormous extra cost in order to support a new order!
14. Pupils now have a range of needs outside a simple assessment of IQ
15. Just because a pupil has a Mild GLD allocation of resources is based on P/T ratio of 11/1 and 0.25 SNA support to a class. There are very few pupils in special schools for Mild GLD who simply have a Mild GLD. Our school has pupils who are on the ASD spectrum, have ADD,ADHD EBD, Speech and Language difficulties, physical disabilities hearing impairment etc. In addition we have pupils from severe social and emotional disadvantage. Attending child protection conferences form part and parcel of my job even during the mid term break. Visiting families in their home when pupils or parents won't engage with the education system is a weekly occurrence. Assisting and ensuring families keep appointments with OT, Speech and Language, physiotherapy etc is part of the workload and yet Special schools cannot access Disadvantaged status which would allow the provision of a home school liaison teacher and access to programmes such as reading recovery and maths recovery. At least one SNA per class is essential for health and safety of pupils and staff. This allocation shouldn't need to be reviewed every year once there is a class
16. Rather than the allocation of an SNA to a particular pupil or cohort of pupils in my opinion it would be better to employ teachers who have expertise and experience dealing with learning difficulties, challenging behaviour, autism and other specialist and rare learning disabilities. Speech therapy, OT, psychiatry and other professional support should be supplied to schools from within the education system. Experience shows that these professionals coming from another government

department do not have the focus essential to work in a school which they seem to regard as an 'appendage' to their job specification in the HSE.

17. Need to revisit the arrangements for transport applications urgently. Need to have new protocols for the appointment of SNAs to special schools and classes. Move from the mainstream model of allocating resources based on the care needs of one individual pupil to take the group needs of students into consideration. At least one SNA is required in every class in a special school. Additional supports may be necessary and they should be subject to a revised application process. Where changes in resources are proposed, no changes should be made mid-year. Processes should be in place to ensure adequate planning time for schools in advance of students starting in September. Schools offer places to children based on the resources available, where the school is confident they can meet the needs of the child to ensure their safety and welfare. To remove the supports mid-year is unfair to all involved. It is also upsetting for children with special needs, particularly those with ASD, to have unexpected changes imposed on them mid-year. The fact that you can take 11 children who all had an allocated SNA in a mainstream setting (or at least shared an SNA), put them into a class together in a special school for MGLD and they only qualify for .25 of an SNA is ridiculous and unfair to everyone involved, the students and the teacher. The NCSE acknowledges that the current SNA ratios are unworkable and do not in fact operate in schools. The numbers of SENOs could be reduced or at least their workload reduced if the SNA ratios were improved to a minimum of one per class in all special schools.
18. A greater need for clinical support in Special school. DES has to invest in offering a holistic approach to meeting the children needs.
19. I think the Principal and Teacher reports should carry more weight when considering applications. In the area of transport great distress can be caused to parents who are refused transport on the basis of the school not being the nearest most appropriate and they may just be living less than 5 miles outside the catchment area and buses passing their door daily.
20. As we are an outreach school for <name of service> for our unit we are reliant on the quality of their team and ,at the moment , the team is good
21. To paraphrase Wallis Simpson...no child can have too much help or attention!
22. Special schools should have an automatic entitlement to a classroom assistant for every class along with a Special Needs Assistance as per the needs of the students in the class.
23. SERC cannot be seen to provide a basis for considerations re staffing. Better cohesion between DES and NCSE is necessary Principal teachers opinions and recommendations should be key to resourcing The power differential currently perceived between SENOs and principals/ school needs to be dismantled
24. Since our SENO took over allocation and deployment of resources it has been easier for our school to access them. However the Principal should be given the overall responsibility for allocation of resources in his/her school and should not have to complete an inordinate amount of paperwork for every application.
25. System is fair but I believe it depends on the relationship between SENO and school. If SENO has an intimate knowledge of the individual extra special needs of some of our pupils then the sanctioning of posts is more speedy and effective.

Appendix 6.6 Mainstream Schools: Additional Tables

Total number of additional resource teaching hours allocated to schools for this academic year by school size and school type

N pupils in school	School Type	Mean	N	SD
75 and under	Primary	6.77	24	8.86
	Post-Primary	9.63	2	6.19
		6.99	26	8.63
Between 76 & 200	Primary	16.35	62	14.26
	Post-Primary	19.33	9	16.89
		16.73	71	14.52
201 to 500	Primary	26.05	48	23.96
	Post-Primary	63.12	34	33.98
		41.42	82	33.78
Over 500	Primary	57.83	3	47.74
	Post-Primary	74.46	30	57.92
		72.95	33	56.62
Total	Primary	18.98	137	20.42
	Post-Primary	60.97	75	47.11
		33.84	212	38.10

Relationships between incidence of disabilities (low, high), allocated resources and support, and teachers' SEN qualifications: Pearson correlations (*r*)

School level variables		N pupils with a Low Incidence Disability	N pupils with a High Incidence Disability	Total N resource hours	N SNAs	% teachers involved in teaching pupils with SEN
N pupils with a High Incidence Disability?	<i>r</i>	.40**				
	<i>N</i>	231				
Total N Resource Teaching hours	<i>r</i>	.45**	.56**			
	<i>N</i>	204	199			
N Special Needs Assistants (SNAs) FTEs	<i>r</i>	.79**	.28**	.38**		
	<i>N</i>	211	205	212		
% teachers involved in teaching pupils with SEN	<i>r</i>	-.09	-.14	-.06	.05	
	<i>N</i>	185	182	185	191	
% teachers with qualifications in SEN	<i>r</i>	.18**	-.02	.11	.30**	.35**
	<i>N</i>	245	227	202	210	190

** . Correlation is significant at the 0.01 level (2-tailed).

