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

NCSE Support Service 2017

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

- be better equipped to support schools with the new special education teacher (SET) allocation model.
- have a toolkit that you can use with schools.
- know what supports are available to schools.
- offer constructive feedback and support to improve what we, in the NCSE Support Service can offer schools.
Outline

- What is the new SET Allocation Model?
- The Toolkit
- The presentation for schools
- Questions for you to consider
- Feedback from each table
The Special Education Teacher (SET) Allocation Model

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

### It isn’t....
- An extra pair of hands in a school
- LS / RT no longer exist
- To be used to create smaller classes
- For SNA allocation
- For special schools or special classes
- Low incidence or high incidence no longer exists
The Toolkit

One for everyone in the audience!

NCSE Support Service

Toolkit
New Teacher Allocation Model
September 2017
The Toolkit
.. a work in progress

- Six Guiding Principles
- Planning Template – six actions
- Identification of Need (COS Process)
- Provision Planning (Teachers & Students)
- School Self-reflective Questionnaire
- Parental Involvement
- Student Support File
Supporting schools with the new Special Education Teacher (SET) Allocation Model

NCSE Support Service 2017

http://www.sess.ie/supporting-pupils-special-educational-needs-mainstream-schools-primary
The outline of the training which will be made available to principals and teachers in schools and at seminars:

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

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

• Responsibility of each and every teacher
Legislation – Common Themes

- An Inclusive Education
  - Access
  - Participation
  - Benefit

- Transparency & Accountability

**AT AN APPROPRIATE LEVEL**
Policy Advice
‘Supporting Students with SEN in Schools’
May 2013

2013

June 2014

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

2014

2015/2016 Pilot of the New Model

2015

2016 Review of the Pilot

2016

2017

September 2017 New Model Introduced
Pilot Schools Review

• The new model has been positively received by schools and parents
• Schools welcome the move away from labelling
• Schools also welcomed that they no longer need to wait for diagnosis
• Most schools acknowledged that whole school approaches had improved and that they were targeting students more effectively
• Improvements in planning for students, better collaboration between classroom and support teachers and better tracking of student progress
Main Features of the New Model

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

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

**School educational profile component**, which takes into account:

- The number of students with complex needs enrolled to the school
- The learning support needs of students as evidenced by standardised test results
- The social context of the school including disadvantage and gender.
Circular 13/2017
Primary

Circular 14/2017
Post - Primary
Guidelines for Schools

Guidelines for Post-Primary Schools

Supporting Students with Special Educational Needs in Mainstream Schools

Guidelines for Primary Schools

Supporting Pupils with Special Educational Needs in Mainstream Schools
Six principles to guide the implementation of the revised model for allocating special education teaching supports in schools

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

Step 1: How can we identify needs?

Step 2: How can we meet needs?

Step 3: How can we monitor and record outcomes for students with special educational needs?
Planning Template to Guide the Allocation of Additional Teaching Supports for Pupils with Special Educational Needs – 6 actions

Toolkit - Page 4
Role of the Board of Management

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

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

- Provide or cause to be provided an appropriate education for each student
- Publish…the policy of the school concerning admission to and participation in the school…ensure that… the principles of equality and the right of parents to send their child to a school are respected.
Roles and Responsibilities: Principal

- Identify pupils who may have special educational needs
- An education plan
- Whole-school policies and procedures
- The Board of Management, teachers and parents
- Ensure that the Special Educational Needs of pupils are met
Roles and Responsibilities: Principal

- Facilitate parents’ participation in their child’s education
- Monitor whole-school policies and provisions
- Forward planning of transition and transfer arrangements
- Described in the School Plan
- Consult and liaise with education bodies and local agencies
Effective Teams

- Planning
- Communication
- Respect
- Trust
- Problem Solving
- Shared Goals
- Manage
Roles and Responsibilities: Class Teachers (CTs)

- First-line responsibility for the education of all the pupils in their classes.
- Plan lessons carefully to address the diverse needs within the classroom.
- Adapt teaching approaches & differentiate lessons to meet the needs of all pupils.
- Adapt the environment to promote curricular access for some pupils.
- Need to collaborate with Special Education Teachers and parents in the planning process.
- Employ a variety appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching and scaffolded instructions.
Roles and Responsibilities: Special Education Teachers (SETs)

- Need to be familiar with a wide range of teaching approaches, methodologies and resources
- Cater for a variety of learning needs throughout the school
- Support pupils in a variety of ways including team teaching, co-teaching, early intervention, small group & individual support
- Consult with class teachers to plan interventions to meet the priority learning needs of pupils
- Create short-term planning documents which reflect the support plans
- Outcomes need to routinely assessed, recorded and used to review progress and plan further interventions
Using the Continuum of Support framework, schools can identify students’ educational needs, to include academic, social and emotional needs, as well as needs associated with physical, sensory, language and communication difficulties.

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

Toolkit: Page 5
Managing the provision for pupils with special educational needs in your school

**Toolkit pages 6-7**

School provision plan for pupils with special educational needs
School: Roll No: ________________
School Year: ___________ Reviewed: ____________
Special Educational Needs Teaching:_____ hours

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Hours</th>
<th>Brief Description of role and Duties</th>
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Pupils with Special Educational Needs who are in receipt of interventions through the Continuum of Support Framework

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<thead>
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<th>Classroom Support</th>
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<tbody>
<tr>
<td>Pupil Name</td>
<td>Class</td>
<td>Description of SEN</td>
<td>Nature of Supports</td>
<td>Focus of Support</td>
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<td></td>
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<td>Literacy, numeracy, social, emotional, behavioural, life-skills</td>
<td>In-class, withdrawal in small groups or individual, school yard</td>
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<th>School Support</th>
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<td>Description of SEN</td>
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<th>School Support Plus</th>
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<td>Pupil Name</td>
<td>Class</td>
<td>Description of SEN</td>
<td>Nature of Support</td>
<td>Focus of Support</td>
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Self-reflective questionnaire

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

How can we identify pupils needs?
Toolkit pages 8-13
Student Support File (Handout)

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

Identification
Planning
Target Setting
Monitoring

Toolkit: Pages 15 -19

Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.
Planning for Inclusion: Assessment

- Purposes of Assessment
- Assessment
- Recording and communicating assessment results
- Receiving and storing information
- Parents
- Assessment by Relevant Professionals
NCCA Assessment Guidelines for schools
Curriculum planning for pupils with special educational needs may be thought of as multi-tiered – pupils may require different levels of differentiation and support to facilitate engagement with the curriculum and to ensure participation in, access to and benefit from the school curriculum.
Having identified a pupil’s needs and the educational planning required to meet those needs, this second step emphasises the importance of effective teaching and learning strategies.

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

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

- Effective teaching and learning
  The role of the class teacher

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

- Early intervention and prevention

- Target-setting

Guidelines for Schools
Primary and Post-Primary
Principal as leader of an inclusive school

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

Who is on the core team?
Planning and Co-ordination of SEN

Circular 13/2017 and Circular 14/2017

The allocation includes provision for the conducting of planning and co-ordination activities required to ensure the most effective and optimal use of the special educational needs teaching hours provided to schools, for children. The effective use of resources will be dependent upon effective timetabling practices that ensures continuity and avoids undue fragmentation of provision.
Self-Reflective Questionnaire

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

Toolkit pages 8 to 13

*How can we meet these needs?*
‘Teacher quality’ is the single most important school variable influencing pupil achievement.

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

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

<table>
<thead>
<tr>
<th>Withdrawal</th>
<th>Team Teaching</th>
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<tbody>
<tr>
<td>Confidentiality</td>
<td>Inclusive environment</td>
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<td>Quieter environment</td>
<td>Self-esteem</td>
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<td>Time and attention</td>
<td>Continuity of learning</td>
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<td>Pace</td>
<td>Interactive and engaging</td>
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<td>Easy use of ICT</td>
<td>Practical benefits</td>
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<td>Similar ability groups</td>
<td>Peer support</td>
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<tr>
<td>Concentration level</td>
<td>Experiencing different teaching methodologies</td>
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</tbody>
</table>
Models of In-Class Support

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

- Parallel Teaching
- Station Teaching
- Team-Teaching
- Alternative Teaching

One teaching, one drifting/assisting
Team-Teaching: Benefits to pupils

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

Inspired by a public school student with disabilities.

**COULD YOU PLEASE SHOVEL THE RAMP?**

**ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.**

**BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!**

**CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEAR THE PATH FOR EVERYONE!**
Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn should lead to adjustments in support plans.

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

How are you doing this currently?

Toolkit Page 10
Target Setting

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

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

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

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

- At the School Support and School Support Plus levels by class teachers and special education teachers.
Parental Engagement - School Reflection

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

Toolkit page 14

A GUIDE FOR PARENTS/GUARDIANS AND STUDENTS
Case Studies

- Guidelines for Schools
- Case studies from pilot project
- A worked example
Welcome to the SESS Website

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

Applications

APPLY TO SESS FOR IN-SCHOOL SUPPORT

CPD Courses

POST-PRIMARY CPD

PRIMARY CPD
Primary & Post-Primary CPD Programme

Primary CPD Programme 2017-2018

Teacher Allocation Model (Primary)

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

Primary Courses - General

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

Post-Primary CPD Programme 2017-2018

Teacher Allocation Model (Post Primary)

1. Leading the Inclusive School, Principals Seminar (Post Primary)
2. Leading the Inclusive School, Teachers Seminar (Post Primary)
3. Assessment & Individual Planning for Students with Special Education Needs (Post Primary): 2 Day Seminar

General Post-Primary Courses

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

Q1. What are the key issues for parents?

Q2. What are the key issues for principals?

Q3. What are the key issues for classroom teachers?

Q4. What are the key issues for special education teachers?
Feedback for all tables

Q5. How will the NCSE Support Service support schools with these issues?

Q6. Can you identify the gaps, if any, for the NCSE Support Service when supporting schools with the identified issues?