

Barbara Reilly

From: Minister for Education & Skills <MINISTER@education.gov.ie>
Sent: 06 December 2017 09:42
To: Barbara Reilly
Subject: RE: Item 55592 Firhouse Educate Together NS - restore teacher numbers

Ms. Barbara Reilly
Meetings, Public Lighting, Special Permits
Land Use, Planning and Transportation Department
South Dublin County Council
County Hall
Tallaght
Dublin 24

PLEASE QUOTE REF NUMBER ON ALL CORRESPONDENCE.

Our Ref: 1705661 /KM

Dear Ms. Reilly,

Thanks you for your recent email to the Minister for Education and Skills, Mr. Richard Bruton TD in relation to Firhouse Educate Together National School.

DES Circular 0013/2017 for primary schools and 0014/2017 for post primary schools were published on 7th March 2017.

These Circulars set out the details of the new model for allocating special education teachers to schools.

The revised allocation process replaces the generalised allocation process at primary and post primary school level for learning support and high incidence special educational needs, and the National Council for Special Education (NCSE) allocation process which provided additional resource teaching supports to schools, to support pupils assessed as having Low Incidence disabilities.

The new Special Education Teaching allocation provides a single unified allocation for special educational support teaching needs to each school, based on each school's educational profile.

Under the new allocation model, schools have been provided with a total allocation for special education needs support based on their school profile.

Included within this is an allocation for:

- A school educational profile component; which includes:
 - An allocation for pupils with complex needs
 - The learning support needs in schools as evidenced by attainment levels in standardised test results
 - The social context of the school including disadvantage and gender
- Baseline component provided to every mainstream school to support inclusion, prevention of learning difficulties and early intervention.

The provision of a profiled allocation is designed to give a fairer allocation for each school which recognises that all schools need an allocation for special needs support, but which provides a graduated allocation which takes into account the actual level of need in each school.

The special education teaching allocation provided for this school for 2017/18 was 48.05 hours.

The profiling model had indicated a profiled special educational need for this school, relative to that of other schools, of 47.50 teaching hours.

However, as no school received an allocation, on the introduction of the new model, which was less than the allocation they received in the previous school year, the school maintained an allocation of 48.05 hours and it was indicated that within this allocation there was a retained element of 0.55 hrs.

Where a school profile significantly changes following the allocation process e.g. a developing school where the net enrolment numbers significantly increase year on year additional allocations may be made.

The criteria for qualification for mainstream school developing school posts are set out in DES Circular 17/2017 (Primary School Staffing Schedule) and DES 10,11,12/2017 (Post Primary School Staffing Schedule).

Schools who qualified for additional mainstream developing school posts in accordance with these criteria also qualified for additional Special Education Teaching Allocations to take account of this developing status.

Firhouse NS was provided with an additional net SEN allocation of 2.45 hours on the grounds that the school qualified for one additional developing mainstream teaching post.

The school received a revised total special education teaching allocation of 50.5 hours.

This allocation equates to over 2 full time additional Special Education Teachers, which is a very significant allocation for a school of this size, which has a current enrolment of 169 pupils.

It is acknowledged and accepted that schools will have some additional pupils with special educational needs enrolling to their school subsequent to the profiles having been developed.

However, for the most part these will be balanced by the fact that some students who had additional teaching needs in the previous year will have left the school. The baseline is also designed to ensure that schools have some capacity to provide additional support to pupils.

The additional allocations made where schools qualify for developing mainstream teaching posts take account of growing enrolments.

It is also acknowledged that there will be some schools where exceptional circumstances may arise.

The National Council for Special Education (NCSE) will also be available to support schools where schools have developed and implemented appropriate plans for the deployment of their special education needs teaching resources, but the school considers that further support may be required.

This support may involve Continuing Professional Development or further training for school staff, advice in relation to the support plans that are in place, and possibly a review process once schools can clearly demonstrate that exceptional circumstances have arisen in the school.

The NCSE has now published details of how schools can seek a review of their allocations, including the utilisation of their allocations, in circumstances where a school considers that very exceptional circumstances have arisen subsequent to the development of the profile.

Should this school consider that they fulfil the criteria for a review on the grounds of exceptional circumstances, details of this review process are available at:

<http://ncse.ie/review-of-special-education-teacher-supports-where-there-are-exceptional-circumstances-or-needs-arising-in-a-school>

Yours sincerely

Derek Newcombe
Private Secretary

From: Barbara Reilly [mailto:breilly@SDUBLINCOCO.ie]
Sent: 28 November 2017 13:04
To: Info
Subject: Item 55592 Firhouse Educate Together NS - restore teacher numbers

Dear Minister,

At the November meeting of the Rathfarnham Templeogue Terenure ACM, the members passed the following motion:-

"That this Committee urges the Minister for Education and Skills to take into account the pressing and unique special educational needs at Firhouse Educate Together National School and to restore the teacher numbers as they were during September and October of this year."

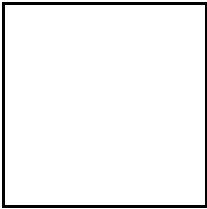
Any response received will be circulated to the members of the RTT ACM.

Regards,
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