

## NCSE Statistics on Resource Allocations: August 2010

This document contains two tables of figures for the numbers of children with special educational needs in mainstream primary and post primary schools who were in receipt of additional resources from the NCSE at August 2010.

**Table 1** refers to the number of pupils allocated additional resource teaching hours, in total and by special educational need (SEN) type (as categorised by current Department of Education and Skills resource allocation policy).

**Table 2** refers to the number of pupils in mainstream primary and post primary schools who were allocated special needs assistant (SNA) support, again in total, and by SEN type.

Please note that the figures in the two tables **cannot be added** as many of the pupils who receive resource teaching hours also receive support from an SNA.

### Additional Cautionary Note

It is important to note that these tables do not provide a complete profile of all children with special educational needs in Irish schools. They simply represent the numbers of children in mainstream schools who receive the named resources through the NCSE. There are two main groups of pupils with special educational needs not included in these tables.

- Primary school pupils with special educational needs arising from 'high incidence' (or more frequently occurring) disabilities. Primary schools can provide resource teaching support directly to these pupils under the General Allocation Model<sup>1</sup>, without recourse to individual applications to the NCSE. Three categories of SEN are considered to arise from 'high incidence' disability. These are *borderline general learning disability*, *mild general learning disability*; and *specific learning disability*. [It is important to remember that as the General Allocation Model currently only operates at primary level, pupils with these 'high incidence' disabilities at post primary school have to apply to the NCSE for resource teaching support and so these pupils are included in the tables below.]
- Children in Special Schools are not included in these tables as the NCSE resource allocation relationship with these schools is still evolving.

Additional information on annual applications and allocations is available in the NCSE annual reports which are included under the Publications tab on this website.

---

<sup>1</sup> See DES Special Education circular 02/05 for more information on the *General Allocation Model* and its operation

**TABLE 1**

**Number of Pupils with Special Educational Needs in Mainstream Schools allocated  
Additional Teaching Hours by the NCSE  
August 2010**

<b>Special Educational Needs Category</b>	<b>Post Primary</b>	<b>Primary</b>	<b>Total</b>
Assessed Syndrome	88	253	341
Autism/Autistic Spectrum Disorders	1090	2953	4043
Borderline Mild General Learning Disability *	3689		3689
Emotional / Behavioural Disturbance	2054	3730	5784
Hearing Impairment	325	649	974
Mild General Learning Disability *	3611		3611
Moderate General Learning Disability	244	511	755
Multiple Disabilities	510	1429	1939
Physical Disability	1394	2757	4151
Severe Emotional / Behavioural Disturbance	390	726	1116
Severe/Profound General Learning Disability	31	24	55
Specific Learning Disability *	3417		3417
Specific Speech and Language Disorder	493	3314	3807
Visual Impairment	176	283	459
<b>Total Pupils</b>	<b>17512</b>	<b>16629</b>	<b>34141</b>

*Source: National Council for Special Education, Special Education Administration System.*

**\*Borderline mild general learning disability, mild general learning disability and specific learning disability are categorised as 'high incidence' disabilities under current resource allocation arrangements. At primary level, these pupils are allocated additional teaching supports by schools under the General Allocation Model and not by the NCSE. (See DES Special Education Circular 02/05 for further details).**

**TABLE 2**

**Number of Pupils Allocated Special Needs Assistant (SNA) Support in Mainstream  
Schools by the NCSE\*  
August 2010**

<b>Special Educational Needs Category</b>	<b>Post Primary</b>	<b>Primary</b>	<b>Total No Pupils</b>
Assessed Syndrome	67	351	418
Autism/Autistic Spectrum Disorders	567	2369	2936
Borderline Mild General Learning Disability	86	138	224
Emotional / Behavioural Disturbance	769	2352	3121
Hearing Impairment	54	232	286
Mild General Learning Disability	267	386	653
Moderate General Learning Disability	149	434	583
Multiple Disabilities	288	1038	1326
Physical Disability	523	1519	2042
Severe Emotional / Behavioural Disturbance	211	533	744
Severe/Profound General Learning Disability	2	25	27
Specific Learning Disability	30	22	52
Specific Speech and Language Disorder	13	310	323
Visual Impairment	109	172	281
<b>Total Pupils:</b>	<b>3135</b>	<b>9881</b>	<b>13016 *</b>

*Source: NCSE Special Education Administration System (SEAS) August 2010.*

**\* Please note that the number of pupils in receipt of SNA support is not equal to the number of SNAs working in mainstream schools, as some SNAs may be in a position to support the care needs of more than one pupil. Also, note that this table only refers to allocations to mainstream schools, and not to special schools.**