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Post-Secondary Support for People with Intellectual Disabilities in the Republic of Ireland

1 Introduction

The following paper will discuss the support for people who have left the secondary school system in the Republic of Ireland who have learning disabilities (LD) or Special Education Needs (SEN). It should be noted that in the Republic of Ireland the term “Intellectual Disability” is used rather than learning disability. For the purposes of clarity, intellectual disability will be used in this paper.

The paper will discuss areas such as further education, higher education and employment support.

2 Key Points

- In the ROI there is an established database that tracks the prevalence of intellectual disabilities;

- The National Intellectual Disability Database (NIDD) gathers three types of data: demographic details; current service provision; and future service requirements;
- At the end of 2012, the NIDD had 27,622 people on its register;
- The National Council for Special Education (NCSE) is a statutory body which is responsible for a number of aspects of special needs education. Its services are mainly delivered through the Special Educational Needs Organisers (SENO);
- SENOs are appointed by the National Council for Special Education. They provide a direct local service to parents of children with SEN and to schools. SENOs cover specific geographical areas and provide support to Primary, Post-Primary and Special Schools;
- The Department of Education and Skills is responsible for the education of children with special education needs;
- The Department aims to have those with special education needs as closely integrated into main stream schools as possible;
- Special schools generally provide services up to the age of 18 for those with mild to moderate learning disabilities;
- A specific Act governing the education for people with SEN was adopted in 2004 (the Education for Persons with Special Education Needs Act or EPSEN);
- One of the major aspects of the Act was the introduction of Individual Education Plans. An Individual Education Plan (IEP) is a written document prepared for a named student which specifies the learning goals that are to be achieved by the student over a set period of time and the teaching strategies, resources and supports necessary to achieve those goals;
- However, this system is not yet in place, with no date for the implementation of the plans;
- Young people moving on from the school system have a number of options available including further education and training courses, vocational and rehabilitation training and third level universities and colleges;
- In order to facilitate these moves, pupils may need additional support from school guidance counsellors, teachers and potentially professionals from outside the school (such as a University Disability Officer) as part of the transition process;
- Education and Training Boards (ETB's) are responsible for the management of secondary schools and further education colleges;
- The support for people with disabilities, including those with intellectual disabilities can vary between ETBs;
- As with Northern Ireland, students with intellectual disabilities can receive support from their chosen Higher Education Institute (HEI). These supports can vary from college to college but can include extra tuition, assistive technology and mentoring;

- Prior to entry students with a disability can benefit from the Disability Access Route to Education (DARE) which aims to improve access to HEIs for school leavers with LD or disabilities;
- Students with disabilities can also apply to the Student Assistance Fund while attending third level. This fund is administered by the Department of Education and Science under the auspices of the Higher Education Authority;
- The NIDD identifies that of the 27,191 individuals registered as having an intellectual disability, 4,353 are in some form of employment (16%);
- The main source of support for people with intellectual disabilities who are unemployed is Disability Allowance;
- A number of supports exist to support employers in encouraging them to hire people with disabilities including the EmployAbility Scheme, the Wage Subsidy Scheme and the Disability Awareness Training Support Scheme;
- A major government programme of support for people with disabilities (LD included) is the Supported Employment Service (SES) which provides a number of services;
- The ROI has a number of sheltered workshops which can receive funding from the Health Service Executive (HSE). As stated on Citizens Information:

Sheltered work gives people with disabilities the opportunity to take part in daily work in a sheltered setting where they receive personal support services.

- Trainees in foundation training and sheltered workshops retain their social welfare payments, usually Disability Allowance, and also receive a training allowance of €31.80 a week;
- NIDD statistics state that 3,274 people are based in sheltered work centres and a further 82 at sheltered employment centres;
- The 2005 Disability Act includes a requirement on the behalf of public sector bodies to meet a target of having 3% of employees with disabilities. Public bodies must report every year by 31st March on compliance with these obligations; and
- There are a number of Support Organisations based in the ROI, including Inclusion Ireland, KARE and AHEAD.

3 Prevalence of Intellectual Disability in the Republic of Ireland

In the ROI there is an established database that tracks the prevalence of intellectual disabilities.

Established in 1995, it has the aim of:¹

¹ NIDD, Annual Report 2012, <http://www.hrb.ie/health-information-in-house-research/disability/nidd-publications/>

...providing a comprehensive and accurate information base for decision-making in relation to the planning, funding and management of services for people with an intellectual disability.

The National Intellectual Disability Database (NIDD) gathers three types of data: demographic details; current service provision; and future service requirements.

At the end of 2012, the NIDD had 27,622 people registered. The figure below details the main statistics from the database.²

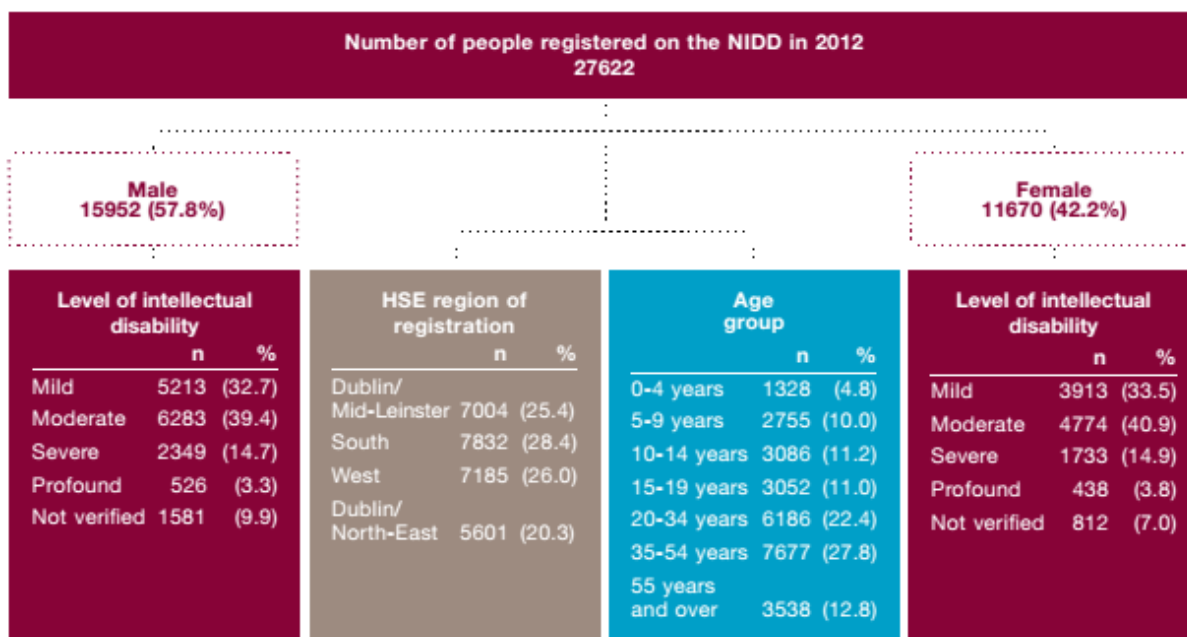


Figure 1: Profile of the population registered on the NIDD, 2012

Appendix 1 provides further information on the principle day service availed of, by degree of intellectual disability and by age group for 2012.

In terms of prevalence rates, the NIDD uses the data it gathers from the register and the latest population statistics from the 2011 Census. From this, the NIDD identified the following prevalence ratios:

- Mild intellectual disability: 1.99/1000 (please note, the NIDD states that *this figure is not a true reflection of the prevalence rate for mild intellectual disability since only those who are accessing or requiring intellectual disability services are included in the database*;
- Moderate, severe and profound intellectual disability: 3.51/1000.

² Ibid

4 National Council for Special Education

The National Council for Special Education (NCSE) is a statutory body which is responsible for a number of aspects of special needs education, including:³

- Planning and co-ordinating the provision of education and support services to children with special educational needs (in conjunction with schools and the Health Service Executive (HSE));
- Planning the implementation of the Education for Persons with Special Needs Act;
- Disseminating information on best practice concerning the education of children with special educational needs; and
- Providing information to parents in relation to the entitlements of children with special educational.

Its services are mainly delivered through the Special Educational Needs Organisers (SENO).

SENOs are appointed by the National Council for Special Education. They provide a direct local service to parents of children with SEN and to schools.⁴ SENOs cover specific geographical areas and provide support to Primary, Post-Primary and Special Schools.

Services they provide include:

- Identifying the needs of children;
- Deciding on the level of resources schools require to support children;
- Deal with applications for additional teaching and Special Needs Assistants;
- Can support transition by providing information to parents and liaising between schools and parents; and
- Can advise schools and parents on the facilities, services, and resources available to assist children with Special Educational Needs.

5 Education

The Department of Education and Skills is responsible for the education of children with special education needs. Generally this provision is met in:

- Special schools;
- Special classes attached to ordinary schools; and
- Integrated settings in mainstream classes.

The Department aims to have those with special education needs as closely integrated into main stream schools as possible. This is aided by resource teaching or special

³ Citizens Information, Special needs education,

http://www.citizensinformation.ie/en/education/the_irish_education_system/special_education.html

⁴ National Council for Special Education, FAQs, http://www.ncse.ie/for_parents/FAQs.asp

needs assistant support (or both where appropriate) with the determination of which is used dependent on a pupils level of need.

Special schools generally provide services up to the age of 18 for those with mild to moderate learning disabilities. Students in these schools:

...usually take the Junior Certificate and Leaving Certificate examinations. The schools also make provision for students whose level of disability would make it very difficult for them to benefit from the Junior and Leaving Certificate programmes. In some schools for students with mild learning disabilities, students may be offered the opportunity to take part of the Junior Certificate curriculum.⁵

A specific Act governing the education for people with SEN was adopted in 2004 (the Education for Persons with Special Education Needs Act or EPSEN). This advocated a number of improvements across the education system. One of the major aspects of the Act was the introduction of Individual Education Plans.

An Individual Education Plan (IEP) is a written document prepared for a named student which specifies the learning goals that are to be achieved by the student over a set period of time and the teaching strategies, resources and supports necessary to achieve those goals.

However, this system is not yet in place, with no date for the implementation of the plans.⁶

Young people moving on from the school system have a number of options available including further education and training courses, vocational and rehabilitation training and third level universities and colleges.

In order to facilitate these moves, pupils may need additional support from school guidance counsellors, teachers and potentially professionals from outside the school (such as a University Disability Officer) as part of the transition process.

The NIDD (2012) noted that:⁷

Transition points such as the movement from pre-school to primary school, primary to secondary school and from school to employment are particularly important from a service planning perspective.

A number of principles have been identified by the National Council for Special Education (NCSE) in order to govern the Transition process:⁸

⁵ Citizens Information Post Primary Education for Students with Special Needs

http://www.citizensinformation.ie/en/education/primary_and_post_primary_education/going_to_post_primary_school/post_primary_education_for_students_with_special_needs.html

⁶ Citizens Information, Special needs education,

http://www.citizensinformation.ie/en/education/the_irish_education_system/special_education.html

⁷ NIDD, Annual Report 2012, <http://www.hrb.ie/health-information-in-house-research/disability/nidd-publications/>

- Long-term planning is essential and should be conducted well in advance of the point of transition;
- Parents and young people should be provided with the information to make an informed choice about future educational/lifelong learning settings. All options should be explored, including the continuum of special education provision;
- Collaboration between the transition settings is crucial to ensure that all relevant information is shared and the necessary resources are put in place to facilitate a successful transition; and
- Support for transition can be provided by the Special Education Needs Organisers (SENO) in collaboration with the relevant agencies/personnel.

EPSEN identifies leaving school as the final transition point. As such:

The final steps of transition planning should take place one year in advance of the young person leaving school. It is important that the young person be involved in making these plans. The views of parents and/or an advocate should also be taken into consideration.⁹

The report continues:

Representatives from any of the above agencies are not required to attend planning meetings for these students. However, a partnership approach led by the local SENO and supported by the school will assist in developing a framework for good practice in transition planning.¹⁰

6 Further Education

In July 2013 the Minister for Education and Skills established sixteen new Education and Training Boards (ETBs) as replacements for the thirty-three Vocational Educational Committees.

ETB's are responsible for the management of secondary schools and further education colleges. They also manage a variety of adult and further education centres delivering education and training programmes.¹¹

The support for people with disabilities, including those with intellectual disabilities can vary between ETBs. For example the City of Dublin ETB has a Disability Support Service run jointly with the National Learning Network. It provides support such as specific technical equipment or support in getting lecture information, travel to and from college and Educational Support Workers.¹²

⁸ National Council for Special Education, May 2006, Guidelines on the Individual Educational Plan Process

⁹ Ibid

¹⁰ National Council for Special Education, May 2006, Guidelines on the Individual Educational Plan Process

¹¹ Department of Education and Skills, Education and Training Boards, <http://www.education.ie/en/The-Department/Bodies-and-Committees/Education-and-Training-Boards-ETBs-.html>

¹² City of Dublin ETB,

7 Higher Education

As with Northern Ireland, students with intellectual disabilities can receive support from their chosen Higher Education Institute (HEI). These supports can vary from college to college but can include extra tuition, assistive technology and mentoring.

Prior to entry, however, students with a disability can benefit from the Disability Access Route to Education (DARE) which aims to improve access to HEIs for school leavers with intellectual disabilities or disabilities.¹³ DARE allocates a number of third level places to people with disabilities on a reduced points basis (access to ROI HE courses being based on the number of points achieved through exams, the main one being the Leaving Certificate).

DARE is applied to through the Central Applications Office (CAO).

Students with disabilities can also apply to the Student Assistance Fund while attending third level. This fund is administered by the Department of Education and Science under the auspices of the Higher Education Authority.¹⁴

The support provided by HEIs can vary. One programme of note is the Certificate in Contemporary Living (CCL) based at Trinity College Dublin.

Run by the National Institute for Intellectual Disability (based at Trinity College, Dublin), the CCL is a two year, full time Trinity College Certificate programme. This Certificate was the first full time course for adults with intellectual disabilities. It is a specially designed programme, provided in a tertiary setting, aimed at supporting students as they make transitions towards independence, lifelong learning and employment.¹⁵

The core values of the programme are:

- A belief in the capacity of individuals with intellectual disabilities;
- A respect for the contributions of individuals with intellectual disabilities; and
- A belief in equality of opportunity for individuals with intellectual disabilities.

In terms of objectives, the programme was designed to:¹⁶

- Promote lifelong learning for individuals with intellectual disability;
- Promote inclusion in the third level environment for individuals with intellectual disability;
- Develop skills for modern society for individuals with intellectual disability;
- Develop social skills of individuals with intellectual disability through peer interaction;
- Fulfil personal educational interests for individuals with intellectual disability;

¹³ Citizens Information, Third-level education for students with disabilities, http://www.citizensinformation.ie/en/education/third_level_education/applying_to_college/third_level_education_for_students_with_disabilities.html

¹⁴ AHEAD, Funding, http://www.ahead.ie/inclusiveeducation_supportsinthirdlevel_04_funding

¹⁵ National Institute for Intellectual Disability, Certificate in Contemporary Living, <http://www.tcd.ie/niid/lifelong/certificate/>

¹⁶ Ibid

- Broaden the horizons for individuals with intellectual disability; and
- Enhance individual employability.

The course has eight mandatory modules and five elective, covering topics such as written and oral communication, career development and art and design.

To access the course there are no standard educational requirements, but evidence of a particular interest in education and strong motivation is essential.

It should be noted that there is a fee of €3,000 per year and there is no government funding. However, the CCL has been supported by philanthropic gifts from private donors and service agencies. Some funding may also be provided via the Strategic Innovation Fund.

Research undertaken on the CCL found that:¹⁷

For CCL students, learning in tertiary environment is a complex undertaking and warns against educators assuming that they know how people with intellectual disabilities learn; indeed gaining knowledge and understanding of such learning should be researched inclusively. It is finally argued that educators can be proactive in creating a classroom atmosphere that is safe, supportive and helpful if they are armed with the tools of facilitative teaching practices and emotional competencies.

8 Employment and Employment Support

The NIDD identifies that of the 27,191 individuals registered as having an intellectual disability, 4,353 are in some form of employment (16%). Table 1 below provides further details.¹⁸

Table 1: Employment type by intellectual disability

Type of Employment	Not Verified	Mild	Moderate, severe or profound	All levels
Sheltered work centre	21	1,309	1,944	3,274
Sheltered employment centre	11	51	20	82
Enclave within open employment	0	3	6	9
Supported employment	21	482	329	832
Open employment	1	116	39	156
Total	54	1,961	2,338	4,353

¹⁷ TCD, Intellectually disabled students' experiences of learning in tertiary education: an inclusive phenomenography, Kubiak et al <http://www.tcd.ie/niid/pdf/IRN%20revised%20folder/PDFs/Piece%20for%20NIID%20website%2004.07.13.pdf>

¹⁸ NIDD, Annual Report 2012, <http://www.hrb.ie/health-information-in-house-research/disability/nidd-publications/>

As can be seen, the majority of people with an intellectual disability and in employment work in sheltered work centres.

8.1 Sheltered Employment

The ROI has a number of sheltered workshops which can receive funding from the Health Service Executive (HSE). As stated on Citizens Information:¹⁹

Sheltered work gives people with disabilities the opportunity to take part in daily work in a sheltered setting where they receive personal support services. Trainees may produce goods that have a commercial value.

Trainees in foundation training and sheltered workshops retain their social welfare payments, usually Disability Allowance, and also receive a training allowance of €31.80 a week.

A number of organisations operate sheltered work centres, including the Rehab Group which is an independent group of charities and commercial companies base in the ROI, UK, Netherlands and Poland.

The Rehab Group, via its subsidiary Rehab Enterprises, offers employment to people with disabilities in an Integrated Employment setting, with employees receiving ongoing training and support. Employees receive competitive rates of pay, life assurance and further career opportunities.²⁰

It should be noted that the National Disability Authority has called for a shift away from sheltered work to open employment for people with disabilities.²¹

8.2 Public Sector Employment Targets

The 2005 Disability Act includes a requirement on the behalf of public sector bodies to meet a target of having 3% of employees with disabilities. Public bodies must report every year by 31st March on compliance with these obligations. They report to statutory Monitoring Committees in their parent Department. For civil servants, the report is to the Department of Finance Monitoring Committee.²²

¹⁹ Citizens Information, Rehabilitation and training services for people with disabilities, http://www.citizensinformation.ie/en/health/health_services_for_people_with_disabilities/rehabilitation_and_training_services_for_people_with_disabilities.html

²⁰ RehabEnterprises, Working for us, <http://www.rehabenterprises.ie/about-us/working-for-us>

²¹ National Disability Authority, From Sheltered to Open Employment for People with Disabilities in Ireland, [http://www.nda.ie/CntMgmtNew.nsf/DCC524B4546ADB3080256C700071B049/35B752678B255AEA8025787F004789BD/\\$File/Policy_Advice_Paper_on_Sheltered_Employment_Services.htm](http://www.nda.ie/CntMgmtNew.nsf/DCC524B4546ADB3080256C700071B049/35B752678B255AEA8025787F004789BD/$File/Policy_Advice_Paper_on_Sheltered_Employment_Services.htm)

²² National Disability Authority, Employment of people with disabilities in the public service, <http://www.nda.ie/website/nda/cntmgmtnew.nsf/0/A3FA97F7EF093251802573D900393654?OpenDocument>

The most recent report on compliance with this target was produced by the NDA in 2012. It found that public service organisations had exceeded this target, with 3.3% (6,611 people) of employees having a disability.²³

It does not disaggregate the data by type of disability and as such figures on the number of people with LD employed in public service organisations were not identified.

The Department for Jobs, Enterprise and Innovation intends to publish an employment strategy for people with disabilities in 2014.²⁴

The main source of support for people with Intellectual Disabilities who are unemployed is Disability Allowance.²⁵ Disability Allowance is a weekly allowance paid to people with a disability. It is a means tested payment, available to those aged over 16 who have an injury, disease or physical or mental disability that has continued or may be expected to continue for at least one year

Table 2 below details the weekly maximum rate of Disability Allowance available.

Table 2: Weekly maximum rate of Disability Allowance, 2014

	Amount
Personal rate (claimant)	€188 (max rate)
Qualified adult	€124.80 (max rate)
Qualified child	€29.80 (full rate)
	€14.90 (half rate)

9 Government Support Programmes

A number of supports exist to support employers in encouraging them to hire people with disabilities. The support programmes are:

- **The EmployAbility Service:**²⁶ The nationwide EmployAbility Service provides an employment support service for people with a health condition, injury, illness or disability and a recruitment advice service for the business community. Provides participants with support such as employment assistance, access to a pool of potential employees and ongoing support;

²³ NDA, 2012 Report on Compliance with Part 5 of the Disability Act on the Employment of People with Disabilities in the Public Sector
[http://www.nda.ie/website/nda/cntmgmtnew.nsf/0/1654759F0DFF6CBE80257C45003BA957/\\$File/Part_5_Report_2012.pdf](http://www.nda.ie/website/nda/cntmgmtnew.nsf/0/1654759F0DFF6CBE80257C45003BA957/$File/Part_5_Report_2012.pdf)

²⁴ DJEI, Action Plan for Jobs, 2014, <http://www.djei.ie/publications/2014APJ.pdf>

²⁵ Department of Social Protection, Disability Allowance, <https://www.welfare.ie/en/Pages/da.aspx>

²⁶ <https://www.welfare.ie/en/Pages/EmployAbility-Service.aspx>

- **The Wage Subsidy Scheme:**²⁷ The Wage Subsidy Scheme provides financial incentives to employers, outside the public sector, to employ disabled people who work more than 20 hours per week. A person on the Wage Subsidy Scheme is subject to the same conditions of employment as other employees. There are three strands of subsidy which takes into consideration a company employing from one to over thirty employees with disabilities;
- **The Reasonable Accommodation Fund for the Employment of people with disabilities:**²⁸ provides a number of grants to employers including Workplace Equipment/Adaptation Grant, the Personal Reader Grant, the Job Interview Interpreter Grant and the Employee Retention Grant;
- **The Disability Awareness Training Support Scheme:**²⁹ The Disability Awareness Training Support Scheme provides funding so that employers can buy in Disability Awareness Training for their staff. The purpose of the training is to deliver clear and accurate information about disability and to address questions or concerns that employers and employees may have about working with people with disabilities. Grants of 90% of eligible training costs, up to a maximum of €20,000, are available to private companies in the first year and 80% in the second and subsequent years.

A major government programme of support for people with disabilities (LD included) is the Supported Employment Service (SES).

The SES:³⁰

is an employment and recruitment service to assist people, who have a range of disabilities and impairments, to obtain and keep a job. The Service provides a number of 'on-the-job' supports, such as a Job Coach who will assist both the employer and the person seeking employment.

The SES provides a number of services, including:

- Individual needs assessment;
- Vocational profiling and career planning;
- Individual employment plan;
- Job sourcing and job matching;
- On-the-job support and coaching;
- Advice and support to employers; and
- Follow-up support and mentoring to both employers and employees.

²⁷ https://www.welfare.ie/en/Pages/Wage-Subsidy-Scheme_holder_3176.aspx

²⁸ https://www.welfare.ie/en/Pages/Reasonable-Accommodation-Fund_holder.aspx

²⁹ https://www.welfare.ie/en/Pages/Disability-Awareness-Training_holder.aspx

³⁰ Citizens Information, Supported employment for people with disabilities, http://www.citizensinformation.ie/en/employment/employment_and_disability/supported_employment_for_people_with_disabilities.html

The SES creates benefits for employers as well as jobseekers such as a free recruitment and employment service, a database of skilled jobseekers for them to access and on-going support from Job Coaches.³¹

10 Support Organisations

10.1 Inclusion Ireland

Inclusion was founded in 1961 (when it was known as the National Association for the Mentally Handicapped of Ireland). Since then it has grown to be one of the largest organisations in the ROI that represents the needs of those with intellectual disabilities.³²

It has hundreds of individual members and 170 member organisations. Inclusion Ireland has the following vision:³³

People with an intellectual disability living and participating in the Community with equal rights as citizens, to live the life of their choice to their fullest potential.

Inclusion Ireland provides a number of services to members, including lobbying government and statutory bodies in regards policy and strategy. It also:³⁴

- Promotes Advocacy for people with an intellectual disability, particularly self-advocacy;
- Provides an information and advice service by phone, post and through its website;
- Publishes information leaflets/booklets;
- Organises seminars and conferences on intellectual disability;
- Gives information & training talks to a range of groups;
- Represents the intellectual disability sector in Ireland at an international level by its membership of Inclusion International & Inclusion Europe; and
- Promotes research into intellectual disability.

10.2 KARE

KARE, established in 1967, promotes inclusion for people with intellectual disabilities within a community setting.³⁵

KARE believes that everyone:

³¹ Ibid

³² Inclusion Ireland, Making Inclusion a Reality: Strategic Plan 2007-2014, <http://www.inclusionireland.ie/sites/default/files/documents/makinginclusionareality.pdf>

³³ Ibid

³⁴ Inclusion Ireland, About Inclusion Ireland, <http://www.inclusionireland.ie/content/books/about-inclusion-ireland-who-we-are-and-what-we-do/508/about-inclusion-ireland-who-we>

³⁵ KARE, About KARE, <http://www.kare.ie/AboutKare-splash.php>

- Should be treated with dignity and respect;
- Has a right to make choices and take control over the direction of their life;
- Has a right to education and the opportunity to learn new skills;
- Has a right to have good friends and relationships; and
- Should use their talents in a way that contributes to their community.

Support for people with intellectual disabilities are provided for young children, school age children, adults, clinical supports and short breaks for families.

The support provided for adults are most of note to this paper. KARE provides a number of supports including:

- Life-Long Learning;
- Supported Employment;
- Sport and Leisure;
- Supports for Living outside the family home; and
- Health and Well Being, including a range of Clinical Supports.

KARE operates in Kildare, east Offaly and west Wicklow.

10.3 AHEAD (Association for Higher Education Access and Disability)

AHEAD is an independent non-profit organisation working to promote full access to and participation in further and higher education for students with disabilities and to enhance their employment prospects on graduation.³⁶

AHEAD has three main functions:

- Provides information to students and graduates with disabilities, teachers, guidance counsellors and parents on disability issues in education;
- Works with graduates and employers through the GET AHEAD Graduate Forum and the WAM Mentored Work Placement Programme; and
- Coordinates LINK an Erasmus funded network of organisations promoting the inclusion of students & graduates with disabilities within the EU.

AHEAD provides a wealth of information for those seeking employment or seeking to enter third level education, including identifying pathways to third level, careers guidance information for employers.

³⁶ AHEAD, Welcome to AHEAD, <http://www.ahead.ie/>

Appendix 1: Principle day service availed of, by degree of intellectual disability and by age group, 2012

	Not verified			Mild			Moderate, severe or profound			All levels		
	Under 18	18 & over	All ages	Under 18	18 & over	All ages	Under 18	18 & over	All ages	Under 18	18 & over	All ages
Home support	61	3	64	3	63	66	8	90	98	72	156	228
Home help	0	1	1	1	10	11	0	12	12	1	23	24
Early intervention team	531	0	531	57	0	57	29	0	29	617	0	617
Special pre-school for intellectual disability	359	0	359	59	0	59	113	0	113	531	0	531
Child education and development centre	6	0	6	2	0	2	134	3	137	142	3	145
Mainstream pre-school	239	0	239	44	0	44	34	0	34	317	0	317
Mainstream school	445	3	448	860	40	900	622	27	649	1927	70	1997
Resource/visiting teacher	77	0	77	45	15	60	31	4	35	153	19	172
Special class – primary	107	0	107	200	0	200	193	0	193	500	0	500
Special class – secondary	4	0	4	92	22	114	94	20	114	190	42	232
Special school	298	0	298	1747	152	1899	2443	142	2585	4488	294	4782
Third-level education	0	1	1	0	25	25	0	7	7	0	33	33
Rehabilitative training	0	9	9	5	776	781	0	805	805	5	1590	1595
Activation centre	0	15	15	0	1373	1373	0	5272	5272	0	6660	6660
Programme for the older person	0	12	12	0	117	117	0	535	535	0	664	664
Special high-support day service	0	0	0	1	52	53	5	710	715	6	762	768
Special intensive day service	0	0	0	0	49	49	0	345	345	0	394	394
Sheltered work centre	0	21	21	0	1309	1309	0	1944	1944	0	3274	3274

	Not verified			Mild			Moderate, severe or profound			All levels		
	Under 18	18 & over	All ages	Under 18	18 & over	All ages	Under 18	18 & over	All ages	Under 18	18 & over	All ages
Sheltered employment centre	0	11	11	0	51	51	0	20	20	0	82	82
Multidisciplinary support services	17	22	39	12	507	519	15	1095	1110	44	1624	1668
Centre-based day respite service	4	1	5	2	9	11	0	9	9	6	19	25
Day respite in the home	3	0	3	0	1	1	1	3	4	4	4	8
Outreach programme	1	5	6	0	70	70	0	96	96	1	171	172
Other day service	37	0	37	23	182	205	30	308	338	90	490	580
Enclave within open employment	0	0	0	0	3	3	0	6	6	0	9	9
Supported employment	0	21	21	0	482	482	0	329	329	0	832	832
Open employment	0	1	1	0	116	116	0	39	39	0	156	156
Vocational training	1	9	10	2	190	192	1	82	83	4	281	285
Generic day services	1	51	52	0	164	164	0	225	225	1	440	441
Total	2191	186	2377	3155	5778	8933	3753	12128	15881	9099	18092	27191