An Roinn Oideachais
agus Óige
Department of
Education and Youth

Circular Number: 0076/2026

To: The Managerial Authorities of Recognised Primary, Secondary, Community and Comprehensive Schools and the Chief Executives of Education and Training Boards

DEIS Plus scheme: implementation arrangements and guidance for schools participating in the DEIS Plus scheme

1. Executive summary

This circular sets out the implementation arrangements for schools participating in the DEIS Plus scheme. The DEIS Plus scheme is a targeted initiative of the Department of Education and Youth (DEY) designed to support a small cohort of primary and post-primary schools to bring about improvements in the outcomes and experiences of children and young people who are most at risk of educational disadvantage.

The scheme forms part of the wider DEIS Strategy to 2035 and builds on the existing DEIS programme by strengthening targeted, evidence-informed and sustained supports for schools serving communities with the highest concentrations of educational disadvantage.

This circular outlines:

- the objectives and operation of the DEIS Plus scheme;
- supports and resources available under the scheme;
- implementation, planning and reporting arrangements; and
- monitoring, review and evaluation arrangements;

The DEIS Plus scheme is being implemented on a phased basis, with the first three-year implementation plan covering the period 2026-2028. A number of supports and initiatives commence from the 2026/2027 school year. Additional supports will be introduced progressively over the period of the implementation plan.

2. Dissemination of this circular

Please ensure that a copy of this circular is provided to all members of the board of management/education training board (BOM/ETB). This circular should also be brought to the attention of all teaching staff and school personnel in schools participating in the DEIS Plus scheme.

This circular and other information relating to the DEIS Plus scheme (including Irish versions), can be accessed on the department's website at gov.ie/deis

3. Compliance

Participation in the DEIS Plus scheme and the retention of supports and resources allocated under the scheme are contingent on schools complying with the contents of this circular and any additional conditions, guidance or reporting requirements that the Department of Education and Youth may introduce in relation to the operation of the scheme.

Schools participating in the DEIS Plus scheme are required to:

- implement the scheme in accordance with the objectives and requirements set out in this circular;
- use DEIS Plus resources and supports appropriately and for the purposes intended;

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- engage in the DEIS action planning for improvement process and associated monitoring and reporting requirements; and
- maintain accurate, complete and up-to-date enrolment and attendance on the primary online database (POD) and the post-primary online database (PPOD)

Schools are reminded of their statutory obligations under the Education (Welfare) Act 2000, including Sections 20 and 21, to establish and maintain an accurate enrolment register and records of attendance and to submit the Annual Attendance Return (AAR) and School Attendance Report (SAR) to Tusla in a timely manner.

Boards of management and principals are also required, in accordance with Department of Education Circular 0028/2013 (Maintenance of School Registers, Roll Books and Attendance Books) and subsequent circulars relating to the operation of the POD and PPOD, to ensure that student enrolment and related data recorded in school systems and submitted to the department are complete, accurate and kept up to date.

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Definitions

For the purposes of this circular the following terms shall have the meanings assigned to them here unless the context indicates otherwise:

DEIS	Delivering Equality of Opportunity in Schools
BOM	Board of management
ETB	Education and training board
DEIS Plus	A category of schools identified under the Delivering Equality of Opportunity in Schools (DEIS) programme as having the highest concentrations of children and young people at risk of educational disadvantage
The department	The Department of Education and Youth
PMHW	Positive Mental Health and Wellbeing
HSCL	Home school community liaison
EWP	Education wellbeing practitioner
NEPS	National Educational Psychological Service
POD	Primary Online Database
PPOD	Post-primary Online Database
Parent	In this document the term ‘parent’ also denotes ‘guardian’

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DEIS action plan for improvement	A plan which contains meaningful and ambitious targets, informed by evidence and designed to bring about improved outcomes and experiences for children and young people. The plan also contains both universal and targeted actions that are regularly monitored to ensure they are leading to improvements.
SCP	School Completion Programme
TPL	Teacher professional learning
CLW	Community link workers
Community of Professional Learning	A structured network of school leaders and educators who collaborate, share good practice, and engage in professional learning to support school improvement and enhance outcomes for children and young people.
ETS	Education Therapy Service

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Introduction to the DEIS Plus scheme

The purpose of this circular is to:

- inform the management and staff of schools participating in the DEIS Plus scheme of the implementation arrangements for the scheme;
- outline the objectives and operation of the DEIS Plus scheme;
- provide information regarding the identification process for schools included in the scheme;
- outline the supports and resources available under the DEIS Plus scheme; and
- provide information regarding planning, monitoring, reporting and evaluation arrangements associated with the scheme.

Contents of circular

This circular is structured as follows and contains the following information:

Section One	**Objectives of the DEIS Plus scheme**
Section Two	**Role and expectations of schools participating in the DEIS Plus scheme**
Section Three	**Supports available under the DEIS Plus scheme**
Section Four	**Implementation arrangements**
Section Five	**Monitoring, Reporting and Evaluation Arrangements**

Section One: Objectives of the DEIS Plus scheme

1.1 Introduction

The DEIS programme is the Department of Education and Youth's key policy response to addressing educational disadvantage in all schools. Through the DEIS Strategy to 2035, the department is committed to ensuring that every child and young person has an equitable opportunity to realise their full potential through education.

The DEIS Plus scheme builds on the existing DEIS programme by providing enhanced, targeted and sustained supports for school communities with the highest numbers of children and young people at risk of educational disadvantage.

Schools participating in the DEIS Plus scheme were identified using an evidence-based identification model developed to identify urban schools with consistently high numbers of children and young people at risk of educational disadvantage. The model builds on the refined DEIS identification model and is underpinned by administrative data relating to children and young people enrolled in primary and post-primary schools.

Further information on the identification of schools participating in the DEIS Plus scheme is available on the department's website at www.gov.ie/DEIS

1.2 Vision

The vision of the DEIS Plus scheme is to address educational disadvantage so that every child and young person can dream without limits, is empowered to grow, is inspired to learn and is supported to succeed. This vision underpins all aspects of the scheme and reflects the department's continued commitment to promoting inclusion, equity and opportunity for every child and young person.

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1.3 Objectives

The main objective of the DEIS Plus scheme is to support schools to bring about improvements in the outcomes and experiences of children and young people who are most at risk of educational disadvantage.

To achieve this objective, the DEIS Plus scheme seeks to:

- Enhance attendance, engagement and participation in learning.
- Strengthen wellbeing promotion, trauma-informed supports and relational approaches for children, young people and their families.
- Build leadership and staff capacity to implement evidence-based practices, manage need and promote a culture of continuous school improvement.
- Improve equity of access to resources and opportunities, ensuring that children and young people in the most disadvantaged communities can benefit from a wide range of academic subjects, supports and opportunities.
- Strengthen interagency coordination between education, youth, health and community services so that supports are more accessible and effective for schools and families.
- Improve transitions and progression pathways, including enhanced guidance and transition planning, and foster stronger links to further and higher education, industry and employment.
- Support more consistent and effective use of data and evidence, enabling schools to monitor progress and identify emerging support needs.
- Reduce long-term educational disadvantage by addressing the root causes of disengagement and low attainment through targeted and sustained intervention.

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Section Two: Role and expectations of schools participating in the DEIS Plus scheme

School leaders and all members of the school community are central to the successful delivery of the DEIS Plus scheme. Schools have a responsibility to draw on their professional expertise, knowledge of their school community, available evidence and school data to understand their context, identify priorities, and plan evidence-informed approaches that respond to the needs and strengths of their students and families. This will support schools to ensure that the resources are used effectively and efficiently to bring about meaningful improvements in the experiences and outcomes of children and young people at risk of educational disadvantage.

2.1 Role of the schools participating in the DEIS Plus scheme

Effective planning is central to bringing about meaningful improvements in the experiences and outcomes of all children and young people. The following principles should underpin the DEIS action planning for improvement process[1] in schools participating in the DEIS Plus scheme:

- the DEIS action planning for improvement process is focused on achieving improvements in outcomes for children and young people;
- meaningful and ambitious targets are set;
- all teachers and staff hold high expectations for all children and young people;
- the DEIS action planning for improvement process is responsive to the needs of all children and young people;

[1] The DEIS action plan for improvement also serves as the school's improvement plan for the purposes of school self-evaluation (SSE). No additional or separate plan is required in respect of DEIS Plus.

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- relational approaches are used in all actions, correspondence, classroom and whole-school approaches;
- schools seek and value the perspectives of children and young people and their parents; and
- all learning experiences are engaging, meaningful and challenging for all children and young people.

2.2 Expectations of schools participating in the DEIS Plus scheme

In giving effect to these principles, schools participating in the DEIS Plus scheme are expected to:

- engage fully with the supports and resources provided under the scheme and facilitate their effective implementation and deployment;
- integrate DEIS Plus supports and resources into the DEIS action planning for improvement process;
- use data and evidence, professional expertise and knowledge to prioritise the children and young people most at risk of educational disadvantage and to select appropriate universal and targeted actions;
- set meaningful and ambitious targets aimed at bringing about improved outcomes and experiences for children and young people;
- meaningfully involve children and young people and their parents in the evidence-gathering and the DEIS action planning for improvement process;
- monitor and review the effectiveness of universal and targeted actions at regular intervals and take responsive action, where required, based on the outcomes of the monitoring process; and
- work collaboratively with the department, its support services, relevant agencies and other partners in the implementation of DEIS Plus supports.

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Schools should incorporate the additional supports and resources provided through DEIS Plus into the DEIS action planning for improvement process, as appropriate.

DEIS Plus schools participating in the Gaeltacht School Recognition Scheme are reminded that their DEIS action plan for improvement should include the language-based criteria for recognition as a Gaeltacht school.

Section Three: Supports available under the DEIS Plus scheme

Schools participating in the DEIS Plus scheme will receive a range of enhanced, targeted and sustained supports to improve educational outcomes and strengthen schools' capacity to meet the needs of children and young people at risk of educational disadvantage.

DEIS Plus builds on the existing DEIS policy framework by providing a more targeted, coordinated and evidence-informed set of supports in schools with the highest concentration of children and young people at risk of educational disadvantage. The supports provided through DEIS Plus are intended to complement and build on the existing supports available to schools through the DEIS programme and through universal supports available to all schools.

School leadership and school communities are central to the successful delivery of the scheme. Schools should draw on their professional expertise, knowledge, data and evidence to identify the children and young people most in need of support, select appropriate universal and targeted strategies and actions, and monitor their impact on outcomes and experiences.

The supports provided through the DEIS Plus scheme are organised around three priority areas:

- positive mental health and wellbeing;
- improving school engagement, retention and progression; and

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- increasing access to services and opportunities.

3.1 Positive mental health and wellbeing

Children and young people from communities that experience high levels of disadvantage are more likely to have also experienced adversity or trauma. These children and young people are strong and resilient but often bear burdens that affect how they engage in school. The effects of compounded intergenerational disadvantage can lead to attendance issues, poor engagement, unrealised educational outcomes and missed learning opportunities.

School are often a place of safety, stability and belonging for children and young people. Research shows that protective factors can significantly promote positive outcomes, even when children have been exposed to substantial risk factors.

Within the school setting, strengthening protective factors by, for example, fostering a sense of safety, stability, inclusion, and belonging, and minimising school-based risk factors can play a vital role in supporting children and young people to thrive.

A cornerstone of the DEIS Plus scheme is a new positive mental health and wellbeing initiative. The initiative is designed to provide a continuum of support for children and young people.

3.1.1 Positive Mental Health and Wellbeing (PMHW) Coordinator

Each school participating in the DEIS Plus scheme will be allocated a dedicated teacher post to facilitate the assignment of a teacher to the role of Positive Mental Health and Wellbeing (PMHW) coordinator. A teacher may be assigned to the PMHW Coordinator role for a maximum period of five years.

The purpose of the PMHW initiative is to support the development, coordination and implementation of a whole-school approach to wellbeing, including targeted

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supports for students prioritised for additional supports through the DEIS action planning for improvement process. The role is strategic and collaborative in nature, embedded within the DEIS action planning for improvement process and aligned with department policy. The PMHW coordinator will engage with existing supports in the school and within the community and work collaboratively with NEPS, Oide and regional Inspectorate teams.

The recruitment process and job description for the PMHW coordinator post are set out in Circular 0031/2026. PMHW coordinators will participate in induction and communities of practice and receive a programme of professional learning to support implementation of the role. Schools should ensure that the work of the PMHW coordinator is complementary to existing supports and services, including the School Completion Programme (SCP), the Home School Community Liaison (HSCL) scheme, youth services and other relevant local supports, and does not result in duplication of provision.

3.1.2 Whole-school professional learning

Professional learning will be provided for all school staff to support the development of a whole-school approach to building a nurturing, trauma-informed environment.

This professional learning will support school staff to understand the circumstances and underlying causes of intergenerational disadvantage, support the needs of children and young people impacted by adversity, and to develop their confidence to engage with and support children and young people.

This action will be implemented with consideration to the overall schedule of professional learning for schools planned over the timeline of the implementation plan and ensuring that children and young people are supported.

3.1.3 Education Wellbeing Practitioners (EWP)

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As part of the DEIS Plus scheme, participating schools will have access to the support of an education wellbeing practitioner (EWP). Each EWP will be assigned to a cluster of approximately four or five schools. This will be rolled out to the primary schools in the scheme in the 2026/27 school year and extended to post-primary schools over time.

EWPs will work under the direction and supervision of educational psychologists in NEPS and in collaboration with assigned educational psychologist, the PMHW coordinator and school management and staff to support a whole-school approach to wellbeing promotion.

Further information on EWPs and related resources is available on the department's website at https://www.gov.ie/www.gov.ie/en/department-of-education/publications/education-wellbeing-practitioners--information-for-schools/

3.1.4 Counselling in Primary Schools Pilot

The Counselling in Primary Schools Pilot will be extended to additional primary schools participating in the DEIS Plus scheme in 2027.

The pilot provides one-to-one counselling to support small numbers of children presenting with mild to moderate mental health needs who are not currently attending HSE or CAMHS services. This support does not replace those services.

Further information on the Counselling in Primary Schools Pilot is available on the department's website at https://www.gov.ie/www.gov.ie/en/department-of-education/publications/the-counselling-in-primary-schools-pilot/

3.1.5 NEPS support

Schools participating in the DEIS Plus scheme will have access to the National Educational Psychological Service (NEPS). In addition to NEPS' existing supports, the DEIS Plus scheme will provide enhanced NEPS support through training and ongoing guidance for the PMHW coordinator and the EWP,

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contributing to induction and professional learning and facilitating Communities of Professional Learning. The scheme will also offer training to help staff understand the circumstances and underlying causes of intergenerational disadvantage, training on trauma informed practice and enhancing systems and structures to support all students. This will strengthen staff capacity to respond effectively, build confidence in engaging with students and young people, and support their overall wellbeing and educational participation.

3.2 Improving school engagement, retention and progression

Children and young people experiencing educational disadvantage are more likely to experience poor attendance and chronic absenteeism than their peers.[2] Missed school days result in educational loss and reduced opportunities for social engagement and friendship, which can lead to a degree of isolation. Retention and progression rates are lower in schools with the highest numbers of children and young people at risk of educational disadvantage.

Children and young people in these schools have a higher risk of early school leaving and not progressing to Leaving Certificate or further or higher education, ultimately impacting their ability to live fulfilling adult lives. Absenteeism can be caused by external factors such as a student's family situation, their health and wellbeing, bullying or other issues at school, as well as structural issues with the education system and a student's ability to access the curriculum.

Building on measures that work, the additional supports provided through DEIS Plus aim to develop a school environment where:

[2] Tusla Education Support Service (TESS), Analysis of School Attendance Data 2023/24, which found substantially higher rates of chronic absenteeism in DEIS schools than in non-DEIS schools.

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- all children and young people who attend the school feel welcome and included
- all teachers and staff hold and communicate high expectations for all children and young people
- relational approaches are used in all actions, correspondence, classroom and whole-school approaches
- the school seeks and values the perspectives of children and young people and their and parents
- all learning experiences are engaging, meaningful and challenging for all children and young people

Measures under this priority area will also seek to enhance opportunities for young people to participate in transition year and to access experiences that support their engagement, personal development and progression through education.

3.2.1 Leadership and management supports

Enhanced leadership and management supports will be provided to primary and post-primary schools participating in the DEIS Plus scheme. In addition to enhanced leadership allocations, mentoring supports will be provided for principals to support school leadership and the effective implementation of the DEIS Plus scheme.

- **Primary schools**

All primary schools participating in the DEIS Plus scheme will be allocated an administrative principal.

The threshold for the allocation of an administrative deputy principal for primary schools in DEIS Plus has been reduced to 251 pupils.

Primary schools in DEIS Plus with fewer than 251 pupils also receive deputy principal release days. Primary schools with an enrolment between 151 and

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250 pupils receive two release days per week for the deputy principal role, while schools with 150 pupils or fewer receive one release day per week.[3]

Schools should use these days on a pro-rata basis across the school year.

Further information on staffing arrangements at primary level, including the current staffing circular and associated staffing schedules, is available at Allocation of teachers to schools: primary

Post-primary schools

Each post-primary school participating in the DEIS Plus scheme is allocated a full-time administrative deputy principal in the allocation for the 2026/27 school year, the threshold for the allocation of a second administrative deputy principal in DEIS Plus post-primary schools has been reduced to 450 students.

Further information on staffing arrangements at post-primary level, including the current staffing circulars for the relevant school sectors, is available at Allocation of teachers to schools: post-primary

3.2.2 Home School Community Liaison (HSCL)

Each school participating in the DEIS Plus scheme has access to its own full-time HSCL coordinator post.

The enhanced HSCL provision will strengthen engagement between families and schools, encourage attendance and participation and support improved connections between families and services within their communities.

Further information regarding the HSCL Scheme is set out in Circular 0016/2019.

3.2.3 Guidance

[3] The allocation of deputy principal release days will be determined by reference to the school's recognised enrolment on 30 September of the preceding school year. There is no appeals process in respect of these allocations.

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Guidance provision will be enhanced in schools participating in the DEIS Plus scheme.

In post-primary schools, the allocation of whole-school guidance provision will be improved to a ratio of 22 hours per 200 students. The relevant allocation is set out in the annual circular on the staffing arrangements at post-primary level published at Allocation of teachers to schools: post-primary.

Further information in relation to whole-school guidance at post-primary level is set out in Circular 0072/2026

A pilot project will also be introduced over time to provide whole-school guidance provision in primary schools participating in the DEIS Plus scheme.

Further information regarding the implementation of the DEIS Plus primary whole-school guidance pilot will be communicated directly to participating schools. General information is also available at Primary School Guidance

Whole school guidance measures are intended to support the educational, personal and social development of children and young people and strengthen all progression pathways including into further and higher education, training, apprenticeships and employment.

3.2.4 DEIS grant

The allocation of the DEIS grant has been aligned with the most up-to-date data to assess the concentration of children and young people at risk of educational disadvantage in schools. This results in an increased DEIS grant allocation for schools participating in the DEIS Plus scheme from the 2026/27 school year.

DEIS supports, including the DEIS grant, should be targeted at the individual children and young people considered most at risk of educational disadvantage and at addressing educational disadvantage through a focused response. The DEIS grant should be utilised to attain the targets set in the DEIS action plan for improvement across the DEIS themes.

In recognition of the increased DEIS grant allocation available to schools participating in the DEIS Plus scheme, schools will be supported in planning for the effective use of these resources. The Inspectorate is also available to provide advisory visits to schools to assist them with planning.

Schools should take an evidence-informed approach to their use of the DEIS grant. Schools should consider whether proposed expenditure is relevant to their DEIS action plan for improvement and whether existing schemes or support programmes are available before considering expenditure of funds under the DEIS grant.

Further information on the targeted use, management and oversight of the DEIS grant is set out in Circular 0034/2024 – DEIS Action Planning for Improvement and Grant Allocation for all Schools in the DEIS Programme.

3.2.5 Breakfast clubs and free period products

A project will be undertaken, beginning in 2026 to support schools in the DEIS Plus scheme to provide breakfast clubs for the children and young people in their schools.

Breakfast clubs are intended to help combat food insecurity in homes and ensure that children and young people come to class ready to learn.

For the 2026/27 school year, funding is being provided to support the provision of free period products in schools participating in the DEIS Plus scheme. This support will be extended to all recognised schools from the 2027/28 school year.

3.2.6 Attendance support – Anseo

Access to Anseo is being rolled out to all schools participating in the DEIS Plus scheme.

Anseo is an evidence-based framework to help schools analyse and respond to attendance data in order to support improved attendance at school.

Further information and resources relating to Anseo are available from Tusla Education Support Service (TESS) at TESS National School Attendance Campaign

3.2.7 Professional learning and school improvement supports

Dedicated Oide professional learning leaders will support the provision of professional learning relevant to the needs of schools participating in the DEIS Plus scheme and support communities of professional learning for schools in the scheme.

Further information on professional learning and school support available through Oide is available on the Oide website at www.oide.ie

Additional Inspectorate capacity is being provided through the allocation of additional Department of Education and Youth Inspector posts. Inspectors will work with schools participating in the DEIS Plus scheme to support the effective planning and utilisation of resources and to assist schools in measuring the impact of resources and initiatives as part of the school's planning for improvement process. Additional info is available at School Self-Evaluation (SSE)

NEPS will also provide professional learning to support school staff to understand the circumstances and underlying causes of intergenerational disadvantage and the support the needs of children and young people impacted by adversity, and to develop their confidence to engage with and support children and young people.

3.3 Increasing access to services and opportunities

Children and young people at risk of educational disadvantage often have varied support needs that require targeted and individualised services. While many communities have a range of services available in the local area, it can be

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difficult to integrate these services to best meet the needs of children and young people.

Interdepartmental collaboration will facilitate the integration of services at local level to improve access to local services. This will allow for greater opportunities for children and young people to pursue and develop their interests and engage with local groups, clubs and industry. Measures under this priority area will also seek to strengthen links between participating schools, further and higher education, industry and employers, supporting children and young people to broaden their experiences and explore future education, training and employment pathways.

DEIS Plus will also provide funding to enhance library access in participating post-primary schools, supporting greater availability of educational resources and learning opportunities.

Measures under this priority area aim to support more coordinated, accessible and effective services for children and young people at the highest risk of educational disadvantage.

3.3.1 Community Link Workers (CLW)

Additional CLW capacity will be provided to support schools participating in the DEIS Plus scheme. CLWs will work across a number of schools and support engagement between schools, families and communities, with a particular focus on supporting children and young people from minority groups and communities to participate in and progress through education. Their work is supported through extensive induction, training, networking and information-sharing arrangements coordinated by the TESS Traveller and Roma Education Strategy team.

Further information on CLWs is available at Traveller and Roma Education Strategy

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3.3.2 School Completion Programme (SCP)

Additional funding will, over time, be provided to SCP projects that support children and young people attending schools participating in the DEIS Plus scheme.

The SCP is a targeted school and community support service which aims to support the retention of children and young people in education and their progression to completion of the Leaving Certificate, an equivalent qualification or suitable level of educational attainment which enables them to transition into further education, training or employment. Further information on the SCP is available from TESS at School Completion Programme

3.3.3 UBU Your Place Your Space

Funding for the UBU Your Place Your Space scheme has been increased to provide youth services for young people attending schools participating in the DEIS Plus scheme.

UBU Your Place Your Space provides out-of-school supports to young people in their local communities, with a focus on supporting young people overcome adverse circumstances and achieve their full potential through improved personal and social development outcomes.

Further information on UBU Your Place Your Space and services available locally is available at www.ubu.gov.ie

3.3.4 Education Therapy Service (ETS)

Schools participating in the DEIS Plus scheme will be prioritised as part of the phased expansion of the ETS to mainstream schools. This is a medium-term measure.

The ETS will provide access to occupational therapy and speech and language therapy supports through a multi-tiered model, working at universal, targeted and individualised levels to support the participation and potential of children

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and young people in education. The service is intended to complement, and not replace, existing health and disability services.

Further information on the ETS and its phased rollout is available from the National Council for Special Education at Education Therapy Service - NCSE

Section Four: Implementation arrangements

The supports and measures outlined in this circular will be introduced on a phased basis in accordance with the DEIS Plus Implementation Plan 2026-2028. Implementation commenced from the beginning of the 2026/2027 school year, with further supports and initiatives to be introduced during the 2027/2028 school year.

The timing and implementation arrangements for individual measures will vary, reflecting the nature of the supports and the requirements associated with their introduction. Where specific arrangements apply to individual supports, these are set out in Section Three of this circular or in the relevant circulars and guidance issued by the department.

Schools participating in the DEIS Plus scheme will receive additional information from the department and relevant support services regarding the commencement and rollout of individual measures and supports, as appropriate. Schools should engage with the department and relevant support services to facilitate their implementation at school level.

Section Five: Monitoring, Reporting and Evaluation Arrangements

5.1 Monitoring and evaluation

Schools participating in the DEIS Plus scheme are expected to monitor the implementation and impact of DEIS Plus measures as part of their DEIS action planning for improvement process.

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Effective ongoing monitoring and review will enable schools to determine the impact of targets and actions on children and young people, including prioritised children and young people, and whether improvements are being made. It will also support schools in being responsive and making timely adaptations to actions, where required, and maximise their impact on educational experiences and outcomes. While the DEIS action plan for improvement may cover a three-year period, it should be monitored and evaluated on an ongoing basis during the school year and reviewed regularly and in accordance with the needs of the school.

5.2 Reporting requirements

Schools participating in the DEIS Plus scheme will be required to comply with existing reporting requirements associated with the DEIS programme and with individual supports and resources provided under DEIS Plus, as appropriate.

Schools should maintain appropriate records to demonstrate how DEIS Plus resources and supports are being utilised and how their impact on the educational experiences and outcomes of children and young people is being monitored through the school's planning for improvement process.

Schools may be required to provide information to the department, or relevant support services and agencies, to support the monitoring and evaluation of the implementation and impact of the DEIS Plus scheme.

Any additional reporting requirements arising from the implementation of specific DEIS Plus measures will be communicated to participating schools, as appropriate.

Section Six: Further Information

6.1 Contact Information

Queries in relation to the DEIS Plus scheme and the supports outlined in this Circular may be addressed to:



DEIS Plus Programme Office

Social Inclusion Unit
Department of Education and Youth
Cornamaddy
Athlone
Co. Westmeath

Email: deisplus@education.gov.ie

6.2 Relevant documentation

Further information on the DEIS Plus scheme is available in the following publications and resources:

- DEIS Plus Scheme and Implementation Plan 2026-2028 can be accessed through the following link: https://www.gov.ie/en/department-of-education/policy-information/deis-delivering-equality-of-opportunity-in-schools/#deis-plus-scheme
- DEIS Strategy to 2035 can be accessed through the following link: https://www.gov.ie/en/department-of-education/policy-information/deis-delivering-equality-of-opportunity-in-schools/#deis-strategy-to-2035
- Circulars, guidance documents and other materials issued by the Department of Education and Youth can be accessed through www.gov.ie

Grainne Cullen

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02 November 2026