

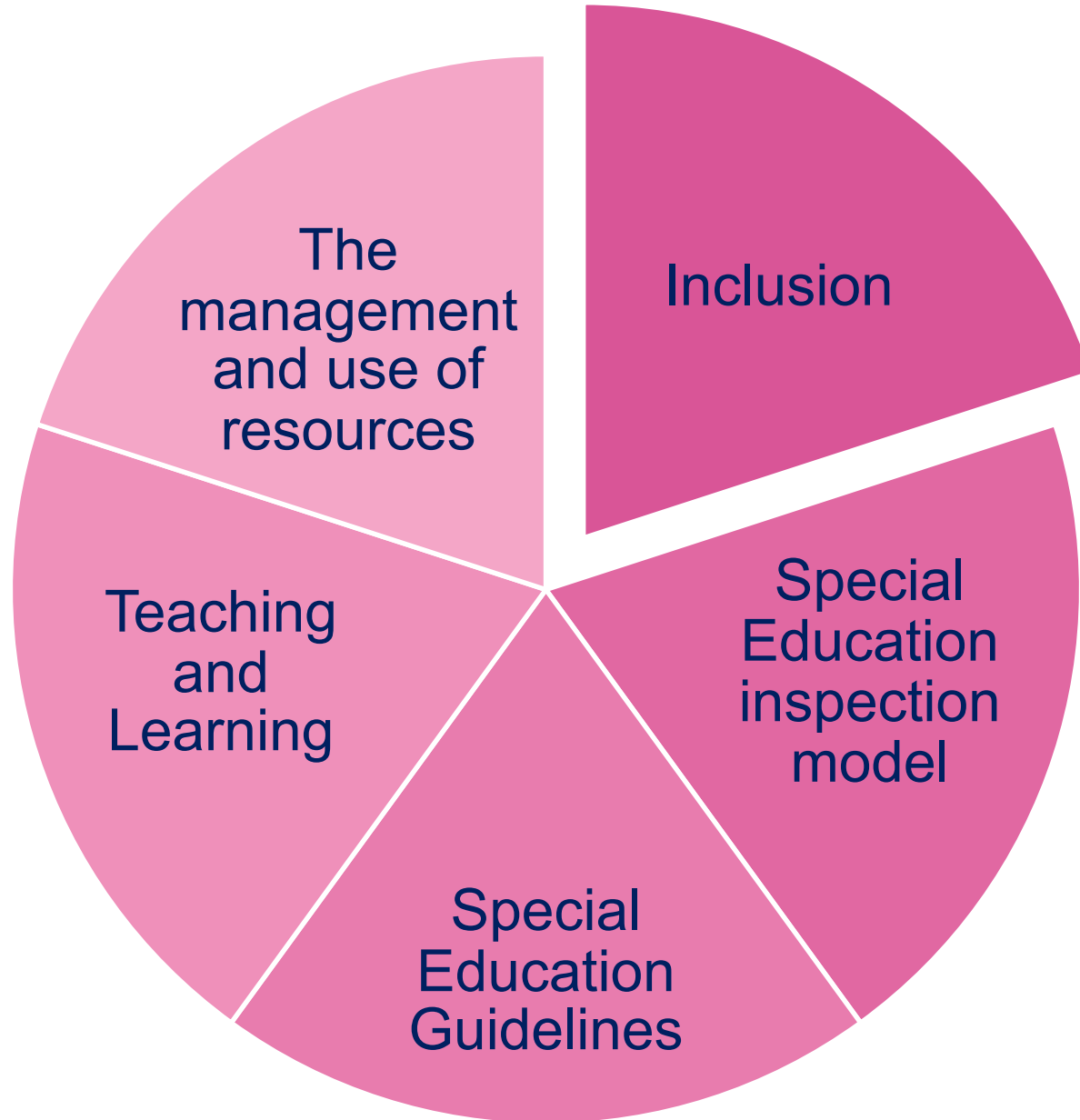


An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

Leading inclusive provision for pupils with special educational needs in primary schools

Shirley B. Murphy & Anne Fitzpatrick
Department of Education Inspectorate

Aims



What is inclusion?



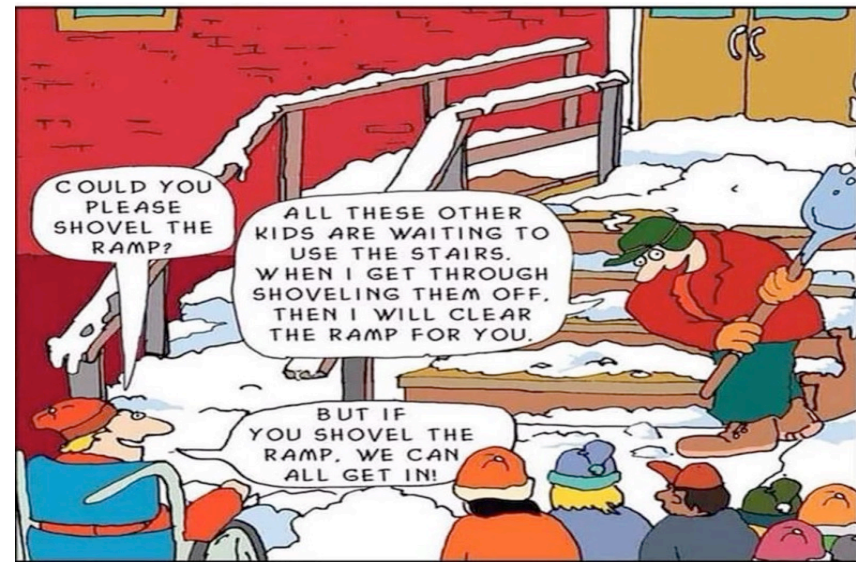
Inclusion is an **ongoing process** aimed at offering **quality education for all** while **respecting diversity** and **the different** needs, abilities, characteristics and learning expectations of all.

Removing barriers so that each learner will be enabled to achieve the maximum benefit from his/her schooling

Inclusion is **not** about labels, numbers or places



Inclusion (NCSE)



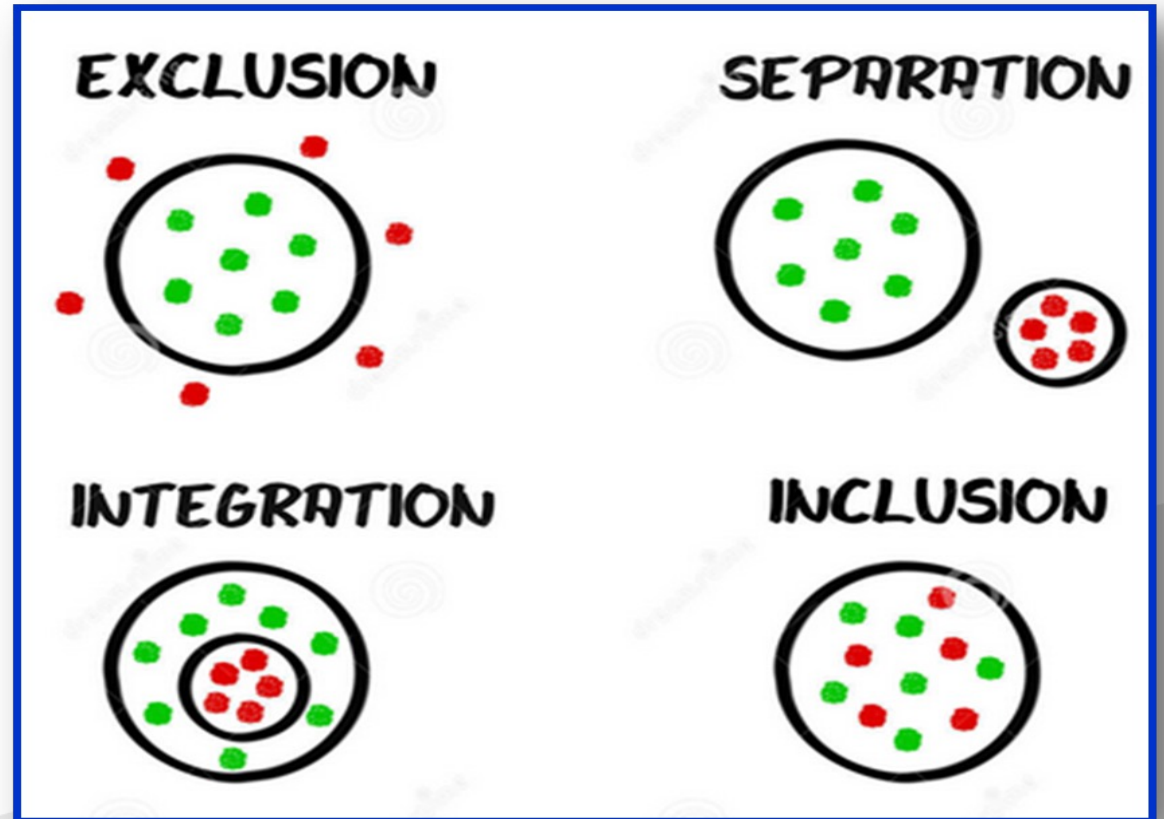
- A **process** of addressing and responding to the diversity of needs of learners
- **Removing barriers** so that each learner will be enabled to achieve the maximum benefit from his/her schooling
- In line with inclusive principles, schools are advised to include pupils meaningfully in mainstream mixed-ability classes
 - ✓ *helps ensure high expectations and enables pupils with special educational needs to learn alongside their peers*
 - ✓ *has beneficial effects for all and helps promote social and personal development*



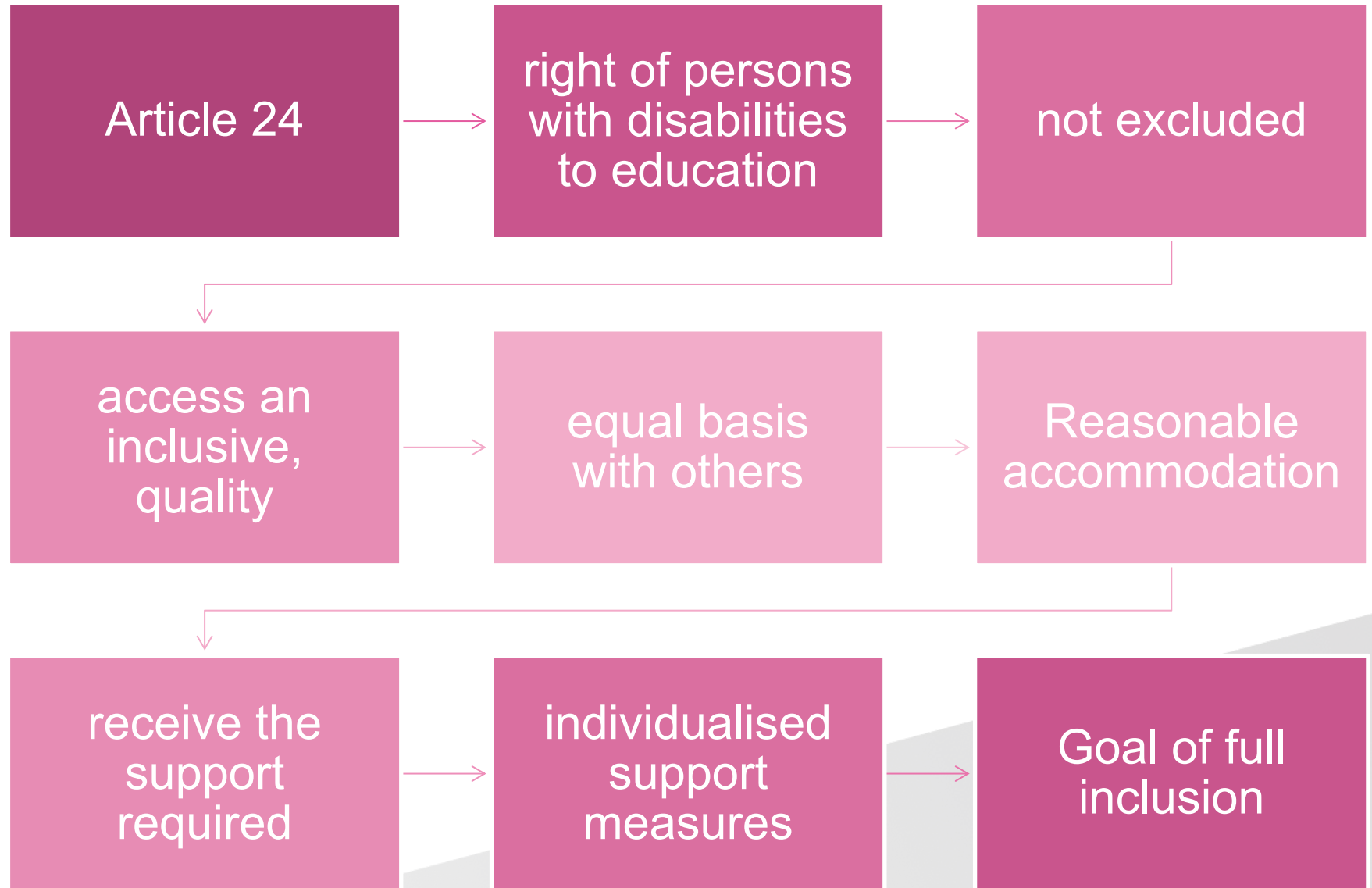


Inclusion

- Inclusion is not about placing children in mainstream schools. It is about changing schools to make them more **responsive** to the needs of all children.
(NCSE)



Why?



United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)





Priorities

Context & Priorities

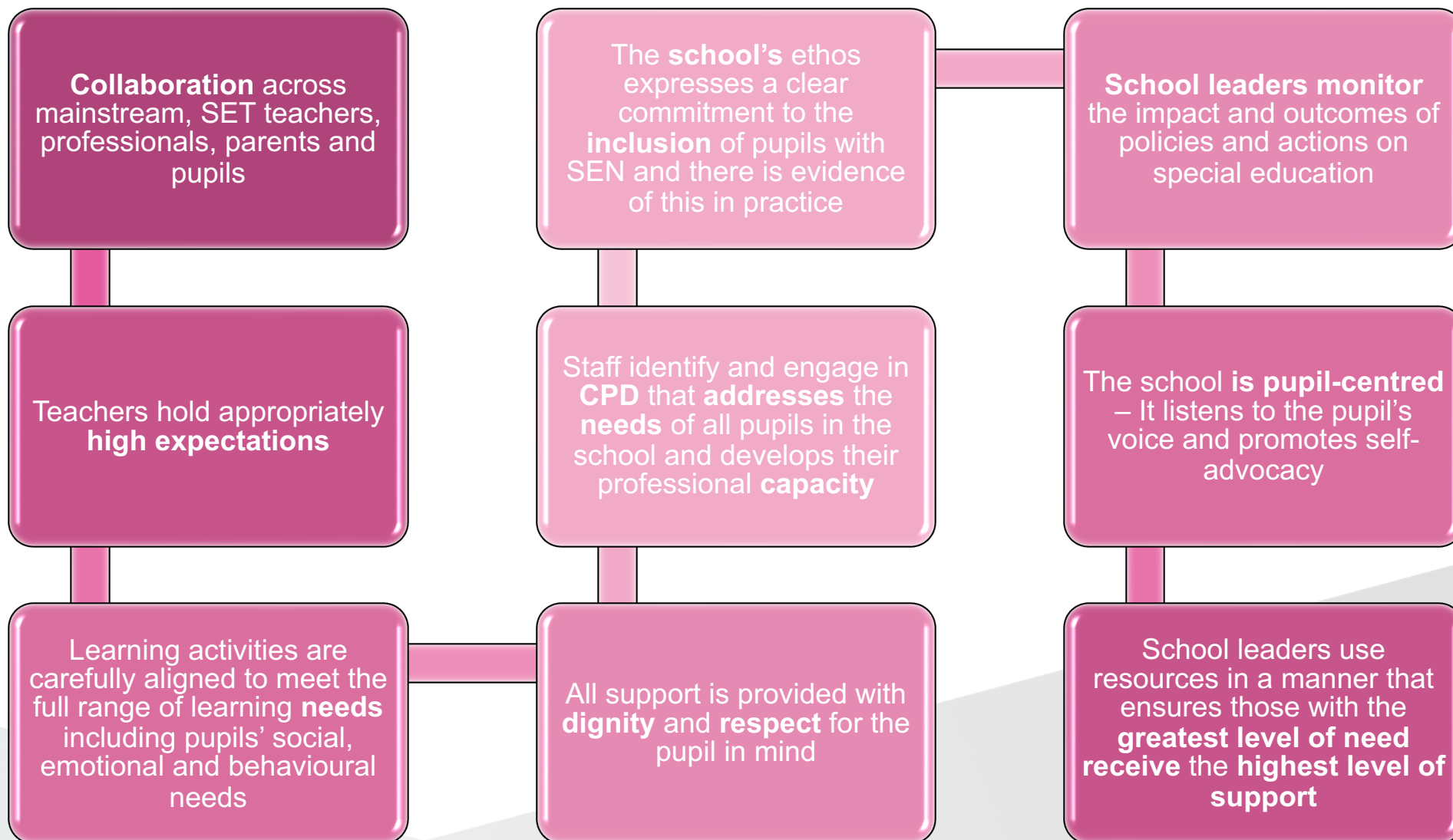
Promoting inclusive education is an important national and international priority

Ensuring students with additional and special educational needs have access to high quality learning experiences is central to a quality education system

Evaluating provision for students with additional and special educational needs is central to our work as inspectors



Key indicators of inclusive practices in schools



SEN Evaluation Model - Context



SEN evaluations since 2016

Piloted before introduction – Consultation with Education Partners

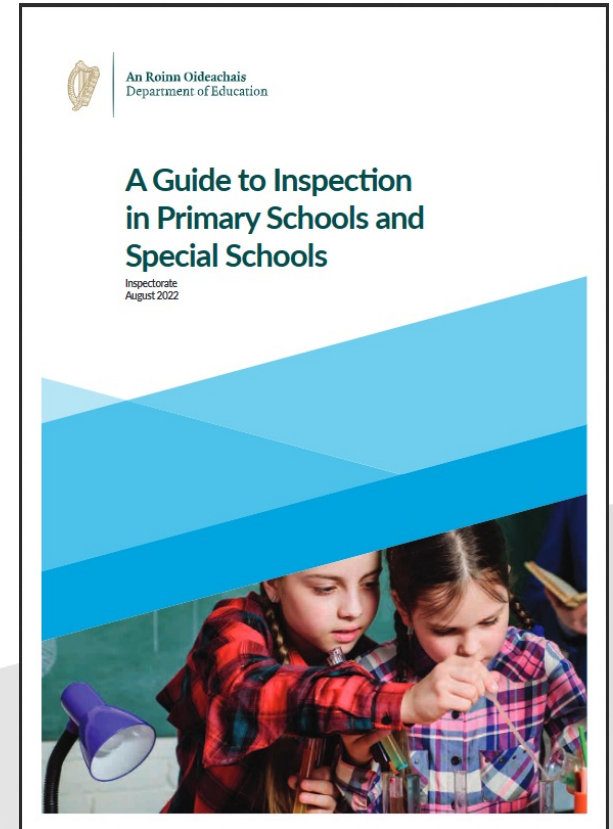
Key emphasis on *Continuum of Support* approach

Looking at our School 2016

SET allocation model 2017

Supporting Pupils with Special Educational Needs - Guidelines for Primary Schools (2017)

Circular 0013/2017





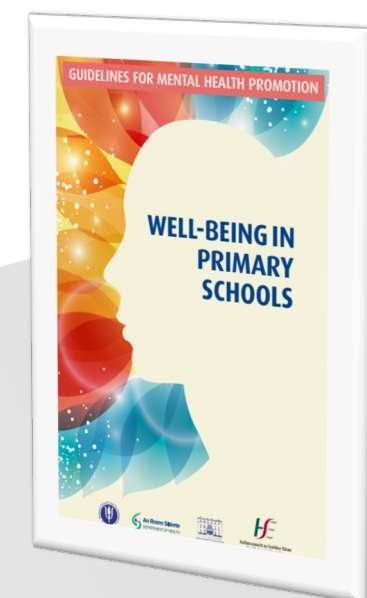
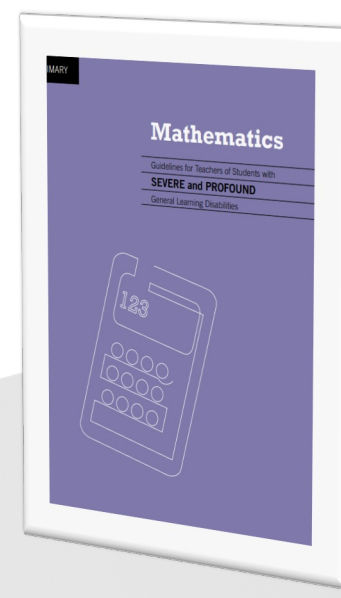
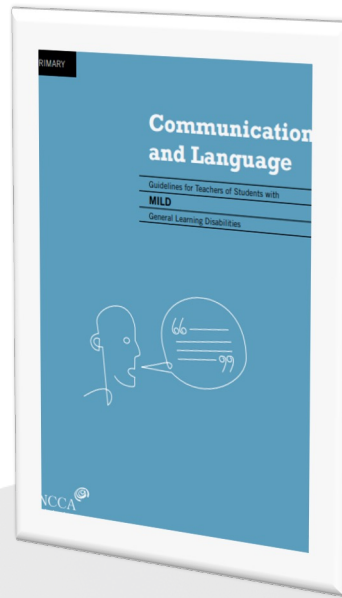
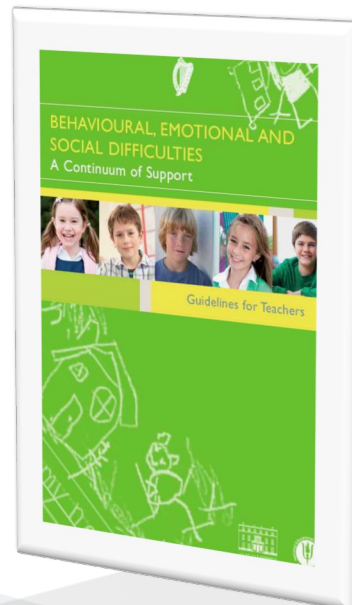
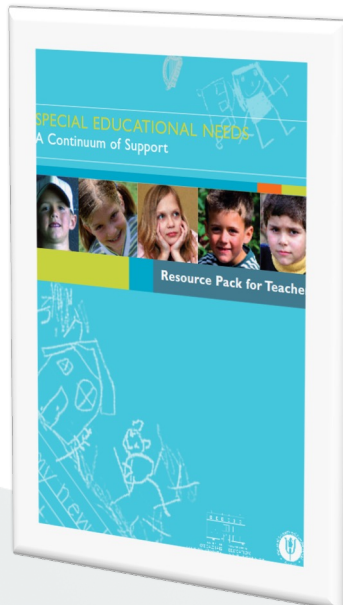
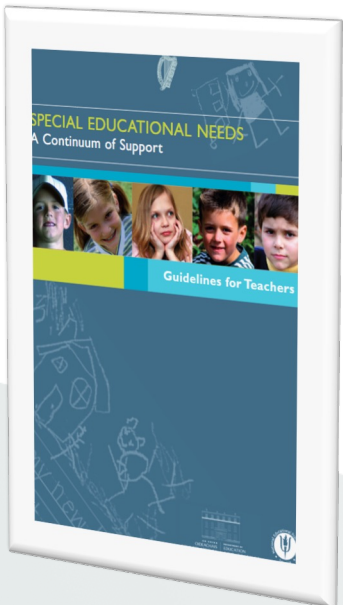
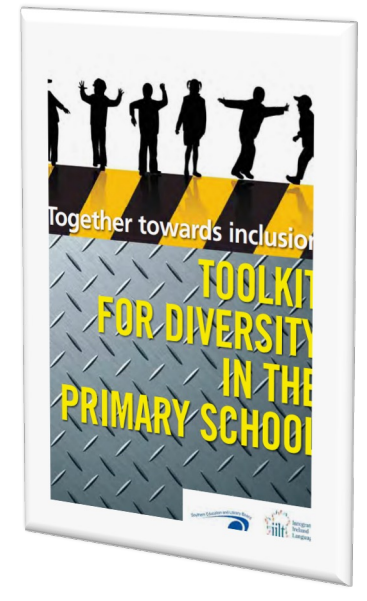
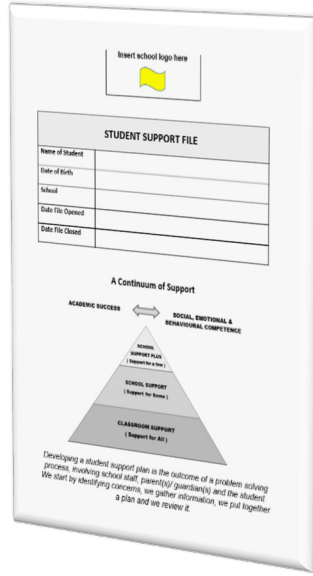
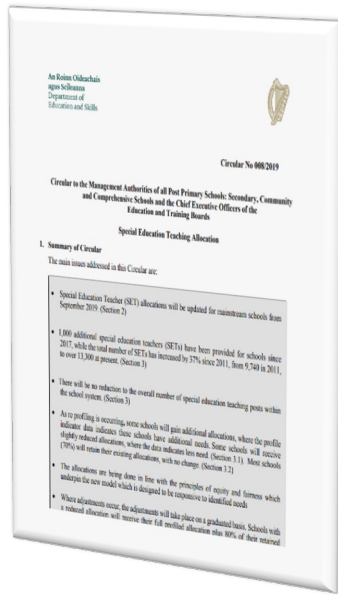
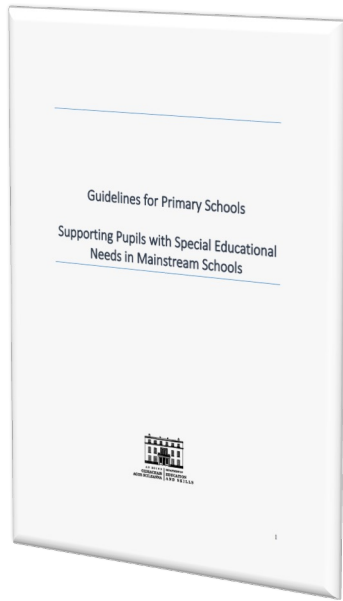
Circular 0013/2017

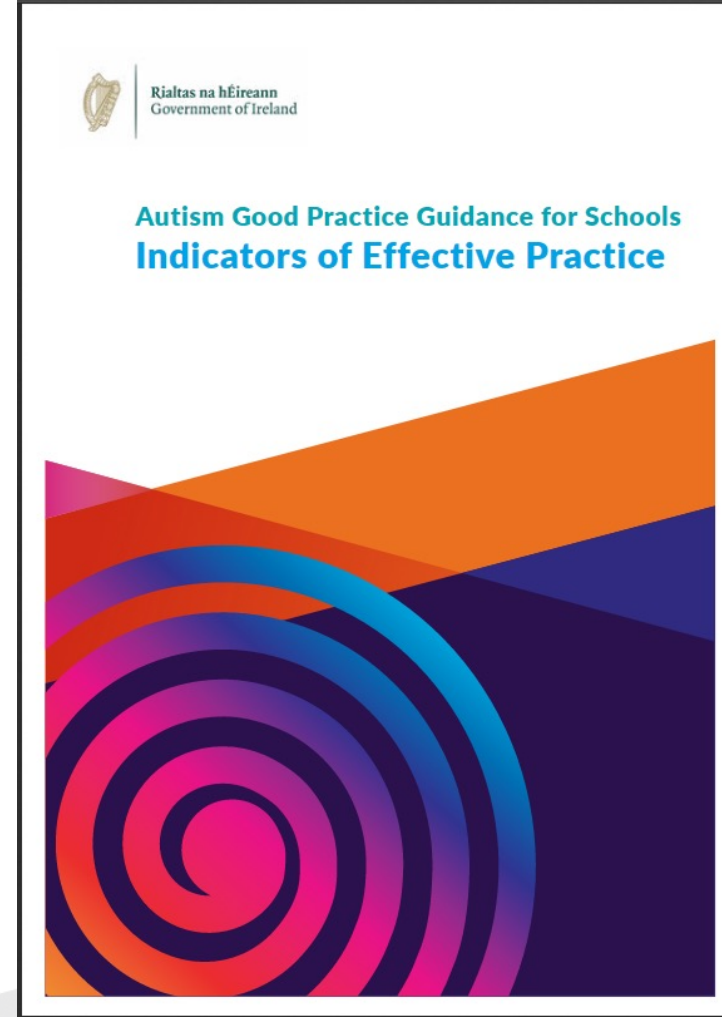
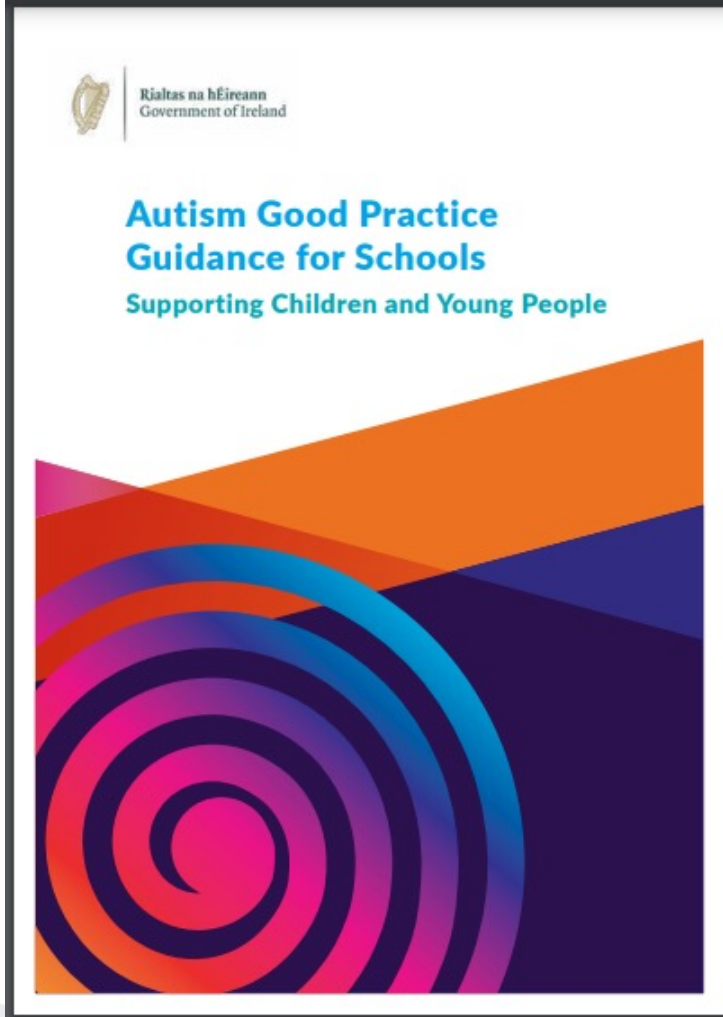
Individualised learning needs can be addressed in a variety of ways and should not be solely equated with withdrawal from class for one-to-one or group tuition.

Configurations of team-teaching have been shown to provide an appropriate model for engaging with individual needs in the collective setting of the classroom.

As necessary this can be combined with withdrawal for intensive teaching of specific skills, based on level of need.









Evaluation of provision for pupils with special educational needs



[gov.ie](http://www.gov.ie) - Inspectorate publications: Evaluation reports and guidelines (www.gov.ie)

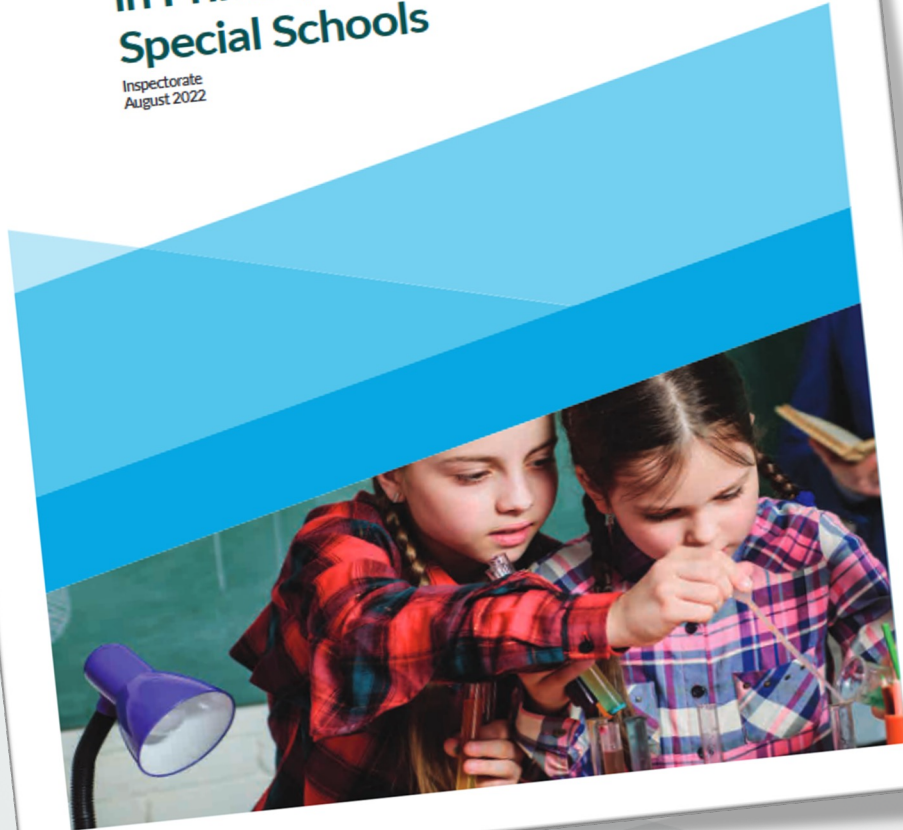




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Department of Education

A Guide to Inspection in Primary Schools and Special Schools

Inspectorate
August 2022

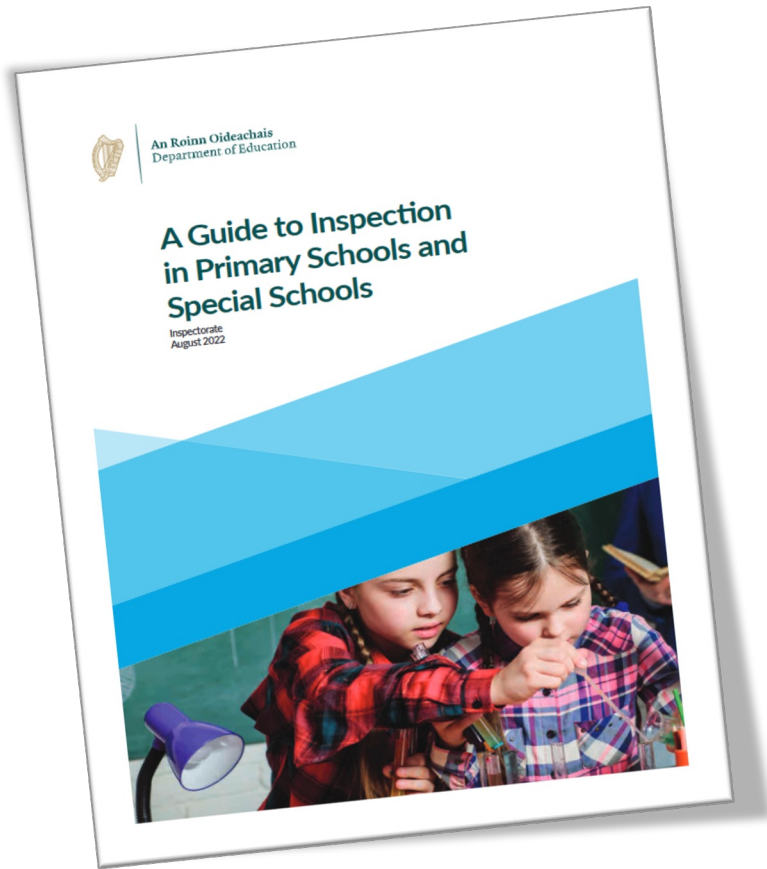


An Roinn Oideachais
Department of Education



Overview of inspection activities: Evaluation for pupils with additional and special educational needs

Phase	Activity	Description
Before the inspection	Notification	Normally, ten working days in advance of the evaluation
	Inspectorate activity	Inspector liaises with principal to <ul style="list-style-type: none"> outline the format of the inspection confirm school timetable information make arrangements for completion of online surveys make arrangements for meetings with pupils and parents
	School activity	Principal completes and returns to the inspector <ul style="list-style-type: none"> School Contact Form School Information Form Arrangements for online surveys <ul style="list-style-type: none"> link for online parent surveys is distributed Arrangements for meetings with parents and pupils are put in place
During the inspection	Inspectorate activity	Inspector communicates timetable for each day of the evaluation on each morning School provision plan reviewed Observation of teaching and learning in mainstream, support and, where relevant special class settings Interaction with pupils Review of pupils' work Feedback to individual teachers whose practice was observed
	Inspectorate activity	Meetings with <ul style="list-style-type: none"> special education team special needs assistants group(s) of pupils group of parents
	Inspectorate activity	Typically up to three school days
	Inspectorate activity	Review of assessment data and school documents relevant to pupils with additional and special educational needs (see <u>Appendix 3</u> for policies and documents that are required during the inspection)
	Inspectorate activity	Completion of Child Protection Checks (Level 1)
	Inspectorate activity	Monitoring of the school's actions to implement aspects of the Anti-Bullying Procedures
	Inspectorate activity	Collated survey responses returned to school
	Inspectorate activity	Post-evaluation meeting with principal and key members of the special education teachers' team
	Inspectorate activity	Draft report issued for factual verification and for school response
	Inspectorate activity	Review report for factual verification
After the inspection	School activity	School may submit a school response
	Inspectorate activity	Publication of final report on www.gov.ie/school-reports



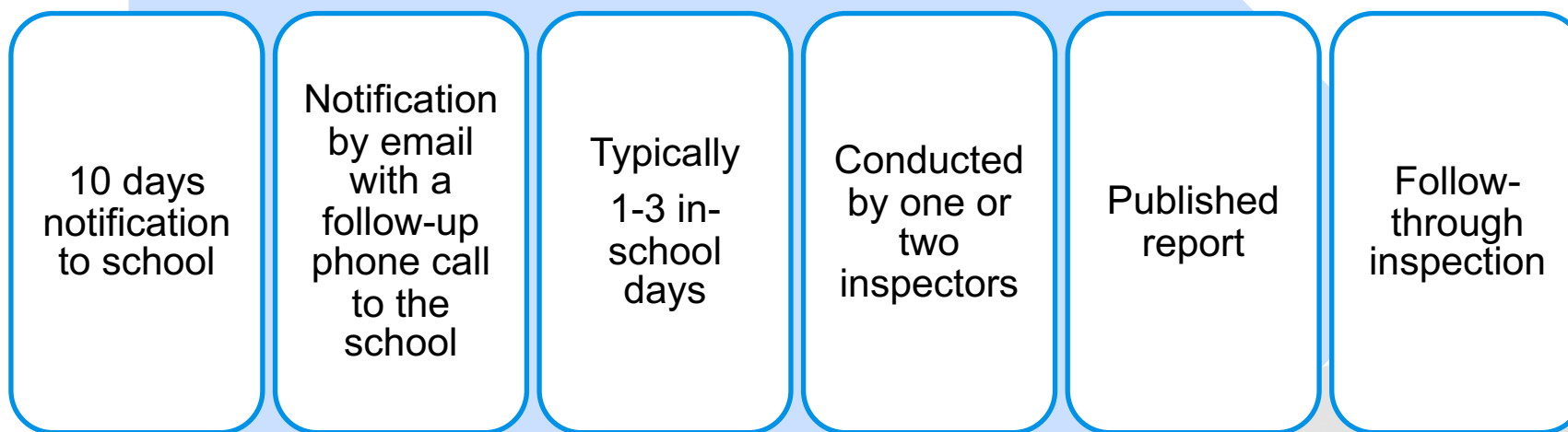
Evaluative Questions



1. The quality of learning of pupils with additional and special educational needs
2. The quality of teaching of pupils with additional and special educational needs
3. The management and use of resources received to support pupils with additional and special educational needs



Features and timeline of the evaluation



Phone call



Confirm in-school dates



School information self-report (SISR) & School Contact Form



Request SET timetables & an anonymised version of the provision plan



Arrangements for meetings with parents, SEN team, SNAs and pupil focus group



Online survey for parents & relevant policies

[gov.ie](http://www.gov.ie) - Information on inspection for children, young people and parents/guardians (www.gov.ie)





School Provision Plan (Register)

A school provision planning template is provided in Appendix 2 to support schools in planning and documenting provision for pupils with SEN at whole school level

Evaluation of Inclusive Practices and Provision for Pupils with Additional and Special Educational Needs

School Name:

Pupils with Special Educational Needs who are in receipt of additional support from a Special Education Teacher

(Please complete a separate table for each of these teachers.)

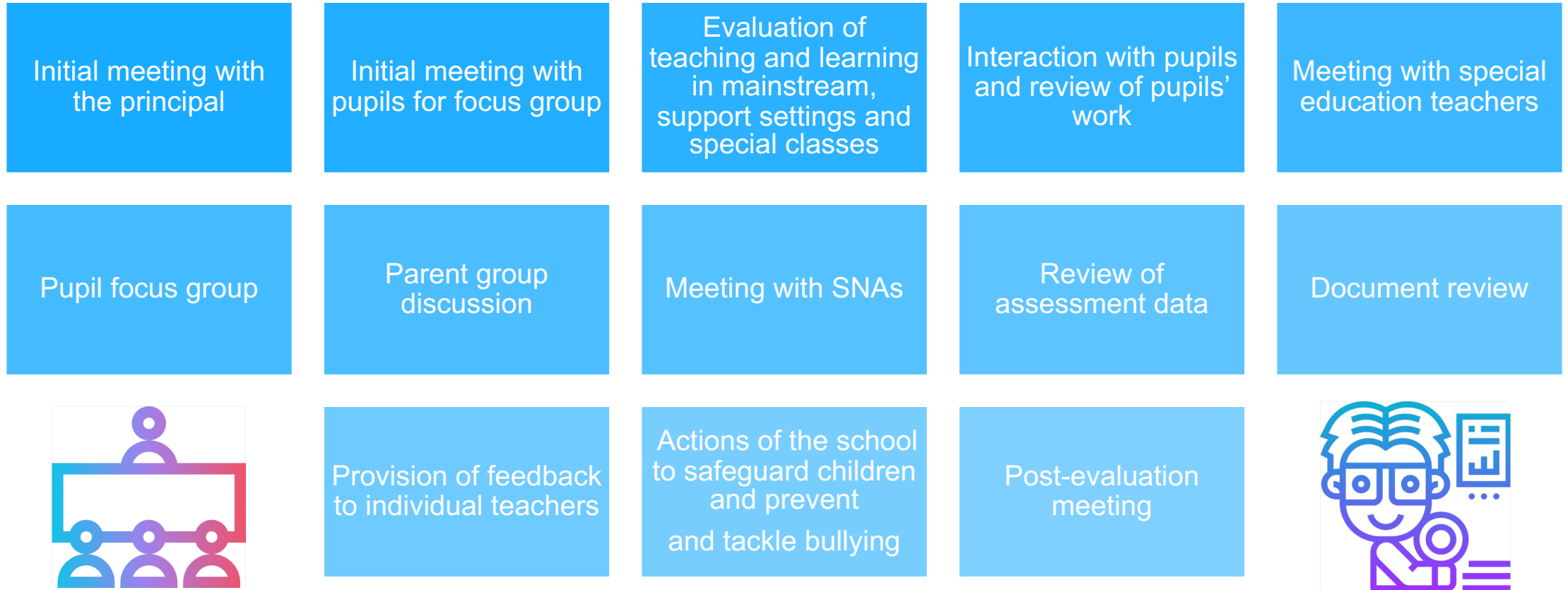
Pupils' names are not required and should not be provided. Please assign a pupil identification number to pupils in the first column. This number should be in the following format: Class Grade / A,B,C (to represent each class at that grade level) / Order on the list / First Letter of Christian Name:

Schools with one class for each grade level		Schools with more than one class for each grade	
Frank: the first pupil on the list from Senior Infants	SIA1F	Frank: the first pupil on the list from the second senior infants class group	SIB1F
Mary: the tenth pupil on the list from fifth class	5A10M	Mary: the tenth pupil on the list from the third fifth class group	5C10M
Michael: the twelfth pupil on the list from fifth class	5A12M	Michael: the twelfth pupil on the list from the third fifth class group	5C12M

Learning Support / Resource / Special Class Teacher' Name:						
Pupil ID	Class	Nature of special educational need	Stage on Continuum of Support Classroom support, School support, School support plus	Number of years on this stage	Nature of Support In-class, withdrawal in small groups, one-to-one	Focus of support Literacy, numeracy, social skills etc.



During the inspection visit



Meeting with Special Education Teachers



discussion

outcomes
for pupils

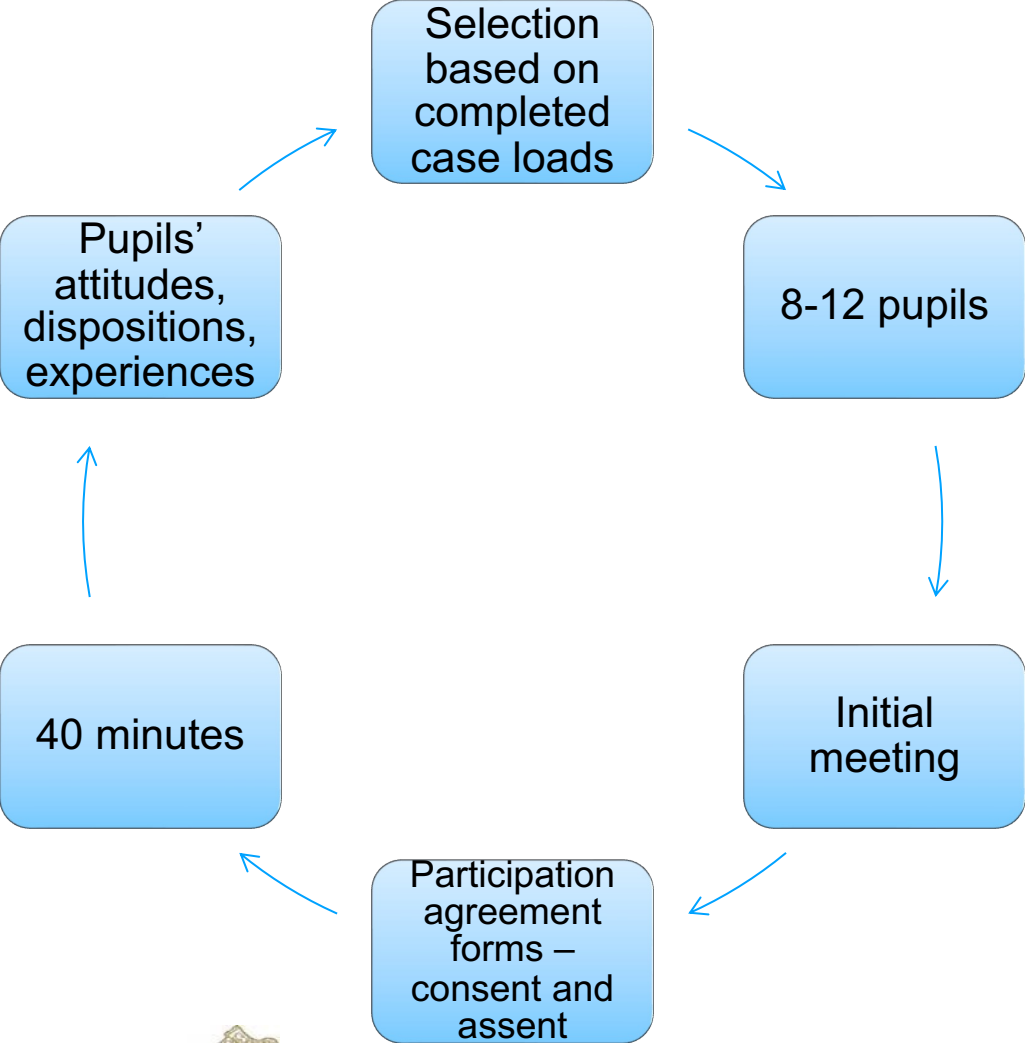
experiences
for pupils

school's use
of resources





Pupil Focus Group



Parent Group Discussion



Sample of parents of pupils
who are identified on the
school's provision plan

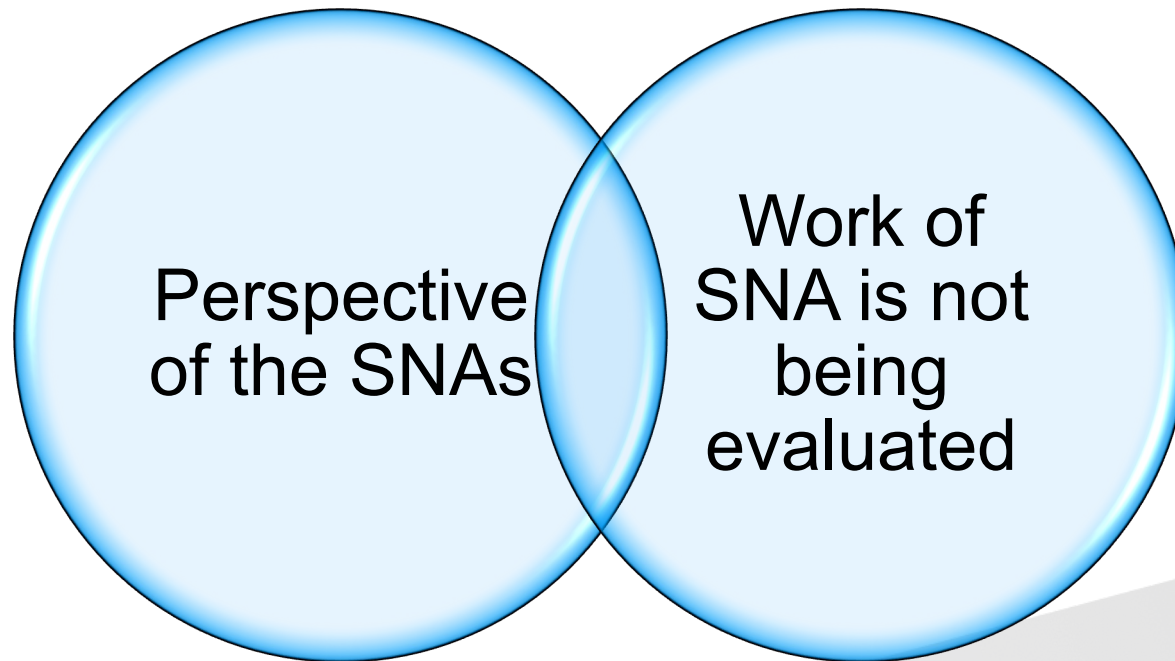
Broadly
represents the
range of needs
in school

Inspector
issues the
invitation letters
to the school for
distribution

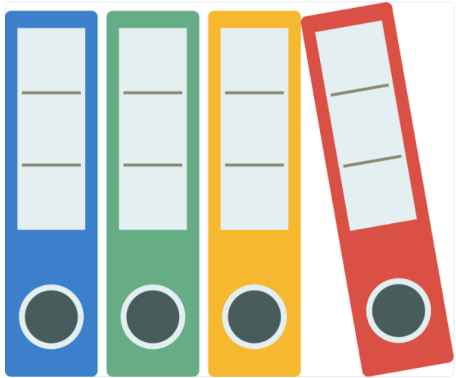
Parents'
experience



Meeting with SNAs



Document Review



Student Support Files including assessment

Policy on additional and special educational needs

Assessment policy

Enrolment policy

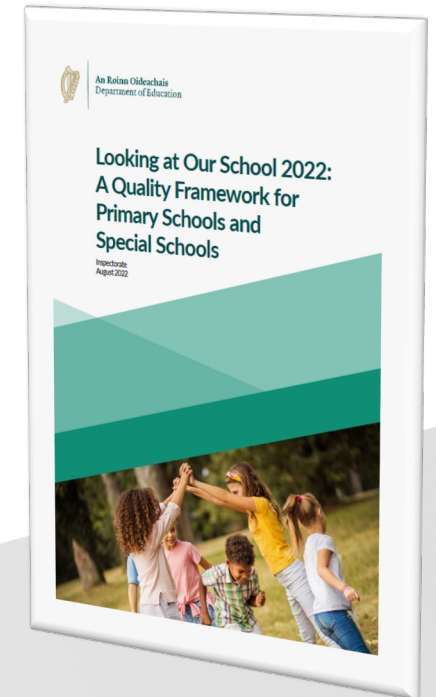
Policy on staff deployment (if available)

Policy on special needs assistants (if available)





Individual Feedback



At the end of the evaluation



Post-evaluation meeting:

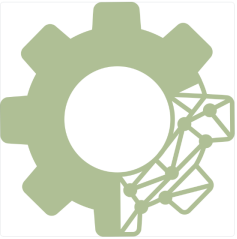
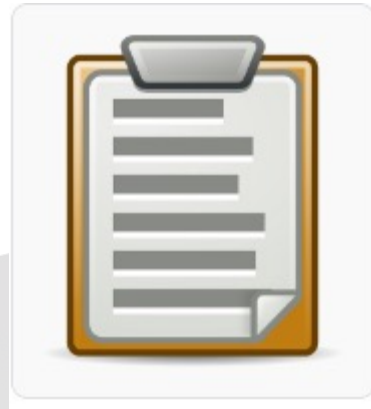
- Overall feedback on the findings and recommendations arising from the evaluation
- Opportunity for discussion and advice

Parent survey responses:

- Collated responses returned to school

Report:

- Draft report issued to the school for factual verification
- Final report issued to school for school response
- Report published on gov.ie - [Inspection reports](http://gov.ie)





Focus of the special educational needs model of evaluation



The SEN inspection model evaluates 3 key areas



The quality of learning of pupils with special educational needs



The quality of teaching of pupils with special educational needs



The management and use of resources received to support pupils with special educational needs



What is the criteria based on?

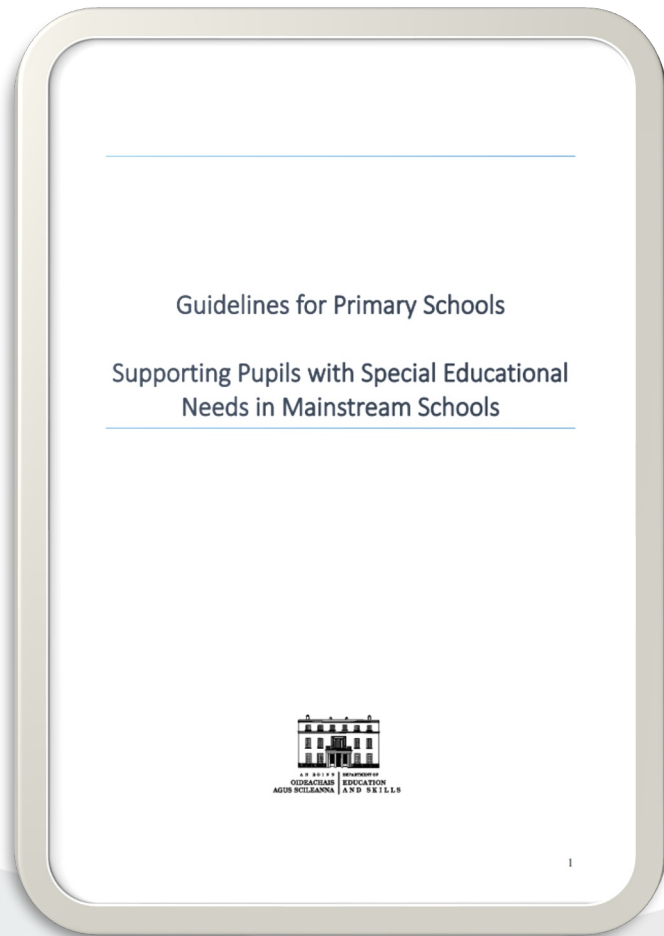


[c8357d7a-dd03-416b-83dc-9847b99b025f.pdf](#)
(www.gov.ie)



What is the criteria based on?

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(www.gov.ie)



Principles to guide the implementation process

- Resources provided to support pupils with special educational needs should be used to facilitate the development of truly inclusive schools.
- Supports provided to pupils with special educational needs should be based on identified needs and be informed by regular reviews of progress (in consultation with parents and pupils) as outlined in the Continuum of Support Guidelines.
- The class teacher has primary responsibility for the progress and care of all pupils in the classroom, including pupils with special educational needs.
- Special education teaching supports provided to schools should be used solely for the support of pupils with identified special educational needs, including those pupils for whom English is an Additional Language (EAL). The special education teaching supports **cannot** be used to reduce the pupil-teacher ratio in mainstream classes. Neither can they be used to allow any special education teacher sole responsibility for the delivery of any curriculum subject to any particular class.
- Pupils with the greatest levels of need should have access to the greatest level of support, and whenever possible, these pupils should be supported by teachers with relevant expertise who can provide continuity of support.
- Schools with more than one support teacher should establish and maintain a core team of teachers to meet the needs of pupils with special educational needs. All members should have the necessary experience and access to continuing professional development to support the diverse needs of pupils with special educational needs.



Learning: Learner outcomes



	Domains	Standards
	Learner outcomes	<p>Pupils:</p> <ul style="list-style-type: none">enjoy their learning, are motivated to learn, and expect to achieve as learnershave the necessary knowledge, skills and attitudes to understand themselves and their relationshipsdemonstrate the knowledge, skills and understanding required by the curriculum⁸attain the stated learning outcomes for the term and year



Learning: Learner outcomes



- Are priority needs identified?
- Include social and emotional domains?
- Challenging, realistic and in line with need?
- Goals progressive?
- Strategies linked to the targets and are interventions implemented?
- Use and apply the literacy, numeracy and life skills?



Learning: Learner experiences



Learner experiences

Pupils:

engage purposefully in meaningful learning activities

grow as learners through respectful interactions and experiences that are challenging and supportive
reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning

experience opportunities to develop the skills and attitudes necessary for lifelong learning



Learning: Learner experiences



Purposefully engaged in meaningful learning activities?



Respectful classroom interactions?



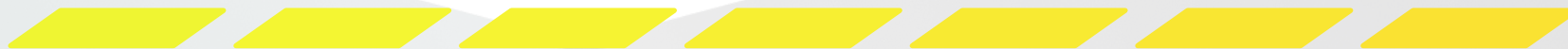
Learning experiences challenging and supportive?



Reflect on their own progress as learners?



Experience opportunities to develop the skills and attitudes necessary for lifelong learning?





The learning environment is inclusive, orderly, pupil-centred and based on mutual respect and affirmation



Learning activities are informed by outcomes of appropriate assessments

Learning activities are well planned, build on prior learning and ensure that all pupils are appropriately challenged and supported

Key indicators of good and very good learner experiences



Pupils regularly receive constructive, developmental oral and written feedback on their work

All pupils are purposefully engaged in meaningful learning activities

Student groups are carefully organised, flexible and are responsive to the range of needs of all learners



Teaching: Teachers' individual practice



Teachers' individual practice	<p>The teacher:</p> <ul style="list-style-type: none">has the requisite curriculum knowledge, pedagogical knowledge and classroom management skillsselects and uses preparation and assessment practices that progress pupils' learningselects and uses teaching approaches appropriate to the intended learning outcome and to pupils' learning needsresponds to individual learning needs and differentiates learning and teaching activities as necessary
--------------------------------------	---



Teaching: Teachers' collective practice



Teachers' collective / collaborative practice

Teachers:

value and engage in professional learning and professional collaboration
work together to devise learning opportunities for pupils across and beyond the curriculum
collectively develop and implement consistent and dependable formative and summative assessment practices
contribute to building whole-staff capacity by sharing their expertise





Teachers set learning intentions that are clearly related to pupils' prior learning and that are contextualised to their learning need



Teachers' preparation for lessons includes preparing

- **Language** required for learning
- Learning tasks and activities **suitable for pupils' needs**
- Required resources
- Weekly plans (p. 14)



Teaching approaches are appropriate for the learning intention and for pupils' learning needs



Variety of provision (team teaching, one-to-one) are well-thought out and impact positively on learning

Key indicators: The quality of teaching of ALL students including those with identified with SEN



Teaching is directed at eliciting **purposeful** pupil engagement and reflects a good balance between teacher input and **productive** pupil engagement



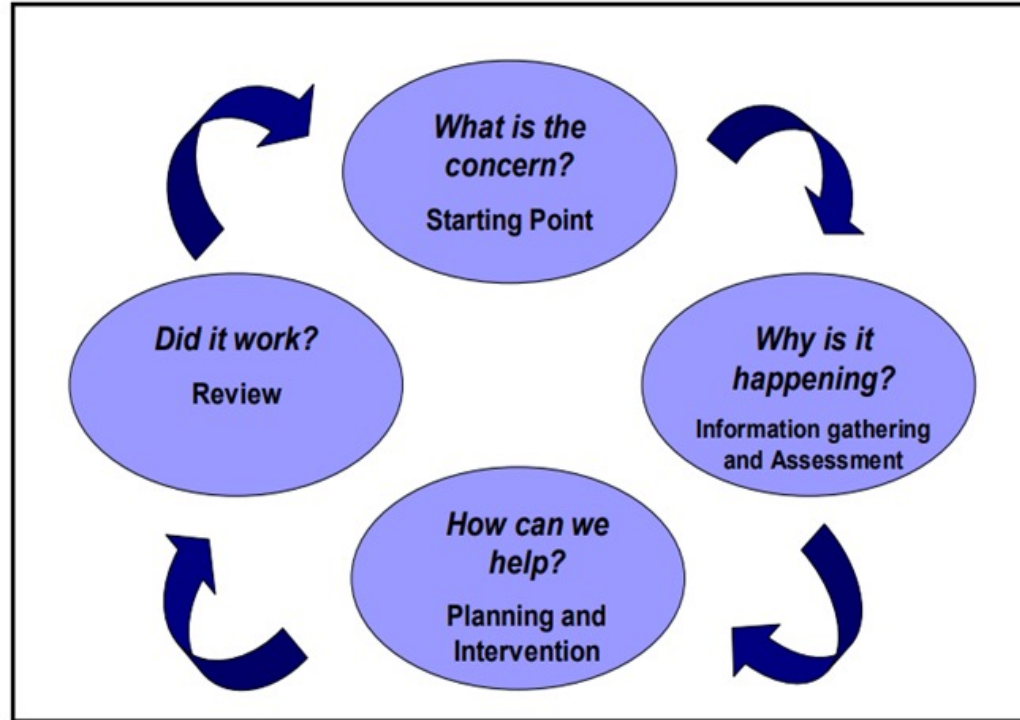
Teachers are aware of pupils' individual learning needs and adapt their teaching and learning practices to ensure all students are **purposefully engaged in learning**



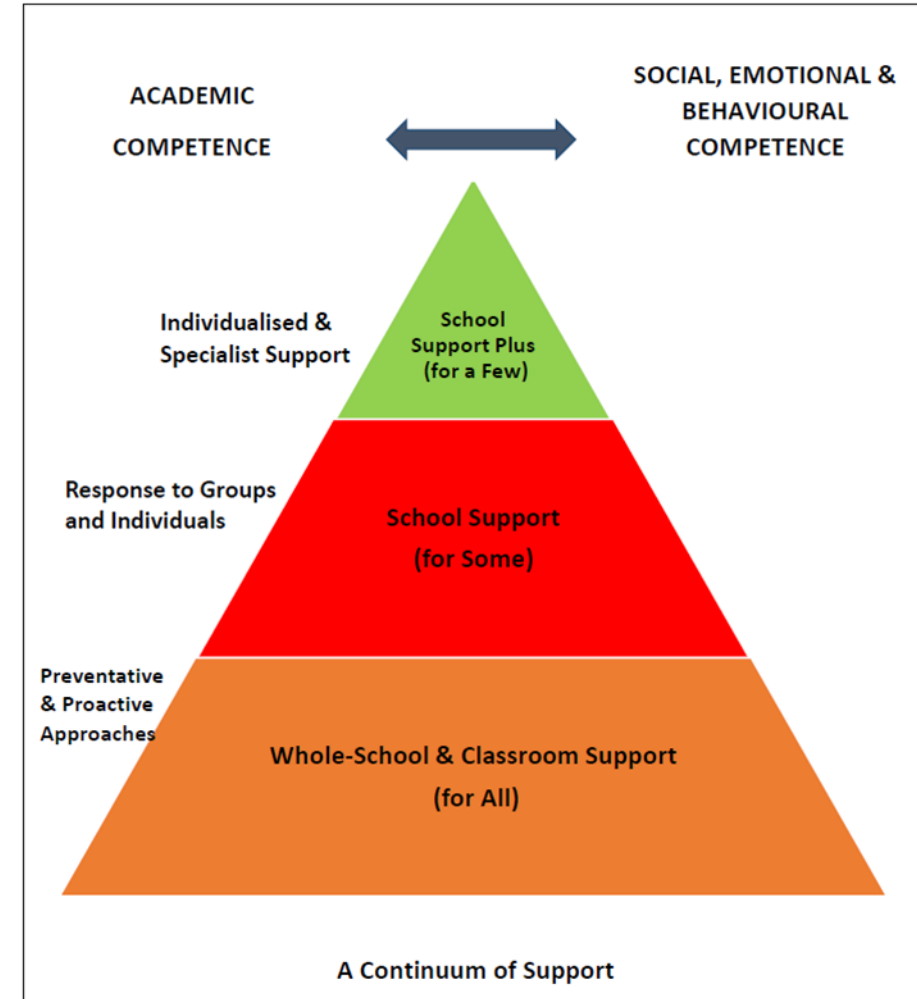
Assessment is seen as integral to teaching and learning in the lesson

Key indicators: The quality of teaching of ALL students including those identified with SEN


Problem-solving process



Pupils with the greatest level of need have access to the greatest levels of support



Assessment

<p>Assessment in the Primary School Curriculum: Guidelines for Schools</p> <p>http://www.ncca.ie/uploadedfiles/publications/assess%20%20guide.pdf</p>	
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Fís Foghlaim Forbairt

PDST
Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

www.pdst.ie

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[AfL Presentation.pptx \(live.com\)](#)

Formal

- Standardised & diagnostic tests*
- Functional assessment as appropriate, including screening measure for social, emotional and behavioural difficulties
- Formal observation of behaviour including ABC charts



Informal

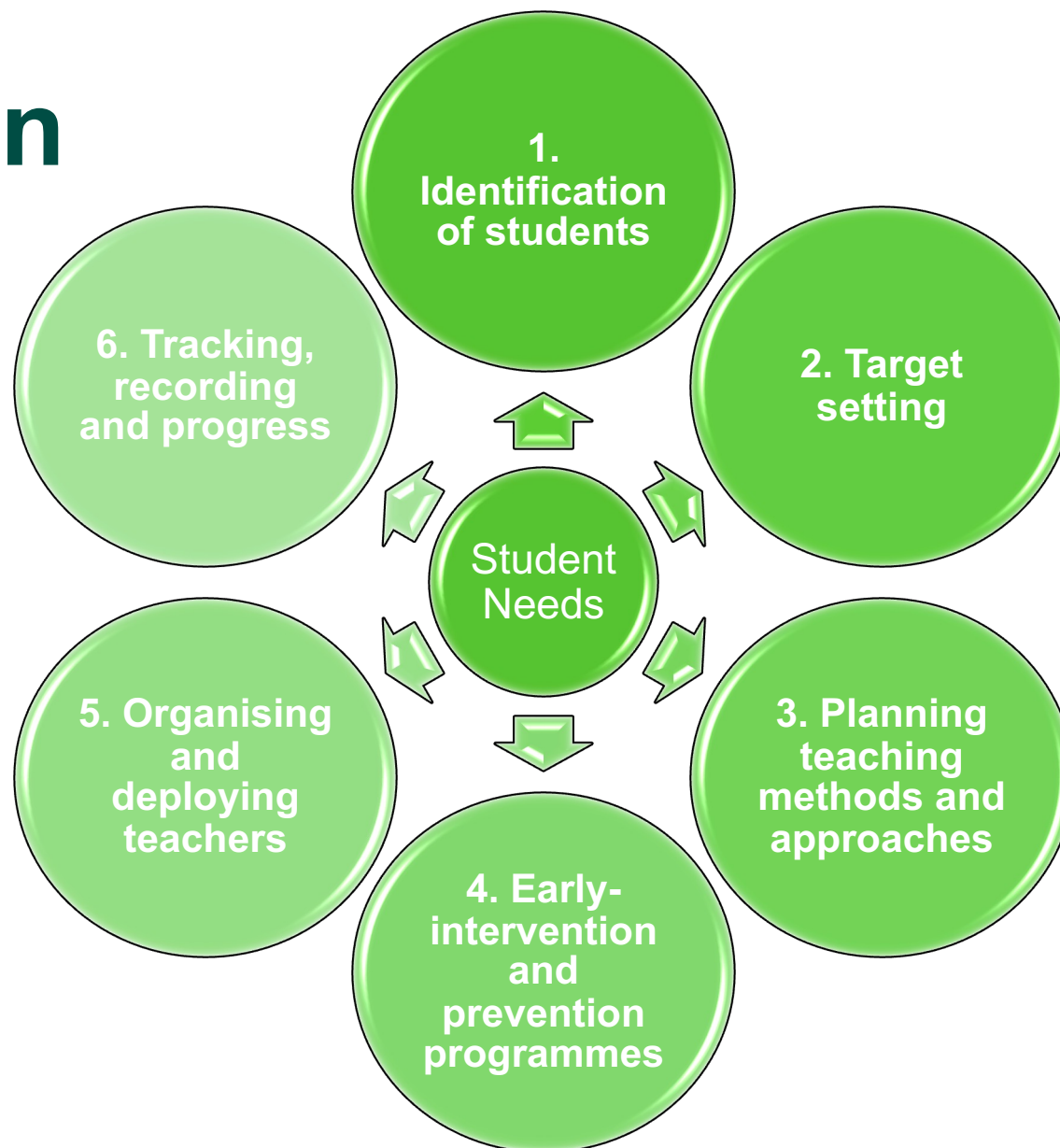
- Teacher observation records
- Teacher designed tasks and tests
- Parent and pupil interview



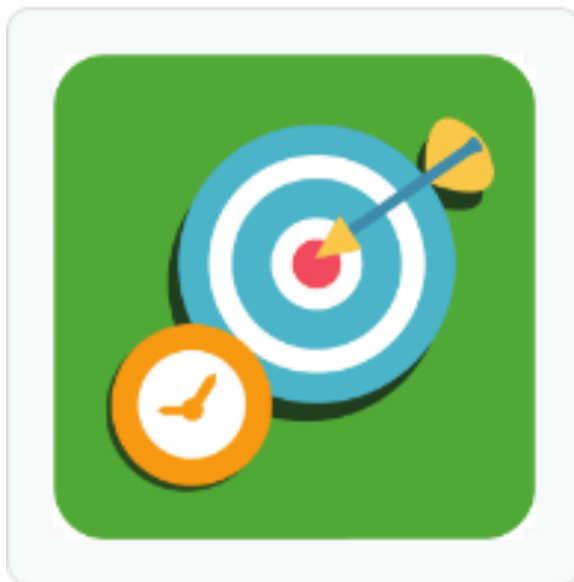
- Assessment of learning and assessment for learning
- Pre-test and post-test assessments
- Assessment records should be clear, useful and easy to interpret and share



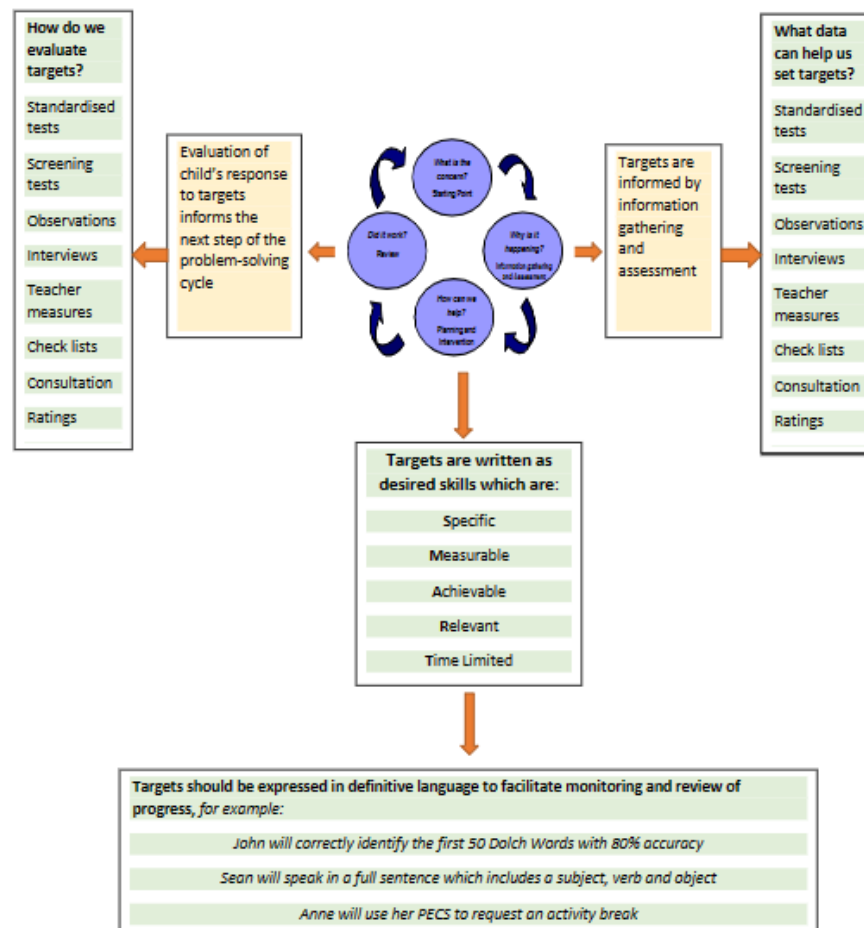
Effective preparation



Target setting



Appendix 1: Target-setting as part of the problem-solving framework



The management and use of resources



Leading teaching and learning	School leaders:
	<p>promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment</p> <p>foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil</p> <p>manage the planning and implementation of the school curriculum</p> <p>foster teacher professional learning that enriches teachers' and pupils' learning</p>
Managing the organisation	School leaders:
	<p>create and maintain a positive school culture and a safe, healthy and purposeful learning environment, and sustain it through effective communication</p> <p>manage the school's human, physical and financial resources so as to create and maintain a learning organisation</p> <p>manage challenging and complex situations in a manner that demonstrates equality, fairness and justice</p> <p>develop and implement a system to promote professional responsibility and accountability</p>
Leading school development	School leaders:
	<p>communicate the guiding vision for the school and lead its realisation</p> <p>lead the school's engagement in a continuous process of self-evaluation</p> <p>build and maintain relationships with parents, with other schools, and with the wider community</p> <p>manage, lead and mediate change to respond to the evolving needs of the school and to changes in education</p>



The management and use of resources



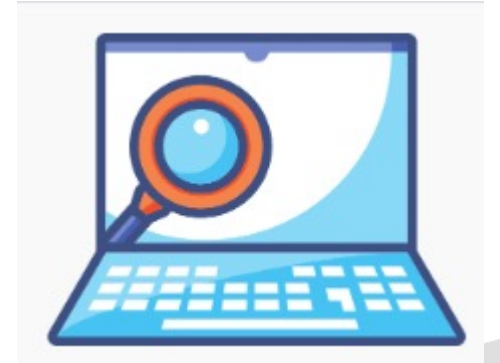
Effective deployment of human resources – teachers, SNAs

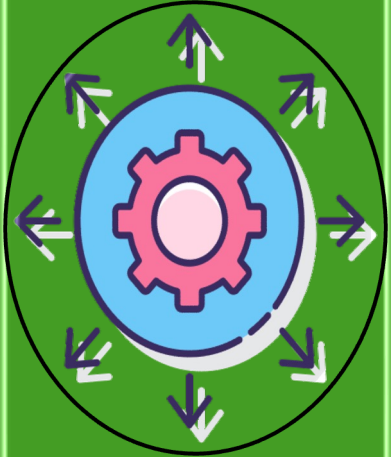
Access to the curriculum-learning environments and assistive technology

Sharing of information – transitions pre-school, post-primary

Engagement with parents and external agencies

CPD of staff in special education





System to inform the **deployment** of teachers: **experience and expertise** of support teachers



Provision of support is balanced and weighted by the principle – **greatest level of need access to greatest support**



Decisions on use of **early-intervention** strategies – informed by learners need



In-class support – **well-planned** and delivered & drawing on **teachers' expertise**



Withdrawal – well-planned and **targeted at specific need**



Effective communication between mainstream teachers and support teachers

Key indicators for the management and use of resources (human resources)

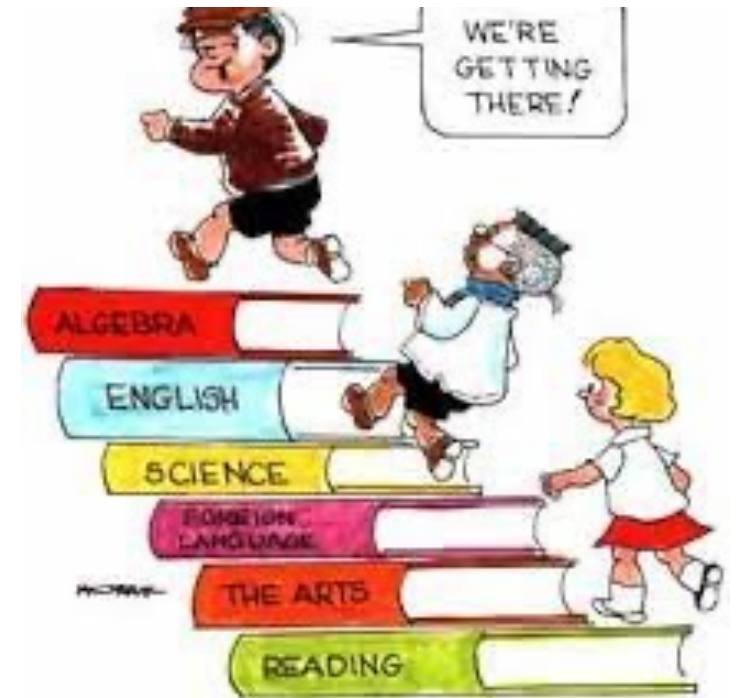
Making sure our judgements are valid, reliable and consistent



The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Examples of descriptive terms
Excellent	Provision that is excellent is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	Provision that is very good is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	Provision that is good is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	Provision that requires improvement to achieve a good standard is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	Provision that requires significant improvement to achieve a good standard is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective



REMEMBER...



More in common than differences

range of emotions

range of interests

range of learning preferences

need for belonging

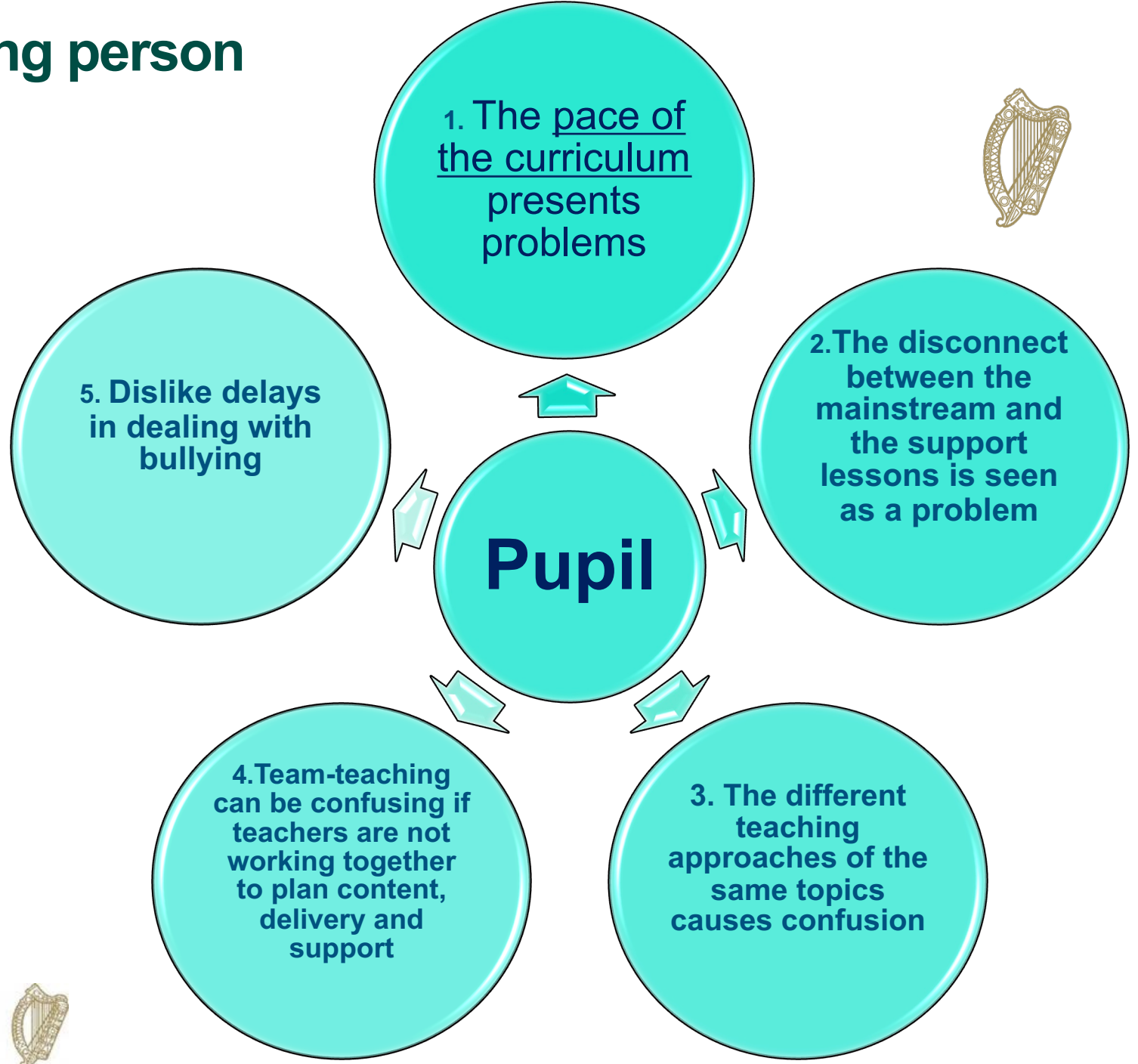
need to be heard (opinions, goals, choices)

need for affirmation

valuable insights into own learning



Voice of the child and young person



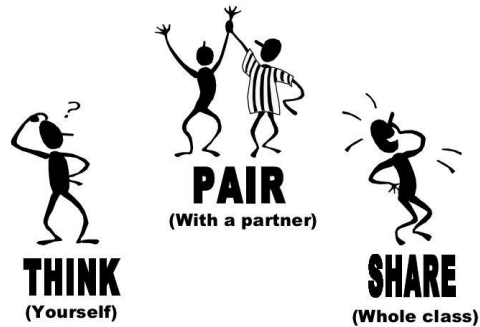


*“Extraordinary
youngsters require
extraordinary
professionals”*

Theo Peeters 1998
‘Autism. Medical and Educational
Aspects’



Over to you...



Reflect on....

- What is working well in your school?
- How do you know?
- What areas of provision would you like to develop further?
- How could you do this?







An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

Go raibh míle maith
agaibh