

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

Shirley B. Murphy & Anne Fitzpatrick Department of Education Inspectorate

Aims





Inclusion



Teaching and Learning

Special Education inspection model

Special

Education Guidelines



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)





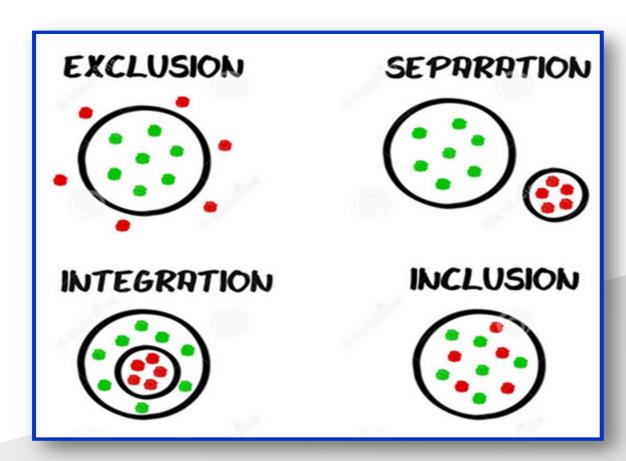
- A process of addressing and responding to the diversity of needs of learners
- Removing barriers so that each learner will be enabled to achieve the maximum benefit from his/her schooling
- In line with inclusive principles, schools are advised to include pupils meaningfully in mainstream mixed-ability 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.



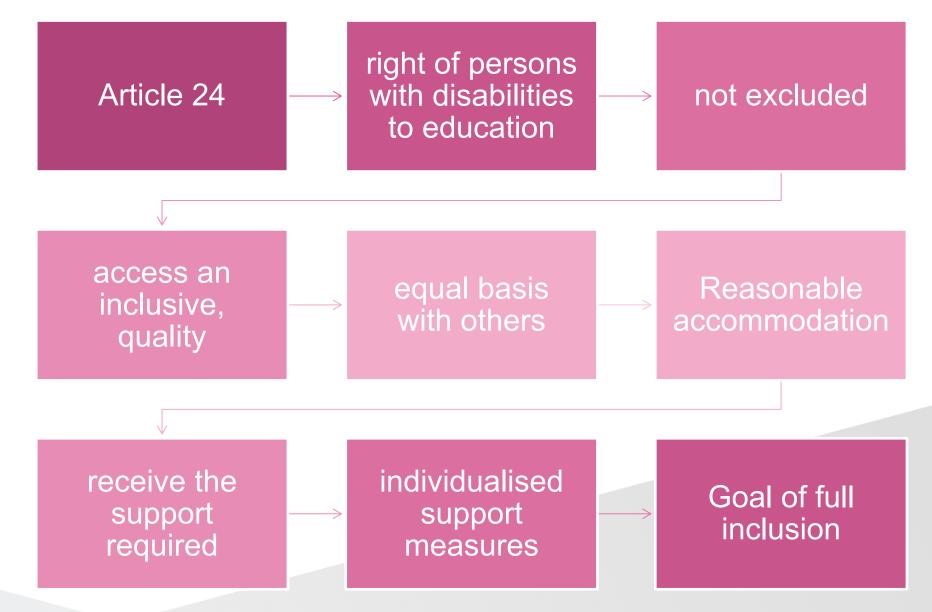


Inclusion

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)



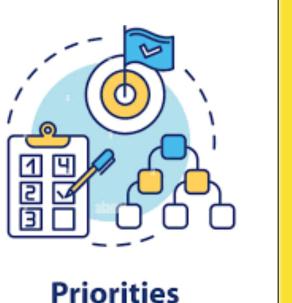






Why?





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



Collaboration across mainstream, SET teachers, professionals, parents and pupils The school's ethos expresses a clear commitment to the inclusion of pupils with SEN and there is evidence of this in practice

School leaders monitor the impact and outcomes of policies and actions on special education

Teachers hold appropriately high expectations

Staff identify and engage in CPD that addresses the needs of all pupils in the school and develops their professional capacity

The school **is pupil-centred**— It listens to the pupil's voice and promotes self-advocacy

Learning activities are carefully aligned to meet the full range of learning **needs** including pupils' social, emotional and behavioural needs

All support is provided with dignity and respect for the pupil in mind

School leaders use resources in a manner that ensures those with the greatest level of need receive the highest level of support



SEN Evaluation Model - Context



SEN evaluations since 2016

Piloted before introduction – Consultation with Education Partners

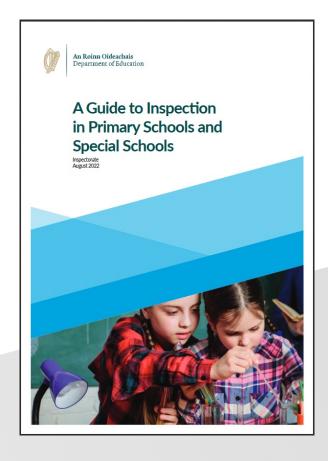
Key emphasis on Continuum of Support approach

Looking at our School 2016

SET allocation model 2017

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

Circular 0013/2017







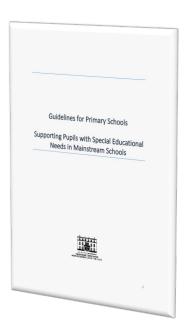
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Individualised learning needs can be addressed in a variety of ways and should not be solely equated with withdrawal from class for one-to-one or group tuition.

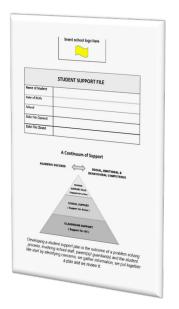
Configurations of team-teaching have been shown to provide an appropriate model for engaging with individual needs in the collective setting of the classroom.

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

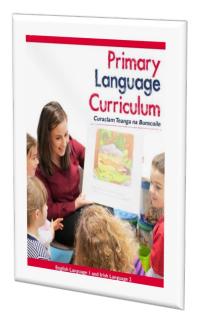


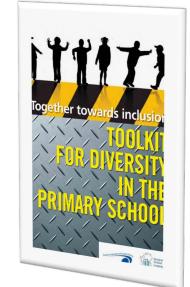


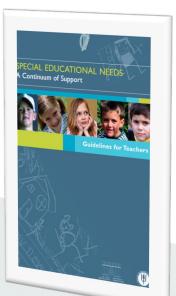


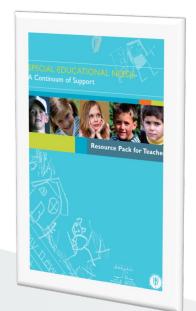


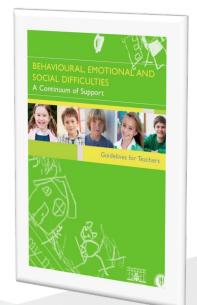




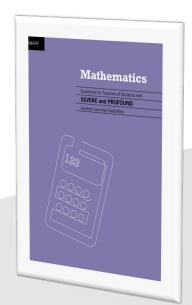


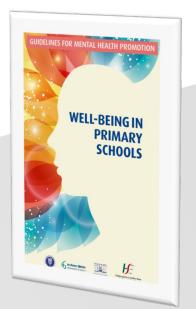




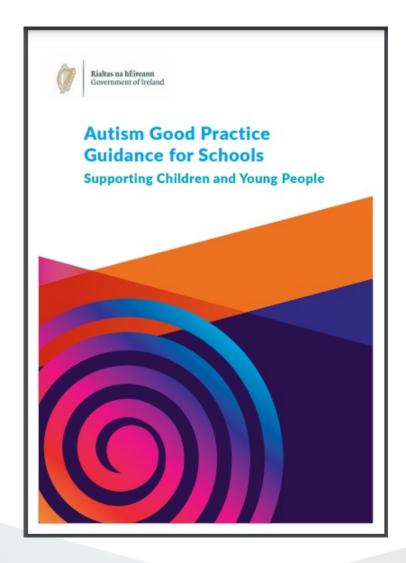


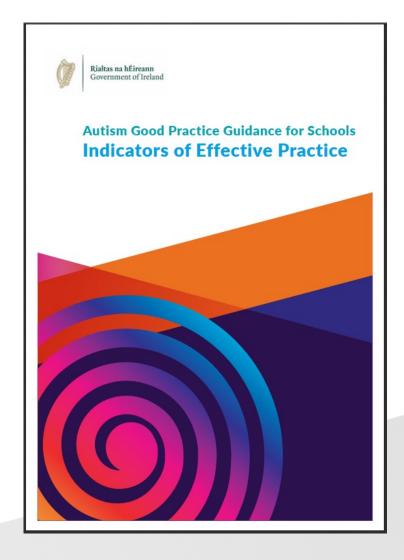


















Evaluation of provision for pupils with special educational needs



gov.ie - Inspectorate publications: Evaluation reports and guidelines (www.gov.ie)







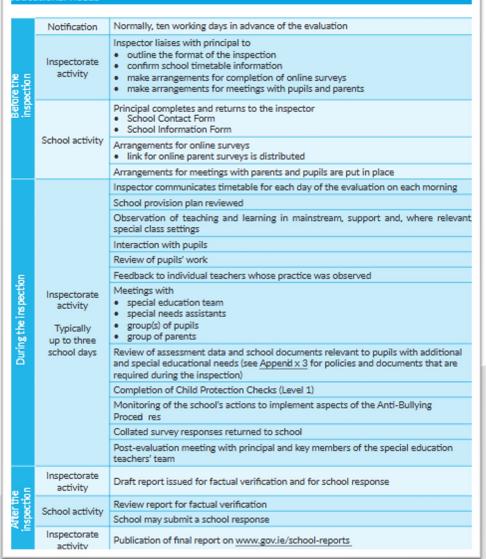
A Guide to Inspection in Primary Schools and Special Schools

Inspectorate August 2022



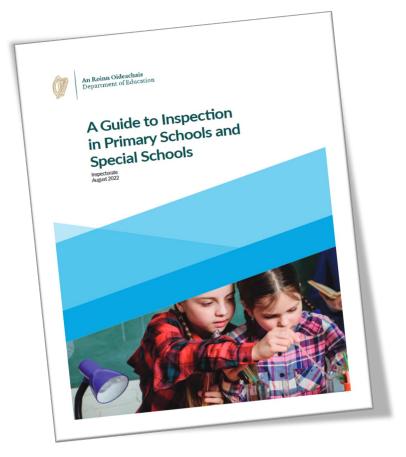
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Evaluative Questions



- 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





10 days notification to school

Notification by email with a follow-up phone call to the school

Typically 1-3 inschool days

Conducted by one or two inspectors

Published report

Followthrough inspection



Phone call





Confirm in-school dates



School information selfreport (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 - Information on inspection for children, young people and parents/guardians (www.gov.ie)



School Information and Self-Reflection Form



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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

School:		Roll No:	
School Year: Rev	eviewed:		
Special Educational Needs Teaching:	g:hour	s	
Teacher Name:	Hours	Brief description of role and duties	
Teacher Name:	Hours	Brief description of role and duties	
Teacher Name:	Hours	Brief description of role and duties	
Teacher Name:	Hours	Brief description of role and duties	

Description of SEN Literacy, numeracy, social, emotional, behavioural, life-skills Class Description of SEN Nature of Supports Literacy, social, emotional, behavioural, life-skills Focus of Support In-class, withdrawal in small groups or individual, school yas tool Support Dil Name Class Description of SEN Nature of Support Focus of Support Focus of Support
nool Support
oil Name Class Description of SEN Nature of Support Focus of Support
ools may hold information on pupils and level of support on a class basis, as an integral part of classroom planning.







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			
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 Sup	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



Initial meeting with the principal

Initial meeting with pupils for focus group

Evaluation of teaching and learning in mainstream, support settings and special classes

Interaction with pupils and review of pupils' work

Meeting with special education teachers

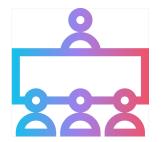
Pupil focus group

Parent group discussion

Meeting with SNAs

Review of assessment data

Document review



Provision of feedback to individual teachers

Actions of the school to safeguard children and tackle bullying

Post-evaluation





Meeting with Special Education Teachers













Pupil Focus Group





Selection based on completed case loads

Pupils' attitudes, dispositions, experiences

8-12 pupils

40 minutes

Initial meeting



Participation agreement forms – consent and assent



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

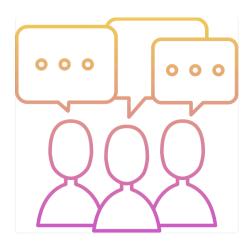
Inspector
issues the
invitation letters
to the school for
distribution

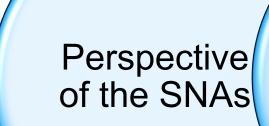
Parents' experience



Meeting with SNAs







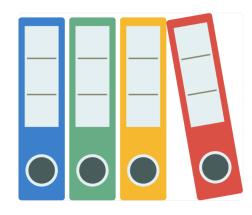
Work of SNA is not being evaluated





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





Identify, acknowledge and affirm good practice in the lesson

Provide opportunities for the clarification of any information

Looking at Our School 2022

Engage in professional dialogue

Discuss areas for development in the quality of teaching and learning in the lesson(s) observed





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







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



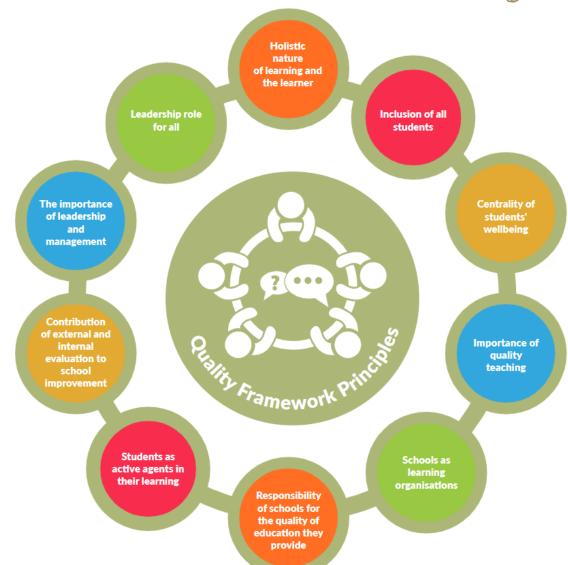
What is the criteria based on?



c8357d7add03-416b-83dc-9847b99b02 5f.pdf (www.gov.ie)







What is the criteria based on?

e2ab0e65f360-45a4-8075-37a4123838 c3.pdf (www.gov.ie) **Guidelines for Primary Schools**

Supporting Pupils with Special Educational Needs in Mainstream Schools



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
	Pupils:
Learner outcomes	enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge, skills and attitudes to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the curriculum ⁸ attain 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



Pupils:

Learner experiences

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?









Learning activities are informed by outcomes of appropriate assessments

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



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



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





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



All pupils are purposefully engaged in meaningful learning activities







Teachers' individual practice

The teacher:

has the requisite curriculum knowledge, pedagogical knowledge and classroom management skills selects and uses preparation and assessment practices that progress pupils' learning selects and uses teaching approaches appropriate to the intended learning outcome and to pupils' learning needs

responds to individual learning needs and differentiates learning and teaching activities as necessary







Teachers:

Teachers' collective / collaborative practice 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

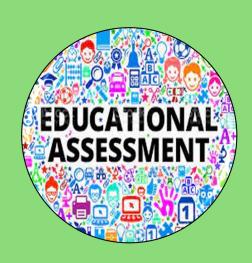
Key indicators: The quality of teaching of ALL students including those with identified with SEN



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

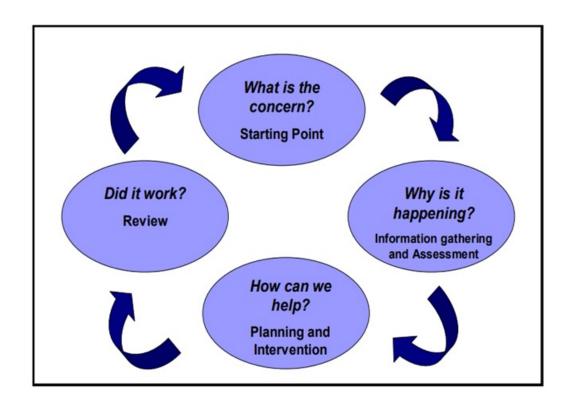


Assessment is seen as integral to teaching and learning in the lesson

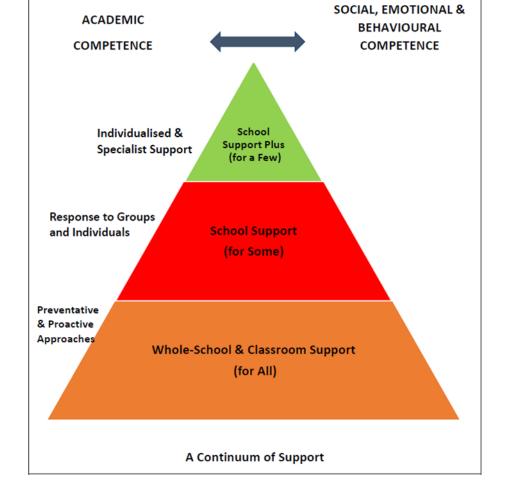
Key indicators: The quality of teaching of ALL students including those identified with SEN

Problem-solving process





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





Assessment

Assessment in the Primary School Curriculum: Guidelines for Schools

http://www.ncca.ie/uploadedfiles/publications/assess%20%20gu



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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

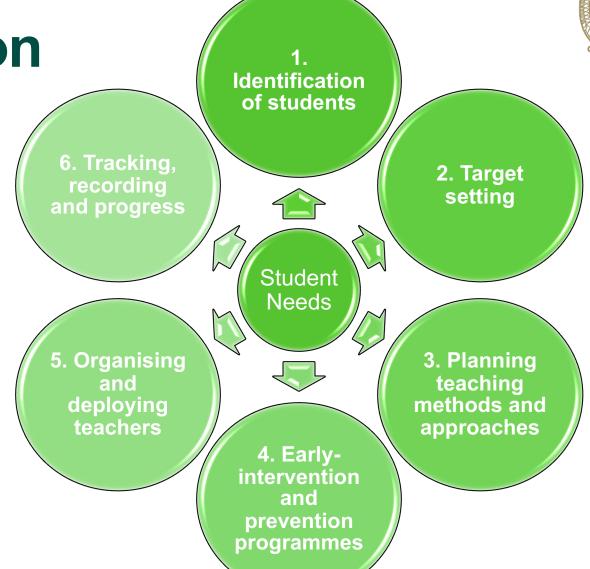
- Teacher observation records
- Teacher designed tasks and tests
- Parent and pupil interview



- 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

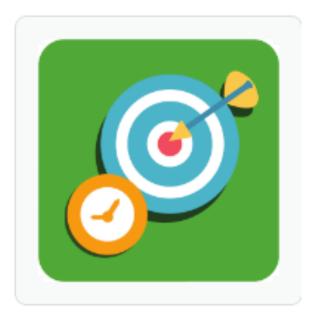
Effective preparation





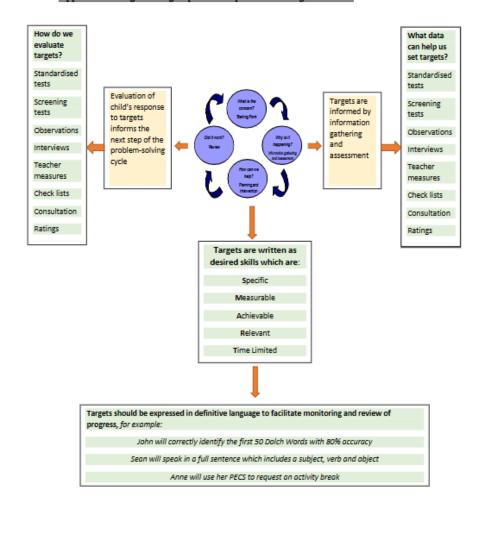


Target setting





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







The management and use of resources

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



The management and use of resources





Effective deployment of human resources – teachers, SNAs

Access to the curriculumlearning environments and assistive technology

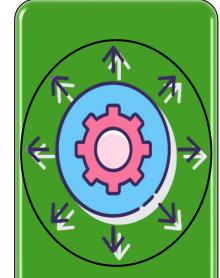
Sharing of information – transitions pre-school, postprimary

Engagement with parents and external agencies

CPD of staff in special education







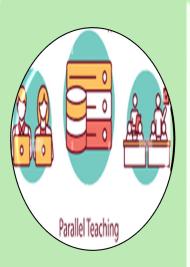
System to inform the deployment of teachers: experience and expertise of support teachers



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

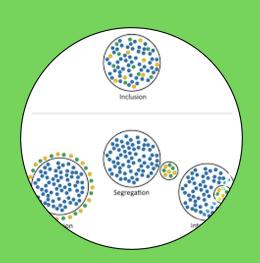


Effective
communicati
on between
mainstream
teachers and
support
teachers

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



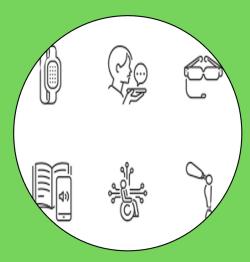
SNAs: clear coordination between teacher and SNA



Designed to promote the full inclusion of the student/student in classroom life



Informed by principles of respect / care and dignity of learner



Assistive Technology:

- Accessed by the school as soon as possible
- CPD accessed
- Integrated into learning experiences
 - Whole-school approaches

Key indicators for the management and use of 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

1. The pace of the curriculum presents problems



5. Dislike delays in dealing with bullying



2.The disconnect between the mainstream and the support lessons is seen as a problem

Pupil

4.Team-teaching can be confusing if teachers are not working together to plan content, delivery and support

3. The different teaching approaches of the same topics causes confusion









"Extraordinary youngsters require extraordinary professionals"

Theo Peeters 1998 'Autism. Medical and Educational Aspects'



Over to you...









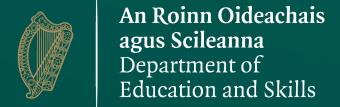
Reflect on....

- 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?









Go raibh míle maith agaibh