

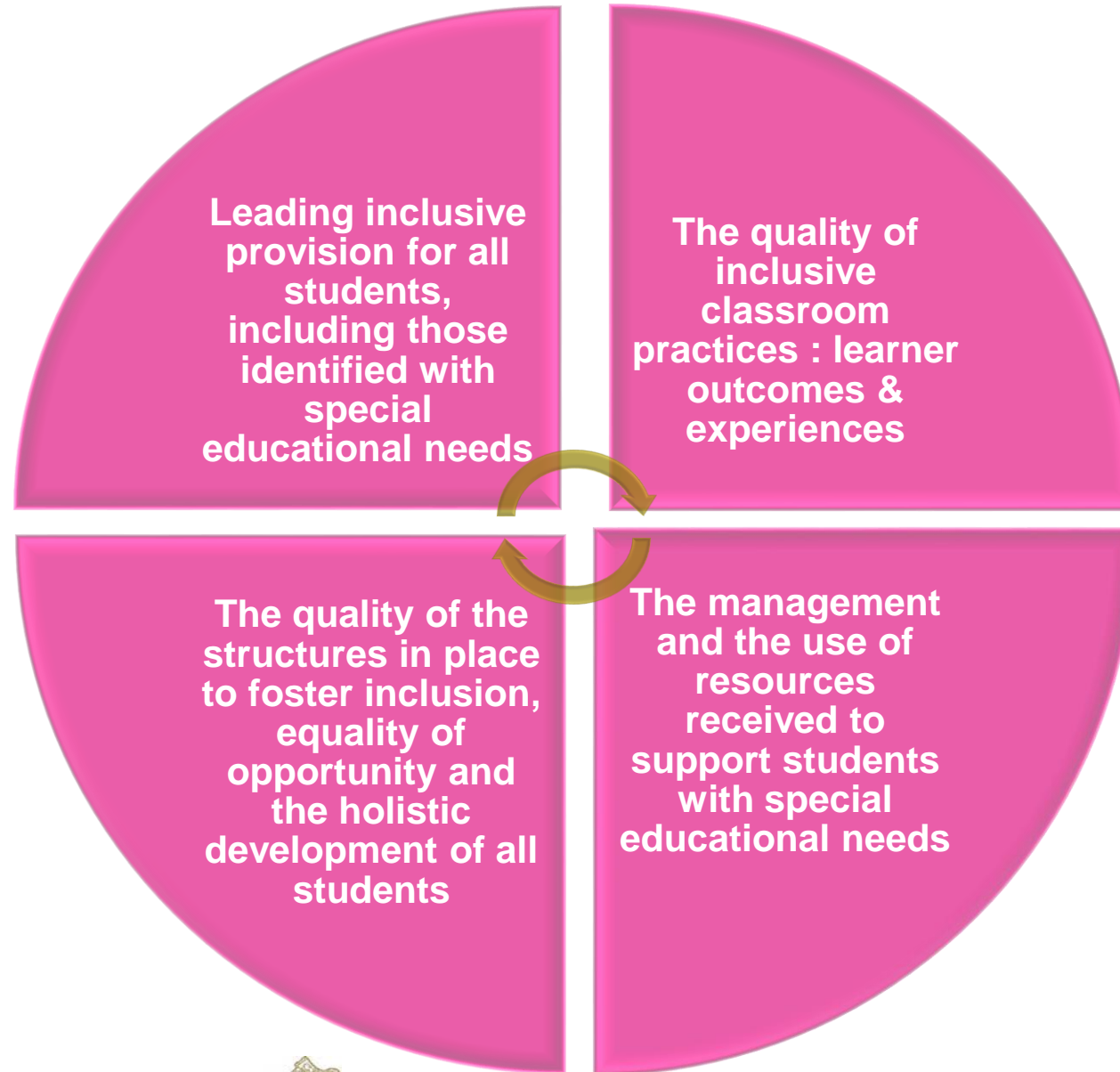


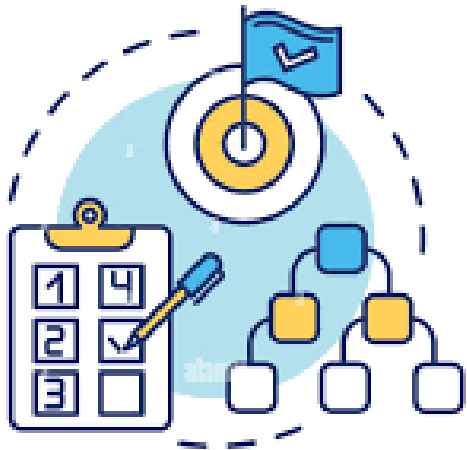
An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

# Leading inclusive provision for students in Post-Primary Schools

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Department of Education Inspectorate

# Aims





## Priorities

# Context & Priorities 2024

Promoting inclusive education is an important national and international priority

Ensuring all students including those with special educational needs have access to high quality learning experiences is central to a quality education system

Evaluating and supporting inclusive provision for students is central to our work as inspectors



# 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



# What is inclusion?

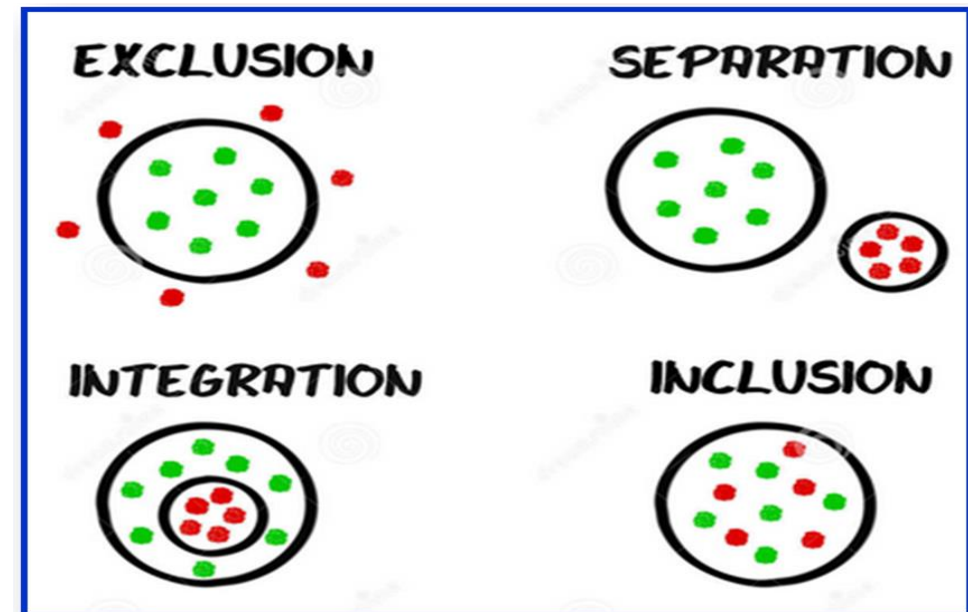


*“Inclusion is not about placing children in mainstream schools.*



*It is about changing schools to make them more responsive to the needs of all children.”*

NCSE







# Circular 0014/2017

Individual 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.

Team-teaching may provide an appropriate model for supporting the individual needs of students in the collective setting of the classroom.

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





# Managing the organisation

Special education teaching supports provided to schools should be used **solely for the support of students with identified special educational needs**, including those students for whom English is an Additional Language (EAL).

**Students with the greatest levels of need should have access to the greatest level of support**, and whenever possible, these students should be supported by **teachers with relevant expertise** who can provide **continuity** of support.

Schools should establish and maintain a **core team** of teachers to meet the needs of students with special educational needs.





# Leading teaching and learning

## Principle

Resources provided to support students with special educational needs should be used to facilitate the development of truly inclusive schools.

Supports provided to students with special educational needs should be based on **identified needs and be informed by regular reviews of progress** (in consultation with parents and students) as outlined in the Continuum of Support Guidelines.

The **subject teacher has primary responsibility** for the progress and care of all students in the classroom, including students with special educational needs

An Roinn Oideachais agus Scileanna

Rannóg Oideachais Speisialta

Cor na Madadh

Átha Luain

Contae na hIarmhí



Department of Education and Skills

Special Education Section

Comamaddy

Athlone

Co. Westmeath

Circular No 0014/2017

Circular to the Management Authorities of all Post Primary Schools: Secondary, Community and Comprehensive Schools and the Chief Executive Officers of the Education and Training Boards

Special Education Teaching Allocation

1 Purpose

## Guidelines for Post-Primary Schools

### Supporting Students with Special Educational Needs in Mainstream Schools



1



Level 2 Learning Programmes  
Guidelines for Teachers



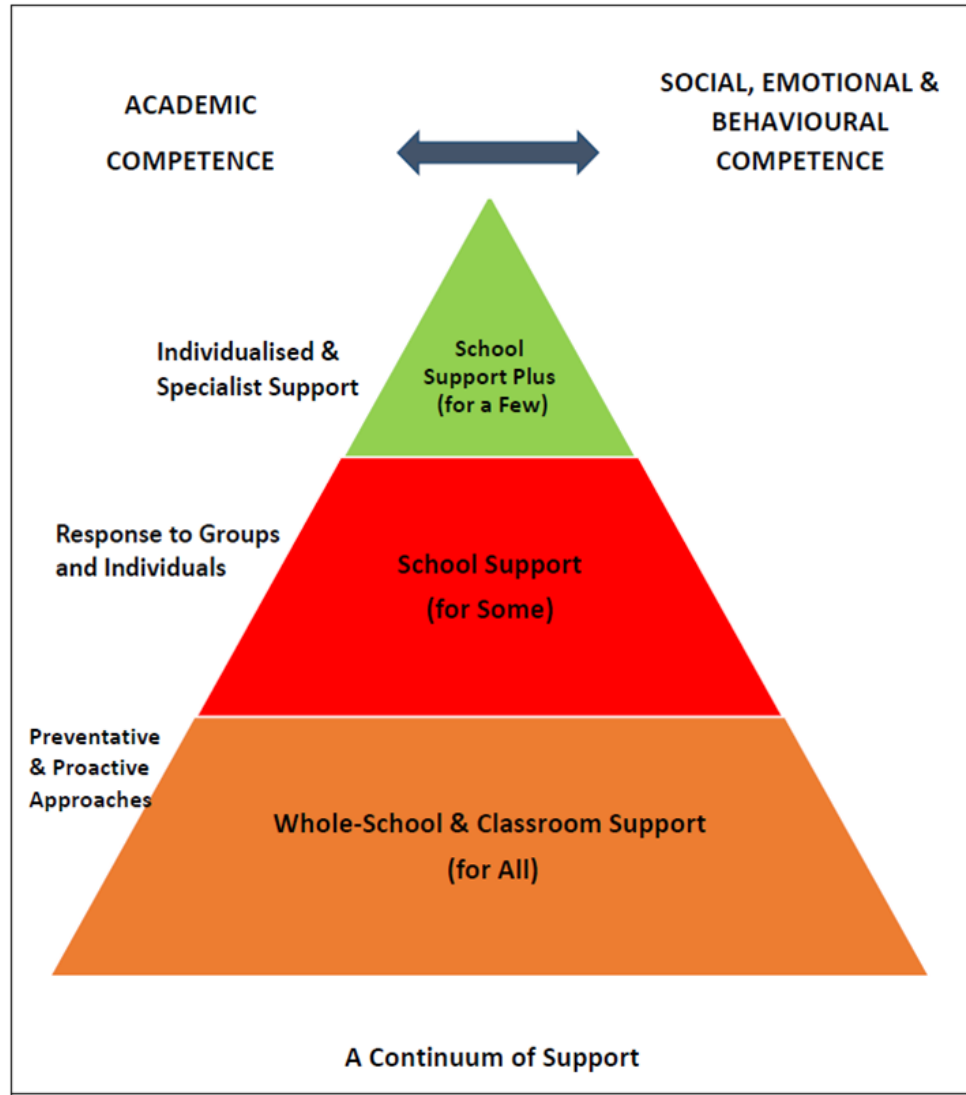
Level 1 Learning Programmes  
Guidelines for Teachers



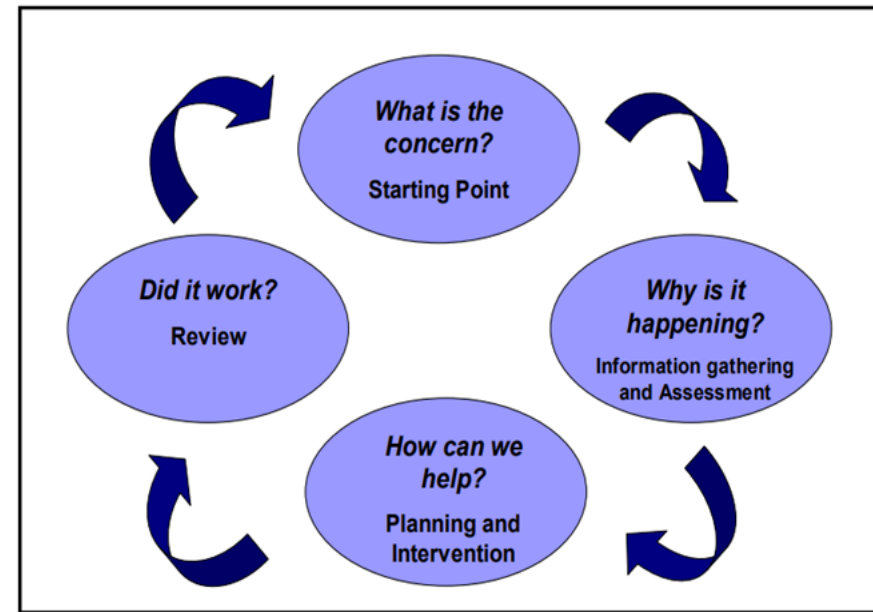
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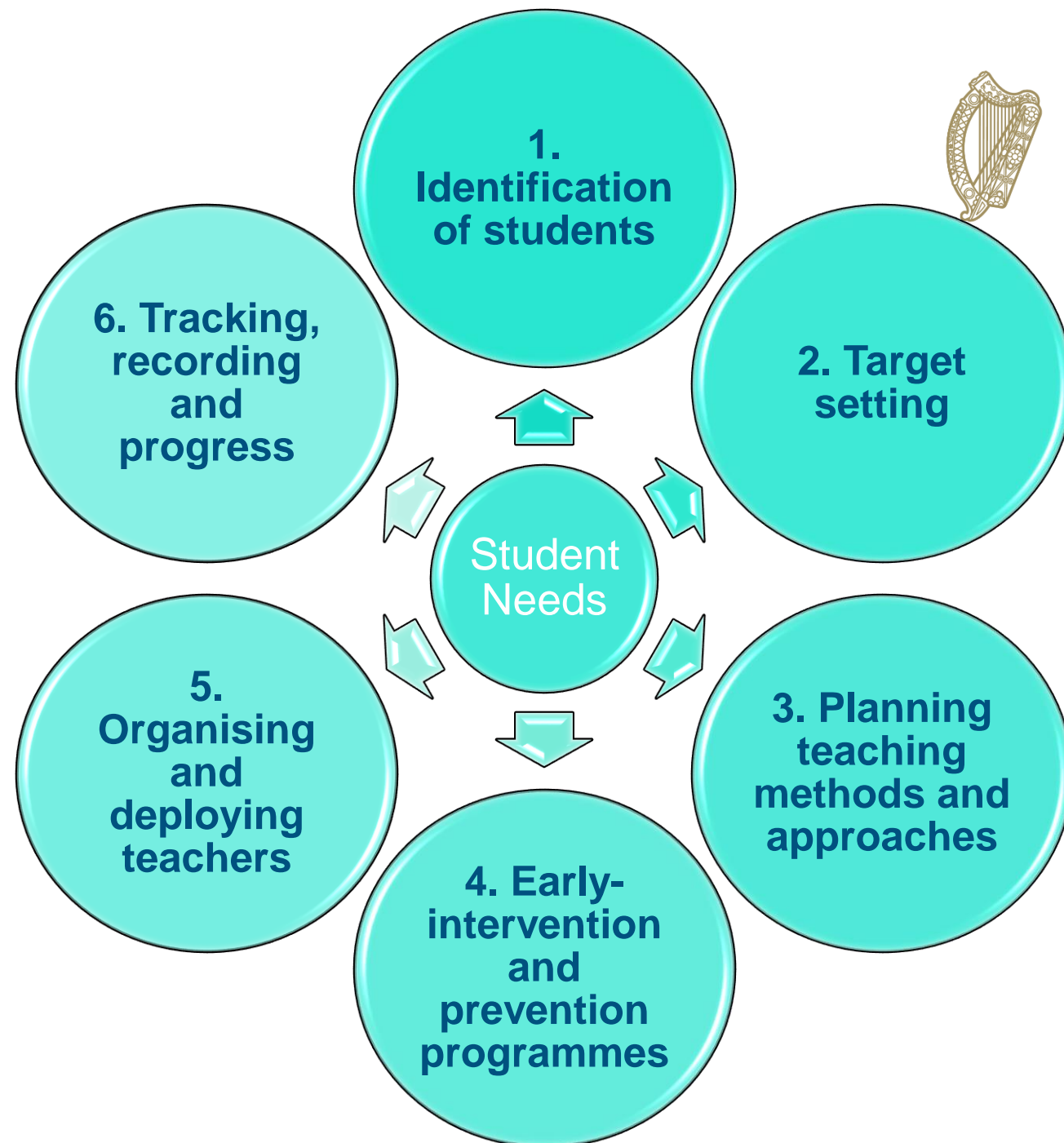




## Identify



# Effective Planning



# Assessment

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Circular: 0001/2023

To: Boards of Management, Principals and Teaching Staff of Post-Primary Schools and CEOs of ETBs

Advice on the use of assessment instruments/tests for Guidance or for additional and special educational needs (SEN) in post-primary schools  
(Revising Circulars 0067/2020 and 0058/2019)



[AfL Presentation.pptx \(live.com\)](https://www.pdst.ie/AfL-Presentation.pptx)



## Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

## 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 student

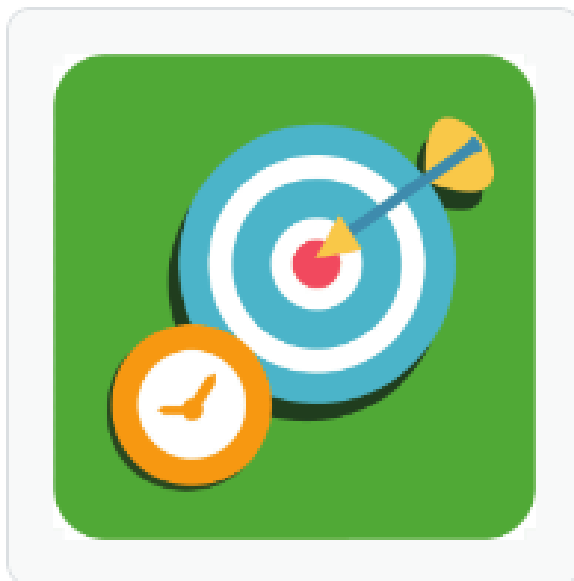


- Assessment of learning and assessment for learning
- Pre-test and post-test assessments
- Assessment records should be clear, useful and easy to interpret and share

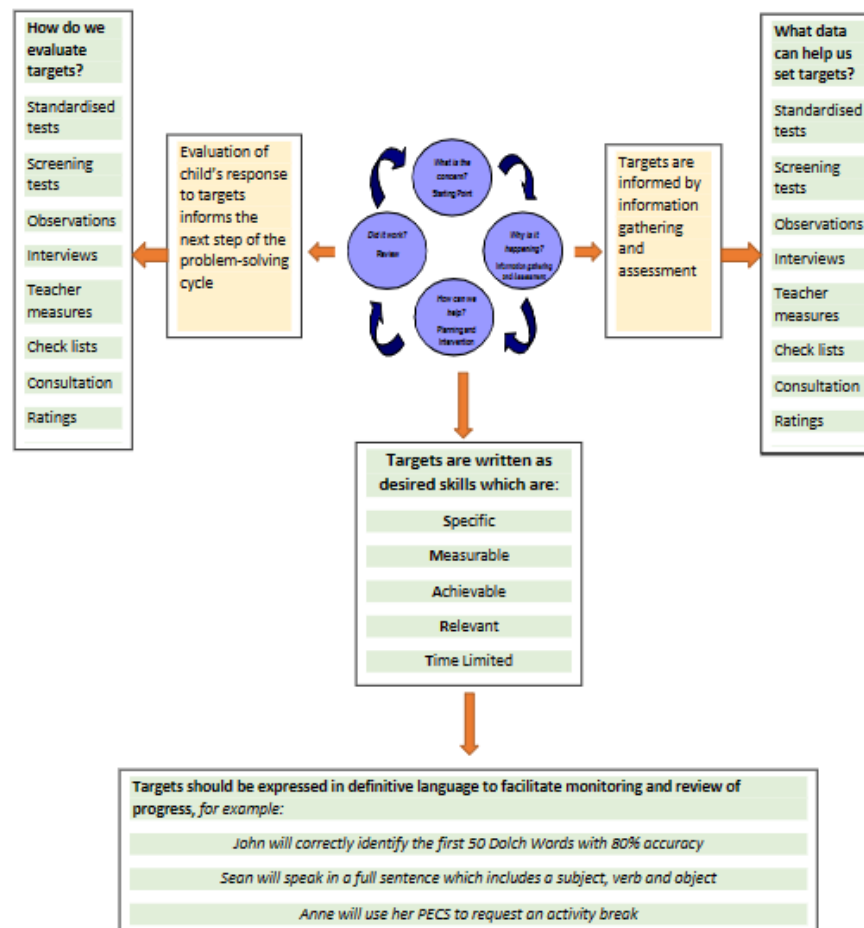




# Target setting



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







The **school's ethos** expresses a clear commitment to the inclusion of students with special educational needs and there is evidence of this in practice

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

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

**Key Indicators of  
Good And Very Good  
Inclusive Practices –  
Whole School**

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

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

Collaboration across mainstream, SET teachers, relevant professionals, parents and students is central to provision.



Teachers hold appropriately high expectations for all students

**Key indicators of good and very good inclusive practices in schools**



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



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



Teachers set learning intentions that are clearly related to students' 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 students' needs**
- Required resources



Teaching approaches are appropriate for the learning intention and **for students' learning needs**



Varieties 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** student engagement and reflects a good balance between teacher input and **productive** student engagement



Teachers are aware of students' 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**

# Learning: Learning outcomes



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





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



# Learning: Learner experiences



Purposefully engaged in meaningful learning activities?



Respectful classroom interactions and positive relationships with at least one adult in the school and with peers?



Learning experiences challenging and supportive?



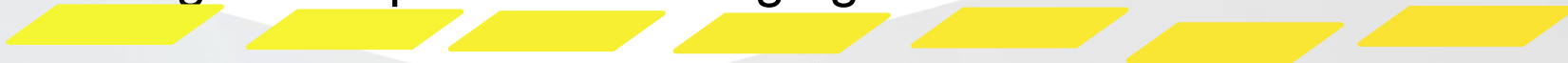
Reflect on their own progress as learners?



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



Wellbeing and experience belonging and connectedness to the school?

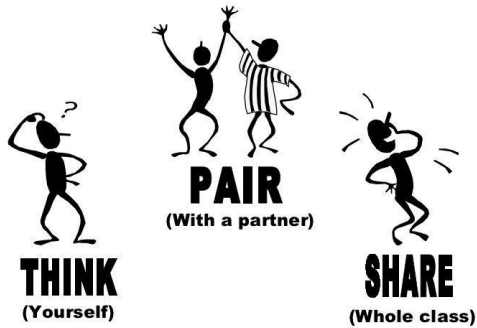


# Over to you...



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?

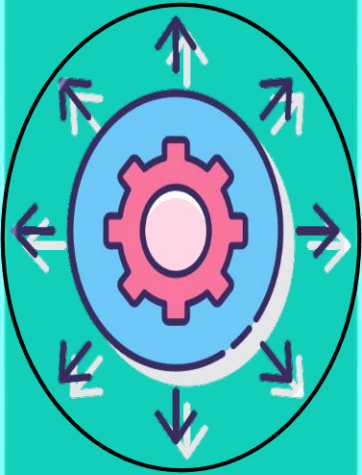




# The management and use of resources



|                                      |  |
|--------------------------------------|--|
| <b>Leading teaching and learning</b> | 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>   |
| <b>Managing the organisation</b>     | 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> |
| <b>Leading school development</b>    | 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>  |



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**



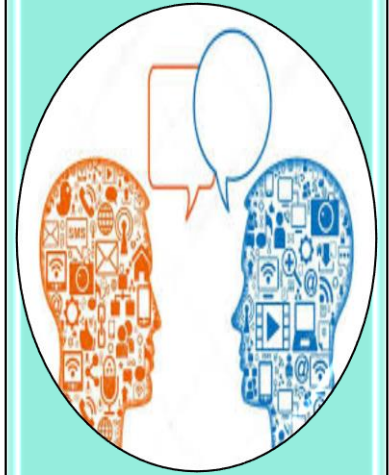
Decisions on use of **early-intervention** strategies – informed by learners need



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



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

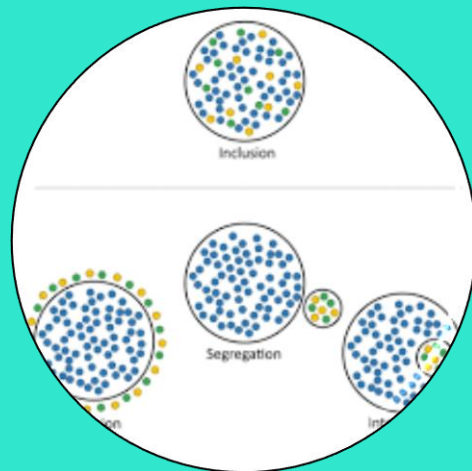


**Effective communication** between mainstream teachers and support teachers

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



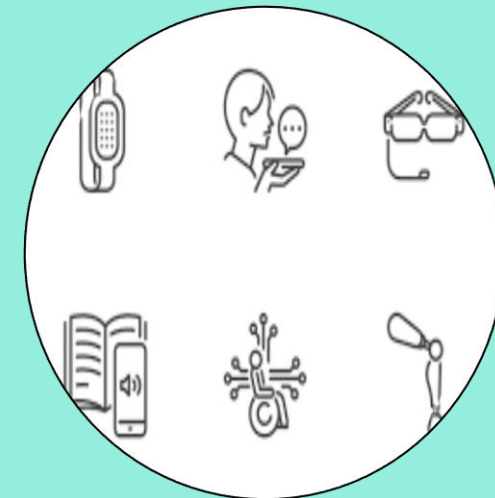
SNA: clear co-planning  
between teacher and  
SNA



Designed to promote the  
full inclusion of the  
student in the classroom  
and in the life of the  
school



Informed by principles of  
respect / care and  
**dignity** of learner

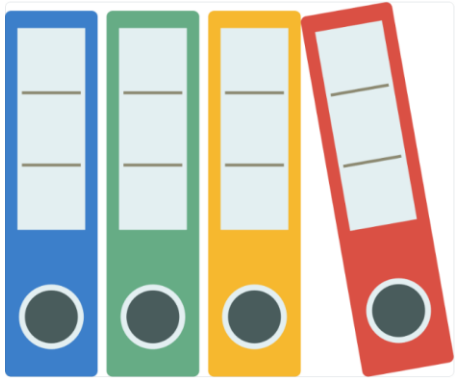


### Assistive Technology:

- **Accessed** by the school as soon as possible
- CPD accessed to support teaching and learning
- Integrated into learning experiences
- **Whole-school approaches**

Key indicators for the management and use of resources

# 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)



# REMEMBER...



More in common  
than differences

range of emotions

range of interests

range of learning  
preferences

need for belonging

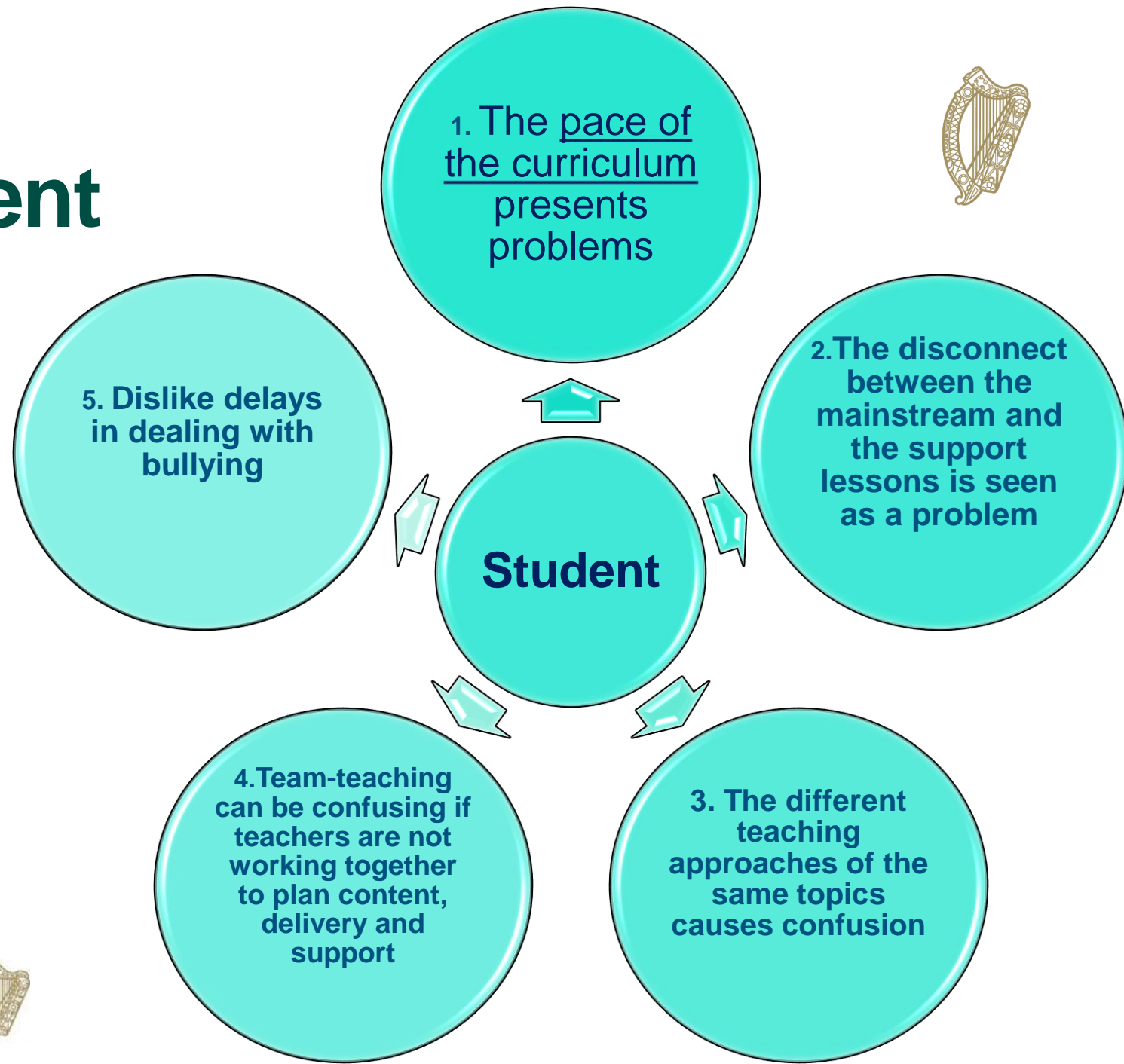
need to be heard  
(opinions, goals,  
choices)

need for affirmation

valuable insights  
into own learning



# Voice of the student





*“Extraordinary  
youngsters require  
extraordinary  
professionals”*

Theo Peeters 1998  
‘Autism. Medical and Educational  
Aspects’







