



**Using the School Self Evaluation Process to  
Review and Map Inclusive & Special  
Education Provision in Scoil Aireagail**



# Overview: Workshop Aims

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Explain how the SSE process can be used to review and plan how we meet all students' needs.



Create an opportunity for subject departments reflect together on inclusive practice in their subject area.



Collect information about how we currently meet the needs of all our students.



Use this information to develop a school provision map.



# Provision Mapping in Our School

What are we hoping to achieve?

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## SYSTEMATIC APPROACH

To build on our existing work to support our school in the further development of a whole-school integrated, collaborative and collective approach to education for ALL, SOME, and FEW learners.



## DATALED

To guide us in our implementation of School Self Evaluation and the Continuum of Support in an integrated way to develop a school Provision Map.



## CAPACITY BUILDING

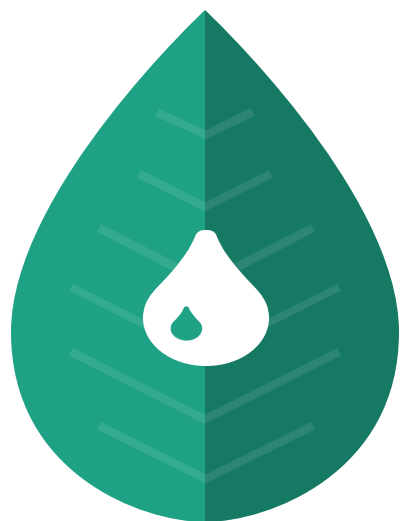
Build systematic, collaborative and situated approaches to professional learning and capacity building within and across schools.



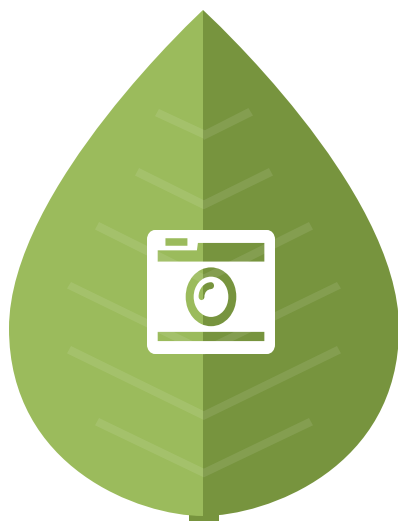
## TEACHER & SENCO LEADERSHIP

Empower all teachers and enable the SENCO & SET Team to co-lead the inclusive education agenda across our school through coaching, mentoring and collaborative opportunities for networking and collegial sharing and support.

# Why are we doing this?



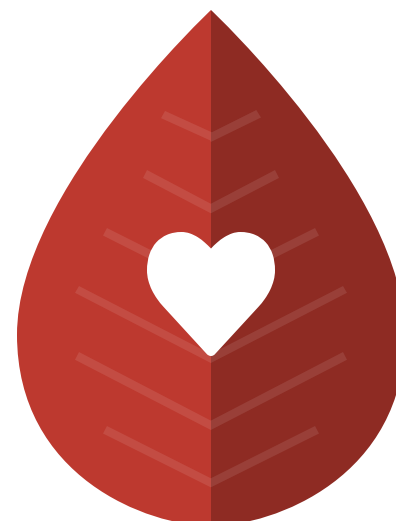
In education, the organisational environment for teachers is complex, dynamic and multifaceted (Forde et al., 2015).



Inclusive & special education are evident in schools which are flexibly responsive to the needs of its learners and are willing to adapt to meet these needs (Booth and Ainscow, 2002; Norwich, 2010)



School improvement is linked to a school's collective capacity to respond to change (Senge 1990; Skrtic 1991; Hargreaves and Fullan 2012).



Duality in the system persists. Provision for learners with SEN can be discrete. SENCOs feel responsible for meeting needs. This is unsustainable (Fitzgerald and Radford 2020).

# Whole-School Approach to Inclusive & Special Education Provision (DES 2017)



## SYSTEMATIC APPROACH

Role of Principal and Senior Leadership Team to develop systems promoting whole-school approach and direct resources appropriately.



## TEACHING & LEARNING

Role of Subject Teachers as having primary responsibility for learning of all students in their class.



## SSE for INCLUSION

Key emphasis placed on whole-school strategic planning for learners with SEN. This requires schools to engage in a process of reflection, planning and review (i.e. School Self-Evaluation)



## COLLABORATIVE LEADERSHIP

A whole-school approach requires:

- collaboration within the school
- development of team approaches to coordination of SEN
- appointment of a designated SEN Coordinator (SENCO)



Looking At Our Schools (DES Inspectorate 2016)



Guidelines for Post Primary School: Supporting Students with Special Educational Needs in Mainstream Schools (DES 2017)

Whole-School & Classroom Support	School Support for Some	School Support Plus/ Support for Few
Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL	Interventions delivered at School Support level to support students with SEN who are in receipt of additional support through the Continuum of Support Framework	Interventions delivered at School Support Plus/ Support for Few level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals
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School Self-Evaluation (DES Inspectorate 2016)



Continuum of Support (NEPS 2010)



Provision Mapping (Cheminais 2015; Fitzgerald 2018)

# How can Provision Mapping Support a Whole School Approach to Inclusive Education?

# School Self Evaluation

(DES Inspectorate 2016)



**STEP 1**  
Identify focus



**STEP 3**  
Analyse and make judgements



**STEP 5**  
Put improvement plan into practice



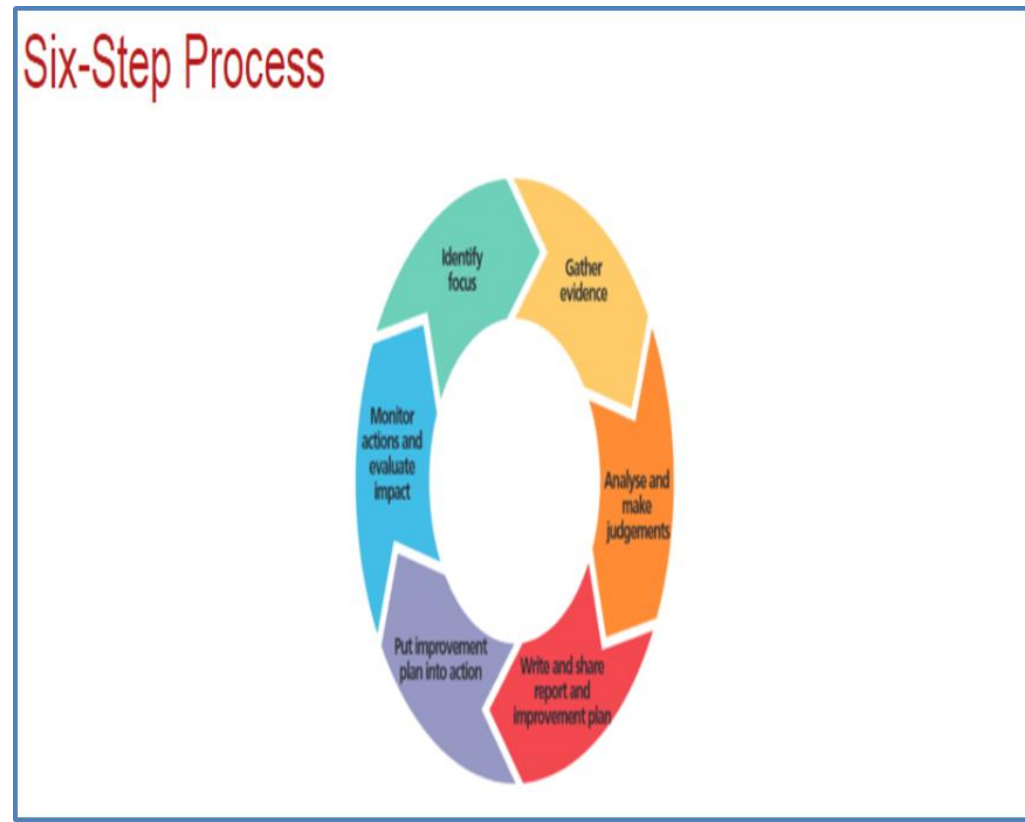
**STEP 2**  
Gather evidence



**STEP 4**  
Write and share report and improvement plan



**STEP 6**  
Monitor actions and evaluate impact



- A Quality Framework for Post-Primary Schools.
- Complements the SSE Process
- Sets benchmarks of EFFECTIVE & HIGHLY EFFECTIVE practice in relation to Teaching & Learning and Leadership and Management.

Looking At Our Schools (DES Inspectorate, 2016)

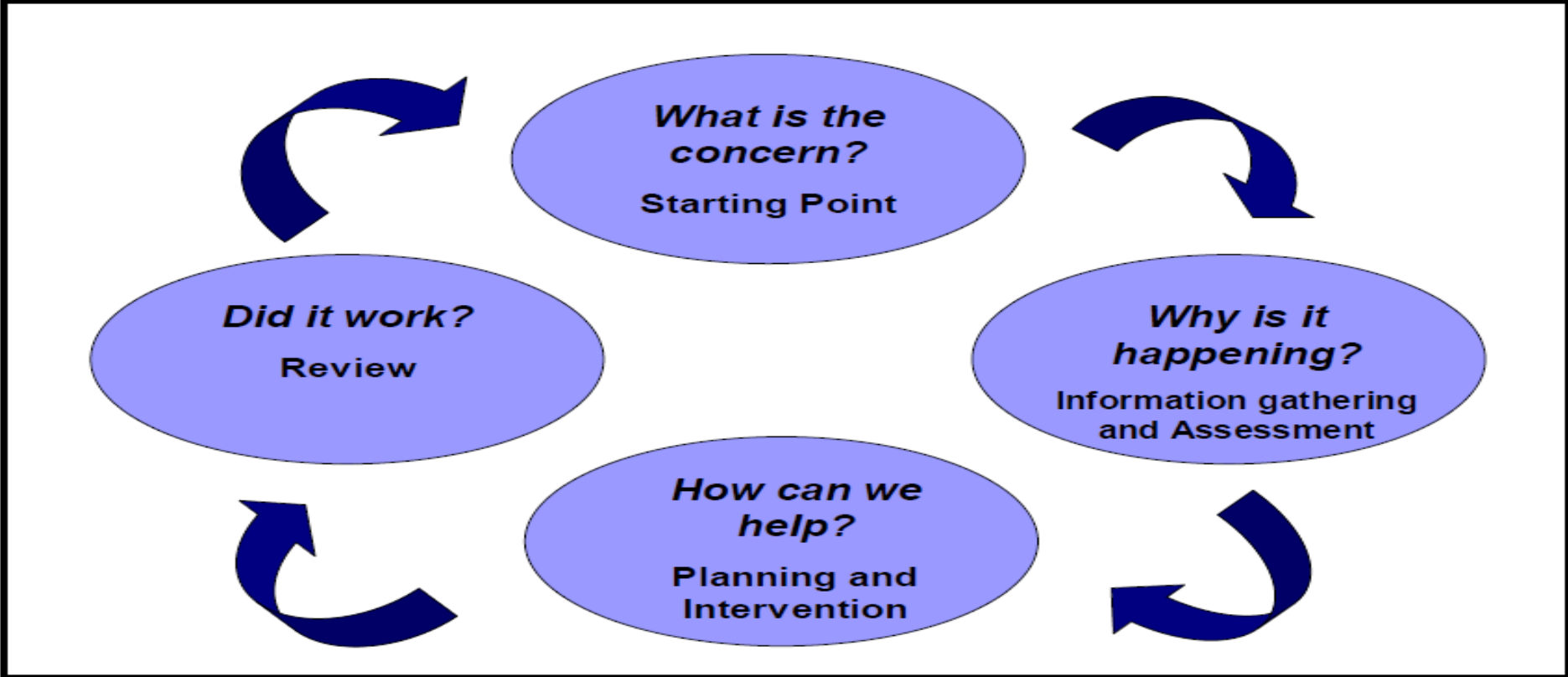


<b>Domain 1 Learner Outcomes</b>	<b>Domain 2 Learner Experiences</b>	<b>Domain 3 Teachers Individual Practice</b>	<b>Domain 4 Teachers' Collective / Collaborative Practices</b>
<b>Students enjoy their learning, are motivated to learn and expect to achieve as learners</b>	<b>Students engage purposefully in meaningful learning activities</b>	<b>The Teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills.</b>	<b>Teachers value and engage in professional development and professional collaboration</b>
<b>Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships</b>	<b>Students Grow as learners through respectful interactions and experiences that are challenging and supportive</b>	<b>The teachers selects and uses planning, preparation and assessment practices that progress students' learning</b>	<b>Teachers work together to devise learning opportunities for students across and beyond the curriculum.</b>
<b>Students demonstrate the knowledge, skills and understanding required by the post-primary curriculum.</b>	<b>Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning,</b>	<b>The teacher selects and uses teaching approaches appropriate to the Learning Intentions and to students' learning needs</b>	<b>Teachers collectively develop and implement consistent and dependable formative and summative assessment practices</b>
<b>Students attain the stated learning outcomes for each subject, course and programme</b>	<b>Students Experience opportunities to develop the skills and attitudes necessary for lifelong learning</b>	<b>The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary.</b>	<b>Teachers contribute to building whole-staff capacity by sharing their expertise.</b>

The Quality Framework: Dimension 1 Teaching & Learning  
(DES Inspectorate 2016)

Domain 1 Leading Learning and Teaching	Domain 2 Managing the Organisation	Domain 3 Leading School Development	Domain 4 Developing Leadership Capacity
Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment	Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	Communicate the guiding vision for the school and lead its realisation	Critique their practice as leaders and develop their understanding of effective and sustainable leadership
Foster a commitment to inclusion, equality of opportunity and the holistic development of each student	Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	Lead the school's engagement in a continuous process of self-evaluation	Empower staff to take on and carry out leadership roles
Manage the planning and implementation of the school curriculum	Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice	Build and maintain relationships with parents, with other schools, and with the wider community	Promote and facilitate the development of student voice, student participation, and student leadership
Foster teacher professional development that enriches teachers' and students' learning	Develop and implement a system to promote professional responsibility and accountability	Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	Build professional networks with other school leaders

The Quality Framework: Dimension 1 Teaching & Learning  
(DES Inspectorate 2016)



Four-Step Process to Support Learners with SEN  
(NEPS 2007: DES 2017)

## Support for ALL (DES 2017)

Subject Teachers	Special Education Teachers	School Management
Differentiate teaching and learning activities Create positive classroom environment, including use of positive and constructive feedback Assess & monitor progress Create opportunities for success Communicate concerns to colleagues Collaborate with specialist teachers	Collection and analysis of school-wide screening data, including in-take screening, transfer information, attendance and behavioural records Collaboration with subject teachers	Leadership in developing relevant whole school policies: enrolment/assessment/inclusion Strategic management of implementation of policies and practices Strategic support for evidence based interventions

Roles and Responsibilities Across the Continuum of Support



## Support for SOME (DES 2017)

Subject Teachers	Special Education Teachers	School Management
<p>As for Support for all, Contribute to group or individual planning and review Implement agreed strategies Communicate progress and concerns to co-ordinating teacher</p>	<p>As for Support for all, plus Diagnostic testing Liaising with parents Gathering information from subject teachers/ other staff Plan, implement and review individual and/or group intervention Seek external professional advice, as needed Undertake tasks of coordinating teacher as needed</p>	<p>As for Support for all, plus Assign roles and responsibilities Keep records of those receiving this level of support</p>

Roles and Responsibilities Across the Continuum of Support

## Support for FEW (DES 2017)

Subject Teachers	Specialist Teachers	School Management
<ul style="list-style-type: none"><li>• As previous plus</li><li>• Prepare information for IEP/SSP planning meetings</li><li>• Implement individualised and specialist programmes and strategies</li></ul>	<p>As previous plus</p> <p>Diagnostic testing</p> <p>Liaising with parents</p> <p>Gathering information from subject teachers/ other staff</p> <p>Plan, implement and review individual and/or group intervention</p> <p>Seek external professional advice, as needed</p> <p>Undertake tasks of coordinating teacher as needed</p>	<p>As previous plus</p> <p>Plan, implement, monitor and review specialist and individualised responses</p> <p>Direct the work of SNAs in the school</p>

Roles and Responsibilities Across the Continuum of Support

# Provision Mapping

What is it?

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## PROCESS

It provides a basis to strategically plan provision, build systems promoting SSE, allocate resources and identify staff CPD needs..



## PRODUCT

A summary document of provisions & interventions currently available in school to support the needs of ALL learners.



## AUDIT

It allows schools to list provisions & interventions available to pupils across the continuum of support.



## DATA INFORMED

It provides a helpful overview and allows the school to identify, monitor and evaluate gaps and areas of real strength.

# Implementing Provision Mapping

*(Cheminais 2015, p.53)*

## First Step

Capture current provision and identify resources allocated to provision.

## Second Step

Audit projected need for the next term/new academic year

## Third Step

Compare projected need with current provision and identify any gaps.

## Fourth Step

Consider the research evidence on what works best.

## Fifth Step

Plan provision map for new term or academic year.

## Sixth Step

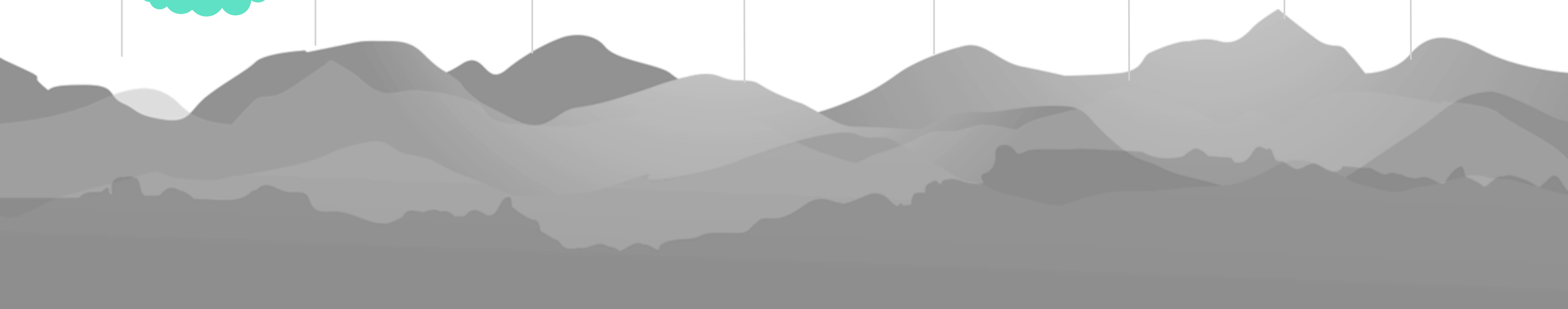
Involve parents and students with SEN in evaluating provision.

## Seventh Step

Evaluate the impact of provision.

## Eighth Step

Review the provision map.





# Three Steps Process

Self Evaluation across the Continuum of Support



## Step 1

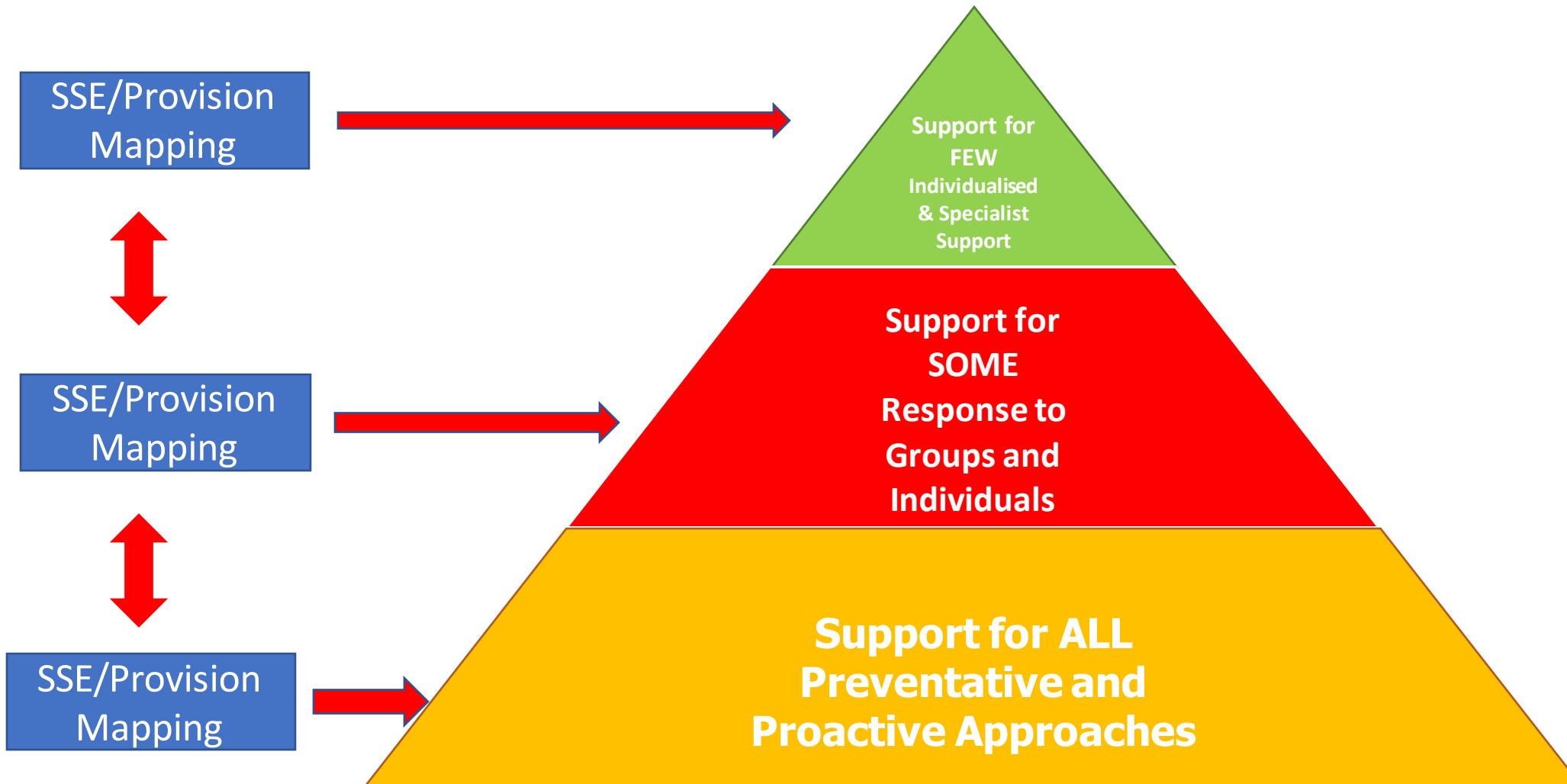
Identify Needs

## Step 2

Meet Needs

## Step 3

Monitor and review outcomes



**SSE/ LAOS underpins how we: identify needs; meet needs; monitor and record outcomes for ALL learners**

How can the SSE Process capture inclusive and special education?

## MIC Post-Primary Provision Map© (Fitzgerald, 2018)

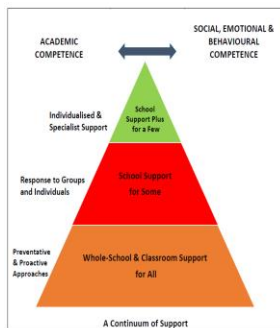
Area of Need <sup>1</sup>	Whole-School Support for All <i>Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL</i>	School Support for Some <i>Interventions delivered at School Support/ Support for SOME level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework</i>	School Support for Few <i>Interventions delivered at School Support Plus/ Support for Few <u>level</u> to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals</i>
<b>Social and Emotional Learning</b>	Well-being committee Well-being week Cycle against suicide initiative After school fitness classes for staff and students Range of speakers organised throughout the year PE offered to all classes <u>Meitheal</u> group to offer peer support Primary Transition Programme Student Passports School Induction Anti-bullying policy Well-being programme Prayer room/ meditation time Class tutoring and journal monitoring Switch to continual assessment model for 6 <sup>th</sup> years to reduce exam stress SPHE Curriculum	Pastoral Care team Guidance referral system SEN department referral Lunchtime clubs/ Special Interest Clubs – Social games group Internal guidance teacher counselling Diagnostic informal assessment SSPs/BSPs Explicit Social Skills Training <u>Retracking</u> Programme Restorative practice Why Try Friends for Life Small group withdrawal Mindfulness Yoga EAL interviews Teacher and SNA observations	Individualised school support plans JC L2LPs Input from NEPS / NCSE/ CAMHS Individual in-school counselling Individual guidance counselling SSPs/ BSPs Reduced subject load <u>BfL</u> teacher Incident Response Team Student Support Team School Induction programme one evening per week for students with SEN Nurture Group

<sup>1</sup> Area of need will include students who are identified as having additional needs at school level (i.e. without a psychological report) and those whom have an identified disability with a report from external agencies like, for example, ASD, ADHD, Dyspraxia.

# Preventative, Proactive & Solution Focused Whole School Approaches to Inclusive & Special Education (Planning Overview)

## Whole School Teaching and Learning Interventions supporting Academic Competence (e.g.)

- Early intervention Screening & Assessment for Intervention
- Teacher CPD/Time for professional dialogue/sharing of best practice/Teaching & Learning Committee
- Timetabling structures facilitate inclusion
- Continuity of staff
- Curricular options such as LCA, JCSP, TY, L2LP
- Special Classes
- Support is allocated to those with greatest need
- Subject teachers have primary responsibility for provision
- Students understand learning outcomes and expectations
- Areas for improvement identified in SIP/DEIS plans
- Relevant policies are reviewed by all stakeholders



Refer to School Provision Map for detailed interventions across the 3 stages of the PP-COS

## Whole School Supports for Social/ Emotional & Behavioural Competence

- (Positive) Code of Behaviour and Rewards System
- Clear ladder of referral
- Rules/Expectations/Sanctions/ Rewards are clear
- Whole School (Level 1) Approaches NBSS
- Support for ALL PP-COS guidelines
- Student Support Team/ Positive Behaviour Support Team
- Robust referral systems, both in-house and external

## CPD Priorities 2021-2022 (e.g.)

- ASD- full day- all staff
- Co-teaching/Team-Teaching
- Diagnostic literacy assessment- 2 SETs
- New Model- developing school profile- SLT & Core SEN Team
- Junior Cycle- full day- all staff
- JCT L2LPs- key SETs
- Wellbeing curriculum- core staff
- SNA allocation and review
- SESS ASD training

## Key Tasks SEN Team (e.g.)

- ✓ Standardised assessments
- ✓ Student Support Plans, including Care Plans
- ✓ 1 Child, 1 Plan approach
- ✓ Parent meetings and reviews
- ✓ Schoolwide screening assessments- prep & schedule
- ✓ RACE- parents meeting
- ✓ RACE- process applications, assessments
- ✓ CPD- a audit, plan and deliver
- ✓ SLARS- meeting & consultation
- ✓ VS Ware- review & update information/SEN database
- ✓ SNA allocation and ongoing review of support
- ✓ Collaboration between SET Co, ASD Co, BfL to optimise use of supports
- ✓ Student Support Team
- ✓ Consultation on overall timetable/mapping needs

## Resource Allocation 2021-2022

# SET Stats

Total Hours:  
 SEN Coordinators:  
 ASD Coordinators:  
 BfL:  
 SNAs Main:  
 SNAs ASD:  
 No. Of Teachers with hours:  
 CLASS Hours:

## Integrating the Guidelines Appendix 6: Self-Reflective Questionnaire

### Step One- IDENTIFY

- ✓ Gather and analyse data from Primary Passport
- ✓ Learning Environment Checklists
- ✓ Consultation with Parents and Students
- ✓ Gather and Review Professional Reports
- ✓ First Year Screening Tests
- ✓ Second Year- Screening
- ✓ Review of House Exams
- ✓ Third YR -State Exams
- ✓ SCP- Targeting
- ✓ Teacher referrals/Progress reviews/Subject Teachers survey
- ✓ Attendance Tracking
- ✓ Record presenting needs
- ✓ **Note our Strengths, Areas for Improvement and Actions needed**

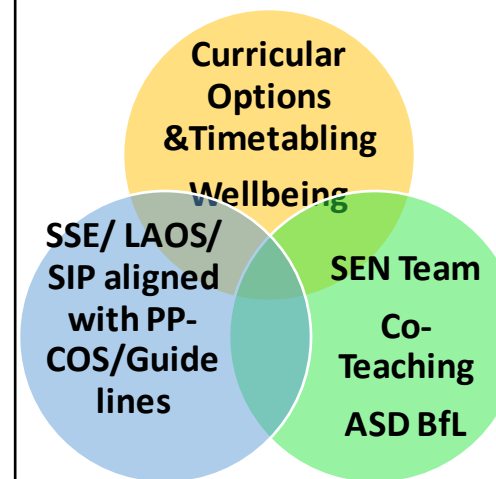
### Step Two- MEET NEED

- ✓ Plan and Implement early intervention approaches
- ✓ Vary modes of delivery based on needs- individual, small group or co-teaching
- ✓ Targeted withdrawal for some
- ✓ Evidenced-based interventions (Learning and behavioural) VEP, Catch-Up, Friends, ALERT, Toe By Toe, delivered by the most suitable staff.
- ✓ External Support and/or referral
- ✓ Reapply evidenced based assessment (Assessment For Intervention)
- ✓ Support for all subject teachers on differentiation/suitable teaching approaches
- **Note our Strengths, Areas for Improvement and Actions needed**

### Step Three- MONITOR & RECORD

- ✓ Review Reports termly (including SSPs/ BSPs/ PPPs)
- ✓ Record Baseline data and set measurable targets, time-specific.
- ✓ Attendance- SCP
- ✓ Continuous assessment data
- ✓ Engagement in school life
- ✓ Wellbeing- PASS- Student Support Team
- ✓ Parents Meetings
- ✓ Assessment for Intervention- retesting and informed planning
- ✓ Review of outcomes at individual, group, class and whole-school level
- ✓ Retesting- further referral
- ✓ Observations- SNA support
- ✓ VS Ware integration with documents
- **Note our Strengths, Areas for Improvement and Actions needed**

### Integration & Support- Whole School Approach



### School Completion Targeting- Essential

#### Clear referral process through Student Support Team

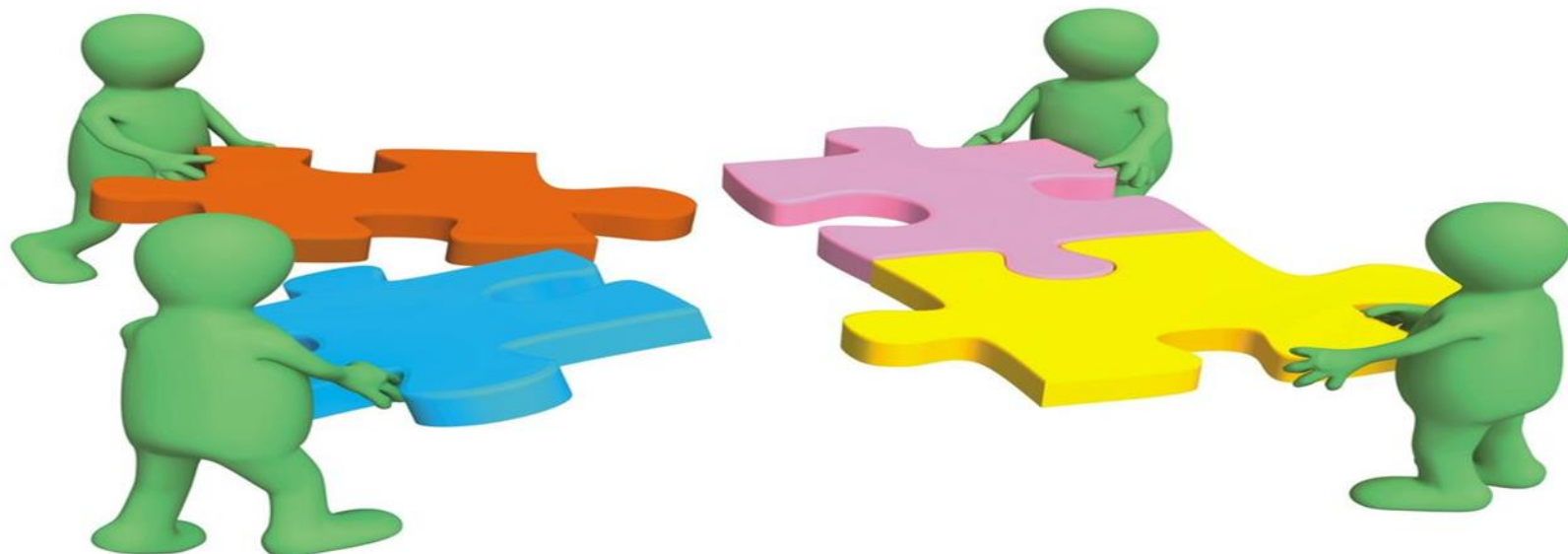
Key metrics used to identify most in need:

- Attendance
- Timekeeping
- Behaviour
- Teacher concerns
- Student Support Team
- SEN identified need
- Low achievement levels
- Family support needs
- Living support needs
- TUSLA involvement/ Agency support
- Other (specify)

Template adapted by Dr Johanna Fitzgerald & Sinead O'Hara with permission from Mr. Billy Redmond, Principal North Wicklow ETSS. Further resources on [www.learninghouse.ie](http://www.learninghouse.ie)



In **subject departments** please reflect on and discuss the questions in the survey and complete as a **collective group**.  
Note: Information is being collated from ALL departments to provide a bird's eye view of what is in existence at a whole school level.



- We will collate the information from departmental surveys and combine the information with surveys to parents and students to complete our Provision Map.
- We will use the information to identify areas of good practice, potential gaps in provision and specific CPD needs for staff.
- We are also surveying students and parents as part of our SSE process.
- We will share the School Provision Map with you, and findings from all the surveys and use the information to inform our School Improvement/ DEIS Plan.

What Happens Next?