An Roinn Oideachais agus Scileanna

Department of Education and Skills

Meastóireacht ar Sholáthar do Dhaltaí a bhfuil Riachtanais Speisialta Oideachais acu

TUAIRISC

Ainm na scoile / School name	Gaelscoil Bhaile Brigin
Seoladh na scoile / School address	Fearann An Chaisleáin Baile Brigín Contae Átha Cliath
Uimhir rolla / Roll number	20252P

Dáta na cigireachta: 14-02-2019

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

This report is written in Irish. An English translation of the report is provided at the end of the report.

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.

MEASTÓIREACHT AR SHOLÁTHAR DO DHALTAÍ A BHFUIL RIACHTANAIS SPEISIALTA OIDEACHAIS ACU ANN

Is é atá sa Mheastóireacht ar Sholáthar do Dhaltaí a bhfuil Riachtanais Speisialta Oideachais (RSO) acu ná meastóireacht fhócasaithe ar sholáthar do dhaltaí a bhfuil riachtanais speisialta oideachais acu i mbunscoileanna príomhshrutha. De bhrí go gcuireann an tsamhail chigireachta seo béim faoi leith ar cháilíocht na dtorthaí foghlama do dhaltaí a bhfuil riachtanais speisialta oideachais acu, caitear formhór an ama a chaitheann na cigirí sa scoil ar chuairteanna ranganna príomhshrutha agus suíomhanna tacaíochta.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne an cigire meastóireacht ar an soláthar do dhaltaí a bhfuil riachtanais speisialta oideachais acu faoi na ceannteidil nó na réimsí fiosraithe seo a leanas:

1. Cáilíocht foghlama na ndaltaí a bhfuil riachtanais speisialta oideachais acu
2. Cáilíocht an teagaisc do dhaltaí a bhfuil riachtanais speisialta oideachais acu
3. Bainistíocht agus úsáid na n-acmhainní a fuarthas chun tacú le daltaí a bhfuil riachtanais speisialta oideachais acu

Tugann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin ag baint úsáide as contanam cáilíochta na Cigireachta, a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile i ngach réimse

Tugadh deis do bhord bainistíochta na scoile ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn, agus beidh freagra an bhoird ar fáil san aguisín atá leis an tuairisc seo.

COSAINT LEANAÍ

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta na scoile maidir le caomhnú leanaí:

1. Tá ainm an teagmhálaí ainmnithe agus an ráiteas slánchumhdaithe leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile / sa limistéar fáiltithe.
2. Tá sé dearbhaithe ag gach múinteoir ar tugadh cuairt orthu go bhfuil ráiteas slánchumhdaithe leanaí na scoile léite acu agus go bhfuil siad eolach ar a bhfreagrachtaí mar dhuine faoi shainordú.

3. Tá ráiteas slánchumhdaithe leanaí na scoile faofa ag an mbord agus áirítear ann athbhreithniú bliantúil agus measúnú riosca.

Bhí cleachtas na scoile ag teacht lena n-éilítear faoi gach ceann de na seiceálacha thuas.

Meastóireacht ar Sholáthar do Dhaltaí a bhfuil Riachtanais Speisialta Oideachais acu

Dáta na cigireachta	14-02-2019
Na gníomhaíochtaí cigireachta ar tugadh fúthu • Plé leis an bpríomhoide agus leis na múinteoirí • Cruinniú leis an bhFoireann um Riachtanais Speisialta • Cruinniú leis na Cúntóirí Riachtanas Speisialta • Athbhreithniú ar cháipéisí ábhartha	• Anailís ar cheistneoirí tuismitheoirí • Breathnóireacht ar theagasc agus ar fhoghlaim • Scrúdú ar obair na ndaltaí • Caidreamh le daltaí • Plé grúpa le daltaí • Aiseolas don phríomhoide agus do na múinteoirí

COMHTHÉACS NA SCOILE

Is gaelscoil chomhoideachais uirbeach í Gaelscoil Bhaile Brigín a fheidhmíonn faoi phátrúnacht an Fhorais Pátrúnachta. Tá dhá rang speisialta do dhaltaí le neamhord de chuid speictream an uathachais orthu agus seachtar oidí do dhaltaí le riachtanais speisialta oideachais (RSO) ar fhoireann na scoile. Ag am na meastóireachta seo, bhí 488 dalta cláraithe ar rollachán na scoile.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ:

CINNTÍ

- Tá cáilíocht foghlama na ndaltaí a bhfuil riachtanais speisialta oideachais acu go maith; b'fhiú, gníomhaíochtaí foghlama a thagann níos mó le dearbhthosaíochtaí aitheanta sa chumarsáid do dhaltaí sna ranganna speisialta a chur chun cinn.
- Ba léir le linn na meastóireachta go bhfuil an dá rang speisialta lonnaithe i suímh fhoghlama atá gan a bheith sásúil; rachaidh an tionscadal tógála a sholáthróidh ranganna saincheaptha don dá rang chun leas na scoile agus na ndaltaí.
- Bhí rannpháirtíocht san fhoghlaim an-ard le sonrú i mórchuid na suíomh foghlama.
- Tá cáilíocht an teagaisc do dhaltaí a bhfuil riachtanais speisialta oideachais acu go maith sa bhforiomlán ach le réimsí le forbairt, ar shlite ar leith, toisc nár tháinig an teagasc a bhí le breathnú go hiomlán le riachtanais aitheanta dhaltaí ar leith agus go mbíonn eagrú na tacaíochta breise go mórmhór bunaithe ar obair le daltaí go hindibhidiúil.
- Tá Contanam na Tacaíochta i bhfeidhm; tá scóip le clár tacaíochta a choimeád a leanfaidh ar aghaidh go leanúnach.

MOLTAÍ

- Moltar athbhreithniú ar an méid tacaíochta a sholáthraítear do dhaltaí ar bhonn indibhidiúil agus é bheith mar sprioc ar bhonn níos leithne ag an scoil cothromaíocht a bhaint amach idir tacaíocht sa rang, tacaíocht don ghrúpa nó don dalta aonair.
- Moltar polasaí RSO na scoile a athbhreithniú le treoir a thabhairt d'oidí maidir le riachtanais chumarsáide na ndaltaí sna ranganna speisialta a fhorbairt, le béim ar leith ar an gcumarsáid bhreisitheach.
- B'fhiú athbhreithniú leanúnach a dhéanamh ar leithdháileadh acmhainní le cinntiú go bhfuil an tacaíocht is mó reatha dírithe ar na riachtanais is mó agus is cuimsithí.

MIONCHINNTÍ AGUS MOLTAÍ

1. CÁILÍOCHT FOGHLAMA NA NDALTAÍ A BHFUIL RIACHTANAIS SPEISIALTA OIDEACHAIS ACU

Tá cáilíocht foghlama na ndaltaí a bhfuil riachtanais speisialta oideachais acu go maith. Bíonn an taitneamh a bhaineann na daltaí as an bhfoghlaim go soiléir agus go minic bíonn sé nasctha le mothúchán go bhfuil dul chun cinn á dhéanamh acu agus iad ag gnóthachtáil. Cuidíonn a rannpháirtíocht leis an bhfoghlaim lena mothúchán folláine. Cuirtear clár oideachais leathan agus cothrom i láthair na ndaltaí sna ranganna speisialta a dhíríonn ar a gcuid riachtanais indibhidiúla maidir le heispéiris sóisialta agus curaclaim. Tá féinfheasacht na ndaltaí le huathachas agus a gcuid feasachta ar dhaltaí agus daoine eile á chothú. Tá obair an-luachmhar le sonrú do dhaltaí le RSO trí chur i ngníomh *Aistear: an Creatchuraclam Luath-Óige* i ranganna na naíonán. Bíonn idirghníomhaíochtaí i measc na ndaltaí agus idir na daltaí agus múinteoirí an-ómósach agus dearfach, agus cuiditheach don fholláine. Le linn na meastóireachta léirigh na daltaí le RSO, sa scoil ina iomláine, leibhéil arda spéise agus rannpháirtíochta san fhoghlaim. Léirigh siad go mbaineann siad sásamh as a gcuid foghlama agus go mbíonn siad dea-spreagtha dá gcuid eispéiris fhoghlama comhoibritheacha. Tá na hoidí sna ranganna speisialta ag tabhairt le dúthracht faoi eispéiris oideachasúla suimiúla, spreagúla a sholáthar. Roghnaíonn siad modheolaíochtaí a réitíonn go maith leis na daltaí. Níl cuid de na gníomhaíochtaí foghlama ag teacht le riachtanais na ndaltaí maidir lena dearbhthosaíochtaí sa chumarsáid. Tá gá le cumarsáid níos rialta trí cuir chuige breisitheacha a chur chun cinn sna ranganna speisialta chun freastal ar riachtanais maidir le scileanna cumarsáide pearsanta atá aitheanta i dtuairiscí measúnaithe diagnóiseacha tosaigh na bhfoghlaimeoirí.

I dtorthaí na gceistneoirí a dáileadh ar shampla de thuismitheoirí le páistí le riachtanais fhoghlama sa bhreis bhí beagnach gach tuismitheoir den tuairim go raibh an scoil ag cabhrú lena pháiste ar mhaithe lena gcuid cumais sa léamh agus sa scríobh a fhorbairt, cur lena gcuid tuisceana ar an Mhatamaitic agus a gcuid scileanna sóisialta a fhorbairt. Go seasmhach le linn na meastóireachta ina iomláine léirigh na daltaí go raibh an-mheas acu ar an nGaeilge and an-dúil in úsáid na teanga acu. Le linn an agallaimh a cuireadh ar fhócasghrúpa de dhaltaí le riachtanais fhoghlama sa bhreis mhol siad úsáid na Gaeilge sa scoil, an dúil atá acu inti, agus na deiseanna nádúrtha a bhíonn acu le húsáid na teanga a chleachtadh. Mhol siad an raon ábhar a fhoghlaimíonn siad ar scoil agus a gcuid cairde. Bhí líon díobh den tuairim go mbíonn sé deacair orthu tabhairt faoin léitheoireacht sa Ghaeige.

2. CÁILÍOCHT AN TEAGAISC DO DHALTAÍ A BHFUIL RIACHTANAIS SPEISIALTA ACU

Tá cáilíocht an teagaisc do dhaltaí a bhfuil riachtanais speisialta oideachais acu go maith sa bhforiomlán le teagasc fíor-mhaith le sonrú i suímh ar leith. Ag an am gcéanna, áfach, bhí réimsí sa teagasc le forbairt i suímh eile sa chaoi is nár tháinig an teagasc a bhí le breathnú go hiomlán le riachtanais dhaltaí a aithníodh tríd an bpróiseas measúnaithe díognóiseach tosaigh. Bíonn idirghníomhaíochtaí i measc na ndaltaí agus idir na daltaí agus múinteoirí ómósach agus dearfach, agus cuiditheach don fholláine. Le linn na meastóireachta bhí cuir chuige teagaisc dalta-lárnacha le sonrú go sonrach sna ranganna speisialta agus sna suímh thacaíochta. Nuair ar breathnaíodh teagasc in-ranga bhí sé ar chaighdeán an-ard; rachadh monatóireacht sa bhreis ar na idirghníomhaíochtaí seo chun sochair d'obair na scoile sa bhforiomlán. Ní raibh fairsingeacht chuí ag baint le húsáid áiseanna amhairc teagaisc, mar shampla úsáid an *Picture Exchange Communication System* (PECS), ar bhonn scoile uile do dhaltaí le neamhord de chuid speictream an uathachais orthu. Moltar comhsheasmhacht san úsáid a chinntiú a thuilleadh. Níl freastal ar riachtanais chumarsáide sainaitheanta na ndaltaí sna ranganna speisialta maidir leis an gcumarsáid bhreisitheach cinntithe faoi láthair sa tsoláthar sna ranganna speisialta. Tá gá len' iad seo a chur chun cinn.

Cruthaíonn na múinteoirí timpeallacht fhoghlama atá cuimsitheach, ordúil agus dírithe ar na daltaí agus atá bunaithe ar mheas, dearbhú agus muinín frithpháirteach. Tá cláracha, molta ar bhonn fianaise ag an Seirbhís Náisiúnta Síceolaíochta Oideachais (NEPS), an clár ARROW ina measc, curtha i ngníomh mar dhian-idirghabhálacha ag an scoil chun tabhairt faoi riachtanais ar leith sa léitheoireacht, le grinn-mhonatóireacht á dhéanamh ar a n-éifeacht. Agus iad i bhfeidhm moltar gach deis a thapú an obair seo a eagrú, mar a mholann NEPS, le grúpaí d'fhoghlaimeoirí chomh fada agus is féidir in ionad le daltaí go hindibhidiúil. Tá pleanáil oideachasúil á dhéanamh. Ní raibh an phleanáil curaclaim reatha bunaithe go leor ar na *Treoirlínte do Mhúinteoirí Daltaí atá faoi Mhíchumas Foghlama Ginearálta* ón gComhairle Naisiúnta Curaclaim agus Measúnachta (CNCM). Baineann gá le húsáid na bhfoinsí curaclaim seo a leathnú go sistéamach mar bhunús don phleanáil amach anseo. Leiríonn torthaí na gceistneoirí go raibh líon beag – níos lú na ceathrú díobh – amhrasach faoin obair a bhíonn le déanamh ag a bpáiste in oiriúint dá gcumas, agus easaontaigh líon beag tuismitheoirí go raibh siad eolach ar plean oideachasúil a pháiste.

3. BAINISTÍOCHT AGUS ÚSÁID NA N-ACMHAINNÍ A FUARTHAS CHUN TACÚ LE DALTAÍ A BHFUIL RIACHTANAIS SPEISIALTA ACU

Tá tacaíocht an-mhaith á sholáthar ag bainistíocht na scoile chun tacú le daltaí a bhfuil RSO acu tríd an bhforbairt ghairmiúil leanúnach do na hoidí agus do na cúntóirí do dhaltaí le riachtanais speisialta (CRS) ar an bhfoireann. Mhol idir oidí agus CRS an tacaíocht a fhaigheann siad go mór. Is léir go bhfuil caighdeán an-mhaith sa Ghaeilge i measc na CRS ar an bhfoireann. Tá sé le moladh go bhfuil próiseas fréamhaithe sa scoil ar mhaithe le daltaí le huathachas a bheith imeasctha le daltaí sna gnáthranganna teagaisc agus go bhfuil aischomhtháthú ar bonn ag an scoil chomh maith. Is léir, áfach, go bhfuil an dá rang speisialta lonnaithe go reatha i suímh fhoghlama atá gan a bheith sásúil do riachtanais daltaí le neamhord de chuid speictream an uathachais orthu. Bhí sé le nótáil go raibh daltaí ag caitheamh tréimhsí ama ar shiúl ó *bhínse an oide* toisc an easpa spáis*;* ní thacaíonn na rangsheomraí teoranta seo le modheolaíochtaí riachtanach do dhaltaí le huathachas a chur chun cinn. Cuirfidh an athrú pleanáilte ar acmhainní fisiciúla na scoile, trí thionscadal tógála, rangsheomraí níos oscailte ar fáil do na daltaí sna ranganna úd. Faoi láthair bíonn eagrú na tacaíochta breise go mórmhór bunaithe ar obair le daltaí go hindibhidiúil. Tá gá le hathbhreithniú a dhéanamh ar seo agus é bheith mar sprioc ag an scoil cothromaíocht a bhaint amach idir tacaíocht sa rang, tacaíocht don ghrúpa nó don dalta aonair, mar atá molta sna *Treoirlínte do Bhunscoileanna – ag Tacú le Daltaí a bhfuil Riachtanais Speisialta Oideachais acu (2017).* Faoi pholasaí RSO na scoile tá Contanam na Tacaíochta i bhfeidhm i ndáileadh acmhainní na scoile do dhaltaí le RSO. Bheadh clár tacaíochta le sonraí cuimsitheacha ar bhonn indibhidiúil úsáideach do chleachtas na scoile. Agus an polasaí anois á thabhairt ar aghaidh tá gá le treoir chuimsitheach a chur ann maidir le cur i bhfeidhm na cumarsáide breisithí, an tumoideachas agus forbairt scileanna teanga na ndaltaí sna ranganna speisialta. Chinntigh céatadán an-ard de thuismitheoirí sna ceistneoirí go mothaíonn a bpáistí slán sábháilte ar scoil.

Aguisín

Freagra na scoile ar an Tuairisc

Arna chur isteach ag an mBord Bainistíochta

Cuid A: Tuairimí ar ábhar na tuairisce scoile

Tá Bord Bainistíochta na scoile sásta go n-aithnítear sa tuairisc go bhfuil cáilíocht na foghlama i réimse an RSO go maith sa scoil agus go bhfuil cáilíocht an teagaisc go maith agus ar chaighdéan fíor-mhaith i roinnt suímh. Fáiltítear roimh an aitheantas a tugtar don chlár leathan a chuirtear ar fáil sna ranganna speisialta agus roimh dhúthracht na múinteoirí.

Tá ómós agus dearfacht mar chroí luach ag Gaelscoil Bhaile Brigín agus is ábhar bróid don Bhord go n-aithnítear é sin go láidir le linn na tuairisce agus go bhfuil feasacht agus tuiscint i leith an uathachais a ardú.

Fáiltítear roimh an aitheantas a tugtar do chaighdeán ard na tacaíochta inranga agus grúpa a tugtar sa scoil. Tá tá breis soláthar i bhfoirm tacaíochta inranga á eisiúint i mbliana.

Cuid B: Gníomhartha leantacha a rinneadh nó atá beartaithe le déanamh ó cuireadh críoch leis an ngníomhaíocht chigireachta chun tátail agus moltaí na cigireachta a chur i bhfeidhm

Chun dul i ngleic leis an moladh i dtaobh na cumarsáide breisithí agus le cinntiú go bhfuil spriocanna ag teacht go hiomlán le riachtanais aitheanta na ndaltaí, tá iarratas déanta ar thacaíocht ón CNOS le go dtiocfaidh cuiditheoir chun na scoile maidir leis an gceist seo.

Deimhníonn an Bord Bainistíochta leis gur fhreastal múinteoirí agus cúntóirí riachtanais speisialta ar chúrsa oiliúna de chuid PECS i dtéarma 3 den scoilbhliain le dul i ngleic leis an gcumarsáid bhreisitheach.

Tá infheistíocht mhór déanta ag Bord Bainistíochta na scoile i rannóg na tacaíochta agus déantar gach iarracht go mbunaítear cinntí i dtaobh seachadadh tacaíochta ar chláracha fianaise-bunaithe (ar nós ARROW) agus a bhfuil taighde déanta orthu. Aithnítear sa tuairisc an moladh go n-eiseofaí an tacaíocht seo i bhfoirm beirte nó triúr nuair is féidir. Tabharfaidh an rannóg tacaíochta faoin moladh seo, ag áireamh áiseanna agus spáis. Leanfar leis an monatóireacht ghéar a dhéantar ar thorthaí an chláir seo agus ar chláir eile ar bhonn bliaintiúil.

Tá an Bord Bainistíochta ag súil le go rachaidh an tionscadal tógála a sholáthróidh ranganna saincheaptha don dá rang chun leas na scoile agus na ndaltaí. Tá an Bord Bainistíochta ag súil nach mbeidh tuilleadh moill ar an tionscadal.

CONTANAM CÁILÍOCHTA NA CIGIREACHTA

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa scoil agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar na scoile do gach réimse.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear ***An-mhaith*** áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt scoileanna sa chatagóir seo cáilíocht an tsoláthair ar a rinneadh meastóireacht ***thar cionn*** agus is sampla é do scoileanna eile de shárchaighdeáin soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas***:*** thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear ***Go maith*** áit inar léir go bhfuil na láidreachtai sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na ndaltaí. Ní mór don scoil tógáil ar a cuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán *an-mhaith* a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear ***Sásúil*** áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear ***Measartha*** áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnaimh nó laigí ann freisin ná na láidreachtaí. Beidh ar an scoil dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na ndaltaí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear ***Lag*** áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don scoil uile gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

An Roinn Oideachais agus Scileanna

Department of Education and Skills

Evaluation of Provision for Pupils with Special Educational Needs

REPORT

Ainm na scoile / School name	Gaelscoil Bhaile Brigín
Seoladh na scoile / School address	Castlelands Balbriggan County Dublin
Uimhir rolla / Roll number	20252P

An Roinn Oideachais agus Scileanna
Department of Education and Skills

This is the English translation of a report originally written in Irish. The original Irish version of the report is provided above.

WHAT IS AN EVALUATION OF PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS?

The Evaluation of Provision for Pupils with Special Educational Needs (SEN) is a focused evaluation of provision for pupils with special educational needs in mainstream primary schools. As this inspection model places a particular emphasis on the quality of learner outcomes for pupils with special educational needs, most of the time spent in the school by inspectors is given to visits to mainstream classes and support settings.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated provision for pupils with special educational needs under the following headings or areas of enquiry:

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

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum, which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

CHILD PROTECTION

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

The school met the requirements in relation to each of the checks above.

Evaluation of Provision for Pupils with Special Educational Needs

Date of inspection	14-02-2019
Inspection activities undertaken • Discussions with the principal and teachers • Meeting with the SEN team • Meeting with the SNAs • Review of relevant documents	• Analysis of parent questionnaires • Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Pupil Group discussion • Feedback to the principal and teachers

SCHOOL CONTEXT

Gaelscoil Bhaile Brigín is a co-educational, urban gaelscoil which operates under the patronage of An Foras Pátrúnachta. There are two special classes for pupils with autism spectrum disorders and seven teachers on the school staff for pupils with special educational needs (SEN). At the time of this evaluation, there were 488 pupils enrolled in the school.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The quality of learning for pupils with special educational needs is good; it would be worthwhile to further the use of learning activities which align more closely with the identified priorities in communication for pupils in the special classes.
- It was evident during the evaluation that the two special classes are based in learning settings which are unsatisfactory; the building project which will provide purpose-built classrooms for the two classes will benefit the school and the pupils.
- Very high participation in learning was evident in most of the learning settings.
- The quality of teaching for pupils with educational needs was good overall but there were aspects in need of development as the teaching observed did not align entirely with the identified needs of certain pupils and the organisation of additional support is based, for the most part, on working individually with pupils.
- The *Continuum of Support* is being implemented; there is scope to maintain a register of support on an ongoing basis.

RECOMMENDATIONS

- It is recommended that the amount of support provided to pupils on an individual basis be reviewed and that the school aim to achieve a greater balance between in-class support, group support and support for the individual pupil.
- It is recommended that the school's SEN policy be reviewed to give guidance to teachers regarding developing pupils' communication needs in the special classes, with specific emphasis on augmentative communication.
- The allocation of resources should be subject to ongoing review to ensure that the current greatest support is directed towards the greatest and most comprehensive needs.

1. THE QUALITY OF LEARNING OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The quality of learning of pupils with special educational needs is good. Pupils' enjoyment in learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being. The pupils are presented with a broad, balanced educational programme in the special classes which focuses on their individual needs in terms of social and curricular experiences. The self-awareness of pupils with autism and their awareness of other pupils and people is being fostered. Very valuable work is evident for pupils with SEN through the implementation of *Aistear: the Early Childhood Curriculum Framework* in the infant classes. The interactions between pupils and between pupils and teachers are very respectful and positive and conducive to well-being. During the evaluation, pupils with SEN, throughout the whole school, displayed high levels of interest and participation in learning. They demonstrated that they derive satisfaction from their learning and that they are positively encouraged by their collaborative learning experiences. The teachers in the special classes diligently provide interesting, stimulating educational experiences. They choose methodologies which the pupils enjoy well. Some of the learning activities do not align with the identified communication priority needs of pupils. It is necessary to promote more regular communication through augmentative approaches in the special classes to meet needs regarding personal communication skills that are identified in the learners' initial diagnostic assessment reports.

In responses to the questionnaires which were distributed to a sample of parents who had children with additional learning needs, almost every parent responded that the school was helping their child to make progress in reading and in writing and in their understanding of Mathematics and to develop their social skills. Consistently throughout the evaluation, the pupils demonstrated great respect for Irish and a strong desire to use the language. During the interview with a focus-group of pupils, they praised the use of Irish in the school, their interest in the language and the natural opportunities that they have to use the language. They praised the variety of subjects that they learn at school and their friends. A number of pupils were of the opinion that reading in Irish was difficult for them.

2. THE QUALITY OF TEACHING OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The overall quality of teaching of pupils with special educational needs is good with excellent teaching evident in some settings. At the same time, however, aspects of teaching require development in other settings as the teaching observed did not fully align with pupils' needs as identified through the initial diagnostic assessment process. Interactions between pupils and between pupils and teachers are respectful and positive and conducive to their well-being. During the evaluation, pupil-centred teaching approaches were clearly evident in the special classes and in the support settings. Where in-class teaching was observed it was of a very high standard; additional monitoring of these interactions would be beneficial overall to the work of the school. There was insufficient breadth in the use of visual teaching aids, for example the use of the *Picture Exchange Communication System* (PECS), on a whole-school basis for pupils with autism spectrum disorders. It is recommended that greater consistency in usage be ensured. The communication needs of pupils in the special classes in respect of augmentative communication approaches are not being fully determined in the provision for special classes. These need to be promoted.

The teachers create an inclusive, orderly, learning environment which is pupil-focused and based on respect, affirmation and mutual trust. Evidence-based programmes, recommended by the National Educational Psychological Service (NEPS), including the ARROW programme, are implemented by the

school as intensive interventions to address specific needs in reading, and their effectiveness is closely monitored. It is recommended that every opportunity be availed of to organise this work, as recommended by NEPS, with groups of pupils as much as possible rather than with pupils on an individual basis. Educational planning is being carried out. Current curriculum planning was not sufficiently informed by the *Guidelines for Teachers of Students with a General Learning Disability* from the National Council for Curriculum and Assessment (NCCA). It is necessary to extend the systematic use of these curricular sources as the basis for future planning. Responses to parent questionnaires indicate that a small number – less than a quarter - are unsure if the work that their children do is commensurate with their ability and a small number of parents disagreed that they were aware of their child's education plan.

3. THE MANAGEMENT AND USE OF RESOURCES RECEIVED TO SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The management of the school provides very good support for the provision for pupils with SEN through the continuing professional development of teachers and special needs assistants (SNAs) on the staff. Both teachers and SNAs praised the support they receive highly. It is clear that the SNAs on the staff have a very good standard of Irish. It is to be commended that the process of integrating pupils with autism spectrum disorders in mainstream classes is well established in the school and that the school also engages in practising reverse integration. It is evident, however, that the two special classes are currently based in learning settings which are unsuited to the needs of pupils with autism spectrum disorders. It was noted that pupils were spending periods of time away from the *teacher table* due to considerations of space; these constrained classrooms do not support the promotion of methodologies required for pupils with autism. The planned change to the physical resources of the school, through the building project, will provide more open classrooms for pupils in these classes. Currently the organisation of the additional support is based, for the most part, on individual work with pupils. This needs to be reviewed and the school should aim to achieve greater balance between in-class support, group support and support for the individual pupil, as recommended in the *Guidelines for Primary Schools - Supporting Pupils with Special Educational Needs (2017).* Under the school's SEN policy the *Continuum of Support* is implemented in the allocation of school resources for pupils with SEN. A register of support maintained with comprehensive data on an individual basis would be useful for school practice. Going forward with this policy there is need to place comprehensive guidance in it regarding the implementation of augmentative communication approaches, immersion education and developing pupils' language skills in the special classes. A very high percentage of parents affirmed in the questionnaires that their children feel safe and secure in the school.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

The Board of Management is pleased that the report recognises that the quality of learning in the area of SEN is good within the school and that the quality of teaching is generally good, and excellent in some areas. The recognition of the wide programme delivered in our special classes is welcomed, as is the hard work of the teachers.

Respect and positivity are central to the ethos of Gaelscoil Bhaile Brigín and it is a source of pride to the Board that this is strongly recognised throughout the report, and that awareness and understanding around ASD is raised.

The recognition for the high standard of in-class support and group work is welcomed. The amount of in-class support offered has been increased this academic year as a result.

Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection

In order to properly address the recommendation in relation to developing augmentative communication and ensuring that activities align more closely to identified priorities in communication, management has engaged with the services of the NCSE and has requested a visit from the support services to guide staff in aforementioned areas.

The Board of Management also confirms that training in PECS was provided for a number of teachers and SNAs during the 3rd term in order to further augmentative communications in the special class.

The Board of Management has made substantial investment in our Special Education department and makes every effort to ensure that supports delivered are evidence and research-based (e.g. ARROW). It is recommended within the report that this programme be delivered, where possible, in groups of 2 or 3 in order to reduce the amount of individual support provided. The SEN team will incorporate this recommendation, while taking resources and space into consideration. The close monitoring of this and other programmes and their results will continue on a yearly basis.

The Board of Management is hopeful that the upcoming building project will provide purpose built classrooms for the two classes for the benefit of the school and pupils. The Board is hopeful that there will be no further delays in this project.

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 of quality the school's provision of each area.

Level	Description	Example of descriptive terms
Very Good	***Very good*** applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is ***outstanding*** and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	***Good*** applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a *very good* standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	***Satisfactory*** applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	***Fair*** applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	***Weak*** applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;