An Roinn Oideachais
Department of Education

Meastóireacht ar chleachtais ionchuimsitheacha agus ar an soláthar do dhaltaí a bhfuil riachtanais bhreise agus riachtanais speisialta oideachais acu i mbunscoileanna

Tuairisc

DRÉACHT-TUAIRISC LE hAGHAIDH DEARBHÚ FÍRICÍ

Ainm na scoile/School name	Gaelscoil Chluainín
Seoladh na scoile/School address	19/20 Sráid An Chaisleáin Cluainín Uí Ruairc Contae Liatroma
Uimhir rolla/Roll number	20260O
Dáta na cigireachta/ Date of evaluation	25/11/2024
Dáta eisiúna na tuairisce/Date of issue of report	31/01/2025

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.

Cad is meastóireacht ar chleachtais ionchuimsitheacha agus ar an soláthar do dhaltaí a bhfuil riachtanais bhreise agus riachtanais speisialta oideachais acu?

Is é atá sa Mheastóireacht ar Chleachtais Ionchuimsitheacha agus ar an Soláthar do Dhaltaí a bhfuil Riachtanais Bhreise agus Riachtanais Speisialta Oideachais acu ná meastóireacht fhócasaithe ar sholáthar do dhaltaí a bhfuil riachtanais bhreise agus 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 bhreise agus riachtanais speisialta oideachais acu
2. Cáilíocht an teagaisc do dhaltaí a bhfuil riachtanais bhreise agus 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.

Gníomhaíochtaí na scoile chun leanaí a chumhdach agus chun bulaíocht a chosc agus dul i ngleic léi

Le linn chuairt na cigireachta, rinneadh na seiceálacha seo a leanas maidir le nósanna imeachta um chosaint leanaí agus gnásanna frithbhulaíochta:	
Cosaint Leanaí	***Frithbhulaíocht***
1. Tá ainm an duine idirchaidrimh ainmnithe (DIA) agus an Ráiteas um Chumhdach Leanaí ar taispeáint go feiceálach gar do phríomhdhoras na scoile. 2. Tá an Ráiteas um Chumhdach Leanaí faofa ag an mbord agus tá athbhreithniú bliantúil agus measúnú riosca mar chuid den ráiteas. 3. Thuairiscigh gach múinteoir ar tugadh cuairt orthu go bhfuil an Ráiteas um Chumhdach Leanaí léite acu agus go	1. Tá polasaí frithbhulaíochta forbartha ag an scoil, a shásaíonn na *Gnásanna Frithbhulaíochta Bunscoile agus Iarbhunscoile (2013)* nó *Bí Cineálta (2024)* agus athbhreithnítear an polasaí seo go bliantúil. 2. Tá polasaí reatha frithbhulaíochta na scoile foilsithe ar a láithreán gréasáin agus/nó tá fáil go héasca air do bhaill an bhoird bainistíochta, do mhúinteoirí, do thuismitheoirí agus do dhaltaí/scoláirí.

dtuigeann said a bhfreagrachtaí mar dhaoine atá faoi shainordú.	

Chomhlíon an scoil na riachtanais maidir le gach ceann de na seiceálacha thuas.

Meastóireacht ar chleachtais ionchuimsitheacha agus ar an soláthar do dhaltaí a bhfuil riachtanais bhreise agus riachtanais speisialta oideachais acu

Dáta na cigireachta	25/11/2024
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 na dtuismitheoirí • Cruinniú leis na 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 scoil Chaitliceach í Gaelscoil Chluainín atá suite i mbaile Chluainín Uí Ruairc i gContae Liatroma. Tá an scoil faoi phátrúnacht an Fhorais Phátrúnachta. Tá naoi ndalta is caoga ar rollaí na scoile agus daichead is a seacht faoin gcéad acu siúd ó thíortha iasachta. Tá na ranganna roinnte ó rang na naíonán go rang a sé agus níl aon dalta i rang a dó ná i rang a sé faoi láthair. Tá rang speisialta nua do dhaltaí ar a bhfuil uathachas bunaithe sa scoil i mbliana. Ar fhoireann na scoile, tá an príomhoide atá ag teagasc, beirt mhúinteoirí ranga; múinteoir rang speisialta uathachais; múinteoir oideachas speisialta (MOS); agus múinteoir Gaeilge/ Béarla (MG/B) mar theanga bhreise. Tá MOS eile atá lonnaithe i scoil eile roinnte leis an scoil seo ar feadh cúig uair sa tseachtain. Tá ceathrar cúntóirí riachtanais speisialta (CRSanna) sa scoil. Tháinig méadú suntasach ar rollaí na scoile le bliain anuas le teacht daltaí ó thíortha eile go dtí an scoil.

Achoimre ar na príomhchinntí agus moltaí:

Cinntí

- Bhí torthaí foghlama na ndaltaí ag a raibh riachtanais speisialta oideachais (RSO) ar chaighdeán an-ard agus bhí siad rannpháirteach go cuspóireach i ngníomhaíochtaí foghlama gníomhacha.
- Bhí caighdeán an teagaisc do dhaltaí ag a raibh RSO an-éifeachtach; chuir na múinteoirí raon d' éispéiris foghlama ar chaighdeán an-ard ar fáil le linn an teagaisc ina raibh idirghábháil ar leith i bhfoirm comhartheagasc agus tacaíocht aonair.
- Bhí caighdeán an mheasúnaithe go han-mhaith.
- Chuir na daltaí agus na tuismitheoirí leibhéil sásaimh an-ard in iúl maidir leis an timpeallacht thacúil a bhí cruthaithe dóibh sa scoil.
- Rinneadh bainistíocht an-mhaith ar acmhainní na scoile chun tacaíocht éifeachtach a chur ar fáil do dhaltaí ag a raibh riachtanais bhreise agus le riachtanais speisialta oideachais (RSO).
- Rinne an príomhoide ceannaireacht an-éifeachtach ar an soláthar chun tacú le daltaí le RSO agus riachtanais bhreise sa teanga.

Moltaí

- Bhí scóip ann do na múinteoirí spriocanna níos gearrthéarmaí a leagan amach ina gcuid ullmhúchán difreáilte do dhaltaí ag a bhfuil RSO agus riachtanais bhreise chun na chéad chéimeanna eile i bhfoghlaim na ndaltaí a threorú níos fearr.

Mionchinntí agus moltaí

1. Cáilíocht foghlama na ndaltaí a bhfuil riachtanais bhreise agus riachtanais speisialta oideachais acu

Bhí cáilíocht foghlama na ndaltaí a raibh riachtanais bhreise agus RSO acu go han-mhaith. Bhain na daltaí taitneamh as a gcuid foghlama agus bhí siad spreagtha chun foghlama. Bhí a scileanna cumarsáide forbartha go maith. Bhí caidrimh agus spraoi le chéile go comhoibritheach agus go cuspóireach mar chuid lárnach de na ceachtanna chun tógáil ar a spéis san fhoghlaim agus ar a stór foclóra sa Ghaeilge. Bhí rannpháirtíocht na ndaltaí sna ceachtanna go han-mhaith. Bhí a scileanna sóisialta á gcur chun cinn trí chur chuige bunaithe ar riachtanais na ndaltaí. Bhain na daltaí úsáid as ábhair éagsúla le linn na gceachtanna chun scileanna tuisceana na ndaltaí a fhorbairt agus a chur in iúl.

Bhí cáilíocht éispéiris na bhfoghlaimeoirí go han-mhaith. Sna ceachtanna a breathnaíodh, léirigh tromlach na ndaltaí neamhspleáchas san fhoghlaim agus tuiscint an-mhaith ar an réamh-fhoghlaim sa Mhatamaitic agus sa Bhéarla. Bhí siad in ann léamh de réir a leibhéil chumais le tuiscint agus luas oiriúnach. Chuir na múinteoirí a scileanna litearthachta chun cinn agus bhain siad úsáid as leabhair chéimnithe léitheoireachta sa dá theanga. Rinne na múinteoirí freastal ar na daltaí ag a raibh Gaeilge agus Béarla mar theanga bhreise acu trí fheidhmchlár aistriúcháin a úsáid nuair ba ghá. Chuir na múinteoirí straitéisí comhartheagaisc an-éifeachtach i bhfeidhm chun scileanna luath-litearthachta agus luath-uimhearthachta na ndaltaí a fhorbairt. Chomh maith leis sin, d'oibrigh na múinteoirí i gcomharpháirt lena chéile chun an tacaíocht do dhaltaí ag a raibh riachtanais ar leith a bheith solúbtha agus bunaithe ar riachtanais na ndaltaí. Thug na múinteoirí tacaíocht ionranga i ngrúpaí beaga agus tacaíocht aonair de réir mar ba ghá.

Bhain na daltaí úsáid as straitéisí éagsúla agus teicneolaíocht oiriúnaitheach chun tacú leo sa léitheoireacht agus sa scríbhneoireacht. Chomhoibrigh na daltaí go han-mhaith lena chéile le linn na ngníomhaíochtaí foghlama i ngrúpaí agus i bpéirí. Bhí siad gníomhach san fhoghlaim agus bhí siad an-díograiseach chun tascanna dúshlánacha ar leith a chríochnú. Bhí nósanna oibre struchtúrtha ar eolas ag na daltaí chun tascanna foghlama a chur i gcrích agus chabhraigh na nósanna sin leo aird ar leith a dhíriú ar an bhfoghlaim agus chothaigh sé muinín iontu sa mhéid a bhí bainte amach acu le linn na gceachtanna.

Sa phléghrúpa le daltaí, chuir siad in iúl gur bhain siad taitneamh as an scoil, gur caitheadh go measúil leo agus go bhfoghlaimíonn siad an-chuid trí bheith ag éisteacht leis na múinteoirí. Dúirt siad go raibh an obair oiriúnach dóibh agus dúshlánach amanna agus gur labhair na múinteoirí leo faoina gcuid oibre sa rang agus conas feabhas a dhéanamh ar a gcuid oibre. Dúirt siad gur thaitin sé leo nuair a thugann na cúntóirí riachtanais speisialta cabhair dóibh sa seomra ranga agus i gclós na scoile.

2. Cáilíocht an teagaisc do dhaltaí a bhfuil riachtanais bhreise agus riachtanais speisialta acu

Bhí cáilíocht an teagaisc do dhaltaí ag a raibh RSO go han-mhaith. Chomhoibrigh na múinteoirí agus na cúntóirí riachtanais speisialta (CRSanna) as lámha a chéile chun machnamh a dhéanamh ar a gcleachtas agus chun réimsí a aithint a raibh forbairt bhreise ag teastáil de réir riachtanais reatha na scoile. Chuir an cheannaireacht agus na múinteoirí sár-iarracht isteach laistigh d'achar gearr ama chun ullmhúchán ar ard-chaighdeán a dhéanamh do na daltaí ó thíortha eile chomh maith le hullmhúchán don rang speisialta nua. D'ullmhaigh na múinteoirí

pleananna tacaíochta oiriúnacha le spriocanna do dhaltaí éagsúla agus chuir siad ionchuir na ndaltaí agus na bpáirtithe leasmhara san áireamh, mar shampla tuismitheoirí, síceolaithe agus áisinteachtaí proifisiúnta eile. Eagraíodh agallaimh leis na CRSanna freisin mar bhonn eolais do na spriocanna a aithníodh.

Bhí struchtúr ag baint leis na ceachtanna a breathnaíodh agus bhí siad dea-eagraithe. Rinne na múinteoirí nasc an-rathúil idir an fhoghlaim nua agus réamh-fhoghlaim na ndaltaí. Spreag na múinteoirí na daltaí chun cumarsáide agus chun aird a dhíriú ar an teagasc trí úsáid a bhaint as topaicí agus gníomhaíochtaí ard-spéise. Mhúin na múinteoirí scileanna teanga agus cumarsáide go follasach mar aon le deiseanna a chur ar fáil chun cleachtadh a dhéanamh i suíomhanna agus i gcomhthéacsanna éagsúla chun an fhoghlaim a leathnú. Chuir na múinteoirí difríochtaí cumais agus teanga san áireamh nuair a bhí tascanna foghlama á gcur i bhfeidhm acu agus chuir siad na tacaíochtaí cuí ar fáil do na daltaí. B'inmholta na deiseanna a bhí curtha ar fáil do na daltaí chun teanga chomharthaíochta a fhoghlaim agus a chleachtadh. Sna ceistneoirí a líon na tuismitheoirí d'aontaigh gach duine acu gur mhothaigh a bpáistí sábháilte sa scoil agus go raibh siad sásta leis na deiseanna a cuireadh ar fáil dóibh chun foghlaim a bpáistí a phlé leis na múinteoirí.

Bhí caighdeán an mheasúnaithe an-mhaith ar an iomlán. Rinne na múinteoirí monatóireacht ar dhul chun cinn na ndaltaí agus bhí córas an-mhaith cumarsáide i bhfeidhm chun an t-eolas a roinnt idir na múinteoirí i róil thacaíochta agus na múinteoirí ranga. Bhí dul chun cinn na ndaltaí an-mhaith, de réir a gcumas le feiceáil i ngnóthachtáil na spriocanna foghlama fadtéarmacha sna pleananna tacaíochta. Bhí scóip ann do na múinteoirí spriocanna gearrthéarmacha a bheith san ullmhúchán difreáilte ranga chun na chéad chéimeanna eile den fhoghlaim a threorú níos fearr.

Bhí cleachtas comhchoiteann na múinteoirí ar chaighdeán an-ard. Chomhaontaigh na múinteoirí na torthaí foghlama agus na cur chuige d'idirghabhálacha éagsúla a bhí fianaise-bhunaithe. B'inmholta an tsolúbthacht a bhí cruthaithe i measc na múinteoirí chun mionathruithe a dhéanamh ar an gclár ama agus bhí an cur chuige bunaithe ar riachtanais agus ar mhothúcháin na ndaltaí ar bhonn laethúil. D'fhorbair na múinteoirí timpeallachtaí spreagúla don fhoghlaim. Sa rang nua do dhaltaí ar a raibh uathachas, chothaigh an fhoireann timpeallacht séimh le spreagadh íseal chun braistint folláine, slándála agus comhmhuintearas na ndaltaí a chur chun cinn. I gcomhar le tuismitheoirí na scoile eagraíodh spás ciúin chun freastal ar riachtanais chéadfacha agus mhothúchánacha na ndaltaí. Bhí rochtain ag an scoil ar chomhairle sheachtrach ghairmiúil de réir mar ba ghá chun freastal ar riachtanais ar leith teanga na ndaltaí. Bhí scóip ann chun an *Treoir don Dea-Chleachtas maidir le hUathachas i Scoileanna* a úsáid ar bhonn scoile uile, mar pháirt den chleachtas machnamhach scoile uile chun tacú leis an soláthar oideachais do dhaltaí ar a raibh uathachas.

3. Bainistíocht agus úsáid na n-acmhainní a fuarthas chun tacú le daltaí a bhfuil riachtanais bhreise agus riachtanais speisialta acu

Bhí bainistíocht agus úsáid na n-acmhainní chun tacú le daltaí a raibh riachtanais bhreise agus riachtanais speisialta acu an-éifeachtach. Threoraigh an príomhoide an t-ullmhúchán don teagasc agus don fhoghlaim go han-chumasach de réir *Leanúntas na Tacaíochta.* Bhí an t-ionchuimsiú lárnach i bpolasaithe mar a bhain le hoideachas speisialta sa scoil agus sa chleachtas don teagasc agus don fhoghlaim. Chinntigh an príomhoide agus an fhoireann tacaíochta oideachais speisialta go raibh soláthar leithdháilte cuí ar fáil do na daltaí a raibh an leibhéil ab airde riachtanais acu.

D'eagraigh an príomhoide i gcomhar leis an bhfoireann, gníomhaíochtaí scoile ar nós tionóil scoile, laethanta ilchultúrtha agus gníomhaíochtaí comh-churaclaim ina raibh na daltaí go léir rannpháirteach. Thug na múinteoirí cuairteanna ar shuíomhanna luathbhlianta agus ar an iar-bhunscoil áitiúil chun eolas a roinnt agus a bhailiú faoin aistriú go dtí an iar-bhunscoil. D'eagraigh an príomhoide seisiúin foghlama ghairmiúla do na múinteoirí agus do na CRSanna sa scoil. Bhí an oiliúint seo spriocdhírithe ar na riachtanais a bhí ag teacht chun cinn sa scoil. Bhí raon leathan taithí oideachais speisialta agus cáilíochtaí proifisiúnta ag an bhfoireann teagaisc agus na CRSanna. D'aithin na múinteoirí féin mar pháirt den phroiséas féin-

mheastóireachta scoile go raibh gá le measúnú ní ba dhoimhne a dhéanamh i ngnéithe áirithe trí úsáid a bhaint as uirlisi measúnaithe ar leith agus bhí tús déanta acu é seo a chur i bhfeidhm.

Thug na CRSanna aire an-mhaith do na daltaí agus d'ionchuimsiú éifeachtach na ndaltaí i ngach gné de shaol na scoile. Chomhoibrigh siad go tairbhiúil le chéile agus leis na múinteoirí chun monatóireacht a dhéanamh ar dhul chun cinn na ndaltaí agus chun díriú ar riachtanais ar leith. Le linn an phlé le grúpa CRSanna, dúradh go mbíonn go leor deiseanna acu chun riachtanais na ndaltaí a phlé leis an múinteoir ranga agus an múinteoir oideachais speisialta agus go raibh siad lán-pháirteach i gcruinnithe foirmiúla na scoile.

Mhol na tuismitheoirí a bhí rannpháirteach sa chruinniú fócais an t-imeascadh dearfach a chur an scoil chun cinn do dhaltaí ag a raibh riachtanais ar leith agus do dhaltaí a raibh an Ghaeilge agus an Béarla mar theangacha breise acu. Chuir siad in iúl go raibh siad páirteach i bhforbairt na bpleananna tacaíochta do na daltaí agus go bhfaigheann siad eolas leanúnach faoina ndul chun cinn. Dúirt siad go raibh siad féin agus na daltaí an-sásta leis an scoil.

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	Samplaí de na téarmaí tuairisciúla
Ar fheabhas	**Is é atá i gceist le soláthar atá ar fheabhas ná soláthar atá** eiseamláireach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is eiseamláir de chaighdeáin rí-ard é do scoileanna agus do shuíomhanna eile.	Ar fheabhas; eiseamláireach; sármhaith; ar sárchaighdeán; láidreachtaí an-suntasach ag baint leis
An-mhaith	**Is é atá i gceist le soláthar an-mhaith** ná soláthar atá an-éifeachtach agus ar chaighdeán an-ard chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. D'fhéadfaí tógáil ar na láidreachtaí atá ann cheana féin chun caighdeán den scoth a bhaint amach.	An-mhaith; ar chaighdeán an-ard; cleachtas an-éifeachtach; le hardmholadh; an-rathúil
Go maith	**Is é atá i gceist le soláthar atá go maith** ná soláthar atá éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá tógáil ar na láidreachtaí atá ann cheana féin chun aghaidh a thabhairt ar na gnéithe atá le forbairt agus caighdeán an-mhaith a bhaint amach.	Go maith; ar cháilíocht mhaith; cleachtas éifeachtach; fónta; inmholta; caighdeán maith; níos mó láidreachtaí ná laigí; soláthar cuí cé go bhfuil roinnt féidearthachtaí chun feabhais ann
Teastaíonn feabhas chun caighdeán maith a bhaint amach	**Níl an soláthar a éilíonn feabhas chun dea-chaighdeán a bhaint amach** sách éifeachtach chun freastal a dhéanamh ar riachtanais na bhfoghlaimeoirí. Is gá aghaidh a thabhairt ar easnaimh áirithe gan mhoill chun a chinntiú go bhfuil an soláthar ar chaighdeán maith nó níos fearr.	Measartha; níos lú ná éifeachtach; níos lú ná sásúil; is léir go bhfuil laigí follasacha ag dul i bhfeidhm ar an bhfoghlaim; deacrachtaí ann; níos mó laigí ná láidreachtaí; ní mór réimsí sonraithe a fheabhsú; gníomhaíocht chun feabhais de dhíth
Teastaíonn feabhas suntasach chun caighdeán maith a bhaint amach	**Níl an soláthar a éilíonn feabhas suntasach chun caighdeán maith a bhaint amach** ag freastal ar riachtanais na bhfoghlaimeoirí. Tá gá láithreach le gníomhaíocht shuntasach chun aghaidh a thabhairt ar na réimsí imní.	Lag; neamhéifeachtach; easnamhach; do-ghlactha; deacrachtaí suntasacha ann; easnaimh thromchúiseacha sna réimsí a ndearnadh meastóireacht orthu; gá le hathrú, forbairt agus feabhsú suntasach chun a bheith éifeachtach

Aguisín

Freagra na Scoile ar an Tuairisc

Arna chur isteach ag an Bord Bainistíochta

Réimse 1: Tuairimí ar ábhar na tuairisce scoile

Cuireann Bord Bainistíochta Ghaelscoil Chluainín fáilte roimh na torthaí den Mheastóireacht ar Chleachtais Ionchuimsitheacha agus ar an Soláthar do dhaltaí a bhfuil Riachtanais Bhreise agus Riachtanais Speisialta Oideachais acu i mbunscoileanna. Tá an Bord sásta gur aithníodh an oiread sin de láidreachtaí na scoile agus go léiríonn an scoil tiomantas tréan do mhúineadh, fhoghlaim agus do chuimsiú daltaí le riachtanais bhreise agus speisialta sa scoil agus i saol an tseomra ranga.

Aontaímid go bhfuil torthaí foghlama na ndaltaí ag a bhfuil riachtanais speisialta oideachais (RSO) ar chaighdeán an-ard agus go bhfuil caighdeán an teagaisc do dhaltaí a bhfuil RSO acu an-éifeachtach. Tá lúcháir orainn go dtugtar faoi ndeara go bhfuil caighdeán an mheasúnaithe go han-mhaith inár scoilse.

Réimse 2: 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

Tá machnamh criticiúil déanta ag an bhfoireann ó cuireadh críoch leis an ngníomhaíocht chigireachta chun tátail agus moltaí na cigireachta a chur i bhfeidhm. Tá bainistíocht agus foireann Ghaelscoil Chluainín lán-tiomanta do spriocanna níos gearrthéarmaí a leagan amach inár gcuid ullmhúchán difreáilte do dhaltaí ag a bhfuil RSO agus riachtanais bhreise acu. Cabhróidh na spriocanna seo na chéad chéimeanna eile i bhfoghlaim na ndaltaí a threorú níos fearr. Tugann an tuairisc treoir don scoil spriocanna sainiúla agus intomhaiste i bpleananna tacaíochta na ndaltaí uile a chinntiú, a thabharfaidh suntais do chéimeanna incriminteacha i bhforbairt scileanna agus ábhair.

Tá an scoil sásta go bhfuil an-mholadh tugtha do na struchtúir a bhaineann le riachtanais speisialta oideachais, le measúnú agus le naisc bhaile is scoile. Mar a mholtar, beidh níos mó spriocanna agus treoir le glacadh as Treoir don Dea-Chleachtas maidir le hUathachas i Scoileanna. Tá ríméad orainn go bhfuil na treoirlínte seo ar fáil dúinn. Beidh siad in úsáid mar chroílár pleanála den chleachtas machnamhach scoile uile chun tacú leis an soláthar oideachais do dhaltaí ar a bhfuil uathachas.

Tá ár scoil tiomanta do dhea-chleachtas agus forbraíonn an fhoireann timpeallacht spreagúil don fhoghlaim. Sa rang nua do dhaltaí ar a bhfuil uathachas, cothaíonn an fhoireann timpeallacht séimh le spreagadh íseal chun braistint folláine, slándála agus comhmhuintearas na ndaltaí a chur chun cinn. Is cúis mór áthais dúinn gur aithin tuismitheoirí a bhí rannpháirteach sa chruinniú fócais an t-imeascadh dearfach a chur an scoil chun cinn do dhaltaí ag a bhfuil riachtanais ar leith agus do dhaltaí a bhfuil an Ghaeilge agus an Béarla mar theangacha breise acu. Táimid thar a bheith sásta gur aithníodh sárchleachtas mar seo.

Evaluation of inclusive practices and provision for children with special and additional educational needs in primary schools

Report

REPORT

Ainm na scoile/School name	Gaelscoil Chluainín
Seoladh na scoile/School address	19/20 Castle Street Manorhamilton County Leitrim
Uimhir rolla/Roll number	20260O
Dáta na cigireachta/ Date of evaluation	25/11/2024
Dáta eisiúna na tuairisce/Date of issue of report	31/01/2025

What is an evaluation of inclusive practices and provision for children with special and additional educational needs?

The Evaluation of Inclusive Practices and Provision for Children with Special and Additional Educational Needs is a focused evaluation of provision for pupils with special and additional educational needs in mainstream primary schools. As this inspection model places a particular emphasis on the quality of learner outcomes for pupils with special and additional 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 and additional educational needs under the following headings or areas of enquiry:

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

Actions of the school to safeguard children and prevent and tackle bullying

<table>
<tr><td colspan="2">During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:</td></tr>
<tr><td>Child Protection</td><td>Anti-bullying</td></tr>
<tr><td>4. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
5. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
6. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.</td><td>1. The school has developed an anti-bullying policy that meets the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013) or Bí Cineálta (2024) and this policy is reviewed annually.
2. The school's current anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils/pupils.</td></tr>
</table>

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

Evaluation of inclusive practices and provision for children with special and additional educational needs

Date of inspection	25/11/2024
Inspection activities undertaken • Discussion with principal and teachers • Meeting with SEN team • Meeting with SNAs • Review of relevant documents	• Analysis of parent questionnaires • Meeting with parents • Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Pupil group discussion • Feedback to principal and teachers

School context

Gaelscoil Chluainín is a Catholic school situated in the town of Manorhamilton in County Leitrim. The school is under the patronage of An Foras Pátrúnachta. There are fifty-nine pupils enrolled in the school and forty-seven per cent of the pupils are from other countries. The classes are from infants to sixth class and there are currently no pupils in second class or sixth class. A new special class for pupils with autism has been established in the school this year. The staff includes a teaching principal, two class teachers; a special class teacher for autism; a special education teacher (SET); and a teacher for Irish/English (I/EAL) as an additional language. Another SET based in another school is available to this school for five hours a week. There are four special needs assistants (SNAs) in the school. The school's enrolment has increased significantly in the past year with the arrival of pupils from other countries to the school.

Summary of main findings and recommendations:

Findings

- The learning outcomes of pupils with special educational needs (SEN) were of a very high standard and they participated purposefully in active learning activities.
- The standard of teaching for pupils with SEN was very effective; the teachers provided a range of very high quality learning experiences while teaching which included specific interventions in the form of cooperative teaching and individual support.
- The standard of assessment was very good.
- Pupils and parents expressed very high levels of satisfaction regarding the supportive environment that had been created for them in the school.
- The school's resources were very well managed to provide effective support for pupils with additional needs and special educational needs (SEN).
- The principal very effectively led the provision to support pupils with SEN and additional language needs.

Recommendations

- There was scope for teachers to outline shorter-term goals in their differentiated preparation for pupils with SEN and additional needs to better guide the next steps in pupils' learning.

Detailed findings and recommendations

1. The quality of learning of pupils with special and additional educational needs

The quality of learning of pupils with additional needs and SEN was very good. The pupils enjoyed their learning and were motivated to learn. Their communication skills were well developed. Collaborative and purposeful interaction and play were a key part of lessons to build on their interest in learning and their Irish language vocabulary. Pupil participation in lessons was very good. Their social skills were progressed through approaches based on the pupils' needs. The pupils used various materials during the lessons to develop and express their comprehension skills.

The quality of learner experiences was very good. In the lessons observed, the majority of pupils demonstrated independent learning and a very good understanding of prior learning in Mathematics and English. They were able to read in line with their ability level with appropriate comprehension and pace. Teachers progressed their literacy skills and used graded reading books in both languages. The teachers used a translation application when necessary to cater for pupils with Irish and English as an additional language. Teachers implemented very effective cooperative teaching strategies to develop pupils' early literacy and numeracy skills. Furthermore, the teachers worked collaboratively to ensure that the support for pupils with specific needs was flexible and based on pupils' needs. The teachers provided in-class support in small groups and individual support as necessary.

The pupils used various strategies and adaptive technology to support their reading and writing. Pupils collaborated very well in groups and pairs during the learning activities. They were active in learning and were very diligent in completing specific challenging tasks. Pupils had structured work practices to complete learning tasks and these practices helped them to focus on the learning and this fostered confidence in them in what they had achieved during lessons.

In the pupil group discussion, pupils indicated that they enjoyed the school, that they were treated respectfully and that they learned a lot by listening to the teachers. They said that the work was suitable for them and challenging at times and that the teachers talked to them about their work in class and how to improve their work. They said they liked it when the special needs assistants helped them in the classroom and in the school playground.

3. The quality of teaching of pupils with special and additional educational needs

The quality of teaching for pupils with SEN was very good. The teachers and special needs assistants (SNAs) collaborated to reflect on their practice and to identify areas where further development was required in accordance with the current needs of the school. The leadership team and teachers made an excellent effort within a short period of time to prepare to a very high standard for pupils from other countries as well as preparing for the new special class. Teachers prepared appropriate support plans with targets for different pupils and considered inputs from pupils and stakeholders, for example parents, psychologists and other professional agencies. Interviews were also organised with the SNAs to inform the targets identified.

The lessons observed were structured and well organised. Teachers linked new learning very well to pupils' prior learning. The teachers encouraged pupils to communicate and to focus on the teaching by using very interesting topics and activities. They explicitly taught language and communication skills as well as providing opportunities to practice in different settings and contexts to extend the learning. The teachers considered differences in ability and language when implementing learning tasks and provided the appropriate supports for pupils. The opportunities that were provided for pupils to learn and practice sign language were commendable. In the questionnaires completed by parents, they all agreed that their children

felt safe in school and that they were satisfied with the opportunities provided for them to discuss their children's learning with the teachers.

The overall standard of assessment was very good. Teachers monitored the progress of pupils and there was a very good communication system in place to share information between the teachers in support roles and the class teachers. Pupils' progress was very good, in line with their abilities, as reflected in achieving the long-term learning goals in the support plans. There was scope for teachers to include short-term goals in their differentiated classroom preparation to better guide the next stages of learning.

The teachers' collective practice was of a very high standard. The teachers agreed the learning outcomes and approaches for various evidence-based interventions. The flexibility created among teachers to make minor adjustments to the programme was commendable, and the approach on a daily basis was based on pupils' needs and feelings. The teachers developed stimulating learning environments. In the new class for pupils with autism, the staff fostered a calm environment with low stimulation to progress pupils' sense of well-being, security and belonging. In collaboration with the parents in the school, a quiet space was organised to meet the sensory and emotional needs of pupils. The school had access to external professional advice as necessary to meet the specific language needs of the pupils. There was scope to use the *Autism Good Practice Guidance for Schools* on a whole-school basis, as part of the whole-school reflective practice to support educational provision for pupils with autism.

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

The management and use of resources to support pupils with additional and special needs was very effective. The principal guided the preparation for teaching and learning very competently in accordance with the *Continuum of Support*. Inclusion was at the core of policies relating to special education in the school and to teaching and learning practice. The principal and the special education support team ensured that appropriate allocated provision was available for pupils with the highest levels of need.

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

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Aistriúchán is ea seo ar fhreagra na scoile arna chur isteach ag an mBord Bainistíochta.

This is a translation of the School Response submitted by the Board of Management.

Area 1 Observations on the content of the inspection report

The Board of Management of Gaelscoil Chluainín welcomes the findings of the Evaluation of Inclusive Practices and Provision for Pupils with Additional and Special Educational Needs in Primary Schools. The Board is pleased that so many of the school's strengths have been identified and that the school demonstrates a strong commitment to teaching, learning and inclusion of pupils with additional and special needs in school and in classroom life.

We agree that the learning outcomes of pupils with special educational needs (SEN) are of a very high standard and that the standard of teaching for pupils with SEN is very effective. We are delighted that it has been noted that the standard of assessment is very good in our school.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The staff have reflected critically since the inspection activity was completed to implement the findings and recommendations of the inspection. Management and staff of Gaelscoil Chluainín are fully committed to setting shorter term targets in our differentiated provision for pupils with SEN and additional needs. These targets will help to better guide the next steps in pupils' learning. The report provides guidance for the school to ensure specific and measurable targets in the support plans of all pupils, which will feature incremental steps in skills and content development.

The school is pleased that the structures relating to special educational needs, assessment and home-school links were highly commended. As recommended, further targets and guidance to be drawn from the Autism Good Practice Guidance for Schools. We are delighted that these guidelines are available to us. They will be used as core planning for whole-school reflective practice to support educational provision for students with autism.

Our school is committed to best practice and staff develop a stimulating learning environment. In the new class for pupils with autism, the staff foster a calm, low-stimulation environment to promote a sense of wellbeing, security and belonging in pupils. We are delighted that parents who participated in the focus group acknowledged the positive integration promoted by the school for pupils with special needs and for pupils who have Irish and English as additional languages. We are really pleased that such excellent practice has been recognised.