An Roinn Oideachais
Department of Education

Follow-through inspection

on progress made by the school since the **Evaluation of Provision for Students with Additional and Special Educational Needs** carried out in October 2022

Report

REPORT

Ainm na scoile/School name	Presentation College
Seoladh na scoile/School address	Askea Carlow Co. Carlow
Uimhir rolla/Roll number	61141M
Dáta na cigireachta/ Date of evaluation	08-11-2023
Dáta eisiúna na tuairisce/Date of issue of report	17/01/2024

Follow-Through Inspection

Follow-Through inspections evaluate the progress a school has made on implementing recommendations made in an earlier inspection. During a Follow-Through inspection, inspectors may also advise the school on what other actions they can take to fully implement these recommendations.

This inspection followed up on the progress the school made in implementing three of the main recommendations in the inspection carried out in October 2022: Evaluation of Provision for Students with Additional and Special Educational Needs. Published school reports can be accessed here.

How to read this report

The first part of the report describes what the inspector did during this Follow-Through inspection.

The main section of the report describes the progress the school has made in implementing each of the main recommendations made in the original inspection. Inspectors use one of the following terms in describing this progress: very good, good, partial or no progress. These terms are explained on the last page of the report.

The report then briefly describes the process school leaders used to implement the recommendations. School leaders includes the principal, the deputy principal and assistant principals. It also includes teachers with posts of responsibility and any member of the school community who has undertaken roles related to the school's priorities.

The report concludes with advice to help the school fully implement the recommendations made in the original inspection, where such advice has been provided to the school.

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>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.</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) and this policy is reviewed annually.
2. The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported (by means of the bullying recording template provided in the Procedures) since the previous report to the board.
3. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils.</td></tr>
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The school met all the requirements in relation to child protection checks. The school met the requirements in relation to checks 2 and 3 of the anti-bullying checks above. The school did not meet the requirements in relation to check 1 of the anti-bullying checks.

Responsibility for ensuring the school is fully compliant with this check rests with the board of management. The Inspectorate will monitor the board's progress in achieving full compliance.

Follow-Through Inspection

The following activities took place during the Follow-Through inspection:
• Meeting with principal and senior leadership team • Interview with members of in-school leadership team or subject co-ordinator • Interview with relevant members of staff • Review of school documentation and records, and students' work • Observation of teaching and learning • Interaction with students

Findings on progress made on recommendations
Mainstream and support teachers should consider the students' identified priority learning needs and targets when planning lessons, and deploy differentiated teaching strategies in order to optimise learning outcomes and learning experiences for all students.
Partial Progress In the lessons observed, almost all teachers demonstrated a general awareness of students' learning needs, used some differentiated teaching approaches to support learning and worked to provide a collaborative and affirming learning environment. However, individualised planning which identified priority learning needs and specific, measureable, achievable, realistic and time-bound (SMART) targets was not in place for most students, and mainstream teachers did not have ready access to key information which might have supported more strategic planning. In the absence of such information, there were instances where mainstream teachers, tasked with delivering support lessons, delivered lessons that were in effect mainstream lessons to a smaller number. At times there was a need for more targeted attempts to address skills deficits or trial strategies that might minimise barriers and tap into students' strengths. All lessons, mainstream and support, should be informed by individualised planning which identifies priority learning needs, strengths and SMART targets. The SEN team have identified planning and communications as areas for development and it is positive that some inputs for the SEN team and for the whole staff are planned for the immediate future.
The board of management, together with senior management, should ensure that the full allocation of additional teaching hours is deployed for its intended purpose; all practice should comply with Circular Letter 0014/2017 and the associated guidelines.
Good Progress It was evident that significant effort has gone into retrieving support hours from the mainstream timetable and further work on this is planned. Considerably more of the additional support hours were scheduled as support lessons than was the case during the original evaluation. However, the majority of the hours were scheduled to be delivered by a very large number of mainstream teachers who each have a small number of support lessons and are not well informed of individual student needs. There is a need to adjust this so that most hours are delivered by the SEN team and only a few are delivered by strategically selected and well informed mainstream teachers. There remains a need to ensure that the full allocation of additional teaching hours is deployed for its intended purpose.

It was positive that management have prioritised the development of a core SEN team and this team has assigned a key staff member for each year group. Ensuring strong leadership of this team and the planning, delivery, monitoring and review of interventions will be key to further development.

Senior management, in collaboration with special education teachers (SET) should ensure that students who access support lessons are grouped according to similarity of need and according to the principle that students with the greatest level of need should have access to the greatest level of support.

Partial Progress

Efforts have been made to group students according to similarity of need for support lessons. Students that are exempt from Irish are now grouped for literacy and numeracy classes. However, on the day of the evaluation many students with significant diverse needs and exemptions from Irish were not provided with supports at Irish times and some said that they are now withdrawn from subjects other than Irish. It was reported that many of these students now access one literacy class and one numeracy class per week, in groups as large as eight. There remains a need to timetable support lessons according to the individual needs of the students, at times that are most suitable for the students, and to ensure that those with the greatest level of need access the greatest level of support.

The process of implementing the recommendations

Two positive initial steps were taken to address the recommendations; significant efforts were made to retrieve the support hours from the mainstream timetable and a core SEN team was established whereby a key special education teacher was assigned responsibility for each year group. Additionally, team-teaching practices have been extended and some supports are delivered inclusively. Management and the SEN team are aware of the need for ongoing development of capacity to plan, timetable and deliver targeted interventions as well as the need for better systems of communications amongst staff. The need for all staff to collaborate in developing a shared vision for SEN provision in the school has been identified as a priority and inputs for staff are planned to further this goal.

Recommendations

- Senior management should continue working to ensure that the full allocation of additional support hours is used for its intended purpose and that ongoing professional learning supports further development of staff capacity to meet special educational needs.
- Management should oversee the further development of the core SEN team and ensure that interventions are primarily delivered by members of the core team, student support files and plans are developed by this team and agreed systems are put in place to ensure key information about students with special educational needs is readily available to all teachers.
- All teachers should engage with the process of developing a shared vision for SEN provision in the school and collaborate to promote and extend successful strategies and practices.

The Quality Continuum for progress made on implementing the recommendations

Very good progress indicates that appropriate action has been taken to address the recommendation. The action has fully achieved or will achieve the required outcome.

Good progress indicates that appropriate action has been taken to address the recommendation. Substantial improvement has occurred, although further progress is necessary.

Partial progress indicates that some appropriate action has been taken to address the recommendation. Some improvement has occurred, but considerable further progress is necessary.

No progress indicates that no action has been taken. The original recommendation remains to be addressed.

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 to note the school met all the child-protection check requirements. The annual review requirement of the Anti-Bullying Policy has since been met.

The Board of Management is pleased to note the recorded progress on the implementation of the three recommendations from the earlier inspection.

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

Senior Management will continue to ensure that the full allocation of additional support hours is used for its intended purpose.

The SEN Core Team and a Deputy Principal worked with NEPS, on November 16th, on a new initiative called PATH, to develop a vision for AEN going forward.

Whole-staff training on "Inclusion and Universal Design for Learning" took place on December 8th and was delivered by Learning House - Education Support and Guidance.