

Supplementary Materials

Implementing A Strategic School-wide Response to Inclusive Special Education Provision: Toolkit for Schools



lcetb

Bord Oideachais agus Oiliúna
Luimnigh agus an Chláir
*Limerick and Clare
Education and Training Board*

Dr Johanna Fitzgerald, Mary Immaculate College in
collaboration with Bernadette Cullen, Joe Lynch and Angela
Martin Limerick and Clare Education and Training Board
Ireland

Provision Mapping Initiative 2018-2019

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Introduction

We are delighted that your school has volunteered to participate in a pilot initiative developed by Limerick and Clare ETB in conjunction with Mary Immaculate College. We are looking forward to working together with you to build on your existing good practice, and to implement systems in your school which will further promote a schoolwide response to special and additional educational provision, informed by the school self-evaluation process (DES Inspectorate 2016) and the Continuum of Support Framework (NEPS 2010). Your knowledge, skills and understanding of your school context are important in developing shared approaches which are relevant, realistic and grounded in evidence-based practices.

Project Rationale

In response to recent changes to educational policy, schools are invited to participate in a process to support further development of a whole-school systematic, collaborative approach to inclusive and special education. Specifically, senior leadership teams, special educational needs coordinators (SENCOs) and Curriculum Leaders (CLs) and/ or Deputy Principals will support implementation of a cycle of School Self-Evaluation (DES Inspectorate 2016), informed by the Looking At Our Schools Quality Framework (DES Inspectorate, 2016), to develop a whole school provision map, reflecting current provision to support students identified with additional and special education needs across the Continuum of Support (DES, 2017; NEPS, 2010).

Project Aims

- Affirm and acknowledge existing good practice in relation to inclusive special education in schools.
- Support schools to develop whole-school systematic, collaborative and collective approaches to inclusive and special education.
- Guide schools in their implementation of school self-evaluation (DES Inspectorate 2016) to develop a school provision map, reflecting current provision for students with additional and special educational needs across the Continuum of Support (NEPS 2010).
- Build systematic, collaborative and situated approaches to professional learning and capacity building.

Implementation Timeline

Table 1 presents a tentative timeline for implementation and will serve as a guide to further discussion.

Table 1: Provision Mapping Implementation Timeline Year 1

Task	Lead Person/ Personnel	Timescale
1. Cluster Meeting 1: CPD to SENCOs: Overview of Provision Mapping and SSE.	Johanna, Joe, Angela SENCOs	Early May 2018 Time: 2 hours
1. Develop Provision Map Template.	Johanna	May-August 2018
2. Develop training pack for whole staff CPD to support school audit of current provision & CPD needs.	Johanna, Joe, Angela SENCOs & CLs	April- early May 2018
3. Briefing for Principals & Deputies re. implementation of provision mapping.	Bernadette-Director of Schools LILTA Team	June 13 th 2018 Time for delivery: Approx. 1 hour
4. Develop presentation & CPD resources with SENCOs to deliver back in school to whole staff- training of trainers.	Johanna, Joe, Angela SENCOs & CLs	CL Cluster meeting late September 2018. Full day.
5. SENCOs & CLs to deliver CPD to all staff- facilitate subject dept focus group evaluations.	SENCOs, CLs & SEN Teams Johanna, Joe, Angela	School Visit (1-hour) with SENCO & CL; Staff CPD before October mid-term (1.5 hours)
6. Implementation of Provision Mapping in schools- disseminate surveys to parents, students, collate and analyse all data.	SENCOs & SEN Teams Support from Johanna, Joe, Angela	Following delivery of staff CPD October- December 2018
7. School visit to support implementation of provision mapping and troubleshooting.	Johanna, Joe, Angela	January-March 2019 1-hour visits
8. Briefing for Principals & Deputies re. implementation of provision mapping.	Bernadette-Director of Schools, SENCO Johanna, Joe, Angela	April 2019: 30 minutes
9. Submission of Provision Map to Board of Management for ratification.	Principal	May-June 2019
10. Review of Pilot phase- focus groups & surveys. Plan next steps based on areas of strength and areas for further development identified in Provision Map	Johanna, Joe, Angela Bernadette-Director of Schools	May 2019 Full morning

What is a provision map?

- A document (refer to template) that provides a summary of the different types of provisions and interventions currently available in school to support the needs of ALL students.
- It allows schools to list the provisions and interventions available to students along the continuum of support, ranging from provisions for all students to interventions for those with complex needs.
- It provides a helpful overview and allows the school to identify, monitor and evaluate gaps and areas of real strength.
- It provides a basis to strategically plan provision, allocate resources and identify staff CPD needs.

Provision maps can be used as part of the LAOS/ SSE school-wide planning/ implementation/ review/ evaluation/ reflection process in a number of ways to:

- audit how well provision matches need and recognise gaps in provision- linked to LAOS (DES Inspectorate 2016) domains for Learning and Teaching, Leading Learning and Teaching and DES Guidelines for Post-Primary Schools: Supporting Students with SEN (DES 2017)
- cost provision accurately to inform NCSE Education Profiling
- highlight repetitive or ineffective use of resources;
- assess school effectiveness when linked with outcomes for students (SSE/ LAOS statements of practice/ highly effective practice);
- plan development to meet students' identified needs (including consideration of special class provision);
- record changes in provision and transfer easily from year to year or school to school;
- inform writing of IEPs/ SSPs;
- set annual success criteria for the SEN/ Inclusion policy;
- report annually on the success of the SEN/ Inclusion policy;
- demonstrate accountability;

- inform parents, external agencies NCSE and Inspectorate of how additional resources are being used to meet needs;
- focus attention on school-wide issues of teaching and learning rather than on individual child issues.

How do we implement the provision mapping process?

According to Rita Cheminais (2015), there are eight steps involved in implementing provision mapping in schools and we will work with you to progress through each of these steps.

Table 2. Provision Mapping Process (Cheminais 2015)

Stages in the process	Actions
Step 1	Capture current provision and identify resources allocated to provision.
Step 2	Audit projected need for the academic year.
Step 3	Compare projected need with current provision and identify any gaps.
Step 4	Consider evidence-based practices on what works best.
Step 5	Plan provision map for the next academic year.
Step 6	Involve parents, students with SEND, and all teachers in evaluating provision.
Step 7	Evaluate the impact of provision with evidence from wider student data.
Step 8	Engage in an annual strategic review of map to identify trends and patterns of need.

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

Area of Need ¹	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/ upport 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 level to support students with SEN who are in receipt of additional interventions through the Continuum of Support Framework and external professionals</i>
<i>Social and Emotional Learning</i>	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 Meathal 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 th years to reduce exam stress SPHE Curriculum Pastoral Care Teacher observations Student referral forms Student Support Team Career Guidance	Pastoral Care team Guidance referral system SEN department referral Wednesday Lunchtime club – Social games group Internal guidance teacher counselling Diagnostic informal assessment SSPs/BSPs Social Skills Training Retracking Programme Restorative practice Why Try Friends for Life Small group withdrawal Mindfulness Yoga EAL interviews Teacher and ISA observations	Individualised school support plans JC L2LPs Input from NEPS / NCSE/ CAMHS Reduced timetables for students having difficulty Individual in-school counselling Individual guidance counselling SSPs/ BSPs Reduced subject load BfL teacher

¹ 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 a diagnosed disability with a report from external agencies like, for example, ASD, ADHD, Dyspraxia.

	Record systems Drop Everything and Respect Mental Health Awareness Week Activities Positive Quotes/students work/ photographs/poster displays. Critical Incident Response Team Weekly assembly meetings Parental engagement Student voice Cooperative group work		
Social and Communication Skills	SPHE curriculum Wide range of after school sports offered (soccer, camogie etc.) Range of non-competitive school sports offered (badminton, table tennis) After school fitness club Well-being committee Public speaking – debating Emphasis of oral communication in new JC curriculum School play Field trips including foreign trip Friends for Life Programme Why Try Social Outings Cooperative group work Differentiated questioning Scaffolding/ recasting/ imitation and expansion Gaisce award (TY, 5 th , 6 th) John Paul 2 awards (5 th and 6 th) Meathal Group School Choir Sports teams Student Council initiatives One Voice strategy Chunking tasks Music Generation	SEN department referral Wednesday Lunch club – Social games group Smart board used in SEN classroom for social games Specific focus on oral communication with JC students in SEN classes LCA curriculum for 5 th and 6 th Music Generation workshops Art Therapy Talkabout programme Social Skills Groups Social Stories Lunch time clubs, peer mentoring Role play Speech, language and communication interventions SSPs/BSPs	Individualised school support plans JC L2LPs Input from NEPS / NCSE/ SLT Reduced timetables Individual in-school counselling SSPs/BSPs Student interviews Social, Emotional, Behavioural and Adaptive functioning assessment.

	Whole staff CPD No Hands strategy		
Self-management and/ or organisational skills	Colour coded timetables Class tutor system Regular outside speakers to help with organisational skills Computer lab open at lunchtime Meathal group for support to other year groups 2-day induction 3-week transition timetable Incoming 1 st year primary school visits Visual Supports/ Visual Schedules Classroom routines Graphic organisers, mind maps, Journals - timetable, school codes of behaviour, Lockers- designated areas. Homework given at the beginning of class Handouts Homework policy Co- Teaching	SEN department referral Highlighted group of 1 st years who need extra support in organisation – staff survey leading to peer/tutor support LCA curriculum for 5 th and 6 th Colour coded timetables, books, checklists and study plans. Social stories Movement breaks Timers Self-monitoring checklists Alert programme ISA locker support Locker quiet zone SSPs	JC L2LPs Self-monitoring checklists OT Programme SSPs ISA supports to encourage independence. AFLS Assessment
Study Skills	Homework club Study skills classes offered to exam years Saturday morning study open to exam classes Pre-mock in preparation for Mocks and State exams Switch to continual assessment model for 6 th years to reduce exam stress Study skills seminars Afterschool study Mind mapping & Graphic organisers Highlighting and summarising strategies Learning to learn strategies- explicit teaching of metacognitive skills- NBSS resources	Study skills focus in SEN classes prior to school exams Colour coded study plans Subject revision checklist development Differentiated handouts Visual representing Sequencing training Summarising techniques Checklist creations Skim and scan Comprehension strategies Explicit teaching of time management and scheduling strategies SSP	Individual study skills development SSP

Life Skills	<p>Computer lab open at lunchtime LCA LCVP curriculum option for 5th and 6th year students 'Looking to the future programme' Organisation of School trips/events Work experience C.V. creation Wellbeing programme Gaisce awards</p>	<p>SEN department referral LCA curriculum for 5th and 6th year Mindfulness Transition Support Plans Typing skills Self-care skills Conflict resolution skills Social Stories Driver Theory Test SSPs</p>	<p>Individualised school support plans Collaboration with outside agencies e.g. Occupational Therapist JC L2LPs ISA support for some students with complex needs Work experience CAMHS and NEPS support/ intervention Transition Support Plans</p>
Behaviour	<p>Merit system / Reward slip Student support team Staff monitoring lunch/break times Code of Behaviour- Schoolwide Positive Behaviour Support Use of Journals and incident sheets Concern sheets Detention Awards Merit systems, Rewards, Praise for positive behaviour Parent/guardian communication Home visits HSCL Co- Teaching</p>	<p>SEN department referral Student behaviour contracts Report sheets Seating plans encouraged throughout school VP as mentor teacher Class behaviour plans Check In heck Out strategy (CICO) FBA BSPs</p>	<p>Individualised school support plans Collaboration with outside agencies e.g. Education Welfare Officer Year head liaison, go to person for students needing time out of class. Timetable modification Behaviour target setting and review CAMHS instructed initiatives NCSE (NBSS) tailored behavioural and academic programmes BfL teacher Regular check in - check out throughout the day BSPs</p>
Language	<p>Multi-sensory approach to subject teaching Key word displays in classrooms Vocabulary Enrichment Programme Teaching the language of subject/s, Word banks Class discussions and debating Orally presenting work Role play Mock interview and oral preparations scaffolding information in classes and using visuals to support where and when possible. Think/Pair/Share. Wait time JC CBA</p>	<p>SEN department referral EAL Liaison teacher Withdrawal from third language / Irish (if exempt) class for extra support with English Keys words journal Mind maps, graphic organisers oral descriptive and expressive skills development Sight word building EAL support Vocabulary Enrichment Programme</p>	<p>SEN language development linked to Speech and language therapist or identified needs. SSPs</p>

	Co-teaching ICT Visual Supports		
Literacy	<p>Literacy committee Textbook reading age review Book in a bag Library committee / membership / classes have access to it Multi-sensory approach to subject teaching Sharing of learning intentions / keywords Public speaking – debating offered Integration of technology into subject teaching Notes/ content available on Edmodo Standardised Intake tests Primary school liaison Follow up CAT4 test WCJ + 2 further post testing in 2nd and 5th year. Literacy plan, AFL, Vocabulary Enrichment Programme, Writing frames, Keywords journal banks, Drop everything and Read, Key exam terms in journal, AFL, School newsletter. Library access to books for students reading ages , dictionaries, use of ICT.</p>	<p>SEN department referral Continued NGRT test follow up for students scoring below average IWB used in SEN classroom Small group withdrawal Individual classes timetabled In-class teacher support/ co-teaching RACE accommodations for state exams CatchUP Literacy program Toe by toe program Classroom content notes provided LCA curriculum for 5th and 6th</p>	<p>SSPs Individual classes timetabled ISA's allocated to assist in class RACE accommodations for state exams CatchUP Literacy program Toe by Toe program SNIP NEPS struggling readers strategy supports</p>

Numeracy	<p>Staff training in highlighting Numeracy across the curriculum</p> <p>Multi-sensory approach to subject teaching</p> <p>Sharing of learning intentions</p> <p>Integration of technology into subject teaching</p> <p>Notes/ content available on Edmodo</p> <p>Intake screening</p> <p>Follow up CAT4 testing</p> <p>WCJ + 2 further post testing in 2nd and 5th year,</p> <p>Numeracy board,</p> <p>puzzle of the week,</p> <p>Maths week,</p> <p>teaching of vocabulary,</p> <p>Key word banking,</p> <p>Numeracy links identified in all subject areas, AFL,</p> <p>Diagnostic pre and post testing.</p> <p>Use of ICT</p>	<p>SEN department referral</p> <p>Small group withdrawal</p> <p>Individual classes timetabled</p> <p>In-class teacher support</p> <p>IWB used in SEN classroom</p> <p>CatchUp Numeracy program</p> <p>Notes handed out</p> <p>LCA curriculum for 5th and 6th</p> <p>Pre-teaching class topics</p> <p>Social maths/ functional maths</p> <p>SSPs</p> <p>Concrete materials</p> <p>Access to real life situations</p> <p>Paired maths</p>	<p>SSPs</p> <p>SNA's allocated to assist in class</p> <p>Individual classes timetabled</p> <p>Tailored maths initiatives</p> <p>Organisational skills</p> <p>Sequential development</p> <p>Scaffolding</p> <p>Pre-teaching class topics</p> <p>Social maths/ functional maths</p>
Physical and/ or Sensory	<p>Annual audit of sensory and physical environment</p> <p>Primary school liaison prior to enrolment</p> <p>Building is fully accessible with lifts and ramps</p> <p>Corridors are wide</p> <p>Adequate natural light in building</p> <p>Green space around building</p> <p>Building is clean and safe</p> <p>Prayer/meditation room open to all</p> <p>Range of modern PE equipment</p> <p>Teachers made aware of students difficulties, Seating plans,</p> <p>quiet time,</p> <p>use of music,</p> <p>multi-sensory teaching approaches encouraged</p> <p>Sensory room</p>	<p>Additional toilet and changing facilities with space for wheelchairs</p> <p>Computer typing skills program used for those with laptops</p> <p>Base classrooms allocated for students with movement difficulties</p> <p>Sensory room</p> <p>Sensory breaks</p> <p>Movement breaks</p> <p>Soundfield system</p> <p>Stress balls</p> <p>Fidgets</p> <p>Weighted blanket</p> <p>Lift Access</p> <p>SSPs</p>	<p>SSPs</p> <p>ISA allocated to student with mobility needs</p> <p>Collaboration with outside agencies e.g. Occupational Therapist / HSE</p> <p>Student with visual impairment situated in base class with access to computer and digital magnifier</p> <p>Teachers using auditory system for students with hearing impairment</p> <p>Additional teacher in PE classes for students with mobility impairment</p> <p>Nursing support</p> <p>Occupational therapy</p> <p>Physiotherapy</p> <p>Sloping boards</p> <p>Heathfield chairs</p>

			Use of Bambach chair Balance board Sensory diets SSPs
Medical	Identified staff to all to administer general first aid and monitor for signs of illness.	Identified staff administer medication as directed by GP. Administering of inhalers as directed by GP.	GP/ HSE external monitoring ISA support

How will we collect information from teachers, students and parents to engage in a school-wide process of school self-evaluation in relation to provision for our students with additional and special educational needs?

The following survey templates can be used to collect data from teachers, students and parents in your school. Please feel free to adapt these to your context, and distribute them electronically or in hard copy.

Staff Survey Template

We would recommend that SENCOs and Curriculum Leaders work together to facilitate focus groups for subject departments during a whole staff CPD session. You will need approximately 1.5 hours for this activity. We will provide you with a PowerPoint presentation which you can adapt and use to introduce this activity to staff and explain the rationale for why the school is engaging with this process. We will also support you to deliver this CPD session by meeting with you in your school prior to delivering this session.

Reviewing and Planning Inclusive and Special Education in (name your school)

Subject Departmental Survey

Subject Area: _____

In subject departments please reflect on and discuss the questions in the survey and complete as a collective group.

Q.1 Please circle the number that best represents the departmental views about each of the statements.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	All teachers in our department are familiar with the Continuum of Support model.	1	2	3	4	5
2	The Continuum of Support model is implemented effectively in our department.	1	2	3	4	5
3	In our department teachers contribute to Student Support Plans for identified students.	1	2	3	4	5

4	We use Student Support Plans to inform our planning for teaching and learning.	1	2	3	4	5
5	We identify environmental (including sensory & physical) and contextual issues that need modification in our classrooms.	1	2	3	4	5
6	The deployment of SETs for in-class support/ co-teaching works effectively in our school.	1	2	3	4	5
7	The balance between in-class support/ co-teaching and withdrawal works in terms of meeting the needs of identified students.	1	2	3	4	5
8	In our school, SNAs/ISAs (Inclusion Support Assistants) play an important role in meeting learner needs.	1	2	3	4	5
9	In our department we believe the current model of additional support for students with SEN is effective in meeting students' identified needs.	1	2	3	4	5
10	Generally speaking, the additional needs of some students are met in our school.	1	2	3	4	5

Q.2 Please circle the number that best represents the departments views about the following statements.

1	2	3
priority for development/ action needed	room for improvement/ some action needed	working successfully/ no action needed

As teachers, our approach to teaching takes account of:	1	2	3
1. Students' learning characteristics (strengths and needs) <ul style="list-style-type: none"> Baseline assessment data and information: e.g. academic, behaviour, social, emotional Learner's aptitudes and interests; what motivates her/ him Guidance and advice from SETs and from previous educational settings Learner's views Language skills, knowing learner's name Gender factors Culture and local community factors 			
2. The learning environment- layout, display, emotional climate and ethos <ul style="list-style-type: none"> Positive belief about success for all: high challenge and low threat (absence of anxiety, uncertainty and stress) Climate valuing all: culture of respect; concern for relationships; use of humour "Welcoming routines" for students new to the class The classroom as a good place to learn and teach: displays: language/ visually rich environment 			

<ul style="list-style-type: none"> • Comfort, lighting, heat etc. • Accessible resources: routines for access and retrieval of information • Seating arrangements: flexible + managed • ICT resources • Managing learner's movement: use of space, sense of ownership of the classroom • Rewards and sanctions: consistency, displayed on wall; clear boundaries • Effective use of additional adult; cooperative teaching, clear role for ISAs 			
<p>3. The task or activity</p> <ul style="list-style-type: none"> • Planning at three levels: UDL and differentiation e.g. must, could, should- with appropriate challenge for all • Clarity of oral instructions and explanations: use of visual supports to present, explain • Variety of stimuli: text, objects, artefacts, photographs, diagrams, audio-visual aids, IWB (e.g. YouTube etc.) • Accessibility and quality of resources: font size; clear instructions; key words highlighted • Variety and choice • Range of support strategies, e.g. writing frames, targeted adult support • Use of peer support: e.g. buddies, peer mentors, cooperative group work • Variety of alternatives for recording: writing, audio assisted, drama, use of ICT, discussion + feedback 			
<p>4. The teaching style and strategy</p> <p>Sharing lesson objectives- making assessment criteria explicit and assessment formative</p> <p>Variety of teaching styles- modelling, scaffolding, guiding, sharing, active learning, problem solving</p> <p>Multi- sensory methods: visual, auditory, kinaesthetic</p> <p>Help with sequencing and organisation</p> <p>Support for short- term memory</p> <p>Appropriate expectations + target setting (curricular, behaviour)</p> <p>Learner grouping- pairs, friendship groups, ability groups etc.: support for independent learning;</p> <p>Non- verbal communication: body language; facial expression; conveying "liking"; showing empathy and smiling</p> <p>Praise and feedback- honest, specific, targeted; flexible response</p> <p>Training students to ask for help, say when they don't understand</p>			

Q.4 Are there any additional initiatives/ supports and/ or systems in place in your department to meet the needs of some students (for example: informal mentoring for 'at risk' students, lunchtime or special interest clubs, extra tuition). Please outline:

Q.5 Please circle the number that best represents the department's views about each of the statements *(Adapted from Booth and Ainscow 2002).*

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
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		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	Everyone is made to feel welcome in our school.	1	2	3	4	5
2	Students help each other.	1	2	3	4	5
3	Staff and students treat one another with respect.	1	2	3	4	5
4	There is partnership between staff and parents.	1	2	3	4	5
5	There are high expectations for all students.	1	2	3	4	5
6	Staff, BOM, students and parents share a philosophy of inclusion.	1	2	3	4	5
7	Students are equally valued.	1	2	3	4	5
8	Difference amongst the school community is celebrated.	1	2	3	4	5
9	All school policies are inclusive policies.	1	2	3	4	5
10	Staff are given opportunities to participate in professional development that will support teaching of students with additional needs.	1	2	3	4	5
11	Staff are aware of their responsibilities under current legislation in relation to the education of students with additional needs.	1	2	3	4	5
12	In our subject departmental meetings the agenda always includes discussion about how we are catering for students with additional needs.	1	2	3	4	5

Q. 6 Do we have any CPD needs in relation to teaching students with SEN?

☐ No

☐ Yes: Please outline any specific CPD needs:

Q. 7 As a school community, what are our key strengths in relation to how we include students with additional needs?

Q. 8 As a school community, what aspects of our SEN provision could we improve upon?

Parent Survey

We recommend surveying a minimum of 10-20% of the parents of students with identified and diagnosed needs in your school. You can, of course, survey more if you deem appropriate to the size of your school. Feel free to adapt the template and distribute in hard copy or electronically.

Parents'/Guardians' Observations

Please answer the following questions about your child. This information will be kept private and won't be shared with anybody. We are interested in finding out how you think your child is progressing in school and want to understand what we can do to make learning easier for your child.

Student Name: _____ Date: _____

Circle or Tick the Most Appropriate Answer

S/he gets up on time for school	always	most of the time	sometimes	hardly ever	Never
S/he tries their best at their homework	always	most of the time	sometimes	hardly ever	Never
S/he works well on their own	always	most of the time	sometimes	hardly ever	Never
S/he gets on with their siblings	always	most of the time	sometimes	hardly ever	Never
S/he can relax at home	always	most of the time	sometimes	hardly ever	Never
S/he follows instructions	always	most of the time	sometimes	hardly ever	Never
S/he tries to do their best at school	always	most of the time	sometimes	hardly ever	Never
S/he likes to learn new things	always	most of the time	sometimes	hardly ever	Never
S/he get on well with their teachers	always	most of the time	sometimes	hardly ever	Never
S/he asks questions if they don't understand something	always	most of the time	sometimes	hardly ever	Never
S/he gets on well with others in their class	always	most of the time	sometimes	hardly ever	Never
S/he follows the school rules	always	most of the time	sometimes	hardly ever	Never
S/he can read and understand homework	always	most of the time	sometimes	hardly ever	Never
S/he is able to organise their books, copies and materials for school	always	most of the time	sometimes	hardly ever	Never

S/he likes school	always	most of the time	sometimes	hardly ever	Never
S/he gets involved in school activities outside class	always	most of the time	sometimes	hardly ever	Never
S/he is proud of their work at school	always	most of the time	sometimes	hardly ever	Never
S/he gets enough sleep	always	most of the time	sometimes	hardly ever	Never

What are their strengths as you see them?

What do you think are the main areas they find difficult?

What do you find works well?

What is the school currently doing that works well for your child?

Is there anything else you think the school could do to support your child?

Student Survey

We recommend surveying a minimum of 10-20% of the students with identified and diagnosed needs in your school across all year groups. You can, of course, survey more if you deem appropriate to the size of your school. Feel free to adapt the template and distribute in hard copy or electronically.

Student Survey: How I get on with my learning

Please answer the following questions about your work in school. This information will be kept private and won't be shared with anybody. You don't have to add your name to the survey. We are interested in finding out how you are getting on in school and want to know what we can do to make learning easier for you. For each question circle one answer from the list ("always", "most of the time", "sometimes", "hardly ever", or "never"). If you do not understand what a word means, please ask your teacher.

Circle or Tick the Most Appropriate or 'Your Best' Answer

I arrive on time for class	always	most of the time	sometimes	hardly ever	Never
I try my best at my homework	always	most of the time	sometimes	hardly ever	Never
I work well on my own in class	always	most of the time	sometimes	hardly ever	Never
I work well in a group in class	always	most of the time	sometimes	hardly ever	Never
I find it easy to sit still in class	always	most of the time	sometimes	hardly ever	Never
I am able to listen to my teachers without getting distracted	always	most of the time	sometimes	hardly ever	Never
I follow instructions in class	always	most of the time	sometimes	hardly ever	Never
I try to do my best at school	always	most of the time	sometimes	hardly ever	Never
I like to learn new things	always	most of the time	sometimes	hardly ever	Never
I ask questions if I don't understand something	always	most of the time	sometimes	hardly ever	Never
I get on well with my teachers	always	most of the time	sometimes	hardly ever	Never
I get on well with others in my class	always	most of the time	sometimes	hardly ever	Never
I follow the school rules	always	most of the time	sometimes	hardly ever	Never
I can read and understand classwork	always	most of the time	sometimes	hardly ever	Never
I am able to organise my books, copies and materials for my classes	always	most of the time	sometimes	hardly ever	Never

I like school	always	most of the time	sometimes	hardly ever	Never
I get involved in school activities outside class	always	most of the time	sometimes	hardly ever	Never
I am proud of my work at school	always	most of the time	sometimes	hardly ever	Never
I feel happy at school	always	most of the time	sometimes	hardly ever	Never

In school I am good at

My teachers help me to learn and behave in school by

I could learn better in school if...

Key theoretical, policy and empirical literature underpinning this initiative.

If you would like to dive deeper into the literature underpinning this initiative we have provided some key journal articles that have informed why we are embarking on this initiative, and why we think it is important. Links to key policy frameworks are also included below.

Ainscow, M. and Sandill, A. (2010). 'Developing inclusive education systems: the role of organisational cultures and leadership'. *International Journal of Inclusive Education*, 14(4), 401-416 (in your resource pack).

Cheminais, R. (2015). *Handbook for SENCOs* (2nd Ed.). London: Sage Publications.

Department of Education and Science (DES) (2017). *Guidelines for Post-Primary Schools: Supporting Pupils with Special Educational Needs in Mainstream Schools*. Dublin: The Stationery Office. Available at: <https://www.education.ie/en/The-Education-System/Special-Education/Guidelines-for-Post-Primary-Schools-Supporting-Students-with-Special-Educational-Needs-in-Mainstream-Schools.pdf>

Department of Education and Skills Inspectorate (2016). *Looking at Our Schools 2016: A Quality Framework for Post Primary Schools*. Dublin: Department of Education and Skills. Available at: Department of Education and Skills Inspectorate (2016). <https://www.gov.ie/en/publication/743565-looking-at-our-school-2016/>

Fitzgerald, J., and J. Radford (2017). 'The SENCO Role in Post-Primary Schools in Ireland: Victims or Agents of Change?' *European Journal of Special Needs Education*, 32 (3): 452–466. (in your resource pack).

Fullan, M. (2011), 'Choosing the wrong drivers for whole school reform', *Seminar Series No. 204*, East Melbourne. [Online]. Available at: www.michaelfullan.ca/media/13501655630.pdf.

Hornby, G. (2015). 'Inclusive special education: Development of a new theory for the education of children with special educational needs and disabilities'. *British Journal of Special Education*, 42(3), 1-23 (in your resource pack).