

1. (f) Focused evaluation of learning and provision for students with special educational needs

Introduction

A focused evaluation of learning and provision for students with special educational needs is conducted in post-primary schools and evaluates:

- The quality of the learning outcomes and experiences of students with special educational needs
- The quality of a specific aspect of the school's provision for students with special educational needs

The evaluations identify and affirm good practice in the school while providing clear recommendations for further development and improvement, when required.

Evaluation focus

Learning outcomes and experiences

To achieve good quality educational outcomes, students require engaging, supportive and challenging learning activities and need to experience success and progression in their learning. They also require whole-school and classroom environments that promote a sense of belonging and connectedness to the school. This evaluation will focus on the extent to which:

- Teachers use effective teaching and learning strategies and approaches to support students with special educational needs attain good quality outcomes.
- The learning experiences of students with special educational needs support their engagement, progression and success in learning.

Aspects of the school's provision for students with special educational needs

All schools receive an additional teaching allocation to enable them to provide additional support to students with special educational needs. To help schools ensure that this additional teaching resource is deployed correctly and for its intended purpose, the Department has published [Guidelines for Post Primary Schools: Supporting Young People with Special Educational Needs in Mainstream Classes](#).

These guidelines provide clear direction to schools on the principles underpinning the special education teaching model, the process for the deployment of special education teaching resources, the roles and responsibilities of school management and staff and the problem-solving process for identification of need, planning, intervention and review of response to intervention.

This evaluation focuses on a specific aspect of a school's provision for students with special educational needs. This may include, for example, the use of the student support file, the implementation of the continuum of support framework or the use of team teaching. The selection of the specific aspect may be determined by the Inspectorate and informed by

system priorities or may be discussed with school leadership and informed by the school's own priorities.

OVERVIEW OF INSPECTION ACTIVITIES: FOCUSED EVALUATION OF LEARNING AND PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

BEFORE THE INSPECTION	Notification	Normally, five working days in advance of the evaluation. Schools are notified by phone call, followed by e-mail to the principal
	Inspectorate activity	Inspector liaises with principal to - outline the format of the inspection - confirm school timetable information - discuss the area of focus with the principal - arrange times of meetings with students and parents
	School activity	Principal completes and returns the school contact form and the school information form
DURING THE INSPECTION	Inspectorate activity Typically up to three school days	Inspector uses school provision plan to select for student and parent focus groups, and asks principal to arrange for distribution of invitations and consent and assent forms Inspector communicates timetable for each day of the evaluation each morning Evaluation of teaching, learning and assessment in mainstream, support and, where relevant, special class settings Interaction with students Review of students' work Feedback to individual teachers whose practice was observed Meetings with all or some of the following: - senior leadership - relevant members of special education team and other teachers as appropriate - group of students - group of parents - group of special needs assistants, as relevant Review of assessment data, school provision plan and other documents relevant to the focus of the evaluation Completion of Child Protection and anti-bullying checks (Level 1) Feedback meeting with principal and key members of the special education teachers' team
AFTER THE INSPECTION	Inspectorate activity	Draft report issued for factual verification and for school response
	School activity	Review report for factual verification School may submit a school response
	Inspectorate activity	Publication of final report on www.gov.ie/schoolreports

1. (f) Meastóireacht dhírithe ar an bhfoghlaim agus ar an soláthar do scoláirí a bhfuil riachtanais speisialta oideachais acu

Réamhrá

Déantar meastóireacht dhírithe ar an bhfoghlaim agus ar an soláthar do scoláirí a bhfuil riachtanais speisialta oideachais acu in iar-bhunscoileanna agus lena linn déantar measúnú ar na nithe seo a leanas:

- Cáilíocht thorthaí foghlama agus eispéiris na scoláirí a bhfuil riachtanais speisialta oideachais acu
- Cáilíocht gné áirithe sholáthar na scoile do scoláirí a bhfuil riachtanais speisialta oideachais acu

Déantar dea-chleachtas sa scoil a shainaithint agus a dhearbhu sna meastóireachtaí agus déantar moltaí soiléire a chur ar fáil le haghaidh tuilleadh forbartha agus feabhsúcháin, nuair is gá.

Fócas na meastóireachta

Torthaí agus eispéiris foghlama

Chun torthaí maithe oideachasúla ar ardchaighdeán a bhaint amach, teastaíonn gníomhaíochtaí foghlama suimiúla, tacúla agus dúshlánacha ó scoláirí agus caithfidh siad rath agus dul chun cinn a fheiceáil ina gcuid foghlama. Teastaíonn timpeallachtaí scoile uile agus seomra ranga uathu freisin ina chuirtear muintearas agus cóngas leis an scoil chun cinn. Díreofar sa mheastóireacht seo ar:

- An méid a úsáideann múinteoirí straitéisí agus cuir chuige éifeachtacha teagaisc agus foghlama chun tacú le scoláirí a bhfuil riachtanais speisialta oideachais acu torthaí maithe ar ardchaighdeán a bhaint amach.
- An méid a thacaítear le rannpháirtíocht, dul chun cinn agus rath foghlama scoláirí ag a bhfuil riachtanais speisialta oideachais lena n-eispéiris foghlama.

Gnéithe sholáthar na scoile do scoláirí a bhfuil riachtanais speisialta oideachais acu

Faigheann gach scoil leithdháileadh teagaisc sa bhreis chun cabhrú leo tacaíocht sa bhreis a chur ar fáil do scoláirí a bhfuil riachtanais speisialta oideachais acu. Chun cabhrú le scoileanna a chinntiú go mbaintear feidhm cheart as an acmhainn foghlama sa bhreis seo agus chun a cuspóra beartaithe, d'fhoilsigh an Roinn [Treoirínte d'Iar-Bhunscoileanna: Ag Tacú le Daoine Óga a bhfuil Riachtanais Speisialta Oideachais acu i Ranganna Príomhshrutha](#). Cuirtear ar fáil sna treoirínte seo treo díreach do scoileanna maidir leis na prionsabail atá mar bhonn faoin samhail teagaisc oideachais speisialta, an próiseas chun feidhm a bhaint as acmhainní teagaisc oideachais speisialta, ról agus freagrachtaí bhainistíocht agus fhoireann na scoile agus an próiseas réitigh fadhbanna chun riachtanas, pleanáil agus idirghabháil a aithint agus athbhreithniú ar fhreagairt ar idirghabháil.

Dírítear sa mheastóireacht seo ar ghné áirithe sholáthar na scoile do scoláirí a bhfuil riachtanais speisialta oideachais acu. D'fhéadfadh an méid seo a leanas a bheith i gceist leis

sin, mar shampla, úsáid an chomhaid tacaíochta scoláire, cur i bhfeidhm threoir an chontanaim tacaíochta nó úsáid cómhúinteoireachta. Is féidir roghnú na gné áirithe a chinneadh ag an gCigireacht agus eolas a dhéanamh dó ag na tosaíochtaí córais nó is féidir é a phlé le ceannaireacht na scoile agus eolas a dhéanamh dó ag tosaíochtaí na scoile féin.

FORLÉARGAS AR GHNÍOMHAÍOCHTAÍ CIGIREACHTA: MEASTÓIREACHT DHÍRITHE AR AN BHFOGHLAIM AGUS AR AN SOLÁTHAR DO SCOLÁIRÍ A BHFUIL RIACHTANAIS SPEISIALTA OIDEACHAIS ACU

ROIMH AN Gcigireacht	Cur ar an eolas	De ghnáth, cúig lá oibre roimh an meastóireacht. Cuirtear scoileanna ar an eolas trí ghlaó teileafóin, agus ríomhphost ina dhiaidh sin chuig an bpríomhoide
	Gníomhaíocht na Cigireachta	Téann an cigire i mbun plé leis an bpríomhoide chun • struchtúr na cigireachta a leagan amach • eolas faoi chlár ama na scoile a dhearbhu • an réimse fócais a phlé leis an bpríomhoide • amanna na gcruinnithe le scoláirí agus tuismitheoirí a eagrú
	Gníomhaíocht na scoile	Príomhoide • cuireann sé/sí foirm teagmhála na scoile agus foirm eolais na scoile i gcrích
LE LINN NA CIGIREACHTA	Gníomhaíocht na Cigireachta De ghnáth suas go trí lá scoile	Úsáideann an cigire an plean soláthair scoile chun grúpaí fócais scoláirí agus tuismitheoirí a roghnú, agus iarrann sé/sí ar an bpríomhoide leithdháileadh cuirí agus foirmeacha toilithe agus comhaontaithe a eagrú Cuireann an cigire an clár ama le haghaidh gach lá na meastóireachta in iúl gach maidin Meastóireacht ar an teagasc, foghlaim agus measúnú i suíomhanna príomhshrutha, tacaíochta agus, nuair is cuí, ranganna speisialta Caidreamh le scoláirí Athbhreithniú ar obair na scoláirí Aiseolas chuig múinteoirí aonair a ndearnadh breathnóireacht orthu Cruinnithe le gach nó roinnt de na daoine seo a leanas: • ceannaireacht shinsearach • comhaltaí cuí na foirne oideachais speisialta agus múinteoirí eile de réir mar is cuí • grúpa scoláirí • grúpa tuismitheoirí • grúpa cúntóirí riachtanais speisialta, mar is cuí Athbhreithniú ar shonraí measúnaithe, plean soláthair scoile agus cáipéisí eile a bhaineann le fócas na meastóireachta Cur i gCrích na Seiceálacha Cosanta Leanaí agus frithbhulaíochta (Leibhéal 1) Cruinniú aiseolais leis an bpríomhoide agus príomhchomhaltaí fhoireann na múinteoirí oideachais speisialta

I nDIAIDH NA CIGIREACHTA	Gníomhaíocht na Cigireachta	Dréacht-tuairisc a eisiúint le haghaidh dearbhú fíricí agus le haghaidh freagra na scoile
	Gníomhaíocht na scoile	Athbhreithniú ar an tuairisc le haghaidh dearbhú fíricí Is féidir leis an scoil freagra scoile a chur isteach
	Gníomhaíocht na Cigireachta	Foilsíú na tuairisce deiridh ar www.gov.ie/schoolreports