**School Self-Evaluation Report 2017/’18**

1. **Introduction**

School self-evaluation is seen as an important area in our school as it informs The Board of Management, staff, parents and pupils with regard to school development planning.

Through the ongoing process of School Self-Evaluation, The Board of Management & other stakeholders focus on identified areas of concern which are pertinent to our school and are particularly relevant to teaching and learning.

This school self-evaluation report for 2017/’18 concentrates on SEN and our school’s beliefs and values. The report also evaluates the school’s legislative and regulatory compliance as per the School Self-Evaluation Guidelines checklist.

1. **The focus of the evaluation**

A school self-evaluation of teaching and learning in Special Education was undertaken in the school during the 2017/’18 school year.

**School Context**

* This is a mixed, vertical primary school located on the edge of Portlaoise with a rural/urban intake.
* At the time of the report there are 232 pupils.
* The school is single stream junior infants to sixth – eight classes, eight class teachers, 6 SET, an administrative principal, four SNAs and part-time ancillary staff.
* The school has a strong record in working with children with Special Educational needs.
* The school benefitted from a Whole School Evaluation in April 2018.

1. **Findings**

* A staff survey indicated that the staff believes that there is a strong emphasis on inclusion in the school.
* Staff identified the following strengths with regard to SEN in the school:
  + Positive relationships between staff and parents
  + Continuous efforts by staff to understand and assist pupils experiencing difficulties in school.
  + Provision of resources
  + Provision of financial assistance to parents for assessment purposes.
  + Very supportive SEN team both teaching and SNAs.
  + Willingness to engage in CPD
  + Staff desire to continuously improve SEN in the school.
* Staff identified the following areas as the priorities for development in SEN:
* Greater emphasis on early intervention
* Revise SET policy in line with Department of Education and Skills circular 13/17
* More team teaching, station teaching, in class support and time for formal communication amongst teachers.
* Improve the quality of planning including registers, student support files and planning templates
* Needs of gifted pupils
* Parents surveyed indicated satisfaction in the following areas:
  + Communication with school
  + Support with assessment process and assessments
  + Additional support offered to children in literacy/numeracy
  + Care provided to children with additional needs.
* Parents had concerns in the following areas:
  + Children with needs who do not qualify for Irish Exemptions
  + Widening academic gap with peers as children age
  + Friendship & social issues.
  + Length of time to access support from external agencies
  + Removal of support.
* Whole School Evaluation report recommended that individual support plans to address the needs of all pupils with SEN should be devised to ensure the incremental progress of each pupil at all stages on the continuum, and weekly planning should be informed by these plans.

1. **Progress made on previously identified targets.**

Work on previous literacy and numeracy reports complete. Moratorium on SSE affected progress on third report Gaeilge which now needs to be revisited.

1. **Summary of school self-evaluation findings**

* Our school has strengths in the following areas:
  + The school has a good reputation for working with & supporting SEN pupils.
  + There is good communication & support between school and home.
  + The school is continuously seeking to improve outcomes for SEN pupils
* The following areas are prioritised for improvement:
  + Revision of SEN policy in line with circular 13/17
  + Improve communication between all parties.
  + Improve the quality and consistency of SEN planning
  + Early intervention & greater in class support
  + Consideration of needs of gifted pupils

1. **The following legislative and regulatory requirements need to be addressed.**

* No areas were identified at present.