

The Education and Training Inspectorate

***An Evaluation of
the Quality of
Special Educational Needs
Provision in Special Units
attached to
Mainstream Schools***

September 2010

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1. INTRODUCTION

1.1 The latest¹ Department of Education (DE) statistics show that 56 primary and 33 post-primary schools provide unit support for just over 1,000 pupils and just over 800 pupils respectively. There has been little change over the past six years the percentage of pupils enrolled in special units, in either the primary or post-primary phases of education. Approximately 6.5% of all primary and 15% of all post-primary schools have some type of unit provision.

1.2 The Western, North-Eastern and the Southern Education and Library Boards (ELBs) no longer use the term 'unit' but refer instead to 'learning support centre'. The Belfast and the South-Eastern ELBs refer to 'units'. Confusion arises around the fact that some post-primary schools have created their own internal 'Learning Support Centres' (LSCs) within their schools to help support pupils who are experiencing difficulties; the pupils in these LSCs do not hold a statement of educational need to access these LSCs.

1.3 In this report, the term 'unit' is used to refer to a class attached to a mainstream school, in which all the pupils have, or are in the process of obtaining, a statement of educational needs in relation to their learning difficulties. The term 'unit' also includes LSCs which the ELBS have developed to meet a range of primary needs.

1.4 In February 2010, the Education and Training Inspectorate (Inspectorate) undertook an evaluation of the quality of the provision in units for pupils with moderate learning difficulties (MLD) in a random sample of primary and post-primary schools. This report is based on the findings of inspection visits to MLD units in 17 primary and ten post-primary schools. Previous inspection surveys on the quality of provision in MLD units in primary² and post-primary³ schools were carried out in 2000 and 2001 respectively.

1.5 Both surveys reported that a majority of MLD units provide good quality education for their pupils. The strengths of the units lie in the good quality of the teaching; the effective planning for the pupils' learning; the effective integration arrangements; the sound quality of links with further education colleges and the schools' commitment to accreditation at key stage (KS) 4; the commitment of principals and members of senior management to the work of the units; and the sound progress the pupils make in their learning. However, the surveys also identified a number of areas which needed to be addressed to improve the provision further.

These included the need:

- for more staff development opportunities to help teachers working with pupils with MLD and additional complex needs such as behavioural and emotional difficulties;
- to ensure that all staff are fully informed about the specific needs of pupils joining their classes from MLD units;
- in a small minority of schools, for the principal to be more involved in monitoring the work in the unit;

¹ DE Annual Schools' Census – Oct 2009

² A Report on A Survey of Provision for Pupils with Moderate Learning Difficulties in Primary Units in Northern Ireland (Education and Training Inspectorate) 1999-2000

³ A Survey of Provision for Pupils with Moderate Learning Difficulties in Units in Post-Primary Schools in Northern Ireland (Education and Training Inspectorate) 2000-2001

- to streamline, as much as possible, the administrative aspects of managing the annual review, including liaison with parents and other professionals;
- for the ELBs to ensure greater consistency across the ELBs in terms of organisation, management, staffing and resourcing of the MLD units; and
- for a minority of schools, to review the opportunities which the pupils from the MLD units have for meaningful and successful integration.

1.6 This report takes cognisance of the findings of the 2000-1 reports where they are applicable to the areas for improvement and, in particular, in relation to the policy and rationale underpinning unit provision.

2. OBJECTIVES OF SURVEY

2.1 The survey set out:

- to evaluate the impact of unit provision on the learning outcomes for pupils in MLD units;
- to evaluate the social and inclusion impact of unit provision in terms of pupils' attitudes and social competence, access to peer interaction and their engagement with the mainstream provision;
- to evaluate the quality of management at individual school level, of the provision for pupils in units and the development of staff competence for work in this area; and
- to evaluate the extent to which there is a concerted strategic approach to unit provision across the ELBs.

3. METHODOLOGY

3.1 The inspectors observed almost 90 lessons in 27 different schools (Appendix 3); these observations took place in both the MLD units and also in classes where the unit pupils were integrated for lessons alongside their mainstream peers. Discussions were held with principals, special educational needs co-ordinators (SENCOs), teachers and pupils. In addition, the inspectors examined samples of pupils' work, teachers' planning, school development plans (SDPs), special educational needs (SEN) policies, individual education plans (IEPs) and any other documentation, provided by the schools, and relevant to the inspection survey.

3.2 Every primary and post-primary school with any form of unit provision was invited to complete an online questionnaire, which detailed a wide range of information about the units, including, for example, type of unit, qualifications of staff, integration opportunities for pupils, transition arrangements, accreditation, management of the units and quality of the resourcing and accommodation (Appendix 1). Approximately 60% of these schools completed and submitted the online questionnaire. This information was analysed to inform the survey outworking and to augment the evidence arising from the visits to the sample of schools.

3.3 Prior to the inspection visits, the schools sampled were invited to complete a proforma which formed the basis for discussion with the visiting inspector (Appendix 2). A meeting was also held in each ELB, with key senior education officers who hold responsibility for SEN, to outline the inspection procedures and approach and to consider any key matters raised by the officers.

3.4 In assessing the various features of the provision for SEN, inspectors relate their judgements to the following six performance levels:

PERFORMANCE LEVEL
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

3.5 Throughout the report, a number of quantitative terms are used which should be interpreted as indicated below:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

4. SUMMARY OF MAIN FINDINGS

4.1 One of the most significant findings of this report is that the profile of pupils in MLD unit provision is changing significantly, and characterised by more diverse and complex educational, social and emotional needs. Secondly, the concept of the unit as a stepping stone to full integration into the mainstream class is no longer the probable outcome for the pupils; continual learning support that is flexible for almost all of the pupils with SEN, is more likely to be the practice of future provision. Lastly, there is a lack of vision, strategic planning and commonality of approach to unit provision across the ELBs.

4.2 These findings highlight the need for appropriate staff development opportunities to help and support teachers in working effectively with unit pupils. Links across special schools and units need to be strengthened if the needs of a minority of the pupils in units are to be met more effectively.

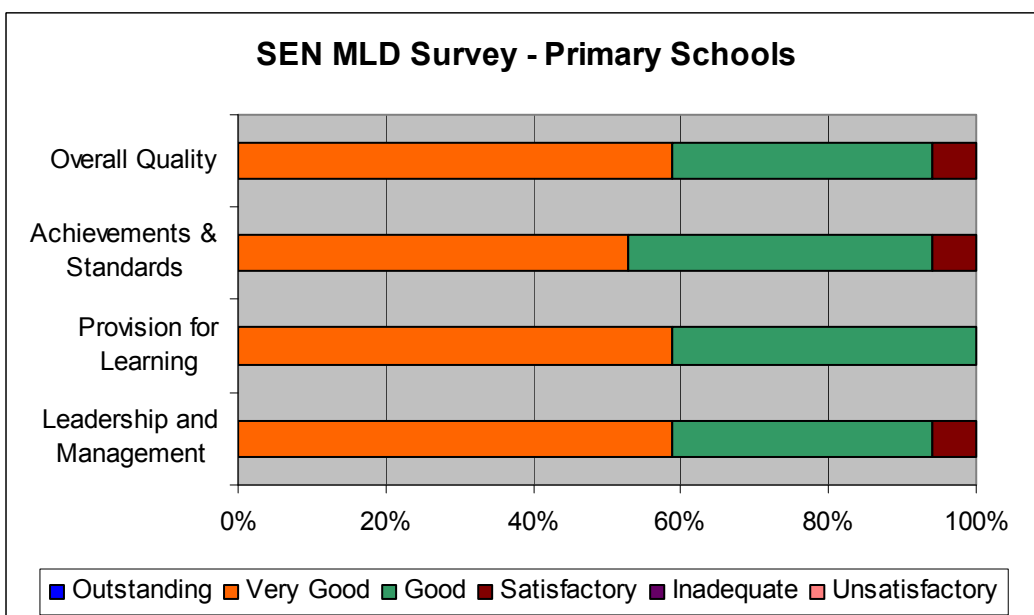
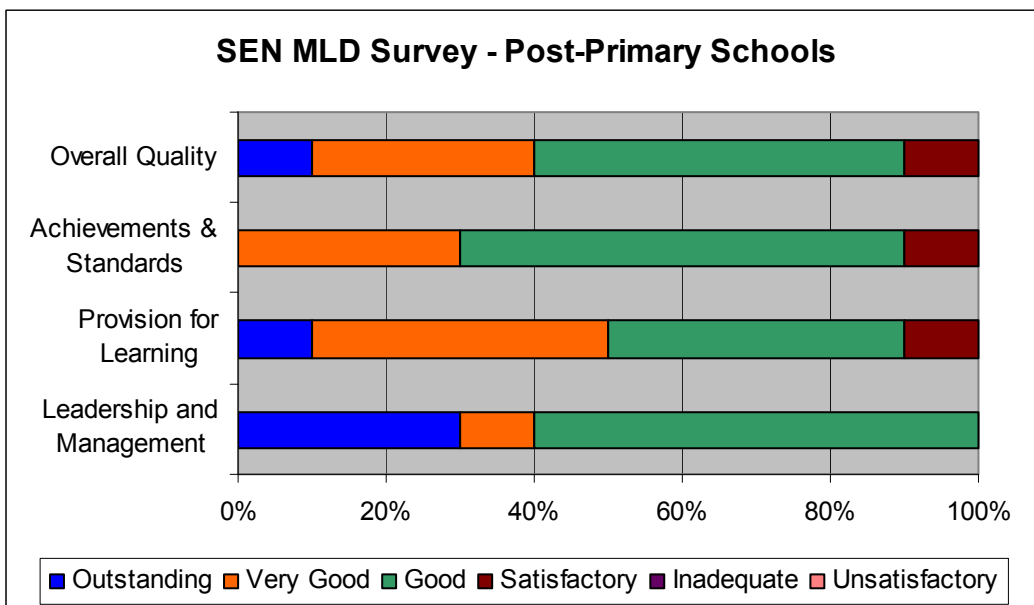
4.3 KEY FINDINGS

- Unit provision is an important part of the wider provision for special needs. It is an important intervention for pupils with MLD and associated primary needs, who display additional social, emotional and behavioural difficulties, and who find learning in large numbers difficult and stressful. The success of unit provision is the small class sizes and specialist teaching and leadership. As the needs and challenges of the pupils in MLD units become more diverse, it is imperative that class sizes remain small.

- When managed effectively, unit provision is ideally placed to promote inclusive learning alongside peers. It enables the pupil to remain within his/her community and to be educated alongside peers and siblings. However, there is a significant number of pupils who cannot cope even with very limited integration, and whose needs are best met in the unit or in a special school environment for a short or longer period. The emerging concept of 'learning support' provides a more effective model for pupils whose needs can be met through a flexible combination of both unit and mainstream classroom placement.
- In the primary and post-primary units visited as part of this survey, most pupils achieve well, based on their prior educational standards and special educational needs. Their IEPs are of good quality and outline appropriate targets and strategies to promote improvement and learning. As evidenced by the returns from the online questionnaire, almost all of unit pupils achieve some form of accreditation by the end of KS4, mostly at pre-entry General Certificate of Secondary Education (GCSE) level, demonstrating that pupils attending units can and should access appropriate learning pathways.
- The quality of the integration experiences for pupils in primary units is very good or better in about 40% of the schools visited; in post-primary schools, the integration experiences for the pupils are of a very good quality in 60% of the schools visited. Significantly however, in both phases the majority of the integration opportunities are for subject areas other than literacy and numeracy. The inclusion of pupils into mainstream classes on a full-time basis is clearly complex and challenging, and some form of unit support will remain the common practice. The concept of a 'Learning Support Centre,' which allows for a mixture of support classes and mainstream classes, is increasingly a more appropriate strategy for personalised learning, particularly for the older pupil.
- The quality of the teaching in almost all the lessons across both phases, ranged from good to outstanding. In 50% of all the lessons seen, the teachers provided very good breadth and balance in the curriculum. It is important to have suitably qualified and well-trained staff in units and mainstream classes, providing well-planned learning experiences for pupils whose needs are diverse. The need for capacity building among teaching staff, across special and unit provision is required to meet the increased needs of the learners.
- In just over a half of the primary and in almost two-thirds of the post-primary schools visited as part of this evaluation, there was no strategic planning in the SDP for the further development of the unit provision. Approximately 20% of the online responses in both the primary and post-primary phase show that the development of the provision of the unit is not a priority in the SDP. In the best practice seen in a very small number of schools, unit provision is a priority in the SDP, and effective policies, integration opportunities and good collaborative working within the school and with the local special school are very evident. Where this best practice exists, integration is also most effective, and in-service support has been focused on sharing practice between the units and the mainstream classes.
- Staff development opportunities are very good in approximately 40% of all the units visited. The pupils in units have an increasingly wide range of diverse needs and challenges; with this changing unit pupil profile there is the need for more staff development opportunities to help and support teachers in working with these pupils, including 'clustering' arrangement with other units as well as with special schools and the specialist services within the ELBs. The Inspectorate evidence indicates that 'clustering' can be a very valuable arrangement whereby teachers share very good practice and areas of common concern and it should be promoted further.

- Currently the ELBs do not have a strategy for working together to promote the development of unit provision. There is also a significant need for a more effective continuum of provision across units, mainstream classes and special schools. The inspection findings highlight the need for a strategic approach to the provision of unit support within the range of provision offered by ELBs.

4.4 In summary, MLD unit provision has evolved in an ad hoc way. Education and Library Boards need to work together more cohesively to plan strategically for the future development of unit provision in order to ensure equality and consistency and that the provision is fit for purpose. The DE should, in the implementation of its policy proposals, The Way Forward for Special Educational Needs and Inclusion, ensure that these issues are addressed.



5. ACHIEVEMENTS AND STANDARDS

5.1 In the schools visited as part of the survey, almost all the pupils in the units achieve well and make good progress based on the appropriate targets outlined in their IEPs. They benefit socially, and develop important skills to help them engage with one another and with their learning. In the best practice, in approximately one-third of the primary and a half of the post-primary units visited, the pupils can work independently and in groups, and can apply their learning across subjects. In all units, the pupils behave well, engage for the most part in their lessons and make the progress expected of them.

5.2 KEY INDICATORS OF ACHIEVEMENT AND STANDARDS

- In the primary units, individual classes include pupils from a wide age range, stretching for example, from year 1 up to year 4. This arrangement has led to challenges for the teachers of these classes in relation to the implementation of the Northern Ireland Curriculum (NIC). Excessive demands, for example, are made of the teacher to ensure effective interaction with the younger pupils during play-based learning, while still meeting the needs of the older pupils in the class.
- All of the post-primary schools that responded to the online questionnaire indicate that almost all the pupils in the units achieve some form of accreditation. The majority of successful accreditation is at pre-entry GCSE level. Smaller classes and access to more individualised support facilitate those pupils with more complex needs to achieve better standards, and help them to gain improvement in their learning, behaviour and general well-being.
- In the best practice, in a very small number of the post-primary schools visited, the staff has high expectations for all pupils, and the pupils have a clear understanding about expected standards of work and behaviour. In these units, the pupils achieve very good standards, given their wide range of special educational needs. The programme for careers education, information, advice and guidance also supports well the pupils' transition to adult and working life. The pupils have access to a wide range of appropriate accredited courses, and the pathways are well-matched to the abilities and interests of the pupils.
- The sharing of good practice and expertise between special schools and schools with special unit provision, would help to address the increasingly complex and often unique needs of the pupils in special units.

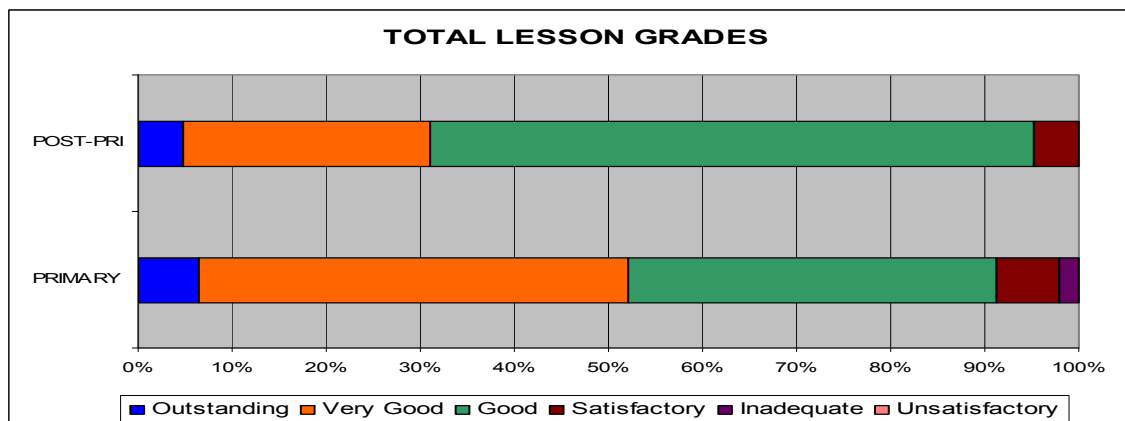
6. PROVISION FOR LEARNING

6.1 The quality of the teaching ranged from good to outstanding in almost all the lessons observed in both primary and post-primary schools. In 50% of the lessons seen in both sectors, there was very good breadth and balance in the curriculum on offer. The pupils' learning was most effective in approximately 50% of the primary and in 30% of the post-primary units. This best practice was characterised by the teachers' high expectations of what the pupils could achieve. The work in the unit classes and in the integration classes was well-paced, practical and was matched closely to the needs and abilities of all the pupils within the class. The intended learning was discussed at the beginning of the lessons, and at the end, there was review and consolidation of the learning. A suitable variety of teaching strategies was employed effectively, and opportunities were provided for the pupils to work independently or in small groups. The teachers used skilful questioning that developed the pupils' ability to give extended responses.

6.2 KEY INDICATORS OF LEARNING AND TEACHING

- Nearly all the unit classes visited in both primary and post-primary schools had a very inclusive and welcoming ethos, in which the pupils' achievements were celebrated, and their learning was supported well by the staff.
- In most of the primary, and in a majority of the post-primary units, assessment and planning for learning are very good. In the best practice, the teachers have exemplary record-keeping, enabling effective tracking of the pupils' progress.
- In post-primary schools, the development of the Learning Support Centre (LSC) is proving to be a robust integrated and flexible model. These LSCs ensure a strong emphasis on learning support, with pupils accessing the centre for support for aspects of their work or behaviour, while still spending the majority of their time in mainstream classes. Access to the specialist support in the LSC is vital to meet the needs of these pupils and to promote their learning. The LSCs are most successful when the whole school has signed up to an inclusion policy, and pupils are integrating with their peers for all subjects, including literacy and numeracy where appropriate.
- Results from the online questionnaire show that, in both the primary and the post-primary schools, the pupils from the units spend between ten and 40% of their time in school, integrated in the mainstream classes with their peers. A small number of post-primary schools involve the pupils from the units for about 80% of their time in integrated activities.
- In over one-third of the primary, and over two-thirds of the post-primary schools visited, the integration experiences for the pupils are very good and represent an improvement on the 2000-01 findings. In these schools, there is a clear policy on inclusion and integration. As well as effective integration opportunities and good outcomes with mainstream classes in lessons during the day, the schools have identified practical actions at other times, such as before school, during break times and for extended school or extra-curricular activities.
- Because of the increasingly diverse nature of the challenges and difficulties of the pupils in the units, there are for some, less realistic opportunities for full integration in mainstream classes. Opportunities for social inclusion, however, need to be promoted continually. In those units where challenging behaviour is an issue, access to outreach support from the special school sector should be considered.
- Results from the online questionnaire, supported by the findings from the sample schools visited, show that in the primary schools, the pupils from the units integrate mostly for lessons in the arts, physical education, religious education and play-based learning. In the post-primary schools, integration is mostly in physical education, the arts and in information and communication technology (ICT) lessons. There is evidence from the Inspection that appropriate opportunities for integration in literacy and numeracy classes are being missed.
- Where the quality of the integration experiences is outstanding, as in a minority of the primary schools visited, unit teachers and their assistants collaborate and plan with the SENCO and the mainstream teachers to ensure appropriate links and effective learning through topic work.

- In a minority of all the schools, there is good collaboration between the therapists and the school staff; in a majority (60%) of all the schools, however, there is a need for more liaison between the therapists and the classroom teachers so that therapy strategies can be shared and reinforced effectively in the classroom.



7. LEADERSHIP AND MANAGEMENT IN THE SCHOOLS

7.1 There is a very close correlation, particularly in the primary schools visited, between the overall quality of the unit provision and the quality of the leadership and management of the unit by the senior management team (SMT) of the school. For example, the overall quality of the unit provision is very good in 60% of the primary units, matching closely the quality of the leadership and management by the SMT.

7.2 KEY INDICATORS OF LEADERSHIP AND MANAGEMENT

- The role of the SENCO or the head of the unit(s) is vital as a link to providing relevant information and guidance for staff in mainstream classes, and in building the capacity of teachers across the school in supporting pupils with special educational needs.
- In just over a half of the primary, and in almost two-thirds of the post-primary schools visited as part of this evaluation, there was no strategic planning in the SDP for the further development of the unit provision. Approximately one-fifth of the online responses in across both phases, indicate that the development of the provision of the unit is not a priority in the SDP.
- There is very good quality accommodation, used effectively, in just over 50% of all the units visited. In 50% of the post-primary and in 70% of the primary units, resources are of a high quality and are used appropriately.
- Responses from the online questionnaire indicate that most units are located within the main school building and close to same-age classes. Approximately 60% of the responses from both primary and post-primary schools indicate that the current unit accommodation is not purpose-built. A small number of online responses indicated less than average classroom space. A minority of the units, particularly in the primary schools, are located in mobile classrooms.

- In about half of all the schools visited, the unit staff provides training in special needs for the mainstream school staff in a formal and systematic way.

8. EDUCATION AND LIBRARY BOARDS

8.1 Based on the online responses, the schools report good support from the ELB in 75% of primary units and in 50% of post-primary. Where the ELB has a designated officer with responsibility for providing pedagogical and curriculum training specifically for unit staff, the schools report excellent support.

8.2 Staff development opportunities for the staff in the units are very good in approximately 40% of all the units in both the primary and the post primary schools visited. In the majority of the units in both phases, the pupils increasingly present with a wider range of diverse needs and more profound challenges than was the case before the implementation of the Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO). In the best practice, in a small number of schools, the teachers cope well, with the support of the rest of the school staff. With the changing pupil profile within the units, there is the need for further staff development opportunities to support the teachers working with these pupils in order to best meet their needs.

8.3 The online questionnaire indicated that about 50% of all the units across both phases are involved in a 'clustering' arrangement with similar units. In order to meet the increasingly complex needs of unit pupils, it is vital that units cluster effectively with each other, as well as with special schools and the specialist services within the ELBs, to share experiences, disseminate best practice, and access relevant expertise and professional development opportunities.

8.4 Very few units have effective links with the special school sector. Units benefit from developing links with special schools, and with each other, particularly when the pupils have more complex needs and the special school has expertise, which can be accessed.

8.5 The NEELB through the leadership of a dedicated officer for unit provision, is currently working in partnership with school principals to bring about commonality in provision within the units in the ELB area. To ensure continuity and consistency, the principals and the unit staff are working together, for example, to produce a handbook for the units. This, and other examples of good working partnerships in other ELBs, should be disseminated widely.

8.6 The findings from this survey endorse the ELBs' view that they provide adequate funding for pupils in units. This funding is not 'ring-fenced'. As a result, schools may allocate the funding to other priorities in the school. There is a need for common procedures and protocols across the ELBs regarding how the allocated funding for unit provision should be used and for schools to be better able to track the use of the allocated funding.

8.7 Because all the pupils in units must hold, or be in the process of obtaining, a statutory statement of need, the lengthy time involved in the statementing process has been a difficulty in assigning pupils to units. During this survey, for example, inspectors visited recently established primary units where less than five pupils were enrolled, although the unit had expectations of other specific pupils joining the class. Conversely, some post-primary units were over-subscribed in terms of the number of pupils attending the unit. There is a need, therefore, to clarify and define the administration around entrance to and exit from units.

8.8 Over the years, unit provision in the ELBs has evolved in an ad hoc way, based, for example, on spare capacity rather than as part of a strategic plan to ensure support where it was most needed. There is a need for ELBs to work closely together to plan strategically for the future development of unit provision to ensure consistency for a continuum of provision for a continuum of need. The DE should, in the implementation of its policy proposals, The Way Forward for Special Educational Needs and Inclusion, ensure that these issues are addressed.

9. CONCLUSION

9.1 KEY STRENGTHS

- There is a very positive ethos within the units, characterised by the high quality of the pastoral care provision for unit pupils and the good working relationships within the schools.
- The staff within the units are committed to meeting the needs of the pupils. There is very good team-work and very good collaborative practice among unit teachers, classroom assistants and school SENCOs, enabling them to work together in a constructive manner.
- The teaching in the units is of very high quality.
- The teachers' planning for, and their evaluation of, the pupils' learning is of a high quality.
- The pupils in the units make good progress and achieve good standards, in line with their abilities and previous attainments.
- The integration experiences provided for the pupils in almost half of the schools visited are of very good quality.

9.2 KEY AREAS FOR IMPROVEMENT

- There is a changing profile in the pupil population in MLD units; pupils in the units are presenting with an increasingly wide range of diverse and complex needs and challenges. With this changing profile of the pupils in units, there is the need for changing and appropriate staff development opportunities to help and support teachers in working effectively with the pupils.
- There is a lack of a shared vision at a strategic level across the ELBs. Moderate Learning Difficulty unit provision has evolved in an ad hoc way. Education and Library Boards need to work together more closely to plan strategically for the future development of unit provision in order to ensure equality, consistency and the highest quality of provision. The DE needs to take the lead in addressing this issue through its policy proposals in, The Way forward for Special Educational needs and Inclusion.

ONLINE PROFORMA – EVALUATION MLD UNITS/LSCs

GENERAL INFORMATION

- name of school
- school reference number
- total school enrolment
- number of units/learning support centres (LSCs)
- number of pupils in each unit/LSC
- number of full-time pupils in each unit/LSC
- type of units/LSCs
- key stage of units/LSCs
- number of teachers in units/LSCs
- number of classroom assistants (CAs) in units/LSCs
- do all pupils have a statement of need?

QUALIFICATIONS

- what is/are the qualifications of the unit/LSC teacher/s?
- what is/are the qualifications of the unit/LSC CA/s?
- what is/are the qualifications of the special educational needs co-ordinator (SENCO)?

PLANNING

- does your school have an Inclusion Policy?
- is the development of the provision of the unit/LSC a priority in the School Development Plan?
- is there an appropriate Action Plan for the development of the work of the unit/LSC?

PROVISION

- generally, what percentage of time do the pupils from the units/LSCs spend with their mainstream peers?
- generally, for which subject areas are the pupils integrated?
- how is the SENCO involved in the work of the unit/LSC?
- what and how much therapy provision do pupils have access to in school?
- do pupils have access to adequate therapy?

TRANSITION & ACCREDITATION

- PRIMARY: to where do pupils transfer post KS2?
- POST-PRIMARY: to where do pupils transfer post KS3?
- to where do pupils transfer post KS4?
- what accreditation did KS4 pupils attain in the last 3 years?

STAFF DEVELOPMENT

- are unit/LSC staff 'clustered' with other units/LSCs?
- what support does the ELB offer in terms of staff training?
- what other support is offered by the ELB?
- do/does the unit/LSC staff provide training in special needs for the mainstream school staff in a formal and systematic way?

MANAGEMENT OF UNITS/LSCs

- who assigns pupils to the school's unit/LSC provision?
- what criteria are used in allocating pupils to units/LSCs?
- who manages the units/LSCs?
- what are the funding arrangements for the units/LSCs?

ACCOMMODATION

- where in school is/are the unit/s/LSCs located?
- is/are the classroom/s purpose built?
- what size is/are the classroom/s?
- is/are the unit/s/LSCs located in mobile accommodation?
- is/are the unit/LSC classroom/s linked to C2k?
- is/are there interactive whiteboards in the class/es?

SELF-EVALUATION PROFORMA

This proforma is designed to assist you to conduct an audit of the provision for pupils with moderate learning difficulties (MLD) in the unit(s)/learning support centres (LSCs) in your school and/or reflect on your current evaluations on the school's provision in this area. There will be an opportunity during the inspection visit to discuss the proforma with the inspector.

The outcome of the audit will provide an up-to-date summary evaluation on the quality and range of provision for pupils with MLD in unit(s)/LSCs and, at the same time, furnish the inspection survey team with an overview of the work of your school.

During the visit, the inspector will evaluate the following key areas of the MLD Unit(s)/LSCs provision:

- Achievements and Standards;
- The Quality of Provision for Learning; and
- Leadership and Management.

Evaluations will be based on direct observation and supported by whole-school documentation on all aspects of the provision in the school. A key consideration will be the extent and effectiveness of the processes used by the school to monitor and evaluate its provision for the pupils who attend the unit(s)/LSCs and the capacity of the school to promote improvement.

There are three sections corresponding to the three key areas identified above. For ease of completion, each section is further broken down and prompts are provided.

In addition, there is a fourth section where you can add any additional information which is relevant to your work.

You may wish to use performance levels used by the Inspectorate (below):

Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

1. ACHIEVEMENTS AND STANDARDS

Consider the extent to which the pupils:

1.a Standards Achieved

Develop personal attitudes and skills; work independently and in groups and demonstrate an ability to apply their learning across subjects; achieve appropriate levels of attainment.

1.b Progression in Learning

Achieve targets in their individual education plans (IEPs); make progress developing key skills and knowledge; demonstrate improvement over their previous learning.

1.c Learning Outcomes and Accreditation

Progress in working to improve/extend their personal social and educational skills; achieve success; have sense of achievement and enjoyment; display positive attitude towards their learning; achieve competence in literacy and in numeracy.

1.d Transition

Achieve good standards and make appropriate progress to the next stage of their education; demonstrate levels of social and communication skills which enable progression; degree of successful integration with peer group.

Overall performance level for Achievements and Standards:

- Evidence:
- Key Strengths:
- Key Areas for Improvement:

2. THE QUALITY OF THE PROVISION FOR LEARNING

Consider the extent to which teachers:

2.a Assessment and Planning

Assess and identify effectively the needs of the pupils; plan jointly for learning to address these needs; monitor and evaluate effectively pupil progress; review and evaluate IEPs.

2.b Teaching and Learning

Use appropriate teaching approaches to promote learning; provide opportunities for pupils to develop key skills and knowledge; make effective use of ICT; deploy effectively classroom assistants (CAs); assimilate external support; involve pupils in their own learning.

2.c Balance and Breadth in the Curriculum

Provide pupils with a balanced and broad curriculum; provide programmes that meet pupils' needs, interests and prior attainment and experience; support pupils to use their literacy and numeracy skills to enable them to access other subjects; provide continuity and progression in pupils' learning.

2.d Integration Experiences

Provide good opportunities for pupils to integrate in mainstream classes in a range of subject areas; provide appropriate integration experiences; ensure integration is effective in promoting learning and socialisation.

2.e Ethos

Provide all pupils with effective support and guidance; create an inclusive environment which supports pupils' learning and celebrates their achievement; promotes pupils' confidence and self-esteem, informs and involves parents in their child's learning.

2.f Impact of Therapy Provision

Sufficiency of therapy provision; collaboration among teachers, classrooms assistants and therapists; integration of therapy provision into pupils' programmes.

Overall performance level for Quality of the Provision for Learning:

- **Evidence:**
- **Key Strengths:**
- **Key Areas for Improvement:**

3. QUALITY OF LEADERSHIP AND MANAGEMENT

Consider the extent to which the senior management team:

3.a Quality of Leadership

Has an overall strategic direction for provision and inclusive practice; defines clearly roles and responsibilities of the staff in the units/LSCs; sets, shares and reviews realistic objectives and targets which meet the needs of pupils; manages CAs and monitors and evaluates their work; monitors and evaluates SEN provision and acts on the outcomes; monitors and evaluates pupil outcomes and acts accordingly; has devised a financial plan to ensure effectiveness of resources.

3.b Quality of School Development Planning

Identifies the main priorities for school improvement of SEN provision; formulates the Special Education action plan; identifies targets for the unit provision; monitors, reviews and evaluates the action plan to inform future practice.

3.c Staff Development

Has created staff development in SEN which informs teaching and learning; matches the qualifications and experience of staff to the needs of pupils.

3.d Culture of Self- Evaluation

Enables the staff to share and reflect on each others practice, eg through PRSD; has developed self evaluation to support whole school awareness of the quality of provision; has taken actions which respond to self evaluation findings.

3.e Governance

Keeps the Board of Governors informed of the provision for special needs; involves the Board of Governors in policy and planning for special educational needs.

3.f Quality of the Accommodation and Resources

Sufficiency, quality and appropriateness of the accommodation and resources; effective use made of accommodation and resources.

Overall performance level for Quality of Leadership and Management:

- **Evidence:**
- **Key Strengths:**
- **Key Areas for Improvement:**

4. ANY FURTHER RELEVANT INFORMATION

List of Primary Schools

Armagh Christian Brothers' Primary School	503-1110
Armstrong Primary School	501-1115
Ballysally Primary School	301-6252
Carrick Primary School	501-1127
DH Christie Primary School	301-2284
Edenderry Primary School	501-3019
Edwards Primary School	201-2638
Harpur's Hill Primary School	301-6052
Holy Trinity Primary School	503-6567
Lisnagelvin Primary School	201-6203
Omagh County Primary School	201-2691
Primate Dixon Primary School	503-6590
Rathenraw Integrated Primary School	305-6231
St Colmcille's Primary School	403-6182
St Joseph's Convent Primary School	503-1340
St Kieran's Primary School	403-6480
St Malachy's Primary School	403-6454
Towerview Primary School	401-6111

List of Post-Primary Schools

Banbridge High School	521-0047
City of Armagh High School	521-0121
Clouagh Junior High School	521-0043
Coleraine College	321-0300
Lisneal College	221-0306
St Ciaran's High School	523-0152
St Joseph's High School	523-0167
St Patrick's High School	423-0165
St Patrick's High School	323-0234
Tandragee Junior High School	521-0143

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