## Appendix 7 [Primary Guidelines]

## Self-Reflective Questionnaire

This questionnaire is provided as a resource to schools for the revised allocation model. The self-reflective questionnaire is designed to help schools and teachers to address the following questions outlined in these *Guidelines for Primary Schools*:

* How can we **identify** pupils’ needs?
* How can we **meet** these needs?
* How can we **monitor and report** on progress?
* How can a school allocate its resources to effectively meet needs?
* How can our school plan at whole-school level to ensure effective provision for pupils with special educational needs?

The questionnaire is intended for use by the school itself and should be used as a dynamic, developmental document to inform implementation of the revised allocation model in schools. Ideally, the questionnaire should be completed collaboratively within the school and the questionnaire itself should serve as a stimulus for reflection and discussion. The prompt questions in the questionnaire encourage teachers to examine their existing practices and to identify any changes needed to implement the revised allocation model. Schools may also wish to use or modify the questionnaire to review their special educational needs policies or to evaluate their progress in implementing the allocation model. Schools will not be required to submit the questionnaire to the Department or any of its agencies.

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| How can we ***IDENTIFY*** Pupil’s Needs? | |
| How do we use the Continuum of Support and Student Support Files to provide a documented and staged-approach to identifying pupils’ needs?   * *When do our class teachers decide to initiate Classroom Support Plans?* * *Do we consider individual needs across a broad range, including academic, social, communication, emotional, behavioural?* * *Do we identify environmental and contextual issues which need modification (visual, hearing, physical, sensory)?* * *How often are support plans developed and reviewed and who should be involved in this process?*   How do we gather the information we need to inform our decision making so that we can provide the greatest level of support to those with the greatest needs?   * *What observational records help us with identifying needs?* * *What types of assessment help us with screening and identification of needs?* * *How do we integrate information from pupils, parents, external professionals and early education settings to assist with identification of needs?* | |
| What are our Strengths? | What are our areas for Improvement? |
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| How can we Improve? | |
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| How can we ***MEET*** these Needs? | |
| What steps are class teachers taking to exercise their primary responsibility for the learning and well-being of all pupils in their classes?   * *Are all teachers using a variety of teaching approaches (including multi-sensory) in response to diverse needs?* * *What strategies are employed at class level to overcome barriers to learning and participation?* * *How is learning broken down into logical and manageable steps to ensure appropriate learning challenges for all?* * *To what extent are lessons co-operative, collaborative and hands-on?* * *Are there any standards or statements of good practice from Looking at Our Schools 2016 which would be useful in providing for better learning experiences and outcomes for our pupils?*   How do our special education teachers and class teachers collaborate to meet the needs of pupils and to ensure their progress?   * *Do we use early-intervention programmes in our mainstream classrooms across the school?* * *How do special education teachers support class teachers with in-class supports, group and individual withdrawal?* * *How do all staff work together to support pupils with social, emotional and behavioural needs?* | |
| What are our Strengths? | What are our areas for Improvement? |
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| How can we Improve? | |
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| How can we ***MONITOR AND REPORT ON PROGRESS***? | |
| Are we using a cyclical problem-solving approach to planning, teaching and review which results in the devising of clear targets relevant to our pupils’ priority learning needs?   * *How do we set targets and devise plans for our pupils which identify needs and which can be monitored and recorded?* * *How do class teachers and special education teachers collaborating around the development and review of support plans?* * *How do we ensure that progress on the targets is incremental for pupils over time?* * *How can we assess the effectiveness of programmes/interventions we use?* * *How do we monitor at group, class and whole-school level?* * *Can we innovate and extend our practices?*   Who do we consult with and what is involved in monitoring the outcomes/progress?   * *How do we involve parents and pupils in monitoring progress?* * *How do we communicate the progress our pupils have made?* | |
| What are our Strengths? | What are our areas for Improvement? |
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| How can we Improve? | |
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| How can our school **ALLOCATE RESOURCES TO EFFECTIVELY MEET NEEDS?** | |
| How do we identify the needs of all pupils with special educational needs in the school and use the Continuum of Support approach to ensure that the greatest level of support is provided to pupils with the greatest needs?   * *Could we quantify and organise our support for pupils with special educational needs through use of the School Provision Plan (Appendix 2)?* * *When devising support plans, how do we use the Continuum to identify priority learning needs at all three levels (Classroom Support, School Support, and School Support Plus)?* * *What kind of approaches and interventions are we using at a whole school level to support early intervention and prevention?*   How can we best decide on roles and responsibilities in providing supports for pupils, monitoring progress and contributing to future plans for the pupils?   * + *How can we merge the existing responsibilities of the resource and learning-support teachers into a special education team approach?*   + *Can we timetable and co-ordinate interventions efficiently with reference to* *available resources (in-class approaches, group work and minimal individual withdrawal)?* * *continuity of support (avoiding a pupil having several different teachers)?* * *the particular needs of pupils?* | |
| What are our Strengths? | What are our areas for Improvement? |
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| How can we Improve? | |
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| How can our school **plan at whole-school level to ensure effective provision forpupils with special educational needs?** | |
| How do we plan at whole-school level to meet the needs of pupils with special educational needs?   * *How do we foster an inclusive approach to address the diversity of needs in our school?* * *How do we promote pupils’ sense of connection to their school, peers and teachers?* * *Have we reviewed our ongoing professional development needs, with reference to quality teaching and learning in both the mainstream classroom and special education support settings?* * *How do we consult with parents in relation to the supports and strategies being used in our school?* * *How do we foster pupil engagement and participation in their learning and in the life of the school?* * *Have we established procedures / protocols for liaising with support services?* | |
| What are our Strengths? | What are our areas for Improvement? |
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| How can we Improve? | |
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