



Ballyowen Meadows Special School

SELF-EVALUATION REPORT AND IMPROVEMENT PLAN OCTOBER 2021- DECEMBER 2022

In the last year, we have looked at teaching and learning in our school within the area of Language and Communication to find out what we are doing well. This is what we discovered:

- Pupils are making progress in the development of their language and communication skills.
- Staff liaise well with parents and SLTs to facilitate school observations, and input SLT recommendations and provide feedback to SLTs.
- Staff are aware of and use a broad range of support methodologies and strategies to engage and teach the pupils to their individual needs through the Primary Language Curriculum to develop their language and communication skills.

This is what we did to find out what we were doing well, and what we could do better:

- We surveyed the parents via open and closed questions in a questionnaire for their input, reflections and recommendations. The parents also had the opportunity to voice the needs of their child in the area of Language and Communication.
- We surveyed the SNAs and Teachers via open and closed questions in a questionnaire. The purpose of which was to analyse their input, reflections and recommendations on how we can improve in meeting the needs of each individual pupils and ensuring progress in their priority area of Language and Communication.

This is what we are now going to work on:

1. Creation and implementation of Language and Communication Passports for all pupils
2. Creation and Implementation of 'assessment profile' for tracking assessments completed each year in school.
3. Training in PECS. All teachers to be trained in PECS and PECS programme information to be shared with SNAs and Parents.

This is what you can do to help:

-Continue to make referrals to request support for the Language and Communication needs of your child to their Speech and Language Therapist.

-Share Speech and Language Therapist reports and recommendations with the school so that they can be implemented.

-Work together in the Parent/Guardian Association to fundraise for or organise free training and information sessions on Speech and Language support strategies, methodologies and resources. Such as; PECS, Lámh, Colourful Semantics, Grid App, Communication Boards, Grace App.

-Share Language and Communication strengths and achievements with class teachers so that important information can be updated in their Language and Communication Passport. E.g. system of communication, what stage they are at in system of communication, what words they can say, their interests and favourite things, names of family members, if they are working on two words or fuller sentences, how they show emotions that they are feeling etc

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays for school year 2021-2022

The Department requires all primary schools to have **182 school days** each year.

This year we had 182 school days, from 1st Sept 2021 to 29th June 2022.

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time.

The Department sets out arrangements for **parent/teacher meetings and staff meetings**.

This year we had **3** parent/teacher meetings and **4** staff meetings and **3** PLC Webinars and Meetings, all in line with the Department's regulations.

Looking after the children in our school

The Department requires schools to follow the *Child Protection Procedures* it has set down.

Our board of management has agreed in writing to do this.

YES / NO

All teachers know about the *Procedures* and we have told

all parents about them and how we follow them.

YES / NO

Our Designated Liaison Person (DLP) is Thigam Padayachee

and our Deputy DLP is Louise Kennedy

Enrolment and attendance

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published.

YES / NO

We reviewed (and updated) our admissions policy on: 26 September 2022

We keep accurate attendance records and report them as required.

YES / NO

We encourage high attendance in the following ways:

- Developed a welcoming, inclusive and supportive Learning Environment.
- We plan teaching and learning to meet the individual needs of each pupil.
- We maintain positive, collaborative and supportive relationships with all parents and guardians.
- We carefully monitor attendance via Aladdin.

This is how you can help:

- Where possible schedule medical/dental appointments outside of school hours.
- Foster a positive attitude to attending school with your child at home.
- Contact class teacher to report reason for absence as soon as possible. This can then be recorded on Aladdin system.

Positive behaviour for a happy school

The Department requires schools to have a code of behaviour, and asks us to consult parents and children about it. We do this. **YES** / NO

Our code of behaviour describes and supports positive behaviour. **YES** / NO

We have a very clear and high-profile anti-bullying policy in our school. **YES** / NO