**CRITERIA FOR EVALUATING THE SEN INITIATIVE IN SENI CENTRES**

**AREAS FOR ACTION:**

**Annual evaluation of the SEN Initiative**

**SENI policy and coordination in the centre**

**WebWheel mentoring**

**Individual action plans (IAPs)**

**Staff training, support and supervision**

**AREA FOR ACTION: Annual evaluation of the SEN Initiative**

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| **Evaluation criteria** | **Evidence**  | **Area for improvement** | **Action**  | **By whom** | **When by** |
| The operation of the SEN Initiative is evaluated every year by the full staff team |  |  |  |  |  |
| Learners are facilitated to evaluate their experience of the SEN Initiative and their progress in the centre over the past year |  |  |  |  |  |
| The ETB contributes to the annual evaluation |  |  |  |  |  |
| Other stakeholders and service providers are consulted as part of the evaluation e.g. parents, support practitioners  |  |  |  |  |  |
| The case supervision and staff support service is evaluated by the mentoring staff and changed if viewed as unsatisfactory |  |  |  |  |  |
| The annual SENI report is drawn up by the coordinator and okayed by the ETB before being submitted on time to the SENI National Coordinator |  |  |  |  |  |

**AREA FOR ACTION: SEN policy and coordination in the centre**

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| **Evaluation criteria** | **Evidence**  | **Area for improvement** | **Action**  | **By whom** | **When by** |
| The budget for the SEN Initiative is spent in accordance with the guidelines  |  |  |  |  |  |
| All staff – whether mentors or not – are clear about their role in the Initiative |  |  |  |  |  |
| The whole staff team is involved in identifying possible *teaching* and *support* interventions to respond to learners’ special educational needs |  |  |  |  |  |
| The centre is aware of all relevant local services and agencies, both statutory and non-statutory, and is familiar with their contact and referral arrangements  |  |  |  |  |  |
| Child protection issues are clarified and discussed on a regular basis with the full staff team and mentors have a clear procedure for dealing with any issues that might arise |  |  |  |  |  |

**AREA FOR ACTION: WebWheel mentoring**

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| **Evaluation criteria** | **Evidence**  | **Area for improvement** | **Action**  | **By whom** | **When by** |
| New learners are introduced to WebWheel mentoring at an induction meeting |  |  |  |  |  |
| All learners are assigned a mentor within two months of starting in the centre |  |  |  |  |  |
| There is a clear procedure for reviewing and changing pairings if they are not working out for either the learner or the mentor |  |  |  |  |  |
| Staff conduct the mentoring sessions according to the WebWheel model  |  |  |  |  |  |
| Every learner has a mentoring session at least once a fortnight  |  |  |  |  |  |
| A mentoring session is timetabled to last at least 20 minutes if every week and 30 minutes if once a fortnight |  |  |  |  |  |
| Personal mentoring records are maintained by mentors as aides memoire |  |  |  |  |  |

**AREA FOR ACTION: Individual action plans (IAPs)**

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| **Evaluation criteria** | **Evidence**  | **Area for improvement** | **Action**  | **By whom** | **When by** |
| An IAP is developed and documented with each learner  |  |  |  |  |  |
| IAPs are drawn up during the mentoring sessions and are based entirely on the goals the learners identify for themselves.  |  |  |  |  |  |
| IAPs are distinguished from the other kinds of plans for learners that staff may draw up relating to courses, accreditation and progression or to disciplinary issues  |  |  |  |  |  |
| IAPs identify the specific *teaching* and/or *support* interventions that will be provided to learners by the centre and any actions the learners will undertake themselves |  |  |  |  |  |
| IAPs are shared and discussed at full staff meetings on the basis that all staff members share responsibility for their implementation  |  |  |  |  |  |
| The IAPs of some learners identify services or agencies outside the centre that will be approached and/or worked with for the purposes of achieving additional supports for them |  |  |  |  |  |

**AREA FOR ACTION: Staff training, support and supervision**

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| **Evaluation criteria** | **Evidence**  | **Area for improvement** | **Action**  | **By whom** | **When by** |
| All staff members receive formal induction in relation to the SEN Initiative |  |  |  |  |  |
| All mentors have done the introductory mentoring training in the WebWheel model |  |  |  |  |  |
| All mentors have done at least one day of advanced mentoring training after six months |  |  |  |  |  |
| Staff support is provided for mentors to help them manage their role and their experiences of mentoring  |  |  |  |  |  |
| Case supervision is provided to mentors to help them identify how they can best help the learners they are mentoring |  |  |  |  |  |
| Mentors avail of both supervision and support services on a regular basis (and not less frequently than once a month)[[1]](#footnote-1) |  |  |  |  |  |
| Staff support and supervision is provided by a fully qualified psychotherapist or psychologist who is a member of an appropriate professional body  |  |  |  |  |  |

1. Staff support and case supervision may be provided as separate processes or together in the same session [↑](#footnote-ref-1)