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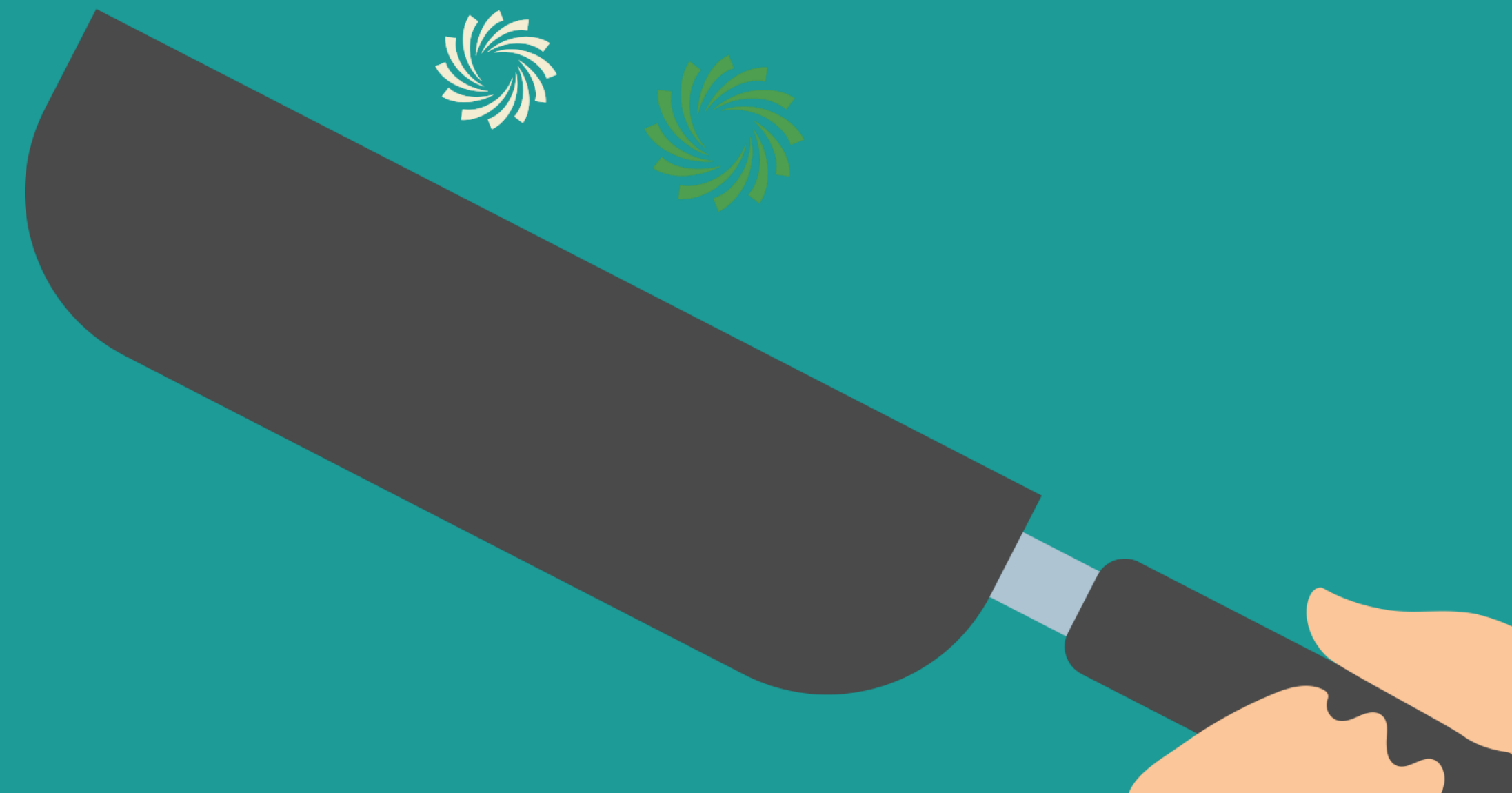
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# Inclusive School Improvement

Provision Mapping Workshop: ETBI Principals and Deputy  
Principals Conference February 2024

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Anne O Donavan  
Stacey Glackin



# Aims of the Provision Mapping Workshop



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- Overview of Provision Mapping
- What are we aiming to achieve?
- What is its purpose?
- How will it support schools in managing increasing needs and rapidly and constantly evolving policy landscape
- What are the implications for schools and how can Provision Mapping help?



Area of Need <sup>1</sup>	<p><b>Whole-School Support for All</b>  <i>Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL:</i>  Interventions and practices at this level are critical to maximise student participation and engagement and remove barriers to learning. They require all teachers and staff to reflect on classroom level practice and are underpinned by the principle 'What is essential for some, is beneficial for all'. The <a href="#">Learning Environment Checklist</a> from the NBSS supports teacher reflection on inclusive practice. The <a href="#">NCSE website</a> provides resources for teachers.</p>	<p><b>School Support for Some</b>  <i>Interventions delivered at School Support/ Support for SOME level to support students who are in receipt of additional interventions through the Continuum of Support Framework</i></p>	<p><b>School Support for Few</b>  <i>Interventions delivered at School Support Plus/ Support for Few level to support students who are in receipt of additional interventions through the Continuum of Support Framework and external professionals</i></p>
<p><i>Social and Emotional Learning</i></p>	<p>Well-being committee  Well-being week  Cycle against suicide initiative  After school fitness classes for staff and students  Range of speakers organised throughout the year  PE offered to all classes  Meitheal group to offer peer support  Primary Transition Programme  Student Passports  School Induction  Anti-bullying policy  Well-being programme  Prayer room/ meditation time  Class tutoring and journal monitoring  Switch to continual assessment model for 6<sup>th</sup> years to reduce exam stress  SPHE Curriculum  Pastoral Care</p>	<p>Pastoral Care team  Guidance referral system  SEN/ AEN department referral  Lunchtime clubs/ Special Interest Clubs –  Social games group  Internal guidance teacher counselling  Diagnostic informal assessment  Student Support Plans (SSPs) or Behaviour Support Plans (BSPs)  Explicit Social Skills Training  Retracking Programme  Restorative practice  Why Try  Friends for Life  Small group withdrawal  Mindfulness  Yoga  EAL interviews  Teacher and SNA observations</p>	<p>Individualised Student Support Plans  JC L2LPs/ L1LPs  Input from NEPS / NCSE/ CAMHS  Individual in-school counselling  Individual guidance counselling  Student Support Plans (SSPs) or Behaviour Support Plans (BSPs)  Reduced subject load  Behaviour for Learning (BfL) teacher  Incident Response Team  Student Support Team  School Induction programme one evening per week for students with SEN/ AEN  Nurture Group</p>


# Provision Mapping Overview

# What is Provision Mapping?


• Our Ethos is **Who we are**, Provision Mapping is **What we do**.



Supporting Schoolwide Inclusive and Special Education in Our Schools : Provision Mapping Toolkit for Schools



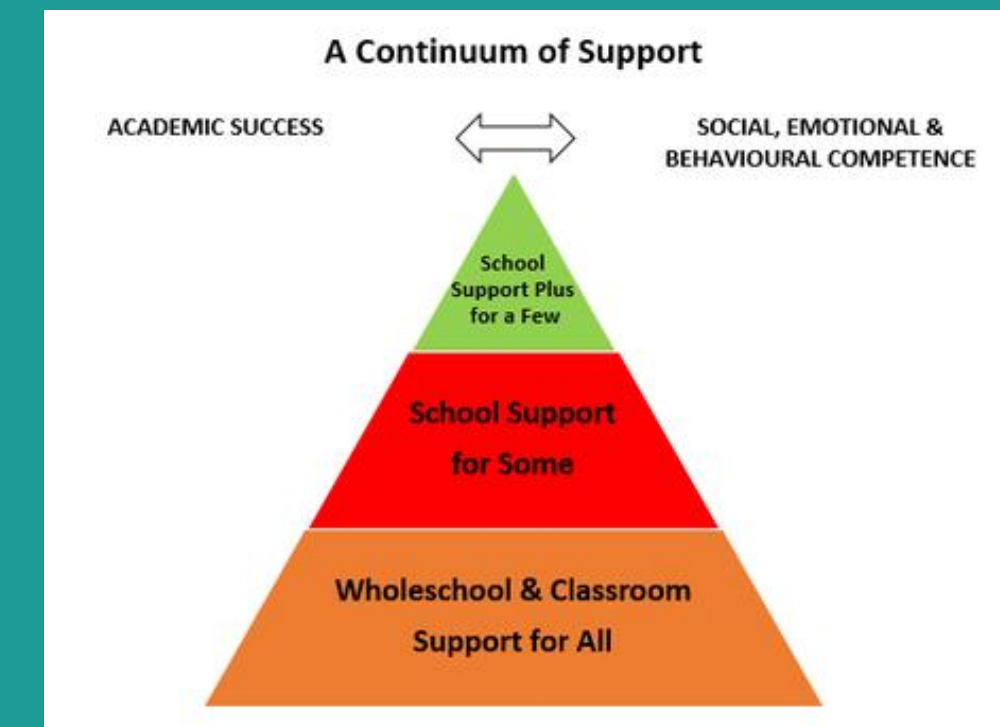
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ETBI School Provision Mapping Cycle 2023-2025

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# What is Provision Mapping?

Provision mapping is a **process** that allows schools to **identify, list** and **evaluate** the **evidence-informed provisions** and supports in place for students across the Continuum of Support in one summary document, which is called a Provision Map.

In doing so, it provides a basis to:

- **Strategically cost, plan and monitor provision**
- **allocate resources and identify staff professional learning needs.**



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# What does Provision Mapping aim to achieve?

Develop data-informed school wide systematic, **collaborative approaches** to **inclusive and special education**.

Guide implementation of **SSE/ DEIS Planning** to develop a school Provision Map

Build systematic, **collaborative and school-based approaches** to **professional learning**.

Enhance coherent approaches to **school improvement planning** by integrating **existing** policies and frameworks.

Affirm and acknowledge existing good practice in relation to inclusive special education.



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- We will use the **KWL** Chart to discuss what you ....
- Already **Know** about provision mapping.
- **Want** to know?
- And at the end, what you have **Learned**.

<b>K</b> What I know	<b>W</b> What I want to know	<b>L</b> What I learned

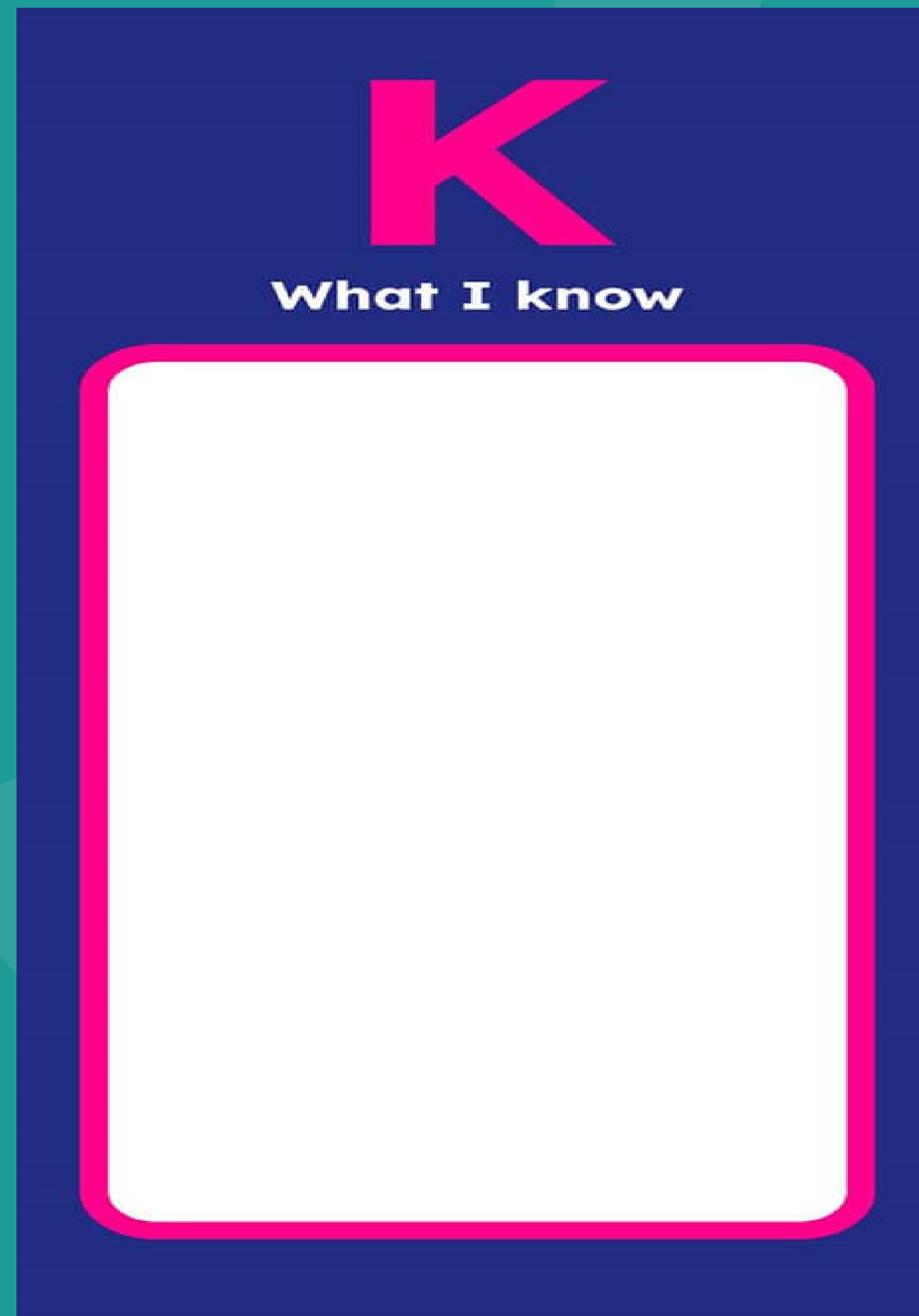
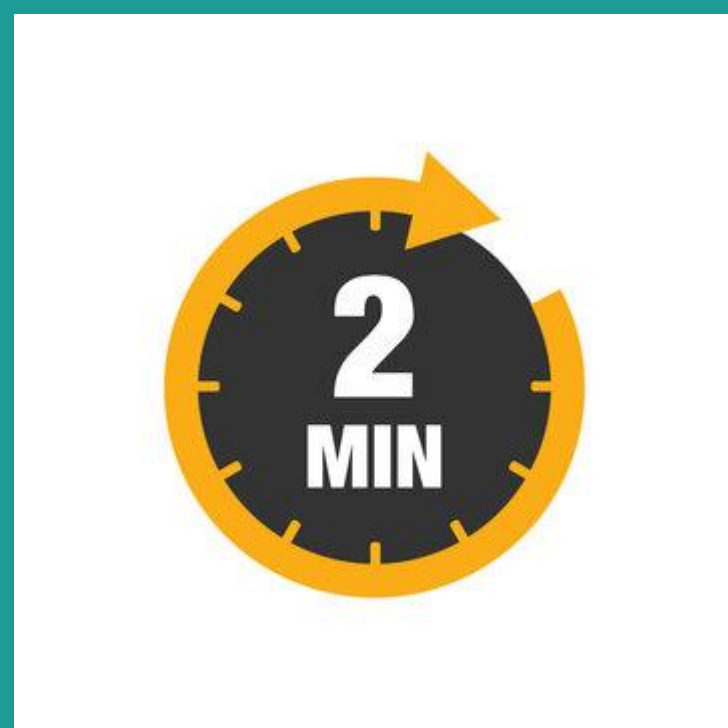


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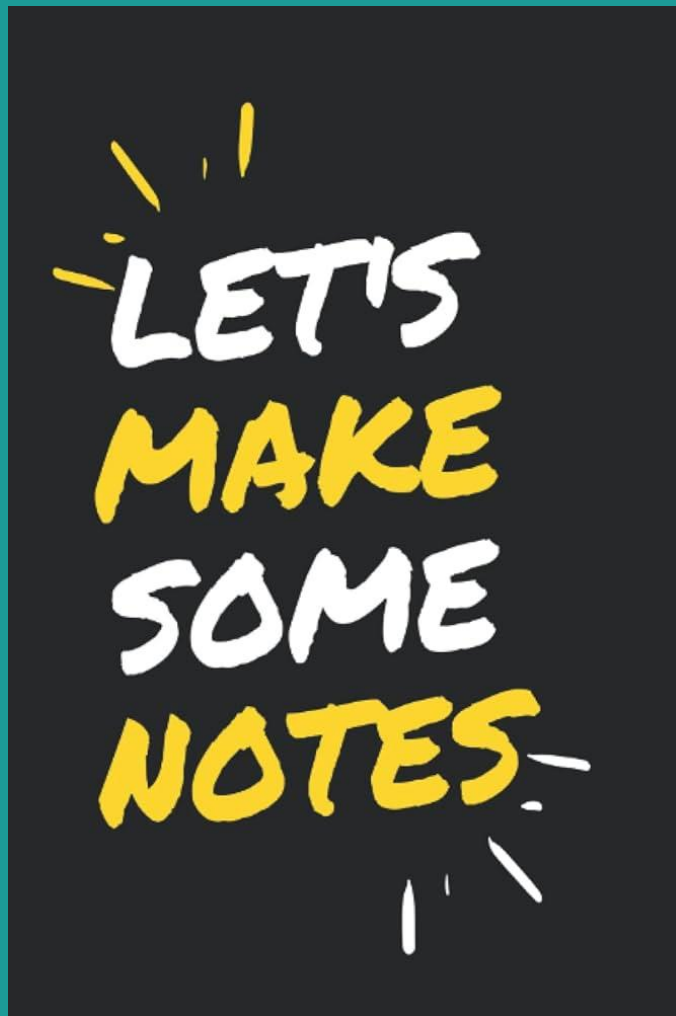
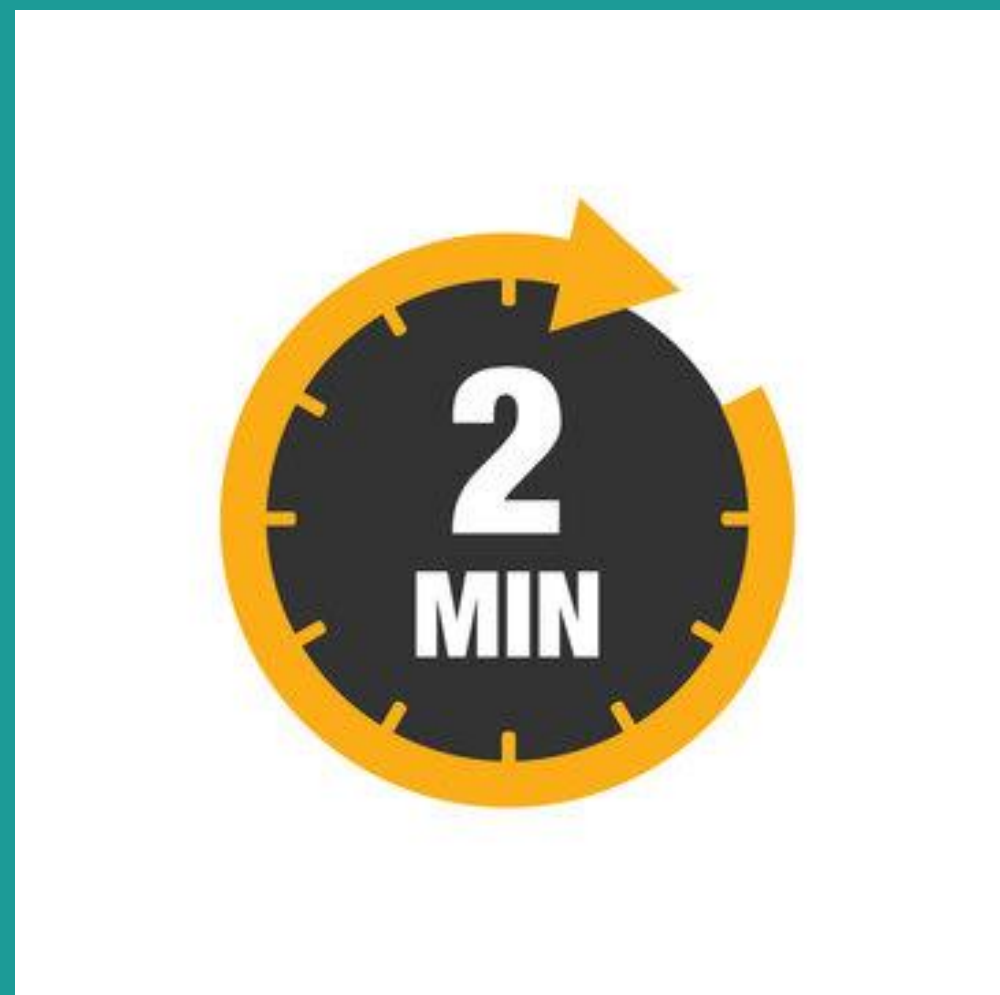
- In your group discuss what you already **Know** about provision mapping







- What do you **Want** to know?





- Fill in the K and W on your wall KWL wall chart.

- Appoint a **Scribe**



- Appoint a **reporter**



K	W	L
What I know	What I want to know	What I learned



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**K**

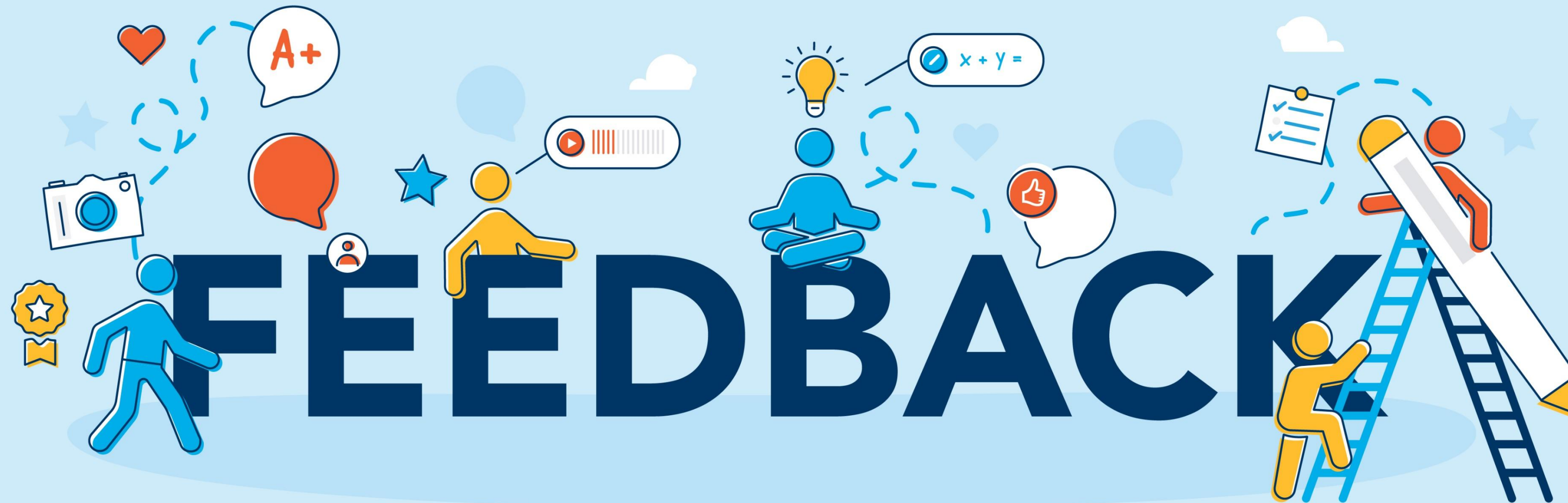
What I know

**W**

What I want to know

**L**

What I learned



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An illustration of two students walking towards each other against a teal background. On the left, a male student with black hair, wearing a light blue sweater and purple pants, carries a red backpack. On the right, a female student with red hair, wearing a lime green sweater and purple pants, carries a pink backpack. The text 'What does Provision Mapping Look Like?' is centered between them in white.

# What does Provision Mapping Look Like?



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Social and Emotional Learning	Social and Communication Skills	Self-Management and/or Organisational Skills	Study Skills
Life Skills	Behaviour	Language	Literacy
Numeracy	Physical and/or Sensory	Exceptional Ability	Medical

Area of Need <sup>1</sup>	Whole-School Support for All <i>Interventions delivered at whole-school level to support and promote positive behaviour and learning for ALL: Interventions and practices at this level are critical to maximise student participation and engagement and remove barriers to learning. They require all teachers and staff to reflect on classroom level practice and are underpinned by the principle 'What is essential for some, is beneficial for all'. The <a href="#">Learning Environment Checklist</a> from the NBSS supports teacher reflection on inclusive practice. The <a href="#">NCSE website</a> provides resources for teachers.</i>	School Support for Some <i>Interventions delivered at School Support/ Support for SOME level to support students who are in receipt of additional interventions through the Continuum of Support Framework</i>	School Support for Few <i>Interventions delivered at School Support Plus/ Support for Few level to support students who are in receipt of additional interventions through the Continuum of Support Framework and external professionals</i>
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### Preventative, Proactive & Solution Focused Whole School Approaches to Inclusive & Special Education (Planning Overview)

**Whole School Teaching and Learning Interventions supporting Academic Competence (e.g.)**

- Early Intervention Screening & Assessment for Intervention
- Teacher CPD/Time for professional dialogue/sharing of best practice/Teaching & Learning Committee
- Timetabling structures facilitate inclusion
- Continuity of staff
- Curricular options such as LCA, JCSP, TV, L1LP
- Special Classes
- Support is allocated to those with greatest need
- Subject teachers have primary responsibility for provision
- Students understand learning outcomes and expectations
- Areas for improvement identified in SIP/DEIS plans
- Relevant policies are reviewed by all stakeholders

**Whole School Supports for Social/ Emotional & Behavioural Competence**

- (Positive) Code of Behaviour and Rewards System
- Clear ladder of referral
- Rules/Expectations/Sanctions/ Rewards are clear
- Whole School (Level 1) Approaches NBSS
- Support for ALL PP-COS guidelines
- Student Support Team/ Positive Behaviour Support Team
- Robust referral systems, both in-house and external

**TPL Priorities 2023-2024 (e.g.)**

- ASD- Full day- all staff
- Co-teaching/Team-Teaching
- Diagnostic literacy assessment- 2 SETs
- New Model- developing school profile- SLT & Core SEN Team
- Junior Cycle- full day- all staff
- JCT L2LPs- key SETs
- Wellbeing curriculum- core staff
- SNA allocation and review
- SESS ASD training

**Key Tasks SEN Team (e.g.)**

- ✓ Standardised assessments
- ✓ Student Support Plans, including Care Plans
- ✓ 1 Child, 1 Plan approach
- ✓ Parent meetings and reviews
- ✓ Schoolwide screening assessments- prep & schedule
- ✓ RACE- parents meeting
- ✓ RACE- process applications, assessments
- ✓ CPD- audit, plan and deliver
- ✓ SLARS- meeting & consultation
- ✓ VS Ware- review & update information/SEN database
- ✓ SNA allocation and ongoing review of support
- ✓ Collaboration between SET Co, ASD Co, BfL to optimise use of supports
- ✓ Student Support Team
- ✓ Consultation on overall timetable/mapping needs

**Resource Allocation 2023-2024**

## SET Stats

Total Hours:  
SEN Coordinators:  
ASD Coordinators:  
BfL:  
SNAs Main:  
SNAs ASD:  
No. Of Teachers with hours:  
CLASS Hours:

**Integrating the Guidelines: Self-Reflective Questionnaire**

**Step One- IDENTIFY**

- ✓ Gather and analyse data from Primary Passport
- ✓ Learning Environment Checklists
- ✓ Consultation with Parents and Students
- ✓ Gather and Review Professional Reports
- ✓ First Year Screening Tests
- ✓ Second Year- Screening
- ✓ Review of House Exams
- ✓ Third YR - State Exams
- ✓ SCP- Targeting
- ✓ Teacher referrals/Progress reviews/Subject Teachers survey
- ✓ Attendance Tracking
- ✓ Record presenting needs
- ✓ **Note our Strengths, Areas for Improvement and Actions needed**

**Step Two- MEET NEED**

- ✓ Plan and implement early intervention approaches
- ✓ Vary modes of delivery based on needs: individual, small group or co-teaching
- ✓ Targeted withdrawal for some Evidenced-based interventions (learning and behavioural) VEP, Catch-Up, Friends, ALERT, Toe By Toe, delivered by the most suitable staff.
- ✓ External Support and/ or referral
- ✓ Reapply evidenced based assessment (Assessment For Intervention)
- ✓ Support for all subject teachers on differentiation/suitable teaching approaches
- **Note our Strengths, Areas for Improvement and Actions needed**

**Step Three- MONITOR & RECORD**

- ✓ Review Reports termly (including SSPs/ BSPs/ PPPs)
- ✓ Record Baseline data and set measurable targets, time-specific.
- ✓ Attendance- SCP
- ✓ Continuous assessment data
- ✓ Engagement in school life
- ✓ Wellbeing- PASS- Student Support Team
- ✓ Parents Meetings
- ✓ Assessment for intervention- retesting and informed planning
- ✓ Review of outcomes at individual, group, class and whole-school level
- ✓ Retesting- further referral
- ✓ Observations- SNA support
- ✓ VS Ware integration with documents
- **Note our Strengths, Areas for Improvement and Actions needed**

**Integration & Support- Schoolwide Approach**

**School Completion Targeting- Essential**  
Clear referral process through Student Support Team

Key metrics used to identify most in need:

- Attendance
- Timekeeping
- Behaviour
- Teacher concerns
- Student Support Team
- SEN identified need
- Low achievement levels
- Family support needs
- Living support needs
- TUSLA involvement/ Agency support
- Other (specify)

Template adapted by Dr Johanna Fitzgerald & Sheela O'Hara with permission from Mr. Billy Redmond, Principal North Wicklow ETSS. Further resources on [www.boirdnabhoise.ie](http://www.boirdnabhoise.ie)

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# Collaboration



School Inclusion Team



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## Provision Mapping Workflow Year 1



01

Inclusion Team Meeting



03

CoP 1  
Preparation for the  
Staff Workshop



05

Collate Survey  
Results and  
Initial Data  
Analysis



07

Inclusion Team  
Meeting 2



09

Feedback to  
Staff



02

School Visit



04

Staff Workshop  
and Subject  
Dept Survey



06

CoP 2 Data  
Analysis  
Workshop



08

Summary  
Document and  
Priority Areas



10

Finalise  
Summary  
document and  
targets nfor  
SIP/DEIS



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# Supports for Provision Mapping

**Provision Mapping Tool Kit** - All schools have been provided with these materials and can adapt as needed. The tool kit provides survey templates and instructions for the data gathering stage and a template and draft of the Provision map and summary document for school wide planning

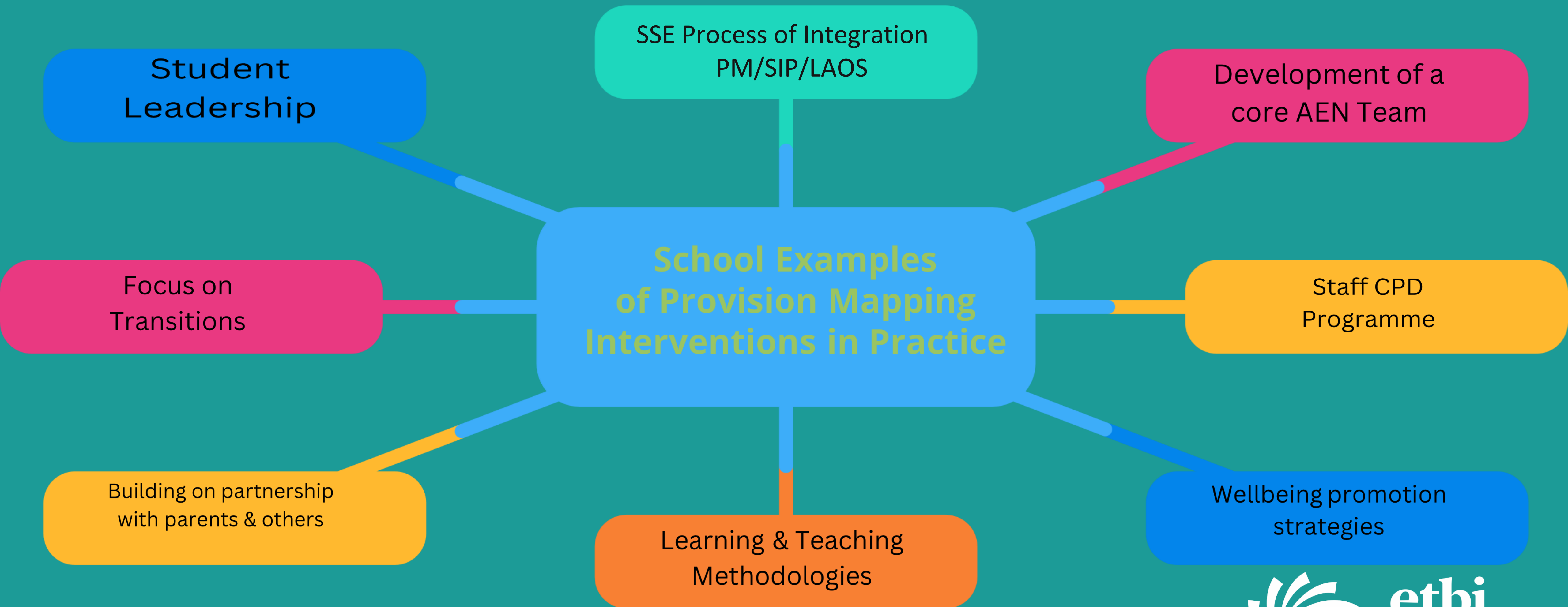


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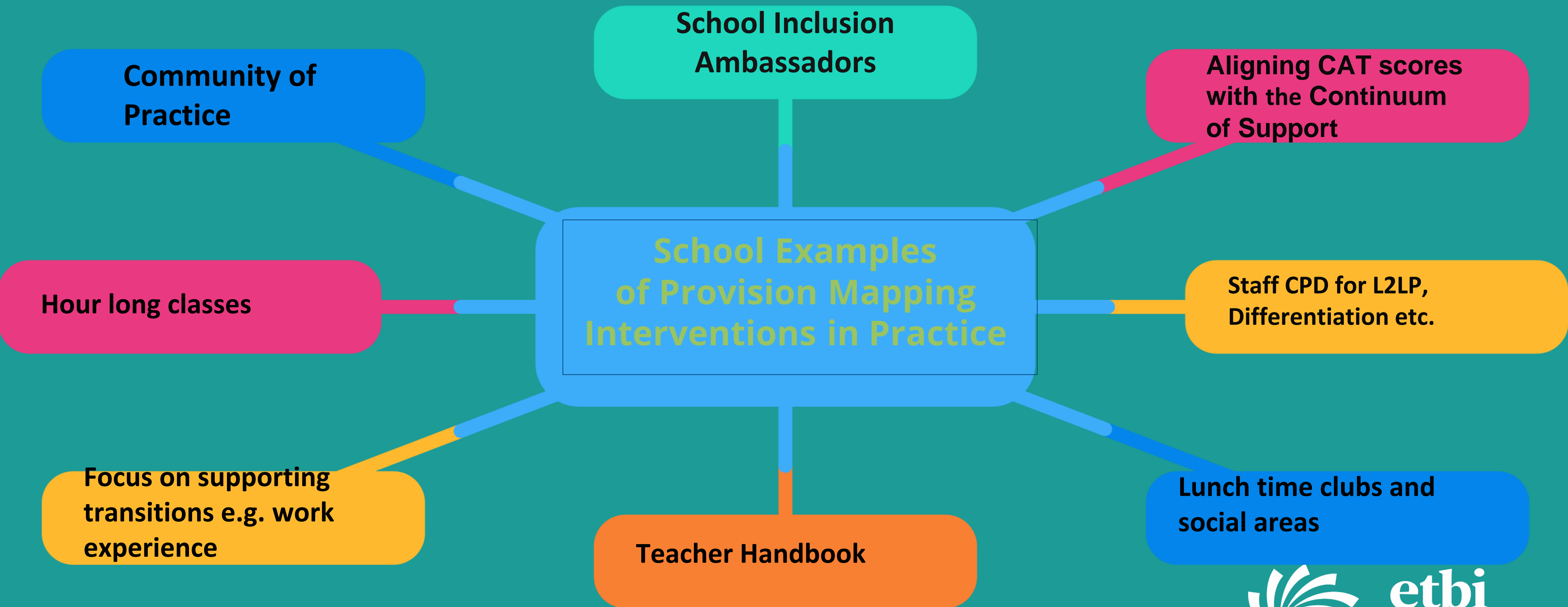
# Implementation of Provision Mapping



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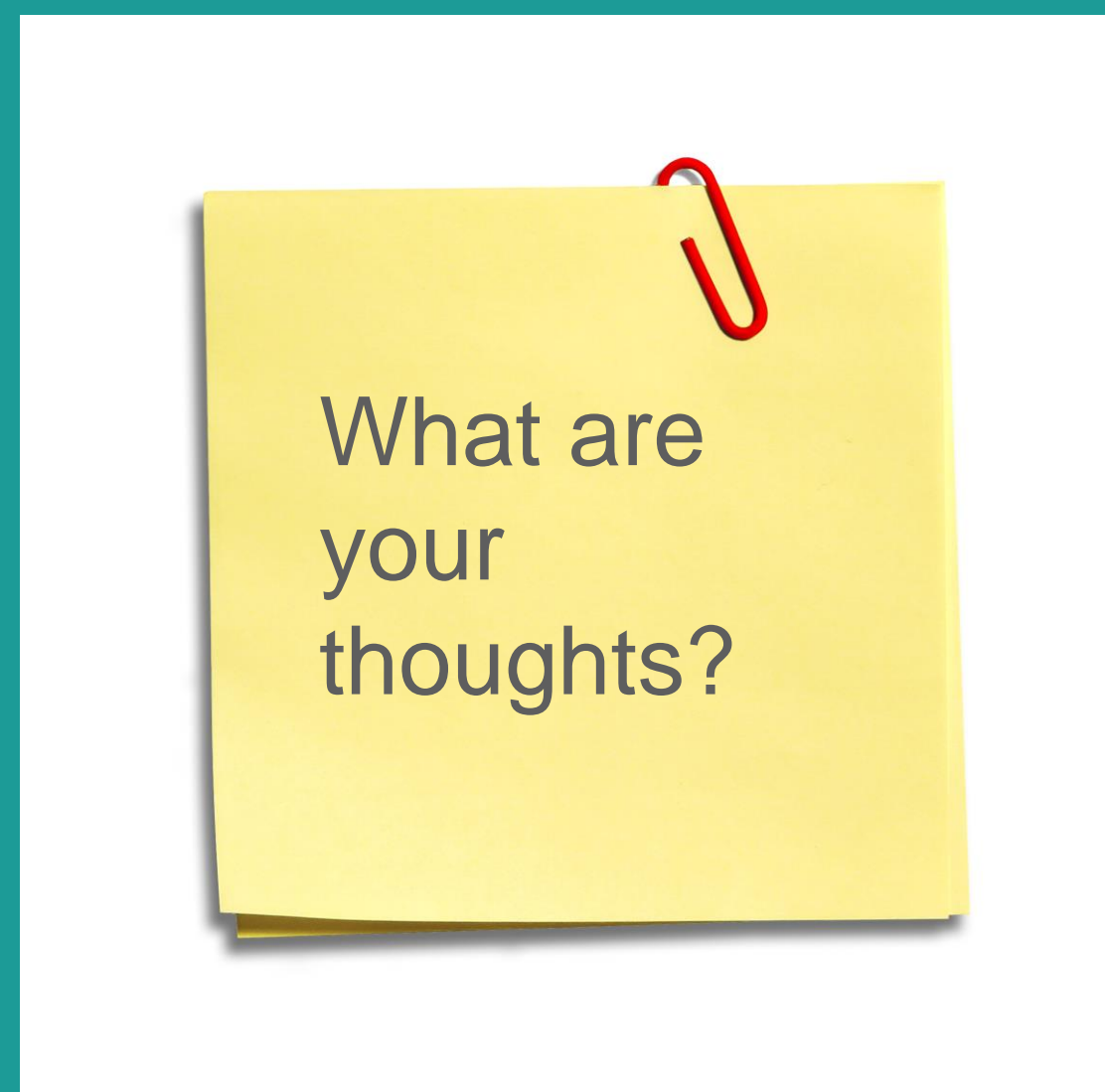
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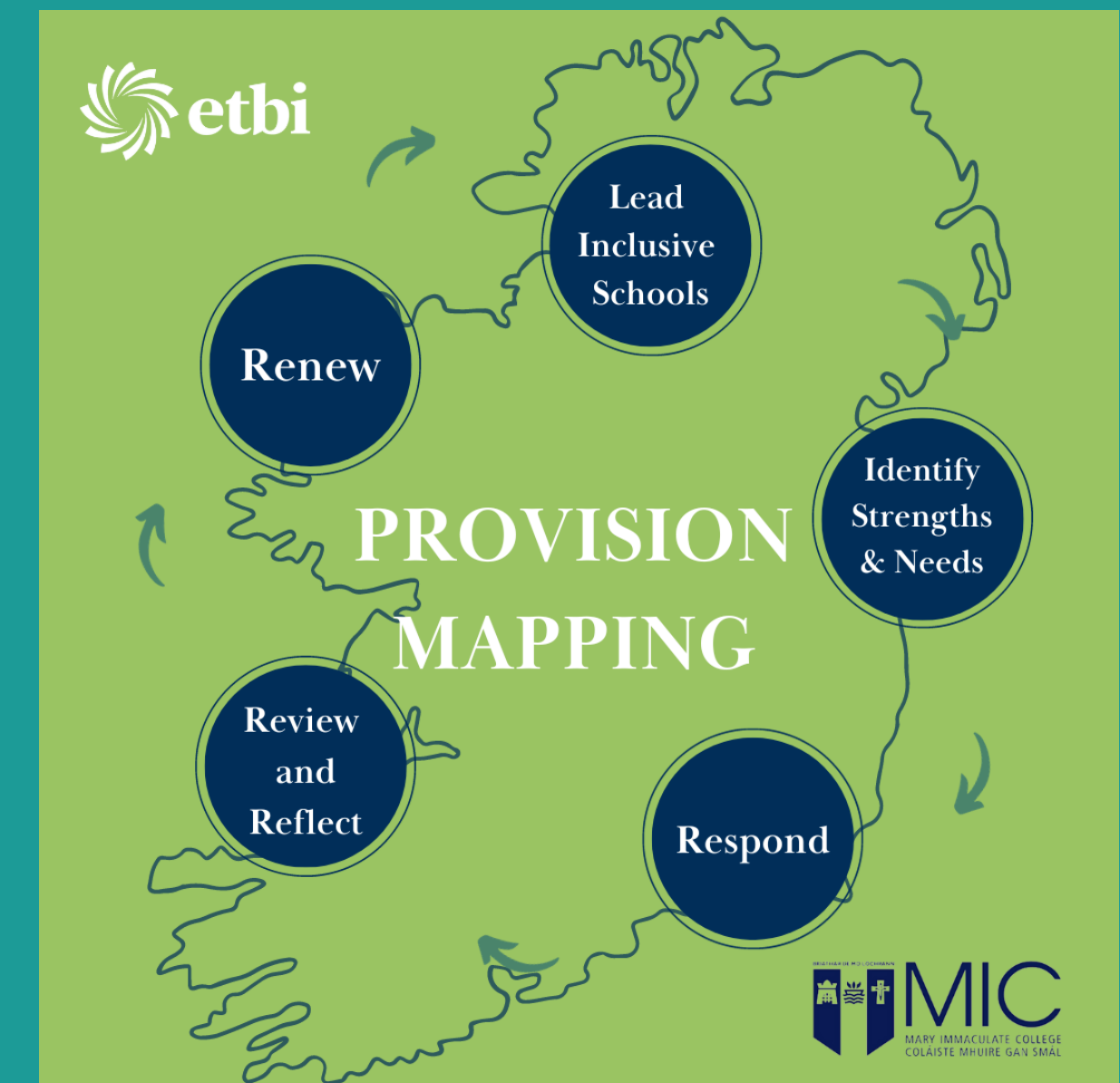
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# Plenary



- What is the one thing that resonated strongly with you?
- What is the one thing you need further clarity on before taking this back to school?
- How can we help as an ETBI National Inclusion Coordinator Team?



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# Get in Touch!

If your school is interested in implementing provision mapping, please contact your Director of Schools in the first instance.

You can also contact Dr Johanna Fitzgerald, National Inclusion, Special Education and Research coordinator, ETBI for further details.

[Johanna.fitzgerald@etbi.ie](mailto:Johanna.fitzgerald@etbi.ie)



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