

A Practice Perspective: Leadership for Inclusion Timetabling for Students with Special Educational Needs

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Outline of the webinar

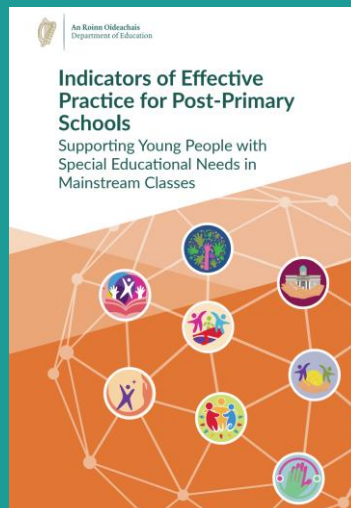
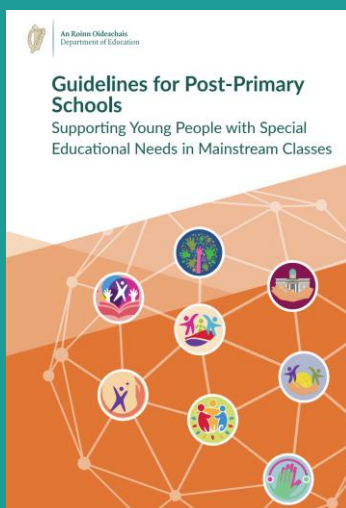
- ❑ Why is timetabling for inclusion important?
- ❑ What are the key principals underpinning effective timetabling for students with special and additional needs?
- ❑ Timetable construction
- ❑ What supports effective timetabling for students with special and additional needs
- ❑ CPD to support effective inclusion
- ❑ Team Teaching/Learning Support

Why is timetabling for inclusion important?

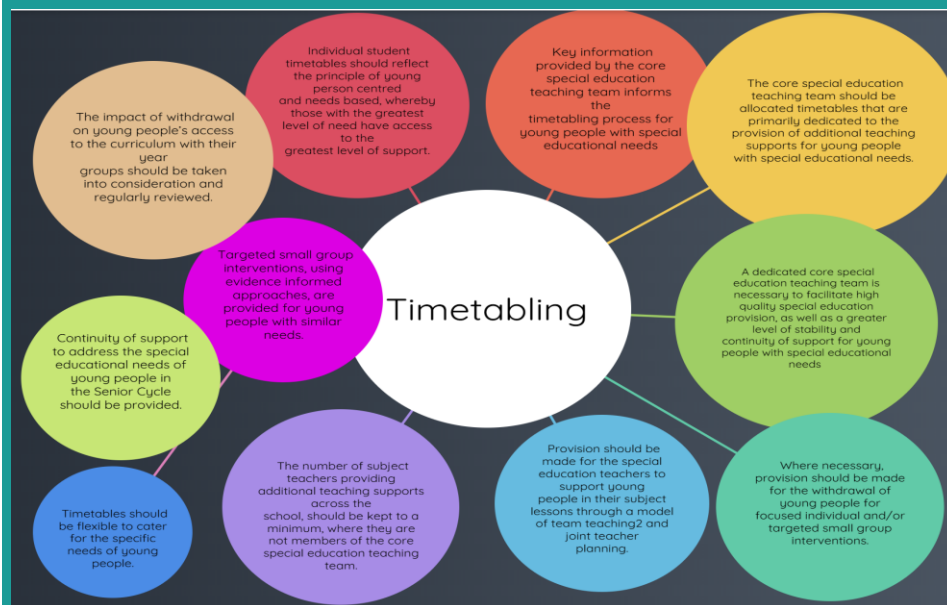
- ❑ Circular 0014/2017/Circular 0003/2024 - Resources allocated to schools - schools given autonomy and flexibility on how they deliver support. School leaders need to have oversight to ensure that the resources are deployed effectively and in line with principles that guide implementation.
- ❑ Cost to the exchequer -priority often accorded to special education.
- ❑ The timetable has to be the forefront of inclusivity – it's the foundation of an inclusive school.



Guidelines for Post Primary Schools/ Indicators of Effective Practice



Guidelines Section 2: Timetabling pg. 16 & 17



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SEN TIMETABLING TAKES PLACE ALL YEAR ROUND



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Who constructs the timetable?

- ❑ Collaborative approach - Senior Management (with support of SENCO or key members of the Core Special Education Team)
- ❑ Senior Management must have oversight and not devolve all responsibility to SENCO or Core Special Education Team
- ❑ "Inclusion Identity"



Planning before timetable construction

- ❑ Decision on programmes offered
- ❑ Supporting transitions especially for those with special or additional needs
- ❑ Meeting relevant SET Personnel
- ❑ Deployment of appropriate personnel (constantly building capacity)

Planning for Special Classes

❑ Guidelines for Setting Up and Organising Special Classes NCSE P.2

- ❑ “Special classes are part of a continuum of educational provision that enables students with more complex special educational needs to be educated, in smaller class groups, within their local mainstream schools. They offer a supportive learning environment to students who are unable to access the curriculum in a mainstream class, even with support, for most or all of their school day. Students enrolled in special classes should be included in mainstream classes to the greatest extent possible, in line with their abilities”



Planning during timetable construction

- ❑ Phase one
- ❑ Phase two
- ❑ Logistics
- ❑ Team Teaching
- ❑ Small group intervention
- ❑ SET support in-class

Block 1	1A Gaelige GF 01 SF	1B Gaelige FF 20 MD	1C Gaelige SF09 KL	Supplementary Support PM, TF	EAL Support BH
Block 2	1D Gaelige GF01 SF	1E Gaelige FF20 MD		Supplementary Support PM, TF	EAL Support BH

Block 1	1A Maths GF 01 KD	1B Maths FF 20 MS	1C Maths SF09 DD	Team teaching for a third of the year in each group DL
Block 2	1D Gaelige GF01 KD	1E Gaelige FF20 MS		Team teaching for half of the year in each group DL



Continued

LCA

- ❑ Additional team teaching support where needed.

Other considerations:

- ❑ Allow flexibility in SET teacher timetable for emerging needs
- ❑ How the timetable programme assigned teachers



Planning EAL in timetable

- ❑ When planning for EAL the SENCO will look at the students coming into first year and liaise with the primary school class teacher and home.
- ❑ If students need EAL support, they will received it opposite Irish on the mainstream timetable or in-class support depending on the level of need. If they studied Irish alternative arrangements must be made.
- ❑ When receiving EAL support, the EAL teacher will assess the students (CERF) to get baseline data and find out the level of English they have.
- ❑ The EAL teacher then worked on the EAL support to get the students to a level where they can independently access the mainstream curriculum.
- ❑ Other supports can be provided in a team teaching capacity.



Planning after timetable construction

- ❑ Room allocation
- ❑ SET Timetables, Special class timetables
- ❑ Lunchtime spaces for students with special and additional needs
- ❑ SNAs allocated to students and creation of timetables
- ❑ BFL teacher & students timetable
- ❑ Explanation to staff re flexibility in timetables depending on student needs -same applies for their S&S slots
- ❑ Check and Connect
- ❑ Meeting with groups of teachers to set expectations (L1PL, L2LP, QQI)
- ❑ Weekly changes to timetable to meet the needs of students as they present



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Reactive and Responsive Timetabling

Examples:

- ❑ BFL students
 - ❑ Students with Autism
 - ❑ School refusal
 - ❑ School Trips
 - ❑ Creativity
 - ❑ CBAS
- Being reactive and responsive does not have to have a resource implication – it is about being understanding, showing empathy and following through on a vision and culture of inclusivity.
 - “Nothing is stronger than a small hope that doesn't give up”



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SNA Timetabling

- ❑ When creating the SNA timetables, the SENCO will look at all the needs of the students within the school.
- ❑ Care needs and students with Personal Pupils Plans (PPP's) need to be supported.
- ❑ Medical, physical and movement break takes priority.
- ❑ SNA's can provide support to many students in the class, once identified by the SENCO.
- ❑ SNA's can also support if schools have a Check N' Connect Programme – have good rapport with students.



Students on Reduced Timetables

- ❑ The number of hours spent in education is reduced for a time-limited period of generally no more than six weeks.
- ❑ This support is agreed with TUSLA, EWO, parents and school.
- ❑ This can support a student to transition back to a full timetable with support from the BFL teacher.



Students on a Reduced Subject Load

- ❑ For some students (support for few), they may not be able to manage the full compliment of subjects in the mainstream timetable.
- ❑ Collaboration
- ❑ Consent
- ❑ Be mindful of compulsory subjects

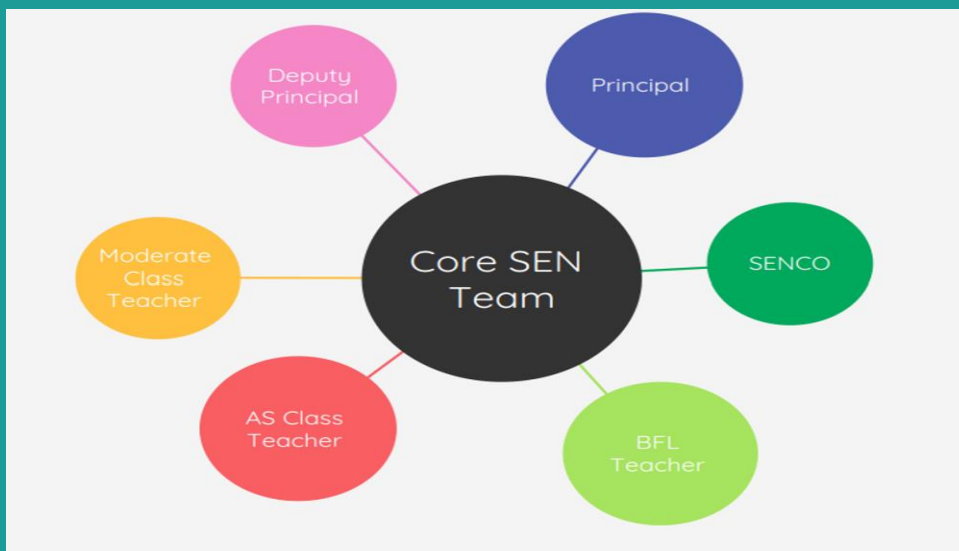
QUESTION BREAK

Supporting good timetabling

- ❑ Core Special Education Team
- ❑ Linking with the community
- ❑ Linking with outside agencies
- ❑ Professional learning to support timetabling



Core Special Education Team



Core Special Education Team

- ❑ Formal meeting once per week
- ❑ SSE approach
- ❑ Student referral for support -Weekly alterations to timetables
- ❑ Learning Team
- ❑ Provision Mapping Pilot- Inclusion Coach(DP) and Champion (SENCO)
- ❑ Links to Management Team and Pastoral Care Team



Linking with the Community

- ❑ Local areas will have Resource Centre's that provide programmes for parents and students who may require extra support
- ❑ Foroige
- ❑ Support around TY/LCA Work Experience
- ❑ Homework Clubs
- ❑ Parenting Courses
- ❑ Community Gardaí



Linking with outside agencies



- ❑ The SENCO would liaise with the outside agencies after receiving reports to gather as much information as possible and to inform teachers of any intervention.
- ❑ SENCO would update the Student Support Files (SSFs) where necessary.
- ❑ Agencies such as CAMHS, OT, SLT, may provide specific tailored work for the students for SET teachers to work on.



CPD to support timetabling

Internal CPD

Each August:

- ❑ Presentation to all staff on continuum of support and provision mapping.
- ❑ Meetings with teachers working with special class students.
- ❑ Meeting with SET teachers
- ❑ All information about students needs on shared drive
- ❑ Emails from SENCO/DP with student reminders

External CPD (examples)

- ❑ First Aid Training updated continuously
- ❑ Manual Handling
- ❑ Movement breaks training
- ❑ Autism
- ❑ Inclusion



Team Teaching VS Learning Support



Professional Time - Circular, Letter 0079 /2018

- ❑ Professional time for individual teachers of Junior Cycle students is available in the form of 22 hours per school year.
- ❑ It is based on 40 minutes per week, which means that full-time teachers can be timetabled for a maximum of 21 hours and 20 minutes per week.
- ❑ It includes time to attend Subject Learning and Assessment Review meetings.
- ❑ Part-time teachers receive individual teacher professional time on a pro-rata basis.
- ❑ Requirement to allocate two hours for Subject Learning and Assessment Review meetings each year for every Junior Cycle subject.
- ❑ Since professional collaboration meetings can only be held when the relevant subject teachers can be present, a limited number of meetings may need to draw on teachers' bundled time to run beyond normal school tuition hours for some of the duration of the meeting.
- ❑ All time periods provided to support implementation of the Junior Cycle must be used for this purpose under the overall direction of the school's management and the use of professional time may be subject to inspection in whole-school evaluation and other inspections.

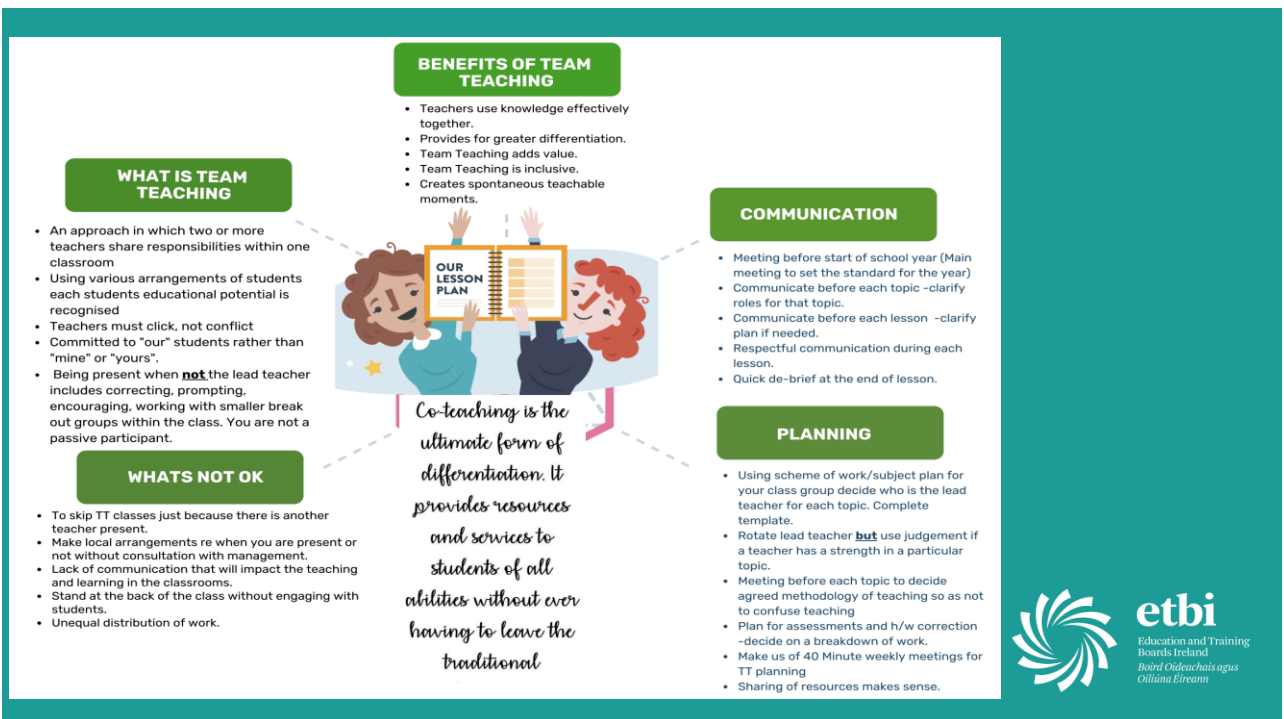


Team Teaching

Designed our own CPD



- ❑ What is team teaching
- ❑ Benefits of team teaching
- ❑ Communication
- ❑ Planning
- ❑ What's not ok



WHAT IS TEAM TEACHING

- An approach in which two or more teachers share responsibilities within one classroom
- Using various arrangements of students each students educational potential is recognised
- Teachers must click, not conflict
- Committed to "our" students rather than "mine" or "yours".
- Being present when **not** the lead teacher includes correcting, prompting, encouraging, working with smaller break out groups within the class. You are not a passive participant.



BENEFITS OF TEAM TEACHING

- Teachers use knowledge effectively together.
- Provides for greater differentiation.
- Team Teaching adds value.
- Team Teaching is inclusive.
- Creates spontaneous teachable moments.



COMMUNICATION

- Meeting before start of school year (Main meeting to set the standard for the year)
- Communicate before each topic -clarify roles for that topic.
- Communicate before each lesson -clarify plan if needed.
- Respectful communication during each lesson.
- Quick de-brief at the end of lesson.

PLANNING

- Using scheme of work/subject plan for your class group decide who is the lead teacher for each topic. Complete template.
- Rotate lead teacher **but** use judgement if a teacher has a strength in a particular topic.
- Meeting before each topic to decide agreed methodology of teaching so as not to confuse teaching
- Plan for assessments and h/w correction -decide on a breakdown of work.
- Make us of 40 Minute weekly meetings for TT planning
- Sharing of resources makes sense.

WHATS NOT OK

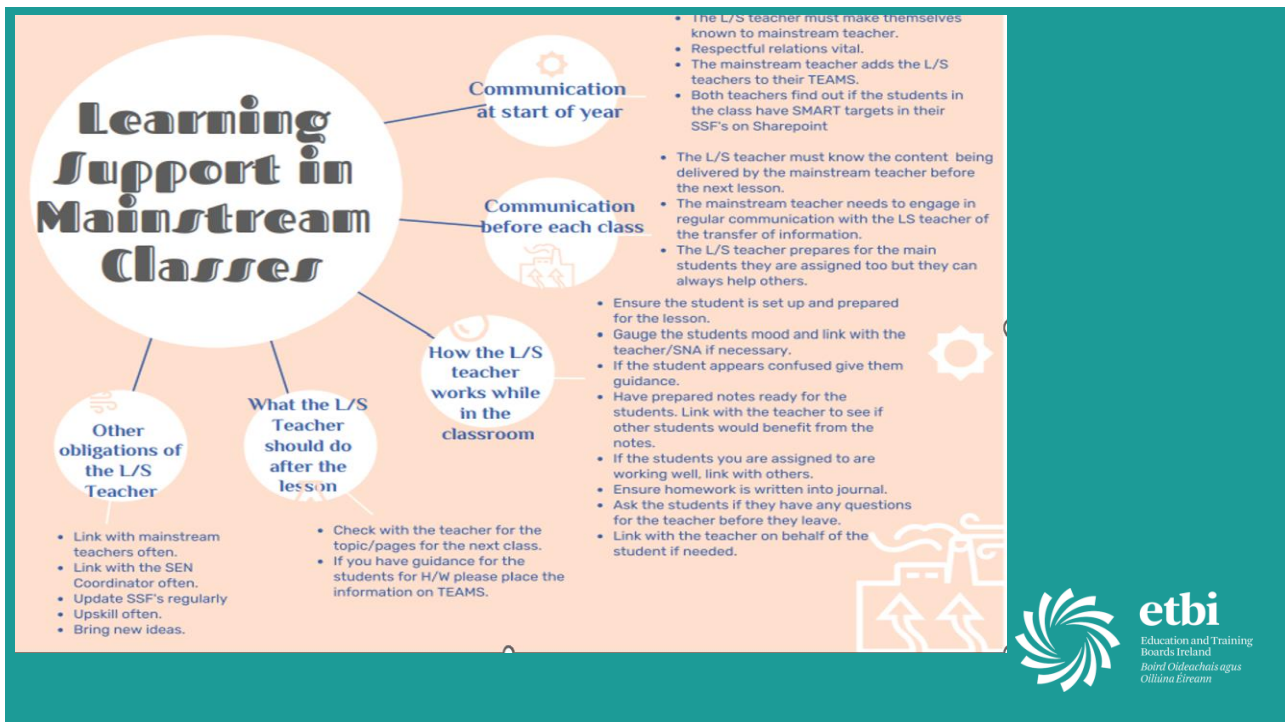
- To skip TT classes just because there is another teacher present.
- Make local arrangements re when you are present or not without consultation with management.
- Lack of communication that will impact the teaching and learning in the classrooms.
- Stand at the back of the class without engaging with students.
- Unequal distribution of work.

In Class Learning Support

Designed our own CPD

- ☐ Communication at the start of the year
- ☐ Communication before each class
- ☐ How the SET teacher works while in the classroom
- ☐ What the SET teacher should do after the lesson
- ☐ Other obligations of the SET teacher.





Communication at the start of the year

- ❑ The L/S teacher must make themselves known to mainstream teacher.
- ❑ Respectful relationships are vital.
- ❑ The mainstream teacher adds the L/S teachers to their TEAMS.
- ❑ Both teachers find out if the students in the class have SMART targets in their SSF's on Sharepoint

Communication before lessons

- ❑ The L/S teacher must know the content being delivered by the mainstream teacher before the next lesson.
- ❑ The mainstream teacher needs to engage in regular communication with the LS teacher for the transfer of information.
- ❑ The L/S teacher prepares for the students they are assigned too but they can always help others.



L/S Teacher working in the lesson

- ❑ Ensure the student is set up and prepared for the lesson.
- ❑ Gauge the students mood and link with the teacher/SNA if necessary.
- ❑ If the student appears confused give them guidance.
- ❑ Have prepared notes ready for the students. Link with the teacher to see if other students would benefit from the notes.
- ❑ If the students you are assigned to are working well, link with others.
- ❑ Ensure homework is written into journal.
- ❑ Ask the students if they have any questions for the teacher before they leave.
- ❑ Link with the teacher on behalf of the student if needed.



What the L/S teacher should do after the lessons

- ☐ Check with the teacher for the topic/pages for the next class.
- ☐ If you have guidance for the students for H/W please place the information on TEAMS.



Other obligations of the L/S Teacher

- ☐ Link with mainstream teachers often.
- ☐ Link with the SEN Coordinator often.
- ☐ Update SSF's regularly.
- ☐ Upskill often.
- ☐ Bring new ideas.



Some concluding points:



- ❑ Leadership for inclusive timetabling provision is key.
- ❑ There must be oversight by management of SET allocation throughout the timetabling process.
- ❑ Flexible and responsive timetabling in an informed way supports all students learning experience.
- ❑ Collaboration between management and the core special education team is important in timetabling.
- ❑ If there is vision and values of inclusivity present in timetabling we will succeed in giving students with the greatest level of need and vulnerability the greatest level of support.