

# Welcome to MPETSS First Year Intro Night



**MALAHIDE PORTMARNOCK**

EDUCATE TOGETHER SECONDARY SCHOOL

# Ethos of Educate Together

- Child centred
- Co-educational
- Equality-based
- Democratically run

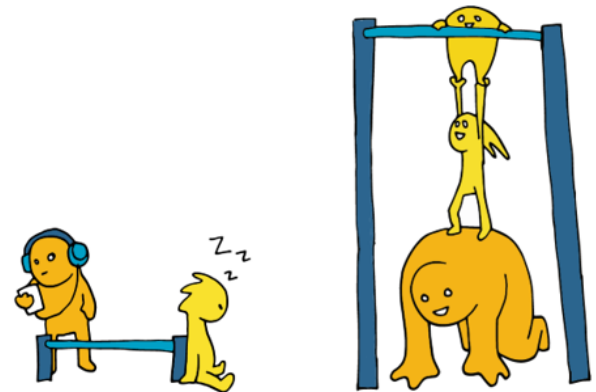


# Mission Statement

**Malahide Portmarnock Educate Together Secondary School is committed to an inclusive student-centred educational experience based on collaboration, cooperation and creation.**

**We strive to create a community of academic excellence which is welcoming, democratic, diverse and safe.** Our vision is for students to become independent lifelong learners **who reach their full potential and become active members of society.** In MPETSS we work to develop empathy and an understanding of difference in our ever-changing world.

## COMMUNITY – COLLABORATION – CREATION

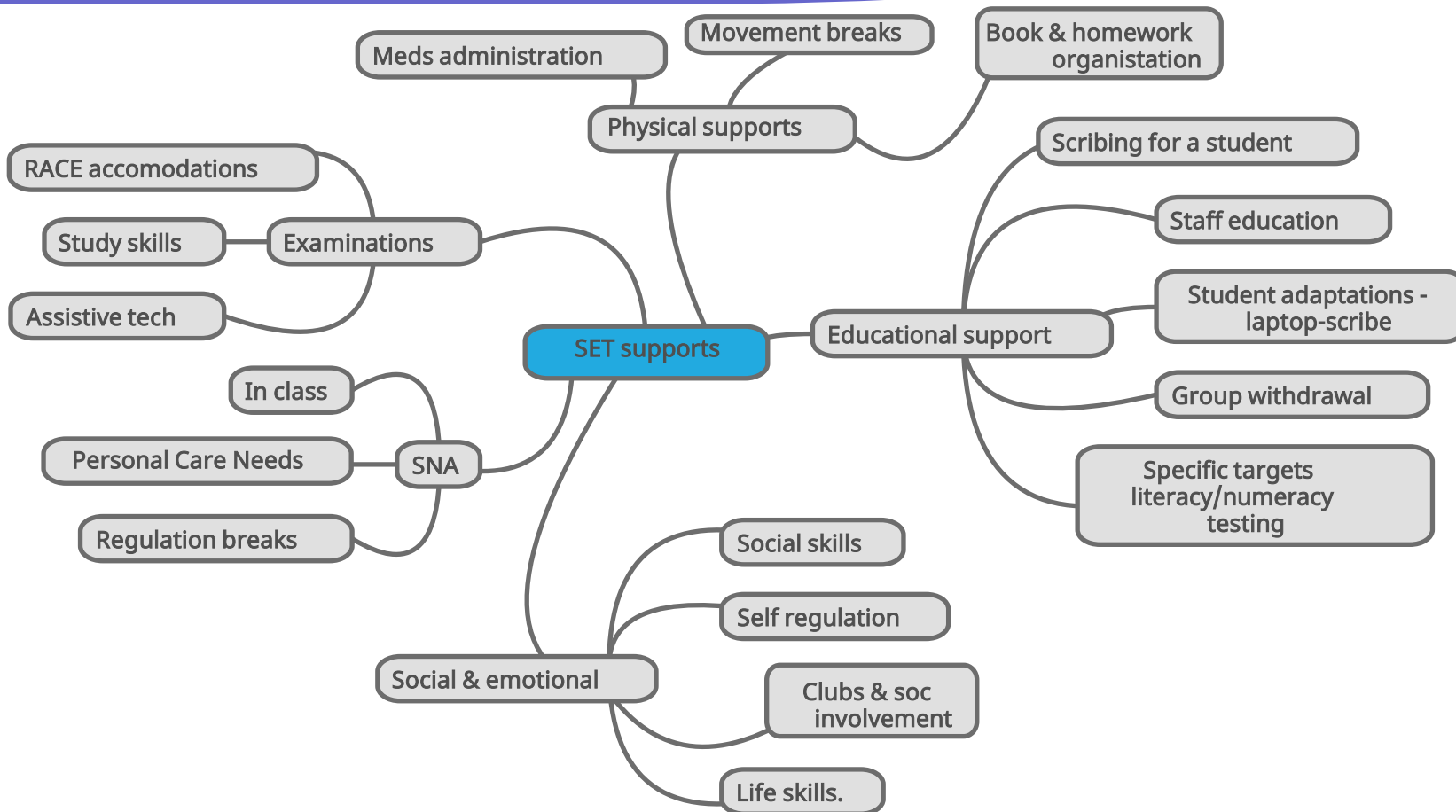


# Types of Report recommendations we see.

- Literacy Support
- Numeracy Support
- Movement Breaks
- Assistive Technology
- Exam Supports / RACE /DARE
- SNA Access
- Irish Exemption (CAO Implications)
- 3rd Language Exemptions (CAO Implications)



# What work does the SET team do? - brainstorm



# JUNIOR CYCLE Level 3 SUBJECTS

## Core Subjects

- English
- Irish\*
- Maths
- French/Spanish
- History
- Science
- Ethical Education
- Artistic Performance
- CSPE
- SPHE
- PE

## 3 Option Subjects

- Graphics
- Applied Technology
- Home Economics
- Geography
- Music
- Art
- Business
- Classical Studies

## Short Courses

- Ethical Education
- Artistic Performance
- CSPE
- SPHE
- PE

## OAL

Other areas of learning.

This is any work/activities that take place during school year.

EG any fundraising events/ student council participation.



Information for Parents

# JUNIOR CYCLE Level 2 learning programme



A small number of students may complete a Level 2 learning programme either as a stand alone programme or with a couple of level 3 Subjects.

Access to this programme is based on the student having a Mild/ Moderate general learning diagnosis.

The SET team will contact you if this programme is suited to your child's needs.

# JUNIOR CYCLE Level 2 learning programme

## The Priority Learning Units.

PLUs:

- Communication and Literacy
- Numeracy
- Personal Care
- Living in the Community
- Preparing for Work

## Short Courses

- Caring for Animals
- CSI
- Enterprise in Animation
- SPHE

5 PLUs and 2 Short courses = JCPA L2



# JCPA

## Junior Cycle Profile of Achievement

There is 4 places to report student achievement

Subjects  
PLUs  
CBAs  
OALs

**JUNIOR CYCLE PROFILE OF ACHIEVEMENT** 2017

Mary Kelly *Mel* DOB: 21/06/2001

**STATE CERTIFIED FINAL EXAMINATIONS**  
Examination number: 456985

| Subject            | Grade |
|--------------------|-------|
| English (O)        | Merit |
| Mathematics (O)    | B     |
| History (O)        | C     |
| Geography (H)      | C     |
| Home Economics (O) | A     |

**Classroom-Based Assessments - English**

| Assessment          | Result                    |
|---------------------|---------------------------|
| Oral Communication  | Above expectations        |
| Collection of Texts | In line with expectations |

**Classroom-Based Assessments - Short Courses**

| Assessment         | Result                    |
|--------------------|---------------------------|
| Coding             | In line with expectations |
| Physical Education | Exceptional               |

**Priority Learning Units**

| Unit                       | Result   |
|----------------------------|----------|
| Communicating and Literacy | Achieved |
| Living in the Community    | Achieved |
| Numeracy                   | Achieved |
| Personal Care              | Achieved |
| Preparing for work         | Achieved |

**Other Areas of Learning**

**Principal** Mrs. Mary Smith *Mary Smith*  
**Year Head** Mr. John Smith *John Smith*  
**Roll Number:** 76476F  
Anytown Secondary School  
Anytown, Co. Anycounty  
V94 F983  
Anytown Secondary School

This JCPA recognises and records achievements in Junior Cycle.

# BEHAVIOUR

*We know that all behaviour is based around a need to communicate, we are listening!*

*Within our school we promote:*

- 3R's – Be Responsible, Be Ready, Be Respectful
- Attitude of gratitude
- Respect for yourself
- Respect for others
- Personal space
- Consequences and sanctions



# Connect RP



- We use Restorative practice as a programme to achieve this. It is a philosophy at the core of our school.
- Ubuntu team is establishing the parent's information at the moment. RP Platform.

# UDL — Universal Design for Learning in class vs withdrawal

## Equality



The assumption is that everyone benefits from the same supports. This is equal treatment.

## Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

## Justice



All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

SET education does not have a curriculum so we adhere to

## Continuum of Support model

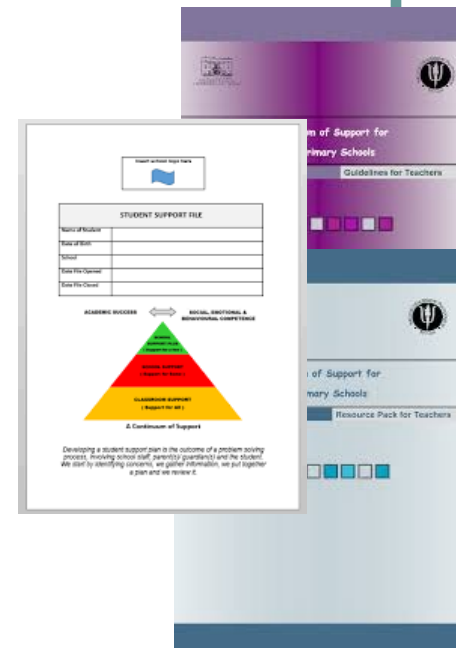
**New Guidelines are based on the principal that:**

"Effective provision for students with special educational needs is situated within an inclusive whole-school framework which emphasises effective teaching and learning for all and good collaboration and engagement between schools, parents/guardians and students.

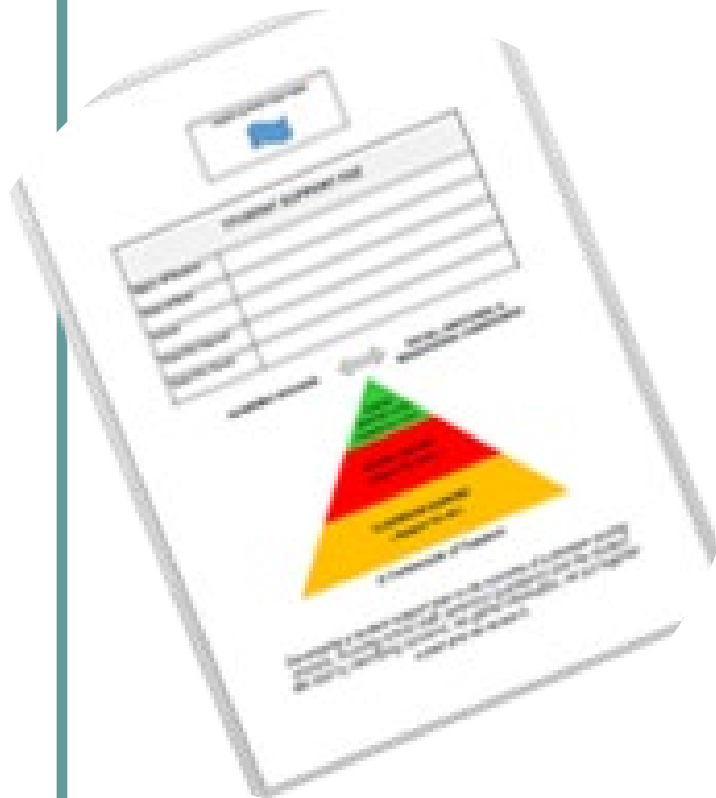
These guidelines are intended to build on existing good practice in schools and to complement the advice given in Inclusion of Students with Special Educational Needs"

*Post-Primary Guidelines (DES, 2017)*

- To ensure fully inclusive education
- Improved outcomes for students
- accountability/transparency



# 3 Step Process to Support Pupils with SEN



- Step 1: How can we identify needs?
- Step 2: How can we meet needs?
- Step 3: How can we monitor and record outcomes for students with special educational needs?

# In MPETSS SET does this by ...



## **Identify Students**

Looking at CAT4 testing (>90 <130)

Professional Reports

Discussions with Primary schools, parents and students

Monitor Wellbeing, identify barriers to accessing learning in the classroom.



## **Testing to assess gaps in attainment vs ability**

Literacy, numeracy, handwriting

Discussions with Subject Teachers, parents and students, class test results etc.



## **Review Continuum of Support**

Update COS with new supports, recommendations, testing findings, etc.



## **Plan for students individual needs**

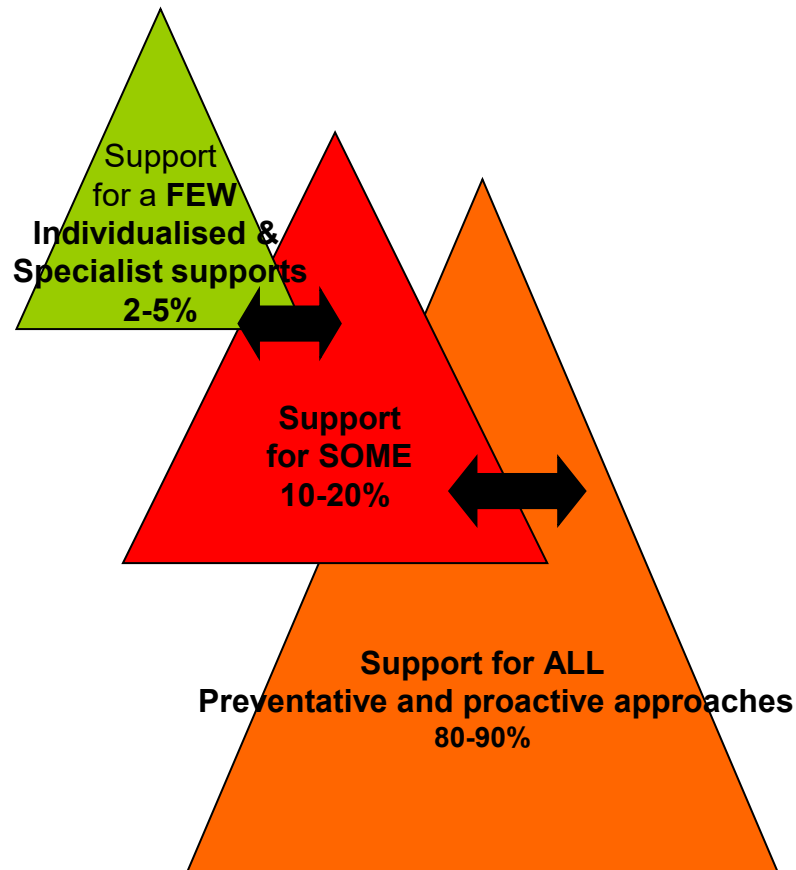
Identify the need  
Plan & set targets  
Monitor & Review



## **Ongoing:**

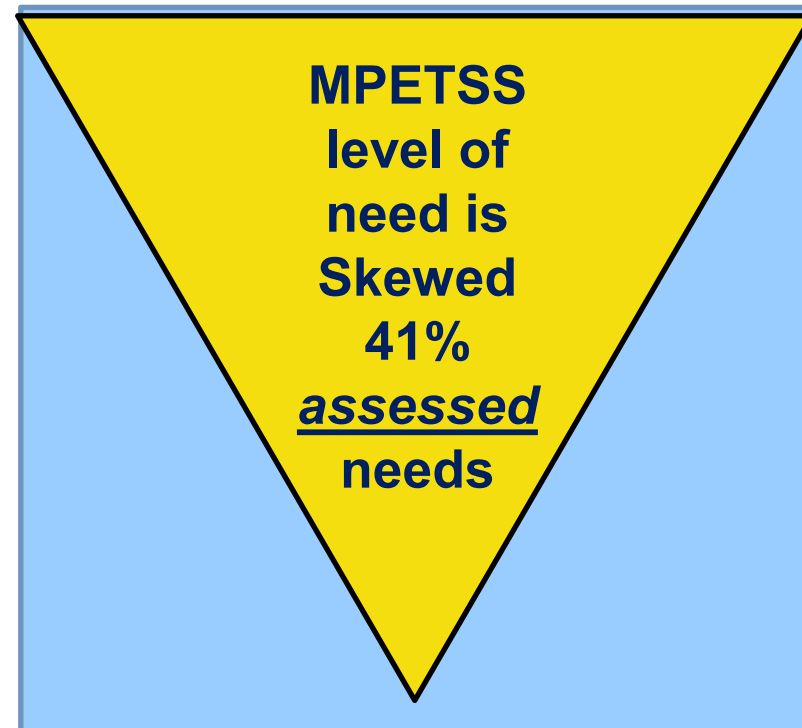
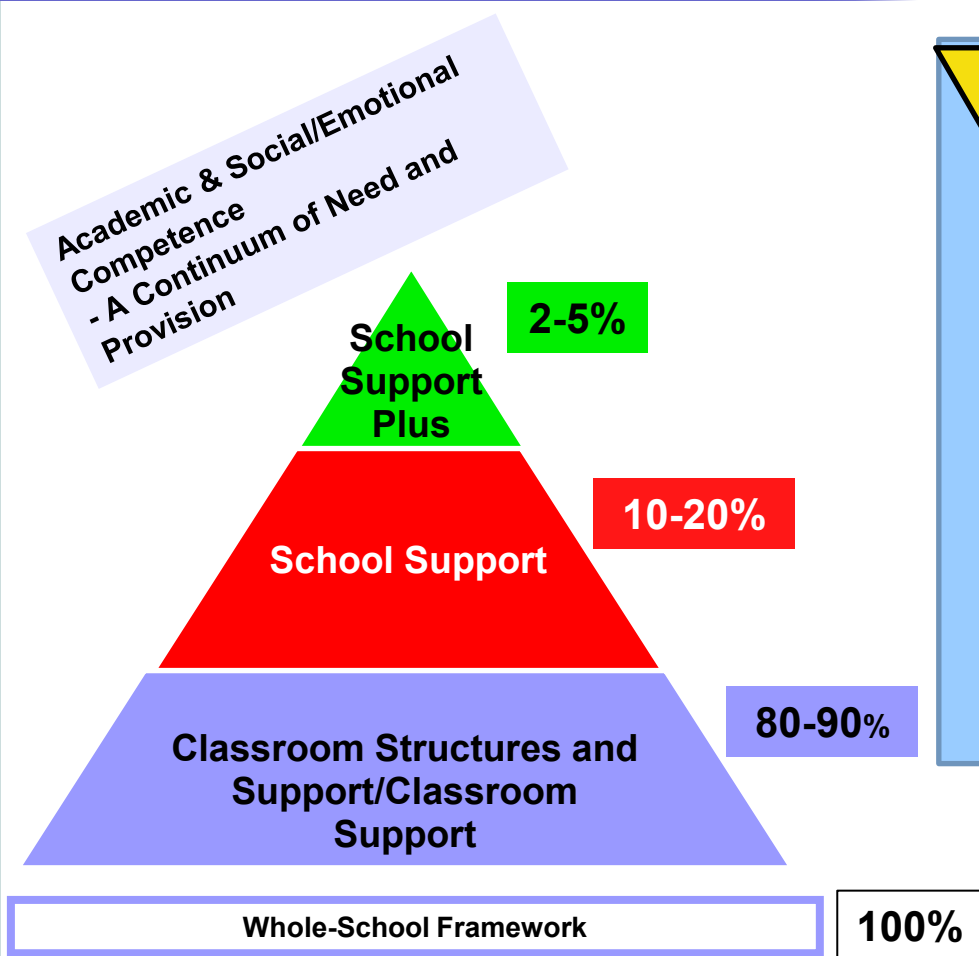
Applications, RACE, Assistive Technology etc. Liaise with Professionals, There to support subject teachers with their classes.

# General structure of Support in Irish schools



Each level of support builds on the preceding level

# Continuum of Support (COS)



# Whole School Approach 25-26

## **We Aim to:**

- **'Create an inclusive learning environment where all students feel welcomed and are engaged in school life.'**
- **Build student confidence to “manage themselves” and reach their full potential.**
- **Put Wellbeing first.**
- **Be ready, be responsible, be respectful.**

## We will achieve this by:

1. Getting to know our students and planning for their needs 'Connection before Curriculum'.
2. Creating Consistent Classroom Routines.
3. Creating safe and welcoming classroom environments.
4. Incorporating movement breaks into every class.
5. Incorporating Assistive technology into everyday classroom practice.
6. Taking a whole-school approach to review of policies and practices on learning, behaviour and well-being.
7. Engaging in continuing professional development to enhance the skills of all teachers in supporting the students who require additional support to achieve to the best of their ability.
8. Maintain a focus on high aspirations and on improving outcomes for all students (We know that success looks different for everyone).

# Challenges for SET

**MPETSS  
level of  
need is  
high**

As a growing/developing school, we have been working on a year behind in allocation

MPETSS allocation – 210 (Was 165 last year)

Malahide – 258.5

Portmarnock – 152.5

Swords Community – 282.5

**Teacher  
Shortages,  
Changes in  
building,  
etc.**

Teacher shortages – Only able to allocate 35/165 hours. Waiting for new teachers to be appointed.

**% of students with SET need = +41%**

16 SNAs to support these students

2 Part-time SENCOs

0 full-time SET teachers

2 Part-time SET teachers

2 Autism Class teachers

Staff with SET hrs – 15+

# What is Success?

- Health & Safety – health & safety, medical issues
- Social & Emotional Successes – Friends, conversations, regulation, etc. Priority Happy to come to school
- Academic Successes – looks different for everyone
- Independence – using assistive technology, planning for learning, taking responsibility, **asking for and taking help when needed**
- **6 year school career**
- 3rd Level Pathways – LC2024 = 1st in school
- Our vision is for students to become independent lifelong learners **who reach their full potential and become active members of society.**

# How you can help...

- Literacy
- Numeracy
- Typing
- Organisation
- Check the journal
- Check VSWare or Unique Schools
- Let us know...don't let it grow!
- Understand that we are doing our best.

