



School Name: Our Lady of Fatima School

School Address: Carrigeen Street, Wexford

School Roll Number: 19266T

School Self-Evaluation & School Improvement Plan

OUR LADY OF FATIMA SCHOOL

School Self-Evaluation (SSE) & School Improvement Plan

2026–2027

Whole School Theme

Language Connects Us

1. School Context

Our Lady of Fatima School is a co-educational special school catering for pupils aged 5–18 years with a diagnosis of Mild General Learning Disability (MGLD), many of whom have additional needs including Autism Spectrum Disorder (ASD), speech and language needs and sensory processing differences.

The school provides a broad, balanced and differentiated curriculum through the Primary Curriculum Framework, Junior Cycle Levels 2 and 3, Senior Cycle, Leaving Certificate Applied and a wide range of life skills programmes.

As a school community we are committed to providing an inclusive, nurturing and communication-rich learning environment where every pupil is respected, valued and supported to achieve their full potential.

School Self-Evaluation is central to our culture of continuous improvement and supports reflective practice, collaborative professional learning and improved outcomes for all pupils.

2. Review of 2025–2026

During the previous School Self-Evaluation cycle the school continued to strengthen teaching and learning through a focus on wellbeing, Universal Design for Learning (UDL), digital accessibility, collaborative teaching and SMART target setting within Student Support Files. Progress was also made in embedding communication

supports, increasing student participation and strengthening collaborative professional practice.

Following our **Curriculum Evaluation in Language and Communication**, together with the implementation of the **Primary Curriculum Framework**, the school identified Communication and Language as the next stage of whole-school improvement. Staff recognised the need to further embed communication across all curriculum areas while continuing to develop collaborative teaching approaches, inclusive classroom practice and assessment informed by meaningful SMART learning targets.

3. Evidence Informing our School Improvement Priorities

Our priorities for 2026–2027 are informed by:

- Primary Curriculum Framework (Language – Year 1 implementation)
 - Curriculum Evaluation – Language and Communication
 - Looking at Our School 2022
 - Student Support File review
 - Staff professional reflection
 - Student Voice
 - Digital Learning Plan
 - Wellbeing Action Plan
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4. School Improvement Priority 2026–2027

Whole-School Theme

Language Connects Us

During 2026–2027, the implementation of the Primary Curriculum Framework will place **Communication and Language** at the centre of teaching and learning. Through the whole-school theme *Language Connects Us*, all classes will engage in a shared thematic approach that promotes communication across the curriculum and recognises the many ways our pupils communicate.

The school will continue to build on the work completed during the previous SSE cycle through four interconnected priorities.

Priority 1 – Communication and Language

- Embed Communication and Language learning outcomes across all curriculum areas.
- Develop communication-rich classrooms.
- Promote oral language, literacy, Gaeilge, Spanish and Language Awareness.
- Continue the use of AAC, Lámh, PECS and visual supports.
- Develop consistent SMART communication targets within Student Support Files.
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Priority 2 – Collaborative Professional Practice

- Expand Team Teaching and Station Teaching.
- Strengthen Teacher–SNA collaboration.
- Increase collaborative planning time.
- Continue moderation meetings and Professional Learning Communities.
- Promote Primary/Post-Primary curriculum collaboration.

Priority 3 – Universal Design for Learning & Digital Accessibility

- Continue implementation of UDL.
- Embed Book Creator accessibility features.
- Extend Microsoft accessibility tools.
- Increase use of assistive technology.
- Develop digital portfolios.

Priority 4 – Wellbeing & Student Voice

- Continue implementation of the Wellbeing Action Plan.
- Promote Student Voice.
- Embed Bí Cineálta.
- Strengthen positive relationships and restorative practice.
- Continue family partnerships.

5. Success Criteria

Implementation of this School Improvement Plan will be considered successful where the following evidence is consistently observed.

Communication and Language

- **100% of teachers** plan from the Language learning outcomes within the Primary Curriculum Framework.
 - **100% of classes** implement the whole-school theme **Language Connects Us** through at least one cross-curricular thematic unit during the school year.
 - **100% of classrooms** display evidence of Communication and Language through agreed communication-rich classroom environments by the end of **October 2026**.
 - Every class participates in Language Awareness activities including Gaeilge, Spanish, Reading for Pleasure and Language Celebration Week.
 - Communication opportunities are explicitly planned across all curriculum areas.
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Communication-Rich Learning Environments

By October 2026, every classroom will include:

- communication displays linked to the whole-school theme;
- curriculum vocabulary using words, visuals and symbols;
- AAC, Lámh, PECS and visual supports where appropriate;
- visual timetables and accessible signage;
- displays celebrating pupils' communication and literacy;
- opportunities for discussion, questioning and pupil voice.

Evidence will be gathered through:

- classroom observations;
 - learning walks;
 - pupil work;
 - digital portfolios;
 - Student Support Files.
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Collaborative Professional Practice

- **100% of teachers** participate in at least **one collaborative planning session each term**.
- Team Teaching and/or Station Teaching is implemented in agreed classes and curriculum areas.
- Teacher–SNA planning meetings occur regularly to review communication supports and pupil participation.

- Primary and Post-Primary staff collaboratively develop at least **one whole-school thematic learning experience**.
 - Staff participate in moderation meetings each term.
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Universal Design for Learning & Digital Accessibility

- UDL principles are evident in **100% of classroom planning**.
 - Book Creator accessibility features are embedded across Primary and Junior Cycle.
 - Microsoft accessibility tools are routinely used within Senior Cycle.
 - AAC and assistive technology are consistently used to promote participation.
 - Every class develops a digital portfolio demonstrating pupil learning and communication.
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Student Support Files & Assessment

- **100% of Student Support Files** include high-quality SMART communication targets.
 - Communication targets are reviewed **three times annually**.
 - Assessment evidence informs planning and next steps for learning.
 - Progress is recorded through teacher observation, digital portfolios and moderation.
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Professional Learning

- **100% of teaching staff** participate in professional learning relating to:
 - Primary Curriculum Framework (Language)
 - Communication & Language
 - UDL
 - Digital Accessibility
 - Collaborative Practice
 - Staff share examples of effective practice during staff meetings and Professional Learning Communities.
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Leadership, Monitoring and Review

The Principal, Deputy Principal and AP II Post Holders will monitor implementation through:

- one learning walk each term;
- one planning review each term;
- one Student Support File review each term;
- classroom observations where appropriate;
- moderation meetings;
- pupil voice activities;
- staff professional reflection.

Progress will be reviewed formally at the end of each term and reported to the Board of Management as part of the School Self-Evaluation process.

6. Monitoring, Evaluation and Review

The impact of this School Improvement Plan will be evaluated through:

- Learning walks
- Classroom observations
- Student Support File reviews
- Samples of pupils' work
- Digital portfolios
- Student Voice
- Staff reflection
- Professional Learning Community records
- AP II reports
- End-of-year School Self-Evaluation review

The findings of the annual review will inform the school's priorities for 2027–2028 as part of the three-year School Self-Evaluation cycle.

Review Date: June 2027