



# Digital skills development and ICT in inclusive education

A self-assessment framework for schools

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# Digital skills development and ICT in inclusive education

## In brief

The following self-assessment tool for **institutes of formal education** was developed by the ENTELIS network<sup>1</sup>. The network aims to increase the participation of persons with disabilities in the digital society and to close the digital divide.

The self-assessment tool<sup>2</sup> aims to help **educational establishments** (further schools) **that welcome learners** (further students) **with disabilities**<sup>3</sup> to assess their current outcomes and to plan improvements in supporting these students in increasing **digital literacy** and developing **digital skills**. This includes the use of mainstream **Information and Communication Technology** (ICT) and specially designed **digital Assistive Technologies** (ICT-AT). This can only successfully happen if schools fully embrace **an inclusive approach** to education.

The **vision** underpinning the tool is that school management provides leadership and has taken ownership of the challenge to achieve ICT integration in inclusive education and equip all students with the digital competencies needed to fruitfully participate to the digital society.<sup>4</sup>

## Why this Self-Assessment framework for schools?

A number of factors, including campaigning by organisations of disabled people, have led to recognition of **the rights of disabled people** to participate fully in all activities and the benefits to society of their full inclusion and contribution to society. In many countries

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<sup>1</sup> The ENTELIS network is co-funded by the European Commission (Lifelong Learning Program - Grant Agreement 213-4195/001-001). This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. The authors are Evert-Jan Hoogerwerf, Marion Hersh, Katerina Mavrou, Andrea Solander-Gross, Ivan Traina, with contributions from Nadine Lattimore, Vladimir Lazovski, Abdelaziz Rouame and Sarah Weston. Corresponding author: Evert-Jan Hoogerwerf E-mail: hoogerwerf@ausilioteca.org

<sup>2</sup> This tool is inspired by the "Inclusive education framework. A guide for schools on the inclusion of pupils with special educational needs." National Council for Special Education (Ireland), 2011.

<sup>3</sup> Both the terms "disabled students" and "students with disabilities" are used in the English version of the framework, due to different views by the group working on it as to which term was more appropriate and different usage by organisations of disabled people/people with disabilities in different countries.

<sup>4</sup> Ref. The Digital Agenda of the European Commission (Enhancing digital literacy, skills and inclusion) & Digital strategy for schools 2015-2020. Enhancing teaching, learning and assessment. Irish Government. Dep. of Education and skills, 2015.

this has led to legislation on the rights of disabled people. Education is the key to opening up opportunities and participation in all other activities.

In many countries disabled people are mainly and/or increasingly being educated in mainstream schools. It is therefore very important that these schools are inclusive so that disabled students can fulfill their full potential, educationally, socially and in all aspects of their development. Inclusion in academic and other classes is very important, but inclusion in social activities and the life of the school is equally important.

In the past a medical approach (the medical model of disability) was generally taken to disability. This was generally based on consideration of deficits or deficiencies, leading to assumptions that it was the disabled person's condition that resulted in any difficulties, disadvantage or discrimination they experienced. There is increasing acceptance of the social model of disability. This focuses on society's responsibilities to include disabled people and considers the difficulties, disadvantage and discrimination they experience to be the result of attitudinal, social, infrastructural and other barriers. It is the steps, not using a wheelchair to support mobility, that are the problem.

Developments in technology have changed our ways of living and participation in the digital era and it is important that these developments bring benefits to disabled people and not additional barriers. **Modern technology has a great potential** to increase the opportunities open to disabled people and overcome the barriers they would otherwise experience. This includes both information and communication technology (ICT) and assistive technology (AT).<sup>5</sup> Making the best use of ICT and AT requires information about available technologies to be widely disseminated so users have the information to choose the most appropriate technologies and training in their use, as well as financial support for their purchase.

However, despite the great and growing importance of ICT and AT, it should be recognised that attitudinal and other changes are also required to support the full inclusion and participation of disabled people.

## **How can the tool be used?**

The tool is intended to help you reflect on how your school is doing with regard to

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<sup>5</sup> *The term assistive technology covers the technology, equipment, devices, services etc. used by disabled and/or older people to overcome the barriers they would otherwise experience to participating fully and carry out activities safely and easily. AT is also required by some disabled people to access ICT e.g. screen readers by blind people and eye, head and foot control systems, joysticks and mouse and pointer emulation devices by some physically disabled people to access computers and other.*

supporting disabled students in the development of ICT and ICT-AT skills. Most schools will find that they are doing well in some areas and could improve in others. The tool will help you identify the areas in which your school should increase its efforts in order to increase outcomes.<sup>6</sup> It further provides guidance in the definition of an action plan. In that case the worksheets provided will become collaboration tools between staff members. It could be useful to use the assessment framework again in six months or a year's time to evaluate the impact of the changes you have made and determine where further changes are required.

The framework presents 10 areas of assessment, grouped in 2 chapters: policy and practices.

There are **two versions** of the tool:

- **A short version** with a broad descriptor of good practice for each area.

This version is particularly intended for schools that are at the start of their thinking and planning of a strategy in this field.

- **An extended version** with four descriptors of good practice for each area.

The extended version also includes **typical questions** that help you to understand the criteria and to assess at what stage of achievement you are. This version is particularly intended for schools that have already thought about policies and practices in this field and that want to fine tune their strategies.

In the extended version some particularly important criteria might be reported with a slightly different emphasis under more than one area. The respondent, typically the school director or a delegate teacher, is invited to assess each criterion. **Completing the tool as a team** or involving different respondents and comparing their assessments might be a good strategy to get straight into the core issues and will very likely lead to fruitful discussions.

As mentioned the tool not only assesses the state of the art, but it also aims to help schools to set priorities and to **outline action plans**. Respondents are therefore invited to elaborate on issues using the provided **worksheets**, although this is not strictly necessary to complete the questionnaire. It is expected that follow up versions of the tool will integrate examples, case studies, a glossary and references to literature.

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<sup>6</sup> *It is the wish of the authors to include in follow up versions of this tool links to resources to help you to do this.*

The present version is a preliminary version that is currently under validation. Nevertheless it is ready to be used and the authors are keen on having your feedback. Please send your comments and suggestions to Andrea Solander-Gross (andrea.solander-gross @ cjd-badkreuznach.de) or Evert-Jan Hoogerwerf (hoogerwerf@ausilioteca.org).

## References

### Reports

- Inclusive education framework. A guide for schools on the inclusion of pupils with special educational needs. National Council for Special Education (Ireland), 2011.
- Index for inclusion, developing learning and participation in schools” (by Tony Booth and Mel Ainscow, available at: <http://.eenet.org.uk/resources/docs/Index%20English.pdf>). Centre for Studies on Inclusive Education – CSIE, 2011.
- Unesco ICT competency framework for teachers, UNESCO 2011
- Analysis of the use and value of the Index for Inclusion (Booth & Ainscow 2011) and other instruments to assess and develop inclusive education practice in P2i partner countries. EASPD (2012). Brussels/Tilburg, Fontys OSO.
- Assistive technology use in 31 mainstream primary schools in Macedonia. Research Report. Project for e-Accessible Education. Open the Windows, Skopje 2015.
- Digital strategy for schools 2015-2020. Enhancing teaching, learning and assessment. Irish Government. Department of Education and skills, 2015
- Profilbildung inklusive Schule - ein Leitfaden für die Praxis (English: Developing a profile for inclusive schooling - a guideline for practice) only available in German: [http://www.km.bayern.de/download/5597\\_ganzer\\_leitfaden\\_neue\\_schrift\\_online\\_a468seiterds\\_onl\\_rz3\\_210213.pdf](http://www.km.bayern.de/download/5597_ganzer_leitfaden_neue_schrift_online_a468seiterds_onl_rz3_210213.pdf)
- ENTELIS State of the Art Report, 2015. <http://www.entelis.net/en/node/237>
- ENTELIS Towards full digital inclusion: the Entelis Manifesto against the digital divide. 2015. <http://www.entelis.net/en/manifesto>

### Websites

- Individual educational planning: <http://ndipat.org/blog/at-in-the-iep-use-the-match-up-tool-for-systematic-consideration/>
- <https://marylandlearninglinks.org/interactive/match-up-tool/>
- <http://www.oecd.org/education/school/46927511.pdf>
- ENTELIS network: [www.entelis.net](http://www.entelis.net)
- The Digital Agenda: <https://ec.europa.eu/digital-single-market/en/europe-2020-strategy>

# Digital skills development and ICT in inclusive education

## Self-Assessment framework for school

### Short version

Please complete the following table by putting an X for each indicator in the most applicable column.

Area and descriptor of good practice	Level of consolidated and proven commitment and practice				
	No start made	Getting started	Some progress made	Good progress made	Good practice in place
<b>SECTION 1: SCHOOL CULTURE AND POLICIES</b>					
<b>1. Management and whole-school planning</b>					
The school is committed to the integration of ICT in education and the development of the ICT skills of all students, including those with disabilities.					
<b>2. Whole-School Environment</b>					
The whole school environment (physical, digital and educational) is accessible, including the communication channels among the school community members.					
<b>3. Fulfilling Student Potential</b>					
The school is learner-centred and fosters the development of the digital skills of ALL students.					
<b>4. Fulfilling Staff Potential</b>					
The school plan provides for ongoing professional development for all staff in diversity management, inclusive education and ICT integration in education.					

Area and descriptor of good practice	Level of consolidated and proven commitment and practice				
	No start made	Getting started	Some progress made	Good progress made	Good practice in place
<b>SECTION 2. PRACTICES</b>					
<b>5. Curriculum Planning</b>					
Curriculum planning involves options for differentiation and personalisation of curricular content, processes, tools and outcomes.					
<b>6. Individualised Education Planning</b>					
Individualised education planning outlines the student's prior learning and assistive technology use, learning strengths, needs, immediate goals and future targets to maximise their potential and support inclusion. Particular learning goals for those students to whom digital technologies are fundamental for activities and participation are defined.					
<b>7. Teaching and Learning Strategies - The Learning Experience</b>					
The school culture recognises that the abilities of all students, both disabled and non-disabled, are not fixed and can be developed and improved given suitable learning experiences, both in the classroom and in extracurricular activities, enhanced by appropriate assistive solutions if needed.					
<b>8. Teaching and Learning Strategies - The Teaching Experience</b>					
Teachers are trained to focus on creating, for the whole class and for each single student, learning experiences that are positive, success oriented, and that foster learning through authentic learning activities in digital environments.					
<b>9. Classroom Management</b>					
Students using personal equipment to participate in the classroom activities are encouraged and supported to make use of it.					
<b>10. Support for and recognition of learning</b>					
ICT and ICT-AT skill assessment is part of the planning of transition to employment or further learning.					

# WORKSHEET

Regarding reaching optimal conditions for digital skills development and ICT and ICT-AT integration in inclusive education, please complete the following analysis:

<b>Discovery</b>	
<b>What works well?</b> - - -	<b>What needs to be improved?</b> - - -
<b>Vision</b>	
<b>What goals do we want to reach?</b> 1. 2. 3.	
<b>Design</b>	
<b>What actions are needed to realise these goals?</b> 1. 2. 3.	<b>Who should be involved?</b> 1. 2. 3.
<b>Delivery</b>	
<b>What resources will help us to improve?</b> 1. 2. 3.	<b>Who should take the lead?</b> 1. 2. 3.

# Digital skills development and ICT in inclusive education

## Self-Assessment framework for school

### Extended version

## **ASSESSMENT FRAMEWORK**

### SECTION 1: SCHOOL CULTURE AND POLICIES

#### **1. Management and whole-school planning**

**1.1. The school is committed to the right of all students to receive an inclusive education, while fully taking into account diversity issues.**

*Typical questions: Are policies defined and agreed? Are outcomes regularly monitored? Are all stakeholders informed? Is there a diversity management plan in place? Does the composition of the staff reflect the composition of the student population in terms of cultural diversity and disability?*

**1.2. The school is committed to the development of the full potential and independence of each single student.**

*Typical questions: Are staff numbers sufficient and is time foreseen to implement an individualised or personalised approach? Are student support services in place? Are students involved in decision making processes? Does the school provide or promote extra-curricular activities for the students?*

**1.3. The school is committed to ICT integration in education, in particular in learning, teaching and assessment of learning outcomes.**

This includes: The school management ensures school resources are deployed in an equitable and beneficial manner to address the learning needs and outcomes of students, including the provision or inclusion of mainstream and specially designed technologies to enhance the individual's learning experience.

*Typical questions: Are resources (ICT equipment) available to teachers and students? Is ICT equipment available in all classes? Is there a technology team (ICT coordinator) to support both teachers and students? Are staff members encouraged to actively engage with*

*technology? Is part of the curriculum delivered online? Is ICT used to assess learning outcomes? Does the school collect information on the needs of students with disabilities regarding ICT-AT when preparing budgets and resources needed for the school? Are needs for assistive technology equally referenced to funding authorities/bodies?*

**1.4. The school is committed to the development of the digital skills of all students.**

*Typical questions: Is the development of digital skills part of the school curriculum? Does the school provide opportunities to certify ICT skills (e.g. ECDL)?*

## **2. Whole-School Environment**

**2.1. Accessibility is guided by the principles of universal design, good practice recommendations and current legislation and is the responsibility of everyone in the school. The accessibility of the school environment is proactively maintained and audited.**

*Typical questions: Are there environmental barriers in and outside the building? Does the school meet all accessibility standards in current legislation? Is signposting provided in different formats? Is an action plan developed to ensure that barriers are removed and good practice is implemented?*

**2.2. Accessible resources, equipment and strategies are provided for students with disabilities to enable them to participate fully in all school activities.**

*Typical questions: Are there resources for making teaching material accessible? Is there time allocated to teachers for designing accessible strategies and materials?*

**2.3. Communication in the school community is conducted in modes, language and format(s) accessible to students and their parents/guardian.**

*Typical questions: Does the school website respond to basic usability criteria? Are invitations, programmes and other documents produced in accessible formats (e.g. accessible pdfs, Easy to Read)? Are there arrangements to assure that meetings are accessible (e.g. sign language interpretation, video captioning, etc.). Is visual information used (e.g. use of symbols) for announcements? Are there teachers that speak other languages (or translations services) for students and parents that are not native speakers? Is there a social network space and/or school website for school-community communication?*

- 2.4. Different Alternative Communication strategies are well known and practiced in the school (e.g. easy to read, communication using symbols, low and high tech communication devices, etc.)**

*Typical questions: Are children that use AAC provided with opportunities to use their devices to communicate in classroom and other activities? Do teachers differentiate material to other forms of communication (e.g. with symbols, easy to read, etc.)?*

### **3. Fulfilling Student Potential**

- 3.1. The school is learner-centred and fosters the development of the (digital) skills, technology mediated access to knowledge, independence and confidence in digital media use of all students and responds to their diverse academic and personal needs.**

*Typical questions: Are learning paths designed involving the student and taking into account personal interests and needs? Is technology used for learning and instruction adaptable to the student's personal ICT-AT equipment and skills? Are there learning activities that allow students to use their personalised technology to access learning and communication?*

- 3.2. As a minimum, at the beginning of each school year a multidisciplinary assessment is conducted to identify for each student with a disability ICT and ICT based assistive solutions that can enhance their learning and participation. The assessment will be repeated each time there is reasonable evidence that the identified personal equipment is no longer appropriate.**

*Typical questions: How often are assessments of ICT-AT and other support needs carried out? Are the results of the assessment always implemented? Are there any barriers to implementing assessment results - if so what?*

- 3.3. The school listens to the students' voice, promotes students' self-advocacy and encourages students to have informed independent decision making and to express personal opinions, experiences and identities in an appropriate and safe way in all environments, including social media.**

*Typical questions: Are representatives of the students participating in school decision-making meetings? Are the views of students with disabilities represented? Are there activities for public dialogue (e.g. through social media) involving students? Do students with disabilities communicate with their peers and teachers using social media?*

- 3.4. Personal equipment and accommodations for independent access, communication and learning accompanies the student in all settings (school, home, community). Regular contact is maintained with parents/guardians on a student's academic and personal progress, including on the development of digital skills and the effective use of the personal ICT-AT equipment.**

*Typical questions: How is ICT-AT extended and used through the student's learning within a variety of contexts? What kind of support is provided to students in order to use their ICT-AT in other contexts? How frequently are parent/school meetings are held? In which ways are parents involved in the learning process design and the use of ICT-AT? How is the use of ICT-AT at home encouraged by the school?*

## **4. Fulfilling Staff Potential**

- 4.1. The school plan provides for ongoing professional development and training for all staff in diversity management and in ICT integration. Staff members are encouraged to meet personal and professional development goals and are given access to appropriate continuing professional development in meeting special educational needs, in inclusive education, in ICT and in ICT-AT on an ongoing basis.**

*Typical questions: Are there any opportunities for professional development provided by the school and/or other authorities (e.g. Ministry or Department of Education)? Are teachers motivated and encouraged to attend seminars on inclusive education, assistive technology, ICT integration etc.? What training opportunities are available to staff? Does training takes place in work time? Who pays for training? Does training cover ICT-AT? What support is available for disabled staff?*

- 4.2. Teachers are capable of dealing with the effective use of ICT-AT by students.**

*Typical questions: Have some staff members received specific training regarding the selection and use of appropriate and up to date person centred assistive solutions (hard- and software) to improve the learning outcomes of individual students with disabilities? Does the school consult with ICT-AT professionals for advice as required? Are available resources in ICT-AT outside the school mapped and activated if needed?*

- 4.3. The school has mechanisms in place to share information among relevant staff members about students with disabilities, where appropriate and in a sensitive manner, including information on the use of alternative**

**communication and learning strategies. Staff members with experience in the use of technology to enhance the learning of students with special educational needs acknowledge their responsibility to support their colleagues. An induction and mentoring system is in place.**

*Typical questions: Is there an ICT-AT coordinator? Are there meetings where staff that participated in training have the opportunity to share knowledge? Is there a special education coordinator that supports teachers to integrate technology in their students' learning programmes in the classroom? Are there any guidelines available to teachers on universal design for learning and differentiation?*

**4.4. Collaboration among staff members to address specific needs of students with disabilities is encouraged.**

*Typical questions: Are more experienced and/or knowledgeable teachers provided time and incentives to support their peers? Are there opportunities for co-teaching? Is there time for teachers to work together on particular students' cases and share practices and ideas?*

## SECTION 2. PRACTICES

### 5. Curriculum Planning

**5.1. Curriculum planning enhances opportunities for students with disabilities to learn within a community of students while appreciating individual abilities, learning styles, needs and preferences.**

*Typical Questions: Are there group activities planned with allocation of roles to students with disabilities with the use of their ICT-AT? Are there opportunities for group project based assessment?*

**5.2. Curriculum planning is based on the principles of Universal Design for learning and involves options for differentiation and personalisation of curricular content, processes, tools and outcomes. In many cases this involves taking into account accessibility requirements and the use of ICT and ICT-AT solutions, but also the definition of particular learning goals for those students to whom digital technologies are fundamental for activities and participation.**

*Typical Questions: Are curricular objectives and methodologies flexible and adaptable to the specific needs of the student? Do methods and tools defined provide various options for multimodal representation of content? Is ICT-AT included in learning tools? Are there options for alternative outcomes assessment other than traditional written tests? Is ICT-AT considered or used to access curricula content, making it relevant to all students?*

**5.3. Student participation, self-esteem, sense of competence as a learner and learning outcomes are enhanced by curriculum planning for inclusion with the integration of ICT-AT.**

*Typical questions: Is the student's individual (assistive) technology considered as part of the student's profile? Is ICT-AT acknowledged as a means for practicing (multi) literacy skills? Are students invited and stimulated to apply alternative learning methods including the use of ICT-AT solutions?*

**5.4. Teachers hold and communicate high expectations for all students in the class and are aware of the potential impact of stereotyping for students with special educational needs.**

*Typical questions: Are specific students systematically excluded from specific subjects e.g. students with physical disabilities are excluded from gym? Are arrangements in place to deliver content differently, e.g. students with a hearing impairment are included in music class with the support of ICT for alternative content delivery? How often and in which way is feedback provided to all students?*

## **6. Individualised Education Planning**

**6.1. Whole-school policies and procedures outline how the diverse needs of students are met across curricular and social areas, at transition points and refer specifically to the inclusion of students with disabilities. The empowering role of technology is considered integral to all aspects of education.**

*Typical questions: Is the development of IEP a product of team work between teachers, students, parents, disability professionals and the school management? Are general school objectives and ICT integration policy taken into consideration in the development of IEP?*

**6.2. Individualised education planning outlines the students' prior learning and assistive technology use, learning strengths, needs, immediate goals and future targets to maximise their potential and support inclusion. It records the teaching and learning strategies to be used, the use of person centred**

**assistive technologies and the assessment of its effectiveness and usefulness, and it sets out the role of mainstream and specialist teachers support staff and parents in the educational plan.**

*Typical questions? How is ICT-AT represented in each student's IEP? Is ICT-AT identified as a learning tool? Are ICT-AT skills identified as separate goals? What is the role of the support/resource teacher in designing personalised and individualised activities with the use of ICT-AT? How are these strategies/activities/objectives communicated to the mainstream/classroom teachers?*

**6.3. Specific, measurable and realistic targets related to the effective use of ICT-AT, if relevant, are devised by classroom teachers, learning support and resource/support teachers, along with other relevant school staff, students, parents/guardians and where appropriate, external educational and assistive technology professionals.**

*Typical questions: How ICT-AT defined in IEP is linked to classroom practice? In which ways are resource/support teachers involved in transferring IEP in classroom? Are there any co-teaching opportunities?*

**6.4. Learning goals are reviewed regularly and new targets set as appropriate, including those related to the effective use of personal assistive solutions. Students with disabilities and parents/guardians are involved in identifying, developing and evaluating learning targets in ICT and ICT-AT. Students get feedback and reporting to parents/guardians is regular. Transitional arrangements are included in the review process.**

*Typical questions: How is the use of ICT-AT assessed in terms of effectiveness and usefulness? Is digital (ICT-AT) skills development included as a separate target in the IEP? How are these evaluated? How often is IEP evaluation communicated to parents/guardians and students? Are parents/guardians and students invited to meetings for re-assessing IEP and re-establishing objectives?*

## **7. Teaching and Learning Strategies - The Learning Experience**

**7.1. The school culture recognises that the abilities of all students, both disabled and non-disabled, are not fixed and can be developed and improved given suitable learning experiences, both in the classroom and in extra-curricular activities, enhanced by appropriate assistive solutions.**

*Typical Questions: How often are changes in students' abilities assessed? How is technology considered when adapting learning objectives and activities?*

**7.2. Access, learning and communication barriers are identified and assessed and technological solutions are recognised as means for removing barriers.**

*Typical Questions: What kind of barriers are identified in accessing classroom material? How are children using alternative means of communication (AAC) involved in classroom talk? Are writing tasks differentiated for students that cannot use paper and pencil?*

**7.3. Opportunities for participation in the learning process with the use of ICT-AT are created for all students and monitored and evaluated under the objectives of the IEP and the classroom curriculum**

*Typical questions: What kind of activities are implemented that motivate students to participate by using their ICT-AT? How is the participation of the student assessed?*

**7.4. Learning is success oriented and equips students to manage educational setbacks and develop successful coping skills. Setbacks and mistakes are acknowledged and learning through them is encouraged. This includes the self management of person centred technologies.**

*Typical questions: Are there any make up activities designed for empowering students overcome anxiety from mistakes? Is technology used to eliminate failure and increase effectiveness (e.g. word prediction)?*

## **8. Teaching and Learning Strategies - The Teaching Experience**

**8.1. Teaching and assessment methodologies in ICT learning are aligned so that each is informed by the other.**

*Typical questions: Are ICT skills taught/developed through the use of technology as a tool in teaching? Does the use of ICT provide added value to teaching methodologies?*

**8.2. Teachers focus on creating learning experiences that are positive, success oriented, and foster learning through authentic learning activities in digital environments.**

*Typical questions: Does the use of technology disorient teachers from designing learning? What is considered as the added value of the ICT in learning activities?*

**8.3. Students with disabilities see meaningful learning tasks modelled by teachers/ classroom peers in whole class, small group and individualised settings.**

*Typical questions: Is technology used in an exemplary way by teachers in classroom? Are all students involved in the use of ICT in learning tasks while students with disabilities are encouraged to use their personalised technology?*

**8.4. School management recognises that teachers may require additional support in developing and using technology based teaching and learning strategies that optimise the inclusion of students with disabilities.**

*Typical questions: Are there ICT-AT resources easily available to teachers for developing learning activities for students with disabilities? Is there extra time provided for collaborations and preparation for teachers of children with disabilities that use ICT-AT? Is technical support available?*

## **9. Classroom Management**

**9.1. Teaching is planned, differentiated and informed by whole-school planning to enable students with special educational needs to access the curriculum in a meaningful manner. Clearly established systems are in place for teachers to share planning with colleagues.**

*Typical questions: Is there a platform for teachers' communication and sharing of experiences and material? How often are staff meetings organised for teaching planning?*

**9.2. Lesson content is differentiated to accommodate specific needs and abilities of students with disabilities and is appropriate to age, ability and required outcomes.**

*Typical questions: What means of differentiation are used for lesson content? How is technology implemented to content differentiation?*

**9.3. Students using personal equipment to participate in the classroom activities are encouraged to make use of it.**

*Typical questions: What kind of opportunities are available for students to participate in classroom activities using their ICT-AT? How are activities structured in order to provide equal opportunities and time for students using personal technology to participate?*

#### **9.4. Classroom space organisation is such that equipment is easy to use.**

*Typical questions: Who is responsible for setting up and organising space and equipment of students with disabilities? Is the placing of the student using ICT-AT in the classroom functional to his or her needs? What arrangements are made so as not to marginalise a student with ICT-AT (to be in a group or in pairs)?*

### **10. Support for and recognition of learning**

#### **10.1. The school's assessment policy is student focused and outlines: purpose/use of assessment; roles and responsibilities of those involved; links between assessment and outcomes; planning for teaching and learning; opportunities for peer and self-assessment.**

*Typical questions: Are there differentiated methods of assessment available? What kinds of peer assessment and feedback opportunities are provided to students? In which ways is self-assessment encouraged and how is this provided in alternative means with the use of ICT-AT? Are new technologies such as blogs, e-portfolios, used for assessment?*

#### **10.2. Teachers employ formative and summative assessment approaches that are flexible and matched to the situation of the individual student and are competent to administer and interpret a range of assessment materials including standardised and personalised tests in different formats.**

*Typical questions: What kinds of formative assessment methods are employed? What is the role of ICT-AT in formative and summative assessment? How are tests piloted in alternative modes for students with disabilities? What skills do teachers have to provide alternative means for assessment? Are there any relevant seminars available?*

#### **10.3. Learning targets for students with disabilities are reviewed in line with the outcomes of assessment to ensure each student's maximum potential is realised and to inform planning for future learning and the transition to other educational environments.**

*Typical questions: How often are learning targets of students with special educational needs re-evaluated? Who is involved in the reviewing process and the future planning?*

#### **10.4. Career guidance and information is available to students with disabilities on suitable choice of exam subjects, certification options and future pathways to education, training and employment. The school provides a range of**

**programmes for students with disabilities that lead to external assessment and certification to match abilities.**

*Typical questions: Is there a school counsellor that can support students with disabilities in decision making for learning and career? How are parents/guardians involved in this process? What ICT-AT competencies certification programmes are available for students with disabilities? How are available external assessments connected to students' future directions (employment, further studies, etc.)?*

**Notes:**



# WORKSHEETS

**School:**

**Date:**

## 1. Management and whole-school planning

PART 1/2

Please assess the performance of your school on the following items by putting an X in the pertinent column. Refer to additional questions provided in the framework for further guidance.

<b>Descriptor of good practice</b>	No start made	Getting started	Some progress made	Good progress made	Good practice in place
1.1. The school is committed to the right of all students to receive an inclusive education, while fully taking into account diversity issues.					
1.2. The school is committed to the development of the full potential and independence of each single student.					
1.3. The school is committed to ICT integration in education, in particular in learning, teaching and assessment of learning outcomes.					
1.4. The school is committed to the development of the digital skills of all students.					

PART 2/2

Complete the sections below, providing descriptive answers that supply supporting examples and evidence. Refer to additional questions provided above for further guidance.

In relation to *Management and whole-school planning* where are we now?

In relation to *Management and whole-school planning* how could we describe our overall progress over the last 3 years?

In relation to *Management and whole-school planning* what are 2 priority actions we can start to implement and who should take the lead?

**Action 1:**

**Lead:**

**Timing:**

**Action 2:**

**Lead:**

**Timing:**

Completed by:

# WORKSHEETS

**School:**

**Date:**

## 2. Whole-School Environment

PART 1/2

Please assess the performance of your school on the following items by putting an X in the pertinent column. Refer to additional questions provided in the framework for further guidance.

Descriptor of good practice	No start made	Getting started	Some progress made	Good progress made	Good practice in place
2.1. Accessibility is guided by the principles of universal design, good practice recommendations and current legislation and is the responsibility of everyone in the school. The accessibility of the school environment is proactively maintained and audited.					
2.2. Accessible resources, equipment and strategies are provided for students with disabilities to enable them to participate fully in all school activities.					
2.3. Communication in the school community is conducted in modes, language and format(s) accessible to students and their parents/guardian.					
2.4. Different Alternative Communication strategies are well known and practiced in the school (e.g. easy to read, communication using symbols, low and high tech communication devices, etc.)					

PART 2/2

Complete the sections below, providing descriptive answers that supply supporting examples and evidence. Refer to additional questions provided above for further guidance.

In relation to <i>Whole-school environment</i> where are we now?	
In relation to <i>Whole-school environment</i> how could we describe our overall progress over the last 3 years?	
In relation to <i>Whole-school environment</i> what are 2 priority actions we can start to implement and who should take the lead?	<p><b>Action 1:</b></p> <p><b>Lead:</b></p> <p><b>Timing:</b></p> <p><b>Action 2:</b></p> <p><b>Lead:</b></p> <p><b>Timing:</b></p>

Completed by:

# WORKSHEETS

**School:**

**Date:**

## 3. Fulfilling Student Potential

PART 1/2

Please assess the performance of your school on the following items by putting an X in the pertinent column. Refer to additional questions provided in the framework for further guidance.

Descriptor of good practice	No start made	Getting started	Some progress made	Good progress made	Good practice in place
3.1. The school is learner-centred and fosters the development of the (digital) skills, technology mediated access to knowledge, independence and confidence in digital media use of all students and responds to their diverse academic and personal needs.					
3.2. As a minimum, at the beginning of each school year a multidisciplinary assessment is conducted to identify for each student with a disability ICT and ICT based assistive solutions that can enhance their learning and participation. The assessment will be repeated each time there is reasonable evidence that the identified personal equipment is no longer appropriate.					
3.3. The school listens to the students' voice, promotes students' self-advocacy and encourages students to have informed independent decision making and to express personal opinions, experiences and identities in an appropriate and safe way in all environments, including social media.					
3.4. Personal equipment and accommodations for independent access, communication and learning accompanies the student in all settings (school, home, community). Regular contact is maintained with parents/guardians on a student's academic and personal progress, including on the development of digital skills and the effective use of the personal ICT-AT equipment					

PART 2/2

Complete the sections below, providing descriptive answers that supply supporting examples and evidence. Refer to additional questions provided above for further guidance.

In relation to <i>Fulfilling Student Potential</i> where are we now?	
In relation to <i>Fulfilling Student Potential</i> how could we describe our overall progress over the last 3 years?	
In relation to <i>Fulfilling Student Potential</i> what are 2 priority actions we can start to implement and who should take the lead?	<p><b>Action 1:</b></p> <p><b>Lead:</b></p> <p><b>Timing:</b></p> <p><b>Action 2:</b></p> <p><b>Lead:</b></p> <p><b>Timing:</b></p>

Completed by:

# WORKSHEETS

**School:**

**Date:**

## 4. Fulfilling Staff Potential

PART 1/2

Please assess the performance of your school on the following items by putting an X in the pertinent column. Refer to additional questions provided in the framework for further guidance.

Descriptor of good practice	No start made	Getting started	Some progress made	Good progress made	Good practice in place
4.1. The school plan provides for ongoing professional development and training for all staff in diversity management and in ICT integration. Staff members are encouraged to meet personal and professional development goals and are given access to appropriate continuing professional development in meeting special educational needs, in inclusive education, in ICT and in ICT-AT on an ongoing basis.					
4.2. Teachers are capable of dealing with the effective use of ICT-AT by students					
4.3. The school has mechanisms in place to share information among relevant staff members about students with disabilities, where appropriate and in a sensitive manner, including information on the use of alternative communication and learning strategies. Staff members with experience in the use of technology to enhance the learning of students with special educational needs acknowledge their responsibility to support their colleagues. An induction and mentoring system is in place.					
4.4. Collaboration among staff members to address specific needs of students with disabilities is encouraged.					

PART 2/2

Complete the sections below, providing descriptive answers that supply supporting examples and evidence. Refer to additional questions provided above for further guidance.

In relation to *Fulfilling Staff Potential* where are we now?

In relation to *Fulfilling Staff Potential* how could we describe our overall progress over the last 3 years?

In relation to *Fulfilling Staff Potential* what are 2 priority actions we can start to implement and who should take the lead?

**Action 1:**

**Lead:**

**Timing:**

**Action 2:**

**Lead:**

**Timing:**

Completed by:

# WORKSHEETS

**School:**

**Date:**

## 5. Curriculum planning

PART 1/2

Please assess the performance of your school on the following items by putting an X in the pertinent column. Refer to additional questions provided in the framework for further guidance.

Descriptor of good practice	No start made	Getting started	Some progress made	Good progress made	Good practice in place
5.1. Curriculum planning enhances opportunities for students with disabilities to learn within a community of students while appreciating individual abilities, learning styles, needs and preferences.					
5.2. Curriculum planning is based on the principles of Universal Design for learning and involves options for differentiation and personalisation of curricular content, processes, tools and outcomes. In many cases this involves taking into account accessibility requirements and the use of ICT and ICT-AT solutions, but also the definition of particular learning goals for those students to whom digital technologies are fundamental for activities and participation.					
5.3. Student participation, self-esteem, sense of competence as a learner and learning outcomes are enhanced by curriculum planning for inclusion with the integration of ICT-AT.					
5.4. Teachers hold and communicate high expectations for all students in the class and are aware of the potential impact of stereotyping for students with special educational needs.					

PART 2/2

Complete the sections below, providing descriptive answers that supply supporting examples and evidence. Refer to additional questions provided above for further guidance.

In relation to <i>Curriculum planning</i> where are we now?	
In relation to <i>Curriculum planning</i> how could we describe our overall progress over the last 3 years?	
In relation to <i>Curriculum planning</i> what are 2 priority actions we can start to implement and who should take the lead?	<p><b>Action 1:</b></p> <p><b>Lead:</b></p> <p><b>Timing:</b></p> <p><b>Action 2:</b></p> <p><b>Lead:</b></p> <p><b>Timing:</b></p>

Completed by:

# WORKSHEETS

**School:**

**Date:**

## 6. Individualised Education Planning

PART 1/2

Please assess the performance of your school on the following items by putting an X in the pertinent column. Refer to additional questions provided in the framework for further guidance.

Descriptor of good practice	No start made	Getting started	Some progress made	Good progress made	Good practice in place
6.1. Whole-school policies and procedures outline how the diverse needs of students are met across curricular and social areas, at transition points and refer specifically to the inclusion of students with disabilities. The empowering role of technology is considered integral to all aspects of education.					
6.2. Individualised education planning outlines the students' prior learning and assistive technology use, learning strengths, needs, immediate goals and future targets to maximise their potential and support inclusion. It records the teaching and learning strategies to be used, the use of person centred assistive technologies and the assessment of its effectiveness and usefulness, and it sets out the role of mainstream and specialist teachers, support staff and parents in the educational plan.					
6.3. Specific, measurable and realistic targets related to the effective use of ICT-AT, if relevant, are devised by classroom teachers, learning support and resource/support teachers, along with other relevant school staff, students, parents/guardians and where appropriate, external educational and assistive technology professionals.					
6.4. Learning goals are reviewed regularly and new targets set as appropriate, including those related to the effective use of personal assistive solutions. Students with disabilities and parents/guardians are involved in identifying, developing and evaluating learning targets in ICT and ICT-AT. Students get feedback and reporting to parents/guardians is regular. Transitional arrangements are included in the review process.					

PART 2/2

Complete the sections below, providing descriptive answers that supply supporting examples and evidence. Refer to additional questions provided above for further guidance.

<p>In relation to <i>Individualised education planning</i> where are we now?</p>	
<p>In relation to <i>Individualised education planning</i> how could we describe our overall progress over the last 3 years?</p>	
<p>In relation to <i>Individualised education planning</i> what are 2 priority actions we can start to implement and who should take the lead?</p>	<p><b>Action 1:</b></p> <p><b>Lead:</b></p> <p><b>Timing:</b></p> <p><b>Action 2:</b></p> <p><b>Lead:</b></p> <p><b>Timing:</b></p>

Completed by:

# WORKSHEETS

**School:**

**Date:**

## 7. Teaching and Learning Strategies - The Learning Experience

*PART 1/2*

*Please assess the performance of your school on the following items by putting an X in the pertinent column. Refer to additional questions provided in the framework for further guidance.*

<b>Descriptor of good practice</b>	No start made	Getting started	Some progress made	Good progress made	Good practice in place
7.1. The school culture recognises that the abilities of all students, both disabled and non-disabled, are not fixed and can be developed and improved given suitable learning experiences, both in the classroom and in extra-curricular activities, enhanced by appropriate assistive solutions.					
7.2. Access, learning and communication barriers are identified and assessed and technological solutions are recognised as means for removing barriers.					
7.3. Opportunities for participation in the learning process with the use of ICT-AT are created for all students and monitored and evaluated under the objectives of the IEP and the classroom curriculum.					
7.4. Learning is success oriented and equips students to manage educational setbacks and develop successful coping skills. Setbacks and mistakes are acknowledged and learning through them is encouraged. This includes the self management of person centred technologies.					

PART 2/2

Complete the sections below, providing descriptive answers that supply supporting examples and evidence. Refer to additional questions provided above for further guidance.

In relation to *Teaching and Learning Strategies - The Learning Experience* where are we now?

In relation to *Teaching and Learning Strategies - The Learning Experience* how could we describe our overall progress over the last 3 years?

In relation to *Teaching and Learning Strategies - The Learning Experience* what are 2 priority actions we can start to implement and who should take the lead?

**Action 1:**

**Lead:**

**Timing:**

**Action 2:**

**Lead:**

**Timing:**

Completed by:

# WORKSHEETS

School:

Date:

## 8. Teaching and Learning Strategies - The Teaching Experience

PART 1/2

Please assess the performance of your school on the following items by putting an X in the pertinent column. Refer to additional questions provided in the framework for further guidance.

Descriptor of good practice	No start made	Getting started	Some progress made	Good progress made	Good practice in place
8.1. Teaching and assessment methodologies in ICT learning are aligned so that each is informed by the other.					
8.2. Teachers focus on creating learning experiences that are positive, success oriented, and foster learning through authentic learning activities in digital environments.					
8.3. Students with disabilities see meaningful learning tasks modelled by teachers/ classroom peers in whole class, small group and individualised settings.					
8.4. School management recognises that teachers may require additional support in developing and using technology based teaching and learning strategies that optimise the inclusion of students with disabilities.					

PART 2/2

Complete the sections below, providing descriptive answers that supply supporting examples and evidence. Refer to additional questions provided above for further guidance.

In relation to *Teaching and Learning Strategies - The Teaching Experience* where are we now?

In relation to *Teaching and Learning Strategies - The Teaching Experience* how could we describe our overall progress over the last 3 years?

In relation to *Teaching and Learning Strategies - The Teaching Experience* what are 2 priority actions we can start to implement and who should take the lead?

**Action 1:**

**Lead:**

**Timing:**

**Action 2:**

**Lead:**

**Timing:**

Completed by:

# WORKSHEETS

School:

Date:

## 9. Classroom management

PART 1/2

Please assess the performance of your school on the following items by putting an X in the pertinent column. Refer to additional questions provided in the framework for further guidance.

Descriptor of good practice	No start made	Getting started	Some progress made	Good progress made	Good practice in place
9.1. Teaching is planned, differentiated and informed by whole-school planning to enable students with special educational needs to access the curriculum in a meaningful manner. Clearly established systems are in place for teachers to share planning with colleagues.					
9.2. Lesson content is differentiated to accommodate specific needs and abilities of students with disabilities and is appropriate to age, ability and required outcomes.					
9.3. Students using personal equipment to participate in the classroom activities are encouraged to make use of it.					
9.4. Classroom space organisation is such that equipment is easy to use.					

PART 2/2

Complete the sections below, providing descriptive answers that supply supporting examples and evidence. Refer to additional questions provided above for further guidance.

In relation to <i>Classroom management</i> where are we now?	
In relation to <i>Classroom management</i> how could we describe our overall progress over the last 3 years?	
In relation to <i>Classroom management</i> what are 2 priority actions we can start to implement and who should take the lead?	<p><b>Action 1:</b></p> <p><b>Lead:</b></p> <p><b>Timing:</b></p> <p><b>Action 2:</b></p> <p><b>Lead:</b></p> <p><b>Timing:</b></p>

Completed by:

# WORKSHEETS

School:

Date:

## 10. Support for and recognition of learning

PART 1/2

Please assess the performance of your school on the following items by putting an X in the pertinent column. Refer to additional questions provided in the framework for further guidance.

Descriptor of good practice	No start made	Getting started	Some progress made	Good progress made	Good practice in place
10.1. The school's assessment policy is student focused and outlines: purpose/use of assessment; roles and responsibilities of those involved; links between assessment and outcomes; planning for teaching and learning; opportunities for peer and self-assessment.					
10.2. Teachers employ formative and summative assessment approaches that are flexible and matched to the situation of the individual student and are competent to administer and interpret a range of assessment materials including standardised and personalised tests in different formats.					
10.3. Learning targets for students with disabilities are reviewed in line with the outcomes of assessment to ensure each students maximum potential is realised and to inform planning for future learning and the transition to other educational environments.					
10.4. Career guidance and information is available to students with disabilities on suitable choice of exam subjects, certification options and future pathways to education, training and employment. The school provides a range of programmes for students with disabilities that lead to external assessment and certification to match abilities.					

PART 2/2

Complete the sections below, providing descriptive answers that supply supporting examples and evidence. Refer to additional questions provided above for further guidance.

In relation to <i>Support for and recognition of learning</i> where are we now?	
In relation to <i>Support for and recognition of learning</i> how could we describe our overall progress over the last 3 years?	
In relation to <i>Support for and recognition of learning</i> what are 2 priority actions we can start to implement and who should take the lead?	<p><b>Action 1:</b></p> <p><b>Lead:</b></p> <p><b>Timing:</b></p> <p><b>Action 2:</b></p> <p><b>Lead:</b></p> <p><b>Timing:</b></p>

Completed by: