

Inspection Report on Pre-School Centre for Children with ASD			
Pre-school Provider	Irish Progressive Association for Autism Co Ltd	Centre name and address	SHINE Centre 7, Weston View, Ballinrea Road, Carrigaline, Co. Cork
Contact e-mail and phone	grace.ocallaghan@shineireland.com 021437705 0862433049	Date of inspector's visit to setting	12/3/2015
No. of children present	9 (three pupils were absent on the day)	No. of teachers present	2

All children have a formal diagnosis of autism.	Yes		
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Section 1. Learning Programme		
Standard	Extent to which the standard is achieved	Additional Comment
1.1 The learning programme addresses the triad of impairments associated with ASD.	Completely	The teachers and special needs assistants demonstrated a sound knowledge of the holistic needs of young children and how Autism Spectrum Disorder impacts on their learning. An awareness among staff of the communication, and social deficits permeates learning and teaching activities. There was consciousness also of the deficits associated with the rigidity of thought and behaviour and of the sensory difficulties of the children.
1.2 The learning programme is individualised to address the learning needs of each child.	Completely	Individual Education Plans (IEPs) highlight individual priorities for learning. There is a focus on communication, academic skills, personal/social skills and behaviour. With the support of experienced staff members the functions of children's behaviour are examined and targeted interventions are organised.
1.3 Appropriate procedures, including the involvement of parents, are in place for establishing learning targets for each child.	Completely	IEPs are carefully constructed for the children with significant involvement by parents in providing background information and in selecting learning targets. IEPs would benefit from the inclusion of a summary of advice and recommendations in professional assessment reports.
1.4 Appropriate procedures are in place for monitoring and recording each child's progress in attaining learning targets.	Completely	
1.5 Elements of the Aistear programme are incorporated into the learning programme	Yes	The school should now document how the principles and themes of Aistear that are evident in the daily work are incorporated into the programme.



Section 2. Learning Environment		
Standard	Standard Achieved (please delete all but one in each section)	Additional Comment (if required)
2.1 The physical environment provides visual structure and predictability.	Yes	The accommodation/resources, both physical and material, are appropriate to meet the needs of children with autism. The building is organised so that there are designated areas for specific activities. The staff support the children to work to well-established routines and consistent rules.
2.2 Space is provided for children to find comfort and to self-regulate when necessary.	Yes	An appropriate sensory room with suitable equipment is provided.
2.3 A range of supports (e.g. tactile, visual, and auditory) are made available to assist children to understand and navigate the school environment.	Yes	Visual schedules help the children to make sense of their day and they are encouraged to work to a schedule.
Section 3. Teaching and Learning activities		
Standard	Extent to which the standard is achieved (please delete all but one in each section)	Additional Comment (if required)
3.1 The teacher is registered with the Teaching Council.	Yes	
3.2 Accurate attendance records are maintained in relation to each child in the class.	Yes	
3.3 Teaching and learning involves a variety of ASD appropriate methodologies, activities and experiences.	Completely	Approaches are selected and used with reference to the identified needs of each child. Applied Behaviour Analysis, Picture Exchange Communication System and play approaches were used effectively, and there were examples of incidental teaching and successful use of information and communication technology. Staff were keen to avail of further training opportunities.
3.4 Teaching is well organised, structured and planned.	Completely	Learning tasks are carefully analysed and activities are well-structured and timed so that there is a balance between tasks set and time spent on activities more desirable to the child. Activities are designed to ensure that the child experiences challenge and a good measure of success.
3.5 There is a balanced range of individual and group work.	Completely	Individual instruction was observed as well as group work where the focus was on teaching turn-taking and on generalising social skills. Transitions between activities was well managed and break-time and lunch time were used well to reinforce positive behaviour and to practise social skills.