

**Report of the Special  
Educational Needs  
Sub-Group**

**Taskforce on Traveller  
Education**

**May 2010**

# Special Educational Needs Sub-Group

## Membership

Philomena McDermott	Chairperson (ASEO Representing the 5 ELBs)
Mary McSorley	Equality Commission NI
Catherine Fox	St Patrick's College, Dungannon
Tom Young	Special Education, SELB
Catherine McKnight	Toybox
Kathryn Stevenson	Children's Law Centre

## Contextual Information

Three Traveller Parents were also nominated onto the Group but no parent attended the meetings. The Special Educational Needs Group met 5 times with the initial meeting taking place on Thursday 3<sup>rd</sup> September 2009 and the final meeting of the Group on Friday 23<sup>rd</sup> April 2010. The series of working meetings took place in Lurgan and Dungannon.

As a result of the Parent representatives non-attendance at any of the meetings, the Group agreed the need for consultation with parents. Consequently a Parents Prompt Questions Pro-forma was devised (Appendix 1A) Three members of the Working Group agreed to consult with a number of parents on 1:1 basis to overcome any literacy difficulties parents may have. Comments from the parents are attached and were used to support the Findings and Recommendations (Appendix 1B).

The Working Group felt it was equally important that consultation with Traveller Children and Young People with Special Educational Needs (Primary and Post-Primary) should also be undertaken. Prompt Questions Pro-forma's were developed and some 25 children and young people were consulted (12 primary and 13 post-primary) (Appendices 2A and 2B). This process was also undertaken on a 1:1 basis to overcome any literacy difficulties the children and young people may have with reading or writing. Comments from Primary and Post-Primary Traveller Children are attached (Appendix 2C) and were also used to reinforce the findings and support the recommendations.

The Special Educational Needs Working Group developed an Action Plan to further develop the recommendations into achievable Targets and Outcomes that result in higher levels of achievement for Traveller Children and Young People with Special Educational Needs.

The Chair would like to thank the Sub-Group Members who gave of their time, expertise and support to ensure the Report and Action Plan was completed.

# Taskforce for Traveller Education – Special Education Needs Subgroup

## Special Education in Context

The remit of the Special Education Needs Subgroup of the Taskforce for Traveller Education is to write a report and develop an action plan that promotes meaningful opportunities and outcomes for children with Special Educational Needs (SEN) within the Traveller Community.

The school setting must be inclusive and promote an integrated approach as it endeavours to meet the SEN of children within the Traveller Community.

It has been identified that young people from within the Traveller community have additional educational needs of which a disproportionate number have SEN including Statements of Special Educational Need. It is widely recognised that Travellers are a minority ethnic group who have and continue to experience low level of achievement and educational underachievement. Evidence would suggest that the following factors impact significantly on educational achievement and progress:

- (a) poor attendance by almost all Traveller children;

	Absence rate	Absence rate 2009
School type	Other children	Traveller children
Primary	5.1%	32%
Post-primary	7.7%	48.1%

Appendix 3  
DE Statistics

(DE Press release – attendance 2009 – ETI Inspection report)

- (b) the perceived lack of value that Traveller culture has for formal education;
- (c) Cultural and gender expectations for young people growing up within the Traveller community;
- (d) the reluctance of parents from within the Traveller community to participate in partnership with the school and other agencies can inhibit to the effectiveness of any school-based provision or proposed actions that support learning and well-being.

Recent census data, released by the Department of Education, for 2007 and 2008 show that a significantly higher percentage of young people from within the

Traveller community present with SEN when compared with the whole school population.

Stages of the Code of Practice	All	Traveller	All	Traveller	All	Travellers
	2007	2007	2008	2008	2009	2009
Stages 1-4	14%	42%	14%	39%	15	42
Stages 1-5	18%	52%	19%	51%	19	55
Full Statements	4%	11%	4%	12%	4	13

Appendix 3  
DE Statistics

Since 1998 the five Education and Library Boards and all the schools within their areas have applied guidance from the Code of Practice on the Identification and Assessment of Special Educational Needs (Department of Education 1998) (Code of Practice) and subsequently from the Supplement to the Code of Practice (2005) to the prescribed legislation that protects children with special education needs. Schools and Education and Library Boards are required to demonstrate, in their arrangements for children with SEN, that they are fulfilling their statutory duty under Article 4 of The Education Order 1996 (“the 1996 Order”) to provide SEN information to parents of children with SEN. Both the Code of Practice and the Supplement to the Code of Practice are designed to help make effective decisions by schools, Education and Library Boards and others to meet individual needs.

For the purpose of this document the following definition of special educational needs is contained in Article 3 of the “1996 Order”.

A child has “special educational needs” if he/she has a learning difficulty which calls for special educational provision to be made for him/her.

A child has a “learning difficulty” if:

- (a) He/she has a significantly greater difficulty in learning than the majority of children of his/her age
- (b) He/she has a disability which either prevents or hinders him/her from making use of educational facilities generally provided for children of his/her age in ordinary schools.

The Special Educational Needs and Disability Order (SENDO) 2005 promotes the rights of all pupils to have the same opportunities in the whole of their educational life. SENDO offers practical guidelines by using reasonable steps/adjustments to strengthen inclusive practices and integration within education. ETI in their “Evaluation of Traveller Education in the Five Education

and Library Boards”, (2008) recognised the inclusive ethos in both primary and post-primary schools. However greater integration was observed in primary schools. It was noted that in post-primary schools, due to continuing poor attendance rates and low interest levels of the pupils from within Traveller communities, there were greater challenges in achieving positive educational outcomes for these pupils.

The current poor levels of educational achievement by children and young people from within the Traveller community are due to a combination of factors that cannot be addressed by schools alone. It is essential that strong partnerships between the Traveller community and all the education stakeholders are established to enable a greater shared responsibility to ensure the best educational outcomes for all children and young people within the Traveller community. A greater focus needs to be placed on trust and mutual respect for effective partnership working to develop. Traveller parents need reassuring that their culture is respected by the education stakeholders, but travellers also need to fully recognise the value of education for their children. It is essential that there is greater flexibility in the curriculum offered which caters to the individual needs of children within the Traveller community and that develops skills and opportunities that are relevant to their future and is of recognised value to the well-being of the Traveller community.

## **Findings**

- High Percentage of Traveller Children and Young People with Special Needs  
(Code of Practice 1-5) includes;
  - registered by School as having learning difficulties/school based support stage 1-2
  - Assessed by Psychologist at Stage 3 of the Code of Practice (COP)
  - Statement of Special Educational Needs (Stage 5 COP)
- 2009 DE Data 55% of Traveller Children have Special Educational Needs (All 19%).
  - 13% have statements compared with all children 4%
- Almost all Traveller Children and Young People attend school less often than their peers and fail to benefit from full-time attendance. (ETI Inspection Report November 2008).
  - Traveller pupils do not complete their post-primary school careers
  - Fail to gain any recognised accreditation

**Attendance a key issue in relation to underachievement and attainment**

- The importance of pre-school provision.
- The importance of relevant accreditation.
  - Key skills / Life skills programmes and accreditation
- The need to support Parents of Traveller Children and Young People to value education.
- Some Traveller Parents unable to support their children's learning because of their own poor literacy and numeracy skills.
- All Traveller Children are assessed on entry to primary school in the same way as other children.
- Traveller Children who have Special Educational Needs are assessed and have access to support depending on their need and stage on the Code of Practice in the same way as all children. Statutory Legislation.
- SENCOs report a continual struggle to involve traveller parents in their child's Individual Education Plan (IEP).
- Entitlement Framework in Post-Primary and the inclusion of more vocational options has the potential to better meet the needs of Traveller (Post-Primary) Young People.
- Cultural conflict for some Traveller Parents in relation to Special Education Needs.

## **Issues**

- High percentage of Traveller Children/Young People with Special Educational Needs.
- Attendance – the impact of poor attendance on achievement/attainment – major learning gaps.
- Importance of pre-school support/links with Health Trusts early identifications of needs and subsequent support;
  - Home or Centre Based
  - ELB's Special Education Pre-school Service
  - Toybox
- Early Intervention is key.
- Parental Support/Partnerships.

- Multi-Agency Working.
- Supporting Parents with poor literacy to enable engagement with the educational process.
- Poor literacy skills of traveller children/young people – major barrier to learning.
- e Learning and the use of ICT to re-engage Traveller young people in learning – Key skills/ Life skills.
- Vocational Courses and Training within Entitlement Framework to meet Young Travellers needs.
- Statemented Children/Young People – resource difficulties in relation to attendance issues.

### **Recommendations**

- The need to promote improved attendance levels of Traveller Children and Young People in all educational settings throughout N.Ireland, through a co-ordinated Strategy (Sub-Group Action Plan – Key Strategies).
- The need to develop, promote and support the educational attainment of Traveller Children and Young People with Special Needs through flexible learning opportunities that meet their needs and abilities. (Essential Skills, Life Skills Yr 11 and 12 stepped accreditation levels). Entitlement Framework and equality of access;
  - Specific Literacy & Numeracy Support
  - Pre-School and Early Years Support & Interventions
- Foster the Personal Development of Traveller Children and Young People with Special Educational Needs;
  - Personal Development & Citizenship (PDMU)
  - Learning for Life & Work
- Promote and develop knowledge and skills for life, employment & further learning. Working with a range of education providers (KS4) integrating ICT, Art, Sport and drama as mediums for learning.
- Promote and assist Parents in supporting their children's learning and achievement Pre-school - KS4, deploying a range of approaches.

- Increase the uptake and level of Traveller Participation in pre-school education, play, special needs pre-school support and other early years opportunities;
  - Collaborative working Boards and other agencies e.g Surestart, Playbox
- Promote and Support the educational attainment of Traveller Children & Young People with Special Needs through partnership working and collaboration with other agencies e.g Health, FE, DEL etc.

### **Summary**

- High levels of Traveller Children and Young People with Special Educational Needs Stages 1-5, 55% compared with all Children 19% (2009) Statemented 13% compared to all Children 4% (2009)
- Attendance is a major issue and is inextricably linked to poor attainment and learning difficulties.
- Development of Pre-school opportunities and increasing uptake of places.
- The Importance of Early Interventions.
- Engaging and supporting parents to support their children in the educational process.
- Multi-Agency and partnership working (MAST Model) to support Parents, Children and Young People.
- Further development of Technology Assisted Learning and other strategies to engage/re-engage young people in learning – interactive / home learning.
- The importance of cultural awareness and capacity development within school communities.

# **Traveller Task Force**

## **Special Education Sub-Group**

*May 2010*

<b>Priority Area1: Attendance</b>				
<b>Traveller Education Action Plan Special Education Sub-group</b>	<b>TARGETS TO BE ACHIEVED</b>	<b>PROJECTED ACTIVITIES</b>	<b>RESPONSIBILITY FOR ACTIONS</b>	<b>LEADING ORGANISATION/ OUTCOMES/ MEASURES/ SUCCESS CRITERIA</b>
<b>GOALS</b>				
To promote improved attendance levels of Traveller children and young people with special educational needs in all educational settings across N.Ireland	To develop an agreed regional approach on improving Traveller attendance and developing new projects to help Travellers to stay in school linking with Traveller support groups.	Create a baseline of existing attendance work and identification of existing good practice. Deploy a specific Coordinator to work on improving attendance projects.	Regional Group EWS	Specialist Coordinator deployed. Regional approach strategy and reporting mechanisms.
	Agree to formal protocols with Education Welfare Service (EWS) on an intervention strategy for Travellers below threshold.	Discussion/agreement to be reached with EWS on how to manage joint work on the development of protocols.	5 Board WG and CEWOs	Protocols completed and agreed by CEWOs
	Specific transitions support programme to be designed for use across all schools' sectors.	Review of existing transitions programme to make it more appropriate for pre-school and primary. Transition plans for Statemented young people year 10 statutory requirement.	EWS, Social Inclusion Service Toybox	Revised programme to be agreed with EWS and schools/nursery units
	Schools to be assisted in varying the curriculum in line with DE guidelines to support improved attendance especially Entitlement Framework	<ul style="list-style-type: none"> <li>- Participating schools to complete IEP evaluation.</li> <li>- Meet with DE to discuss curriculum support/resources.</li> </ul>	Board Officers Social Inclusion Service	Enhanced curriculum programme to be rolled out across demonstration school sites.
	Support to be provided for all Travellers parents on 'preparedness for school' (Year 1).	Early Years guidance reviewed and updated to support parents. Preparedness for school pack to be developed.	Early Years teams, Health Trusts and Early Year Officers. Eg Toybox etc	Preparedness for school pack and family visitation schedule agreed with schools.

<b>Priority Area 2: Achievement</b>				
<b>Traveller Education Action Plan Special Education Sub-group</b>	<b>TARGETS TO BE ACHIEVED</b>	<b>PROJECTED ACTIVITIES</b>	<b>RESPONSIBILITY FOR ACTIONS</b>	<b>LEADING ORGANISATION/ OUTCOMES/ MEASURES/ SUCCESS CRITERIA</b>
<b>GOALS</b>				
Promote and support the educational attainment of Traveller children and young people with special needs ensuring equality of access through flexible learning opportunities that meet their needs and abilities.	Schools to be assisted by Board services to improve by 5% per annum the literacy and numeracy levels of Travellers.	<ul style="list-style-type: none"> <li>- Board to set up a sampling frame.</li> <li>- Schools to receive additional advice and support to improve attainment with a focus on essential skills.</li> </ul>	Regional W Group Social Inclusion Service CASS Literacy and Numeracy teams. Extended Schools. Neighbourhood Renewal Partnerships.	Baseline levels of literacy and numeracy by sample of schools to be tracked over 3 years. Attainment improved by 5%.
	Specific achievement levels of Travellers to be recorded. Schools to be supported in increasing access to learning support initiatives for Travellers and families.	Request data from schools. Schools to indicate levels of Traveller participation in learning support initiatives.	Social Inclusion Services CASS Literacy Team. CASS Link Officers. School Principals.	Achievement baseline levels established Dec 08. A 5% increase of Traveller participation in support initiatives.
	Post-primary Schools to increase the number of Traveller Pupils with special educational needs attending vocational training with accredited qualifications through in school and external support by 5%p.a. from baseline.	Establish a database of a sample of Travellers undertaking vocational training and achieving qualifications. Sample of schools to be involved in enrolling Travellers in GCSEs, ASDAN, NVQs.	Social Inclusion Services CASS Officers. School staff. FE College Community Learning Officers.	Database to be completed with sample schools. Accredited qualification achievements to be recorded.
	Boards to support the increased uptake of out of school hours' learning of Traveller children by 5% increase year on year.	Survey current uptake. Work with sample of schools, pupils, families, community schemes to raise awareness and increase involvement.	Social Inclusion Services 5 Board CASS Officers. Extended Schools Officers.	Baseline established for sample of schools. Increases in uptake recorded. Levels of attainment improved.

<b>Priority Area 3: Achievement</b>				
<b>Traveller Education Action Plan Special Education Sub-group</b>				
<b>GOALS</b>	<b>TARGETS TO BE ACHIEVED</b>	<b>PROJECTED ACTIVITIES</b>	<b>RESPONSIBILITY FOR ACTIONS</b>	<b>LEADING ORGANISATION/ OUTCOMES/ MEASURES/ SUCCESS CRITERIA</b>
3a. To foster the personal development of Traveller children and young people with Special Educational Needs including an understanding of their rights and responsibilities within society.	To ensure that Traveller pupils are benefiting fully from the personal development and citizenship elements of curriculum (PDMU).	Information sessions and guidance notes on PDMU for parents and pupils in a number of sample areas in cooperation with participating schools.	Social Inclusion Services CASS PDMU Advisers. Schools.	Advisory and support sessions held with parents on a termly basis. Positive feedback from schools and parents.
	To ensure that the mutual understanding element of the curriculum adequately reflects the culture and life experiences of Travellers in present day N.Ireland.	Work with Together For All, Family Support Project and CASS Advisers to enhance the cultural heritage elements within PDMU reflecting Traveller culture and heritage.	CASS Advisers T4A Director Principals' Forum Traveller Support Groups, Family Support Traveller parents Traveller pupils.	Curriculum enhanced by producing and circulating Traveller specific teaching resources. No. of advisory meeting held termly.
	To assist Traveller pupils to benefit from the personal development opportunities offered to all pupils.	Officers to work with schools to assist Travellers access a full range of personal development courses in the context of the entitlement framework.	Social Inclusion Services CASS Advisers Principals FE Staff. Training providers.	No. of personal development opportunities accessed by Traveller pupils. Range of courses widened.
	To work with the Area Learning Partnerships to ensure that vocational training needs of Travellers are being met in any new provision.	Officers to meet with the Area Learning Partnership to discuss social inclusion and the potential for Traveller-friendly provision.	C&YPS Officer Principals Traveller Support Groups.	Schools develop a greater understanding of the vocational needs for Traveller Children and Young people. Students exercise their right to access all education.

<b>Priority Area 3: Achievement</b>				
<b>Traveller Education Action Plan Special Education Sub-group</b>	<b>TARGETS TO BE ACHIEVED</b>	<b>PROJECTED ACTIVITIES</b>	<b>RESPONSIBILITY FOR ACTIONS</b>	<b>LEADING ORGANISATION/ OUTCOMES/ MEASURES/ SUCCESS CRITERIA</b>
<b>GOALS</b>				
3b. To foster creativity and provide Traveller children and young people with Special Educational Needs with the knowledge and skills for life, employment and further learning.	To build the capacity of school staff to raise expectations and set realistic improvement targets for Traveller children with Special Educational Needs.	Officers to work with CASS staff and schools' Link Officers to organise training and support sessions, following discussions with parents.	CASS staff C&YPS	Schools attending training and support sessions. School development plans amended.
	To work with a range of training and education providers to use ICT, arts, sport and drama as new media for learning.	CASS staff and Extended Schools staff to support schools to set up a broad range of creative learning opportunities.	C&YPS Extended Schools Officers	No. of new creative learning opportunities inside/outside school hours. Increased levels of participation.
	To work with schools, pupils, families and Traveller support groups to identify positive examples of Traveller achievement and to publicise these through various media.	Officers to meet with schools and Traveller support groups to gather case studies, examples and material to be sent to print outlets and web sites, in line with data protection.	FE Community Officers	No. of newspaper articles, case studies and web pages created and circulated. Working Group established to review effective practice.
	To work a pilot with a small number of schools and FE Colleges in the introduction of taster training in e-media and web-based applications.	Schools and ELB Officers to meet the local FE Colleges to develop a pilot course and to introduce web-based applications at Year 7.	School Managers FE Community Learning Officers	Pilot number of taster courses established in a number of primary, secondary and FE Colleges with appropriate Traveller participation.

<b>Priority Area 4: Parental Involvement</b>				
<b>Traveller Education Action Plan Special Education Sub-group</b>	<b>TARGETS TO BE ACHIEVED</b>	<b>PROJECTED ACTIVITIES</b>	<b>RESPONSIBILITY FOR ACTIONS</b>	<b>LEADING ORGANISATION/ OUTCOMES/ MEASURES/ SUCCESS CRITERIA</b>
<b>GOALS</b>				
To promote and assist parents in supporting their children's learning and achievement	Assessment of Traveller participation to be completed and remedial work agreed with schools as required.	Baseline survey of selected schools to detail daily/weekly schedule for a sample group of Travellers. Revised learning programme to be agreed with selected schools to improve participation.	C&YPS CASS Link Officers Schools' pastoral care teachers.	Baseline survey by ?– measuring Traveller participation against similar peers. 10 schools to take part in pilot revised learning programme.
	Boards and schools to assist Traveller parents' engaging more with their schools e.g. - Parent meetings/reviews - Transitions planning - School visits, concerts - Assisting in-school.	Identification and dissemination of good practice by IDS, TESS staff and schools. Guidance notes to be issued to all schools. Schools to visit Traveller sites and TSG premises.	Social Inclusion Principals CASS Link Officers. IDS Adviser and AAO's.	Guidance notes to be issued. 5 Parents' Advice sessions to be held in each Board area based on dissemination of good practice.
	Boards to work with key partners on improving communication methods with Travellers around key meetings, assessments and medical/dental appointments.	Protocol to be agreed with Social Services and education services to flag up missed appointments using a variety of communication media and partners in the TSGs.	S/WELB ASEO Children's Services Planning. Coordinators. School staff. TSG staff.	Protocolsto be agreed. Referrals to be returned to schools in accordance with the Information Commissioner's guidelines.
	Boards to help improve recording of parental contact details at school level and with EWOs.	Traveller support groups to assist schools in maintaining up to date and accurate contact lists.	EWS. Schools and TSGs. C&YPS Officers.	Number of missing contact sheets to be circulated to Board Officers and TSGs.

<b>Priority Area 5: Development of Pre-School Opportunities</b>				
<b>Traveller Education Action Plan Special Education Sub-group</b>	<b>TARGETS TO BE ACHIEVED</b>	<b>PROJECTED ACTIVITIES</b>	<b>RESPONSIBILITY FOR ACTIONS</b>	<b>LEADING ORGANISATION/ OUTCOMES/ MEASURES/ SUCCESS CRITERIA</b>
<b>GOALS</b>				
To increase the level of Traveller participation in pre-school education, play and other early years opportunities.	Boards to assist pre-school groups and schools to maximise the take up of pre-school places.	Board Officers to meet with Travellers and early years' providers to discuss improving the take up,	Early Years teams.	Increased number of new places accessed each January by Traveller parents.
	Boards to develop further 'preparedness for school' resources and publicise these new resources through schools and media.	Current initiatives to be revisited and updated to make them more accessible for Traveller parents including literacy issues.	Early Years teams. DELTA Manager. Surestart Managers. Toybox Managers. CASS Advisers.	New resources produced. Number of parents receiving pre-school advice and guidance.
	Boards to increase collaborative working with other agencies to encourage more Travellers to value the pre-school opportunities available.	TESS staff to work with Toybox, Surestart, DELTA, Lifestart and other providers to maximise uptake by Traveller parents.	Social Inclusion Services Toybox Managers. DELTA and Lifestart Managers. Health Visitors.	Increased number of new Traveller parents accessing parenting advice and support.
	Boards to assist pre-school settings and school-based nurseries to promote Traveller friendly policies and practices.	Early Years Officers to work with pre-school settings to promote inclusion using the 'Inclusive School' model.	IDS AAOs and Early Years Officers. Health staff across N.I	Termly advice sessions delivered. All pre-school settings with revised policies/procedures.
	Promote greater use of crèche facilities for parents' meetings and parenting or learning opportunities	Board officers and Traveller Support Groups staff to work towards increasing the provision of crèches/childcare.	AAOs and Early Years Officer.  FE College staff.	Increased number of crèche places and parental support opportunities.

# **Appendices**

## **Appendix**

<b>Parent Prompt Questions</b>	<b>1A</b>
<b>Parent Comments</b>	<b>1B</b>
<b>Primary Prompt Questions</b>	<b>2A</b>
<b>Post-Primary Prompt Questions</b>	<b>2B</b>
<b>Summary of Primary and Post Primary Pupil Comments</b>	<b>2C</b>
<b>DE Statistics</b>	<b>3</b>
<b>Powerpoint Presentation to Traveller Taskforce</b>	<b>4</b>

**Traveller Taskforce SEN Sub-Group  
Consultation with Parents**

**Parents Prompt Questions**

1. Does your child/children enjoy going to school?

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2. What does your child/children like about school?

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3. What areas/subjects does your child/children like to learn about?

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4. Are there areas/subjects they do not like? Why?

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5. Do you help your child/children with their learning?

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6. What would help you to support your child/children with their learning?

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## Consultation with Small Number of Parents (Prompt Questions)

### Feedback

- If I could read and write better, I could help him.
- Sometimes he does like school but mostly he would rather stay at home and work with his father.
- He doesn't like English as he is not good at writing things down.
- I encourage them to do well in school and I help them with their learning.
- I don't help him with writing but I tell him to do his homework.
- Reading, writing and spelling is hard for J.
- He needs more one to one help. (6)
- He doesn't enjoy going to school.
- I can't read or write. (7)
- She likes to make things at school.
- My son doesn't like school.
- He hates getting up in the morning he feels he doesn't get enough support at school.
- My daughter likes cookery.
- She likes everything, art and swimming and outdoor play.
- After school support would help.
- He is very hyperactive; he doesn't like anything about school.
- He likes Business Studies, Computers, PE and ICT.

**Traveller Taskforce SEN Sub-Group  
Consultation with Children and Young People**

**Primary Pupils Prompt Questions**

1. Do you enjoy school?

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2. What do you like about school?

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3. What areas do you like to learn about?

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4. Are there areas you do not like?

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5. What would help you with your learning?

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7. What would you like to do when you leave school?

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8. Are there any skills you would like to develop?

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**Traveller Taskforce SEN Sub-Group  
Consultation with Children and Young People**

**Post Primary Pupils Prompt Questions**

1. Do you enjoy school?

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2. What do you like about school?

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3. What areas do you like to learn about?

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4. Are there areas you do not like?

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5. What would help you with your learning?

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9. What would you like to do when you leave school?

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10. Are there any skills you would like to develop?

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## Consultation with Small Number of Post-primary Traveller Young People Year 8, 9 & 10

### Feedback

- I would like to be better at Maths and ICT
- I don't like Maths or English.
- I would like to develop my study skills.
- I don't like getting up early – I don't like subjects with too much writing.
- I would like to write and read better.
- When I leave school I will help my daddy with the power hosing or selling tools to farmers.
- I like technology because I like making things, I don't like having to do writing.
- I need to learn how to read more.
- I would like to listen better in class.
- I would like to develop my reading and writing.
- If I got some extra help from another adult it would help.
- I would like to be a hairdresser and beautician.
- Using my computer would help me with my learning.
- I would like to do bricklaying, plastering, joinery.
- I hate school so so so much.
- I like art and ICT, I hate Maths.
- I don't like Maths, English and RE.
- I would like more help with Maths and English.
- I do not like Science and French.
- I want to do plastering and bricklaying.
- I want to fit carpets like my daddy.
- I don't like anything at school.

## Consultation with Small Number of Primary Traveller Children P5-7

### Feedback

- I don't like maths.
- If I went into small groups for our work it would help.
- I would like to develop Maths and computer skills.
- I enjoy school because I can learn at being better at my work.
- I'm not any good at English and Maths – I would like to learn more, a step at a time – I'm really bad at Maths and English.
- I do not like school, I do not like nothing.
- I like school, I like art, reading and learning every day.
- I would like to learn more Maths and English because I am not good at them.

**Statistics on Travellers****Special Educational Needs**

	All		Traveller	
	2008	2009	2008	2009
Stages 1 – 4	14%	15%	39%	42%
Stages 1 – 5	19%	19%	51%	55%
Full Statements (Stage 5)	5%	4%	12%	13%

**Note:** Relates to Primary, Post-Primary and Special schools

**Source:** Census 2008 & Census 2009

**Attendance**

	2007/2008	2008/2009
Primary	70.1%	68%
Post-Primary	54.8%	52.9%

