



NATIONAL PARENTS COUNCIL PRIMARY

National Parents Council Primary (NPC) Submission on the Review of the Summer Programme in Ireland



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INTRODUCTION

National Parents Council Primary (NPC) is the representative organisation for parents of children in primary or early education. NPC was established as a charitable organisation in 1985, under the programme for Government, as the representative organisation for parents of children attending primary school. It received statutory recognition in the Education Act 1998.

NPC VISION

NPC want to see an Ireland where every child has the opportunity to reach their full potential.

NPC MISSION

NPC exists to ensure that all parents are supported and empowered to become effective partners in their children's education. NPC will work to increase the capacity and capability of the primary education sector, to achieve true partnership and deliver better outcomes for all children.

NPC'S KEY ACTIVITIES ARE:

- Representing the parents' voice in primary education
- Advocacy
- Building participation
- Service delivery

NPC SERVICE DELIVERY

NPC services are aimed at empowering parents so that they can support their children in all aspects of education.

HELPLINE

The NPC helpline is a national confidential service for parents. Their helpline staff listen, give information and support to parents to help them make the best possible decisions for and with their children.

WEBSITE

The NPC's website www.npc.ie aims to provide parents with information regarding primary education. The site also allows parents an opportunity to give NPC their views regarding primary education issues.

Re-imagining the Summer Programme in Ireland.

While there is a Summer School programme in Ireland that has in recent years seen some improvements, parents have continuously told us about the challenges their children have in accessing it. NPC believed that now was the right time to have a discussion with parents about the type of Summer Programme they would like for their children in the future.

To start this conversation, NPC hosted a parent consultation event named 'Make a Difference: Re-imagining the Summer Programme in Ireland', an *NPC Special Education Assembly* on the 22nd of October, 2022 to hear what the parents had to say. On the day of the event, **Michael Bondin** and **Theresa Ellul** from the *Government of Malta* discussed their model for a Summer School Programme (Skolasajf). **Frank Hanlon** from the *Department of Education, Ireland* presented on the *Departments experience and plans for the summer programme in Ireland*. **John Kearney** from the *National Council for Special Education (NCSE)* presented reflections based on the needs of children presenting to the NCSE and **Frieda McElhinney** presented on behalf of the advocacy group, "Open Special Schools and Classes". The day's detailed agenda is provided here:



**Supporting Parents
Supporting Children**

**MAKE A DIFFERENCE: RE-IMAGINING
THE SUMMER PROGRAMME IN IRELAND**

A NPC SPECIAL EDUCATION ASSEMBLY

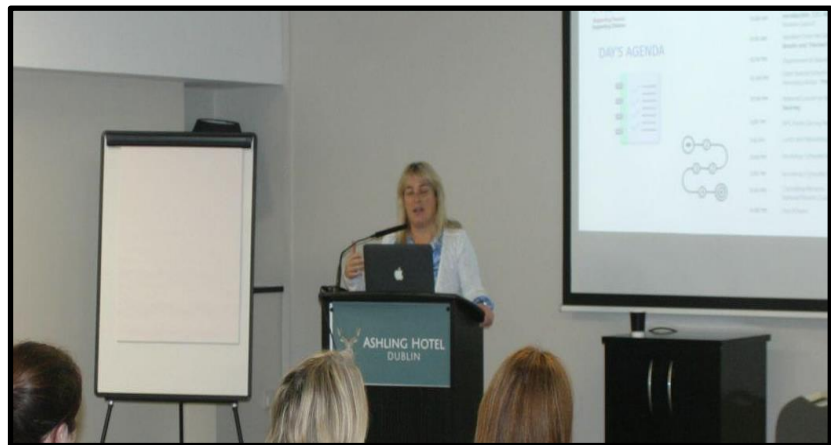
22nd OCTOBER (11 AM- 4 PM)

ASHLING HOTEL, PARKGATE HOTEL, DUBLIN

10:30 AM	Registration, Refreshments, and Networking
11:00 AM	Introduction- CEO, Áine Lynch, National Parents Council
11:10 AM	Speakers from the Govt of Malta -Theresa Ellul and Michael Bondin
12:10 PM	Department of Education -Frank Hanlon
12:40 PM	Open Special Schools and Special Classes Advocacy Group -Frieda McElhinney
12:50 PM	National Council for Special Education – John Kearney
1:00 PM	NPC Parent Survey Results- Áine Lynch
1:15 PM	Lunch and Networking
2:00 PM	Workshop 1 (Parallel Sessions)
2:55 PM	Workshop 2 (Parallel Sessions)
3:45 PM	Concluding Remarks - CEO, Áine Lynch, National Parents Council
4:00 PM	End of Event

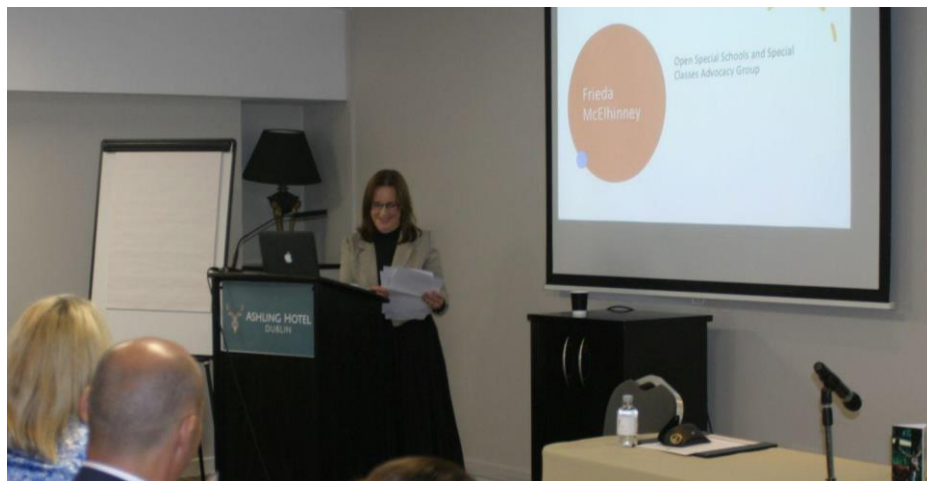
Snap shots from the Days Events

National Parents Council Primary CEO Áine Lynch making her address to parents and speakers at the Special Education assembly at the Ashlin Hotel, Dublin on 22nd October 2022.



Michael Bondin, CEO, Foundation for Education Services, Malta presenting their model of the summer programme to the attendees at the assembly

Frank Hanlon, Special Education Section, Department of Education, Ireland providing a background and context of the planning of Summer Programme 2023 to the attendees.



Frieda McElhinney, Open Special Schools and Special Classes Advocacy Group, sharing her personal and other parents' experiences of raising children with special needs and what the summer programme means for parents.

John Kearney, CEO of National Council for Special Education, talking about the importance of the summer programme in the Irish Context.



Parental Consultations

Two parent consultation workshops took place during the afternoon. Workshop 1 focused on the opportunities and challenges presented by the Maltese Summer Programme. Workshop 2 gave parents the opportunity to the specifics of the Summer Programme in Ireland, including what they want their children to learn during this time and their thoughts on the home-based Summer Programme. Parents were divided into two groups and had the opportunity to engage with both workshops. Each workshop had a facilitator and note-taker present. Participants in Workshop 1 were invited to write their answers, thoughts and ideas on post-it notes and attach them to flipchart pages which had been placed around the room. In Workshop 2, parents were invited to write their thoughts directly onto paper tablecloths. All materials and notes were collected at the end of the event, and used to compile this report.

Question 1

The summer programme is an education programme. What kind of educational supports would be most beneficial to your child as part of the programme in 2023?

When considering what kind of educational supports would be most beneficial to the child, the majority of the parents expressed concern about having a one size fits all approach.. They believed that, especially in the context of children with special educational needs, it is important to first evaluate the needs of the particular group of children and then design an educational programme around it. Parents suggested that it would be useful to have overarching template or themes for the summer programme which gives enough flexibility for the educators to personalize the programme based on the cohort of the children.

Some of the themes that emerged from the discussion around the question are as follows:

- Life Skills Module: Many parents expressed that their children would benefit more from life skills education, as opposed to focussing on academic learning. These parents felt that such learning would be useful for their children as they navigate life and move forward in the educational system. Parents noted that learning life skills would help their children to build social skills and be more independent while still nurturing their learning and competencies. Many parents also suggested making the summer programme less academic and more goal-oriented.
- Parent Consultation on Goal Setting: This is another suggestion that was popular among both groups. Parents wanted to be consulted by the educators on the individual goal setting for their children since children with Special Educational Needs will have varied strengths and needs. Parents could also support their children working towards achieving goals more effectively if they had been partners in developing and setting them, (alongside their children where possible).

- Play-based learning: This was another theme that was raised in both groups regarding the Summer programme. Parents wanted more play-based learning and in general playtime as well since they believe this is crucial for the children to develop social and interpersonal skills, help in confidence building, and highlight the importance of physical activity for the children.

Some of the other themes that emerged on this particular question were as follows:

- Need for physiotherapy during the summer
- Need for Occupational Therapy classes and sensory rooms
- Sports and Excursions are to be included for those children who are able to do so
- Need for activities that would require children to interact with people from the community (Going to a store, Barbershop, etc)

Question 2.

Currently, there are a number of summer programme schemes in mainstream schools – inclusion programme, special class programme, DEIS summer camps. Would parents be in favour of having just one streamlined scheme that can be applied in all mainstream settings?

Parents were open to this idea although it did pose more questions than answers. The consensus among the parents around this particular question was that although such a scheme would be beneficial for the children to have a mainstream setting for the summer programme, it would be beneficial for the children to have a programme that recognized individual needs rather than a blanket programme for all. One commonly heard opinion regarding this question was that the needs of DEIS children are y different from the needs of special needs children (especially children with complex needs), and this scheme while integrating the summer programme should not ignore the needs of all children. Another important concern for the parents with Special Education Needs (SEN), was whether these mainstream schools would have the necessary infrastructure to provide safe environments, supervision, and settings to accommodate the varied needs of their children.

Some of the other themes that emerged during the discussion around this question are as follows:

- The need to popularize and the widespread implementation of Individual Education Plan (IEPs) for children with Special Educational Needs (SEN)
- Structure: It would depend on how large the cohort size is and how the needs of all children will be prioritized. Depends on how the scheme is structured.

- Infrastructure and Safety: Infrastructure that will be in place in such a setting for the special needs children. How would you curb issues such as bullying in such a setting and ensure a sense of safety among children with special needs in such a setting?
- A tiered approach would work if such a scheme were to take shape
- Would there be enough teachers to support such a scheme?
- Maintaining the link to the school is so important so the transition back in September is easier for the child. Children feel safe in familiar settings such as school and staff and this may cause adverse reactions/refusals/ and behaviors that are counterintuitive to the scheme.

In conclusion parents whilst open to the benefits of such an inclusive programme felt that it is not currently well-defined enough for the parents to make a call on. They also questioned is inclusion in this proposed scheme synonymous with integration?

Question 3.

The home-based summer programme is seen as an important support to those children who do not have access to a school-based programme. What do parents think of allowing this part of the programme to be done on a grouped basis, and/or not necessarily in the home?

For this question, the discussion among the parents took different directions but one of the common concerns and opinions around having a programme done on a grouped basis is while most parents welcomed the idea of a grouped setting, they also stressed that the home-based summer programme should be a choice given to all the parents.

Some of the other salient opinions around this questions were as follows:

- Grouping Rationale: The basis on which the children will be grouped together. Will it based on their specific needs, neurotype, etc ? Will it be needs based or locality based? Parents do believe that their children would benefit from a grouped setting helping them socialize, and interact with other children and not feel isolated, they expressed concerns around how these centers are equipped to handle special needs, complex needs of their children. While parents with children with complex needs strongly preferred a school-based programme since they felt their children benefited from the infrastructure and the expertise available in the school, whereas parents with children with less complex needs were inclined to or would prefer a home-based summer programme. Hence this is a needs based issue rather than convenience based issue for the parents.
- Capacity Building: There was a resounding comment around incentivising teachers and SNAs for the summer programme since that would motivate them to contribute more to the summer

programme. They believe tax breaks in the same term, better pay, and childcare would help push the issue further since the same was done in the case of healthcare workers during COVID. The capacity of the SNAs could be increased by college placements, introducing a course and garda vetting as a qualifying criteria instead of specializations. Teachers could also be incentivised by annual leave during school term, further training budgets, college placements to increase capacity during the summer break. Student teachers to be recruited to build capacity of the summer programme?

- Significant shared opinion was that a Home-based programme should be availed of as a choice not by chance (‘ie. No school-based programme available). Many parents also expressed concerns regarding insurance for such a scheme. Parents were also in the opinion that Home-based programme would allow families to work around summer plans and ensure that the child could enjoy their break as well, as they feel that it is important the Special Needs children too, get their share of break during the summer break. Some parents suggested that a school-based programme would give them much required respite this was particularly true with parents of children with complex needs.
- Parents wanted more information regarding how these facilities would be monitored, and examined to provide a safe environment for their children as it would reduce their anxiety
- For some children, transport to the place can be a burden to the parents. Are the schools/ programme willing to provide transport facility?
- Many parents believe that the home-based programme does suit the family’s needs

Question 4.

How would you feel about your child attending another school in your locality/region for the summer programme? What issues might have an impact on this decision?

Most of the concerns and opinions raised around this question was the same as the previous 2 questions around infrastructure, change in setting, and needs based issues.

There was a clear split between the parent groups welcoming this idea and parents being apprehensive about it.

Transport was another major concern as it would be cumbersome for the family to arrange logistics for this and wanted to understand what transport facilities would be in place for such an initiative.

While some parents thought that this would be a good opportunity for their children to go to a different setting and make new friends, others believed that their children would have difficulty adapting and accepting the new setting as part of their school experience.

Parents also wanted to understand how the governance of such a scheme would work in terms of local principals and who the onus is would be with within the school community.

One of the main concerns the parents raised regarding such a set up was that children with Special Educational Needs, especially with complex needs like a sense of familiarity with their surroundings, the staff, and the school environment. Sudden changes in their school settings can cause undue stress, anxiety, and confuse their sense of belonging as they move to different schools

Workshop 2 facilitated discussion about the Maltese model:

As mentioned in the introduction, CEO Michael Bondin, Foundation for Education Services, Malta presented the model of the Maltese Summer Programme to the attendees. The attendees were given a chance to reflect upon the model and the challenges and the opportunities it presents for the Summer programme in the Irish context.

Parents were asked what they thought the opportunities and the challenges that the Maltese model for the Summer programme would present in Ireland separately, here we have tried to compile feedback from both questions in a tabular form. We have made an effort to keep their opinions in its original form without adding our own context to their views.

Many parents shared their opinion of the Maltese model for the Summer Programme as aspirational but they recognised many opportunities that it presents and the challenges in the implementation of it in the Irish context.

Question 5.

What would be the opportunities that the Maltese model presents in the Irish context?

The parents in both the groups recognized great opportunities that the Maltese Summer programme model presents for adoption for the Irish model. An attempt has been made to capture these opinions below :

- Certainty: One of the most striking features of the Malta model that was referred to consistently and often was the certainty that children and families had regarding school holiday times. This was a standout benefit to parents

- Structure: Parents informed us that they view the Maltese model as a more structured model that encourages accountability. Given that the Maltese model has one entity running the entire program which is inclusive for all. The provision of resource centers which is accessible to all parents provide a great facility for parents of children with Special Educational Needs. Parents also welcome the idea of making the Summer programme less academic and more skill and social based approach for their children. The establishment of a structured approach towards establishing a Summer programme which has the buy-in of the principals yet run as a centralised programme instead of letting individual schools running their own version of the programme.
- Capacity Building: One more takeaway for the parents from the Maltese model was its approach towards building capacity to recruit the teachers and staff to sustain its Summer programme. They provide upskilling programs for their teachers, and encourages student teachers, and accommodates transport and other infrastructure to run this programme. The parents see this model to be efficient since it factors in all the modalities, and the parents and their opinions, communicates with the parents efficiently much before the commencement of the programme to effectively run it.

Question 6.

What are the challenges that the Maltese model presents in the Irish context?

When parents were asked what they thought the challenges might be if the Maltese model was implemented here they identified a number of areas such as logistics, staff, addressing specific needs of individual children and needing a multi-disciplinary approach.

- Regarding logistics, they thought that the scale was very different here – Ireland is a bigger country with a bigger population. Transport would be a problem for some parents and we don't have regional centres as they do in Malta, and some children would certainly need dedicated centres for children with profound needs, but for some children of these children going to an unfamiliar place might also prove difficult for them.
- Access to school buildings during the summer months may also be a challenge, many parents wondered if Boards of Management/Patrons would give up 'ownership' for the summer months..
- Parents also acknowledged that there may be challenges regarding staff for the programme. They felt that there were already difficulties attracting staff to work during the summer and perhaps a different type of contract might be offered such as part-time or flexible days. Some mentioned having a more attractive tax rate for staff working on the summer programme as they have in Malta might work as an incentive.
- Some parents felt that there might be opportunities for other types of staff to work in the summer programme but it wouldn't offer much in the way of career progression as it is only

for two months of the year, but it might be something that they offer during other school holidays. Some parents also had concerns about what unions and professional teaching bodies would think about this.

- There were concerns about how the programme would be tiered to suit individual needs of children, and how they might communicate those needs to staff working on the programme. Many felt they would need access to multi-disciplinary teams. Some parents thought that they would like a more curriculum based programme than what was being offered in Malta as they depended on the summer programme to allow their child to catch up as well as providing continuity of routine and making the resumption of school in September easier for them. The Irish Programme is specifically an educational programme for the retention of skills and curriculum support. This has very different aims/objectives than an all-inclusive model for all children which is what their understanding was of the Maltese programme.
- Others would like to see more recreational type of programme offered similar to what their other children accessed in the summer camps, thus bringing about some sort of normality to their lives, they also thought that it should be offered in the same schools as where other children attended these summer camps.

Parents expressed concerns about who would be funding this and also about the extra pressure and workload for principals. They said that 80% of children had no access to a summer programme in 2021 and there was even less access in 2022, this would provide much needed certainty for many families, many of whom felt they were in a living hell during the summer months.

In recent years the expansion of the programme, those with the most severe and complex disabilities had been left behind. The Maltese model would guarantee their inclusion.

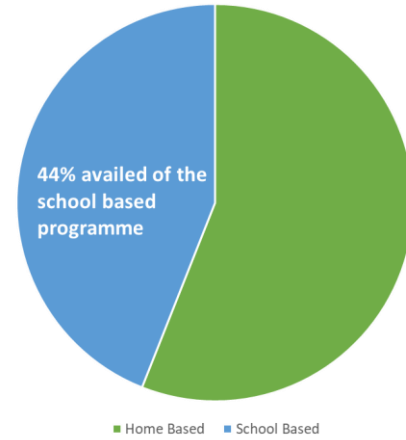
It is important to note here that the challenges that are identified in this section also presents an opportunity for the implementation of the Summer programme in Ireland, since these are the issues that was raised by parents of the children of Ireland with Special Educational Needs (SEN)

NPC Survey Results:

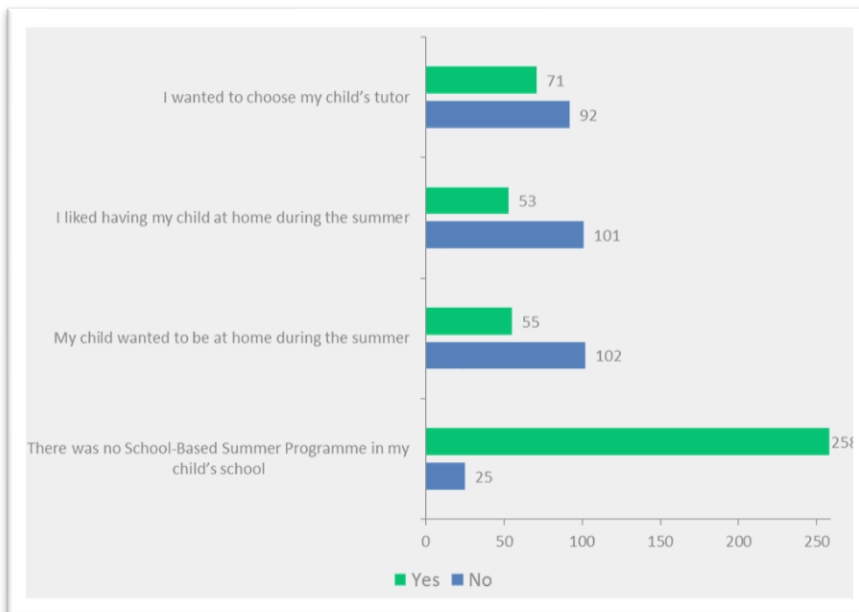
As of 21st October, 873 took part in the Summer Programme Survey conducted by National Parents Council Primary, here are some of our findings...

While 651 children were eligible for the Summer Programme, only 62% of them availed of the Summer Programme

Home based versus School based



Reasons for choosing the home based programme



✓ 91% said there was no school based programme available

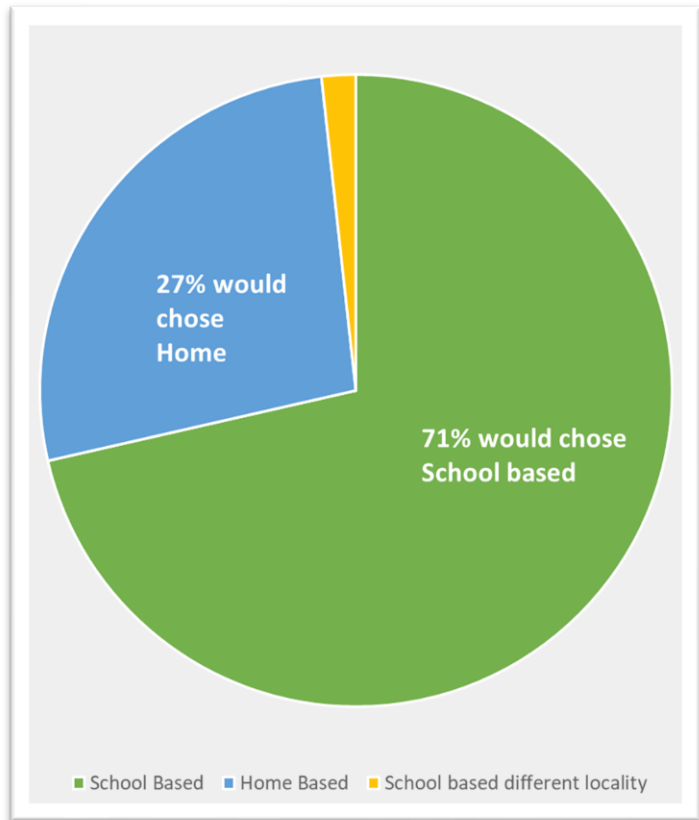
✓ But parents cited other reasons for choosing a home based programme

Choosing their own tutor

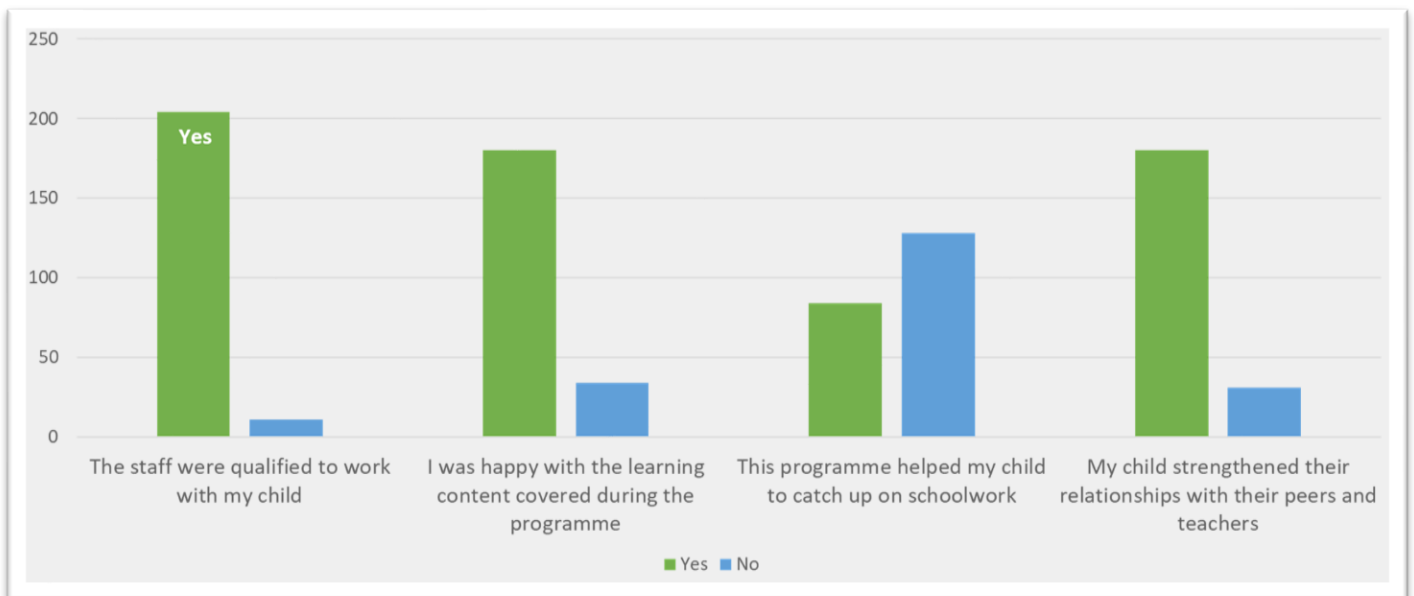
Liked having their child around in the summer

Their child liked being around in the summer

When asked if they would choose a school-based programme if it was available parents said:

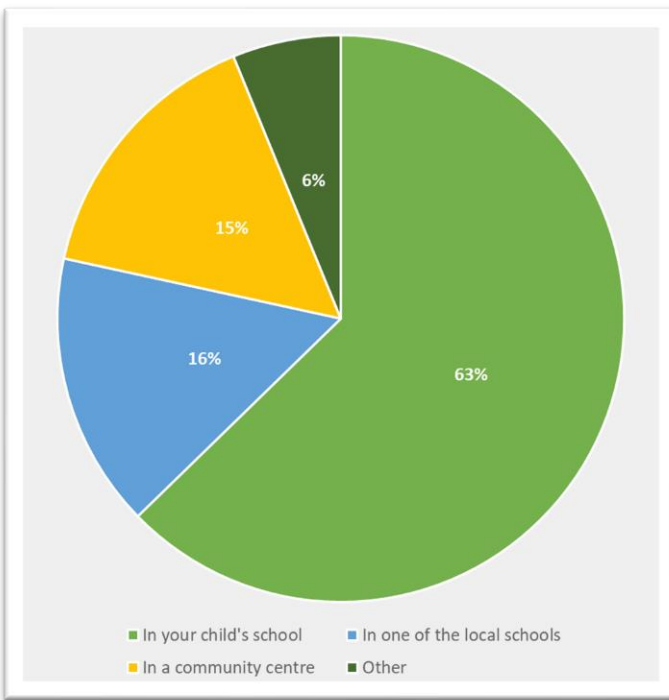


What was their child's



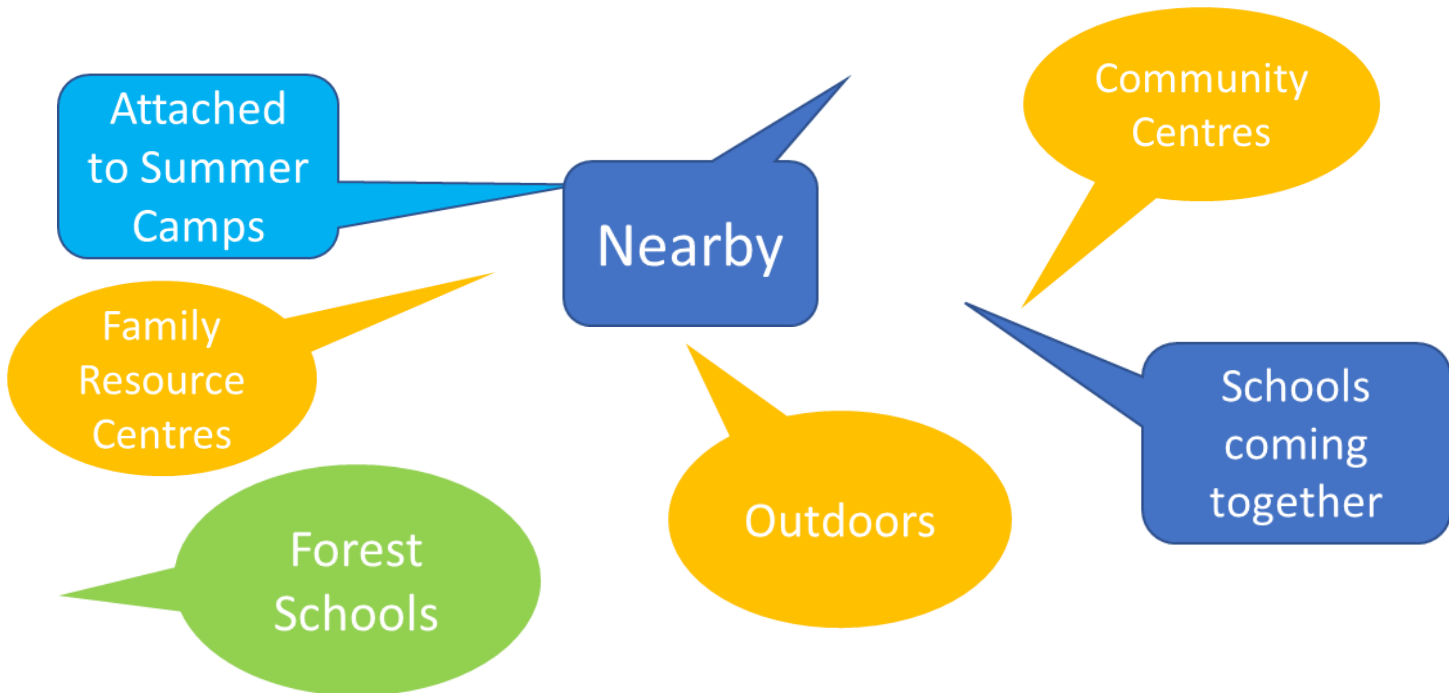
experience of the School Based Summer Programme?

Where would you like the summer-based programme to take place?

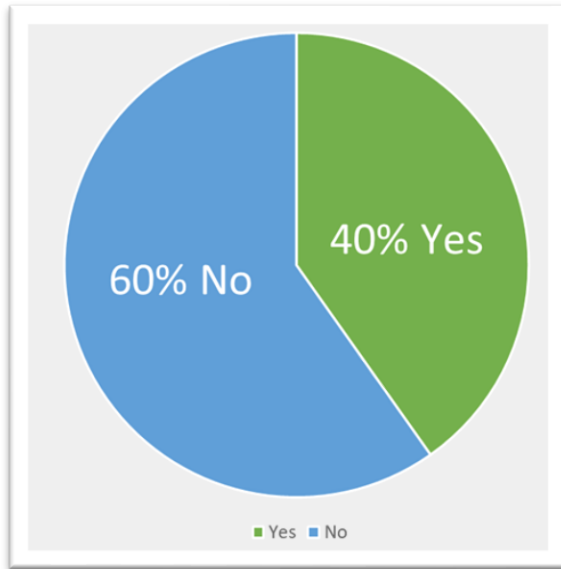


- 63% in their child's school
- 16% in one of the local schools
- 15% in a community centre
- 6% other

And where else would you like to them to take place?

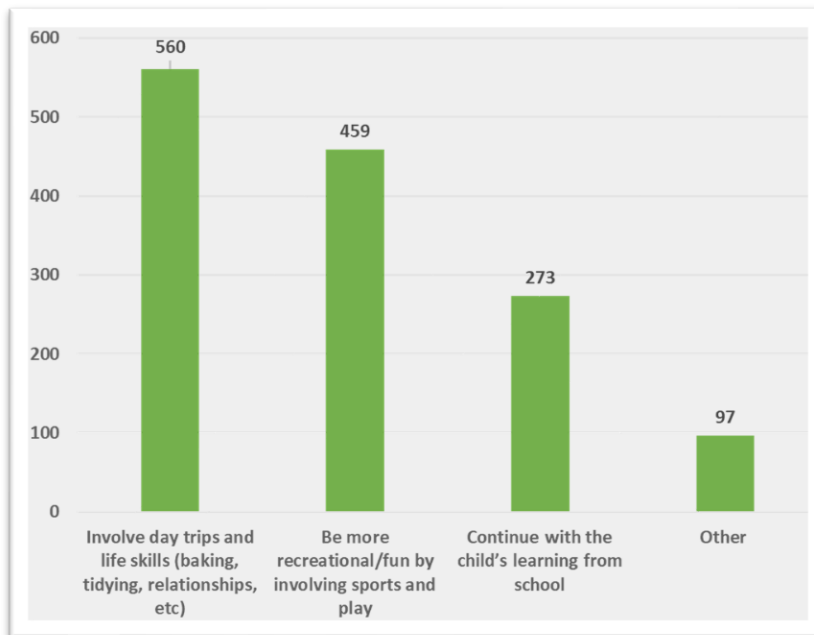


Does/would your child require transport to and from the School-based Summer Programme?



85% said that a lack of transport was not a barrier for their child to access the School-based Summer Programme in their school

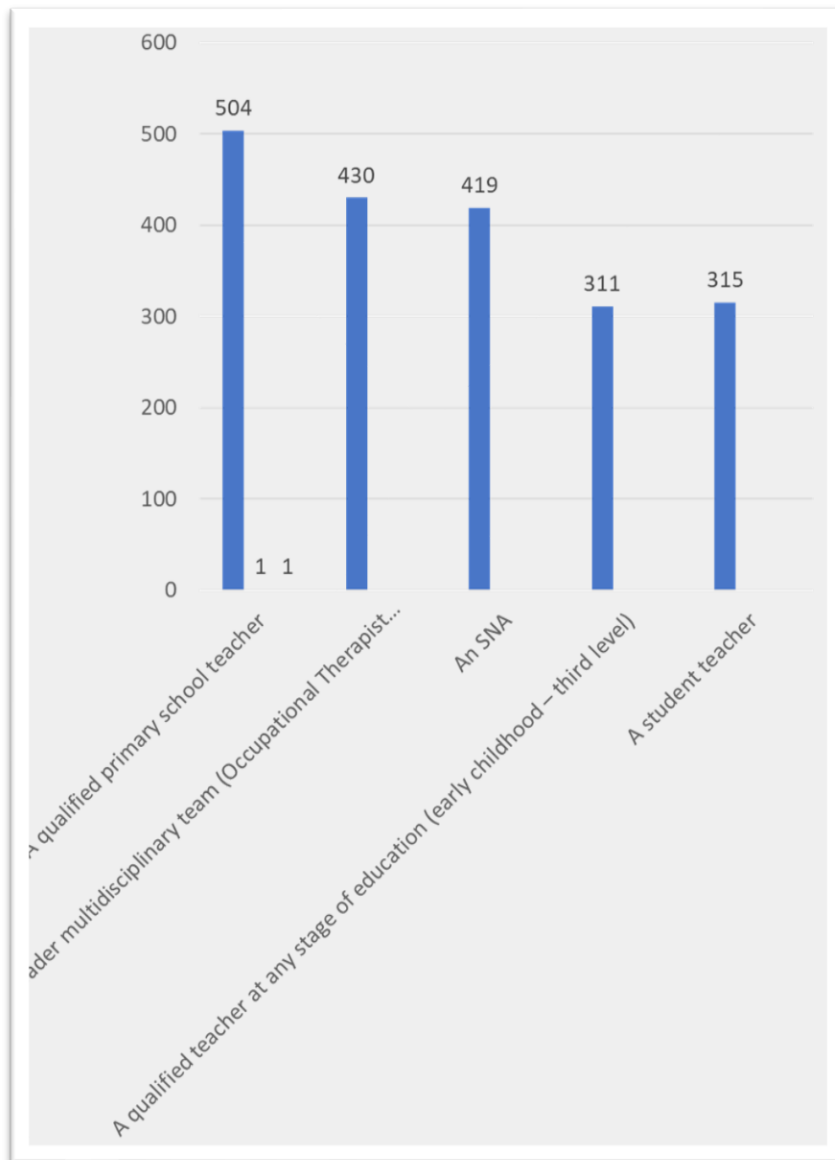
What did parents think the content of the Summer Programmes should include?



"In the summer, they will need to get out from learning, to feel free from school, to feel the holidays"

"I believe the program should work for the individual child but also help stretch their participation in the local community"

When asked who they would like to supervise the Home and School-based Summer Programmes parents said:

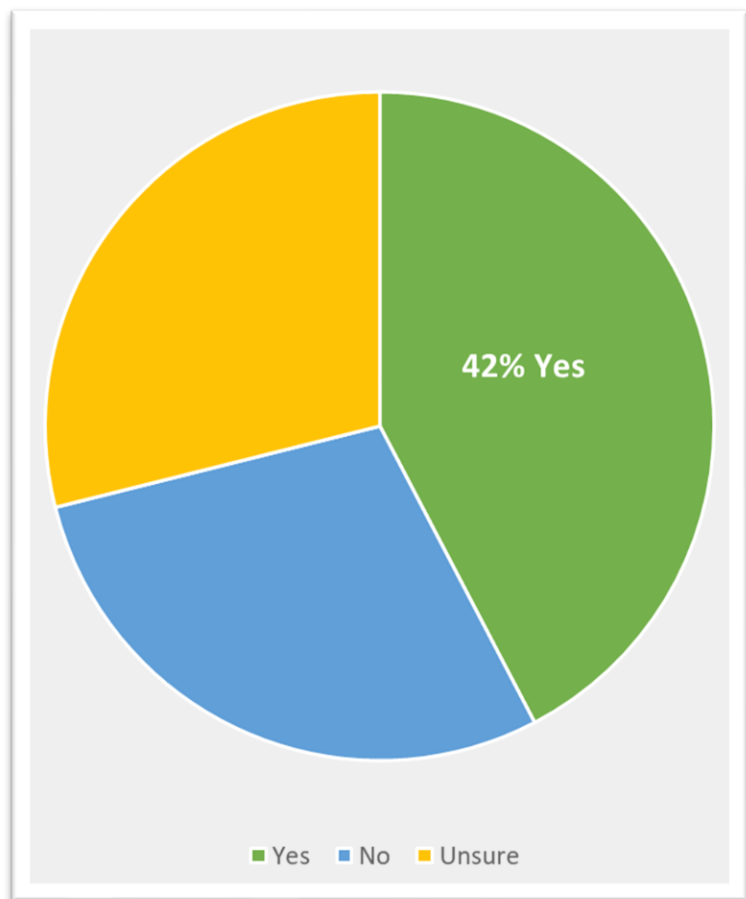


“Parental involvement”

“Music and art therapist, craftspeople, drama”

“Needs to be people familiar with our children and their needs. My son has complex needs and attends special school”

Should a person be able to work in the Summer Programme following the completion of a short course to develop the skills necessary to work with your child?



Finally

As a final part of the National Parents Council submission we would like to include a submission to NPC from Open Special Classes Special Schools (OSCSS) on the summer programme. We include this submission as a distinct section of this submission rather than integrate the views within the main areas of this document due to this advocate groups concerns that their voices may be lost. It is important to note though that NPC represents the OSCSS submission as part of the NPC representation.

OSCSS Submission to NPC

Special Needs Schools and Classes is a parents group who represent children who attend Special Schools and Classes countrywide. These children have complex, life-altering disabilities. Their needs are severe, multiple, and life-long, and, as their parents and carers, we must ensure all their needs are met, from cradle to grave.

Approximately 9,000 children, within a school population of around 1 million, attend special schools. Within the group that we represent, it is widely agreed that our children have been overlooked in the summer programme. The summer programme replaced 'July Provision' for children with special education needs. The July Provision school-based programme commenced on foot of a High Court judgement in the nineties which recognised that children with severe needs lose ground over the long school holidays and that these needs may never be recovered. Unfortunately, these children are the ones who were left behind with no summer programme this year and, as a result, their parents and families were left overburdened and forgotten while trying to meet their children's substantial needs.

The expansion of the summer programme saw an increase from 15,000 eligible children in 2018 to 80,000 children in 2021, however, no safeguard was put in place to ensure that children for whom the scheme was originally set up could still access it. The origins of the extended school year have been abandoned to the detriment of our children and families. Only 16% of children in special schools had access to between 1-4 weeks in the summer programme in 2022. Within these numbers, less than 4% had access to the full 4 weeks. 84% had no access.

We polled our parents and 93% of those polled agreed that the alternative offered, which is the home-based programme, is not an appropriate alternative for our children. Our children need a consistent, school-based programme for **minimum** 4 weeks each summer.

The impact of the long school breaks on our children is significant and frightening. The routine they know stops suddenly and they do not understand why. They cannot communicate their worries and uncertainty. This routine provides security and an opportunity to be a part of a world outside of their home. Remember, there are no summer camps, play dates, sleepovers or family days out over the long summer holidays for these children.

The summer break causes an increase in episodes of sensory overload, self-injurious behaviours, aggression towards parents and siblings, destructive outbursts and absconding or bolting. There is a dramatic increase in anxiety and most regress in basics skills. These are just some of the consequences of the long school break which, in turn, puts a strain on the families trying to support the children. Siblings assist with care and are left with no summer holidays themselves while parents try to hold a family unit together under incredible levels of stress and a constant state of hyper-vigilance.

The home-based programme is simply not alternative for many of our children. They cannot avail of the trips to the cinema or zoo with groups of other children, as many of the available tutors advertise. These children do not associate school with the home environment. Some of the other concerns that our parents voiced around the home programme are :

- Advertising your child on unregulated social media pages to source a tutor.
- Allowing a stranger to take a child, who cannot communicate concerns, out on trips in an unstructured environment.
- Lack of access to school facilities such as sensory and OT rooms and secure play areas.

A home-based programme should not be mooted as an alternative to the school-based programme to children that it is simply not suitable for. The National Council for Special Education have even stated that the home-based programmes are considered the least effective way to deliver the scheme.

We voiced these concerns to our schools, local representatives, Ministers Foley and Madigan prior to the summer holidays this year and yet we still watched from a lonely distance as families prepared for the

summer break while we anxiously wondered what would happen to our children over the summer. Many of our parents did not find out until May or June that their child's school was not running the programme. Working parents then scrambled to ask employers for unpaid leave to help support the main carers during the 9 or 13 week break.

We have now concluded a second year where children in special schools and classes have not been planned for. We feel that a budget of €40 million should allow for some priority to be given to securing a programme for those children with severe needs while also supporting all children with other special education needs.

We have been proactive in our advocacy for our children and have worked hard to propose solutions. We contacted the Department of Education in every European state and identified a highly effective model for the summer programme in Malta. It utilises staff from outside of the educational sphere to ensure adequate staff levels e.g. nurses, doctors, speech therapists, trainee therapists and other suitable professionals. This not only benefits the children but the professionals too, who gain valuable experience of people with autism and other complex needs. We need an approach like this that puts our children first.

We also spoke with principals of schools who run successful school-based programmes to establish how they made the programme a success for the children in their school and have made our findings available to the Department of Education.

The summer programme needs to be set at a level where the children with the severest disabilities, requiring the highest level of support, can still access it. A tiered approach is needed securing access for all. It is imperative that each school delivering the school-based programme is given adequate time to plan and prepare. It is absolutely necessary for the management personnel to provide detailed student profiles and information to new staff participating in the programme and a dedicated, mutually agreeable time frame for training and handover. Personnel responsible for the management of the programme must ensure the adequate supports are in place for new staff thus aiming for most favourable outcome for all concerned. Proper management will ensure maximum success and longevity of programme into the future.

Utilising a combination of staff, such as school staff and external multidisciplinary professionals like student nurses, trainee doctors, speech therapists, respite and care workers, would allow our children to access a full and appropriate school-based summer programme. We recognise that it is not an easy task to introduce such a programme initially, however the benefits would ultimately outweigh the work involved in the planning and organising.

These benefits include :

- A child and family centred approach accessible to all children, even those with multiple severe disabilities and high support needs.
- Reliability and certainty. This is essential. Many of our families do not know until May or June that their child will not have access to a summer programme.
- Improving quality of life for our children and families. With the rising cost of living, every family should be supported in their right to earn a living. Currently with no summer programme, many parents must take unpaid extended leave to cover the long summer holidays and assist the other parent carer.

- Professionals in training could gain valuable experience interacting with people with disabilities such as autism and intellectual disabilities. This will contribute to a more inclusive society into the future as our children reach adulthood.
- Respite for sibling carers who sometimes have no real summer holidays themselves.

We cannot allow children to be excluded from a summer programme simply because they have the complex needs and need substantial support. Families cannot continue to be left without adequate support over the summer break. We ask for collaboration between government departments to ensure that our children have a school-based summer programme from summer 2023 onwards. 2022 must be the last year that our children were left without access to an appropriate summer programme.

Appendix 1: Complete Survey Results regarding the Summer Programme in Ireland

NPC survey on the Summer Programme for children with Special Educational Needs in primary school

Tuesday, November 08, 2022

1197

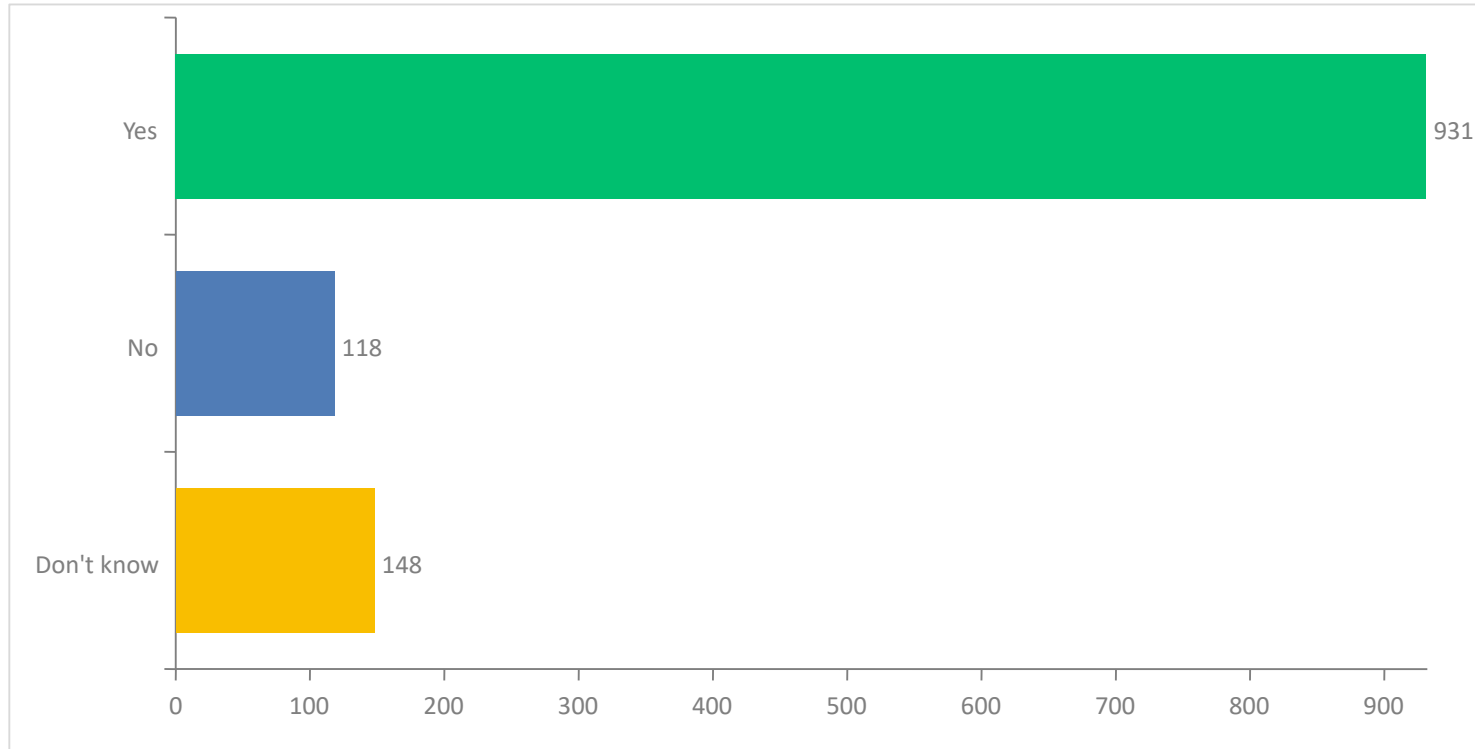
Total Responses

Date Created: Thursday, October 13, 2022

Complete Responses: 1197

Q1: Is your child eligible to avail of the Summer Programme?

Answered: 1197 ,: 0



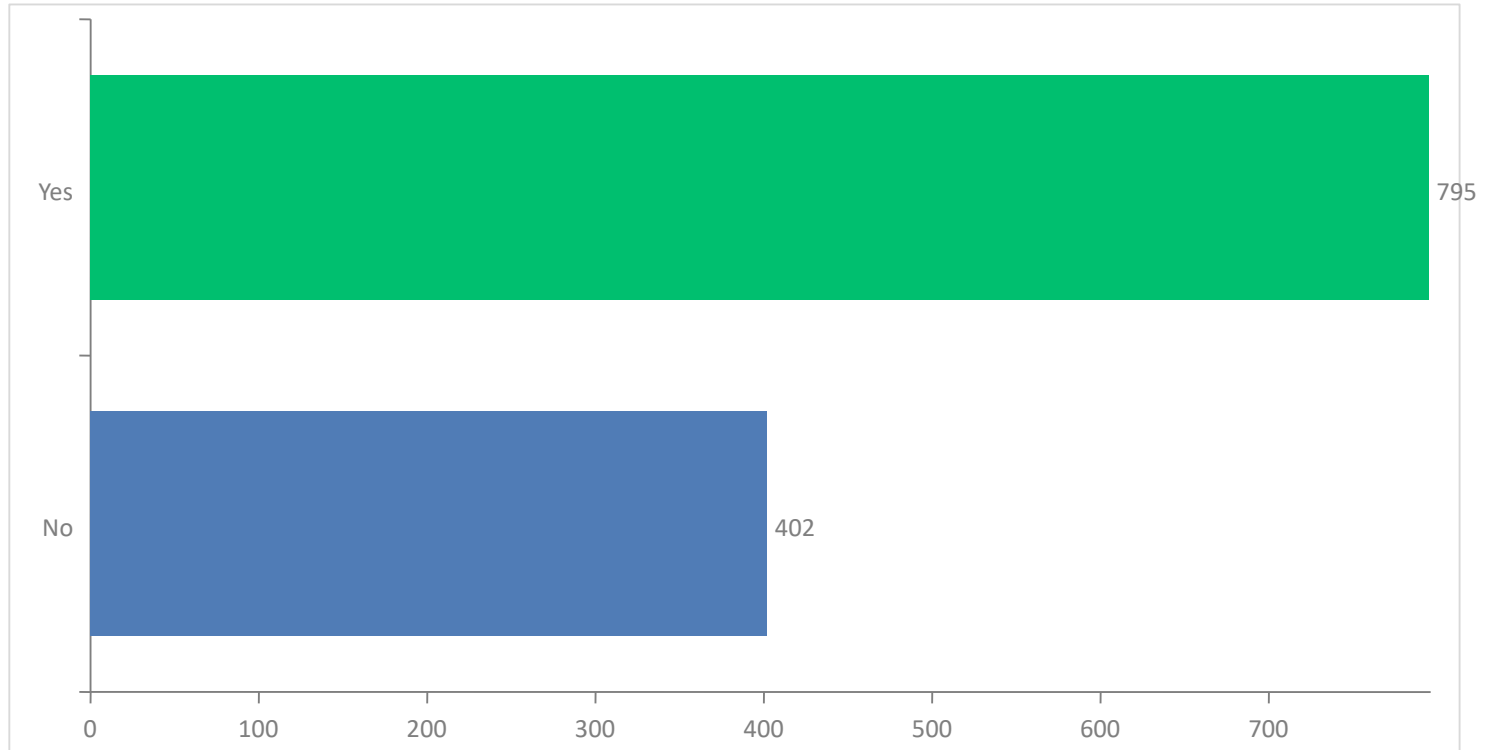
Q1: Is your child eligible to avail of the Summer Programme?

Answered: 1197 ,: 0

ANSWER CHOICES	RESPONSES	
Yes	77.78%	931
No	9.86%	118
Don't know	12.36%	148
TOTAL		1197

Q2: Has your child ever availed of the Summer Programme?

Answered: 1197 ; 0



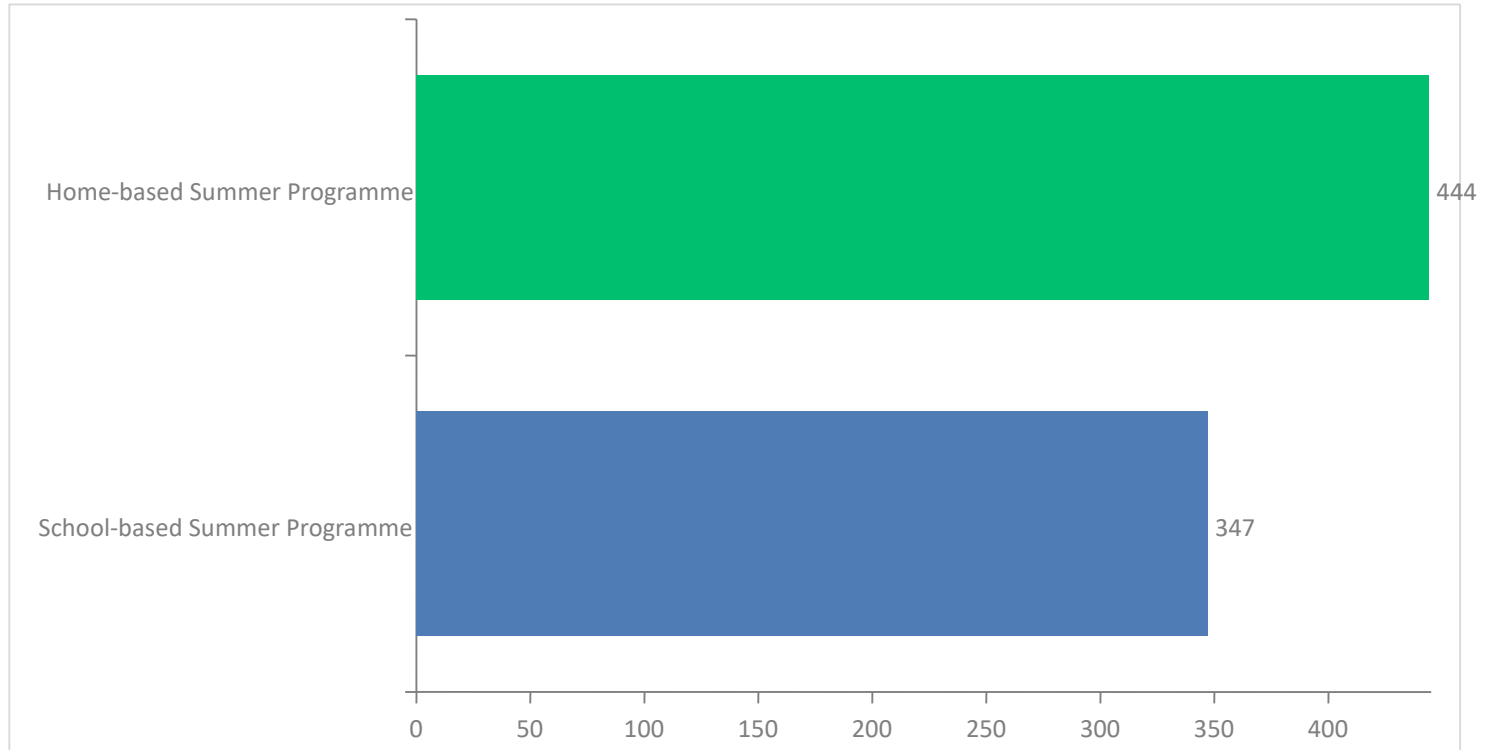
Q2: Has your child ever availed of the Summer Programme?

Answered: 1197 ; 0

ANSWER CHOICES	RESPONSES	
Yes	66.42%	795
No	33.58%	402
TOTAL		1197

Q3: Which of the Summer Programmes has your child availed of?

Answered: 791 Skipped: 406



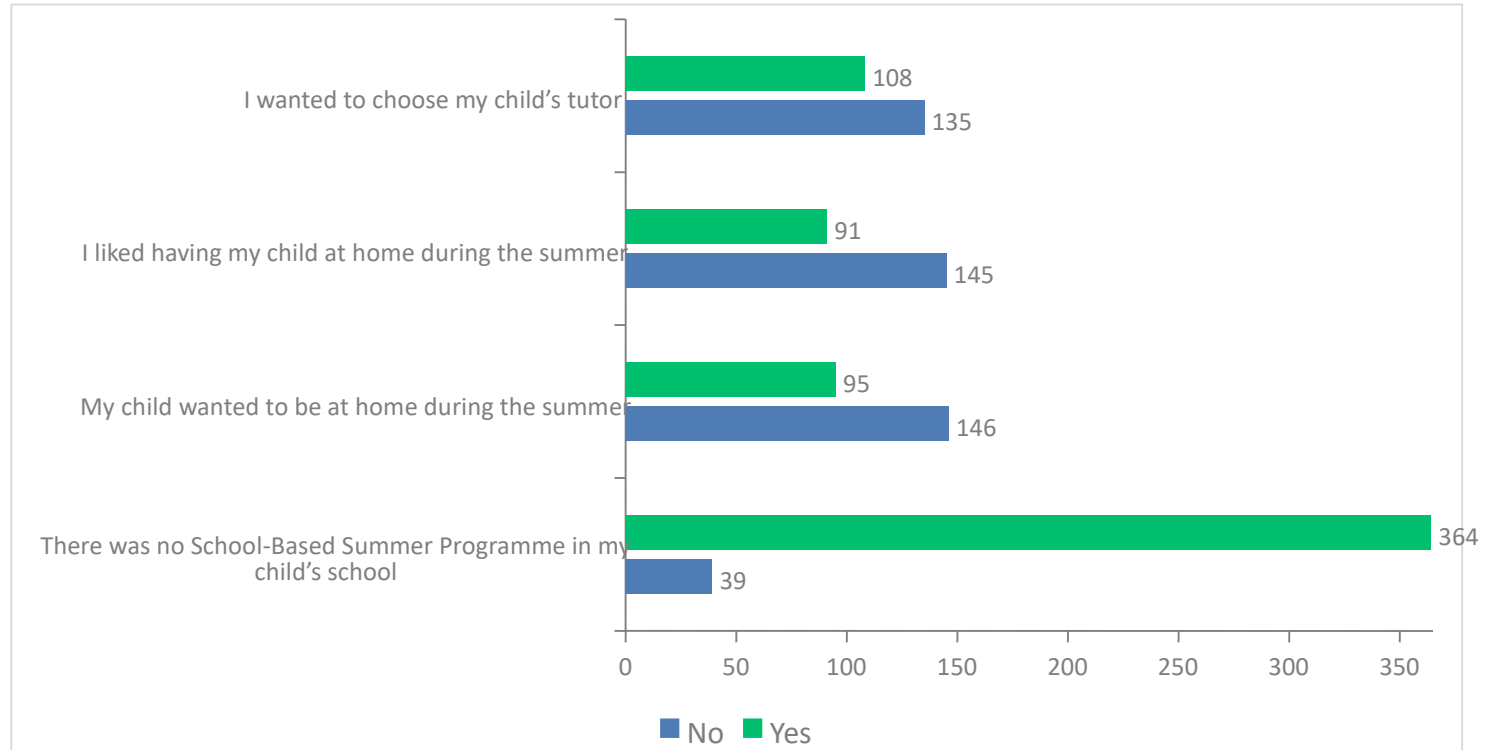
Q3: Which of the Summer Programmes has your child availed of?

Answered: 791 Skipped: 406

ANSWER CHOICES	RESPONSES	
Home-based Summer Programme	56.13%	444
School-based Summer Programme	43.87%	347
TOTAL		791

Q4: Why did you choose the Home-based Summer Programme?

Answered: 429 Skipped: 768



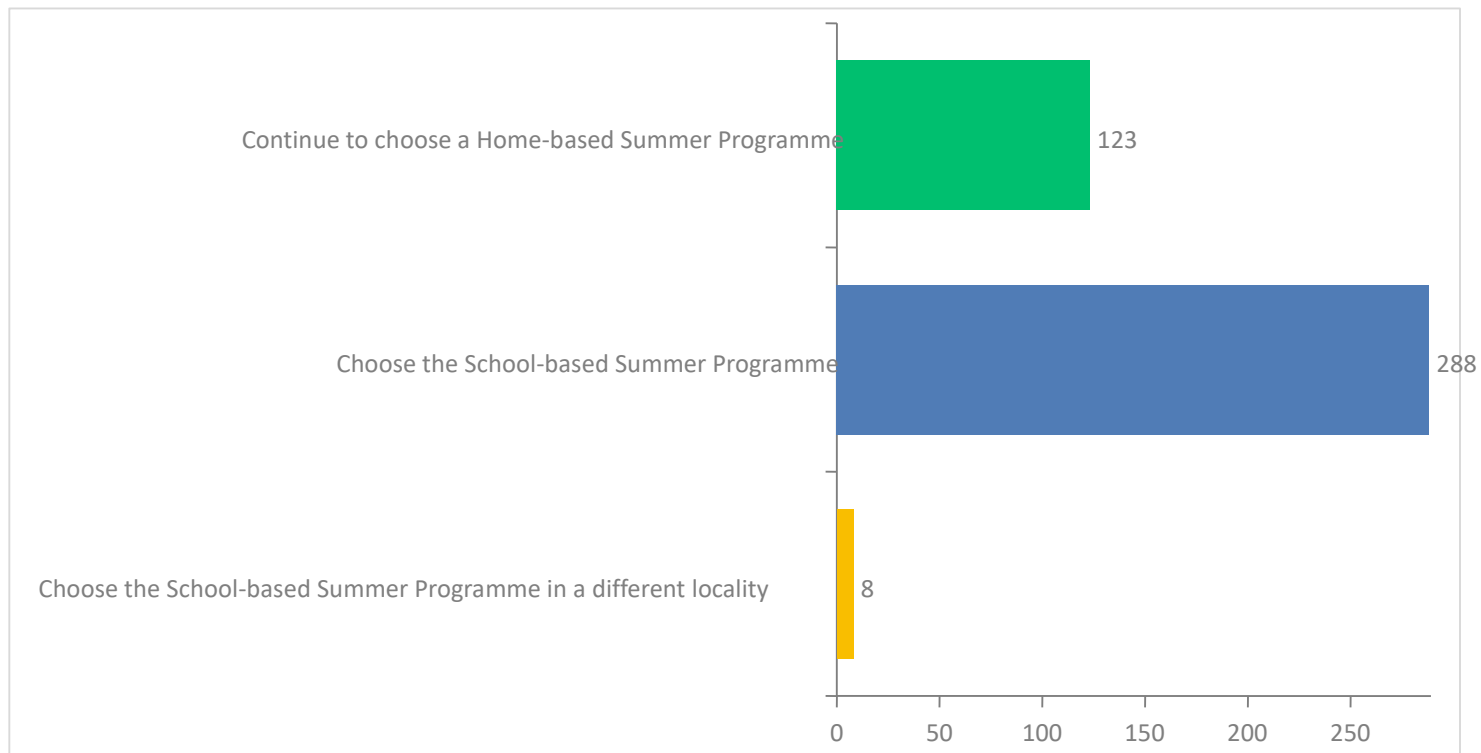
Q4: Why did you choose the Home-based Summer Programme?

Answered: 429 Skipped: 768

		YES	NO	TOTAL	WEIGHTED AVERAGE
I wanted to choose my child's tutor	44.44%	108	135	243	1.56
I liked having my child at home during the summer	38.56%	91	145	236	1.61
My child wanted to be at home during the summer	39.42%	95	146	241	1.61
There was no School-Based Summer Programme in my child's school	90.32%	364	39	403	1.10

Q5: If there was or is a School-based Summer Programme in your child's school would you

Answered: 419 Skipped: 778



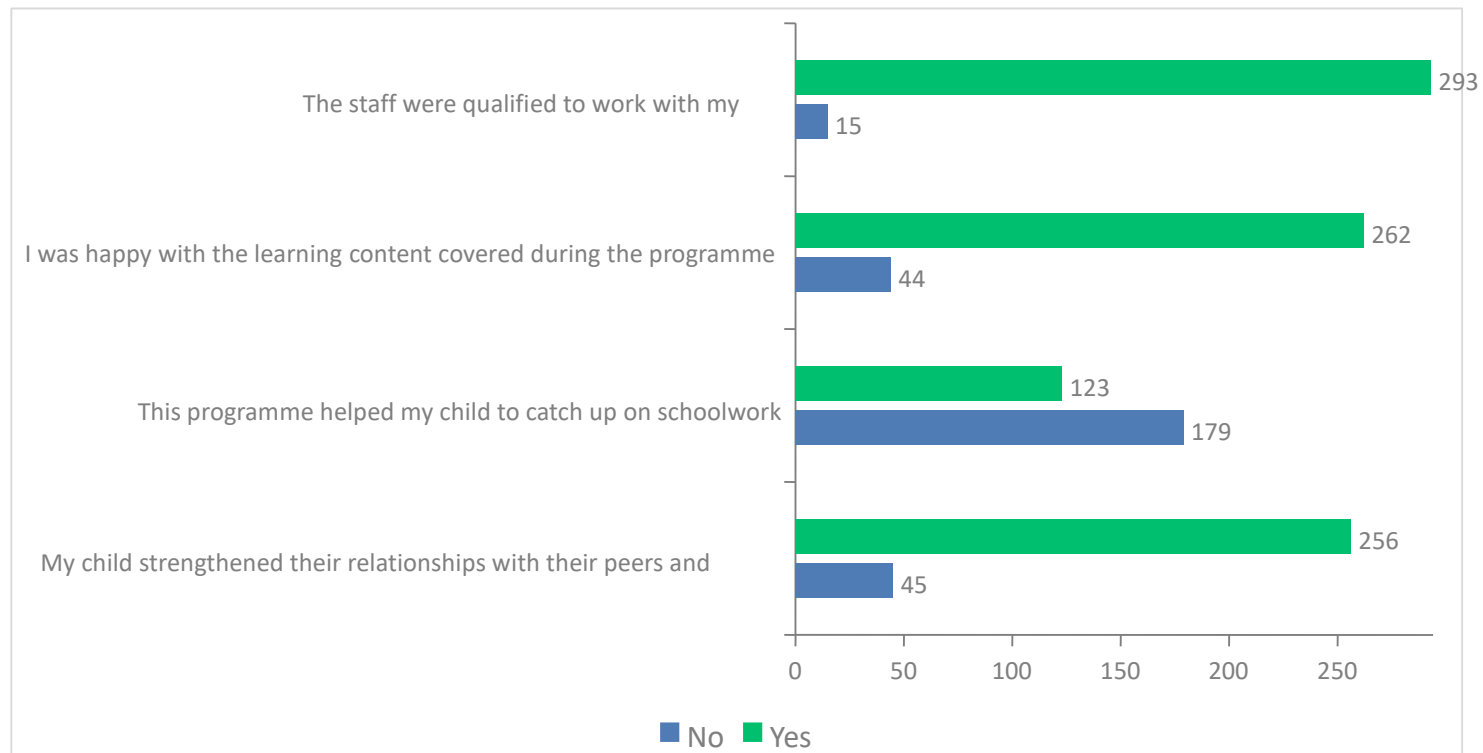
Q5: If there was or is a School-based Summer Programme in your child's school would you

Answered: 419 Skipped: 778

ANSWER CHOICES	RESPONSES	
Continue to choose a Home-based Summer Programme	29.36%	123
Choose the School-based Summer Programme	68.74%	288
Choose the School-based Summer Programme in a different locality nearby	1.91%	8
TOTAL		419

Q6: Please can you share some more information about your child's experience of the School based Summer Programme by agreeing or disagreeing with the following?

Answered: 308 Skipped: 889



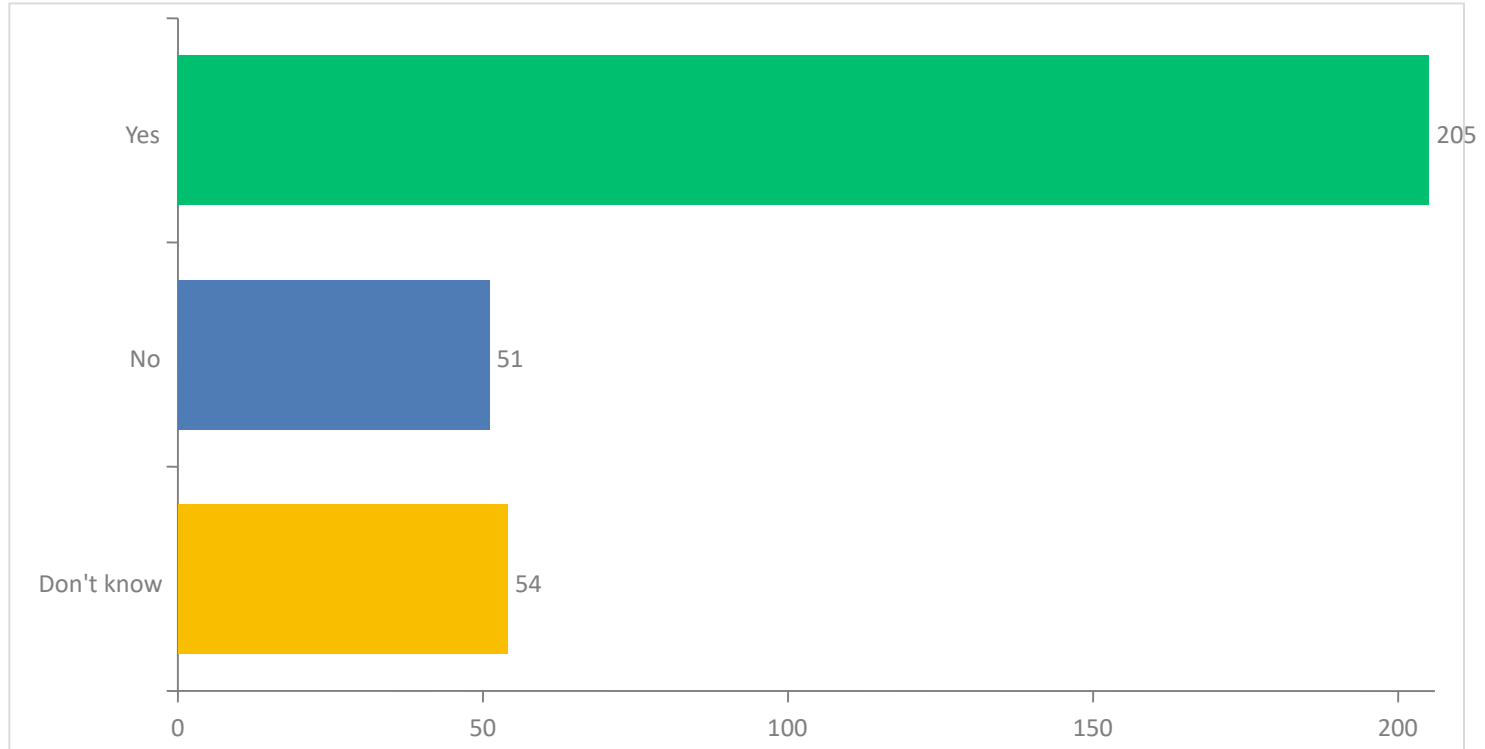
Q6: Please can you share some more information about your child's experience of the School based Summer Programme by agreeing or disagreeing with the following?

Answered: 308 Skipped: 889

		YES		NO	TOTAL	WEIGHTED AVERAGE
The staff were qualified to work with my child	95.13%	293	4.87%	15	308	1.05
I was happy with the learning content covered during the programme	85.62%	262	14.38%	44	306	1.14
This programme helped my child to catch up on schoolwork	40.73%	123	59.27%	179	302	1.59
My child strengthened their relationships with their peers and teachers	85.05%	256	14.95%	45	301	1.15

Q7: Did the programme change from your child's normal school year programme ?

Answered: 310 Skipped: 887



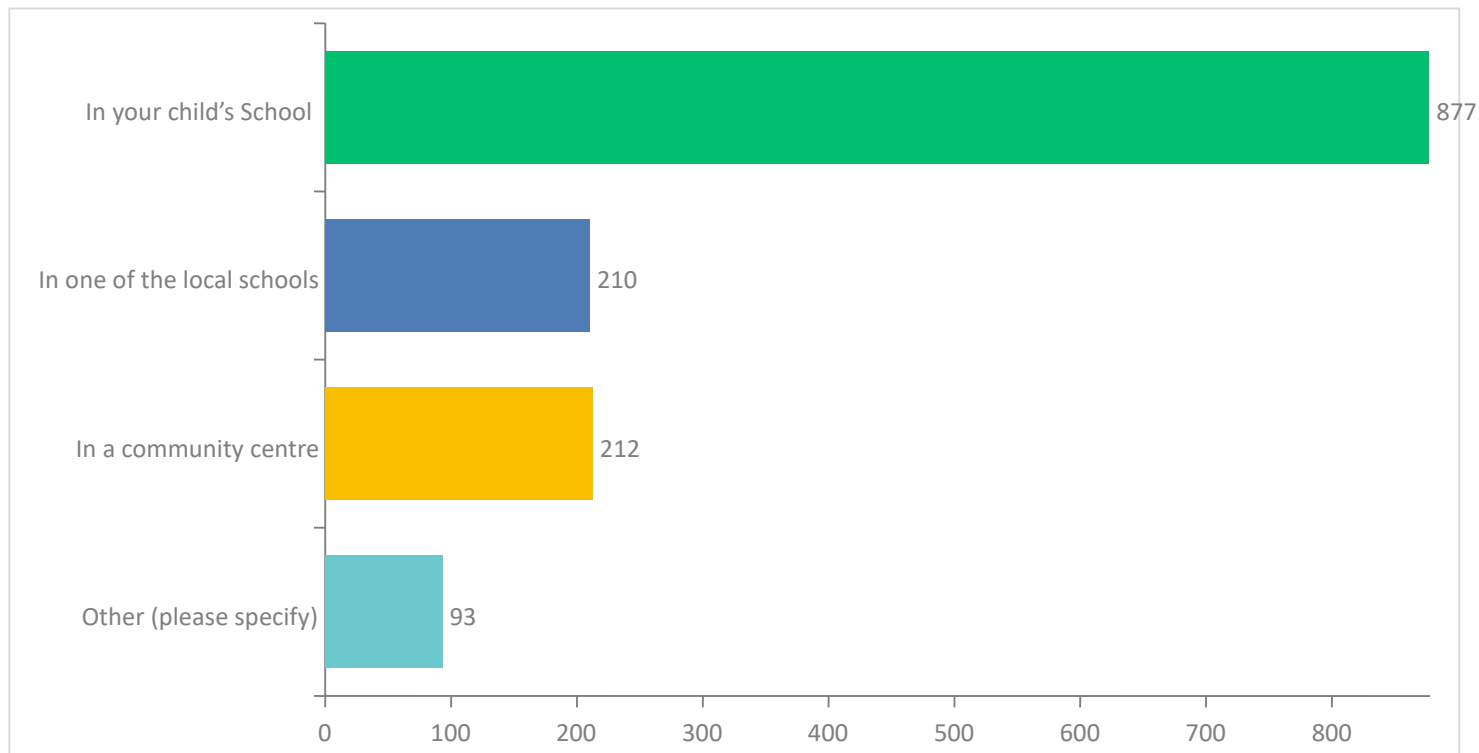
Q7: Did the programme change from your child's normal school year programme ?

Answered: 310 Skipped: 887

ANSWER CHOICES	RESPONSES	
Yes	66.13%	205
No	16.45%	51
Don't know	17.42%	54
TOTAL		310

Q8: Where would you like the School-based Summer Programme to take place? (you may tick any/all options)

Answered: 1051 ; 146



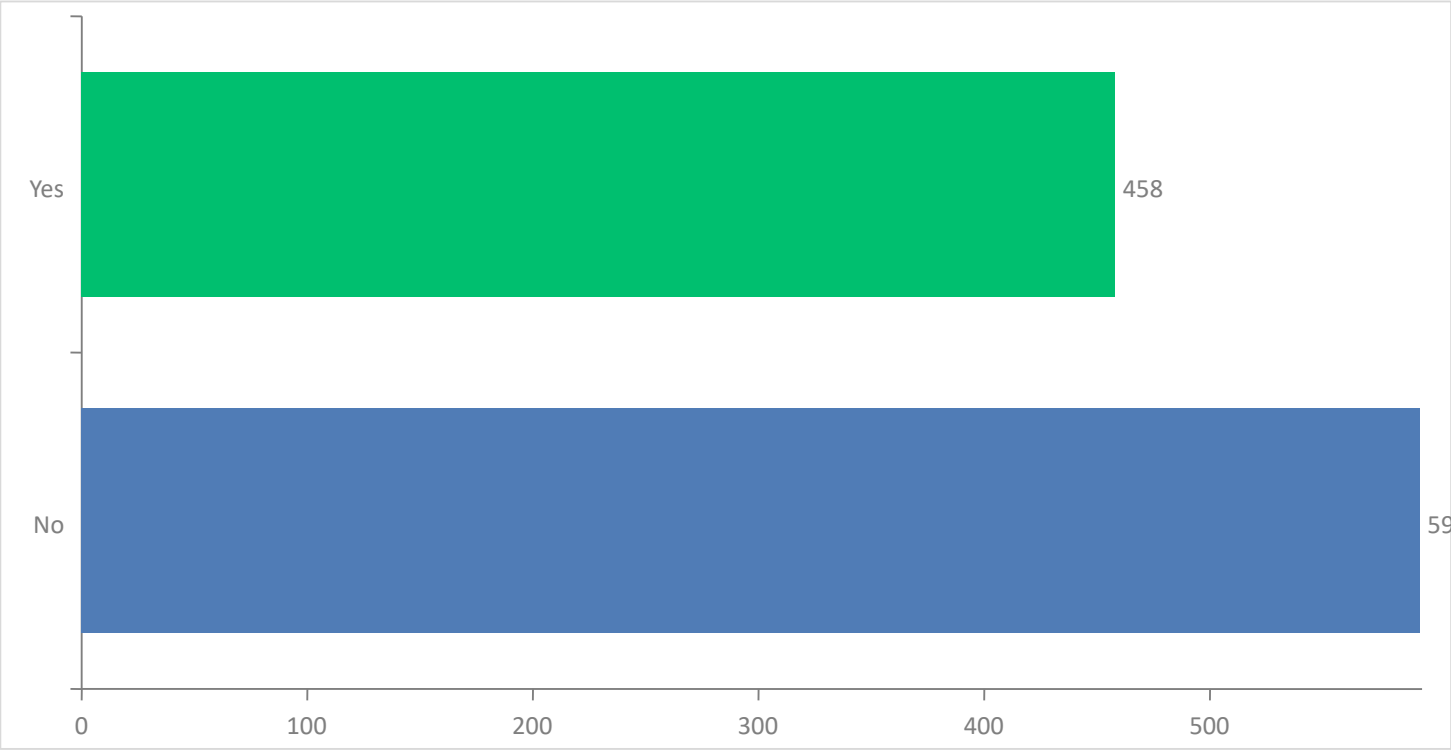
Q8: Where would you like the School-based Summer Programme to take place? (you may tick any/all options)

Answered: 1051 ; 146

ANSWER CHOICES	RESPONSES	
In your child's School	83.44%	877
In one of the local schools	19.98%	210
In a community centre	20.17%	212
Other (please specify)	8.85%	93
TOTAL		1392

Q9: Does/would your child require transport to and from the School-based Summer Programme?

Answered: 1051 ; 146



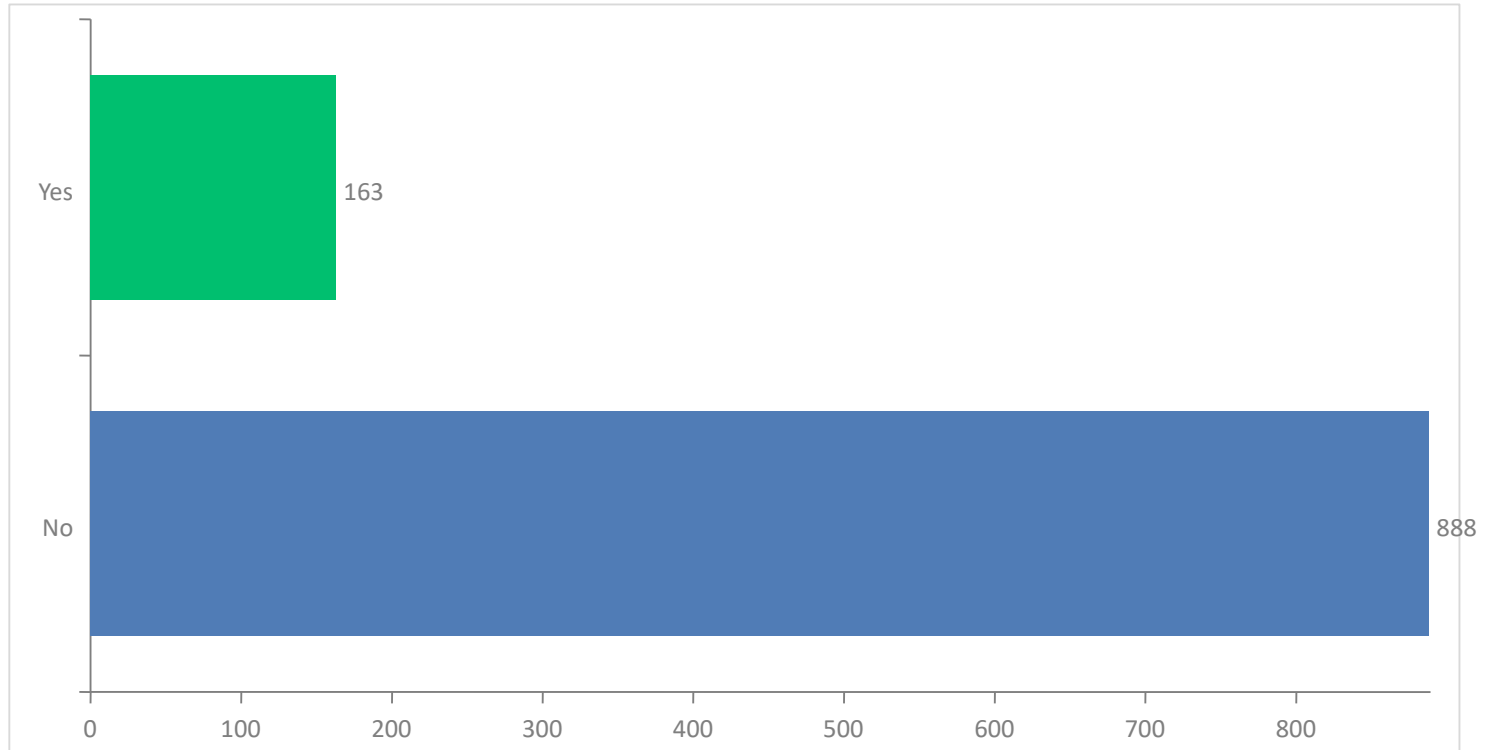
Q9: Does/would your child require transport to and from the School-based Summer Programme?

Answered: 1051 ,: 146

ANSWER CHOICES	RESPONSES	
Yes	43.58%	458
No	56.42%	593
TOTAL		1051

Q10: Is a lack of transport a barrier for your child to access the School-based Summer Programme in their school?

Answered: 1051 ; 146



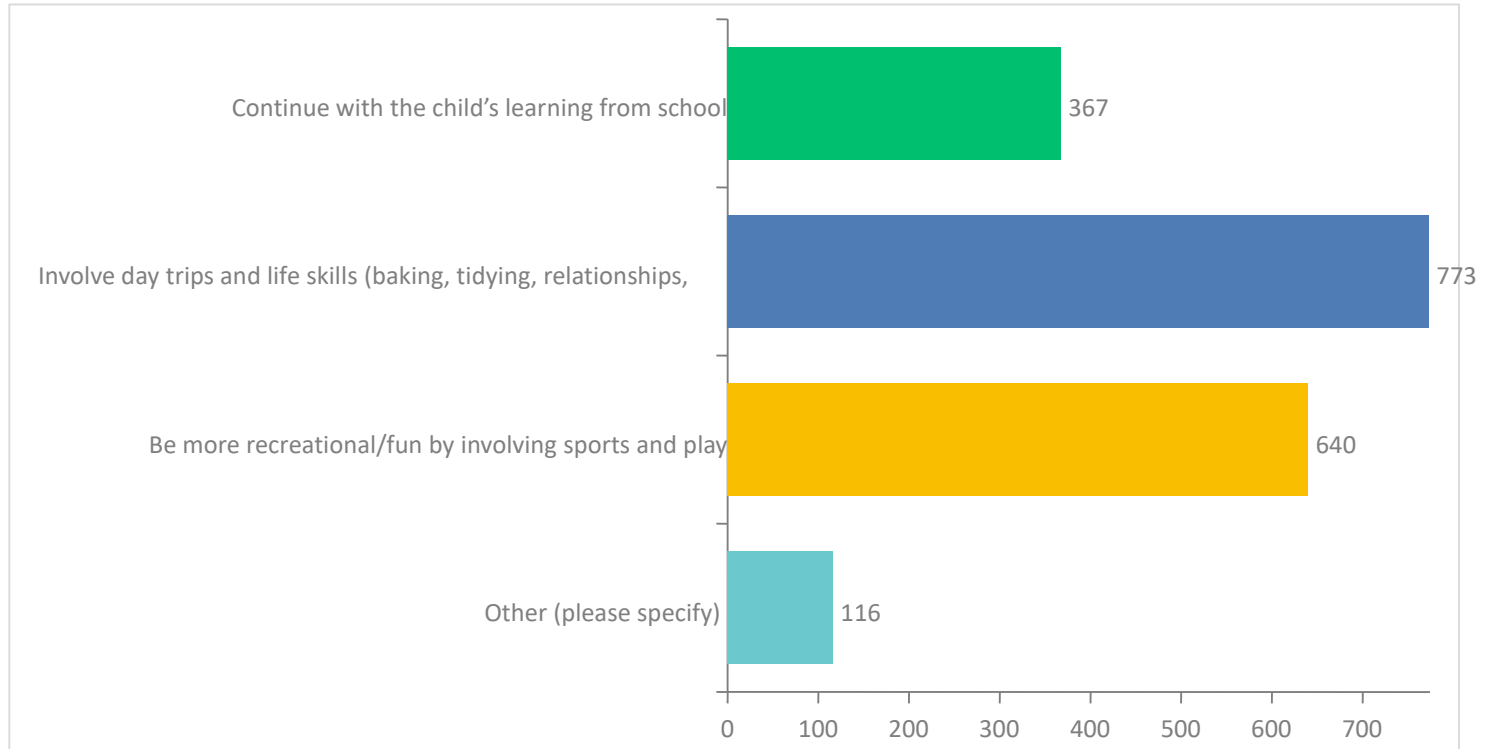
Q10: Is a lack of transport a barrier for your child to access the School-based Summer Programme in their school?

Answered: 1051 ,: 146

ANSWER CHOICES	RESPONSES	
Yes	15.51%	163
No	84.49%	888
TOTAL		1051

Q11: Do you think the content of the Summer Programmes should?

Answered: 958 Skipped: 239



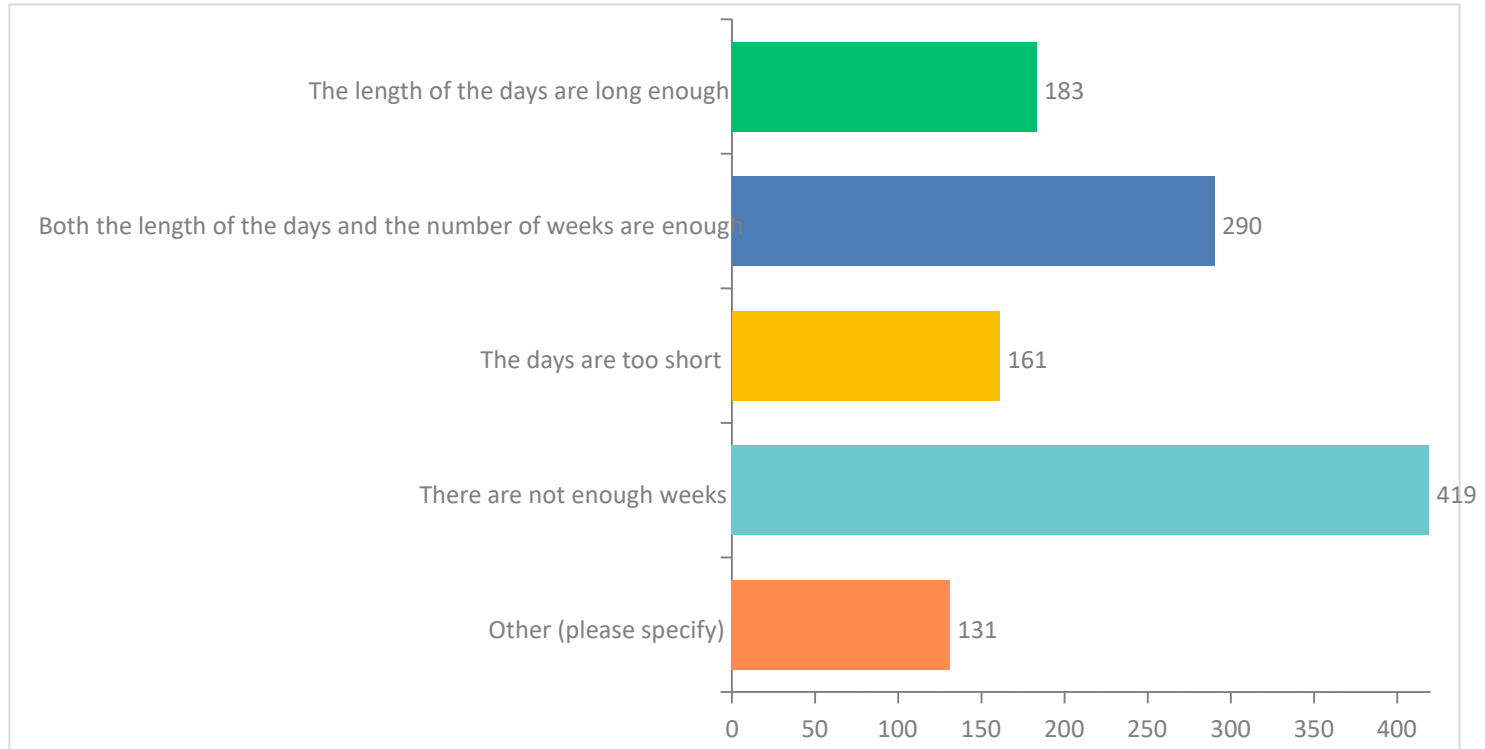
Q11: Do you think the content of the Summer Programmes should?

Answered: 958 Skipped: 239

ANSWER CHOICES	RESPONSES	
Continue with the child's learning from school	38.31%	367
Involve day trips and life skills (baking, tidying, relationships, etc)	80.69%	773
Be more recreational/fun by involving sports and play	66.81%	640
Other (please specify)	12.11%	116
TOTAL		1896

Q12: What do you think about the duration of the Home and School-based programmes?

Answered: 958 Skipped: 239



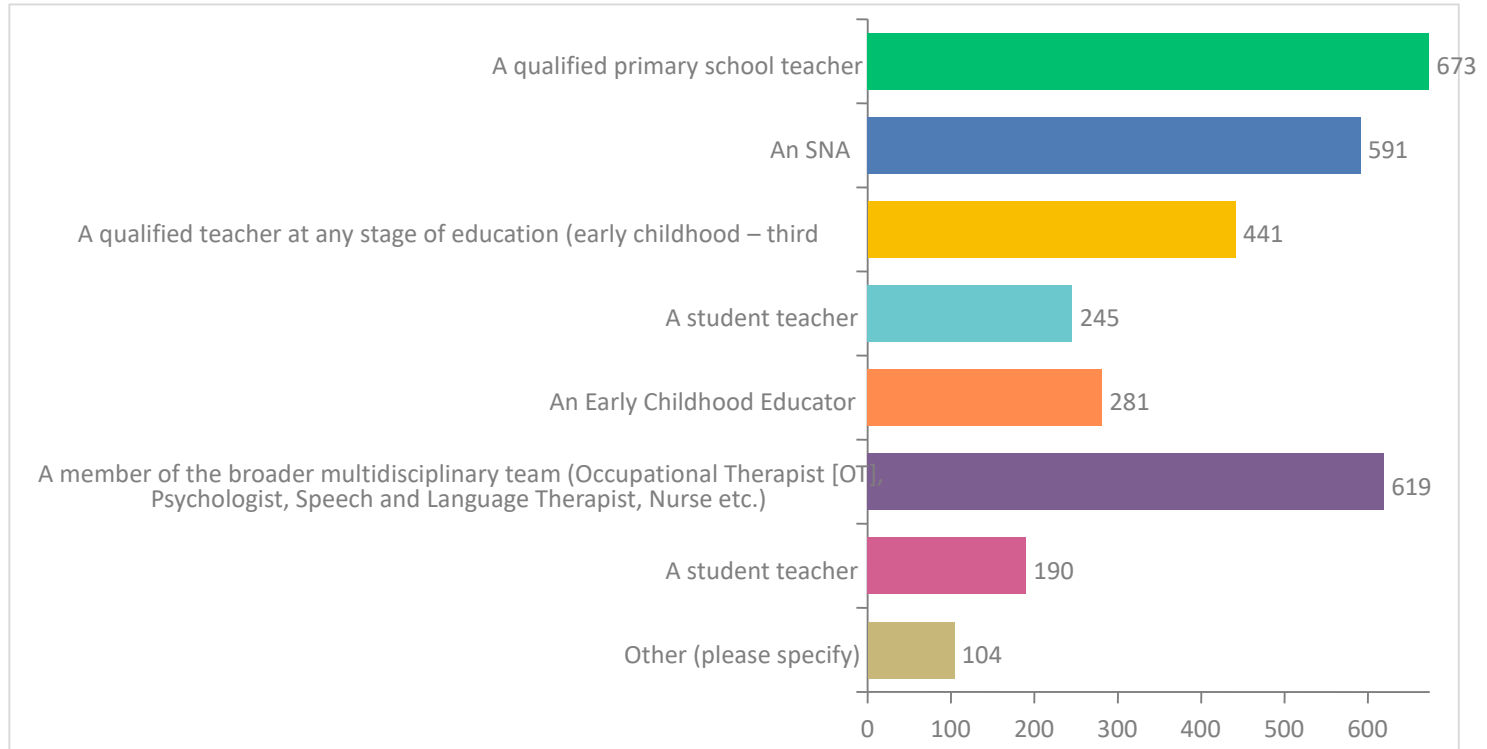
Q12: What do you think about the duration of the Home and School-based programmes?

Answered: 958 Skipped: 239

ANSWER CHOICES	RESPONSES	
The length of the days are long enough	19.10%	183
Both the length of the days and the number of weeks are enough	30.27%	290
The days are too short	16.81%	161
There are not enough weeks	43.74%	419
Other (please specify)	13.67%	131
TOTAL		1184

Q13: Who would you like to supervise the Home and School-based Summer Programmes? (select all options that you feel would be appropriate)

Answered: 958 Skipped: 239



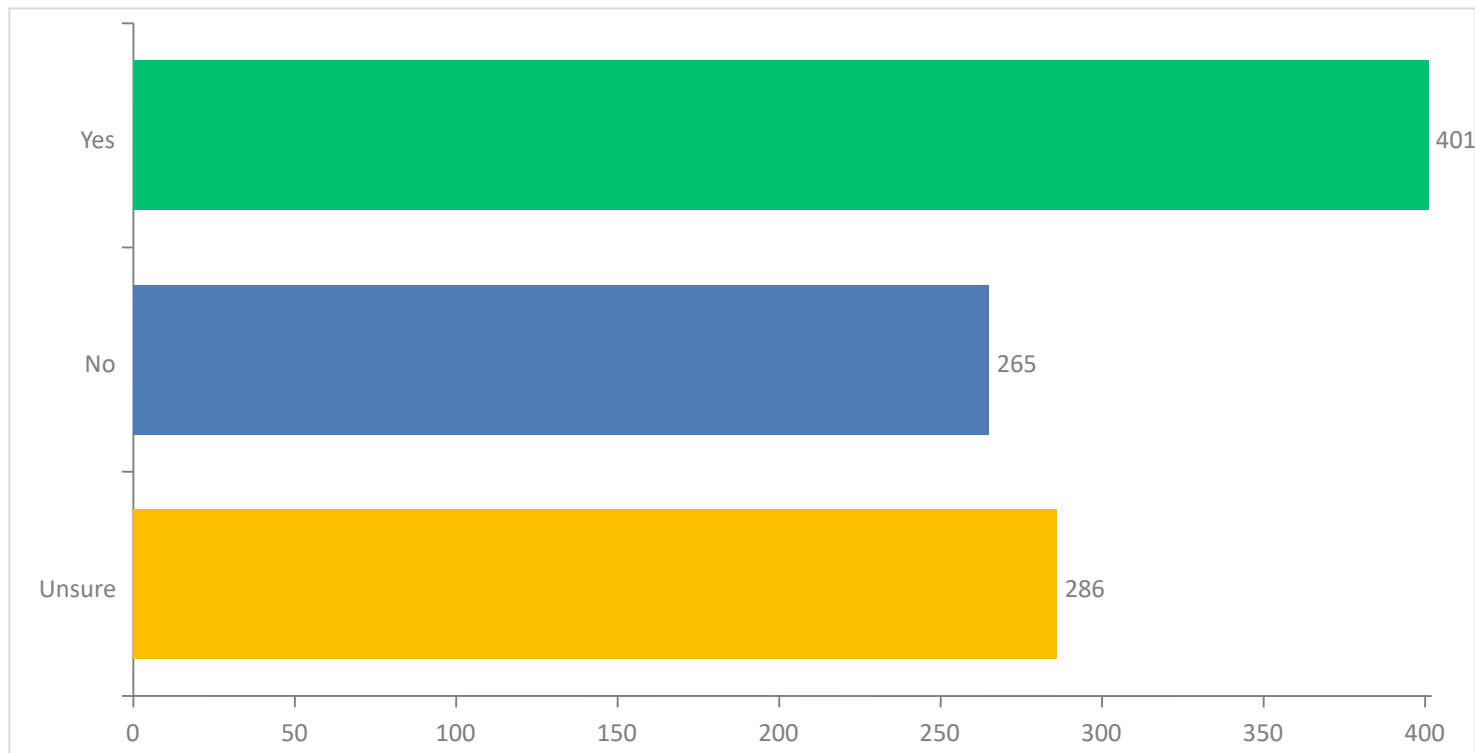
Q13: Who would you like to supervise the Home and School-based Summer Programmes? (select all options that you feel would be appropriate)

Answered: 958 Skipped: 239

ANSWER CHOICES	RESPONSES	
A qualified primary school teacher	70.25%	673
An SNA	61.69%	591
A qualified teacher at any stage of education (early childhood – third level)	46.03%	441
A student teacher	25.57%	245
An Early Childhood Educator	29.33%	281
A member of the broader multidisciplinary team (Occupational Therapist [OT], Psychologist, Speech and Language Therapist, Nurse etc.)	64.61%	619
A student teacher	19.83%	190
Other (please specify)	10.86%	104

Q14: Do you think that a person other than those listed in the previous question should be able to work in the Summer Programme following the completion of a short course to develop the skills necessary to work with your child?

Answered: 952 Skipped: 245



Q14: Do you think that a person other than those listed in the previous question should be able to work in the Summer Programme following the completion of a short course to develop the skills necessary to work with your child?

Answered: 952 Skipped: 245

ANSWER CHOICES	RESPONSES	
Yes	42.12%	401
No	27.84%	265
Unsure	30.04%	286
TOTAL		952