

# St Catherine's Special School

## Digital Learning Plan 2026/2027

### 1. Introduction

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to meet the targets. We aim that our School's Digital Learning Plan will support our SSE process in relation to assessment practices both summative and formative and embedding digital technologies into teaching, learning and assessment effectively. This digital learning plan will be in use for the period of January 2026 to June 2027.

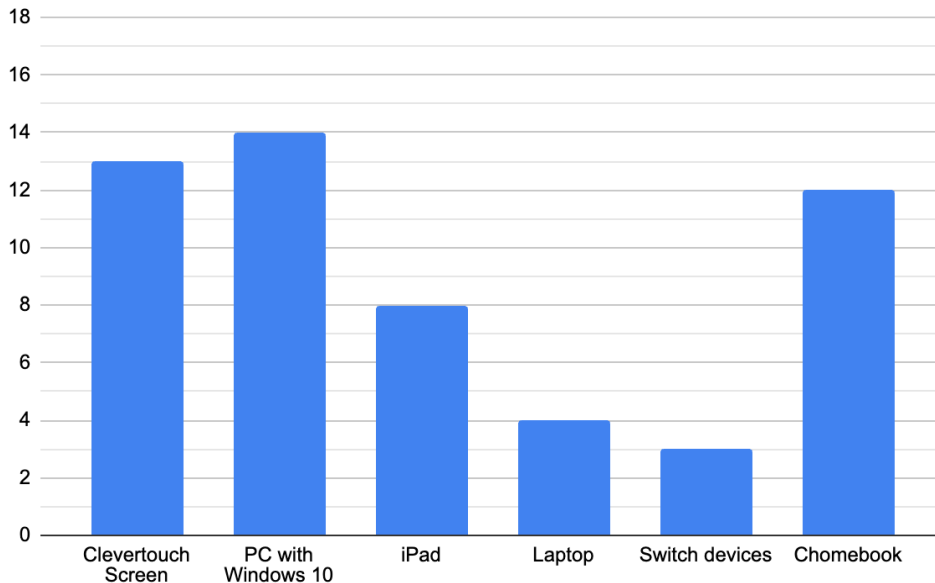
### 1.1 School Details:

St Catherine's Special School provides education for students aged 4-18 with moderate, severe or profound learning disabilities and/or a diagnosis on the autism spectrum. A number of our students also present with emotional and behavioural disabilities, physical disabilities, complex health and medical needs. The school is located in two buildings, Kilmullen Land and the EDC with 10 classes based in Kilmullen Lane and 5 classes based in the EDC. The current enrollment is 91. Alongside the Principal and administrative Deputy Principal, there are 15 teachers, a home economics teacher, a PE teacher, a swimming teacher and 45 Special Needs Assistant (SNAs).

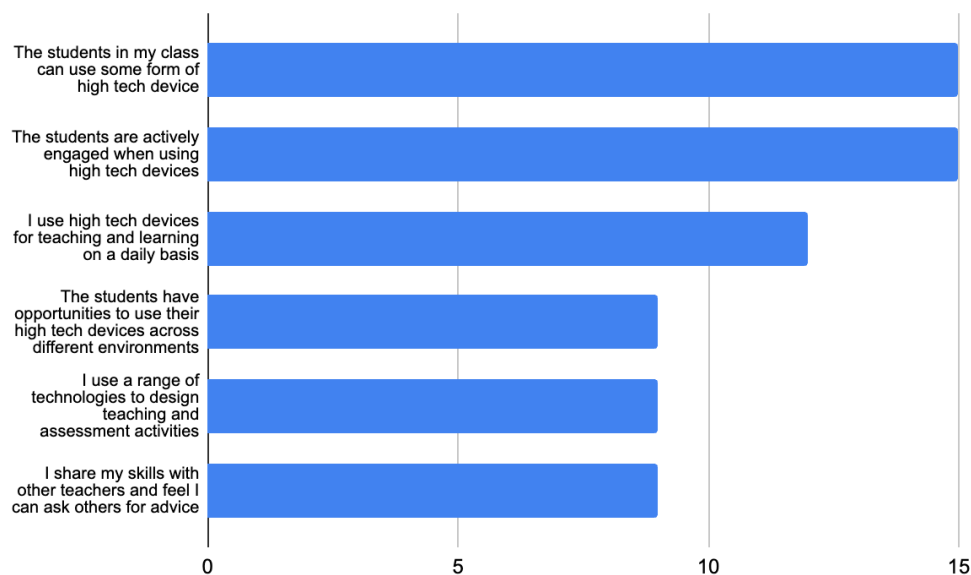
### 1.2 School Vision:

Our school strives to deliver a service of excellence that is student centred, responding to each individual student's needs, ensuring that each achieves his or her full potential and is supportive of both students and their families. We recognise the ability of digital technologies to support and enhance our existing vision for teaching, learning and assessment practices within our school.

### 1.3 Brief account of the use of digital technologies in the school to date:



Alongside school owned digital technologies, classrooms also have a range of assistive technology equipment such as Eye gaze, iPads with AAC apps, Tobii Dynavox devices with TD Snap, and Grid 3 that is either personally owned or has been funded by the HSE and used by the students and staff in school.



Results from a recent survey indicated that teachers feel the use of digital technologies is very accessible and important to the students of St Catherine's Special School. Since our last digital learning evaluation in 2020, we have purchased 10 Lenovo Chromebooks and a charging trolley. The high demand for Chromebooks has demonstrated their significant impact on teaching and learning. Ready access to devices has supported more engaging, independent, and differentiated learning opportunities across the curriculum. Pupils have developed key digital skills, including typing, research and projects. The use of TTRS (Touch-Type Read and Spell) has further strengthened literacy support, helping pupils to improve typing fluency, spelling, and confidence. Since 2019 the school has been using Gsuite for Education in order to streamline administrative tasks, share information and resources, create motivating learning stimuli and produce effective assessment tools. Teachers use Google Drive to collect and organize evidence of pupils' learning in their digital portfolios.

## 2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in *November 2025*. We evaluated our progress using the following sources of evidence:

- teacher questionnaire
- inventory of classroom digital equipment
- observation of how students interact with digital technologies

### 2.1 The dimensions and domains from the Digital Learning Framework being selected

- Primary Teaching and Learning - Domain 1: Learner Outcomes
- Primary Teaching and Learning - Domain 2: Learner Experiences
- Primary Teaching and Learning - Domain 3: Teacher's Individual Practice

## 2.2 The standards and statements from the Digital Learning Framework being selected

Standard	Statement(s)
Pupils demonstrate the knowledge, skills and understanding required by the primary, junior cycle and senior cycle curriculums	Pupils can use a range of digital technologies to demonstrate the knowledge, skills and understanding required by the Primary School Curriculum as well as the Junior and Senior Cycle curriculums.
Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning	Pupils have opportunities to apply their digital competence in new situations or contexts and have an age appropriate understanding of how digital technology can support lifelong learning.
The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs	Teachers are aware of, and purposefully use, a range of digital technologies appropriate to the learning objectives and learning needs of their pupils when designing learning activities. Teachers use appropriate digital technologies and teaching strategies to enable the development of pupils' literacy and numeracy skills across the curriculum.

## 2.3. These are a summary of our strengths with regards digital learning

Teacher questionnaire results identify strengths in:

- using gsuite for education for emails, administrative tasks and sharing information
- wide knowledge base and experience amongst staff in using AAC
- teachers confident to incorporate the use of AAC into daily activities and routines
- using gsuite for creating student assessment portfolios for Primary, Junior Cycle L1LP and Senior Cycle L1LP

## 2.4 This is what we are going to focus on to improve our digital learning practice further

- Enabling pupils to use different digital tools to show what they know and can do across the Primary, Junior Cycle, and Senior Cycle curriculums
- Providing opportunities for pupils to get chances to use their digital skills in new situations and understand, in an age-appropriate way, how technology can help in lots of different contexts
- Planning for the purchase of future digital learning equipment - projected funding €4750
- Ensuring the involvement and support of the Board of Management and other stakeholders in implementing the plan
- Facilitating regular reviews of the Digital Learning Plan and initiative digital learning teams to disseminate digital learning throughout the school community

## 3. Our Digital Learning plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

## Digital Learning Action Plan January 2026 - June 2027

Domain 1: Learner Outcomes				
<b>Standard:</b> Pupils demonstrate the knowledge, skills and understanding required by the primary, junior cycle and senior cycle curriculums				
<b>Statement:</b> Pupils can use a range of digital technologies to demonstrate the knowledge, skills and understanding required by the Primary School Curriculum as well as the Junior and Senior Cycle curriculums.				
<b>Targets:</b> Using a range of digital technologies to develop skills				
ACTIONS <small>(What needs to be done?)</small>	TIMEFRAME <small>(When is it to be done by?)</small>	PERSONS / GROUPS RESPONSIBLE <small>(Who is to do it?)</small>	CRITERIA FOR SUCCESS <small>(What are the desired outcomes?)</small>	RESOURCES <small>(What resources are needed?)</small>
<ul style="list-style-type: none"> <li>• Continuing to use AAC across school day and on community activities</li> <li>• Use chromebooks for internet searches, copy and paste functions, typing, TTRS and project work</li> </ul>	<ul style="list-style-type: none"> <li>• April 2026 to identify information on best practices in using AAC on community activities</li> <li>• April 2026 to identify ways use of digital technologies can be generalised</li> <li>• Ongoing for the school years from January 2025 to June 2027</li> </ul>	<ul style="list-style-type: none"> <li>• Digital learning coordinator to establish share a range of class experiences in using AAC</li> <li>• Digital learning coordinator to collate information on best practices in using chromebooks and share with staff</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers have been able to use AAC to enhance teaching and learning experiences during group, 1:1 and routine activities</li> <li>• Feedback from teachers with regards to pupils purposeful use of chromebooks, AAC devices and other digital learning technologies in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• AAC devices</li> <li>• Chromebooks</li> <li>• Class iPads to record short videos on good practice to share with others</li> </ul>
<b>EVALUATION PROCEDURES:</b> <small>(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)</small>				

**Domain 2: Learner Experiences**

**Standard:** Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning

**Statement:** Pupils have opportunities to apply their digital competence in new situations or contexts and have an age appropriate understanding of how digital technology can support lifelong learning.

**Targets:** Generalising use of digital technologies

<b>ACTIONS</b> (What needs to be done?)	<b>TIMEFRAME</b> (When is it to be done by?)	<b>PERSONS / GROUPS RESPONSIBLE</b> (Who is to do it?)	<b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?)	<b>RESOURCES</b> (What resources are needed?)
<ul style="list-style-type: none"> <li>Identifying and implementing ways AAC can be incorporated community activities</li> <li>Identifying and implementing how the use of digital technologies can be generalised</li> </ul>	<ul style="list-style-type: none"> <li>April 2026 to identify information on best practices in using AAC on community activities</li> <li>April 2026 to identify ways use of digital technologies can be generalised</li> <li>Ongoing for the school years from January 2025 to June 2027</li> </ul>	<ul style="list-style-type: none"> <li>Digital learning coordinator to share experiences of students and class teachers in using AAC in community activities</li> <li>Digital learning coordinator to collate information on generalising use of digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers have been able to use AAC to enhance teaching and learning experiences in the community</li> <li>Feedback from teachers regarding the generalised use of digital technology</li> </ul>	<ul style="list-style-type: none"> <li>AAC devices</li> <li>Class iPads to record short videos on good practice to share with others</li> </ul>

**EVALUATION PROCEDURES:**

(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

**Domain 3: Teacher's Individual Practice**

**Standard:** The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs

**Statements:** Teachers are aware of, and purposefully use, a range of digital technologies appropriate to the learning objectives and learning needs of their pupils when designing learning activities. Teachers use appropriate digital technologies and teaching strategies to enable the development of pupils' literacy and numeracy skills across the curriculum.

**Target:** Using a range of digital technologies to enhance teaching and learning

<p align="center"><b>ACTIONS</b> (What needs to be done?)</p>	<p align="center"><b>TIMEFRAME</b> (When is it to be done by?)</p>	<p align="center"><b>PERSONS / GROUPS RESPONSIBLE</b> (Who is to do it?)</p>	<p align="center"><b>CRITERIA FOR SUCCESS</b> (What are the desired outcomes?)</p>	<p align="center"><b>RESOURCES</b> (What resources are needed?)</p>
<ul style="list-style-type: none"> <li>Teachers can identify and select digital technologies that match specific learning objectives and pupils' learning needs.</li> <li>Teachers use digital technologies to support and develop pupils' communication and literacy skills</li> <li>Teachers use digital technologies to support and develop pupils' numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>Teacher training in the use of digital technologies to be incorporated into Croke Park hours during the school year 2026/2027</li> <li>Ongoing for the school years from January 2026 to June 2027</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal in collaboration with Digital Learning Coordinator to identify areas of training required</li> </ul>	<ul style="list-style-type: none"> <li>Teachers feel more confident in using digital technologies for teaching and learning across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>G Suite for Education</li> <li>Online assessment folders</li> <li>Shared class iPads</li> <li>Croke Park hours</li> <li>PDST online training</li> </ul>

**EVALUATION PROCEDURES:**  
(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)