

Section 14 Education (Welfare) Act, 2000

**Assessment of Education
in places other than Recognised Schools**

**Independent School
Preliminary Assessment Report**



Name of School

PMVT Carline Learning Centre

Address

Lynch's Lane
Lucan
Co. Dublin

Telephone

016249965

Name of Principal/Director

Sarah Morrissey

Name of Assessor/s

Paul Sloan

Date of Assessment

21st May 2026

Contents

Section 1	Background Information.....	3
1.1.	School Hours.....	3
1.2.	Name(s) of principal and/or other teacher(s) interviewed.....	3
1.3.	Sources of evidence on which report is based.....	3
Section 2	General Information And School Context	4
Section 3	The Principal And Staff.....	5
Section 4	Time Devoted To Education	5
Section 5	The Learning Environment.....	6
Section 6	The Educational Activities	7
6.1.	General information	7
6.2.	Language and literacy skills	7
6.3.	Numeracy	8
6.4.	Irish	9
6.5.	Other areas of learning	9
6.6.	Special educational needs	10
Section 7	The Voice Of The Child	11
Section 8	Assessment And Record Keeping	12
Section 9	Other Relevant Information	12
Section 10	Evaluation Of The Education Provision And Recommendations	13
Section 11	Discussion Of Finding Of Report With Principal	14
Section 12	Outcome	15

Section 1 Background Information

1.1. School Hours

Opening Time:	10am		
Closing time:	14:30		
Main breaks during the day:	12.30	to	13.00
	11.15	to	11.30

Is school in operation for more than five years?

Yes

If no, please give date on which school commenced operation

1.2. Name(s) of principal and/or other teacher(s) interviewed

(Normally interview should take place with the principal)

Sarah Morrissey – Centre Manager

1.3. Sources of evidence on which report is based

This assessment report is based on the following sources of evidence:

- Information provided by the Peter McVerry Trust Carline Learning Centre.
- A discussion with the Centre Manager.
- Observation of the learning environment, facilities, educational resources, and learning spaces within the centre.
- Review of curriculum documentation and centre policies and procedures.
- Review of information relating to referral, induction, educational provision, student supports, and progression pathways.
- Discussion of educational activities.
- Information available through the Peter McVerry Trust website regarding the operation, ethos, educational philosophy, curriculum, and progression pathways of the Learning Centres.
- Information contained within the Department of Education Evaluation of The Peter McVerry Trust Carline Learning Centre.
- Documentation and information provided by the centre during the assessment process

Section 2 General Information And School Context

The Peter McVerry Trust Carline Learning Centre is located in Lynch's Lane, Lucan, Co. Dublin and operates under the patronage of the Peter McVerry Trust. The centre provides an alternative educational setting for young people in second and third year of post-primary education who, due to a range of social, emotional, behavioural, or educational challenges, are unable to fully engage in mainstream school settings.

The Peter McVerry Trust assumed responsibility for the management of the Carline Learning Centre in 2019 as part of its commitment to supporting vulnerable young people and promoting educational engagement. The centre adopts a person-centred and holistic approach to education, placing a strong emphasis on meeting the individual needs of each young person while promoting educational participation, personal development, and positive future outcomes.

Students attending generally attend the centre for a period of up to two years before progressing to further educational opportunities. The primary aim of the centre is to support students in completing Junior Cycle programmes and to assist them in making successful transitions to mainstream education, further education, training programmes, apprenticeships, or employment pathways.

The centre typically has an enrolment of twenty plus students, with additional referrals being processed. The centre has capacity to cater for up to thirty students. Referrals are accepted from a variety of sources including post-primary schools, Educational Welfare Officers, Home School Community Liaison Coordinators, parents, guidance counsellors, and other relevant professionals. A structured referral and induction process is in place to support students transitioning into the centre.

The ethos of the centre is founded on principles of respect, equality, empowerment, and non-judgemental support. The centre seeks to create a safe, supportive, and engaging learning environment where young people can experience success, develop confidence, and recognise the positive impact of education on their future lives.

The centre maintains strong links with students' home schools, Tusla Education Support Service (TESS), community organisations, further education providers, training centres, and employers. These partnerships support student engagement, progression planning, and successful transitions to future educational and vocational opportunities.

Section 3 The Principal And Staff

The Peter McVerry Trust Carline Learning Centre is managed by a Centre Manager who has responsibility for the day-to-day operation of the centre and reports through the governance structures of the Peter McVerry Trust. The Centre Manager is very experienced in the role and demonstrated very effective organisational skills and a strong commitment to the ethos and vision of the service.

Staffing of the learning centre consists of a Manager, Tutors, Social Care Workers and a part-time Counsellor. The staff as a team provide educational, social, emotional and behavioural supports in response to the diverse needs of the young people attending the service.

The centre benefits from a high level of staff expertise in supporting young people who have experienced challenges within mainstream educational settings. Staff members work collaboratively to develop positive relationships with young people and their families and to support engagement in education, attendance, wellbeing, and progression.

A distributed leadership approach has been developed within the centre, with staff collaborating regularly through daily and monthly meetings to review provision, discuss student supports, and contribute to ongoing development.

Staff engage in continuing professional development and have undertaken training in areas including trauma-informed practice, first aid, health and safety, Junior Cycle implementation, and approaches to supporting students with additional needs. The centre continues to engage with professional learning opportunities to further strengthen educational provision and student supports.

The centre has an experienced staff team whose collective expertise contributes positively to the educational experiences, wellbeing, and future progression of the young people attending the centre.

Section 4 Time Devoted To Education

The centre follows a secondary school calendar for the academic year from September to June. The centre places a strong emphasis on balancing academic learning with social, emotional, behavioural, and wellbeing supports. Educational provision is delivered through a combination of classroom-based instruction, practical learning opportunities, project work, therapeutic supports, and community-based

activities. This flexibility enables the centre to respond effectively to the complex and varying needs of the young people attending.

The centre has established routines and structures to support attendance, participation, and engagement in learning. Staff work collaboratively with young people and their families to encourage regular attendance and to support the development of positive learning habits. The centre also recognises the importance of flexibility in responding to individual circumstances and seeks to maintain young people's connection with education while supporting progression towards future educational pathways.

Overall, sufficient time is devoted to educational provision and associated supports, enabling young people to engage in meaningful learning experiences while developing the knowledge, skills, confidence, and personal competencies required for future progression in education, training, and employment.

Section 5 The Learning Environment

The Peter McVerry Trust Carline Learning Centre provides a welcoming, safe, and supportive learning environment that is responsive to the educational, social, emotional, and behavioural needs of the young people attending the centre.

The centre is well resourced and benefits from a range of specialist facilities that support both academic learning and personal development. The facilities include three classrooms, a computer room, a dedicated wood technology room, an art room, recreational areas, a gym, a kitchenette, and outdoor learning and recreational spaces. The centre is also in the process of developing a sensory room to further support the needs of students.

Student achievements, creative work, and project outcomes are displayed and celebrated throughout the centre. Student artwork, woodwork projects, collaborative displays, and learning activities were visible across the setting and contributed positively to a sense of ownership, achievement, and pride among students.

The centre provides access to a range of educational resources, including ICT equipment, laptops, curriculum materials, assistive supports, specialist equipment, and practical learning resources.

Section 6 The Educational Activities

6.1. General information

The Peter McVerry Trust Carline Learning Centre provides an alternative educational programme for young people who are unable to fully engage with mainstream post-primary education due to a variety of social, emotional, behavioural, or educational factors. The centre aims to provide a high-quality, individualised educational experience that supports students to remain engaged in learning and to recognise the positive impact education can have on their future development.

The educational programme is underpinned by a student-centred and approach that seeks to address educational needs alongside social, emotional, and wellbeing needs. Students attending the centre typically attend the centre during their second and third years of Junior Cycle education.

The curriculum offered by the centre includes Junior Cycle subjects alongside a range of practical, creative, and skills-based learning experiences. Students can take classes in English, Mathematics, Geography, History, Wood Technology, and Visual Art.

A notable feature of the educational provision is the emphasis placed on creating positive educational experiences for students. Learning opportunities are designed to build confidence, encourage participation, promote success, and support the development of personal responsibility and self-belief.

6.2. Language and literacy skills

Language and literacy development are central components of the educational provision within The Peter McVerry Trust Carline Learning Centre. Students engage with the Junior Cycle English curriculum and are supported through educational programmes that seek to develop literacy skills in a manner that is responsive to their individual needs, abilities, and educational experiences.

The centre recognises that many young people enter the provision having experienced challenges in educational participation and attainment. As part of the induction and assessment process, information is gathered from referring schools, professional reports, parents, and students themselves to assist in identifying literacy strengths and areas for development. Student support plans are used to guide educational supports and interventions.

Literacy skills are developed through a range of subject areas, with opportunities provided for reading, writing, oral communication, discussion, project work, and creative expression.

The centre also places significant emphasis on developing communication skills and confidence. Young people who attend spoke positively about their experiences within the centre and demonstrated confidence when discussing their learning and educational experiences during the visit of the department of education.

Overall, the centre provides an appropriate literacy programme that seeks to meet students at their individual level, while promoting communication, reading, writing, confidence, and engagement in learning.

6.3. Numeracy

Numeracy development forms an important component of the educational provision at The Peter McVerry Trust Carline Learning Centre. Students engage with the Junior Cycle Math curriculum and are supported through a range of differentiated learning approaches designed to respond to their individual strengths, needs, and educational experiences.

The centre recognises that many young people enter the provision with varied levels of attainment and confidence in Mathematics. During the induction process, assessment information is gathered through a range of sources, including educational records and standardised assessments, to assist staff in identifying students' numeracy strengths and support needs. This information contributes to the development of individual support plans and personalised educational targets.

Mathematics is delivered as part of the Junior Cycle programme and students are supported to develop competence in number, measurement, problem-solving, data handling, reasoning, and practical mathematical applications. Opportunities also exist for numeracy skills to be reinforced through practical subjects and project-based activities.

The centre continues to review and develop approaches to numeracy teaching and learning, with an emphasis on building students' confidence, supporting engagement, and enabling students to experience success. The small group environment and favourable staff-to-student ratio provide opportunities for personalised support and targeted intervention when required.

6.4. Irish

Irish is not currently provided as part of the formal curriculum within The Peter McVerry Trust Carline Learning Centre

Children attending an Independent School should be afforded opportunity for the study of Irish, however the study of Irish is not a requirement for registration under Section 14 of the Education (Welfare) Act, 2000. Where Irish is included in the provision, an Independent School may identify students attending that they consider would qualify for an exemption from the study of Irish. Independent Schools can make decisions in consultation with parents regarding arrangements for these children. Any arrangements made in relation to the study of Irish does not entitle students to an exemption from the study of Irish in the event of a subsequent enrolment at a Department of Education recognised school.

Parents of children attending an Independent School should be informed of and acquaint themselves with implications of not taking Irish and/or having a second language. Parents seeking information should consult with the Department of Education www.education.ie and/or the State Examinations Commission www.examinations.ie with regard to the requirement for Irish and/or an additional language.

6.5. Other areas of learning

The Peter McVerry Trust Carline Learning Centre provides a broad range of educational experiences designed to meet the interests, strengths, and needs of the young people attending the centre. The curriculum combines academic learning with practical, creative, and wellbeing-focused activities that support students' overall development and engagement in education.

Wood Technology is a significant component of the educational programme and students benefit from access to a purpose-built and well-resourced wood technology room. Students engage in practical projects weekly.

Art is another important aspect of the curriculum. Student artwork and creative projects were displayed prominently throughout the centre.

Students also participate in Geography, History as part of their Junior Cycle programme.

The centre has established strong links with a variety of community organisations and educational partners, enabling students to access a range of additional learning experiences. Educational visits, community projects, cultural activities, and visits to further and higher education settings.

Music Generation work with students in the centre, providing opportunities for creative engagement and participation. Physical wellbeing is supported through access to recreational facilities, physical activity programmes, and links with sporting organisations.

Overall, the centre provides a varied and engaging range of learning experiences that support the development of practical, creative, social, emotional, and personal skills while promoting student engagement.

6.6. Special educational needs

The Carline Learning Centre provides individualised and responsive approach to supporting young people with additional educational, social, emotional, and behavioural needs. A key strength of the centre is its commitment to understanding the individual circumstances of each young person and developing supports that promote engagement, participation, wellbeing, and educational progression.

A referral and induction process is in place. Prior to enrolment, information is gathered from students, parents or guardians, mainstream schools, Educational Welfare Officers, and other relevant professionals. This information assists staff in identifying strengths, interests, educational needs, and appropriate support strategies. Young people also complete assessment measures during the induction process, including the Non-Verbal Reasoning Test (NRIT), which contributes to the development of individual support planning.

The centre maintains individual Student Support Files for all young people. These files contain educational information, professional reports, assessment data, target-setting information, and supports relating to social, emotional, behavioural, and educational needs.

Many students attending the centre have identified additional learning needs, including specific learning difficulties and neurodevelopmental conditions. Professional reports relating to needs such as dyslexia, dyspraxia, Attention Deficit Hyperactivity Disorder (ADHD), and Autism are considered as part of educational planning. Staff work collaboratively to ensure that supports are responsive to these identified needs and that educational programmes are adapted accordingly.

The multi-disciplinary staffing structure, including tutors, social care workers, a counsellor, and centre management, enable the provision of supports that extend beyond academic learning. Students benefit

from consistent support, relationship-based practice, counselling access, and individualised interventions designed to reduce barriers to educational participation and success.

Staff are experienced in supporting young people with social, emotional, and behavioural needs and acknowledged the positive impact of these supports on student engagement and wellbeing. The centre continues to review and strengthen approaches to educational planning, target setting, assistive technology, and personalised learning supports to ensure that the needs of all young people are effectively addressed.

Overall, the centre demonstrates a strong commitment to identifying, understanding, and responding to special educational needs through comprehensive assessment, personalised support planning, and a supportive educational environment.

Section 7 The Voice Of The Child

The voices and experiences of young people are valued within The Peter McVerry Trust Carline Learning Centre and are reflected in the centre's person-centred approach to education. Young people are supported to express their views, contribute to discussions regarding their learning, and participate actively in the life of the centre.

During the Department of Education evaluation, young people reported that they were happy attending the centre and described the environment as warm, welcoming, and supportive. Students indicated that they felt safe within the centre, had positive relationships with staff and peers, and felt respected and listened to. The quality of relationships between staff and students is evident on site.

Young people report that the smaller educational environment helped them to engage more positively in education. They valued the support available from staff and recognised the efforts made by personnel to respond to their individual needs. Students also report that they enjoyed participating in practical, creative, and community-based activities and appreciated the opportunities available to them through the centre.

The centre seeks to involve young people in planning and reviewing aspects of their educational experience. The positive relationships that exist between students and staff contribute significantly to students' engagement, wellbeing, confidence, and educational participation.

Section 8 Assessment And Record Keeping

The Carline Learning Centre has established systems for gathering, maintaining, and using information relating to each young person's educational, social, emotional, and behavioural development. Assessment and record-keeping practices are integrated into the centre's referral, induction, educational planning, and review processes.

A structured referral and induction process enables the staff to gather information from young people, parents or guardians, mainstream schools, Educational Welfare Officers, and other relevant professionals. This information is supplemented by assessment measures, including the Non-Verbal Reasoning Test (NRIT), and contributes to the identification of individual strengths, needs, interests, and support requirements.

The centre maintains individual Student Support Files for all young people. These files contain relevant educational records, professional reports, learning profiles, attendance information, support plans, targets, and other documentation required to support educational planning and intervention. The Department of Education evaluation noted positively the comprehensive nature of these records and their accessibility to relevant staff.

Assessment is ongoing and incorporates teacher observation, review of student work, monitoring of attendance and engagement, student support planning, and consultation with students, parents, and external professionals where appropriate. The centre regularly reviews student progress and uses assessment information to adapt supports and interventions to meet changing needs.

Section 9 Other Relevant Information

The centre has established a strong commitment to supporting students beyond their time in the service. Progression outcomes indicate that students successfully transition to a variety of pathways including mainstream post-primary schools, Youthreach, further education settings, apprenticeships, and employment.

The centre continues to review and develop its educational provision in response to the needs of the young people attending and has demonstrated a commitment to implementing recommendations arising from the recent Department of Education evaluation.

A Child Safeguarding Statement (CSS) is in place along with child safeguarding procedures as identified on the CSS.

The principal declared on the R2 Information Form submitted that all staff have been trained in the implementation of the school's Child Safeguarding Statement and in Children First Guidelines 2017.

Section 10 Evaluation Of The Education Provision And Recommendations

In my opinion, the education being provided at The Peter McVerry Trust Carline Learning Centre meets the requirements under Section 14 of the Education (Welfare) Act 2000.

The centre provides an important alternative educational setting for young people who have experienced difficulty engaging with mainstream education. A student-centred and holistic approach is evident throughout the provision, with a strong emphasis on supporting students' educational, social, emotional, and behavioural needs.

A number of strengths of the provision including:

- A strong commitment to supporting young people to remain engaged in education and to develop positive progression pathways.
- A highly supportive and welcoming learning environment where positive relationships between students and staff are evident.
- Effective systems for identifying and supporting students' individual needs through assessment, student support planning, and multi-disciplinary supports.
- Access to a broad and flexible curriculum that combines Junior Cycle subjects, practical learning opportunities, and personal development supports.
- Strong links with parents, schools, community organisations, TESS, Youthreach, and further education providers, which support student progression and successful transitions.
- A well-resourced learning environment that promotes student engagement, achievement, creativity, and wellbeing.

The centre demonstrates a clear commitment to continuous improvement and has engaged positively with recommendations arising from the Department of Education evaluation. Developments in areas such as attendance planning, mathematics provision, professional learning, assistive technology, and assessment practices were noted.

Recommendation regarding Registration

I recommend that Tusla – Child and Family Agency register and retain children attending The Peter McVerry Trust Carline Learning Centre on the Register of Children Receiving an Education in a Place Other Than a Recognised School, subject to the ongoing review processes of the Alternative Education Assessment and Registration Service (AEARS).

The findings of the assessment were discussed with the participants on the date of the assessment. The participants were advised that the decision regarding registration would be made by Tusla – the Child and Family Agency: Alternative Education Assessment and Registration Service (AEARS).

Following the assessment, a draft report is provided to the principal, along with a Factual Accuracy and Feedback Form, which may be submitted within a specified timeframe, in response to the content of the draft report. The report, along with any information provided on the feedback form for consideration, is brought to the AEARS Registration Panel. The Registration Panel make decisions regarding registration of children in receipt of the education at the Independent School.

Section 11 Discussion Of Finding Of Report With Principal

The findings of the preliminary assessment were discussed with the Centre Manager. The positive and supportive ethos evident throughout the centre was acknowledged, together with the strong commitment demonstrated by management and staff in supporting young people who have experienced difficulties engaging with mainstream education. The strengths identified included the quality of relationships between staff and students, the highly supportive learning environment, the broad range of educational and wellbeing supports available, and the centre's strong links with families, community organisations, and educational providers. The Centre Manager was advised that the final decision regarding registration rests with the Tusla Alternative Education Assessment and Registration Service (AEARS) Registration Panel following consideration of the completed assessment report and any additional information submitted.

Section 12 Outcome

Outcome Of Tusla Alternative Education Assessment And Registration Service Panel Regarding Requirements For Section 14 Registration Of Children Attending The School

The assessment report was brought to Tusla Registration Panel for a decision regarding registration. The Registration Panel decided that children attending Peter McVerry Trust Carline Learning Centre will be registered on the register of children receiving an education in a place other than a recognised school as required by Section 14 of the Education (Welfare) Act, 2000.

Registration is subject to a periodic review by the Child and Family Agency