

BORRISOKANE COMMUNITY COLLEGE



WELLBEING POLICY 2023/2024

**WE SEEK TO PROMOTE A CARING AND
COMMITTED SCHOOL COMMUNITY
WHICH WILL FACILITATE THE EDUCATION OF
OUR STUDENTS
AND WHERE EACH INDIVIDUAL IS VALUED AS
A UNIQUE HUMAN BEING.**

“IS AR SCÁTH A CHÉILE A MHAIRIMID”

Policy Area	Schools
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WELLBEING POLICY

This document was prepared by the Wellbeing Committee on behalf of, and in consultation with, the staff, students, parents, and board of management of Borrisokane Community College. This policy will impact on our whole school community.

WHY DOES WELLBEING MATTER?

We know that the wellbeing of our children is critical to success in school and life. Wellbeing is an integral part of the school curriculum. Schools play a vital role in the promotion of Wellbeing. Students' wellbeing is present when the students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to the wider community. Wellbeing provides life-long advantages, improves students' academic performance, integration and satisfaction. In Borrisokane Community College we also believe that wellbeing is a balancing process between skills and resources, challenges and support. Our priority is the contentment and wellbeing of our students as outlined in our mission statement.

“We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being”.

The wellbeing in a school starts with the frontline staff and there is a commitment in BCC to promote the emotional and social wellbeing of all. It is the goal of BCC to create a mutually respectful atmosphere between all individuals involved within our school including management, teachers, staff members, students, parents, and visitors. We recognise the importance of students having one good adult role model in their lives and seek to provide this within our school community.

OUR VISION

Our Vision in Borrisokane Community College is to create an environment where students want to come to school because they feel safe, connected, supported, cared about, valued and challenged, we aim to create an environment where there is an acceptance of all, along with a celebration of difference. We hope that students will leave Borrisokane Community College

proud, resilient, respected and respectful of others, able to be responsible for their actions and capable of building positive relationships with a range of people.

ACHIEVING OUR VISION

We aim to achieve our vision through.

1. The use of the School Self-Evaluation process in developing and implementing policies and procedures.
2. The implementation of Provision Mapping and UDL.
3. Ensuring student well-being is central to all teaching practices and student learning.
4. Building on the good work already happening in our school to ensure that best practice of whole-school wellbeing promotion is embedded and continued across the entire school community.
5. A multicomponent whole school preventative approach to the promotion of wellbeing with interventions implemented where necessary.
6. Embedding the four key areas of wellbeing promotion in our school– Culture and Environment, Curriculum, Policy& Planning, Relationships & Partnerships.
7. School wide inclusion of wellbeing in subject plans and programme plans and appropriate students are offered Level 2 priority learning units including wellbeing.
8. Ensure wellbeing is visible to our students and staff.

STRUCTURE OF THE POLICY

The intention of this Wellbeing Policy is to identify the school systems in place to promote, support and review the provision of Wellbeing in Borrisokane Community College. It reflects both the updated NCCA Junior Cycle Wellbeing Guidelines (2021), the Junior Cycle Framework (NCCA, 2015) and the Wellbeing Policy Statement and Framework for Practice (DES, 2018-2023/2025). It is intended to guide the school community in planning for Wellbeing in BCC.

Our school is committed to providing a broad and balanced Wellbeing Programme for all students at Junior and Senior Cycle. The Wellbeing syllabus, in conjunction with the Wellbeing Indicators and the updated Junior Cycle Wellbeing Guidelines, embodies a holistic approach to the concept

of the Wellbeing of young people. It provides learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It supports students in developing important life skills and in building a strong sense of connectedness to their school and to their community (NCCA, 2021). Wellbeing learning opportunities are supported through curriculum, policy, relationships and school culture. At Senior Cycle, our students' Wellbeing remains vital to their overall growth and development. Students will engage with RE, RSE, PE, Guidance, TY Modules and Extra-Curricular Activities in order to develop their own Wellbeing while in school. Senior Cycle students also benefit from learning opportunities to enhance their physical, mental, emotional and social wellbeing. Learning in wellbeing involves the acquisition of knowledge, concepts, skills and attitudes, which are central to wellbeing education, together with the recognition of its potential for integration with other curriculum areas. Within our school the student's experience contributes directly to their physical, mental, emotional and social wellbeing and resilience. Learning takes place in a climate focused on the collective wellbeing of school, community and society. Student voice is identified as being central to an environment that is supportive of student wellbeing and is promoted in classroom, co-curricular and extra-curricular activities in the school.

The philosophy of this policy is based on the Junior Cycle Wellbeing guidelines the aim of which is to support schools in planning and developing a coherent Wellbeing programme that builds on the understandings, practices and curricula for wellbeing already existing in schools.

The framework for Junior Cycle (2015) provides for a new area of learning at Junior Cycle called Wellbeing. Wellbeing will cross the three years of Junior Cycle and build on substantial work already taking place in schools in support of students' wellbeing. This area of learning will make the school's culture, ethos, and commitment to wellbeing visible to students. It will include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It will enable students to build life skills and develop a strong sense of connectedness to their school and to their community.

The Wellbeing Policy Statement and Framework for Practice 2018-2023 and extended to 2025 was launched by the Minister for Education in July 2018.

The policy includes a set of Statements of Effective Practice in relation to wellbeing promotion within the school system. The statements will support schools in reviewing their current provision

in each of the four key areas of wellbeing promotion and in setting goals for improvement. The Wellbeing Policy Statement and Framework for Practice is available to download <https://www.education.ie/en/Publications/Policy-Reports/wellbeing-policy-statement-and-framework-for-practice-2018%E2%80%932023.pdf>

Figure 2: Whole School Approach - Four Key Areas Wellbeing Promotion



WELLBEING INDICATORS



SUPPORTING & PROMOTING A CULTURE OF WELLBEING

Borrisokane Community College promotes a warm, welcoming, encouraging and positive school culture in the following ways:

- School is a safe place for all students. A copy of the school's child safeguarding policy is available in the school lobby and the names of the DLP and DDLP are on display inside the front door.
- Photographs, posters and student artwork are displayed on the walls around the school to promote a positive atmosphere of school life and inspire pride in our school.
- Most areas of the school building are accessible for all students.
- Students and staff take pride and care in maintaining the physical environment.
- A wide range of curricular and extra-curricular activities are available to all students.
- The school provides Occupational First Aid training and defibrillator training to staff to ensure that the safety of students and staff are catered for on site.
- The student journal contains useful information on wellbeing, healthy eating, and study guides.
- Teachers have high expectations for all students.
- There are open, positive, supportive relationships between teachers and students in class and outside.
- A culture of collaboration and cooperation is promoted through day-to-day teaching, learning and assessment practices.
- Students and staff feel safe, secure and respected on the school premises.
- Students are encouraged to actively engage in their learning so that they may enjoy being at school.
- Students receive regular formative feedback about their learning and how they can improve.
- Students have regular opportunities to talk about their learning and what helps them to learn.
- Teachers use active methodologies and assistive technology to develop the key skills in their subjects.

- Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success.
- Teachers have access to referral forms to facilitate quick and easy referral to the Guidance Counsellor, SEN Co-coordinators, SST Team and management for Incident Report Forms.
- Student support meetings are held each week.
- The school has good connections and working relationships with outside agencies regarding student wellbeing, such as NEPS, CAHMS, TUSLA and the DES.
- Celebrating success

RECOGNISING THE IMPORTANCE OF RELATIONSHIPS FOR WHOLE SCHOOL WELLBEING

Borrisokane Community College recognises that true wellbeing can only be assured through the promotion and development of positive, nurturing, and respectful relationships within our school community. We strive to achieve this in the following ways:

- Ensuring that student-teacher relationships are friendly, caring, and respectful.
- Ensuring that students are aware of the school's child safeguarding procedures through SPHE, RSE and Mentoring.
- Making sure that staff are fully aware that they may be the one adult that a student turns to for support and help during a difficult time.
- Fully informing students as to where to get support and how to access the care structures in the school such as their Year Head, Mentor, Guidance Counsellor, and members of senior management.
- Fully informing students and parents of the school's anti-bullying policy and ensuring that students are aware of how to report incidents of bullying.
- Teach students about respecting each other and online safety.
- Resolving behaviour issues with care, respect and consistency and ensuring that student voice is heard.
- The school operates a restorative practice approach when dealing with incidents between students.

- Ensuring that there is a shared vision and understanding of what student wellbeing means which emphasises strengths and capacities.
- Encouraging students to show respect, care and concern for each other so that they feel safe and supported amongst their peers.
- Providing forums for students so that their voices may be heard, and they are involved in making decisions about their life in school such as the Student Council.
- Making sure that students know that their feedback is valued and, where appropriate, acted upon.
- Ensuring that parents feel welcome, respected, and listened to as partners in the education of their children. Sharing information with parents as to how they can support their child's wellbeing.
- Maintaining strong links with the local community and sports clubs.
- To monitor attendance
- To monitor academic progress and liaise with students on their progress. Athena Academic Tracker is now being used.

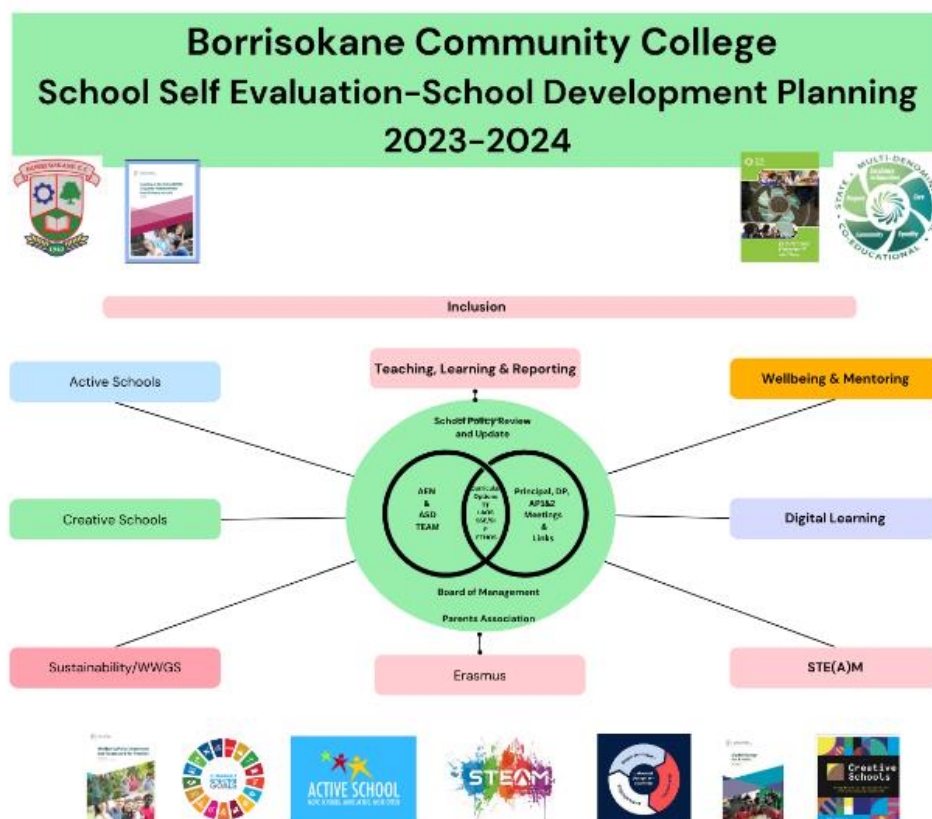
COMMITMENT TO WELLBEING FOR ALL

All relationships in our school are built on respect. Charter Displayed in all classrooms.

- **R** – Respond to others with kindness
- **E** – Establish friendships with all classmates
- **S** - Share responsibilities
- **P** – Prepare for class
- **E** – Expect the best of yourself
- **C** – Co-operate with others
- **T** – Talk appropriately to peers and adults

WELLBEING IN OUR TEACHING, LEARNING & REPORTING

School Self Evaluation: Our SSE /School improvement plan focuses on Inclusion and aims to build student wellbeing and confidence in order that teaching and learning may be enhanced.



Use of a wide Variety of Teaching and Learning Methodologies and Strategies

Mindful of the mixed ability, accessibility and language barrier in all classes, staff utilise a variety of teaching approaches and methodologies to maximise and maintain student engagement, learning and achievement. Emphasis has also been placed in recent years on Active Learning, Sharing of Learning Intentions and Success Criteria, Target Setting and Formative Feedback. The integration of new ICT and Assistive Technology into teaching and learning in the school is always being improved. Team teaching support is in place across all year groups. Support is also given to the Gifted and Talented students in our school community. Teach Meet is a voluntary group created among staff where it gives teachers a chance to share new and successful resources, strategies and methodologies.

Universal Design for Learning: Teachers use UDL strategies to complement Teaching and Learning in relation to differentiation where practicable.

Provision Mapping: BCC is engaging with Provision Mapping across all subject departments. The provision map is informed by the Continuum of Support Framework (NEPS 2010) which guides implementation of additional support in schools. The provision map emphasizes the importance 'Support for All' and underlines the principle 'what is essential for some, is beneficial for all'. Working towards a more inclusive education for all and raising emotional wellbeing.

EAL Classes: Inclusion of students with English as a Foreign Language/Students from Ukraine and Members of the travelling community. Teachers trained in TEFFAL. Students supported with a reduced timetable to allow for Ukraine school continue.

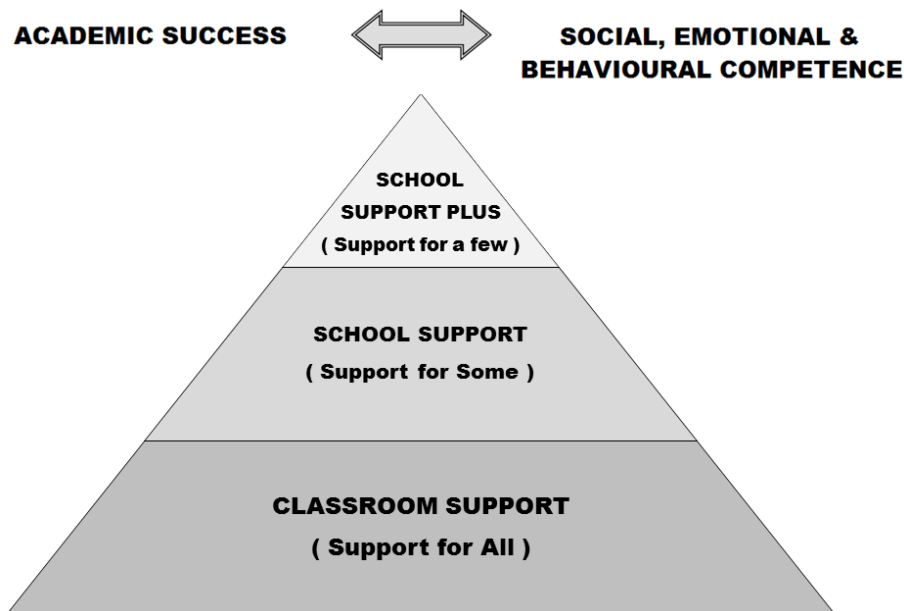
Mixed ability class grouping: Apart from the banding of core subjects to allow for uptake at differentiated levels. This serves to promote a sense of democracy and a sense of community in all classes. In keeping with best practice, staff view this structure as central to the promotion of student self-esteem.

Athena: The Athena Tracker is used in our school to unlock the potential of every student. It has allowed Teachers, Students and Parents to track progress and is key to supporting "each student to reach their full potential very clearly. The Athena Tracker empowers teachers, and it supports the culture of teachers discussing potential with the students themselves and the student's taking ownership for their learning.

Guidance Related Learning: Guidance in schools refers to a range of student-centered learning experiences that help students to develop self-management skills leading to effective choices and decisions in their lives. It is made up of three areas: personal and social development, education Whole school guidance related learning can be delivered by all staff.

STUDENT SUPPORT

Once support needs are identified, information is then gathered, and a plan is created. The support offered is broken into 3 categories as outlined below.



SUPPORT FOR ALL

At this level we adopt a whole school approach. We have a series of policies and procedures that promote wellbeing for all members of the school community. Processes on this level aim at (i) the establishment of a safe environment that is conducive to wellbeing and which supports the prevention of factors that negatively impact on wellbeing, (2) promotion of an understanding of and commitment to wellbeing (3) early identification and intervention in the cases of challenge.

SUPPORT FOR SOME

There is a more focused approach adopted with several identifiable groups of young people who are at risk of developing unhealthy patterns of behaviour. These structures seek to provide a more targeted support structure to promote and scaffold wellbeing for these identified groups. A recent addition in this area is the Alert programme, supported by the National Behaviour Support Service (NBSS). Our student support team, AEN team and management team also contribute to supporting students in this area.

SUPPORT FOR A FEW

This support focuses on putting in place interventions for young people with more complex and enduring needs. Work with this group of students is structured under the development of an ISP (Individual Student Profile/Plan) and IBP (Individual Behaviour Plan). The details of the development of these plans are outlined in the AEN policy of the school. In some cases, students under the care of the student support team will also have a student support file.

Autism Centre- To cater for 18 students. The aim is to provide an integrated education for students diagnosed with Autistic Spectrum Disorders. The Autism Centre includes A Multi-Sensory Room, A Daily Living Skills Room, A Practical Activities Room, A linen Room, Bathrooms, An Outdoor Play Area, A sensory Garden and an Indoor Social Area. Weekly Social Trips take place, e.g. swimming and horse riding along with SEN Transition Trips with Guidance Counselors to support and explore options after school. The Centre has weekly SNA Meetings, Care team links, Check & connects, Sona Programme, weekly wellbeing activities and support classes. Weekly SNA Meetings.

STAFF WELLBEING AND SUPPORT

Staff at Borrisokane Community College work in a supported environment.

Staff wellbeing is increasingly becoming a priority for schools and evidence is growing to show that taking care of staff and offering them support impacts not only the staff, but also the whole school environment and the students. Teachers often put their work and students first, but it is very important for them to remember to take time out for themselves both in and out of the classroom and this is communicated to staff frequently. If they are in good health, mentally and physically, they are better able to cope with the challenges of teaching.

At Board of Management Meetings and Parent Association Meetings, the Principal and Deputy Principal keep our school community informed of the work of the staff. School management works collaboratively with the whole staff. Management respects the professional commitment of each staff member and regards them as colleagues and friends. Management understands the complex pressures which may come to bear on all members of staff from time to time and responds with compassion and endless support. Staff members are encouraged and supported to take on new roles, gain further qualifications or attend relevant CPD courses.

Borrisokane Community College promotes a culture of collaborative teaching and learning. This is achieved through Regular Staff Meetings, Subject Department meetings, Staff planning Days, Staff Development Days, access to an online network of resources on Office 365 and VShare. The whole school email system and the Digital Calander ensures all staff are aware of important events and opportunities.

There is an active presence of the social committee which organise events periodically throughout the year to enhance personal relationships between staff members. Some activities arranged throughout the year include a Christmas Party, Trip to Croagh Patrick, Retirement Parties.

The school has been upgraded to include state-of-the-art facilities. Teacher-based classrooms are in the majority, and this has led to improved working conditions for staff. Our staff room is well equipped and provides a communal space for staff. There is a separate staff workroom area available.

Spectrum Life is available to all teachers, provided by the ETB, as well as individual union-related support that staff can avail of.

WHOLE SCHOOL WELLBEING & OTHER AREAS OF LEARNING (OAL'S)

The Management Team: Weekly organisational and developmental meetings take place. Focus in/Focus out and check and connect is discussed at this level. Minutes are shared with staff.

The Student Support Team: The Student Support Team consists of the Principal, Deputy Principal, Student Support Team Co-coordinator, Guidance Counsellors, representatives of the SEN department and teachers of Wellbeing subjects. The team meets weekly to discuss students about whom staff have concerns, academically, emotionally or in terms of behaviour. Referrals for students in need of additional support/guidance are made through SST& Management Team. Reminders and visuals given to staff on Student support Referral Procedures. The SST teacher works with the students identified and offers feedback to the team and to the staff member who referred the student (while keeping within the confines of confidentiality) through a check and connect system. Student support files updated regularly. Focus in/Focus out and Check and Connect students discussed.

The AEN Team: This team works closely with students and their parents/guardians and aims to remove barriers for students with additional/learning needs to ensure a positive school experience, and achievement of potential. Link with outside agencies. Attend Meitheal Meetings.

Special Educational Needs Co-Ordinator: AP1 Post Holder. Responsible for overseeing the provision for students with AEN.

Attendance Officer: AP1 Post Holder. Responsible for ensuring effective implementation of the school's attendance and punctuality policy. Work done with a Focus group of students. Responsible for effective strategy implementation to improve attendance and punctuality among some students. Encourages poor attenders to attend and provides incentives to get students to break the cycle of absenteeism. Also makes appropriate attendance returns to the NEWB.

The Year Head: The role of the Year Head is essential in the school community. The role of the Year Head is also crucial to the successful implementation of the student support system. They monitor the students in their year group, ensuring that they are supported throughout their time in the school. Year Heads work closely with the Principal, Deputy Principle, the Student Support Team, the AEN Team, Guidance Counsellors, Class Mentors and Class teachers to ensure the wellbeing of the students in their care. The Year Head has a weekly meeting with the Principal, Deputy Principal and all AP1 post holders.

Class Mentors: Are an additional point of contact and support for our students. Mentors engage with their mentoring group during mentoring sessions throughout the year. Class mentors aim to promote school attachment, maximise students' potential, promote school attachment and guide them positively through school life.

Guidance Counsellors: The Guidance counsellors assist students to develop self-management skills, which will lead to effective choices and decisions about their lives. Guidance encompasses the three separate but interlinked areas of Personal and Social Guidance, Educational Guidance and Career Guidance. The Guidance Counsellors in conjunction with staff and management are central to, and supportive of, the care system and policies which aim to deal with student support issues.

Wellbeing/Mentoring Committee: A Wellbeing/Mentoring Committee is established at the start of each school year. All members of this team have an interest in promoting Wellbeing in the school community. All staff within the school are involved in the promotion of Wellbeing activities and Mentoring throughout the year.

Testing: WIAT Testing, DATS/CAT. To identify the students that are eligible for learning support and language exemptions which will allow them to get the extra help they need.

Student Voice: Student Voice involvement and leadership are an essential part of wellbeing in our school community. We host Parent/Guardian, Student and Teacher meetings. Student involvement is encouraged in many areas e.g. Head Boy and Girl, Prefect / Ard Cinire, Student Council and Cairde. The Ard Cinires are involved in identifying and helping students who may have any difficulties, but they are also involved in many fun activities. They support the supervision of lunchtime queues, Friendship Café and all school events. The Student Council meets on a regular basis and considers issues that affect the student population. It provides students with a voice to bring any issues they may have to the wider school community and organise events such as Trick or Treat for Temple Street, Clothing Swap Shop. The Cairde arrange activities throughout the year to engage with and support first year students as they transition from primary to secondary school. Surveys are also used, e.g. PASS surveys and forms to allow for student voice to be heard, recognised and responded to. Some School development planning committees have student representatives, or a student team created to incorporate student voice into all aspects of the school community. Our students are actively involved in Open Night, students talk about our school, give guided tours, and participate in classroom activities. Students are invited to PA, BOM meetings and Staff Meetings. Student committees are set up to be involved in various events/initiatives e.g. the Development of Athena, Digital Leaders, History and Home Economics Consultation with the NCCA, Senior Cycle consultation (DP and Parent/Guardian), Student participation in the TESS Consultations with Children and Young People. All give a great opportunity to listen, encourage and support student voice. Involved in review committees on policies. Access to Athena and Vsware will be given soon to our students.

Student Wellbeing Coffee/Games Mornings take place at various times throughout the school year.

Mentoring Sessions: 4 sessions delivered throughout the year to all students responsive to the current needs of our school.

Wellbeing Wednesdays: occurs weekly to promote wellbeing in our school.

Random Acts of Kindness: Christmas Hampers from Students to Teachers, Easter Eggs from Teachers to Students, 1st years made Best of Luck cards for 6th Year students before they started their Mock Exams, Random Act of Kindness wall and Appreciation wall for students and teachers. 6th year will write a note of advice to 1st year students before they finish their final year in BCC.

Parent Student Teacher Meetings: Ty's and LCA'S involved in the welcoming, set up, organization and running of these meetings.

Subject Related Weeks help to build positive relationships, improve self-esteem, and develop transferable skills. They contribute to the wellbeing of the students by giving them the opportunity to learn in many ways across a variety of subjects. By interacting with their classmates and teachers, and by taking part in activities inside and outside the classroom, each student is challenged to problem solve outside of their comfort zone. These weeks promote positive supportive relationships within the school and wider community.

E.g.

- **Literacy Week-** Students won 1st & 2nd Prize for their short stories on the theme of "RESPECT" at the opening of the Dromineer Literary Festival, creating poems rich in imagery, Guess the teacher competition, Blackout Poetry Work.
- **Maths Week-** Numeracy orienteering, making origami penguins, designing, building and flying paper airplanes.
- **Geography Week-** Competitions, Field Trip to Aillwee Caves, Climate Change Focus, Photography Competition.
- **Science Week-** Poster Competition, Young Scientist Trip, Seachtain Na Gaeilge - Seanfhocail an Lae, Tráth na gceist, Céilí, Cóimórtas, Caife gaelach.
- **Think Languages (Languages Connect)** – Guest Speakers, Language escape room, live workshops, International Cuisines in the Home Economics Room.
- **Climate Action Week-** Food Waste Webinar
- **College Awareness Week-** Guest Speakers
- **Creative Schools Week-** "Mystery Box Challenge" in Home Economics.
- **Friendship Week-** Wellbeing activities e.g. Trips to the Friendship café, Games, TY Cairde activities with 1st Years. Mindful colouring, meditation activities, supporting creating and maintaining friendships and coping with change.
- **Safer Internet Day-** Link with Anti-Bullying and online safety.
- **World Mental Health Day**
- **ETB Ethos Day-** Students and Staff celebrated the core values of the ETB.
- **Stand Up Awareness Week-** Sexuality Terms pp for all students, Poem/Poster Day, Peer supports group meeting, Rainbow Bake Off, Rainbow Day.

- **Active Schools Week-** the Active School Flag class plays a huge role in promoting physical activity for health and well-being in the school. One of the main aims of this programme is to provide students with opportunities to be active in a fun inclusive way. This is done throughout the year by running whole school events (steps challenge, fun colour run, wacky walk, tug of war, table tennis, dodgeball, spinathon, whole school rock the boat, whole school macarena dance are some examples). Other ways include providing new activities and creating more lunchtime opportunities to be active. This year they organised the local Park Run, hosted a Local Club Flags Ceremony and linked in with the local community. All activities reflect the Wellbeing Indicators. The programme is very student-led and anchored by the ASF Team. The ASF team work collaboratively with the PE department, TY Future Leaders and the Well-being team to co-ordinate and run Wellfest Week towards the end of every year which is a great occasion. The Colour run and teacher V's 6th year students being one of the highlights of the year.
- **Wellfest Week-** The aim of the annual Wellfest week is to create awareness around all elements of health including being active, making healthy food choices and looking after your mental health. This week adds to the positive atmosphere of the school. Ultimately, it seeks to highlight what keeps us well, content, and whole. Some Activities include- Fitness Classes, Zumba, Dance Class, Poetry competitions, information area with posters in the foyer on health and wellbeing, meditation and yoga classes, positive thoughts presentation, mindfulness coloring competition's, sporting bootcamps, SOAR workshops and talks on mental wellness/coping strategies from outside agencies such as St. Patrick's Mental Health Hospital through the Walk in Your Shoes Campaign, funky shoes day and workshops on Health and Wellness from Templemore College of Further Education and Nutrition Talks. Wellfest hosts a number of activities arranged by the ASF class, all activities reflect the Wellbeing Indicators, are inclusive of our whole school community and promote wellness in our school.

Extra-Curricular Activities- A wide range of competitive and noncompetitive Extra-Curricular Activities are offered to our students. The extensive options include sporting activities (Hurling, Basketball, Football, Soccer, Athletics, Badminton, Handball, Tennis, Rugby, Horse-Riding, Golf, Swimming, Darts). Second teams created and entered into many competitions to facilitate and

include the extra-large numbers attending training. A lot of work done by teachers to include Ukraine and foreign students into extracurricular sporting activities. Other activities include the Traditional Music Group, Choir, Games Room, Chess Club, Club na nÓg. All these activities help them grow in self-confidence and very much enhance their sense of well-being and develop positive relationships with those who are involved in these activities.

Range of speakers and workshops organized throughout the year for students and parents E.g.

Soar, Mental Health, GOSH (Sexual Health), Lets Learn about Drugs Together for parents and students, Jigsaw - One Good School - Webinars and supports. John Loneragan Parenting Talk, Local Enterprise Office, Inspireland workshop, Teagasc Advisor, Visual Art workshops, Social Media Talk with Dr Maureen Griffin, PLC Courses Talk, Nutritional Talk.

In school activities e.g. Segway, Cycle Safety, Barista Training, Fundraisers (Daffodil Day, Gaza UNICEF fund, Animal Shelter, Make a Wish) Forensic Fun, FAI PDP1 Course, RSCI Mini Med, Pharmacy and Physio Programme, Safe Tractor Operations Programme

Outside of School Activities e.g. TY Trip to Killary (Bonding) Kairos Studios, LCA trip to Pure Skill, TY Fencing Coaching Course, Pallas Driving School.

Subject Department Trips/Workshops e.g. Home Economics Craft Fair Trip to the RDS, 1st year Music Trip to Cork Opera House, Ag Science visits to Gurteen College and Pallaskennery, Geography Field Trips, STEM trip to Women in Tech in Waterford, World Skills Ireland trip in the RDS, English Trip to Hamlet, Art Trips to the Hunt Museum, Science Trips to The Young Scientist Competition. Finger Printing workshop.

ASD Trips E.g. Horse Riding, Swimming

Foreign Trips to Italy, Barcelona, Holland, Paris, London, Germany and Erasmus Trips to Norway, Spain, Germany. These trips develop student's intercultural skills and cultural awareness. This allows students to develop their self-confidence and develop their coping skills, independence and self-awareness.

Erasmus + Project- This year's focus is SDG's No 3- "Good Health & Wellbeing" - Students created and presented a power point on what good health and wellbeing looks like in our school to the Erasmus visitors in our school. Awarded an e-twinning school label. Annual online Christmas caroling.

Library Open at lunchtime and supervised by TY students- run competitions throughout the year e.g. 12 Words of Winter. The Scholastic Book Fair ran by TY Students

After school study

I Revise free access for all students 2023/2024.

Lunch and Learn Initiative

Friendship Café/Seomra Caidrimh open at lunchtime

LGBTQ+ Allies Café

Games Room open at Lunchtime-Timetable and Supervision Rota for each year group.

Additional Lunchtime Activities E.g. Ball Wall Sessions, Challenges, Tournaments, Meditation, mindfulness, Oratory open at lunch, Yoga, Pilates.

Sacred space, Prayer/Reflection Table, November We Remember Tree, Oratory open at lunch as a reflective/spiritual place for students to spend time in.

Music and Drama play an important role in the college with musical instruments, the music room and the option to join the school choir available to all students.

TY Musical - School of Rock supported by the whole school choir.

Trad Group- lunchtime trad in the Music Room every Thursday.

Waltons Musical Group- Competition entered with 36 students involved from across 6-year groups incorporating a variety of musical genres.

Musical performances at ETB Talent Show, Erasmus visits, School Musical Evenings and Exhibitions, Trad Sessions in music room on Culture Day, St. Patrick's Day and involvement in TY Musical. Participation in end of year 6th year graduation ceremony.

Club Na Nóg- 1st and 2nd year group, student led. Engage with activities once a week after school. Runs in six-week blocks, e.g. Pilates, Tennis, Sean Nós Dancing, Cooking.

Gaelbratach Award- Promotion of the Irish language outside of the classroom. Pancake Day for staff.

Seomra Caidrimh- Taé agus Plé- additional opening for 6th Years in the lead up to Oral Exams.

Gaeltacht Scholarship Programmes

Euro Languages Scholarships

#Think Languages Campaign (Run in November) – Promoting languages and heritage languages since 2018. Ceili's, a variety of cultural activities in classes, Dishes from around the world cooked in Home Economics.

Sustainability Team- Sustainable Development Goals, Sustainability class on TY Timetable, Links to Erasmus. Poly tunnel- used by a variety of classes- Promoting sustainability. Annual Clothes Swap Shop.

Inclusive Special Education and Provision Mapping Showcase. Workshops and Activities - Inclusion - ASD Students involved in all initiatives.

STEM- A variety of activities are hosted this school year. Work on display around the school. Explore Engineering Event in UL. TY Students participated in the BD STEM stars final in Limerick.

Creative Schools- 5th year art students creating clay sculptures, ASD Centre students working on the contribution to the Mosaic mural project. The Peatland Community Engagement Project- Students learned traditional skills of weaving and bamboo manipulation to create a contemporary art piece.

Tipperary ETB Games Fleadh- 2nd year students participated in this event alongside other students from schools within Tipperary ETB

Trick or Treat for Temple Street Friday 27th October.

November- Promoting Men's Mental Health (Men only Wednesdays in the Friendship Café for the Month of November supported by Male staff members for support and informal discussions).

Future Leaders- Gold Award received at the GAA/Oide Future Leaders School award in Croke Park TG4 Interview, designing their own jersey, Coaching Module, County Final Challenge event, Refereeing Module, Skills Challenge, Linking with members of our local community, Sports Quiz with 1st Years. Ran local park run. Organised a trip to Croke Park for their event module, super games blitz for Event Month. Invitational Event welcoming Birr Community School to participate in a variety of activities where fun and wellbeing were priorities. Wellbeing dance event with members of the local community teaching the students how to jive and waltz.

Active Schools- Promotion of Movement breaks/Active breaks in learning, Dare to believe Olympic Movement Breaks, Table Tennis Takeover Day, soccer tournaments, Teachers V's Students in Tug of War, Ran the Local Park Run, Led the Whole Schools Steps Challenge and brought classes to visit the Local Town Park during SPHE Classes.

Physical Activity in T & L- Applied for a pilot programme in this area for 2024.

PE on the timetable for all students

School Gym- Open Monday - Friday 4-9pm and Saturday Morning. Student Discount.

Canteen- Open 8.00am-4.30 pm- Healthy Eating Policy.

CPR Training for TY Students.

Transitioning programmes- e.g.

- Student passports 6th Class to 1st Year
- Visits to schools
- Primary transition programmes, school induction and support for senior cycle students transitioning after school.
- CAO Change of Mind Support
- SUSI Grant application Support
- Career's Fair
- College and Further Education Open Days
- Careers and Guidance Talks in school e.g. Military, colleges of further education.

Implementation and Delivery of Evidence based programmes e.g.

- Vocabulary Enrichment Programme
- Promotion of One Good Adult
- Jigsaw- Gold Award Received to certify BCC as a One Good School. Programmes delivered include -One Good School Let's Talk Sure Why Not, Managing Exam Stress, Peer Education, Innovate for Wellbeing.
- Helping Hands Programme
- Alert Programme
- SONA
- Social skills training
- Talk about programme
- Friends for Life
- The Decider
- Consent Programme
- The Dove Self-Esteem Programme
- The Respect Effect
- B4udecide

- The Road to Resilience
- Tackle your Feelings
- The “S” Programme
- YPath- Motivational Climate
- Spotlight Initiative
- #take1programme- World Wise Global Passport Award Holder 2024-2025
- Tipp Sports Partnership
- Irish Heart Foundation
- Hope Foundation Schools Programme
- SASS- Safe and supportive schools Programme- Online training for staff and students

Awards e.g.

- ETB Awards
- Sporting Awards/Achievements
- Gaisce Awards
- Gaelbhratach- Receiving the Flag this year.
- Junk Kouture
- Certified Irish Angus Schools Competition
- Young Scientist Competition
- Scifest Competition

In-services /CPD opportunities and engagement

Community Links- Developed through the Future Leaders and ASF Class- Running the Local Park Run, Local Club flag ceremony, very active on social media, Local Clubs/GAA connection and involvement. Fundraising i.e. North Tipp Hospice, Mo Chara animal shelter in Thurles. Competitions ran with local primary schools e.g. “Dream Job” poster competition. Involvement and links through PA and BOM.

Daily use of social media To display work, celebrate achievements and create awareness of all the work happening in BCC to the students and the wider community.

Friday Acknowledgement announcements from Principal or Deputy Principal.

Borris Bugle- TY Monthly newsletter- Staff & Student shoutouts.

ETB Awards Ceremony

End of Year Awards Ceremony

Multi-Denominational 6th Year Graduation Ceremony

Summer Programme- Focus on growth Mindset, Promoting Resilience, Ownership of Learning, Metacognition- Learning to Learn.

Staff wellbeing activities- Bathrooms, Birthday Month Cake Celebrations, Staff shoutouts in the staffroom and Borris Bugle newsletter, acknowledgements through social media, Blue Monday, Food & Treats in the staffroom before PTM Meetings, Staff Meetings, Flowers/Gifts sent to teachers during absenteeism (A bereavement, a new baby, sickness, Wedding etc.,)

Promotion of Spectrum Life for all Staff of BCC

Mentoring for all new staff

All these activities and more incorporate all of the six wellbeing indicators.

CURRICULAR PLANNING OF WELLBEING

Timetable for Wellbeing in Junior Cycle

In Borrisokane Community College we have a total of 418 Hours of Wellbeing in Junior Cycle (complying with DES Circular 0015/2017). Below is the breakdown of this information.

Use of Wellbeing 400 hours:

	1st Year	2nd Year	3rd Year
Wellbeing & Guidance	1x58min class	1x58min class	1x58min class
SPHE	1x58min class	1x58min class	1x58min class

CSPE	1x58min class	1x58min class	1x58min class
PE	1x58min class	2x58min classes	1x58min class
Total	232mins per week x 33.3 = 128.76hrs	290mins per week x 33.3 = 160.95hrs	232mins per week x 33.3 = 128.76hrs

Total Wellbeing hrs from 1st – 3rd year = 418.47hrs

***Mentoring classes 58 minutes' x 4 throughout year – all students = 3.87hrs**

LINKS WITH OTHER POLICIES

All School Policies are developed with staff, parents/guardians, students and the Board of Management and should relate directly to wellbeing and have been updated accordingly.

POLICY PROTOCOL

All elements of this policy are reviewed periodically, through formal and informal student, teacher, and parent feedback. The policy document will be formally reviewed every 24 months from the time of ratification.

Ratified by the Board of Management: _____

Review date: _____

STATEMENTS OF EFFECTIVE PRACTICE

Statements of Effective Practice

Key Area 1 - Culture and Environment

The indicators of success in the four key areas of Wellbeing are further expanded upon as statements of effective practice below.

For Key Area 1 Culture & Environment the indicators of success are:

- Children, young people, and staff experience a sense of belonging and feel safe, connected and supported.
- Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.

Wellbeing Statements of Effective Practice for All

- The wellbeing of the whole school community is central to the school's ethos/mission statement and school leaders and management actively promote wellbeing.
- The school communicates with parents about the supports that are in place regarding the promotion of the wellbeing of children and young people.
- It is recognised by school leaders and management and all members of staff that the entire school community has a role to play in supporting learning for and learning about wellbeing.
- The relationship between academic achievement and a child/young person's wellbeing is understood by all children and young people and staff in the school.
- There is a positive approach to discipline where issues are resolved with care, respect and consistency.
- The school recognises that wellbeing is as important for the staff as for the children and young people. Appropriate supports are available for staff wellbeing.
- Opportunities for Continuing Professional Development (CPD) are provided to teachers to ensure that they have the relevant knowledge and understanding to promote wellbeing and to create a positive classroom environment.
- Opportunities are provided for children and young people, staff and parents to have an active voice in decisions relating to school improvement.
- The school building, grounds, classrooms, bathrooms and work spaces are well maintained and appropriately furnished, creating a welcoming, safe and warm environment.
- The indoor space displays the work, talents and accomplishments of children and young people.
- The school building is accessible for all children and young people and accommodation is modified to meet the needs of all.
- School leaders and management understand the link between physical activity and wellbeing and facilitate physical activity and movement breaks within the school environment.
- Indoor and outdoor space is provided to facilitate social interaction and physical activity and quiet time.
- The school environment is conducive to promoting healthy eating choices. Drinking water is freely available and rewards other than food are used to motivate children and young people.

Wellbeing Statements of Effective Practice For Some & Few

- The school demonstrates commitment to identifying, including and providing targeted supports for children and young people experiencing barriers and challenges to wellbeing and learning.
- Staff, children and young people are welcoming and inclusive of those from different cultural backgrounds, those with additional needs and all sexual orientations.
- Schools are proactive in meeting the professional development needs of teachers, who attend relevant CPD and can identify signs and triggers in vulnerable children and young people, and recognise the need for early intervention.
- The physical environment is modified to meet the needs of children and young people with additional and/or complex needs. The following are available if applicable:
 - Sensory room/sensory gardens
 - 'Safe' room/space for distressed/anxious children and young people
 - Room(s) for meeting with parents, visiting professionals
 - Room(s) for individuals and small groups requiring targeted intervention and support
 - Lifting equipment
 - Specialist technology
 - Buddy bench
 - Nurture Room

*This list is not exhaustive

Key Area 2 - Curriculum (Teaching and Learning)

The indicators of success in the four key areas of Wellbeing are further expanded upon as statements of effective practice below.

For Key Area 2 Curriculum (Teaching and Learning) the indicators of success are:

- Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all.
- Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.

Wellbeing Statements of Effective Practice for All

- Teachers' preparation for teaching and learning explicitly references teaching, learning and assessment approaches that promote collaborative learning, peer and self-assessment and a sense of achievement.
- Teachers design and prepare teaching/learning approaches and assessment of learning outcomes which are differentiated for children and young people, providing adequate access, challenge and opportunities for success.
- Teachers use various teaching and assessment methods that promote a sense of achievement and differentiate their expectations to promote full participation and achievement for all children and young people.
- Teachers are encouraged and facilitated to attend relevant CPD to meet the needs of the school population and are encouraged to incorporate and model learnings in their practice and engage in collaborative working.
- Teachers use opportunities to promote wellbeing across the curriculum.
- Throughout primary, and in post primary up to Junior Cycle, the Social, Personal and Health Education (SPHE) curriculum is implemented on a mandatory basis. An SPHE Programme that has been planned in consultation with children and young people and parents is taught to every class up to Junior Cycle, in accordance with the required time allocations.
- There is an integrated curriculum planning approach to the provision of Civic, Social and Political Education (CSPE), Physical Education (PE) and SPHE as part of the 400 hour curricular wellbeing programme at Junior Cycle (post primary only).
- Universal, evidence-based programmes are chosen and guided by Circulars 0042/2018 (primary) and 0043/2018 (post primary) to teach core social and emotional competence and to help children and young people develop coping skills to manage challenges.
- Where an extra-curricular programme is provided, the school links with community-based clubs and organisations to ensure that it is broad, accessible and inclusive.
- Schools are guided by Circulars 0042/2018 and 0043/2018 on the use of programmes/facilitators when guest speakers are invited to contribute to wellbeing promotion in the school.
- Where an extra-curricular programme is provided, children and young people and parents are invited to actively participate in planning the programme.
- A broad range of children and young people's success is rewarded and celebrated to demonstrate the value the school places on all types of achievement.
- Children and young people's enjoyment in learning is evident and is linked to a sense of making progress and of achievement. Children and young people are motivated to learn, and see themselves as learners, demonstrating this in their positive approach to classwork and homework.
- Wellbeing promotion within the school develops children and young people's awareness of mental health difficulties and information is shared about when to seek help and who to go to when distressed.

Wellbeing Statements of Effective Practice For Some & Few

- Teachers design and prepare for differentiated teaching methods and assessment of learning outcomes for children and young people at risk or with additional and/or complex needs so that they experience a sense of achievement.
- Teachers attend CPD and deliver specialised and targeted programmes, selected in line with best practice and grounded in research and evidence, to individuals and/or small groups.
- The school deploys resources based on individual learning, behavioural, social and emotional needs under the Special Education Teaching Allocation model.
- A dedicated team (for example, Student Support Team and/or Pastoral Care Team) supports all teachers and Special Needs Assistants (SNAs) to implement appropriate strategies for children and young people with additional and/or complex needs, including those recommended in professional reports.
- There are opportunities for training and on-going practice support and guidance for SNAs to further build their capacity to support children and young people with additional needs.
- Where extra-curricular activities are planned, children and young people with additional and/or complex needs and their parents are actively involved in planning and evaluating the programme.

Key Area 3 - Policy and Planning

The indicators of success in the four key areas of Wellbeing are further expanded upon as statements of effective practice below.

For Key Area 3 Policy and Planning the indicators of success are:

- Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion.
- Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.

Wellbeing Statements of Effective Practice for All

- The wellbeing of the whole school community underpins all school policy and plans.
- The voice of children and young people, parents and staff informs the development, review and updating of school policies.
- Schools have appropriate wellbeing policies in place (for example, Anti Bullying Policy, Child Protection Policy, Critical Incident Policy) and are made available to staff, children and young people, parents and relevant school community partners.
- Policies and plans set out how inclusive practice will be implemented in a way that fosters school connectedness, acceptance and celebration of diversity.
- The school uses the Education Passport (NCCA) for children and young people transitioning to post primary school.
- The school gathers information on risk factors such as bullying; absenteeism; truancy and disruptive behavior to inform wellbeing programme planning.
- There is a comprehensive CPD plan to ensure all teachers have the necessary training to incorporate wellbeing promotion in their teaching practice to meet the particular needs of the school population.
- School leaders and management recognise the importance of staff wellbeing and the particular challenges that can occur in a school environment and have systems in place to support all members of staff.

Wellbeing Statements of Effective Practice For Some & Few

- The school has regard to the Department's policies and circulars that outline how to support children and young people with additional and/or complex needs.
- School-based information is used, in conjunction with reports from external professionals, to set guidelines and recommendations for individualised supports for children and young people with additional needs.
- The school engages in a collaborative problem-solving process to support a child/young person's needs, identified through the school's continuum of support.
- A student support file is used to plan, record and review progress.
- At times of transition, information is gathered and transfer review meetings are held for those children and young people with additional and/or complex needs.
- The school has regard to the Department's policies and circulars that outline how to identify a range of evidence-based strategies and programmes for groups at 'further risk' of developing mental health difficulties.
- The school's assessment policy outlines how additional school based screening and intervention tools are used to assess social, emotional and behavioural difficulties.
- The school ensures that children and young people with complex needs will be supported to understand and follow school policies such as bullying and the school code of behavior.
- The school has mechanisms in place for identifying and supporting vulnerable children and young people in the event of a critical incident.
- Appropriate structures are in place so that early intervention is promoted for children and young people who are 'at risk' e.g. those who do not attend school regularly or those at higher risk of developing mental health difficulties.
- The school has a procedure for gathering, storing and sharing confidential information which is guided by data protection regulations and which is conducted in partnership with parents, children and young people and teachers to inform programme planning.

Key Area 4 - Relationships & Partnerships

The indicators of success in the four key areas of Wellbeing are further expanded upon as statements of effective practice below.

For Key Area 3 Relationships & Partnerships the indicators of success are:

- Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.
- All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.

Wellbeing Statements of Effective Practice for All

- School staff model openness, respect and listening in their interactions with each other, children and young people and parents.
- Relationships and partnerships are supported through a range of agreed formal and informal structures, such as, student councils, prefect systems, buddy systems, mentoring systems, assemblies, newsletters, student journals and through teaching and learning.
- The board of school leaders and management promotes the establishment of a parents' council in the school, and collaborates with the council as appropriate.
- School leaders and management acknowledge the importance of staff wellbeing and promote this in a variety of ways including recognition of the value of staff contribution and their work.
- School leaders and management ensure that appropriate support mechanisms are put in place for staff wellbeing and details of the Employee Assistance Service and other relevant supports are made available to staff.
- The school establishes links with feeder schools and fosters strong working relationships to engage in sharing of best practice.
- The school promotes professional networks for principals and teachers.
- The school establishes good links with Department support services, community-based statutory and voluntary support services and other external agencies.

Statements of Effective Practice For Some & Few

- Mentoring systems are in place whereby more senior teachers offer practical and social support to Newly Qualified Teachers (NQTs) and/or new staff members.
- Staff receive individualised support from school leaders and management in times of difficulty or during personal crisis and are given information and contact details for the Employee Assistance Service.
- Systems are in place whereby more senior young people are supported in mentoring younger children.
- Befriending and buddy systems are in place for children and young people who require support to interact with peers.
- Relationship building for children and young people who are experiencing difficulties can be achieved through a variety of initiatives including having a 'named staff member' allocated to the child/young person to act as the 'one good adult'.
- Children and young people and their parents are invited to engage in collaborative problem solving and decision-making with regard to their individual needs and the interventions to support them.
- Children and young people have access to one to one or small group support as appropriate with qualified members of staff to support their personal and social, educational and career development, and at moments of personal crisis.
- At times of transition schools link with other education settings, including early childhood care and education settings, crèches, other primary/post-primary schools, Youthreach, Community Education Centres to ensure successful transfers.
- The school promotes teachers' engagement in networks for teacher collaboration.
- The school establishes good links with Department support services, community-based statutory and voluntary support services and other external agencies (for example, the HSE) to support the needs of students with additional and/or complex needs.

SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2023-2024



Borrisokane Community College Our Self-Evaluation Report and Improvement Plan 2023-2024

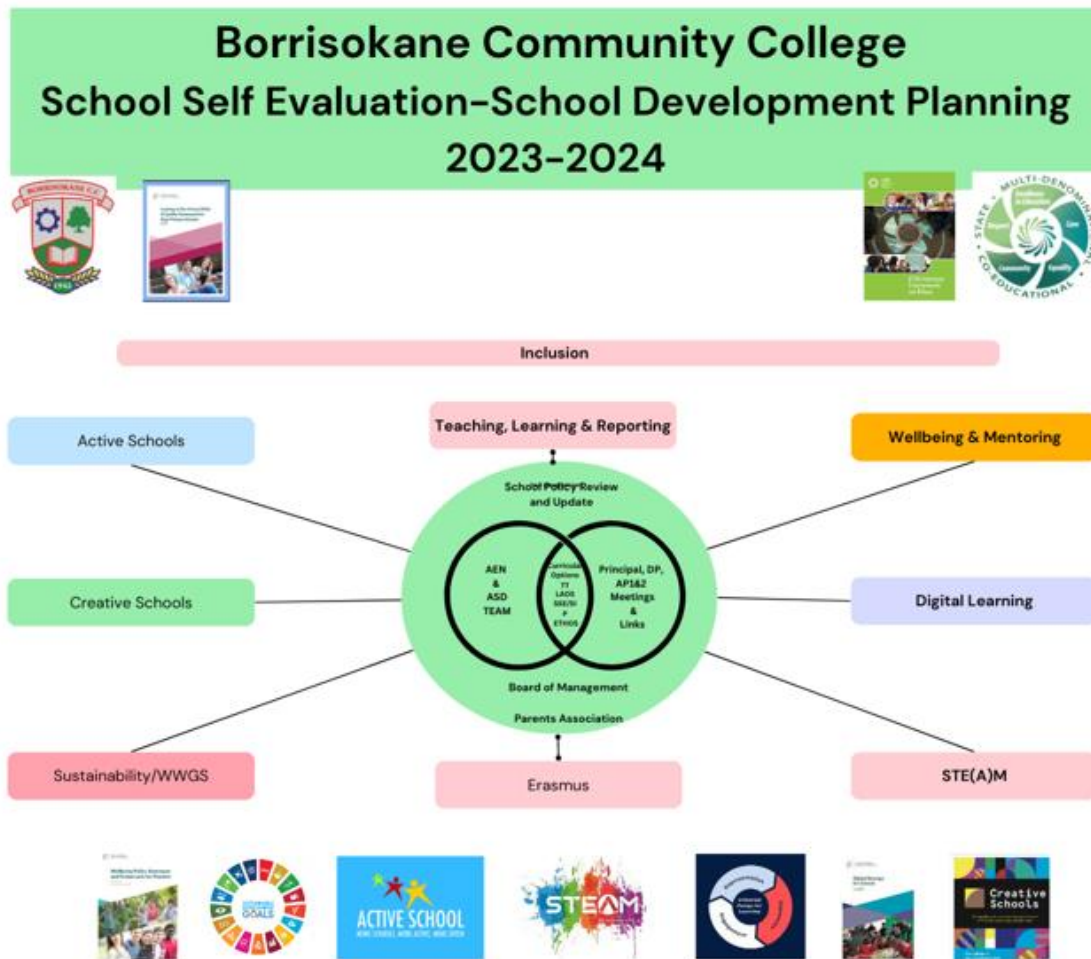


1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

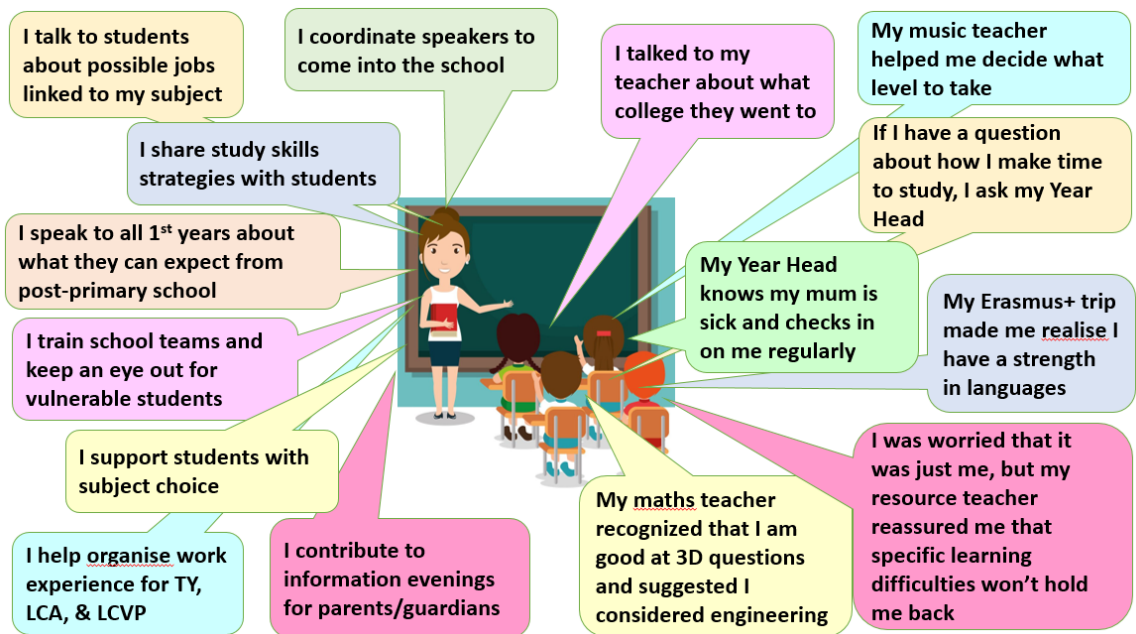
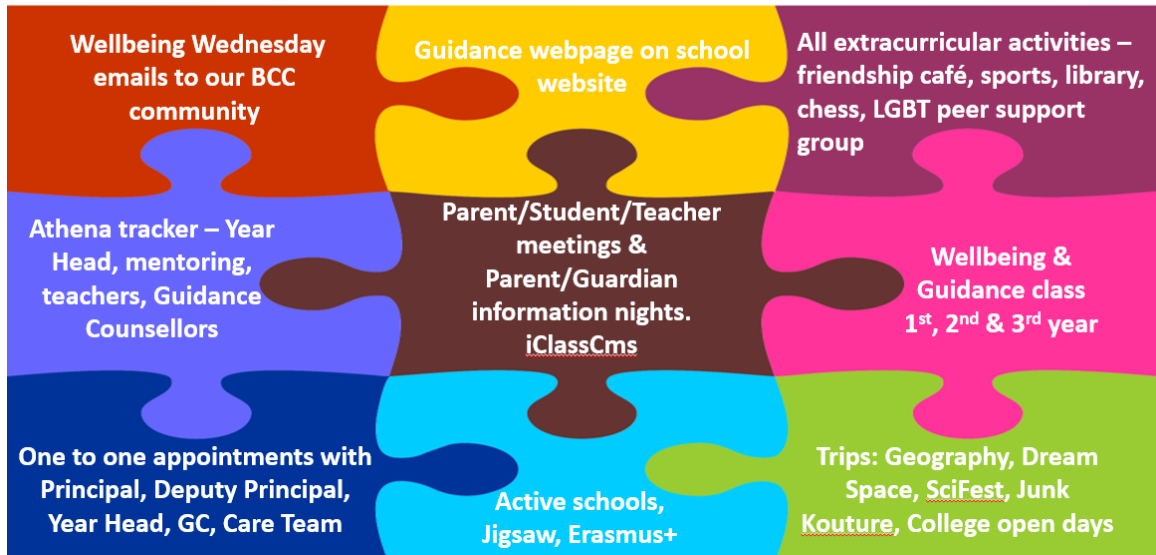
1.1 Outcomes of our last improvement plans:

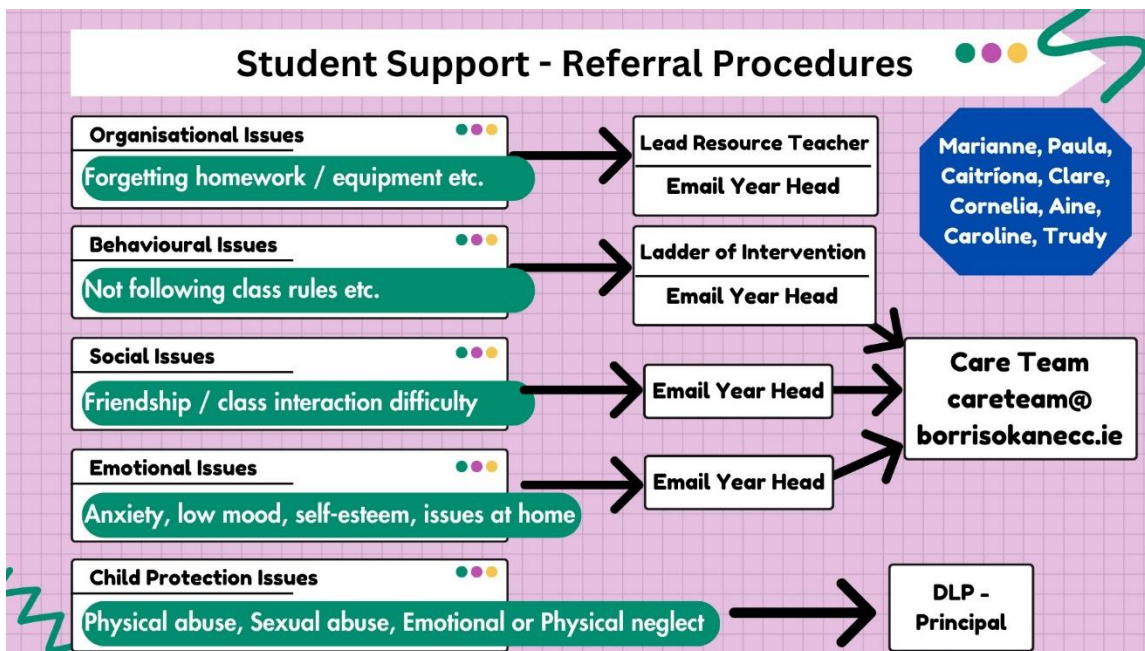
Numeracy 2013-2016	Literacy 2014- 2017	Learning & Teaching 2015-2018	Learning & Teaching 2016-2019	Learning & Teaching 2017-2020	Learning & Teaching 2018-2021	Learning & Teaching 2019-2022	Learning & Teaching 2020-2023	Learning & Teaching 2021- 2024	Learning & Teaching 2022-2025
Numeracy Rich Environment Numeracy Moments Common Conversions Collaboration of Resources Maths Events	Keywords DEAR Literacy Week Literacy Events Library	Groupwork Student Reflection Homework Use of Journals Effective Questioning	Groupwork Effective Questioning Learning Intentions Differentiation Reflection Groupwork Target Setting One Note/ Sharpshoot	Learning Intentions Success Criteria Effective Questioning Differentiation Reflection Groupwork Target Setting Mentoring Differentiation Effective Questioning One Note Wellbeing	Learning Intentions Success Criteria Formative Feedback Reflection Target Setting Mentoring Differentiation Effective Questioning One Note Wellbeing Student Voice Attendance	Learning Intentions Success Criteria Formative Feedback Reflection Target Setting Mentoring Differentiation Effective Questioning One Note MSTEams Wellbeing Student Voice Attendance STEAM	Learning Intentions Success Criteria Formative Feedback Reflection Target Setting Mentoring Differentiation Effective Questioning One Note MSTEams Wellbeing Student Voice Attendance STEAM	AFL- Co-Creating Success Criteria Formative Feedback & Reporting UOL- Differentiation/Target Setting/Mentoring MSTEams Wellbeing-LGBTI+ Student Voice Attendance STEAM GAT students ASIAM	AFL- Co-Creating Success Criteria Formative Feedback & Reporting UOL- Differentiation/Target Setting MSTEams Wellbeing(HH)/Mento ring STEAM Student &Parent Voice in Planning & Policy Attendance Provision Plan-GAT& ASIAM



What is Whole School Guidance?

WSG student-centered approach promoting life skills and academic, personal, social and emotional development towards greater autonomy. This is a small snapshot of happens at our school.





Provision Map Summary

Preventative, Proactive & Solution Focused Whole School Approaches to Inclusive & Special Education (Planning Overview)

Whole School Teaching and Learning Interventions supporting Academic Competence (e.g.)

- Early Intervention Screening & Assessment for Intervention
- Teacher CPD/Time for professional dialogue/sharing of best practice/Teaching & Learning Committee
- Timetabling structures facilitate inclusion
- Continuity of staff
- Curricular options such as LCA, TY, L2LP, L1LP
- 3 Special Classes
- Support is allocated to those with greatest need
- Subject teachers have primary responsibility for provision
- Students understand learning outcomes and expectations
- Areas for improvement identified in SIP
- Relevant policies are reviewed by all stakeholders

Whole School Supports for Social/ Emotional & Behavioural Competence

- Code of Behaviour and Ladder of Intervention
- Rules/Expectations/Sanctions/ Rewards are clear
- Whole School (Level 1)
- Student Support Team
- Robust referral systems, both in-house and external
- Behaviour Support cards
- Guidance Counsellor
- Check and Connect
- Focus In and Focus Out
- Year Head Support
- Program Support
- Counselling

CPD Priorities 2023-2024

- Autism Support- all staff
- Junior Cycle- full day- all staff
- Provision mapping- whole school
- In house CPD/Teach Meets /AEN updates
- COS- whole school- given by SEN team
- One Good School- relevant teachers
- AT in classroom and UDL- given by SET/whole school

Review of 2023-2024

- Staff reviewed and updated Provision Map
- Inclusion Lead and team established (teachers & SNA's)
- Professional CPD discussions are ongoing between school committees and outside agencies
- Testing of P-PADDE established
- SEN teachers trained in Woodcock and Johnson Testing
- Workshop given by SET on AT in classroom
- CPD on UDL facilitated for all staff

Key Tasks AEN Team (e.g.)

- Standardised assessments
- Student Support Plans, including PPPs
- Parent meetings and reviews
- Schoolwide screening assessments- prep & schedule
- RACE- process applications, assessments
- Testing for DARE
- CPD- audit, plan and deliver
- SLARS- meeting & consultation
- VISWARE- review & update information/AEN database
- SNA allocation and ongoing review of support
- Collaboration between SET Co, ASD Co, GAT, Student Support Team and management team to optimize use of supports
- Student Support Team
- Consultation on overall timetable/mapping needs
- Meeting with outside agencies
- SNA weekly team meeting
- Supporting transition
- Supporting summer program

Resource Allocation 2023-2024

SET Stats

Total Hours: 187.5
AEN Coordinators: 1 AP1 and AP11
SNAs Main: 2
SNAs ASD: 6
No. Of Teachers with hours: 19
Special class allocation: 4.5

Integrating the Guidelines Appendix 6: Self-Reflective Questionnaire

Step One- IDENTIFY	Step Two- MEET NEED	Step Three- MONITOR & RECORD
<ul style="list-style-type: none"> Gather and analyse data from Primary Passport Learning Environment Checklists Consultation with Parents and Students Gather and Review Professional Reports First year screening- CAT4/ NGRIT/PTM Review of House Exams Third yr- state Exams Target Setting Teacher referrals/Progress reviews/ Attendance Tracking Enrolment form TV GATs VISURE Observation 	<ul style="list-style-type: none"> Plan and implement early intervention approaches Various modes of delivery based on needs- individual, small group or co-teaching External Support and/ or referral Support for all subject teachers on differentiation/suitable teaching approaches Targeted support- literacy and numeracy The Decider, SNIP, SRA reading lab, SRA maths lab- delivered by the most suitable staff. Behaviour Interventions External Support and or referral Evidence based Assessments- WIAT III/DASH L2LP/L1LP/LCA 	<ul style="list-style-type: none"> Review Reports termly (including SSPs) Record Baseline data and set measurable targets, time-specific Review of Attendance monthly Continuous assessment data Engagement in school life Wellbeing- PASS- Student Support Team Parents/Teacher Meetings Assessment for intervention- retesting and informed planning Retesting- further referral Observations- SNA support

Integration & Support- Whole School Approach

Curricular Options & Timetabling

Wellbeing

Student Support Team

SSE/ LAOS/ SIP aligned with PP-COS/Guide lines

AEN Team

Co-Teaching

AS Centre team

SNA team

Targets to aid School Self Evaluation/ School Improvement Plan 2023-2024

- Continue implement, Monitor and Review Provision Map .
- Look at innovative ways to survey student to capture student voice
- and parents
- Set up student inclusion team to work beside staff inclusion team
- Improve communication of AEN information - VISWARE/ SEN spreadsheet
- Continued CPD for on L1/L2 , UDL and AT for AEN

Template adapted by Dr Johanna Fitzgerald & Sinead O'Hara with permission from Mr. Billy Redmond, Principal North Wicklow ETSS. Further resources on www.inclusionhouse.ie