

WHOLE SCHOOL GUIDANCE PLAN

Introduction

Our Lady's Secondary School Templemore is a co-educational Catholic Voluntary Secondary School with an enrolment of 550+ students. The school is under CEIST trusteeship. This plan has been developed in line with our Mission Statement where the Christian values of respect, trust, justice, dignity and self-worth are an integral part of our ethos. The school strives to provide a safe secure learning environment for the development of our students. The whole school guidance plan is a key mechanism for this to happen.

A Consultative Process

This School Guidance Plan has evolved and developed from a consultative process involving teachers, students, parents/guardians, and the senior leadership team. This plan is not rigid but rather it reflects the uniqueness of Our Lady's Templemore in its own context and circumstances.

Rationale

Education Act, 1998 and Our Lady's Mission Statement

This School Guidance Plan reflects the ethos and spirit of Our Lady's Secondary School and it has been devised and developed in accordance with Section 9 of the Education Act (1998). Section 9(c) of that act states that a school shall use its available resources to ensure that students have "access to appropriate guidance to assist them in their educational and career choices." Section 9(d) elaborates further by stating that a school "shall promote the moral, spiritual, social and personal development of students in consultation with their parents having regard to the characteristic spirit of the school." In addition to this, Circular Letter (CL) 0015/2017 sets out arrangements for the implementation of the Framework for Junior Cycle in schools. This Circular Letter states that guidance must be included in the Junior Cycle programme (pg. 7) and that schools can include guidance in the Wellbeing programme (pg. 11). The Whole School Guidance Plan embodies the ethos and spirit of Our Lady's Templemore as reflected in the school's Mission Statement:

Our Lady's Templemore is a Catholic co-educational secondary school committed to embracing Gospel values. As a school community we nurture the moral, spiritual, social and academic development of each student. We are dedicated to the pursuit of academic excellence and to quality in teaching and learning. Through the academic, pastoral care and extra-curricular programmes we strive to create a love of learning, enhance student wellbeing and build resilience. We foster a culture of respect for all and we support our students in becoming independent and successful learners.

The school adopts a student-centred approach which nurtures the talents and potential of all, in a positive, safe and inclusive environment. Students are inspired to become just and responsible citizens who will care for and protect the environment. Our hope is that this mission will be fulfilled in a spirit of partnership with students, staff, parents/guardians and the wider community.

Definition of Guidance - What is Guidance and Counselling in schools

Guidance and Counselling refers to a "range of learning experiences provided in a developmental sequence, designed to assist students in making choices about their lives and in making transitions based on these choices." (NCGE, 2004)

The Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act (1998), identify Guidance and Counselling as a process that “aims to help students to develop an awareness and acceptance of their talents and abilities, to explore possibilities and opportunities; to grow in independence and to take responsibility for themselves; to make informed choices about their lives and to follow through on those choices.” (Pages 4,5) These choices may be categorised into three distinct areas:

- i. Personal and Social
- ii. Educational
- iii. Career

The Department of Education and Skills Programme Recognition Framework: Guidance Counselling (DES, 2016a; pg. 7) sets out activities relating to the guidance counselling role:

- Designing, delivering and evaluating guidance learning and developmental programmes relating to personal and social, educational and career development for individual, group and classroom settings.
- Developing effective teaching, learning and assessment strategies for the guidance class.
- Providing individual and group counselling to facilitate personal and social, educational and career development and at moments of personal crisis.
- Providing labour market, learning and career-related information through Information and Communications Technology (ICT) and blended learning approaches.
- Planning and organising workplace learning and establishing links with the wider business community, agencies and voluntary sector.
- Using psychometric tests (i.e. ability and aptitude tests and career interest inventories) to facilitate career decision-making and personal development, and to support learning and educational choices.
- Providing support to, and working in collaboration with, the senior leadership team, middle leaders and staff in the planning, leading, delivery, review and evaluation of the guidance service/programme and the Whole School Guidance Plan.
- Working with parents/guardians (as appropriate) and referral agencies in facilitating the personal and social, educational and career development of students.
- Referring students to external agencies and professionals, as appropriate.
- Establishing close ties with feeder schools, where appropriate, and with centres of Further Education and Training and Higher Education.
- Due to his/her specialist training the Guidance Counsellor leads, coordinates and delivers the school guidance programme in collaboration with the school leadership team, staff and key stakeholders in response to the guidance needs of students. Circular 0009/2012 states “*It is established that guidance is a whole school activity and under existing arrangements each school develops collaboratively a school guidance plan as a means of supporting the needs of its students*” (DES, 2012; 4.3).

Related School Policies

This School Guidance Plan and Our Lady’s Guidance Programme is consistent with and supported by all other School Policies including:

- Code of Behaviour
- Pastoral Care Plan
- Anti-Bullying Policy

- Critical Incident Response Plan
- Substance Abuse Policy
- SPHE Plan
- Wellbeing Plan
- RSE Plan
- Homework and Assessment Plan
- Acceptable User Policy/Social Media Guidelines
- Child Safeguarding Statement & Risk Assessment
- Special Educational Needs Plan
- Digital Learning Plan
- Admissions Policy

Linkages to Other Programmes

Our Lady's acknowledges the relevance and importance of the Wellbeing Programme in the development and implementation of the Guidance Plan. A full description and account of this is provided in the school's Wellbeing Policy. Our Lady's recognises the significant contribution that the Leaving Certificate Vocational Programme, the Leaving Certified Applied Programme and the Transition Year Programme make in providing students with appropriate and relevant Guidance-related activities. A detailed account of these is provided in the LCVP Department's Subject Plan, and in the LCA plan and the Transition Year planning documents.

Aims of the Plan:

The School Guidance Plan aims to:

- Promote the development and growth of each student on a personal, social, educational and career basis.
- Ensure that guidance initiatives and programmes in Our Lady's are delivered in a developmental sequence that is relevant and appropriate to all students.
- Provide a framework for the delivery of guidance programmes within the school and in a manner that takes account of the diverse and particular needs of students of all ability levels, including gifted students, students with special educational needs and students from different backgrounds and cultures.

The objectives of this School Guidance Plan are:

1. To enable students to:
 - Clarify educational, social and career goals
 - Address and manage personal issues
 - Identify and explore opportunities
 - Grow in independence and take responsibility for themselves
 - Make informed choices about their lives and follow through on these choices

2. To enable the school leadership team and teachers in collaboration with parents/guardians to:
 - Support the development of every student.
 - Acknowledge and support each person's role in the school community.
 - Provide an environment where every student can develop self-esteem and a sense of personal responsibility.

- Provide an environment where every student can develop a place in society and a responsibility to society.
- Nurture teaching and learning so that every student can reach his or her full potential.
- Monitor the well-being of all students.
- Work effectively with statutory authorities and outside agencies as and when required.
- Ensure that child protection concerns are dealt with justly and promptly in accordance with the school's Child Safeguarding Statement and Risk Assessment.
- Promote the development and growth of each student on a personal, social, educational and career basis.
- Ensure that guidance initiatives and programmes in Our Lady's are delivered in a developmental sequence that is relevant and appropriate to all students.

Guidance Planning Committee

- | | |
|---|-----------------------|
| ➤ Deputy Principal | Mr. Paul Fogarty |
| ➤ Guidance Counsellor | Ms. Therese Boland |
| ➤ Wellbeing Coordinator | Ms. Geraldine Griffin |
| ➤ Special Educational Needs Coordinator | Ms. Mai Healy |
| ➤ First Year Mentor | Ms. Denise Flannery |
| ➤ JCT Coordinator | Ms. Martina Butler |
| ➤ Teacher | Mr. Joe Gallagher |
| ➤ AS Class Coordinator | Ms. Aoife Campion |

Student Supports

This School Guidance Plan and the associated School Guidance Programmes reflect the ongoing contribution of the following individuals and groups:

- The Principal and Deputy Principal
- Middle Leadership Team
- Guidance Counsellor /1st Year Mentor
- Yearheads/Transition Year Coordinator/LCA Coordinator
- Class Tutors
- Subject Teachers
- SNAs

This structure is supported by the work of the following support teams and individuals:

- Special Educational Needs Coordinator (SENC) and the Special Educational Teachers (SET)
- Wellbeing Coordinator and the Wellbeing team
- JCT Coordinator
- SSE Coordinator
- Digital Plan Coordinator
- Learning to Learn Committee
- Coordinator of Student Awards and Public Relations
- Teachers and all personnel associated with the provision of extra-curricular activities
- Special Needs Assistants
- School Secretarial Staff
- The Caretaker and all other Ancillary Staff
- The Student Council and Cairdeas Group

- Board of Management
- Parents Association

There are two meetings held weekly for the Principal, the Deputy Principal, the Guidance Counsellor and the Yearheads to discuss student progress and the general wellbeing of students in each year group. These meetings are also used to identify students who may need additional support. One meeting is devoted to the Junior School and the second devoted to students in Senior Cycle. The Guidance Counsellor attends weekly meetings with the SEN Coordinator and the Learning to Learn Team. In addition to this, the Guidance Counsellor has regular meetings with the Principal/Deputy Principal, the Wellbeing Coordinator, the 1st year Mentor and she is available to meet other school personnel as the need arises.

Confidentiality

The Guidance Counsellor will take all reasonable steps to preserve the confidentiality of information about students obtained in the course of her professional work. The Guidance Counsellor will only reveal this information with a student's consent. There are certain exceptions to this, these may include:

- where there is a child protection concern
- where concealment would result in danger to the student or others
- when a student discloses an intention to commit a crime
- where required by Law
- for purposes of professional consultation or supervision

It is the duty of the Guidance Counsellor to inform each student about the legal limits on confidentiality. Written and oral reports contain only such data as is pertinent to the case, and every effort will be made to avoid undue invasion of the students' privacy. In accordance with statutory obligations, the Guidance Counsellor will take all reasonable steps to safeguard the storage, retrieval and disposal of students' records, both written and electronic. The Principal, Deputy Principal, the Guidance Counsellor and all teaching staff are obliged to respect and adhere to the principles of confidentiality.

Appointment Procedure

An appointments system operates for all personal counselling, educational support and vocational guidance interviews with the Guidance Counsellor. The appointments system helps to minimise disruption to classes. Students receive an appointment sticker in their journal prior to the meeting and this can be shown to the teacher to excuse the student from class. The Guidance Counsellor will mark the student excused on the VS Ware system.

Parents/Guardians can make an appointment with the Guidance Counsellor by contacting the school office and arranging it at a suitable time. All parties are requested to inform each other if a cancellation is necessary. On occasion, the Guidance Counsellor may request another staff member e.g., teacher, Yearhead and/or Principal/Deputy Principal to be present at a meeting. The student may be invited to attend the meeting when necessary.

Record Keeping

Record keeping is an integral part of the administration of the Guidance and Counselling Service. All records are created, maintained and retained in accordance with Our Lady's Data Protection Policy. The Guidance Counsellor uses a standard appointment record sheet for recording notes on all meetings. Student records are retained in a locked filing cabinet in the Guidance Office. Child Protection files are stored in a locked filing cabinet in a secure location in the school. The Principal/Deputy are aware of the location of sensitive and confidential files. The Guidance Counsellor provides the Principal/Deputy Principal with a list of students who are receiving support on a monthly basis.

Guidance Provision

A continuum of support model is employed at Our Lady's to support students. In applying the continuum:

Guidance for All → Guidance for Some → Guidance for a Few

Our school guidance programme aims to meet the needs of all students. The National Centre for Guidance in Education '*A Whole School Guidance Framework*' June 2017 outlines this continuum model as follows:

Guidance for All:

Provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment). The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, Career Education programmes, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes (TY, LCA and LCVP).

Guidance for Some:

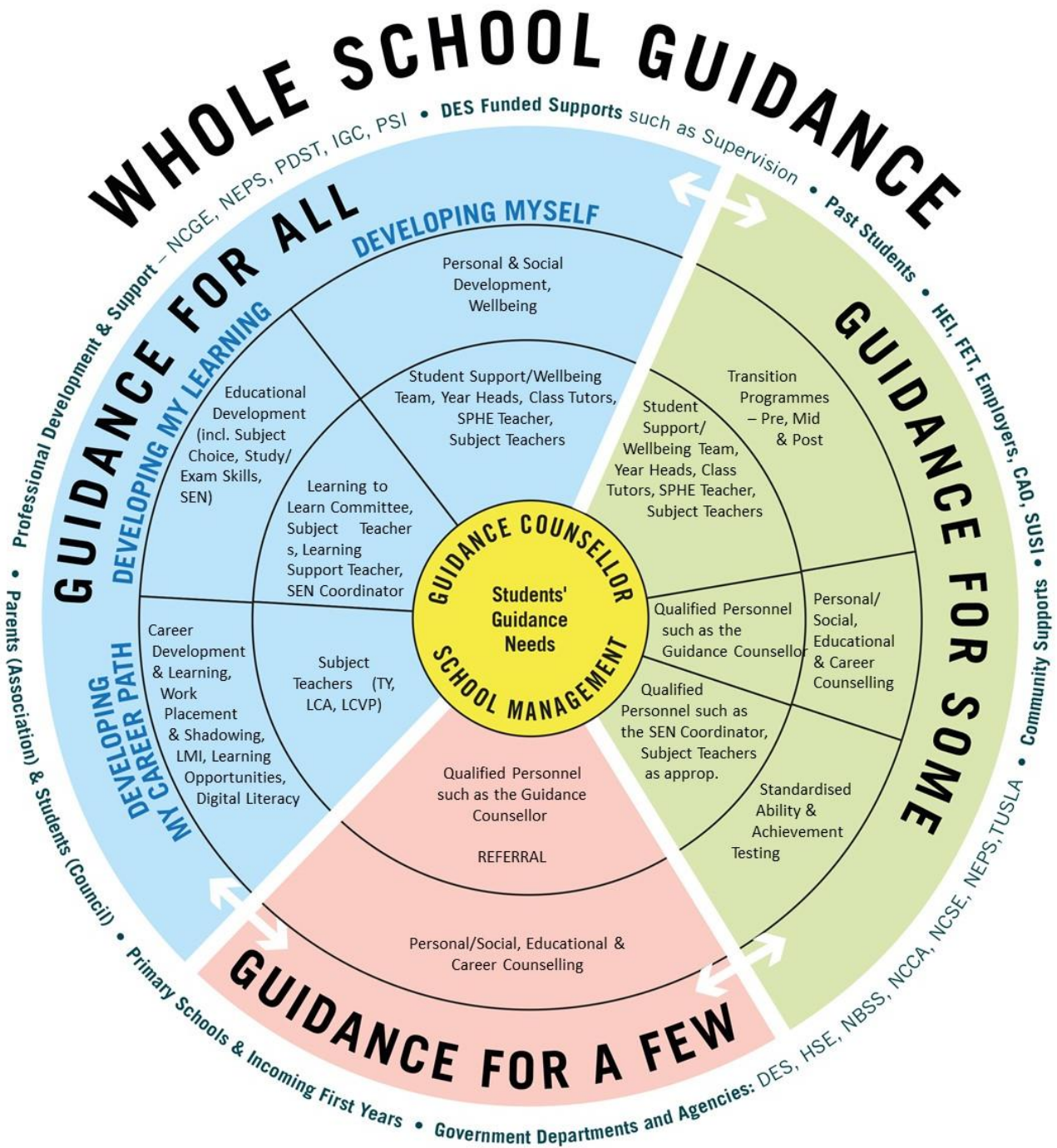
Provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students who are making transitions, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making. Transition points include, primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor working in collaboration with the student support team, SPHE teacher, year heads, class tutors and the school chaplain.

Guidance for a Few:

Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach) and important decisions during their time in post-primary schools. This support will require the

expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports should be employed. In the event of a protracted referral the guidance counsellor/staff member may need to provide continued support to the student. (NCGE, June 2017 pg. 12 -13).

The following figure adapted from NCGE, June 2017 outlines the continuum of support as it operates at Our Lady's Secondary school.



In line with the above continuum, the following are used by school personnel to assist students in making choices:

- (1) **Student Testing:** The Guidance Counsellor, the SEN Coordinator and other designated staff members carry out a range of tests such as the Cognitive Ability Tests, Career Inventories, WIAT 3 and WRAT 4. These test results provide students with increased self-understanding and enable teachers, SEN Coordinator, the Guidance Counsellor and senior leadership team to support students and parents/guardians in making key decisions.
- (2) **Student Educational Support:** Through the school's Learning to Learn programme all students are given guidance and support with Study Skills. The programme runs throughout the academic year and includes help with planning, goal setting and exam review in addition to practical study tips.
Students are also provided with information in 1st year, 3rd year and Transition Year that help them to make decisions on subject choice, subject level and programme choice, which is appropriate to each student's aptitude and interests. Students are encouraged to meet the Guidance Counsellor to discuss their subject choice prior to finalising their choices. Parents/Guardians are also invited to attend an information session on programme/subject choice each year.
- (3) **Student Guidance Interviews:** The Guidance Counsellor meets 5th year, LCA and 6th year students to assist them in identifying Third Level and/or Further Education courses and career areas that correspond to their interests and aptitudes. Parents/Guardians of 6th year students are invited to attend an information session on options available to students after their Leaving Certificate.
- (4) **Student Counselling:** Students are referred for counselling to the Guidance Counsellor by the Board of Management, senior leadership team, middle leaders and teachers. A student may refer him/herself or another student for counselling. A Parent/Guardian may also request a referral for their son/daughter to the Guidance Counsellor.
- (5) **Student Support Information:** Parents/Guardians and students are provided with information to assist them in their decision making. This information is given in a number of different ways as outlined in the Guidance Provision below. The following information sessions are also organised for parents/guardians each year:
 - Settling into Post Primary school (First Year)
 - Junior Cycle Programme (Second & Third Year)
 - Senior Cycle Options including TY, LCA and LCE (Third Year & Transition Year)
 - Options available to students after the Leaving Certificate (Sixth Year)
 - Parent/Teacher meetings for all year groups
 - Open Night (Incoming First Years)
 - Additional information sessions which may include Internet Safety, Bullying, Substance Abuse, Mental Health etc.
 - Individual Parent/Guardian meetings with Principal/Deputy Principal and/or Yearheads.
- (6) **Student Referral to External Support:** The school may decide that a referral to an external agency is required for an individual student, when this occurs, parents/guardians are contacted and advised to liaise with the relevant agency. Cases which fall under the remit of the Child Protection Guidelines are dealt with under the Child Protection procedures. Some examples of external agencies in the school's catchment area include; General Practitioners, The Child

and Adolescent Mental Health Services, NEPS, Pieta House, local Counsellors/Psychologists and Youthwork Ireland Tipperary.

- (7) **Guidance classes:** The guidance counsellor delivers classes to senior cycle students and the junior cycle wellbeing programme provides opportunities for formal guidance for junior classes. The areas of learning and competences addressed in the classes are outlined below and are explored in greater detail in Appendix 1 “Guidance Provision in each yeargroup”.

Areas of Learning	Competences
Developing Myself	<ul style="list-style-type: none"> •Developing & maintaining self-esteem & a positive self-concept •Interacting effectively with others (face-to-face & online) •Developing & growing throughout life
Developing My Learning	<ul style="list-style-type: none"> •Employing effective personal learning/exam strategies •Making educational choices in line with career aspirations
Developing My Career Path	<ul style="list-style-type: none"> •Using career related information & sources appropriately •Understanding the world of work & life roles •Managing career development & decision making

Resources and Supports:

The following resources and supports are deployed to support the school in delivering the Guidance programme:

- Department of Education and Skills resources
- Resources from NCGE
- School personnel and financial resources
- Well-resourced careers room and appropriate counselling area(s)
- Good access to information and communication technology
- Microsoft suite including Microsoft Teams
- Careers library and notice board
- Regular meetings and consultation with the Principal and Deputy Principal by the Guidance Counsellor and other staff members and with parents/guardians
- External agencies including NEPS, CAMHS, local GPs, local Counsellors and Psychotherapists, an Garda Síochána, representatives from HEI etc.

Evaluation and Development of Guidance Plan

This School Guidance Plan will be subject to ongoing evaluation. Our Lady’s evaluation of the plan will be guided by the following questions:

- Is the guidance plan working?
- Are the guidance programmes being provided in the most effective manner?
- Are all students being provided with appropriate guidance?
- What areas of the Guidance Plan require modification and improvement?

- What are the areas that need to be developed in terms of guidance provision and programme delivery?

The student support team and the school community more generally have an important role to play in the evolution and development of the Guidance Plan. The Guidance Planning Group welcomes contributions and feedback from the entire school community and from all other stakeholders in relation to Guidance Provision and Guidance Programmes. The School Guidance Planning Group will meet every six weeks.

Review

There will be a full review of the Guidance plan after a minimum of two years. The review group will comprise representatives of all the stakeholders to the Guidance Policy/Guidance Plan. The review process will involve surveying the views and opinions of students, parents/guardians, teachers and all other stakeholders to the Guidance Plan.

APPENDIX 1

Guidance Provision in each yeargroup

First Year

Whole School Guidance		How?	Who?	Link with JC
Continuum of Support	Area of Learning	Programme/Other	School staff	Principle, Statement of Learning/Key Skill & Wellbeing Indicator
Guidance for all:	Developing Myself	<ul style="list-style-type: none"> ➤ Taster days for primary school students ➤ Induction day for incoming 1st year students ➤ Ongoing monitoring of students' transition from primary school through student surveys, formal and informal meetings ➤ SED programme ➤ Cairdeas and peer mentoring ➤ Wellbeing programme and Wellbeing week ➤ One to one meeting with mentor, Tutor &/or Yearhead ➤ Tutor/Yearhead presentations on Bullying, Welfare, Wellbeing etc. ➤ Regular informal support and guidance by all staff ➤ Student Awards ➤ Opportunities given through the school's extra-curricular programme and Student Council ➤ Lunchtime activities ➤ Support from senior leadership team and middle leaders ➤ Activities during Catholic Schools Week 	<ul style="list-style-type: none"> ➤ Coordinator of Wellbeing ➤ Coordinator of PR ➤ Subject teachers ➤ Senior leadership team ➤ Tutors ➤ Mentor ➤ Cairdeas team ➤ Yearheads ➤ Guidance Counsellor ➤ Coordinator of Student Awards ➤ Teaching staff ➤ SNAs ➤ Ancillary staff 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Resilient Respected Connected ➤ Principle <ul style="list-style-type: none"> Continuity & Development Engagement & Participation Wellbeing Active Inclusive Education ➤ Key Skills <ul style="list-style-type: none"> Working with others Managing Myself Staying well
	Developing My Learning	<ul style="list-style-type: none"> ➤ Study skills presentations facilitated through the Learning to Learn initiative ➤ Wellbeing programme ➤ Administration of CAT test ➤ Homework Club and Supervised study ➤ School library ➤ Formative and summative assessment throughout the academic year ➤ Feedback from teachers, tutors and Yearhead regarding academic performance ➤ Parent/Teacher meeting ➤ Information session for parents/guardians 	<ul style="list-style-type: none"> ➤ Learning to Learn Team ➤ Guidance Counsellor ➤ Teaching staff ➤ Yearhead ➤ Tutors ➤ Senior leadership team ➤ Coordinator of Wellbeing ➤ SEN Coordinator ➤ SNAs 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Resilient Aware ➤ Principle <ul style="list-style-type: none"> Learning to Learn Quality Engagement & Participation Continuity & Development ➤ Key Skills <ul style="list-style-type: none"> Managing Information & Thinking Being Literate Managing Myself

	Developing My Career Path	<ul style="list-style-type: none"> ➤ Subject sampling ➤ Exploring interests through the Wellbeing programme ➤ Information and guidance regarding subject choice and its implications for the future ➤ Activities and presentations during College Awareness Week ➤ Discussion with class teachers regarding career links to each specific subject ➤ Information session for parents/guardians 	<ul style="list-style-type: none"> ➤ Senior leadership team ➤ Tutors ➤ Guidance Counsellor ➤ Teaching staff ➤ Coordinator of Wellbeing 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Connected Aware Respected ➤ Principle <ul style="list-style-type: none"> Choice & flexibility Continuity & Development Inclusive Education Wellbeing ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Staying Well Managing Information & Thinking Being Numerate Being Creative Working with Others Communicating
Guidance for some:	Developing Myself	<ul style="list-style-type: none"> ➤ One to one meetings with Principal/Deputy Principal, Yearhead, First Year Mentor, Guidance Counsellor, SEN Coordinator ➤ Student Council ➤ Consultation with parents/guardians regarding student referral to external agencies if required 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Mentor ➤ Guidance Counsellor ➤ Senior leadership team ➤ SEN Coordinator 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Responsible Connected Resilient Respected Aware ➤ Principle <ul style="list-style-type: none"> Inclusive Education Wellbeing Engagement & Participation ➤ Key Skills <ul style="list-style-type: none"> Staying Well Managing Information & Thinking Communicating
	Developing My Learning	<ul style="list-style-type: none"> ➤ One to one meeting with Tutor, Yearhead, Principal/Deputy Principal or teacher regarding student progress ➤ Administration of tests by SEN coordinator ➤ Progress report if deemed necessary or recommended by Yearhead ➤ Ongoing monitoring and support by the SEN team ➤ Additional parent/teacher meetings if required 	<ul style="list-style-type: none"> ➤ SEN Coordinator ➤ Yearhead ➤ Tutor ➤ Senior leadership team ➤ Teaching staff 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Connected Resilient Aware ➤ Principle <ul style="list-style-type: none"> Learning to Learn Choice & Flexibility Quality Engagement & Participation

				<p>Continuity & Development Inclusive Education Wellbeing</p> <ul style="list-style-type: none"> ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Managing Information & Thinking Working with others Communicating
	Developing My Career Path	<ul style="list-style-type: none"> ➤ One to one meeting with the Guidance Counsellor regarding the implications of subject choice 	<ul style="list-style-type: none"> ➤ Guidance Counsellor 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Aware ➤ Principle <ul style="list-style-type: none"> Choice & Flexibility Engagement & Participation Continuity & Development Inclusive Education ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Staying Well Managing Information & Thinking Communicating
Guidance for a few:	Developing Myself	<ul style="list-style-type: none"> ➤ One to one meetings with the Principal/Deputy Principal, Yearhead, First Year Mentor, Guidance Counsellor, SEN Coordinator ➤ Consultation with parents/guardians regarding student referral to external agencies if required 	<ul style="list-style-type: none"> ➤ Mentor ➤ Yearhead ➤ Guidance Counsellor ➤ Senior Leadership team ➤ Local GPs, NEPS and other external specialists ➤ SEN Coordinator 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Aware Respected ➤ Principle <ul style="list-style-type: none"> Choice & flexibility Continuity & Development Inclusive Education Wellbeing ➤ Key Skills <ul style="list-style-type: none"> Managing Information & Thinking Working with others
	Developing My Learning	<ul style="list-style-type: none"> ➤ One to one meeting with Principal, Deputy Principal, Yearhead, SEN coordinator regarding student progress ➤ Administration of tests by SEN Coordinator ➤ Progress report if deemed necessary or recommended by Yearhead ➤ Ongoing monitoring and support by the SEN team ➤ Additional parent/teacher meetings if required 	<ul style="list-style-type: none"> ➤ SEN coordinator ➤ Yearhead ➤ Tutor ➤ Guidance Counsellor ➤ Senior Leadership team 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Connected Resilient Aware ➤ Principle <ul style="list-style-type: none"> Learning to Learn Choice & Flexibility Quality Engagement & Participation

				Continuity & Development Inclusive Education Wellbeing ➤ Key Skills Managing Myself Managing Information & Thinking Working with others Communicating
	Developing My Career Path	➤ One to one meeting with the Guidance Counsellor regarding the implications of subject choice	➤ Guidance Counsellor	➤ Wellbeing Indicator Aware ➤ Principle Choice & Flexibility Engagement & Participation Continuity & Development Inclusive Education ➤ Key Skills Managing Myself Staying Well Managing Information & Thinking Communicating

Second Year

Whole School Guidance		How?	Who?	Link with JC
Continuum of Support	Area of Learning	Programme/Other	School staff	Principle, Statement of Learning/Key Skill & Wellbeing Indicator
	Developing Myself	<ul style="list-style-type: none"> ➤ SED programme ➤ Wellbeing programme ➤ One to one meeting with tutor &/or Yearhead ➤ Tutor/Yearhead presentations on Bullying, Welfare, Wellbeing etc. ➤ Regular informal support and guidance by all staff ➤ Student awards ➤ Opportunities given through the school's extra-curricular programme and Student Council ➤ Support from Principal and Deputy Principal ➤ Wellbeing week ➤ Catholic Schools Week 	<ul style="list-style-type: none"> ➤ Coordinator of Wellbeing ➤ Subject teachers ➤ Senior Leadership team ➤ Tutor ➤ Cairdeas team ➤ Yearhead ➤ Guidance Counsellor ➤ Coordinator of Student Awards ➤ Teaching staff 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Active Responsible Connected Respected Aware ➤ Principle <ul style="list-style-type: none"> Choice & Flexibility Wellbeing Engagement & Participation ➤ Key Skills <ul style="list-style-type: none"> Staying well Being Creative Working with Others Communicating
	Developing My Learning	<ul style="list-style-type: none"> ➤ Study skills presentations facilitated through the Learning to Learn initiative and the Wellbeing programme ➤ Homework Club and Supervised study ➤ School library ➤ Formative and summative assessment throughout the academic year ➤ Feedback from teachers, tutors and Yearhead regarding academic performance ➤ Parent/Teacher meetings 	<ul style="list-style-type: none"> ➤ Learning to Learn team ➤ Guidance Counsellor ➤ Teachers ➤ Yearhead ➤ Tutors ➤ Senior Leadership team 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Aware Respected ➤ Principle <ul style="list-style-type: none"> Learning to Learn Choice & Flexibility Quality Engagement & Development Inclusive Education Wellbeing ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Being Literate Communicating Working with Others Managing Information & Thinking

	Developing My Career Path	<ul style="list-style-type: none"> ➤ Exploring interests through the Wellbeing programme ➤ Activities and presentations during College Awareness Week ➤ Discussion with class teachers regarding career links to each specific subject 	<ul style="list-style-type: none"> ➤ Teachers ➤ Guidance Counsellor ➤ Senior Leadership team ➤ Yearhead ➤ Tutors 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Connected Aware Respected ➤ Principle <ul style="list-style-type: none"> Choice & flexibility Continuity & Development Inclusive Education Wellbeing ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Staying Well Managing Information & Thinking Being Numerate Being Creative Working with Others Communicating
Guidance for some:	Developing Myself	<ul style="list-style-type: none"> ➤ One to one meetings with the Yearhead or Guidance Counsellor when required ➤ Student Council & extra-curricular activities ➤ Consultation with parents/guardians regarding student referral to external agencies if required 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Guidance Counsellor ➤ Student Council coordinator ➤ Senior Leadership team ➤ Teachers 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Active Respected Resilient Aware Connected Responsible ➤ Principle <ul style="list-style-type: none"> Wellbeing Quality Engagement & Participation Continuity & Development Inclusive Education ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Staying Well Managing Information & Thinking Being Creative Working with Others Communicating

	Developing My Learning	<ul style="list-style-type: none"> ➤ Ongoing monitoring and support from the SEN Department ➤ One to one meeting with Yearhead regarding student progress ➤ Progress report if deemed necessary or recommended by Yearhead ➤ Additional parent/teacher meetings if required 	<ul style="list-style-type: none"> ➤ SEN coordinator ➤ Yearhead and Tutors ➤ Senior leadership team ➤ Teachers 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Connected Resilient Aware ➤ Principle <ul style="list-style-type: none"> Learning to Learn Choice & Flexibility Quality Engagement & Participation Continuity & Development Inclusive Education Wellbeing ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Managing Information & Thinking Working with others Communicating
	Developing My Career Path	<ul style="list-style-type: none"> ➤ Meeting with Guidance Counsellor if requested or deemed necessary 	<ul style="list-style-type: none"> ➤ Yearhead and Tutors ➤ Guidance Counsellor 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Aware ➤ Principle <ul style="list-style-type: none"> Choice & Flexibility Engagement & Participation Continuity & Development Inclusive Education ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Staying Well Managing Information & Thinking Communicating
Guidance for a few:	Developing Myself	<ul style="list-style-type: none"> ➤ One to one meetings with the Yearhead and/or Guidance Counsellor ➤ Consultation with parents/guardians regarding student referral to external agencies if required 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Guidance Counsellor ➤ Senior leadership team ➤ Local GPs, NEPS and other external specialists 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Aware Respected ➤ Principle <ul style="list-style-type: none"> Choice & flexibility Continuity & Development Inclusive Education Wellbeing ➤ Key Skills <ul style="list-style-type: none"> Managing Information & Thinking Working with others

	Developing My Learning	<ul style="list-style-type: none"> ➤ One to one meeting with Yearhead regarding student progress ➤ Administration of tests by SEN coordinator ➤ Progress report if deemed necessary or recommended by Yearhead ➤ Ongoing monitoring and support by the SEN team ➤ Additional parent/teacher meetings if required 	<ul style="list-style-type: none"> ➤ Yearhead and Tutors ➤ SEN coordinator ➤ Senior Leadership team ➤ Teachers 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Connected Resilient Aware ➤ Principle <ul style="list-style-type: none"> Learning to Learn Choice & Flexibility Quality Engagement & Participation Continuity & Development Inclusive Education Wellbeing ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Managing Information & Thinking Working with others Communicating
	Developing My Career Path	<ul style="list-style-type: none"> ➤ Meeting with Guidance Counsellor if requested or deemed necessary 	<ul style="list-style-type: none"> ➤ Guidance Counsellor 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Aware ➤ Principle <ul style="list-style-type: none"> Choice & Flexibility Engagement & Participation Continuity & Development Inclusive Education ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Staying Well Managing Information & Thinking Communicating

Third Year

Whole School Guidance		How?	Who?	Link with JC
Continuum of Support	Area of Learning	Programme/Other	School staff	Principle, Statement of learning/key skill & wellbeing indicator
Guidance for all:	Developing Myself	<ul style="list-style-type: none"> ➤ SED programme ➤ Wellbeing programme ➤ One to one meeting with Tutor &/or Yearhead ➤ Tutor/Yearhead presentations on Bullying, Welfare, Wellbeing etc. ➤ Regular informal support and guidance by all staff ➤ Student awards ➤ Opportunities given through the school's extra-curricular programme and Student Council ➤ Information session for parents/guardians ➤ Support from Principal and Deputy Principal ➤ Wellbeing week ➤ Catholic Schools Week 	<ul style="list-style-type: none"> ➤ Subject ➤ Senior Leadership team ➤ Tutor ➤ Cairdeas team ➤ Yearhead ➤ Guidance Counsellor ➤ Coordinator of Student Awards ➤ Teaching staff 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Active Responsible Connected Respected Aware ➤ Principle <ul style="list-style-type: none"> Choice & Flexibility Wellbeing Engagement & Participation ➤ Key Skills <ul style="list-style-type: none"> Staying well Being Creative Working with Others Communicating
	Developing My Learning	<ul style="list-style-type: none"> ➤ Study skills presentations facilitated through the learning to learn initiative and the Wellbeing programme ➤ Supervised study ➤ School library ➤ Formative and Summative assessment throughout the academic year ➤ Feedback from teachers, tutors and Yearhead regarding academic performance ➤ Parent/Teacher meetings ➤ Completion of CAT4 ➤ Information session for parents/guardians 	<ul style="list-style-type: none"> ➤ Learning to Learn team ➤ Guidance Counsellor ➤ Teachers ➤ Yearhead ➤ Tutors ➤ Senior Leadership team ➤ SEN Coordinator 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Aware Respected ➤ Principle <ul style="list-style-type: none"> Learning to Learn Choice & Flexibility Quality Engagement & Development Inclusive Education Wellbeing ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Being Literate Communicating Working with Others Managing Information & Thinking

	Developing My Career Path	<ul style="list-style-type: none"> ➤ Exploring interests through the Wellbeing programme ➤ Activities and presentations during College Awareness Week ➤ Senior cycle options and subject choice presentation by Guidance Counsellor ➤ Information from teachers regarding senior cycle subjects ➤ Discussion with class teachers regarding career links to each specific subject ➤ Information session for parents/guardians 	<ul style="list-style-type: none"> ➤ Teachers ➤ Guidance Counsellor ➤ Senior Leadership team ➤ Yearhead ➤ Tutors 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Connected Aware Respected ➤ Principle <ul style="list-style-type: none"> Choice & flexibility Continuity & Development Inclusive Education Wellbeing ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Staying Well Managing Information & Thinking Being Numerate Being Creative Working with Others Communicating
Guidance for some:	Developing Myself	<ul style="list-style-type: none"> ➤ One to one meetings with the Yearhead, Guidance Counsellor ➤ Student Council ➤ Consultation with parents/guardians regarding student referral to external agencies if required 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Guidance Counsellor ➤ Student Council Coordinator ➤ Senior Leadership team ➤ Teachers 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Active Respected Resilient Aware Connected Responsible ➤ Principle <ul style="list-style-type: none"> Wellbeing Quality Engagement & Participation Continuity & Development Inclusive Education ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Staying Well Managing Information & Thinking Being Creative Working with Others Communicating

	Developing My Learning	<ul style="list-style-type: none"> ➤ Ongoing monitoring and support from the SEN Department ➤ One to one meeting with Yearhead regarding student progress ➤ Progress report if deemed necessary or recommended by Yearhead ➤ Additional parent/teacher meetings if required 	<ul style="list-style-type: none"> ➤ SEN coordinator ➤ Yearhead ➤ Tutors ➤ Senior Leadership team ➤ Teachers 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Connected Resilient Aware ➤ Principle <ul style="list-style-type: none"> Learning to Learn Choice & Flexibility Quality Engagement & Participation Continuity & Development Inclusive Education Wellbeing ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Managing Information & Thinking Working with others Communicating
	Developing My Career Path	<ul style="list-style-type: none"> ➤ Subject choice information given to students moving directly to 5th year ➤ Completion of an additional Interest test for students moving directly into 5th year ➤ One to one meeting with Guidance Counsellor for students moving directly into 5th year 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Tutors ➤ Guidance Counsellor 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Aware ➤ Principle <ul style="list-style-type: none"> Choice & Flexibility Engagement & Participation Continuity & Development Inclusive Education ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Staying Well Managing Information & Thinking Communicating
Guidance for a few:	Developing Myself	<ul style="list-style-type: none"> ➤ One to one meetings with the Yearhead, Guidance Counsellor ➤ Consultation with parents/guardians regarding student referral to external agencies if required 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Guidance Counsellor ➤ Senior Leadership team ➤ Local GPs, NEPS and other external specialists 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Aware Respected ➤ Principle <ul style="list-style-type: none"> Choice & flexibility Continuity & Development Inclusive Education Wellbeing ➤ Key Skills <ul style="list-style-type: none"> Managing Information & Thinking Working with others

	Developing My Learning	<ul style="list-style-type: none"> ➤ One to one meeting with Yearhead regarding student progress ➤ Administration of tests by SEN Coordinator ➤ Progress report if deemed necessary or recommended by Yearhead ➤ Ongoing monitoring and support by the SEN team ➤ Additional parent/teacher meetings if required 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Tutors ➤ SEN coordinator ➤ Senior Leadership team ➤ Teachers 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Connected Resilient Aware ➤ Principle <ul style="list-style-type: none"> Learning to Learn Choice & Flexibility Quality Engagement & Participation Continuity & Development Inclusive Education Wellbeing ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Managing Information & Thinking Working with others Communicating
	Developing My Career Path	<ul style="list-style-type: none"> ➤ Meeting between the Guidance Counsellor, student and parent/guardian in relation to subject choice and/or interpretation of CAT results 	<ul style="list-style-type: none"> ➤ Guidance Counsellor 	<ul style="list-style-type: none"> ➤ Wellbeing Indicator <ul style="list-style-type: none"> Aware ➤ Principle <ul style="list-style-type: none"> Choice & Flexibility Engagement & Participation Continuity & Development Inclusive Education ➤ Key Skills <ul style="list-style-type: none"> Managing Myself Staying Well Managing Information & Thinking Communicating

Transition Year

Whole School Guidance		How?	Who?
Continuum of support	Area of Learning	Programme/Other	School staff
Guidance for all:	Developing Myself	<ul style="list-style-type: none"> ➤ SED programme ➤ Wellbeing programme ➤ One to one meeting with tutor &/or Coordinator ➤ Tutor/coordinator presentations on Bullying, Welfare, Wellbeing etc. ➤ Regular informal support and guidance by all staff ➤ Student Awards ➤ Opportunities given through the school's extra-curricular programme and Student Council ➤ TY programme - class based and activity based learning in all subjects and modules ➤ YSI ➤ Gaisce ➤ Student reflections and formation of student e portfolio ➤ Range of guest speakers and activities ➤ Support from Principal and Deputy Principal ➤ Wellbeing Week ➤ Catholic Schools Week 	<ul style="list-style-type: none"> ➤ Subject teachers ➤ Senior Leadership team ➤ Middle Leaders ➤ Tutor ➤ Cairdeas team ➤ TY Coordinator ➤ Guidance Counsellor ➤ Coordinator of Student Awards ➤ Teaching staff
	Developing My Learning	<ul style="list-style-type: none"> ➤ TY programme - class based and activity based learning in all subjects and modules ➤ School library ➤ Formative and summative assessment throughout the academic year ➤ Feedback from teachers, Tutors and Yearhead regarding academic performance ➤ Parent/Teacher meetings ➤ E Portfolio ➤ Study skills presentations facilitated by the Learning to Learn team and all staff members ➤ Range of guest speakers and activities ➤ Information session for parents/guardians 	<ul style="list-style-type: none"> ➤ TY Coordinator ➤ Learning to Learn team ➤ Guidance Counsellor ➤ Teachers ➤ Middle Leaders ➤ Tutors ➤ Senior Leadership Team
	Developing My Career Path	<ul style="list-style-type: none"> ➤ Weekly work experience placement and work experience diary ➤ TY programme - class based and activity based learning in all subjects and modules ➤ One to one meeting with the Guidance Counsellor in relation to subject choice ➤ Weekly careers class ➤ Range of guest speakers and activities ➤ Information session for parents/guardians 	<ul style="list-style-type: none"> ➤ TY Coordinator ➤ Guidance Counsellor ➤ Tutors ➤ Teachers
Guidance for some:	Developing Myself	<ul style="list-style-type: none"> ➤ Student Council and extra-curricular programme ➤ Additional work experience/work shadowing places ➤ One to one/ small group meetings with the Yearhead, Guidance Counsellor ➤ Consultation with parents/guardians regarding student referral to external agencies if required 	<ul style="list-style-type: none"> ➤ TY Coordinator ➤ Middle Leaders ➤ Guidance Counsellor ➤ Student Council coordinator ➤ Senior Leadership team ➤ Teachers

	Developing My Learning	<ul style="list-style-type: none"> ➤ Ongoing monitoring and support by SEN department ➤ One to one meeting with coordinator regarding student progress ➤ Progress report if deemed necessary ➤ Additional parent/teacher meetings if required 	<ul style="list-style-type: none"> ➤ TY Coordinator ➤ SEN Coordinator ➤ Middle Leaders ➤ Tutors ➤ Senior Leadership team ➤ Teachers
	Developing My Career Path	<ul style="list-style-type: none"> ➤ Meeting between the Guidance Counsellor, student and parent/guardian in relation to subject choice and/or interpretation of CAT results 	<ul style="list-style-type: none"> ➤ TY Coordinator ➤ Tutors ➤ Guidance Counsellor
Guidance for a few:	Developing Myself	<ul style="list-style-type: none"> ➤ Student council and extra-curricular programme ➤ Additional work experience/work shadowing places ➤ One to one/small group meetings with the Yearhead, Guidance Counsellor ➤ Consultation with parents/guardians regarding student referral to external agencies if required 	<ul style="list-style-type: none"> ➤ TY Coordinator ➤ Middle Leaders ➤ Guidance Counsellor ➤ Senior Leadership team ➤ Local GPs, NEPS and other external specialists
	Developing My Learning	<ul style="list-style-type: none"> ➤ One to one meeting with coordinator regarding student progress ➤ Progress report if deemed necessary ➤ Additional parent/teacher meetings if required 	<ul style="list-style-type: none"> ➤ TY Coordinator ➤ Tutors ➤ SEN coordinator ➤ Middle & Senior Leadership teams ➤ Teachers
	Developing My Career Path	<ul style="list-style-type: none"> ➤ Meeting between the Guidance Counsellor, student and parent/guardian in relation to subject choice and/or interpretation of CAT results 	<ul style="list-style-type: none"> ➤ Guidance Counsellor

Fifth Year

Whole School Guidance		How?	Who?
Continuum of Support	Area of Learning	Programme/Other	School Staff
Guidance for all:	Developing Myself	<ul style="list-style-type: none"> ➤ SED programme ➤ Wellbeing programme ➤ One to one meeting with tutor &/or Yearhead ➤ Tutor/Yearhead presentations on Bullying, Welfare, Wellbeing etc. ➤ Regular informal support and guidance by all staff ➤ Student awards ➤ Opportunities given through the school's extra-curricular programme and student council ➤ Support from Principal and Deputy Principal ➤ Wellbeing week 	<ul style="list-style-type: none"> ➤ Subject teachers ➤ Senior Leadership team ➤ Tutor ➤ Cairdeas team ➤ Yearhead ➤ Guidance Counsellor ➤ Coordinator of Student Awards ➤ Teaching staff
	Developing My Learning	<ul style="list-style-type: none"> ➤ Study skills presentations facilitated through the learning to learn initiative and the Wellbeing programme ➤ Supervised study ➤ School library ➤ Formative and summative assessment throughout the academic year ➤ Student engagement report ➤ Feedback from teachers, Tutors and Yearhead regarding academic performance ➤ Parent/Teacher meetings 	<ul style="list-style-type: none"> ➤ Learning to Learn Team ➤ Guidance Counsellor ➤ Teachers ➤ Yearhead ➤ Tutors ➤ Senior Leadership team ➤ Middle Leaders
	Developing My Career Path	<ul style="list-style-type: none"> ➤ Introduction to LC points system and target setting through the Learning to Learn initiative ➤ Activities and presentations during College awareness week ➤ Guest speakers from HEI and other areas ➤ Guidance classes during the final term subject to the availability of the Guidance Counsellor ➤ Completion of Careers Portal Interest Assessment ➤ Attendance at a HEI Open Day ➤ Discussion with class teachers regarding career links to each specific subject 	<ul style="list-style-type: none"> ➤ Guidance Counsellor ➤ Teachers ➤ Yearhead
Guidance for some:	Developing Myself	<ul style="list-style-type: none"> ➤ One to one meetings with the Yearhead, Guidance Counsellor ➤ Student Council ➤ Consultation with parents/guardians regarding student referral to external agencies if required 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Guidance Counsellor ➤ Student Council coordinator ➤ Senior Leadership team ➤ Middle Leaders ➤ Teachers
	Developing My Learning	<ul style="list-style-type: none"> ➤ Ongoing monitoring and support from the SEN Department ➤ One to one meeting with Yearhead regarding student progress ➤ Progress report if deemed necessary or recommended by Yearhead ➤ Additional parent/teacher meetings if required 	<ul style="list-style-type: none"> ➤ SEN Coordinator ➤ Yearhead ➤ Tutors ➤ Senior Leadership team ➤ Middle Leaders ➤ Teachers

	Developing My Career Path	<ul style="list-style-type: none"> ➤ LCVP ➤ VPG Guidance for LCA 1 ➤ Work experience one day each week for LCA students ➤ Meeting with Guidance Counsellor 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Tutors ➤ Guidance Counsellor ➤ LCA coordinator
Guidance for a few:	Developing Myself	<ul style="list-style-type: none"> ➤ One to one meetings with the Principal, Deputy Principal, Yearhead, Guidance Counsellor ➤ Student Council ➤ Consultation with parents/guardians regarding student referral to external agencies if required 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Guidance Counsellor ➤ Senior Leadership team ➤ Middle Leaders ➤ Local GPs, NEPS and other external specialists
	Developing My Learning	<ul style="list-style-type: none"> ➤ Ongoing monitoring and support from the SEN Department ➤ One to one meeting with the Principal, Deputy Principal, Yearhead, Guidance Counsellor ➤ Progress report if deemed necessary or recommended by Yearhead ➤ Additional parent/teacher meetings if required 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Tutors ➤ SEN Coordinator ➤ Senior Leadership team ➤ Middle Leaders ➤ Teachers
	Developing My Career Path	<ul style="list-style-type: none"> ➤ Additional meetings with the Guidance Counsellor if required 	<ul style="list-style-type: none"> ➤ Guidance Counsellor

Sixth Year

Whole School Guidance		How?	Who?
Continuum of Support	Area of Learning	Programme/Other	School staff/External
Guidance for all:	Developing Myself	<ul style="list-style-type: none"> ➤ SED programme ➤ Wellbeing programme ➤ One to one meeting with tutor &/or Yearhead ➤ Tutor/Yearhead presentations on Bullying, Welfare, Wellbeing etc. ➤ Regular informal support and guidance by all staff ➤ Student awards ➤ Opportunities given through the school's extra-curricular programme and Student Council ➤ Support from Principal and Deputy Principal ➤ One to one meeting with Guidance Counsellor ➤ Wellbeing week 	<ul style="list-style-type: none"> ➤ Subject teachers ➤ Senior Leadership team ➤ Middle Leaders ➤ Tutor ➤ Yearhead ➤ Guidance Counsellor ➤ Student Awards Coordinator ➤ Teaching staff
	Developing My Learning	<ul style="list-style-type: none"> ➤ Study skills presentations facilitated through the learning to learn initiative and the Wellbeing programme ➤ Supervised study ➤ School library ➤ Formative and summative assessment throughout the academic year ➤ Student engagement reports ➤ Student reflection and target setting ➤ Feedback from teachers, tutors and Yearhead regarding academic performance ➤ Parent/Teacher meetings ➤ Information session for parents/guardians 	<ul style="list-style-type: none"> ➤ Learning to Learn Team ➤ Guidance Counsellor ➤ Teachers ➤ Yearhead ➤ Tutors ➤ Senior Leadership Team ➤ Middle Leaders
	Developing My Career Path	<ul style="list-style-type: none"> ➤ One to one Vocational Guidance meeting with Guidance Counsellor ➤ Attendance at Higher Options Conference ➤ Visiting speakers from HEIs, FE and different career areas ➤ Information provided through Careers notice board and online through MS Teams or Schoology ➤ Class presentations facilitated by the Guidance Counsellor to include information on ➤ The NFQ ➤ Third level in Ireland, UK and Europe ➤ UCAS ➤ CAO ➤ HEAR & DARE ➤ Exemptions at Third Level ➤ SUSI grants ➤ Apprenticeships ➤ Preparation for Third level ➤ Information on scholarships ➤ Information session for parents 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Guidance Counsellor

Guidance for some:	Developing Myself	<ul style="list-style-type: none"> ➤ Additional one to one meetings with the Yearhead, Guidance Counsellor ➤ Student Council ➤ Consultation with parents/guardians regarding student referral to external agencies if required 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Guidance Counsellor ➤ Student Council Coordinator ➤ Senior Leadership team ➤ Middle Leaders ➤ Teachers
	Developing My Learning	<ul style="list-style-type: none"> ➤ Ongoing monitoring and support from the SEN Department ➤ One to one meeting with Yearhead regarding student progress ➤ Progress report if deemed necessary or recommended by Yearhead ➤ Additional parent/teacher meetings if required ➤ Support with DARE and HEAR applications 	<ul style="list-style-type: none"> ➤ SEN Coordinator ➤ Yearhead ➤ Tutors ➤ Senior Leadership Team ➤ Middle Leaders ➤ Learning to Learn team ➤ Teachers ➤ Guidance Counsellor
	Developing My Career Path	<ul style="list-style-type: none"> ➤ LCVP ➤ VPG Guidance for LCA 2 ➤ Work experience one day each week for LCA students ➤ Meeting with Guidance Counsellor 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Tutors ➤ Guidance Counsellor ➤ LCA Coordinator
Guidance for a few:	Developing Myself	<ul style="list-style-type: none"> ➤ One to one meetings with the Yearhead, Guidance Counsellor ➤ Student Council ➤ Consultation with parents/guardians regarding student referral to external agencies if required 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Guidance Counsellor ➤ Senior Leadership ➤ Middle Leaders ➤ Local GPs, NEPS and other external specialists
	Developing My Learning	<ul style="list-style-type: none"> ➤ Ongoing monitoring and support from the SEN Department ➤ One to one meeting with Yearhead regarding student progress ➤ Progress report if deemed necessary or recommended by Yearhead ➤ Additional parent/teacher meetings if required 	<ul style="list-style-type: none"> ➤ Yearhead ➤ Tutors ➤ SEN Coordinator ➤ Senior Leadership team ➤ Middle Leaders ➤ Teacher
	Developing My Career Path	<ul style="list-style-type: none"> ➤ Additional meetings with Guidance Counsellor upon request ➤ Meeting with parent/guardian, student and Guidance Counsellor 	<ul style="list-style-type: none"> ➤ Guidance Counsellor

