

Whole School Guidance Plan



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Section One: Organisation:

1.1 Introduction

St Caimin's Community School is a large co-ed community school situated in Shannon, Co Clare, Ireland with a population of 770 students. St. Caimin's is a multi-denominational school and its catchment area comprises of the towns of Shannon, Newmarket on Fergus, Sixmilebridge and Cratloe. The student population is made up of mixed socio-economic backgrounds with a higher percentage coming from lower economic upbringings.

1.2: What is Guidance in Schools?

Guidance is seen as 'a whole school responsibility', involving the Guidance Counsellor in the first instance, as well as other relevant members of management and staff. Parents and students must be seen as an essential part of this process and representatives of the local community, especially local businesses, NEPS and other relevant agencies should also be consulted and actively involved as appropriate. The guidance programme is therefore a collaborative one. (NCCA Draft Curriculum Framework 2007)

Guidance in schools incorporates educational, career, personal and social guidance delivered within a whole-school context, to include the role of all teachers and the specialised role of the guidance counsellor. Provision of guidance in the post-primary sector involves planning for, and delivering, a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills, which will lead to effective choices and decisions about their lives. Guidance is, by definition, person-centred and holistic. Guidance supports students' personal and social, educational and career development. Guidance facilitates and empowers students to make informed decisions and life choices. Guidance plays a significant role in supporting students' wellbeing and contributes to building internal and external resilience.

Guidance and Student Support in St. Caimin's focuses on three areas:

- Personal and Social Development - Continuum Model
- Educational Guidance
- Career Development

Personal and Social Development - Personal and Social development is largely delivered through the Social, Personal and Health Education (SPHE) Programme where it is timetabled at Junior Cycle and Senior Cycle in R.E. It comprises the following modules: Belonging and Integrating, Self-Management, Communication Skills, Physical Health, Friendship, Relationships and Sexuality, Emotional Health, Influences and Decisions, Substance Use and Personal Safety. The Pastoral Care

team include modules during the course of a school year e.g. Stress Management, Internet Safety, 'Friends for Life' and numerous outside speakers. The Mentoring programme is a support system whereby trained Senior Cycle students assist with the integration of new students into the school system. Every opportunity is used in St.Caimin's CS to develop the skills, potential and resilience of students.

Educational Guidance - Educational Guidance is developmental in nature and allows the student take responsibility for their own learning and progress. In St Caimin's Community School Educational Guidance begins at the students' entry in 1st year by empowering students in the area of subject choice following subject sampling and later at another key transition point - the end of 3rd year/TY where course/subject choices are made for senior cycle. Other areas of guidance include subject level selection, motivation and learning, study skills and examination skills, learning related problems and counselling for these learning difficulties, teacher consultations, psychometric testing and consulting parents about related matters.

Career Guidance – Career development and investigation is vocational in nature and is mainly concentrated at senior cycle. It involves empowering students to recognise their talents and abilities so as to enable them to make informed choices and take responsibility for their own futures. Programmes such as TY, LCA and LCVP have a dedicated vocational element timetabled within their respective programmes. Career development includes areas such as development of self-awareness, employment opportunities, employment rights and duties, personal vocational guidance interviews, organisation of career talks, career research and career / course information, decision and planning skills, use of ICT e.g. Careersportal.ie vocational education and training, further education, job opportunities, job and interview preparation. A strong emphasis in the final year of School is also directed to pathways of further education including third level course/career progression with CAO, PLC and apprentice applications to the fore

1.3 What is the Whole School Guidance Plan?

The Guidelines for Second Level Schools on the Implications of Section 9 of the Education Act (July 2005) say guidance *Refers to a range of learning experiences provided in a developmental sequence to assist students to develop self-management skills which will lead to effective choices and decisions about their lives. Guidance encompasses the three areas of personal and social development, educational guidelines and career guidance. Counselling is a key part of the school guidance programme.*

The Guidance Plan should include a detailed guidance programme, which is available to all students within the school community. The plan should include learning experiences and activities designed for specific groups of students and should reflect the needs of both Junior and Senior Cycle Students ‘

in a sequential, developmental and comprehensive way' (Guidelines 2005). In addition to identification of, and provision for the needs of the learners, the Guidance Plan also needs focus on 'the nature and level of access to be provided' (NCCA Draft Curriculum Framework 2007)

The objectives of this Whole School Guidance Plan are to enable students:

- to clarify educational, social and career goals to address personal issues.
- to identify and explore opportunities
- to grow in independence and take responsibility for themselves
- to take informed choices about their lives and follow through on these choices
- to support the development of every student
- to acknowledge and support each person's role in the school community
- to provide an environment where each individual can develop self-esteem and a sense of personal responsibility
- to provide an environment where each individual can develop a place in society and a responsibility to society
- to nurture teaching and learning so that each individual can reach his or her full potential to monitor the well-being of all students
- to apply best practice in the protection of students and the promotion of their welfare, within the resources available to work effectively with statutory authorities and outside agencies as and when required to ensure that any allegations of abuse are dealt with justly and promptly.

The objectives of the guidance programme are not only framed by reference to the legislative requirements but are also referenced by the good practices disseminated by the Institute of Guidance Counsellors and the National Centre for Guidance in Education. Guidance in the school is viewed as a continual development process which begins prior to the entry of the student into St. Caimin's Community School and concludes after the student has left the school.

1.4: The model of provision in WSGP:

The Whole School Guidance Plan aims to meet the needs of students along a continuum, from a whole school approach to group and individual approaches. The continuum model can be applied to guidance as follows:

- A. Guidance For All
- B. Guidance For Some
- C. Guidance For a Few

Figure 1 below (courtesy of Student Support Teams in Post Primary Schools: A Guide to Establishing a Team or Reviewing an Existing Team (2021), pg. 10) shows the continuum of support model on which our school approach to guidance is offered.

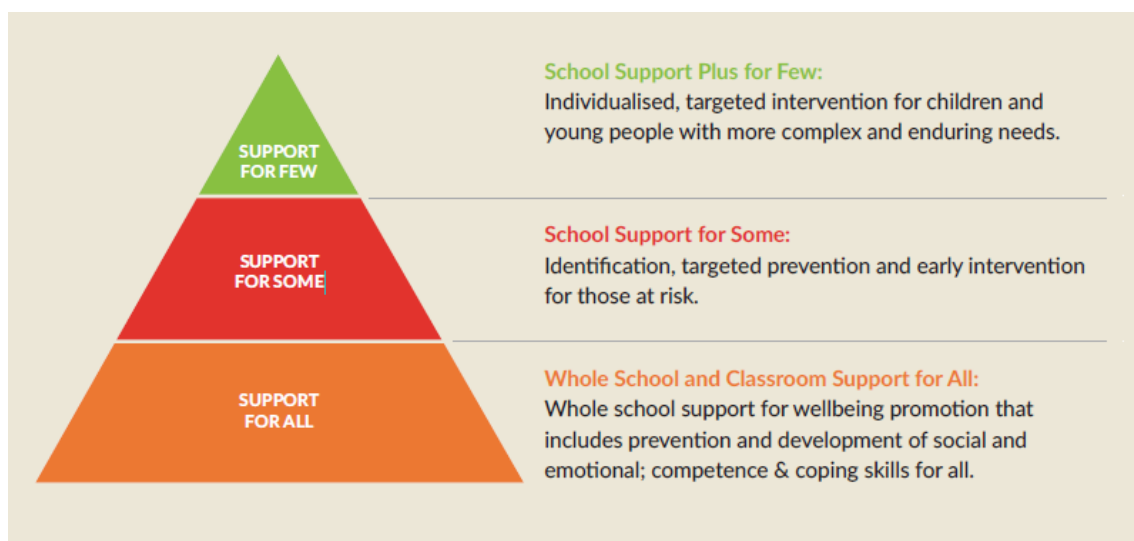


Figure 1: A Guide to Establishing a Team or Reviewing an Existing Team

A continuum of support model is applied to the St. Caimin's guidance programme. In applying the continuum, our whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches. The continuum model can be applied 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 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 in senior cycle, especially LC2, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. 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 teachers, SEN Coordinator 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 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, Chaplain, and other school staff who have been trained in meeting the needs of vulnerable students and those who may 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/Chaplain/ staff member may need to provide continued support to the student.

Figure 2 below (courtesy of NCGE: A Whole School Guidance Framework, Page 14) shows the continuum of support model on which our school approach to guidance is offered. The Guidance Counsellor in collaboration with school management and staff, and external organisations/personnel, deliver a wide range of activities and learning to support students' personal & social, educational and career development. The Guidance Counsellor as the specialist plays a central role in the design and delivery of the whole school guidance programme

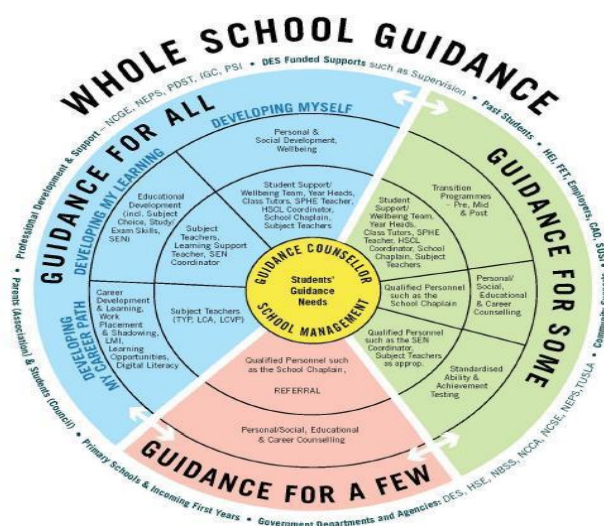


Figure 2: Figure 2: A Whole School Guidance Framework

Guidance-related learning starts in early childhood education and continues through students' primary and post primary education. As part of this holistic development, students in St. Caimin's CS are exposed to 3 areas of guidance-related learning to allow them to develop in 8 areas of competence



Figure 3: Areas of Learning and Competences (Whole School Guidance Framework, page 16)

These areas of learning aim to build on the learning that students will have experienced during their years in primary education. Outcomes are presented as indicative competences in this plan relating to the three areas of learning. These outcomes relate to the development of self-awareness and self-knowledge, knowledge of learning and work opportunities, and applying this knowledge to make effective transitions and decision making. These competencies are built upon in a variety of School programmes such as:

Junior Cycle - The three areas of learning and associated competences are linked with the Principles underpinning the Framework for Junior Cycle, a number of the Framework Statements of Learning and Key Skills. The whole school guidance programme is linked to Key Skills such as Managing Myself, Managing Information & Thinking, Staying Well, Communicating and Working with Others. The Guidance Counsellor has a role in planning, coordinating and delivering guidance-related-learning associated (Guidance for All) with the relevant Key Skills and in providing more intensive interventions to those students who need it through Guidance for Some and A Few approaches.

Wellbeing - SPHE and guidance related learning are two of the main pillars of Wellbeing. Wellbeing is linked to the Staying Well key skill of the Framework for Junior Cycle. The eight competences can be linked with five of the six indicators of Wellbeing – Responsible, Connected, Resilient, Respected and Aware. The Guidance Counsellor has an important role in supporting planning for and delivery of the learning outcomes associated with Wellbeing indicators.

Senior Cycle - At senior cycle (including LC (5th,6th,7th) & TY) the RE/SPHE curriculum and Guidance Programmes can be used to plan learning outcomes in Developing Myself for students. All school staff involved in these programmes work together to ensure a consistent approach is taken in supporting student achievement of the learning outcomes. This collaboration also helps to minimise any repetition/overlap in the provision of teaching and learning experiences in this area.

Please note the provision of whole school guidance across all year groups is outlined in detail in Section 2 and appendix 1 Provision of WSG across various subjects

1.5 Relationship to Mission Statement:

The Whole School Guidance Plan supports the values of the school outlined in its Mission Statement:

Every person is valued equally in accordance with our Christian Tradition at St. Caimin's School.

Each person within the school community can enjoy developing to the fullest, while feeling cared for and safe.

Our educational structures are ordered, based on tolerance, fairness and respect, while sensitive to our caring world.

Student support in St. Caimin's Community School seeks to give a real presence to the values of our mission statement. A strong commitment to pastoral care has been a hallmark of the school community since its foundation in 1985. It is integral to all aspects of the school community and involves every member of that community as we work towards realising the pastoral goals of the school. This Whole School Guidance Plan (WSGP) sets out the programmes and supports that are in place in St. Caimin's to help students make the informed choices that will enable them to realise their potential.

1.6 Legal Framework: Requirements on Schools:

Guidance is a statutory requirement for schools under Section 9 (c) of the Education Act 1998: *'to ensure that students have access to appropriate guidance to assist them in their educational and career choices.* The Guidelines for Second-Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to Students' Access to Appropriate Guidance" (DES 2005) state that *'the school's guidance plan is a whole school responsibility'*. This plan is being developed in response to relevant legislation and resource documents.

This plan is being developed in response to relevant legislation and resource documents. Guidance is a statutory requirement for schools under Section 9 (c) of the Education Act 1998: *'to ensure that students have access to appropriate guidance to assist them in their educational and career choices'*.

Other requirements and guidelines include:

- The "Guidelines for Second-Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students "Access to Appropriate Guidance" (DES 2005) state that *'the school's guidance plan is a whole school responsibility'*
- Planning the School Guidance Programme National Centre for Guidance in Education (NCGE), 2004 ✓ Guidelines for Second Level Schools on the Implications for Section 9 (c) of the

Education Act 1998, relating to students’ access to appropriate guidance. Inspectorate, Department of Education and Skills, 2005

- Looking at Guidance, Teaching and Learning in Post-Primary Schools Inspectorate Department of Education and Skills, 2009
- Circular 0009/2012, “Staffing arrangements in Post-Primary Schools for the 2012/13 school year” restates this position: ‘each school develops collaboratively a school guidance plan as a means of supporting the needs of its students.’ It is against this backdrop and in the context of the decision in Budget 2012 to withdraw the provision for ex-quota guidance hours to schools that this whole school guidance plan was originally prepared supported by ‘The Framework for Considering Provision of Guidance Post-Primary Schools’ issued in 2012 by ACCS, ETBI, JMB and NAPD.
- Circular Letter 0010/2017 Approved Allocation of Teaching Posts 2017/18 School Year (DES, 2017a) provides a separate guidance allocation to schools by reducing the Pupil-Teacher Ratio (PTR). Since 2016 Guidance has been gradually restored by way of a change to the PTR. In St Caimin’s Community School guidance provision has been restored gradually in that time.
- Circular 0011/2017, “Community & Comprehensive School Approved Allocation of Teaching Posts 2017/18, “The Minister requires schools to adjust their Guidance Plans to meet Action 9.1 in Action Plan for Education 2017, which states that the Guidance Plan should “include specified time allocation for guidance counsellors to be available for oneto-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team”
- NCGE, 2017, A Whole School Guidance Framework. Circular Letter 0015/2017 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 (DES, 2017d) highlights that Wellbeing, a new area of learning
- ‘A Whole School Guidance Framework’ issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance. The Wellbeing Policy Statement and Framework for Practice 2018–2023 (Revised October 2019),
- Circular 0009/2023, ‘Whole School Guidance Provision at Junior Cycle’
- Information Note 0008/2023, ‘Personal and Social Guidance Counselling’
- Information Note 009/2023, ‘Information Note in Relation to Whole School Guidance Provision at Junior Cycle’
- A National Strategic Framework for Lifelong Guidance (2024-2030) and accompanying Strategic Action Plan (2024-2030), published in December 2023
- Information Note 001/2024, ‘Information Note in Relation to Whole School Guidance’.
- Circular 0009/2024, ‘Community & Comprehensive School Staffing Arrangements and Approved Allocation of Teaching Posts 2024/25
- 0001/2024: Information Note for Principals, Guidance Counsellors and Guidance Teams in relation to Whole-School Guidance

- 0003/2024: Information Note for Principals, Guidance Counsellors and Guidance Teams in relation to the storage and transfer of guidance-counselling notes (2024)
- Circular 0041/2024: Guidance in Post-Primary Schools
- 0001/2025: Information Note for Principals, Guidance Counsellors and Guidance Teams in relation to Whole-School Guidance

1.7 Child Protection

St. Caimin's Community School provides safe, secure and comfortable environments that enable young people to share their concerns. Child protection is every teacher's concern. The Children's First (2017) informs the development of the school policy on child protection and the school Child Safeguarding Statement. Ms. Maria Sheehan is the Designated Liaison Person (DLP) Ms. Derval Glendon-Garry and Ms. Jenny O'Halloran (DDL) are the Deputy Designated Liaison People who ensure the effective implementation of the Child Safeguarding Statement and protocols. The Child Safeguarding Statement is located at the entrance to the school, in a staff folder in the school and on the school website. All teachers are mandated persons who have been trained in Child Protection procedures.

1.7 Wellbeing and WSGP:

The promotion of wellbeing is central to the Department of Education's vision to enable children and young people to achieve their full potential. Schools play a key role in developing and enhancing young people's wellbeing. [The Wellbeing Policy Statement and Framework for Practice 2018–2023 \(Revised October 2019\)](#), outlines wellbeing promotion indicators of success in schools. WSG provision has a significant role to play with regard to all indicators.

See link to St Caimin's Well-being Policy here : [St Caimins Wellbeing Document 2025.docx](#)

1.8 Guidance as a Whole School Activity – Outline of Roles and Responsibilities:

Guidance is a holistic process that benefits many working together with a shared vision towards a common goal. Whole School Guidance Planning enables our School to identify, prioritise and respond to the guidance needs of students using the resources available. When one considers the three dimensions of guidance (personal, educational and career), all members of the teaching staff are in some way involved in providing guidance to students. However, it is the responsibility of the Guidance Counsellor to coordinate the guidance programme under the direction of senior management. A Whole School Approach thus ensures that our school maximises its resources for guidance through the identification of roles and responsibilities for school management and staff in the provision of appropriate guidance to students.

The main roles and responsibilities within our School are outlined on the following pages:

<ul style="list-style-type: none"> a. Board of Management b. Senior Management: Principal and Vice Principals c. Year Heads d. Guidance Counsellor e. Chaplain f. Student Support Team g. WSGP Team h. SEN Co-Ordinator and Team i. Learning Support Teachers j. Subject Teachers k. Critical Incident Team l. Student Welfare: Educational Transitions m. Well-being Co-Ordinator 	<ul style="list-style-type: none"> a. Student Welfare: Attainment and Achievement Co-Ordinator b. Student Welfare - Student Engagement and Leadership c. Learning to Learn Co-Ordinator d. LCA, LCVP and TY Co-Ordinator e. ASD Unit Co-Ordinator f. Student Council and Student Council Liaison Co-Ordinator g. SSE and Policy Co-Ordinator and Sustainability Co-ordinator h. ICT Co-Ordinator i. Parents and Parents' Council j. Students k. Administrative Staff l. External Agencies m. Events and Community Links Co-Ordinator and Guest Speakers
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Board of Management:

The Board of Management should exercise oversight by reviewing and updating the whole school Guidance plan at regular intervals. Schools should consider how best to align resource allocation with the objectives of the plan by giving due consideration to the Education Act 1998 section 9 (c) which 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'. Specifically the board should consider the plan and how it is resourced before it adopts the plan and makes it available to all staff, parents and students (Department of Education Staffing Arrangements Circular 2022)

Senior Management: Principal and Deputy Principals:

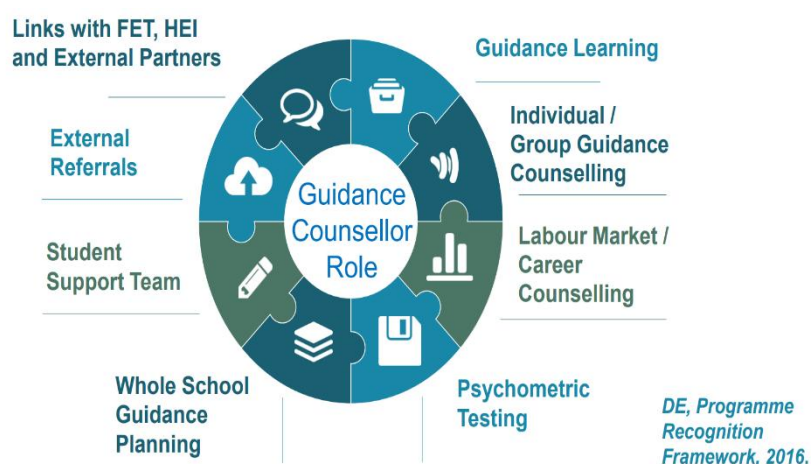
The principal controls the internal organisation and management of the school, and exercises supervision over the teaching and non-teaching staff. The Deputy Principals are in charge of the school in the absence of the Principal. In the absence of the Principal and Deputy Principal, an Assistant Principal is placed in charge of the school. There are two Deputy Principals. They are senior members of the management team and assist the Principal in the internal organisation and management of the school. The Deputy Principals work with the year heads, , chaplain, guidance counsellor and subject teachers in developing, reviewing and implementing the pastoral care programme in the school. The Principal and Deputy Principals both give witness to our Guidance and Pastoral Care structure by supporting students and staff in developing the school community.

Year Heads:

The Year Head on behalf of the school community oversees the welfare of a year group. They have general responsibility for the observance of the school regulations by the students in the group. The year head oversees the students' attendance, punctuality, and welfare, and liaises with the parents of the year group. The year head monitors academic and personal progress, while promoting a culture of wellbeing and inclusion

Guidance Counsellor:

Guidance counsellors, because of their specialist training have a professional role in each of the main areas of guidance: personal and social, educational, and career. Within personal and social their role for example may involve publicising to the students and at parents' meetings the work of the Guidance Counsellor and the Guidance Counsellor's availability to individual students for an appointment at any time (within the framework of guidance hours available). Their educational role involves many aspects such as assisting the SEN coordinator in assessing incoming students prior to the student's entry to the school or liaising with management, year heads, subject teachers etc. concerning pupils who require intervention or offering those pupils counselling with regard to with regard to educational planning and personal organization and motivation. Their career role may involve addressing all students in 3rd Year and Transition Year prior to them choosing their subjects for the Leaving Certificate. The Guidance Counsellor will also address a meeting of parents on the same topic. In addition the guidance counsellor has a key role in collaborating with school management in the development and review of the school Guidance plan and the integration of guidance into the curriculum. The Guidance Counsellor works collaboratively with all staff members and management. They meet regularly with the principal, deputy principal and chaplain. The guidance counsellor has strong links with outside supportive agencies and is a member of the pastoral care and critical incident teams. The Guidance counsellor is involved in testing pupils, and assists in the accommodation of pupils with learning difficulties at examination time. The Guidance counsellor is involved in delivering central aspects of the LCVP programme such as the career investigation. They are on the core planning team for the T.Y. and LCA programmes. The Guidance Counsellor and Chaplain as mandated persons are also well positioned, due to the nature of their work, to react to any child protection concerns.



Chaplain:

The chaplain collaborates with all members of the school community and with those who hold designated pastoral responsibilities relating to students, staff and members of the wider community connected with the school. The chaplain meets regularly with the Senior and Junior SSTs. The chaplain actively engages with year heads and all members of the pastoral care team and outside supportive agencies. She is a member of the critical incident team. The chaplain also liaises with the SEN Coordinator to review the progress of individual students. Appropriate programmes and initiatives are incorporated into the school's yearly plan. The Chaplain has a specific mission toward the spiritual, pastoral care of the entire school community.

Student Support Team:

The Student Support Team meets once a week to discuss students who are presenting with difficulties and who have been referred by any of the stakeholders in the school community such as management, parents or students themselves. Students discussed are placed on the Students Support List where the course of action to be taken and the person responsible for following up is also listed. The person responsible then gives an update at the following meeting. The SST meetings are divided between Junior and Senior. SST Junior Meeting consists of the Principal, Two Vice-Principals, Chaplain, Guidance Counsellor, SEN Co-Ordinator, School Counsellor, Attendance Officer, 1st, 2nd and 3rd Year Heads. SST Senior consists of the Principal, Two Vice-Principals, Chaplain, Guidance Counsellor, SEN Co-Ordinator, School Counsellor, TY, 5th and 6th Year Heads

<ul style="list-style-type: none"> • Principal: Maria Sheehan • Deputy Principal: Derval Glendon Garry • Deputy principal: Jenny O'Halloran • Chaplain: Cora Guinnane • Guidance Counsellor: Hannah Fitzpatrick 	<ul style="list-style-type: none"> • SEN Co-Ordinator: Patricia Maguire • First Year Head: Siobhan McSweeney • Second Year Head: Tara O'Loughlin • Third Year Head: Bernie Dalton • TY and 5th Year Head: Michelle Ryan • Sixth Year Head: Ger Keane
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WSGP Team:

WSG planning and practice is not the responsibility of any one individual in a post-primary school. Rather, a WSG team should support planning and development of a WSG programme and plan. The St.Caimin's WSGP Team consists of the following members:

<ul style="list-style-type: none"> • Vice Principal: Derval Glendon Garry • Guidance Counsellor: Hannah Fitzpatrick • Chaplain: Cora Guinnane • SEN Co-Ordinator: Patricia Maguire • Student Welfare and Attendance Co-Ordinator: Mr. Padraic Aherne • Subject Teacher: Ms Caroline Roche • Subject Teacher: Ms Morey • TY and LCA Co-Ordinator: Tom Quealy • Year Head and Learning to Learn Co-Ordinator: Ms. Tara O'Loughlin • Well-being Co-Ordinator: Ms Carol O'Leary

The WSGP Team plays a crucial role in fostering an inclusive and supportive approach to WSG in post-primary schools and roles include:

- Designing a WSG plan to meet the needs of the whole school community throughout the academic year
- Overseeing the implementation of the WSG plan
- Incorporating student and parent voice when possible and appropriate and
- Reviewing the WSG, an ever-evolving document, which aims to meet the diverse and broad-ranging guidance needs of the whole school community. The work of the guidance team incorporates all areas of guidance (personal, social, education and career) in line with the definition above. There may be some areas of overlap or some shared activities between the work of the guidance team and other teams in each school.

Special Educational Needs Co-Ordinator and Team:

The Special Educational Needs Coordinator's task is to oversee and facilitate SEN support at Junior and Senior Cycle. They must foster commitment to inclusion, equality of opportunity in assessment and learning. This role involves maintaining a climate of order, security and wellbeing while providing a high-quality teaching and learning experience reflective of students and staff needs. It involves maintaining a healthy environment and a culture of wellbeing for staff and students. Central to this is the promotion of a culture of improvement, collaboration, innovation and creativity in teaching, learning and assessment, while managing the planning and implementation of school curriculum. Effective provision for students with special educational needs is situated within an inclusive whole-school framework which emphasises effective teaching and learning for all and good collaboration and engagement between schools, parents/guardians and students.

Learning Support Teachers and Teacher Mentors

Because Learning Support Teachers meet students in small groups or one to one they provide not only academic help but also support students with special needs in other areas of decision making. Teacher Mentors check in on a daily basis with their assigned student and develop a relationship with the students that is hugely beneficial both academically and personally for the student.

Subject Teachers:

The Subject Teacher has responsibility for the maintenance of good discipline within his or her class, while sharing a common responsibility for pastoral care and good order within the school. The subject teacher is the key in helping students to achieve their full potential. The subject teacher liaises with senior management, year heads, guidance counsellor and chaplain.

Critical Incident Team

The critical incident team are members of the school community who have designated responsibilities in the event of a critical incident, irrespective of where or when such a critical incident may occur. The Critical Incident Team liaises with the student support team as the need arises.

Members of Critical Incident Team 2025/2026:

- Principal: Maria Sheehan
- Deputy Principal: Derval Glendon Garry
- Deputy principal: Jenny O'Halloran
- Chaplain: Cora Guinnane
- Guidance Counsellor: Hannah Fitzpatrick
- Subject Teacher: Irene Watson
- Subject Teacher: Caoimhin O'Neachtain

Student Welfare – Educational Transitions

The transition from primary to secondary education is an important period in children's lives. Educational transition occurs when students transfer within, between and across learning settings. This includes students transferring from primary to secondary school, new entrants transferring into the school and students in St Caimin's Community School transitioning from Junior Cycle to Senior Cycle. This post will support students, parents and teachers to adjust to all three types of transitions.

The transition from primary to secondary education is a pivotal period in a child's life: academically, socially and emotionally, and can be particularly challenging for some children. It is the role of this post holder to develop a transition program that supports students in this initial transition and that provides a mentoring programme that allows senior cycle students to become mentors to 1st year students. Transitions between school settings are characterised by multiple substantial changes in children's physical, organisational, social, and pedagogical environments. Adjusting to these changes can also be difficult, and problems doing so can have serious and wide-ranging long-term consequences. This is especially true for students with additional educational needs who are likely to find a change to their routine rather stressful. This post aims to support these students when they transfer into ST Caimin's from another secondary school or country.

Finally, the transition from Junior Cycle to Senior Cycle can cause many students to struggle and to become disengaged or to lose confidence on an academic, social and personal level. This post holder will work with other school leaders to prepare students for this transition and to trouble shoot and support students who might encounter difficulties.

Friends for Life Facilitator

The Friends for Life Facilitator role is to support first-year students in their transition from primary school and into adolescence. Over a six-week program, students will receive guidance on practical resilience strategies, help to develop emotional awareness, coping skills, and confidence to navigate this significant life change. Through interactive activities and discussions, students are guided in managing stress, building positive relationships, and fostering a growth mindset, ensuring they feel supported and empowered during this crucial stage of their development.

Well-being Co-Ordinator:

The role of the Wellbeing Co-ordinator is to support the principal in reviewing and establishing wellbeing provision within the school community. They are responsible for drawing up a school Wellbeing Plan in consultation with all stakeholders under the School Self Evaluation Framework. They will ensure that there is an annual wellbeing calendar that outlines wellbeing events and support for staff and students throughout the year. This should be published in September and reviewed annually. Schools play a vital role, in the promotion of children and young people's academic, physical, mental, emotional, social and spiritual development. Our education system is key to equipping children and young people with the knowledge, skills and competencies to deal with challenges that may impact on their wellbeing. This role will take a multi-component, preventative, whole school approach to the promotion of wellbeing, with interventions at both universal and targeted levels, underpinning a healthy environment and a culture of wellbeing for staff and students. Central to this is the promotion of a culture of improvement collaboration, innovation and creativity for all.

To facilitate student engagement in school activities the Wellbeing Coordinator will also be responsible for promoting school events and communicating the guiding vision for the school. They will be responsible for promoting the school through social media and local and national media outlets.

Student Welfare – Student Attainment and Achievement:

Schools play a vital role, in the promotion of children and young people's academic, physical, mental, emotional, social and spiritual development. Our education system is key to equipping children and young people with the knowledge, skills and competencies to reach their potential academically, physically emotionally, socially and interpersonally. Central to this is the promotion of a culture of success and celebration, where student achievements and leadership endeavours are encouraged and acknowledged. Where students feel they are a catalyst for change, with an active role in decision-making and policy development they are motivated to reach their potential.

The role of the Student Attainment and Achievement post holder is to help the principal and year heads to lead the school community to continuously strive for excellence by setting high expectations for students in all areas of school life. They promote a culture of continuous improvement by supporting colleagues to become reflective practitioners, develop their pedagogy and skill set to ensure high quality learning and teaching that leads to improved learner outcomes.

This role will take a multi-component whole school approach to the promotion of student engagement, academic excellence, participation and achievement. This will include monitoring academic performance in assessments, CBAs, SEC project work and awarding those who perform to the best of their ability. They will work collaboratively with students, parents/guardians, teachers, and members of the wider community to support students to attend school and to engage fully in all aspects of school life. They will develop processes and procedures to promote whole school attainment and achievement, in consultation with all stakeholders, with interventions at both universal and targeted levels that motivates students to reach their potential and to improve overall academic, social, extracurricular, and emotional performance. This will include celebrating student success in school and in the community.

Student welfare - Student Engagement and Leadership:

The role of the Student Engagement and Leadership post holder is to support the principal in the promotion of positive student attendance and engagement. This role will take a multi-component, preventative, whole school approach to the promotion of student engagement. This will include monitoring school attendance, identifying students at risk of school refusal and early school leaving. They will work collaboratively with students, parents/guardians, teachers and members of the wider community to support students to attend school and to engage fully in all aspects of school life. They will develop a whole school attendance strategy, in consultation with all stakeholders, with interventions at both universal and targeted levels, underpinning a healthy environment and a culture of wellbeing for students.

Schools play a vital role, in the promotion of children and young people's academic, physical, mental, emotional, social and spiritual development. Our education system is key to equipping children and young people with the knowledge, skills and competencies to deal with challenges that may impact on their welfare and wellbeing. Central to this is the promotion of a culture of student voice and student leadership, where students feel they are a catalyst for change, with an active role in decision-making and policy development. They support students in taking leadership roles by facilitating relevant training and providing opportunities to lead school initiatives. In consultation with students and staff, they will ensure that there is an annual extra-curricular and cocurricular calendar that outlines events and support for students throughout the year. This will include the development of clubs, lunchtime

activities and whole school events. This calendar should be published in September and reviewed annually.

Learning to learn Co-Ordinator:

In the Learning to Learn programme, the Learning to Learn Coordinator plays an essential role in overseeing and supporting the programme's implementation at each year group level. Their responsibilities generally include:

- **Guidance and Support:** the LTL coordinator provides direct support to LTL teachers and to students, by means of planning, resources, training and support sessions.
- **Monitoring Progress:** the LTL coordinator oversees the implementation of the programme to ensure that learning objectives are met for each year group.
- **Liaison and Communication:** the LTL coordinator serve as a bridge between students, teachers, year-heads, parents and management ensuring that all parties are informed about programme goals, progress, and any challenges. This role facilitates a cohesive support system that strengthens the programme's impact.
- **Encouraging a Growth Mindset:** the LTL coordinator reinforce the programme's principles by promoting resilience, motivation, and a growth mindset, helping students see learning as an ongoing journey.

TY, LCVP and LCA Co-Ordinator:

The Programs Coordinator's task is to oversee and facilitate Transition year, LCVP and LCA programmes. They must foster commitment to inclusion, equality of opportunity in assessment and learning. This role involves maintaining a climate of order, security and wellbeing while providing a high-quality teaching and learning experience reflective of students and staff needs. It involves maintaining a healthy environment and a culture of wellbeing for staff and students. Central to this is the promotion of a culture of improvement, collaboration, innovation and creativity in teaching, learning and assessment, while managing the planning and implementation of the LCA, LCVP and TY curriculum. Effective provision for students with special educational needs is situated within an inclusive whole-school framework which emphasizes effective teaching and learning for all and good collaboration and engagement between schools, parents/guardians and students.

Student Welfare- AS Class Co-Ordinator:

The Autism Spectrum Class Coordinator's task is to oversee and facilitate support for our Autism Special Classes. They foster commitment to inclusion, equality of opportunity in assessment and learning. This role involves maintaining a climate of security and well-being while providing a high-quality teaching and learning experience reflective of students and staff needs. Central to this is the

promotion of a culture of improvement, collaboration, innovation and creativity in teaching, learning and assessment, while managing the planning and implementation of school curriculum. Effective provision for students in our Autism special classes is situated within an inclusive whole-school framework which emphasizes effective teaching and learning for all and good collaboration and engagement between schools, parents/guardians and students. The post holder will be responsible for assisting the principal in developing a curriculum for each class, providing input where required into student support plans and tracking L2LP students within the AS classes. They will also support the school management to ensure the timetable for SNA support is fulfilled daily. They will be responsible for supporting the running of the AS classes/Hub area.

Student Council and Student Council Liaison Teacher

The Student Council is a representative structure for all the students in the school. It provides students with the opportunity to become involved in the affairs of the school, working in partnership with school management, staff and parents. It creates a positive atmosphere and works for the benefit of the school and its students. Section 27 (4) of the Education Act reads: A student council shall promote the interests of the school and the involvement of students in the affairs of the school, in co-operation with the board, parents and teachers. Against this backdrop the student council has a role to play in supporting the norms and values of the school. In so doing the Student Council reinforces the personal and social development of students and models a way life that is consistent with the Mission Statement. The council participates in the development of codes of behaviour and policies on countering bullying gives the students a sense of ownership.

The student council liaison teacher oversees the running of the student council within the school. He liaises with students, staff and management in issues relating to the students and facilitates Student Council meetings at regular intervals throughout the year.

School Self Evaluations and Policy Support Coordinator and Sustainability Co-Ordinator:

The role of the School Self Evaluation and Policy Support post holder is to help the principal and year heads to lead the school community to continuously strive for excellence by setting high expectations for students in all areas of school life. They promote a culture of continuous improvement by supporting colleagues to become reflective practitioners, develop their pedagogy and skill set to ensure high quality learning and teaching that leads to improved learner outcomes. Central to this is the promotion of a culture of reflection, evaluation, data gathering and improvement. This process considers the evidence available and arrives at judgements about the quality of aspects of a school's provision. This collaborative process will also inform the development of a variety of policies throughout the school year. This AP2 role will take a multi-component whole school approach to the development of a School Improvement Plan that promotes student engagement, academic excellence, participation and achievement. This will include monitoring academic performance in assessments,

review of inspectorate reports, and analysis and review of best practice in education. Through the development of statements of practice this role will enable teachers and school leaders to plan the next stage in the school's improvement journey. The AP2 will work collaboratively with students, parents/guardians, teachers, and members of the wider community to set SMART targets for the School's Improvement Plan to support learning and teaching, leadership development and school wide provision. They will develop processes and procedures to promote whole school initiatives, in consultation with all stakeholders, with interventions at both universal and targeted levels that motivate students and staff to reach their potential and to improve overall academic, social, extracurricular, and emotional performance.

The Sustainability Coordinator is responsible for developing a sustainability plan in line with the principles of *The Second National Strategy on Education for Sustainable Development: ESD to 2030*. This strategy provides a framework to steer and support the school towards a sustainable future by 2030. The overall goal of ESD to 2030, is to build a more just and sustainable world through strengthening ESD. The sustainability officer is responsible for developing a plan around the five priority action areas of *ESD to 2030*, (advancing policy, transforming learning environments, building capacities of educators, empowering and mobilising young people and accelerating local level actions). They will also be responsible for the development and realisation of the plans targets in these five areas.

ICT Co-Ordinator:

The ICT Co-Ordinator's primary task is to promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment in ICT while fostering a commitment to inclusion, equality of opportunity and the holistic development of each student in ICT. The ICT Coordinator is responsible for supporting the implementation the *Digital Learning Framework for Post Primary Schools* which supports and complements the SSE process in relation to embedding digital technologies into teaching and learning. The ICT coordinator works to develop the ICT infrastructure of the school, the pedagogical practices and the ICT capacities of teachers and students.

Parents and Parents' Association

Parents St. Caimin's Community School recognises that parents play a vital role in shaping their children's commitment to school life. Thus the school invites parents' active partnership in the education of their children. Parents and teachers share a common purpose in seeking that each student realises his or her full potential. This Plan adopts the legal definition of parent as set down in the Education Act, 1998: *Parent includes a foster parent, a guardian appointed under the Guardianship of Children Acts 1964 to 1997, or any other person acting in loco parentis who has a child in his or her care, subject to any statutory power or order of a court and, in the case of a child who has been adopted under the Adoption Acts 1952 to 1958, or where the child has been adopted outside the state, means the adopter or adopters or the surviving adopter.* The Plan recognises that parents play a

pivotal role in developing, promoting and supporting the growth of their child both at home and within the school. Parents play a vital role in shaping their children's attitude to school. A supportive home environment shapes attitudes that promote the holistic development of the child. It is clear that the engagement of adults in a child's life, especially parents, exerts a significant influence on how a child engages in their personal and social development. It is important that parents are aware of and support this Plan together with other school policies and procedures for it is through this type of collaborative engagement with the school community that problems are most easily resolved. Mindful that students in difficulty are often the last to recognise it, parents have an important role to play in identifying indicators. Here, absenteeism, truancy, poor organisation, notes in VSWare, lack of concentration etc. can serve as pointers.

The Parent's Association can advise the Principal and Board of Management on policy issues and incidents that may require a review of school policy, e.g. Bullying, Safety, Homework, Enrolment, Behaviour problems etc. suggest and/or organise extra-curricular activities, support parents in the school, invite speakers to address the parents on issues which are topical or relevant.

Students

This Plan seeks to attend to the welfare of every student, including the right to participate in and benefit from education. It helps students to focus on their personal responsibility for their own behaviour and to experience the value of being a responsible and participatory member of St. Caimin's School. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning. Behaviour is modelled, in part, on the behaviour of older or more senior students. Thus these senior students have a particular responsibility as role models in respect of being faithful to the values of the Mission Statement. When senior students exercise restraint and respect, they normalise reasonableness and in so doing make it part of the school's culture. Such modelling is enhanced by the practice of senior students mentoring incoming first year pupils. Well-being, SPHE, RSE, Religious Education and Civil, Social, Political Education (CSPE) cover many aspects of Personal and Social Development. Here, students develop an awareness of their own needs and difficulties and come to know how to ask and who to ask for advice and help. Because St. Caimin's adopts a whole-school approach to Guidance and Pastoral Care students are free to approach any member of staff with their concerns. Accordingly, a student may talk to a subject teacher, class tutor, year head, guidance counsellor, school chaplain, deputy principal and principal as they see fit. Fellow students also have a part to play in supporting their peers in difficulty through listening to and hearing what they say. Fellow pupils, too, can help by drawing the attention of teachers to those who are struggling with some concern or other.

Administrative Staff:

The Administrative Staff play a vital role in the support of all students. They are often one of the first people a student meets when entering the school and they offer support by taking care of students who

are unwell, who need to contact home for any reason and help students with a variety of daily activities.

External Agencies:

The school may enlist the help, support, advice and assistance of the following agencies and organisations as appropriate

- NEPS Psychological Services •
- Social Workers
- Doctors
- Employers
- SENO
- Tusla
- Colleges/Admission Officers and Access Officers
- Solas
- Defence Forces
- Gardaí
- Department of Education (RACE)
- State Examinations Commission (SEC)
- CAO, PLC, “HEAR” “DARE” ETB and UCAS
- CAHMS Child and Adolescent Mental Health Services
- Garda Youth Diversion Project

Events and Community Links Co-Ordinator and Guest Speakers

The Events and Community Links Coordinator: on behalf of the school community supports the Principal and Board of Management in organising whole school events and creating links with the community. They have general responsibility for ensuring that the parent teacher meetings, staff meetings, parents’ evenings, open night, option nights, whole school talks and cultural and community events are set up, organised and communicated to all stakeholders in a timely fashion. The role post holder is to ensure that all events follow health and safety guidelines and are organised in an orderly fashion. They are alert to potentially challenging situations, and they work pre-emptively and effectively to manage them and adopt a solution-focused approach. They work with Apelona and each event organisers to ensure that health and safety risk assessments are completed and in line with health and safety guidelines. They will also represent the school at community events and work to create links and opportunities for community organisations to visit the school.

Guest Speakers are engaged by School personnel to support the three dimensions/areas of Guidance. Guest speakers are designed to bring their own unique experience, knowledge, expertise to the student, staff and parental body. Guest Speakers work in conjunction with existing school programmes/subjects/areas of Guidance so as to augment and support existing provision.

1.9 Roles and responsibilities of WSGP Team:

WSG planning and practice is not the responsibility of any one individual in a post-primary school. Rather, a WSG team should support planning and development of a WSG programme and plan. The St. Caimin's WSGP Team consists of the following members:

- Principal: Maria Sheehan
- Vice Principal: Jenny O'Halloran
- Vice Principal and Co-Ordinator: Derval Glendon Garry
- Guidance Counsellor and Co-Ordinator: Hannah Fitzpatrick
- Chaplain: Cora Guinnane
- First Year Induction Co-Ordinator: Caroline Roche
- SEN Co-Ordinator: Patricia Maguire
- Student Welfare and Attendance Co-Ordinator: Padraic Aherne
- Subject Teacher: Chloe Morey
- SPHE Co-Ordinator: Isadora Killeen
- TY and LCA Co-Ordinator: Tom Quealy
- Year Head and Learning to Learn Co-Ordinator: Tara O'Loughlin
- Well-being Co-Ordinator: Carol O'Leary

The WSGP team plays a crucial role in fostering an inclusive and supportive approach to WSG in post-primary schools and roles include:

- Designing a WSG plan to meet the needs of the whole school community throughout the academic year
- Overseeing the implementation of the WSG plan
- Incorporating student and parent voice when possible and appropriate and
- Reviewing the WSG, an ever-evolving document, which aims to meet the diverse and broad-ranging guidance needs of the whole school community. The work of the guidance team incorporates all areas of guidance (personal, social, education and career) in line with the definition above. There may be some areas of overlap or some shared activities between the work of the guidance team and other teams in each school.

Composition of WSGP Meetings: The composition of such whole school guidance meetings includes the above members of the WSGP (listed above). Meetings are held a few times throughout the academic year. The meeting is usually chaired by the guidance counsellor or deputy principal, who ensures the agenda is followed and that all relevant student cases or initiatives are discussed. The focus on the WSG meetings has been on the development of a team and the plan. Detailed minutes are taken to ensure accountability and follow-up actions are tracked. The guidance curriculum is delivered in three different ways:

- through **curricular provision** which is timetabled (see timetable) and/ or through parachuting into classes to deliver modules with the co-operation of other teachers (LC2 RE teachers, Third Year teachers of core base class subjects such as RE, Geog, Hist, SPHE and CSPE during Subject Choice time and First Year teachers during Subject Choice time)
- through **intervention**: ie. psychometric testing; subject choice for First and Third Years; educational choice; speakers; meetings with parents for subject choice options and CAO
- through **individual service** for students needing support, for VGIs for LC2 students and for parents, DARE and HEAR applications, exemption applications, UCAS applications, meetings with parents or guardians and one to one CAT4 Feedback with all Third Years. This individual service includes liaison with external agencies as well as involvement of the Student Support Team, the Year Heads, other staff and management.

Guidance Counsellor Allocation: There is 1.32 allocation for Guidance. There is one full-time GC and one full-time Chaplain who is responsible for most of the personal counselling.

- Guidance (H Fitpatrick) = 22hrs
- L2L: 2nd, 3rd, LC1 - 2 periods per week per year group = 6 periods
- L2L: 5th and 6th Year: 4 periods per week

Total allocation provided to Guidance = 1.48

Current Guidance Programme: The guidance curriculum is delivered in three different ways:

- through **curricular provision** which is timetabled and/ or through the co-operation of other teachers (LC2 RE teachers, Third Year teachers of core base class subjects such as RE, Geog, Hist, SPHE and CSPE during Subject Choice time and First Year teachers during Subject Choice time)
- through **intervention**: i.e. psychometric testing; subject choice for First and Third Years; educational choice; speakers; meetings with parents for subject choice options and CAO
- through **individual service** for students needing support, for VGIs for LC2 students and for parents, DARE and HEAR applications, exemption applications, UCAS applications and one to one CAT4 Feedback with all Third Years. This individual service includes liaison with external agencies as well as involvement of the Student Support Team, the Year Heads, other staff and management.

Section Two: The Whole School Guidance Curricular and Co-curricular Programme:

2.1 Guidance Curricular Planning Weekly

- Number of weekly timetabled guidance classes: 7 (2xLCA, 3xTYs and 2x LC1)
- Number of weekly timetabled classes in other subjects: 2 (LCVP)
- Number of weekly timetabled classes for meetings: 2 (Student Support Team Junior and Senior)
- Number of LC2 periods available to parachute in to deliver Guidance Module: 6 (During LC2 RE)
- Number of periods available to meet with students see below
- Number of periods available for other see below
- 13 set timetabled classes (8.6 hrs.) therefore approx. 20 slots available for appointments/office (13.3 hrs.) (to offer individual appt. slots impacted at different times of the year when delivering Guidance Modules to LC2s, 1st, 2nd and 3rd years)

IGC Supervision and CPD take place on Tuesday afternoons throughout the year

NOTE:

- ❖ Entries in red refer to specific timetabled hours.
- ❖ Entries in yellow refer to slots where will parachute throughout the year to deliver Careers classes to LC2s
- ❖ Entries in green are S&S slots
- ❖ VGI indicates career interviews with individual Leaving Cert students; CAT4 feedback interviews with Third Years after Feb Mid-Term to Easter Holidays and personal counselling with individuals who have been referred by teaching staff, Year Heads, management or parents
- ❖ LC2 Guidance Classes will be taken by arrangement with LC2 RE teachers

Period	Monday	Tuesday	Wednesday	Thursday	Friday
09.00		SST Senior Meeting	S&S		VGI
09.40	S&S	S&S	5 th Year LCVP	TYC Careers	5 th Year Career Rotation
10.20	TYB Careers	VGI	LC2 RE VGI	S&S	5 th Year Career Rotation
11.15	VGI	LC2 RE VGI	SST Junior Meeting	VGI	VGI
11.55	VGI	LC2 RE VGI	LC2 RE VGI	VGI	VGI
12.35	VGI	VGI	VGI	5 th Year LCVP	LCA2 Guidance
14.00	S&S	VGI (IGC Supervision/In service some dates)		LCA1 Guidance	LC2 RE VGI
14.40	TYA Careers	VGI (IGC Supervision/In service some dates)		VGI	LC2 RE VGI
15.20		VGI (IGC Supervision/In service some dates)			

2.3 Curriculum Content: Long Term Planning Senior Cycle

Overview of Guidance Programmes delivered specifically by the GC with each year group:

The aims of the Guidance Counselling Programme are:

- to help students develop an awareness and acceptance of their talents and abilities
- to explore possibilities and opportunities open to them
- to grow in independence and to take responsibility for themselves
- to make informed choices about their lives and to follow through on those choices.

The Guidance Counselling programme at Senior Cycle aims to assist the full development of each student's potential, to help students grow in self-knowledge and self-esteem and to prepare them for higher or further education, training and/or employment.

As outlined above there is a key focus on developing the seven Core Competencies which aim to develop students to:

Thinking & Problem Solving

- Learn to think clearly, ask good questions, and solve problems.
- Make smart decisions and reflect on your learning.

Being Creative

- Use your imagination and try new ideas.
- Be curious, take risks, and learn from mistakes.

Communicating

- Share your thoughts clearly in different ways (speaking, writing, digital).
- Listen to others and understand different views.

Working with Others

- Work well in teams and respect everyone's input.
- Be kind, fair, and emotionally aware.

Participating in Society

- Get involved in your school, community, and the world.
- Learn about human rights, fairness, and sustainability.

Cultivating Wellbeing

- Take care of your mental, physical, and emotional health.
- Build confidence, resilience, and strong relationships.

Managing Learning & Self

- Set goals, stay organised, and take charge of your learning.
- Be adaptable and plan for your future.

2.3.1 Leaving Cert 2 (Class contact by arrangement and intervention)

<i>Learner Outcomes - By the end of this unit, students will:</i>	<ul style="list-style-type: none"> • Have a good sense of their strengths, interests and weaknesses • Be able to identify their future educational and/or vocational goals. • Know the different routes to achieving these goals including third level education, vocational training and work • Understand the CAO system, HEAR and DARE schemes, and financial implications of further education. • Be aware of non-CAO options such as Apprenticeships, PLCs, UCAS and Eunicas. • Know how to recognise stress and develop coping strategies. • Hone their study skills through the Learning to Learn Module. • Navigate career research tools such as Careersportal and Qualifax. • Prepare for transitions to college life and understand support systems available.
<i>Learner Experiences - Students will:</i>	<ul style="list-style-type: none"> • Receive one compulsory VGI and additional VGIs on request. • Develop their Career File and Individual Career Plan • Use online tools like Careersportal and GradIreland for research • Retake Interest and Personality Tests if desired • Attend UL, Mary I, and TUS Open Days • Participate in career-specific workshops and apprenticeship events.

	<ul style="list-style-type: none"> • Engage in CAO demos and review course entry requirements. • Attend Parent Information Evening and career talks. • Participate in CV and cover letter preparation classes. • Visit LCFE and Shannon Training Centre • Reflect on mock results and adjust plans accordingly. • Complete Guidance Journal activities and use Careersportal Career File.
<i>Assessment</i>	<ul style="list-style-type: none"> • Students will be assessed through: • Completion and updating of Career File and Individual Career Plan. • Participation in VGIs and career-related activities. • Engagement with online research tools and journal entries. • Attendance and reflection on Open Days and workshops. • CAO quiz and literature review • Informal teacher observation and feedback. • Completion of application-related tasks (CAO, SUSI, PLCs).
<i>Resources</i>	<ul style="list-style-type: none"> • PowerPoint Presentations • Websites: Careersportal.ie, Qualifax.ie, SOLAS.ie, GradIreland.ie, SUSI.ie, CAO.ie • HEAR and DARE booklets • College prospectuses and professional organisation websites • Newspapers and Open Day schedule • Guest Speakers • Visits to UL, TUS, Mary I, LCFE, and Shannon Training Centre

Term-by-Term Breakdown

<i>Term 1:</i> 27th August - 20th December	<ul style="list-style-type: none"> • Review of post-school options: third level, further education, apprenticeships, employment. Overview of CAO/Points system and course entry requirements. • Awareness of previous CAO points range. • Use of Careersportal and logging into Career File. • Completion of Guidance Journal pages. • Awareness and preparation for Open Days. • Attendance at UL/Mary I/TUS Open Days. • Career decision-making and common pitfalls. • Review of college dropout reasons • UCAS and Eunicas applications as needed. • Attendance at Midwest Apprenticeship Open Day. • Participation in career-specific workshops. • Coordination with Year Head and SEN for prioritised guidance and DARE candidates. • CAO system understanding and demo. • Overview of HEAR, DARE, finance, grants, scholarships, and accommodation. • Parent meetings and information evening and ongoing VGIs.
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<i>Term 2: 6th January - 11th April</i>	<ul style="list-style-type: none"> • Reminder of CAO deadlines and form completion. • HEAR and DARE information. • Alternatives to college: PLCs, Army, Guards, Apprenticeships. • CV and cover letter preparation. • Apprenticeship Awareness Day with local employers. • Stress management and alternative career routes. • LCFE Open Day attendance. • Review of mock results and course alignment • Continued VGIs.
<i>Term 3: 28th April - 30th May</i>	<ul style="list-style-type: none"> • Focus on PLC applications. • Overview and application for SUSI grants. • CAO Change of Mind process. • Review of CAO literature and Statement of Course Choices • CAO quiz and FAQs from Campus Times. • Starting college: structure, SDL, and support systems. • What to do if in the wrong course. • Change of Mind VGIs. • Visit to SOLAS Training Centre in Shannon.

All Leaving Cert students have an individual vocational guidance interview over the course of the first two semesters. Further VGIs can be requested on a needs basis. Students are offered individual counselling on request. Regular contact is maintained with parents, Year Head, the Student Support Team, the Chaplain, LCVP and LCA Co-ordinator, the SEN Co-ordinator, the Principal and Deputy Principals to identify students who may be at risk or who may need support.

2.3.2 Leaving Cert 1 (Delivered on a seven-week modular basis for a double class period throughout the year on a rotation with Learning to Learn and PE.)

<i>Learning Outcomes - By the end of this unit, students will:</i>	<ul style="list-style-type: none"> • Understand the opportunities available after school including Higher Education, UCAS, Eunicas, PLCs, and Apprenticeships. • Acquire useful information for decision-making regarding third-level education, training, and employment • Set up and maintain a Career File on Careersportal.ie. • Develop a Personal Profile including Interest, Personality, Values, and Aptitude Tests • Be proficient in using career research websites such as Careersportal, Qualifax, SOLAS, and GradIreland. • Be aware of the implications of subject choice changes, including dropping a third language. • Have a clear aim or plan for their Leaving Cert course.
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<i>Learner Experiences - Students will</i>	<ul style="list-style-type: none"> • Create a Student Profile with various career-related tests and CAT4 results. • Attend talks from feeder colleges and participate in Open Days and Summer Schools • Attend the IGC Midwest Career Exhibition in UL. • Participate in work experience coordinated by the LCVP Co-ordinator. • Receive individual counselling and VGIs as needed, including for subject changes. • Be selected for Taster Day Sessions in areas of interest. • Engage with the LCVP programme including Career Investigation and Enterprise modules. • Maintain regular contact with Year Head, SEN Co-ordinator, SST, Principal, and Vice-Principals for support.
<i>Assessment - Students will be assessed through:</i>	<ul style="list-style-type: none"> • Completion of Career File and Personal Profile. • Participation in career-related events and exhibitions. • Engagement in LCVP modules and work experience. • Informal observation and feedback during VGIs and counselling sessions • Documentation of subject choice changes and signed disclaimers where applicable.
<i>Resources:</i>	<ul style="list-style-type: none"> • Websites: Careersportal.ie, Qualifax.ie, SOLAS.ie, GradIreland.i • College prospectuses and HEI website • Professional organisation websites • Newspapers • Guest Speakers • Open Days and Career Exhibitions • Individual counselling and VGIs on request • Support from Year Heads, SEN Co-ordinator, SST, and school management

2.3.3 Transition Year and Guidance

<i>Learning Outcomes - By the end of this unit, students will:</i>	<ul style="list-style-type: none"> • Understand the opportunities available after school including Higher Education, UCAS, Eunicas, PLCs, and Apprenticeships. • Acquire useful information for decision-making regarding third-level education, training, and employment. • Set up and maintain a Career File on Careersportal.ie. • Develop a Personal Profile including Interest, Personality, Values, and Aptitude Tests. • Be proficient in using career research websites such as Careersportal, Qualifax, SOLAS, and GradIreland. • Be aware of the implications of subject choice changes, including dropping a third language. • Have a clear aim or plan for their Leaving Cert course.
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<i>Learner Experiences - Students will:</i>	<ul style="list-style-type: none"> • Create a Student Profile with various career-related tests and CAT4 results. • Attend talks from feeder colleges and participate in Open Days and Summer Schools. • Attend the IGC Midwest Career Exhibition in UL. • Participate in work experience coordinated by the LCVF Co-ordinator. • Receive individual counselling and VGIs as needed, including subject changes. • Be selected for Taster Day Sessions in areas of interest. • Engage with the LCVF programme including Career Investigation and Enterprise modules. • Maintain regular contact with Year Head, SEN Co-ordinator, SST, Principal, and Vice-Principals for support.
<i>Assessment</i>	<ul style="list-style-type: none"> • Completion of Career File and Personal Profile. • Participation in career-related events and exhibitions. • Engagement in LCVF modules and work experience. • Informal observation and feedback during VGIs and counselling sessions. • Documentation of subject choice changes and signed disclaimers where applicable.
<i>Resources</i>	<ul style="list-style-type: none"> • Websites: Careersportal.ie, Qualifax.ie, SOLAS.ie, GradIreland.ie • College prospectuses and HEI websites • Professional organisation websites • Newspapers • Guest Speakers • Open Days and Career Exhibition • Individual counselling and VGIs on request • Support from Year Heads, SEN Co-ordinator, SST, and school management

Counselling is available to all students on request either through Self-referral, Year Heads, Management, Teachers or Parents

2.3.4 Curriculum Content: Long Term LCA One and Two

Below is an overview of the LCA Guidance Module – please see LCA Schemes of Work for more detailed information. The aims of the programme are:

- to raise awareness of interests, skills and personality in relation to work
- to identify strengths and weaknesses
- Students will be aware of the many options and pathways still open to them from LCA and remain motivated and hopeful for their future
- to identify areas of employment and training/further education opportunities
- to access and use career information
- to develop a career action plan
- to encourage the student to review and evaluate the effect of maturation, work placement experience and increased workplace and personal awareness on his/her career interests

The Guidance module as part of Voc Prep is designed to facilitate the student's vocational development. The students are helped to develop an awareness of their interests, aptitudes and skills regarding work; to investigate a range of career, education and training opportunities and to devise a personal career action plan. The Guidance module is delivered by the GC over the course of the two years, one in each session. The module is designed to complement but not to replace individual career planning interviews between the guidance counsellor and individual students.

Unit	Topic:	Resources:	Learning Outcomes:	Key Assignments:
Sep – Jan LCA 1	The Student and the World of Work <ul style="list-style-type: none"> Goals Reasons for Working Employers' expectations Survey on working life 	<ul style="list-style-type: none"> PowerPoints Worksheets Skills Work and Youth Guidance Booklet by Classroom guidance Careers portal REACH Programme 	<ul style="list-style-type: none"> Identify expectations and aims in relation to LCA course Identify Career Interests Distinguish between different types of work and employment Identify qualities valued by employers 	KA1: To design, carry out and report on a survey on some aspects of working life.
Feb-May LCA1	The Student and One Particular Field of Work <ul style="list-style-type: none"> Skills, qualities and interest Choose a Career Research all aspects of career 	<ul style="list-style-type: none"> PowerPoints Worksheets Guidance Booklet by Classroom guidance www.careersportal.ie www.apprenticeships.ie Careers portal REACH Programme 	<ul style="list-style-type: none"> Come to know their own qualities and skills Identify a career/job that they would like and that would suit them Have learned how to research a career 	KA2: To present a report on an investigation which I carried out on a particular career or field of study.
Sep – Jan LCA 2	Information Building <ul style="list-style-type: none"> Visit to Careers Exhibition Report Speakers In Further interest inventories 	<ul style="list-style-type: none"> Powerpoints Worksheets Guidance Booklet by Classroom guidance www.careersportal.ie www.apprenticeships.ie Careers portal REACH Programme 	<ul style="list-style-type: none"> Can identify and learn about the educational/career opportunities available to LCA Complete a more advanced interest questionnaire 	KA3: To report on my learning from a visit to a careers exhibition, college, training centre or place of employment.

Unit	Topic:	Resources:	Learning Outcomes:	Key Assignments:
Feb-May LCA2	Career Action Plan <ul style="list-style-type: none"> • Reflection on learning to date • Mock Interviews • Preparation for applications to further education/training • LCA progression • Career/Education Plan with Alternatives 	<ul style="list-style-type: none"> • Powerpoints • Worksheets • Guidance Booklet by Classroom guidance • www.careersportal.ie • www.apprenticeships.ie • Careers portal REACH Programme • Career Interview with GC 	<ul style="list-style-type: none"> • Identify possible careers • Have started applying for the courses/training/education required for those careers • Learn to identify and cope with the transitions and changes of modern working life • Know how to reflect and learn from experience 	KA4: To compile a personal action plan in relation to work/education/training covering at least the next year.

Resources:

- Careersportal.ie,
- SOLAS.ie,
- Fetchcourses.ie
- Apprenticeships.ie
- Midwest Apprenticeship App
- Classroomguidance.ie
- LCA Guidance Module Learner's Record, Brian Comerford

Inclusion in LCA:

LCA accommodates students of all levels of abilities and from September 2025 the ASD Hub students will be part of the LCA class for the first time.

As outlined in St.Caimin's SEN Policy, the following definition of inclusion by the NCSE has been adopted: *Inclusion is defined as a process of: addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities, and removing barriers to education through the accommodation and provision of appropriate structures and arrangements, to enable each learner to achieve the maximum benefit from his/ her attendance at school* (Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Educational Needs NCSE 2010, p.39). Inclusive Practice in Guidance involves:

- Holistic Approach
- Universal Design for Learning
- Strengths based
- Person/Student Centered Planning
- Inclusive of student voice
- Collaborative
- Transition planned well in advance.

Differentiation in LCA:

Accommodation of students with various levels of ability. Due to the smaller number of students in LCA classes students get a greater chance of one-to-one tuition and help – this aids in helping those students of lower ability (ie help with note taking, Task writing and key assignments). In addition, each lesson will aim to interoperate all 3 learning styles – audio, visual and kinaesthetic. Higher ability students must also have their requirements met – they shall be encouraged to develop their knowledge through further reading and the relation of information in a more in- depth manner when being assessed. A differentiated programme will be available for the students from the ASD unit and explore all pathways open to them in greater detail such as National Learning Network, EmployAbility Programme etc.

Planning for students with additional needs:

- Students given opportunity to show achievements in class
- Praise as often as possible, give reassurances and give extra help.
- In oral questioning, have questions planned to target ability of special needs
- Monitor students closely and give extra help when necessary
- VSWare – information pertaining to Special Needs. Read SEN Targets and incorporate into classes. See specific SEN Targets for 2025/2026 highlighted with Scheme of Work below
- Liaise with SEN Co-ordinator and ASD Co-ordinator Autism Unit are joining mainstream class
- Use SNA to support learning where necessary

In consultation with the special needs team and school policy every effort is made to ensure that special needs students participate fully in the class. A variety of teaching methodologies are used as outlined below.

Learning Methodologies:

Active learning is the principal learning and teaching approach recommended for Guidance classes. It requires students to actively participate in their learning in a wide variety of ways and contributes significantly to fostering self-confidence, self-discipline and self-control in the learner. In Guidance classes there is a particular emphasis on methodologies such

- Group work/Pairwork
- White board.
- Role plays
- Audio-visual aids – TV, overhead projector, DVD's, Posters, Flip charts.
- Brainstorming
- Debating
- Class discussions

- Guest speakers
- Visits to career events
- Quizzes
- Newspaper and internet research
- Following of news items
- Critical analysis
- Career Planning and Research
- Self-Assessment
- World of Education
- World of Work
- REACH+ Careersportal Programme- includes questionnaires, inventories, action plans, assignments and supporting videos. The Programme is divided into five main areas spanning the requirements of most school guidance programmes.
- Classroomguidance.ie: Guidance Module Powerpoint and Workbook. All KA's completed in this workbook
- CareerFit: Career Assessment Tool. Catering to students of all interests and abilities, from those with a practical mindset to those with academic inclinations. It's objective is to ensure every student can find a pathway that resonates with their personal ambitions and strengths.

LCA and The World of Work:

LCA students will have the opportunity to begin to understand the labour market through a combination of classroom learning, career guidance activities, and real-world engagement. By exploring labour market trends, such as emerging industries, skills in demand, and regional employment opportunities, students develop an awareness of how economic and technological changes influence job availability. Work experience placements and enterprise initiatives also give students firsthand exposure to workplace environments, helping them connect their studies to future employment. This understanding empowers students to make informed choices about subject selection, further education, and career planning. LCA students will have the opportunity to experience Work experience once a week. They will undertake four different placements over the two year programme. LCA students will also have a unique opportunity to take part in various Programmes run by the local ETB such as an Introduction to Welding, Introduction to Groundwork, Introduction to Beauty and Skincare and an Introduction to Aviation. Places are limited for these courses and only available to TY and LCA students. LCA students are given priority.

Assessment in Leaving Certificate Applied:

Assessment in LCA programme has a comprehensive built-in assessment process. This is done by the completion of key assignments. In addition, the following methods of assessment will be implemented to ensure that appropriate teaching strategies are being employed in the classroom –

- Oral questioning – questions and answer sessions throughout the lesson.
- Regular Student feedback.

Regular contact is kept with the SEN Department, the LCA Co-ordinator, the Year Head, the Chaplain, the Student Support Team, the Principal and Vice-Principals to identify students who may be at risk. The GC also works closely with the teacher delivering Modules 2-8 of Vocational Preparation, especially in relation to work placement.

VGI:

All LCA1 students have an individual interview as part of their Career Investigation Task. All LCA2 students have an individual interview to lay out an individual career plan - part of KA in Guidance modules and is also used as part of their Personal Reflection Task Year 2

Individual Counselling

Counselling is available to all students on request either through Self-referral, Year Heads, Management, Teachers or Parents

2.3.5 Junior Cycle Guidance Programme:

<i>Learning Outcomes - By the end of this unit, students will:</i>	<ul style="list-style-type: none">• Identify aptitudes and career aspirations.• Make informed decisions on senior cycle programme and subject choices.• Understand implications of subject choices for further education and careers.• Use career research tools effectively.• Develop self-awareness through aptitude and interest testing.
<i>Learner Experiences - Students will</i>	<ul style="list-style-type: none">• Sit the CAT4 Level E Aptitude Tests and receive individual feedback.• Participate in a 5-class Guidance module delivered by the Guidance Counsellor.• Complete an Interest Test and explore subject requirements using online tools.• Attend subject presentations by teachers.• Receive individual guidance appointments to discuss senior cycle options.• Engage with SPHE Guidance-related modules supported by NCGE and Careersportal.• Participate in Learning to Learn module and Friends for Life programme.• SEN students will be tested with WIATT for RACE eligibility.• Revisit subject choices after Junior Cert results and throughout the year.• Benefit from regular support from Year Head, Chaplain, SEN, SPHE, SST, and school management.
<i>Assessment - Students will be assessed through:</i>	<ul style="list-style-type: none">• Completion of CAT4 and Interest Tests.• Participation in class-based guidance activities.• Engagement with SPHE modules and Learning to Learn programme.• Individual guidance sessions and feedback.• Observation and consultation with support teams and teachers.
<i>Resources:</i>	<ul style="list-style-type: none">• Websites: Careersportal.ie, Examinations.ie• NCGE and Careersportal lesson plans, presentations, and worksheets• CAT4 and WIATT testing materials• SPHE Department Plan• Support from SEN Co-ordinator, Learning Support, SPHE teachers, and SST• Parent Information Evening materials• Individual student reports and guidance documentation

- **Note:** Senior cycle options and subject choice are revisited again after the Junior Cert results are issued and throughout the year if students encounter problems with their option choices.
- Regular contact with the Year Head, the Chaplain, the SPHE Co-ordinator, the SEN Co-ordinator, the Learning Support Co-ordinator, the Student Support Team, the Principal and the Vice-Principal to identify students with difficulties.

VGI:

All Third Years are met on an individual basis with the GC to receive individual feedback on their CAT4 results and discuss their senior cycle options and future career plans. Third Years are also referred for VGIs by their Year Head/parents/teachers/themselves if struggling with study skills, stress management or motivation.

Counselling is available to all students on request either through Self-referral, Year Heads, Management, Teachers or Parents

2.3.6 Second Year (Intervention by arrangement- individually and classes. At least 4 classes delivered by the GC with each group as part of the Guidance Programme)

<i>Learning Outcomes - By the end of this unit, students will:</i>	<ul style="list-style-type: none"> • Develop self-awareness and understand their identity and mindset. Identify interests and begin exploring career options. • Understand the different pathways available after Junior Cycle. • Begin preparing for future assessments such as the CAT4. • Recognise non-academic barriers to learning and how to overcome them.
<i>Learner Experiences - Students will</i>	<ul style="list-style-type: none"> • Participate in a short guidance module delivered by the Guidance Counsellor which supports the GLR Module they are doing through SPHE • Explore topics such as identity, mindset, and career pathways. • Complete a simple Interest Test to prompt career thinking. • Be introduced to Senior Cycle Subject Choice and options after Junior Cycle. • Begin researching careers and reflect on their learning style. • Complete the PASS survey to assess attitudes towards school and learning. • Engage with the SPHE programme and related guidance modules. • Receive support through regular contact with school support staff.
<i>Assessment - Students will be assessed through:</i>	<ul style="list-style-type: none"> • Completion of Interest Test and PASS survey. • Participation in class-based guidance activities. • Informal observation and feedback from SPHE and Guidance staff. • Identification of students needing intervention through support team consultations.
<i>Resources:</i>	<ul style="list-style-type: none"> • Careersportal.ie, Qualifax.ie, SOLAS.ie, GradIreland.ie • SPHE Department Plan and related lesson materials • PASS survey platform and results analysis • Interest Test materials • Support from Year Head, Chaplain, SEN Co-ordinator, Learning Support, SPHE Co-ordinator, SST, Principal, and Vice-Principal

VGI:

Second Year students are also referred for VGIs by their Year Head/ parents/teachers/themselves if struggling with study skills, stress management or motivation. Counselling is available to all students on request either through Self-referral, Year Heads, Management, Teachers or Parents

2.3.7 First Year (3 Guidance classes and intervention as required):

<i>Learning Outcomes - By the end of this unit, students will:</i>	<ul style="list-style-type: none"> • Develop self-awareness and understand their identity and mindset. • Identify interests and begin exploring career options. • Understand the different pathways available after Junior Cycle. • Begin preparing for future assessments such as the CAT4. • Recognise non-academic barriers to learning and how to overcome them.
<i>Learner Experiences - Students will</i>	<ul style="list-style-type: none"> • Participate in a short guidance module delivered by the Guidance Counsellor. • Explore topics such as identity, mindset, and career pathways. • Complete a simple Interest Test to prompt career thinking. • Be introduced to Senior Cycle Subject Choice and options after Junior Cycle • Begin researching careers and reflect on their learning style. • Complete the PASS survey to assess attitudes towards school and learning. • Engage with the SPHE programme and related guidance modules. • Receive support through regular contact with school support staff.
<i>Assessment - Students will be assessed through:</i>	<ul style="list-style-type: none"> • Completion of Interest Test. • Participation in class-based guidance activities • Informal observation and feedback from SPHE and Guidance staff. • Identification of students needing intervention through support team consultations.
<i>Resources:</i>	<ul style="list-style-type: none"> • Careersportal.ie, Qualifax.ie, SOLAS.ie, GradIreland.ie • SPHE Department Plan and related lesson material • Interest Test materials • Support from Year Head, Chaplain, SEN Co-ordinator, Learning • Support, SPHE Co-ordinator, SST, Principal, and Vice-Principal

Counselling is available to all students on request either through Self-referral, Year Heads, Management, Teachers or Parents

2.4 Timetabled Guidance Programmes run by other teaching staff in the school:

SPHE: The Social, Personal, and Health Education (SPHE) Junior Cycle curriculum in Ireland covers self-awareness, healthy choices, relationships, and emotional wellbeing, with the 2023 updated specification featuring four strands: Understanding Myself and Others, Making Healthy Choices, Relationships and Sexuality, and Emotional Wellbeing. The curriculum is age-appropriate and taught over the three years of junior cycle, focusing on skills like respectful communication, setting boundaries, managing emotions, understanding consent, and making responsible decisions regarding substances and wellbeing. Key Components

Focus Areas: The curriculum is structured around four main strands:

- Understanding Myself and Others: Building self-awareness, self-esteem, and an understanding of personal values and beliefs.
- Making Healthy Choices: Learning about healthy lifestyles, responsible decision-making, and the consequences of choices related to substances like alcohol and tobacco.
- Relationships and Sexuality: Developing skills for building healthy, respectful relationships, understanding consent, and learning about reproductive health.
- Emotional Wellbeing: Fostering emotional intelligence, managing stress, developing resilience, and knowing where to seek help.

Year Group	Number of SPHE classes per week:
1 st Years	2 classes
2nd years	2 classes
3 rd years	1 class

Within the SPHE programme the Guidance Related Module is being run by the SPHE teachers with the support of the Guidance Counsellor. These Guidance related learning lessons were created by the NCGE and Careers Portal to support classroom Guidance at Junior Cycle. Each unit comprises a lesson plan, presentation and related worksheet. There are 7 lessons per year across the 3 years. The SPHE teachers use these resources to support their teaching and the Guidance Counsellor supports this learning running her own Guidance related module as outlined previously.

A Learning to Learn Module is also run through the SPHE classes in First Year and Second Year and a Friends for Life Module is delivered through the SPHE Programme in First Year. [Click here for a link to the SPHE Department Plan](#)

Title of unit: Guidance

Duration: 47.5 hours

Aim of the unit: To allow students the opportunities to explore new subjects and make an informed decision regarding subject choice to allow a successful transition from primary to post-primate.

Links: The following is a planning document for a unit of learning on Guidance using appendix I of the Wellbeing Guidelines to support the planning process.

Statement of Learning:

Statement of Learning	Example of related learning in the unit
Number 5: Has an awareness of personal values and an understanding of the process of moral decision making	Myself: Traits/Strengths/Challenges and Interests

Key skills:

Key skill	Element	Student learning activity
Managing myself	Knowing myself. Making considered decisions	1) Interest Test
Working with others	Co-operating Learning with others	1) Work in pairs in many options. 2) New teachers every few weeks – must adapt quickly
Managing information and thinking	Being curious Reflecting on and evaluating my learning	1) Reflecting on options at the end of each rotation and considering if it is a strength, useful to you etc.
Staying well	Being positive about learning Being confident	1) Reflecting on your personality, interest and strength and whether are suited to a particular subject – multiple intelligence test.

The wellbeing indicators make explicit what is important learning in wellbeing.

Learning Outcomes:

At the end of this unit, students will be able to:

- Recognize their own way of learning and their learning habits, interests, strengths and weaknesses – Aware
- Able to think through own decisions
- Understand what helps me to learn and how I can improve

Sample learning activities:

- Interest test
- Personality test
- Multiple intelligence test
- Reflection sheets at the end of each subject rotation

Assessment Students will show evidence of their learning when they:

Students will show evidence of their learning when they

- Reflect on what they have learned and observed about themselves - **Aware**
- Develop new skills for learning - **Resilient**
- Be confident making their subject choice at end of rotation - **Aware**

Useful resources, web links and community links:

- CAT4 test are used to help teachers track 1st years progress- informs them of whether a student is performing above or below their level. Helps inform teachers of realistic expectations for each individual first year student.
- www.careersportal.ie – Junior Certificate subject's section
- www.ncca.ie – Junior Cycle fact sheets

Outline of Unit:

Activity	Responsibility of or provided by:
CAT4 Aptitude Testing	Guidance counsellor
Option rotation	All students sample options from September to October mid-term break. Students take 2 subjects for 2 weeks from the following combination: Metalwork, Woodwork, Home Economics, Technical Graphics, Art, Music, and Business. Class teachers/management
Subject choice classes	Guidance counsellor
Guidance at Junior cycle through SPHE	SPHE teachers Guidance Counsellor
Learning to Learn	Learning to learn team

Learning to Learn: Learning to Learn is one of the principles underpinning the new Junior Cycle and aims to strike a balance between the development of subject knowledge, thinking abilities and key skills enabling students to develop a number of essential learning habits such as:

- Checking and Reflecting (making links, setting targets, question and extend learning)
- Framing Learning (identify learning and make connections)
- Collaboration (Give and receive help, listen actively, express opinions and be a leader)
- Problem Solving (spot patterns, take notes and research)
- Working Independently (organise information, be accurate, use resources and persist at a task)

Learning to learn is supported through a variety of activities in St. Caimin's Community School.

A continuum of support model is used in helping students learn to learn. Supports are offered at a whole school and classroom level (for all), in school support (for some) and in school support plus (for a few).

<p><u>Supports offered to ALL students:</u></p> <ul style="list-style-type: none"> • Exploration of study skills and organisation during their tutor classes in Junior Cycle • Unit in SPHE on learning and studying in Junior Cycle • CAT4 testing and PASS • Athena Analytics Profile • Participation in the Learning to Learn programme, study tips and developing the growth mindset in timetabled classes • In class support from subject teachers 	<p><u>Initial supports for SOME Students:</u></p> <ul style="list-style-type: none"> • Guidance from year head, one to one sessions • Planning templates • Support developing a study plan • Develop culture of getting students to do their best • Award system • Learning to learn support and study tips and growth mindset in small groups • Allow students have more insight into their Athena profile and their CAT4s 	<p><u>Medium term supports for SOME Students:</u></p> <ul style="list-style-type: none"> • Have a review meeting after a period of time • Arrange conversation with parents to coincide with PT meetings • Have a group session with others in the year group who are in the same boat and offer support that way • Link with guidance counsellor and year heads • Link with Guidance Counsellor 	<p><u>Long term supports plus for a FEW students</u></p> <ul style="list-style-type: none"> • Put in place a mentor as a support if student is struggling • Link with Guidance Counsellor
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Learning to Learn is a structured course for second level students equipping them with the essential skills to be successful in their academic life. The programme assists students in understanding themselves better, being more confident as learners along with having a proven study system and assessment approach which will reduce their stress and add to their sense of wellbeing.

The online, self-paced, self-directed learning programme is designed to be completed in two and a half hour sit also allows students to revisit elements of the course in their own time. This online study course is designed to bridge the gap and help students understand how they learn, while giving them a proven study methodology which will help them become more effective learners.

Learning and study modules covered:

- The brain and learning
- Fixed V's growth mindset
- Resilience
- Setting my goals
- Motivation
- Memory
- Plan it - POKER system learning

Additional resources are made available on the school website to support students and their parents/guardians. As part of Learning to Learn all third year, fifth year and leaving cert students have been given a license to use Exam Evison. Exam Revision is an online learning platform, particularly for Irish Junior Cycle and Leaving Certificate students, providing video tutorials, notes, past paper questions, and interactive quizzes to help students improve their understanding, exam techniques, and grades. The platform is also used by teachers to track student progress, assign resources, and create custom exams, integrating with school management systems to streamline classroom activities.

Learning to Learn Programme Structure and Content

This table summarises the focus areas and progression of the LTL programme by year group, ensuring a structured build-up of study skills and personal development for each cohort of students.

Year Group	Structure	Content	Focus Areas
1st & 2nd Year	Incorporated into SPHE lessons	Homework and procrastination management - SMART goal setting using journals and graph grids - Study plans and techniques: mind maps, flashcards, whizz grids, Cornell notes.	Developing foundational learning and study habits.
3rd Year	Incorporated into SPHE lessons + individual sessions	Self-assessment of strengths and weaknesses in homework and study - Customised homework/study plans - Study techniques: Pomodoro, mind maps, flashcards - Importance of organisation (equipment and time).	Preparing for state exams with personalised and effective study strategies.
LC1 (5th Year)	Weekly double-period for 5 weeks	Online Learning to Learn Programme - Target setting using journals - Study plans and organisation - Techniques: spaced learning, active techniques (POKER, mind maps, flashcards, knowledge organisers) - Procrastination management - Sleep and well-being.	Building advanced learning strategies and promoting active reflection and adjustment of study habits.
LC2 (6th Year)	Weekly double-period for 6 weeks + individual sessions	Continuation of LTL program from LC1 - Individual support sessions. Traffic light system for LC content review - Weekly study plans - SMART goals - Spaced learning and retrieval practice - Active learning strategies - Reflection and well-being focus.	Intensive exam preparation with tailored guidance and reinforcement of active and spaced learning methodologies.

LCVP: LCVP is a Leaving Certificate with a focus on enterprise and preparation for working life. This two-year programme combines the academic strengths of the Leaving Certificate with a dynamic focus on self-directed learning, enterprise, work and the community. LCVP students take two additional courses, called Link Modules, in the areas of Preparation for the World of Work and Enterprise Education. All fifth Years have two classes of LCVP per week and then choose at the end of LC1 whether they want to continue with it. The Guidance Counsellor parachutes into each LCVP class to do the Career Investigation Module for approx. 5 weeks with each group.

Year Group:	Number of periods per week:
LC1	2
LC2	2 (for those students that opt for it)

2.5 Guidance Co-curricular Planning: Whole School Guidance Provisions for Individual Year Groups:

The following table is a breakdown of Guidance related activities for each Yeargroup in St.Caimin's Community School.

2.5.1 First Years: Pre-entry First Year Students:

Development Area	Programme/Activity	Details	Guidance Type
Educational	Visits to Primary Schools	Principal or Vice-Principal visit feeder schools to introduce St. Caimin's and provide literature.	All
Educational	Annual Open Night	Open Night for prospective students/parents to learn about subjects and school life.	All
Educational	CAT4 Aptitude Tests	Tests identify abilities and needs for support; Guidance Counsellor oversees.	All
Educational	Information Sharing	SEN Coordinator and Year Head visit primary schools to assist with transition.	Some
Educational	Profiling of Students	Identifying student needs by communicating with parents and primary teachers.	Some
Educational	Resources for Additional Needs	Necessary resources are established for students requiring extra support.	Some
Educational	Information Evening for Parents	Held in August to inform parents about school operations and preparations for secondary education.	All
Educational	School Promotion Activities	Transition Year students host activities like Camogie Blitz and science workshops for local primary students.	All
Educational	Matinee Performances	School shows are performed specifically for local primary schools.	Some
Personal/Social	Meet and Greet Welcome Morning	Incoming first years with SEN or those who are anxious participate to ease the transition from primary school.	A Few
Personal/Social	Mentoring Programme	Senior students coordinate with Year Head to assist with school visits, CAT4 testing, and social media promotion for incoming students.	All

2.5.2 First Years

Development Area	Programme/Activity	Details	Guidance Type
Educational	First Year Induction	Students are introduced to key staff, lockers allocated, journals distributed, and Code of Conduct explained. Mentors organize games and school tours.	All
Educational	Mixed Ability Classes	First Years are grouped based on CAT4 results, primary school reports, and gender balance.	All
Educational	Subject Taster Courses	7-week courses allowing students to explore subject options before making informed choices for Junior Certificate.	All
Educational	Guidance Counsellor Meetings	Counsellor meets each class after rotations to discuss subject choices and their connection to careers.	All
Educational	Psychological Assessment	Conducted by NEPS if required.	A Few
Educational	Tracking Progress	Students are banded based on CAT4 results; underperformers meet with VP and Year Head to strategize improvement.	Some
Educational	School Journal	Facilitates two-way communication between teachers and parents for homework, achievements, and issues.	All
Educational	Journal Checks by Tutors	Tutors check journals weekly, awarding merit for neatness and signed homework; concerns passed to Year Head.	All
Educational	Homework Club	Available for all First Years needing additional academic support.	All
Educational	Parent/Teacher Meetings	Held once a year, with the Guidance Counsellor in attendance	All
Educational	Student Reports	Sent home twice during the year.	All
Educational	Financial Assistance	Provided for books, materials, and uniforms for disadvantaged students.	A Few

Development Area	Programme/Activity	Details	Guidance Type
Educational	Maths and Science Week Activities	All students participate in events during Maths and Science Week.	All
Educational	Learning Support for Students	Each student is profiled yearly; teachers receive information for class planning, feedback from parents, and English support classes for those with Irish exemptions.	Some
Personal/Social	Induction Programme	Students meet with key staff, receive a school tour, and participate in team-building activities with mentors and classmates.	All
Personal/Social	Identify Students at Risk	Guidance Counsellor or Chaplain meets vulnerable students to assess their adjustment and support needs.	A Few
Personal/Social	Individual Meetings	Held between students and Guidance Counsellor or Chaplain regarding personal, educational, or career matters.	Some
Personal/Social	Emotional Behavioral Issues	Addressed through the School Student Support Team, including various staff members.	Some
Personal/Social	Year Head Liaison	Year Head collaborates with parents, teachers, and counselors to address student concerns.	Some
Personal/Social	Counselling Services	Available by referral from teachers, parents, or self-referral.	Some
Personal/Social	Referrals to Outside Agencies	Made when school resources are exhausted in handling specific issues.	A Few
Personal/Social	SPHE Classes	Two class periods of Social, Personal and Health Education per week for all students.	All

Development Area	Programme/Activity	Details	Guidance Type
Personal/Social	Physical Education (PE)	All classes have a double period of Physical Education each week.	All
Personal/Social	Physical Education (PE)	All classes have a double period of Physical Education each week.	All
Personal/Social	Civic, Social and Political Education (CSPE)	One class period of CSPE per week for all students.	All
Personal/Social	Extracurricular Activities	Encourages participation in sports, drama, chess, sewing, and music.	All
Personal/Social	Library Access	First Years can access the library during lunch for a quiet place to relax.	Some
Personal/Social	Student Groups	Encouraged to join groups like SVP, Environmental Committee, and LGBT++.	Some
Personal/Social	Lunch-time Activities	Includes a Games Club and Lunch-time Sports Club for First Years.	Some
Personal/Social	Morning Club	Runs daily from 08:20-08:55, open to all students.	All
Personal/Social	Parent/Teacher Meetings	Scheduled annually for First Year students.	All
Personal/Social	Guest Speakers	An Garda Síochána speaks to students about personal safety and cyberbullying.	All
Personal/Social	Drama Groups	Invited to dramatize beneficial topics during Friendship Week or Well-being Week.	All

Development Area	Programme/Activity	Details	Guidance Type
Personal/Social	Friendship Week Activities	Organised to promote bullying awareness.	All
Personal/Social	Anti-Bullying Surveys	Conducted to prevent and investigate bullying incidents.	All
Personal/Social	Mental Health Week	Activities organized to promote mental health awareness and well-being.	All
Personal/Social	Active Schools Week	Activities organized for all students, including a school run/walk initiative.	All
Personal/Social	Surfing Trip	Organized to help First Years get to know each other; alternative beach walk available.	Some
Personal/Social	Monthly Assemblies	Reinforce positive behavior and reflect on school ethos, highlighting student activities.	All
Personal/Social	Students' Council	Includes First Years who represent student views and organize school events.	Some
Career	Subject Choice Talks	Conducted by Guidance Counsellor and subject teachers to inform students about subject options.	All
Career	Subject Choice Info Section on Website	A resource accessible to parents for information regarding subject selection.	All
Career	Homework Skills Talk	Given to students during SPHE and Tutor time to enhance study habits.	All
Career	Core Subject Levels Discussion	Teachers speak about the implications of core subject levels on future opportunities.	All

Development Area	Programme/Activity	Details	Guidance Type
Career	IT Facilities Training	Students learn how to use IT facilities available in the school.	All
Career	Typing and Word Processing Skills	Instruction on typing and using word processing software.	All
Career	Career Introduction	Introducing students to the concept of career and its importance.	All
Career	Subject-Career Impact Discussion	Thinking about how chosen subjects can impact future careers.	All
Career	Learning Style Exploration	Helping students identify their learning preferences and styles.	All

2.5.3 Guidance Programme Second Years

Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Educational	Core subjects time-tabled back-to-back	Facilitates changes in level (both directions)	All
Educational	Identifying students with difficulties	Support through consultation with staff, reports, and parental contact	Few
Educational	Learning support classes	Continued for students who availed of them in First Year	Some
Educational	Provision of extra help	Based on necessity and resource availability	Few
Educational	School Journal	Communication between teachers and parents; records homework	All
Educational	After-school study	Structured environment for homework and study	Some
Educational	Advice on subject level changes	Discussions on Maths, Irish, and English (Pass/Honours level)	Few
Educational	CBAs for Junior Cert	All Second Year students undertake CBAs	All
Educational	Extra-curricular activities	Participation in Science Competitions, quizzes, etc.	Some
Educational	Education trips	Visits to Young Scientist Exhibition, field trips, etc.	Some
Personal/Social	Student Support Team	Includes staff like tutors, year heads, chaplain, Guidance Counsellor, and SEN Department	Some
Personal/Social	Counselling services	Guidance Counsellor or Chaplain available via referral or self-referral	Few

Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Personal/Social	Anti-bullying initiatives	Surveys conducted and awareness promoted during Friendship Week	All
Personal/Social	SPHE classes	Modules include Communication, Self-Management, RSE, Emotional Health, and others	All
Personal/Social	Physical Education (PE)	Double period per week	All
Personal/Social	Mental Health Week	Activities and speakers to promote mental health awareness	All
Personal/Social	Active Schools Week	Whole-school initiative including a school run/walk	All
Personal/Social	Second Year Retreat	Held in September to help students bond	All
Personal/Social	Pieta House Resilience Programme	All Second Years participate	All
Personal/Social	Parent-Teacher Meetings	Year Head/Chaplain/Guidance Counsellor available for discussions	All
Personal/Social	Extracurricular clubs	Includes Chess Club, Sewing Club, and sports	Some
Career	Career talks and interest tests	Talks on careers, interest tests, and advice on subject level choices	All
Career	Study skills and learner awareness	Guidance on study skills, homework revision, and learning styles	All
Career	Study modules	IT-related modules in Word Processing and PowerPoint	Some

2.5.4: Guidance Programme Third Years

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Educational	Academic achievement focus	Emphasis on reaching potential	All
Educational	CBAs	Conducted throughout the year	All
Educational	Principal and Deputy Principal meeting	Expectations and deadlines for practical work are outlined	All
Educational	Study Skills Workshops	Provided for all students in September	All
Educational	Study Skills Seminar	Attended by all Third Year students in early September	All
Educational	SEN student testing	WRAT4 tests conducted in October to assess reading, comprehension, and spelling	Some
Educational	Identifying students with difficulties	Support through consultation with staff and parents	Few
Educational	Learning support classes	Provided to students with specific needs	Few
Educational	Supervised study	Available to all Third Years	All
Educational	Parent/Teacher meetings	Held twice a year for Third Year students	All
Educational	Mocks	Conducted in early February and corrected by an external agency	All
Educational	CAT4 Tests	Administered to all Third Years, generating individual reports to guide subject choice decisions	All
Educational	Guidance Counsellor sessions	Subject choice programme delivered over 5 class periods, discussing options and careers	All

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Educational	Parent Information Evening	Overview of Senior Cycle Options, including implications of subject choices	All
Educational	Subject choice research	Access to resources like Careersportal and Examinations.ie	All
Educational	Individual meetings with Guidance Counsellor	Feedback on CAT4 results and discussion on senior cycle options	All
Personal/Social	Teacher Mentor allocation	Meets weekly or during breaks with students with particular needs	Few
Personal/Social	Student Support Team	Addresses learning or emotional issues with SEN staff, Chaplain, and others	Few
Personal/Social	Counselling services	Available through referral or self-referral	Few
Personal/Social	SPHE Programme	Stress management, mental health, and other personal/social development topics	All
Personal/Social	Physical Education	Double period per week	All
Personal/Social	Assemblies	Monthly assemblies reinforce positive behavior and school ethos	All
Personal/Social	Reflection Day	Post-Mocks activity to focus on stress management and self-development	All
Personal/Social	Extra-curricular activities	Participation in sports, drama, music, and clubs	Some

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Personal/Social	Gardaí presentations	Talks on personal safety and cyberbullying	All
Personal/Social	Anti-bullying initiatives	Awareness during Friendship Week and surveys conducted to prevent bullying	All
Career	Senior Cycle Subject Choice Programme	Includes career planning, decision-making, and implications of Senior Cycle choices	All
Career	Aptitude Tests	Administered to all Third Years, linking strengths to career areas	All
Career	Interest Tests	Identifies career areas of interest	All
Career	Individual career planning discussions	Tentative career plans discussed with Guidance Counsellor	All

2.5.5 Guidance Programme TYs:

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Educational	Portfolio of Excellence	Certificates of merit, distinction, and participation	All
Educational	End-of-year report	Students receive a report summarizing their progress	All
Educational	Senior Cycle Subject tasters	Opportunity to experience some Senior Cycle subjects	Some
Educational	Business enterprise programmes	Includes mini company, Build a Bank, and Student Enterprise Awards	Some

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Educational	Educational tours and visits	Organized for experiential learning	All
Educational	Gaisce	Opportunity to participate in the President's Award programme	Some
Educational	Subject improvement	TY students focus on improving core subjects such as English, Irish, and Maths	All
Educational	Science modules	Offered to encourage participation in science subjects	Some
<i>Educational</i>	<i>IT competency</i>	<i>Students complete ECDL modules</i>	<i>All</i>
Educational	Experiential learning	Students learn by doing	All
Educational	Independent learning	Students take responsibility for their own learning	All
Educational	Research and problem-solving skills	Developed throughout TY	All
Educational	Parent-teacher meetings	Scheduled for TY students; Senior Cycle options can be discussed	All
Educational	Parent Information Evening	Overview of Senior Cycle options and subject implications	All
Educational	Guidance classes	Weekly sessions include interest, personality, and values tests	All
Educational	Subject choice preparation	Review LC subjects, matriculation, and course requirements; explore Careersportal and Qualifax	All
Educational	Individual guidance appointments	TYs can meet with Guidance Counsellor to discuss subject choice	Few

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Social/Personal	Student Support Team	Addresses learning or emotional issues	Few
Social/Personal	Year Head liaison	Works with staff and parents to address issues of concern	Few
Social/Personal	Individual meetings	Held with Guidance Counsellor or Chaplain on request	Few
Social/Personal	Friendship Week	Activities to promote awareness of bullying	All
Social/Personal	Mental Health Week	Activities and guest speakers to promote mental health awareness	All
Social/Personal	Active Schools Week	Includes activities for all students, culminating in a school run/walk	All
Social/Personal	Guest speakers	Topics include Aware, AA, and The Samaritans	All
Social/Personal	Activities trip	TY students visit the Burren for team bonding and collaboration	All
Social/Personal	Student Council	TY students participate and organize school events	Some
Career	Work experience	Weekly work placements throughout the year	All
Career	CV and cover letter preparation	Students learn to create professional documents	All
Career	Interview techniques	Guidance on how to prepare for interviews	All
Career	Work placement preparation	Prepares students for workplace expectations	All

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Career	Career exploration	Students discuss and investigate their interests and abilities	All
Career	Interest Test	Highlights suitable careers and courses; subsidized by the school	All
Career	Introduction to relevant websites	Students explore Qualifax, Careersworld, and CAO	All
Career	Explanation of CAO points system	Students learn about the CAO application process	All
Career	Visits to local businesses	Enterprise-focused educational visits	Some
Career	Business concept development	Students gain entrepreneurship insights by developing their own business ideas	Some

2.5.6: Guidance Programmes Fifth Years

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Educational	LC1 Programme Options	Students choose between traditional LC, LCA (every second year), or LC with LCVP. Most choose LC.	Few
Educational	IGC Midwest Career Exhibition	All LC1 students attend the exhibition in UL in September	All
Educational	Guidance Counsellor meetings	Individual meetings assist students in transitioning to senior cycle and exploring post-school options	Some

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Educational	Support for decision-making	Guidance Counsellor helps with personal and career issues	Some
Educational	Programme or subject change	Guidance Counsellor, VP, subject teachers, and parents involved in decisions regarding programme /subject changes	Few
Educational	Alternative third language option	Provided in early September for students who would perform better in another subject	Few
Educational	Rotational SPHE/Careers/PE	Seven-week rotation of double-period classes	All
Educational	Personal Profile development	Careers Module includes Interest, Personality, Values, and Aptitude Tests	All
Educational	LCVP link modules	Most students study two modules over two years; non-LCVP students attend study class and prepare for work placement	Most
Educational	Monthly assemblies	Reinforce positive behavior, school ethos, and highlight activities	All
Social/Personal	Student Support Team	Addresses learning or emotional issues	Few
Social/Personal	Year Head liaison	Works with parents, teachers, and staff to resolve concerns	Few
Social/Personal	Individual counselling	Students can self-refer or be referred for counseling with the Guidance Counsellor	Few

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Social/Personal	Outside agency referrals	Made when school resources are insufficient	Few
Social/Personal	LC1 Reflection Day	Early September event to help students bond within their class groups	All
Social/Personal	Parent-teacher meetings	Year Head, Chaplain, Management, and Guidance Counsellor available for private discussions	All
Social/Personal	Student Council	LC1 students represent peers and organize events	Some
Social/Personal	Extra-curricular activities	Includes sports, drama, music, SVP, Environmental Committee, LGBT++ groups	All
Social/Personal	Library access	Quiet space available during lunch	All
Social/Personal	Lunch-time clubs	Activities like Games Club and Sewing Club for Third Years	Some
Social/Personal	Morning Club	Open to all students from 08:20-08:55	All
Social/Personal	Friendship Week	Activities to promote awareness of bullying	All
Social/Personal	Mental Health Week	Activities and speakers promote awareness and wellbeing	All
Social/Personal	Active Schools Week	Includes whole-school initiatives such as a school run/walk	All

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Career	Midwest Career Exhibition	All LC1 students attend in September	All
Career	Guest speakers	Address enterprise, LCVP, and third-level education	Some
Career	Careersportal Career File	Students create and maintain a resource for career research and decisions	All
Career	Career Investigation (LCVP)	Four-week task to explore career interests done with the GC	Some
Career	Guest speakers (various topics)	Cover topics like voluntary work, local enterprises, and financial institutions	Some
Career	One-day work experience	Opportunities in specific fields like law, nursing, and engineering; lottery if oversubscribed	Few
Career	Uni of Galway Taster Days	Science and Engineering events	Few
Career	Week-long work experience	Organized and coordinated for all LC1 students	All
Career	Weekly work experience	Part of LCA1 and LCA2 programme	Some
Career	Career Preparation & Guidance (LCA)	Prepares students for work, covering skills like job search and understanding employment terms	All
Career	Guidance module in Career Preparation (LCA)	Focus on matching interests, aptitudes, and skills to career areas	All
Career	Participate in Introduction to Welding course in Shannon FET	Helps students gain basic skills in welding and receive certification	Some

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Career	Participate in Construction Taster Course with FET	Helps students gain basic skills in groundwork and construction	Some
Career	Participate in Beauty and Skincare Course with FET	Helps interested students gain basic skills in beauty and skincare and gain insight into whether it is a career of interest	Some

2.5.7 Guidance Programme Sixth Years

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Educational	Emphasis on achieving potential	Focus on each student reaching their educational potential	All
Educational	Study Skills Workshop	All LC2 students participate in early September	All
Educational	Supervised Study	Offered to all LC2 students	All
Educational	Identifying educational difficulties	Support provided through consultation with staff and parents; reports checked	Few
Educational	Extra help	Provided where necessary and resources allow	Few
Educational	Parent-Teacher Meetings	Held twice yearly to discuss progress and areas for improvement	All
Educational	Guidance Counsellor attendance at PT meetings	Guidance Counsellor present to provide support during Parent-Teacher Meetings	All

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Educational	Parent Information Evening	Overview of post-LC options, including CAO, PLC, and apprenticeships	All
Educational	Financial assistance	Books and materials provided for disadvantaged students	Few
Educational	Student Reports	Sent home twice a year	All
Educational	Educational trips	Includes LCVP, Geography, Biology, Agricultural Science, and subject-specific trips	Some
Educational	LCVP periods	Two periods in LC2	Some
Educational	Important dates announced	Deadlines and events shared via TEAMS and VShare	All
Educational	Mock exams	Held in February and corrected by an outside agency	All
Educational	Mock Orals	School pays for mock orals	All
Educational	Post-mock guidance	Guidance Counsellor meets with underperforming students to discuss backup plans and changes that need to make to succeed	Some
Educational	Monthly assemblies	Reinforce positive behavior, reflect on school ethos, provide feedback, and highlight activities	All
Personal/Social	Student Support Team	Addresses emotional and learning issues	Few
Personal/Social	Year Head liaison	Addresses concerns with parents, teachers, and staff	Few

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Personal/Social	Individual counselling	Students can self-refer or be referred by teachers or parents	Few
Personal/Social	Referrals to outside agencies	Made when school resources are insufficient	Few
Personal/Social	Student Council	LC2 students participate and represent peers	Some
Personal/Social	PE and RSE	All LC2 students have double PE and RSE modules	All
Personal/Social	Friendship Week	Activities promote bullying awareness	All
Personal/Social	Anti-bullying surveys	Conducted as needed to address bullying concerns	Few
Personal/Social	Mental Health Week	Includes activities and guest speakers	All
Personal/Social	Active Schools Week	Includes whole-school initiatives	All
Personal/Social	LC2 Reflection Day	Held annually	All
Personal/Social	Graduation Ceremony	School-wide celebration for LC2 students	All
Career	One-to-one career planning	Minimum one appointment with Guidance Counsellor, additional sessions by arrangement	All
Career	Guidance programme in RE classes	Guidance Counsellor implements programme throughout the year by parachuting into core classes during RE and L2L classes	All
Career	Career research tools	Students use platforms like Careersportal and GradIreland	All

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Career	Post-LC options	Topics include CAO, DARE, HEAR, SUSI grants, apprenticeships, PLCs, UCAS, and Eunicas	All
Career	Visiting speakers	Higher Education Institutes (HEI) and career-specific talks	Some
Career	Open Days	Students encouraged to attend Saturday Open Days; schedules available in the career library	All
Career	UL/Mary I/TUS Open Day	All LC2 students attend	All
Career	LCFE Open Day	LC2 and LCA2 students attend if interested	Some
Career	Midwest Apprenticeship Showcase	LC2 students interested in apprenticeships attend	Some
Career	FET Centre Visit	LC2 students explore apprenticeships and traineeships	Some
Career	Participate in Introduction to Welding course in Shannon FET	Helps students gain basic skills in welding and receive certification	Some
Career	Participate in Construction Taster Course with FET	Helps students gain basic skills in groundwork and construction	Some
Career	Focused career exploration	Students explore careers in their specific areas of interest	Some
Career	Subject specific Career Events	Some subjects link with career related events in their area eg. Physics	Some
Career	Post-LC support	Guidance Counsellor meets students on results day and during CAO process	All

Area of Development	Programme/Activity	Details	Guidance Type (All, Some, Few)
Career	Support after Leaving Certificate	Guidance Counsellor available for past pupils to resolve course or career issues	Few

Click on this link to see a breakdown of Guidance related activities per subject: [WSGP Data Collected from Staff.xlsx](#)

2.6 SSE Focus and WSG: Current SSE School Focus and Targets

The School's Self-evaluation and Improvement Plan for 2025/2026 focuses on wellbeing, attendance and sustainability.

Target: Strand 1 - Wellbeing

<u>TARGET</u>	<u>ACTIONS</u>
<i>To increase the % of students who report that they are happy with the healthy eating options available at St. Caimin's from 37% to 46%.</i>	<p><u>Department Level:</u></p> <ul style="list-style-type: none"> Departments should avoid food rewards as incentives. Options should include social rewards such as homework passes, positive VSWare points & positive comments. <p><u>Classroom Level:</u></p> <ul style="list-style-type: none"> Teachers should model and use every-day teaching opportunities to encourage healthy eating habits, i.e. no energy drinks in the classroom.

Target: Strand 2 - Attendance

<u>TARGET</u>	<u>ACTIONS</u>
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<p><i>To reduce the percentage of students missing 20 days or more from 21% to 12%.</i></p>	<p><u>Department Level:</u></p> <ul style="list-style-type: none"> • Raising awareness of the importance of high levels of attendance using continuous assessment and regular communication with the students of when these assessments occur. <p><u>Classroom Level:</u></p> <ul style="list-style-type: none"> • Commitment to student engagement through the consistent use of praise and encouragement, active learning methodologies, class activities, trips and extra-curricular events. • Maintaining accurate class rolls
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Target: Strand 3 - Sustainability

<u>TARGET</u>	<u>ACTIONS</u>
<p><i>By the end of the academic year, the number of recycling bins that are collected each week are to be increased from 4 to 5.</i></p>	<p><u>Department Level:</u></p> <ul style="list-style-type: none"> • Sustainability to be referenced in all subject plans. <p><u>Classroom Level:</u></p> <ul style="list-style-type: none"> • Teachers should model and use every-day teaching opportunities to highlight and encourage recycling, i.e. specifically avoiding contamination of classroom bins.

2.7 Academic Tracking:

St. Caimin's Community School uses the Athena Tracker to help support academic tracking. The Athena Tracker is an academic tracking tool which creates a student's baseline potential in each subject in each exam. This tracker is used to track all students' exam results. The Athena Tracker uses all past results and CAT4 scores to create a student's baseline in each subject.

This allows the school to constantly track where a student is in relation to this baseline to highlight if a student is drifting below their own unique potential and may need additional support. It highlights when a student falls below their own predicted potential.

Once identified a student will then be offered additional supports outlined above.

Section Three: Communication Systems

3.1 Introduction

This section looks at communication, student and parent supports, internal and external communication

3.2 St Caimin's Communication Systems:

Communication is the key to teamwork. Teamwork is vital for the functioning of the school and involves students, parents, guardians, teachers, and administration. Communication with various stakeholders is facilitated through the various channels outlined below:

- The school website is kept up to date in terms of giving an overview of the school and what is on offer. Policies and School Self Evaluation materials are kept up to date. An annual SSE Report is published on the school website to explain to parents what the school's current targets are.
- A text is sent to alert parents/guardians to students' unexplained absence from school. Parents can authorise absences on their VSware account.
- Noticeboards and a television screen in reception are used to keep everyone informed of events and results.
- A newsletter parents is developed by Year Heads for their respective year group giving an overview of school life for that year group on a termly basis.
- Parent/Teacher Meetings are held to enable parents/guardians to discuss the progress and behaviour of their student.
- Meetings for parents/guardians of various year groups are held annually e.g. informal meeting regarding new First Year entrants, CAO/Careers Information Evenings, Option Choice Information meetings, Transition Year information evenings, etc.
- Individual meetings between a teacher and parent/guardian are arranged, when requested.
- Formative Progress Reports are made available to parents in Christmas and Summer giving them an overview of their student's progress.
- Parents use VSware to access reports, attendance, and behaviour records.
- The homework journal is used for communication between parent/guardians and the school.
- Student Podcasts and newspaper capture student voice and showcase the variety of experiences the school offers from a student's perspective.

We aim to maintain and update communication procedures on a regular basis, having regard to changing methods, new ideas and developing technology. Within the school, to communicate amongst staff, the following channels are used. Value is placed on positive staff relationships and communication and is encouraged through the separation of staff work areas and a social staff room, in which colleagues gather for breaks, lunch and to informally convene.

- Noticeboards in the staff room and staff work room are used to share information.
- At times, announcements are made at break time, with follow up memos sent via email for those on supervision duty.
- Staff meet formally at whole staff meetings and subject department planning meetings. Minutes are kept of these meetings.

- All staff have an Office 365 account through which they can access email, the school calendar, a shared drive, and a dedicated staff TEAM (a platform for sharing information and resources)
- Email and text are used to communicate with staff in exceptional circumstances outside of school time
- Specific systems used to improve communications in St Caimin's include VSWare, CPOMS and Athena Academic Tracking.

VSWare School Management Information System:

VSWare is a School Management Information System used by schools across Ireland to help admin staff, management and teachers manage the day to day tasks involved in school life. It also acts as an important tool in improving communications with all stakeholders including parents. VSWare performs specific functions for management, teachers, parents and students and helps increase communication around absenteeism, assessment, classroom management and student well-being.

VSWare integrates features for monitoring student attendance, behaviour, and academic progress, which supports overall student well-being by providing staff with comprehensive data to identify and address issues. The [Student Care Monitor](#) consolidates alerts, while [Student Insights](#) offers a dashboard of key data, including behaviour notes, to help staff provide personalized support and informed interventions. Parents can also view behaviour notes and academic reports, fostering greater communication and collaboration between home and school to support student well-being.

How VSWare Supports Student Well-being:

- **Behaviour Monitoring:** The system allows staff to record and monitor student behaviour, creating a comprehensive log of incidents and punishments.
- **Alerts and Insights:** The Student Care Monitor and Student Insights dashboard consolidate important student information, including behaviour and academic data, providing staff with a holistic view to identify patterns or concerns.
- **Parental Access:** Parents can access behaviour notes and term reports through the VSWare Parent App, enabling them to stay informed about their child's progress and potential struggles, facilitating timely support from home.
- **Communication and Support:** By centralising information, VSWare promotes more focused and clear communication between staff, parents, and students, which is crucial for implementing effective support strategies.

- **Data-Driven Support:** Staff can use the consolidated data to provide personalized and effective support, ensuring that students receive the help they need to succeed academically and personally.

Athena Academic Tracking: St. Caimin's Community School uses the Athena Tracker to help support academic tracking. The Athena Tracker is an academic tracking tool which creates a student's baseline potential in each subject in each exam. This tracker is used to track all students' exam results. The Athena Tracker uses all past results and CAT4 scores to create a student's baseline in each subject. This allows the school to constantly track where a student is in relation to this baseline to highlight if a student is drifting below their own unique potential and may need additional support. It highlights when a student falls below their own predicted potential.

Once identified a student will then be offered additional supports outlined previously.

CPOMS: Child Protection Online Monitoring System: CPOMS stands for Child Protection Online Monitoring System and is used by St.Caimin's SST for monitoring child protection, safeguarding and pastoral and welfare issues. CPOMS is an innovative safeguarding and wellbeing solution for schools that revolutionises the critical job of ensuring the wellbeing of pupils and staff. CPOMS helps strengthen and streamline communication between the SST.

3.3 Information Evenings for all Parents include:

- Open Night for Incoming First Years – Principal, all staff, SEN Co-ordinator and GC are available for consultation.
- Induction Night for Parents/Guardians of 1st Years in September Principal, Guidance Counsellor, Year Head, Learning Support Coordinator.
- Information Evening Sessions for all year groups
- Information Sessions such as Social Media: Challenges for Parents by Dr. Maureen Griffin, Let's Talk about Drugs Programme etc
- Specific Information Sessions for events such as TY Trips, Second Year Ski Trip etc
- Information Night for Parents/Guardians of LC2s re Options for Leaving Certs in Mid November. Guidance Counsellor and Principal/VP
- Subject Choice Information Night for Parents/Guardians of 3rd Year and TY in February. Principal, VP, GC and TY/LCA/LCVP Co-Ordinator.
- Parent Teacher Meetings for each year Group

3.4 School Structure

The student population of St. Caimin's Community School is divided into classes of mixed ability. A Year Head is also assigned to each year group. The Year Head looks after the welfare of their relevant year group and remains in constant contact with Class Teachers as well as parents throughout the year. The Year Head also has a disciplinary role within the School structure. Weekly Year Head meetings allow coordination with School management. The Guidance department recognises the importance of this system in our school and fosters a cooperative relationship with School Management, Year Heads and Class Teachers in order to best meet our student's needs.

3.5 Student Support Team:

The student support team works on progressing of actions for the welfare and wellbeing of all students. It is a mechanism through which many of the existing student supports are coordinated and planned. There are two student support teams in St. Caimin's Community. One for junior cycle students and one for senior cycle students.

The support teams consist of the following:

Junior Student Support Team: Principal, Deputy Principals, 1st year Year Head, 2nd year Year Head, 3rd year Year Head, SEN coordinator, Guidance Counsellor, Student Engagement and Leadership coordinator and School Chaplain.

Senior Student Support Team: Principal, Deputy Principals, LC1/LCA1/TY Year Head, LC2/LCA2 Year Head, Guidance Counsellor and School Chaplain.

Each student support team meets once a week.

Each student support team is student focused and carry out the following functions:

- coordinate the support available for students in the school
- enable students with support needs to continue to access a full education
- assist staff to manage those students effectively
- facilitate links to the community and other non-school support services
- ensure new staff members are briefed about policies and procedures relating to student wellbeing and support
- advise school leaders on the development and review of effective student support policies and structures.

The student support team offers support in a continuum and provide for the educational, social, emotional, behavioural and learning needs of All, Some and Few students to ensure ongoing wellbeing. The following is a list of supports offered at each level:

Year Group	Support for All	Support for Some	Support for Few
1st Year	<ul style="list-style-type: none"> • Friends for Life during SPHE • Induction (Meitheal) • SPHE lessons and L2L • Wellbeing initiatives incl. Guidance • Year group bonding activity • Trauma informed school • Sports day 	<ul style="list-style-type: none"> • Small group sessions • 1:1 check with teacher mentor • Work with Year Head 	<ul style="list-style-type: none"> • Homework Club • Chaplain
2nd Year	<ul style="list-style-type: none"> • Personal and social issues • Wellbeing initiatives incl. Guidance and L2L • Year group bonding activity • Trauma informed school • Sports day 	<ul style="list-style-type: none"> • Small group sessions • 1:1 check with teacher mentor • Work with Year Head 	<ul style="list-style-type: none"> • Homework Club • Chaplain
3rd Year	<ul style="list-style-type: none"> • Personal and social issues • Wellbeing initiatives incl. Guidance and L2L • Year group bonding activity • Reflection day • Trauma informed school • Sports day 	<ul style="list-style-type: none"> • Small group sessions with C. Guinnane • 1:1 check with teacher mentor • Work with Year Head 	<ul style="list-style-type: none"> • Homework Club • Chaplain
Senior Cycle	<ul style="list-style-type: none"> • Learning 2 Learn • SPHE provision • Wellbeing initiatives • Guidance • Year group bonding activity • Trauma informed school • Sports day • Reflection day (LC2/LCA2) 	<ul style="list-style-type: none"> • Small group sessions with C. Guinnane • Work with year head 	<ul style="list-style-type: none"> • Chaplain • Guidance counsellor • Learning 2 Learn support

3.6 Student Support Record Keeping:

Minutes of all student support meetings are kept by the senior management team. They contain very little description. The CPOMS platform is used to record all aspects of support provided to students. The relevant GDPR requirements have been applied to the platform and double factor authentication is required at login to ensure it is secure.

Members of Student Support Team 2025/2026:

- Principal: Maria Sheehan
- Deputy Principal: Derval Glendon Garry
- Deputy Principal: Jenny O'Halloran
- Chaplain: Cora Guinnane
- Guidance Counsellor: Hannah Fitzpatrick
- SEN Co-Ordinator: Patricia Maguire
- First Year Head: Ger Keane
- Second Year Head: Siobhan McSweeney
- Third Year Head: Tara O'Loughlin
- TY and 5th Year Head: Bernie Dalton
- Sixth Year Head: Michelle Ryan

3.7 Student Appointments:

Referrals and student appointments: Appointments with members of the SST are through referrals. Referrals can be self-referred, made by another student, parental referral, or referral by management, Year heads and subject teachers. If a student requests an appointment or is needed for an appt they are given an appointment time and permission slip which they must present to their class teacher. Members of SST may also invite a student to come and visit them if they are referred by others. They may message the student directly on Microsoft Teams with an appt time or ask a teacher to send the student to their office at that specific time. If students initial meeting is with a member of management and an issue arises that the Year head or Management feels requires extra support the student may then be referred on to the School Chaplain or GC depending on support that is required. In St.Caimin's the Chaplain has the main responsibility for personal counselling while the Guidance Counsellor is responsible for vocational and educational guidance. The voluntary participation in counselling of the referred student is respected by all concerned. Notes on the meeting are written up as soon as possible and feedback is given, where necessary, to teachers/parents/student support team. Year head and Management Procedure for meeting with a student:

- Ring the classroom and ask the class teacher to send student to the relevant office
- Meet with student and discuss issue that was highlighted either by themselves, parents, a class teacher or management
- Explain to student what further support will be put in place

- Give the student a note to show the teacher as they return to class
- Contact parents directly if needed
- Inform the DLP if necessary
- Use CPOMS to refer to Chaplain, GC or senior management. Personal Counselling referred to Chaplain and vocational and guidance referrals go to Guidance Counsellor
- Further discussion may be required following alert on CPOMS
- If necessary, a care plan will be put in place, and this will be highlighted in SST

Personal Counselling: Students who have an appointment through the School Counselling Service for personal or career counselling are provided with an appointment slip or have their presence indicated with a note on VSWare. For planned appointments the student must provide their relevant teacher with this appointment slip before attending their appointment.

Procedure for personal counselling:

- Meet with Student (once-off / or contract for number of sessions /or refer on as necessary)
Explain limits of confidentiality
- Draw up working contract
- Keep counselling record
- Contact parents by phone and/or letter and issue parental consent form if necessary (referral out)

Confidentiality: A professional relationship involving confidentiality is at the core of the Counselling Service in St Caimin's CS. The Counsellor and Chaplain will take reasonable care to ensure that consultations with students, parents and other professionals will take place in an appropriately private environment, especially in one-to-one consultations. Confidentiality for students must be respected unless there is clear and immediate danger to the student or to others. Hence, confidentiality of the student will be respected provided it is in the best interest of the student and that no other party will be endangered by it and all legal requirements are met. However, confidentiality will not be guaranteed in the following circumstances:

- when a student poses a danger to themselves or others
- when a student discloses an intention to commit a crime
- when the counsellor suspects abuse or neglect
- when a court orders a counsellor to make records available
- in the case of abuse (Child Protection Guidelines definition applies here)

All students are informed of the protocols surrounding confidentiality at their first meeting or prior to their first meeting. Written and Oral reports will contain only such data as are pertinent to the case, and every effort will be made to avoid undue invasion of the student's privacy. Primarily School Management (Designated Liaison Person) and/or Parents are informed if the student is posing a danger to him/ herself and / or to others. The School has clear procedures in the event of self-harm within the School

The School in its duty of care adheres to the procedures as outlined in "Children First" (National Guidelines for the protection and Welfare of Children/ HSE) and "Child Protection Guidelines for Post-Primary Schools" (Department of Education and Science) and in accordance with St Caimin's CS Child Safeguarding Statement and Risk Assessment. The Child Protection Guidelines for Post Primary schools state in 4. 1. 1. And 4. 2. 1.: → 4. 1. 1. If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she

should, without delay, report the matter to the Designated Liaison Person (Ms. Maria Sheehan) in that school. A written record of the report should be made and placed in a secure location by the Principal. The need for confidentiality should be borne in mind at all times. The supports of the school should continue to be made available to the child.

If the Principal is satisfied that there are reasonable grounds for the suspicion or allegation he/she should report the matter to the relevant health board immediately.

Ethical considerations and Accountability: The SST is constantly aware of their responsibility to the student, to the school, to their own professions, to themselves and to the implementation of this policy. The Guidance Counsellor and Chaplain will take part in professional peer supervision, which will provide support and feedback for their professional welfare. The Guidance Counsellors also abide by the Institute of Guidance Counsellors' Code of Ethics. Equally the chaplain abides by a strict code of ethics and all School personnel abide by the 'Child Protection Guidelines for Post Primary Schools' and 'Children First, National Guidance for the Protection and Welfare of Children'. Detailed personal records of all personal counselling and careers/vocational guidance interviews. Record keeping involves:

- Keeping student records for a minimum of 7 years.
- The detailed records of personal counselling sessions should contain some of the actual words and phrases used by the client.
- To ensure accuracy the Counsellor should try to write up notes as soon as possible after the session.
- Keeping notes as brief as possible.
- Only facts are collected not opinions

One to one protocol: Meetings with students are conducted in offices with long glass windows in the door. In the case of a visitor using the room to speak/work with a student, the bona fides of speaker are verified and parents will be informed of the event eg. NEPS psychologist, Social Worker, EWO.

Overview of Referrals to Counselling Service:

- **Referrals In** - Student (self-referral) / Class teacher / Year Head / Chaplain / Guidance Counsellor / Management/ Parents / Staff / Caretakers / Secretaries / Other Students / Curriculum / Piece of Writing and Emergencies
- **Referrals Out** -External Counsellor /CAMHS (Child and Adolescent Mental Health Services)/ Social Services / NEPS/ SENO / Túsla / Doctors/ Garda Síochána/ Disability/ GOSH/ Access Officers in various Institutions. Assistance for students will be sought from other qualified professionals outside the school, for areas of concern such as learning difficulties, substance abuse, bereavement, where appropriate School personnel considers necessary and appropriate. The Chaplain and Guidance Counsellor will supply all relevant information and seek the relevant permission from school authorities and parents or guardians. Teachers, school management and parents may refer students to the Guidance Counsellor and/or Chaplain.
- **Record Keeping:** Record-Keeping Procedures Record keeping is an integral part of the administration of the Student Support Services in St Caimin's Community School. All records will be kept in accordance with the 'Freedom of Information Act' and the School Data Protection Policy. Appropriate coding of information will take place to protect clients. Recording information that could lead to misinterpretation and misuse is avoided as well as any form of

conjecture. The Principal will be made aware of the location of sensitive and confidential files. Such records will be maintained in secure locations.

- **Data Protection:** The General Data Protection Regulation and Data Protection Acts 1988-2018 impose substantial obligations on schools to ensure compliance with data protection rules. Compliance with data protection legislation is supported by having adequate policies in place, St Caimin's Community School have the following policies and protocols in place to ensure compliance in the area of GDPR:

- Data Protection Policy
- CCTV Policy
- DATA Protection Statement
- Website Privacy Statement
- Data Retention Schedule

These documents are shared with all stakeholders on the school's website.

The school also ensures that it has processing agreements and contracts for any external agency handling the school's data e.g. Athena Analytics, VSware, CPOMS etc.

3.8 Communication with parents:

Communication with parents is via VSWare, telephone and email. In the case of an emergency a parent is phoned immediately. Student absences are recorded on VSware and parents and guardians should provide an explanation via this platform. Communication with parents is also provided via Term Reports, PT Meetings, Text messages, Newsletters and Information Evenings. Individual meetings are often arranged by Management, Year Heads, SEN, Chaplain and GC. These meetings are arranged on a needs basis.

Parent/Guardian Appointments: Parents/Guardians can also make appointments with members of SST by telephoning the school office or emailing directly. Appointments are conducted during the school day where possible. They may request an appointment to discuss issues with regards to student behaviour, well-being or vocational needs or issues. It can be within or outside school hours in the case of an emergency. If appropriate a few members of SST may attend the meeting -GC, Chaplain, Year Head and member of management. If appropriate the child may also attend the meeting. A course of action is agreed upon and subsequent meetings are arranged, as appropriate. Notes are always recorded of the meetings. All parties are requested to inform each other if a cancellation is necessary

Accessibility to all parents: SST in St. Caimin's is committed to ensuring accessibility for all parents by fostering open communication, providing flexible meeting options, and offering resources in multiple formats. Whether through in-person appointments, phone calls, or virtual consultations the SST strives to accommodate diverse schedules and needs. Information is shared in clear, inclusive language, and support is available for parents who may require translation services or additional assistance. Accessibility tools that are available on websites such as Careersportal are highlighted to parents. By creating a welcoming and responsive environment, the SST empowers parents to actively engage in their child's educational and personal development journey.

Extra support meetings are arranged for students with SEN and any extra Guidance needs. All students who are applying for DARE have individual meetings with the GC to go through the application and any follow up that is required. The SEN and AS Co-Ordinators are in frequent

communication with parents to discuss all ranges of issues that arise. The Chaplain regularly attends meetings with parents and is available for consultation. The pastoral role of the chaplain will sometimes extend to the home of the student and is done in consultation with the principal/deputy principals.

Assisted Decision-Making as part of WSG: Assisted decision-making, as outlined in Ireland's Assisted Decision-Making (Capacity) Act 2015, is a rights-based approach that ensures individuals are supported in making their own choices, even when facing challenges with capacity. In a school setting, this framework is particularly relevant when working with students who may have disabilities, mental health issues, or other conditions affecting their ability to make decisions independently. The Act promotes the use of tailored supports—such as decision-making assistants or co-decision-makers—to help individuals understand information, weigh options, and communicate their preferences. By applying these principles, schools can foster inclusive environments that respect each student's autonomy and dignity, while also collaborating with families and professionals to ensure decisions are made in the student's best interest and in line with their will and preferences. Bearing this in mind communication with parents of students with SEN is central to the work of SEN and AS Co-Ordinator who are in regular contact with parents and guardian and other specific support bodies such as CDNT.

Bereavement Support: The Principal, Deputy Principal, chaplain, guidance counsellor, student support team, teachers and other staff support students who experience bereavement, separation or loss. They may carry out some of the following functions, as appropriate:

- In conjunction with the principal, ensure that all teachers are made aware of a bereavement or loss, especially the year-head and class tutor.
- Attend removal and funeral. In most cases, the chaplain will visit the home of the bereaved.
- Meet student on his or her return to school. (In some cases, this will be phased depending on the individual circumstances)
- Member of student support team will meet with student and offer support for as long as the need arises.
- Inform staff if student is having difficulties
- Seek outside help or assistance for a student and his/her family should the need arise.

3.9 Guidance Dept WSG Internal and External Links:

Links with students: The GC communicates with each Year Group via Teams. The GC shares a list of timetabled VGI appts weekly with LC2 and 3rd Years during Subject Choice. Other students are messaged directly with appt times and if they forget or don't know their appt time the GC rings the teacher they are supposed to have and asks them to send to office. Students are given a Appt Permission Slip for their scheduled appt time and must show it to the teacher before they attend. The GC must also fill in the Appt on VSWare so the teacher knows where the student is during that time. Guidance -related information is communicated to students via Teams, announcements, social media platforms and visual displays in school.

Links with Year Heads: The guidance counsellor is in regular liaison with all year heads, principal, vice principal and student support team. Pastoral & discipline issues are discussed. Referrals are made

and feedback given. Support and advice is also provided to the year heads. The Guidance Counsellors in conjunction with year heads frequently meet with students and parents.

Links with TY Coordinator: The guidance counsellor is in regular liaison with the TY co-ordinator regarding scheduling and planning guidance activities. Arrangements are made to take students to relevant career events. This will take on an even greater focus in 2025/2026 in line with the new TY Programme. Preparation, support and advice is offered for work experience.

Links with LCVP coordinator: Links are in place with regard to the programme plan and modules to be covered by the Guidance Counsellor. The GC covers the Career Investigation with each LCVP class as part of the LCVP Portfolio. The GC links in with each LCVP teacher individually.

Links with SEN: The GC is in regular liaison with the SEN and AS Co-ordinators and Dept with regard to information supplied by the primary schools, students assessments and referrals for assessments by NEPS and application for special consideration in state exams. The GC and SEN department also liaise with regards to DARE and exemption applications for College.

Links with Teachers: The GC is in regular contact with all subject teachers regarding student concerns, level changes, impact of subjects on particular careers, student talent in certain subjects, career related events. All teachers are aware of their role in WSG and have participated in staff sessions on this concept and updated their school plans around this concept. Information on specific career areas linked to certain subject areas are forwarded to relevant teachers who also share with their classes eg. Engineering Events etc.

Links with SPHE Teachers: There is regular liaison with the SPHE department in relation to topics in first, second and third year in the SPHE programme. Where appropriate issues that come up in SST are referred to the SPHE department to explore further in class. The GC liaises with the SPHE Co-Ordinator in relation to the Guidance Related Learning Module for JCs.

Links with Past Pupils: All past pupils of St.Caimin's are encouraged to keep in touch and inform us of how they are progressing. The GC completes a Progression List every year with the outgoing LC Group and circulates this with the general staff. A Past Pupils Committee was set up in 2025 with the plan of having Past Pupils return to St. Caimin's and speak to current senior cycle students about their courses and careers. The aim of this committee is to strengthen links between current and past pupils. After their Leaving Certificate, the students' progression is recorded by contacting them early on in the following school year in order to ascertain what courses, training, employment or other activities they are engaged in. This helps to see the trends and preferences of the students from St.Caimin's Community School and is used to help guide and inform the current students, their parents and the local community.

Links with the Community: WSG plays a vital role in linking the school with the local community by fostering partnerships that support students' personal, educational, and career development. Through collaboration with local businesses, colleges, mental health services, and youth organizations, the GC Dept, TY Dept, LCVP Dept and SEN Depts can provide students with access to real-world experiences, resources, and support systems beyond the classroom. These connections help create a more holistic support network, ensuring students are well-prepared for life after school and feel connected to the wider community.

Links with NEPS: In liaison with learning support, a number of students who may have special educational needs are referred for assessment to our designated NEPS psychologist, Louise Fitzsimmons. NEPS may also be involved with students who are school refusing. The SEN Co-ordinator is the main point of contact with NEPS

Links with TULSA: Links are well established. The Duty Social Worker is often contacted for advice on the handling of a presenting problem. Where there is abuse of a student the case is referred through the DLP, ie. the Principal, to the Social Worker. The school works with the Social Workers when they are involved with the families of students and the relevant personnel attend case conferences. The Chaplain regularly engages with PPFS to support families in the Meitheal process.

Links with Meitheal: Tusla has developed the Meitheal approach to help children where they may need the support of more than one service. Meitheal is a case co-ordination process for families with additional needs who require multi-agency intervention but who do not meet the threshold for referral to the Social Work Department under Children First. Practitioners in different agencies can use and lead on Meitheal so that they can communicate and work together more effectively to bring together a range of expertise, knowledge and skills to meet the needs of the child and family within their community. The Chaplain and other members of SST regularly attend these meetings.

Links with Clare Youth Service: Each year the Shannon Youth Workers actively engage in student life in St. Caiman's. From September to Christmas they are present at the lunch time club where possible. After Christmas each year they run group work for first and/or second year students. The students are chosen to participate in this group work; however, it is optional to attend. Parents are notified and consent to participate in the personal development is given.

Links with local Gardai: Member of SST liaise with the local community garda informally from time to time. We have established links and they often call into the school on an informal basis. The local Gardai are also in regular contact with management over issues of concern in the community that may impact our students and have updated whole staff about same.

Links with Family Support: Liaise with the family support worker and engage with families who need support. This may be in the form of informal conversations or facilitating one to one meetings for students and their families with the family support worker. The Chaplain has contact with the Child and Family Support Network.

Links with Barnardos: The Chaplain may organise a link between a student in need and Barnardos. They are a national agency that has a branch in Ennis and Limerick. They provide support and counselling for students. They support and give guidance on all levels of child welfare.

Links with Grief Centre Limerick: SST may refer students to the Grief Centre in Limerick for support and intervention if needed.

Links with St. Vincent De Paul: The Chaplain and other members of the school community have strong links with the St. Vincent De Paul. If a family are in financial difficulty, the Chaplain would sometimes seek the assistance of St. Vincent de Paul. They may help with food, clothes and other necessities.

Links with Various organisations and Charities: When the need arises, the SST utilise the expertise of the following agencies to get information and advice. Pieta House, Jigsaw, Mid-West Drug and alcohols services, AA, Bodywhys, Aware, Samaritans, Childline, Grow, Slainte, STI Clinic Regional Hospital, Limerick/ St. James Hospital Dublin, Access Ireland, Cura, Comhairle, Gingerbread Ireland, Integrate Ireland.

Links with Local Business: Students of St.Caimin's are privileged to be the recipient of two scholarships from local businesses. The Treanor Scholarship was established in 2024 and is designed to facilitate a student in St Caimin's LC Class from a disadvantaged background who may be facing an obstacle to completing their Third Level Education. The successful candidate will be awarded up to €5,000 for each year of that student's third-level course for a maximum of four years. This scholarship offers an excellent opportunity to students who wish to pursue third level education but whose family may struggle to support them. In 2025 EI offered two Scholarships to two students from St.Caimin's Leaving Class and the successful candidates were awarded **up to** €6,500 for each year of the undergrad course.

Links with Clare Development Office: Clare Development Office lend huge support to St Caimin's. They provide funding for our Breakfast Club that runs every morning from 08.15-08.55. The Breakfast Club is open to all students and provides an opportunity for all students to have a nutritious breakfast without feeling singled out. It's a great way to promote wellbeing, punctuality, and a sense of community. They also support our Homework Club that runs every evening and is a safe space for students to do their homework and get some extra assistance if needed. Clare Development Office also fund a number of grinds for students from a disadvantaged background through the Jumpagrade initiative. This Initiative provides targeted academic supports to the students that need them most and aim to motivate, engage & build student confidence with holistic supports and empower change in the Irish Education System.

Links with Employers: Local employers help with mock interviews, visit the school as guest speakers and advertise apprenticeship vacancies. Students from TY and LCVP are also taken on visits to local enterprises. They also take some students on work experience in TY and LC1. Local Engineering companies offer visits during Engineering Week and interested LC1 students are allowed attend. AIB organise the School Bank and do the Build a Bank Challenge with the TYs. The ASD Hub Co-ordinator also has established links with local bodies that support employment for students with extra needs such as EmployAbility, CDNT and NLN.

Links with HEI colleges / Admissions offices: St.Caimin's maintain strong links with colleges, especially those in the local area. We invite speakers from all local colleges to address the LC1 and LC2 students. There are regular visits from the Admissions Officers of UL, TUS, Mary I, Uni of Galway and Shannon College of Hotel Management. We maintain regular contact with Youthreach, the National Learning Network, FET Shannon, Catherine McCauley Special School Limerick and St.Anne's Special School, Ennis.

Links with FET Colleges, SOLAS: Students are encouraged to visit local PLC organisations such as Limerick FET, CCL and Ennis FET during their Open Days as this is the preferred option for those organisations. LCA and interested LC2 students may visit Limerick FET on a school trip. In conjunction with the LCETB students of TY and LCA have the opportunity to do a two week Introduction to Welding, Introduction to Groundwork and Introduction to Beauty Therapy courses. In the Shannon and Kilrush FET Interested students visit the Midwest Apprenticeship Exhibition and

may also visit Shannon Training Centre and receive a guided tour of where all apprenticeship training takes place. A liaison officer from LCETB comes and speaks to all LC2 students interested in Apprenticeships and highlights the opportunities available locally. We have developed links with other organisations who have also visited our school eg. Failte Ireland, Local Gardai, Defence Forces etc.

Visiting Speakers: The Guidance Counsellor, LCVP co-ordinator and teachers, TY co-ordinator and teacher, LCA co-ordinator and teacher, SPHE teachers, religion teachers and other subject teachers organise speakers to visit the school to speak with the students on a variety of topics. In so far as is possible the proposed dates and times are organised well in advance and are made aware to all Staff. For specific Career Talks students must sign up beforehand and a list of students who will be attending will be passed onto LC2 teachers who will be effected. LC1 speakers are scheduled for the Careers Rotation and all teachers concerned are forewarned.

A teacher is always present whenever a group of students is gathered. Visitors must sign in at reception. In the case of students attending a talk in a large group in a classroom during class time the students must have signed up to attend this talk and this list will be given to the teachers the day before the speaker attends

Visits Out/Career Exhibitions/Open Days: All LC2 students attend UL/TUS/Mary I Open Day. Interested students may attend the Apprenticeship Information Day in South Court Hotel, the LCFE Open Day in January and the visit to the SOLAs Training Centre in March. All other Open Days are attended in students own time and individual students must make their own arrangements if they wish to attend other open days. Schedules for all Open Days are available outside the GC Office. Students are encouraged to attend Open Days on Saturdays where possible. All LC1 students attend the Midwest Career Exhibition in UL Sports Arena. Interested students may apply for Taster Days and Career Specific events such as Radiography Open Day, Law for a Day etc. As places are often confined for these events a draw may have to take place to select students. In line with the new TY Programme 2025/2026 there will be a conscious effort to bring TYs to some career related events.

Links with Outside Agencies:

- Department of Education and Science
- Higher Educational Institutes
- Further Education Institutes
- SOLAS
- National Learning Network
- Local Community
- Local Businesses
- Garda Liaison Officers
- Feeder Schools
- Pieta House
- Health Service Executive - Tusla
- Referral Agencies e.g. Barnardos, Foroige, Clare Youth Service
- National Educational Psychological Service (N.E.P.S)
- CAHMS
- CDNT

3.10 Communications Systems from GC Department:

Dissemination of Guidance-related material to parents:

- LC2 Parents Information Evening on CAO and Other Options including PLCs and Apprenticeships
- Parents Information Evening for Senior Cycle Subject Choice
- Parents Information Evening for First Years include information on Subject Choice
- Powerpoints and other information from Information Evenings made available on school website
- Parents welcome to attend Information Session on Apprenticeships from LCETB
- Guidance Newsletter published on School Website each Term and after Information Evenings
- Frequent texts to parents reminding them of important deadlines
- Parents are informed about information available on Careersportal and Student's individual Career Files during Information Evenings, PT Meetings, Newsletters and one to one meetings. Parents are encouraged to engage with their son/daughter around this Careersportal Career File and discuss careers and courses they have selected.
- Resources such as the Apprentice Employers Network are highlighted in Information Evenings
- Links to websites such as CAO.ie, Careersportal.ie, Apprenticeship.ie, Qualifax.ie, Examinations.ie. etc are circulated to parents regularly
- Guidance- related material is shared on the school social media platforms such as reminders of important dates, deadlines etc. Images are also circulated of speakers and Open Days attended.
- Parents are informed about specific parental information sessions and Open Days from bodies such as CAO, LCETB, HEIs, Synergy Careers, Careersportal etc
- Open Day Schedules are made available to Parents and they are encouraged to attend Open Days and specific talks with their son/daughter
- Applications to DARE require more parental input and an appt is arranged to discuss these individual applications. Information on HEAR/DARE clinic are also shared
- From 2025/2026 academic year Careersportal customised School Guidance Website which will highlight important dates and deadlines

Section Four: Inclusion

4.1 Inclusive Guidance:

Guidance and inclusion work hand in hand to ensure that every student feels supported, respected, and empowered to reach their full potential. Inclusive guidance practices are designed to meet the diverse needs of all learners, including those from minority backgrounds, students with additional educational needs, and those facing social or emotional challenges. The guidance counsellor plays a central role in promoting inclusive practices within the school community ensuring that all students—regardless of ability, background, identity, or personal circumstances—have access to appropriate support and opportunities. This includes advocating for students with additional needs, collaborating with SEN teams and external agencies, and providing tailored guidance interventions such as one-to-one counselling, differentiated career planning, and transition support. Accessibility, diversity, and support are central to effective guidance and counselling in secondary education. A truly inclusive approach ensures that all students—regardless of ability, background, identity, or learning style—can access meaningful support tailored to their individual needs. This involves providing flexible communication methods, culturally responsive practices, and differentiated resources that reflect the diverse experiences of young people. Guidance counsellors play a key role in fostering equitable opportunities by creating safe, respectful spaces where students feel heard, valued, and empowered to explore their personal, educational, and career pathways. Support is not one-size-fits-all; it is proactive, student-centred, and responsive to the evolving challenges and strengths of each learner.

For the purposes of this document, as outlined in St.Caimin's SEN Policy, the following definition of inclusion by the NCSE has been adopted: ***Inclusion is defined as a process of: addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities, and removing barriers to education through the accommodation and provision of appropriate structures and arrangements, to enable each learner to achieve the maximum benefit from his/ her attendance at school*** (Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Educational Needs NCSE 2010, p.39)

St. Caimin's is committed to fostering an inclusive environment where all students—regardless of ability, nationality, culture, or background—feel respected, supported, and empowered to succeed. We recognise the diverse needs of students with Special Educational Needs (SEN) and provide tailored supports such as Individual Education Plans (IEPs), assistive technologies, and differentiated instruction to ensure equitable access to learning. We also celebrate cultural diversity by incorporating global perspectives into the curriculum, using multilingual signage, and marking international events

that reflect our student body. Inclusive practices such as peer mentoring and staff training in neurodiversity and cultural competence are embedded across the school to promote belonging and participation for every student. Through these measures, we aim to create a school community that values diversity and promotes the holistic development of all learners.

4.2 Diversity, Accessibility and Support in Guidance and Counselling:

The Guidance and Counselling Department is dedicated to promoting equitable access to a wide range of career and educational pathways for all students, recognising the diversity of backgrounds, abilities, and aspirations within the school community. We provide tailored guidance on further education, apprenticeships, employment, and alternative pathways, ensuring students are informed about accessible options such as the DARE (Disability Access Route to Education), HEAR (Higher Education Access Route), and RACE (Reasonable Accommodations at Certificate Examinations). The department also supports students in exploring scholarships, financial aid, and life skills programmes that prepare them for independent living and future success. Through one-to-one counselling, group workshops, and collaboration with external agencies, we aim to empower every student to make informed decisions and access the supports they need to thrive in their chosen path. The Guidance Department in St Caimin's works closely with the SEN and ASD Hub co-ordinator to support students with additional needs in their future career plans. Links are established with outside agencies such as EmployAbility, the National Learning Network to support students with AEN to establish a career plan for when they leave school.

4.3 Inclusion of Students with Special Educational Needs:

The Guidance Counsellor is informed of the students with SEN and those with exemptions from specific subjects such as languages and works closely with the SEN Co-ordinator. Specific care is taken to ensure that these students are assisted in every way to complete their Secondary education and to progress to further education, training or employment. The Guidance Counsellor works in conjunction with the student, their parents/guardians and the SEN Department in insuring that the students complete their Supplementary Information Forms for the DARE/CAO applications, as required. The Guidance Counsellor endeavours to work closely with the students' parents/guardians to inform and guide them as well as to assist in sourcing additional supports if necessary and arranges an individual appointment with these parents/guardian at the beginning of Term 2 to discuss DARE application. Each student with SEN has a folder which contains details of their assessments and their educational needs. The GC liaises with students regarding applying for language exemptions to Third Level Colleges. As students from our ASD Hub move into Senior Cycle the Guidance Counsellor will work alongside the SEN Co-ordinator, Management and ASD Hub Co-Ordinator to support these students as they transition to the next phase of their education.

The St Caimin's SEN Policy focuses on Inclusion of students with SEN at all stages of their second level education. Some key processes are outlined below as outlined in the SEN Policy:

WSG plays a key role in supporting students through critical educational transitions, ensuring continuity, confidence, and informed decision-making. For incoming first-year students, we provide orientation programmes and early support to ease the move from primary to post-primary education. The transfer of information from primary level to post-primary level is vital to the successful support of students with SEN and is clearly outlined in the SEN Policy.

Primary to Post-Primary Transition:

- Early communication with feeder primary schools and parents to gather information on students with SEN.
- Meetings with parents and students.
- Use of the *Student Support Passport* and diagnostic tests to guide support planning.
- The SEN team develops *Student Support Plans* with learning targets set and reviewed regularly

Transition for Students Entering Other Year Groups:

- Information such as reports, attendance, and assessments is gathered from the previous school.
- SEN Co-ordinator and Year Head use this information to determine supports

Transition Planning Tools:

- Use of *SSPs* (Student Support Plans), *Behavioural Support Plans*, and *Transition Support Plans* as required.
- Collaboration with outside agencies like NEPS and CAMHS where necessary

Once accepted to St Caimin's Community School:

- All incoming first year students take CAT4, Literacy and Numeracy tests. These tests can also be used to identify strengths and needs of incoming students with SEN. This data is used to help identify students who may need additional support, including exceptionally able students.
- The SEN team will use the CAT4 Numeracy and Literacy, Student Passport to ascertain the student's learning style and strengths. In consultation with parents, further diagnostic testing may be required at this point to determine areas needed by the student.
- The SEN team will create learning targets for each student with SEN. These targets are monitored and evaluated at regular intervals. Once achieved, new targets are set.
- At the beginning of each academic year, all students on the SEN Register are reviewed individually in terms of type of support needed and curriculum load

As students progress from Junior Cycle to Transition Year (TY), we offer guidance on personal development opportunities and subject sampling. Transitioning from TY to Senior Cycle involves

focused career exploration, subject choice counselling, and goal-setting. Finally, we support students in their move from Senior Cycle to post-school options—whether that be higher education, apprenticeships, employment, or training—through one-to-one guidance, access to resources like CAO, DARE, HEAR, and RACE, and collaboration with external agencies. These structured supports ensure that every student is prepared for each stage of their educational journey.

Inclusion for students of EAL (English as an Additional Language) Students: EAL students are mentioned explicitly as a group for whom educational support strategies must include cultural and linguistic diversity. The St Caimin’s policy states that support is provided for “students whose first language is not English and who have been assessed and diagnosed with SEN”. Under the “Language” section of the Provision Map, EAL support is listed as part of SEN interventions. This includes oral and written language strategies such as key word journals, visual aids, oral descriptive work, and literacy support where Irish exemption applies.

Inclusion of Exceptionally Able Students: Definition and Recognition: The SEN policy includes exceptionally able students under its scope and defines them as those requiring opportunities for enrichment and extension beyond the standard curriculum. The school identifies exceptionally able students through CAT4 and literacy/numeracy assessments. Targeted supports may be put in place as needed. Exceptionally able students are explicitly included under “students with emerging needs” and may receive support through the Continuum of Support model. Teachers are expected to differentiate learning activities to challenge exceptionally able students appropriately.

Support for Parents of students with SEN:

The SEN policy also outlines support for parents of students with special educational needs (SEN). The school recognises its responsibility under Section 14 of the EPSEN Act 2004, with regard to informing and consulting with parents on all matters relating to their child’s education. The quality of a child’s experience in making the transition to post-primary education can determine how they will settle in school. Parents can provide valuable support to a child with SEN while the child is making the transition. Here’s a summary of the key points included in the St Caimin’s SEN policy:

- Active Communication:
- Regular updates through *VSWare*, the student journal, emails, phone calls, and meetings.
- Parent-teacher meetings held once a year.
- SEN Co-ordinator available via direct email for concerns or queries.
- Collaborative Planning:
- Parents are involved in the creation and review of Student Support Plans (SSPs).
- They are invited to transition planning meetings before students enter the school.
- Parents are encouraged to share educational or medical reports and input on learning needs and preferences.

- Transition Support from Primary to Secondary School
- Parents are contacted and consulted during the transfer process.
- Open evenings and induction meetings are held for new students and parents.
- Individual meetings are offered for students with SEN and their families to plan for successful transition.
- Parents are informed about pastoral supports, extra-curricular activities, and RACE accommodations.
- Involvement in Student Learning - Homework and Academic Support:
- Individualised homework expectations can be arranged for students with SEN.
- Parents are encouraged to monitor homework and engage with learning strategies used in school.
- Encouraged to Report Observations:
- Parents are asked to share observations on their child's progress and difficulties to help the school tailor support effectively.
- Information and Guidance - Support with Applications:
- SEN Co-ordinator assists parents with applications for:
- DARE (Disability Access Route to Education),
- RACE (Reasonable Accommodations in exams),
- Assistive technology
- SNA support if applicable.
- Guidance Events: Information evenings are held (e.g. on subject choice, Senior Cycle options).
- Guidance Counsellor meets with parents if requested to support career and educational planning for SEN students.

Inclusion of Parents of students with SEN in WSG: SST in St.Caimin's is committed to ensuring accessibility for all parents by fostering open communication, providing flexible meeting options, and offering resources in multiple formats. Whether through in-person appointments, phone calls, or virtual consultations the SST strives to accommodate diverse schedules and needs. Information shared in clear, inclusive language, and support is available for parents who may require translation services or additional assistance. Accessibility tools that are available on websites such as Careersportal are highlighted to parents. By creating a welcoming and responsive environment, the SST empowers parents to actively engage in their child's educational and personal development journey. Extra support meetings are arranged for students with SEN and their parents and any extra Guidance needs. All students who are applying for DARE have individual meetings with the GC to go through the application and any follow up that is required. The SEN and AS Co-Ordinators are in frequent communication with parents to discuss all ranges of issues that arise.

Assisted Decision -Making as part of WSG: Assisted decision-making, as outlined in Ireland's Assisted Decision-Making (Capacity) Act 2015, is a rights-based approach that ensures individuals are supported in making their own choices, even when facing challenges with capacity. In a school setting, this framework is particularly relevant when working with students who may have disabilities, mental health issues, or other conditions affecting their ability to make decisions independently. The Act promotes the use of tailored supports—such as decision-making assistants or co-decision-makers—to help individuals understand information, weigh options, and communicate their preferences. By applying these principles, schools can foster inclusive environments that respect each student's autonomy and dignity, while also collaborating with families and professionals to ensure decisions are made in the student's best interest and in line with their will and preferences. Bearing this in mind communication with parents of students with SEN is central to the work of SEN and AS Co-Ordinator who are in regular contact with parents and guardians and other specific support bodies such as CDNT.

Inclusive Guidance for Students from Disadvantaged Backgrounds: Students from disadvantaged backgrounds are identified by the Student Support Team. Specific care is taken to ensure that these students are assisted in every way, when required, to complete their post-primary education and to progress to further education, training or employment. The GC works in conjunction with the student and their parents/guardians to support the HEAR Application where required. The process is explained in a one to one setting if requested to remove any barrier to application. Information regarding grants and financial assistance is passed onto all students and parents. All students and parents are given detailed information on SUSI grants and the application process. The GC is conscious that other pathways such as PLCS, Apprenticeships and traineeships must be given as much attention as the CAO process to cater for students of all backgrounds and needs. For some students education cannot be at any cost and setting up an account of Fetchcourses.ie is extremely important so these students can see that education can continue even if they are receiving social welfare. The importance of students knowing where the local training and education centre is also recognized and a visit is arranged. Some students also attend Taster Courses in the local ETB which strengthens the links.

4.4 Promoting Inclusivity for students from a disadvantaged background

St Caimin's has links with many outside agencies which supports the inclusivity of students from a disadvantaged background as outline in Section 3 of this Plan. Some are highlighted below:

- **Links with Clare Development Office:** Clare Development Office lend huge support to St Caimin's. They provide funding for our Breakfast Club that runs every morning from 08.15-08.55. The Breakfast Club is open to all students and provides an opportunity for all students to have a nutritious breakfast without feeling singled out. It's a great way to promote wellbeing, punctuality, and a sense of community. They also support our Homework Club that runs every evening and is a safe space for students to do their homework and get some extra assistance if needed. Clare Development Office also fund a number of grinds for students from a disadvantaged background through the Jumpagrade initiative. This Initiative provides targeted academic supports to the students that need them most and aim to motivate, engage & build student confidence with holistic supports and empower change in the Irish Education System.
- **The Treanor Scholarship** is a scholarship designed to facilitate a student in St Caimin's LC Class from a disadvantaged background who may be facing an obstacle to completing their Third Level Education. The successful candidate will be awarded up to €5,000 for each year of that student's third-level course for a maximum of four years. This scholarship offers an excellent opportunity to students who wish to pursue third level education but who's family may struggle to support them.
- **St Vincent de Paul:** The Chaplain and other members of the school community have strong links with the St.Vincent De Paul. If a family are in financial difficulty, the Chaplain would sometimes seek the assistance of St. Vincent de Paul. They may help with food, clothes and other necessities.

4.5 Inclusion of International Students:

The Guidance Counsellor meets all students who join St Caimin's in different year groups. Particular attention is paid to international students who may join in senior cycle and need to be made aware of language exemptions and fee status. Management link these students with a buddy in their class who can help them settle in. If language is a barrier extra support classes are provided.

4.6 Inclusion of LGBT+ and Allies Group: Peer support and advocacy group:

The Chaplain facilitates the running of this group with other members of staff. This support group was established to promote a culture in the school of inclusivity and acceptance. This year the hope is to work on achieving the LGBT+ Quality Mark for our school.

4.7 Inclusion of students from different cultures:

St Caimin's is a multicultural community and we recognise the importance of promoting cultural inclusion through our curriculum, policies, celebrations, student support and family engagement. Different cultural celebrations and languages are celebrated throughout the year.

4.8 Resources used to support inclusivity in St Caimin's

- All mainstream classrooms have a wide variety of digital devices which are supported by the school Wi-Fi network in the school, these include laptops, printers, visualisers and cameras. These are available to both teachers and students.
- The SEN Department and the English Department have received support from both the BOM and Parents' Association enabling establishment of the Accelerated Reader Programme for First Year students and the purchase of books for the programme.
- St Caimin's Community School runs Lunch Time Activities, any student who wishes is welcome to go to attend these activities at lunchtime. The school library is also open at lunch and breaktimes for all students. This room is supervised by a teacher. Both these rooms can be particularly attractive to students who dislike noise, crowds etc
- Accessibility buttons on websites highlighted- careersportal.ie, Microsoft Word etc

The ASD Hub consists of:

- A general classroom learning area. o Individual workstations.
- Lounge area.
- Sensory Room.
- Kitchenette.
- Toilet facilities.
- Outdoor/recreational space.
- Dedicated laptop trolley with per-student devices.

4.9 Leadership development and holistic development for all students

In St Caimin's, fostering inclusivity in leadership and holistic development is key to creating a supportive and empowering environment for all students. Inclusive leadership development ensures that students from diverse backgrounds and abilities are encouraged to take on leadership roles, whether through student councils, peer mentoring programmes, or inclusive classroom projects. Holistic development goes beyond academics, nurturing students' emotional, social, and ethical growth through activities such as wellbeing workshops, intercultural events, restorative practices, and community service initiatives. By offering opportunities like leadership training days, diversity awareness campaigns, and collaborative group projects, schools can cultivate a culture where every student feels seen, heard, and equipped to lead with empathy and confidence.

Programmes run in St. Caimin's to support Inclusion:

Universal Design for Learning (UDL): Recognising the importance of inclusivity in St. Caimin's we strive to use Universal Design for Learning to differentiate. Universal Design for Learning (UDL) is a framework that provides educators with a structure to deploy their instruction to meet the wide range of diversity among all learners in their classrooms.

The UDL framework enables the educator to remove barriers, by anticipating the needs of all students. The UDL model favours the planning of instruction to include goals, methods materials, tools and assessments to reach and support the maximum number of learners in the classroom. Instead of providing something different or additional for children who experience difficulties in their learning, inclusive pedagogy seeks to extend what is ordinarily available to everyone.

We strive to use Universal Design for Learning to differentiate:

- Content: (What) being learned by a student, eg. Some students might learn five functions while others learn three
- Process (HOW) or ways in which a student accesses material, e.g. by using the internet, a visual, a computer programme or a textbook;
- Product (Outcome) or way in which a student shows what he or she has learned, e.g. by writing a paragraph, drawing a diagram, doing a presentation etc.
- Environment is how the lesson/classroom is structured- individual or groupwork or whole class instruction.

Other programmes that are offered to support inclusivity are the Junior Cert Learning programme Level 1- level 2 and the Introduction of the Senior Cycle Learning programmes: Level 1 and 2. There is a significant amount of Team Teaching allocated in St Caimin's where needs are identified. The Role of the Support Teacher is clearly identified and the different types of Team Teaching are utilized. The LCA and LCVP programmes are well established and are central to inclusion in St Caimin's.

Section Five: Guidance-related Policies and Procedures

The WSGP may be read in conjunction with the following plans and policies in St Caimin's CS:

- Admissions Policy
- Attendance Plan
- Assessment Policy
- Bi Cinealta: Policy to Prevent and Address Bullying Behaviour
- Child Protection Policy
- Code of Behaviour for Students
- Critical Incident Plan
- Dignity at Work Policy
- GDPR Policy
- Guidance and Counselling Dept Plan
- Health & Safety Statement
- Homework Policy
- Induction and Mentoring Policy
- Internet Acceptable Usage Policy
- Mobile Phone Policy
- Policy on Countering Bullying Behaviour
- Protected Disclosures Policy
- Relationships and Sexuality Education (RSE) Policy
- SEN Policy
- School Chaplain Plan
- Substance use Policy
- Wellbeing Policy

5.1 Student Support Team (SST) Procedures:

The role of the SST in St Caimin's is outlined in detail in Section Three Communication of this Plan. The following is an overview of Student Support Team Procedures: (in line with NEPS Student Support Teams in Post Primary 2021)

- Principal, Vice-Principals, Guidance Counsellor, Chaplain, and Attendance Co-Ordinator.
- Timetabled meetings – one period per week for Senior and Junior
- School matters – On Continuum of Support
- Discussion of 'at risk' students – all students categorised by risk 1-5
- Plans, interventions and assigns responsibility.
- Review interventions and monitors progress
- Keeps alert for emotional behavioral (positive and negative) atmosphere in the school.
- Assumes a shared sense of confidentiality and disseminates information as appropriate

Student Support Record Keeping:

- Minutes of all student support meetings are kept by the senior management team. They contain very little description.
- The CPOMS platform is used to record all aspects of support provided to students. The relevant GDPR requirements have been applied to the platform and double factor authentication is required at login to ensure it is secure.

Procedures for Student Appointments:

- Appointments with members of the SST are through referrals.
- Referrals can be self-referred, made by another student, parental referral, or referral by management, Year heads and subject teachers.

5.2 Procedure for personal counselling

- Students who have an appointment through the School Counselling Service for personal or career counselling are provided with an appointment slip or have their presence indicated with a note on VSWare.
- For planned appointments the student must provide their relevant teacher with this appointment slip before attending their appointment.
- Meet with Student (once-off / or contract for number of sessions /or refer on as necessary)
Explain limits of confidentiality
- Keep counselling record
- Use CPOMs to alert other relevant members of SST
- Contact parents by phone and/or letter and issue parental consent form if necessary (referral out)

5.3 Confidentiality

Confidentiality of the student will be respected provided it is in the best interest of the student and that no other party will be endangered by it and all legal requirements are met. However, confidentiality will not be guaranteed in the following circumstances:

- when a student poses a danger to themselves or others
- when a student discloses an intention to commit a crime;
- when the counsellor suspects abuse or neglect;
- when a court orders a counsellor to make records available;
- in the case of abuse (Child Protection Guidelines definition applies here)

All students are informed of the protocols surrounding confidentiality at their first meeting or prior to their first meeting. Primarily School Management (Designated Liaison Person) and/or Parents are informed if the student is posing a danger to him/ herself and / or to others.

The School in its duty of care adheres to the procedures as outlined in “Children First” (National Guidelines for the protection and Welfare of Children/ HSE) and “Child Protection Guidelines for Post-Primary Schools” (Department of Education and Science) and in accordance with St Caimin’s CS Child Safeguarding Statement and Risk Assessment. The Child Protection Guidelines for Post Primary schools state in 4. 1. 1. And 4. 2. 1.: → 4. 1. 1. If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Liaison Person (Ms. Maria Sheehan) in that school. A written record of the report should be made and placed in a secure location by the Principal. The need for confidentiality should be always borne in mind. The support of the school should continue to be made available to the child. If the Principal is satisfied that there are reasonable grounds for the suspicion or allegation, he/she should report the matter to the relevant health board immediately.

5.4 Ethical considerations and Accountability

One to one Protocol:

- Meetings with students are conducted in offices with long glass windows in the door.
- In the case of a visitor using the room to speak/work with a student, the bona fides of speaker are verified and parents will be informed of the event eg. NEPS psychologist, Social Worker, EWO.

Record Keeping Protocol:

- All records will be kept in accordance with the 'Freedom of Information Act' and the School Data Protection Policy.
- Appropriate coding of information will take place to protect clients. Recording information that could lead to misinterpretation and misuse is avoided as well as any form of conjecture.
- The principal will be made aware of the location of sensitive and confidential files. Such records will be maintained in secure locations.
- Detailed personal records of all personal counselling and careers/vocational guidance interviews.
- Student counselling records retained for a minimum of 7 years.
- The detailed records of personal counselling sessions should contain some of the actual words and phrases used by the client.
- To ensure accuracy the Counsellor should try to write up notes as soon as possible after the session.
- Keeping notes as brief as possible.
- Only facts are collected not opinions

Student Information and Records GDPR:

- Student information is on the school VS Ware and is in line with GDPR.
- A hard copy of student information is kept in the Year Head Office and are in line with GDPR.
- All details pertaining to the student are kept in these files.
- Any sensitive information that is not suitable for public viewing will have a note attached requesting the staff member to see the relevant party (i.e., Management, Guidance Counsellor, Learning Support/ Resource) for further details.

5.5 Procedures for Data Management Systems:

Data Protection

The General Data Protection Regulation and Data Protection Acts 1988-2018 impose substantial obligations on schools to ensure compliance with data protection rules. Compliance with data protection legislation is supported by having adequate policies in place, St Caimin's Community School have the following policies and protocols in place to ensure compliance in the area of GDPR:

- Data Protection Policy
- CCTV Policy
- DATA Protection Statement
- Website Privacy Statement
- Data Retention Schedule

These documents are share with all stakeholders on the school's website.

The school also ensures that it has processing agreements and contracts for any external agency handling the school's data e.g. Athena Analytics, VSware, CPOMS etc.

Bereavement support procedures

The following functions may be carried out as appropriate:

- Ensure all teachers are made aware of a bereavement/loss via email
- Principal/Deputy Principal/Chaplain/Year Head will visit the home of the bereaved
- Meet students on their return to school
- Seek outside help or assistance for the student and their family if necessary
- The Critical Incident Management Plan details procedures in the event of a sudden loss to a member of staff or a student

5.6 Vocational Guidance-related Procedures:

Procedure for Vocational Guidance Appointments:

- Students may be referred by themselves, parents, management or teaching staff regarding motivation, lack of direction, need to establish a career plan. As Guidance Appts are not an emergency case these appointments are in general scheduled and pre-arranged:
- Guidance Counsellor will schedule the appt and message the student on Teams informing them of date and time
- GC will give student a Permission Slip on the day of the appt which they are to show to their TEACHER before attending the appt and get it signed
- Student will then present the slip to the GC at the start of the appt

5.7 Subject Choice Procedures:

Subject choice at key stages in second-level education plays a crucial role in shaping students' academic journeys, future career paths, and personal development. Making informed decisions about subjects can influence access to third-level courses, apprenticeships, and employment opportunities. At these pivotal moments—such as the transition into the Senior Cycle—the guidance counsellor serves as a vital support, helping students explore their interests, strengths, and aspirations. Through one-to-one counselling, classroom guidance, and collaboration with parents and teachers, the guidance counsellor ensures that students are equipped with the knowledge and confidence to make choices that align with both their immediate goals and long-term potential.

First Year Subject Choice Procedure: All First Years sit the CAT4 Aptitude Tests the May before they join St Caimin's. All First Years sample all option Subjects for the first seven week so they can make an informed choice on their final subject selection. The Guidance Counsellor meets with all First Years during their Subject Sampling and before they make a final selection of two optional subjects to explore impact of subject selection on future careers and education. Parents submit a Subject Choice Form via VSWare in mid-October, and students are placed in their JC option classes based on this selection.

Senior Cycle Subject Choice: Senior Cycle Subject Choice is focused on in Junior Cert and TY and the Subject Choice Programme involves the Guidance Counsellor, LCA and TY Co-Ordinator, SEN Co-Ordinator and AS Co-ordinator and subject teachers.

Role of the Guidance Counsellors in Senior Cycle Subject Choice:

- Administers CAT4 to all Third Years
- Take each JC Group for a Module of approx. 6 classes to cover the following topics: detailed overview of Leaving Cert Subjects, Options after school including third level, apprenticeships etc, Minimum Entry Requirements including Qualifax search tool to see what courses require specific subjects eg. a third language, a lab science are required, Careersportal and Course searches, Interest Test and Understanding CAT4 Reports and Course Searches on Careersportal.ie. These same topics are covered with all TYs during their Guidance classes coming up to Subject Choice Time.
- All Third Years will meet Ms.Fitzpatrick individually to receive their CAT4 Reports where their strengths, weaknesses, LC predicted grades and type of learning that they are best suited to is highlighted. If a student performs particularly well in an area the GC will write in the percentile however, if CAT4 results are not particularly strong a visual graph is what is used.
- The Guidance Counsellor encourages students to contact her via Teams with any specific questions regarding senior cycle subject choice
- The GC presents at an Information Session for all parents of students entering Senior Cycle and parents are encouraged to contact the GC with specific queries and questions
- All resources used in Subject Choice Module are made available to parents and students via the School Website

Role of SEN Team, LCA, TY and LCVP Co-Ordinator and Management in Subject Choice:

Management:

- Facilitate the sitting of the CAT4s
- Responsible for ensuring all subject choice forms are submitted via VSWare and generate the senior cycle option lines based on the choices students make.
- They present the Subject Choice Procedure at the Subject Choice Information Evening.
- Management along with GC meets students individually who did not get one of their top three options and discuss alternatives with them and make changes to their timetables accordingly. Where necessary they meet parents to discuss issues with subject choice.
- From 2025 management are timetabling more sampling of senior cycle subjects for TYs.

The Role of Special Educational Needs (SEN) Team in Subject Choice Procedures:

- Ensure that students with additional learning needs are supported in making informed and realistic decisions.
- Their involvement helps to identify any barriers to learning that may affect subject selection, such as literacy, numeracy, or processing difficulties, and to advocate for appropriate accommodations or support.
- Working closely with the guidance counsellor, As Co-Ordinator, teachers and parents, the SEN team contributes valuable insights into a student's strengths and challenges, helping to align subject choices with their abilities, interests, and long-term goals.

- This collaborative approach promotes inclusion and empowers students to access a curriculum that suits their individual needs and maximises their potential. The AS-Ordinator also links with students and parents regarding subject choice and options around LC that are available to them.

The Role of the LCA, TY and LCVP Co-Ordinator in Subject Choice:

- Speaks to all Third Years about these three programmes so they can decide which option might suit them best.
- The Co-Ordinator also presents this information at the Subject Choice Information Evening for Parents and Guardians

The Role of Teaching Staff in Subject Choice:

- Option Subject Teachers present to all students in Junior Cert and TY giving an overview of their subject.
- Teachers of JC core subjects give their classes an overview of that particular subject at LC level.
- Subject teachers may often highlight a student to the GC who is showing a natural ability in a subject or if they have concerns about a particular student continuing with a subject.
- Students are encouraged to speak to teachers if picking it for Senior Cycle particularly if they have not studied it for JC.

5.8 First Year Induction

- All SEN students can avail of a tour of the school in May and can meet key staff and personnel that will support their transition to second-level
- Students are the only group to return to the school on the first two days of the first term. This gives them a chance to get familiar with the school environment without the distraction of other students.
- Students are met by the Transitions Coordinator/ leadership team/Year Head and student mentors where they are introduced to key staff, lockers are allocated, journals and mobile phone pouches distributed and code of conduct explained.
- Student mentors organise ice-breakers and bring students on school tours

Open Night Procedures

- All staff prepare for and attend open night, with meet and greet take place at main entrances.
- Students take the parent(s)/guardian(s) and potential students on tours of the school and attend a talk hosted by the Principal, GC and SEN
- Rooms are monitored by staff allocated to each room and subject teachers are available to speak about their relevant subject area
- SEN, GC and Chaplain are available in their offices to talk to parents about specific concerns.

Transfer Procedures:

- The Vice-Principal meets with all new students and their parents prior to starting in St Caimin's. In the case of international students, the VP highlights the importance of being in the school system for three years if want to avail of the Free Fees Scheme

- New students to the school, regardless of what year, are referred to the Guidance Counsellor to discuss subjects of commonality from the previous school and implications of subject choice for future progression.
- This must be initiated as close as possible to the students' enrolment in the school to ensure a smooth transfer.
- In the case of language exemptions for Senior Cycle students the GC seeks clarification with Third Level institutions around the student's individual case via email so there is a record of this communication

5.9 Changing Subjects and levels Change Procedure

School Procedure regarding Language Exemption:

1. All students must do a MFL as far as third year except in exceptional circumstances
2. At the end of the academic year there will be an Exemptions meeting with members of management, SEN and Guidance to check re. Irish Exemption paperwork regarding incoming LC1 students.
3. During this meeting the list of students in the Business Class for Irish Exemptions needs to be cross-checked with the Exemptions Folder and ensure supporting documentation is in place.
4. During this meeting the students not studying Irish will also be cross-checked against those not studying a MFL
5. This check is done to ensure all students have the correct paperwork if are not studying Irish for their LC and to ensure that have at least a second language if they are not formally exempt.

Outline of Procedure regarding dropping MFL for Senior Cycle:

1. In early September the GC and VP will meet with the Geography Class that is timetabled at the same time as MFL and revise the list of courses that they can no longer do as they have dropped their MFL.
2. In this class students will be reminded how to check the list of courses on Qualifax.ie and also how to check entry requirements for courses of interest. This has already been covered during Subject Choice Classes so this should already be familiar to students.
3. Students are encouraged to clarify their career plan at this time and ensure they do not need MFL and if have any concerns to contact Ms. Fitzpatrick to discuss it
4. Each student (besides those with a language exemption) will be given a Letter which both they and their parents/guardians have to sign to confirm they are aware of the consequences of dropping a MFL
5. This letter must be signed by both parents and students and returned to management and filed in the Year Head's Student File
6. A Record of Attendance from the Subject Choice Information Evening will also be kept where matriculation requirements are discussed in detail.

Outline of Procedures regarding Subject Changes in Senior Cycle:

1. Students must bring a note directly to the Vice-Principal requesting the Subject Change
2. The Vice-Principal checks to see if the subject change is possible and discusses this change with the teachers concerned.

3. Once the Vice-principal has confirmed that the change can take place they will refer the student to the GC to discuss implications of the move if it has implications on their future career choice specifically if now Dropping a Science, Dropping their MFL, switching from HL-OL Maths and Irish or if the student feels they need to discuss the option change with the GC
4. Specific Forms for Dropping MFL/Science or dropping from HL Maths and Irish are available from the GC. The GC discusses the implications of this change with the student and signs the relevant form. The GC sends the student the direct link to the **Qualifax Subject Choice Minimum Entry Requirement Link** via teams to look over the list of courses they will no longer matriculate for if they make the discussed change
5. The student must review this list at home with their parents/guardians and if satisfied that he/she is not interested in any of the specific courses must sign the Form along with their parents/guardians
6. Once the paperwork is signed by the student and parent/guardian they will hand in to the Vice-principal to confirm the move
7. All relevant paperwork to be filed in the Student File with the Year Head

College Open Days and Career Events Procedures:

- Senior Cycle students (including TY) are alerted to the online Calendar of Events in CareersPortal and the school website.
- Schedules of Speakers are uploaded to Teams for students to plan their trips
- All LC2 students attend the UL/Mary I/ TUS Open Day mid -October and must return a Permission slip and pay for the bus via Way2pay
- A list of students who are absent is given to the office.
- Other Open Days LC2s can opt to attend include Apprenticeship Showcase, LCFE Open Day and Trip to Raheen Training Centre. Same procedures as outlined above are followed but as it would only be a certain number of students attending the list of students is circulated to teachers in advance
- All LC2 students are encouraged to attend Open Days in colleges of interest specifically Open Days held at the wknds -students make their own arrangements to travel to Open Days at weekends and other days
- All 5th Year students attend the Midwest Careers Fair annually
- Interested TY and 5th Year students can sign up to attend Taster Day events in UL and 5th Year – they must return a Permission Slip and pay for the bus via WayPay. List of students attending circulated to all teachers.
- Information of Career Events held outside school time such as UHL Radiography Infor Evening, Taster Days in UL during Easter is circulated to students and they can sign up if interested
- All Senior Cycle Students are encouraged to attend Online Career Info Evenings such as Synergy Career Info Evenings in areas of interest, HSE Careers Infor Sessions etc

Procedures for Visiting Speakers:

- Management, the Guidance Counsellor, LCVP and TY co-ordinator and teachers all other subject teachers may organise speakers to visit the school to speak with the students on a variety of topics.
- In so far as is possible the proposed dates and times are organised well in advance and are made aware to all Staff.
- The event should be added to the school calendar
- Management may need to organise room swaps or in the case of whole yeargroups book the school hall
- For Guidance -related Talks students must sign up beforehand and a list of students who will be attending will be passed onto LC2 teachers who will be affected. Each subject is only impacted once so far as possible
- LC1 speakers are scheduled for the Careers Rotation and all teachers concerned are informed in advance.
- Parents are informed of the Schedule of Guidance-related Speakers so they are aware of information their son/daughter may avail of

Visiting Speakers Protocols:

- All visitors to the school must sign in at reception
- Visitors must sign in at reception
- The teacher coordinating the event will ensure the speaker has all facilities that may need including PP and speakers.
- If the speaker wants to avail of school equipment, they will need to have forwarded their presentation to the organizing teacher beforehand as USBs cannot be used.

5.10 Procedures for Testing Year Groups:

- SEN and GC test students throughout the year
- SEN testing with all First Years is done during English and literacy classes and with specific students as the need arises
- SEN testing is done throughout the year with students in all Year groups as the needs arise
- CAT4 Testing with First Years is done in May to ensure results are available for organising the classes
- A mop up session is organised in September with students who missed the CAT4 Test in May
- CAT4 Testing for Third Years is done in the Hall when it is set up for the Mock Exams
- The GC is responsible for the running of the CAT4 Tests
- Results of CAT4 Tests are shared on Staff Team and teachers are encouraged to look at them
- All Second Years will sit the PASS Survey in Class groups
- From 2025 all 5th Years will sit the Career fit Interest Assessment – rollout to be decided due to constraints with use of 150 laptops at once

Procedures for CAT4 Testing for incoming First Years

- Annually in May - the date for CAT4 Testing is decided in communication with Primary Schools so as to avoid clashes with feeder schools communions, confirmations etc
- Tests ordered by Guidance Counsellor
- Set up for day organised by GC with student mentors there to assist

- SEN Co-ordinator is also present and gives support to students with SEN if needed
- Testing takes approx. 2.5 hours and is carried out by the Guidance Counsellors in the PE Hall
- Attendance is taken and any students who are absent are noted and parents contacted
- Students have a short break during the CAT 4
- On completion tests are examined carefully by GC to ensure student name is identifiable and they are then sent to GL Assessments for scoring.
- Results are shared with SEN and management as soon as available
- Classes are formed by mixed ability in consultation with SEN and Year Head
- Students of concern are highlighted and followed with by the SEN Team

Procedure for CAT4 Testing for Third Years:

- Date is arranged with the Mock Exam Coordinator
- All Third Years are given an Information letter and a link to Wat2pay via text
- Any TYs who missed the test the previous year will also sit it at this time
- All Third Years sit the CAT4 Level F in the Hall prior to the Mocks
- On completion tests are examined carefully by GC to ensure student name is identifiable and they are then sent to GL Assessments for scoring.
- Results are shared with SEN and management as soon as available
- All Third Years are met individually by the GC to go through their CAT4 Results as part of the Subject Choice Procedure
- CAT4 Results are shared on Staff Team and teachers of Fifth Years are encouraged to look at the results to get an idea of ability and expectations for individual students

Procedures for Dissemination of Guidance-related material to parents:

- LC2 Parents Information Evening on CAO and Other Options including PLCs and Apprenticeships
- Parents Information Evening for Senior Cycle Subject Choice
- Parents Information Evening for First Years include information on Subject Choice
- Powerpoints and other information from Information Evenings made available on school website
- Parents welcome to attend Information Session on Apprenticeships from LCETB
- Guidance Newsletter published on School Website each Term and after Information Evenings
- Frequent texts to parents reminding them of important deadlines
- Parents are informed about information available on Careersportal and Student's individual Career Files during Information Evenings, PT Meetings, Newsletters and one to one meetings. Parents are encouraged to engage with their son/daughter around this Careersportal Career File and discuss careers and courses they have selected.
- Resources such as the Apprentice Employers Network are highlighted in Information Evenings
- Links to websites such as CAO.ie, Careersportal.ie, Apprenticeship.ie, Qualifax.ie, Examinations.ie. etc are circulated to parents regularly
- Guidance- related material is shared on the school social media platforms such as reminders of important dates, deadlines etc. Images are also circulated of speakers and Open Days attended.
- Parents are informed about specific parental information sessions and Open Days from bodies such as CAO, LCETB, HEIs, Synergy Careers, Careersportal etc
- Open Day Schedules are made available to Parents and they are encouraged to attend Open Days and specific talks with their son/daughter

- Applications to DARE require more parental input and an appt is arranged to discuss these individual applications. Information on HEAR/DARE clinic are also shared
- From 2025/2026 academic year Careersportal customised School Guidance Website which will highlight important dates and deadlines

Section Six: Psychometric and Standardised Assessment

6.1 Testing and Assessment:

The Guidance Counsellor is trained to use and interpret a wide range of psychometric tests and other evaluative instruments e.g. interest tests to support the objectives of the school Guidance programme. These may include career and educational planning, personal decision making and the development of self-awareness. A variety of procedures will be used to assist students, parents and teachers for a variety of purposes, for example, prediction of academic performance, categorisation of occupational interests, assessment of behaviour, educational and career planning, personal and social development. School assessment and public examination results will supplement this information. The Guidance Counsellor with the aid of the above information will be better equipped to assist the student in decision making, problem solving, behavioural change and with developing skills for coping with ever changing circumstances.

The SEN Team are also responsible for Testing and Assessments in St.Caimin's Community School. Assessment includes all the processes that are used to gather and interpret information concerning a student's level of attainment, learning strengths and needs.

Assessments Incoming First Years:

CAT4 First Years: Prior to starting in St Caimin's, all incoming 1st years attend for CAT4 Level E Assessment in an afternoon in May. The results are used to ensure that class divisions for all core subjects are based on an equal spread of abilities and to apply for resources to ensure that any students with special needs will have the required supports in place when they begin in the school in September.

Assessments for Current Students

- Incoming First Years are tested with CAT4
- First Years will be tested in Literacy and Numeracy.
- Third Years will complete CAT4 testing.
- Third and Sixth Year students will be tested for Reasonable Accommodations before December.
- Sixth Years who have been referred by the Guidance Counsellor for DARE up to date testing will be tested up to December.

Guidance-related Tests used during 2nd Year:

- Interest Test during Guidance Module
- PASS -Pupils Attitudes to Self and School
- SEN testing where student is referred or highlighted

Guidance-related Tests used during 3rd Year:

- CAT4 Level F
- Interest Test on Mynextmove.org
- SEN testing where student is referred or highlighted

Guidance-related Tests used during Transition Year:

- Career Interest Test on Careersportal.ie
- Personality Test on www.16personalities.com
- Values Test
- Skills Test
- CAT4 Level F (if missed in Third Year)
- SEN testing where student is referred or highlighted

Guidance-related Tests used during LCI:

- Career Interest Test on Careersportal.ie
- The Career Interest Inventory
- SEN testing where student is referred or highlighted
- Career Fit

Guidance-related Tests used during LCA:

- Career Interest Test on Careersportal.ie
- Personality Test on Careersportal.ie
- Skills Test in Guidance Booklet (Classroom Guidance)
- MI Test in Guidance Booklet (Classroom Guidance)
- SEN testing where student is referred or highlighted
- Career Fit

Guidance-related Tests used during LC2:

- Interest Test and Personality on Careersportal (if want to redo)
- Values Test
- Career Specific test eg Nursing Suitability, Computer Programming Basics etc.
- SEN testing where student is referred or highlighted

Sharing of Standardised Testing Results

Test results for each year group are available for staff to view via the Staff Area on teams.

6.2 RACE Applications

The SEN Dept are responsible for RACE applications. Reasonable Accommodations for State and In House Examinations (RACE) Applications are made by the SEN Co-ordinator for RACE provision for students with SEN sitting a Junior Certificate or Leaving Certificate Examination. Information relating to RACE is provided to parents on an annual basis. The school will make applications for relevant accommodations for students who meet the criteria as laid down by the SEC at Junior Cycle and these accommodations can be reactivated for Leaving Cert, with the school being satisfied that the student still has a need for the accommodation. Further details are available in the RACE Guide

for Exam Students 2022 at www.examinations.ie. Where resources permit and when deemed appropriate, readers, scribes and other accommodations are available to students who qualify for such accommodations at mock exams and other school assessments. Students in non-exam years sitting differentiated tests will have that noted on their report. Specialised reports can be created where the student has sat many differentiated exams during in-house assessments.

6.3 Overview of Tests used by Guidance Counsellor

CAT4:

Use and Interpretation:

- CAT 4 is a screening tool used to identify students' strengths and weaknesses.
- The results are used in the formation of Mixed Ability classes and also to identify students who may have special learning needs.
- The results aid the implementation of more timely intervention strategies while providing a sound basis for comparisons over time.
- The results are uploaded to Athena and used as part of our Academic Tracking with all Yeargroups.

Distribution and Storage:

- In communicating the outcome, strives to ensure results are not misused or misinterpreted.
- Respects the rights of students to receive outcomes in private – ensures CAT4s are returned in private and enclosed in an envelope when they leave the office.
- Ensures that results are distributed to staff members and staff members are reminded these are confidential and only form part of the picture of a student's ability.
- Takes all reasonable steps to protect the integrity of test materials in line with GDPR.
- Ensures test materials/ results are never left unattended and are in secure, locked area.

PASS:

Use and Interpretation:

- In 2024 PASS surveys were used to access all Second Year students
- The Pupil Attitudes to Self and School (PASS) digital survey that identifies non-academic barriers that may affect learning and engagement in the wider school community, including motivation and confidence.
- It also provides interventions and guidance so as a school we can start to address issues immediately.
- Many students struggle with resilience and confidence, which can impact their behaviour, attendance and achievement. PASS provides measurable insights into students' attitudes towards learning, helping you to improve engagement and strengthen their sense of belonging.
- Understand students' views of themselves and their experience at school and provide relevant support with our interventions straight away

Interpret:

- To interpret PASS (Pupil Attitudes to Self and School) surveys, analyze the data by comparing it to national standards and the school's context, looking for trends and areas of concern or success across the nine factors like self-regard and attitudes to teachers. Use the results to identify students at risk, inform teaching strategies, and improve pupil wellbeing by creating targeted interventions and fostering discussion with staff and students to develop actionable plans.
- Look for Patterns- Examine patterns and trends in the data across factors, student groups (gender, year, ethnicity), and against national benchmarks, Identify Highs and Lows, Green-coded factors show high satisfaction and success, while other responses may indicate areas of concern or encouragement and Use professional judgment to understand why data might challenge existing perceptions of the school
- The results of these surveys are shared in the Junior SST Meeting where areas of concern are identified and used to inform Strategies:
- Use the insights to design or refine teaching strategies and intervention programs and address Specific Needs:
- Target interventions to support students struggling with specific factors, such as attendance, behaviour, or emotional wellbeing involving key Stakeholders such as SST
- Utilise [PASS Interventions](#): Access practical advice and strategies linked to specific PASS factors to address identified issues

Careerfit:

Use and Interpretation:

- In 2025 all 5th Years will sit the CareerFit Career Assessment.
- CareerFit is a scientifically-validated career assessment tool designed to align students' aptitudes and interests with meaningful career paths.
- The goal is to ensure students choose careers where they not only excel but also enjoy their work, increasing their long-term success and job satisfaction.
- All Fifth Years will sit this Assessment in two hour blocks and will need access to a laptop and wifi.
- Rollout TBC in consultation with the ICT Coordinator's support

Interpretation:

- All students will receive a personalised report with 16 careers to help student find the right career for them
- For students and individuals seeking direction, CareerFit provides a clear, insightful report outlining up to 16 career paths that resonate with their unique mix of interests and abilities.
- The Report will be a valuable tool in LC2s VGIs with GC that will enhance the efficiency and depth of the guidance process

Other Psychometric Tests used for Vocational Guidance:

- Careerportal Interest Test
- Myers Briggs Personality Test
- Careersportal Sectors Assessment
- Values Assessment

Section Seven: World of Work

Preparing students for the world of work by supporting their personal, educational, and career development is central to WSGP in St Caimin's. Through structured activities such as career talks, work experience placements, CV and interview workshops, and one-to-one counselling, students gain valuable insights into various career paths and the skills required in the modern workplace. The programme helps students explore their interests and aptitudes, make informed subject choices, and understand the link between education and employment. By fostering self-awareness and decision-making skills, the guidance programme empowers students to take ownership of their future and transition confidently from school to the world of work.

Recent circulars from the DES in particular Circular 0001/2025 place a strong emphasis on WSG and the World of Work. This circular is written in the context of the National Strategic Framework for Lifelong Guidance and accompanying Strategic Action Plan (2024-2030). This circular provides a foundation for the application of the concepts outlined in the framework, to support and strengthen guidance planning and practice within the post-primary sector. 0001/2025 highlights career-management skills, employer engagement and pathways as outlined in the National Strategic Framework for Lifelong Guidance (2024-2030) and highlights that a focus on career-management skills and lifelong career mobility will instill the language of skills development and a sense of agency and empowerment in students, as they engage with their post-primary education. Exposure to the world of work and reflections on learnings can maximise experiential learning and informed educational and career choices and are being developed as part of WSG. Recommendations from the Indecon Review of Career Guidance Report 2019 also inform the World of Work Programme in St Caimin's.

Work Placement/Experience is built into the following Programme Plans in St Caimin's:

- Transition Year
- Leaving Certificate Applied
- Link Modules (LCVP)

Transition Year

In line with the revised TY Programme Specifications students undertake work experience each Friday throughout the academic year and must complete three 11-week rotations. From September 2025 one of these rotations should have a community focus unless the student has engaged with the community elsewhere in the TY programme. Students will reflect on their work experiences in their TY Portfolio.

Leaving Certificate Applied

LCA students complete their work experience every Tuesday throughout the academic year and are encouraged to change their placement twice each year in line with the four sessions on the LCA schedule ie. Sept-Jan and Feb- May of both years. Work experience links in with their VPG subject where they complete 4 modules on based on reflections from their placements.

LCVP

All senior cycle students undertake the Link Modules course and at the end of Year 1 they are provided with the option of keeping the subject for their Leaving Certificate exams. As part of their Assessment Portfolio, they complete a minimum 3-day work placement or work shadowing. This is normally on the final week leading up to the Feb mid-term break. In preparation for working life, they complete a CV, a Career Investigation, a Summary Report and a Work Experience Diary as well as

undertaking a mock interview with volunteers from local industry before completing a Recorded Interview for their assessment in the subject.

In all three programmes students may select a variety of occupations except those specified on the State Indemnity Letter issued through the Association for Community and Comprehensive Schools (ACCS).

7.1 Preparation for and monitoring of the work experience

- The Co-ordinator provides the students with a Work Experience Pack which consists of a letter to the parents explaining the process, a letter to the employer outlining the school's position in the process and explains the remaining documents in the pack. These documents will include a copy of the personal insurance cover for each student with Arachas Insurance and a letter/cert from the State Claims Agency to indemnify the employer. There will also be a Placement Summary Form which the employer completes and returns to the school to confirm the placement and finally an Evaluation Form which is completed by the employer at the end of each day during the placement. This structure is per the sectoral guidelines as set down by the ACCS.
- Any student requiring Garda Vetting may obtain forms from the school website/office and must link in with the Principal in this matter. Additional forms and letters are available on the school website.
- Students are provided with a copy of the Health and Safety Authority publication "Choose Safety" and this is discussed in the Vocational Preparation & Guidance class in LCA, Link Modules class in LCVP and in the induction class for TY students.
- The Co-ordinator meets with students to verify that a placement is in operation and that students satisfy the requirements to complete any coursework arising from the placement. The Co-ordinator and/or teachers shall contact the employer by telephone or email to discuss the performance and attitude of each student.
- The co-ordinator may arrange to visit employers and the student at an appropriate time where this is possible or whenever a need arises in this area.
- A list of potential employers can be made available to students however, it is the responsibility of the students and their parents to organise the placement.
- Risk Assessment is conducted as per the ACCS Guidelines
- Guest speakers from local industry are also invited in to talk to the students and where possible each group may conduct a visit-out to a local enterprise as part of their enterprise modules.

7.2 Links with local businesses and employers:

In St Caimin's we are conscious of our location at the center of an industrial hub and have many links and connections to local businesses and enterprises. Local employers help with mock interviews, visit the school as guest speakers and advertise apprenticeship vacancies. Students from TY and LCVP are also taken on visits to local enterprises. They also take some students on work experience in TY and LC1. Local Engineering companies offer visits during Engineering Week and interested LC1 students are allowed attend. AIB organise the School Bank and do the Build a Bank Challenge with the TYs. The ASD Hub Co-ordinator also has established links with local bodies that support employment for students with extra needs such as EmployAbility, CDNT and NLN. TY students get the opportunity to attend a series of Business Talks hosted by Shannon Chamber of Commerce in Dromoland Castle throughout the year. There is a conscious effort to expand and strengthen our links with local businesses and this will be developed with various activities during CAW in 2025.

7.3 Labour Market and WSG:

Students at second level can begin to understand the labour market through a combination of classroom learning, career guidance activities, and real-world engagement. By exploring labour market trends, such as emerging industries, skills in demand, and regional employment opportunities, students develop an awareness of how economic and technological changes influence job availability. There is a focus on accessing this information in Careers and vocational related subjects and various teachers use resources like Careersportal where there is a specific section on labour market updates for most careers. From 2025 the Guidance Counsellor is introducing a specific module on Labour Market Trends in the TY Career Module. Work experience placements and enterprise initiatives also give students firsthand exposure to workplace environments, helping them connect their studies to future employment. This understanding empowers students to make informed choices about subject selection, further education, and career planning.

Section Eight: Consultation, Feedback and Target Setting

Improvement planning in a whole-school guidance plan focuses on creating a structured approach to enhance the quality and effectiveness of guidance services for all students. In line with LAOS 2022 it involves reviewing current practices, identifying gaps, and setting measurable goals aligned with the school's overall mission and student needs. This process typically includes gathering feedback from stakeholders—such as students, parents, teachers, and management—analyzing data on student outcomes, and prioritizing areas for development. In line with the above surveys were distributed to Parents and Junior and Senior Cycle Students in September 2025 to review the Guidance Programme in St Caimin's and the findings from these findings are summarized below:

8.1: Student Feedback (TY, LC1 and LC2 Students)

Awareness of supports:

~93% know who their Guidance Counsellor is,

~85% know who their Chaplain is.

Around half do not know how to make an appointment with either.

Study skills & planning:

~60% agree they've developed useful study habits.

But only ~43% feel they stick to plans well.

Confidence & achievement:

Strongly positive: ~88% feel they can achieve good grades if they work.

Guidance engagement:

Just under half have attended guidance events. 60% want more guidance events.

Work experience & careers:

~73% did work experience in a career of interest.

~81% are aware of local career opportunities, and ~82% want to learn more.

One-to-one needs:

About 18% indicated they'd like to speak to an adult individually.

8.2 Student Feedback (TY, LC1 and LC2 Students)

Awareness of Supports:

~87% know who their Guidance Counsellor is.

~82% know how to make an appointment with the Counsellor.

~78% know which teachers are on the Pastoral Care Team.

Around 20–25% of students are still uncertain or unaware of support contacts.

Study Skills & Coping:

~65% agree they have developed useful study habits.

Only ~45% feel they stick to their study plans consistently.

~70% feel they are coping well overall, though a minority (~20%) report high stress levels or difficulty managing workload.

Confidence & Achievement:

~88% believe they can achieve good results if they work hard.

~75% feel motivated to do well in school.

These responses show strong academic self-belief, though there is scope to support consistency and time management.

Guidance Engagement:

Just under half (~48%) have attended a Guidance or wellbeing event (e.g., mental health, online safety).

~60% said they would like to attend more events, indicating interest in expanding the current programme.

~72% agree that the school provides a good range of guidance activities.

Work Experience & Career Awareness: (Applicable mainly to 3rd Year respondents)

~73% completed work experience in an area of career interest. ~81% are aware of local career opportunities.

~82% said they want to learn more about potential career paths.

One-to-One Needs:

~18% of students indicated they would like to speak to an adult individually (Guidance Counsellor, Chaplain, or teacher).

This highlights an ongoing need for personalised wellbeing and guidance support.

8.3 Parent Feedback

Awareness of Guidance Provision

Area	% of Parents Aware
Taught Guidance Programme	20%
Study Skills Classes	40%
Subject Choice/Career Guidance	20%
Personal Development Classes	20%
Attended Guidance Counsellor	0%
Attended Chaplain	20%

Perceived Support Areas (Rated High)

Area	% Rated High
Study Skills	60%
Subject Choice	60%
Awareness of Future Options	60%
Wellbeing	60%
Friendships	60%
Social Support	60%
Student Identity	60%

Mixed Ratings (High/Medium/Low):

- Homework Support
- Work Experience
- Transition Support
- Exam Support
- Decision Making
- Goal Setting

Perceptions of Junior Cycle Support

Statement	Agree	Don't Know	Disagree
Supported in Personal Development	2 (40%)	3 (60%)	0
Supported in Learning	2 (40%)	3 (60%)	0
Supported in Career	2 (40%)	3 (60%)	0

Parental Involvement & Communication

Area	Agree	Disagree	Don't Know
Informed about Whole School Guidance Plan	1 (20%)	4 (80%)	0
Consulted about Current Education	1 (20%)	4 (80%)	0
Consulted about Future Education	1 (20%)	4 (80%)	0
Consulted about Career	1 (20%)	4 (80%)	0
Know Who to Contact (School - Guidance)	3 (60%)	2 (40%)	0
Know Who to Contact (School - Wellbeing)	4 (80%)	1 (20%)	0
Know Who to Contact (External - Wellbeing)	3 (60%)	0	2 (40%)
Aware of Student Support Team	4 (80%)	0	1 (20%)
Want More Information	4 (80%)	0	1 (20%)
Aware of Exemptions	2 (40%)	0	3 (60%)

8.4: Targets

Target	Specific Target:	Actions
Increase Awareness of How to Access Supports	Increase the percentage of students who know how to make an appointment with the Guidance Counsellor or Chaplain from ~50% (Senior Cycle) and ~82% (Junior Cycle) to at least 90% by May 2026.	<p>Introduce a "Who to Go To" campaign each term (presentations in assemblies, highlight/update posters in classrooms, and student journal reminders).</p> <p>Highlight email details and/or Form on the school website for appointment booking. (needs to be finalised in SS meeting)</p> <p>Have the Guidance Counsellor and Chaplain visit each year group at least once per term to remind students of supports.</p> <p>Include the process for appointments in the student induction pack for 1st years and student induction slides at the beginning of the year. Ensure 1st year school tour includes visit to both offices.</p>
Strengthen Career Awareness and Work Experience Links	Increase awareness of local career opportunities and engagement with career learning from ~81–82% to at least 90% by May 2026.	<p>Build partnerships with local employers, colleges, and apprenticeship providers for talks and visits. (Hannah is already doing this, needs further development)</p> <p>Include career spotlights in assemblies. (Open night links to careers in each subject area visual posters, LC1 and TY option talk info) (Whole School)</p> <p>Support LC1 and TY students with reflection sheets after work experience to link learning to real pathways.</p> <p>Develop a Career Noticeboard for up-to-date local opportunities.</p>

8.5: Guidance Department Targeted Areas for Improvement as outlined in Guidance Counsellor's Programme Plan 2025/2026:

- Introduce REACH Programme with LCA1 and TY students
- Introduce Career fit with all LC1s
- Organise a career-related event with links to local community – link in with Shannon Development
- LC1 and LC2 students need a more formalised programme of Guidance Classes –LC1 rotation very short and LC2 classes are ad hoc and on a need's basis

- Issues in JC Curriculum include students with Irish exemptions being obliged to study a foreign language - needs to be reviewed in the Curriculum review
- Dissemination of Information to parents needs to improve – personalised website may help with this
- Methods to encourage more parents to attend Information Evenings and to keep up to date with Guidance Information on the school website
- Offering Information Sessions to parents on Guidance related topics eg Careersportal, Examrevision etc
- Stronger links between past students and current students needs to be formalised where current LC2s could talk to past pupils about a similar course/career of interest. Very informal at the moment. In the process of establishing a Past Pupil Committee. Possibility of a Past Pupil Career Fair -Discuss with Parents Council and Management
- More links with local employers offering apprenticeships need to be made – some sort of workshop where students can see the links between practical subjects like Engineering and the apprenticeships that are available. Link in with practical subject teachers to brainstorm.
- More links with the community and local businesses needs to be prioritised
- More focus on the World of Work. More links to local business or more visitors in to expose students to the many careers out there. Perhaps could link in with National Initiatives such as Science Week etc – consult with subject teachers
- Work with the SEN Team in recognising Exceptionally Able Students – integrate into CAT4 Analysis
- Organise more speakers – management will need to be available to step in if GC not available
- Attend Shannon Jobs Fair with TYs and LCAs