



Wilson's Hospital School
Whole School Guidance Plan
2021-2024

Section 1: Statement of Guidance Policy

1.1 Introduction

In Wilson's Hospital School all students and staff are cherished in an environment where Christian values of mutual respect, tolerance honesty and humility are nurtured. The practical application of the Whole-School Guidance Plan is integral to promoting this mission statement. Guidance is also a universal entitlement for all students in post-primary schools as per the Education Act (1998). Assisting students to recognise, appreciate and develop their own unique potential is at the core of the work done under the broad umbrella of Whole-School Guidance.

Development of this Plan commenced in May 2018 following attendance at the NCGE introductory session of Whole School Guidance planning. Teachers and students were consulted in the development of the first stage of the Whole School Guidance Plan. The plan is still in the first stage of its development due to school closures due to COVID-19 but it is intended to be reviewed by staff, students and parents during the 2020 – 2021 academic year and further developed for the academic years 2021 – 2024.

1.2 Scope

Guidance in second-level schools refers to 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. It encompasses the three separate, but interlinked, areas of

- Personal and Social Development
- Educational guidance
- Career guidance

This plan applies to the entire community of Wilson's Hospital School. Its interventions and supports apply to both Junior and Senior Cycle students as they progress through their second-level education. As this is a whole school guidance plan, the interventions outlined applies to school management and staff generally.

1.3 Rationale

Section 9(c) of the Education Act (1998) requires schools to “..ensure that students have access to appropriate guidance to assist them in their career choices....”

The DES (2005) Guidelines state that schools should “develop a comprehensive guidance plan as part of their overall school development plan, taking into account the needs of students, available resources and contextual factors.” NCGE (2004) defines the Whole School Guidance Plan as “the document in which the school, in a systematic way, defines the guidance programme it offers and states how resources are organised to deliver the programme.”

This Whole School Guidance Plan has evolved for the purpose of providing appropriate guidance to the students of Wilson's Hospital School as part of our school's overall plan and to define the resources in place within the school and how the programme will be delivered.

1.4 Aims and Objectives of the Whole School Guidance Plan

Aims:

- Provides a framework for the delivery of the school's guidance programme.
- Ensures a structured response to student's personal, social, educational and career guidance needs.
- The plan needs to be inclusive providing for the junior, senior, minority, special educational needs etc., of all students / adult learners.
- The plan will include all guidance activities: classroom sessions, vocational guidance interviews, attendance at career exhibitions, open days etc., meeting with management, support agencies etc., personal counselling etc.

Objectives:

- To enable the students to develop skills for self-fulfilment and living in communities.
- To promote self-esteem and self-confidence.
- To enable the students to develop a framework for responsible decision-making.
- To provide opportunities for reflection and discussion.
- To promote physical, mental and emotional health and well-being.
- To enable students to make informed choices in subjects, careers and in life.
- To provide information so that these choices can be made.
- To help students acquire skills for examinations, future education, and work-seeking.
- To enable students to become self-learners and become self-motivated.

- To enable students to cope in daily life (life-skills).
- To create cooperation between students, encourage teamwork etc.
- To help students to cope with difficulties in school, at home and in their lives.

Section 2: The Model of Provision

2.1 A Continuum of Support

A continuum of support model is applied to the Wilson’s Hospital School guidance programme. This three-tier model focuses on the areas of “Guidance for All”, “Guidance for Some” and “Guidance for a Few”. This whole-school approach to the continuum of support ensures all members of the school community are supported.

- **Guidance for All**
 “Guidance for All” refers to support provided all members in the school community or all members of a specific group, e.g. an entire year group. The guidance counsellor as the specialist has a key role in coordinating the planning and delivery of the whole school plan however all teachers and staff have a role to play in the deliverance of “Guidance for All” through the curricular content delivered in the classroom and their interactions with the students and the wider school community.
- **Guidance for Some**
 “Guidance for Some” refers to support provided to specific groups of students or members of the school community in relation to personal & social needs, educational & career development and transition making, e.g. students getting assistance with DARE applications. Members of the school’s Care Team would be central to implementing “Guidance for Some” along with other members of the school community where appropriate.
- **Guidance for a Few**
 “Guidance for a Few” refers to support provided to students that require specific interventions. These students may require support in meeting their developmental needs or experience a personal crisis. Some students may require more intensive support as they make transitions in their educational journey. The support for “Guidance for a Few” requires the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students. In the event that the student requires more intensive support, referral to external agencies and supports will be employed.

2.2 Areas of Learning and Competences

Guidance-related learning starts in early education and continues through the students’ primary and post-primary education. As part of this holistic development, students in Wilson’s Hospital School engage in three areas of guidance-related learning throughout their time in school to allow them to develop in eight areas of competence. These areas of learning

aim to build on the learning that students will have experienced during their years in primary education and prepare them for the transition to further education after post-primary school and/or entering the world of work.

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

2.3 Whole School Overview

With consideration of these Areas of Learning and Competences mentioned above, guidance in Wilson’s Hospital School is structured to provide a range of learning experiences in a developmental sequence, designed to assist students to make choices about their lives and transitions based on these experiences. These learning experiences may be categorised into three separate but interlinked areas.

A. Personal and Social Development

In the Junior Cycle, personal and social development is largely delivered through the Social, Personal and Health Education Programme (SPHE) where all students are timetabled for one lesson a week. Recognising that the transition from primary to post-primary school can be a difficult one, all Form 1 students are timetabled for one Life Skills class a week and this class also assists students with personal and social development. Life Skills is continued into Form 2 where the programme complements the Form 2 SPHE programme. Transition Year students explore personal and social development throughout the Transition Year Programme, but the topic is specifically addressed in the 10-week rotating module “Mind, Body and Soul”. In the Senior Cycle, personal and social development is largely delivered through the Life Skills, Physical Education and Religious Education programmes. Each student in 5th and 6th year attends one Life Skills, Physical Education and non-exam Religious Education lesson a week, regardless of whether they are enrolled in the LCA or LCE programmes. Every opportunity is used in Wilson’s Hospital School to develop the personal and social skills, potential and resilience of students.

B. Educational Guidance

Educational guidance is developmental in nature and allows the student to take responsibility for their own learning and progress. In Wilson's Hospital School, educational guidance begins with the students' entry into 1st year by empowering students in the area of subject choice, following subject sampling, and demonstrating to students' methods of learning and study that match their own unique learning style. Educational guidance is developed throughout the students' journey in Wilson's Hospital School through support and instruction from subject teachers and in-depth exploration in classes such as SPHE, Life Skills and Career Guidance. Other areas of guidance that are intricately connected with educational guidance include senior cycle subject choice in Transition Year, subject level selection and/or transition, motivation and learning, study skills, examination skills, intervention/counselling for learning related problems, teacher consultations, psychometric testing and parental consultations.

C. Career Development

Career development and investigation is vocational in nature. Career development involves empowering students to recognise their talents and abilities to enable them to make informed choices and take responsibility for their own futures. Students are introduced to career development during the junior cycle through subject lessons and in-class discussions, career investigations and subject-specific themed weeks. In Transition Year and Senior Cycle, career development is primarily explored in Career Guidance classes, however subject lessons and in-class discussions with subject teachers and subject-specific themed weeks play an important role in exploring careers in specific subject areas. Career development includes areas such as subject choice, development of self-awareness, employment opportunities, interview skills, organisation of career talks, career research, career / course information, decision and planning skills, use of ICT for subject choice / career / college research and vocational / further education meetings.

Section 3: Guidance – A Whole-School Activity: Roles and Responsibilities

3.1 People Involved in the Deliverance of Whole-School Guidance

The whole-school guidance programme is not delivered exclusively by any one individual or group. It is a holistic process that benefits from the synergy of many members of staff with a shared vision working together towards a common goal. Whole-school guidance planning enables all members of our school community to identify, prioritise and respond to the guidance needs of the students using the resources available. Taking the three dimensions of guidance as mentioned above into consideration, all members of the teaching and school 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. The main roles and responsibilities with the deliverance of the whole-school guidance programme are as follows:

- **School Management Board**
 The Board of Management has a responsibility to ensure that the provision and practise of guidance in the school is of the highest possible standard. The Board of Management manages the school in accordance with the Education Act (1998) and ensures all students have “access to appropriate guidance”.
- **Senior Management**
 The Principal controls the internal organisation and management of the school and exercises supervision over the teaching school staff. The Deputy Principal is in charge of the school in the absence of the Principal and in the absence of the Principal and Deputy Principal an Assistant Principal is in charge over the school. The Senior Management team also have a responsibility to ensure the planning and implementation of the whole-school guidance plan is to the highest standard. This includes managing the process of guidance planning in cooperation with the Guidance Counsellor, school staff and other school partners such as parents.
- **Guidance Counsellor**
 The Guidance Counsellor is central to the planning and implementation of the Whole-School Guidance Plan. Due to their specialist training, the Guidance Counsellor has a professional role in each of the main areas of guidance: personal and social, educational and career. This may involve delivering a classroom-based programme, meeting with students in small groups or in an individual basis. The Guidance Counsellor is also required to liaise and collaborate with other members of the school staff in the planning and implementation of the Whole-School Guidance Plan as well as contacting / meeting parents and outside agencies.
- **Chaplain**
 The Chaplain collaborates with all members of the school community, in particular with those who hold designated pastoral responsibilities relating to students, staff and members of the wider school community. The Chaplain regularly meets with the Guidance Counsellor, Principal and Deputy Principal as well as all members of the Care Team. The Chaplain delivers social and personal developmental guidance to all students during school religious services, engaging the whole school community in volunteer work, delivering pastoral messages to the whole school community and in the deliverance of non-exam Religious Education classes to 5th and 6th year students. The Chaplain also liaises with Youth For Christ in their deliverance to the NUA programme to Transition Year students during the “Mind, Body and Soul” rotational module. The Chaplain is a key member of the Care Team and as such works closely with the Guidance Counsellor and meets with students for individual pastoral meetings.

- **Special Educational Needs Coordinator**
 The SEN Coordinator (SENCO) directs the provision and application of resources for students with Special Educational Needs (SEN). They liaise with the Principal, Deputy Principal, Guidance Counsellor, Year Heads, mainstream teachers, parents/guardians and outside agencies. The SENCO applies for resources, including resource hours, Special Needs Assistants (SNA) and assistive technology. The SENCO is central in the implementation of the Whole-School Guidance Plan as they identify students in need of targeted and specialised interventions through psychometric assessment, classroom observations and liaison with mainstream teachers. The SENCO is able to create targeted classes in order to address needs for some or a few students and to make referrals to the Guidance Counsellor, Chaplain or outside agencies, when appropriate. The SENCO is also responsible for the organisation and day-to-day management of the ASD Special Class.
- **Year Heads**
 Year Heads have the general responsibility for a particular Year Group; each year group has an individual Year Head. Year Heads oversee the students' attendance, punctuality, academic performance and behaviour and they liaise with the parents/guardians of the year group. Year Heads work closely with the Principal, Deputy Principal, Guidance Counsellor and SENCO and they engage in and promote the three areas of guidance education through their interactions and relationships with the students.
- **Class Tutors**
 Class Tutors work with a specific class group, e.g. Form 1 Red. Each class group in the school has a Class Tutor. The Class Tutor helps the students be positive in their behaviour and work. In addition, the Class Tutor serves as a special link between the school administration and the students and co-operates with the Year Head in ensuring the students observance of the school rules. Class Tutors also engage in and promote the three areas of guidance education through their interactions and relationships with the students.
- **Subject Teachers**
 Subject teachers are key in helping students to achieve their full educational potential and assist in identifying students in need of support and giving support to students. Subject teachers are specialists in their specific subject areas and as such provide students with educational and career guidance in those areas. They also provide social and personal developmental guidance through their interactions and relationships with students in the classroom. Some teachers have additional involvement in the Whole-School Guidance Plan through management, pastoral care roles, coordination roles and through participation in programmes such as SPHE and Life Skills. Individual teachers may be sought out by students on an informal basis for advice and information. All teachers may consult with the Guidance Counsellor on the needs of

an individual student and/or refer the student to the Guidance Counsellor/ SENCO/ Care Team.

- Special Needs Assistants

SNAs are central in the implementation of the school's SEN policy along with SEN Teachers. Due to the nature of their work, they are present with a student or class group for large periods of the day and they can observe students throughout the day. At times, SNAs are able to make observations where there may be a concern related to a particular student or group of students and they can refer the issue to the Year Head, Guidance Counsellor, SENCO or Care Team.

- School Matrons

As Wilson's Hospital School is a boarding school, there is a Matron, school nurse, on duty at all times. Matron provides a link between the medical care needs of an individual student and their social and educational needs. Medical needs are often intricately linked to emotional needs within a person and Matron therefore also provides pastoral support to students under their administrations. Matron links closely with other members of the Care Team to ensure all the needs of the student are being met.

- Sport coaches / after-school activity teachers

There is a wide range of after-school activities on offer for students at Wilson's Hospital School and all of the sports coaches and activity teachers have a role in providing guidance and support to students. Students' self-worth and social skills are developed through participation in these after-school activities and the coaches and teachers encourage and support this development as well as providing information on training and careers in those areas of interest. Sports coaches and activity teachers may also liaise with the Care Team if they have a concern about a student.

- Boarding House staff

The staff in the Boarding Houses at Wilson's Hospital School have an important role in ensuring the emotional, physical and social wellbeing of boarding students. The boarding staff provide pastoral care to students after school as well engaging with the students in their educational development and career guidance. The boarding staff liaise with the parents/guardians of boarding students and provide a pivotal link to the Care Team, in particular Matron, Chaplain, SENCO and Guidance Counsellor.

- Auxiliary School Staff

There are a number of additional staff not listed above working in Wilson's Hospital School, e.g. school cleaners and catering staff. All staff members are responsible for ensuring the emotional, physical and social wellbeing of students and they may consult with members of the Care Team should concerns over students arise.

- Parents

The Whole-School Guidance Plan recognises that parents/guardians play a pivotal role in developing, promoting and supporting the growth of their child both at home and within the school. Parents/guardians play a vital role in shaping their child's attitude towards school and education as well as helping to shape their child's future career aspirations. It is important that parents/guardians are aware of and supportive of the Whole School Guidance Plan, together with other school policies and procedures. Parents/Guardians are further encouraged to involve themselves in positive participation in school life in order to facilitate the development of mutual and beneficial links between school and home. The Parents Association, too, in hosting seminars builds the personal capacity of parents. The Parents Association provides feedback to the school management on the day-to-day running of the school and this feedback can contribute to the development of the provision of whole-school guidance.

Parents can also participate in the guidance process through:

- (i) Consultation with the Guidance Counsellor and other members of school staff.
- (ii) Attendance at relevant meetings and information sessions in school.
- (iii) Contributing to the development and review of the Whole-School Guidance Plan.

- Students

The Whole-School Guidance Plan seeks to attend to the welfare of every student and their right to participate in and benefit from education. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect within Wilson's Hospital School. The Student Council affords students an opportunity to engage in the democratic process of electing representatives that allow their voice and opinion to be heard by school management and the daily running of the school. The Student Council also provides feedback on school policies, including the Whole-School Guidance Plan.

Whole-school Wellbeing, SPHE, RE, PE, Life Skills and CSPE cover many aspects of guidance education, specifically 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. As Wilson's Hospital School adopts a whole-school approach to guidance, students are free to approach any member of staff with their concerns; this member of staff may then refer the student to the Guidance Counsellor or another member of the Care Team if appropriate. Students may also provide care and support to each other, through friendship groups or reporting concerns to a member of staff or a parent/guardian. Some students provide fill pastoral and leadership roles within the school, such as Transition Year Mentors or Senior Prefects.

3.2 The Care Team – Members and Function

The Care Team consists of staff members from all areas of the school life within Wilson’s Hospital School, including the following:

- Principal
- Deputy Principal
- Guidance Counsellor
- Chaplain
- SENCO
- SNAs
- Year Heads
- Assistant Principals
- School Matrons
- Sports Coaches
- Boarding House Staff

The Care Team meets once a week during the school day, however due to timetabling and working hours constraints not all members of the Care Team are able to attend the weekly meeting. In order to facilitate communication and clarity over issues discussed, minutes are taken at the weekly meeting and are available to all members of the Care Team on Microsoft Teams (MS Teams). Absentee members are able to join the meeting remotely through the video link on MS Team.

The function of the Care Team is to ensure that the whole emotional, physical and social needs of a student are met. For example, it may be the case that a student is presenting to the school Matron but not causing concern to teachers in the classroom. The Care Team also provides the opportunity to consider the most appropriate intervention for the student with the appropriate member of staff. Teachers and staff may refer a student to any member of the Care Team and the student will then be discussed at the weekly meeting.

3.3 Implementing a Whole-School Approach to Wellbeing

The new Junior Cycle encourages schools to consider the Wellbeing of the student as a whole and through the promotion of wellbeing the student will be better able to cope with the pressures of school life. The NCCA states that “Student wellbeing is present when students realise their abilities, take care of their physical being, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.”

Even though Wellbeing is not a specific feature of the senior cycle, the indicators of Wellbeing are promoted in all aspects of the students’ educational experience both as junior students as well as senior and as such form an important element of the whole-school guidance programme.

Implementation of the Wellbeing Indicators:

- Physical **activity** is promoted throughout the school with all year groups benefitting from at least 58 minutes of PE a week. As well as that, the numerous school sports teams are promoted and celebrated as are walking and running clubs.

- **Resilience** is promoted in the classroom by encouraging the students to consider their own progress and how they can achieve their potential. In the Career Guidance classroom, resilience is promoted by encouraging students to explore alternative routes to their career of choice in case one route proves unsuccessful.
- **Responsibility** is promoted within the students by providing the opportunity for them to consider their actions. This is provided through classroom debate as well as in the curriculum of subjects such as SPHE, Religion, CSPE, LCVP and LCA. Mediation between students is sometimes required and this promotes students to take responsibility for their actions in specific instances.
- Students are encouraged to feel **Connected** by becoming involved in various aspects of school life. This can be in the form of sports monitor, school magazine editor, Student Council, sports teams and choir, amongst others. The achievements of students are celebrated in assembly as well as being promoted on school noticeboards.
- **Awareness** is promoted through enabling the students to explore their thoughts and feelings within the classroom environment and discussion with their peers. Teachers provide the students with feedback on their achievements and the students are encouraged to evaluate their own efforts and explore various methods to improve their own learning. This may be class-led by the teacher or during the students' own study time.
- **Respect** is demonstrated by the teachers and students in the classroom and in the corridor and students are expected to develop positive relationships with their peers and teachers. In order to create a respectful environment to work and learn in, it is important that students feel listened to and valued but also that they show the same attitude towards others.

Section 4: Current Whole School Guidance Provision & Programme

4.1: Guidance Allocation – Classes, class support, small group and individual support

It is endeavoured that the allocation for whole-school guidance education is divided between all year groups in a manner that meets the needs of the students within those year groups.

Class allocation

- All Form 1 and Form 2 students receive one Life Skills lesson a week. The aim of these lessons is to facilitate the personal and social development of the student and promote positive wellbeing through exploring the issues students may face with the transition from primary to post primary school.
- All Transition Year students attend the module “Mind, Body and Soul”. Each section of the module is 10 weeks long with one lesson a week and it works on a rotational basis. The aim of the module is personal and social development through the areas of personal health, relationships and sexuality education (RSE) and religious education.

- All Transition Year students receive one ICT lesson a week with the aim of developing 21st Century skills, in particular study skills needed for Senior Cycle, as well as developing personal and social skills through the education of appropriate online behaviour. Students studying LCVP also develop their ICT skills with the aim of developing 21st Century skills, in particular research, word processing and presentation skills.
- All students in Forms 5 and 6 receive one Life Skills class a week. The aim of these lessons is personal and social development through the exploration of “real life” issues that teenagers experience, including RSE, with the aim of aiding their transition into independence after post-primary school.
- Every student in years 4 – 6 receive one Career Guidance class a week. The primary focus of these classes is, in a sequential manner, to assist students to investigate the world of work and possible career pathways as well as understanding routes of further education, including third level education, Post Leaving Certificate courses and apprenticeships. The areas of personal and social development and educational development will also be explored in these lessons.
- All students in the LCA programme receive one Guidance lesson a week. This lesson is in completion of the *Guidance* module in the “Vocational Preparation and Guidance” subject.

Class Support

Many elements of the Whole-School Guidance Plan are featured in lessons of subjects other than Career Guidance classes, such as SPHE, Life Skills, RE and PE. The Guidance Counsellor may, with the cooperation of the subject teacher, attend classes to deliver specific topics or work with the subject teacher on creating lesson plans or resources. The Guidance Counsellor may also liaise with subject teachers on creating information sheets on subjects/careers or the implementation of subject-specific themed weeks.

Group Work

Group work is offered under the direction of the Guidance Counsellor or Chaplain. Depending on the context and the group, this can be the most effective form of support for individual members, where students can learn that they are not alone in their experience, whether it is personal, social, educational or career needs in nature, and receive healing from one another. All group work only take place where there is proper supervision and permission.

Individual Counselling

Individual counselling is provided to help the student to understand their personal reality in a safe, supportive environment and help them deal responsibly with their needs. Individual counselling is primarily provided by the Guidance Counsellor or Chaplain but may also be provided by SENCO, Year Head, class tutor or other relevant staff member depending on the need of the student.

4.2 Whole-School Guidance Provision Map

	Guidance for All	Guidance for Some	Guidance for a Few
Developing Myself	<p>All students:</p> <ul style="list-style-type: none"> • Morning assemblies to promote student achievement • Year Head for each year group • Tutor for each class group • Inclusion Week • Wellbeing Week • Recognition of achievement at annual Prizegiving Ceremony • Recognition of achievement at annual Sports Day Awards • School Website and other social media • PE classes for all years • Wellbeing Noticeboard & notices around the school <p>Whole year groups</p> <p>Form 1</p> <ul style="list-style-type: none"> • SPHE Classes • Life Skills Class • Supervised quiet rooms at break and lunch • All Form 1 students have a TY mentor • Form 1 induction programme • Welcome for incoming Form 1 students in May • Digital workshop for online safety for Form 1 students 	<ul style="list-style-type: none"> • School Prefects • Student Council • After school sports (e.g. rugby, soccer, etc) • After school clubs (e.g. woodwork, crafts etc) • GAISCE • TY Sports Monitors • Overseas students liaison support • Young Social Innovators in TY • Boarders' Forum • Group work skills in Form 5 and 6 LCVP • Food Forum • Amber Flag Committee 	<ul style="list-style-type: none"> • Care Team support • 1:1 Meetings with Guidance Counsellor • 1:1 Meetings with Chaplain • SEN Team intervention • Referrals / liaison with outside agencies • SNA support • SEN referral system • Carol singing in local nursing home • Student editors of Wilsonian • TY students volunteering to be homework tutors • Take a Break cards for students that need a time-out • Music therapy • Art therapy • Reduced timetable • Staff with ASIST training • Staff with Jigsaw training • Interventions for students in ASD Special Class

	<ul style="list-style-type: none"> • Digital workshop for online safety for Form 1 parents <p>Form 2</p> <ul style="list-style-type: none"> • SPHE Classes • Life Skills Classes • Supervised quiet rooms at break and lunch <p>Form 3</p> <ul style="list-style-type: none"> • SPHE Classes <p>Form 4</p> <ul style="list-style-type: none"> • Mind Body and Soul modules • Bonding Retreat at beginning of TY • TY Musical/Drama • Work Experience • TY Mentor <p>Form 5</p> <ul style="list-style-type: none"> • Life Skills Class • Non-exam RE class <p>Form 6</p> <ul style="list-style-type: none"> • Life Skills Class • Non-exam RE class 		
<p>Developing My Learning</p>	<p>All students:</p> <ul style="list-style-type: none"> • Keyword walls in classrooms • Year Head for each year group • Tutor for each class group • Subject themed week, e.g. Maths Week • Morning assemblies to promote student achievement • Parent Teacher Meetings • Subject department meetings and planning • School journals 	<ul style="list-style-type: none"> • Study skills seminars • After school study • Mock oral examinations • Mock practical examinations • Table Quizzes • Team Teaching • Learning support classes • Cambridge English Exam • Organisational assistance for Form 1 and new students • Principals' Distinctions 	<ul style="list-style-type: none"> • 1:1 Meetings with Guidance Counsellor • SEN Team intervention • Referrals / liaison with outside agencies • SNA support • WRAT5 testing for identified students • Student Support Files • Provision of work online for students unable to attend school

	<ul style="list-style-type: none"> • Recognition of achievement at annual Prizegiving ceremony • Classroom differentiation • School website and other social media • SSE Numeracy & Literacy interventions and posters in class • Subject noticeboards <p>Whole year groups</p> <p>Form 1</p> <ul style="list-style-type: none"> • Form 1 induction programme • Form 1 subject sampling • Study skills module in Life Skills • CAT4 Tests for incoming Form 1 students • NGRT testing • AMT 2 testing • ICT classes <p>Form 2</p> <ul style="list-style-type: none"> • Study skills module in Life Skills • ICT classes • Classroom Based Assessments <p>Form 3</p> <ul style="list-style-type: none"> • Study skills module in SPHE • Classroom Based Assessments <p>Form 4</p> <ul style="list-style-type: none"> • Senior Cycle Information night for TY parents • Subject Choice • CAT4 Tests 	<ul style="list-style-type: none"> • Computer and research skills in Form 5 and 6 LCVP and LCA 	<ul style="list-style-type: none"> • Assisting 6th year students with DARE applications • Assisting 6th year students with RACE applications • Assisting 3rd year students with RACE applications • SEN classes for students exempt from Irish • SEN classes for students exempt from languages • SEN referral system • SEN students use of assistive technology • Homework tutors for Form 1 students • Locker assistance for SEN students • Interventions for students in ASD Special Class
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	<ul style="list-style-type: none"> • ICT classes <p>Form 5</p> <ul style="list-style-type: none"> • Study skills module in Life Skills <p>Form 6</p> <ul style="list-style-type: none"> • Study skills module in Life Skills 		
Developing my Career Path	<p>All students</p> <ul style="list-style-type: none"> • Career / college information posters on Guidance Noticeboard • Career / subject information sheets on classroom doors • Year Head for each year group • Tutor for each class group • Subject themed week, e.g. Maths Week • College Awareness Week • School website and other social media • Virtual Career Talk with past students <p>Whole year groups</p> <p>Form 1</p> <ul style="list-style-type: none"> • Rotation of option subjects <p>Form 2</p> <ul style="list-style-type: none"> • Career Investigation in Life Skills <p>Form 3</p> <ul style="list-style-type: none"> • Selection of level studied for JC 	<ul style="list-style-type: none"> • Career talks for identified students • Interest / personality tests with Guidance Counsellor • Research skills in Form 5 and 6 LCVP and LCA 	<ul style="list-style-type: none"> • 1:1 Meetings with Guidance Counsellor • Assistance with college applications for outside of Ireland • Interview preparation • Interventions for students in ASD Special Class

	<p>Form 4</p> <ul style="list-style-type: none"> • Career Guidance classes • CAT4 Tests • Work Experience <p>Form 5</p> <ul style="list-style-type: none"> • Career Guidance classes • Parent Teacher meetings <p>Form 6</p> <ul style="list-style-type: none"> • Career Guidance classes • CAO Information Night for parents • 1:1 Career Meetings for all Form 6 students • Parent Teacher meetings • Higher Options 		
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4.3 Guidance Counsellor input into Junior Cycle Classes

Form 1

Where Guidance is happening	How often	Topics Covered	Specific input by Guidance Counsellor
Exhibition of LCA1 Career Investigations	1 Class May	Planning of the future / Careers	Leading the LCA class with their Career Exhibition
Life Skills Programme	1 Class a week for the year	Transition to Secondary School IT Skills Friendships and Bullying Study Skills Communication Skills Internet Safety Positive wellbeing	Lead teacher of the Life Skills team. Overseeing planning of the programme

Form 2

Where Guidance is happening	How often	Topics Covered	Specific input by Guidance Counsellor
Exhibition of LCA1 Career Investigations	1 Class May	Planning of the future / Careers	Leading the LCA class with their Career Exhibition
Life Skills Programme	1 Class a week for the year	Healthy friendships IT Skills Internet safety Coping with Stress Study Skills Career Development	Lead teacher of the Life Skills team. Overseeing planning of the programme. Input into development of career development lessons (4 lessons)

Form 3

Where Guidance is happening	How often	Topics Covered	Specific input by Guidance Counsellor
SPHE	3 Classes	Study Skills Importance of JC Exams College Awareness	Lessons prepared by the GC
Exhibition of LCA1 Career Investigations	1 Class May	Planning of the future / Careers	Leading the LCA class with their Career Exhibition

Section 5: Specific Functions of the Guidance Counsellor

The Guidance Counsellor is central to the development and administration of the Whole-School Guidance Plan. The Guidance Counsellor also has roles that are specific to the Guidance Counsellor in the deliverance of guidance education and counselling.

5.1 Counselling Services

Counselling is an interactive learning process between counsellor and students, whether individual, family, or group, which approaches, in a holistic way, social, cultural, economic and/or emotional issues. Counselling may be concerned with addressing and resolving specific problems, making decisions, coping with crises, improving relationships, developmental issues, promoting and developing personal awareness, working with feelings, thoughts, perceptions and internal or external conflict. The overall aim is to provide students with opportunities to work in self-defined ways, towards living in a more satisfying and resourceful way as individuals and as members of the broader society.

Counselling facilitates the student in crisis by providing a range of coping strategies and interventions in a caring and sensitive way appropriate to the individual's needs and circumstances. The guidance and counselling process endeavours to help students to grow in self-knowledge and self-esteem by assisting them:

- to understand their emotions, abilities, interests and special aptitudes
- to acquire information about educational and career opportunities within a changing society.
- to make and carry out appropriate life choices and plans and to achieve satisfactory adjustments in life.

Counselling sessions are generally based around the person-centred theory of counselling with other theories incorporated into the sessions depending on the needs of the client.

Referrals for counselling are made as appropriate. The Guidance Counsellor adheres to the school's Confidentiality Policy when conducting counselling with students.

5.2: Career Guidance Classes

All senior students, that is students in Forms 4, 5 and 6, receive one Career Guidance class a week. The aim of these lessons is to create, in a sequential manner beginning in Form 4, an overview of the world of work, prepare students for the skills needed to enter the workforce, research into careers of interest and information on how to apply for college courses, PLC courses and apprenticeships. In Career Guidance classes, the Guidance Counsellor uses a range of teaching methodologies and encourages student contributions and discussion. The Guidance Counsellor delivers the “*Guidance*” module of the subject “Vocational Preparation and Guidance” to LCA Year 1 and Year 2.

5.3 Work Experience and Co-Ordination

Work Experience is a central element to the Transition Year Guidance Programme. It allows the students to apply the knowledge of the working world that they have learnt about in the classroom as well as gaining hands-on experience of a working environment. The Guidance Counsellor is the co-ordinator of the TY Work Experience programme and as such they provide students with the skills they need to research and apply for work experience placements and uses the feedback from the employers to assess the students' efforts while on work experience. In class, the Transition Year students will learn how to write a CV and an appropriate Cover Letter to send to employers. Work Experience is also a core element of the LCA programme, with preparation for Work Experience covered in the subject “Vocational

Preparation and Guidance.” The Programme Coordinator is the coordinator of Work Experience for LCA students.

Students are insured to work anywhere within the EU. Insurance forms are available to students to download from their Career Guidance MS Team and it is the students’ responsibility to ensure they have sent the insurance form to their employer. Insurance forms must be returned to the school prior to the commencement of the Work Experience placement, otherwise the students will not be covered by the school’s insurance in the event of an accident taking place. All students, including overseas students, are expected to secure their own work experience placements. Students who are having difficulty locating placements are encouraged to contact the co-ordinator who will assist them but ultimately the responsibility for locating Work Experience placements must remain with the students.

Some LCVP students may elect to undertake Work Experience as part of the LCVP programme. This placement would be coordinated by the LCVP teacher but would still be covered under the school insurance.

5.4 Providing Information to Students and Parents / Guardians

An important function of the Guidance Counsellor is to provide information to students and parents on study skills, careers, college courses and further education and training. There is a Guidance noticeboard where relevant information is posted and Form 4, 5 and 6 Career Guidance classes have a class MS Team for posting information and relevant articles. For the academic year of 2021, the Guidance noticeboard is not in use due to COVID19 health and safety concerns which means the MS Teams and emails are the main source of posting information.

College talks are an important way of providing students with specialised information on what courses and services colleges provide. Students are encouraged to attend as many of these talks as possible. Usually, guest speakers are invited to visit Wilson’s Hospital School to make these presentations, for the academic year of 2021 many of these presentations are being delivered virtually due to COVID19 restrictions.

The Guidance Counsellor is also responsible for providing information to parents and guardians regarding college applications, RACE, DARE etc. This may come in the form of an email or an information session.

Section 6: Other Considerations

6.1: Appointments

Students are welcome to make appointments to come see the Guidance Counsellor or Chaplain. To make an appointment, students email the Guidance Counsellor or Chaplain using a “traffic light” system to indicate the level of urgency for the meeting. The Guidance Counsellor and Chaplain will then inform teachers what students will be meeting with them each day. The Guidance Counsellor or Chaplain may make an appointment to see a student following a Care Team meeting or referral from a teacher.

6.2 Student Referrals

Should a teacher have a concern about a particular student a referral about this student may be made to any member of the Care Team. This staff member may then consult with the wider Care Team at the weekly Care Team meeting; in some cases, it may be deemed necessary to request another member of the Care Team meet with the student instead / also. Parents / Guardians can contact the school and request that a member of the Care Team meet with their student, contact details for members of staff can be found on the school website.

Assistance for students may be sought from other qualified professionals outside the school for problems when necessary and appropriate. The Guidance Counsellor usually is, with the Principal, Deputy Principal and SENCO, the recipient of professional referrals within the school. When necessary and appropriate, students may be referred to qualified professionals outside of school for further assessment. The Guidance Counsellor initiates the referral process through consultation with parents/guardians, teachers and the principal, through information gathering and seeking the relevant permission.

6.3: ICT Facilities

All classrooms are equipped with a PC and all teachers have individual hand-held devices. This allows for effective deliverance of ICT during lessons. In terms of the deliverance of the Whole-School Guidance Plan, all teachers are enabled to demonstrate to students how to research subject related information or how to utilise ICT to enhance their study skills. Some classes may take place in the Computer Room which has computers for each student as well as a PC and data projector for the teacher in order to demonstrate a lesson online/ on the PC.

Students, with their teacher’s permission, may work in the Computer room which is supervised from 7-10pm each evening.

6.4: Planning for students with Special Educational Needs

Student Support Plans (SSPs) are created for all students with SEN and students are accommodated according to their individual needs. The teachers should make adjustments to their classroom strategies to ensure best possible learning outcomes for students. This may involve changing teaching styles or a physical rearrangement of the classroom. At all times the teachers work with the SEN department. The SENCO briefs staff on the needs of each individual student at the start of the year and details of students with SEN are available to all staff on MS Teams. The SEN department also provides information for teachers about the characteristics of the various students' needs on MS Teams.

The Guidance Counsellor liaises with the SEN staff on a regular basis, to ensure all SEN students' needs are being catered for. The Guidance Counsellor meets with SEN students in 6th year throughout the year to ensure their targets are being met and all accommodations, such as DARE, are being applied for. SEN students sometimes require additional support with regards their options for after post-primary school and the Guidance Counsellor liaises with parents/guardians and students to ensure the students are being fully supported.

6.5: Reasonable Accommodations in the Certificate Examinations

The Guidance Counsellor works with the SEN department in applying for Reasonable Accommodations for the Certificate Examinations (RACE) with the students. The Guidance Counsellor consults parents/guardians and students regarding what accommodations they feel they need for the Junior and Senior Cycle examinations and completes the appropriate tests; the WRAT 5 is used as the attainment tests. The Guidance Counsellor and SENCO liaise with NEPS when the school psychologist comes to the school.

6.6: Testing

In accordance with the Assessment Policy, the Guidance Counsellor, along with members of the SEN Department, administers CAT4 Level E with incoming Form 1 students prior to their commencement in Wilson's Hospital School. These results are used by the SEN Department to help identify any incoming students that may have learning difficulties. During the first term, Form 4 students complete CAT 4 Level G tests, administered by the Guidance Counsellor. These are used in their discussions about subject choice for the Senior Cycle, applications for RACE and applications for DARE within the CAO. If any previously unknown issues are discovered, parents/guardians and students will be consulted and either the WRAT 5 will be administered or advice about a full educational assessment will be given. The advantage of using CAT4 tests Levels E and G is that the students' progress can be tracked on a comparable measuring scale.

6.7: Open Days

Students in Form 6, Form 5 and Form 4 are encouraged to visit Higher Education Institutes for Open Days or prearranged visits. In the context of 2021 and COVID 19, these Open Days are a mixture virtual online open days and on campus open days. However, in a normal school year, students may attend college open days with their parents/guardians and the school may organise visits to institutes of higher education during the year for the different year groups. All Form 6 students attend Higher Options in September. Students are prepared for the visits and for Higher Options with either the worksheet prepared by the Irish Times or by worksheets sent by the institutes involved. Maps and the outline of the Open Days' activities are supplied to the students. After the event students are debriefed in class or at one to one career talks. In 2021, Higher Options is a virtual event.

6.8: Subject Choice

Form 1 students are given the opportunity to sample all optional subjects and modern foreign languages for the first half of the autumn term. The modules rotate every two weeks with the students selecting their subject preferences near the end of the sixth week. Class tutors, the Year Head, SPHE teachers and the Guidance Counsellor assist the students with their selection of subjects. It is endeavoured that every student is enrolled in at least one of their first preferences of subjects.

During Transition Year, students have the chance to try out different ranges of subjects. They also complete a career project and in that information is provided from www.careersportal.ie, www.qualifax.ie, and "The Student Yearbook and Career Directory" to help them to choose subjects which will suit their interests and their abilities. Students complete a survey of preferential subjects and then, based on the survey, the VSWare system creates the subject choice options for the students to choose from for Form 5. We endeavour to accommodate as many students as possible within the constraints of timetabling and teacher availability.

If students find subjects too difficult or realise late that they need a particular subject for their course choice in college, it may be possible to change subjects but a change of subject form must be signed by teachers, year head, Guidance Counsellor and parents/guardians before permission is given. This is to ensure that the decision has not been made on a whim. Form 5 students have until the end of September to change their subject choices. After this date, students are unable to change or drop a subject without a meeting with the Guidance Counsellor to explore the issues causing concern. All students must take 7 taught subjects in school, unless they are exempted from subjects or on a restricted timetable.

In Transition Year, students are also asked to choose between studying the LCA and LCE for 5th and 6th year. To encourage students to begin thinking about the importance of subject choice at an early age, students complete a module of subject choice and career investigation in Form 2 Life Skills.

6.9: College Applications

The Guidance Counsellor will schedule appointments with all Form 6 students in order to discuss their plans for after school. Students may make further appointments should they wish. In Guidance class, the Guidance Counsellor will explain and demonstrate the CAO and UCAS application process. It is the students' responsibility to investigate whether further testing is required for their course of choice, e.g. BMAT or HPAT. The Guidance Counsellor will provide a reference for UCAS applications, if requested, once the student has completed the required sections of the application. Students who wish to apply to colleges in countries outside of the Republic of Ireland and the United Kingdom should research the application process and contact the Guidance Counsellor if references etc. are required.

The Guidance Counsellor will also assist Form 6 students with applications for Apprenticeships, PLC courses and other courses of further education.

6.10: Inclusivity

Wilson's Hospital School prides itself on being a welcoming and inclusive environment for all students and staff to live and learn together.

- LGBTI+ students and staff are treated inclusively in all aspects of school life. The school's anti-bullying policy and the RSE policy address these matters specifically.
- Students and staff with physical disabilities are also treated inclusively in all aspects of school life. While it is acknowledged the old boarding house is not currently wheelchair accessible, this issue is being reviewed and addressed for future students. The chapel in the old boarding house is now wheelchair accessible via a specially installed lift. All areas of the day school and cafeteria are wheelchair accessible, and the physical needs of students and staff are taken into consideration when laying out classrooms and allocating lockers etc.
- Wilson's Hospital School is under the ethos of the Church of Ireland but we welcome students and staff members of all faiths. All students are taught the importance of showing respect for one another and respecting differing beliefs and faiths.
- Students enrolled in the ASD Special Class are incorporated into as many mainstream classes and activities as the students are willing and enable to attend. To encourage inclusivity amongst their peers, a number of mainstream classes are taught within the Special Class classroom.

6.11: Literacy and Numeracy in Guidance Classes

Due to the very nature of Career Guidance, Life Skills and SPHE classes, there is an emphasis on literacy and numeracy in how the students present themselves orally and on paper. Accuracy is emphasised in the preparation of reports, curriculum vitae preparation, and in career projects. Students are encouraged to speak out clearly in class discussions and under the emotional health section of SPHE, emotional literacy with a concentration on the expression of feelings and emotions is dealt with in detail. Numeracy is emphasised in terms of problem-solving and decision-making. Within CAO and UCAS classes, it is necessary for students to understand the points system, the UCAS tariff system and the concept of supply and demand.

6.12: CPD and Further Training

The Guidance Counsellor undertakes 10 hours of CPD every academic year, including six hours of Supervision with the Guidance Counsellor support group. Other CPD courses are selected according to the needs of the school and students. As whole-school guidance is not solely the responsibility of the Guidance Counsellor, all staff members are informed of relevant CPD courses and encouraged to attend when possible.

Section 7: Monitoring, Review and Evaluation

7.1 Monitoring, Reviewing and Evaluating the Plan

The Whole-School Guidance Plan will undergo annual review and evaluation. This review and evaluation will provide an opportunity for the Guidance Counsellor to give a full report to the Senior Management team at the end of each academic year, receive feedback on any shortfalls in the service and plan for adjustments for the following year.

Representatives of all stakeholders are invited to review the Whole-School Guidance Plan. Evaluation of the Whole-School Guidance Plan can be divided into informal and formal evaluation. Informal evaluation can come in the form of feedback given at parent-teacher meetings or review of a class project while formal evaluation provides measurable data for review and evaluation. Formal evaluation of the Plan may include:

- Student evaluation questionnaires
- Student focus groups
- Parent evaluation questionnaires
- Subject department evaluations
- Staff evaluation questionnaires
- Individual meetings with parents and students

7.2 Review of Guidance Department Goals 2020 - 2021

The goals for the Guidance Department for the academic year 2020 – 2021 were identified following the completion of this first phase of the Whole-School Guidance Plan and a review of the needs of students, parents and teachers identified during the academic year 2019 – 2020 and the experiences brought by COVID 19.

- Increase online communication between teachers and students through the use of MS Teams and school email. Encourage student self-responsibility in accessing information provided and submission of assignments:
 - All classes are encouraged to have a MS Team to upload copies of work handed out in class or set assignments. This continues to be developed and utilised by staff.
- Guidance Counsellor create mailing lists for relevant groups of parents to ensure effective communication:

→ Mailing lists for Form 6 parents have been created to disseminate information regarding important dates for college applications etc and for gathering information on student destinations after leaving Wilson’s Hospital School.

- Develop the senior cycle “Life Skills” plan to encompass the Wellbeing programme and Senior Cycle SPHE:
 - Completely new senior cycle Life Skills programmes have been developed for Form 5 and Form 6. There are “Wellbeing”, “RSE” and “Study Skills” modules for both year groups. The rest of the modules are targeted to the needs of the year groups. Students will be surveyed over the course of the year to evaluate the progress of the programmes.
- Develop student evaluation forms for the Whole-School Guidance Plan. To be distributed to all year groups in the Spring to allow time for review and evaluation with other stakeholders and staff responsible for the development of the Whole-School Guidance Plan.
 - Develop parent evaluation forms for the Whole-School Guidance Plan. To be distributed to parents in the Spring to allow time for review and evaluation with other stakeholders and staff responsible for the development of the Whole-School Guidance Plan.
 - Develop teacher evaluation forms for the Whole-School Guidance Plan. To be distributed to staff in the Spring to allow time for review and evaluation with other stakeholders and staff responsible for the development of the Whole-School Guidance Plan.
 - Develop a template for subject department evaluation. To be distributed to staff in the Spring to allow time for review and evaluation with other stakeholders and staff responsible for the development of the Whole-School Guidance Plan.
 - Whole School Guidance Team developed and distributed digital questionnaires for parents, students and staff in May 2020. There was a high response to the questionnaires and the Summer Term seemed appropriate time to distribute them as departments were looking ahead to the next academic year.

7.3 Guidance Department Goals 2021 – 2024

The goals for the Guidance Department for the academic years 2021 – 2024 were identified following the evaluation of responses to surveys and reviews conducted at the end of the academic year 2020 – 2021 as well as evaluation of DES Guidance Inspection reports by the WSG Team.

- Establishment of routine forms of feedback and evaluation of stakeholders.
- Increase the provision of co-curricular guidance activities within mainstream classes.
- Formalise workbooks and classroom materials to be used in Life Skills and Guidance classes.
- Develop a whole-school approach to teaching “Study Skills” throughout the year groups.
- Review opportunities for student leadership development, increase opportunities throughout year groups.

- Promotion of “inclusion” within the school, particularly in the area of LGBTQ+.
- Review the RSE plans in all year groups. Include more active learning methodologies and include lessons on consent in all year groups.
- Review wellbeing and mental health supports throughout the school, develop student leadership in this area.

Approved by the Board of Management on 23rd November 2021