

## Care Team Loreto High School – Our Roles



### Introduction:

This document is drawn up in the context of our mission statement and reflects the school's commitment to creating a caring, Christian community in which pupils have the opportunity to achieve academic excellence and to grow spiritually, emotionally, socially, creatively and physically in a healthy environment.

### Aims of the Care Team

The Care Team in Loreto High School Beaufort aims to:

- Be inclusive, providing for the needs of all students – junior, senior, international, additional educational needs – the entire spectrum from learning support to gifted.
- Develop an awareness and acceptance of their talents and abilities.
- To assist students in the development of positive self-esteem thereby helping them to live full and fruitful lives.
- Provide support for learners to enable them to make wise and informed personal, educational and career choices.
- To help students explore the career options available to them taking into account their interests, personalities and abilities.
- To ensure that students have all the information they need to make their career choices.
- To equip students with the skills they need to research and explore the various career options available to them.
- To provide students with appropriate support in times of difficulty, crisis and trauma.
- To facilitate their integration into the school community through various peer related activities.
- To identify students at risk and put in place appropriate strategies to help them deal with the difficulties they may be experiencing.
- To provide where possible appropriate support for parents and guardians where such support is deemed necessary.
- To ensure that we act within ethical and legal requirements

### Team Members:

Principal  
Deputy Principal  
Student Enrichment Officer  
Career Guidance Counsellors  
AEN Team – Co-ordinator & AEN Teacher  
Chaplain

The Principal & Deputy Principal with Co-ordinate the Team and:

- ∂ organise and make preparation for the care team meetings
- ∂ liaise prior to the meetings
- ∂ brief any 'extra' attendees about issues and procedures
- ∂ ensure documentation is circulated
- ∂ make appropriate referrals or allocate the task to relevant team member
- ∂ liaise with relevant agencies and, if appropriate, with parents/guardians
- ∂ provide structured feedback to those agencies
- ∂ convene and chair case meetings or arrange for someone else to chair
- ∂ ensure relevant staff are kept informed of appropriate decisions/action
- ∂ provide support in the development of criteria for monitoring the operation of the student support system.

### **Care Team – School-wide Supports**

The Care Team draws on the supports, materials and opportunities to tend to wellbeing through the Wellbeing Co-ordinator in our school. The Care Team liaises with the SPHE and RSE Department to enable year groups to explore care-related issues via the curriculum. The SPHE co-ordinator will, through the SPHE curriculum, work with year heads/form tutors and may be required to provide input on a range of topics from time to time related to whole school issues, e.g. bullying, substance use. The Care Team, (and in particular, the Additional Educational Needs Department) works with the Special Needs Assistants in supporting each student's individual needs.

### **The Role of the Career Guidance Counsellors:**

Guidance counselling and guidance and counselling refers to a range of learning experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make transitions to these choices. These choices may be categorised into three distinct but interlinked areas:

1. Personal and social
2. Educational
3. Career

The range of services our Career Guidance Team offers includes:

Personal counselling for all students either through self-referral or referral of a teacher or parents / guardian (See referral system.) Counselling is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling may include personal counselling, educational counselling career counselling or combinations of these.

- Assessment using psychometric instruments and inventories (including incoming 1<sup>st</sup> Year entrance tests, 4<sup>th</sup> Year DATs)

- Career information e.g. Career classes, personal vocational guidance interviews, CAO preparation assistance and updating subject choice booklet for 4<sup>th</sup> Years
- Attendance at career events, facilitation of feedback regarding work experience and eg Higher Options, Careers Night, Visiting Speakers, Visits to Universities
- Use of information technology, e.g. Qualifax/Careers Portal
- Personal and social developmental programmes
- Assistance with applications e.g. CAO, PLC, UCAS
- One to one sessions with all senior students and additional sessions based on need and or request
- Organising events
- Visiting and liaising with feeder primary schools
- Liaising with outside agencies where appropriate
- Liaising with parents/guardians, staff members
- Attending care team meetings
- To ensure that the Guidance service acts within ethical and legal requirements. In all areas of personal support students are assured of confidentiality except where there is a concern that the student may self-harm or harm someone else. In such circumstances the appropriate professionals, agencies or authorities are informed. Students are made aware of such conditions.

### **Additional Educational Needs Department**

In the AEN Department, we aim to ensure that students as identified as needed additional support:

- Receive appropriate tuition within the classroom context or within a selected group or one to one.
- Are assessed in a way or ways appropriate to their individual needs
- Are monitored and reassessed to establish their changing needs
- Are provided with all possible support as they need it throughout their time in the school.

### **Identification of Students with Special Needs**

Students will be identified in the following way:

- By personnel in the student's primary school through the Learning Support teacher or other appropriate person with the permission of the child's parents.
- By parent(s) / guardian(s) who contact the school directly.
- By subject teachers, tutors and / or Year Heads.

### **The Continuum of Support**

The Department has set out the Continuum of Support framework to assist schools in identifying and responding to students' needs. This framework recognises that additional educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that students require different levels of support depending on their identified educational needs. Interventions are incremental, moving from class-based interventions to

more intensive and individualised support where necessary, and that they are informed by careful monitoring of progress.

## **Aims**

Loreto High School has three priorities in working towards the aim of achieving quality learning for children and young people in our care; these are:

1. To raise standards of pupil achievement
2. To enhance the skills, confidence and effectiveness of school based staff
3. To enhance equality of opportunity, entitlement and inclusion for all pupils

## **Objectives**

- To identify children's individual needs at the earliest possible stage so as to make provision for their needs thus raising their attainment levels.
- To work in close partnership with and involve parents /guardians of children who have special educational needs.
- To involve children, parents/guardians in the identification and review of targets that are specific achievable realistic and time related.
- To liaise with appropriate outside agencies to support the needs and provision for children who have special educational needs.

## **Our Roles:**

### **Roles of Classroom Teachers:**

Section 22 (1) of the Education Act 1998 states the primacy of the teacher in the education and personal development of students in schools. The classroom teacher is responsible for educating all pupils in his/her class, including any pupil with special educational needs. The class teacher has primary responsibility for the progress and care of all pupils in his/her classroom, including pupils with additional educational needs.

### **Role of the AEN Co-ordinator / (AENCO):**

We have two members of the AEN Department who each take responsibility for three of the year groups individual additional needs of the students in their respective groups / in their care. Currently the groups are divided up in the following way:

Ms O'Higgins – 1<sup>st</sup>, 5<sup>th</sup> and 6<sup>th</sup> Year students

Ms Elliott – 2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> Year students

Whilst both the AEN Co-ordinator and the AEN teacher take responsibility for providing for the needs of students in their year group (to include applications for eg RACE which the AEN Co-ordinator oversees) the AEN co-ordinator's role is :

- To co-ordinate/ devise a school AEN Plan
- To update the AEN policy
- To organise weekly team meetings
- To create and maintain and co-ordinate a school register of students with AEN.
- To communicate the needs of students to teachers.

- To co-ordinate the identification of students with AEN in our school
- To co-ordinate Student Support Plans for students with AEN.
- To advise teachers of the recommendations made in professional assessments relating to individual students.
- To assist the Principal in the allocation of resources.
- To co-ordinate applications for Reasonable Accommodations for Certificate Examinations at State Exams (RACE)
- To liaise with outside professionals
- To meet with parents in order to plan and to review interventions
- To co-ordinate and administer the correction of standardised assessments
- To co-ordinate systems for the referral of students by teachers, parents, etc
- To report annually to the BOM
- Co-ordinate transfer programmes between primary and second level and between second level and adult and working / training life. The AEN team liaises with the Career Guidance Team to this end
- Co-ordinates and liaises with relevant organisations and agencies such as NCSE

### **Role of the AEN Teacher:**

The AEN / Learning Support Teacher is a fully qualified teacher who has access to additional training in the area of special education and who works closely with the class teacher to provide additional teaching support for students with additional educational needs.

Teaching approaches include a combination of team-teaching initiatives, cooperative teaching, early intervention, small group or individual support.

Some students with more complex and enduring needs may require specific methodologies, teaching approaches and/or learning activities.

Such interventions should be based on careful identification of strengths and needs, including multi-disciplinary assessment, when necessary.

Additional education teachers, in consultation with subject teachers, should plan their interventions carefully to address students' priority learning needs and to achieve the targets identified in the relevant Student Support Plan.

Short-term planning should reflect the support plan targets and should break down the development of skills and content into small incremental steps to address each student's specific needs.

Outcomes for students should be routinely assessed, recorded and used to review progress. These outcomes should also be used to inform the targets for the next phase of intervention.

The role of the AEN teacher is to:

- Assess & recording students' needs and progress, setting specific targets

- Collaboratively develop, review and update student support files (Individual Educational Plans) for students selected for school support
- Consider the ways in which the curriculum can be differentiated or adapted to suits the needs of individual pupils
- Collects and analyses school-wide screening data, including in-take screening, transfer information, attendance and behavioural records. Gathering information from subject teachers/ other staff
- Identifies the most appropriate teaching strategies and programmes to meet the students' needs (which may include one to one teaching to improve core skills)
- Consults with parents / guardians as part of process
- Liaises with class teachers and relevant staff to review IEPs. Supports teachers in terms of adapting the curriculum with eg differentiation strategies
- Administer and interpret standardised and diagnostic tests (where appropriate)
- May team teach by working in the classroom with the class teacher or withdraw students in small groups and or individually for a period of time depending on the needs
- Familiarise themselves with a wide range of teaching approaches, methodologies and resources to cater for particular learning needs
- Helps students to unlock their potential, discover their strengths (which may involve include being involved in other areas of school life for example, activities that relate to students' general wellbeing)
- Liaises with care team to ensure students who need other eg pastoral supports have access to appropriate general supports
- Promotes inclusive initiatives in our school to support all learners and teachers
- Supports teachers in terms of accessing / giving CPD in the area of additional educational needs

## **The Role of Chaplain**

The chaplain is a 'faith friend' to all students accompanying them on their educational journey and facilitating each student's spiritual maturing.

He / She provides a listening ear for students who may need guidance in terms their spiritual journey.

Guidance offered by the chaplain is of a spiritual nature, who can offer the words and the way of Jesus Christ as a comfort. This guidance is available to staff as well as parents or guardians.

Jesus Christ and the Kingdom of God is the inspiration for all of the Chaplain's work. As a Catholic school with a strong tradition, the presence of the school chaplain has a central place in our school.

The School Chaplain extends the helping hand of Jesus Christ to all members of our school community. In times of trouble we often call on our faith, and in this case, the simple presence of the school chaplain in the school acts as a reminder to students that their faith is a source

to comfort. Regardless of any students religious orientation, they can access help and supports from our school chaplain.

The chaplain also illustrates the link between justice and faith in the school community - especially social justice, and involvement in catholic organisations who campaign for social justice; St. Vincent De Paul. The School chaplain is supported by the Religious Education Department who work together in marking and celebrating our faith. The Religious Education Department and the Chaplain offers opportunities for prayer, reflection and meditation in school which is an integral part of the holistic development of our students which we promote in our school.

'Love thy neighbour as yourself' is one of the core messages of catholicism. The wellbeing of students can be linked to the role of chaplain as the chaplain promotes a love for ourselves firstly and a love for others so that we can love ourselves and our neighbours.