



Assumption Secondary School

Whole School Guidance Plan.

Whole School Guidance Plan



Our Mission Statement

We endeavour to educate young women in an inclusive, caring, Christian atmosphere of respect for self, others and the environment.

We value freedom, equality and security and strive to promote the growth of positive thinking, self-worth and justice.

Our Whole School Guidance Plan supports the values of the school outlined in our Mission Statement

Introduction

Our Whole School Guidance Plan is student-centred in its approach. The promotion and enhancement of self-esteem and life-skills and the development of potential – academic, personal/social and emotional – leading to a greater personal autonomy for all students are its central goals. All staff members have a vital role to play in student care and therefore have a role to play in the delivery of the Whole School Guidance Programme. As a School we believe it is important that all members of staff fully recognise and ensure that student guidance permeates every aspect of school life. Cooperative and professional working relationships best meet our student's needs.

Scope of the plan

Guidance refers to a range of learning experiences 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:

- Vocational/Career guidance
- Educational guidance
- Personal and Social Development

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. Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing.

Aims and Objectives

Our Whole School Guidance Plan aims to:

- Set out the learning experiences and activities of the guidance programme
- Reflect the needs of both Junior and Senior Cycle students
- Achieve a balance in the provision of personal/social, educational and career guidance offered to students.

The objectives of this Whole School Guidance plan enable students achieve the following outcomes:

- To clarify educational, social and career goals
- To address personal issues
- To identify and explore opportunities
- To grow in independence and resilience and to take responsibility for themselves
- To make 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 a place in society and a responsibility to society
- To nurture teaching and learning so that each individual can reach her full potential
- To provide an environment where each individual can develop self-esteem and a sense of personal responsibility
- 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 in accordance with DES and School Child Protection Policy
- 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 in accordance with current Children First Guidelines and Child Protection requirements.

Our model of provision - A continuum of Support

A continuum of support model is applied to our School 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 Higher Education, apprenticeships, employment).

The school focuses on the 6 Junior Cycle Wellbeing Indicators to nurture students who are – “Active”, “Responsible”, “Connected”, “Resilient”, “Respected” and “Aware”.

A whole school approach is employed in delivering the learning and teaching activities of the

school guidance programme which may include (but are not limited to):

- Year group and whole school Assemblies
- Mixed Ability teaching where possible
- Whole school interventions such as Wellbeing Week, Sports Day etc.
- Class interventions on anti-bullying, attendance and positive wellbeing
- Team Teaching and Assessment for Learning (AFL) used to maximize learning
- A wide selection of extra-curricular clubs to promote personal development
- An active Parents' Association and Student Council who feed into what their needs are in terms of guidance at regular meetings.
- Career education programmes,
- SPHE, RSE and Wellbeing in Junior Cycle
- Health Education and wellbeing in senior cycle
- Timetabled Guidance classes for all year groups (1st -6th year)
- Work experience/placement provided as part of the TY programme.

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 6th year, 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 guidance counsellor working in collaboration with the Principal, Deputy Principal, pastoral care team/student support team, SPHE teacher, SEN Coordinator, HSCL and SCP coordinators, year heads, and teachers.

Guidance for a Few

Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach) and important decisions during their time in post-primary school. This support will require the expertise of 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 should be employed. In the event of a protracted referral the guidance counsellor/staff member may need to provide continued support to the student. Under the school DEIS plan there is a strong partnership with the Community.

In terms of academic supports there is monitoring of student progress by teaching staff and Year Heads this progress will be discussed with students and parents. Resource support / additional resource support will be made available (subject to resources allocated to the school).

Areas of Learning and Competences

As part of their holistic development, students in Assumption Secondary School are exposed to the 3 areas of guidance-related learning so as to allow them develop in 8 areas of competence. (NCGE: A Whole School Guidance Framework, Page 16)

Developing Myself	<ul style="list-style-type: none"> Developing & maintaining self-esteem & a positive self-concept. Interacting effectively with others (face to face & online). Developing & growing throughout life.
Developing My Learning	<ul style="list-style-type: none"> Employing effective personal learning/exam strategies. Making educational choices in line with career aspirations.
Developing My Career Path	<ul style="list-style-type: none"> Using career related information & sources appropriately. Understanding the world of work and life roles. Managing career development 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 whole staff have a role in planning, coordinating and delivering guidance-related-learning associated (*Guidance for All*) in terms of the relevant *Key Skills*, with the student support team coordinating and providing more intensive interventions to those students who need it through *Guidance for Some and A Few* approaches.

Wellbeing - "Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life." (DES, 2018, 10)

<https://www.education.ie/en/Publications/Policy-Reports/wellbeingpolicy-statement-and-framework-for-practice-2018%20%932023.pdf>

Wellbeing at Junior Cycle: The core subjects are PE, SPHE, Guidance and CSPE.

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 wellbeing of our students is a whole school concern, with all teaching staff responsible for the delivery of the learning outcomes associated with Wellbeing indicators.

Wellbeing Timetable 2022-2023 (updated in Appendix A)

First Year	Second Year	Third Year
SPHE (Incl. RSE) X 1 class	SPHE (Incl. RSE) X 1 class	SPHE (Incl. RSE) X 1 class
CSPE X 1 class	CSPE X 1 class	CSPE X 1 class
PE X 2 classes	PE X 2 classes	PE X 2 classes
Wellbeing Art / Choir x 1	Wellbeing Art / Choir x 1	Wellbeing Art / Choir x 1
Guidance x 1	Guidance x 1	Guidance x 1

Wellbeing at Senior Cycle: At senior cycle (including LC & TY) PE, Health Education, Wellbeing Art, the RSE Curriculum and Guidance Programmes can be used to plan learning outcomes in *Developing Myself* for students.

Looking to the future, structures are to be established to support 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 will also help to minimise any repetition/overlap in the provision of teaching and learning experiences in this area.

Wellbeing Timetable 2022-2023 (updated in Appendix B)

Transition Year	Fifth Year	Sixth Year
Health Ed. (Incl. RSE) X 1	Health Education	Wellbeing Art
	RE (Incl. RSE)	RE (Incl. RSE)
PE X 2 classes	PE X 1 class	PE X 1 class
Guidance x 1	Guidance x 1	Guidance x 1



Whole School Overview

Our school guidance is structured to provide a range of learning experiences designed to assist students to make choices about their lives and to make transitions based on these choices. These choices may be categorised into three separate but interlinked dimensions/areas:

- Personal and Social Development
- 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 Health Education and 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.

Educational Guidance

- Educational Guidance is developmental in nature and allows the student take responsibility for their own learning and progress.
- Educational Guidance begins prior to the students' entry to 1st year, informing students of subject choices and later at another key transition point - the end of 3rd year/TY where course/subject choices are made for senior cycle.
- All teachers have a role in educational guidance. This occurs through class dialogue where issues such as learning outcomes, success criteria and assessment are discussed by teachers with their students. Appropriate levels are also discussed.
- Parent-Teacher meetings provide guidance in relation to individual subject areas.
- Information is presented to parents of: Incoming First Year students, prospective Transition Year students and students entering Fifth year in terms of educational guidance.
- Subject teachers also talk about the content, value and skills contained within their subjects at Senior Cycle level to incoming Fifth Year students before they make their subject choices.
- 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. It begins in first year but 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.
- The TY programme has a dedicated timetabled vocational element within the programme. 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. Qualifax, vocational education and training, further education, job opportunities, job and interview preparation.
- Those taking the TY programme avail of work experience every Tuesday during the year.
- 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.

Guidance: A Whole School Activity – Roles and Responsibilities

Guidance is not provided exclusively by any one individual or group. It is a holistic process that benefits from the synergy of 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. This may be in

- Assemblies
- Informally through supervision and substitution
- Advice given in class and classroom interactions
- Lunchtime activities to stimulate personal and social growth
- General advice relating to the standards required of students
- Parent-teacher meetings
- Phone calls home
- Reports home etc.

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:

Board of Management

- The Board of Management has a responsibility to ensure that the provision and practice 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 the Articles of Management for Voluntary Secondary Schools.
- Each school is required to comply with the Education Act (1998) and provide students with "access to appropriate guidance".

Senior Management

- The Principal controls the internal organisation and management of the school, and exercises supervision over the teaching and non-teaching staff.
- The Deputy Principal is 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.
- The Senior Management team has a responsibility to ensure that Whole School Guidance is of the highest possible standard. This includes managing the process of guidance planning in cooperation with the school community.

Guidance Counsellor

- Guidance counsellors 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 appointments (within the framework of guidance hours available).
- Their educational role involves many aspects such as induction of first years,

assisting the SEN co-ordinator in assessing incoming students prior to the student's entry to the school.

- Liaising with management, year heads, and subject teachers etc. concerning pupils who require intervention or offering those pupils counselling with regard to study techniques, educational planning and personal organisation.
- 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.
- The Guidance Counsellor works collaboratively with all staff members and management.
- They meet weekly with the principal, deputy principal and additional support staff (when necessary).
- The guidance counsellor has strong links with outside supportive agencies and is a member of the critical incident team.

HSCL and external SCP Coordinators

The role of HSCL is to encourage the interest and involvement of parents in all aspects of their children's education in keeping with our philosophy of encouraging all pupils to reach their potential in a caring environment. This is done through Home Visits, Organising classes for parents, regular contact with all parents.

SEN Coordinator and SEN team.

- The SEN Coordinator, subject to the direction of the principal, assumes responsibility for the overall provision for special educational needs within the school.
- They coordinate the data gathering, screening and testing in relation to the special educational needs of students.
- They plan for the transition of students identified as having special educational needs to and from post primary school.
- They take a lead role in making arrangements for planning, implementation and review of student support plans.
- They support the communication of information regarding students' needs to subject teachers and year heads.
- They liaise with special needs assistants, the Guidance Counsellor, SCP Coordinator, Home School Liaison Officer, Year heads and subject teachers.
- They also liaise with outside agencies such as NEPS, the NCSE and allied health professionals.
- They make applications for reasonable accommodations in the State Examinations for students with special educational needs.
- **Special Needs Assistants (SNA)**-The role of the SNA is to assist the teacher in providing support to students with special educational needs.
- **SEN support teachers** – provide supplementary teaching and support of students. This may be in class or with withdrawn students.

Subject teachers

- Subject teachers have the final responsibility for the education of all students in their classes.
- The subject teacher is the key in helping students to achieve their full potential and assists in identifying students and giving support.
- Subject teachers have a key role in providing support to students and information and advice relating to their subject disciplines and related careers.
- Some teachers have additional formal responsibilities through management (API & APII post holders), pastoral care roles, coordination roles and through participation in programmes such as SPHE.
- 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/SEN Coordinator when specialist competence is required with due regard to confidentiality.

Year Head

- The Year Head has general responsibility for the welfare of a year group(s). The year head oversees the student's attendance, punctuality, uniform, academic performance monitoring and behaviour and liaises with the parents/guardians of the year group.
- The Year Head also has a disciplinary role within the school structure.
- The Year Head works closely with the subject teachers, Guidance Counsellor, Deputy Principal and Principal.
- The Year Head also links with outside agencies in conjunction with the above.

Guest Speakers

- Guest Speakers are engaged 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. Such engagements are planned and delivered in line with circular 0043/2018.
- The teacher remains with the class for the duration of the visit.
- The Principal must be informed in advance of all visiting speakers and the content of their presentation.
- Evaluations are carried out to assess the benefits.
- We follow the Guidelines as outlined by the Department of Education Circular 0023/2010 and Children First Guidelines.

Parents

- This Plan adopts the legal definition of parent as set down in the Education Act, 1998. 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 important that parents are aware of and support this Plan together with other school policies and procedures. Parents 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.
- Parents can also participate in the guidance process through:
 - Consultation with the guidance counsellor and other school staff,
 - Attendance at relevant information and other meetings at school,
 - Hosting seminars on topics of interest to parents and pupils (with approval of the BOM)
 - Contributing to the development and review of the school guidance plan and, when possible,
 - Providing personal assistance to the school guidance programme.

Teacher mentors

- Under the Trinity Access Programme (TAP) teachers volunteer to mentor 6th year students.

Students

- This Plan seeks to attend to the welfare of every student and their 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 our 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.
- The Student Council (SRC) affords students an opportunity to voice their opinion and become involved in the daily life of their School.
- Wellbeing, SPHE, PE and CSPE collectively cover many aspects of Personal and Social Development.
- 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 our school has a whole school approach to guidance, students are free to approach any member of staff with their concerns. Accordingly, a student may talk to a subject teacher, class teacher, year head, Guidance Counsellor, support staff member, Deputy Principal and principal.
- Fellow students also have a part to play in supporting their peers in difficulty.

Student to student support

Buddy Programme

Sixth Year students apply to become a Buddy to incoming First Year students. This programme allows incoming First Year students to feel supported in the transition from Primary School to Secondary School. Sixth Year students are empowered by their role in guiding and helping younger students. Many activities are organised for the Buddies throughout the school year.

School Initiatives

Our school is part of the Trinity Access Programme (TAP) and has three staff facilitators of the programme.

The Pillars of the TAP programme are:

- Pathways to College
- Mentoring
- Leadership in Learning.

Pathways to College: The main event under this pillar is College Awareness week. Sample activities for this week included

- Mock CAO applications,
- Mock HEAR/ DARE applications
- Teacher presentations on their university experience
- Guest speakers on third level education
- Presentations by past pupils now in college.

Mentoring:

- 6th year students mentoring of 1st year students.
- Teachers mentoring for 6th year students.

Leadership in Learning: This involves relaying of information from the Trinity staff room mailer to our students.

- It involved sourcing student volunteers for different activities organised by Trinity, College (generally Transition year students).
- The main event is the Bridge to College initiative. This involves weekly meetings with transition year students whilst they worked on a school based project.
- Student volunteers from 5th year were selected for the JP Morgan programme.

Adele Farrell Memorial Scholarship

In January 2013 the Adele Farrell Memorial Scholarship was introduced in our School. This Memorial Scholarship was set up by Dublin Business School (DBS) to honour the memory of Adele past pupil of Assumption Secondary School (1972 – 1977) & treasured member of DBS staff.

Every year a full scholarship to study in Dublin Business School is awarded to a sixth year student upon completion of the Leaving Certificate.

Current Whole School Guidance Programme & Provision

The focus of counselling is on the personal/social, educational, and career issues.

The School counselling service provides a caring context for counselling, engages in advocacy where appropriate and supports young people in personal crises.

Time allocation

- Individual counselling
- All classes in all year groups have timetabled guidance.

Individual Counselling: is an interactive process to help the student to understand their personal reality in a safe, supportive environment and help them deal responsibly with their needs. Such activity is governed by the schools Child Safeguarding Statement.

Class timetabled guidance: the aim is to develop college awareness, interview skills, develop competencies for future careers, to broaden horizons and to encourage students strive to be successful on their pathways in life. Personal and emotional development will also be a focus in the classroom. The Guidance Counsellor is at all times sensitive to the developmental stages of the students.

Students seeking advice

Students requiring assistance, advice or support can approach any teacher. Teachers may have formal classes and so may be unable to consult with the student immediately. If this is the case a follow up conversation should be scheduled.

School Counselling Services Appointments

- Students who have an appointment through the School Counselling Service for personal or career counselling are provided with an appointment slip.
- The student must provide their relevant teacher with this appointment slip before attending their appointment.
- Students are advised to maximise their 1 on 1 time for career advice as multiple visits are not guaranteed.
- Follow up appointments, however, may be necessary and will be organised (typically to a max of 3 on a given issue/topic).
- Parents/Guardians may also make appointments with all staff members (including the Guidance Counsellor) by telephoning the school office.
- Appointments are conducted during the school day.
- All parties are requested to inform each other if a cancellation is necessary.

Confidentiality

A professional relationship involving confidentiality is at the core of the Counselling Service in the school. The Guidance Counsellor 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.

The Designated Liaison Person and/or Parents are informed if the student is posing a danger to herself and / or to others.

The School in its duty of care adheres to the procedures as outlined in the

- 'Child Protection Guidelines for Post Primary Schools' and
- 'Children First, National Guidance for the Protection and Welfare of Children'
- and in accordance with Assumption S.S.'s 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 (The Principal) 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.

4. 2. 1. 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 Guidance Counsellor is constantly aware of their responsibility to the student, to the school, to her own profession, to themselves and to the implementation of this policy.
- The Guidance Counsellor will take part in professional peer supervision, which will provide support and feedback for their professional welfare.
- The Guidance Counsellor also abides by the Institute of Guidance Counsellor's Code of Ethics.
- Equally 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'.
- The Schools Guidance Counselling service is subject to all relevant legal requirements, to the provisions of the 1998 Education Act, to DES directives and circulars, to the school's ethos and the direction of the Board of Management.
- The Guidance Counsellor like all other members of staff in the school is entrusted with the care of their students in " loco parentis" and accepts the responsibilities of this position, keeping the students' welfare to the forefront at all times.

Reporting and Referral Procedures

Reporting - In both personal counselling and in Careers Guidance Interviews the confidentiality rule is followed i.e. school management and parents/guardians are informed if it is felt that the student is a danger to herself and/or to others or it is a legal requirement.

The student is informed of the limits of confidentiality at the beginning of a session. If it is felt it is in the student's best interests to inform a Teacher/Parent/Guardian of a particular difficulty, this is only done with the knowledge and ideally the agreement of the student.

Referral - 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 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.

Referrals In - Student (self-referral) / teacher / Year Head /Guidance Counsellor /Principal and/or Deputy Principal/ Parents / Staff / Caretakers / Secretaries / Other Students / Curriculum / Piece of Writing and Emergencies

Referrals Out -External Counsellors / Pieta House / CAMHS (Child and Adolescent Mental Health Services)/ Social Services / NEPS/ SENO / Túsla / Doctors/ TRYS/ Gardaí / Disability/ Access Officers in various Institutions.

Procedure -Meet with Student (once-off / or contract for number of sessions /or refer on as necessary). Explain limits of confidentiality, keep counselling record, contact parents by phone and/or letter and issue parental consent form if necessary (referral out).

Reporting concerns to staff - Student Support - RAG List (Red, Amber, Green)

The following students are experiencing difficulties
Strictly Private & Confidential.

Red	Dealing with challenging situations. Please be supportive & vigilant.
Amber	Lots of encouragement required.
Green	No longer on Red or Amber list but still may be struggling.

- The RAG List will be issued by the Deputy Principal. The list will include student's names only. Difficulty details will not be listed. Staff can refer to the Staff Handbook for reminders of same.
- All e-mails re student updates will be marked 'Private & Confidential' and will be issued by the Deputy Principal ONLY.

Record-Keeping Procedures

Record keeping is an integral part of the administration of the Guidance and Counselling Service. All records will be kept in accordance with the 'Freedom of Information Act', EU GDPR Guidelines and the School's 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.

Two types of records kept in a secure and private place

1. Confidential personal records of all personal counselling and careers/vocational guidance interviews.
2. Summary reference records of personal/educational/vocational counselling sessions received.

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

Other 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
- Túsla
- 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
- CAMHS Child and Adolescent Mental Health Services
- TRYs
- Garda Youth Diversion Project

(this list is not exhaustive)

Testing and Assessment

All our assessment procedures will be dictated by the above principles and 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.

Some of the assessments used:

- **Interest Assessments:** Students conduct interest assessment on careers websites such as www.careersportal.ie, 123tests.com and www.qualifax.ie (and others) and also using other paper versions such as the Career Decision-Making Resource.
- **CATS for Incoming 1st Years:** Cognitive Abilities Test are carried out with incoming 1st years students as means of identifying the student's individual potential, strengths, needs and learning preferences, providing a complete profile of their ability and seek to assist us in facilitating a smooth transition from primary to post primary school for the individual students. The use of CAT's help to inform target-setting, the development of individual learning plans and aids the implementation of more timely intervention strategies, while providing a sound basis for comparisons over time. The results of CATs can inform the work of the Year Head in academic monitoring and that of the SEN.
- **CATS for 5th Years:** used as means of identifying the student's individual potential, strengths, needs and learning preferences, providing a complete profile of their ability.

Use of ICT in Guidance

Circular 0009/2012 asks schools to consider enabling 'students to use directly the extensive range of guidance tools available through the internet from relevant websites (e.g. Qualifax, Careers Portal) to maximise 'the use of their available resources for the provision of guidance.' (Section 4.3). Assumption Secondary School, through its various and multiple ICT resources, enables such student engagement with ICT and the acquiring of appropriate ICT knowledge and skills.

Evaluation

Our Whole School Guidance Plan is subject to review to ensure it is meeting the demands of our students.

Ratified by the Board of Management on the 9th November 2022

For updated Appendix A and B please contact the school.