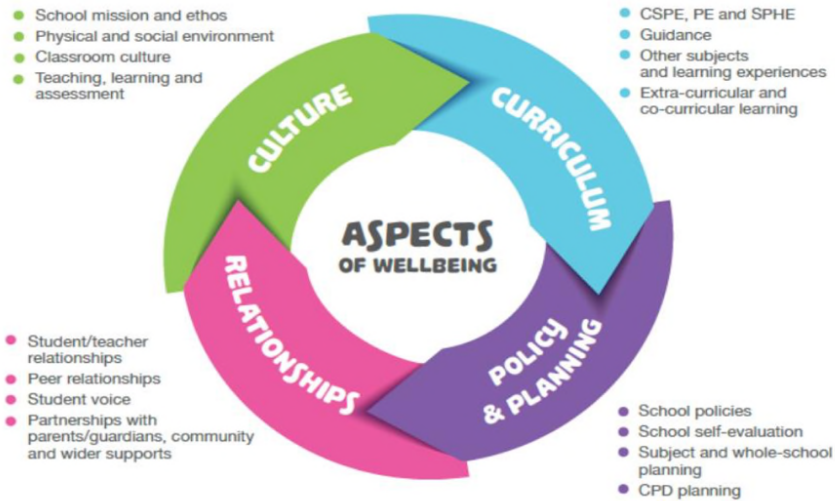




Wellbeing in our school

Four Aspects of Wellbeing



St Vincent's School aspires to provide a safe, happy environment in which all pupils can reach their full potential. St Vincent's School also aspires to the provision of a safe, comfortable and supportive environment for all the staff within the School community.

Culture

Physical and social environment

The physical environment conveys a message of warmth, welcome and inclusion.

The school is a safe place for all pupils.



Pupils are not restricted in their movements around the school.

Pupils are encouraged to orientate themselves as independently as possible

The school building is accessible for students who have no mobility impairment. Pupils in wheelchairs are at present unable to access the Home Economics room and Snoezelen.

Pupils have access to mobility aids if appropriate at all times

Pupils and staff take pride and care in maintaining the physical environment.

The school environment is conducive to promoting physical activity and healthy eating choices.

Pupils do not have access to a soft room area for Occupational Therapy needs. This is an area of concern for the Board of Management, who are reviewing with the aim to improve access for all.

Active flag Food dudes Focus groups

Classroom culture

Teachers have high expectations for all pupils.

There are open, positive, supportive relationships between teachers/SNA'S and pupils in class

A culture of collaboration and cooperation is promoted through day-to-day teaching and learning

Pupils feel safe, secure and respected in their classrooms.

Pupils are facilitated to be as independent as possible: in classroom routines, transitions, organization of their schedules, and management of personal belongings.

Teaching, learning and assessment

Pupils are actively engaged at school.

Teachers direct learning so pupils can improve their independence, mobility and language skills

Teachers use active methodologies to develop the key skills in their subjects.

Teaching and learning is differentiated and provides an appropriate challenge to enable all pupils to engage and experience success.

All pupils have an Individualised Education Plan which is reviewed termly

An assessment policy is in place.

Relationships

Pupil teacher relationships



Pupil teacher/ SNA / auxiliary staff relationships are friendly, caring and respectful.

The whole school staff feels confident, as individuals, to support the pupils in their learning, care and behavioral needs

Pupils are enabled to make personal choices.

There is a positive discipline policy where discipline issues are resolved with care, respect and consistency. Please refer to 'Our School Rules'

There is a shared vision and understanding of what student wellbeing means, which emphasizes strengths and capacities, rather than simply focusing on challenges and needs.

Peer relationships

Pupils show respect, care and concern for each other.

Pupils feel safe and supported amongst their peers.

Staff feel supported and cared for amongst their colleagues.

Student voice

All students have an opportunity to have their voice heard and are involved in making decisions about their life in school.

Pupils have unrestricted access to augmentative communication systems

Pupils are given the time to respond.

Pupils have autonomy in every day choices and activities

Partnership with parents/ guardians, community and wider supports

Parents/guardians feel welcome, respected and listened to as partners in the education of their children.

Parents/guardians have opportunities to learn how they can support their child's wellbeing

Pupils are given opportunities within the local environment in social training programs.



Curriculum

| | | | |
|--|--|---|--|
| National Primary Curriculum | | | |
| Language- English | Curriculum Guidelines, Moderate /Severe General Learning disabilities Communication & Language Mathematics Social Personal and Health Education Social, Environmental and Scientific Education- history, geography, science. Visual Arts | Junior Certificate Schools Programme, PLU Elements L1LP'S L2LP'S Communication and Literacy Numeracy Personal Care/ Personal and wellbeing Living in a community/ being part of a community Preparing for work The Arts Physical Education | ASDAN -towards independence Independence living Meal Preparation and Cooking School Leavers Programme |
| Mathematics | | | |
| Social, Personal and Health Education | | | |
| Social, Environmental and Scientific Education- history, geography, science | | | |
| The Arts | | | |
| Physical Education | | | |
| Policy Child Safeguarding Bullying policy Admission Policy Code of Behaviour Health and Safety Intimate Care Whistleblower | CPD Planning JC2 Level 1 and 2 in service training Cluster workshops Primary Language Curriculum Attention Autism Peg Feed Training Occupational First Aid Training | Whole School Planning Literacy Maths Behavioural management SPHE SESE Orientation | |
| School Self Evaluation – see attached | | | |

Ratification, Communication and Review:

The Wellbeing Charter was ratified by the Board of Management 31st March 2022 communicated to the school community thereafter. This policy will be reviewed in 2 years' time and amended as necessary by means of a whole school collaborative process.