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Coláiste Iognáid Whole-School Guidance Plan (2026)

Introduction to the Whole School Guidance Plan

The Education Act 1998 requires schools to develop a school plan based on the needs of the school. A Guidance Programme is a central part of a school's curricular activities and is referenced in whole school development planning. Schools are required by the Act to ensure that students have access to appropriate guidance (Section 9(c), Education Act 1998).

This broad view of guidance is in keeping with the school's Mission Statement:

"Coláiste Iognáid is a Jesuit, Catholic school dedicated to accompanying young people as they strive for excellence in all things. We support the development of competent individuals of conscience and compassion who are committed to being people for others. Ad Majorem Dei Gloriam."

The Coláiste Iognáid Guidance Service complements many school activities both inside and outside of the classroom (such as SPHE, Religious Education, Wellbeing, Business, Transition Year, and the Pastoral Care System). Coláiste Iognáid adopts a whole-school approach to the guidance service. Consequently, this plan has been drawn up after consultation with teaching personnel both directly and indirectly involved in aspects of the guidance service.

These personnel are known as **guidance partners** and include:

- Guidance Counsellors
- School Chaplain
- Principal
- Deputy Principals
- Year Heads
- Transition Year Coordinator
- Care Team (Student Support Team)
- Additional Educational Needs Team
- SPHE and Wellbeing teachers

The guidance partners work together to promote the enhancement of self-esteem and life skills that lead to greater personal autonomy.

Guidance at Coláiste Iognáid is developmental, preventative and responsive in nature and supports students over time in their personal, educational and vocational development. Guidance provision is reviewed regularly as part of whole-school planning and School Self-Evaluation (SSE).

Aim of the Guidance Service

The aim of this plan is to outline how the guidance needs of the students of Coláiste Iognáid will be identified and met to "ensure that students have access to appropriate guidance" (Section 9(c), Education Act 1998).

All students will participate in guidance activities. The plan outlines the desired outcomes for each student cohort and the activities by which these outcomes are realised.

The Guidance Counsellors will ensure that this plan is implemented and evaluated in a systematic and developmental way to consider the needs of all students at all levels within the school.

Whole-School Guidance Framework

Guidance provision at Coláiste Iognáid is organised using the **NCGE Whole-School Guidance Model**, incorporating three levels of provision: **Guidance for All, Guidance for Some, and Guidance for a Few**.

Provision across all three levels is flexible and responsive. Students may move between levels depending on assessed need, in line with NCGE guidance and Inspectorate expectations.

Level 1- Guidance for All

Personal Development

Outcome:
Students develop and maintain self-esteem and a positive self-concept. Students engage positively with wellbeing indicators.

Activities:
- Induction programme
- School Wellbeing Programme (SPHE, CSPE, PE, Ethos, Digital Literacy)
- Student retreats
- Friendship Week & other wellbeing initiatives
- Guest Speakers
- Year Head and Tutor system
- Extra-curricular activities

Resources/ Personnel:
Wellbeing Team, Care Team (Student Support Team), Year Heads, Guidance Counsellors, School Chaplain, Transition Year Team.

Educational Development

Outcome:
Students are enabled to make educational choices in line with career aspirations and employ effective learning and examination strategies.

Activities:
- Timetabled classes
- Subject choice process
- Study skills workshops
- Examination skills training
- Organisational skills training
- Attainment testing in literacy and numeracy

Resources/ Personnel:
Subject teachers, Additional Educational Needs Team (AEN}, Year Heads, Guidance Counsellors, Chaplain.

Vocational Development

Outcome:
Students are given opportunities to explore career options and are encouraged to develop a growth mindset.

Activities:
- Timetabled classes
- Work experience, placement and shadowing programmes
- Varied learning opportunities and school outings
- Digital literacy
- One-to-one meetings
- Social Outreach Programme
- Mock interviews (Transition Year)
- Career Days & Events
- College Open Days (University of Galway, ATU)

Resources/ Personnel:
Subject teachers, Transition Year Coordinator, Guidance Counsellors.

Level 2 - Guidance for Some

Personal Development

Outcome:
Targeted students are provided with additional support to assist them in working towards wellbeing indicators.

Activities:

- AEN classes focused on Organisational skills
- Solution-focused counselling interventions
- Personal, social, educational and career counselling

Resources/ Personnel:
Wellbeing teachers, Care Team, Year Heads, Guidance Counsellors, School Chaplain.

Educational Development

Outcome:
Additional support is provided with planning for study, examinations and transitions.

Activities:
- Standardised testing
- Links with third level institutions for access programmes
- HEAR and DARE support

Resources/ Personnel:
Subject teachers, AEN teachers, Guidance Counsellors.

Vocational Development

Outcome:
Targeted students are supported in managing transitions to promote continued education and training.

Activities:

- One-to-one guidance and counselling
- Application support for non-standard pathways, UCAS and EUNICAS

Resources/ Personnel:
Care Team, Year Heads, Guidance Counsellors.

Level 3 - Guidance for a Few

Outcome:
Students with complex or enduring needs receive intensive and coordinated supports.

Activities:
- Individual personal, social, educational and career counselling
- Mentoring programme (Check & Connect Model)
- Attendance support/reduced curriculum in collaboration with TUSLA.

- Referral to external agencies where appropriate

Resources/ Personnel:
Guidance Counsellors, Year Heads, Senior Management, NEPS and other relevant external agencies.

Wellbeing Personnel Structure within the School

Wellbeing is an important component of the educational programme provided at Coláiste Iognáid. Promoting positive mental health and wellbeing is a shared responsibility within the school community.

The wellbeing support structure provides a continuum of support and includes:
- Subject teachers
- Additional Educational Needs teachers and Co-ordinators (**AEN**)
- Year Heads
- Guidance Counsellors
- School Chaplain
- Deputy Principals and Principal

The Care Teams for each year group meet fortnightly during term time to coordinated and plan appropriate supports for students experiencing difficulties.

For the purposes of this plan, Additional Educational Needs (AEN) refers to all learning support, team-teaching, small-group and individual interventions provided to students with additional learning needs.

Ladder of Referral

Level 1- Subject Teacher
Responsible for:
- Effective teaching and learning
- Formative assessment and feedback
- Early identification of concerns
- Liaison with parents where appropriate
- Referral to Year Head/ Care Team if concerns persist

Level 2 - Year Head
Responsible for:
- Overall wellbeing of the year group
- Monitoring attendance, behaviour and academic progress
- Coordinating supports
- Communication with parents

Level 3 - Deputy Principal with the support of:
Guidance Counsellors, AEN Coordinators and Chaplain

Responsible for:

- Coordination of additional supports
- Individual counselling
- Referral to external agencies where necessary

AEN, ASD and Inclusive Provision

Students with Additional Educational Needs are supported through collaborative planning involving the AEN Team, Year Heads, Guidance Counsellors, parents, teachers, students and the Principal/Deputy Principal.

Students in the ASD classes access aspects of Junior Cycle and Senior Cycle alongside **Level 2 Learning Programmes (L2LP)**, including Priority Learning Units such as:

- Communicating and Literacy
- Numeracy
- Personal Care
- Living in a Community
- Preparing for Work

Transition planning for these students is supported through collaboration with parents, external agencies, further education providers and training centres.

Senior Cycle

In line with the Department of Education's Senior Cycle Programme, guidance supports students in developing self-awareness, planning personalised pathways and exploring a broad range of progression options, including further education, training, employment and apprenticeships.

Whole School Guidance Team

The Whole School Guidance Team is a planning group consisting of:

- Guidance Counsellors
- School Chaplain
- AEN Co-ordinators
- Senior Management
- Care Team representatives

The team meets at key points during the academic year to:

- evaluate provision
- identify emerging needs
- set priorities for development
- review progress

Policies Related to School Guidance

- Attendance Policy
- Substance Misuse Policy
- Additional Educational Needs Policy
- Acceptable Internet Use

- Child Safeguarding
- Code of Behaviour
- SPHE / RSE
- Junior Cycle Programme
- Anti-Bullying and Bf Cinealta
- Wellbeing Policy
- Data Protection
- Pastoral Care

Review and Evaluation

This Whole School Guidance Plan is reviewed regularly as part of School Self-Evaluation and whole-school guidance planning.

Policy Review and Ratification

This policy was developed following consultation with relevant stakeholders and has been ratified by the Board of Management of Coláiste Iognáid. The policy will be reviewed on a cyclical basis, or as required, in response to changes in Department of Education, NCCA or SEC guidance, or as part of the school's Self-Evaluation process.

Conclusion

Coláiste Iognáid is committed to maintaining high-quality, inclusive and learner-centred guidance practices that support academic achievement, personal development and student wellbeing. Through collaboration between students, parents, teachers and school leadership, guidance is used as a positive and meaningful tool to support learning and continuous improvement across the school.

Signed: _____
Principal

Signed: _____
Chairperson of Board of Management

Date: 17/6/2024