WELLINGTON COLLEGE BELFAST

Board of Governors

ANNUAL REPORT 2015 - 2016

FOREWORD

The Annual Report of the Board of Governors 2015 - 2016 has been compiled in accordance with Chapter 22 School Publications of the Department of Education Guide for Governors and under the guidance set out in the Department of Education Circular 2003/15 Education (School Information and Prospectuses). For ease of reference, the report is presented in the order of requirements as set out in the Guide for Governors, with key documents identified as appendices.

The Report will be circulated to the parents of all registered pupils at the College and all employees, and it will be distributed to the Education Authority, Belfast (EA) and the Education Governance Team of the Department of Education.

As the Report covers the period 2015 -2016, every effort has been made to ensure that the information presented is accurate to that period, although details of the Report may have changed.

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Ms Wilma Fee
Chair of Board of Governors

NOTE: This report incorporates the statutory requirements for reporting to Parents. Parents find greater detail about Wellington's activities in 2015/16 in the School Magazine, which has been distributed to all pupils.

1.   **Board of Governors**

Details of the name and membership category of each School Governor is set out in Appendix 1. This includes the names of the Chair and Secretary to the Board.

2.   **Financial Statement**

Details of the Financial Statement pertaining to 2015 -2016 provided to the Board by EA is attached as Appendix 2. This includes expenditure attached to the Financial Allocation, any specific grants, gifts or bequests.

3.   **Security Arrangements**

The details attached to the security arrangements for pupils, staff and buildings, are set out in Appendix 3.

4.   **Community Links**

The College vigorously promotes a wide range of opportunities for all students to engage with the local community. These are set out in Appendix 4.

5.   **Special Educational Needs**

The arrangements and facilities for pupils with special educational needs are set out in Appendix 5. This includes a copy of the SEN Policy, the Accessibility Plan for the School and specific adjustments undertaken in 2015 - 2016 to accommodate pupils with a physical disability.

6.   **Curriculum Provision**

A copy of the Curriculum Policy Statement is attached as Appendix 6, including a summary of educational achievements during the period 2015 -2016.

7.   **Additional Information**

Additional statistical and management information on the School is attached in Appendix 7, including details of the teaching and non-teaching staff employed during 2015 -2016.

8.   **Prospectus**

A copy of the Prospectus for 2015 - 2016 pending due to the recruitment of new Principal.

9.   **Development Plan**

School Development Plan for 2016-2018 and action plans approved by DE/ETI can be found on website, follow the link:-

http://www.wellingtoncollegebelfast.org.uk/about/school-development-plan/

WELLINGTON COLLEGE BOARD OF GOVERNORS 2015 - 2016

Education Authority Representatives

Mrs M Andrews
Prof G Anthony
Mrs H Francey
Mrs C McFall
Mr O Paulin
Mr S Webb

DENI Representatives

Ms W Fee (Chair)
Ms C Irvine
Mr J McDowell
Mr A Moneypenny

Parent Representatives

Dr David Graham
Mrs E McKeown
Mr A Smyth
Mrs A-L Thompson

Teachers' Representatives

Mrs N McDonald
Mrs Y Johnston

In Attendance

Dr I Drysdale
Mr M Girvin

Secretary to the Board

Mrs N Connery

LMS Budget Expenditure for 2015 - 2016   **Appendix 2**

Teaching Staff Costs			£2,602,082.00	
Non-Teaching staff costs			£276,638.00	£2,878,720.00
Other Costs	Natural Gas	£14,477.00		
	Gas	£977.00		
	Electricity	£38,161.00		
	Books & Equipment	£41,036.00		
	Examination Fees	£73,421.00		
	Travel & Subsistance	£1,706.00		
	Hire of Transport	£13,425.00		
	Advertising	£3,215.00		
	Cleaning & Toiletries	£6,371.00		
	Catering	£118.00		
	Computer Equipment	£9,348.00		
	Conference Expenses	(£66.00)		
	EOTAS	£5,275.00		
	Furniture & Fittings	£8,948.00		
	Hire of Recreational Facilities	£1,779.00		
	Equipment under £300	£128.00		
	Furniture & equipment >3000	£1,772		
	Late Payment Interest	£0.00		
	Licence Fees	£1,729.00		
	Link Course Fees	£9,380.00		
	Maintenance of Equipment	£450.00		
	Music Contribution	£2,968.00		
	Photocopy Charges	£12,564.00		
	Printing & Stationery	£5,640.00		
	Postage	£4,931.00		
	Professional Fees/Trng Exps	£3,430.00		
	PFI Rent	£144,202.00		
	Residential Courses	£28.00		
	Subscriptions	£136.00		
	Telephones	£3,247.00		
	Water	£5,356.00		
	Hospitality	£29.00		
	HQ Administration Charges	£171.00		
	Repair Maint IT Equipment	£247.00		
	Bld/Plant Gen Response	£300.00		
	Letting of Facilities	(£740.00)		
	Other Income	(£80.00)		414,079
Total				£3,292,799.00
Surplus				£84,246
Total				£3,377,045.00

WELLINGTON COLLEGE BELFAST
Co-educational Grammar School

Pupil Protection Policy

1. **Policy**

1.1 It is College policy to provide a safe, secure and caring environment for pupils and staff and to meet the requirements of the Department of Education Circular 1999/10.

1.2 It is policy to prevent abuse and to bring abuse, or well-founded suspicion of abuse, to the attention of the proper authorities. Governors are compelled to take disciplinary action should an allegation of abuse against a member of staff be upheld. Staff who fail to comply with the College's policies and procedures may also be liable to disciplinary action.

1.3 In discharging the duty of care and complying with statutory requirements, the College has published this Pupil Protection Policy and an Employees' Code of Conduct, as well as other documentation. Training will be given to raise employees' awareness, clarify their obligations in relation to pupil protection and to explain how they can shield themselves against unfounded or malicious allegations.

It is recognised that this policy addresses sensitive and controversial issues and that staff may feel uncomfortable about some of the requirements. However, given the unfortunate experiences of other Northern Ireland schools, the outcomes of several official enquiries, public perspectives and statutory requirements, staff should see this policy and the accompanying documents as both pragmatic and supportive.

2. **Policy Aims**

The aims of this policy are to:

2.1 Maintain a safe, secure and caring environment for all pupils.

2.2 Prevent abuse, and where it occurs to facilitate speedy identification and reporting to the appropriate School Personnel and, if necessary, the relevant authorities.

2.3 Protect staff from erroneous or malicious allegations.

2.4 Meet legal obligations in relation to pupil protection matters.

The policy should be read in conjunction with other relevant policies. It will be reviewed on a regular basis.

3. **Achieving this Policy**

Governors and Staff are committed to:

3.1 Securing an atmosphere of mutual respect between staff and pupils and among staff.

3.2 Maintaining an orderly and affirmative learning environment which enhances pupils' self-confidence and self esteem and their willingness to discuss problems with teaching staff.

3.3 Sustaining high professional standards, in and out of the classroom, including all aspects of pastoral care.

3.4 Establishing a clear referral procedure.

3.5 Publishing an Employees' Code of Conduct in relation to pupil protection.

3.6 Training staff in the provisions of this policy and the Employees' Code of Conduct.

3.7 Implementing appropriate protocols for constructive use of information and communication technology.

3.8 Keeping accurate records and co-operating with other agencies, including the PSNI.

4. **Definitions**
   [n.b. fuller definitions are provided in Appendix 1]
4.1 *Protection*: Actions which prevent harm or which bring harmful activity to an end.
4.2 *Abuse*   DENI Circular 1999/10 specifies abuse as an activity which occasions mental, emotional, physical or sexual harm. Abuse is taken as the actions, or neglect of another person or persons such that the pupil has been or continues to be at risk of harm.
4.3 *Negligence* The failure to provide care or to take effective measures to prevent harm.
4.4 *Allegation* An explicit statement that an individual has perpetrated abuse, or that a child has been   the victim of abuse. It may not be accompanied by names, dates, times etc.
4.5 *Concern*   A more general, non-explicit statement that something unspecified is having a detrimental effect on a child or that the behaviour of an individual may not comply with the provisions of this policy.

5. **Safety and Preventing Abuse**
5.1 Access to the premises is restricted; site security is the responsibility of the Facilities Maintenance Provider.
5.2 Visitors to the College must report to Reception where they will be issued with a pass which they must display at all times.
5.3 The policy adheres to the 1999/10 requirement that all College employees and volunteers, as well as FM staff are Criminally Record Checked before beginning work.
5.4 Personal safety is included in PD curriculum from Y8. Other curricular opportunities, including visiting speakers, will be taken as they arise.
5.5 The protocol for ICT usage will encourage good practice with regard to pupil protection matters.
5.6 Training of all staff will include consideration and discussion of this policy, the Employee's Code of Conduct, awareness of signs of abuse, including neglect and ways in which staff can shield themselves against unfounded or malicious allegations of abuse.

6. **The Issue of Abuse**
6.1 This policy asserts the primacy of our young people. Abuse must be reported without delay but the policy also seeks to reduce the chances of an unfounded allegation of abuse gaining credence.
6.2 The College's well-proven pastoral system, including the PD curriculum, is central to our efforts to make pupils aware of the issue, to enable them to develop self-protection strategies and know how to report concerns they may have for themselves or others.
6.3 Where a member of the teaching staff is concerned about a pupil, without having any reason to include abuse in their concerns, they can speak to the pupil, but they should also pass on their concern to the appropriate Head of Year. If abuse is seen as a possibility at this stage, they must not undertake any investigation whatsoever. They should immediately contact the Designated Teacher.
6.4 In all cases where a member of staff has concerns and s/he is in doubt about the correct way to proceed they should discuss the matter with the Designated Teacher.
6.5 Observed signs of abuse should be described in detail or sketched. Under no circumstances should clothing be removed or a pupil asked to remove any clothing except an outer layer such as a blazer or jumper. Staff should exercise caution if a pupil

offers to remove clothing. It is permissible to ask a pupil to roll up a sleeve or to show markings on their ankle or lower leg. Staff are not qualified medical practitioners and must not undertake any physical examination.

6.6 No promise of confidentiality can or should be given where actual or alleged abuse is concerned.

7. **Reporting Abuse**

7.1 Reporting of actual or alleged abuse should take place without delay. It is morally and legally indefensible to prolong a child's exposure to harm.

7.2 If an allegation of abuse is made at any time, from any source, regardless of who is implicated, or if there is a strong suspicion that abuse has occurred, or may occur in the near future, it is the legal responsibility of all employees to report the matter to the Designated Teacher.

7.3 There may or may not have been abuse in such cases; in the absence of any signs of abuse, direct disclosure by the victim, confession by the perpetrator or allegation by another party, staff should not conduct their own investigation or rush to conclusions. They should provide the Designated Teacher with all the relevant information and documentation.

7.4 DENI Circular 1999/10 identifies the signs of abuse as:

	Examples
Physical Abuse	bruises, lacerations, bite marks, burns
Signs of Neglect	inadequate clothing, poor personal hygiene, poor growth, hunger
Signs of emotional abuse	excessive dependence, attention seeking, unpredictability, lack of self control
Signs of sexual abuse	physical signs, precocity, withdrawal, inappropriate sexual behaviour

7.5 Where a member of the non-teaching staff notices apparent signs of abuse, or becomes aware of direct disclosures or allegations of abuse, or suspects for some other reason that abuse has taken place or may occur, the concerns must be reported immediately to the Designated Teacher or to the Deputy Designated teacher or, in case of their absence, to the Principal.

7.6 This policy does not cut across the legal responsibility of all citizens to report arrestable offences. Anyone who knows or believes that an arrestable offence has been committed and has information which is likely to contribute to the arrest of a perpetrator has a duty to give that information to the police. Failure to do so is in itself an offence under the provisions of the Criminal Law Act (NI) 1967.

7.7 It is preferable that reporting is done through the Designated Teacher who is in a position to help and support individuals from external agencies such as PSNI, social services or BELB.
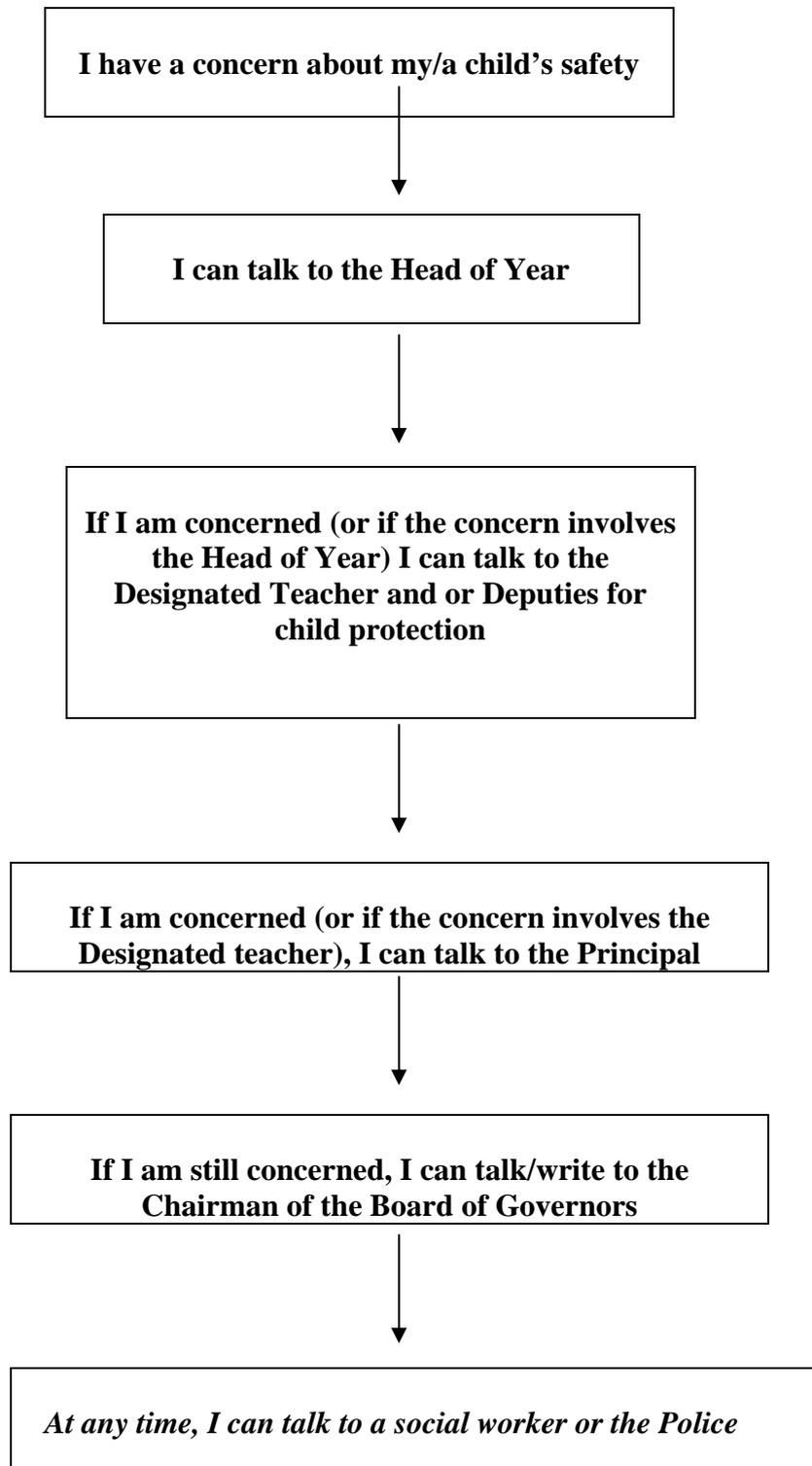
8. **Acting on Reports of Abuse**

Whilst seeking to uphold pupil interests and deal with abuse quickly and effectively, Governors are mindful that precipitate action on unfounded or malicious allegations can be seriously damaging to the lives of those involved. The implementation of this policy is essential, but it will be carried out carefully and humanely. Staff are directed to the Professional Code of Practice as a way of shielding themselves against such allegations.

8.1 The Designated Teacher is Dr I. Drysdale and the Deputy Designated Teachers are Mrs L. Anderson and Mrs K. Latimer.

8.2 The Senior Management Team will monitor and review the effectiveness and the implementation of this policy and report to Governors with a view to adapting it where necessary.

8.3 Where the abuse [as opposed to bullying] is peer abuse both perpetrator and victim must be reported.

8.4 Once the Designated Teacher is acquainted with any disclosure or confession of abuse, apparent signs of abuse, suspicion that abuse has taken place or grounds for thinking that it may occur, they will consult the Principal and in co-operation with him/her, conduct such preliminary investigations as they feel are warranted. The main factors to be considered are:

- nature and basis of the allegation[s]
- supporting evidence [if any]
- circumstances under which the information has been received
- witness statements

8.5 The Designated Teacher, and the Principal, acting in consultation with BELB Designated Officer will decide whether or not to report the matter to Social Services. In such cases, the BoG Chair must also be informed. Social Services inform the police. Social Services Contact number is 028 9050 7000.
If the allegation of abuse is against a member of staff, a precautionary suspension may be issued against the member of staff, but only when other agencies have been consulted, and only after careful thought has been given to the matter. Such a suspension carries no presupposition of guilt. Consideration may also be given to removing a teacher from 'contact' with young people via allocation to other duties. A risk assessment can be undertaken in conjunction with the Designated Officer and Human resource department of Belfast Education and Library Board as to the safest course of action. Such reallocation of duties carries no presentation of guilt.

8.6 Written records of interviews & discussions, descriptions of signs of abuse etc. must be kept and will be stored under the direction of the Designated Teacher in a secure location appropriate to the sensitivity and importance of such material. Such records and notes may be used as evidence in the event of legal action.

8.7 If the allegation involves the Designated Teacher, reporting is to the Deputy Designated Teacher.

8.8 If the allegation involves the Principal, the Designated Teacher liaises directly with BELB Designated Officer, Human Resources, Social Services and the BoG Chair.

9 Complaints

Where a parent is concerned about their child's safety in terms of child protection issues the following process should be followed:

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┌─────────────────────────────────────────────────┐
│   I have a concern about my/a child's safety     │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│         I can talk to the Head of Year           │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│   If I am concerned (or if the concern involves  │
│        the Head of Year) I can talk to the       │
│      Designated Teacher and or Deputies for      │
│                 child protection                 │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│   If I am concerned (or if the concern involves the │
│    Designated teacher), I can talk to the Principal │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│   If I am still concerned, I can talk/write to the │
│        Chairman of the Board of Governors        │
└─────────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────────┐
│  *At any time, I can talk to a social worker or the Police* │
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A Code of Conduct for Employees within the
Education Sector whose work brings
them into contact with children/young people

Introduction
All actions concerning children and young people must uphold the best interests of the young person as a primary consideration. Staff must always be mindful of the fact that they hold a position of trust, and that their behaviour towards the children and young people in their charge must be above reproach. This Code of Conduct is not intended to detract from the enriching experiences children and young people gain from positive interaction with staff within the education sector. It is intended to assist staff in respect of the complex issue of child abuse, by drawing attention to the areas of risk for staff and by offering guidance on prudent conduct.

Code of Conduct
1. **Private Meetings with Pupils**
   a) Staff should be aware of the dangers, which may arise from private interviews with individual pupils. It is recognised that there will be occasions when confidential interviews must take place. As far as possible, staff should conduct such interviews in a room with visual access, or with the door open.
   b) Where such conditions cannot apply, staff are advised to ensure that another adult knows that the interview is taking place. It may be necessary to use a sign indicating that the room is in use, but it is not advisable to use signs prohibiting entry to the room.
   c) Where possible another pupil or (preferably) another adult should be present or nearby during the interview, and the school should take active measures to facilitate this.

2. **Physical Contact with Pupils**
   a) As a general principle, staff are advised not to make unnecessary physical contact with their pupils.
   b) It is unrealistic and unnecessary, however, to suggest that staff should touch pupils only in emergencies. In particular, a distressed child, especially a younger child, may need reassurance involving physical comforting, as a caring parent would provide.

   c) Staff should never touch a child who has clearly indicated that he/she is, or would be, uncomfortable with such contact, unless it is necessary to protect the child, others or property from harm. (DENI Circular 1999/9, on the use of reasonable force, gives guidance on Article 4 of the Education (Northern Ireland) Order *1998 (Power of member of staff to restrain pupils).*
   d) Physical punishment is illegal, as is any form of physical response to misbehaviour, unless it is by way of necessary restraint.
   e) Schools should, in particular circumstances, such as use of certain areas like the photographic darkroom, draw up their own guidelines for these circumstances.
   f) Staff who have to administer first aid to a pupil should ensure wherever possible that this is done in the presence of other children or another adult. *However, no member*

of staff should hesitate to provide first aid in an emergency simply because another person is not present.

g) Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.

h) Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued, a written report of the incident should be submitted immediately to his/her line manager.

i) Staff should be particularly careful when supervising pupils in a residential setting, or in approved out of school activities, where more informal relationships tend to be usual and where staff may be in proximity to pupils in circumstances very different from the normal school/work environment.

Choice and Use of Teaching Materials

a) Teachers should avoid teaching materials, the choice of which might be misinterpreted and reflect upon the motives for the choice.

b) When using teaching materials of a sensitive nature a teacher should be aware of the danger that their application, either by pupils or by the teacher, might after the event be criticised. Schools have already received advice on the value of consulting parents and Governors when proposing to use materials such as AIDS education for schools and in connection with sex education programmes.

c) If in doubt about the appropriateness of a particular teaching material, the teacher should consult with the Principal before using it.

4. Relationships and Attitudes

Within the Pastoral Care Policies of the school and the employing authority, staff should ensure that their relationships with pupils are appropriate to the age, maturity and sex of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when staff are dealing with adolescent boys and girls.

Conclusion

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff interrelate with children and young people, or where opportunities for their conduct to be misconstrued might occur.

In all circumstances, employees' professional judgment will be exercised and for the vast majority of employees this Code of Conduct will serve only to confirm what has always been their practice. If employees have any doubts about points in this booklet, or how they should act in particular circumstances, they should consult their line manager or a representative of their professional association.

From time to time, however, it is prudent for all staff to reappraise their teaching styles, relationships with children/young people and their manner and approach to individual children/young people, to ensure that they give no grounds for doubt about their intentions, in the minds of colleagues, of children/young people or their parent/guardians.

WELLINGTON COLLEGE BELFAST
Co-educational Grammar School

VISITORS TO THE COLLEGE
POLICY AND PROCEDURES

POLICY
- The governors wish to ensure the security of pupils, staff and visitors to the College.
- Security is a matter for all members of the College. Security can be best improved by staff and pupils being aware of security issues and acting together to promote security within the College.
- A visitor is a person with legitimate business in the College.
- Governors, pupils and employees of the College are not visitors.
- Parents, former pupils, former members of staff, visiting speakers, health officials, contractors and maintenance workers are visitors.
- All visitors upon entering the College must report to the office. If they are proceeding beyond reception a visitor's security pass will be issued by the office. The pass is to be worn throughout the visit to the school and surrendered at the office upon departure.
- Visitor Security passes will not be issued at College functions or for Parents' Consultations.
- Peripatetic music teachers and visitors assisting regularly with extra-curricular activities will be given permanent security passes to be worn at all times. They will continue to report to the office upon arrival and departure.

PROCEDURES
Staff:
- Staff who are expecting a visitor should continue to record appointments in advance with the office.
- If a member of staff becomes aware of a visitor in the College who is not wearing a visitor's security pass they should inquire if this person has reported to the office and offer directions to the nearest office.
- If any inquiry raises concern this should be reported immediately to the office.

Pupils:
- Raising awareness of security issues is important and should be readily and regularly addressed in assemblies, registration and in tutorial.
- It is important that pupils are not alarmed by any awareness raising but that policy and procedures are explained to raise the confidence of the pupils in the security of the College and to promote the confidence of pupils in raising security issues.
- Pupils are advised that they must not approach any visitor who is not wearing a security pass directly but should be encouraged to report such a situation to the nearest member of staff.

VISITOR SECURITY PASSES

Notice for Office

A system of security passes will operate for all members of the public coming into the College.

Each office will hold a book which must be completed by everyone who is not a member of the staff of the College ie:

- Visiting parents (leaving the reception area for interview)
- Visiting Health officials
- Visiting Board Officers
- Maintenance operators
- Peripatetic music tutors

Once the information has been filled in the top copy is detached and placed in a lapel carrier which is then worn by the visitor. When visitors have completed their business they should return the badge to the office so that we can have our holder back and their time off the premises is recorded.

THE COLLEGE AND THE COMMUNITY

All Year 13 pupils volunteer for Community Service:
Wellington College has encouraged pupils to engage in volunteer work within the local community for over a decade. One afternoon a week is set aside to allow the pupils to provide help and support in local primary schools; care homes; sports programmes; in charity shops and many other areas.

All Year 11 and Year 13 pupils take part in work shadowing where they spend time with an employee:
As part of the curriculum requirements, the Wellington College careers department organises and oversees work placements for Year 11 and Year 13 pupils, which have been built up over a number of years with local businesses; public sector services and many other local firms.

Sixth Form pupils engage in mock interviews:
All Year 14 pupils are provided with an opportunity to engage in mock interviews during the *Sentinus* day, organized by the careers department. Other mock interviews are provided for pupils applying for Stranmillis University College, while there are interview procedures used for pupils applying for the Queen's University Scholars Award and for senior prefect posts.

Wellington College is part of the South Belfast Area Learning Community [SBALC]:
WCB teachers regularly attend SBALC in their subject areas. For example, the Politics SBALC has regular meetings with the Politics staff from Wellington College, Aquinas Grammar, Methodist College and Rathmore Grammar.

Year 14 have a timetabled talks programme with visiting speakers:
With the move to a one -week timetable, the Year 14 Talks programme will now operate on a weekly basis and sees outside speakers from a variety of areas invited into the College. The 2016 – 2017 programme includes talks on Volunteer work; Driving safety; mental health and presentation by South Belfast MLAs.

Wellington College has developed links with many charitable organizations:
Pupils encouraged to donate an amount to charity on a weekly basis. Each year group is also encouraged to nominate a specific charity for which it raises funds for. Money was donated in 2015 - 2016 to CRY, Cancer, Tiny Life and numerous other charities.

WELLINGTON COLLEGE BELFAST
SPECIAL EDUCATIONAL NEEDS POLICY

DEFINITIONS
A child has special educational needs if he/she has a learning difficulty which requires special educational provision.

A child has a learning difficulty if he/she has significantly greater difficulty in learning than the majority of children of his/her age and/or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age in ordinary schools.

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally to children of this age in ordinary schools.
(Source: Supplement to the Code of Practice)

RATIONALE
This policy takes account of the Code of Practice on the Identification and Assessment of Special Educational Needs 1998, the Supplement to the Code of Practice on the Identification and Assessment of Special Educational Needs 2005, the Special Educational Needs Disability Order (SENDO) 2005 and Guidance for Schools-Recording Children with Special Educational Needs (DENI 2006).

Wellington College acknowledges its responsibility to provide a broad and balanced curriculum for every pupil. Pupils bring to school individual experiences, histories, interests and strengths which impact on their learning. In planning to meet these diverse needs the College will:

- Take account of all legislation and regulations governing pupils with Special Educational Needs;
- Strive to ensure that all pupils feel secure, are able to contribute appropriately and feel their contribution is valued;
- Encourage all pupils to appreciate and view positively differences in others, arising from whatever source;
- Identify and work to overcome barriers to learning and assessment; and
- Ensure that where necessary and practically possible appropriate special education provision will be made.

AIMS
In attempting to meet the needs of all pupils the College aims to:

- Identify pupils with Special Educational Needs;
- Liaise with pupils, parents, teachers, external professional agencies and Education and Library Boards;
- Liaise with feeder schools and other post primary schools to ensure the exchange of relevant information about the specific special educational needs of pupils;
- Maintain a SEN register and records for monitoring and evaluating the progress of individual pupils;

- Implement departmental policies on SEN;
- Issue precise information and guidance on individual pupils to teaching staff;
- Commit to an on-going programme of staff development;
- Allocate available resources effectively to support pupils with SEN as fully practically possible.

SEN CATEGORIES

The seven main categories of special educational need are:

- Cognitive and Learning
- Social, Emotional and Behavioural
- Communication and Interaction
- Sensory
- Physical
- Medical conditions/syndromes
- Other

Each of these categories is described in greater detail in Appendix 1.

STRUCTURE

The College has appointed a Special Educational Needs Co-ordinator (SENCO) who reports to the Vice Principal (Pastoral). The SENCO is responsible for the co-ordination and implementation of the SEN policy.

As far as possible all SEN pupils will follow the Northern Ireland Revised Curriculum at Key Stage 3 and 4 and A' level/BTEC courses at Post 16; SEN pupils will be provided for in the normal classroom setting with arrangements for meeting the pupil's Special Educational Needs implemented by each subject department. Withdrawal of SEN pupils from class may take place where specialist support is being provided.

IDENTIFICATION, ASSESSMENT AND PROVISION

It is imperative that parents or those with parental responsibility make the school aware of any known difficulty relating to SEN. As all members of the teaching staff are involved in the identification of special needs it is essential that all teachers are familiar with the policy and the procedures for expressing concern. Procedures for identification will follow the approach outlined in Appendix 2.

In making provision for pupils with Special Educational Needs Wellington College will follow the principles outlined in the Code of Practice. The Code sets out a five-stage approach, the first three stages being based in school.

Stage 1:   Teachers identify and register a child's special educational need and in consultation with the College's SENCO, take initial action.
Stage 2:   The SENCO ensures an educational plan is drawn up and implemented.
Stage 3:   Specialists from outside the school support teachers and the SENCO.
Stage 4:   EA considers the need for statutory assessment, and if appropriate makes a multi-disciplinary assessment.

Stage 5:   EA considers the need for a Statement of Special Educational Need; if appropriate, it makes a Statement and arranges, monitors and reviews provision.

RECORDING PUPILS WITH SEN

The SEN register will be stored electronically in Private Folder 6 on the C2K network as a 'read only' file within a Special Needs folder. Staff may print a hard copy of the register but should exercise care in its storage to protect pupil confidentiality. Amendments to the SEN register can only be made by either the SENCO or the SEN clerical support personnel in the College Office.

Teaching staff should regularly check the register to ensure they are aware of the pupils who are currently on the register as it is updated regularly. It is recommended that teaching staff check the SEN register a minimum of three times per year. Important changes to the register will be highlighted to the teaching staff by e-mail and at staff briefings. Teaching staff are expected to regularly read the register and update their roll/markbook and seating plans using coloured dots beside the pupil's name to indicate the SEN category relating to the pupil. Details of colour coding and SEN categories are available in the Special Needs file in Private Folder 6 and in appendix 4 of this policy.

STAFF DEVELOPMENT

The College will provide a staff development programme that will:

- Make all staff aware of the College SEN policy and familiarise them with the procedures for identification, assessment and provision;
- Provide in-service training on SEN issues;
- Provide each subject department with a file giving information on all the different SEN conditions and syndromes represented at the College;
- Provide access to current developments in teaching SEN pupils through publications such as the SEN Resource file which can be accessed in the staffroom:;
- Share resources on the C2K network and;
- Encourage the sharing of good practice.

PARTNERSHIP BEYOND THE SCHOOL

The College will maintain close links with feeder primary schools and other schools from which pupils with special educational needs are transitioning. The College will also liaise with other relevant professionals and agencies, eg Education Authority, Educational Psychology Service, Oakwood ASD Assessment Centre and Advisory Service, Social Services, Schools' Medical Officer and other appropriate outside agencies that provide for the needs of pupils with special educational needs attending the College. The SENCO will maintain appropriate contact with the parent/guardian of the pupil identified as having SEN and the College will strive to ensure that the pupil will have an opportunity to contribute to discussion and planning for their needs.

POLICY REVISION

The policy will be reviewed by the Principal and Board of Governors every three years, or earlier if changes in legislation requires amendments to be made to the policy.

DESCRIPTIONS OF SEN CATEGORIES OF SPECIAL NEED

1 CONGNITIVE and LEARNING

Pupils should only be recorded in the CONGNITIVE and LEARNING area of special need when placed on the school's SEN register if they have:

1(a) Dyslexia/SPLD (DYL)

Dyslexia is best described as a continuum of difficulties in learning to read, spell and write, which persist despite appropriate learning opportunities. These difficulties are not typical of performance in most other cognitive and academic areas.

There may be associated difficulties in such areas as:

- Phonological processing
- Short term memory
- Sequencing number skills
- Motor function
- Organizational ability

1(b) Dyscalculia (DYC)

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Their difficulties are not typical of their performance in most other cognitive and academic areas. A wide spectrum of difficulty obtains in this area but most dyscalculic pupils have cognitive and language abilities in the average range.
(British Dyslexia Association, 2005)

1(c) Dyspraxia/DCD (DCD)

DCD (development co-ordination Disorder) describes children with marked impairment in the development of motor co-ordination that is not explainable by mental retardation or a known physical disorder. The diagnosis is made only if this impairment significantly interferes with routine activities of daily life or with academic achievement. (Polatajko et al 1995)

Pupils with DCD are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

1(d) Mild Learning Difficulties (MILD)

Pupils in this category normally have their learning needs met through the school's own resources. Their needs can be met by differentiated programmes of work, and educational programmes. Pupils with mild learning difficulties will have attainments below expected levels in most areas of the curriculum.

1(e)   Moderate Learning Difficulties (MLD)

Pupils with moderate learning difficulties will usually have cognitive ability and/or attainment levels at or below the second percentile, that is, significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the national curriculum. They are usually in receipt of additional Board funded provision.

Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

1(f)   Severe Learning Difficulties (SLD)

Pupils with severe learning difficulties have very significant intellectual of cognitive impairments. Their cognitive and/or attainment levels are normally at or below the 0.01 percentile.

This has a major effect on their ability to participate in the school curriculum without support. Pupils with SLD may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. They will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. The majority remain dependent on adults for all aspects of their care. Some pupils may communicate through use of sign symbols but most will be able to hold simple conservations. Their attainment levels may be expected to remain at or below level 1 of the national curriculum for much of their school careers.

1(g)   Profound and Multiple Learning Difficulties (PMLD)

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, for their learning needs and usually for their total personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain below level 1 of the national curriculum for the duration of their school career.

1(h)   Unspecified (U)

Pupils who are in receipt of additional educational provision but who cannot be recorded under categories 1(A) or 1(G) above should be included here. It is possible that an assessment/diagnosis of their special educational needs has not yet been undertaken.

2   SOCIAL, EMOTIONAL and BEHAVIOURAL

Pupils should only be recorded in the SOCIAL, EMOTIONAL and BEHAVIOURAL area of special needs when placed on the schools SEN register if they have:

2(a)   SEBD

Pupils with SEBD have learning difficulties as defined within the SEN Code of practice. They may fail to meet expectations in school and in some, but by no means all cases, may

disrupt the education of others. Such difficulties may result, for example, from abuse or neglect, physical or mental illness, sensory of physical impairment, a specific learning difficulty or psychological trauma. In some cases they may arise from, or are exacerbated by, circumstances within the school environment. They may manifest themselves in a wide variety of forms, sometimes depending on the age of the child – including withdrawn, depressive or suicidal attitudes, difficulty in communicating, obsessional preoccupation with eating habits, school phobia, substance misuse, disruptive, antisocial and unco-operative behaviour and frustration, anger and threat of or actual violence which requires physical intervention. SEBD may be associated with frustration resulting from other learning difficulties.

Pupils with SEBD cover the full range of ability and continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum.

At the milder end of the continuum, pupils may have difficulties with social interaction and find it difficult to work in a group or cope in unconstructed time. They may have poor concentration, temper outbursts and be verbally aggressive to peers and adults.

Other pupils may display similar signs of low esteem, under achievement and inappropriate social interaction, but without outwardly challenging behavioural outbursts. They may be withdrawn, quiet and find it difficult to communicate.

2(b)   ADD/ADHD
AD(H)D is a development disorder that occurs in 1-3% of the population. It is not related to intelligence and is more likely to affect boys than girls from all walks of life. There is a strong genetic component in the condition which manifests itself in signs of inattention, hyperactivity and impulsiveness. It presents a barrier to learning due to children's difficulty in controlling their behaviour. It is unlikely that a diagnosis of AD(H)D will be made unless the condition is present for at least six months, is severe enough to interfere with age appropriate functioning, is not explained by developmental level or another condition and cannot be explained by another factors such as laziness, lack of sleep, too much television or food additives.

3   COMMUNICATION and INTERACTION
Pupils should only be recorded in the COMMUNICATION and INTERACTION area of special need when placed on the schools SEN register if they have:

3(a)   Speech and Language difficulties (SL)
Pupils with speech and language difficulties cover the whole ability range. Pupils may have specific language impairment which is not typical of their other abilities. Linguistic difficulties may also be associated with development delay of learning difficulties. Pupils in this category may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their articulation may be poor or unintelligible and/or they may have a severe stammer. Pupils with language impairments find it hard to understand and/or use words in context. They may use words incorrectly and inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas.

3(b)   Autism (AUT)
It is recognised that autism covers a wide spectrum but it should be noted that pupils who are diagnosed with Aspergers should be recorded in the next category.

Pupils with autism will have difficulty:

- Understanding and using non-verbal and verbal communication
- Understanding social behaviour, which affects their ability to interact with children and adults.
- Thinking and behaving flexibly, which may show in restricted, obsessional or repetitive activities.

Pupils with autism cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.

Pupils with autism may have difficulty in understanding the communication of others and in developing effective communication themselves. Many are delayed in learning to speak and some never develop meaningful speech.

Pupils find it difficult to understand the social behaviour of others. They are literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that do not meet their needs or when routines are changed. This can lead to inappropriate behaviour.

Some pupils with autism have a different perception of sounds, sights, smell, touch and taste and this affects their response to these sensations. They may have unusual sleep and behaviour patterns.

Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively. They find it hard to generalise skills and have difficulty adapting to new situations and often prefer routine.

3(c)   Asperger's Syndrome (ASP)
Pupils with Asperger's syndrome exhibit similar difficulties to those described under autism. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism. They may not have clinically significant delay in language or cognitive development.

Pupils with this disorder may have impairment in social interactions and communication skills. They may also develop stereotyped behaviour interests or activities.

Please note that pupils whose first language is NOT English should not be recorded here unless they also have a special educational need in this area.

4   SENSORY
Pupils should only be recorded in the SENSORY area of the special need when placed on the schools SEN register if they have;

Pupils with a **Hearing impairment** range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. Some children are born deaf while others may become deaf later on due to, for example, an illness. The most common type of deafness is conductive deafness. Sensori-neural or nerve deafness is the other main form of deafness while "mixed deafness" or a combination of both may occur.

For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptions to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.

4(a)   Severe/Profound Hearing Loss (SPHL)
Pupils who should be included within this category will usually have a hearing loss of 71 to 95+ decibels.

4(b)   Mild/Moderate Hearing Loss (MMHL)
Pupils who should be included within this category will usually have a hearing loss of 20 to 70 decibels.

Visual impairment refers to a range of difficulties from the minor impairment through to blindness. Pupils with visual impairment cover the whole ability range. For educational purpose, pupils are considered to be visually impaired if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.

4(c)   Blind (BD)
It should be noted that less than 10% of those registered blind are totally blind, most having some useful residual vision.

Pupils who are blind or have limited useful sight require tactile methods of learning, such as braille and 3-D representations , together with making optimal use of their hearing. A pupil who uses braille is often described as "educationally blind". The World Health Organisation (WHO) definition of blindness based on visual acuity scores suggested that a pupil who is blind will have a score of <3/60. It is unusual for a child who is blind to be placed in a mainstream class.

4(d)   Partially Sighted (PS)
Within the educational context, partially sighted is generally used to mean pupils who have vision useful for all school tasks but require adaptation to teaching methods and differentiated materials. They may require enlarged print or a mix of learning methods. According to the WHO definition it may be expected that their visual acuity may range from <6/18 to >3/60.

Pupils whose vision is corrected by spectacles should not be recorded in this category.

4(e)   Multi-Sensory Impairment (MSI)
Pupils should only be recorded as MSI if their sensory impairment is their greatest need.

Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities. Pupils need teaching approaches, which make good

use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

5   PHYSICAL
Pupils should only be recorded in the PHYSICAL area of special need when placed on the school SEN register.

There is a wide range of physical disabilities affecting pupils within the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have Special Educational Needs. For others, the impact on their education may be severe.

5(a)   Cerebral palsy (CP)
Include in this category pupils who have a medical diagnosis of cerebral palsy.

5(b)   Spina bifida and/or hydrocephalus (SBH)
Included in this category pupils who have a medical diagnosis of spina bifida and/or hydrocephalus.

5(d)   Muscular dystrophy (MD)
Included in this category pupils who have a medical diagnosis of muscular dystrophy.

5(e)   Significant accidental injury (SAI)
Included in this category pupils who as a result of a significant accidental injury are being provided with special educational provision on a long term basis, to assist them in accessing the curriculum and the school facilities. Pupils with an acquired brain injury could be included here as appropriate.

5(f)   Other (OPN)
Included in this category is any other physical disability, not mentioned in 5A to 5D but which forms a barrier to learning.

6   MEDICAL CONDITIONS/SYNDROMES
Pupils should only be recorded in the medical conditions/syndromes area of special need when placed on the schools SEN register if they have:

A medical diagnosis does not necessarily mean that pupils have SEN. It depends on the impact the condition has on their educational needs. Include under the headings 6(a) to 6(e) those pupils who have the relevant medical diagnosis which impacts significantly on their access to learning.
   a) **Epilepsy (EPIL)**
   b) **Asthma (ASTH)**
   c) **Diabetes (DIAB)**
   d) **Anaphylaxis (ANXS)**
   e) **Down (DOWN)**

   f) **Other medical conditions/syndromes (OCMS)**
Include in this category other less common conditions/syndromes which have been medically diagnosed such as Russell Sliver, Ushers, Tourette Syndrome. Prader willi - which

nevertheless impact significantly on pupils' access to learning. Please note this list is not exhaustive.

g) Interaction of complex medical needs (ICMN)

Included in this category pupils whose medically diagnosed conditions or syndromes are not included under 6(a) to 6(f) but which impact significantly on their access to learning.

h) Mental health Issues (MHI)

Included in this category are pupils with a medical/psychiatric diagnosis in the area of mental health which impacts significantly on their access to learning.

7   OTHER

Pupils should only be recorded under OTHER when placed on the school's SEN register.

This category should only be used for very unusual special educational needs which are substantially different from any of the types of need described under areas 1 to 6 above.

(a)   Other (OTH)

IDENTIFICATION, ASSESSMENT AND PROVISION

PROCEDURES
If a pupil enrols at Wellington College and has already been identified as having a special educational need, the Vice Principal (Pastoral), the SENCO and the Head of Year should be informed immediately.

The SENCO will ensure the pupil's name is placed on the SEN register and his/her needs monitored, assessed and evaluated in line with implemented procedures.

The SENCO will communicate with staff and co-ordinate appropriate educational provision.

Stage 1
Stage 1 begins with the concern that the pupil may have educational needs. This concern would usually be expressed either to or by a subject teacher, or by a person with parental responsibility.

The teacher should pass their concern on, either using a Concern form (appendix 3) or by email to the Head of Year.

The Head of Year should:
- Collect and record information from subject teachers about the pupil.
- Collate the findings and report these to the SENCO
- The SENCO makes a decision based on the evidence presented regarding identification if a need is identified.

The SENCO should:
- Add the pupil's name to the SEN register
- Inform the tutor and subject teachers
- Advise subject teachers on special help which can be given within the normal curriculum framework
- Support subject teacher as necessary
- Monitor and review progress

After review, a decision will be made:
- Pupil remains at stage 1
- Pupil moved to stage 2
- Pupil is removed from the register

STAGE 2
Stage 2 begins with the decision either at stage 1 review or, in exceptional circumstances, following a discussion between teachers and parents to proceed with early intensive action.

The Head of Year should:
- Collect and record information from subject teachers and tutor about the pupil ;
- Collate the findings and report these to the SENCO

The SENCO should:
- Assess the pupil's special educational need;
- Ensure that an education plan is drawn up and implemented;
- Inform parents and advise on how best to help the pupil at home;
- Advise subject teachers that an education plan has been drawn up and can be viewed on private folder 6 on the c2k network;
- Advise subject teachers on strategies for support;
- Plan, monitor and review the SEN provision.

The subject teachers remain responsible for working with the pupil in the classroom and for offering appropriate subject support.

After a review, a decision will be made:
- Pupil continues at stage 2 with a revised education plan;
- Pupil moves to stage 3;
- Pupils reverts to stage 1

STAGE 3
Stage 3 begins with a decision, either at the Stage 2 review or following discussion about an initial concern between the SENCO, Vice Principal (Pastoral), Head of Year and the Parents, that intensive action with external support is necessary.

Only in exceptional circumstances would a pupil go directly to stage 3. Under the current arrangements the College is required to prioritise pupils to be discussed with the educational psychologist. The educational psychologist will review the evidence provided by the SENCO and reach a decision regarding possible assessment.

The SENCO should:
- Collect and record information from subject teachers and tutor about the pupil
- Collate the findings and report these to the relevant agency
- Inform parents that the support of an external agency is being sought and relay any advice from external professionals to parents on how best to help the pupil at home
- Update pupil details on the register and pupil SEN file stored in Private Folder 6 on C2K network.
-

After review a decision will be made:
- Pupil moves to stage 4 for commencement of the statutory assessment process;
- Pupil reverts to stage 2 with a revised educational plan;
- On receiving an educational psychology report the College will apply the specific recommendations made and the pupil will return to a lower stage of the Code of Practice where his/her progress will be monitored.

STAGE 4
Stage 4 occurs externally to the College and it is the EA's responsibility to consider the need for statutory assessment, and if appropriate makes a multi-disciplinary assessment to meet the special educational needs of the pupil.

The SENCO should:
- Collate and prepare evidence in relation to the request for statutory assessment
- Obtain a parental contribution from any person with parental responsibility
- Obtain contributions from any external agency, medical, psychological and any other advice that is considered appropriate;
- Collate an educational contribution from evidences received from Head of Year and subject teachers;
- Monitor the application progress and make arrangements for multi-disciplinary assessment when required;
- Advise person with parental responsibility and the Vice Principal (Pastoral) of the outcome of assessment.

After review;
- Pupil moves to stage 5

STAGE 5
EA has considered the need for a statement of special educational need; a statement is written by the EA and arrangements are put in place to monitor and annually review the provision. The review will focus on whether the child's needs continue to be met appropriately.

The SENCO should:
- Arrange for an annual review meeting to take place;
- Invite the pupil and person with parental responsibility and all external agencies involved with the provision of the pupil's special needs to attend;
- Request a written contribution for discussion at the meeting from each party invited to attend;
- Evaluate targets on current education plan and set targets for the next year;
- Submit of completed annual review documentation to the board;
- Advise teaching staff of a new educational plan and targets stored on SEN files in private folder 6 of the C2K network.

CONCERN FORM

Pupil name: _____

Tutor Group: _____

Head of Year: _____

Please detail your concerns about the pupil:

_____

_____

_____

_____

_____

Please record the strategies you have already tried and the duration of your support.

Teacher Signature: _____

Date: _____

SEN COLOURING CODING

CATEGORY OF SPECIAL NEED	COLOUR CODING
Anaphylaxis	RED
Aspergers Syndrome	GREEN
Dyspraxia	YELLOW
ADHD/ADD	BLUE
Physical impairment/Medical	WHITE
Dyslexia/SPLD	ORANGE
Social, Emotional, Behavioural Disorders (SEBD)	BLACK

Wellington College Belfast
Co-educational Grammar School

Curriculum Policy (Learning & Teaching) 2016 - 2017

Definition: Curriculum refers to the combination of subjects or courses taught in an organised programme of study.

Rationale: The Curriculum of the College seeks to fulfil the educational aims specified in the Education (NI) Order 2006. It is the policy of the College, within the limits of the resources available, to provide a balanced and broadly based curriculum to promote the spiritual, emotional, moral, cultural, intellectual and physical development of all pupils. We seek to provide a curriculum appropriate to the needs of all pupils with a range of academic ability.

Aims: To provide a curriculum which:

- Meets the statutory requirements
- Allows breadth and flexibility of choice with maximum pupil opportunity
- Provides opportunities for each pupil to maximise their academic and personal potential
- Prepares pupils for the world of work in the 21st Century
- Prepares pupils for the opportunities, responsibilities and experiences of life by equipping them with appropriate knowledge, understanding and skills
- Encourages pupils to be effective citizens and contributors to society
- Makes best use of available resources
- Collaborates with other providers if it is in the best educational interests of its pupils

Delivery: Structure of the School Day

Form Time or Year Assembly	8.50 – 9.10
Period 1	9.10 – 9.50
Period 2	9.50 – 10.30
Break	**10.30 – 10.50**
Period 3	10.50 – 11.30
Period 4	11.30 – 12.10
Period 5 (Junior Lunch)	**12.10 – 12.45**
Period 6 (Senior Lunch)	**12.45 – 1.20**
Period 7	1.20 – 2.00
Period 8	2.00 – 2.40
Period 9	2.40 – 3.20

On a school day there are 8 teaching periods except on Friday where there are 7 teaching periods. There are 39 teaching periods lasting 40 minutes each in a one week timetable.

Assembly: Year 8, 9 and 10 has Year assembly on a Tuesday, Years 11, 12, 13 & 14 has assembly on a Thursday and all students attend whole school assembly on a Friday.

Curriculum at KS3: All pupils follow a common curriculum which covers the nine areas of learning and their contributory subject strands: Language and Literacy (Communication), Mathematics (Numeracy), Modern Languages (French and Spanish), The Arts (Art & Design, Music and Drama), Environment and Society (History and

Geography), Science and Technology, Learning for Life and Work (Employability, Local and Global Citizenship, Personal Development and Home Economics), Physical Education and Religious Education.

The curriculum provides opportunities across all the areas of learning for pupils to progressively develop skills in the cross curricular skills of Communication, using Mathematics, using Information and Communication Technology as well as the thinking skills and personal capabilities of Managing Information, Thinking, Problem-Solving and Decision Making, Being Creative, Working with Others and Self-management.

Learning for Life and Work is delivered as follows:
Year 8: Personal Development and Local and Global Citizenship delivered during Form Period and Form Time by the Form Tutor. Employability and CEIAG delivered by Careers Teacher during Form Period. Home Economics delivered as a subject strand as indicated in Table 1.

Year 9: Personal Development delivered during Form Time by the Form Tutor. Employability and CEIAG delivered by Careers Teacher during Form Period. Citizenship delivered by Citizenship Teacher during Form Period with one class involved in the shared Education Project for the delivery of Citizenship. Home Economics delivered as a subject strand as indicated in Table 1.

Year 10: Personal Development delivered during Form Time by the Form Tutor. Employability and CEIAG delivered by Careers Teacher during Form Period. Citizenship delivered by Citizenship Teacher during Form Period. Home Economics delivered as a subject strand as indicated in Table 1.

The period allocation for each subject strand is given in the Table 1 below:

Subject	Year 8	Year 9	Year 10
Art	2	2	2
Form Period (LLW)	1	1	1
ICT	1	1	0
English, Drama and Library	5	5	5
French	4	2	2
Games	2	2	2
Geography	3	2	2
History	2	3	2
Home Economics	2	2	2
Mathematics	5	5	5
Music	2	1	1
Physical Education	2	2	2
Religious Education	2	2	2
Science	4	4	6
Spanish	0	3	3
Technology	2	2	2
Total	**39**	**39**	**39**

Curriculum at KS4: The KS4 Curriculum is designed so that pupils may follow courses appropriate to their interests and ability. All pupils study the following GCSE subjects:

- English Language
- Mathematics
- Biology or Chemistry or Physics or Single Award Science
- English Literature (Pathway Three) or Media Studies (Pathway Two) or Maths and English Support (Pathway One)

Students will also study Non examination LLW: Careers, Citizenship, Personal Development and Religious Studies.

All pupils will also study **five** subjects from **one** of the following pathways:

Pathway One (8 GCSE) *(Maths & English Support & Single Award Science)*	Pathway Two (9 GCSE) *(Media Studies & one Science subject)*	Pathway Three (9 GCSE) *(English Literature & Biology or Chemistry or Physics)*
Occupational Studies (Technology)	Occupational Studies (Technology)	French
Employability Skills	Preparation Working Life	Spanish
Media Studies	Business Studies	Business Studies
Art	Art	Art
ICT	ICT	ICT
PE	PE	PE
RE	RE	RE
HE	HE	HE
History	History	History
Geography	Geography	Geography
Music	Music	Music
		Biology
		Chemistry
		Physics
		Further Mathematics
		Economics
		Media Studies
		Technology

The curriculum pathways have been developed with subjects placed in certain blocks to maximise the availability of subjects. A Careers interview supports students in selecting which of the three curriculum pathways is most appropriate for their ability and future Career aspirations. Students as part of the Learning for Life and Work programme have lessons in Citizenship, Personal Development, Careers and Employability. Personal Development and Citizenship are delivered through Form Time. Students also follow non-examination classes in Physical Education and Games.

KS4 Period Allocation

English	4
Maths	4
English Lit or Single Award Media Studies or Maths & English Support	3
Science (Students must select at least one Science subject)	4
Choice 1	4
Choice 2	4
Choice 3	4
Choice 4	4
Choice 5	4
Careers (Employability) & RE	1
PE	1
Games	2
Total	**39**

Year 13 & 14 Curriculum
Most students return after GCSE to complete their studies in Sixth Form.
- Students must study a minimum of 3 subjects from a prescribed list in Year 13
- Students may only select one BTEC qualification
- Course viability and number of classes will be determined within the limits of resources available and subject to student demand as determined by survey.

All students also follow a non-examination programme of Careers, Personal Development and Games. In Year 13 Community Service is part of the timetabled curriculum and for Year 14 a Sixth Form talks programme also forms part of the timetabled curriculum.

The courses set out below are offered at Wellington College (2016 – 2018). These have been categorised as Applied, General or BTEC Courses. Curriculum planning takes into account a number of factors including up-to-date labour market information, priority growth areas and careers information. These are considered in the context of pupils' interests, aptitudes and aspirations.

Curricular planning also takes into account the curricular offer on an area basis, informed through the South Belfast Area Learning Community. All courses offered have currency with, and provide clear progression pathways to, further or higher education, employment or training. Through collaborative arrangements Wellington College meets the Entitlement Framework and provides genuine access for pupils to the full range of courses as illustrated below. One of the timetabled block of subjects is common for both Aquinas and Wellington allowing students a greater range and choice of subjects as students may choose to study the subject in either school within the collaborative block structure. In addition to the prescribed subject list students have access to a range of additional course offered through individual student timetabled accommodations in local schools and/or the Belfast Metropolitan College (BMC).

Applied Courses	General Courses	General Courses	BTEC Courses
Art & Design	Biology	Geography	Engineering
Applied Science	Business St	Politics	Sport
Health & Social Care (B)	Chemistry	History	ICT
Media Studies (C)	Computing (M)	Mathematics	
Music	English Lit	Physics	
Nutrition & Food Sc.	Economics (C)	Psychology (A)	
Performance Arts (A)	French	RE	
	F Maths	Spanish	
	Irish (A)		

KEY:
C = Collaboration subject taught at WCB   A = Collaboration subject taught at Aquinas
B = Collaboration with BMC   M = Collaboration with Methodist College

Enrolment for a subject:
- Courses will run subject to the efficient use of available resources
- Places on a course will be offered as per the criteria published in the Sixth Form curriculum information booklet
- In the event of over subscription in a particular subject, A* grades will be offered a place in the subject above grade A, then A above B
- In the event of over subscription at a particular grade boundary the overall GCSE grade profile will be used to determine entry into the subject

Compulsory Assessment: The school will adhere to the assessment arrangements specified by The Education (pupil reporting) Regulations (Northern Ireland) 2009 for each area of learning and contributory elements and cross curricular themes.

Religious Education: All students in KS3 and KS4 are timetabled for Religious Studies classes and may choose to progress to Advanced Level Religious Education. All students attend a non-denominational, but Christian act of worship at Year and Whole School Assemblies.

Careers Education Information Advice and Guidance: All students are timetabled for CEIAG lessons at all Key Stages. In addition to timetabled lessons a structured series of College initiatives provides the framework within which pupils and parents have the opportunity to express an informed preference of subject choice at KS4 & Post 16. The CEAIG programme is designed to enable students to manage their own career development, to become employable and provide opportunities for the learner to develop skills, competencies, attributes and dispositions necessary for sustained employment.

A brief outline of the initiatives includes:
- Careers lessons and guidance
- Subject specific course information and subject entry criteria information books
- Information presentation for pupils on subject preferences
- Information presentation for parents on subject preferences
- Pupil survey at KS4 of subject preferences from which subject options blocks are created
- Careers interview with pupils and parents

Roles and Responsibilities:
The Board of Governors: The Board of Governors is responsible for making sure the school provides a good quality of education for its pupils. They must ensure that all statutory guidance is adhered to and that the curriculum is delivered in a manner to allow pupils to achieve success at school.

The Principal: The Principal is responsible, through the Board of Governors for curriculum provision at Wellington College Belfast. The Principal must ensure that all statutory guidance is adhered to and that the curriculum is delivered in a manner to allow pupils to achieve success at school. The Principal reports regularly to the Education Committee of the Board of Governors.

Vice Principal (Curriculum) & SLT: The Vice-Principal (Curriculum) and SLT are responsible, through the Principal to the Board of Governors for the curriculum provision at Wellington College Belfast.

Heads of Department & Teachers in Charge: Heads of Department & Teachers in Charge should follow the curriculum planning and review Guidance for Long Term, Medium Term and Short Term Planning to meet the needs of the College Curriculum.

Subject Teachers: Under the direction of their Heads of Department / Teachers in Charge, subject teachers deliver the appropriate Schemes of Work ensuring pupils are given the opportunity to gain their best possible experience and outcomes.

Heads of Year & Form Teachers: Heads of Year & Form Teachers monitor their students' academic progress, behaviour and well-being.

Liaison with External Agencies
The school avails itself of opportunities provided for In-service Training and Curriculum Support provided by DE, RTU, CCEA (and other relevant examination boards), Education Authority and a range of other curriculum providers.

Review of the Curriculum Policy
This policy is reviewed by the Vice-Principal (Curriculum) in consultation with the SLT, Heads of Department and Teachers in Charge and updated in line with external guidance and the changing needs of the School. The Board of Governors will annually approve the policy through the Education Committee of the Board of Governors.

Connection with other Guidance and Policy Documents
The Curriculum Policy should to be considered within the context of the following Policy and Guidance documents:

Curriculum Planning and Review Guidance	SEN Policy	Homework Policy
Feedback and Marking Guidance	KS3 ICT Policy	Assessment Policy
Public Exams Guidance	Literacy Policy	
Controlled Assessment Guidance	Numeracy Policy	

External Examinations data – 2016

Summary of A2 Level Performance (Year 14 - students within Exam Cohort)
A2 Pass Rate (Grades A*-C)

Category	School (% 2016)	School (% 2015)	School (% 2014)	School (% 2013)
3+ (A* - C)	**72%**	66%	75%	65%
2+ (A* - E)	**100%**	98%	100%	100%

Summary of GCSE Performance (Yr12 – students within Exam Cohort)

Category	School (% 2016)	School (% 2015)	School (% 2014)	School (% 2013)
5+ GCSE A* - C (include M&E)	**97.4%**	89%	92%	94%
7+ GCSE A* - C	**92.2%**	88%	89%	91%
7+ GCSE A* - C (include M&E)	**89%**	83%	87.6%	90.6%

A2 Cumulative Data 2013 – 2016

School Data	A*	A	B	C	D	E	U	Total
2016	36	59	99	77	30	6	2	309
% of Grades	12	19	32	25	10	2	1	
Cumulative	12	31	63	88	97	99	100	

School Data	A*	A	B	C	D	E	U	Total
2015	21	55	104	92	28	9	6	315
% of Grades	6.7	17.5	33.0	29.2	8.9	2.9	1.9	
Cumulative	6.7	24.2	57.2	86.4	95.3	98.2	100	
	A*	A	B	C	D	E	U	Total
2014	24	60	95	53	19	7	0	258
% of Grades	9.3	23.3	36.8	20.5	7.4	2.7	0	
Cumulative	9.3	32.6	69.4	89.9	97.3	100	100	
	A*	A	B	C	D	E	U	Total
2013	14	53	77	84	35	13	0	276
% of Grades	5.1	19.2	27.9	30.4	12.7	4.7	0	
Cumulative %	5.1	24.3	52.2	82.6	95.3	100	100	

A2 Subject Performance Analysis 2016
(by cumulative percentages)

Subject	Entries	A*	A	B	C		D	E	U
Art	8	13	50	88	100		100	100	100
Biology	18	0	17	50	72		94	100	100
Business Studies	17	6	24	76	94		100	100	100
C-Media	5	60	60	80	100		100	100	100
Chemistry	13	8	8	54	77		100	100	100
Economics	11	0	0	27	45		82	100	100
Engineering (Single Award)	4	0	50	50	100		100	100	100
Engineering (Double Award)	8	0	50	75	100		100	100	100
English Literature	15	13	20	53	87		100	100	100
French	5	20	40	100	100		100	100	100
Geography	14	0	36	64	93		100	100	100
Health and Social Care	16	0	13	50	88		100	100	100
History	11	9	18	64	91		100	100	100
Home Economics	13	31	46	85	92		92	100	100
ICT	13	0	8	46	85		100	100	100
Mathematics	22	9	55	86	91		100	100	100
Mathematics Further	6	50	50	67	83		83	83	100
Media Studies	9	0	11	33	100		100	100	100
Music	5	0	20	40	100		100	100	100
Physics	13	15	31	69	77		92	100	100
Politics	15	7	27	60	93		93	93	100
Performing Arts	5	0	20	80	100		100	100	100
Psychology	7	0	14	14	43		86	100	100
RE	13	0	31	77	100		100	100	100
Science (Applied)	9	0	0	33	78		100	100	100
Spanish	7	14	43	43	100		100	100	100
Sport/PE Studies	14	71	86	86	100		100	100	100

GCSE Cumulative Data 2016

School Data	A*	A	B	C	D	E,F,G	U	Total
2016	83	218	333	162	51	8	0	855
% of Grades	9.7	25.5	38.9	18.9	6.0	0.9	0.0	
Cumulative	9.7	35.2	74.2	93.1	99.1	100	100	

Cumulative GCSE Results (Year 12) 2014 – 15

School Data	A*	A	B	C	D	E	U	Total
2015	103	222	406	243	78	14	-	1066
% of Grades	9.7	20.8	38.1	22.8	7.3	1.3	-	
Cumulative	9.7	30.5	68.6	91.4	98.7	100	100	
	A*	A	B	C	D	E	U	Total
2014	124	299	337	207	65	5	2	1039
% of Grades	11.9	28.8	32.4	19.9	6.3	0.5	0.2	
Cumulative	11.9	40.7	73.1	93.0	99.3	99.8	100	

In 2016
Total Number of Candidates = 116
Number 7+ A*- C= 80= 92.2%, including English and Mathematics=98= 89%

GCSE Subject Performance Analysis 2016
(by cumulative percentage)

Subject	A*	A	B	C		D	E	F	G	U	%A*-C
Art & Design	16	58	84	100		100	100	100	100	100	100
Biology	2.9	19	66	90		99	100	100	100	100	90
Business Studies	5	25	75	85		100	100	100	100	100	85
Chemistry	10	30	90	96		100	100	100	100	100	96
Economics	0	17	83	83		83	83	83	100	100	83
Employability	0	0	100	100		100	100	100	100	100	100
English Language	8.6	31	78	98		98	99	100	100	100	97
English Literature	15	50	90	98		100	100	100	100	100	98
French	14	32	84	100		100	100	100	100	100	100
Geography	3.9	22	65	92		100	100	100	100	100	92
History	0	7.7	46	79		95	97	100	100	100	79
HE	15	62	97	100		100	100	100	100	100	100
ICT	2.3	56	77	98		100	100	100	100	100	98
Mathematics	9.5	28	70	95		100	100	100	100	100	95
Mathematics Further	20	60	84	100		100	100	100	100	100	100
Media Studies (single award)	8.5	36	66	87		96	96	100	100	100	87
Media Studies (Double award)	9.1	45	91	100		100	100	100	100	100	100
Music	29	64	93	100		100	100	100	100	100	100
Personal Finance	22	65	96	100		100	100	100	100	100	100
Physical Education	0	8.7	48	91		100	100	100	100	100	91
PWL	7.1	25	61	93		100	100	100	100	100	100
Physics	1.9	27	71	94		100	100	100	100	100	94
RE	8.5	51	79	94		98	98	100	100	100	94
Science (Single award)	0	5.9	71	94		100	100	100	100	100	94
Spanish	19	42	91	100		100	100	100	100	100	100
Technology	0	0	80	100		100	100	100	100	100	100
Occupational Studies (I and T)	7.1	18	36	71		96	96	100	100	100	71
Occupational Studies (Eng)	23	59	86	91		100	100	100	100	100	91
RS (sc)	10.7	25	42.9	64.3		92.9	96.4	100	100	100	64.3

Governors Report 2015-2016

Careers Education and Guidance

The College places great emphasis on Employability and Careers Education and Guidance. Formal timetabled classes are provided for all pupils in Year 8 to Year 14. Pupils in Year 8 are introduced to the whole concept and process of Personal Career Planning and in Year 10 and 12 are required to complete a Personal Career Plan which will focus their career plans at these key transitional times in their education.

Individual careers guidance interviews are organised for all pupils at important transition stages and careers staff are available for consultation at any time on request. Towards the end of Key Stage 3 and 4 parents are invited to attend careers interviews in order to assist and support their child with GCSE and 'A' level subject choices. The College works in close partnership with the Careers Officer from the Training and Employment Agency. This agency conduct interviews for Year 12, give occupational talks on career options and even attend our Parent Consultation events. All Year 13s are interviewed in June of their Lower 6th in order to action plan and guide them towards decisions with regards to their plans Post 18.

Pupils in Year 11 and 13 have the opportunity to undertake a work shadowing which we hope links well to their individual career path. Pupils are encouraged to attend University and College Open Days, relevant conferences and Higher Education Fairs. In year 14 pupils undertake a one day Interview Skills Day programme which introduces them to the whole concept of how to market themselves within a competency based interview.

Table: School Leaver Destinations Year 12-13

	No of leavers	Higher Education	Further Education	Another School	Employment	Other/unknown
Year 12 and 13	37	----------	46%	30%	3%	21%

Table: School Leaver Destinations Year 14

	No of leavers	Higher Education	Further Education	Gap Year	Employment	Other/unknown
Year 14	102	**74% [level 4+ course]**	4%	9%	7%	6%

The Grammar School N.I. Average for Year 14 leavers attending Higher Education [level 4+ courses] is 72%

Mr O'Hara
[Head of Careers Education and Guidance

TEACHING STAFF 2015-2016

Principal: Mrs N Connery BA (Hons), MAEd, PGCE, PQH **Vice Principals:** Dr I Drysdale *Med DASE PQH (NI)* Mr M Girvin *BSc MSc PGCE DASE* **Senior Management**: Dr D Agnew *MEd BSSc PGCE AdCertEd* Mrs L Anderson *BA Med CertEd* Mr K Orr *MA MSc PGCE* Mrs K Latimer *BA Cert Ed Adv CertEd* **Temporary Senior Management:** Ms S Cochrane *BA PGCE* Mr M McFarland *BEd*	
Art Department	**Home Economics Department**
Mrs J McCorry-Nicholl BA PGCE	**Mrs L Anderson BA MEd CertEd**
Mrs G McGreevy MA PGCE	Mrs K Latimer BA CertEd AdvCertEd
Ms C Williams BA PGCE	**Languages Department**
Biology Department	**Mrs N McDonald BA PGCE**
Mrs Y Johnston BEd MA (Ed Man)	Mrs L Brown BA PGCE
Mrs S Loughran BSc, PGCE	Miss C Digney BA PGCE
Mrs P Newnham BSc PGCE	Mrs P Doyle BA PGCE
Business Studies Department	Mrs R Leacock BA PGCE MEd (Temp)
Mrs P Allen BEd	**Mathematics Department**
Mr M McFarland BEd	**Mrs C Clarke BSc PGCE**
Careers Department	Mrs L Cairnduff BSc PGCE
Mr G O'Hara BA, CertEd, Ad Dipin CEG	Mrs J Chism BSc, PGCE
Chemistry Department	Mrs L Fiddis BSc PGCE
Mr S Wilson BSc Med	Miss V Lovell BSc PGCE (Temp)
Mrs S Rooney BSc PGCE	Mrs J Moore BSc PGCE
Dr P Wardlow BSc PGCE MPSNI Med	**Music Department**
Computing Department	**Mrs E McCloskey MA BMus BSc PGCE LTCL Dip LCM**
Mrs I Cregan BA TDip AdvDip PGCIT	Mrs S Hodgins PGCE ATCL ALCM
Mr S Lyttle MSc DipComp PGCE	Mrs E Stockdale BMus, PGCE
Mr G O'Hare BSc, MScEd CBL, PGCE, AICT	**PE Department**
English Department	**Mr N Carlisle BEng MSc PGCE**
Ms S Cochrane BA PGCE/Mrs M Turley MA PGCE	Mrs H Carson BA PGCE
Miss S Fenton BA PGCE	Mr P Chambers BSc PGCE
Mr K Fleming BA, DipEd	Mrs H Rose BA PGCE
Miss L Hall BA PGCE (Temp)	Mrs J Smyth BA PGCE
Mr A King BA PGCE	**Physics Department**
Mrs R Lowry BA PGCE	**Mr D Cardwell MSc PGCE**
Mr D Young MA BA PGCE	Mr M Girvin BSc MSc PGCE DASE
Geography Department	Mr K Orr MA MSc PGCE
Mrs M Stewart BSc PGCE	**Religious Education Department**
Mr M Henry BSc PGCE	**Mrs P McKeown BEd**
Miss K Harvey BSc PGCE (Temp)	Dr I Drysdale MEd DASE PQH (NI)
History and Politics Department	Ms R Fitzsimmons BEd (Hons)
Dr D Agnew MEd BSSc PGCE AdCertEd	**Technology Department**
Miss K Brown MA PGCE (Temp)	**Mr L Gaffney BA MEd CertEd**
Mr C Cooper BA PGCE (Temp)	Miss R McCormack BEng, PGCE
Mr W Scott BA MEd PGCE	Mr N Millar Bed

OFFICE STAFF
Miss Anne-Marie Collins   PA to Principal
Mrs Dawn Kelly
Mrs Carol Kelso
Mrs Sandra Marshall
Mrs Muriel McCombe
Mrs Rachel McCormick
Mrs Rosemary Weatherall
TECHNICIANS
Mrs Lynda Higgins - Science
Mrs Aine Weir – Science
Miss Ashley McKeown – Home Economics
Mr Steven Bew – Information Technology
Mr Alan Cairns – Design and Technology
Miss Natasha Neely - Art
CLASSROOM ASSISTANTS
Mrs Hannah Arnott
Mr Alan Baker
Mr Andrew Briggs
Mr Gareth Burnett
Mrs Mary Cooper
Mrs Patricia Devenny
Mrs Debbie Gaston
Miss Beth Jamison
Mrs Christina Johnston
Miss Ciara Lavery
Mrs Debi Managh
Miss Judith McCandless
Mr Eddie McCann
Miss Linda McFarland
Mrs Tara McMaster
Mr Tom Montgomery
Mrs Geraldine Shaw
LIBRARIAN
Miss Tanja Jennings
Sixth Form Supervisor
Mr Norman Lawlor

Population Analysis 2015-2016

Count of Year		Gender		Grand Total
Year	Reg	F	M	
Year 8	8CD	11	19	30
	8DC	11	18	29
	8JC	12	17	29
	8VL	12	18	30
Year 8 Total		46	72	118
Year 9	9MS	11	18	29
	9RMC	13	17	30
	9SPL	13	16	29
	9WS	11	17	28
Year 9 Total		48	68	116
Year 10	10AK	13	17	30
	10CW	13	16	29
	10DY	12	18	30
	10YJ	14	16	30
Year 10 Total		52	67	119
Year 11	11CFC	13	17	30
	11GO	13	18	31
	11IC	14	16	30
	11SL	12	17	29
Year 11 Total		52	68	120
Year 12	12CC	13	17	30
	12NM	14	16	30
	12PN	15	16	31
	12PW	12	17	29
Year 12 Total		54	66	120
Year 13	13GH	12	11	23
	13LH	8	15	23
	13PA	9	15	24
	13RL	7	16	23
	(blank)	1		1
Year 13 Total		37	57	94
Year 14	14LG	13	13	26
	14NMD	10	15	25
	14PMK	14	13	27
	14RF	10	14	24
Year 14 Total		47	55	102
(blank)	(blank)			
(blank) Total				
Grand Total		336	453	789

Wellington College Belfast

Pupil numbers:

Year	8	9	10	11	12	13	14	Total
2015-2016	118	116	119	120	120	94	102	785
Pupils with Statement	8	6	8	4	4	2	1	33

Application and Admissions:

Year	Admission Number	Total Applications	Total Admission
2013/2014	110	227	110
2014/2015	110	203	110
2015/2016	110	233	112

Leavers' Destinations (Y14):

	Number of Pupils	Higher Education	Further Education	Employment	Gap Year	Other
Year 14	102	71	9	8	0	14