



WELLINGTON COLLEGE BELFAST

Board of Governors

ANNUAL REPORT 2018 – 2019

FOREWORD

The Annual Report of the Board of Governors 2018 - 2019 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 2018 - 2019, every effort has been made to ensure that the information presented is accurate to that period, although details of the Report may have changed.

Ms Wilma Fee
Chair of Board of Governors

Note: This report incorporates the statutory requirements for reporting to Parents. Information about the daily activities of College life are regularly updated on the website and shared through Social Media platforms which are accessible to all parents and stakeholders.

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 2018 -2019 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 2018 - 2019 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 2018 -2019.

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 2018 -2019.

8. Prospectus

An electronic copy of the Prospectus for 2020 - 2021 will be available from January 2020. Copies of the previous Prospectus are available by request.

9. Development Plan

School Development Plan for 2019-2020 and action plans approved by DE/ETI can be found on the College website, follow the link:

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

Appendix 1

WELLINGTON COLLEGE BOARD OF GOVERNORS 2018 - 2019

Department of Education NI Representatives

Ms W Fee (Chair)
Mr J McDowell
Mr A Moneypenny
Dr N Morton

Education Authority Representatives

Prof G Anthony
Mrs E McKeown
Mr O Paulin
Mr R Ramsey
Mrs A L Thompson
Mr S Webb

Parent Representatives

Mrs Jane Adrain
Mrs Karen Gallagher
Dr David Graham
Mr A Smyth

Co-opted Representatives

Mrs M Andrews
Mrs A McLaughlin

Teachers' Representatives

Mr A King
Mr P Wardlow

In Attendance

Ms S Cochrane

Principal

Mr D Castles - Secretary to the Board

LMS Budget Expenditure for 2018 – 2019**Appendix 2**

Teaching Staff Costs	£2,317,346.00
Non-Teaching staff costs	£306,244.00
Other Staff Costs	£7,357.00
PPP Unitary Charge Total	£155,290.00
Premises, Fixed Plant & Gds Total	£83,431.00
Operating Costs Total	£164,967.00
Non Capital Purchases Total	£12,522.00
Re-allocations Total	£1,025.00
Capital Expenditure Total	£0.00
Income Total	-£312.00
Grand Total	£3,047,870.00

Appendix 3

WELLINGTON COLLEGE BELFAST
Co-educational Grammar School
Safeguarding and Child Protection Policy

1. Key points of 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 2017/04.
- 1.2 The key principles of safeguarding and child protection that underpin all policies, procedures, practices and services relating to safeguarding and child protection are: the welfare of the pupil is paramount; the pupil should be heard; parents will be supported; the school will work in partnership with all agencies to support the pupil; timely support measures will prevent further harm; responses will be proportionate to the circumstances; pupils will be protected; decisions and actions will be informed by evidence and pupils' needs.
- 1.3 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 to be 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.
- 1.4 In discharging the duty of care and complying with statutory requirements, the College has published this Safeguarding and Child 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 child 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.

- 1.5 The Designated Teacher is Mrs Karen Latimer (Senior Teacher) Room 211

The Deputy Designated Teacher is Mrs Lynne Anderson (Senior Teacher)
Room 208

The College's Safeguarding Team consists of the Designated and Deputy Designated Governors, the Principal, the Deputy and Deputy Designated Teacher who will meet termly to discuss all matters relating to safeguarding and Child Protection. The Designated Teacher will provide a monthly report to the Board of Governors.

1.6 The Role of the Designated Teacher/Deputy Designated Teacher

The Designated Teacher's role **"is to act as the final step in the process of identifying and reporting abuse."** The Designated Teacher must be mindful that this is a very sensitive area, but the procedure is mandatory. The Designated Teacher:

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of support and expertise to the school community
- has a working knowledge of SBNI procedures
- makes staff aware of SBNI latest policies on safeguarding
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and Principal as appropriate
- makes the child protection policy available publicly, on the school's website or by other means.

1.7 The Role of the Designated Teacher/Deputy Designated Teacher

Is/are trained to the same level as the DT and, in the absence of the DT, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DT, the deputy will assume all of the functions above. Best practice now sees the DT and DDT acting as a team.

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.
- 2.3 Protect staff from erroneous or malicious allegations.
- 2.4 Meet legal obligations in relation to pupil protection matters.

3. Achieving this Policy

Governors and Staff are committed to:

- 3.1 Securing an atmosphere of mutual respect between staff and pupils amongst 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 child 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

- 4.1 Protection: Actions which prevent harm or which bring harmful activity to an end.
- 4.2 Abuse: The actions of another person or persons that result in a child or young person being neglected, harmed or not provided with proper care.

- 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, self-injurious behaviour and criminal activity

- 5.1 Access to the premises is restricted: site security is the responsibility of 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 2017/04 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 PSE curriculum from Year 8. Other curricular opportunities, including assemblies and 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 off all staff will include consideration and discussion of this policy, the Employees' Code of Conduct, awareness of signs of abuse including domestic abuse and ways in which staff can shield themselves against unfounded or malicious allegations of abuse.

6. The Issue of Abuse, self-injurious behaviour and criminal activity

- 6.1 This policy asserts the primacy of our young people. Actual abuse must be reported without delay but the policy also seeks to reduce the chances of an unfounded allegation of abuse gaining credence. It is morally and legally indefensible to prolong a child's exposure to harm.
- 6.2 The College's well proven pastoral system, including the PSE 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 If an explicit allegation of abuse is made at any time, from any source, or if there is a strong suspicion that abuse has occurred, it is the legal responsibility of all employees to report the matter immediately to the Designated Teacher (or Deputy).
- 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 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.
- 6.7 A pupil can contact any member of staff (teaching or non-teaching) directly in order to report a child protection concern or make a disclosure.
- 6.8 A parent can contact any member of staff (teaching or non-teaching) directly in order to report a child protection concern or to make a disclosure. If the parents remains concerned he/she can speak to the Designated or Deputy Designated Teacher.
- 6.9 If a pupil or parent reports a concern or makes a disclosure to a member of staff (teaching or non-teaching), the member of staff must report this immediately to the Designated Teacher (or Deputy).

7. Reporting of actual or alleged abuse should take place without delay

- 7.1 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.
- 7.2 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.

7.3 DENI Circular 2017/04 identifies types of abuse as follows:

Physical abuse – deliberately physically hurting a child, including hitting, biting, pinching, shaking, throwing, poisoning, burning, scalding, drowning or suffocating a child.

Signs of physical abuse include bruises, lacerations, bite marks and burns.

Sexual abuse – when others use and exploit children sexually for their own gratification or gain or the gratification of others. Sexual abuse may involve penetrative or non-penetrative acts. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in a sexually inappropriate way or grooming a child in preparation for abuse (including via e-technology). Signs of sexual abuse may include: physical signs or behaviour including precocity, withdrawal, inappropriate sexual behaviour.

Emotional abuse – persistent maltreatment of a child. It may also be called psychological abuse and can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve telling a child that they are worthless or unloved or inadequate. It may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers. Signs of emotional abuse may include: excessive dependence or attention-seeking

Neglect – failure to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter that is likely to result in the serious impairment of a child's health or development. Children who are neglected often suffer from other types of abuse.

Signs of neglect may include: inadequate clothing, poor growth, hunger or apparent deficient nutrition

Exploitation – intentional ill-treatment, manipulation or abuse of power and control over a child or young person; to take selfish or unfair advantage of a child or young person or situation for personal gain. It may manifest itself in many forms such as child labour, slavery, servitude, engagement in criminal activity, begging, benefit or other financial fraud or child trafficking. It extends to the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. Exploitation can be sexual in nature.

Specific types of abuse include:

Grooming – grooming involves perpetrator(s) gaining the trust of a child or young person or, in some cases, the trust of the family, friends or community, and/or making an emotional connection with the victim in order to facilitate abuse before the abuse begins.

Child Sexual Exploitation - Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Domestic and Sexual Violence and Abuse – domestic abuse is where threatening, controlling, coercive behaviour, violence or abuse inflicted on anyone by a current or former intimate partner or family member. Sexual abuse is any behaviour perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful or unwanted that is inflicted on anyone.

Female Genital Mutilation – FGM comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

Forced Marriage – a forced marriage is a marriage conducted without the valid consent of one or both parties and where duress is a factor. Forced marriage is a criminal offence and anyone with knowledge of a forced marriage must report it to the PSNI immediately.

Children who Display Harmful Sexualised Behaviour – it is important to distinguish between different sexual behaviours; these can be defined as ‘healthy’, ‘problematic’ or ‘sexually harmful’.

E-Safety/Internet Abuse and Sexting – online safety means acting and staying safe when using digital technologies. It includes internet technology, text messages, social environments and apps, and using games consoles through any digital device. Risks include content, contact, conduct and commercial risks. Pupils need to become ‘Internet Wise’ in order to protect them from the dangers the internet can pose. They should also be made aware that it is illegal under the Sexual Offences (NI) Order 2008, to take, possess or share ‘indecent images’ of anyone under 18.

- 7.5 Staff will also be made aware of the signs of domestic abuse which is defined as:

‘Threatening, controlling and coercive behaviour, violence or abuse (psychological, virtual, physical, verbal, sexual, financial or emotional) inflicted on anyone (irrespective of age, ethnicity, religion, gender, gender identity, sexual orientation, or any form of disability) by a current or former intimate partner or family member, irrespective of gender or sexual orientation’
 ‘Tackling Violence at Home: A strategy for tackling domestic violence and abuse in NI’ 2005 DHSSPSNI

- 7.6 The signs and impact of domestic violence upon children can be exhibited as follows:

Self	Physical injuries, feelings ranging from fear, responsibility, anger, depression, embarrassment, guilt Have to cope with tension, change, 'unexplained situation' Unable to talk about experience/secretive/silent Loss of space for self as a 'child' Sense of powerlessness to initiate change Sense of confusion and emotional turmoil Do not readily admit to what they have seen, heard and felt Advanced in maturity and sense of responsibility Disruption in living and educational arrangements
Relationship with parents	Confused about feelings towards mother/father Protective of mother/siblings, won't leave mother alone Sense of responsibility for the situation Mixed feelings towards perpetrator Adopts role of caretaker, confidante, referee, colluder, perfect child, scapegoat
Relationship with others	Sense of shame as family business becomes public knowledge View violence as appropriate behaviour Becomes passive, withdrawn when conflict/disagreement occurs Fear of external agency involvement School life disrupted by behaviour or change Challenging behaviours in school

- 7.7 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 the Deputy Designated Teacher, or in case of their absence, to the Principal.

- 7.8 This policy does not cut across the legal responsibility of all citizens to report arrest able offences. Anyone who knows or believes that an arrest able 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.

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.

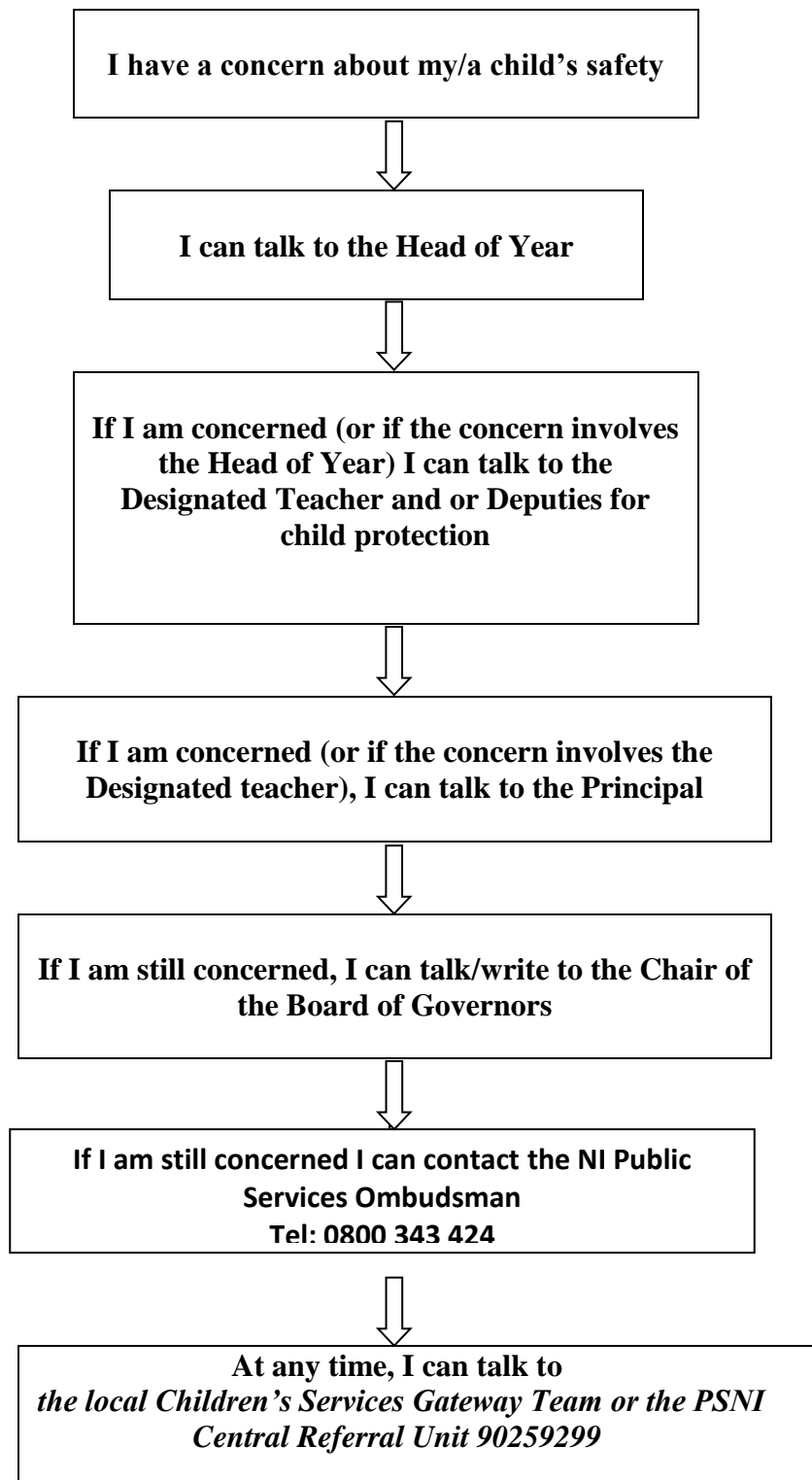
- 8.1 The Designated Teacher is Mrs. K. Latimer and the Deputy Designated Teacher is Mrs. L. Anderson.
- 8.2 The Senior Management Team will monitor and review the effectiveness and the implementation of this policy and report to Governors with a view to adapting it where necessary.
- 8.3 If the Designated Teacher is informed of any direct allegation or confession of abuse, self-injurious behaviour or criminal activity, or apparent signs of abuse on a pupil, or of a member of staff's suspicion that abuse, self-injurious behaviour or criminal activity may have taken place, the Designated Teacher will carry out preliminary clarifications as needed.
- 8.4 The Designated Teacher will seek advice from one of the EA Designated Officers. If the Designated Teacher then forms the opinion that, on the balance of probability, abuse or criminal activity may be indicated, she is legally obliged to inform Social Services, the Chairman of the Board of Governors and the Designated Officer in the Education Authority. The Designated Teacher will complete an Understanding the Needs of Children in Northern Ireland (UNOCINI) form. Thereafter, the procedure will be directed by these agencies; for example, Social Services will inform the PSNI and there may be Police involvement at an early stage. The Principal will also be informed.
- 8.5 If the Designated Teacher forms the opinion that, on the balance of probability, abuse is not indicated, she will, after consultation with appropriate members of the School's Pastoral Care Team, determine what further action (e.g. support), if any, should be taken. The matter will still be reported to the Principal, recorded confidentially and guidance from EA Designated Officers sought.
- 8.6 Where the abuse (as opposed to bullying) is peer abuse, i.e. by another pupil, both the victim and the alleged abuser must be reported. In all cases in which abuse is suspected, a written record of all details must be kept, and file in a suitable location, appropriate to the confidential and sensitive nature of the material. All records will be stored in accordance with DE Circular 2016/20 Child Protection: Record Keeping in Schools. The School will co-operate fully with all investigations or processes as required by the properly constituted authorities and will try to accommodate parental/guardians' requests for information/interviews.
- 8.7 Where child protection procedures have been implemented, the school will facilitate support measures (where appropriate) for the pupil concerned; for example, counselling from either the Independent Counselling Service for Schools and/or support from external agencies.
- 8.8 A confidential list of pupils who are on the Child Protection Register will be kept.

- 8.9 The Designated Teacher will make an annual formal report to the Board of Governors.
If the allegation or suspicion of abuse is against a member of staff, the allegation should be reported to the Designated Teacher, who will report it to the Principal who will then follow the procedures outlined in DE Circular 2015/13 *Dealing with Allegations of Abuse Against a Member of Staff*.
- 8.10 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.
- 8.11 If the allegation or suspicion of abuse is against the Designated Teacher, the initial report should be made to the Principal, who will then follow the above procedures.
- 8.12 If the allegation involves the Principal, the Designated Teacher liaises directly with the EA Designated Officer, Human Resources, Social Services and the BoG Chair.

Complaints

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

If a parent has a potential child protection concern:



Parents must in the first instance follow the procedure outlined above otherwise the NI Public Services Ombudsman will not accept the referral.

Pastoral Care in Schools CHILD PROTECTION

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.

All staff appointments will have rigorously followed EA employment and vetting procedures e.g. use of photo ID, references etc. as part of the recruitment process.

All new appointments (both teaching and support staff as well as volunteers) will receive a Child Protection/safeguarding awareness raising session as part of their induction programme in August of the new academic year.

Any appointments made during the year are facilitated on an individual basis.

The awareness/refresher sessions cover the following:

- An outline of role of the Designated Teacher and Deputies
- All relevant policies and their importance for pastoral support are identified
- EA and DE guidance on good practice
- EA and DE guidance in relation to Safeguarding with a specific focus on Child Protection
- How to respond to disclosures – roles and responsibilities
- The different types of abuse including domestic abuse and grooming
- Guidance on Social Networking sites and appropriate professional conduct

Safety and preventing abuse, self-injurious behaviour and criminal activity

All staff and volunteers have a duty to safeguard pupils from physical abuse, sexual abuse, emotional abuse, neglect and exploitation.

Staff must be familiar with the system of authorized controlled access and visitor passes that is in place. Adults on school premises who are not employees/volunteers of the School should have visitor passes. Staff should ask those who do not have such identification to proceed to Reception; additionally, it is the responsibility of the staff member to ensure that the person(s) is/are escorted to Reception. If the individual refuses to co-operate, a member of the Senior Leadership Team / GFM staff must be informed immediately. Staff who are working with visitors in school should ensure that their visitors have passes.

Criminal Record Checking (of all employees, including those working on temporary or voluntary basis) is the responsibility of the EA and will be triggered by a request from the Principal. A request for an AOTT must be completed on the relevant pro forma and submitted to the Principal giving as much notice as possible. **An employee / volunteer will not be allowed to undertake paid / voluntary work until they present an “Enhanced Disclosure Certificate” to the Principal.**

At all times, staff should be aware of measures they can take to protect themselves from the possibility of unfounded allegations of abuse. They should be aware of the following:

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. Do not spend excessive amounts of time with one pupil, away from other people
- 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) All accidents and injuries involving pupils must be reported, using the official EA Forms, available from the Office. Written witness statements should be taken from pupils as well as adults, where possible.
- h) Any physical contact which would be likely to be misinterpreted by the pupil, parent or other casual observer should be avoided.
- i) 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.
- j) 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.

Obtain the Principal's permission and complete all the relevant documentation before taking pupils off school premises. Written parental permission should be sought in advance; in the absence of such permission you must not take that pupil with you. This should be made clear to pupils and parents well in advance.

- k) Avoid being alone in a car with a pupil.
- l) On school trips, especially in a residential setting, never, under any circumstances, take a pupil into your room and, where possible, check pupil rooms along with another member of staff.
- m) Never, under any circumstances, take a pupil alone into a toilet.
- n) Keep a record (date, time, nature) of any false allegations made against you or other staff, such as 'he's always picking on me' or 'you hit me' or comments such as 'don't touch me'. Get another adult to witness the allegation, if possible.
- o) If a pupil touches you, or talks to you in a sexually inappropriate way, record what happened and tell another adult. As it could be an innocent act, do not make the pupil feel guilty but remember that ignoring this sort of behaviour, or allowing it to go unchecked, may place you in a vulnerable situation, and could also leave the pupil open to molestation by another party prepared to exploit such innocence. Equally, if it is not an innocent act, it should certainly not be allowed to continue, and you should not give even tacit consent.
- p) If you suspect or know about abuse or inappropriate behaviour by another member of staff, you must inform the Principal. Your silence implicates you in a 'cover up'.

3. 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.

5. Use of Social Media/Mobile Phones

- a) Staff are advised to follow EA guidance and not have contact with students using any form of Social Media platform. Staff must exercise caution when using information technology/phones and be aware of the risks to themselves and others.
- b) Contact with pupils must be through school authorised mechanisms. At no time should personal telephone numbers, email addresses or communication routes via personal accounts on social media platforms be used to communicate with pupils. If contacted by a pupil by an inappropriate route, staff should report the contact to the Principal immediately.
- c) Photographs or video footage of students should only be taken using school equipment for purposes authorised by the school. Any such use should only be transparent and only occur when parental consent has been given.

6. The Procedure for handling allegations of abuse against staff is:

- a) The Principal will follow the guidance outlined in DE Circular 2015/13 *Dealing with Allegations of Abuse Against a Member of Staff*. Once the Principal has formed the considered opinion that, on the balance of probabilities, abuse of a pupil by a member of staff is indicated, s/he is legally obliged to inform all of the following: Social Services, the PSNI, the Chair of the Board of Governors, the Designated Officer in the Education Authority. Thereafter, the procedure will be directed by these agencies.
- b) In the case of less well-defined indications of abuse of a pupil by a member of Staff, the Principal will then take immediate advice from the EA Designated Officer, and any other EA official to whom s/he is referred, with a view to conducting preliminary clarifications.
- c) The Principal will then act in accordance with the advice given from these sources.

- d) Following preliminary investigation, if the indications of abuse are held to be sufficiently strong, the teacher will be suspended on full pay with immediate effect and until further notice. In such a case the procedure will be to:
- withdraw the teacher from class and arrange that supervisory teachers are allocated;
 - in front of a witness, preferably a member of the Senior Leadership Team of the same sex as the teacher concerned, the Principal will inform the teacher that:
 - an allegation of abuse has been made against her/him;
 - following preliminary investigation the authorities have been informed;
 - (s)he is suspended from their employment with immediate effect and until further notice;
 - (s)he must not, under any circumstances, return to school premises without prior permission;
 - there should not, under any circumstances, be any attempt to contact pupils.
- e) If the indications of abuse are not held to be sufficiently strong to merit referral to external authorities, the Principal will discuss the process to follow with the Chair of the Board of Governors. A properly documented record will be kept in all cases. In the College, all complaints of abuse will be recorded against both pupils and staff names. If such allegations are not substantiated, the record against the teacher will clearly indicate that fact, and the record in the pupil's file amended to show that an unsubstantiated allegation was made. In the case of the teacher, the record involving alleged abuse will be kept in a highly confidential file, in the safe in the Principal's Office. Access to this file will be restricted to the Principal. A note, placed in the teacher's ordinary record file, will indicate the existence of this other unspecified record. Information on this record will be divulged only to the relevant authorities or at the direction of a court. In the case of the pupil, the record involving alleged abuse will be kept in a highly confidential file, in the safe in the Principal's Office. Access to this file will be restricted to the Principal. A note, placed in the pupil's ordinary file, will indicate the existence of this other unspecified record. Information on this record will be divulged only to the relevant authorities or at the direction of a court. In keeping with DE regulations, the compilation of reports relating to abuse, such as for a Child Protection Conference, will be done under the direction of the Designated Teacher and will be co-ordinated with the SENCO.
- f) If a pupil's name is entered on the Child Protection Register (CPR), the School will be notified and will record this in the confidential record kept on the pupil. A yellow form, placed in the pupil's ordinary file, will indicate the existence of this other unspecified record. When a child on the CPR leaves for another school, that school must be notified that the pupil's name is on the CPR and all child protection records pertaining to that pupil will be destroyed. When a pupil on the CPR joins the school and the previous school has notified us, the Designated Teacher will contact Social Services for relevant information, which will then be kept in the relevant file. A yellow form, placed in the pupil's ordinary file, will indicate the existence of this other

unspecified record. The school will monitor pupils whose names are on the CPR and will alert the relevant personnel when there is absence of three days or more, a sporadic attendance pattern, or any other causes of serious concern for the pupil's wellbeing.

- g) Where there is an allegation against the Designated Teacher, or good grounds for believing the Designated Teacher has abused a pupil the following procedure will be followed:
- The staff member will report the matter to the Principal who is legally obliged to inform Social Services, the Chair of the Board of Governors, and the Designated Officer in the Education Authority.
 - It is the Principal's responsibility to ensure that all records are kept safely pending further investigation.
- h) If the allegation involves the Principal, the Designated Teacher liaises directly with the EA Designated Officer, Human Resources, Social Services and the BoG Chair.

Associated Policies and School Publications

- Attendance Policy
- Anti-bullying Policy
- Positive Behaviour Policy
- Educational Trips and Visits Procedures
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Drugs and Substance Abuse Policy
- Relationships and Sexuality Education Policy
- E-Safety, ICT Acceptable Use and Digital Media Policy
- Prospectus and Annual Report

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.

Appendix 4**THE COLLEGE AND THE COMMUNITY****Sixth Form 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 employer:

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:

The Year 14 Talks programme operates on a weekly basis and sees outside speakers from a variety of areas invited into the College. The 2017 – 2018 programme included talks on volunteer work; driving safety; mental health and presentations by South Belfast MLAs.

Wellington College has developed links with many charitable organizations:

Pupils are 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.

Appendix 5**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/mark book 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.

Appendix 1**DESCRIPTIONS OF SEN CATEGORIES OF SPECIAL NEED****1 COGNITIVE and LEARNING**

Pupils should only be recorded in the COGNITIVE 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 or 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 conversations. 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 or 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. Sensorineural 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, adaptations 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 and Prader-Willi syndrome -

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)

Appendix 2**IDENTIFICATION, ASSESSMENT AND PROVISION****PROCEDURES**

If a pupil enrolls at Wellington College and has already been identified as having a special educational need, the Vice Principal, 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.

Appendix 3

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: _____

Appendix 4**SEN COLOURING CODING**

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

Appendix 6**Wellington College Belfast
Co-educational Grammar School****Curriculum Policy (Learning & Teaching)****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

Structure of the School Day

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.

Monday - Thursday			Friday		
Period	Timing	Duration (mins)	Period	Timing	Duration (mins)
Form Time	8.50 – 9.10	20	1	8.50 – 9.30	40
1	9.10 – 9.50	40	2	9.30 – 10.10	40
2	9.50 – 10.30	40	Assembly	10.10 – 10.30	20
Break	10.30 – 10.50	20	Break	10.30 – 10.50	20
3	10.50 – 11.30	40	3	10.50 – 11.35	45
4	11.30 – 12.10	40	4	11.35 – 12.15	40
5 (Junior Lunch)	12.10 – 12.45	35	5 (Junior Lunch)	12.15 – 12.50	35
6 (Senior Lunch)	12.45 – 1.20	35	6 (Senior Lunch)	12.50 – 1.25	35
7	1.20 – 2.00	40	7	1.25 – 2.05	40
8	2.00 – 2.40	40	8	2.05 – 2.45	40
9	2.40 – 3.20	40			

Form Time Structure

Day	Year	
	8/9/10	11/12/13/14
Monday	Form Time	Form Time
Tuesday	Year Assembly	Form Time
Wednesday	Form Time	Year Assembly
Thursday	Form Time	Form Time
Friday	Whole School Assembly	

Key Stage Assemblies are held each month. The above table represents a basic structure that may alter depending on circumstances.

Curriculum at KS3

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 period allocation is outlined below.

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

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

Year 8:

1 LLW period to Deliver:

- 20 week PD programme
- 8 week Citizenship programme
- 8 week CEAIG Programme

In addition there will be a dedicated Yr8 Careers event

Home Economics delivered as a subject strand as indicated in the table above.

Year 9:

1 LLW period to Deliver:

- 16 week PD programme
- 12 week Citizenship programme
- 8 week CEAIG Programme

In addition there will be a dedicated Yr9 Careers event

Home Economics delivered as a subject strand as indicated in the table above.

Year 10:

1 LLW Period to deliver:

- 18 week PD programme
- 18 week Citizenship Programme

1 Careers Period:

- 36 week CEAIG programme

The LLW will be scheduled at the same time to allow for whole year group talks throughout the year. In addition there will be the Dragons Den programme running throughout June.

Curriculum at KS4

The KS4 Curriculum is designed so that pupils may follow courses appropriate to their interests and ability.

All pupils will study the following GCSE subjects:

- **English**
- **Mathematics**
- **English Literature (or London Institute of banking LiFE programme plus English support)**
- **A Science Option** (outlined below, including the introduction of Double Award Science)

Single Award Science	Double Award Science	Biology + Chemistry	Biology + Physics	Chemistry + Physics	Biology + Chemistry + Physics
+ 5 Open choices	+ 4 Open choices	+ 4 Open choices	+ 4 Open choices	+ 4 Open choices	+ 3 Open choices

Students will also study a maximum of 5 subjects from the following table.

Art and Design		Food and Nutrition	Personal and Social Education	
Business Studies		Further Mathematics	Religious Studies	
One Choice only	Computer Studies	Geography	Spanish	
	BTEC Digital Information Technology	History	BTEC Sport	
Drama		Media Studies	One Choice only	Occupational Studies
French		Music		Technology

Students will also study:

- Non-examination LLW – Careers, Citizenship, Personal Development and Religious Studies delivered during Form Time and the Careers / RE period

KS4 Period Allocation

Subject	Periods
English	4
Maths	4
English Literature (Or LiFe Programme + English Support)	4
Science (Minimum depending on strand)	4
Choice 1	4
Choice 2	4
Choice 3	4
Choice 4	4
Choice 5	4
Careers (Employability) & RE	1
PE	0
Games	2
Total	39

Curriculum at KS5

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 (2018 – 2020). 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. 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		BTEC
Art & Design	Biology	History	Engineering
Health & Social Care (B)	Business Studies	Mathematics	IT
Media Studies	Chemistry	Nutrition and Food Science	Sport
Performing Arts	English Literature	Physics	Science
Music	Economics	Politics	Travel and Tourism (Yr14 Only)
	French	Religious Studies	
	Further Mathematics	Spanish	
	Geography	Sociology	

B = Collaboration with BMC

Collaboration with Aquinas has proved successful however varies from year to year due to demand and availability.

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 CEIAG 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 2019

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

Year	2016	2017	2018	2019	WCB 3 year average	NIGSA % 2018
3+A*-C %	72	61	83	68	71	78.1

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

	2015-2016 (%)	2016-2017 (%)	2017-2018 (%)	2018-2019 (%)	WCB 3 Year Average (%)	NIGSA (%) 2018
5+ grades A*-C (inc. E&M)	92.2	94.7	97.5	98.2	96.8	94
7+ grades A*-C (inc. E&M)	87.9	89.5	91.5	92.7	91.2	89.8

A2 Cumulative Data 2015 – 2019

School Data	A* - A	A* - B	A* - C	A* - E	A - U
2015	18.3	53.1	87.2	99.5	
2016	28.2	57.9	89.0	99.4	
2017	26.2	50.2	82.4	100.0	
2018	32.1	64.5	90.0	99.3	100.0
2019	37.4	61.5	87.7	100.0	

A2 Subject Performance Analysis 2019

Subject	Class Size	Number of Students						
		A*	A	B	C	D	E	U
Art & Design	1	1	0	0	0	0	0	0
Biology	11	0	2	3	3	2	1	0
Business Studies	13	0	5	5	3	0	0	0
Chemistry	6	1	2	1	0	1	1	0
Economics	5	1	0	1	2	1	0	0
English Literature	10	2	2	2	4	0	0	0
French	4	0	0	1	2	1	0	0
Geography	10	1	1	6	2	0	0	0
H&S	18	0	0	6	8	4	0	0
History	6	2	1	2	1	0	0	0
Nutrition & Food Science	8	0	0	4	4	0	0	0
Maths	12	1	5	3	1	2	0	0
Media Studies	14	0	1	1	8	2	2	0
Music	2	0	0	2	0	0	0	0
Performing Arts	7	0	1	3	3	0	0	0
Physics	9	2	2	2	0	2	1	0
Politics	9	0	3	1	4	1	0	0
Psychology	1	0	0	0	1	0	0	0
Religious Studies	8	0	1	3	2	2	0	0
Sociology	1	0	0	0	1	0	0	0
Spanish	2	0	0	1	1	0	0	0
Engineering (B Tech)	12	11	1	0	0	0	0	0
PE (B Tech)	13	9	3	0	0	0	1	0
IT (B Tech)	13	11	1	0	1	0	0	0

GCSE Cumulative Data 2019

School Data	A*	A	B	C*	C	D	E	F	G	U	Total
2019	77	284	309	150	92	26	3	1	0	4	946
% of Grades	8.1	30.0	32.7	15.9	9.8	2.7	0.3	0.1	0	0.4	100
Cumulative	8.1	38.1	70.8	86.7	96.5	99.2	99.5	99.6	0	100	100

GCSE Cumulative Data 2018

School Data	A*	A	B	C	D	E	F	G	U	Total
2018	56	248	429	248	34	3	0	0	0	1018
% of Grades	5.5	24.4	42.1	24.4	3.3	0.3	0	0	0	
Cumulative	5.5	29.9	72.0	96.4	99.7	100	0	0	0	

GCSE Cumulative Data 2017

School Data	A*	A	B	C	D	E	F	G	U	Total
2017	81	261	458	244	46	11	3	2	0	1106
% of Grades	7.3	23.6	41.4	22.1	4.2	1.0	0.3	0.2	0.0	
Cumulative	7.3	30.9	72.3	94.4	98.6	99.5	99.8	100	100	

Cumulative GCSE Results 2014 – 16

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	
	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	

GCSE Subject Performance Analysis 2018

Subject	Number of Students											%A*-B
	A*	A	B	C*	C	D	E	F	G	U	SUM	
Art	0	11	7	3	2	1	0	0	0	0	24	75
Biology	5	19	25	10	3	1	0	0	0	0	63	78
Business Studies	2	4	2	6	4	3	0	0	0	0	21	38
Chemistry	2	7	15	8	2	2	0	0	0	0	36	67
Design and Technology	2	9	8	4	1	0	0	0	0	0	24	79
English Language	9	38	40	17	5	0	0	0	0	0	109	80
English Literature	9	29	22	16	6	2	0	0	0	0	84	71
French	1	9	8	0	2	1	0	0	0	0	21	86
Geography	5	25	12	5	4	1	0	1	0	0	58	79
History	1	8	6	5	4	4	2	0	0	0	30	50
HE	1	12	18	10	6	0	1	0	0	0	48	65
IT	1	3	9	0	6	3	0	0	0	0	22	59
Maths	16	20	44	18	10	1	0	0	0	0	109	73
Further Maths	5	13	3	1	0	0	0	0	0	0	22	95
Media Studies	0	2	4	8	4	3	0	0	0	0	21	29
Music	3	4	3	1	0	0	0	0	0	0	11	91
Physics	4	12	8	9	1	0	0	0	0	0	34	71
Religious Studies	1	13	11	2	4	1	0	0	0	1	33	76
Science	1	5	9	9	1	0	0	0	0	0	25	60
Spanish	1	16	20	11	8	0	0	0	0	0	56	66
Physical Education	2	7	4	4	1	1	0	0	0	0	19	68
Personal Money Management	0	1	5	0	9	0	0	0	0	3	18	33
PSE	0	0	13	0	0	0	0	0	0	0	13	100
Occupational Studies	4	12	2	0	1	0	0	0	0	0	19	95
Preparation for Working Life	0	3	8	0	4	0	0	0	0	0	15	73

Appendix 7**Governors Report 2018-19****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 as part of the taught programme 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 all our Year 12, carry out occupational talks on career options and even attend our Parent Consultation events throughout the year all as part of our Service Level Agreement/Partnership. All Year 13s are interviewed in June of their Lower 6th by the Wellington Careers Team 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 experience placement which links to their individual career path. Pupils are also encouraged to attend University and College Open Days, relevant conferences and Higher Education Fairs. In term one year 14 pupils undertake a one-day Interview Skills Day programme which introduces them to the whole concept of how to self-market themselves within a competency based interview.

Table: School Leaver Destinations Year 12-13

	No of leavers	Higher Education	Further Education [%]	Another School [%]	Employment/apprenticeship	Other/unknown
Year 12 and 13	41 pupils	-----	64%	12%	12%	12%

Table: School Leaver Destinations Year 14

	No of leavers	Higher Education	Further Education [level 4+]	Gap Year [ucas2020]	Employment/level 3 apprenticeship	Higher Level Apprenticeship
Year 14	65	57%	4%	17%	20%	2%

Year 14 leavers: 80% (level 4+ course by 2020). 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 Information and Guidance

TEACHING STAFF 2018 - 2019

Principal: Mr D Castles <i>BA, MA (Oxon), PGCE, MBA(ED)</i>	
Vice Principals: Ms S Cochrane <i>BA, PGCE</i>	
Senior Leadership: Dr D Agnew <i>MEd, BSc, PGCE, Adv CertEd</i> Mrs L Anderson <i>BA, MEd, CertEd</i> Mr D Cardwell <i>MSc, PGCE</i> Mrs K Latimer <i>BA, CertEd, Adv CertEd</i>	
Associate Senior Leadership: Mr M McFarland <i>Bed</i> Mr G Bond <i>BA, PGCE</i>	
Art Department	Languages Department
Mrs J McCorry-Nicholl <i>BA, PGCE</i>	Miss L Irvine <i>BA, PGCE</i>
Mrs G McGreevy <i>MA, PGCE</i>	Miss C Digney <i>BA, PGCE</i>
Ms C Williams <i>BA, PGCE</i>	Miss G Magowan <i>BA, PGCE</i>
Biology Department	Mathematics Department
Mrs Y Johnston <i>BEd, MA (EdMan)</i>	Mrs C Clarke <i>BSc, PGCE</i>
Mr J Hampton <i>BSc, PGCE</i>	Mrs L Cairnduff <i>BSc, PGCE</i>
Mrs S Loughran <i>BSc, PGCE</i>	Mrs J Chism <i>BSc, PGCE</i>
Mrs P Newnham <i>BSc, PGCE</i>	Mrs L Fiddis <i>BSc, PGCE</i>
Business Studies Department	Mrs J Moore <i>BSc, PCGE</i>
Mrs P Allen <i>BEd</i>	Mr D O'Sullivan <i>BSc, PCGE</i>
Mr M McFarland <i>BEEd</i>	Media Studies Department
Careers Department	Mr A King <i>BA, PGCE</i>
Mr G O'Hara <i>BA, CertEd, Ad Dipin CEG</i>	Music Department
Chemistry Department	Mrs E McCloskey <i>MA, BMus, BSc, PGCE, LTCL, Dip LCM</i>
Ms K Millar <i>BSc, MSc, PGCE</i>	Mrs S Hodgins <i>BMus, PGCE ATCL, ALCM</i>
Mrs S Rooney <i>BSc, PGCE</i>	Mrs E Stockdale <i>BMus, PGCE</i>
Dr P Wardlow <i>BSc, PGCE, MPSNI, Med, Ph.D</i>	PE Department
Computing Department	Mr N Carlisle <i>BEng, MSc, PGCE</i>
Mr G O'Hare <i>BSc, MScEd, CBL, PGCE, AICT</i>	Mrs H Carson <i>BA, PGCE</i>
Ms R McHugh, <i>BSc Hons, PGCE</i>	Mr P Chambers <i>BSc, PGCE</i>
English Department	Mrs H Rose <i>BA, PGCE</i>
Ms L Hall <i>BA, PGCE /Mrs M Turley MA PGCE</i>	Mrs J Smyth <i>BA, PGCE</i>
Mrs S Cochrane <i>BA, PGCE, PG Dip</i>	Physics Department
Mrs S Fenton <i>BA, PGCE</i>	Mr D Cardwell <i>MSc, PGCE</i>
Mr A King <i>BA, PGCE</i>	Mrs R Keown <i>BSc, MSc (Ed)</i>
Mrs R Lowry <i>BA, PGCE</i>	Religious Education Department
Mrs E McKenna <i>BA, PGCE, MA</i>	Mrs P McKeown <i>BEd</i>
Mr D Young <i>MA, BA, PGCE</i>	Ms R Fitzsimmons <i>BEd,</i>
Geography Department	Technology Department
Mrs D Adamson <i>BSc PGCE</i>	Miss R McCormack <i>BEng, PGCE</i>
Mr D Walmsley <i>BA, PGCE</i>	Mr S Galloway <i>BEd</i>
History and Politics Department	
Mr G Bond <i>BA, PGCE</i>	
Dr D Agnew <i>BSc, PGCE, Med, Adv CertEd, EdD</i>	
Health And Social Care Department	
Mrs H Carson <i>BA, PGCE</i>	
Mrs H Rose <i>BA, PGCE</i>	
Home Economics Department	
Mrs L Anderson <i>BA, MEd, CertEd</i>	
Mrs K Latimer <i>BA, CertEd, Adv CertEd</i>	

Non-Teaching Staff 2018-2019

OFFICE STAFF

Ms Andrea Peel - PA to Principal/Office Manager
 Mrs Rhonda Davison
 Mrs Dawn Kelly
 Mrs Carol Kelso
 Mrs Sandra Marshall
 Mrs Muriel McCombe
 Mrs Rosemary Weatherall

TECHNICIANS

Mrs Lynda Higgins	Science
Mrs Aine Weir	Science
Miss Sian Dunwoody	Home Economics
Mr Steven Bew	Information Technology
Mr Peter Gilmore	Design and Technology
Miss Natasha Neely	Art

CLASSROOM ASSISTANTS

Mr Gareth Burnett
 Mrs Catherine Chambers
 Mrs Mary Cooper
 Mr Ciaran Crangle
 Mrs Christina Johnston
 Miss Emma Johnston
 Miss Ciara Lavery
 Miss Judith McCandless
 Mrs Tara McMaster
 Ms Debi Managh
 Mrs Jennie Porte
 Mr Jonny Roberts
 Mrs Geraldine Shaw
 Mrs Jill Williamson

LIBRARIAN

Miss Tanja Jennings

SIXTH FORM SUPERVISOR

Mr Norman Lawlor

Population Analysis 2018-2019

Year	Reg	Males	Females	Total
Year 8	8DC	14	14	28
	8SG	15	14	29
	8LC	15	14	29
	8DY	14	15	29
	Total	58	57	115
Year 9	9RL	18	12	30
	9JMN	19	11	30
	9KM	17	12	29
	9SH	17	12	29
	Total	71	47	118
Year 10	10GM	18	12	30
	10LI	19	10	29
	10LH	17	13	30
	10DW	19	10	29
	Total	73	45	118
Year 11	11CH	15	12	27
	11PW	19	11	30
	11DSA	13	15	28
	11RF	18	10	28
	Total	65	48	113
Year 12	12JH	19	10	29
	12GB	17	12	29
	12RMC	16	13	29
	12RD	17	12	29
	Total	69	47	116
Year 13	13GH	15	9	24
	13CC	12	17	29
	13RM	15	11	26
	13YJ	15	13	28
	Total	57	50	107
Year 14	14PA	9	9	18
	14GO	10	5	15
	14CD	8	8	16
	14JM	10	7	17
	Total	37	29	66
	Totals	430	323	753

Wellington College Belfast

SEN Pupil numbers:

Year	8	9	10	11	12	13	14	Total
2018-2019	10	18	24	16	12	19	7	106
Pupils with Statement	4	2	8	6	8	5	3	36

Application and Admissions:

Year	Admission Number	Total Applications	Total Admission
2014/2015	110	203	110
2015/2016	110	233	112
2016/2017	110	160	110
2017/2018	110	154	110
2018/2019	110	244	110

Leavers' Destinations (Y14):

	No of leavers	Higher Education	Further Education [level 4+]	Gap Year [ucas2020]	Employment/level 3 apprenticeship	Higher Level Apprenticeship
Year 14	65	37	3	11	13	1