



Coláiste Pobail Bheanntaí

Seskin
Bantry,
Co. Cork.

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Transition and Induction Policy

Aim

The purpose of this policy is to set out the stages and procedures and the associated timeline (typically) put in place to welcome and support all students as they make their transition from their respective primary schools to *Coláiste Pobail Bheanntaí* (CPB) and help them successfully integrate into the school as 1st years.

Stages and processes involved

Prior to 'Information/Enrolment Evening'

- The feeder primary schools are contacted prior to the October mid-term break to arrange a mutually convenient date for the Principal of CPB to visit and address the 6th class students
- Principal (on occasions, accompanied by the Special Educational Needs (SEN) co-ordinator) visits the primary schools and speaks to the 6th class students about *Coláiste Pobail Bheanntaí* and provides them with copies of the school 'prospectus' in the form of an 'enrolment pack' (contents specified in Appendix 1) – this includes the school's 'Code of Behaviour' and 'Admissions Policy'. The Principal and/or the teacher(s) involved in the Sraith Lán Gaeilge visit the local Gaelscoil

'Information/Enrolment Evening' (middle to late November – details in Appendix 2)

- 'Information/Enrolment' Evening for prospective 1st year students and their parents/guardians provides an opportunity for the students and their parents/guardians to visit the school, do a tour of the school to visit each of the subject department 'rooms' and speak to the teachers of those subject departments, including each of the 'option' subject teachers who are based in their specialist rooms – NCCA 'factsheets' available
- School staff occupy 'Enrolment Stations' located at the back of the PE hall provide parents/guardians with assistance in the completion of the official 'Application for Enrolment' forms while further staff organise photocopying of documents for school filing purposes so that original documents can be returned to the parents/guardians.

- The Principal and staff address an assembly of the 6th class students and their parents/guardians in the PE hall to cover topics such as an overview of the operation of the school, the broad school curriculum and the wide range of co and extra- curricular activities on offer in the school. The wide range of support services available (provided by staff and peer support such as the 'Meitheal' programme) to students are detailed by the Guidance Counsellors, Chaplain and SEN co-ordinator while the 'student voice' is expressed by members of the 'Student Council' and an address by current 1st years (boy and girl). The Chairperson of the Parents Association (PA) is invited to attend and address the students and their parents/guardians (see Appendix 2)
- After the presentations in the PE hall the students and their parents/guardians are invited to continue with their tour of the school and/or proceed to the 'enrolment stations' while others have the opportunity to talk on a 1:1 basis with key support personnel in the school such as the SEN co-ordinator, Special Needs Unit (SNU) co-ordinator, Guidance Counsellor, Chaplain and SCP project worker etc
- The closing date for the return of completed 'enrolment forms' is typically 1-2 weeks after the 'Information Evening' – this includes students selecting their order of preference for their three optional subjects

After 'Information/Enrolment' Evening

- Role of members of the 'Student Support Team'

Role of Special Educational Needs (SEN) co-ordinator

- Following the 'information/enrolment evening', the SEN co-ordinator would have ongoing contact with the parents/guardians of those students with SEN and the relevant feeder Primary Schools of these SEN students so as arrange meetings with 6th class/Learning Support/Resource teachers and to collect information for the processing of applications to National Council for Special Education (NCSE). The SEN co-ordinator might also make arrangement for particular student needs eg. 2nd set of books, locker, request for a particular mentor etc
- Make applications for resources to Special Educational Needs Organiser (SENO) following further consultation with parents/guardians
- Meeting with SENO and Principal re SEN applications and allocations
- Organisation (including transport arrangements) and facilitation of visits by the 6th class students in feeder primary schools to CPB in small groups in late May – these visits happen in the morning of a school day to give the 6th class students the 'experience' of being in CPB on a regular school day
- The SEN co-ordinator, along with other members of the 'Student Support Team', meet on an individual basis with those parents/guardians (of incoming 1st year students) who avail of the opportunity for the meeting and during the course of the meeting, an 'interview' form is completed by the staff member
- SEN co-ordinator collates the information from the parent/guardian 'interview forms' and information/documentation already compiled – on this basis, the SEN co-ordinator and Senior Management decide on the formation and naming of the 1st year class groupings (base classes) for the forthcoming academic year
- At the staff planning day in August, prior to the day of induction, the SEN co-ordinator provides written information and briefing to all staff on the SEN (and medical) needs of the incoming 1st year students including an overview of allocation of resources with particular emphasis on special cases – there may be presentation by external agency/personnel eg. visiting teacher
- Scheduling and organizing the completion of Cognitive Abilities Test (CAT) for all 1st year students, usually conducted in October prior to mid-term break

Role of SNU co-ordinator

- The co-ordinator of the Special Needs Unit (SNU) is predominantly responsible for allocating Special Needs Assistants (SNAs) to students with SNA access. This is done in conjunction with the Principal and the SEN co-ordinator, where the focus is on the overall needs of each incoming student. Based on the needs outlined in the student's reports, and the information gathered from other professionals, a transition plan is developed – in this regard, there may also be input from the student's primary school SNA and/or teacher. Once the assessment on the level/quantity of SNA support required for each student (in terms of care needs and educational provision) has been completed, the SNU co-ordinator timetables SNAs to support the student in class and during break/lunch times (if required).
- For students based in the SNU, the transition from primary to post-primary school commences while the students are still in 6th class. The transition would again be based on the individual needs of the student and would usually involve the student completing several introductory visitations to CPB. This builds up incrementally, with the student initially spending partial days and then progressing to entire day(s) in the SNU classroom, and possibly mainstream classes, supported by the Special Class teachers and SNAs.
- Early in the academic year, the SNU and SEN Co-ordinators meet to discuss how each student's transition is proceeding and to assess whether or not more SNA support is required. This review is conducted on a periodic basis throughout 1st year
- At the weekly SEN meetings, the SNU Co-ordinator briefs the team on any issues arising with respect to all the students with SNA access. This information comes primarily from the SNAs supporting the students.

Role of Chaplain

- The Chaplain has initial contact with 6th class students at 'Information/Enrolment' evening in November and develops further contact with those 6th class students who visit the school during April/May
- As a member of the 'Student Support Team', the Chaplain meets with those parents/guardians who avail of the opportunity to attend for scheduled 'interview' in April/May and has further contact with the parents/guardians of incoming 1st years when they visit the school in August to collect their books through the 'Book Rental Scheme'
- On the day of their induction, the Chaplain is introduced to all 1st years and then informally chats and mingles with the students while they are assembled in the PE hall. The Chaplain helps with the taking of their individual student photos for the VShare system and takes overall 1st year group photograph
- During the first weeks of their arrival in the school, the Chaplain maintains informal contact with the 1st years through general mingling with them during break times and in assigning lockers to the 1st years in conjunction with the Deputy Principal
- The Chaplain is typically assigned a 1st year class for Religious Education (RE) and also has contact with all 1st year classes during the month of September during RE time.
- Preparation and planning towards 1st year Opening Year Mass held in 3rd week of September. All 1st years take part in preparing art mural that is used during the Mass
- Preparation and planning for 1st year Christmas party

Role of Altered Provision Programme (APP) Co-Ordinator

- In consultation with SEN co-ordinator, the APP co-ordinator helps identify incoming students who present with Emotional and Behavioural Difficulties (EBD), views relevant information/data from primary school - passports, psychological assessments etc - and discusses with SEN Co-ordinator the needs of the students and recommendations issued by various professionals
- Meet parents/guardians of students who present with EBD at interviews held at the school during April/May
- Students are supported through the APP by way of team teaching and one to one support – emotional, social, behavioural and academic support. This includes developing , implementing and reviewing Individual Educational Plans (IEP) and other related planning eg. behaviour plans if necessary, compiling progress reports, putting specific interventions in place and setting targets. It also involves monitoring students' attendance, learning and behaviour and observing students in and out of the classroom
- Liaise with key school personnel and communicate with relevant external support agencies
- Meet parents when necessary and at scheduled Parent/Teacher Meeting.

Role of 'Meitheal' programme co-ordinator and the role of peer mentors

- Selection of mentors from current 3rd year students by way of completed application form
- In August the mentors are invited by the co-ordinator to attend a training morning in school prior to the first day of the new term.
- Scheduling of training day in 'SCALA' centre in Cork for those volunteering for 'Meitheal' programme – this usually takes place in early September and the mentors are accompanied on this day by the programme co-ordinator and the Chaplain
- Organisation of the programme of events and activities for the day of induction when only 1st year students are present in school on the first day of new academic year
- The 'Meitheal' programme co-ordinator takes responsibility for the planning and organisation of the 'Induction' day, including the assignment of incoming 1st years to particular mentors (each mentor is assigned between 3 and 5 first year students – in liaison with SEN co-ordinator) and they play a vital role in the smooth running of the 1st year induction day. The 'Meitheal' Programme Co-Ordinator liaises with SCP co-ordinator and project workers as well as staff members (including Class Tutors and Year Heads and SPHE co-ordinator)to put in place the programme of activities for the day (see Appendix 3(A) and Appendix 3(B))
- During the first term in particular each mentor meets their student group on a regular basis.
- The mentors organise the first year Christmas party in conjunction with the RE Department

Role of School Completion Programme (SCP): Co-Ordinator and Project Workers

- The presence of SCP staff in some of the feeder primary schools eg. Kealkill and Cappabue, helps to build up relationships with students so that they are already familiar with a supportive adult on entering CPB
- A 'Transfer' Programme is run with 6th class students in Primary Schools which have SCP support, namely: Cappabue, Kealkill and Togher –this is run during the month of June, prior to the students commencing in CPB in August/September
- 'Summer Camps' are run during summer months for students of Cappabue and Kealkill schools from 3rd to 6th class. They are run in CPB which helps them to become familiar with the orientation of the school, and help them feel at ease in their surroundings when they do transfer.
- On the 1st year induction day, SCP staff meet with all class groups to make them aware of the presence of SCP and its supports in school. SCP also supports the provision of snacks and drinks for students on induction day.
- Homework club, which is free of charge, is run 3 afternoons in the week. At this, students are supervised and assisted with the completion of their homework
- A first year overnight trip is organised to Killarney for a small group of students during the autumn mid-term break. This helps to encourage any students who may be finding it hard to adjust at post-primary level, and helps build relationships between students who may struggle at school and SCP staff.
- At the end of the first term, attendance certs are awarded to first years to encourage attendance. This often happens in conjunction with the first year Christmas party. Attendance certs are also awarded at end of 1st year

➤ **Role of SPHE Co-Ordinator**

- On the first day that the first year students come in to the school at the end of August i.e. the day of their induction, the SPHE co-ordinator/teacher meets with all of them for an ice breaker class. Students are able to get to know each other in a relaxed, fun way where there is no pressure.
- During the first weeks of their time in the school, SPHE class presents very good opportunities for helping first year students integrate well into the school. Each of the 1st year classes are divided in two for SPHE and the smaller classes that are then created allows for a lot of pair work and group work so students have a chance to get to know each other better. Within the 'Belonging' and 'Integrating' Modules of the SPHE Programme there are lessons to help students with the transition. Students talk about the differences between their primary school and *Colaiste Pobail Bheanntrai* and essential matters such as examining their timetables, making sure they can follow them and ensuring they all know where to go for each class are covered
- The SPHE co-ordinator/teachers, have a role in conducting and analysing a bullying survey amongst all 1st years, which is usually carried out by the end of the first term in December

➤ **Role of Senior Management**

- Issuing of correspondence from beginning of April onwards, inviting parents/guardians to join school 'Book Rental scheme' and to avail of opportunity to have a meeting on an individual basis with staff members of the 'Student Support Team'
- Issuing of further correspondence during June giving parents/guardians copy of school calendar for forthcoming academic year and other useful information such as a copy of the PA 'Handy hints' and 'supplementary materials' for each subject department area and guide to 'way-to-pay'
- Organisation of collection of books for those parents/guardians who signed up to the 'Book Rental Scheme' at a date in August, prior to the commencement of the new academic year
- In agreement with staff, Senior Management assigns Class Tutors and Year Heads to the incoming 1st year classes and these play a crucial role during the year in supporting students, as outlined in the school's 'Pastoral Care' policy
- Senior Management makes accommodation for 1st years in having their Christmas tests during regular class time rather than scheduled/timetabled tests as applies to other year groups (other than TYs)

Booklet Format:

- Official 'Application for Enrolment' Form
- Code of Behaviour*
- Admissions Policy*
- *These two policies will be kept separate from the booklet but given to all students to read and where appropriate, sign up to, before enrolment night.
- Updated School Information Sheet
- Junior Certificate Curriculum
- Option Choice Form
- CPB Option Subject information – NCCA Fact Sheets to be given out in the practical rooms on the night
- Extra- curricular activities and Sports at CPB
- Sraith Lán Gaeilge
- Additional information
 - Book Rental Information
 - Student Experiences & Photos
 - Pastoral Care
 - Transport
 - School text
 - Way2Pay
 - Student Council
 - Extra-Curricular Activities
 - Policy List
 - School Tours
 - After School Study
 - Lockers
 - Canteen etc
 - Structure of school day

Information Night:

- Touring of the school on enrolment night begins at 6pm, staff should be available from 5:30pm.
- Signposts strategically placed with TY/Student Council students to direct parents to particular rooms. Name badges to be worn by these students .
- Enrolment stations set up at the back of the PE Hall.
- Agreed teacher to manage photocopying of documents for file and original documentation returned to parents.
- Room visits as follows:-
 - Art: L0/21
 - Business: L0/25
 - English: L1/3
 - French: L1/4
 - Geography: L1/8b
 - History/CSPE: L1/9
 - Sraith: L1/13
 - Irish: L1/7
 - Maths: L1/19
 - Science: L1/14
 - RE: L1/11 (Library)
 - Home Ec: L0/39
 - Metalwork: L0/36
 - Woodwork: L0/35
 - Tech Graphics: L0/26

Order of Presentation: -

- 6pm-7pm: Parents/Guardians visit/tour school. Teachers available from 5.00pm.
- Order of Presentations in PE Hall: - Deputy Principal is MC for the night.
- 7pm:- Principal's Address
- 7:15pm
 - Curriculum & Options – Guidance Dept
 - SraithLánGaeilge
 - Code of Behaviour/Attendance/Book Rental
 - Pastoral Care
 - Mentoring
 - Learning Support
 - PE/Sports/ECA
 - 1styr boy/girl experience
 - Student Council Members
 - Parents Association invited to attend and address students and parents.
 - Closing of evening by Principal
- 8:30pm – Submit 'Application for Enrolment' forms and further room visits to meet option subject teacher/tea, coffee

Appendix 3(A)

Eve of Induction Day

- Tables and chairs laid out in PE Hall
- Long table for each class in the PE hall
- Name on table for each class group
- List of mentor and 1st year students assigned to them on each table
- Copy of morning's events for each table
- 1st year classlists on noticeboard in Foyer/Reception area – mentors accompany the 1st year students as they arrive in the school from the Reception area to the 'table
- Prepare list of what mentors can do with their groups from 9am to 10am

Induction Day

- 8:30 – 8:55am:
 - Arrival of 1st year students:
 - Meitheal group will welcome the students and bring them to the hall to sit in their class groups
 - Staff members welcome to help at main entrance
- Welcome by Principal/ Deputy Principal/ Chaplain/Guidance Counsellors and Year Heads/Class Tutors, SCP staff, to be introduced/speak to the 1st Year students
- Photographs taken of 1st year students by members of staff for the records/VSWare
- Induction Timetable:
 - For each activity the timetabled teacher is to collect the students in the hall and at the end of the session bring students back to the hall
 - Activities timetable
 - 10:00 am – 10:25am: 1st Activity
 - 10:30am – 10:55am:- 2nd Activity
 - 10:55am – 11:15am:- Break
 - 11:15am – 11:40am: - 3rd Activity
 - 11:45pm – 12:15pm:- 4th Activity
- General Information Sessions
 - Students to receive Journals in the hall and explanation of the importance of the journal. Important to inform students that the Journal is a means of communication with parents/guardians. Explain layout of journal and filling of homework, timetable, absence notes etc.
 - Explain that **bullying** will not be tolerated and that any student who is subject to bullying or knows of anyone being bullied is to inform Subject Teacher/Class Tutor/Year Head/Chaplain/Guidance Counsellor/Deputy Principal or Principal
 - Tell students about the role of the Class Tutor and the role of the Year Head
 - Explain that students are to bring in copies for the week and that individual teachers will let them know what materials are required of them
 - Individual student timetables will be given to students before they go home

Appendix 3(B)

First Year Induction Activities Timetable

Time	Group A	Group B	Group C	Group D
10.00-10.25am	Orientation Ground Floor and 1 st Floor	Ice Breaker SPHE General classroom	Sport Library/PE	General Information General classroom
10.30-10.55am	General Information General classroom	Orientation Ground Floor and First Floor	Ice Breaker General classroom	Sport Library/PE
10.55 -11.15am	B R E A K			
11.15-11.40am	Sport Library/PE	General Information General classroom	Orientation Ground Floor and First Floor	Ice Breaker General classroom
11.45-12.15pm	Ice Breaker General classroom	Sport Library/PE	General Information General classroom	Orientation Ground Floor and First Floor