



BOARD OF GOVERNORS
ANNUAL REPORT
2009 - 2010





Mission Statement

We work together as a rights respecting community, committed to the highest standards and guided by agreed aims and values, to provide an enabling environment, dedicated to pupils' individual needs and well-being.

Contents

	page
1. LEGISLATIVE CONTEXT	2
2. CHAIRPERSON'S REMARKS	3
3. PERSONNEL AND CONTACTS	4
3.1 The Board of Governors	4
3.2 WELB and DENI Contacts	4
3.3 Breakdown of Teaching Staff	4
3.4 School Management Team	4
3.5 Educational Staff	5
3.6 P.A.M. Staff	5
3.7 Support Staff	5
4. STATISTICAL INFORMATION 2009– 2010	6
5. BEREAVEMENTS AT FOYLE VIEW SCHOOL	6
6. PASTORAL CARE	7
7. CHILD PROTECTION	8
8. SCHOOL EVENTS AND ACHIEVEMENTS	10
9. CURRICULUM	12
10. PERSONNEL	12
11. STAFF DEVELOPMENT	13
12. ADDITIONAL	14
13. STRATEGIC DEVELOPMENT	15
13.1 Strategic Aims	
14. EXTENDED SCHOOLS	16
15. FURTHER EDUCATION COURSES AT N.W.I.F.H.E.	17
16. ENTITLEMENT FRAMEWORK	17
17. WORK EXPERIENCE	18
18. TEAM ENTERPRISE	18
19. XL CLUB	19
20. INCLUSIVE LINKS WITH OTHER SCHOOLS AND ORGANISATIONS	19
21. AUTISM PROVISION	20
22. FOYLE VIEW – A UNICEF RIGHTS RESPECTING SCHOOL	20
23. INTERNATIONAL LINKS WITH CARLOW UNIVERSITY & THE CHILDRENS INSTITUTE, PITTSBURGH,USA	22
24. LIBERTY CONSORTIUM – THE PLAYTRAIL	23
25. FINANCIAL REPORT	23
APPENDIX ONE – STRATEGIC DEVELOPMENT PLAN 2007 – 2010	26



1. LEGISLATIVE CONTEXT

The Education (School Information and Prospectus) Regulations (NI) 1991 requires Boards of Governors to provide access for parents and others to information about the educational provision and opportunities offered by individual schools.



2. CHAIRPERSON'S REMARKS



Dear Parents

As Chairperson of the Board of Governors, I am glad to present to you the annual report for the previous school year 2009 – 2010. However, it was another very tragic year for our school community. Six pupils died during the course of the year. Orla O’Kane, Ashleigh Lynch, Christopher McCafferty, Eoin Sheerin, Kyle Smith and Caitlin Deane passed away leaving their families and the school community deeply saddened at their loss. Our thoughts and best wishes are with all of their families.

This report sets out much of the school activity last year in a range of different areas. One significant first for the school was the achievement of Level 2 in the UNICEF Rights Respecting School Award, making our school the second school in Northern Ireland to achieve this honour. We were also very pleased to host the UNICEF celebrations at Foyle View this year. The school’s international links continued to strengthen through our work with colleagues in Tanzania and the USA providing unique experiences for our pupils.

Meeting the needs of individual pupils was a clear priority for staff and professional development this year, with an extensive training programme focused on a range of important areas, such as, autism, PMLD, literacy, numeracy and meeting the medical/care needs of pupils. The school also continued to be a hub for community activity through its work with the Playtrail, with the school itself hosting a range of events and programmes throughout the year. The many concerts, events and residential trips are documented extensively in this report and show, along with the other sections, that the school is committed to providing a wide curriculum to meet a diversity of needs. There were many other events and achievements that I hope you will see detailed in the rest of this report.

Finally, I would like to take this opportunity to welcome all our new pupils and families who started with us in September and to say a thank you and goodbye to those pupils and their families who left Foyle View in 2009 – 2010. I would like to take the opportunity to thank you, the parents, for the enormous contribution you continue to make to our school. Also, I would like to thank my fellow Governors and all the staff for your dedicated support, continued commitment and the great contribution you have made over the past year. To our pupils who make Foyle View the school that it is we say well done and congratulations on another very successful year.

Mr John McMonagle

Chairperson
Board of Governors

3. PERSONNEL AND CONTACTS

3.1 THE BOARD OF GOVERNORS

Representing W.E.L.B.

Mrs B. McIvor
Mrs S. Walsh
Mrs M. Stone
Mr J. McMonagle Chairperson
Mrs O'Neill
Dr M. Dobbins
Mr A. Bates
Mr P. O'Hagan
Mr N. Tomlinson

D.E.N.I.

D.E.N.I

Secretary – Principal

Representing Parents

Representing Teachers

3.2 WELB AND DENI CONTACTS

Special Education Officer
District Special Schools Inspector

Mrs V. Young
Mr S. McAvoy

3.3 BREAKDOWN OF TEACHING STAFF 2009 - 2010

Principal
2 Vice – Principals
16 Teachers
29 Classroom Assistants

3.4 SCHOOL LEADERSHIP TEAM

Principal
Vice Principal (Primary)
Vice Principal (Secondary)
Head of Lower Primary Dept.
Head of Upper Primary Dept.
Head of Lower Secondary Dept.
Head of Upper Secondary Department
Entitlement Framework Co-ordinator
Extended Schools Co-ordinator

Dr Michael Dobbins
Mrs Pauline McGeown
Mrs Donna Cartin
Ms Brighdin Lyttle
Mr Nick Tomlinson
Ms Michelle O'Donnell
Mrs Helena Downey
Mr Dan Byrne
Mrs Harriet Love

3.5 EDUCATIONAL STAFF

Class	Teacher	Classroom Assistant	Classroom Assistant
C1	C. Eaton	M. O'Reilly	A. Henderson
C2	B. Lyttle	C. McCallion	M. Marshall
C3	L. Caldwell	B. Davies	S. Mc Clelland
C4	P. Mc Geown/R. Harvey	L. McCartney	C. Duffy
C5	J. Mc Laughlin	L. Mahon	
C6	N. Tomlinson	J. Boyd	K. McElhinney
C7	B. Stevenson	J. Thompson	F. Sheehan
C8	A. McClelland	A. Donnolly	A. January

3.5 EDUCATIONAL STAFF CONTINUED..

Class	Teacher	Classroom Assistant	Classroom Assistant
Form 1	D. Byrne	H. Hamilton	R. Duffy
Form 2	M. O'Donnell	G. Carton	A. Coyle
Form 3	H. Downey	S. Mc Ginley	
S1	D. Cartin/H. Love	L. Harkin	M. Farren
S2	E. Harkin	R. Gallagher/B Symth	S. Barr
S3	J. O'Kane	J. Mc Closkey	J. McSparran
S4	D. White	L. Deans	
Pool			

3.6 ALLIED SERVICES

School Nurse
Senior Physiotherapist
Senior Speech Therapist
S< Technician
Senior Occupational Therapist

M. Brinkley
 C. McCauley
 A. Forbes
 B. Stevenson
 E. McGilligan



3.7 SUPPORT STAFF

Senior Clerical Officer
Clerical Officer
Building Supervisor

Roisin Yates
 Karen Diamond
 Michael Fahy

Drivers With Caring Duties

John Roddy (full time)
 Michael Craig (full time)
 Pat Brown (full time)

Drivers

Pat Magill (part time)
 Andy McShane (part time)
 Eddie Campbell (part time)
 Martin Young (part time)
 Harry Killen (part time)
 Jimmy Carlin (part time)

Kitchen Staff

Seamus Logue (part time)
 Johanna Mc Guinness (Cook Supervisor)
 Eileen Friel (Cook)
 Jackie Fahy

Cleaning Staff

Carmel Mc Gilloway
 Sharon Higgins
 Ann Friel/Annemarie Mc Sheffery
 Bernadette Campbell
 Eileen Harkin
 Michael Fahy
 Jackie Fahy
 Michelle Fahy
 Eileen Friel
 Deirdre Nutt
 Laura Harkin

6. PASTORAL CARE

Our school's pastoral provision is of paramount importance to the Board, staff and parents. Listed below are some of the ways in which that system was supported throughout the year.

1. The Critical Incident Team continued to meet throughout the year as required. They oversaw the school's policy on critical incident planning and reviewed school effectiveness in relation to the very significant level of critical incidents throughout the year. Updated swine flu information was emailed to all staff and they were advised that continued good practice in relation to preventing infectious diseases should be rigidly adhered to. The school nurse was also available to discuss any further concerns. All pupils and staff were offered the swine flu vaccination which was administered at the school.
2. A 'listening ear' counselling service was provided to staff and parents following the bereavements throughout the year. Close links were maintained with the Public Health Agency and the WELB's Health and Safety Office.
3. A service level agreement has been signed with the Education Welfare Service.
4. The N.I. Children's Hospice commenced pilot daycare provision in May based at Foyle View School for children with life-limiting and life-threatening conditions in the Derry area.
5. Annual review and transition plans have been completed for all pupils who reached their 14th birthday during 2009 – 2010.
6. The Chief Medical Officer for N.I., Dr Michael McBride, visited the school in June and met with pupils, parents, staff and Governors. A wide-range of issues were discussed.
7. P. McGeown continues to attend meetings of the Medical Management Group.
8. A parental training session on the administration of emergency medication Buccal Midazolim was held in school.
9. Due to the difficulties arising out of the announcement that the post of the school nurse was to be terminated, extensive planning and consultation was ongoing with key medical personnel and service managers.
10. A comprehensive training programme was delivered through whole school staff training, group or individual tuition. This has included the following:
 - a. Seizure management;
 - b. CPR;
 - c. Administering Medication;
 - d. Diabetic Training;
 - e. Developing school responses to public health concerns and swine flu;
 - f. Anaphylaxis;
 - g. Administering Buccal Midazolim; and
 - h. Rectal Diazepam.
11. Significant time has been taken for training and development of school procedures on medical issues within the school with the CCN team.
12. Art Therapy sessions resumed in the Autumn.

School assemblies continue to be used to enhance pupil self-esteem through the use of a praise book, praise pictures/ videos, awards for pupils, and the celebration of pupil achievement.

7. CHILD PROTECTION

Foyle View's Pastoral care policy follows the WELB guidelines as follows:
If a member of staff suspects or is told that a child is being/has been abused they should inform the designated teacher. The designated teacher ensures that a written report is made.

The Principal is informed; Social Services and the Board's designated officer may be informed. The designated teacher is Mrs Donna Cartin; the deputy-designated teacher is Mrs Christine Eaton.

As part of our continued commitment to child protection, training was given in 2009 - 2010 to teachers and classroom assistants. In addition to this, Governors undertook training in child protection. Access NI now vet all volunteers and temporary employees before beginning work in Foyle View School.

The Department of Education requires schools to remind parents of the importance of notifying the school when someone other than the parent or usual carer will be picking the child up from school.





8. SCHOOL EVENTS AND ACHIEVEMENTS

Listed below are many of the achievements and school events that made 2009 – 2010 a very successful year. Whilst not an exhaustive list, it should give parents some further insight into the range of work undertaken within the school.

1. The Minister of Education for Tanzania, Miss Mahiza, visited the school along with Richard Moore, Director of Children in Crossfire, in November 09.
2. Twenty-two pupils participated in a residential trip to Gartan Outdoor Education Centre in October 09.
3. Dennis Maina, Director of the Lake Victoria Disability Centre in Tanzania, visited the school twice in October to meet with pupils and to discuss the development of international links. The link is part of the school's on-going relationship with Children in Crossfire.
4. The school co-hosted (20.11.09) with UNICEF a major event celebrating the 20th Anniversary of the United Nations Convention on the Rights of the Child. Schools from across N. Ireland attended. The Mayor, Paul Fleming, Mark Durkan, MP, Paul Clark, UTV and Edward Waller, UNICEF Head of Education, were also involved. Foyle View was presented with its Rights Respecting School Level Two Award. We are the only special school in N. Ireland to have reached this level.
5. The Principal received the Royal Air Force Award for Headteacher of the Year in a Secondary School at last years Teaching Awards Northern Ireland.
6. A programme of video conferencing between Foyle View and The Children's Institute and Carlow University, Pittsburgh, USA commenced in 2009-2010. A number of new conferencing formats were trialled and pupils are becoming adept with these new technologies.
7. The work of the school in developing home-school relationships was published in an article (see below), co-authored by the Principal and Dr Lesley Abbott, University of Ulster (U.U.), in the Journal of Research in Special Education (JORSEN). JORSEN is an international, peer reviewed Journal. Dobbins, M. Abbott, L. (2009) Developing partnership with parents in special schools: parental perspectives from Northern Ireland. Journal of Research in Special Education. Blackwell.
8. The Chairperson and the Principal attended the National Teaching Awards Ceremony in London.
9. A very successful Christmas Show was held in December and was well-attended by parents.
10. The Principal attended a reception with the Prime Minister at 10 Downing Street for winners in the Teaching Awards.
11. The Education Committee at Omagh H.Q held a reception for regional winners in the Teaching Awards.
12. The Principal has co-authored an academic paper with Professor McConkey and Dr Abbott for publication in the European Journal of Special Education (EJSE), entitled: Key Players in Inclusion: Are we meeting the professional needs of Learning Support Assistants? The EJSE is an international, peer-reviewed journal.
13. School Canteen staff held a sixties rock and roll (no uniform) fun day on Friday 25 September 2009.
14. A Foyle Hospice Coffee Morning was held in school on Thursday 17 September 2009.
15. David Bellamy visited the school in April to publicise a tree-planting event.
16. Two pupils, Leo Gallagher and Gary Gallagher passed Entry Level GCSE art.
17. In March, secondary pupils attended a Prince's Trust XL Club Celebration Day at the Playhouse Theatre.
18. A Primary Sports Day was held in May.
19. An Easter Eggstravaganza was held by the Primary phase with great participation by both parents and pupils.

20. In March, the Young Enterprise Team attended a Graduation Day at the White Horse Hotel. Our Funky Jumpers Company were second in their category. The Team went on to win the regional final in Belfast in the Young Enterprise Awards.

21. Grass Roots Judo ran for the first two terms of last year.

22. Bikers for Charity delivered Easter eggs.

23. In April, Mo Durkan from Ilex visited Upper Secondary 2 to deliver a presentation on the construction of the Peace Bridge at Ebrington.

24. In May, pupils from the Upper Secondary Phase attended the Mayfest musical event.

25. Transport Staff accessed medical training in Foyle View during the summer term.

26. In May, Upper secondary 2 and Upper Secondary 5 attended NWRC's prize giving.

27. A number of pupils entered a competition to design a Christmas card for Age Concern/ Help the Aged. Leo Gallagher was the winner in the special needs category and won an IPOD. Amy O Kane and Ronan McDermott were runners up and won a voucher each for £40.

28. The IFA held weekly soccer workshops throughout the year and participated in the World Cup Fun Day in June.

29. Saturday respite for children from the Foyle Area with the Children's Hospice was piloted at the school and has continued into the new school year.

30. A 5-week course for parents of children with autism from the Foyle Area took place in school during the summer term.

31. Primary Prize-giving was held on Wednesday 2.6.10.

32. Secondary Prize-giving was held on Thursday 3.6.10.

33. The annual Rotary Kids Day Out, held in June, was a great success

34. First Communions and a Confirmation took place at St Joseph's Church on Saturday 24th April.

35. The School Formal took place on Friday 21 May 2010 at the White Horse Inn Hotel.

36. In May, a Science Road Show came to School demonstrating fun science activities with pupils from Foyle View and Thornhill College.

37. The GAA President and players from the County Derry Team paid a visit to the school on Monday 24 May 2010.

38. The annual Top Link Fun Day took place on 13 May 2010. This event is planned and delivered by A Level PE students from Saint Columb's College.

39. Betty Davis and Margaret O'Reilly were recognised by the Teaching Awards for their service to the school.

40. The JIVE ACES, now annual workshop with children from across the City took place during the Jazz Festival.

41. Live Music NI played at a number of workshops for pupils during the Summer term.

42. A transition day to support pupils moving between the primary and secondary phases took place in June.

43. Two pupils had their designs chosen by Help the Aged for their annual Christmas card.

44. Adam Campbell reached the finals of the William Keown Awards.

45. A bi-termly Friday night disco was held for pupils in the Richmond Hall throughout the year.

46. Staff members, Nick Tomlinson, John O'Kane and Leighanne Harkin ran two sponsored half marathons and raised substantial funds to refurbish the sensory room.

9. CURRICULUM

Curriculum development continued as part of planned change for the school year. Below are listed some examples of the activities undertaken last year.

1. CCEA support materials were distributed and trialled with staff.
2. Learning NI, an on-line resource, was used to support curriculum development.
3. Two twilight sessions were held last year with a focus on using ICT to monitor and record pupil achievement.
4. A school improvement day focusing on the Revised Curriculum was held on 28 September 09.
5. The school participated in an inspection of the Bright Futures Derry programme.
6. Pupils from St Columb's visited the school every Wednesday this year as part of the Toplink programme.
7. A curriculum link focused on music has been established with Thornhill College.

8. An additional Music Therapist, Rosemary Henry, funded through entitlement framework, was employed to work each Thursday.
9. N. Tomlinson and P. McGeown presented a successful School Improvement Day on the sensory needs of pupils for all staff.
10. The Curriculum Team have been liaising with the WELB Autistic Spectrum Advisory Service to conduct an audit on autism provision within school.
11. The Principal met with senior representatives from CCEA regarding accreditation for young adults with SEN.
12. Planning continues to be monitored by the Vice-Principals.
13. Staff have identified gaps in the reading materials for the early years and this was targeted as a key area for development this year.
14. The Early Years class was set up as a Play Room.

10. PERSONNEL

There were a number of significant changes and challenges in 2009 – 2010. Listed below are some of last year's developments.

- a. Martina McComish left Foyle View to take up the Headship of Knockavoe Special School, Strabane.
- b. Denise White replaced Ross Laird and Suzann McLaughlin was appointed for one year to facilitate staff release for Lakeview Hospital Support.
- c. The following were appointed to the new Board of Governors, reconstituted from January 2010:

Paul O'Hagan

Alan Bates

Nick Tomlinson

John McMonagle

Mary O'Neill

Mary Stone

Sandra Walsh

Berna Mclvor

Parent Representative

Parent Representative

Teacher Representative

DENI Representative

DENI Representative

WELB Representative

WELB Representative

WELB Representative

- d. Following internal trawl, Brighdin Lyttle was appointed to the post of Head of Lower Primary Department, Member of Senior Management Team.
- e. The Board of Governors met (10.11.09) with representatives from the

Western Health and Social Care Trust (WHSCT) and the Western Education and Library Board (WELB). We had an open and honest discussion of many of the issues involved in meeting the health care needs of pupils. Following this, WHSCT agreed to initiate a process of engagement and consultation with parents, and others within the school community in order to ensure that the best possible provision is put in place.

f. Approximately 40 formal complaints have been lodged with WHSCT by parents regarding nursing provision at Foyle View.

g. Parents met with representatives from the SDLP, including the local MP, Mark Durkan, and Mr Hay, MLA, and Mr Joe Miller from the DUP, regarding the provision of nursing cover.

h. Correspondence was received from the NASUWT informing the Principal that Brighdin Lyttle will be taking up the role of NASUWT President for 2010 – 2011.

i. Dan Byrne was appointed to the post of acting Head of the Lower Secondary Department in June.

j. Ashleen McClelland was appointed to the post of Entitlement Framework Co-ordinator.



11. STAFF DEVELOPMENT

Staff development is central in ensuring all pupils within Foyle View have access to quality educational provision. The following outlines the extensive range of school based staff development and out-centre training accessed by staff throughout 2009-2010.

1. School Improvement Training days and directed time (staff meetings) were used for staff development in the following areas.

- Suction training
- Diabetic training
- Seizure management
- Revised Curriculum
- Quest for Learning for PMLD
- Personal Development & Mutual Understanding
- Early Professional Development
- CPR – Basic Life Support
- ICT- Supporting Communication
- Enhanced Communication and

Learning

- Manual handling
- Learning Beyond the Classroom
- Pupil Profiling
- Infection Control
- Assessment for Pupils with Autism

2. Individual members of staff attended free standing courses and training linked to qualifications in the following areas.

- Revised Curriculum Leadership Development
- Quest Training
- Beginning Teacher Training
- Early Professional Training
- ASD Toolkit
- Better Reading Partnership
- STEM Industrial Visits
- Learning for Life and Work
- OLTE ICT course
- Refresher Child Protection Training
- UNOCINI Training – Child Protection

11. STAFF DEVELOPMENT continued...

- Extended Schools
- International Dimensions
- FOSEC Stem Industry
- NASUWT Union Representative Training
- Liberty Communication Aid Training
- Leadership conferences

3. Vice-Principal McGeown has been supporting 11 special schools with the development of the Quest for Learning materials. She is working in an associate capacity with CCEA.

4. Suzann McLaughlin started a Masters in Education at the University of Ulster.

5. The Principal has co-authored a research report on professional development for Classroom Assistants with Professor Roy McConkey and Dr Lesley Abbott, University of Ulster.

6. D. Cartin spent a week on a professional development programme with the Loughs Agency.

7. A meeting was hosted in the school with Positive Futures who outlined plans to provide additional caring training to classroom assistants to support children in their own homes.

12. ADDITIONAL

Listed below are some other areas of activity and development during 2009–2010.

a. The Playtrail's Greenfingers project came runner-up in the National Lottery awards best environment project. The Principal travelled to London to receive the award at a live televised Saturday night event.

b. Education and Training Inspectorate's District Team held their annual meeting in Foyle View and visited the Playtrail.

c. The Principal served as a judge for the Teaching Awards for the category of Secondary Headteacher of the Year.

d. Donna Cartin was a Tutor Trainer on the Partnership Management Board (PMB), assisting teachers in special schools across NI with completing on-line training using Learning NI. She assisted in developing classroom resources



13. STRATEGIC DEVELOPMENT

During 2009-2010, our school mission, vision statement, and the core school values were affirmed. They are set out below.

Vision The best for all: from each the best.

Mission We work together as a rights respecting community, committed to the highest standards and guided by agreed aims and values, to provide an enabling environment, dedicated to pupils' individual needs and well-being.

Core School Values

At Foyle View we believe that:

- *all children have a right to learn;*
- *children's needs come first;*
- *a child's experience of being disabled is heavily influenced by the views and structures around him/her;*
- *all children should be enabled to take greater control over their lives;*
- *children learn best in a positive, secure and relaxed environment that allows each pupil to succeed;*
- *all children can learn with varying levels of support; and*
- *every person at Foyle View School should be treated with respect.*

A range of other activities were undertaken and are set out below.

1. The Principal led a workshop with all educational staff reviewing the school's vision, mission and core values (Visionary Guiding Framework).
2. The Board of Governors' response to the SEN and Inclusion Review was submitted.
3. The SMT agreed strategic targets for teachers' Professional Review and Staff Development (PRSD).
4. The application for the Henry Winkler Bursary for SEN was unsuccessful; however, the Teaching Awards recognised the positive work of the school.
5. The Principal has held initial meetings with representatives from Investors in People. It was agreed that we should proceed with assessment for 2010/2011.
6. An audit of the 2007 – 2010 strategic

development plan has been forwarded to all Governors detailing achievement for the last development cycle. This was also been circulated to staff for consultation.

7. A consultation was opened with staff regarding the setting of strategic objectives for 2010 – 2013.
8. Senior Management Team have completed an ELB self-evaluation audit that is been used to support the development of the Strategic Development Plan 2010 – 2013.
9. SMT have been developing statements to map school effectiveness, using the SETAQ online tool in developing a staff questionnaire to support strategic development.
10. The BECTA Award has been discontinued. As a consequence, the school will no longer be pursuing the BECTA Award. Another award recognising the school's commitment to ICT will be pursued.
11. Aspects of the Revised Curriculum were addressed by all staff. This included further development of the school scheme of work for Talking & Listening within Communication Language & Literacy. A review of the Personal Development & Mutual Understanding scheme (in place since last year) was also undertaken to monitor the roll out and transfer of this into classroom practice.

13.1 Strategic Aims 2009 – 2010

Our key aims for 2009 - 2010 were:

- *to effectively use Information and Communication Technology to maximise pupil learning and social development;*
- *to effectively manage pupil behaviours in order to encourage learning opportunities, pupil well-being and social engagement;*
- *to maximise opportunities for pupils with PMLD to access learning through the use of effective resources, interactions and pupil programmes*
- *to develop effective links with the wider community to maximise pupil achievement;*
- *to promote effective pupil learning opportunities, social well-being and*

engagement through the development of staff capacities in delivering the revised curriculum;

- all stakeholders will work collaboratively and harmoniously to enhance pupils' educational and social experiences;*
- to maximise opportunities for pupils with autism to access learning through the use of effective resources, interactions and pupil programmes; and*
- to ensure effective critical incident planning and practice support school needs.*

Appropriate and detailed action plans accompanied each aim. These are set out in Appendix 1. All targets achieved are highlighted in bold lettering. In all areas the plan has moved ahead of schedule. The Board of Governors noted the hard work and effort of all staff, parents and pupils in their commitment to continuous school improvement. Two aims drawn from the strategic plan have been agreed by all teachers to be pursued as part of their PRSD and training to support these was targeted within the staff development plan.

14. EXTENDED SCHOOLS

The Extended Schools Programme continues to provide a wide range of activities and services for our pupils, their families and the wider community. During the year 2009 2010 activities included the following.

- 1.** The Prince's Trust XL personal development programme for secondary pupils was facilitated by Pennyburn Youth Club. Pupils achieved Gold, Silver and Bronze awards accredited by ASDAN. The aim of the programme was to promote independence, communication, socialisation and personal development according to the needs of the pupils. Topics included healthy lifestyles, bullying, stranger danger, leadership skills, promoting self-esteem, and drug and alcohol abuse.
- 2.** Individual and group sessions of art and music therapy in partnership with Smart Start. Pupils developed their creativity, social skills and imagination and were able to address their personal and emotional issues within a secure environment.
- 3.** Additional resources were bought for sensory therapies and these included a portable Sensory Trolley for the Secondary Phase. This has proved invaluable for

stimulating awareness, motivation, relaxation and learning. A group of pupils also attended the Bodykneads Leisure Complex at Waterfoot Hotel. These sessions promoted increased physical activity and were therapeutic and relaxing.

- 4.** A weekly bowling club for teenagers at Brunswick Bowling Alley, facilitated by the Foyle Parents and Friends Association. Teenagers were able to socialise with others in a well supervised environment with familiar friendly staff and volunteers. A popular activity with our teenagers.
- 5.** A Cookery club for parents, also facilitated by Foyle View Parents and Friends Association, took place at Foyle View. The parents developed their cookery skills, learnt about healthy eating, socialised with others and had great fun.
- 6.** An ICT programme, 'Introduction to the Computer', for parents took place at Foyle View and Belmont School. This was facilitated by a former teacher and the programme included - improving basic skills in ICT, use of the internet, emails and downloading photographs.

15. FURTHER EDUCATION COURSES AT NWRC.

Students from our Upper Secondary Department attended the NWRC last year for the following courses in which they pursued specific accredited courses:

- *Catering City and Guilds Pre-entry Level 1 & 2*
- *Creative Technologies City and Guilds*
- *I.C.T. National Skills Profile*
- *Beauty -Manicure CCEA Occupational Studies-single award*
- *Massage CCEA*

Foyle View pupils have participated in skills based courses at the North West Regional College (NWRC) for the past 15 years. In attending the college, senior pupils have acquired valuable learning opportunities that have enhanced skills and personal capacities in personal development, social interaction and social integration.

On 7 May 2009, seven Foyle View pupils attended the NWRC Prize-Giving, along with their peers from other mainstream schools across the City. Fourteen Foyle View pupils achieved the City and Guilds Pre-Entry Level 1 Catering. Twelve pupils achieved single award occupational studies for their course in manicure. Between 4 - 18 June, US5 pupils participated in subject sampling sessions in woodwork, administration, textiles and ceramics at the NWRC.



16. ENTITLEMENT FRAMEWORK

With the introduction of the Entitlement Framework, Foyle View school is now part of the Foyle Learning Community (FLC). All 15 post primary schools in the Derry City Council area are working together to ensure that all pupils have access to the Entitlement Framework. This also includes our Upper Secondary pupils in Foyle View. Donna Cartin represents Foyle View on this committee. She was also elected as Vice Chair of the Foyle Learning Community (FLC) this year.

During the past year, our secondary pupils have participated in a greater number of link programmes with our FLC schools. LS1 attend a weekly class in St Joseph's College, where they are working on their reading and library skills. US2 have

continued with their weekly class at St Brigid's College, where they have been doing woodwork. US5 have been attending a weekly class in St Peter's High School studying craft design and technology. This class have also used the sports facilities at Lisneal College each Friday morning. This programme is funded by DENI as part of the Entitlement Framework. Four pupils achieved their CCEA double award Occupational Studies certificate for completing courses in Digital Music and Adobe Photoshop at St Brigid's College. Two pupils achieved their CCEA Entry Level Art Qualification.

17. WORK EXPERIENCE

An integral part of the Key Stage 4 programme has been the preparation and placement of our senior pupils in work experience placements.

This year, placements took place over one week in June. Foyle View staff worked very closely with Owen Crozier of FOSEC, in ensuring our senior pupils are prepared for this experience. During the past year, FOSEC have changed their name to School Employers Connections (SEC).

Last year seventeen students took part in our Work Placement Programme. The scheme operated for one week in September and one week in June. In total, 17 pupils were able to use this opportunity to develop their Learning for Life and work skills.

The following companies provided these work placement opportunities.

**Derry Airport
Renaissance Hairdressers
Playtrail Pennyburn Youth Club
Bowling Alley
St Patricks School Canteen
Surstart
St Brigids School Canteen
Mc Donalds, Foyleside
St Annes School Canteen
Strathfoyle Library
St Marys School Canteen
Dermot Stewart Motors
Belmont Nursery
Something Special
Fountain Nursery
C2 Foyle View School
Children's Respite Cottages
Foyle Daycare, Lisnagelvin
Jollyes Pet Shop
Caretaker, Foyle View School**

We are deeply indebted to all our employment providers for giving our pupils these valuable opportunities.

18. TEAM ENTERPRISE

The Team Enterprise programme was very successful during the past year, under the leadership of Pauline Mc Cann from the NWRC. The Foyle View Team chose the name "Funky Jumpers". They invited Deborah Lamberton, Team Advisor of Young Enterprise, to come to Foyle View and select the pictures for the School Calendar. As well as making and selling the calendars, the Team also made accompanying cards which could be used as thank you or birthday cards. They all sold and we are indebted to Anna Devenney-Valadez who also

helped us make over £500. Last year, the Team were sad to lose Christopher Mc Cafferty who always enjoyed Team Enterprise. The company decided to dedicate the calendar to Christopher's memory. The team went on to win second place at the Team Enterprise event in Foyle side on 5th February 2010.

19. XL CLUB

The XL Club has now been running for three years in Foyle View School. It is aimed at helping pupils develop skills in Citizenship, Entrepreneurship and Enterprise. It also develops independence and self-confidence and self-esteem. Annemarie Bell and Brendan Wilkinson of the Pennyburn Youth Club have lead and developed three XL Clubs within Foyle

View School. The clubs operate under the auspices of the Princes Trust. All the participating pupils follow an Asdan accredited qualification programme. During the past year, we have had two pupils achieve bronze awards, twelve have achieved silver awards and two have achieved gold awards.

20. INCLUSIVE LINKS WITH OTHER SCHOOLS AND ORGANISATIONS

Several of our classes link with other schools during the school year. Some of these links have now been in place for many years and not only benefit pupils, but have encouraged mutually supportive relationships between staff. Several projects, including Art and Music, provided opportunities for communication, social interaction and learning new skills.

The schools and organisations that took part were:

- Belmont Nursery School;
- St Patrick's Primary School;
- Belmont Campus;
- St Columb's College;
- St Patrick's Primary School;
- Oakgrove Integrated Primary School;
- St Brigid's College;
- Greenhaw Primary School
- St Josephs College;
- St Peters High School; and
- Lisneal College.

Foyle View also provides work placements for students from local schools, colleges and other agencies in the various year groups within the school. Links for the year 2009 – 2010 were established and maintained with:

- Northwest Regional College;
- University of Ulster;
- St Mary's Teacher Training College;
- Foyle Trust;
- FOSEC;
- Pittsburgh Institute, USA;
- Carlow University, PA, USA;
- D.E.L. Careers Service; and
- Greater Shantallow Area Partnership



21. AUTISM PROVISION

Foyle View has a long history of providing specific provision for pupils with autism. As the needs of children within the autistic spectrum vary, a wide range of combined skills and approaches are used with pupils in meeting their individual needs. The school also emphasises that a child's needs are wider, and often more complex, than those associated with a specific condition.

Listed below are some of the resources, interventions and arrangements within Foyle View that can be drawn on to meet the individual needs of pupils:

- *autism specific classes;*
- *TEACCH;*
- *Intensive interaction;*
- *PECS;*

- *Hydrotherapy;*
- *Music therapy;*
- *Art therapy;*
- *Sensory support programmes;*
- *Augmented communication systems;*
- *Applied Behavioural Approaches;*
- *Positive behaviour management;*
- *Deep pressure massage; and*
- *High staff: pupil ratios.*

Alongside this, and as the staff development section demonstrates, the school is committed to ensuring that staff training and development place Foyle View at the forefront of new developments in relation to a wide range of approaches.

22. FOYLE VIEW – A UNICEF RIGHTS RESPECTING SCHOOL

Text of article that appeared in General Teaching Council's Term Talk Magazine

Last year, Foyle View School, a special school in Derry for pupils with severe learning difficulties (SLD), became the second school in Northern Ireland to achieve level 2 of the UNICEF Rights Respecting School Award (RRSA) (for full details please follow the link http://www.unicef.org.uk/tz/teacher_support/rrs_award.asp?nodeid=rrsa§ion=6). This innovative nationwide award scheme promotes the United Nations Convention on the Rights of the Child (UNCRC) as the basis for enhancing teaching, learning, ethos, attitudes and behaviour. The UNCRC has been signed by all but two of the world's countries and territories, and is a charter of rights and responsibilities that is common to all children.

The key provisions of the UN Convention on the Rights of the Child are:

- *the right to a childhood (including protection from harm);*
- *the right to be educated (including all girls and boys completing primary school);*
- *the right to be healthy (including having clean water, nutritious food and medical care);*
- *the right to be treated fairly (which includes changing laws and practices that discriminate against children); and*
- *the right to be heard (which includes considering children's views).*

In making these meaningful within education, a Rights Respecting School, is not only challenged to teach about children's rights, but also to model rights and respect in

all its relationships between pupils, school staff, parents and the wider community. The global dimension to the curriculum comes easily, as children automatically link their own experiences to those of children in other parts of the world. Awareness of children's rights builds empathy and reduces xenophobia and bullying as children recognise that to have their own rights respected means an obligation to respect the rights of others.

As a school community there were specific reasons why we wished to pursue a rights agenda. Firstly, until the first U.K. legislation appeared in 1970, children and young people categorised as having severe learning difficulties, were considered to be 'ineducable', with special schools in N. Ireland for pupils with SLD only moving from the control of Health Boards to the ELBs in 1987 (Dobbins, 2009). Thus, the firm recognition of all children's rights supports a progressive understanding that not only do all children have the right to an education, but that all children can learn with effective support. This is a core value familiar to all special schools, and to some extent, it summarises the challenge to all schools in supporting pupils with additional needs.

Secondly, and more pragmatically, were the practical benefits accruing from the adoption of rights' agenda. It complimented a natural progression for us as a school that emphasised shared values and agreed aims in building a strong and successful educational community. In doing so, RRSA has helped improve relationships at all levels, encouraged better problem-solving, dispute resolution and strategic development by providing a clear benchmark for action. It has enhanced school pastoral provision in supporting pupil participation and give greater voice to the views of pupils as learners, and of their learning context. Also, RRSA facilitates a strategic focus on

elements of the Revised Curriculum, for example, PDMU, and active citizenship, as well as supporting pastoral provision and supporting the enhancement of well-being across the school.

There is a rigorous process of evaluation involving school audit and evaluation against benchmarks focused on 4 aspects of school life: leadership and management; knowledge and understanding of the UNCRC; rights-respecting classrooms; and pupils' active participation in decision-making throughout the school. The RRSA recognised many of the initiatives that Foyle View has been successful in delivering in the past three years. For example, formal and informal links with other schools in N.I., international and innovative ICT links with schools in USA and Africa; the development of the Playtrail as a community resource supporting 80K users annually; and participation in local and regional lobbying for better services for children and young people. We have seen new initiatives, such as staff and student councils, rights awareness projects and inclusive links with a wide range of organisations contributing to the enrichment of our school community. Home-school partnerships have been a key development in supporting this and the school has worked hard to meet the challenge of being a serving school, supporting children and their families, with a focus on enriching the lived experience of the child, within the family, and across their lived experience, not just the 14-15% of their time a child spends at school.

Enhancing our work with allied services in health and social care, within parent partnerships, has been a priority in enriching the lives of our pupils within and beyond school. To this end, the school building and grounds are open to a range of projects for our pupils and the wider community seven days a week and for 51 weeks of each year.

Finally, there is an on-going challenge in

adopting a rights ethos specific to working with children and young people with disabilities (Runswick & Hodge, 2009). At the heart of the UNCRC is the right to be heard and to participate. The Awards Scheme challenges schools to make this happen for pupils with, for instance, profound and multiple learning difficulties; to pupils with severely challenging behaviour and to all the other barriers to learning that our children and young people experience.

Recognising human potential in everyone, placing the responsibility on schools to become enablers of children's rights, to move beyond a narrow focus on compensating for individual pupil deficits are the exacting, but rewarding challenges of becoming a rights respecting school. For that alone, it is well worth the journey.

23. INTERNATIONAL LINKS WITH CARLOW UNIVERSITY & THE CHILDRENS INSTITUTE, PITTSBURGH, USA

Since early 2008, Foyle View School has established links with Carlow University in the USA. Initially 4 final year student teachers from Carlow University spent an eight-week placement in Foyle View School. From this, Bill Bauer, Principal of Children's Institute in Pittsburgh, and Dr Michael Dobbins, explored closer links between both schools. With the help of Dr Maire Martin and Lisa Brown, both from C2K, and Dan Byrne, it was agreed that both schools would use the "My Town Project" format to liaise with each other. This has been very successful.

The project has helped to expand the views of all the special needs pupils involved and build international friendships using digital technology.

Under the guidance of Professor Susan O'Rourke, Chair of Special Education, Carlow University, a paper has now been accepted by the publishers of Teaching Exceptional Children.

This gives a detailed overview of all the development work that our pupils have achieved throughout this project. We are indebted to all the contributors, Susan O'Rourke, Dr Marie Martin, Lisa Brown, Bill Bauer, Dr Michael Dobbins, Dr Alice L. Schaeffer, Donna Cartin, Carol Pollard and Dan Byrne who made this programme a great success.

24. LIBERTY CONSORTIUM – THE PLAYTRAIL

The principal continued to chair the Liberty Consortium.

The Playtrail has continued to progress over the last year and welcomed in excess of 74,000 visitors in 2009. Further capital works have been carried out to the Green Finger's Community Allotment Scheme, extending the number of allotments to 60 + (including a number of training spaces). We have also started delivery of NOCN Horticulture courses in partnership with the North West Regional College which have proved very successful.

Playtrail staff has been very busy throughout the year, working with local schools, delivering Forest School Programmes and maintaining existing programmes. The Consortium has also worked in partnership with Strabane District Council (SDC) and Ilex, consulting with children & young people in relation to the SDC Play Plan and the Ilex Regeneration Plan. As we move into more austere times, the Playtrail will seek to ensure it maintains its current position within the local community and work hard to maintain a mix of funding that ensures its on-going sustainability.

25. FINANCIAL REPORT

1. A Finance Committee, under the chairmanship of Mr McMonagle, met twice last year. A new system to track financial spending is being developed.
2. The Principal was contacted by David Spence, Head of Transport, to confirm that costs for transport for 08/09 would be reimbursed to the school (approx. £30K).
3. A substantial re-development of the website is being undertaken to develop it as a resource for parents and pupils.
4. New C2k computer hardware has been installed in every classroom. All existing computers have been replaced for new.
5. A meeting was held with Dr Mangan and Mrs Donnelly regarding staffing and budgetary matters.
6. Work has been completed on the new outside play area for Class 2 and Upper Secondary 4. Additional funding for resources such as play equipment, seating and raised gardening beds for these was

secured from the WELB.

7. The new development of the Time-out area for the support centre has also been completed this year. Additional funding for this was again sourced through the WELB Purchasing Department through inclusive practice.
8. The heating system, including no hot water, failed in September causing severe disruption to the whole school. There have been faulty pump difficulties since March 2008. Reassurances have been made by Mr Ronnie Hampton (Senior officer WELB) that this would be resolved for good. Four new pumps have been installed in October this year and a follow up meeting with all of maintenance personnel is to follow. School funding to special schools is on a part LMS basis.

The following financial information does not include funding for staff, Foyle View School.

FOYLEVIEW SCHOOL BUDGET 2009-2010

	2008/2009	2009/2010
Delegated	£129,322	£139,705
Code of Practice	£129,322	£6,088
C&YP Funds	£9,000	£8,000
English as Additional Language(EAL)	N/A	Not yet available for 09/10
Traveller Children in Special Schools	£1,000	£2,000
Extended Schools Cluster	£14,875	£14,275 £15,873
Revised Curriculum Entitlement Framework	£3,492 £61,740	£2,556 £51,298
TOTAL	£225,804	£223,922

Dr C Mangan
 HEAD OF CHILDREN & YOUNG PEOPLE'S SERVICES
 (ACROSS WELB & SELB)

CHARITY ACCOUNT

Foyle View School Current Account

School Year Jan 10 - Dec 10

		Dr	Cr
Opening balance		3,595.10	
Lodgements		2,341.44	
Direct Debits			38.11
Cheques			1,452.61
Chq written back	501758	28.00	
Closing balance			4,473.82
		<u>5,964.54</u>	<u>5,964.54</u>

Balance per statement			4,793.60
Less outstanding cheques			319.78

For further information regarding any matter specified in this report additional information is available on request from the school Principal.

Aim	Indicators	Goals	Targets	Educational Strategy	Resources	Milestones
<p>ICT</p>	<p>1. WBs will be visibly in use and accessed by all pupils and timetabled across the school</p> <p>2. All CP/PC will be updated, taking account of developments in ICT.</p> <p>3. ICT will be highly visible in the consistent practice of communication systems across the school.</p> <p>4. FVS will have been awarded the BECTA ICT Mark Award.</p> <p>5. A range of C2K and other systems will be in use to support learning and teaching</p>	<p>1. To fully incorporate interactive whiteboards into learning and teaching for all pupils</p> <p>2. Ensure all pastoral/cp policies take account of existing and emerging technologies</p> <p>3. To use ICT effectively in building and maintaining communication systems for the whole school.</p> <p>4. To pursue the BECTA ICT Mark Award.</p> <p>5. To pursue the provision of an ICT suite or alternative provision by June 2010.</p> <p>6. To develop the effective use of Learning NI</p> <p>7. To develop the use of the C2K system to support L & T.</p> <p>8. To provide individual staff support in ICT as part of a tailored staff development programme</p>	<p>1.a Source suitable IWB platforms by Dec 07</p> <p>1.b Provide training to all staff in the use of interactive whiteboards by June 2008.</p> <p>1.c. Develop timetables for the use of IWB across the school by Sept 08</p> <p>1.d Provide initial guidance on IWB best practice to enhance L & T by Sept 09.</p> <p>2.a Review CP/PC policy by June 2008 to incorporate guidance on ICT innovations.</p> <p>2.b List what ICT based equipment pupils can bring to school by Jan 08</p> <p>3.a Source ICT support for building and maintaining communication systems for the whole school by Dec 07.</p> <p>3.b Shared areas will provide: individual pro-formas to support communication systems by June 08.</p> <p>3.c To train all staff in use of eprofile.</p> <p>4.a CT to audit school requirements and provide an action plan by January 09.</p> <p>5.a ICT CT to draw up an action plan for ICT accommodation by Dec 2008.</p> <p>6.a To source and provide external training to all teachers by April 09 in the use of Learning NI.</p> <p>7.a To review the current use of C2K in supporting L & T, and devise an action plan by April 2009.</p> <p>8.a Using the 2006 Evaluation of ICT Needs Audit, provide individualised support packages to staff delivered by CT members by Easter 2009.</p>	<p>1. ICT Core Team to meet and devise an operational plan, including the allocation of responsibilities to team members, that will ensure target delivery.</p> <p>2. SMT and ICT CT devise and implement a three year staff development plan that will incorporate ICT needs.</p> <p>3. ICT CT and Child Protection team will jointly review CP/PC policies and practices.</p>	<p>1. Allocate funding to purchase IWB.</p> <p>2. Out of class time for CT members (subcover).</p> <p>3. Access to staff meetings and SIDs.</p> <p>4. See staff development plan.</p> <p>Financial resources required to support relevant action plans.</p>	<p>Dec 07 suitable IWB format identified.</p> <p>Sept 08 – IWBs purchased and training provided.</p> <p>Sept 09 – IWB guidance disseminated.</p> <p>June 08 – ICT reviewed re. CP/PC Policy.</p> <p>Dec 07 – Staff assigned to support communications systems development.</p> <p>June 08 - Shared areas re-configured to support communication.</p> <p>June 2010 – eprofile in full use across the school.</p> <p>Jan 09 – Becta Action Plan in place.</p> <p>June 2010 – Becta award achieved.</p> <p>Dec 2008 – ICT accommodation reviewed.</p> <p>April 09 – training will have been provided in Learning NI.</p> <p>April 2009 – C2K review completed and action plan in place.</p> <p>June 2009 – all staff will have received individual ICT support.</p>

Aim	Indicators	Goals	Targets	Educational Strategy	Resources	Milestones
<p>Promoting positive behaviour-management</p>	<p>A range of strategies will be clearly evident and consistently applied throughout the school to meet the needs of pupils with SEBD.</p>	<p>1. To provide a training programme for all staff in sensory integration techniques.</p> <p>2. To ensure effective communication and collaboration regarding pupils with SEBD.</p>	<p>1.a. Training for all staff in sensory integration techniques for managing challenging behaviour by Dec 08</p> <p>1.b. Review passports and create forums for sharing information by January 09</p> <p>2.a. To pursue a safe environment by auditing health and safety issues involved in the management of challenging behaviour by Dec 07</p> <p>2.b. To initiate a cross phase risk assessment team to ensure: consistency of approach, and to determine shared and agreed strategies by April 08.</p> <p>2.c. To ensure school organisation policy reflects the needs and challenges of pupils with SCB and other children by June 08.</p> <p>2.d. To review performance with all staff by June 09.</p>	<p>1. Staff development through attendance at school based inset supported by allied and external services.</p> <p>2. Team developed, with effective representation from other school teams, meeting regularly to pursue agreed aims.</p> <p>The team will audit practice and devise and implement a staff development plan...</p>	<p>1. Funding for training providers.</p> <p>2. Staff development resources – staff meetings and SIDs.</p> <p>3. See staff development plan.</p>	<p>Dec 07 – challenging behaviour audit completed.</p> <p>April 08 - Cross Phase Team developed.</p> <p>June 08 – school policy reviewed.</p> <p>Dec 08 – Sensory integration training for SCB taken place.</p> <p>Jan 09 – passports reviewed and forums created for sharing information.</p> <p>June 09 – performance reviewed.</p>

Aim	Indicators	Goals	Targets	Educational Strategy	Resources	Milestones
<p>Strengthening the school in the community</p>	<p>1. The school will have received recognition as a rights respecting school by UNICEF.</p> <p>2. The school will have taken a lead role within the Extended Schools Mini-Cluster, and a range of community activities and events will have taken place.</p> <p>3. School events will be more effectively promoted.</p>	<p>1. To achieve the UNHCR Level 1 Rights Respecting School Award.</p> <p>2. To achieve the UNHCR Level 2 Right Respecting School Award</p> <p>3. Through the Extended Schools Mini-Cluster, to use the Playtrail to extend partnerships with various groups within the community.</p> <p>4. To provide training to ensure schools events are managed and promoted effectively.</p>	<p>1.a To submit a successful application by Oct 07</p> <p>1.b To publicise the achievement by Nov 07.</p> <p>2.a Staff/BOG information session by Easter 08</p> <p>2.b Planned preparation activities, prior to application to be completed by June 08.</p> <p>2.c Successful application to be submitted by Dec 08</p> <p>3. see Extended Schools Mini-Cluster Action Plan</p> <p>4.a To provide staff guidance on promoting school events and achievements by Easter 2008.</p>	<p>1. Whole school development in awareness and relevance of UNHCR through workshops with UNICEF representatives.</p> <p>2. H. Downey to co-ordinate award achievement.</p> <p>3. Collaboration with Liberty Consortium Project Manager and FVS Extended Schools Coordinator.</p> <p>4. Staff development session on promoting school events delivered by the Principal.</p>	<p>1. Staff development activities specified in the staff development plan.</p> <p>2. Promotion of award.</p> <p>3. See individual action plans for extended schools.</p>	<p>Oct 07 -</p>

Aim	Indicators	Goals	Targets	Educational Strategy	Resources	Milestones
	<p>1. Parents, through annual questionnaires, will report practices consistently applied across classes.</p> <p>2. An action plan will have been completed that addresses parental issues.</p> <p>3. A homeschool team (HST) will meet regularly to support quality practice.</p> <p>4. There will be an increased spirit of teamwork, involving all agencies, within FVS.</p> <p>5. Staff, pupils and parents will enjoy a wider range and number of social experiences together.</p>	<p>1. To develop a HST to address development through partnership working.</p> <p>2. To develop consistent homeschool practices at a whole school level.</p> <p>3. Disseminate and implement, where appropriate the joint protocol on 'Standards and Guidance for Promoting Collaborative Working to Support Children with Special Needs' (Separate action plan)</p> <p>4. To review and identify good practice in relation to collaborative working and well-being at work.</p> <p>5. To develop a social team to plan for, manage and oversee an increasing range of social experiences for the school community</p>	<p>1.a To appoint a HST by April 08</p> <p>1.b To share the parental questionnaire responses and annual review data with staff by June 08.</p> <p>1.c To develop an action plan to deal with the issues raised by Dec 08.</p> <p>2.a HST, in consultation with others, will have devised a home-school communication booklet promoting consistent and effective practice regarding daily reporting and communication with parents by Dec 08.</p> <p>2.b Training will be provided to all staff in use of the above by April 09.</p> <p>2.c To review departmental homework policy (to include sick/extended leaves of absence) and share with parents by June 09.</p> <p>3.a MAST Team will review the documents and set out action steps for FVS by June 08.</p> <p>3.b Advice and guidance delivered to all staff by June 09.</p> <p>3.c Review meeting with all relevant staff by June 2010.</p> <p>4.a To identify coping techniques for successful practice through group discussion by Feb 2009.</p> <p>4.b To identify a range of social outings/experiences that will support team development by June 2009.</p> <p>4.c To develop advice and guidance that support collaborative working within class teams by Dec. 2010.</p> <p>4.d Review meeting with all relevant staff by June 2010.</p> <p>5.a Appoint a social team by Jan 08.</p> <p>5.b Draft action plan devised to meet goal 5. by April 08.</p> <p>5.c Review meeting with all relevant staff by June 2010.</p>	<p>1. HST developed, with effective representation from other school teams, meeting regularly to pursue agreed aims. The team will devise and implement a staff development plan..</p> <p>2. Staff development through attendance at school based inset supported by allied services.</p> <p>3. External research to ensure school development is in line with recognised good practice.</p> <p>4. Resources acquisition.</p> <p>5. Research of external good practice.</p>	<p>1. Staff development resources – staff meetings and SIDs.</p> <p>2. See staff development plan.</p>	<p>April 08 – HST Team appointed.</p> <p>June 08 – parental questionnaire responses reviewed by staff.</p> <p>Dec 08 – HST action plan in place.</p> <p>Dec 08 – revised home-school booklet (HSB) developed.</p> <p>April 09 – HSB in use.</p> <p>June 09 – homework policies reviewed.</p> <p>June 08 – Advice jointly reviewed and action steps set out for multi-professional collaboration.</p> <p>June 09 – Written advice to staff on CW.</p> <p>June 10 – CW arrangements reviewed.</p> <p>Feb 09 – coping techniques identified.</p> <p>June 09 – team development activities identified.</p> <p>Dec 10 – collaborative working guidance to class teams in place.</p> <p>June 10 – Progress in collaborative working reviewed.</p> <p>Jan 08 – social team appointed.</p> <p>April 08 – social team action plan devised.</p>

Aim	Indicators	Goals	Targets	Educational Strategy	Resources	Milestones
<p>Autism</p>	<p>Resources and guidance will be in place to systematically support the overall development of pupils with autism.</p>	<p>1. To create an environment within which children with autism will develop skills to maximise their ability to communicate and socialise as a means of realising their fullest potential.</p>	<p>1.a To form an autism team by April 08. 1.b To provide a draft autism action plan by June 08. 1.c To provide written guidance to staff to ensure consistency of approach between classes and across the school by Dec 08. 1.d Audit and track all pupils across the school who require augmented communication systems, detailing protocols for each in collaboration with parents by January 09. 1.e Develop a bank of effective communication resources and make accessible to staff and parents by April 09. 1.f Disseminate DENI best practice materials and adapt to meet the needs of pupils at Foyle View School by June 09. 1.g Review meeting with all staff by June 2010.</p>	<p>1. A team approach, involving stakeholders from across the school, will plan, deliver and review school improvement in this area.</p>	<p>1. Staff development resources – access to SIDs, dept and whole school staff meetings. 2. Out of class time for audit and development of communication systems.</p>	<p>April 08 – autism team in place. June 08 – autism action plan drawn up. Dec 08 – written guidance on autism in place. Jan 09 – protocols in place for all pupils. April 09 – resources bank in use across the school. June 09 – Best practice materials disseminated. June 10 – Review meeting with all staff.</p>

Aim	Indicators	Goals	Targets	Educational Strategy	Resources	Milestones
<p>Critical incident planning (CIP)</p>	<p>1. The school will have policy, protocols and procedures in place to effectively support the school community through critical incidents</p>	<p>1. To ensure a common understanding exists for all staff on the need for, and requirements of critical incident planning.</p> <p>2. To develop a team response to CIP.</p> <p>3. To have effective advice and guidance in place.</p>	<p>1. To provide staff training on CIP by Sept 07.</p> <p>2.a Assemble a CIP team by October 07</p> <p>2.b Draw up an initial action plan by Dec 07</p> <p>3.a Develop CIP policy and guidance by April 08</p> <p>3.b Disseminate to whole school by Dec 08</p> <p>3.c Review and audit progress by June 2010.</p>	<p>1. Team development activity to be led by Principal & VP.</p> <p>2. Staff development activity to be set out in the staff development plan.</p>	<p>1. SIDs and staff meeting time to be allocated.</p> <p>2. Out of class time for collation and organisation of materials.</p>	<p>Sept 07 - staff training delivered on CIP.</p> <p>Oct 07 – CIP team identified.</p> <p>Dec 07 – Initial action plan in place.</p> <p>April 08 – CIP policy and guidance in place.</p> <p>Dec 08 – all staff training in CIP.</p> <p>June 10 – CIP fully reviewed.</p>

Aim	Indicators	Goals	Targets	Educational Strategy	Resources	Milestones
<p>PMLD/ Complex needs</p>	<p>1. A range of effective strategies will be clearly in place to meet the needs of pupils with PMLD/ Complex Needs</p>	<p>1. To ensure sensory integration and intensive interaction techniques are used effectively across the school for pupils who will benefit from this approach. 2. Effective assessment and guidance will be available and used consistently across the school.</p>	<p>1. To identify and make contact with suitable training providers in sensory integration and intensive interaction techniques by April 08. 2. To provide whole school training/certification on intensive interaction by January 2009. 3. To provide whole school training/certification on sensory integration by January 2010. 4. To disseminate and implement the Quest for Learning Assessment and Guidance materials to all staff by June 2008 5. To annually develop a pupil profile outlining needs throughout the school to aid needs assessment (on-going).</p>			



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