

Ballyclare Secondary School



Annual Report of the

Board of Governors

Academic Year: 2022-2023

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Foreword

On behalf of the Board of Governors I wish to acknowledge a successful year at Ballyclare Secondary School. It has been a year that has experienced many changes, particularly in the senior leadership of the school resulting in a very busy year for the governors.

Mr Liam Perry was our Associate Principal until 31st October 2022 when Mrs Wendy Shingleton was appointed our Acting Principal. Mr Andrew Nicholl was appointed in December 2022 as our Acting Vice Principal for Pastoral Care. Mr Ian Thompson was appointed in May 2023 to the permanent position of Senior Teacher for Progress & Outcomes. Dr Heather Flint was appointed in May 2023 to the temporary position of Senior Teacher for Learning & Teaching.

Due to an interim structure of the leadership and management, a number of posts of responsibility became available and have been appointed.

Two long serving teaching members of staff retired. Four permanent teachers left school to take up positions in other schools. We wish everyone well.

The Board of Governors want to put on record their appreciation to every member of staff who has made a valuable contribution to an excellent year.

May I wish all concerned a very successful year ahead.

Dr ET Kirkland
Chair of the Board of Governors

Membership of the Board of Governors

September 2022 to June 2023

List of Governors	Designation/Type	Method of Election or Appointment
Rev Trevor Kirkland <i>(Chair of Governors)</i>	Transferor (Feeder PS – Ballyclare PS)	Transferor Election by School
Mrs Janet Crawford <i>(Vice Chair of Governors)</i>	EA	Panel Meeting
Mr Robert Thompson	EA	Panel Meeting
Mr Trevor McCormick	Parent	Parent Election
Mr Andrew Cowden	Teacher	Teacher Election
Mrs Leigh McKay	Teacher	Teacher Election
Mr Andrew McConnell	Transferor (Feeder PS – Tildarg) <i>until 18th February 2023</i>	Transferor Election by school
Mr John Harkness	Transferor (Feeder PS – Tildarg PS)	Transferor Election by school
Mrs Karen Thompson	Transferor (Feeder PS – Ashgrove PS)	Transferor Election by school
Mrs Lynda Horner	In Lieu of Transferor (Not from Feeder PS)	Panel Meeting
Rev Gareth McFadden	Transferor (Feeder PS – Kilbride Central PS)	Nominated by Presbyterian Ireland 14.10.21

Date of any election processes which occurred during 2022-2023

In May 2023, a Parent Election process took place, the relevant paperwork was submitted to EA, the appointment of 2 governors has taken place and they are governors for the academic year 2023-2024.

Acting Principal & Acting Secretary to the Board of Governors from November 2022:

Mrs Wendy Shingleton

Governors' meetings 2022-2023

Full Board of meetings:

12th September 2022
 3rd October 2022
 14th November 2022
 9th January 2023
 6th February 2023
 6th March 2023
 17th April 2023
 2nd May 2023
 5th June 2023

Finance committee meetings:

18th October 2022
 24th November 2022
 2nd February 2023
 2nd May 2023
 31st May 2023

Curriculum committee meetings:

13th December 2022

18th January 2023

25th January 2023

26th May 2023

Finance

There are three main sources of income:

A Education Authority funding. B School Fund. C PTA contributions.

A Education Authority Funding

This expenditure was made up of two parts:

(i) A formula costing which was the school's delegated budget and in 2022-2023 was £5,297,017. This was used directly by the Board of Governors to run the school. It was used to pay salaries of teaching and non-teaching staff, maintenance and running costs of buildings and grounds and to purchase books, furniture and equipment.

(ii) SEN funding of £56,250 which was used to release the SENCO from teaching duties, PLP preparation and the payment an Assistant SENCO.

Department of Education funding:

Funding of £49,942 to support school improvement which was used to appoint temporary positions and to provide staff training and teambuilding.

B School Fund

Sep 22-Aug 23 £16,085.54

C PTA contributions

YR 8&9 Disco £1,012.99

Statistical Information

Total Enrolment in September 2022	1098
Intake at Year 8 in September 2022	195
Attendance Rate % 2022-2023 (Years 8-14)	88%

Statistics for the School Cloud Parent/Carer Consultations for 2022-2023:

Year Group	Percentage Turnout
Year 8	61%
Year 9	58%
Year 11	54%
Year 12	55%
Year 13 and 14	44%

Curriculum with Assessment

Ballyclare Secondary School aims to ensure that every child, regardless of intellectual ability or social background has a rewarding educational experience. The curriculum aims to provide a broad, balanced and relevant education which allows all pupils to progress. We offer equal opportunities to all pupils and the timetable is structured to meet the needs of all pupils and fulfil the requirements of the Northern Ireland Curriculum and Entitlement Framework. To that end, much freedom of choice is offered to pupils at GCSE, AS and A Level. Pupils are encouraged to view education as a lifelong process and they should leave school equipped with enthusiasm and the study skills to carry on this process.

Curriculum Development

- i. After consultation it was decided to move from a 45 period week (9 period day) to a two-week timetable which is based on a 60 period fortnight (6 period day) for 2023-2024. The main reasons for this were to reduce the amount of pupil movement during the school day and to create a more flexible structure for curriculum development.
- ii. Optional staff development programmes were undertaken through the year to include:
 - a. The *Magenta Principles* which helped teachers further develop innovative strategies to enhance student learning.
 - b. *Memory Masterclass* run within the Antrim Area Learning Community. Development opportunities included encoding, long term memory, retrieval practice and practical application.
- iii. The appointment of a new Senior Teacher was made at the start of 2022-23. The role was to develop the area of Progress and Outcomes, starting with identifying and implementing best practice in the use of pupil data for baselining and tracking progress.
- iv. Until 2021-22 the school has been using both GL Assessment and CEM to carry out baseline assessments of pupils. The school has now moved fully to GL Assessment to help ensure consistency across the baselining process, to ensure pupils are given targeted intervention where required and to measure progress throughout the process of secondary schooling.
- v. The school has moved away from storing pupil data on the school network and is now stored securely on SIMS, which is more readily available for teaching staff. In addition, SIMS has been streamlined and tailored for each individual department to improve the use of data and make it less time consuming for teachers.
- vi. KS3 Reporting and Assessment has been revised for implementation in 2023-24 and will include three main assessment cycles in each year group. The aim of this is to consolidate assessment weeks to make it easier for children, parents and teachers and to highlight the importance of each assessment cycle.
- vii. The improved use of data and assessment process will feed further into the options process to help ensure pupils are picking subjects that match their ability and career interests.
- viii. Step up programme for all year 8 pupils took place in term 1. The 90 minute session introduced the idea of time management, transferable skills and different qualities and skill which they can develop throughout school life and how these transfer into adult working life and study.

- ix. Year 11 Study Skills event in term 1 focussed on developing effective study skills in order to improve success in school.
- x. Year 12 Mock Interviews took place in Term 1. 32 volunteer interviews came into the school for two full day sessions. During these days pupils are encouraged to think about how to present themselves in a positive manner for interview.
- xi. Careers Interviews took place throughout the school year. Mr D Simpson from the Department of the Economy carried out the interviews with year 12 pupils. Sixth Form pupils requesting interviews were also accommodated.
- xii. A promising new partnership has begun with the Newtownabbey Borough Council. The council are in the progress of linking local business with school to promote and develop employment. Termly meetings will be held on one afternoon each term with local schools being represented by the Head of CEIAG.
- xiii. The first Careers Convention since before the pandemic took place on Thursday 2nd February 2023. Almost 50 exhibitors had stalls set up in the assembly hall, staff room and Drama department. All dignitaries were provided with a light tea which was supported by the PTA. The evening was well attended by parents and children from both Ballyclare Secondary and Ballyclare High School. It was a vibrant and informative evening which was an excellent experience for the pupils and a brilliant opportunity to showcase the school.

Key Stage 3 Curriculum 2022-2023

Opportunities are provided for pupils to experience success and to be challenged in their daily educational programme according to their age, ability, aptitude, skills and talents. Subject focused learning activities, common assessment tasks, examinations, sporting and extra-curricular experiences. Pupil outcomes are tracked regularly with detailed feedback provided to parents.

Pupils in Key Stage 3 (Years 8 to 10) follow the Northern Ireland Curriculum. All pupils study the following subjects:

- The Arts – Art, Drama, Music
- English
- Mathematics
- Science and Technology
- Modern Languages - French
- The Environment and Society – Geography, History
- Physical Education
- Religious Education
- Learning for Life and Work – Home Economics, Citizenship, Employability and Personal Development
- ICT

Key Stage 4 Curriculum 2022-2023

Pupils in Key Stage 4 (Years 11 and 12) follow a common core curriculum and then choose from a range of subject options. Pupils take 8 subjects at GCSE Level. GCSE is the main examination taken by pupils but some Level 2 courses are available, including BTEC and Occupational Studies. The Occupational Studies Courses offered include Horticulture, Carpentry and Joinery, Food Preparation, Business and Services and Graphic Design and Website Development.

In Years 11 and 12 the school's option system and its core curriculum ensure that the school continues to meet the Entitlement Framework requirements.

All pupils take GCSE in English and Mathematics, all pupils study a Science Option – Single Award Science, Double Award Science or Horticulture and then choose from 5 option groups. All pupils follow non examination courses in Physical Education and Learning for Life and Work (including Careers Education) and Religious Studies. Some pupils also choose to take Religious Studies as GCSE optional subject.

The Senior Leadership Team has revised the curriculum offered to less academically able children with regards to the number of Key Stage Four subjects studied and the balance of vocational, applied and general subjects. The introduction of a new Applied Curriculum Pathway from 2023 will reduce the number of optional subjects to three rather than five. Pupils will study an Occupational Studies Course in Horticulture rather than GCSE Science and complete the course in Prince's Trust which is equivalent to 2 x A*- C grades at Key Stage 4. In addition, pupils will be given an increased allocation of time for Maths and English. Pupils for this group will be carefully selected based on:

- Special Educational Needs;
- Emotional and social difficulties, and pastoral issues;
- Results of internal assessments in addition to diagnostic tests, and
- Teacher observations.

Pupils will remain in this taught group for Maths, English, Horticulture, LLW and RE, but will join the main school population for optional subjects and for Physical Education.

A total of 28 subjects were offered to Year 11 pupils for the academic year 2022/23, of which 27 subjects were delivered. 16 of these courses were applied and 11 were general courses.

A total of 29 subjects were offered to Year 12 pupils for the academic year 2022/23, of which 28 subjects were delivered. 17 of these courses were applied and 11 were general courses.

Titles of Syllabuses for pupils of compulsory school age

GCSE COURSES

Agriculture and Land Use	Home Economics: Child Development
Art and Design	Learning for Life and Work
Business Communication Systems	Leisure, Travel and Tourism
Business Studies	Mathematics
Digital Technology	Media Studies
Drama	Motor Vehicles and Road User Studies
English Language	Music
English Literature	Physical Education
French	Psychology
Further Mathematics	Religious Studies
Geography	Science - Double Award
History	Science - Single Award
Home Economics: Food and Nutrition	Technology and Design

GCSE EQUIVALENT COURSES

Business and Services (Occupational Studies)	Craft (Occupational Studies)
Carpentry and Joinery (Occupational Studies)	Horse Care (BTEC Level 2)
Food Preparation (Occupational Studies)	Preparation for Adult Life
Graphic Design and Website Development (Occupational Studies)	Prince's Trust
Horticulture (Occupational Studies)	Sport (BTEC Level 2)

Key Stage 5 Curriculum 2022-2023

Examining Boards: AQA, CCEA, PEARSON, WJEC

Pupils in Year 13 study 3 or 4 subjects to AS and continue with at least 3 subjects in Year 14 to the full A Level qualification. Pupils are assessed through external tests and portfolio evidence.

In the Sixth Form, pupils continue to study Careers Education to support them in planning the next steps into their chosen career pathway. A range of enrichment classes are offered, including Money Management, Tool Time, Survival Cookery, Health and Fitness, along with additional opportunities to be involved in wider school life through music, drama and sport.

A total of 24 subjects were offered to Year 13 pupils for the academic year 2022/23, of which 22 subjects were delivered. 13 of these courses were applied and 9 were general courses.

A total of 22 subjects were offered to Year 14 pupils for the academic year 2022/23, of which 21 subjects were delivered. 12 of these courses were applied and 9 were general courses.

Titles of syllabuses for pupils over 16	
GCE A Level	GCE Equivalent
Art and Design	Sport (BTEC Level 3)
Biology	Travel and Tourism (BTEC Level 3)
Chemistry	Children's Care, Learning and Development (BTEC Level 3)
Design and Technology	
English Literature	
French	
Geography	
Government & Politics	
Health and Social Care (Single and Double Award)	
History	
Life and Health Science	
Mathematics	
Media Studies	
Moving Image Arts *	
Music	
Nutrition and Food Science	
Performing Arts	
Professional Business Services	
Psychology	
Religious Studies	

* Delivered in collaboration with Ballyclare High School.

GCSE Results June 2023

Subject	Entries	A*	A	B	C*	C	D	E	F	G	U	X
Agriculture	17	1	2	13	1	0	0	0	0	0	0	0
Art & Design	29	1	6	5	10	4	2	0	1	0	0	0
Business Studies	21	0	1	4	93	4	0	0	0	0	0	0
Design and Technology	44	3	8	14	7	8	4	0	0	0	0	0
English Language	173	0	12	30	45	51	23	8	3	0	1	0
English Literature	10	0	2	2	5	1	0	0	0	0	0	0
French	13	0	3	2	6	1	1	0	0	0	0	0
Further Mathematics	12	1	0	4	1	2	2	1	1	0	0	0
Geography	44	1	5	11	11	11	2	2	1	0	0	0
History	51	0	13	11	17	5	1	3	0	1	0	0
HE: Food & Nutrition	26	0	6	2	7	6	3	1	1	0	0	0
HE: Child Development	36	1	7	15	7	2	1	1	2	0	0	0
ICT: Digital Technology	12	2	4	4	2	0	0	0	0	0	0	0
Learning for Life & Work	47	0	2	9	20	9	5	1	0	1	0	0
Leisure, and Tourism	14	0	2	0	3	2	3	3	1	0	0	0
Mathematics	186	1	6	34	34	50	22	12	11	10	5	1
Motor Vehicle Studies	30	0	1	6	5	3	8	3	2	1	1	0
Music	6	1	2	0	2	1	0	0	0	0	0	0
Drama	14	1	4	5	2	0	0	2	0	0	0	0
Religious Studies FC	72	8	15	19	10	12	4	4	0	0	0	0
Religious Studies SC	9	0	0	0	1	0	2	4	1	1	0	0
Science Single Award	105	1	6	18	32	25	16	3	1	1	2	0

Subject	Entries	9	8	7	6	5	4	3	2	1	U	X
Media Studies	43	3	1	2	14	7	4	7	1	2	2	0
PE Studies	6	0	0	0	0	3	2	1	0	0	0	0
Psychology	35	0	0	2	4	6	9	8	2	3	1	0

Subject	Entries	**	A*A	AA	AB	BB	B1	C1	C2	CC	CD	DD	DE	EE	EF	FF	FG	GG	U	X
Science (Double Award)	52	0	2	3	3	4	13	6	8	2	6	3	2	0	0	0	0	0	0	0

Subject	Entries	D*	D (L2)	M (L2)	P (L2)	D (L1)	M (L1)	P (L1)	U
Sport L2 (BTEC)	22	0	0	6	7	0	0	7	2
Business Services (OS)	17	0	6	6	1	1	1	2	0
Construction (OS)	42	0	8	18	11	5	0	0	0
Design & Creativity (OS)	63	2	23	18	11	5	3	1	0
Environment and Society (OS)	17	0	3	8	5	1	0	0	0

Subject	Entries	Pass
Prince's Trust	22	21

Subject	Entries	Pass
Preparation for Adult Life	48	48

Key Stage 4 - June 2023	%
% Pupils achieving 5+ A*- C	78.77%
% Pupils achieving 5+ A*-C in 5 including English and Maths	64.25%
% Pupils achieving A*-C in English	77.09%
% Pupils achieving A*-C in Maths	69.83%

GCE Results - June 2023

Subject	Entries	A*	A	B	C	D	E	U	X
Accounting	7	0	0	0	3	1	1	2	0
Art & Design	5	2	1	2	0	0	0	0	0
Biology	7	0	0	2	3	0	2	0	0
Chemistry	5	0	0	0	2	3	0	0	0
Design & Technology (Product Design)	7	0	0	3	3	1	0	0	0
English Literature	5	0	1	3	1	0	0	0	0
Geography	11	0	1	5	2	3	0	0	0
Government and Politics	11	0	2	4	1	1	3	0	0
Health & Social Care (Single Award)	16	0	1	9	6	0	0	0	0
History	13	0	2	3	5	2	1	0	0
Life and Health Science	11	0	0	4	1	4	2	0	0
Mathematics	5	0	0	1	3	1	0	0	0
Media Studies	1	0	0	1	0	0	0	0	0
Moving Image Arts	4	0	2	1	1	0	0	0	0
Music	3	0	0	3	0	0	0	0	0
Professional Business Services	4	0	0	1	0	2	0	2	0
Psychology	26	0	4	8	6	4	2	0	0
Religious Studies	12	0	1	5	2	4	0	0	0

Subject	Entries	A*A	AA	AB	BB	BC	CC	DC	DD	ED	EE	U	X
Health & Social Care (Double Award)	11	0	4	3	2	1	1	0	0	0	0	0	0

Subject	Entries	D*	D	M	P	U	X
Children's Care, Learning and Development Single Award (BTEC L3)	6	0	0	3	3	0	0
Sport Single Award (BTEC L3)	3	0	2	1	0	0	0
Travel & Tourism Single Award (BTEC L3)	9	0	3	5	1	0	0

Subject	Entries	D2	DD	DM	MM	MP	PP	U	X
Sport Double Award (BTEC L3)	6	1	2	0	0	1	1	1	0
Travel & Tourism Double Award (BTEC L3)	3	2	0	1	0	0	0	0	0

Key Stage 5 - June 2023	%
% Pupils achieving 3+ GCE A Levels at Grade A* to C	54.93%
% Pupils achieving 2+ GCE A Levels at Grade A* to C	78.87%
% Pupils achieving 3+ GCE A Levels at Grade A* to E	88.73%
% Pupils achieving 2+ GCE A Levels at Grade A* to E	98.59%

Staffing

A teaching complement of 77.6 FTE

PTR of 14.18

Staff Development Days 2022-2023:

23rd to 26th August 2022

4th January 2023

17th March 2023

3rd April 2023

4th April 2023

26th May 2023

29th May 2023

Focus:

SEN, GDPR and Data Protection, School Development Planning, School Ethos and teamwork, ASD training, Dignity at Work and risk assessments.

SENCO REPORT TO BOARD OF GOVERNORS AND PRINCIPAL

SECTION 1- SCHOOL DETAILS

School Name: Ballyclare Secondary School	Academic year the report relates to: 2022-2023
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Chair of Governors: Rev Kirkland	SEN Governor: Mrs J Crawford
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Acting Principal: Mrs W Shingleton	SENCo: Miss J Miniss
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SECTION 2- SEN REGISTER PROFILE

- **Number of pupils on the SEN register:** 260
- **Percentage of pupils with SEN from the whole school population:** 23.7%
- **Gender of pupils on SEN register- Number of boys:** 159
- Number of girls:** 102
- **Number of pupils who were added to the SEN register throughout the year:** TBC
- **Number of pupils who were taken off the SEN register throughout the year:** TBC
- **Number of pupils currently at each stage of the Code of Practice:**
 - Stage 1:** 141
 - Stage 2:** 26
 - Stage 3:** 9
- **Number of pupils recorded within each over-arching SEN category as their primary need:**
 - **Cognition and Learning- Language, Literacy, Maths, Numeracy:** 189
(To include pupils recorded as having Dyslexia/SpLD, Dyscalculia/SpLD, MLD, SLD or PMLD)
 - **Social, Behavioural, Emotional and Wellbeing:** 50
(To include pupils recorded as having Social & Behavioural Difficulties, Emotional & Wellbeing difficulties or Severe Challenging Behaviour with SLD and/or PMLD)
 - **Speech, Language and Communication:** 11
(To include pupils recorded as having Developmental Language Disorder, Language disorder associated with a differentiating/biomedical condition or Communication & Social Interaction difficulties)
 - **Sensory:** 1
(To include pupils recorded as being Blind, Partially sighted, or having a Severe/profound hearing impairment, a Mild/moderate hearing impairment or a Multi-sensory impairment)
 - **Physical Needs:** 6
(To include pupils recorded as having Physical difficulties)

SECTION 3- OVERVIEW OF SPECIAL EDUCATIONAL PROVISION- SCHOOL DELIVERED

- **Types of school-delivered special educational provision made by the school this year** (*Comment on the types of provision and main categories of SEN focussed on, classes/year groups targeted, numbers of pupils receiving support, etc*):

The main categories of SEN focused upon has been Cognition and Learning. LSA hours were converted into teaching hours and as a result two additional teachers, one Maths specialist and one English specialist. Intervention work included:

- One to one support.
- Small group support.
- In class support.

Pupils at all stages on the SEN COP have benefited from intervention support. Subject teachers in Maths and English have also benefited from an additional specialist for classes which consist of a high number of SEN pupils.

- **Comment on the effectiveness of school-delivered special educational provision and how it has impacted upon the progress of pupils with SEN:**

- Pupil and staff survey to be completed by end of academic year.

SECTION 4- OVERVIEW OF SPECIAL EDUCATIONAL PROVISION - EXTERNAL

- **Types of external special educational provision accessed by the school this year from EA and HSCT Services** (*Comment on which services were accessed and the types of provision made, numbers of pupils receiving support, etc*):

- AAIS have been in school once every two weeks undertaking intervention work with seven pupils in Years 8, 9 and 11.
- Literacy Service have been in school twice per week undertaking work with three pupils in Years 8 and 9.
- SENSIS Cognition and Learning Team (MLD) have worked with one pupil in Year 8
- SEN Specialist Support Team have provided SENCO and Acting Principal with support and guidance on ASC Provision.
- Education Psychology Service have completed assessments with five pupils.
- PPBS have completed intervention work with pupils in KS3 and KS4.

- **Comment on the effectiveness of the external special educational provision and how it has impacted upon the progress of pupils with SEN:**

- Currently awaiting intervention reports and surveys.

SECTION 5- INVOLVEMENT OF EDUCATIONAL PSYCHOLOGY

- **Number of pupils discussed during the Educational Psychology consultation meeting this year:**
 - Five pupils were discussed during the Educational Psychology consultation. Meeting took place on the 19th October 2022. Mrs Shingleton, Mr Nicholl, Miss Miniss and Dr Travers were in attendance.
- **Number of pupils assessed by the Educational Psychologist this year:**
 - Five pupils have been assessed by the Educational Psychologist this academic year. Three of those assessments were parental requests.

SECTION 6- VIEWS OF THE CHILD AND PARENTAL INVOLVEMENT

- **In what ways have the views of pupils in relation to their SEN been sought?**
 - Views of the child have been sought through meetings and paperwork provided to the school. A new process is to be launched next academic year in line with Special Education guidance.
- **How have parents of pupils with SEN been involved and consulted in their child's IEP and the provision made for them?**
 - Parents have been involved and consulted via meeting and telephone. A new process is to be launched next academic year in line with Special Education guidance.

SECTION 7- RESOURCING AND STAFFING

- **Number of additional adult assistants employed to support pupils with SEN:**
 - Fifty-five LSA's are currently employed to support pupils at Stage 3 on the SEN COP.
 - One assistant SENCO.
 - Two additional teachers employed to support pupils at all stages of the SEN COP.
- **How is additional adult assistance utilised in the school to meet pupil needs?**
 - LSA's utilised to support pupils within class, work with pupils during disengagement, supervise pupils during non-structured time, run the break and lunch club and homework club.
 - Assistant SENCO ensures pupils on the SEN COP avail of the access arrangements they are entitled too during internal and external exams.
 - Additional teachers deliver one to one support, small group support and provide additional support to Maths and English teachers who have classes with a high percentage of pupils on the SEN COP.
- **Detail any specific resources purchased throughout the year to support pupils with SEN:**
 - Therapy Dog Nationwide supported pupils in Years 8 and 9.
 - Mini Mind Explorers supported pupils in Years 8 to 11.
 - EXACT testing.

SECTION 8- SEN POLICY

- **When was the SEN policy last reviewed and ratified by the Board of Governors?**
 - February 2023.
- **Are there any significant changes to the policy to report?**
 - No significant changes.

SECTION 9- PROFESSIONAL DEVELOPMENT

- **Provide details of any training opportunities availed of by the SENCo and other staff this year to meet the needs of pupils with SEN:**

SENCO:

- ASD conference and SEND conference.
- PLP phase one training.
- AAIS Tier 1 and Tier 2 training.
- AAIS Moving on Up: Supporting the Year 8 Pupil.
- GDPR and risk assessment training.

Assistant SENCO:

- New SENCO induction training.
- PLP phase one training
- AAIS Tier 1.

Teaching and Non-Teaching Staff

- AAIS Tier 1 and Tier 2 (Module 3) training.

LSAs:

- AAIS Tier 1 and Tier 2 training.
- AAIS Understanding sensory processing and autism spectrum disorder.
- Literacy Service: Access Arrangements for Post Primary Pupils with Literacy Difficulties.
- Literacy Service: Dyslexia Awareness for Classroom Assistants.
- Literacy Service: Dyslexia Friendly Post Primary Classroom.
- Literacy Service: Introduction to Spellings for Classroom Assistants.
- Literacy Service: Overview of Text help Read & Write Software to Support Pupils with Literacy Difficulties.
- Literacy Service: Read & Write Exam Mode.
- Literacy Service: Strategies to Support Pupils with Comprehension Difficulties.
- Literacy Service: Strategies to Support Pupils with Spelling Difficulties.
- Literacy Service: Strategies to Support Pupils with Working Memory Difficulties.
- Literacy Service: Study Skills for Post Primary Pupils with Literacy Difficulties.
- SENSIS (MLD): Facilitating Inclusion for Pupils with MLD.
- Oxford Home Study Courses: ASD and Dyslexia.

SECTION 10- ACTION PLAN PRIORITIES

- Priority areas targeted for development through the SEN Action Plan this year:



Inclusion and Standards of Behaviour

- Target 1: Develop and embed provision for ASD support within the school.
- Target 2: Review and develop procedures and arrangements to develop inclusivity in line with legislation.
- Target 3: Develop and implement policy and procedure and procedure on restorative practice which benefits all members of the school community.
- Target 4: Implementation of the Personal Learning Plan (PLP).

- Comment on the extent to which targets set on the SEN Action Plan were successfully completed:

Target 1: Develop and embed provision for ASD support within the school.

- Two classes in ASD for 2023-2024.
- Pupils integrated into main body of the school.
- All staff received ASD training.
- ASD intervention and support.
- ASD pupils make progress in line with peers.

Target 2: Review and develop procedures and arrangements to develop inclusivity in line with legislation.

- Views of school community.
- Access audit.
- SEN policy review.
- School accessibility plan.

Target 3: Develop and implement policy and procedure and procedure on restorative practice which benefits all members of the school community.

- Staff briefing.
- Parental communication.
- Staff training – SLT introduction to restorative practice.
- Implementation with classrooms.
- Infrastructure.

Target 4: Implementation of the Personal Learning Plan (PLP).

- Issues placed upon teaching staff – union action has stopped me doing this.
- Determine best approach to phasing in PLP.
- Implementation of PLP with Year 8 and 9 pupils.
- Develop effective practices for implementing and monitoring PLP.

SECTION 11- COMPLAINTS

- Have there been any complaints to the school from parents in relation to pupils with SEN?
- If complaints have been made to the school, were parents informed of the arrangements for avoidance and resolution of disputes?

SECTION 12- OTHER DEVELOPMENTS

- Detail any other initiatives/developments within the area of SEN which have not been referenced in the report thus far:
 - SEND funding utilised to ensure SENCO had a nonteaching timetable.

SECTION 13- FUTURE CONCERNS

- Highlight any future concerns/future pupil needs that the Board of Governors should be made aware of or which the school needs to prepare for:

Signed by Chairperson of Board of Governors:

Rev E. Kirkland

Signed by Principal:

W. Bingham

Date Approved:

5th June 2023

Child Protection

Annual report to Board of Governors for the academic year 2022-2023. The contents of this report are factual and contain no indications or references to specific child protection cases.

Actions taken throughout the year:

- Expansion of the safeguarding team, in recognition of growing need. Deputy members of the team trained by CPSS, and their certificates filed by A.Nicholl.
- Regular safeguarding meetings scheduled to discuss policy, practice, and individual cases – governor attendance at said meetings was healthy and productive.
- ETI safeguarding proforma completed at the beginning of the academic year (pursuant to best practice guidance).
- Safeguarding and child protection policy reviewed twice within the academic year: the first was a full review, the second to take cognisance of Operation Encompass implementation and instruction. Operation Encompass roll out completed and CPSS notified on 30.01.2023.
- Whole staff safeguarding training delivered by A.Nicholl at the beginning of the academic year.
- Management of all child protection cases through A.Nicholl, casework delegated to safeguarding members (as appropriate).
- New safeguarding signage displayed around the school premise and shared on our website, social media, and SIMS Parent App.
- Board of Governor safeguarding walk-around completed.
- Addressing Bullying in Schools policy implemented fully, with all cases being managed by A.Nicholl.
- CPSS conducted an audit of the school's safeguarding practices and determined that they have no concerns and that what we have in place is robust.

Factual records:

- Pursuant to DE's Circular 'Dealing with Allegations of Abuse Against a Member of Staff', 4 allegations of a child protection nature were made against staff. Cases managed sensitively by A.Nicholl and W.Shingleton. In one of these instances, governors addressed said concerns. Appropriate records maintained.
- A total of 5 formal bullying allegations were raised as far as Bullying Concern Assessments needing to be conducted.
- As of August 2023, there are 83 live safeguarding cases. Some of these cases refer to whole families wherein there are multiple siblings; in consideration of this, the number of pupils in our school where there is a significant and suitable safeguarding concern is 102 (11% of our school population). Within these cases there are records pertaining to Operation Encompass scenarios.
- As of August 2023, there are 13 cases that involve a child's name being on the child protection register for one or more categories of abuse. Throughout the academic year this figure fluctuated.
- Nearly all case meetings were held via MS Teams / Zoom during the academic year. This has saved on travel time, but where we have saved on one hand, case demand and the overall length of conferences / reviews has increased. Demand from the Trust has increased whilst the level of notice afforded to school to attend such conferences has dwindled. This in itself applies pressure to team members.
- Case sensitivity has increased dramatically with an overall increase in the number of Risk Reduction Action Plans required to be completed for pupils self-harming. All of these plans are managed and monitored by A.Nicholl.

Considerations for academic year 2023/24:

- Safeguarding need, observed by me, has been on the increase in recent years. With the introduction of Operation Encompass and the Addressing Bullying in Schools legislation, one could assert that our young people are better protected. That said, there is an overall increase in not only the number of cases and time required to support the young people, but in the demand for the most proficient standard of record-keeping, follow-up, review, and consultation with other external agencies. The breadth of agency involvement has expanded so significantly that the coordination of most meetings in the last year has taken the structure of multi-disciplinary meetings. The nature of this requires team members who are confident, highly skilled in their communication and adept at managing time, need and expectation(s) in what are evolving cases with great complexity. The presentation of young people in front of us is not the same as what it was five years ago.
- Governors to reflect on their training from last year and identify if they require further training this year.
- Governors to be part of the ETI proforma audit that will take place between September and October 2023 for the academic year 2023/24.
- As was reported throughout last academic year, a member of the safeguarding team (DDT) has decided to step away from the role for personal reasons.



Charities

Charities supported during 2022-2023:

MacMillan Cancer

Think Pink

Air Ambulance

School Calendar 2022-2023

Examination Results Day

Thursday 18th August 2022 - GCE Results Day

Thursday 25th August 2022 - GCSE Results Day

Staff Development Days

Tuesday 23rd August 2022 – Staff Training

Wednesday 24th August 2022 – Staff Training

Thursday 25th August 2022 - Staff Training

Friday 26th August 2022 - Staff Training

Half Term (Halloween) Holiday

Monday 31st October 2022 – Friday 4th November 2022 (inclusive)

Christmas Holiday

Thursday 22nd December 2022 – Tuesday 3rd January 2023 (inclusive)

School Development Day – Wednesday 4th January 2023 – Open Night

Half Term (Spring) Holiday

Monday 13th February 2023 – Friday 17th February 2023 (inclusive)

Friday 17th March 2023 (**St. Patrick's Day**) – Staff Training

Easter Holiday

School Development Day – Monday 3rd April 2023

School Development Day – Tuesday 4th April 2023

Wednesday 5th April 2023 – Friday 14th April 2023 (inclusive)

May Day Holiday – Monday 1st May 2023

School Development Day – Friday 26th May 2023

School Development Day – (Spring Bank Holiday) – Monday 29th May 2023

Term Starts:

Tuesday 30th August 2022 – **Year 8 only (Half day)**

Wednesday 31st August 2022 – **Years 8, 13 and 14 (Full day)**








Thursday 1st September 2022 – **Full School**









Last Day of Term:





Friday 30th June 2023



BALLYCLARE SECONDARY SCHOOL EXTRA CURRICULAR ACTIVITIES 2022/2023

Cookery Club 	Y9&10 3-4 Tuesday Y8 begin after Christmas Bring your own ingredients and a container. Recipe sheets will be given out in advance.
Homework Club 	Monday-Thursday 3-4pm Pupils are offered the opportunity to complete their homework in the quiet and peaceful surroundings in the Library
Netball 	Begins Wednesday 14 Sept 3-4pm weekly Y8 Assembly Hall Miss Paisley Y9-12 Gym Miss Stewart This fun, fast and skilful game requires many skills to be developed, we do this through ball skills, drills and match practice. We have competitive matches and play in both the High school and NEBSSA leagues. We have players of all abilities and everyone is welcome to come along and participate in the great game of Netball! Sept–March
Athletics 	April-June Summer Term Girls are presented with the opportunity to participate in a range of running jumping and throwing events. Athletics teams compete in NEBSSA, District and Ulster competitions.
Orchestra 	Tuesday 3-4pm in Assembly Hall All instrumentalists receiving lessons in school should attend this activity. We rehearse to play in Assembly twice a week and for concerts and festivals throughout the year.
Wind Group 	Tuesday 3-4pm Meet together to look at more challenging music and rehearse for concerts and festivals throughout the year.
Year 8 & 9 Football Boys Practice 	Y8 Tuesday; Y9 Wednesday, Y10&11 Thursday – 3-4pm East Antrim League, East Antrim Cup, Northern Ireland Cup.

<p>Year 8 Football Boys Matches</p> 	<p>East Antrim League, East Antrim Cup and Northern Ireland Cup. Sept–November</p>
<p>Girls Football</p> 	<p>Thursday 3-4pm</p> <p>Open to all Year Groups. Bring PE kit, football boots, shin pads</p>
<p>Hockey</p> 	<p>Y8&9 begin Thursday 15 September 3-4pm weekly</p> <p>Coaches Miss Stewart, Miss Paisley and Miss Nugent. Keep an eye on PE noticeboard.</p> <p>U14, U16 and U18 squads begin Tuesday 6 September 3-4.10pm.</p> <p>No training on Tuesday 13, training commences Tuesday 20 again.</p> <p>Coaches Ms Oliver and Mrs Bothwell-Moore.</p> <p>Keep an eye on PE noticeboard/Google Classroom.</p>
<p>Year 8, 9, 10, 11 & 12 Rugby Practice</p> 	<p>Year 8 – Wednesday 3-4pm Mr Cowden, Mr McGuigan, Mr Cave</p> <p>Year 9 & 10 (U14) Tuesday 3-4pm Mr Cowden, Mr McGuigan</p> <p>Y11 & 12 (U16) Tuesday 3-4pm Mr Cowden, Mr McGuigan</p>
<p>String Group</p> 	<p>Tuesday 3-4pm</p> <p>Bringing together the String instrumentalists in the school to form a String ensemble. Pupils also will be involved in the Instrumental Group.</p>
<p>Junior Choir</p> 	<p>Tuesday Junior Lunch for Y8&9 with Miss Francis in Room 155</p> <p>We will be performing in the school show and at different events throughout the school year. New and old members very welcome to come along and join in the fun.</p>
<p>Dance Club</p> 	<p>Thursday 3-4pm beginning after the school production is finished.</p> <p>You will have so much fun!! It is open to both boys and girls in all years and no experience is required. Come and learn HIPHOP, modern and lyrical dances and compete in competitions like NICMAC and Ulster Dance and Fitness Championships.</p>
<p>Music Theory Group</p> 	<p>Friday 3-4pm</p> <p>This is open to any pupils who wish to develop their theory in music especially important for pupils who need to have Grade 5 theory to progress in practical exams.</p>

<p>Schools Show Jumping Competition</p> 	<p>To be confirmed</p>
<p>Basketball</p> 	<p>Year 8 – Thursday 3-4pm Year 9 – Tuesday 3-4pm</p>
<p>Music Lessons</p> 	<p>Weekly music lessons are offered on the following instruments: Strings, Brass, Woodwind, Piano, Voice, Drum Kit, Guitar, Piping and Snare Drumming. The cost of lesson is dependent on the instrument chosen and more information can be provided directly from the music department.</p>
<p>Technology Club</p> 	<p>Wednesday 3-3.45pm beginning 5 October – Room 159 It is open to all pupils in Years 9&10.</p>