



St. Michael's School, Holy Angels, Glenmaroon, Chapelizod, Dublin 20

School Improvement Plan – School Self Evaluation Wellbeing Promotion 2026-

INTRODUCTION

St Michael's Special School is a welcoming and inclusive school under the patronage of the Dublin archdiocese. The school caters for pupils who are identified as having an MGLD. There are currently 166 pupils on role. To date the school has undertaken SSE in the areas of Numeracy, Language and Communication and Digital Learning. Reports indicate positive outcomes as a result of these interventions.

Outcomes of our last improvement plan which was Digital Learning from 2022 to 2024 are reviewed.

FOCUS OF THIS EVALUATION

We undertook self-evaluation of Wellbeing during the period Sept 2022 which is currently ongoing. Taking account of our school community as a whole it was decided that focus group interviews would be the most effective way to collect qualitative data.

This would reflect most effectively the concerns of the participants. All stakeholders were afforded an opportunity to participate and as such data was collected from 3 focus groups including parents, pupils and staff.

Using an open-ended approach key areas for discussion were identified.

The interviews proved to be a rich source of data.

The Core Wellbeing group met to analyse the data from the focus group interviews.

A consistent perspective emerged from all of the data collected. Areas of strength were identified as were areas for further work.

The following were identified as areas of strength.

1. FINDINGS

- **Parents:** In relation to the school environment parents wished it to be noted that the “school is very clean and safe”. They were also very grateful for the “solid and open relationship” between parents and the school and were particularly appreciative of the regular communication from the Principal’s post. Parents also spoke of the benefits for their children receiving 1:1 time with a specialist teacher affording valuable discussion time away from the classroom setting.
- **Pupils:** Pupils in the focus group reported that they are “happy in school” and can “talk to staff when they need to”. Pupils felt “listened to”. They cited examples of where their voice is heard “at assemblies, at Mass, through the Student Council, making announcements on the intercom and during lessons”. Pupils felt that they had many opportunities to practice and learn about healthy eating through Food Dudes, fruit and milk in the morning and Home Economics classes.
- **Staff:** Staff agreed that they are very supportive of each other. They felt that relationships between staff and pupils is very positive with pupils given many opportunities to have their voices heard through existing and new initiatives. Classroom and corridor displays are of a very high standard showcasing the work and accomplishments of all pupils.

This is how we know - List the evidence sources.

- Parent focus group
- Staff Meeting of 15.03.2023
- Pupils focus group

This is what we are going to focus on to improve our practice further.

Key Area:	The key area identified was Key Area 1 Culture and Environment.
Indicator of Success:	Children, young people, and staff experience a sense of belonging and feel safe, connected and supported.
Statement(s) of Effective Practice:	1. The physical environment is modified to meet the needs of children and young people with additional and/or complex needs. The following are available if applicable: Sensory room/sensory gardens · ‘Safe’ room/space for distressed/anxious children and young people · Room(s) for meeting with parents, visiting professionals · Room(s) for individuals and small groups requiring targeted intervention and support · Lifting equipment · Specialist technology · Buddy bench · Nurture Room 2. The School recognises that wellbeing is as important for the staff as for the children and the young people. Appropriate supports are available for staff wellbeing.

Targets	Actions	Who is responsible? (Whole Staff, SSE Co-ordinator, Principal, Relevant Teachers, Class Teachers, Pupils, Parents, BOM)	Timeframe
<u>Target 1</u> To modify the school environment to support pupils who present with sensory needs.	• Audit of pupil needs • Research sensory interventions to include sensory materials, sensory walls, sensory play areas, sensory room.	(Whole Staff, SSE Co-ordinator, Principal, Relevant Teachers, Class Teachers, Pupils, Parents, BOM)	2024 - 2026

	• Staff training on appropriate use of sensory space/materials • Research costing and funding options.		
<u>Target 2</u> To provide more support for parents and staff	• Facilitate parents to meet each other. • Facilitate staff to meet in class groupings during school time. • Provide opportunities for staff to debrief after incidents.	(Whole Staff, SSE Co-ordinator, Principal, Relevant Teachers, Class Teachers, BOM)	2024 - 2026

MONITORING

Strategies and Approaches	Who is responsible?	Additional Information
Included on the agenda for each staff meeting	SSE Co-ordinator	Co-ordinator changed in 2025
Core Wellbeing team Meetings	SSE Co-ordinator	Well-being team changed as staff changed.
Parent Group Meeting	Wellbeing Team	
Pupil Group Meeting	Wellbeing Team	
In-school Leadership team	SSE Co-ordinator	

EVALUATION

Criteria for Success	Are we making progress?	Evaluation Tools (How will we know)
Provision of physical resources in line with identified needs (as per audit)	Sensory room identified, painted, cleared and electrician prepared room. Fundraising held and also successful application for grant. Sensory materials provided to classrooms and some materials purchased e.g. gaming chairs (low comfortable).	Photographic evidence

	Yard includes buddy benches, quiet area, music area, physical area (basketball, Football, fixed Gym equipment purchased. Lunch time clubs (Dress up, Games, including chess, Harry Potter club, Lego Club etc.	
Provision of appropriate staff training (as per identified need)	Training in SSE by DP and post holder now retired. Training will follow for sensory room. Relate training and RP training to help with regulation. Bi Cinealta. Canine training and information provided to staff.	Record of training provided
Facilitate parent meetings	Meetings have been held with parents. (IEP, PT meetings, JC information meetings, Parents Association has been formed Dec 2025.	End of year parent review meeting
Facilitate teacher group meetings	Meetings between teacher groups facilitated. This has now been put into calendars for teacher groups.	Continuous evaluation through the recording of meetings
Facilitate debrief meetings	Staff given opportunity to go to staff room after incidents with a colleague. Check in . Informed of EAS service	Continuous evaluation through the recording of meetings

NECESSARY ADJUSTMENTS THROUGHOUT IMPLEMENTATION PROCESS:

As we monitored, did we have to adjust targets? Change or adapt actions?
Targets remained on track but we did identify further 'Wellbeing' needs to prioritise going forward including nurture strategies/ room.

Target (original and modified)	Achieved: Yes/ No	Date Achieved
<u>Target 1</u>	- Audit of pupil needs YES - Research sensory interventions to include sensory materials, sensory walls, sensory play areas, sensory room YES	May 2026

To modify the school environment to support pupils who present with sensory needs	• Staff training on appropriate use of sensory space/materials IN PROGRESS • Research costing and funding options YES	
<u>Target 2</u> To provide more support for parents and staff	• Facilitate parents to meet each other YES • Facilitate staff to meet in class groupings during school time YES • Provide opportunities for staff to debrief after incidents YES	May 2026
Going Forward, from June 2026: Following on from our SSE process in Wellbeing the staff have agreed to progress further in line with new curriculum developments and initiatives and continue this SSE process with two new targets:		
Target 1: Curriculum and Wellbeing Improvement Goal To develop and implement a coherent whole-school wellbeing curriculum framework across Primary,(NCCA and new Primary Curriculum Framework), Junior Cycle Level 1 and Level 2 Learning Programmes, Senior Cycle Level 1 and Level 2 Learning Programmes, and QQI programmes, ensuring that wellbeing is explicitly taught, experienced and embedded throughout the learning journey of every student.	Success Criteria • A whole-school Wellbeing Curriculum Framework is developed and agreed by staff. • Wellbeing is identified as the school's chosen curriculum area for development under the Primary Curriculum Framework for 2026–2027. • Wellbeing learning outcomes are mapped across Primary, Junior Cycle, Senior Cycle and QQI programmes. • Student wellbeing opportunities are explicitly incorporated into teaching, learning, assessment, community participation and transition planning.	Links to LAOS 2022 Learner Outcomes Students enjoy their learning, are motivated to learn and expect to achieve as learners. Students demonstrate the knowledge, skills and understanding required by the curriculum. Experiences Students engage purposefully in meaningful learning activities. Students experience opportunities for wellbeing and participation. Leadership and Management Leading teaching and learning. -overlap Development of leadership

Wellbeing is already a key component of the school's Junior Cycle Level 2 Learning Programmes through SPHE, CSPE and PE and aligns closely with the Personal Care and Wellbeing Priority Learning Units at Levels 1 and 2. Well-being is also central to the Senior Cycle Level 1 and Level 2 Learning Programmes which focus on independence, community participation, personal development and preparation for life beyond school.	• Staff demonstrate increased confidence in planning and assessing wellbeing-related learning experiences. • Student voice, participation and self-advocacy opportunities are increased across the school. • Parent voice strengthened • Evidence of wellbeing promotion is visible within classrooms, sensory environments, outdoor learning, physical activity programmes, swimming, Active Schools initiatives, therapeutic supports and community-based learning experiences.	capacity. Wellbeing Framework Indicators • Active • Responsible • Connected • Resilient • Respected • Aware
Target 2: Relational Practice, Connect RP and Relate Framework Improvement Goal To strengthen a consistent, relationship-based whole-school culture through the continued implementation of Connect Restorative Practices (Year 4 – Evergreen Stage), alongside the NCSE Autism Relate Framework and Relate Explore Initiative, ensuring that all members of the school community experience positive relationships, belonging, emotional safety and meaningful participation.	Success Criteria • Connect Restorative Practices are embedded across all classrooms and school environments through consistent use of restorative language, circles, reflection and relationship-building approaches. • The school successfully enters Year 4 (Evergreen Stage) of the Connect RP journey. • The Relate Explore Working Group leads and supports implementation of agreed actions arising from the NCSE Relate Framework. • Staff engage in ongoing professional learning relating to restorative practice,	Links to LAOS 2022 Culture and Environment The school promotes a culture of care, respect and inclusion. The school environment supports wellbeing and learning. Learner Experiences Students experience respectful and positive interactions. Students have opportunities to participate meaningfully in school life. Leadership and Management Leading school development. Managing the organisation.

	autism-informed practice, co-regulation and relational approaches. • Classroom Sensory Screening Tools and Student Profiles (“Getting to Know Me”) are used to inform supportive and responsive learning environments. • Students report increased feelings of safety, belonging, connection and participation through pupil voice activities and wellbeing reviews. • Families report positive experiences of communication, partnership and collaborative problem-solving. • Behaviour support approaches increasingly reflect preventative, relational and restorative practices.	Building and sustaining partnerships. Wellbeing Framework Indicators • Connected • Respected • Resilient • Aware
--	--	--

Communication and Ratification

Following the evaluation of the school's Wellbeing Improvement Plan as part of the School Self-Evaluation process, staff agreed to continue the Wellbeing SSE as a priority and a focus area. This revised School Improvement Plan will be implemented from September 2026 to June 2028. Progress towards the identified targets will be reviewed annually and formally evaluated in June 2028 or as required during the implementation phase. This School Improvement Plan will be made available to all staff on Aladdin, and a copy will be provided for planning folders. The plan will also be communicated to parents/guardians and pupils in a manner appropriate to their age and ability.

This SSE School Improvement Plan was ratified by the Board of Management at a meeting on 24th June 2026.

Signed: 

Chairperson, Board of Management

Date: 24th June 2026