



WELLBEING POLICY



Wellbeing in Our School





Wellbeing Policy Jonah Special School

Introduction - What is Wellbeing?

The following definition of Wellbeing aims to take account of its multi-dimensional nature (World Health Organisation (WHO), 2001).

'Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life'.

What does it look like in Our School?

Jonah Special School provides a positive and safe school environment that supports the wellbeing of each student daily in order for them to reach their full potential and develop holistically.

Culture and Environment

- Jonah Special School provides a warm, calm and safe school environment.
- We promote a positive, respectful and communicative atmosphere throughout the school between staff and students.
- The school is a place that is without judgement where students can be who they are freely.
- We provide pupils with opportunities to learn and progress.
- As a school we celebrate achievements made no matter how big or small.
- All staff portray high expectations for each student and see each student as an individual.
- We teach students the strategies and skills to self-manage their behaviour and own learning.
- We encourage and create opportunities for independent and peer learning.



- A culture of collaboration and cooperation is promoted through daily teaching and learning.
- The school physical environment has two sensory rooms and one chill out room for students to take a break or self-reflect in when feeling overwhelmed.
- We have a large yard and two divided play areas so all students which are secured to reduce any harm to the pupils.
- Each classroom is spacious, with the TEACCH model in place. Students have individual workspaces for private individual work and then a designated group area.
- There are Interactive whiteboards, laptop, computers and I pads to use for the promotion of individual learning.

Curriculum

Primary Curriculum	Junior Cycle Programme	Curriculum Guideline for Moderate/severe General Disabilities
Language Mathematics Social, Personal and Health Ed. Social, Environmental and Scientific Ed. History, Science And Geography The Arts – Music, Art & Drama	Level 3 (if required) L1LP and L2LP programmes <ul style="list-style-type: none"> - Communicating, Language & Literacy - Numeracy - Personal Care & Wellbeing - Being Part of a Community/Living in the Community - The Arts/Preparing for Work - Physical Education Wellbeing	Communication and Language Mathematics Social, Personal and Health Ed. Social, Environmental and Scientific Ed. History, Science And Geography Visual Arts



Physical Education	Short Courses	
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Relationships and Partnerships

- Student and staff relationships are ones of respect, communication and understanding.
- All staff is focused on working as a team to create a school environment that helps develop each child reach their full potential and develop holistically.
- The student is listened to without prejudice and given the freedom to express themselves.
- Use of Lámh signs, visual aids and AAC devices are used to give all students a voice to communicate.
- Peer relationships and peer learning are promoted through group and school activities daily.
- The school has an open door policy to Multidisciplinary Team involved of Speech and Language Therapists, Occupational and Physiotherapists.
- We have a good rapport with each student's parent or guardian and encourage parent involvement.
- The school have good relationship within the local community as Slieverue is a small village.
- We liaise and work closely with the School leavers Programme team and any external professionals such as Psychologists and Social Workers who liaise with our school leavers.

Policy and Planning

Policies	Planning
Code of Behaviour Anti- bullying Health & Safety Bí Cineálta Data Policy Behaviour Support Policy Child Protection Toilet training	Literacy Plan Mathematics Plan School Self Evaluation Plan – Focus on Total Communication Approach Monthly and Fortnightly teaching plans Regular learning assessment CPD training for all staff in areas of need. Behaviour Support Plans



RSE Physical Restraint Intimate Care Healthy Eating SPHE/Stay Safe Assistive Technology	Risk Assessments where required Green Schools
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Jonah Special School

Wellbeing Policy

This policy was adopted by the Board of Management of Jonah Special School at its meeting held on:

Ratified by the Jonah Board of Management on: _____

Date

Signed: _____

Principal

Signed: _____

Chairperson, Board of Management

Next Review Period: *September 2028*