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| **Mayo Sligo Leitrim Education Training Board****Sligo Youthreach Centre for Education****Special Education Needs Initiative** **Evaluation Report** **24th November 2021****Facilitator: Theresa McLoughlin.** **Theresa.mcloughlin@gmail.com** **086 8181144** |

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| **Sligo SENI Evaluation Report November 2021** |

The Evaluation of Sligo Youthreach centres’ Special Educational Needs Initiative (SENI) took place remotely via Mirco Soft Teams, on 24th November 2021

**The following persons were present**

Centre Coordinator: Ultan Mullivhill

Centre Psychotherapist: Phill Corcoran (counsellor and mentor support & supervision), Cathy Powell, A.E.O. MSLETB, Adult Education Officer

The majority of the staff team, mentors and non mentors

The session was facilitated by Quality Framework, Facilitator, Theresa McLoughlin,

The facilitator welcomed participants and outlined the rationale for the remote SENI evaluation. There was a general discussion by the staff around good practice and the SENI initiative in Sligo Youthreach.

The morning session continued with feedback from various stakeholders involved with the SENI process at various levels, including

* Management Evaluation, Cathy Powel A.E.O. Education Officer, Leitrim Sligo Mayo Education Training Board.
* The centre support practitioner, Phil Corcoran Accredited Psychotherapist MIAHIP, offering counselling and support services to the students, mentors, and staff.
* The Learner experience was reported to the evaluation team.
* The four members of the centre staff team are mentors and their experience of Mentoring in a SENI process was explored
	+ The mentors discussed and record their experience of mentoring and the impact of SENI on the centre, via a Strength, Challenges, Opportunities and Threats (SCOT) analysis exercise. A number of actions were created from the mentor’s feedback and are recorded in the SENI Action Plan 2021.
	+ Staff members, who are not mentors, had an opportunity to explore the impact of mentoring on the learners, the centre and their working in a SENI Centre.

The day continued with a review of key areas of the implementation of the SENI programme, using Quality Standard number 17 of the Quality Framework. The evidence for what was working well in the centre was outlined. A number of areas for improvement were identified and actions to address gaps in the service was agreed, while various members of the staff team agreed to take responsibilities for carrying out the agreed actions, within a given time frame. This process resulted in a detailed action plan of how the SENI would be carried out in the centre, going forward.

The following reports, evaluation process and agreed actions are included in this report

* Consultation questionnaire for ETB management – Cathy Powell
* Consultation questionnaire for staff support practitioner - Phill Corcoran
* Students Consultation Questionnaires complied by the mentee.
* Mentor’s experiences -
* Non mentors and mentor exploration of SENI via a S.C.O.T. Analysis
* Areas for Action – Q.S 17 Evaluation process.
* Time line of Actions
1. **Consultation feedback from ETB Management**

**ETB:** **MSLETB**

**Name of respondent:** **Cathy Powell**

**Role within the ETB**: Adult Education Officer

Please answer the questions below along with any observations or comments that you would like to make.

1. **Are you aware of the requirements of the Department in relation to the implementation of the SEN Initiative in this centre** (e.g. guidelines, reporting templates, expected actions on the part of the centre, staff training and support elements)?

Yes, I am aware of the requirements and fully welcome/support that the actions are planned with the aim of listening to the learner’s voice, implemented, reported, and evaluated.

1. **Is the ETB satisfied that the funding received by the centre to address the Special Educational Needs of its learners is being well used?**

YES- to such an extent that the other 4 centres in MSLETB would need similar SENI funding to introduce these invaluable interventions.

1. **Is the centre carrying out its administrative and financial management duties in relation to the SEN Initiative to the standards required by the ETB and DES auditors?**

YES

1. **What are the main outcomes of the SEN Initiative in the centre in your opinion?**

It allows the centre to follow up and supplement the existing holistic approach to learner needs. It allows for formal and informal approaches to be used depending on the learner such as Counselling.A lot of learners need ongoing support from the centre counsellor around mental health issues, family issues, money management issues, court appearances and stress.

This is especially true during the pandemic. Learners need to recalibrate. Learners need more ongoing support and encouragement especially their age cohort. They need immediate support after they were prevented from attending the centre physically. Even though they are technologically savvy, the physical presence of the centre provided security.

SENI allows flexibility depending on the needs of the learner and those interventions can be put in place in cooperation with other agencies/specialised services.

1. **Is the ETB satisfied with the overall impact of the SEN Initiative? Are there changes you would like to see introduced?**

YES, as a newcomer to managing Youthreach centres- I am very impressed with the impact. However, I would recommend this model is rolled out to the other four centres. Each centre has differing needs and profiles.

On reflection, I will meet with the coordinator and staff and listen to their ideas. They know their learners.

1. **Have you any other observations or suggestions?**

 SENI reports/evaluations from other centres

**Evaluation By Staff Support Person.**

**My name is Phill and I supervise the Mentoring role in Youthreach Sligo**

**( Degree in Counselling / Psychotherapy MIAHIP )**

Mentoring is an essential ingredient for the young learners on our Youthreach Programme This takes place every two weeks except during Covid 19 where it was impossible due to lockdown and other restrictions.

My first meeting with the mentors I contracted with them on the confidential limits of their work and child protection.

I meet the three mentors monthly for group supervision this gives them the opportunity to reflect on their work, explore and clarify any issues that may have appeared during the month. Each mentor has that safe space to work through whatever complications the mentees has brought to them during that time.

We explore techniques, give guidance if a mentor felt out of depth, managing boundaries and as a mark of good practice support with any ethical problems as and if presented.

Our mentees benefit from the regular support their mentors in the most effective way given a safe space in which to reflect while acting as a sounding board and being open to new ideas.

**Evaluation of SEN Initiative**

Consultation questionnaire for learner and/or staff support practitioners

**SENI centre name:** **Sligo Youthreach**

**Name of respondent:**  **Phill Corcoran**

**Professional qualifications:** Degree Counselling/Psychotherapy. MIAHIP

**Role within the centre:** **Counsellor and Mentor support and Supervision**

Please answer the questions below along with any observations or comments that you would like to make.

1. **Are you aware of the main features of the SEN Initiative, i.e. what is expected to be happening in this centre as a result of the centre being a SENI centre** (e.g. the use of Webwheel mentoring, the development of Individual Action Plans, the interagency liaison, the focus on staff training and on staff support and supervision)**?**

I am aware of the main feature of the SEN Initiative in our centre. The implementation of the Web Wheel is very relevant to our learners. It is used as a tool at mentoring; with its sixteen sections it gives the learner the opportunity to reflect on themselves under each section this encourages them to identify goals for themselves. It also helps the learners with their personal and social development, it relates to their lives outside of the centre.

1. **In your view, how well are the needs of the learners in the centre being met?**

I feel the learner’s needs are met in every way possible. Ultan my coordinator suggests on the arrival of a learner to the centre that during the first few days of induction he/she would meet with me. I explain my role in the centre and assure them of as much support as possible while offering them of a safe space to discuss any issue that might be causing them a concern. I discuss (1) confidentiality (2) explain the issues around child protection in order that they are familiar with them (3) self-harm and harm to others is also discussed. By the time they are familiar with the Web Wheel, their key worker and have a match for the Web Wheel mentoring in place most if not all of their needs hopefully should be met in my view. Should it be needed I would refer to outside agencies such as Addiction Agency, Mental Health Organisation and GP or HSE.

1. **What do you see as being the main outcomes of the SEN Initiative in the centre?**

The implementation of the Web Wheel helps the learner improve their development of life skills also basic skills and motivate them towards their future. From the Web Wheel they can recognise problems in their personal life that they may wish to address by degrees. By the learners ability to view the Web Wheel fortnightly they can explore his/her progress and develop many aspects of their lives.

1. **Are the staff sufficiently well supported to implement the SEN Initiative in your view? Have you any concerns about their capacity to do it or about the demands that are being put on them?**

In my view the staff are well supported to implement the SEN Initiative. Supervision is provided every Tuesday at the start of the weekly staff meeting. Any relevant, reliable information or issue that might be pressing in relation to the learners or the staff is attended to at this stage. This would also include behaviours of learners that may need exploring and some attention given. Face-to-face counselling is available on request. Mentoring supervision takes place once per month. There is a debriefing slot daily. Staff training is in place from time to time.

**5. What do you think of the overall impact of the SEN Initiative? Are there changes you would like to see introduced?**

The overall impact of the SEN Initiative has been positive and a huge benefit to our centre. For now I cannot recognise any changes that could be needed.

1. **Have you any other observations or suggestions?**

As a result of the SEN Initiative in the centre our learners have much more valuable benefit’s available to them. Without it there would be a noticeable difference in my view.

**Evaluation of SEN Initiative**

**Consultation questionnaire for Mentors**

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| **SENI centre name:**  | Youthreach Sligo |
| **Name:** Ann Gallagher | **Professional qualifications:** **Certificate in Technology Enhanced Learning****PGDE Education Studies (TCD)****Diploma in Computing** |
| **Role within the centre:** | Part Time Resource Person, Mentor |

Please answer the questions below along with any observations or comments that you

would like to make.

1. **Are you familiar with the main features of the SEN Initiative, i.e. what is expected to be happening in this centre as a result of the centre being a SENI centre** (e.g. the use of WebWheel mentoring, the development of Individual Action Plans, the interagency liaison, the focus on staff training and on staff support and supervision)**?**

Yes, I have set up a shared Notebook with Mary Gordon’s Initial WebWheel Presentation, WebWheel Model and Individual Action Plan with my mentees. I introduce mentoring using the presentation and introduce the WebWheel and Action plan on the first day. I have a query around GDPR and holding their data as according to Mary Gordon’s original documentation, she states this is their Individual Action Plan and their views and am wondering where it sits in relation to GDPR and data retention.

1. **In your view, how well are the needs of the learners in the centre being met?**

Mentoring was very difficult last year due to available space in the building. I was allocated 1 hour for mentoring per week and timetabled for a ½ hour on Wednesday mornings but had no room available at that time. All rooms were in use out from the staff room / library but often staff needed to use the photocopier. I used my lunch time on Wednesdays to facilitate mentoring but often did not catch all mentees due to staggered breaks or absenteeism. Some of the learners on my list (reliable attenders) were on tea break when I was timetabled for mentoring on Mondays, so I used my lunch break for mentoring on Mondays also.

I suggested last year that more time be allocated to mentoring as some learners were staying longer than ½ hour. I suggested using Ultan’s office on a Thursday morning for mentoring from September 2021 as this room is available in the mornings if I am not needed for cover.

1. **What do you see as being the main outcomes of the SEN Initiative in the centre?**

Better engagement and attendance, a safe space to talk if they were experiencing problems in life or in the centre, problems may not have been to do with staff or other learners but may have been to do with mental health issues that accrued over lockdown. Many enjoyed having a chat during mentoring about life and how they were coping with the COVID 19 situation, some wanted to talk to someone other than family members. Many were relieved to be back in centre to meet friends, staff and getting out of house. Mentoring gave learners a chance to plan what they were going to do after Youthreach. Many of my mentees attended the centre regularly and often asked if I had time for a chat, which I facilitated at lunchtimes if I had not place at the allocated mentoring time. Some mentees asked for help around career planning or applying for SUSI grants. Poor attenders did not make any effort to engage in mentoring – I emailed them to check in but got no response.

1. **Do you feel sufficiently supported to implement the SEN Initiative? (Supervision- Practitioner support etc)**

Phill is of great support to learners in the centre. We need to pencil in time to meet and allocate learners to mentors and timetable staff support to get mentoring up and running this year.

1. **Have you any other observations or suggestions?**

Some learners have low self-esteem and confidence, and this is a barrier to success, might I suggest mentors do training on confidence building.

Timetable mentoring at a time there is a dedicated room available, not the staffroom or library to be fair on mentors, staff or learners.

The use of a dedicated room is very helpful for mentoring since returning in September 2021 and learners are more willing to engage in the process in a private uninterrupted space.

**SCOT Analysis: exploring the experience of Staff and mentor**

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| **Non mentor’s experience:**  |
| **How does mentoring impact on your role as a teacher and on the learners in the centre** |
| **Strengths** | **Challenges** |
| * Majority staff take part in informal mentoring.
* Majority of staff have completed mentoring training
* Culture of activity listening
* Awareness of opportunities available.
* Awareness of the moment.
* Funding for additional training
* Experienced of mentoring
* Experienced staff
 | * Not having the inside track on what’s happening with a young person.- need to know bases.
* Timetabling-
 |
| **Opportunities** | **Threats** |
| * To sharing of information
* Ability to capture the moment
* Information sharing
* Building relationship- and bonding trust
* Every encounter counts
 | * Threat to the SEN budget.
* Sharing information-
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| **Mentors Experience :**  |
| **As a mentor, explore good practice and the challenges of mentoring for the mentor and mentee.** |
| **Strengths** | **Challenges** |
| * Experience in dealing with other mentees-
* Referral system in place - Ultan and Phill
* Referrals to DLP ad DDLP child safeguarding
 | * Room space
* Attendance
* Engagement
* Mentee mentor fit
* Channeling – mentee needing support outside of mentoring time
* Mentoring fit-
 |
| **Opportunities** | **Threats** |
| * Mentee could pick their mentor
* Timetabling mentoring
* Timetable supervision with Phil- mentors-
* supervision Available as group and or individual
* Bonding support
* Refresher training – child protection- venerable adults./ mentoring
 | * Could hear venerable information
* Finding available space/ or mentee attendance
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| **Actions Created from SCOT analysis 2021- Non Mentor Feedback** |
| **Area** | **Action** | **By whom** | **When** |
| Allocation match of mentor and mentee | * Induction full day process.
* During the Learner’s first ‘Monthly Review’, new learners will be introduced to the centre’s mentoring programme, system and will be assigned a mentor
 | Phil & Mentors | Ongoing/ monthly |
| **Actions Created from SCOT analysis 2021- Mentor Feedback** |
| **Mentor Feed back** | **Action** | **By whom** | **When** |
| Training | * Refresher training for mentors
 | Mentors, Phil and Ultan | 19th Jan 2022 |
| Training | * Mentors & Phil discuss what specific training is required
 | Mentors, Phil and Ultan | Dec 2021 |
| Specific training for all staff | * Child protection training
* Vulnerable adult training.
 | Phil and Ultan | 2022 |
| Sharing relevant information | * Included ‘Mentoring/SEN’ on the agenda of the weekly staff meetings-
 | Ultan, Phill & Mentors  | Ongoing/ monthly |

**Mentee Evaluation;**

**Self Educational Needs Initiative (SENI) INTERNAL CENTRE EVALUATION**

**Students Consultation Questionnaire**

You are being asked to review your experience of the mentoring programme in the centre. Can you please read the following statements and tick if it is **True, False, or Not Sure**

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| **Comment** |  **TRUE** | **FALSE** |  **NOT SURE** |
| I want to achieve certification | 88.8% |  | 11.2% |
| I am able to cope with difficult situations | 66.6% | 11.2% | 22.2% |
| I work with my mentor on an Individual Action Plan | 55.6% |  | 44.4% |
| My mentor understands if I am not in the mood for talking | 66.6% |  | 33.4% |
| I have increased self esteem | 44.4% | 22.2% | 33.4% |
| I am not afraid to ask for help | 88.8% |  | 11.2% |
| I feel that my mentor listens to me | 66.6% |  | 33.4% |
| Mentoring gives me new ways of looking at my problems | 44.4% | 11.2% | 44.4% |
| I can see positive changes in me since I started the mentoring programme | 44.4% | 11.2% | 44.4% |
| I believe the way my mentor and I work together helps me deal with practical difficulties in my life | 44.4% | 11.2% | 44.4% |
| I am gaining from my experiences in mentoring | 44.4% |  | 55.6% |
| My mentor helps me link with supports outside the centre | 66.6% |  | 33.4% |
| My mentor helps me look at different work options | 77.6% |  | 22.2% |
| I can’t see much change in myself since I started mentoring | 22.2% | 22.2% | 55.6% |
| I am happy with my experience of mentoring | 66.6% |  | 33.4% |
| The mentoring process has helped me plan for my future career | 44.4% | 11.2% | 44.4% |
| I have a better understanding of my difficulties | 66.6% |  | 33.4% |
| The web wheel shows me how one part of my life can have an effect on another part of my life | 44.4% |  | 55.6% |
| I know that there are supports available to me | 88.8% |  | 11.2% |
| I feel my mentor advocates for me when I need it | 55.6% |  | 44.4% |
| I feel I am making progress | 100% |  |  |
| I am able to accept help when I need it | 77.6% | 11.2% | 11.2% |
| I am becoming more aware of myself | 88.8% | 11.2% |  |
| I am better able to cope with my problems | 77.6% | 22.4% |  |
| I can plan my progress with my mentor | 77.6% | 11.2% | 11.2% |
| I am better able to accept criticism | 77.6% | 11.2% | 11.2% |
| I am disappointed with my experience of mentoring | 11.2% | 38.8% | 50% |
| I am more ambitious | 66.6% |  | 33.4% |

**ICE CITERIA FOR EVALUATING THE SEN INITIATIVE IN SENI CENTRESAREAS FOR ACTIONS:**

**17.1 Evaluation of the SEN Initiative 17.4 Staff training, support and supervision are provided for all mentors**

**17.2 WebWheel mentoring 17.5 The operation of the SEN Initiative is well coordinated across the centre**

**17.3 Individual action plans (IAPs)**

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| **17. Evaluation of the SEN Initiative in SENI centres 2021****17.1** The operation of the SEN Initiative follows the guidelines faithfully and the centre’s SEN policy is well coordinated across the centre | **Evidence**  | **Area for Improvement** | **Action** | **By Whom**  | **When** |
| **(a)** | The operation of the SEN Initiative is evaluated every year by the full staff team | * Evaluation dates recorded in centre diary/ calendar.
* Report available- sent to MSLETB & SENI National Coordinator.- Gerry Griffin
* Records of improvements recorded.
 |  |  |  |  |
| **(b)** | Learners are facilitated to evaluate their experience of the SEN Initiative and their progress in the centre over the past year | * Learner’s SENI evaluations are recorded in the Centre Annual SENI Report.
* Carryout by mentor and mentee.
 |  |  |  |  |
| **(c)** | The ETB contributes to the annual evaluation | * MSLETB Management review is included in the Centre Annual SENI Report.
 |  |  |  |  |
| **(d)** | Other stakeholders and service providers are consulted as part of the evaluation e.g. parents, support practitioners  | * Relevant stakeholder and service providers are consulted as relevant
* Support practitioner evaluations are included in the Centre SENI Report
 |  |  |  |  |
| **(e)** | The case supervision and staff support service is evaluated by the mentoring staff and changed if viewed as unsatisfactory | * Staff supervision and supports is annually reviewed and changes have been made as a result
* Supervision is available
 |  | * Timetable group supervision for mentors
* Include an individual supervision option, if required
 | Mentors & Phill | Jan 2022 |
| **(f)** | The annual SENI report is drawn up by the coordinator and okayed by the ETB before being submitted on time to the SENI National Coordinator | * The annual SENI Report is sent to the MSLETB & SENI National

Coordinator for approval. |  | * Email the Sligo SENI report to:
* Gerry Griffin N.Y.C.

Cathy Powell MSLETB AEO | Ultan | Dec 2021 |
| **17.2** The WebWheel mentoring model is fully implemented for all Learners in the centre | **Evidence** | **Area for Improvement** | **Action** | **Who**  | **When** |
| **(a)** | New Learners are introduced to WebWheel mentoring at an induction meeting. | * The Web wheel mentoring is part of centre induction programme.-
* Mentors contribute to the centre’s Induction Programme.
* The rational of Web Wheel mentoring is discussed ongoing between mentor and mentee.
 | Online version of Webwheel | * Refresh the mentoring information & aspect of the centre’s introduction Programme.
 | Mentors | Jan 2022 |
| **(b)** | All Learners are assigned a mentor within two months of starting in the centre. | * Mentor mentee list
* Annual SENI Report
 |  | * Ensure that new mentees are on the agenda of Phill’s meetings.
* Sinead to link in mentees with Phill
 | PhillSinead | On goingOn going |
| **(c)** | There is a clear procedure for reviewing and changing pairings if they are not working out for either the Learner or the mentor | * In-formal changing of mentoring pairing.
* Staff and Learner led
 |  |   |  |  |
| **(d)** | Staff conduct the mentoring sessions according to the WebWheel model  | * Web Wheel sheets
* Mentoring folders
 |  |  |  |  |
| **(e)** | Every Learner has a mentoring session at least once a fortnight  | * Window of two weeks mentoring sessions.
 |  | Include on the agenda of the Jan 2021 Mentor Planning meeting* Length of mentoring sessions
* Frequency of meetings
 | **Mentors:** Karl, Judith, Sinead Ann & Phill | Jan 2022 |
| **(f)** | A mentoring session is timetabled to last at least 20 minutes if every week and 30 minutes if once a fortnight | * Window of two weeks mentoring sessions.
 |  | * Mentors to keep and update a mentee attendance record.
 | Karl, Judith, Sinead Ann | Jan 2022 |
| **(g)** | Personal mentoring records are maintained by mentors as aides memoire | * Mentoring folders.
* Mentor notes
 |  |  |  |  |
| **17.3** Individual action plans (IAPs) are developed during the mentoring sessions | **Evidence** | **Area for Improvement** | **Action** | **Who**  | **When** |
| **(a)** | An IAP is developed and documented with each Learner  | * IAPs in mentoring folder
* IAPs are shared with staff on a need to know.
* SEN sessions are COVID complicate around the webwheel model
 |  | * Include IAPs on the agenda of the Virtual planning meeting.
* Discussion with Phil – Sinead with Ultan Wednesday Dec 2021
 | Mentors: Karl, Judith, Sinead Ann & Phill  | Jan 2022 |
| **(b)** | IAPs are drawn up during the mentoring sessions and are based entirely on the goals the Learners identify for themselves.  | * Learner directed/ led
* Web wheel- COVID Compliant
* IAPs are in place pre Lockdown
 |  | * Include IAPs on the agenda of the Planning meeting. As above
 | **Mentors:** Karl, Judith, Sinead Ann & Phill  | Jan 2022 |
| **(c)** | IAPs are distinguished from the other kinds of plans for Learners that staff may draw up relating to courses, accreditation and progression or to disciplinary issues  | * IAP based on Web

 Wheel model* Centre staff have a clear understanding of the Webwheel model
* The SEN plan is Separate from other centre plans
 |  |  |  |  |
| **(d)** | IAPs identify the specific *teaching* and/or *support* interventions that will be provided to Learners by the centre and any actions the Learners will undertake themselves. | Support interventions* Referrals to Phill
* Support Agencies -out of centre.
* Career guidance-
 |  |  |  |  |
| **(e)** | IAPs are shared and discussed at full staff meetings on the basis that all staff members share responsibility for their implementation. | * IAPs are shared and discussed with staff as appropriate.
* IAPs are discussed /shared, as appropriate, during weekly meetings
 |  |  |  |  |
| **(f)** | The IAPs of some Learners identify services or agencies outside the centre that will be approached and/or worked with for the purposes of achieving additional supports for them | * Identification of outside services and agencies are included in learner’s Action Plan.
* List of support services available from Phil
* Support Service on file.
 |  |  |  |  |
| **17.4** Staff training, support and supervision are provided to all mentors | **Evidence** | **Area for Improvement** | **Action** | **Who**  | **When** |
| **(a)** | All staff members receive formal induction in relation to the SEN Initiative. | * Advanced SEN training with Sue Dunn 2016
* SEN introduction training 2017
 |  |  |  |  |
| **(b)** | All mentors have done the introductory mentoring training in the WebWheel model | * Attendance training records in place

2016 & 2017 training |  | **Reaction:** Organise * Initial Introductory SEN training for Karl
* Refresher training for existing Mentors
 | Theresa  | Jan 2022 |
| **(c)** | All mentors have done at least one day of advanced mentoring training after six months | * Staff have completed additional SENI training- in mentoring skills.
* Sue Dunn 2016
 |  | * To ensure mentors complete the Advance SENI Training 6months after the initial Introductory Training – COVID pending.
 | Mentors, Phill & Ultan | Ongoing |
| **(d)** | Staff support is provided for mentors to help them manage their role and their experiences of mentoring | * Phil 1-1 sessions
* Monthly supervision sessions.
* Individual sessions available
 |  |  |  |  |
| **(e)** | Case supervision is provided to mentors to help them identify how they can best help the Learners they are mentoring | * Supervision records of attendance
 |  |  |  |  |
| **(f)** | Mentors avail of both supervision and support services on a regular basis (and not less frequently than once a month) | * Supervision support available to all mentors on a regular basis.
 |  | * Mentor, Phill, Ultan discussion on around ‘Supervision Timetable’.
 | Phill & Ultan | Dec 2021 |
| **(g)** | Staff support and supervision is provided by a fully qualified psychotherapist or psychologist who is a member of an appropriate professional body  | * Supervision is provided by a qualified psychotherapist, with recommended membership to an appropriate professional bodies.
 |  |  |  |  |
| **17.5** The operation of the SEN Initiative is well coordinated across the centre | **Evidence** | **Area for Improvement** | **Action** | **Who**  | **When** |
| **(a)** | The budget for the SEN Initiative is spent in accordance with the guidelines  | * Financial section is included in the annual SEN Report
 |  |  |  |  |
| **(b)** | All staff – whether mentors or not – are clear about their role in the Initiative | * Annual SEN evaluation process
* The majority of staff have completed initial & advance SEN training
 |  |  |  |  |
| **(c)** | The whole staff team is involved in identifying possible *teaching* and *support* interventions to respond to Learners’ special educational needs | * The whole staff team are involved in identifying teaching and learning supports.
 |  |  |  |  |
| **(d)** | The centre is aware of all relevant local services and agencies, both statutory and non-statutory, and is familiar with their contact and referral arrangements  | * List of local services and agencies are in the office.
* Included in the annual SEN Report
* Phill has links with various organisation
 |  |  |  |  |
| **(e)** | Child protection issues are clarified and discussed on a regular basis with the full staff team and mentors have a clear procedure for dealing with any issues that might arise | * Child Protection Policy has been email to all staff.
* Staff have ‘signed off’ that they have received the Child Protection document.
* DLP &DDLP information is displayed at the entrance of the building.
* All the centre Child Protection Documents are shared on the centre SharePoint.
* MSLETB Advisory Committee sign off, annually on the Centre’s Child Protection Documents
* Records of signatures for 2021
 |  |  |  |  |

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| **Time Line of SENI Actions 2021-2022** |
| **Ongoing actions** | **Specific Action.** | **Who**  | **tick when doneImage result for tick mark** |
| **SCOT Analysis: non mentors:** Allocation match of mentor and mentee  | * Induction full day process.
* During the Learner’s first ‘Monthly Review’, new learners will be introduced to the centre’s mentoring programme, system and will be assigned a mentor
 | Phil & Mentors |  |
| **SCOT Analysis: mentors:** Sharing relevant information  | * Included ‘Mentoring/SEN’ on the agenda of the weekly staff meetings-
 | Ultan, Phill & Mentors  |  |
| **17.2 (b)** Assignment of mentees and mentors. | * Ensure that new mentees are on the agenda of Phill’s meetings.
* Sinead to link in mentees with Phill
 | PhillSinead |  |
| **Q.S.17.4 (c)** Advanced SEN Training | * To ensure mentors complete the Advance SENI Training 6months after the initial Introductory Training – COVID pending.
 | Mentors, Phill & Ultan |  |
| **December 2021** | **Specific Action.** | **Who**  | **tick when doneImage result for tick mark** |
| **SCOT Analysis: mentors** Training  | Mentors & Phil discuss what specific training is required | Mentors, Phil and Ultan |  |
| **Q.S.17.1 (f) SEN Report 2021-2022** | * Email the Sligo SENI report to:

Gerry Griffin N.Y.C.Cathy Powell MSLETB AEO | Ultan |  |
| **Q.S.17.4 (f)** Supervision timetable | * Mentor, Phill, Ultan discussion on around ‘Supervision Timetable’.
 | Phill & Ultan |  |
| **January 2022** | **Specific Action.** | **Who**  | **tick when doneImage result for tick mark** |
| **SCOT Analysis: mentors:** SEN Training  | * Organise fresher SEN training for mentors 19th Jan 2022
 | Mentors, Phil and Ultan |  |
| Contact SENI Facilitator | Contact a SENI facilitator to facilitate Sligo SENI Review  | Ultan |  |
| **SCOT Analysis: mentors:** Specific training for all staff  | * Child protection training
* Vulnerable adult training.
 | Phil and Ultan |  |
| **Q.S.17.1 (e) Case Supervision** | * Timetable group supervision for mentors
* Include an individual supervision option, if required
 | Mentors & Phill |  |
| **Q.S.17.2(b)** Mentoring Induction Programme | * Refresh =mentoring information & aspect of the centre’s SEN introduction Programme.
 | Mentors |  |
| **Q.S.17.2 (e**) Frequency of mentoring sessions | Include on the agenda of the Jan Mentor Planning meeting –* Length of mentoring sessions
* Frequency of meetings
 | Mentors: Karl, Judith, Sinead Ann & Phill |  |
| **Q.S.17.2 (f)** Mentoring timetabled sessions | * Mentors to keep and update a mentee attendance record.
 | Karl, Judith, Sinead Ann |  |
| **Q.S.17.3 (a)** IAP | * Include IAPs on the agenda of the Virtual planning meeting.
* Discussion with Phil – Sinead with Ultan Wednesday Dec 2021
 | Mentors: Karl, Judith, Sinead Ann & Phill  |  |
| **Q.S.17.3 (b)** IAP | * Include IAPs on the agenda of the Planning meeting. As above
 | **Mentors:** Karl, Judith, Sinead Ann & Phill  |  |
| **Q.S.17.4 (b)** Refresher SEN Training | **Reaction:** Organise Refresher SEN training: 19th Jan 2022* Initial Introductory SEN training for Karl
* Refresher training for existing Mentors
 | Ultan, Theresa and mentors |  |
| **Q.S.17.4 (b)**  Refresher SENI Training | Theresa to contact Sligo SENI coordinator with regards to the centre SENI mentors training requirements. – Jan 2022 | Theresa |  |