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ST. GABRIEL'S SPECIAL SCHOOL
SOCIAL, PERSONAL AND HEALTH EDUCATION (SPHE) POLICY 2026–2029

Section 1: Ratification and Policy Information

Policy Title
Social, Personal and Health Education (SPHE) Policy

School
St. Gabriel's Special School

Policy Area
Curriculum, Wellbeing, Safeguarding and Student Participation

Policy Duration
2026–2029

Date of Ratification

Review Date

Chairperson Signature

Principal Signature

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Policy Rationale

This policy provides the framework through which Social, Personal and Health Education (SPHE) is delivered throughout St. Gabriel's Special School.
The Board of Management recognises that SPHE is fundamental to the holistic development of pupils and is particularly significant within a special school setting. The development of communication, self-awareness, emotional wellbeing, personal safety, self-regulation, independence and participation are essential outcomes for all pupils attending the school.
This policy seeks to ensure:

- Consistency of practice across the school.
- High quality SPHE provision for all pupils.
- Alignment with Department of Education requirements.
- Promotion of pupil wellbeing and safeguarding.
- Recognition of communication as a fundamental right.
- Meaningful pupil participation.
- Partnership with parents and multidisciplinary teams.

Scope of the Policy

This policy applies to:

- All pupils attending St. Gabriel's Special School.
- Teachers.
- Special Needs Assistants.
- School leaders.
- Members of the Board of Management.
- Visiting professionals.
- Volunteers and students working under supervision.

Review Procedures

This policy will be reviewed:

- Every three years.
- Following significant legislative or policy changes.
- Following recommendations arising from Inspectorate visits.
- Following School Self-Evaluation processes.
- Where school circumstances indicate a need for amendment.

Relationship to Other School Policies

The SPHE Policy should be read in conjunction with:

- Child Safeguarding Statement
- Child Protection Risk Assessment
- Relationships and Sexuality Education Policy
- Bí Cineálta Policy
- Code of Behaviour
- Positive Behaviour Support Framework
- Intimate Care Policy
- Administration of Medication Policy
- Educational Visits Policy
- Attendance Strategy
- Acceptable Use Policy
- Critical Incident Management Plan
- Assessment Policy
- Student Support File Procedures

These policies collectively contribute to the promotion of pupil wellbeing, participation and safety.

Section 2: Introduction

What is SPHE?
Social, Personal and Health Education (SPHE) is the curriculum area that supports pupils to develop the knowledge, understanding, skills, attitudes and values necessary to manage their lives, form positive relationships and participate meaningfully in their communities.
At St. Gabriel's Special School, SPHE is both a distinct curriculum area and a whole-school responsibility.

The school recognises that many pupils require explicit teaching and support in areas that are foundational to everyday life including:

- Communication.
- Self-awareness.
- Emotional regulation.
- Personal care.
- Relationship building.
- Community participation.
- Self-advocacy.
- Personal safety.
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SPHE therefore permeates all aspects of school life and is not confined to timetabled lessons.

During the 2026 school year, St. Gabriel's introduced 'All About Me' booklets across all classrooms. These booklets form an important component of the school's person-centred approach and support student voice, communication, self-identity, transition planning and partnership with families. The information gathered through the booklets contributes to educational planning and helps ensure that each pupil's interests, strengths, preferences and support needs are understood and respected by all staff

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Importance of SPHE in St. Gabriel's

For many pupils attending St. Gabriel's, the skills developed through SPHE are among the most important outcomes of their educational experience.
Many pupils require support to:

- Express preferences.
- Communicate needs.
- Build relationships.
- Understand personal boundaries.
- Navigate community environments.
- Regulate emotions.
- Participate safely in school and community settings.
- Access opportunities for independence.

The school therefore places a strong emphasis on the development of practical and functional life skills that will enhance each pupil's quality of life.

SPHE as a Whole School Responsibility

SPHE learning occurs through:

Direct Teaching

Teachers deliver planned lessons linked to school priorities, individual goals and curriculum outcomes.

Daily Living Experiences
Pupils learn through:

- Personal care routines.

- Mealtimes.
- Sensory regulation activities.
- Community access.
- School events.
- Leisure opportunities.

Positive Relationships
Meaningful interactions with staff, peers, families and community members provide opportunities to develop communication, self-esteem and social understanding.

School Culture

The values promoted throughout the school contribute significantly to SPHE learning.
These include:

- Respect.
- Dignity.
- Inclusion.
- Participation.
- Wellbeing.
- Safety.

The school views every interaction as a potential teaching and learning opportunity.

Section 3: School Context

School Profile
St. Gabriel's Special School provides education for pupils who present with severe, profound and complex learning needs.
The school strives to create an environment where pupils experience:

- Safety.
- Belonging.
- Participation.
- Communication.
- Wellbeing.
- Achievement.
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Educational provision is based on a commitment to person-centred practice and a belief that every pupil can continue to learn, develop and participate throughout their lives.

Multidisciplinary and Agency Collaboration

The school works closely with NEPS, NCSE and CDNT professionals to support communication, wellbeing, behaviour, sensory regulation, safeguarding and pupil participation. This collaboration contributes to person-centred planning and the development of individual and whole-school support

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Learner Profile

Pupils attending St. Gabriel's display a broad range of strengths, interests and support needs.

Intellectual Disability

Many pupils present with severe or profound intellectual disabilities and require highly individualised educational approaches.
Teaching may involve:

- Task analysis.

- Repetition.
- Overlearning.
- Multi-sensory experiences.
- Functional learning opportunities.

Autism

Many pupils present with autism and may require:

- Predictable routines.
- Structured environments.
- Visual supports.
- Sensory regulation supports.
- Explicit teaching of social understanding.

Communication Needs

The school recognises that communication is central to all learning.
Pupils may communicate through:

- Speech.
- AAC devices.
- PECS.
- LÁMH.
- Communication books.
- Eye-gaze systems.
- Objects of reference.
- Gestures.
- Behaviour.
- Facial expression.
- Body language.

Communication support is embedded within every aspect of school life.

Physical and Medical Needs

Some pupils require:

- Personal care support.
- Adaptive equipment.
- Physiotherapy programmes.
- Medical interventions.
- Mobility supports.

Individual needs are accommodated within educational planning.

Social, Emotional and Behavioural Needs

Some pupils require support with:

- Emotional regulation.
- Anxiety management.
- Behaviour support.
- Social understanding.
- Environmental adaptation.

The school adopts a Positive Behaviour Support approach to meeting these needs.

Current School Strengths

Current school practices that support SPHE include:

Communication Passport

Communication Passports help ensure that staff understand and respond to pupils' individual communication profiles.

AAC Rich Environment
AAC systems are embedded throughout classrooms, communal areas and community activities.

Behaviour Support Systems
The school has well-established procedures for:
- Behaviour monitoring.
- Positive Behaviour Support Plans.
- Individual Safety Plans.
- Restrictive Practice monitoring.

Community Participation

Community access is embedded within educational programmes wherever appropriate and may include:
- Shopping.
- Café visits.
- Sporting activities.
- Leisure experiences.
- Community events.

Sensory Regulation Supports
Provision includes:
- Sensory rooms.
- Regulation spaces.
- Outdoor learning opportunities.
- Individual sensory programmes.

Section 4: Legislative and Policy Framework
The SPHE programme operates within a comprehensive legislative and policy framework.

Education Act 1998

The Education Act promotes the holistic development of children and young people and recognises the importance of educational, social, personal and emotional development.
SPHE supports this objective through the provision of learning experiences that promote wellbeing, participation and personal growth.

EPSEN Act 2004

The Education for Persons with Special Educational Needs Act promotes individualised educational planning and meaningful participation in education.
This policy reflects the school's commitment to ensuring that SPHE is accessible and meaningful for every pupil.

Children First Act 2015

The school is committed to safeguarding and promoting the welfare of all pupils.
SPHE contributes to safeguarding through:
- Personal safety education.
- Help-seeking skills.
- Communication development.
- Self-advocacy skills.

Child Protection Procedures

The school implements all current Child Protection Procedures.
The SPHE curriculum supports this work by helping pupils develop:
- Trusted adult awareness.
- Boundary awareness.
- Communication of concerns.

- Personal safety skills.

Primary Curriculum Framework 2023

The SPHE curriculum supports the key principles of:
- Agency.
- Inclusion.
- Wellbeing.
- Creativity.
- Continuity and progression.

Wellbeing Framework
The school adopts a whole-school approach to wellbeing and recognises wellbeing as both:
- A prerequisite for learning.
- A desired educational outcome.

UN Convention on the Rights of the Child
The school recognises each pupil's right to:
- Protection.
- Participation.
- Communication.
- Education.
- Respect.

UN Convention on the Rights of Persons with Disabilities
The school is committed to promoting:
- Accessibility.
- Communication rights.
- Inclusion.
- Equality.
- Participation.

Section 5: Relationship to School Ethos

The SPHE programme reflects the values which underpin all aspects of life in St. Gabriel's.

Dignity
Every pupil has inherent worth and value.
Dignity is promoted through:
- Respectful interactions.
- Privacy.
- Personal care procedures.
- Positive language.
- Person-centred planning.

Communication

The school recognises communication as a fundamental human right.
Every pupil is presumed competent and capable of communication.
The school actively promotes communication through:
- AAC supports.
- Communication Passports.
- PECS.
- LÁMH.
- Eye-gaze technology.
- Visual supports.

Inclusion
The school seeks to ensure that all pupils experience belonging.
Participation is promoted through:

- Shared school activities.
- Community access.
- School celebrations.
- Sporting opportunities.
- Pupil voice initiatives.

Safety
The school maintains a strong commitment to physical, emotional and psychological safety.
This is reflected in:
- Child safeguarding procedures.
- Positive Behaviour Support.
- Safety planning.
- Risk management systems.

Independence
The school believes that all pupils can develop increasing levels of independence.
Independence is promoted through:
- Choice making.
- Communication development.
- Daily living skills.
- Personal care skills.
- Community participation.

Section 6: Vision Statement

St. Gabriel's Special School seeks to create a learning environment where every pupil is respected, included, safe and empowered to participate fully in school and community life.
We aspire to provide educational experiences that enable pupils to:
- Develop meaningful relationships.
- Build confidence and self-esteem.
- Communicate effectively.
- Participate actively.
- Develop independence.
- Enjoy positive health and wellbeing.
- Experience success.
- Maximise quality of life.

The SPHE curriculum plays a central role in achieving this vision.

Section 6A: Relationships, Behaviour and Wellbeing Framework
Rationale

St. Gabriel's recognises that behaviour is a form of communication and that pupils learn, develop and participate most successfully when relationships are secure, communication is understood, and environments are responsive to individual needs.
This framework is informed by:

- NCSE **Relate Programme**
- Department of Education **Understanding Behaviours of Concern**
- Positive Behaviour Support Frameworks
- Children First Guidance
- School Wellbeing Promotion Framework
- Universal Design for Learning principles

The Relate Framework in St. Gabriel's
The school adopts the core principles of the NCSE Relate programme by prioritising:
Safety
Pupils experience:
- Consistent routines
- Predictable environments
- Co-regulation support

- Emotionally available adults
- Individualised support plans

Connection
Staff seek to:
- Build trusting relationships
- Understand pupil communication
- Promote belonging
- Strengthen family partnerships
- Foster positive peer experiences

Regulation
Pupils are supported through:
- Sensory regulation supports
- Movement opportunities
- Regulation stations
- Individual sensory programmes
- AAC-supported emotional expression

Reflection
Staff engage in:
- Reflective practice
- Team problem-solving
- Data-informed decision making
- Functional understanding of behaviour
- Continuous professional learning

Understanding Behaviours of Concern
Consistent with Department of Education guidance, St. Gabriel's recognises that behaviours of concern may be influenced by:
- Communication difficulties
- Sensory processing needs
- Anxiety
- Trauma
- Physical health issues
- Environmental demands
- Learning challenges
- Regulation difficulties

The school seeks to understand:
What is the pupil communicating?
rather than
How do we stop the behaviour?

Whole-School Commitments
Staff will:
- Use respectful language.
- Assume positive intent.
- Avoid punitive approaches.
- Prioritise relationship building.
- Consider behaviour within context.
- Use evidence-informed interventions.
- Promote pupil dignity at all times

Section 7: Aims of SPHE

The SPHE curriculum aims to support pupils in developing the knowledge, skills and dispositions necessary for lifelong wellbeing and participation.

Personal Development
Pupils will be supported to:
- Develop self-awareness.
- Recognise strengths.
- Build confidence.

- Experience achievement.

Communication
Pupils will be supported to:
- Express wants and needs.
- Communicate preferences.
- Develop self-advocacy.
- Participate in decision making.

Emotional Wellbeing
Pupils will be supported to:
- Recognise emotions.
- Communicate feelings.
- Access regulation strategies.
- Develop resilience.

Physical Wellbeing
Pupils will be supported to:
- Develop healthy habits.
- Participate in physical activity.
- Improve personal care skills.
- Promote healthy lifestyles.

Relationships
Pupils will be supported to:
- Build friendships.
- Develop social interaction skills.
- Experience belonging.
- Respect others.

Safety
Pupils will be supported to:
- Develop personal safety awareness.
- Identify trusted adults.
- Seek support when required.
- Communicate concerns.

Independence
Pupils will be supported to:
- Make choices.
- Develop daily living skills.
- Increase autonomy.
- Participate meaningfully.

Community Participation
Pupils will be supported to:
- Access community experiences.
- Develop citizenship skills.
- Build social inclusion.
- Contribute to their communities.

Section 8: Whole School Wellbeing Framework
Statement of Commitment

St. Gabriel's Special School adopts a whole-school approach to wellbeing.
Wellbeing is promoted through:

- Relationships.
- Communication.
- Participation.
- Environment.

- Learning.
- Family partnership.

St. Gabriel's recognises that many of the most meaningful SPHE learning opportunities occur through shared experiences and whole-school activities. Monthly Achievement Days, birthday celebrations, school discos, seasonal events, performances, religious ceremonies, fundraising activities and other community celebrations provide authentic opportunities for pupils to develop communication, relationships, self-esteem, emotional wellbeing, participation and a sense of belonging. These events form an integral part of the school's SPHE provision and contribute significantly to pupil wellbeing and quality of life.

Positive Relationships

Positive relationships form the foundation of wellbeing.
Staff strive to develop relationships characterised by:

- Trust.
- Respect.
- Consistency.
- Emotional safety.

Pupils are supported to build positive relationships with:

- Peers.
- Staff.
- Families.
- Community members.

Communication Rich Environments
The school actively promotes communication throughout the school day.
Current practices include:

- Communication Passports.
- AAC systems.
- PECS.
- LÁMH.
- Communication devices.
- Eye-gaze systems.
- Visual supports.

Communication opportunities are intentionally planned and supported across all learning activities.

Student Voice

Student voice is actively encouraged.
Opportunities include:

- Daily choice making.
- AAC-supported participation.
- Classroom decision making.
- Leisure choices.
- Regulation choices.
- Participation in planning where appropriate.

The school recognises that voice may be expressed through speech, AAC, gestures, behaviour, eye gaze, body language or demonstrated preferences.

Emotional Wellbeing

Emotional wellbeing is supported through:

- Positive relationships.
- Predictable routines.
- Regulation supports.
- Communication supports.
- Safe learning environments.

Sensory Wellbeing
The school recognises the significant impact of sensory processing on wellbeing and participation.
Provision includes:

- Sensory rooms.
- Quiet spaces.
- Outdoor learning.
- Individual sensory programmes.
- Movement opportunities.

Family Engagement
Families are central partners in promoting pupil wellbeing.
The school promotes:

- Collaborative planning.
- Regular communication.
- Parent consultation.
- Shared decision making.

Community Belonging

Community participation contributes significantly to wellbeing.
Pupils are provided with opportunities to engage with:

- Local amenities.
- Sporting activities.
- Community events.
- Leisure experiences.
- Cultural opportunities.

Desired Wellbeing Outcomes

The school seeks to ensure that pupils:

- Feel safe.
- Feel valued.
- Feel respected.
- Feel included.
- Develop meaningful relationships.
- Communicate effectively.
- Build confidence.
- Participate meaningfully.
- Experience success.

Section 9: Curriculum Structure

Curriculum Rationale

The SPHE curriculum in St. Gabriel's Special School has been designed to support pupils in developing the personal, social, communication, emotional and practical skills required to participate meaningfully in everyday life.

The curriculum acknowledges that pupils present with diverse profiles of strengths and needs and that learning pathways will differ significantly between pupils. Consequently, curriculum delivery is flexible, individualised and responsive to pupil need.
The curriculum emphasises:

- Functional and meaningful learning.

- Participation over performance.
- Communication as the foundation of learning.
- Generalisation of skills across settings.
- Development of independence.
- Wellbeing and quality of life.
- Community participation.
- Rights-based and person-centred practice.

Learning experiences are designed to be relevant to pupils' current and future lives and to support increasing autonomy and self-determination.

Curriculum Organisation

SPHE is organised through six interconnected strands:

Strand 1: Myself
Development of self-awareness, identity, self-esteem and independence.

Strand 2: Health and Wellbeing
Development of personal care, healthy lifestyles and emotional wellbeing.

Strand 3: Communication and Relationships
Development of communication, social interaction and relationship skills.

Strand 4: Emotional Regulation and Self-Management
Development of emotional literacy, coping strategies and self-regulation.

Strand 5: Personal Safety and Safeguarding
Development of safety awareness, self-protection and help-seeking skills.

Strand 6: Community Participation and Citizenship
Development of participation, belonging and inclusion within the wider community.

Integration Across the Curriculum
SPHE is integrated throughout daily school life and intersects with:

- Communication and Language
- Physical Education
- Arts Education
- Community Access Programmes
- Therapeutic Interventions
- Positive Behaviour Support
- Wellbeing Initiatives
- Daily Living Skills Programmes

SPHE outcomes are reinforced throughout the school day rather than being taught solely through discrete lessons.

Section 10: Planning for Progression
Whole-School Planning

The school identifies annual SPHE priorities through:
- School Self-Evaluation
- Wellbeing monitoring

- Behaviour and incident analysis
- Parent feedback
- Staff consultation
- Department of Education priorities

These priorities inform annual planning and target setting.

Class-Level Planning

Class teachers develop programmes that:

- Reflect whole-school priorities.
- Address identified pupil needs.
- Promote participation and engagement.
- Incorporate therapeutic and multidisciplinary recommendations.
- Facilitate skill development across all six strands.

Planning incorporates:

- Long-term planning
- Termly planning
- Short-term planning

Individual Planning

Each pupil's SPHE programme may be informed by:

- Student Support Files
- IEP processes
- Parent priorities
- Communication assessments
- Sensory assessments
- Behaviour support plans
- MDT recommendations

Priority learning outcomes are identified based on greatest impact for the individual pupil.

Progression Principles

Progression may include development in:

Communication

Examples include:

- Making a choice.
- Making requests.
- Expressing feelings.
- Initiating interactions.
- Using new AAC systems.

Independence

Examples include:

- Improved self-help skills.
- Greater participation in personal care.
- Increased community participation.

Relationships

Examples include:

- Increased interaction with peers.
- Shared attention.
- Cooperative participation.

Wellbeing

Examples include:

- Improved emotional regulation.
- Increased use of coping strategies.
- Reduced distress.

Small developmental gains are recognised as highly significant achievements.

Section 11: Strand 1 – Myself

Strand Rationale

A positive sense of self forms the foundation of wellbeing, communication and participation.
The curriculum supports pupils to develop awareness of themselves as individuals with preferences, strengths, needs and rights.

Key Areas of Learning
Identity

Pupils are supported to:

- Recognise themselves.
- Recognise personal characteristics.
- Develop a sense of belonging.
- Value their own achievements.

Self-Awareness
Opportunities are provided to:

- Recognise preferences.
- Identify interests.
- Demonstrate choices.
- Develop self-understanding.

Self-Esteem

Staff actively promote:

- Success experiences.
- Recognition of achievement.
- Positive feedback.
- Celebration of effort.
- Monthly Achievement Days provide opportunities for pupils to celebrate personal success, develop confidence, experience belonging and recognise the achievements of others

Independence
Learning opportunities focus on:

- Self-care.
- Daily routines.
- Organisation.
- Personal responsibility.

Current School Practices
Examples include:

- **All About Me** Workbooks
- Visual choice boards.
- Structured independence programmes.
- Personal target systems.
- Celebration assemblies.
- Achievement awards. Monthly Achievement Days provide opportunities for pupils to celebrate personal success, develop confidence, experience belonging and recognise the achievements of others
- Classroom responsibilities.

Assessment
Evidence may include:

- Choice making.
- Increased participation.
- Independence during routines.
- Self-recognition.
- Engagement in activities.

Section 12: Strand 2 – Health and Wellbeing
Strand Rationale
Pupils require opportunities to develop healthy habits and an understanding of personal wellbeing that will support them throughout life.

Key Areas of Learning
Physical Wellbeing
Learning focuses on:

- Physical activity.
- Healthy eating.
- Rest and relaxation.
- Mobility and movement.

Personal Care
Teaching may include:

- Hand washing.
- Tooth brushing.
- Grooming.
- Toileting programmes.
- Dressing skills.

Healthy Habits
Pupils are supported to:

- Participate in healthy routines.
- Develop self-care awareness.
- Recognise healthy choices.

Emotional Wellbeing
Teaching includes:

- Emotional awareness.
- Regulation supports.
- Positive coping strategies.
- Stress reduction.

St. Gabriel's Practice
Current initiatives include:

- Healthy eating programmes.
- Movement opportunities.
- Swimming and physical activities.
- Personal care instruction.
- Sensory regulation supports.

Assessment
Indicators may include:

- Participation in routines.
- Engagement in exercise.
- Improved self-care skills.
- Use of wellbeing strategies.

Section 13: Strand 3 – Communication and Relationships
Strand Rationale

Communication is essential to participation, learning, wellbeing and relationships.
The school recognises communication as a fundamental human right and places communication development at the centre of all educational planning.

Key Areas of Learning
Communication
Pupils are encouraged to:

- Express wants and needs.
- Communicate preferences.
- Make choices.
- Initiate interaction.

Relationships

Learning focuses on:

- Building trust.
- Developing friendships.
- Participating in social interaction.
- Respecting others.

Social Skills

Pupils are supported to develop:

- Turn taking.
- Shared attention.
- Cooperation.
- Participation in groups.

Current School Practice

Communication support includes:

- Communication Passports.
- AAC devices.
- PECS.
- LÁMH.
- Communication books.
- Eye gaze.
- Visual schedules.

Assessment

Assessment may include:

- Communication frequency.
- Communication independence.
- Social participation.
- Initiation of interaction.

Section 14: Strand 4 – Emotional Regulation and Self-Management
Strand Rationale

Emotional regulation is central to wellbeing, participation and learning.
Many pupils require explicit teaching and support in understanding emotions and developing regulation strategies.

Key Areas of Learning
Emotional Awareness

Pupils are supported to:

- Recognise emotions.
- Associate emotions with experiences.
- Communicate feelings.

Regulation

Learning opportunities include:

- Identifying preferred regulation activities.
- Recognising signs of distress.
- Accessing supports.

Coping Strategies

Pupils are supported to:

- Access safe spaces.
- Request breaks.
- Use sensory supports.
- Seek assistance.

St. Gabriel's Practices

Current approaches include:

- Regulation plans.
- Sensory supports.
- Social stories.
- Movement breaks.
- Quiet areas.
- Co-regulation by staff.

Assessment
Evidence may include:

- Use of regulation supports.
- Recovery following distress.
- Communication of emotional needs.
- Increased participation.

Section 15: Strand 5 – Personal Safety and Safeguarding
Strand Rationale

Personal safety education is a core element of SPHE and an essential component of safeguarding. Pupils attending St. Gabriel's may be vulnerable due to:

- Communication difficulties.
- Dependence on adult support.
- Community access needs.
- Personal care needs.
-

The curriculum therefore prioritises the development of functional safety skills.

Key Areas of Learning
Trusted Adults

Pupils are supported to:

- Identify trusted adults.
- Recognise support networks.
- Seek help when needed.

Personal Boundaries

Learning includes:

- Public and private.
- Appropriate interactions.
- Personal space.

Body Awareness
Pupils learn:

- Body ownership.
- Privacy.
- Personal dignity.

Help-Seeking
Teaching focuses on:

- Communicating concerns.
- Requesting assistance.
- Seeking support.

Community Safety
Pupils are supported to:

- Travel safely.

- Engage safely in public places.
- Follow safety routines.

School Practice
Current practices include:
- Individual safety plans.
- Social stories.
- Community access teaching.
- AAC-supported refusal skills.
- Safety supports within behaviour plans.

Section 16: Stay Safe Programme

Whole-School Commitment

St. Gabriel's is committed to implementing the principles and objectives of the Stay Safe Programme in a manner appropriate to the age, communication profile and developmental level of pupils.
The programme contributes directly to safeguarding, wellbeing and self-advocacy.
Due to the complex and emerging needs of out pupils, this programme is delivered in its entirety in to every pupil at a minimum of every second year during their primary schooling ages (4-12)

Safe and Unsafe Feelings
Pupils are taught to:
- Recognise comfort and discomfort.
- Identify situations that feel unsafe.
- Communicate distress.

Teaching methods include:

- **All About Me** Workbooks
- Visual supports.
- Social stories.
- Emotional vocabulary.
- AAC systems.

Friendship and Relationships
Learning focuses on:
- Safe interactions.
- Positive relationships.
- Respect.
- Appropriate social behaviour.

Touch and Personal Boundaries
Pupils are supported to understand:
- Body ownership.
- Appropriate touch.
- Privacy.
- Consent at a developmentally appropriate level.

Secrets and Telling
Pupils are encouraged to:
- Share concerns.
- Seek support.

- Tell a trusted adult when worried.

Help-Seeking Skills
Staff explicitly teach:
- "Stop"
- "No"
- "Help"
- Identifying trusted adults
- Communicating discomfort

Teaching is adapted through:
- AAC systems.
- PECS.
- LÁMH.
- Eye-gaze systems.
- Communication books.
- Visual supports.

Community and Online Safety
Where appropriate, pupils are taught:
- Road safety.
- Transport safety.
- Community awareness.
- Digital and online safety.

Assessment
Evidence of learning may include:
- Demonstrating refusal.
- Identifying trusted adults.
- Communicating discomfort.
- Seeking support.
- Participating safely in activities.

- Community Participation and Citizenship
- RSE
- Student Voice and Self-Advocacy
- Communication & AAC Framework
- Positive Behaviour Support Framework
- Sensory Regulation Framework
- Assessment
- Planning, Recording and Reporting.

Section 17: Community Participation and Citizenship
Strand Rationale

Community participation is a key contributor to quality of life, wellbeing, independence and inclusion. St. Gabriel's Special School recognises that meaningful engagement within the community enables pupils to develop practical skills, increase confidence, build relationships and experience belonging beyond the school environment.
The school is committed to ensuring that pupils are provided with regular opportunities to participate in real-life learning experiences that are relevant, authentic and personally meaningful.
For many pupils, community-based learning provides opportunities to generalise skills learned in the classroom and promotes increased independence, communication and social participation.

Aims
The school aims to support pupils to:
- Develop a sense of belonging within their local community.
- Increase confidence in community environments.
- Use communication skills in authentic settings.
- Participate in recreational, cultural and social opportunities.
- Develop citizenship skills.
- Access local services and amenities.

- Build positive relationships within their community.
- Develop independence and self-advocacy.

Key Areas of Learning

Community Awareness

Pupils are supported to:
- Recognise familiar places.
- Develop awareness of community helpers.
- Participate in local events.
- Become familiar with services and facilities.

Community Participation

Activities may include:
- Shopping.
- Café visits.
- Library visits.
- Community walks.
- Sporting events.
- Recreational activities.
- Cultural and religious celebrations.
- Environmental projects.

Practical Life Skills
Pupils are provided with opportunities to develop:
- Money awareness.
- Purchasing skills.
- Ordering food.
- Making requests.
- Waiting appropriately.
- Using community facilities.

Citizenship
Pupils are encouraged to:
- Demonstrate respect for others.
- Care for shared environments.
- Participate in community initiatives.
- Develop awareness of rights and responsibilities.

Current St. Gabriel's Practices
Community participation currently includes opportunities such as:
- Visits to local shops and cafés.
- Sporting activities and competitions.
- School performances and celebrations.
- Community walks.
- Seasonal and cultural events.
- Outdoor learning experiences.

Community-based learning is linked to SPHE targets, communication goals and independence programmes where appropriate.

Assessment
Evidence may include:
- Participation in community activities.
- Increased confidence in unfamiliar settings.
- Communication within community environments.
- Demonstration of social skills.
- Increased independence.

Section 18: Relationships and Sexuality Education (RSE)
Rationale

Relationships and Sexuality Education is an integral component of SPHE and contributes to pupils' personal development, wellbeing, relationships and safety.
The school recognises that pupils with intellectual disabilities require explicit teaching and support in relation to:

- Personal boundaries.
- Privacy.
- Consent.
- Personal care.
- Relationships.
- Personal safety.

The RSE programme is delivered in accordance with the school's RSE Policy and is adapted to the developmental, communication and learning needs of individual pupils.

Aims
The RSE programme aims to support pupils to:

- Develop a positive sense of self.
- Understand personal boundaries.
- Respect themselves and others.
- Develop healthy relationships.
- Increase personal safety awareness.
- Understand bodily changes.
- Develop self-advocacy skills.
- Learn about privacy, dignity and consent.

Areas of Learning
Junior Classes
Learning may focus on:

- Self-awareness.
- Body awareness.
- Personal identity.
- Family relationships.
- Friendship.
- Personal care routines.

Middle Classes
Learning may focus on:

- Personal safety.
- Privacy.
- Boundaries.
- Social relationships.
- Self-respect.
- Personal hygiene.

Senior Classes
Learning may focus on:

- Puberty.
- Growing and changing.
- Consent.
- Appropriate relationships.
- Personal decision making.
- Community participation.

Teaching Approaches
Teaching may include:

- Visual supports.
- Social stories.
- AAC systems.
- Structured discussion.
- Video modelling.
- Practical activities.
- Community-based learning.

All teaching is adapted to developmental level and communication profile.

Parent Partnership
Parents are recognised as primary educators in matters of relationships and sexuality.
The school promotes:

- Consultation.
- Communication.
- Collaborative planning.
- Information sharing.

Assessment
Assessment is observation based and may include evidence of:

- Awareness of privacy.
- Understanding of boundaries.
- Increased self-advocacy.
- Participation in discussions and activities.

Section 19: Student Voice and Self-Advocacy

Rationale
St. Gabriel's Special School recognises the right of every pupil to express views, make choices and influence matters that affect them.
The school acknowledges that student voice extends beyond spoken communication and may be expressed through:

- AAC systems.
- Eye gaze.
- Behaviour.
- Gestures.
- Visual systems.
- Objects of reference.
- Demonstrated preferences.

Student voice is viewed as a key contributor to wellbeing, participation and quality of life.

Aims
The school aims to ensure that pupils:

- Have opportunities to make choices.
- Influence aspects of their education.
- Develop self-advocacy skills.
- Experience control and agency.
- Communicate preferences and opinions.

Opportunities for Student Voice
Daily Choices
Pupils are supported to make decisions regarding:

- Activities.
- Leisure opportunities.
- Regulation supports.
- Seating and participation.

- Communication systems.

Educational Planning
Where appropriate, pupils contribute to:
- Goal setting.
- Student Support Planning.
- Review meetings.

School Life
Pupils participate in:
- School events.
- Celebrations.
- Community activities.
- Classroom decision making.

Self-Advocacy Skills
Teaching focuses on helping pupils to:
- Express preferences.
- Request help.
- Refuse unwanted interaction.
- Communicate concerns.
- Make decisions.

Assessment
Evidence may include:
- Increased choice making.
- Independent communication.
- Participation in planning.
- Demonstration of preferences.

Section 20: Communication and AAC Framework
Statement of Principle

Communication is recognised as a fundamental human right and forms the foundation of all learning, participation and wellbeing.
St. Gabriel's Special School adopts a Total Communication approach and recognises that every pupil communicates in some way.
All staff share responsibility for supporting communication development.

Communication Supports

Communication supports may include:
- Speech.
- AAC devices.
- Communication books.
- PECS.
- LÁMH.
- Eye-gaze technology.
- Visual supports.
- Objects of reference.
- Partner-assisted scanning.

Communication Passports

Communication Passports provide staff with information regarding:
- How a pupil communicates.
- Communication preferences.
- Sensory considerations.
- Motivators and interests.
- Effective communication strategies.

Communication Passports support consistency across school environments.

Communication Rich Environments

The school seeks to provide environments where:

- Communication opportunities are frequent.
- AAC systems are readily available.
- Staff respond consistently.
- Pupil communication attempts are valued.
- Participation is actively encouraged.

Communication Across the Curriculum

Communication is embedded within:

- SPHE.
- **All About Me** Workbooks
- Community access.
- Leisure activities.
- Personal care routines.
- Behaviour support.
- Sensory regulation programmes.

Assessment

Communication assessment may include:

- Observation.
- AAC usage.
- Communication frequency.
- Initiation rates.
- Participation levels.

Section 21: Positive Behaviour Support Framework
Statement of Principle

St. Gabriel's adopts a Positive Behaviour Support approach that recognises behaviour as communication.
The primary aim of Positive Behaviour Support is to improve quality of life by increasing participation, communication and wellbeing while reducing distress.

Core Principles

Behaviour Serves a Purpose

Behaviour is understood within the context of:

- Communication.
- Environment.
- Relationships.
- Sensory experiences.
- Physical wellbeing.

Prevention First
The school prioritises:

- Environmental adaptation.
- Skill development.
- Communication supports.
- Predictable routines.

Respect and Dignity
All behaviour support practices must:

- Maintain dignity.
- Promote wellbeing.

- Respect rights.
- Be individualised.

School Practices
Current systems include:
- Behaviour monitoring.
- Positive Behaviour Support Plans.
- Individual Safety Plans.
- Staff debriefing.
- Functional behaviour analysis.
- MDT collaboration.

Restrictive Practices

Restrictive practices are used only when:
- Necessary to ensure safety.
- Supported by appropriate planning and NCSE Documentaton
- Consistent with national guidance.
- Subject to monitoring and BOM review.

The school is committed to reducing reliance on restrictive practices through proactive support.

Assessment
Evidence may include:
- Reduced incidents.
- Improved participation.
- Increased communication.
- Improved regulation.
- Positive quality of life indicators.

Section 22: Sensory Regulation Framework
Rationale
Many pupils experience sensory processing differences that affect participation, communication, behaviour and wellbeing.
The school recognises sensory regulation as a key factor in successful learning and participation.

Aims
The school aims to:
- Promote regulation.
- Support wellbeing.
- Reduce distress.
- Increase participation.
- Enhance learning readiness.

Current Provision
Sensory Rooms

Sensory rooms provide opportunities for:
- Regulation.
- Relaxation.
- Engagement.
- Sensory exploration.

Regulation Spaces

Regulation spaces provide:
- Safety.
- Predictability.
- Reduced sensory input.

- Opportunities for recovery.

Movement Opportunities

Opportunities include:
- Movement breaks.
- Outdoor activities.
- Physical exercise.
- Sensory programmes.

Individual Sensory Supports

Pupils may access:
- Individual sensory programmes.
- Adaptive equipment.
- Regulation plans.
- Therapeutic recommendations.

Assessment

Assessment may include:
- Increased engagement.
- Improved regulation.
- Reduced distress.
- Enhanced participation.

Section 23: Assessment

Philosophy of Assessment

Assessment in SPHE focuses on progression, participation, communication and wellbeing. Assessment recognises that progress for pupils may occur through small and highly significant developmental gains.

Assessment Methods

Teacher Observation

Observation is the primary method of assessment and includes:
- Participation.
- Communication.
- Relationships.
- Independence.

Student Support Reviews
Assessment information contributes to:
- Student Support Files.
- Goal setting.
- Programme planning.

Behaviour and Wellbeing Data
The school may utilise:
- Behaviour monitoring systems.
- Wellbeing records.
- Incident data.

Parent Feedback
Parents contribute valuable information regarding:
- Progress.
- Generalisation of skills.
- Emerging needs.

Indicators of Progress
Evidence may include:

- Increased communication.
- Improved independence.
- Positive social interaction.
- Greater community participation.
- Improved regulation.

Section 24: Planning, Recording and Reporting

Planning
Teachers engage in:
Long-Term Planning
Annual SPHE priorities are identified.
Medium-Term Planning
Termly programmes are developed.
Short-Term Planning
Weekly and daily learning experiences are planned.

Recording
Teachers maintain records relating to:

- Learning targets.
- Progress.
- Assessment.
- Communication outcomes.
- Participation.

Records may be maintained through:

- Planning documentation.
- Student Support Files.
- Behaviour records.
- Wellbeing records.
- **All About Me** Workbooks

Reporting
Progress is communicated through:

- Parent meetings.
- Student Support Reviews.
- Written reports.
- Ongoing communication.

The emphasis is on describing meaningful progress and identifying next steps.

Section 25: Annual SPHE Planning Framework
Purpose

To ensure a consistent, developmental and evidence-based approach to SPHE across all classes while allowing for differentiation based on pupil need.

Whole-School Annual Cycle

Term	Core SPHE Focus	Linked Initiatives
September-December	Identity, Belonging, Communication, Relationships	• Friendship Week, Anti-Bullying Week, Student Voice, **All About Me** Workbooks
January-March	Wellbeing, Regulation, Healthy Lifestyles	• Active Schools, Wellbeing Week, **All About Me** Workbooks
April-June	Personal Safety, Community Participation, Independence	• Stay Safe, Community Access, Transition Planning, **All About Me** Workbooks

Annual Planning Expectations

Teachers will:

- Complete annual SPHE overview plans.
- Identify priority strand objectives.
- Link priorities to IEP targets.
- Incorporate wellbeing goals.
- Integrate communication targets.
- Include community participation opportunities.
- Embed student voice opportunities.

Planning Evidence

- Long-term plans
- Monthly plans
- Weekly planning records
- Student Support Files
- Community participation records
- SPHE assessment records

Section 26: Monthly and Termly Planning Guidance

Monthly Planning

Planning should demonstrate:

- Curriculum strand focus
- Learning intentions
- Communication targets
- Sensory considerations
- Participation goals
- Safety considerations

SPHE Monthly Planning Template
Focus Strand

Example: Personal Safety and Safeguarding
Communication Focus
Example:

- Requesting support
- Expressing refusal
- Communicating choices

Participation Focus
Example:

- Group activities
- Shared play
- Community access

Wellbeing Focus
Example:

- Emotional regulation
- Sensory regulation
- Self-advocacy

Termly Review Questions
Teachers should consider:

- Are pupils participating more actively?
- Are communication opportunities increasing?
- Are wellbeing supports effective?
- What evidence demonstrates progress? (**All About Me** Workbooks)
- What modifications are required?

St. Gabriel's works collaboratively with external agencies and support services to enhance SPHE provision. These may include the National Educational Psychological Service (NEPS), the National

Council for Special Education (NCSE), Children's Disability Network Teams (CDNTs), behaviour support services, therapy services and other relevant professionals. Recommendations arising from consultation, assessment and intervention planning may inform individual pupil targets, wellbeing supports, communication programmes, Positive Behaviour Support Plans and whole-school SPHE development.

Section 27: Communication and AAC Framework
Rationale

Communication is recognised as a fundamental human right and underpins all aspects of SPHE. Every pupil in St. Gabriel's is presumed competent and entitled to an effective means of communication.

Total Communication Approach
The school promotes:

- Verbal communication
- LÁMH
- PECS
- Objects of reference
- Communication books
- Core boards
- PODD systems
- Eye gaze technology
- Assistive technology
- Visual supports

AAC Expectations
Each pupil will have:

Communication Profile
Including:

- Preferred communication methods
- Receptive communication supports
- Expressive communication supports

Communication Passport
Including:

- Personal information
- Communication preferences
- Regulation supports
- Motivators and interests
- Key support strategies

Staff Responsibilities
Staff will:

- Model AAC systems.
- Ensure communication opportunities throughout the day.
- Respect all communicative attempts.
- Avoid over-prompting.
- Record communication progress.

Section 28: Community Participation Framework
Philosophy

Community participation is viewed as a vital component of person-centred education.
SPHE learning should occur in authentic settings whenever possible.

Community Learning Areas
Functional Participation

- Shopping
- Café visits
- Community facilities

Recreation

- Swimming
- Sports activities
- Leisure opportunities

Citizenship

- Community events
- Cultural activities
- Environmental projects

Independence

- Travel training
- Money skills
- Functional communication

Community Access Procedures

Prior to visits:

- Risk assessment completed.
- Learning goals identified.
- Staffing arrangements confirmed.
- Medical requirements reviewed.
- Parent consent in place.

Following visits:

- Outcomes reviewed.
- Evidence recorded.
- Future targets identified.

Section 29: Assessment and Evidence Collection Framework
Assessment Philosophy

Assessment focuses on:

- Participation
- Engagement
- Communication
- Wellbeing
- Independence
- Safety

Assessment does not compare pupils against age peers.

Sources of Evidence

Teacher Observation

Evidence includes:

- Initiation
- Participation
- Skill demonstration
- Communication attempts

Student Support Files

Evidence includes:

- Support plans
- Progress notes
- Review outcomes

Behaviour and Wellbeing Data

Evidence includes:
- Regulation records
- Behaviour trends
- Attendance information

Parent Feedback

Evidence includes:
- Home observations
- Generalisation of skills
- Family priorities

MDT Input
Evidence includes:
- Therapy recommendations
- Progress reviews
- Specialist assessments

Section 30: Roles and Responsibilities Matrix
Board of Management

The Board will:
- Ratify the SPHE Plan.
- Monitor implementation.
- Ensure compliance with legislative requirements.
- Support professional development.

Principal
The Principal will:
- Lead implementation.
- Promote wellbeing.
- Allocate resources.
- Monitor standards.
- Report to the Board.

Deputy Principal
The Deputy Principal will:
- Support implementation.
- Coordinate review processes.
- Analyse wellbeing data.
- Lead improvement initiatives.

Assistant Principals
Assistant Principals may coordinate:
- Wellbeing initiatives
- Student voice
- Community access
- Behaviour support systems
- Curriculum development

Teachers
Teachers will:
- Plan SPHE instruction.
- Deliver high-quality learning experiences.
- Monitor progress.
- Maintain records.
- Engage with families.

SNAs

SNAs will:

- Facilitate participation.
- Support communication.
- Promote independence.
- Assist with regulation supports.
- Contribute observations.

Section 31: Policy Monitoring and Quality Assurance
Internal Review

The school will review SPHE implementation through:

Classroom Observation
Review of:

- Teaching approaches
- Participation levels
- AAC implementation

Documentation Review

Review of:

- Planning records
- Student Support Files
- Assessment records
- **All About Me** Workbooks

Student Voice

Evidence gathered through:

- AAC systems
- Choice making opportunities
- Participation records

Family Feedback

Evidence gathered through:

- Surveys
- Meetings
- Informal feedback

Success Indicators

Implementation is successful when:

- Pupils demonstrate positive engagement.
- Communication opportunities are evident.
- Student voice influences practice.
- Personal safety skills are consistently taught.
- Community participation opportunities are increasing.
- Wellbeing indicators improve.
- Teachers can clearly identify pupil progress.

Section 32: Appendices and Audit Tools

Appendix A: SPHE Classroom Audit

Environment
☐ Visual supports evident
☐ AAC available

☐ Student work displayed
☐ Wellbeing resources visible
☐ Regulation supports available

Teaching
☐ Student voice promoted
☐ Differentiated activities evident
☐ Positive reinforcement used
☐ Communication opportunities embedded
☐ Inclusion promoted

Appendix B: Stay Safe Coverage Audit

Area	Taught	Reviewed
Trusted Adults	□	□
Safe / Unsafe Feelings	□	□
Boundaries	□	□
Privacy	□	□
Consent	□	□
Help Seeking	□	□
Community Safety	□	□

Appendix C: AAC Environment Audit

Classroom
☐ Core vocabulary available
☐ Communication boards displayed
☐ AAC modelled daily
☐ Staff trained in individual systems

School
☐ AAC visible throughout school
☐ Communication passports updated
☐ Consistent terminology used

Appendix D: Annual SPHE Review Template
Areas of Strength

- _____

Areas for Improvement

- _____

Priorities for Next Year

- _____

Professional Development Required

- _____

Resources Required

- _____

Board Review Date

- _____

Appendix A

SPHE Policy Cross-Reference Matrix
St. Gabriel's Special School 2026–2029

This matrix demonstrates how the SPHE Policy aligns with statutory requirements, school policies, inspection domains, wellbeing promotion, safeguarding procedures and current St. Gabriel's practices.

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1. Internal School Policy Cross-Reference Matrix

SPHE Policy Section	Related School Policy/Procedure	Purpose of Link
Section 1 Ratification & Policy Information	All Whole School Policies	Governance and oversight
Section 2 Introduction	School Plan	Curriculum overview
Section 3 School Context	Admissions Policy	Pupil profile and provision
Section 4 Legislative Framework	Child Safeguarding Statement	Legislative compliance
Section 4 Legislative Framework	Child Protection Risk Assessment	Safeguarding compliance
Section 5 Ethos	School Mission Statement	Values and culture
Section 6 Vision	School Improvement Plan	Strategic direction
Section 7 Aims	School Self-Evaluation Plan	Improvement targets
Section 8 Wellbeing Framework	Wellbeing Promotion Framework	Whole-school wellbeing
Section 9 Curriculum Structure	Curriculum Framework	Curriculum planning
Section 10 Planning for Progression	Student Support Files	Individual planning
Section 10 Planning for Progression	IEP Procedures	Goal setting and review
Section 11 Myself	Student Support Framework	Personal development
Section 12 Health and Wellbeing	Administration of Medication Policy	Health supports
Section 12 Health and Wellbeing	Intimate Care Policy	Personal care teaching
Section 13 Communication and Relationships	Communication Framework	Communication development
Section 13 Communication and Relationships	AAC Procedures	AAC implementation
Section 14 Emotional Regulation	Positive Behaviour Support Framework	Regulation and wellbeing
Section 14 Emotional Regulation	Safety Support Plans	Regulation supports
Section 15 Personal Safety and Safeguarding	Child Safeguarding Statement	Personal safety education
Section 15 Personal Safety and Safeguarding	Child Protection Procedures	Safeguarding responses
Section 16 Stay Safe	Child Protection Procedures	Mandatory safety education
Section 17 Community Participation	Educational Visits Policy	Community access
Section 17 Community Participation	Risk Assessment Procedures	Safe participation
Section 18 RSE	RSE Policy	Relationships and Sexuality Education
Section 18 RSE	Intimate Care Policy	Privacy and dignity
Section 19 Student Voice	Student Participation Procedures	Pupil voice
Section 20 Communication & AAC	Communication Passports	Communication access
Section 21 Positive Behaviour Support	Code of Behaviour	Behaviour support

SPHE Policy Section	Related School Policy/Procedure	Purpose of Link
Section 21 Positive Behaviour Support	Restrictive Practice Procedures	Safe intervention
Section 22 Sensory Regulation	Occupational Therapy Recommendations	Individual regulation
Section 23 Assessment	Assessment Policy	Progress monitoring
Section 24 Planning, Recording & Reporting	School Reporting Procedures	Home-school communication
Section 25 Home-School Partnership	Parental Partnership Framework	Engagement
Section 26 MDT Partnership	Student Support Framework	Interdisciplinary working
Section 27 Professional Development	CPD Plan	Staff training
Section 28 Inclusion, Equality and Rights	Admissions Policy	Equality and access
Section 29 Roles and Responsibilities	Governance Manual	Accountability
Section 30 Monitoring and Review	SSE Framework	Continuous improvement
Section 31 Inspectorate Evidence Map	Whole School Evaluation Records	Inspection readiness
Section 32 Appendices	Planning and Assessment Templates	Implementation

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2. Current St. Gabriel's Practices Cross-Reference

Existing Practice	SPHE Section
Communication Passports	13, 19, 20
AAC Devices	13, 19, 20
PECS	13, 20
LÁMH	13, 20
All About Me Workbooks	11,19,20, 25,26,31
Student Support Files	10, 23
Community Access Programme	17
Behaviour Monitoring System	21, 23
Positive Behaviour Support Plans	21
Individual Safety Plans	15, 21
Regulation Plans	14, 22
Sensory Rooms	22
Outdoor Learning	17, 22
Wellbeing Monitoring	8, 23
MDT Collaboration	26
Parent Collaboration	25
Personal Care Programmes	12, 18
Restrictive Practice Recording	21
Community Risk Assessments	15, 17
Transition Planning	10
Student Choice Systems	11, 19
Celebration Assemblies	11
School Events and Activities	17, 19

Existing Practice	SPHE Section
NEPS Consultation	8, 14, 21
NCSE Relate and Behaviour Support	6A, 14, 21
NCSE Relate and Behaviour Support	12, 20, 22, 26

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3. DES Inspectorate Domain Cross-Reference
Quality Framework for Special Schools

Inspectorate Domain	SPHE Policy Sections
Learner Outcomes	7, 11–18, 23
Learner Experiences	8–22
Teachers' Individual Practice	10, 20, 23, 24
Teachers' Collective Practice	8, 10, 26, 27
Leadership of Learning	25–30
Management and Leadership	1, 29, 30

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4. Child Protection Inspection Cross-Reference

Child Protection Requirement	SPHE Section
Safeguarding Awareness	15
Personal Safety Education	15
Stay Safe Programme	16
Trusted Adults	15, 16
Help-Seeking Skills	15, 16
Boundaries and Privacy	15, 16, 18
Consent Teaching	18
Student Voice	19
Communication Supports	20
Child Protection Procedures	15, 16
Community Safety	17

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5. Wellbeing Promotion Framework Cross-Reference

Wellbeing Indicator	SPHE Section
Connectedness	8, 13, 17
Safety	15, 16, 21
Resilience	14, 21
Respect	5, 13, 18
Inclusion	5, 17, 28
Communication	13, 19, 20
Participation	17, 19
Choice and Agency	11, 19
Physical Wellbeing	12
Emotional Wellbeing	14
Community Belonging	17

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6. UNCRC Cross-Reference

UNCRC Right	SPHE Section
Right to Education	Entire Policy
Right to Participation	19

UNCRC Right	SPHE Section
Right to Protection	15,16
Right to Express Views	19,20
Right to Play and Leisure	17
Right to Health	12
Right to Dignity	5
Right to Inclusion	28

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7. UNCRPD Cross-Reference

UNCRPD Principle	SPHE Section
Accessibility	20
Communication Access	20
Participation	17,19
Equality	28
Independence	11,12
Community Inclusion	17
Respect for Dignity	5
Freedom of Expression	19,20

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8. Evidence Sources for Inspection

The following evidence may be presented during Whole School Evaluation, Child Protection Inspection, Curriculum Evaluation or Wellbeing Inspection:

Planning Documentation
- Whole School SPHE Plan
- Annual Class Plans
- Short-Term Planning
- Student Support Files
- IEP Targets

Communication Evidence
- Communication Passports
- AAC Assessments
- Communication Data
- AAC Environment Audits

Wellbeing Evidence
- Wellbeing Monitoring Data
- Regulation Plans
- Sensory Programmes
- Student Support Reviews

Behaviour Support Evidence
- PBS Plans
- Functional Assessments
- Behaviour Monitoring Data
- Safety Plans
- Restrictive Practice Records

Community Participation Evidence
- Community Access Records
- Risk Assessments
- Photographic Learning Records
- Student Participation Logs

Safeguarding Evidence

- Stay Safe Planning
- Child Protection Records
- Safety Support Plans
- Personal Safety Programmes

Student Voice Evidence

- Choice Boards
- AAC Participation Records
- Student Consultation Records
- Review Meeting Contributions

MDT Evidence

- Therapy Recommendations
- MDT Meeting Records
- Integrated Targets
- Collaborative Planning Records

Cross-Reference Matrix Statement

This matrix demonstrates that SPHE at St. Gabriel's is not a standalone curriculum subject but a whole-school framework for communication, wellbeing, participation, safeguarding, relationships, independence and community inclusion. The matrix provides clear evidence of alignment between curriculum provision, statutory obligations, safeguarding requirements, wellbeing promotion and the lived experiences of pupils throughout the school.

APPENDICES

Appendix 1: Annual SPHE Planning Template
School Year

Class

Teacher

Whole-School SPHE Priorities

Priority Area	School Improvement Link	Intended Outcome

Class SPHE Priorities

Strand	Priority Focus	Target Group
Myself		
Health & Wellbeing		
Communication & Relationships		
Emotional Regulation		
Personal Safety		

Strand	Priority Focus	Target Group
Community Participation		

Planned Community-Based Learning Experiences

Activity	SPHE Link	Term

Review Comments

Appendix 2: Class SPHE Record Sheet
Month:

Class:

Date	Learning Experience	Pupil Engagement	Communication Opportunities	Outcomes Observed

Emerging Priorities

Next Steps

Appendix 3: Stay Safe Progression Framework

Level 1: Awareness

Pupil may:

- Respond to familiar adults.
- Indicate preferences.
- Demonstrate comfort or discomfort.
- Participate in supported activities.

Level 2: Recognition

Pupil may:

- Identify trusted adults.
- Recognise familiar routines.
- Respond to safety symbols.
- Participate in social stories.

Level 3: Communication

Pupil may:

- Communicate "stop".
- Communicate "no".
- Request help.
- Indicate distress.

Level 4: Understanding

Pupil may:

- Distinguish trusted and unfamiliar adults.
- Demonstrate understanding of personal boundaries.

- Understand simple safety rules.

Level 5: Application
Pupil may:
- Apply safety learning in community settings.
- Independently seek support.
- Generalise personal safety skills.

Appendix 4: RSE Progression Framework

Early Learning

Areas Covered
- My body
- My name
- Family
- Personal care
- Privacy

Key Outcomes
- Recognises self.
- Tolerates personal care supports.
- Participates in hygiene routines.

Developing Understanding
Areas Covered
- Relationships
- Hygiene
- Personal boundaries
- Safety

Key Outcomes
- Recognises personal space.
- Demonstrates awareness of privacy.

Senior Learning
Areas Covered
- Puberty
- Growing and changing
- Consent
- Relationships
- Community participation

Key Outcomes
- Demonstrates understanding of boundaries.
- Communicates preferences and consent.

Appendix 5: Student Voice Audit Tool

Student Voice Indicators

Indicator	Emerging	Developing	Established
Makes choices			
Communicates preferences			
Influences daily activities			
Uses AAC effectively			
Participates in planning			

Indicator	Emerging	Developing	Established
Requests assistance			
Communicates refusal			

Action Planning
Strengths:

Areas for Development:

A

ppendix 6: AAC Environment Audit
Classroom Communication Environment

Question	Yes	No	Action Required
Communication Passport available?			
AAC system accessible?			
Visual timetable displayed?			
Choice-making opportunities visible?			
Communication symbols available?			
Core vocabulary displayed?			

Audit Summary

Appendix 7: Wellbeing Indicators Framework
Student Wellbeing Areas
Feeling Safe

Indicators:
- Demonstrates comfort in school.
- Engages with staff.
- Participates in routines.

Connectedness

Indicators:
- Participates with peers.
- Demonstrates enjoyment of activities.
- Engages in community experiences.

Communication

Indicators:
- Expresses needs.
- Makes choices.
- Requests help.

Emotional Regulation

Indicators:
- Uses regulation supports.
- Demonstrates recovery following distress.

Participation

Indicators:

- Attends activities.
- Engages in learning.
- Participates in decision making.

Appendix 8: Community Access Planning Template (this is also a Microsoft Form)
Activity

Educational Purpose

SPHE Outcomes

- Communication
- Relationships
- Safety
- Community Awareness
- Independence
-

Preparation Required

Risks Identified

Supports Required

Post-Visit Reflection

Appendix 9: Inspectorate Evidence Checklist

Teaching and Learning

Evidence	Available	Location
Annual SPHE Planning		
Class Planning		
Student Support Files		
Communication Passports		
AAC Supports		
Behaviour Support Plans		
Wellbeing Monitoring		

Safeguarding

Evidence	Available	Location
Child Safeguarding Statement		
Stay Safe Planning		
Safety Plans		
Staff Training Records		

Student Voice

Evidence	Available	Location
Choice Systems		
AAC Participation Records		
Student Review Involvement		

Community Participation

Evidence	Available	Location
Community Access Records		
Risk Assessments		
Participation Logs		

Appendix 10: Annual SPHE Review Template
Academic Year

Review Team

Areas Reviewed

Area	Findings	Actions
SPHE Curriculum		
Wellbeing		
Communication		
Student Voice		
Stay Safe		
RSE		
Community Participation		

Strengths Identified

Areas for Further Development

Recommended Actions for Following Year

Board of Management Review Date

FINAL

St. Gabriel's School
RSE and Stay Safe Year Plan 2026/2027

Weekly programme integrating Relationships and Sexuality Education (RSE), Stay Safe and the All About Me booklet.

Term 1 (September-December)

Focus: Self-Awareness, Identity, Feelings and Communication

Week	Topic	Activities/Resources
1	Introduction to All About Me	Personal profile pages, photographs, interests, family members
2	My Likes and Dislikes	Choice making and communication supports

3	My Body	Body awareness and naming body parts
4	What Makes Me Special?	Strengths, talents and self-esteem activities
5	Feelings: Happy, Sad, Angry	Emotion cards and social stories
6	Feelings: Worried, Excited, Scared	Zones of Regulation links
7	Expressing Feelings Safely	Role play and AAC supports
8	Families and Caring Relationships	Trusted adults and family diversity
9	Friendship Skills	Sharing and cooperation
10	Personal Information	Personal details as appropriate
11	Stay Safe Unit 1: Feelings	Safe and unsafe feelings
12	Stay Safe Unit 2: Friendship & Respect	Good friend behaviours
13	Review and Consolidation	Christmas review activities

Term 2 (January-March)

Focus: Personal Safety, Boundaries and Relationships

Week	Topic	Activities/Resources
14	Revisiting My Body	Public and private body parts
15	Personal Space	Visuals and social stories
16	Personal Boundaries	Consent and respecting others
17	Stay Safe Unit 3: Touches	Safe and unsafe touches
18	Stay Safe Unit 3 Continued	Identifying situations
19	Trusted Adults	Helping hand activity
20	Telling vs Tattling	Reporting concerns
21	Stay Safe Unit 4: Secrets & Telling	Good and bad secrets
22	Assertiveness Skills	Using a strong voice and saying no
23	Seeking Help	Trusted adult networks
24	Online Safety Introduction	Device safety
25	Digital Communication	Safe technology use
26	Review and Assessment	Portfolios and observations

Term 3 (April-June)

Focus: Growing Up, Relationships and Independence

Week	Topic	Activities/Resources
27	Growing and Changing	Life stages
28	Puberty Preparation	Age and ability appropriate learning
29	Hygiene and Self-Care	Personal care routines
30	Respectful Relationships	Family, friends and community
31	Privacy and Dignity	Personal care and dignity
32	Community Safety	Travelling safely
33	Stay Safe Unit 5: Strangers	Recognising unsafe situations
34	Decision Making	Safe choices
35	Rights and Responsibilities	Respecting self and others
36	Celebration and Review	Update All About Me booklet and transitions