

# Full Service Community Network



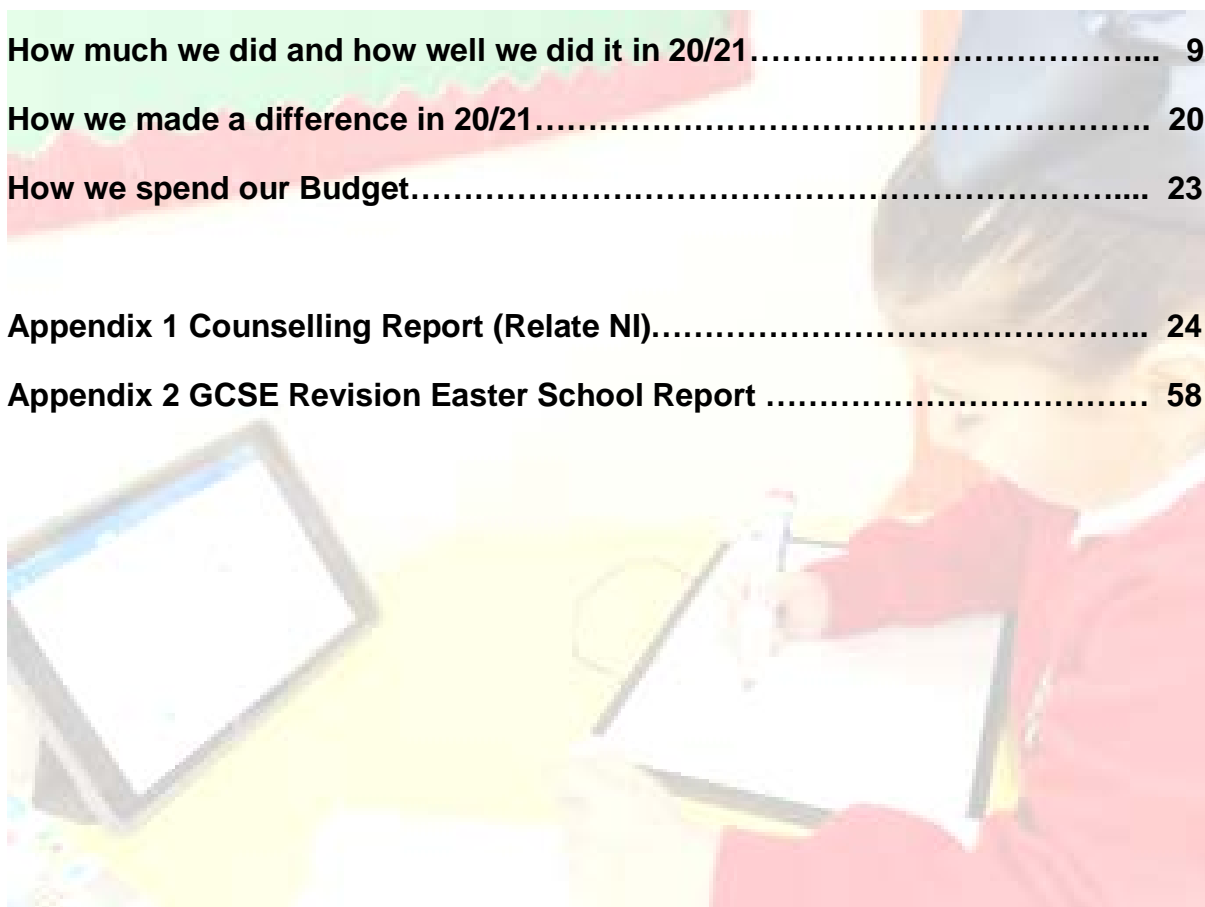
## Annual Report 2020-21



***'Educational Achievement for All'***

## Contents

<b>Who we are .....</b>	<b>3</b>
<b>What we do.....</b>	<b>4</b>
<b>Chairperson’s Forward.....</b>	<b>6</b>
<b>Project Manager’s Report.....</b>	<b>8</b>
<b>How much we did and how well we did it in 20/21.....</b>	<b>9</b>
<b>How we made a difference in 20/21.....</b>	<b>20</b>
<b>How we spend our Budget.....</b>	<b>23</b>
<b>Appendix 1 Counselling Report (Relate NI).....</b>	<b>24</b>
<b>Appendix 2 GCSE Revision Easter School Report .....</b>	<b>58</b>



## Who we are

<b>FSCN Board Members 2021</b>	
Geraldine Duffy	CCMS (Chair)
Ann Pendleton	FSCN (Project Manager)
John McConnell	Department of Education (observer status)
Fiona Hood	Department of Education (observer status to March )
Dale Heaney	Department of Education (observer status)
Damien Coyle	All Saints College - Post Primary ALC
Karen Morgan	Principal - Gaelscoil na Mona- Irish Medium
Ciara McBride	Principal - Gaelscoil an Lonnáin- Nursery
Paul Maskey	West Belfast MP
Mairead Weir	Principal – St Joseph’s Primary School, Chair Primary ALC
Geraldine McAteer	West Belfast Partnership Board

<b>2020-21 FSCN Staff Team</b>	
Ann Pendleton	Project Manager
Lindsay Adair	Project Administrator
Grainne Wallace	Project Worker – Education
Toni Chi Vaughan	Project Worker-Educational Transition
Anna Magennis	Project Worker-Education and Transition
Charlene O’Hara	Project Worker-Education
Anne-Sophie Cocault	Project Worker-Education (EAL)
Fionntán O’Mealláin	Project Worker- Education (Irish Medium)

## What we do

The Full Service Community Network (FSCN) aims to raise educational attainment by working in partnership with local educational sectors and established/outreach programmes to address the educational needs of children, their families and the local community of Upper Springfield and Greater Falls.

### **Background to Full Service Community Network**

The FSCN is funded by the Department of Education via the Catholic Council for Maintained Schools (CCMS), which has managerial responsibility for the project. A total of £385k was made available to support the FSCN in 2020-21 (see section entitled *How we spent our budget* for further detail).

The FSCN provides a range of educational support services for children, young people, families, schools and the wider community of Upper Springfield and Greater Falls areas (2 of the most economically and socially deprived wards in the North of Ireland) with the core aim of working in partnership with schools, to help reduce educational disadvantage. Since 2008 we have supported the learning needs of an average 2000 children and young people per year.

Our focus for 2020-2021 as directed by DE was on '***providing interventions that will lead to improved educational outcomes by reducing barriers to learning and providing additional support to help improve the life chances of disadvantaged children and young people***'.

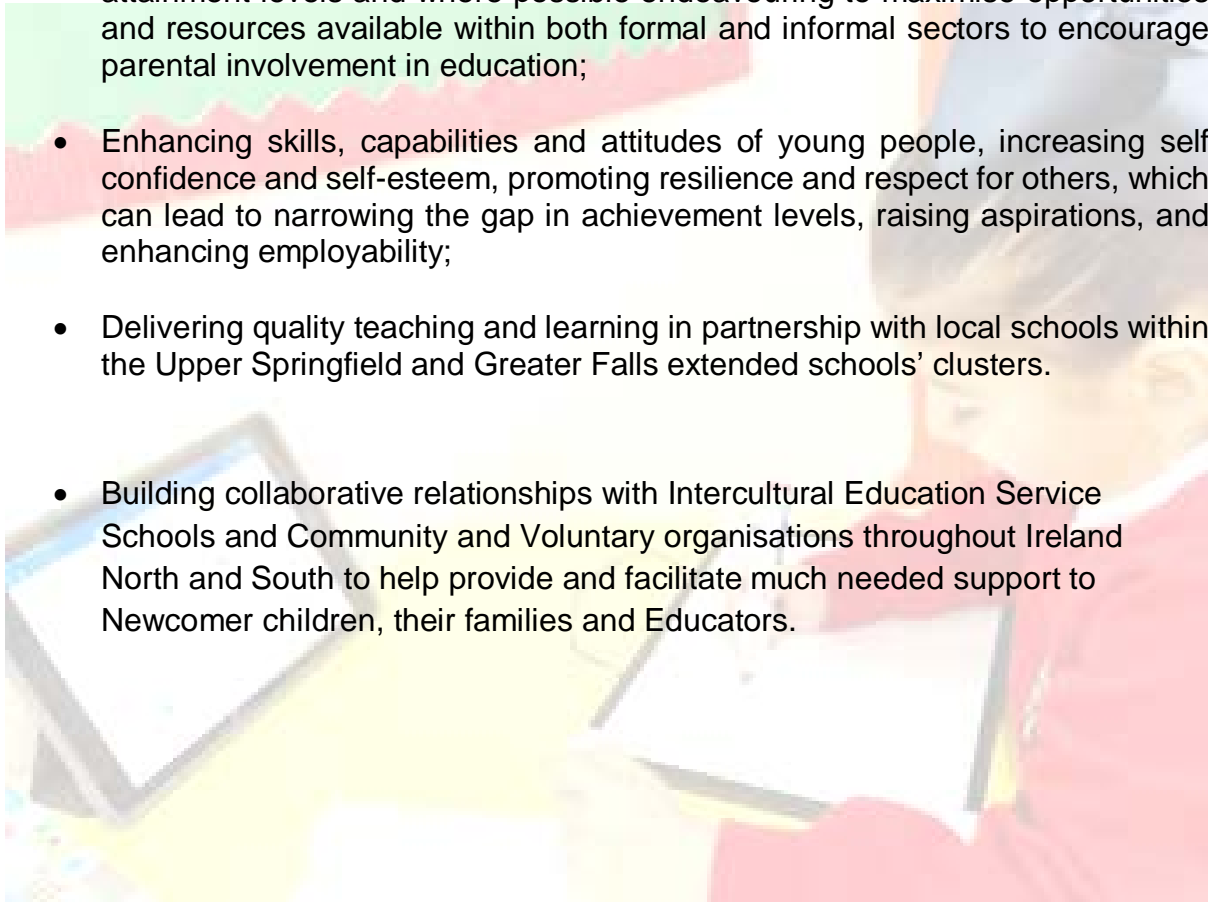
FSCN provides a range of services to support 23 local nursery, primary and post-primary schools including:

- Early Intervention programmes;
- Literacy and Numeracy Support;
- Family support;
- Parental support;
- Counselling services;
- Educational Transition;
- Social and Emotional support;
- Continuous Professional Development for Educators;
- Support for families from Newcomer/Refugee/Asylum Seeker backgrounds

The FSCN also supports the West Belfast Partnership Board's Year 12 GCSE English and Maths revision programme.

The FSCN facilitates connections in the interests of children, young people, families and communities by:

- Delivering specific educational services aimed at overcoming barriers to learning which complement educational services in the area;
- Helping to identify further barriers, gaps in provision and working with key stakeholders to facilitate improved delivery where possible through shared knowledge and understanding;
- Working in collaboration and partnership with a range of organisations and groups to discuss issues and agree priorities for narrowing the gap in attainment levels and where possible endeavouring to maximise opportunities and resources available within both formal and informal sectors to encourage parental involvement in education;
- Enhancing skills, capabilities and attitudes of young people, increasing self confidence and self-esteem, promoting resilience and respect for others, which can lead to narrowing the gap in achievement levels, raising aspirations, and enhancing employability;
- Delivering quality teaching and learning in partnership with local schools within the Upper Springfield and Greater Falls extended schools' clusters.
- Building collaborative relationships with Intercultural Education Service Schools and Community and Voluntary organisations throughout Ireland North and South to help provide and facilitate much needed support to Newcomer children, their families and Educators.



## Chairperson's Foreword

Throughout the 2020/21 academic year, the FSCN Project Manager and her team, have once again risen to the challenge of finding creative ways to deliver a wrap-around service that meets the needs of children, young people and the local community of Upper Springfield and Greater Falls.

This year's task was made increasingly more complex due to the ever-changing landscape of the pandemic and the additional needs presented as a result.

The team have captured emerging opportunities to work in partnership with other organisations, to deliver enhanced services that meet the needs of vulnerable children and their families. The project continues to seek innovative ways to deliver these services in an effective and sustainable way. Their most recent pioneering work in teaching English as an additional language has promoted greater capacity within several schools to meet the needs of children, parents and families from newcomer, asylum seeker, refugee backgrounds. Through their collaborative working approach between school, community, and family, the FSCN demonstrates their ongoing commitment to supporting early intervention; emotional health and wellbeing, and the opportunity to reduce barriers to learning. In addition to their commitment to improving the life chances of disadvantaged children and young people and their families within the local community.

As Chairperson of the Full Service Community Network, I wish to commend the Project Manager, Ann Pendleton and her dedicated team of staff for their resilience, commitment and continued service to ensure that the children, young people and their families are prepared, supported and encouraged to learn and thrive in their communities.

*Geraldine Duffy*

Chairperson (CCMS)

## Project Manager's Report

The 2021 academic year for children, teachers and parents/carers was much like its' predecessor 2020, which could not be described as a 'normal' school year.

And like its' predecessor, educating our children during another year of turmoil saw our staff again stretch the limits of creative capacities where ingenuity and inspiration came to the fore. Periods of isolation, working in bubbles, from home, online and a blended combination of all four methodologies became the norm.

Yet amidst all of the challenges that the 'new normal' brought, FSCN support reached record numbers of children, parents and families.

Almost **3,000** children and families received direct support from our services

The 'traditional Easter GCSE revision programme 'normally held in St Mary's University College, took place online digitally with over **12,000** individuals who viewed Maths and English bite sized revision videos. And due to the new delivery platform not only did this benefit children from West Belfast but it also helped students in Derry, Omagh and Newry with their revision also.

As an organisation which has a proven track record in building collaborative partnerships to help reduce educational disadvantage, during the year we were invited to share our experiences with others both locally and nationally when The Equality Commission incorporated an article on our experience of lessons of educating during the pandemic in their publication '**Family and Community Engagement in Education - lessons from the pandemic**' April 2021.

Our work in supporting a multilingual approach to the education of children from Refugee, Asylum seeker and Newcomer families was also acknowledged when FSCN project worker for EAL was invited to give a presentation to educators at an all-Island webinar on multilingualism within our classrooms co-ordinated by Mother Tongues a Dublin based project. Our pioneering work within this field was also recognised when we were invited to facilitate online staff development sessions with teachers in St Louise's Comprehensive College and when one of our CELT/P graduates co-facilitated a whole school development day on her work with newcomer pupils within the school, a major step towards our quest to build sustainable capacity for supporting multilingualism within local schools.

In Spring 2021 we were delighted to receive final drafts of two pieces of research, Children & Young People's Emotional Health and Well-being in Education Framework (2021) and The Expert Panel on Educational Underachievement in Northern Ireland report and action plan, 'A Fair Start'. Both reports highlighted again the importance of prioritising early intervention, emotional health and well-being and promoting with 'Fair Start specifically acknowledging the fundamental role of a whole community approach to education. Building collaborative school, community and

family relationships is fundamental to the work of FSCN and examples of our collaborative working relationships and the impact of the FSCN services on participants are evidenced throughout this annual report and its appendices. Through our collaborative relationship with the Relate the FSCN were able to provide a range of social and emotional wellbeing activities for **960** children attending summer schools, a vital support to 9 local primary schools at the end of a very challenging 2 year period for the educational sector.

It is clear from the case studies and feedback received from educators, children and parents that the FSCN plays a vital role in helping to build a solid foundation for lifelong learning and well-being for the children and families we support. We are hopeful that we can continue to deliver these essential services in a more sustainable way to those who need it well into the future.

Findings from the Expert Panel also highlight how they heard unanimously from those providing evidence about the central role parents and carers play in their children's learning and how some parents require support to have the confidence to this. This report details our partnership working with Save the Children's Emergency Response programme during the challenging time of lockdowns to ensure that vital resources reached the most vulnerable families within our community. In the new academic term we are looking forward to restarting the 'Families Connect' Programme within our schools a programme which independent evaluations testify ***'increases parental engagement in children's learning, improves parental skills, and improves aspects of children's social and emotional development'***.

As Project Manager I would like to take this opportunity to thank the staff of the FSCN for their continued commitment to the children, families and schools we serve. My thanks also goes to Mrs Geraldine Duffy our Chair for her consistent positivity and appreciation of our work throughout the year, to Mr Gerry Campbell and the administrative team at CCMS, particularly the finance team of Brendan McAleer, Colette McCready and Finnan Maguire for their financial guidance and advice and Angela Armstrong for practical help with our Human Relations.

Finally, I would also like to acknowledge the support given to the FSCN team by the staff and management of St Mary's University College, who have truly embraced us into the supportive learning community the St Mary's family.

**Ann Pendleton**

FSCN Project Manager

## How much we did and how well we did it 2020/21

During this year the Full Service Community Network project team supported **2,934** families within the Greater Falls and Upper Springfield areas of West Belfast.

**1,119** families received direct educational support with literacy, numeracy, EAL and Transitional support.

**858** individuals engaged with independent counselling support services across 13 local primary schools.

**960** children attended Summer School activities

**104** families received both practical and educational support

West Belfast Partnership Boards online Easter revision programme for English and Maths which is financially supported by FSCN was viewed by **12,879** people.

In total 7,517 views of Maths video's and 2,545 views of English video's was recorded.

The table below highlights the range of the educational support provided and the breadth of that provision.

Primary Schools	literacy	Numeracy	Transition	Homework	Nurture	Counselling	EAL Support	CPD	Parents	S & E	Summer S
St Clare's	KS1 + 2	KS2	KS1				KS1&KS2			KS1&KS2	
St Paul's	KS1&2		KS2				KS1&KS2			KS1&KS2	
St Mary's	KS1		KS2							KS2	
St Kevin's	KS1	KS2	KS2	KS1&KS2			KS1&KS2			KS2	
St Joseph's	KS1	KS1&2					KS1&KS2				
Holy Trinity		KS2									
St Peter's		KS2									
John Paul 11	KS1	KS1									
St Gerards											
<b>Irish Medium</b>											
Gael Scoil an Lonnain	KS1&2		KS2							KS1&KS2	
Gael Scoil na bhfal	KS1	KS2									
Gael Scoil na mona	KS1&2	KS1&2									
An tsleibhe dhuibh	KS1	KS1									
<b>Nursery Schools</b>											
Cathedral											
Matt Talbott											
St Bernadette's											
St Martin's											
St Maria Goretti											
St Peter's Nursery unit											
St Paul's Nursery unit											
<b>Post Primary Schools</b>											
All Saints											
Colaiste feirste	KS3	KS3	KS2&3	KS2&3							
St Louise's											
<b>Community</b>											
Conway Education Centre				KS1,2&3							
Family Support Hub											

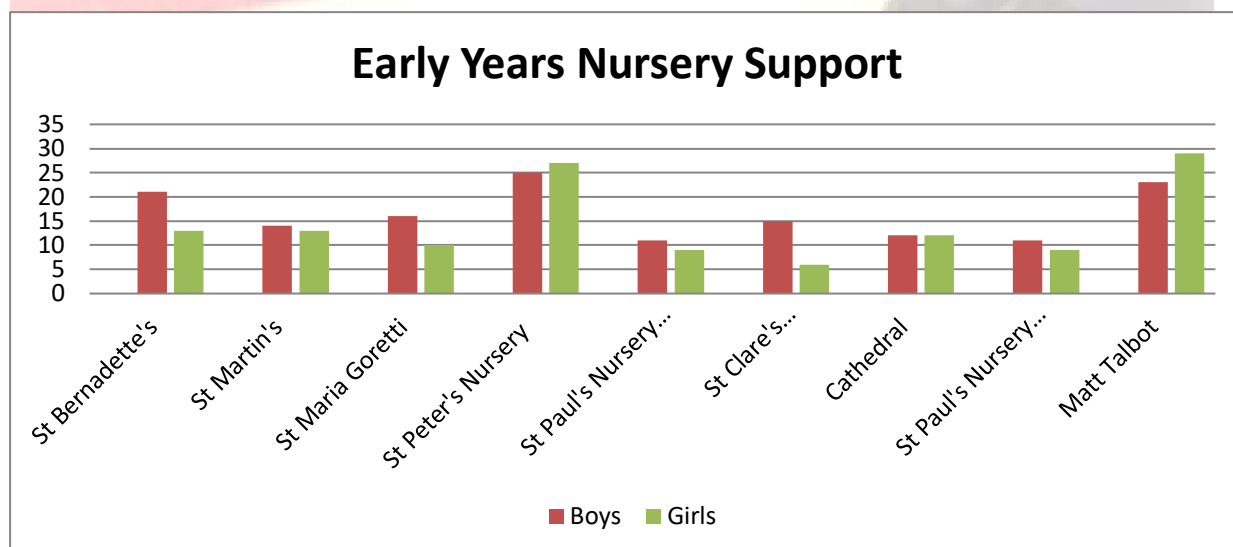
## Nursery School provision

During this academic year, FSCN teachers provided nurturing support to **276 children** within 4 local nursery schools and 2 nursery units.

The focus for this early intervention is on attention, listening and turn taking skills as well as social and emotional development. This early intervention contributes to the overall readiness for learning and improved social skills for early learners.

***“Thank you so much for the dedicated support we received this year, having children taken out in their bubbles for dedicated literacy and numeracy support was invaluable; we truly appreciated the support given by FSCN staff especially during this very challenging year.”***

Siobhan McAlay (Acting Principal St Maria Goretti Nursery)

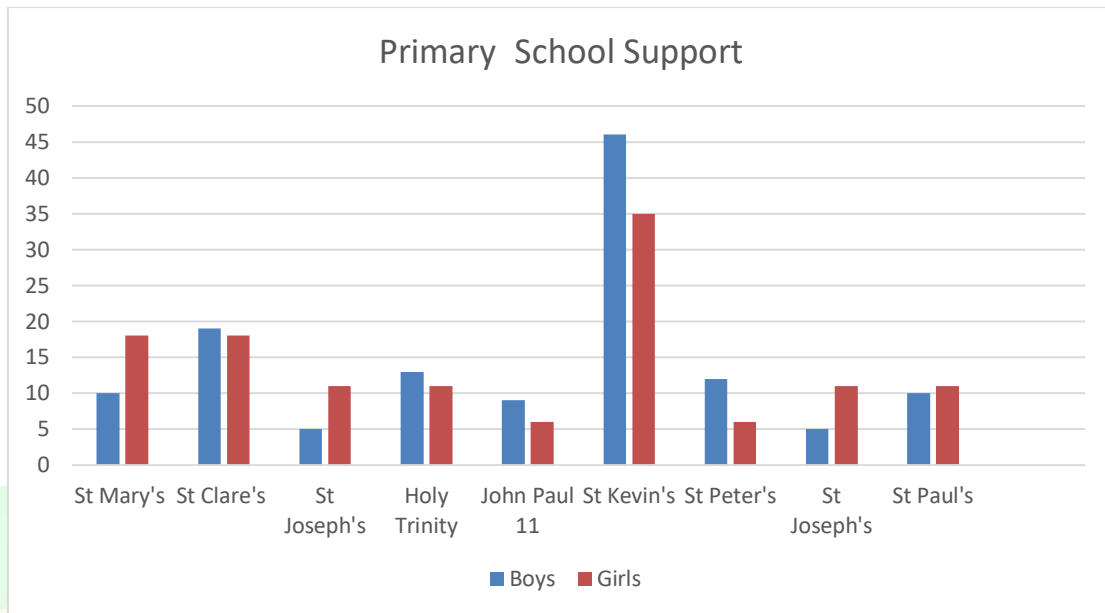


## Primary School provision

Educational and Transition support within local primary schools remains the core focus of FSCN support towards ***'Tackling Educational Disadvantage'***.

This year, we supported **240 children** within 9 local primary schools. The learning interventions employed included one to one and small group support:-

The table below highlights the primary schools Literacy and Numeracy support, Transition and social and emotional support and Homework support.



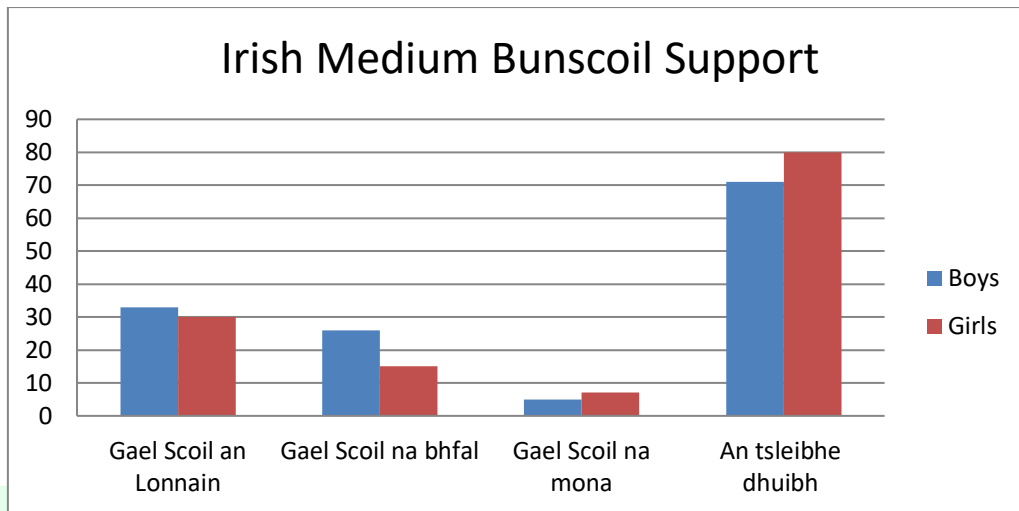
***“When the lockdown ended in March, the FSCN worker immediately took up the role of support teacher for our Primary One children and they benefited greatly from her help, support, hard work and dedication. We greatly value the role that FSCN plays in our school and hope that this support will continue for years to come.”***

Elaine Doherty (St Kevin's Primary School)

### **Irish Medium Bunscoil Support**

During the academic year, the FSCN Irish Medium key worker supported **267 children** within 4 Irish medium primary schools. While the core focus of this work primarily consisted of one to one and small bubble-based literacy and numeracy support a new innovation included a pre-recorded, resiliency focused challenge sessions made and distributed to all Year 8 pupil of Colaiste Feirste, the aim of the sessions was to help build confidence and self-esteem, develop communication skills as well as problem solving and self-reflection.

Classes were delivered for both educators and parents via zoom in the evenings to help parents improve reading skills in Irish.



***“The Primary 7 class greatly enjoyed the ICT lessons provided. It was a great way of upskilling the pupils in the class whilst affording the class teacher an opportunity to observe lessons in an area in which he was not confident. The pupils benefitted greatly from the practicality of the lessons, the interaction and the challenges. Not only were the pupils’ skills enhanced but their confidence increased also.***

***The Primary 4 group identified are a small group of pupils with specific difficulties in literacy progression. They made considerable progress due to the individual and small group measures implemented over a steady and consistent period of lessons. Two of these pupils made notable progress in their Literacy assessments at the end of the term.***

***The Primary 2 and Primary 3 pupils are from a composite class and were identified as struggling with phonics, leading to reading difficulties. Specific and targeted work was carried out to assist with phonic understanding and this resulted in accelerated progress in the reading books within class. Many thanks for the invaluable support afforded to the school this year”***

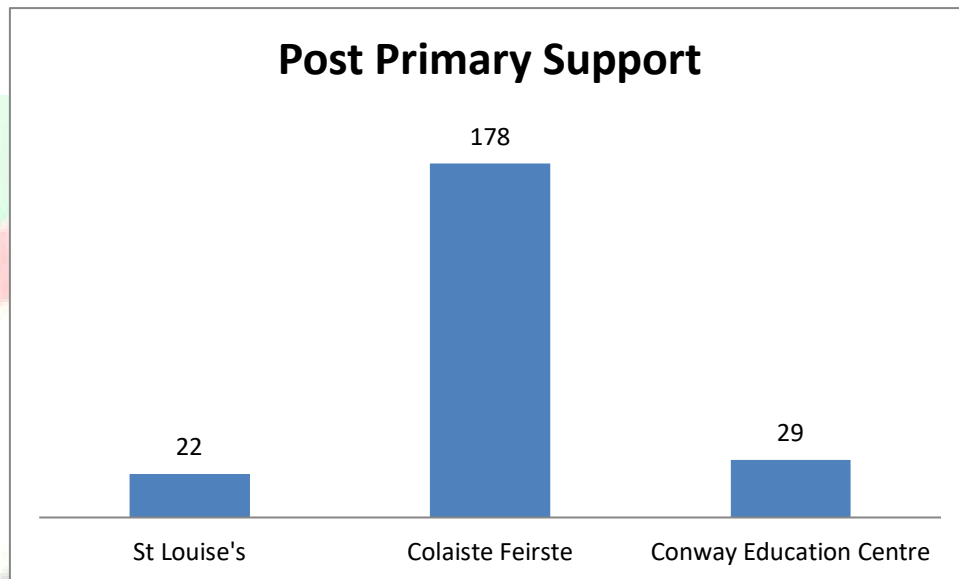
Is mise le meas, Ciara McBride (Principal Gaelscoil an Lonnáin)

### **Post Primary Provision**

FSCN supported a total of **229** children within 2 post primary schools and 1 Community Education Centre. Colaiste Feirste and St Louise’ College received a range of support including in school support for educational transition, resilience, social and emotional support as well as key stage 3 literacy support. FSCN staff also worked with staff and parent during the year facilitating session on ICT, and evening sessions online to help improve parents develop their reading skills in Irish.

Pre-recorded, resiliency focused challenge sessions were set and distributed to all year 8 pupil in Colaiste Feirste, the aim of the sessions was to help build confidence and self-esteem, develop communication, problem solving and self-reflection skills.

FSCN staff provided online support with home learning and English language development for newcomer children via the online platform, zoom facilitated by Conway Education Centre children attending 5 post primary schools across West Belfast attended regular weekly sessions throughout the year. 3 young Newcomer students also completed a peer mentoring programme.



***“I would like to take this opportunity to thank you for the work you have done with the pupils and staff of Coláiste Feirste this year. I have reviewed the feedback from pupils and staff about the support and guidance they received, and it was excellent. Pupils commented that they looked forward to the sessions and felt that they learnt a lot from the work you did with them.***

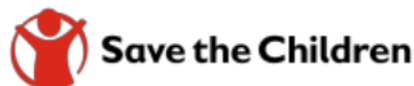
***We are grateful for the creativity and flexibility in your approach this year over the remote learning period. When we realised that the target pupils were not engaging online, you worked with us to ensure that the school could still avail of your service. The bespoke sessions you created for our parents and staff were invaluable and something that we have been asked if we could deliver again next year. Our Classroom Assistant feedback was particularly positive. Some of the Classroom Assistants commented that they felt more confident and empowered going back into the classroom because of the training they received.”***

Mary Uí Dhaimhín (SENCO Coláiste Feirste)

## Family Support

104 families received support from FSCN during the year. 34 families received a variety of support including, online advice to parents in relation to their educational and social and emotional concerns, supporting a weekly mothers' programme at Conway Education Centre for women from Asylum seekers and Refugee backgrounds with a variety of cultural exchange sessions to celebrate multilingualism and cultural diversity.

Family support also included emergency support in partnership with Save the Children Fund. The FSCN staff organised the delivery of resources to 70 families in need throughout lockdown and specifically over the Christmas period when food vouchers. The chart below gives a breakdown of that support with a full report in the appendix.



Between April and February 2021 Full Service Community Network (FSCN) have reached **70 families and ensured 211 children** have had access to the essential items to support their social and emotional development and protect and enhance their early learning. 70 family applications were processed by Full Service Community Network (FSCN) via the Emergency Response digital platform. A total of **£25,011** went directly into family homes which included supermarket vouchers (**£10,370**), Argos vouchers (**£5,940**) household products (**£3,801**) and early learning toy packs (**£4,900**) to address identified needs. In addition, **70** information resource packs and **38** age-appropriate toy bundles were also provided.





***“Thank you so much for everything you and the team did to support local families. You definitely went above and beyond!”*** Laura Feeney (Save the Children NI)

### **Supporting Families from asylum seeker and Refugee backgrounds with English Language**

Throughout the year the FSCN have continued to provide ongoing support to newcomer children and families mostly online.

FSCN Staff continue to work with Conway Education Centre in providing homework support classes for Newcomer Children via zoom platform.

Newcomer pupils received online support with home learning and English language development 5 days per week. All of our FSCN team were engaged in providing educational support online. FSCN staff were also instrumental in facilitating a peer mentoring programme for young people from refugee and asylum seeker backgrounds as part of a year 8 Transition peer education training programme co-facilitated with Conway education centre tutor for the Bytes project.

Our EAL tutor supported a group of newcomer pupils and their families with their English language development.

The children were all in primary 1 and receive group face-to-face sessions on a weekly basis. To consolidate what has been covered in class, each family, children

and their parents also participated in a 20-minute Zoom class during the week. Classes were tailored to meet the individual needs of each child.

Parents were very grateful for the support that both they and their children received.

Message from one father: ***“he is going to school now especially to be in your session, and we really appreciate your work, especially with Ramadan season. Thank you so much.” (19/04/21)***

## **Professional Development**

Following a 10-week EAL online programme, a meeting was facilitated by FSCN with the management and nurture teams from St Louise’s College the aim was to explore learning from Malone College’s successful delivering of EAL programmes and their experiences of establishing a Multilingual Centre within the school. Short-term and long-term plans were discussed to ensure a sustainable delivery of EAL provision for newcomer pupils within St Louise’s College.

With support and guidance from The FSCN an EAL hub (multilingual centre) opened in April 21 to cater for 22 newcomer pupils (16 girls/ 6 boys) within St Louise’s college.

57 Teachers and Classroom assistants from 3 schools; 2 post primary; (St Louise’s and Colaiste Feirste) and St Clare’s primary school all participated in professional development sessions facilitated by FSCN, topics included:

- Working with children from refugee, asylum seeker and newcomer backgrounds
- Supporting children with Dyslexia
- Working in a Multi – lingual classroom

What participants thought

***“It gave me an insight into how the newcomer pupil may feel when sitting in my lesson. It has definitely prompted me to think about the language I use in the classroom and trying to simplify and clarify it so that everyone has access to the information I am sharing” (Teacher St Louise’s)***

***“I thoroughly enjoyed the session, provided with lots of opportunities to apply the learning.” (Teacher St Louise’s)***

***“We are grateful for the creativity and flexibility in your approach this year over the remote learning period. When we realised that the target pupils were not engaging online, you worked with us to ensure that the school could still avail of your service. The bespoke sessions you created for our parents and***

**staff were invaluable and something that we have been asked if we could deliver again next year. Our Classroom Assistant feedback was particularly positive. Some of the Classroom Assistants commented that they felt more confident and empowered going back into the classroom because of the training they received. Go raibh míle maith agat”.**

Mary Uí Dhaimhín, SENCO Coláiste Feirste.

## Community Engagement and Partnership working

In order to effectively engage with and understand the needs of the community served by the FSCN throughout the year we have effectively engaged and worked in partnership with the following organisations

Organisations	Ongoing work
Greater Falls Extended School Cluster	Regular meetings with cluster members in order to effectively identify education needs within local schools. Collaborative work on supporting educators to work with Newcomer students and families.
RELATE counselling Service	13 local primary schools receive 4 hours of counselling per week. Weekly meetings with contract manager and clinical lead to discuss counselling services to work collaboratively to meet the social and emotional needs of children, families and educators.
St Mary’s University College	Collaborative work with Student teachers and college staff. FSCN regular communication with St Mary’s staff in relation to overall administration in respect of our work within the college and guidelines for office working during the pandemic.
Greater Falls and Upper Springfield /Whiterock Family support Hubs	Family Support & Resource Development, Monthly meetings, educational support and guidance in relation to referrals made to FSCN by families in need of educational support.
Save the Children NI	Facilitation of ‘Families Connect’ programmes with parents in schools.  Emergency Response partner organisation
West Belfast Partnership Board	Regular meetings to discuss complimentary work and areas of support.
Conway Education Centre:	5 members of the FSCN staff team provide support to children and families from

	<p>asylum Seeker and refugee backgrounds. Family support, homework support, social and emotional resilience sessions, Transition support, Networking and information sharing.</p>
<p>HEART project - Heathy living Centre</p>	<p>Throughout the year the FSCN Project Manager worked with the HEART projects 'Wheely Inclusive Cycling Group' Co-Facilitating weekly cycle instruction classes and cycle sessions. The project aims to develop collaborative working relationships to promote overall health and well-being, it works in the spirit of community engagement and reciprocity whereby the Project Manager helps facilitates cycle sessions and HEART project community health facilitator helps the FSCN deliver healthy eating programmes for parents and carers within local schools.</p>
<p>Youth Action Northern Ireland</p>	<p>Critical Thinking Research Hub Training/ Professional Development Networking/ Information sharing</p>
<p>Acacia Path</p>	<p>EAL Family Support Tbus/ Cross Community Networking/ Information sharing</p>
<p>Quakers Youth Project</p>	<p>EAL Peer Education Program</p>
<p>Bytes Project</p>	<p>EAL Peer Education Program</p>

## Family Support Hubs

As a member of the local Family Support Hub the FSCN representation at monthly meetings of the Hub has led to greater levels of communication and co-operation between service providers with effective targeting of support services.

In particular the FSCN have been able to refer families to Relate for additional family counselling services. FSCN staff have been able to provide online advice to parents particularly during lockdown.

During the year FSCN staff provided online and telephone advice to parents who faced educational challenges while home schooling with literacy, numeracy and behavioural issues which they had referred to the Hub for support.

One parent who was struggling emotionally to cope with the demands of home-schooling due to her own isolation and lack of support as a single parent commented..

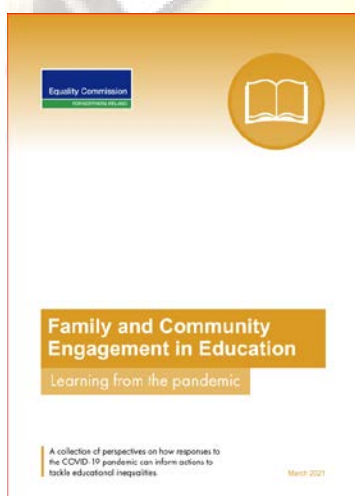
***“thank you so much... I felt so comfortable talking to you, your advice on how to tackle school work has made a significant difference and our week is now a lot less stressful.”***

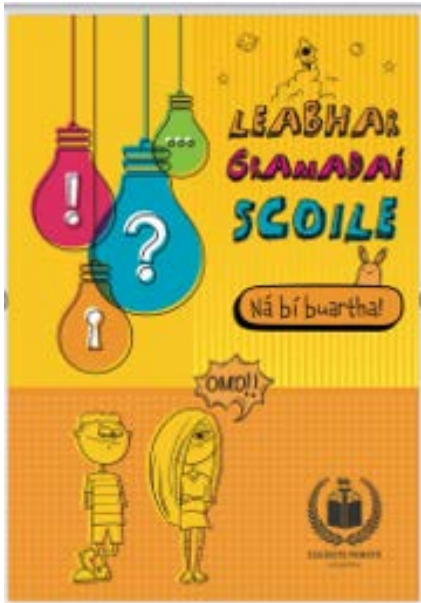
## Research and development work

### Publications

FSCN Project Manager contributed an article to Equality Commissions report *‘Family and Community Engagement’ - Learning from the Pandemic* March 2021.

The article entitled *‘Is Networking, Not working! Lessons from the Pandemic’* shares FSCN’s experiences of Networking and partnership working with statutory, voluntary and community organisations to ensure vital support reached children and families during the weeks of lockdown.



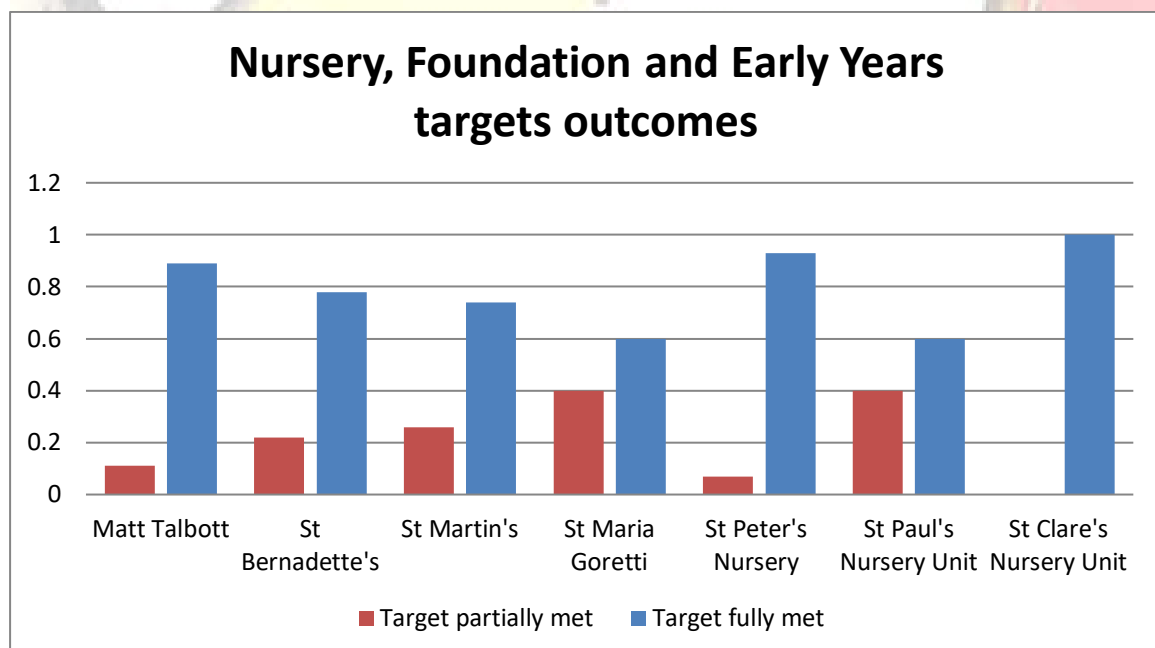


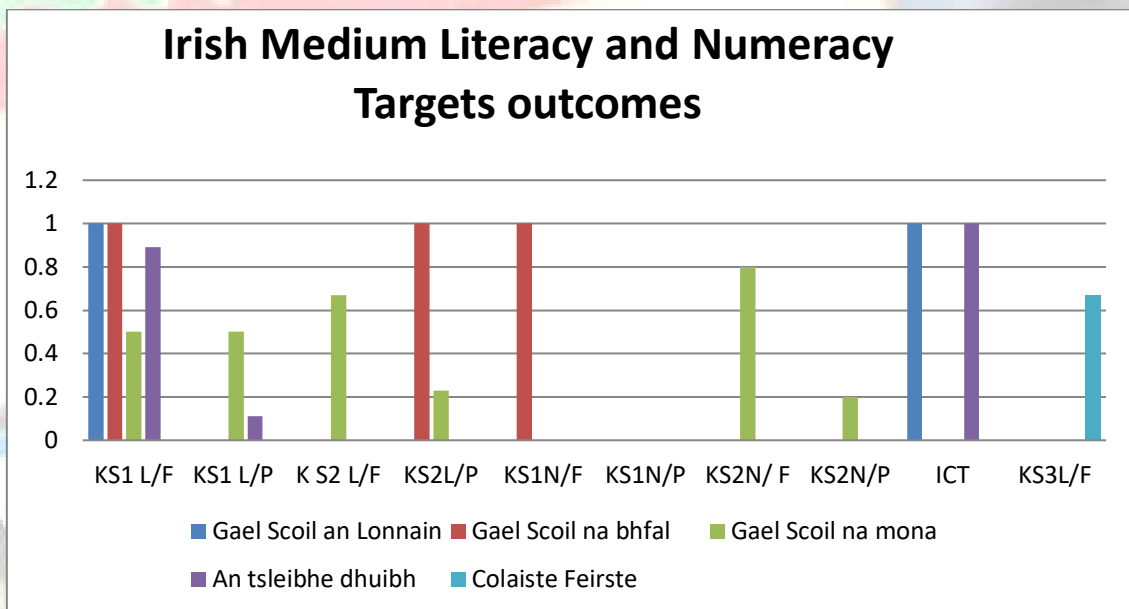
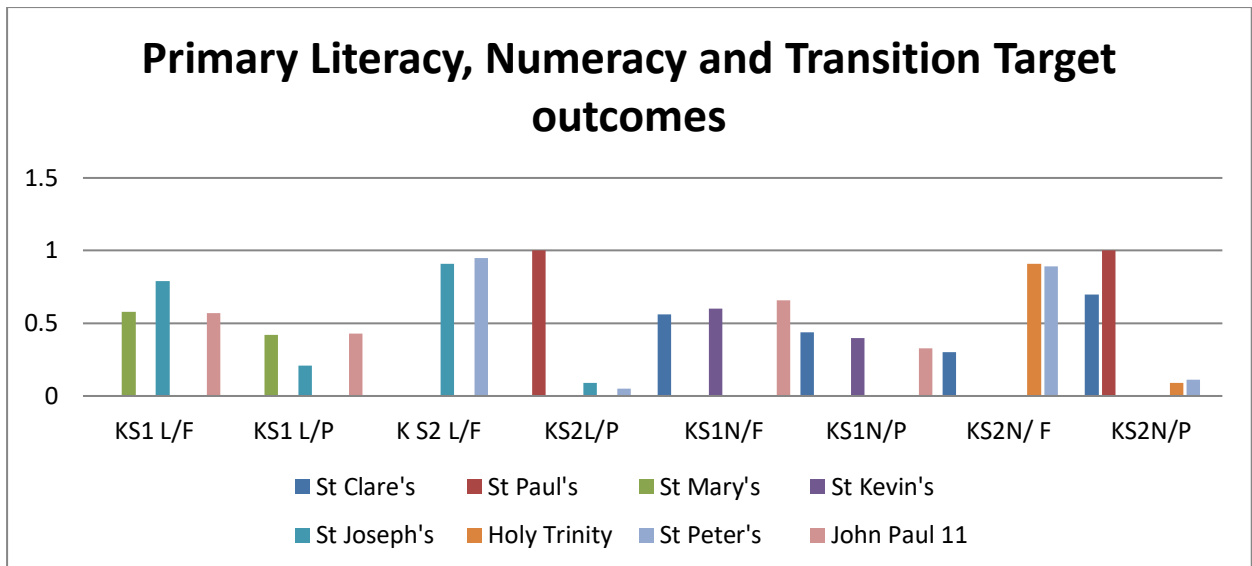
FSCN assisted Colaiste Feirste in the development of a grammar booklet for children in KS3. The content is designed to appeal to young learners, following a colourful and progressive programme of study, beginning with the most simple concepts of Irish grammar and moving on to the more complex ones. Additionally, we also developed a new baselining tool for children in ks3 by researching the first 1000 key words in Irish. The research cross references existing materials available in KS1 and KS2. Publication of this work which is supported by CCEA is due in the Autumn 2021.

## How we made a difference

Due to the long and frequent breaks from the 'normal' school year formal assessments within nursery, primary and post primary schools was anything but normal during the year. The FSCN staff continued to set targets and assess learners informally whenever possible.

The tables below highlight targets fully or partially met within each educational setting.





***St Kevin's.....Despite challenges, daily, we break down barriers and our children achieve great things, are celebrated, nurtured and inspired and often engage the help of our local partnerships and services such as the Full Service Community Network to do so.***

***During the recent 'lockdown' (January – March 2021) we were extremely concerned about some of our Newcomer families who were finding it difficult to access online learning. Coupled with the fact that several of our Newcomer children in Primary One were also presenting with potential speech and language and cognitive difficulties we found ourselves reaching out to The Full Service Community Network for advice and help.***

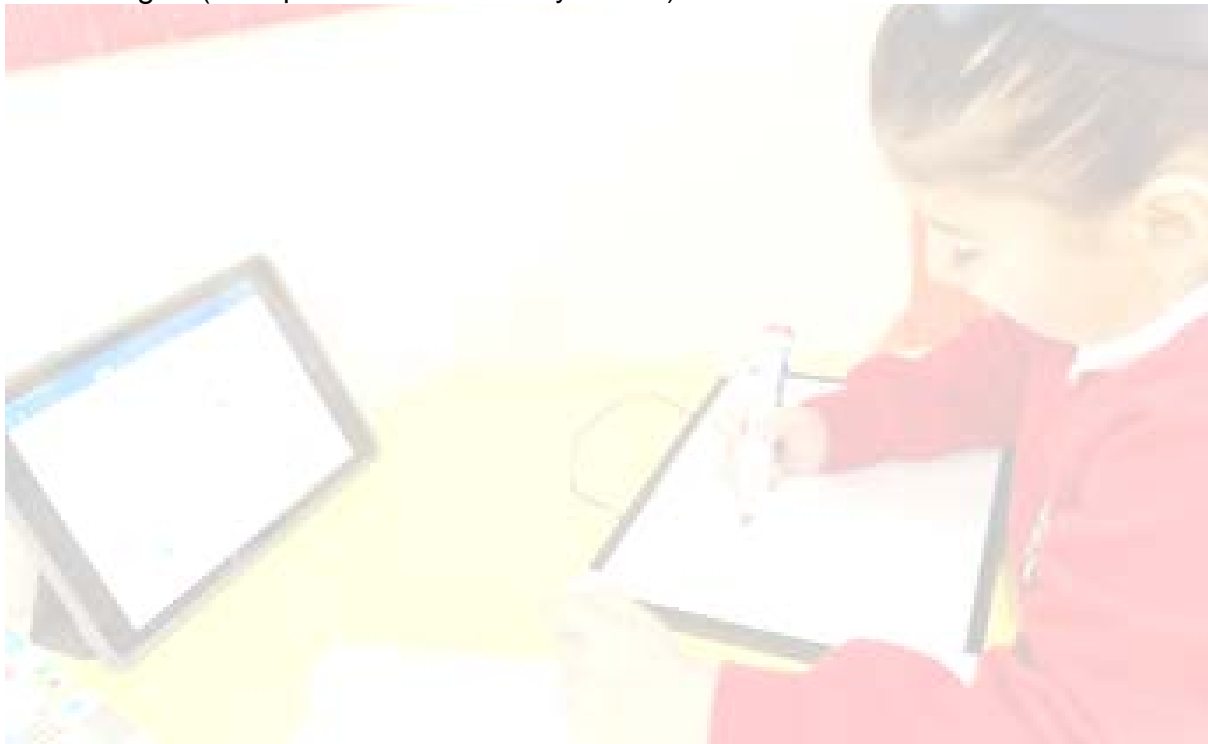
***Sophie Cocault joined us to offer her expertise and advice. She facilitated one to one language sessions with several Primary One children on the school premises throughout Lockdown. This was a very welcomed and timely intervention for the children and staff. Ms Cocault also facilitated zoom***

***lessons for parent and child on a weekly basis also. The parents were delighted with this personal approach and indeed some even developed their own language skills.***

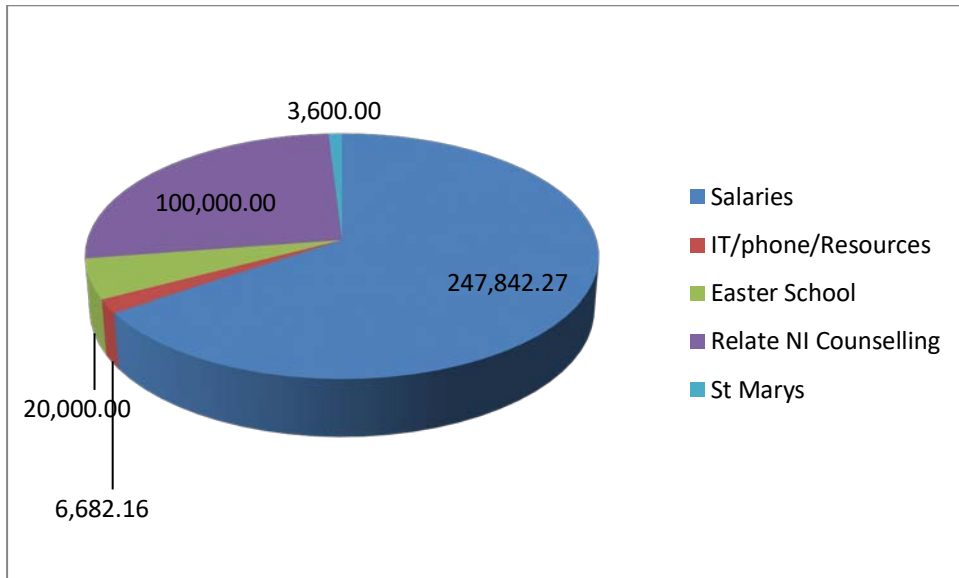
***The programme and Ms Cocault have proved invaluable and we are very grateful to the Full Service Community Network and are delighted that this support has extended beyond 'lockdown'.***

***Regularly throughout the year, we welcome new families from around the world to our school. Whilst I have very experienced teachers on my staff, supporting children and families with English as an additional language remains challenging. Having expertise and dedication from a colleague such as Ms Cocault is such an important resource. I wholeheartedly hope that this resource will be made available in the coming years to local schools such as ourselves. '***

Miss Keegan (Principal St Kevin's Primary School)



## How we spent our Budget



Salaries	£247,842.27
IT/phone/Resources	£6,682.16
Easter School	£20,000.00
Relate NI Counselling	£100,000.00
St Marys University College (Rent)	£3,600.00
<b>Total</b>	<b>£378,124.43</b>

CPD Accrual – 6,875.57

## Appendix 1

# FSCN / Relate NI Counselling Service

## Annual Report

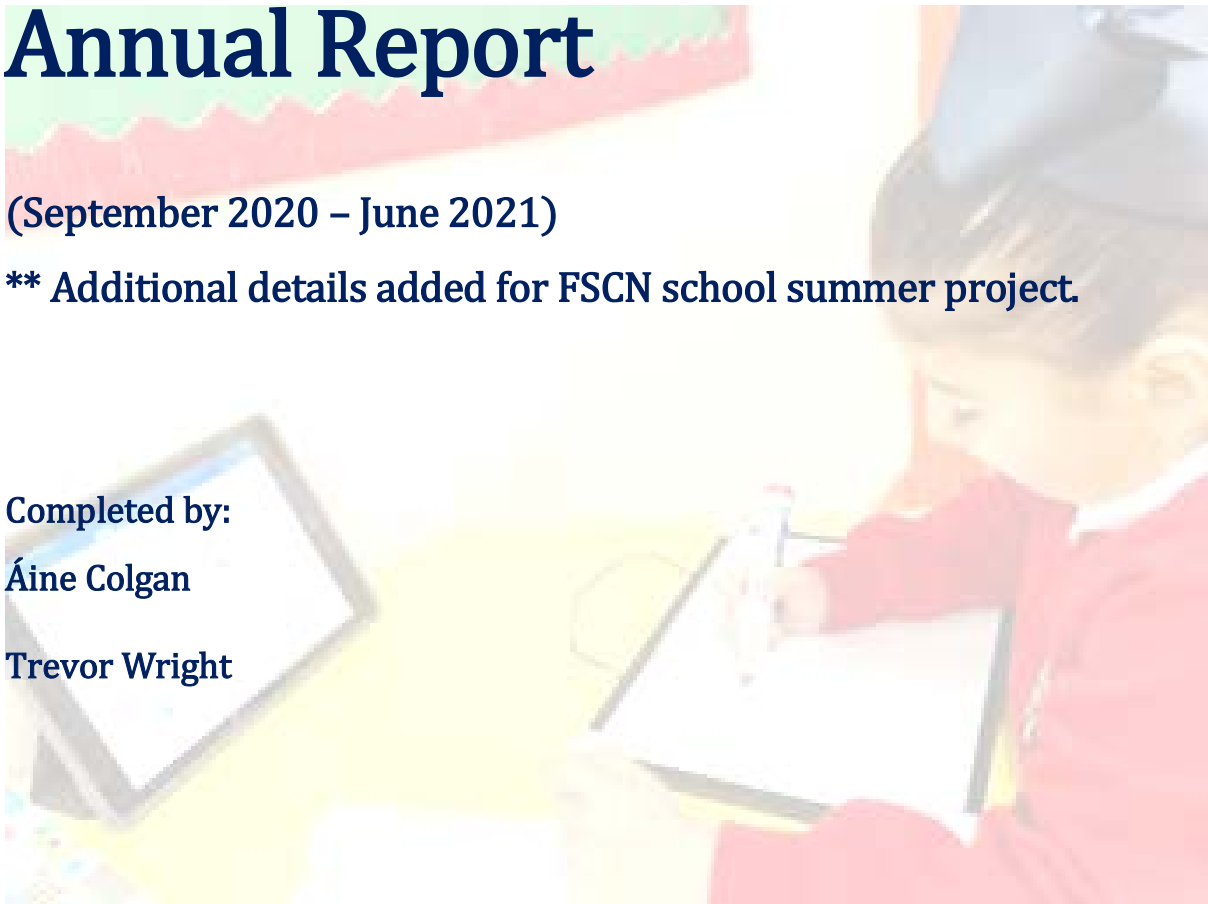
(September 2020 – June 2021)

**\*\* Additional details added for FSCN school summer project.**

Completed by:

Áine Colgan

Trevor Wright



## Contents

- [Overview of the Year](#)
- [Referral Data](#)
- [Reasons for Referral](#)
- [Sessional Delivery](#)
- [The Difference We Make](#)
- [Feedback](#)
- [Case Studies](#)
- [Summer Project](#)



## Overview of the Year

Relate NI worked in partnership with the Full Service Community Network (FSCN) to provide a counselling service for primary school children in 13 Primary Schools in the Upper Springfield and Greater Falls clusters.

The aim of the counselling service was to increase the emotional well-being and learning potential of the pupils, operating alongside the integral pastoral care provision in each school.

Following the first lockdown in the last year we endeavoured to work with school partners to ensure the provision of services through face to face, online and telephone. As all counsellors had completed Teleplay training the move to online (where required) was smooth. Our counsellors were also able to avail of specific training on telephone counselling provided through the Relate Federation in GB. We continued to adhere to the contingency plans agreed with FSCN as we moved back towards more face-to-face provision.

In year we had some staff changes. One counsellor who covered two schools moved to another job at the end of March. Given the remaining tenure of the current service contract we recruited two new counsellors from our Associate CYP Counsellor group to complete the academic year, who commenced in school after the Easter break. Our CYP Team Lead resigned from post due to the impacts of long Covid in November. One of our existing FSCN counsellors then took on the role of Interim Team Lead from January.

The addition of a 7<sup>th</sup> counsellor to the current team has allowed for a level of flexibility and has contributed toward additional counselling sessions currently being provided in three schools during the current term.

The Covid 19 pandemic, which had previously caused disruption presented an opportunity for the schools and Relate NI to adapt in order to provide continuous support in the 2020-2021 academic year. The school counsellors underwent further training to provide counselling to all age groups, even when face to face sessions in the school were not an option.

Working collaboratively with FSCN and each individual school we have developed, adapted, and increased our understanding of the support required for these pupils, their families, and their teachers. In an extraordinary year where services and access to services have been interrupted because of the effects of the Pandemic we have continued to engage and support children, their parents and teachers through this difficult period.

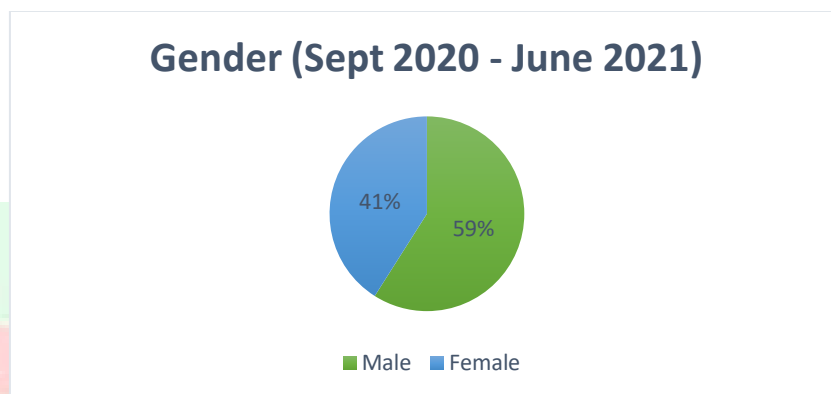
Rounding off the current year we developed training sessions in play and art therapy which were provided to FSCN and school staff. 8 sessions (4 play and 4 art) were provided by the end of the term. Given we were approaching the end of the current contract with FSCN we also undertook to provide additional counselling to address the waiting list before the end of the summer term.

In support of the school summer schemes work was completed on a suite of session options that were delivered by FSCN counsellors.

## Referral Data

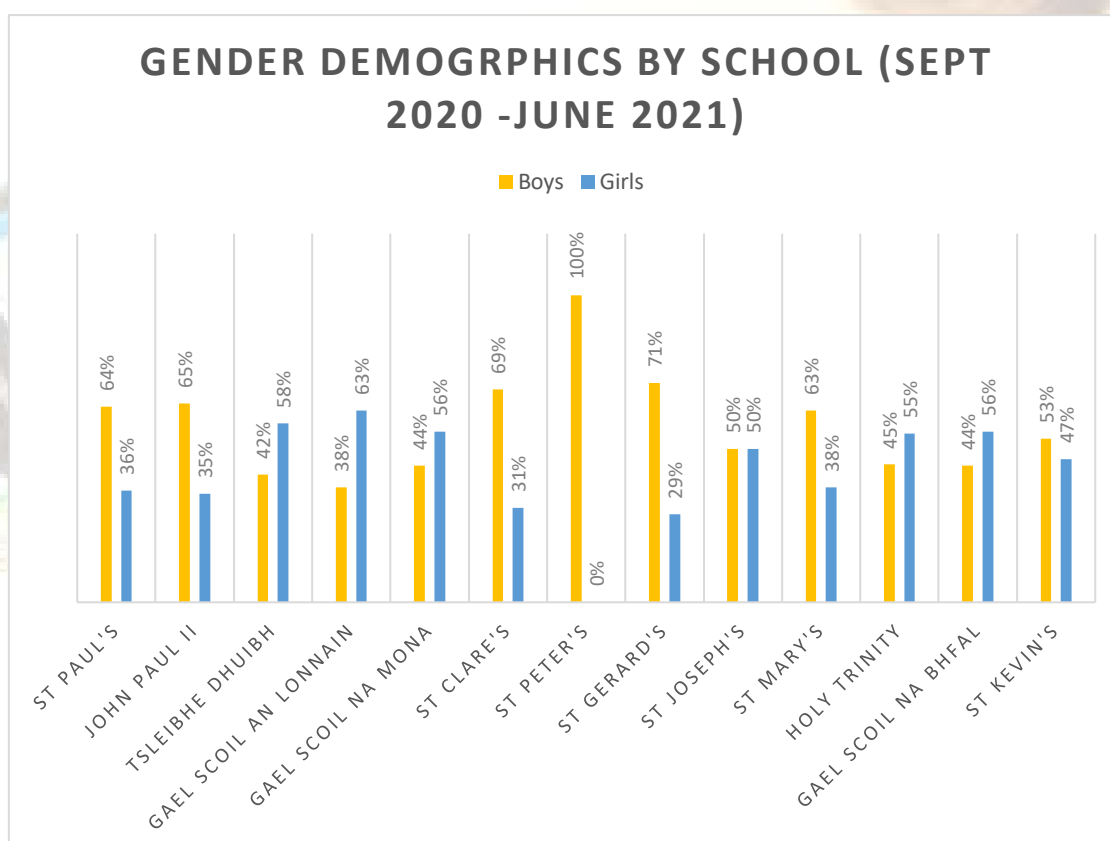
From September 2020 to June 2021, we received a total of 163 referrals for counselling, an increase of 7% from the previous year.

The demographics of those children referred are as follows:

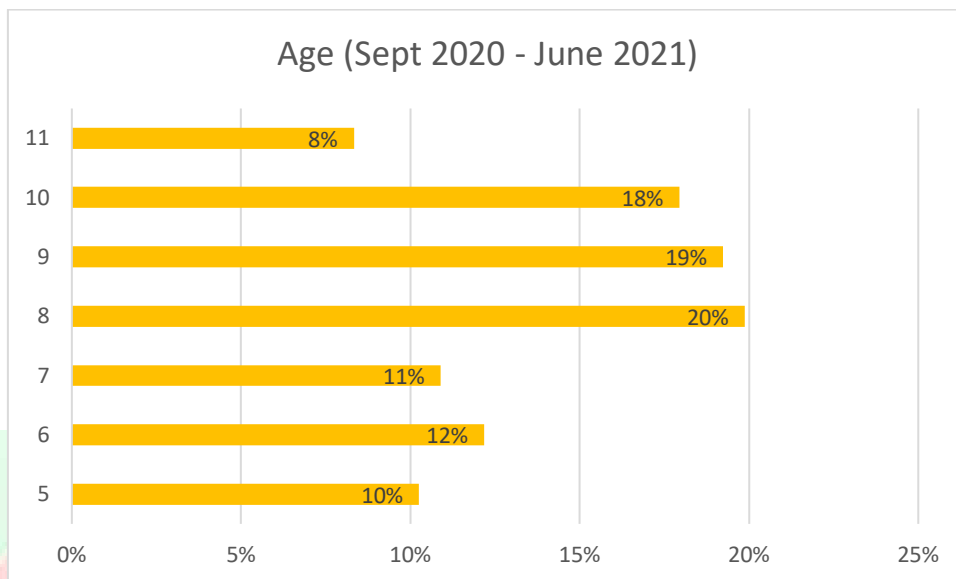


(In comparison to the previous academic year, there was no change)

Looking further at this data the breakdown for each school is provided below:



The greatest number of referrals were received for children aged 8, 9 or 10 (20%, 19%, 18% respectively).



## Reasons for Referral

The reasons provided for referral were often complex and varied. Similar to previous years, the main reasons as to why pupils attended counselling were anxiety (25%), behaviour (16%), family difficulties (14%) and bereavement (13%). Further to this, Anger (12%) was increasingly stated on referrals being received with parents/carers indicating that their children were adversely impacted by Covid 19 restrictions and limited access to their wider family and friends, alongside routine and structure.



## Sessional Delivery

At the end of June 2021, the school's counsellors delivered 1872 sessions in total. Attendance had an overall slight decrease of less than 1% than previous years with an 82% attendance rate.

The rate of DNAs decreased from 13% to 10% with a 3% increase in cancellations, now at a rate of 8%. DNAs largely associated with non-attendance at the school which was difficult to counteract.

The rate of cancellations can be explained as a direct result of Covid 19 protocols. With an increased volume in sickness and self-isolation clients were more likely to cancel sessions. In attempt to utilise the time available to a counsellor due to a cancelation or a DNA we offered drop-in and ad-hoc counselling to other children. This required additional effort between counsellor and school contact but worked well where we have been able to provide this.

The table below shows the work carried out by counsellors, in addition to counselling delivery:

School	Consult with Parents	Consult with Statutory Services	Consults with Teachers	Consults with other Professional
St Paul's	24	1	32	1
John Paul II	25	1	25	1
Tsleibhe Dhuibh	28	0	31	0
Gael Scoil an Lonnain	23	4	36	4
Gael Scoil na Mona	31	0	39	0
St Clare's	29	5	28	5
St Peter's	38	0	35	0
St Gerard's	18	8	39	8
St Joseph's	27	2	13	2
St Mary's	12	17	30	17
Holy Trinity	20	1	17	1
Gael Scoil na Bhfal	24	0	27	0
St Kevin's	24	3	20	3
<b>Total</b>	<b>323</b>	<b>42</b>	<b>372</b>	<b>42</b>

In this academic year consultations with teachers, parents and other professionals all showed a marked increase (75%, 43% and 45% respectively).

Consultations with statutory services decreased by 7% overall.

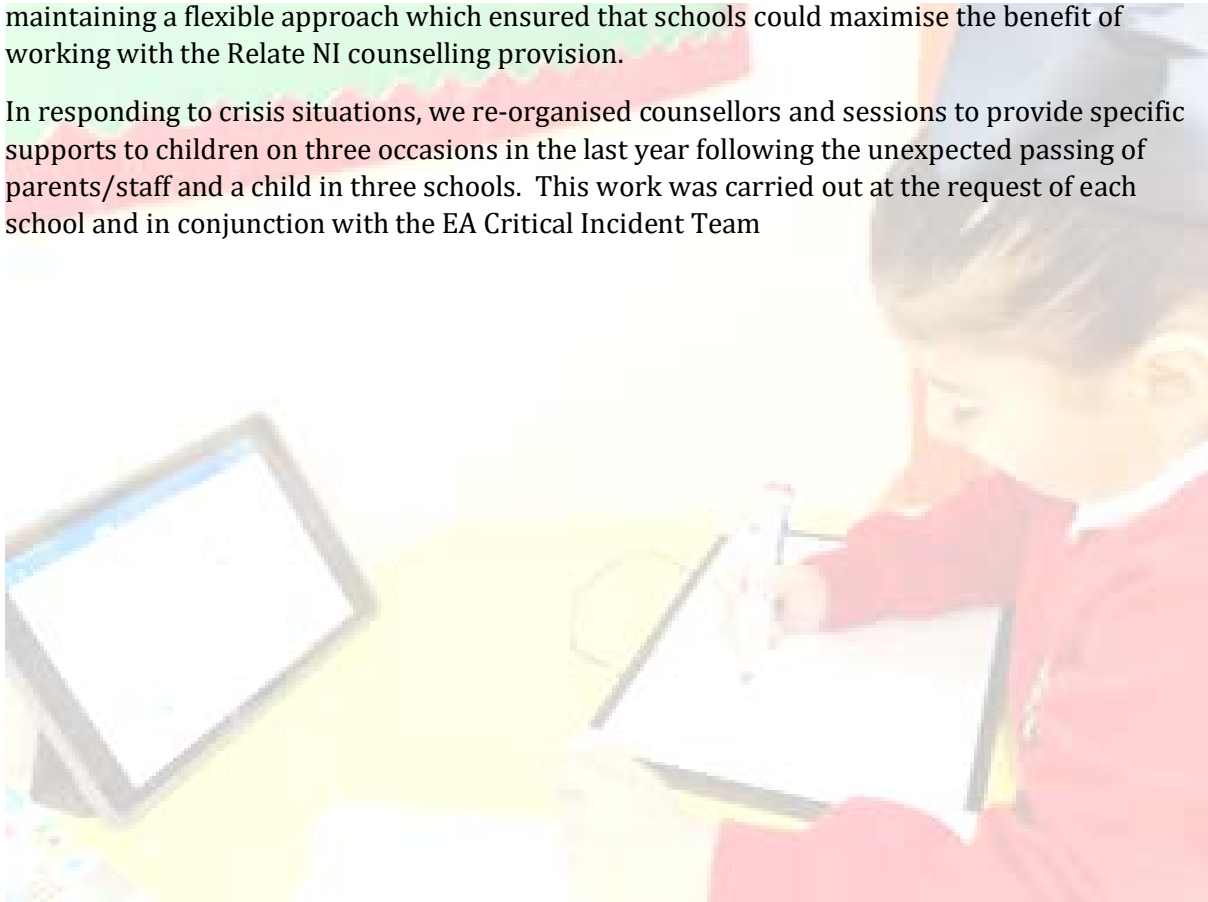
## The Difference We Make

Of the 163 pupils referred for counselling

Pupils attended an average of 7 weekly sessions, with 33% of referrals exceeding this capacity and receiving additional sessions and support. Where children require additional support and extra sessions, it was agreed in conjunction with the parent(s), school and clinical supervisor. Extended support in this year has resulted in some children accessing 30+ sessions in total.

In addition to individual counselling, we developed and delivered a number of therapeutic group sessions focused on play, art, wellbeing and transitions. We created a suite of non-counselling sessions that were delivered in schools at the request of the key contact, maintaining a flexible approach which ensured that schools could maximise the benefit of working with the Relate NI counselling provision.

In responding to crisis situations, we re-organised counsellors and sessions to provide specific supports to children on three occasions in the last year following the unexpected passing of parents/staff and a child in three schools. This work was carried out at the request of each school and in conjunction with the EA Critical Incident Team

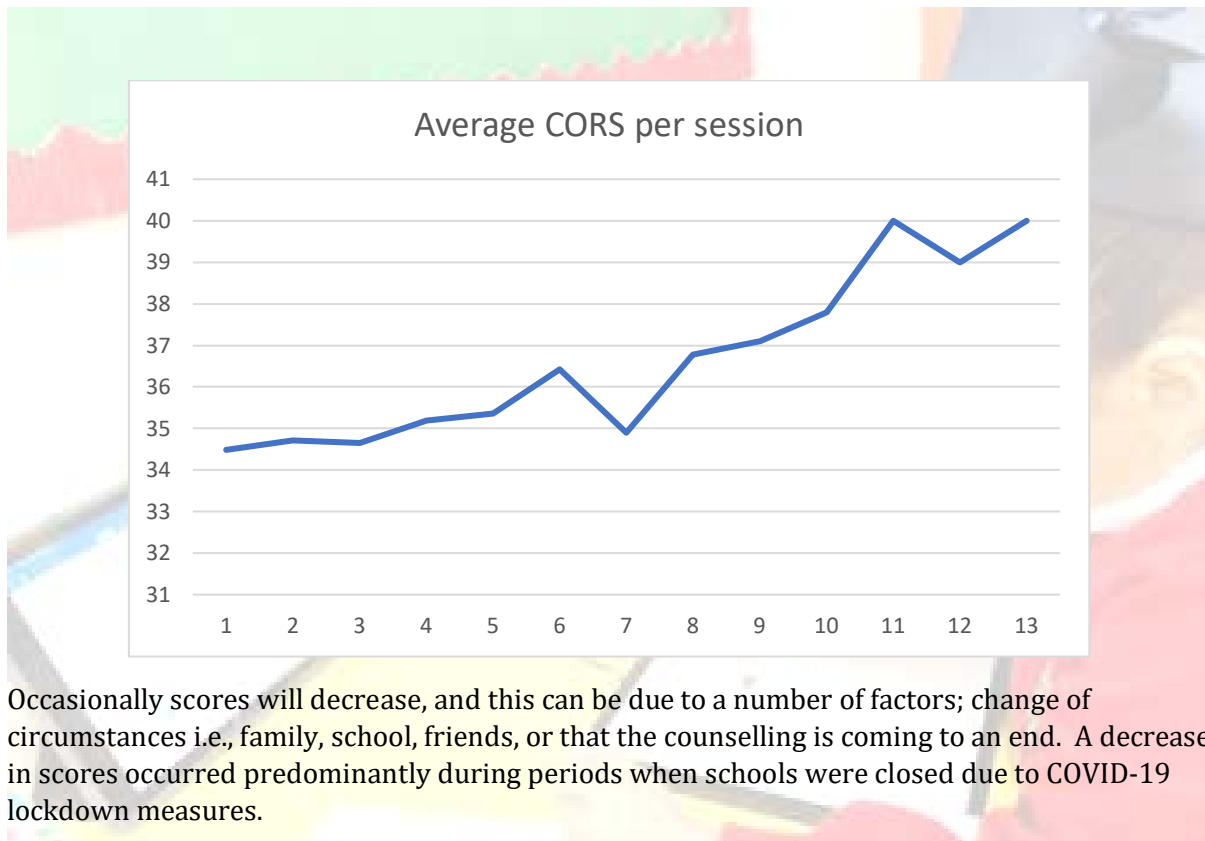


### Child Outcome Rating Scale (CORS)

Counsellors completed CORS evaluations with clients at each session. The highest score possible is 40 which indicates a very good sense of well-being in all areas such as – myself, family, school, and everything else. An increase in score can indicate that counselling may be a contributing factor to an increase in well-being; a way for the client to communicate how they are feeling about themselves; what is happening at home, in school or with friends.

It is a tool used by the counsellor to monitor progress or review the focus of the work. In some cases, a decrease in score can highlight a new difficulty that the counsellor can address with the client.

Below is a table showing the average scores of those who completed their sessions in 2020-2021 academic year:

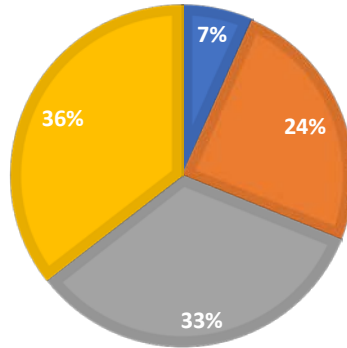


Occasionally scores will decrease, and this can be due to a number of factors; change of circumstances i.e., family, school, friends, or that the counselling is coming to an end. A decrease in scores occurred predominantly during periods when schools were closed due to COVID-19 lockdown measures.

Further analysis of CORS data indicates that not all scores increased by the end of sessions. By comparing the first and last session of each client, the data provided conveys that 36% provided lower scores in their final sessions. A full breakdown of this data can be seen here:

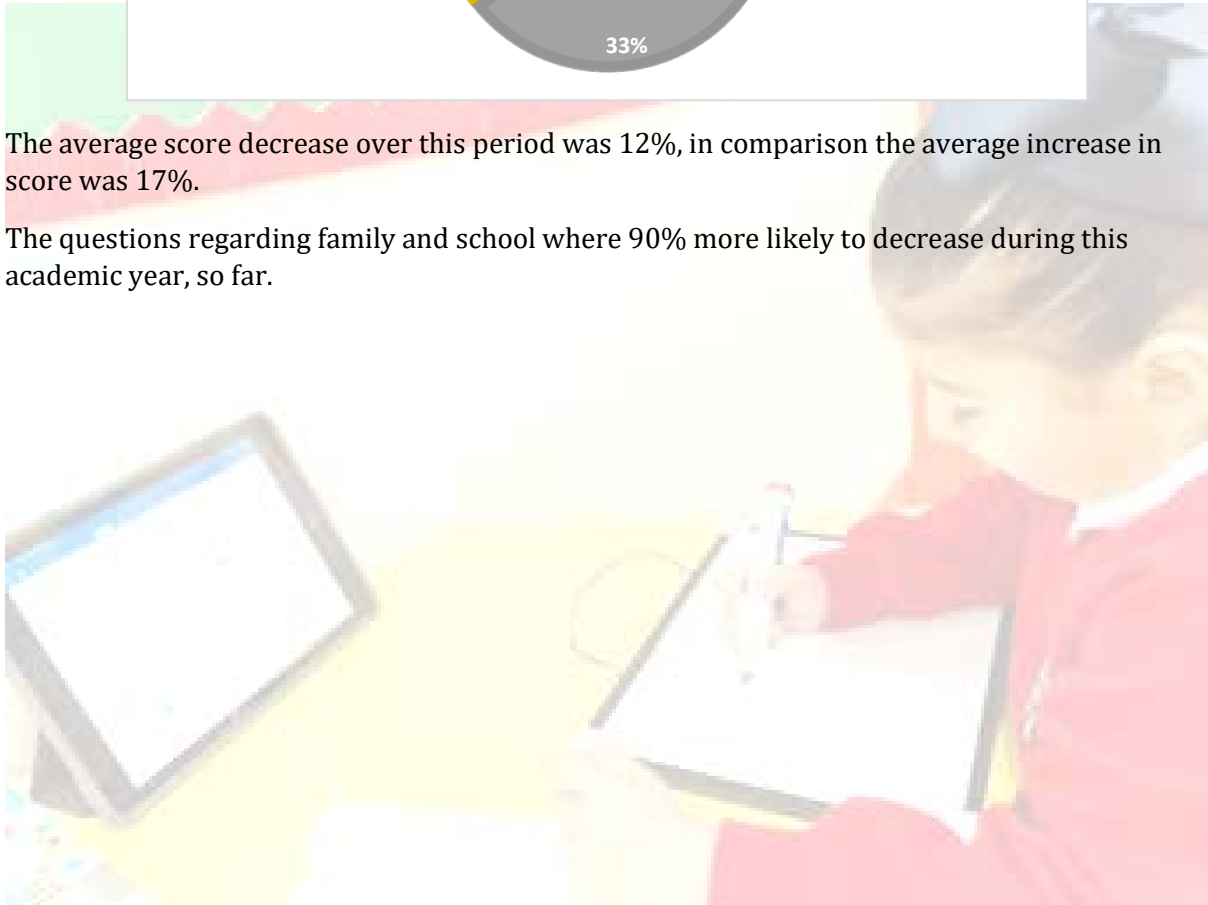
### CORS COMPARISON - FIRST AND LAST SESSION

■ 1 session only ■ No change ■ Increased ■ Decreased



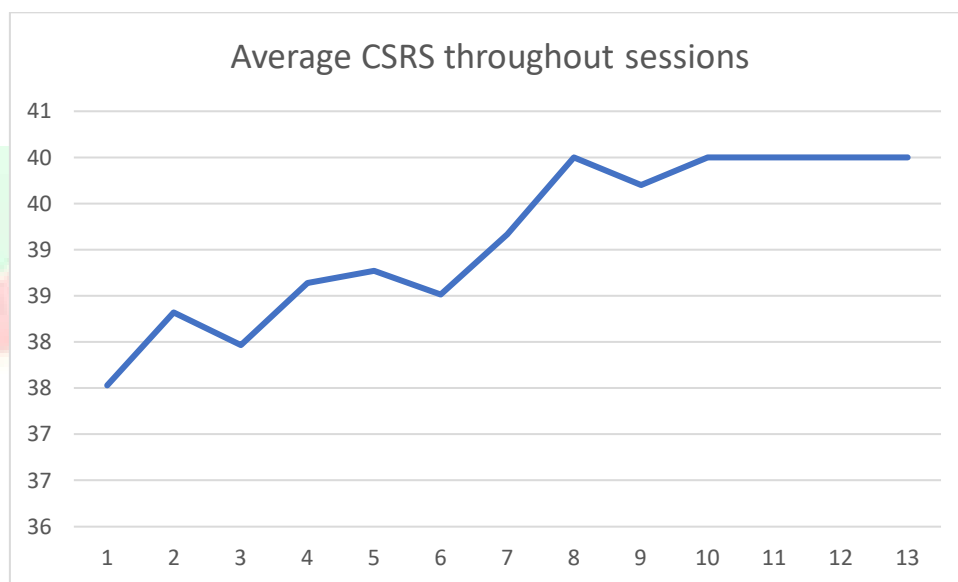
The average score decrease over this period was 12%, in comparison the average increase in score was 17%.

The questions regarding family and school were 90% more likely to decrease during this academic year, so far.



### Child Session Rating Scale (CSRS)

Like CORS, counsellors completed a CSRS in each session. The highest score is 40 and looks at how the child feels about the time spent with the counsellor. The areas asked about are listening, the importance of what was discussed, what they did and overall, how the session went.



The data shows that the majority of clients scored each session highly, with the lowest score of 31 out of 40.

Scores below 40 occurred so infrequently that they had a limited impact on the overall average of all clients.

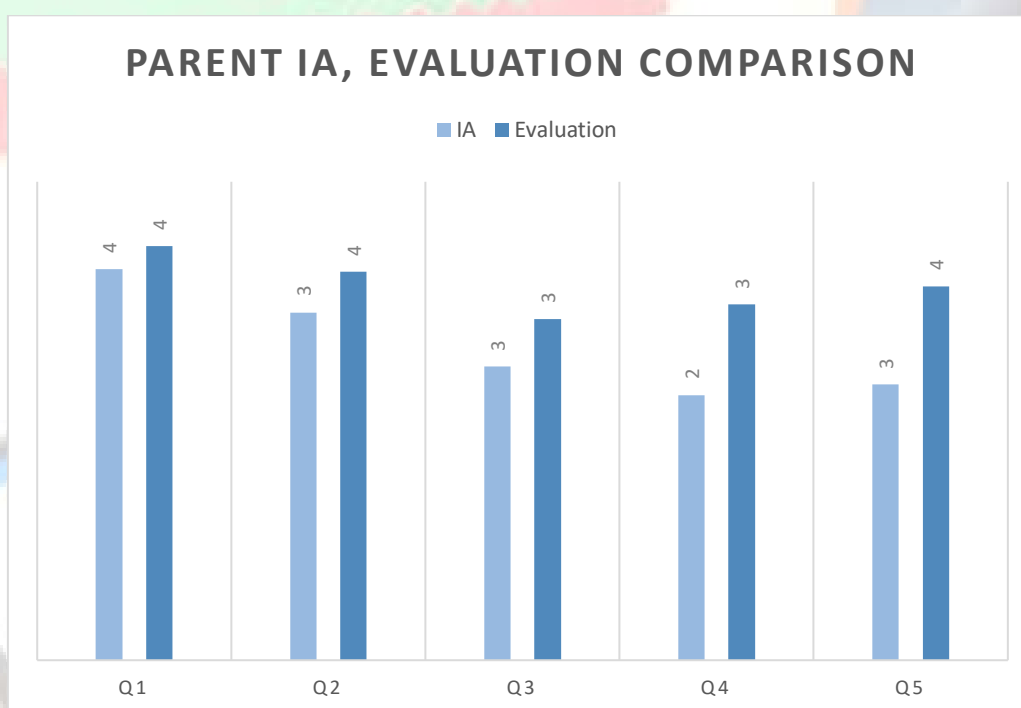
The questions around the importance of the session and the overall question about how the session went show the greatest fluctuation in scores.

## Parental Assessment and Evaluation Data

At the beginning and end of each client's journey an assessment was carried out with parents to establish an understanding of key areas addressed during the counselling process. Each parent was asked to rate the following areas from 1 to 4 (1 being a poor rating and 4 being excellent):

1. Their relationship with parents.
2. Their relationship with other close family members.
3. Their relationship with friends.
4. Their behaviour.
5. Their overall well-being.

The average scores recorded are as follows:



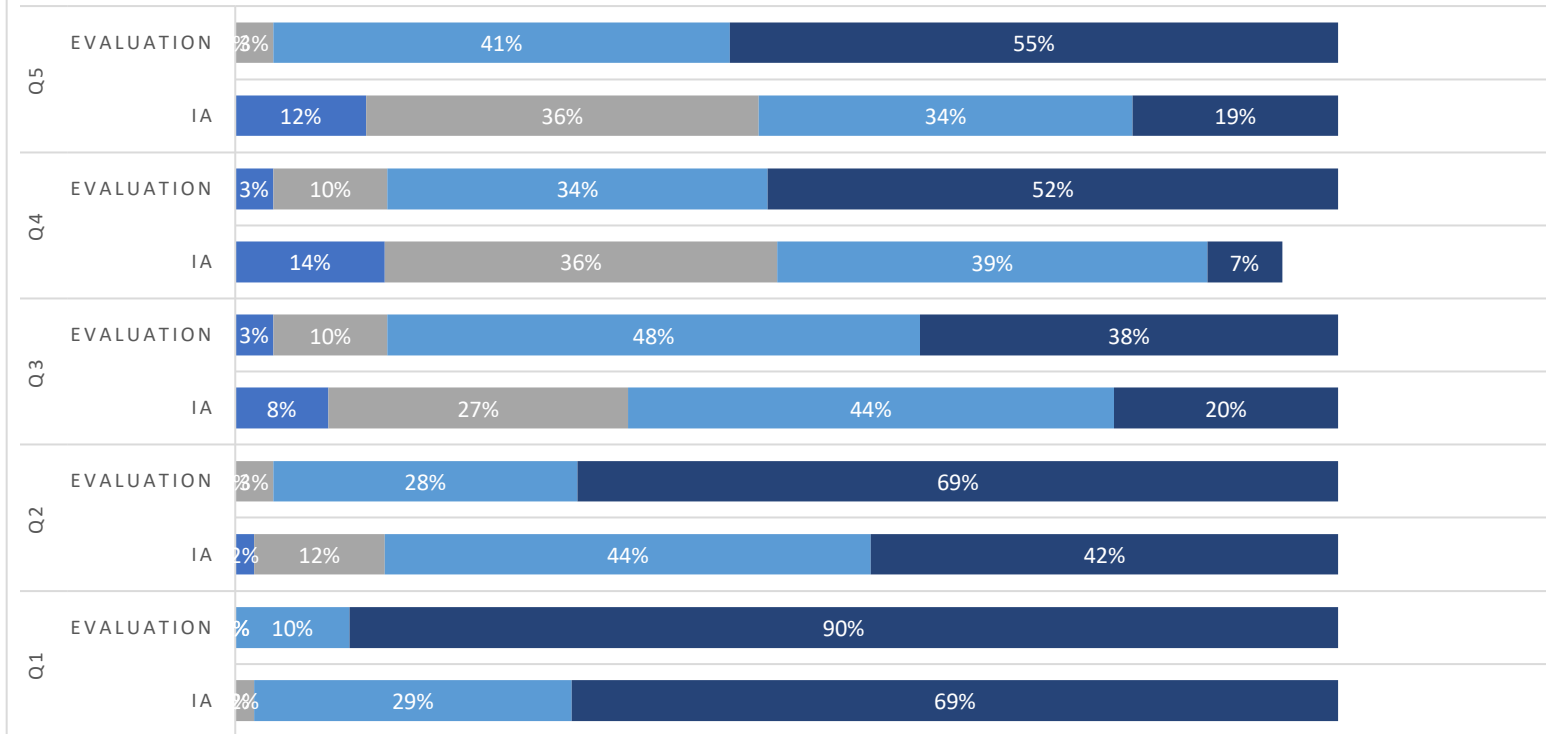
The data above shows that parents feel there is an improvement in all areas.

Further analysis of the scores provided clear data reflecting the improvement observed by parents, which has also been supported by feedback and comments recorded by counsellors.

A further breakdown of the data is located on the following page.

## COMPARABLE RESULTS FROM PARENT IA AND EVALUATION

■ Poor   
 ■ Average   
 ■ Good   
 ■ Excellent



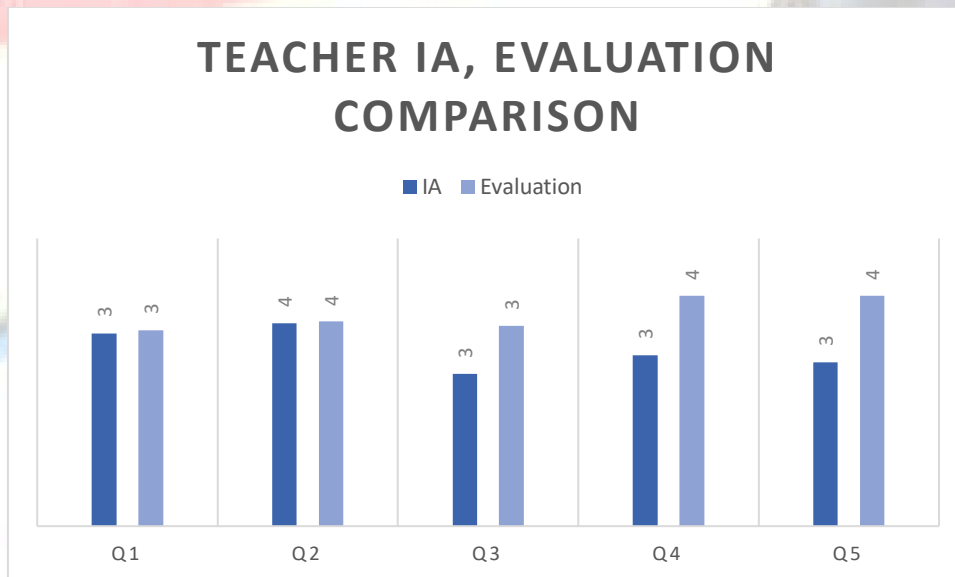
## Teacher Assessment and Evaluation Data

Where possible, teachers also provided the counsellors with an assessment and evaluation for each pupil referred.

The assessment and evaluation forms have a similar format to those used for parents/carers. Each teacher was asked to rate the following areas from 1 to 4 (1 being a poor rating and 4 being excellent):

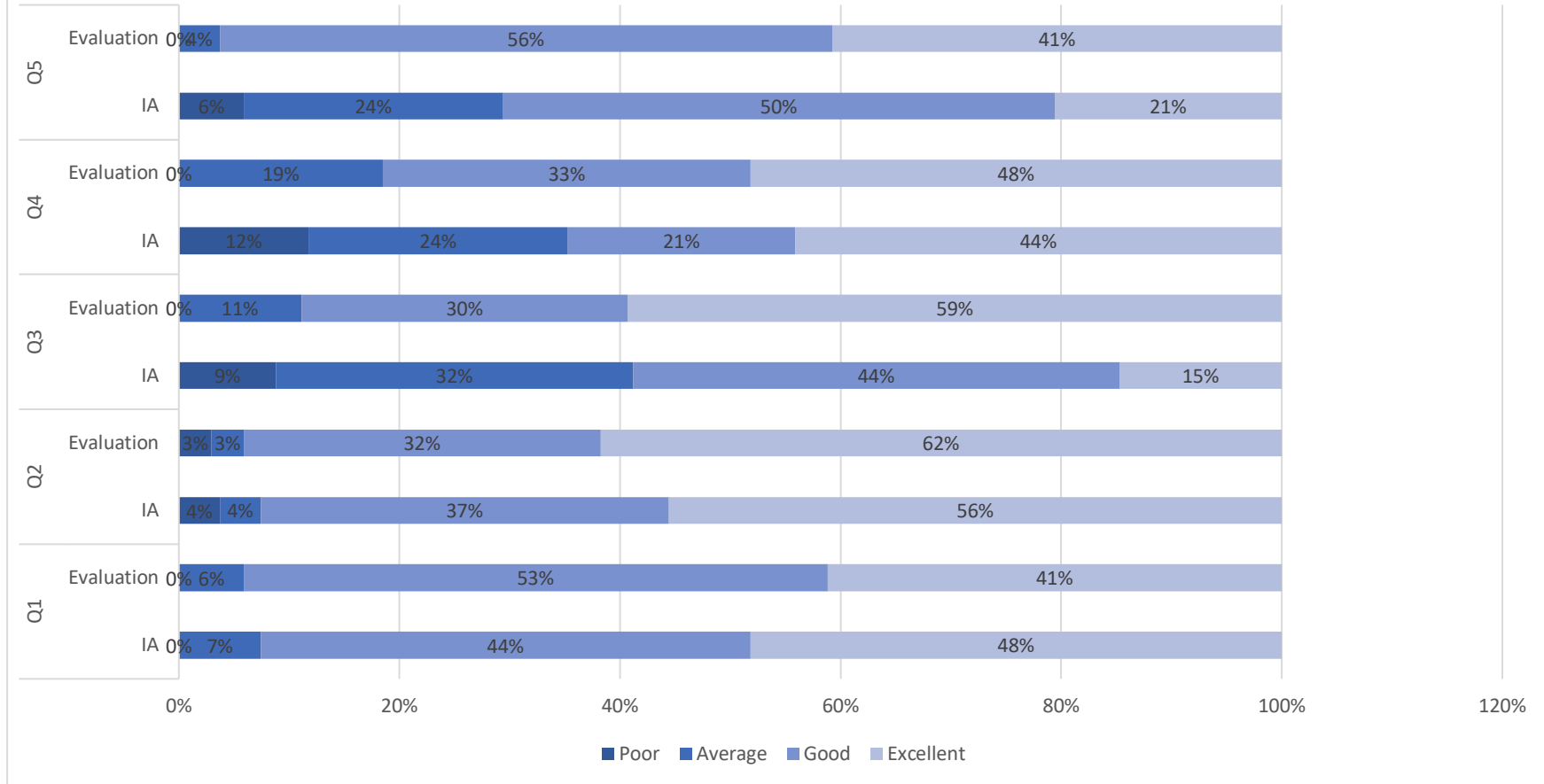
1. Their relationship with the teacher.
2. Their relationship with their main parent/carer.
3. Their relationship with classmates.
4. Their behaviour.
5. Their overall well-being.

The average scores recorded are as follows:



The results show that in Q1 and Q2 there was no variance between assessment and evaluation. Q3, Q4 and Q5 show improvements after counselling has ended.

## COMPARABLE RESULTS FROM TEACHER IA AND EVALUATION



## Feedback

Counsellors gathered feedback from the pupils, parents/carers, and teachers. Some of the feedback received is detailed below:

### Pupils

*"My counsellor came to see me every week. She was the boss of keeping me safe and I was the boss of playing."*

*"Playing and making things to help me feel better."*

*"I wish I could come every day."*

*"I loved it and I will miss her she has really helped me with everything."*

*"I can stand up for myself and others."*

*"I liked being able to talk about my feelings."*

*"I learned what is helpful to do when I feel angry."*

*"My counsellor listened to me, and we did loads of fun things together."*

*"I liked doing art. I find it relaxing. It was good, I liked someone helping me with my art."*

*"I love all the different things we do together - I can tell her my worries - I felt comfortable with her."*

*"I have learned to use my 'armour' more against the bullies if they start again."*

*"I can tell my counsellor my worries."*

### Parents/carers

*"He really enjoyed the sessions, looked forward to them every Monday morning asking, am I going to see that nice lady today? They helped improve the morning routine as he was looking forward to going to school."*

*"It helped my son to feel more settled in school and gave him something to look forward to."*

*"My child is happier now."*

*"They really enjoyed going to the sessions and the feedback from their teacher and classroom assistants was that they were better able to learn and focus afterwards."*

*"It was an important part of settling my son in school on Monday morning."*

*"She really enjoyed attending the sessions and the areas worked on in sessions have helped support her communication development."*

*"I would recommend the service to others because my child was always happy to go to therapy and I think it helps young people feel more settled in school."*

*"She has been really enjoying the sessions, and she has seemed happier this past while."*

*"He really enjoyed the sessions, looked forward to coming and loved doing art. It's very therapeutic for him."*

*"My child has loved every minute with the counsellor through lockdown and then in school it has been so helpful."*

*"The sessions have been really helpful. The counsellor has been there through out and checking in with us all and the sessions over the lockdown."*

## Teachers

*"Client really benefits from sessions -re referral back into service, client is being moved constantly from placement and the counsellor has been the only consistent in his life."*

*"I am sure client has improved. She does not display difficulties in class and is agreeable and excellently behaved."*

*"I have seen a big improvement she, is more open talking about her feelings and less nervous."*

*"Sessions have been amazing for him we have seen his confidence grow from he has been seeing his counsellor and he has grown and matured."*

*"He is definitely much happier on his return to the classroom. This is evident in his facial expression and body language."*

*"He enjoyed going to the sessions and was always in a better mood and more focussed and ready to do work in class afterwards."*

*"Client is non-verbal but the feedback from her classroom assistant was that she was always laughing and smiling on the mornings before attending therapy sessions."*

*"She has become a lot more sociable with her peers. Her anxiety levels have reduced, and she is a lot calmer if there is any change to schedule."*

*"It's good for young people to have someone who listens to them and offers support outside of teachers or family members."*

*"He is good at self-regulating and thoroughly enjoyed his sessions and always looked forward to them, sessions have really helped him, and I see a big difference."*

## Case Studies

To provide a greater insight into the counselling process and its impact on pupils/families we have also collated several case studies.

## Case Study 1:

I have worked with my client (who I have named Ben, to ensure confidentiality) for 15 sessions of Art Therapy. Due to the school's closures and Covid-19 restrictions our sessions have now moved online. Ben has a diagnosis of ASD. Ben also suffers from stress and anxiety and toileting issues. The school had concerns around the toileting issues and Mum and Dad had tried a lot of techniques and sought support from the Autism intervention team.

Ben has four sisters and lives at home with Mum and Dad. Initially Ben was quiet during our sessions but soon felt comfortable to talk to me and play in the room. Ben has underdeveloped speech and struggles to communicate at times.

Ben enjoyed leading our sessions and making decisions within the boundaries of the room and session. Ben liked to play 'house' and acted the part of 'Daddy' or the 'Son'. He enjoyed making me food from play dough or other materials. Ben appeared to be exploring family dynamics in the sessions and his sense of his independence from his Mum and Dad and siblings. Ben had a difficult time in school during a time when his siblings needed to be at home due to Covid-19 restrictions, he appeared to feel left out and missed his siblings. This period of time Ben was upset in the session and withdrawn.

Since then, the sessions have moved online. Initially I was unsure how well Ben could engage online, and it was vital that the space was set up appropriately for him. His Mum was fully engaged in the process and was able to allow Ben the time and space to engage. The session time was limited due his age and ability and Mum was present for most of the sessions.

Due to the complexities of online sessions, I approached the sessions with Ben going at his own pace and allowing him to freely make decision within the boundaries that online sessions offer. Ben took along his favourite toys, markers, and paper. This process allowed me to observe Ben in his home environment, which we very often miss as therapists. Ben appeared calm and comfortable during our online sessions and his playful nature shone through the screen. After a few weeks we were able to extend the time limits and Mum was able to leave Ben alone to play and make art freely. This also offered both parent and child some time apart at an intense time with the pressures of home schooling and lockdown.

The sudden change to online sessions could have impacted negatively on Ben and I's relationship, however with the support of his parents this was not the case. This change can be anxiety provoking for the child and parents; however, it was through this process that I was able to witness his Mums ability to manage Ben's anxieties and create a safe space for him at home. I am unsure how long our online sessions will take place or when we can meet again in school. This uncertainty is the world that we are living in at present, and I feel this is an example of how online sessions offer that continued connection with a therapist, even if it is not what we are used to. The stress that sudden change can cause Ben was reduced with supportive parenting and the continued connection to me as his therapist. I feel that this work is vital in supporting children through this pandemic.

## Case study 2:

I have worked with my client who I have named Joanne (to protect her identity) since Feb 21. We initially started our sessions online due to the current pandemic and Covid-19 restrictions. We then moved to face to face sessions at the end of March 21.

The client was referred due to ongoing anxiety, and emotional regulation. The client is an only child and lives at home with her Mum and sees her dad regularly over the weekend. Both parents were involved in the assessment process and reviews held on Zoom and by phone.

During our online sessions Joanne engaged well, we had some technical issues, and used these as part of the process, i.e., freezing, feeling disconnect etc. The online sessions in this case were beneficial in that the client could learn about her current coping skills through online stressors. These also helped add a little humour into the work, as we laughed and pretended to be frozen. Joanne would often use dough in the sessions, and we had fun guessing each other's models.

It soon became time to support Joanne to transition to face to face sessions and the return to school for the 1<sup>st</sup> time since December 2020. Joanne's 1<sup>st</sup> face to face session was used to support her to settle into the room. We used art materials and play, and Joanne spoke about missing her stepsister for the 1<sup>st</sup> time. Joanne explored her reactions to emotions, like anger and sadness through ongoing sessions. This soon became a theme of the work, using different colours to represent emotions, Joanne made a series of body maps and stress balls. She appeared to be exploring her ability to recognise the different emotions within and appeared to be creating objects that could support her to regulate in and also out of the session.

We had a review with Mum and Dad separately halfway through therapy. Mum commented that Joanne had been better able to manage her emotions at home since starting art therapy. Dad also felt the sessions were supporting the client to cope better. Both Mum and Dad are also going to take part in the ending review together via Zoom. Joanne is excited to be able to show both parents her work and have both together even if it must be on screen.

The screen had become an important part of our work together. It provided a necessary outlet for Joanne to experience a range of emotions in slow motion, in freeze, in fast forward. This ultimately helped Joanne to understand the fight, flight, freeze responses and reactions and experience what it felt to 'slow it all down'. I believe this played a vital part in Joanne learning to regulate her emotions both at school and at home.

### Case Study 3:

Alex 9 year old boy, P5 (not his real name)

Sessions took place in his primary school, face to face with assessment, review and closure done by phone with Mum.

Initially Alex came to me for emotional support, as per referral. Mum (who gave consent for and agreed to share information with Alex's Dad as they are all part of the same household), stated that her concerns were that Alex reported being bullied by other children, but not at school. Mum described their home setting as living in an estate where there are about 50 kids interacting, ages from p-1 through to secondary school generally. Due to the situation, Mum is not able to watch every situation that Alex is in therefore has not witnessed the bullying. Mum works in the school so is very certain there were no incidents of bullying in school and that Alex generally gets on well with other students.

For our initial session I talked Alex through a contract while he drew pictures to represent the areas of significance in the contract. I also described to him the use of CORS and CSRS. He particularly liked the idea of giving me a score for each session. He was able to say explain to me in his own words what he thought sessions were about and what they could be helpful for. We agreed that he has some fears and worries.

Throughout other sessions Alex would eagerly tell me stories of events in his life and often these included a story in which he felt bullied or at minimum, picked on. When I asked him how he acted in response he would often state that he would turn the situation into a joke. We looked at the situations and asked questions about how he feels when the incidents are happening and how he feels after and he is trying to manage them. He would agree that turning it around to a joke has been effective and all persons involved feel better and remain friends.

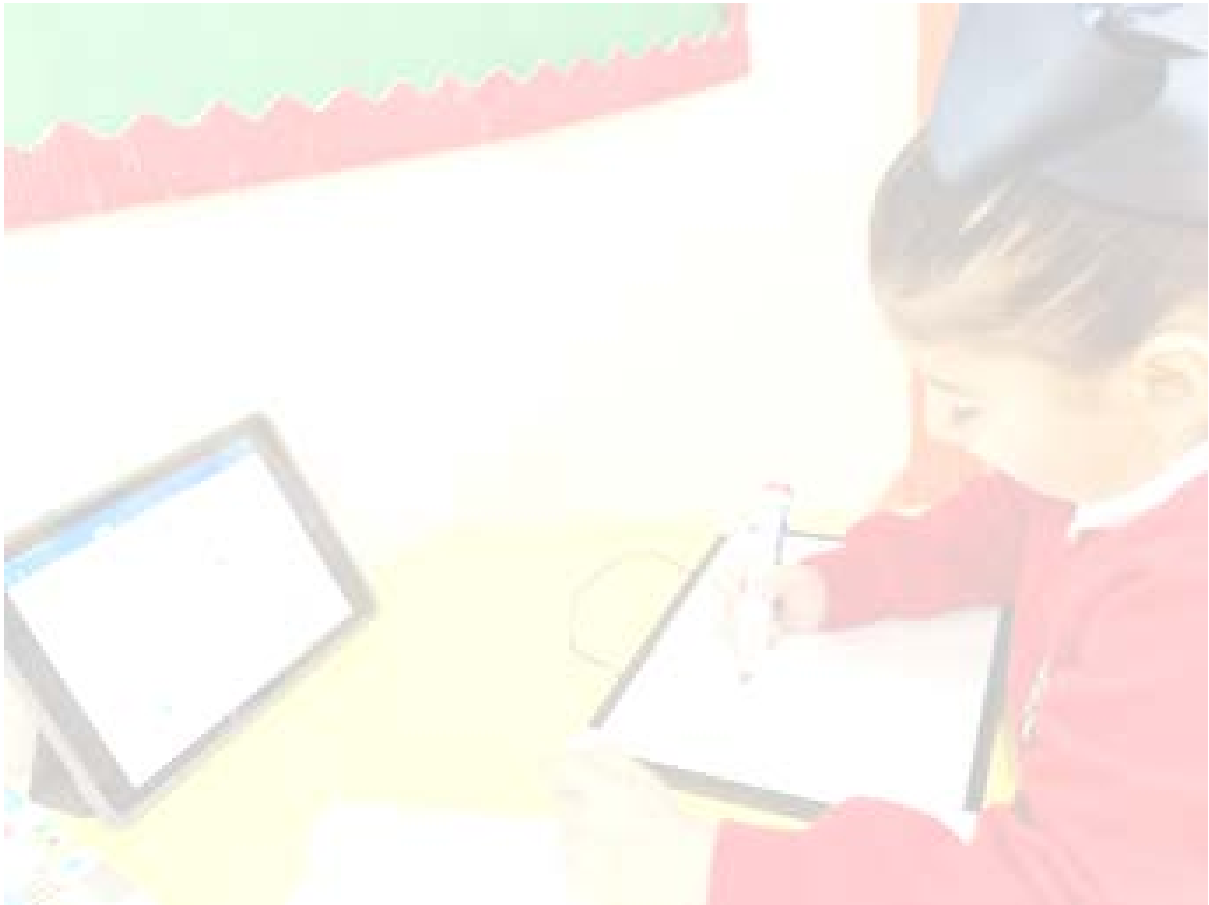
Strength cards are part of my kit and Alex picked out his five top strengths- playful, athletic, musical, caring, and sporty. Alex gave me scenarios to demonstrate how these were his strengths. To help memorise them we would play a game of badminton and shout out one of the strengths with each hit of the shuttle.

Two things arose when I did a review with Mum. She was surprised that Alex picked musical as a strength and second that he would not likely understand the word 'unique'. I explained how Alex told me about his ears being different and that kids will call him names because of it. He also assured me that he was not bothered about his ears because 'Mum has them too and my sister, so it is a family thing'. Along with strengths and learning how to manage 'bullying' I had hoped that Alex would feel that he is special because there is no one else like him and certain things make him more 'Alex-ish' and differences can be good. The next session Alex confirmed to me that he understood the word unique because he used it in an affirmative sentence about himself!

The mention of musical as a strength surprised Alex's Mum as she thought he isn't musical but other siblings have musical instruments they are learning. I suggested that maybe Alex is trying to say that he is interested in music and playing (or learn to play) an instrument. During our closing review Mum said they were looking into getting a set of drums for Alex to learn as this was his interest!

Alex worked well with me in sessions, and we built on his strengths and positive traits, minimising the mistakes "we all make" and understanding that as much as it hurts to be picked

on by someone, Alex would not want someone else to feel that way. As I worked with another student, I learned that he is in the same class as Alex and Alex said to him how fun and great it was coming to see me. It was a pleasure to learn that Alex is indeed caring and encouraging in his manner.



#### Case study 4:

Client A, presented with difficulties in regulating her emotions. She had episodes, at least daily, where she got very angry and stressed, leading to A hitting out and screaming for 20 to 30 minutes. She appeared to zone out and did not make eye contact when this happened. Parents were very worried about this and had difficulty controlling it.

Father attended for initial assessment and reported that these episodes and started around the time of the first lockdown in March 2020 and had continued since then. Father also reported that Mum worked in a local Care Home and one of her routines when she came home was to immediately have a shower and not touch anyone until this happened.

I had read recently about new cases of what was titled as "Covid PTSD", where people, mostly medical staff who were going into life threatening situations developed PTSD symptoms. It could be possible that a child could pick up either from news, mum's actions, or other family members that Mum was going into danger when she went to work. This may have affected her.

Father agreed for Art Therapy sessions using Clay Field and I began working with A. I noticed that she was initially very quiet and at the end of the first session she had difficulty organizing herself to clean her hands. I had to enlist the help of the school secretary as she was becoming upset.

In the initial sessions A would work at the clay with her hands, but frequently stare blankly out the window, or at something on the wall which had grabbed her attention, this happened while she was moving her hands. I noticed that she was unable to focus for more than a few minutes.

In session 4 I noticed a big change taking place in the way A worked with the clay; she came in and started, knew exactly what she wanted to do and then did it, was very focused while working and only briefly looked away. Talked freely while working. Enjoyed making a safe place in the clay and the warmth of the water seemed to have a calming effect on her. After one of these sessions, she skipped down the corridor back to class. This same scenario continued for the remaining sessions until the last one, when she reverted to staring at the wall on occasion. Not for as long as she did initially, but it was noticeable.

I met with Father at the end for an evaluation. Both parents had noticed some change; the episodes had decreased and now occurred every 2-3 days and did not last as long. I showed him a self-help exercise which he could try with A at home, to calm her CNS. After discussion he agreed to seek expert advice of a Paediatrician, as he could access this service through his private health insurance. This would, hopefully enable a diagnosis to be made.

Father would be happy for further Art Therapy work to take place, if needed, and has agreed to keep me informed of what the expert says.

### Case Study 5:

Client A. was referred to music therapy within the school setting. He is 5 years old and is a looked after child following early life neglect when he lived with his parents. He has speech & language difficulties, learning difficulties, and ASD.

The goal for his therapy sessions was to work on pre-verbal and communication skills, such as, turn-taking, listening, eye contact. The sessions were also to provide him with a safe and familiar place within the school environment where he could be playful and creative and express himself through the medium of music.

After completing the assessment with his foster mother, she stated that he has difficulty with his concentration and attention. This was also something that I agreed to focus and work on during sessions.

He attended 7 therapy sessions.

I used interventions, such as verbally reflecting his actions, to enhance speech and language during sessions. I mostly used song to do this, singing about what he was doing and giving him the language and vocabulary for his actions. When he used words and vocalisations, I repeated them back to him, further encouraging him to repeat and build on what I said and providing opportunities for musical dialogue and conversation.

During session 4 I invited the school Speech & Language therapist to observe our session and give me feedback in relation to the work. She was impressed that he was able to take the lead in sessions and told me the goals/concepts she was working on with him. I was able to incorporate these into my sessions in order to further develop speech & language goals. One example of this was the concept of 'big and small' which she was working on with him. During our next session we divided the musical instruments that he played into 2 categories 'big' and 'small'.

Client A. showed good attention and concentration skills throughout the sessions, choosing musical instruments, and making music. He remained engaged in music making for the full duration of the session.

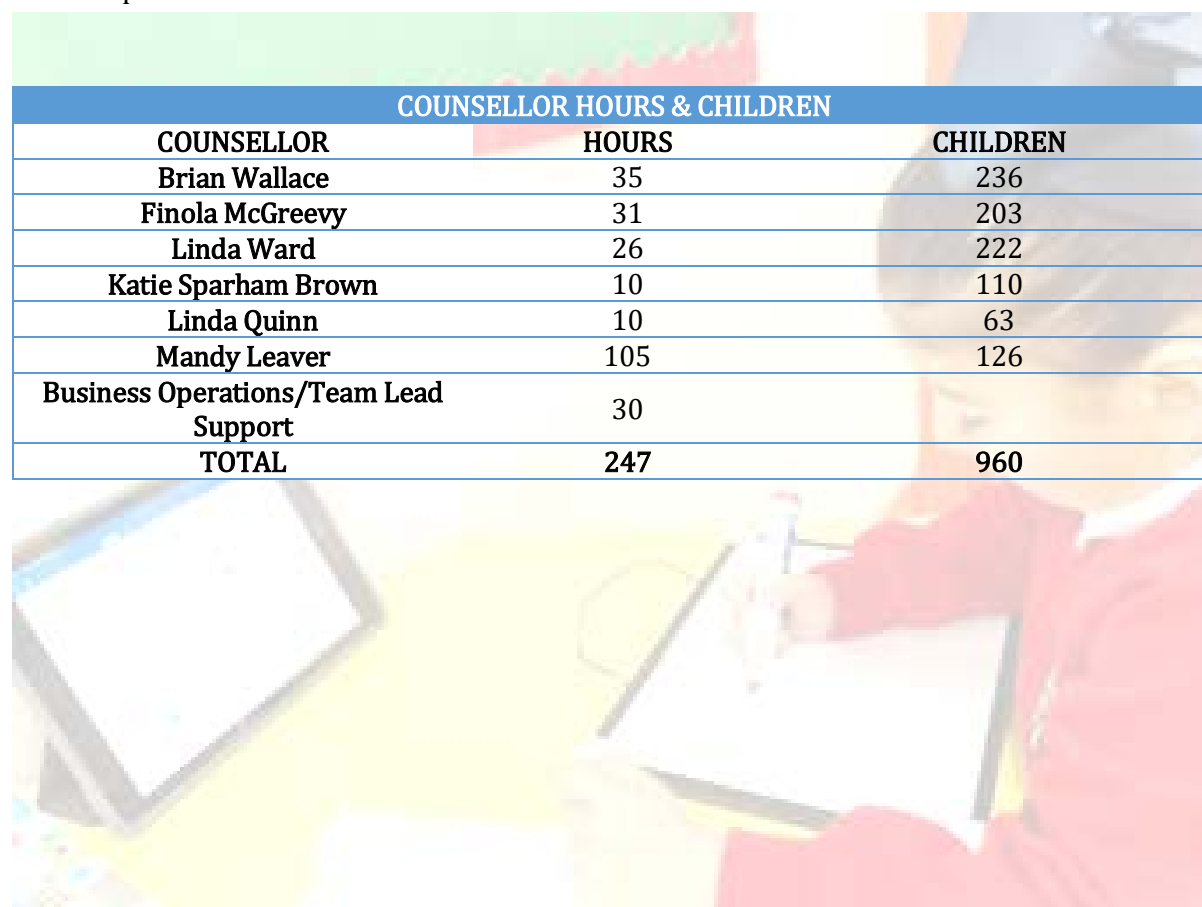
He became more imaginative and playful in sessions as time went by, introducing games, such as pretending a musical instrument was a rocket and launching it. His vocabulary and speech developed during the 7-week period, and he used more and more words in each session. When completing evaluations and getting feedback from his teacher and foster mother, they stated that this was also happening in the classroom and at home.

## Summer Project

During June, July and August 2021 group workshops and ongoing individual support were provided across 9 different schools/locations. They incorporated several aspects of therapy including art, play, mindfulness, and wellbeing. This endeavour was undertaken by 6 child therapists, which began on 29<sup>th</sup> June 2021 and was completed by the end of August 2021.

This project was delivered over 217 hours, with an additional 30 hours of support work implemented by Relate NI's business support team.

In total 960 children attended across 64 workshops, with an average group size of 17 per workshop.



COUNSELLOR HOURS & CHILDREN		
COUNSELLOR	HOURS	CHILDREN
Brian Wallace	35	236
Finola McGreevy	31	203
Linda Ward	26	222
Katie Sparham Brown	10	110
Linda Quinn	10	63
Mandy Leaver	105	126
Business Operations/Team Lead Support	30	
<b>TOTAL</b>	<b>247</b>	<b>960</b>

## St Clare's Primary School

Date	Activity	No. of children
29/06/2021	Art & Well-being activities:	12
09/07/2021	Art Therapy	12

100% of the children said that they enjoyed the workshop and felt the benefits of attending. 1 child remarked that they felt "happy/good, calm, energised, proud."

Teachers commented "The children can express themselves and learn that art is good for them; they liked making something they could take home."

## Conway Mill

Date	Activity	No. of children
30/06/2021	Happy Hearts, Happy Minds	6

The 6 children that attended were all newcomers, all apart from one had English, initially at the start some of the children reported that they did not like crafts, however by the end they were all engaging and chatting about things they like and dislike, they also asked the counsellor to come back the following week. 100% positive feedback from all.

## Holy Trinity

Date	Activity	No. of children
01/07/2021	Art Therapy	1st Group = 20 2nd Group = 20
02/07/2021	Integrative Play, with Art	1st Group = 13 2nd Group = 13

100% engagement and enjoyment conveyed by the children attending.

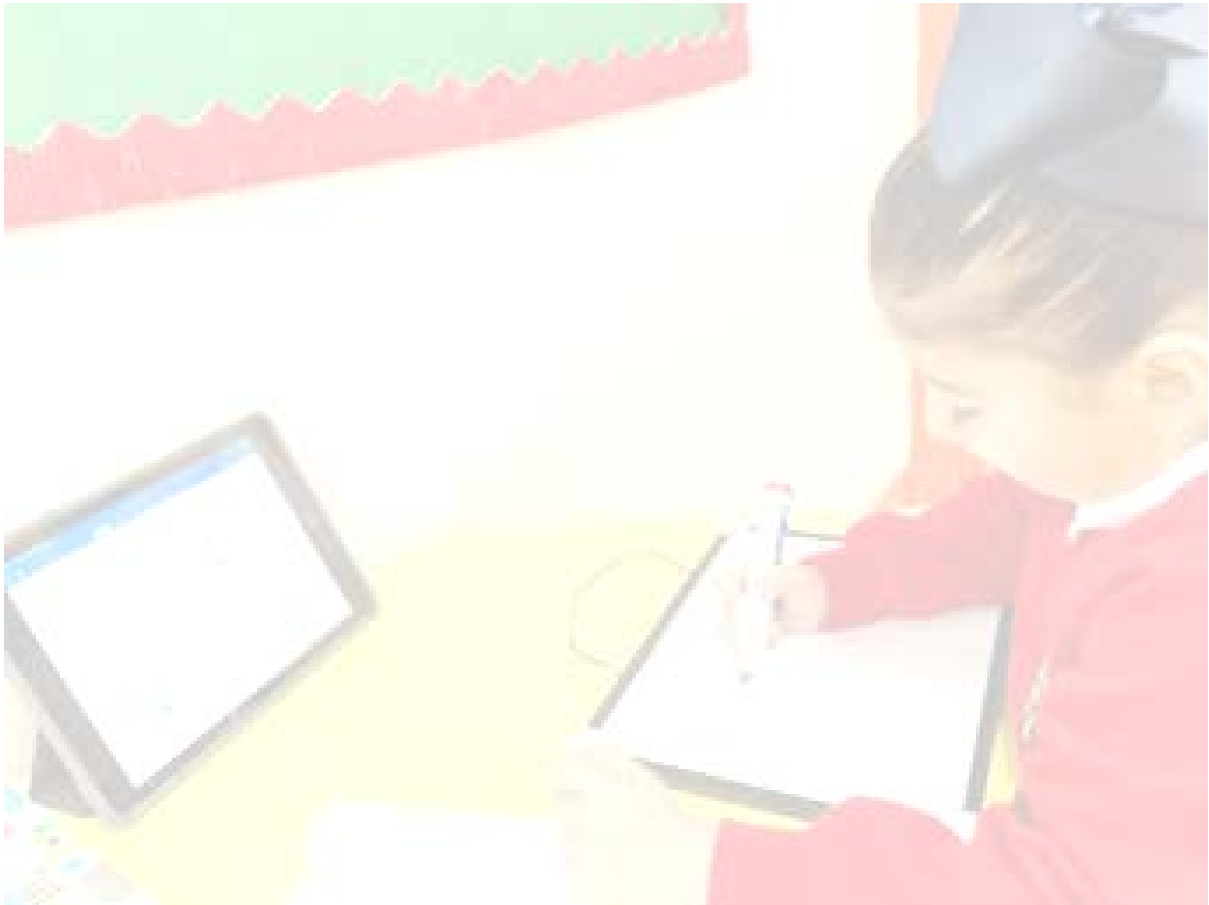
Teachers stated that "Everything was great and at right level. The children said they loved it."

## Gaelscoil Na bhFál

Date	Activity	No. of children
07/07/2021	Integrative Play, with Art	1st Group = 14 2nd Group = 13
08/07/2021	Garden of Positivity	1st Group = 15

100% engagement and enjoyment conveyed by the children attending.

Teacher said "It's brilliant that they get to take something home. All kids were happy with the sessions."

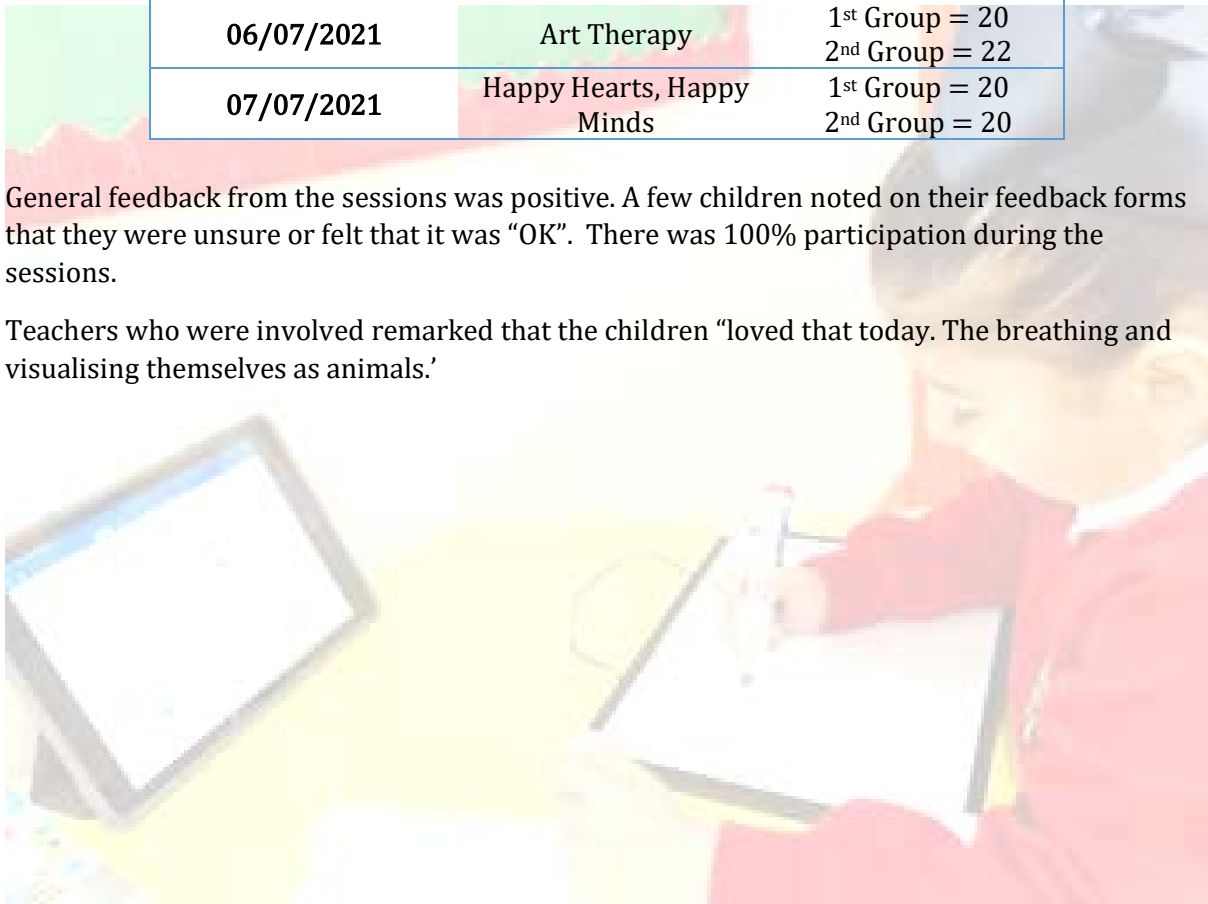


## St Kevin's Primary School

Date	Activity	No. of children
29/06/2021	Art Therapy	1 <sup>st</sup> Group = 20 2 <sup>nd</sup> Group = 20
30/06/2021	Wellbeing and Fun	1 <sup>st</sup> Group = 20 2 <sup>nd</sup> Group = 30
01/07/2021	Garden of Positivity	1 <sup>st</sup> Group = 18 2 <sup>nd</sup> Group = 15
02/07/2021	Garden of Positivity	1 <sup>st</sup> Group = 20 2 <sup>nd</sup> Group = 18
06/07/2021	Art Therapy	1 <sup>st</sup> Group = 20 2 <sup>nd</sup> Group = 22
07/07/2021	Happy Hearts, Happy Minds	1 <sup>st</sup> Group = 20 2 <sup>nd</sup> Group = 20

General feedback from the sessions was positive. A few children noted on their feedback forms that they were unsure or felt that it was "OK". There was 100% participation during the sessions.

Teachers who were involved remarked that the children "loved that today. The breathing and visualising themselves as animals."

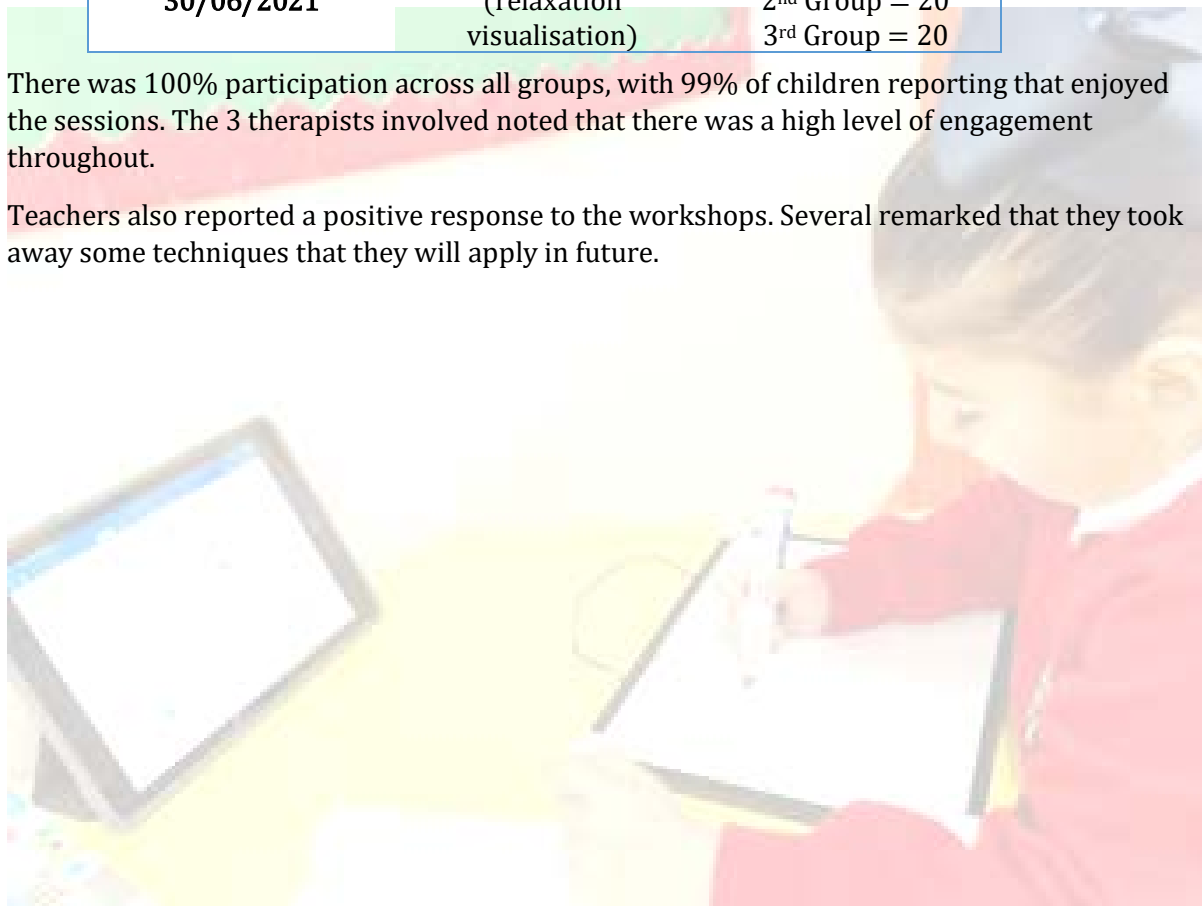


## Bunscoil Phobal Feirste

Date	Activity	No. of children
29/06/2021	Wellbeing and Fun	1 <sup>st</sup> Group = 20
		2 <sup>nd</sup> Group = 20
		3 <sup>rd</sup> Group = 20
30/06/2021	Art Therapy	1 <sup>st</sup> Group = 20
		2 <sup>nd</sup> Group = 20
30/06/2021	Light and Body (relaxation visualisation)	1 <sup>st</sup> Group = 20
		2 <sup>nd</sup> Group = 20
		3 <sup>rd</sup> Group = 20

There was 100% participation across all groups, with 99% of children reporting that enjoyed the sessions. The 3 therapists involved noted that there was a high level of engagement throughout.

Teachers also reported a positive response to the workshops. Several remarked that they took away some techniques that they will apply in future.

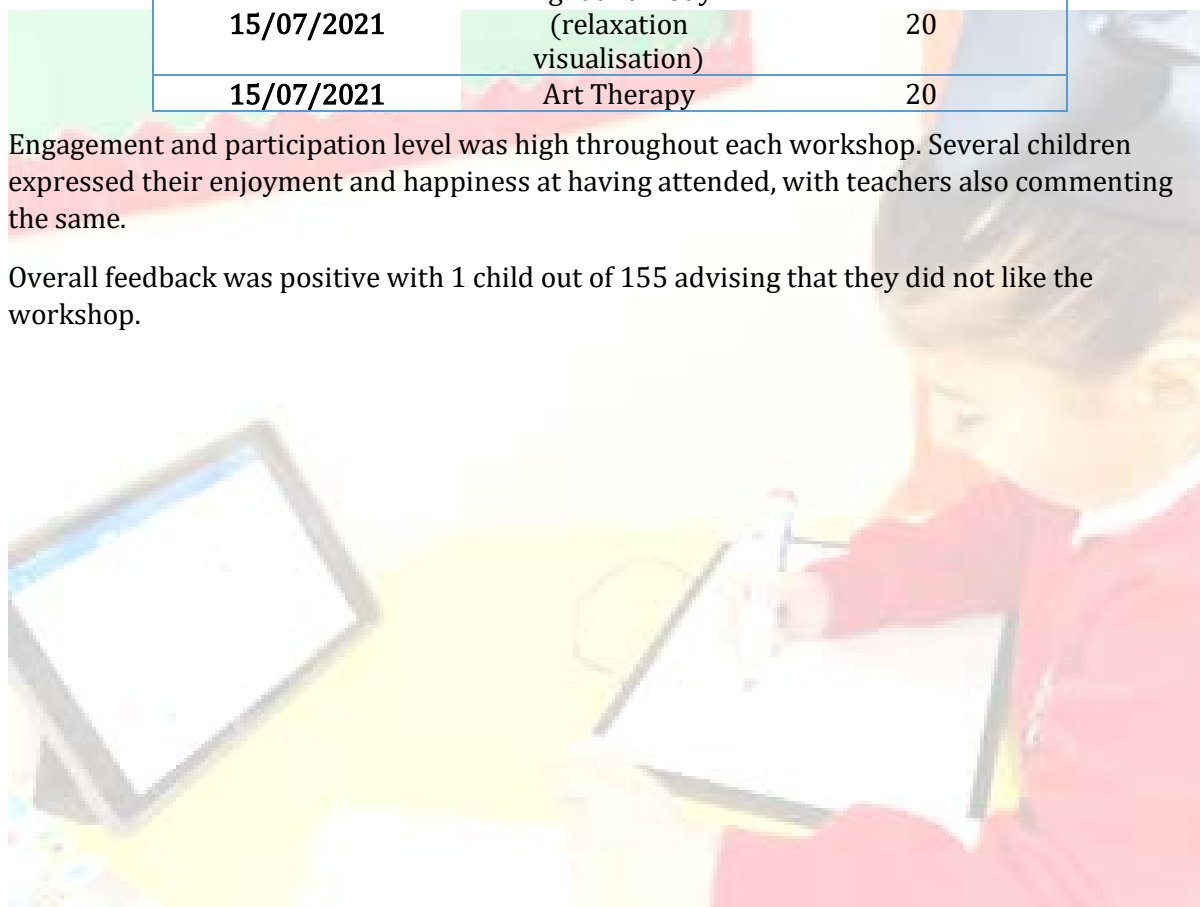


## St Joseph's Primary School

Date	Activity	No. of children
30/06/2021	Wellbeing and Fun	1 <sup>st</sup> Group = 20 2 <sup>nd</sup> Group = 30
01/07/2021	Creative Art	25
14/07/2021	Happy Hearts, Happy Minds	1 <sup>st</sup> Group = 20 2 <sup>nd</sup> Group = 20
15/07/2021	Light and Body (relaxation visualisation)	20
15/07/2021	Art Therapy	20

Engagement and participation level was high throughout each workshop. Several children expressed their enjoyment and happiness at having attended, with teachers also commenting the same.

Overall feedback was positive with 1 child out of 155 advising that they did not like the workshop.



## Gaelscoil An Lonnain

Date	Activity	No. of children
20/07/2021	Transformation	
	Meditation and Visualisation	1 <sup>st</sup> Group = 15 2 <sup>nd</sup> Group = 13 3 <sup>rd</sup> Group = 9
	Collaborative Nature	
21/07/2021	Happy Hearts, Happy Minds	1 <sup>st</sup> Group = 20 2 <sup>nd</sup> Group = 20
22/07/2021	Feel Good	
	Tree and Nature	1 <sup>st</sup> Group = 15 2 <sup>nd</sup> Group = 13 3 <sup>rd</sup> Group = 10
	Collaborative Art	
23/07/2021	Strengths and Individuality	1 <sup>st</sup> Group = 15 2 <sup>nd</sup> Group = 10 3 <sup>rd</sup> Group = 9
28/07/2021	Happy Hearts, Happy Minds	1 <sup>st</sup> Group = 20 2 <sup>nd</sup> Group = 20
30/07/2021	Garden of Positivity	1 <sup>st</sup> Group = 10
		2 <sup>nd</sup> Group = 10 3 <sup>rd</sup> Group = 12

100% engagement and enjoyment across all workshops. Children stated that they enjoyed the outside and safe spaces.

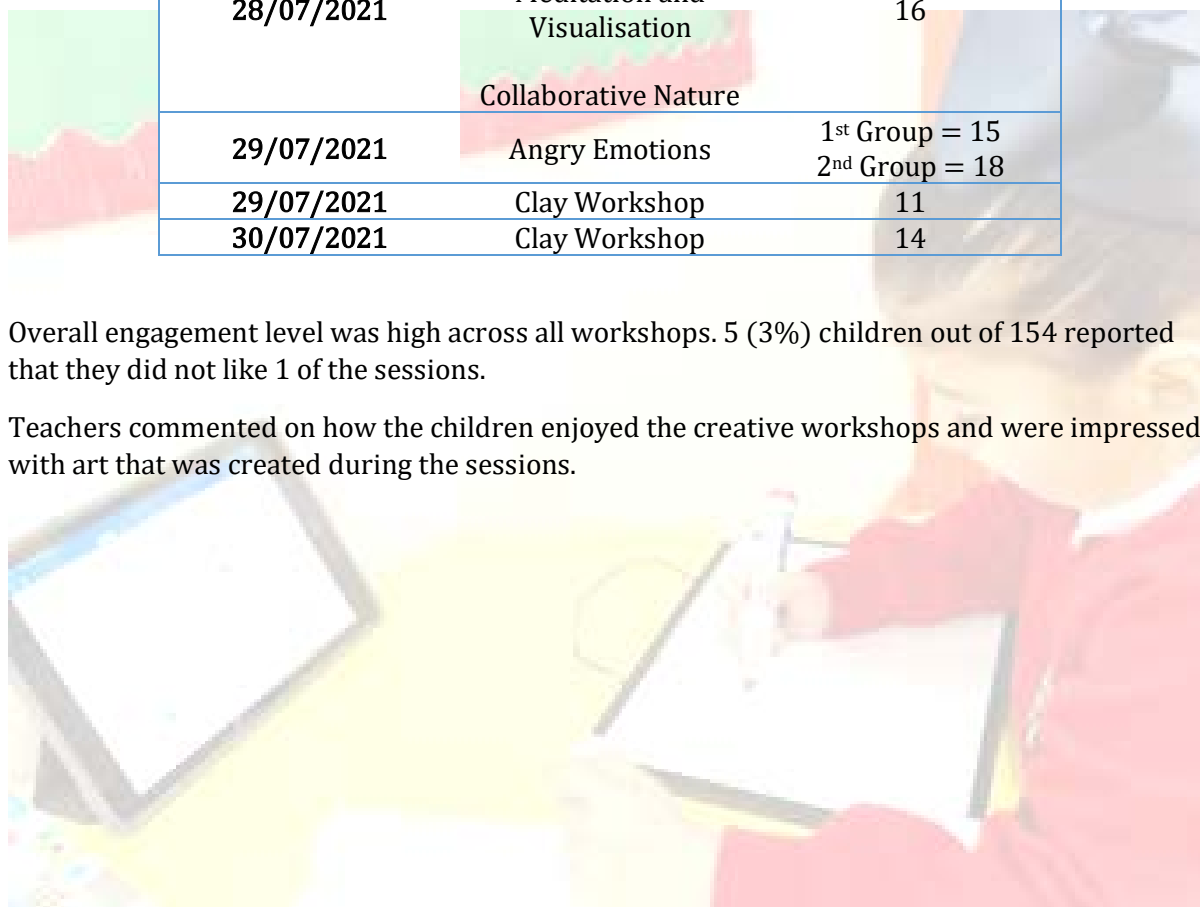
The puppets and storytelling within the Happy Hearts, Happy Minds programme was particularly well received by both pupils and teachers.

## St Bernard's Primary School

Date	Activity	No. of children
20/07/2021	Art Therapy	1 <sup>st</sup> Group = 12 2 <sup>nd</sup> Group = 13
22/07/2021	Garden of Positivity	1 <sup>st</sup> Group = 15 2 <sup>nd</sup> Group = 10
27/07/2021	Art Therapy	1 <sup>st</sup> Group = 15 2 <sup>nd</sup> Group = 15
28/07/2021	Transformation	16
	Meditation and Visualisation	
29/07/2021	Collaborative Nature	1 <sup>st</sup> Group = 15 2 <sup>nd</sup> Group = 18
	Angry Emotions	
29/07/2021	Clay Workshop	11
30/07/2021	Clay Workshop	14

Overall engagement level was high across all workshops. 5 (3%) children out of 154 reported that they did not like 1 of the sessions.

Teachers commented on how the children enjoyed the creative workshops and were impressed with art that was created during the sessions.

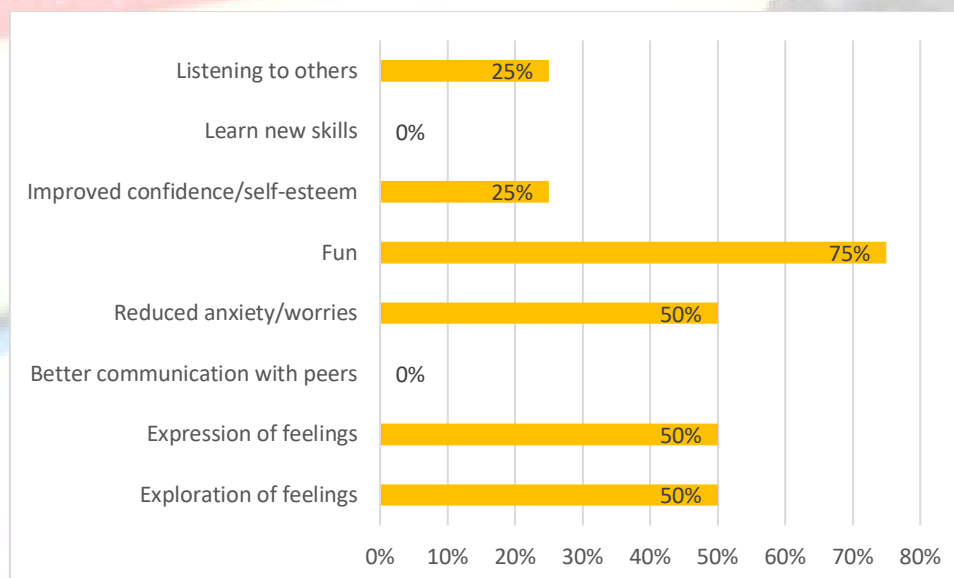


## Summer Scheme Feedback

During the summer scheme workshops, teachers were asked to complete evaluation forms to gather data both before and after each workshop.

During the initial evaluation we wanted to understand how much knowledge the teachers and staff of the applications of counselling. Of the responses received 67% indicated that they had some knowledge of the techniques used by the counsellors, detailing that they would appreciate a greater understanding of the work involved as they could see the benefits. Those benefits included, developing social and motor skills, as well as helping with language and emotions.

During the post evaluation we gathered data on how well the workshops went. Teachers and staff responses showed that 100% of their students enjoyed the sessions, believing that that the right amount of time was provided by each counsellor. They were also asked to comment on the benefits of the children attending and the results are as follows:



The overall feedback received from the workshops was positive, with teachers commenting on the effectiveness and implementation in a positive way.

## Summer Counselling Support

In addition to the workshops and summer scheme support, 10 pupils were identified by their schools and counsellors as requiring further counselling support over the summer months.

The 10 students were from 5 different primary schools, and their sessions were facilitated in Relate NI's Belfast office, on a weekly basis, by 2 CYP counsellors.

Of the 10 students, 2 did not continue with the counselling support offered. In agreement with their parents, sessions were on hold until the beginning of the new school year.

In total 54 additional sessions were delivered over this time period. The feedback from parents indicated a high appreciation for the continued support, and the children were happy to maintain the counselling work.

### Feedback from Parents:

*"I've seen a big change in her. She is more confident and was even able to go to her first sleepover."*

*"The counsellor has been a life-saver. She goes above and beyond all of the time and really made sure my child is settled."*

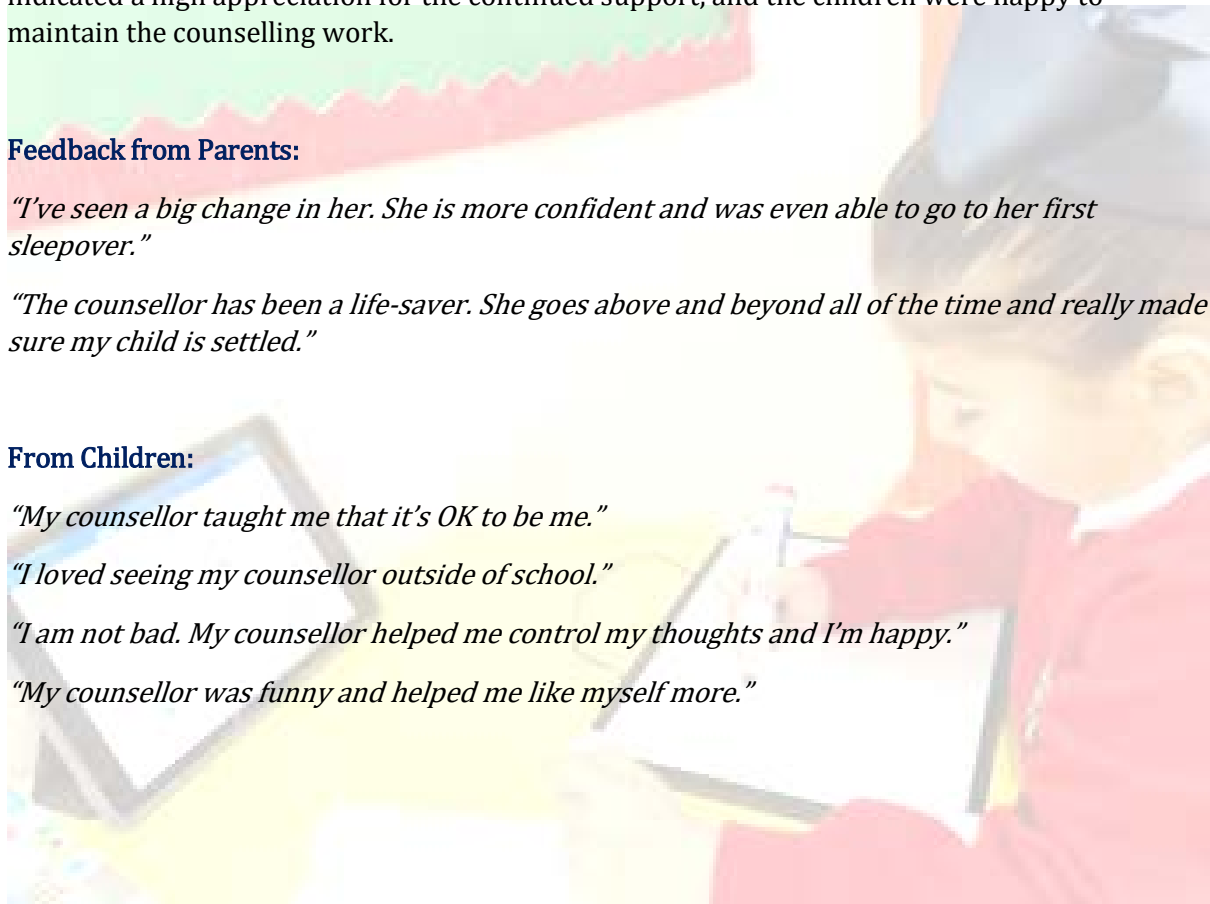
### From Children:

*"My counsellor taught me that it's OK to be me."*

*"I loved seeing my counsellor outside of school."*

*"I am not bad. My counsellor helped me control my thoughts and I'm happy."*

*"My counsellor was funny and helped me like myself more."*



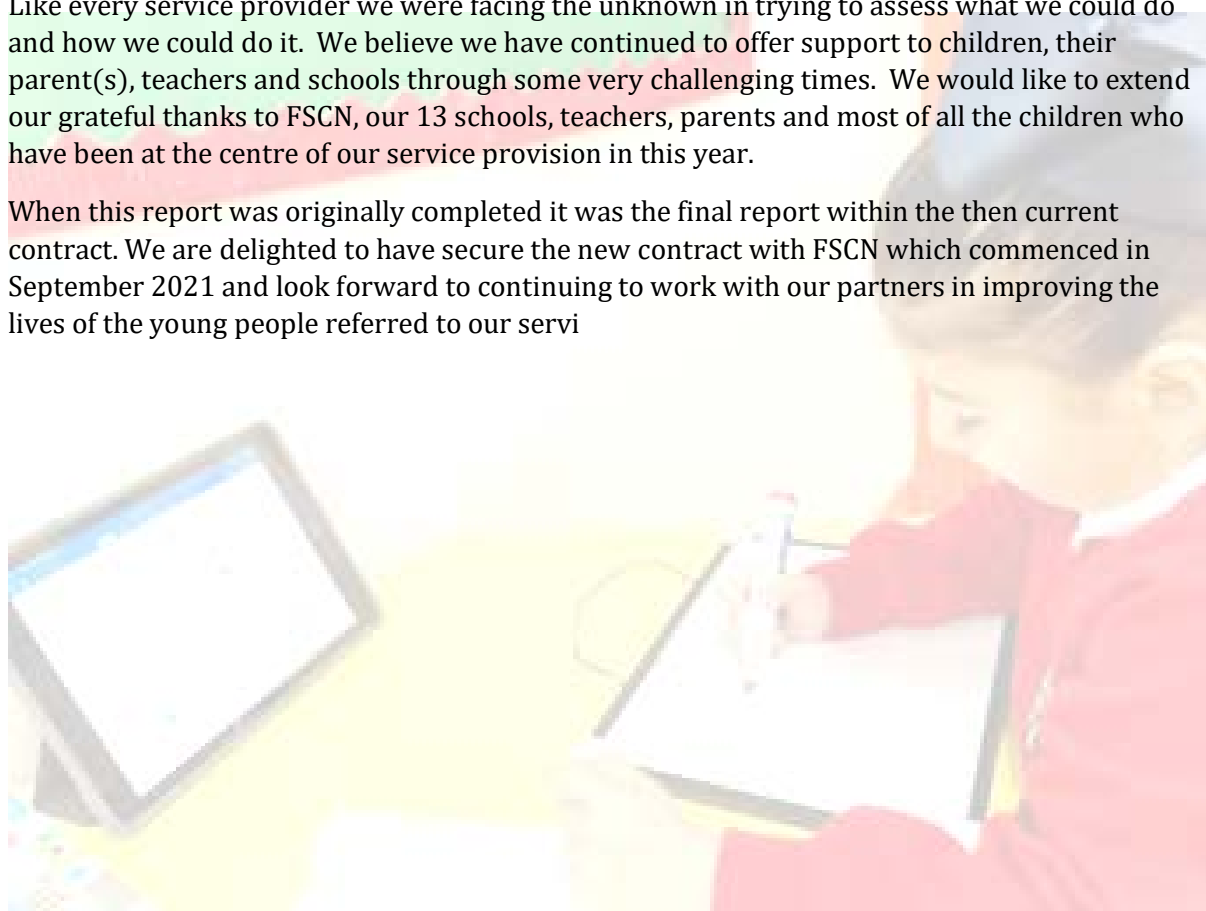
## Conclusion & Thanks

It would be fair to say it has been a year like no other. What we thought was a bit of a problem that would be over in a couple of months has extended into a second year impacting on each and every child and family, school and community that Relate NI has worked with in the delivery of this vital programme of support.

We have worked hard with our FSCN partners to ensure interruption to services was minimised and worked with schools to continue support to their children whilst adhering to the range of restrictive guidelines in place for everyone's protection and safety.

Like every service provider we were facing the unknown in trying to assess what we could do and how we could do it. We believe we have continued to offer support to children, their parent(s), teachers and schools through some very challenging times. We would like to extend our grateful thanks to FSCN, our 13 schools, teachers, parents and most of all the children who have been at the centre of our service provision in this year.

When this report was originally completed it was the final report within the then current contract. We are delighted to have secured the new contract with FSCN which commenced in September 2021 and look forward to continuing to work with our partners in improving the lives of the young people referred to our servi





## Appendix 2



# West Belfast Partnership Board Maths & English GCSE Virtual Easter School Report 2021



**VIRTUAL EASTER SCHOOL 2021**

WEST BELFAST  
PARTNERSHIP  
PÁIRTÍOCHT  
FEIRSTE THÍAR

**TUE 6<sup>TH</sup> – FRI 9<sup>TH</sup> APRIL 2021**

St Mary's  
University College  
Belfast  
A College of Queen's University

Department of  
**Education**  
[www.educationni.gov.uk](http://www.educationni.gov.uk)

The banner features a central image of a glowing laptop with an open book on the screen, surrounded by various educational icons such as a pencil, a globe, a sailboat, and the equation  $E=mc^2$ . The background is a dark blue gradient with a grid pattern.



Department of  
**Education**



**St Mary's  
University College  
Belfast**  
A College of Queen's University



## West Belfast Partnership Board Virtual Easter School April 2021

### Contents

1. Introduction: Setting the Scene	3
2. Aims & Objectives	4
3. Virtual Easter School 2021	5
4. Additional GCSE Maths & English Supports	7
5. Thanks and Acknowledgements	7
<i>Appendix 1: 2021 Virtual Easter School Timetable.</i>	8

## **1. Introduction: Setting the Scene**

The West Belfast Partnership Board (WBPB) has engaged in work over the past 20 years aimed at contributing to the regeneration of greater West Belfast and has education at the heart of regeneration. The Easter School is one of our most successful and outstanding educational support projects and is an established core component of our Education Programme.

The Easter School was first piloted in 1998 as an experimental out of school hours learning initiative and was later developed as part of the WBPB education programme of work in 2000. The project proved to be a hugely successful innovation and is now part of the fabric of west Belfast, forming an integral aspect of education provision for Year 12 students in West Belfast.

It has been delivered through a formal partnership with St Mary's University College, Full Service Community and the Department of Education for a number of years.

The Easter School aims to enhance the work of local schools by offering four days of intensive tuition to students who are preparing for their GCSE Mathematics and English examinations in May/June of each year. It is specifically aimed at supporting 'borderline' GCSE students in need of additional support to help them achieve grade C or higher, with a focus on young people who are entitled to Free School Meals (FSM).

It is a fundamental objective of the Easter School to address the lack of self-esteem and low aspirations of local students and the venue at St Mary's University College provides students with the opportunity to experience a university environment, which in turn raises aspiration.

The Easter School is promoted with the cooperation and support of school Principals, Heads of Department for Mathematics and English and class teachers in local Post Primary schools and is also advertised in local newspapers, via social networks and WBPB website.

The programme includes use of informal teaching methods to promote interest in the local Year 12 students in pursuing a learning pathway that may include progression to Higher and/or Further Education.

Attendance at the Easter school is voluntary and interested students complete an application form which is signed and returned by their class teachers, who also provide information on predicted grade and the topics requiring additional support. This has the advantage of providing each student with individualised targeted support and gives the Easter School teacher the opportunity to cover areas of particular difficulty. There are also opportunities to explore examination preparation and study techniques.

The programme is timetabled for four hours each day (10.00am – 3 .00pm), with a 30 minute lunch break. A substantial hot lunch is provided each day, as previous evaluation had indicated that the students have greater concentration if lunch is provided. This is also a component of the WBPB strategy/commitment of preventing holiday hunger for those students entitled to free school meals.

The school provides 19 hours tuition in either English or Maths or a combination of both.

As it is planned and organised by the WBPB and takes place during the Easter school holidays, participants are not required to wear school uniform. This informal learning environment is well received and helps empower and engage the students.

## 2. Aims & Objectives

### Aims:

- To address underachievement and to raise educational attainment levels for young people living or attending schools in West Belfast.
- Encourage students to remain in school, gain qualifications and progress to further education, training and/or employment.

### Objectives:

- To address a specific learning need for GCSE Mathematics and English students by providing a targeted and focused out of school hours learning support programme.
- To help students identified as 'borderline' candidates achieve a grade C or higher in their GCSE Mathematics and/or English.
- To contribute to the educational improvements of West Belfast.

## 3. Virtual Easter School 2021: 6<sup>th</sup> – 9<sup>th</sup> April 2021

This year, as we celebrated the 24th birthday of our Maths and English GCSE Easter School, like so many others during the current pandemic, we had to look at different ways of working to make sure that our young people continued to receive vital supports and it was crucial that our Easter School was delivered.

A risk assessment was completed and due to Covid concerns, it was agreed that the Easter school would be delivered virtually instead of on site in St Mary's University College.

After discussions with our partners and local schools, it was agreed that a series of videos would be produced covering topics identified by students and teachers. All schools were contacted and the list of topics is included in **Appendix 1: 2021 Virtual Easter School Timetable**.

Five teachers were employed and staff in St Mary's University College worked tirelessly to organise the production and editing of all videos for GCSE English, Maths Foundation tier, Maths Higher tier and both GCSE Maths and English through the medium of Irish.

In addition, WBPB Education Manager Angela Mervyn spoke at beginning of the programme of videos welcoming students to the Easter School as did principal of St Mary's College Professor Peter Finn KSG. Students were also welcomed virtually to the Easter School by lecturers' Dr Matthew Martin, Senior Lecturer in English, Miss Julie Hamilton, Senior Lecturer in Mathematics and Dr Gabrielle Nig Uidhir, Senior Tutor for Development.

As always, St Mary's students were a credit to the College in their recorded tutorials.

There were 19 videos in total recorded in both Irish and English, which were hosted on St Mary's Website and WBPB Facebook each day from Tuesday 6<sup>th</sup> April until Friday 9<sup>th</sup> April. The time table for the videos was sent out before the Easter School began to inform schools and students of the content.

The Easter School was hosted on St Mary's website and all videos were uploaded to WBPB Facebook each day at specified times. These remain live as does the WBPB Facebook pages for English and Maths for students and adults to access should they wish.

Below are links for access:

<https://www.facebook.com/westbelfastpartnership/>

[www.smucb.ac.uk](http://www.smucb.ac.uk)

The WBPB 2021 Virtual Easter School proved to be a resounding success and this is due to the professionalism and partnership working between WBPB, St Mary's University College, the Department of Education and Fáilte Feirste Thiar, particularly Tony McDonagh, who worked with WBPB to ensure maximum reach on our social media channels.

### 3.1 Reach

We are delighted that, due to virtual delivery, we were able to vastly expand our reach to help students both in west Belfast, city-wide and regionally, with schools in Derry, Omagh and Newry promoting the Virtual Easter School via social media.

➤ **West Belfast Partnership**

- **Twitter:** 113,057 views and engagements

The Twitter Breakdown is as follows:

Launch posts	10760
Timetable posts	44825
How to access posts	4447
Promotional Posts	19738
Media Posts	8934
Thanks Posts	24353

\*\*This does not include PM tweets, one of which had over 25,000 hits, nor St Mary's University College Twitter account

- **Facebook:** 12,879 video views

The Facebook breakdown is as follows:

Maths Videos	7517
English Videos	2545
Timetables	886
Launch	1931

The maximum amount who viewed in any one video was 697 for Algebraic Fractions

**Total WBPB Twitter and Facebook: 125,936**

➤ **St Mary's University College**

Views via YouTube account: 798

Welcome videos: 182

**3.2 Additional Media Coverage**

Virtual Easter School mainstream media coverage can be viewed via the links below:

- ***Belfast Live article***

<https://www.belfastlive.co.uk/news/belfast-news/west-belfast-easter-school-helping-20300938>

- ***Irish News Article***

<https://www.irishnews.com/news/northernirelandnews/2021/04/02/news/successful-gcse-easter-school-moves-online-2275390/>

- ***BBC Newsline with students from All Saints College***

<https://m.facebook.com/BBCNewsline/videos/while-many-pupils-enjoy-their-easter-holidays-others-preparing-for-gcses-have-be/1395371854153225/>

There are an additional 110 GCSE Maths videos and 65 GCSE English videos available on our Maths and English GCSE Support Facebook pages:

<https://www.facebook.com/West-Belfast-Partnership-Maths-Support-108108034160705/>

<https://m.facebook.com/pages/category/Education/West-Belfast-Partnership-English-Support-121841999454983/>

- Radio feature on BBC Radio Evening Extra Programme with PM, VP and two students from All Saints College

#### **4. Additional GCSE Maths & English Supports**

Linked to our Virtual Easter School, there are an additional 110 GCSE Maths videos and 65 GCSE English videos available on West Belfast Partnership Board's Maths and English GCSE Support Facebook pages, which can be accessed via the links below:

<https://www.facebook.com/West-Belfast-Partnership-Maths-Support-108108034160705/>

<https://m.facebook.com/pages/category/Education/West-Belfast-Partnership-English-Support-121841999454983/>

#### **5. Thanks and Acknowledgements**

West Belfast Partnership Board value our partnership working with the Department of Education, St Mary's University College and Full Service Community Network and would like to thank our partners for their continued support.

We would like to give special thanks to Professor Peter Finn, Eilis McAteer, Gerard Curley, Gareth Connolly, Susan Morgan and John Brolly from St Mary's University for their hard and tireless work and support in helping make the Virtual Easter School possible and such a success.

Tony McDonagh from Fáilte Feirste Thiar worked with us to ensure that all social media was uploaded in time and to the highest standard and we would like to thank him wholeheartedly.

Thanks to the teachers who made the videos and students from St Marys University who recorded tutorials based on curriculum areas.

Most of all thank you to all the students who continued to work on their GCSE Maths and English during their Easter holidays – you should all be very proud!

Appendix 1: 2021 Virtual Easter School Timetable.



## VIRTUAL EASTER SCHOOL 2021

### TIMETABLE (THROUGH THE MEDIUM OF ENGLISH)

	GCSE ENGLISH		GCSE MATHEMATICS: FOUNDATION		GCSE MATHEMATICS: HIGHER TIER	
	TEACHER-LED CLASSES (Caitriona Donaghy)	STUDENT TEACHER EXTENSION	TEACHER-LED CLASSES (Luke Hill)	STUDENT TEACHER EXTENSION	TEACHER-LED CLASSES (David Bell)	STUDENT TEACHER EXTENSION
<b>DAY 1:</b> Tue 6 <sup>th</sup> April	<b>Unit 1: Section A</b> Writing for Purpose and Audience	TBC	Product of Primes (HCF LCM)	TBC	Trigonometry	TBC
<b>DAY 2:</b> Wed 7 <sup>th</sup> April	<b>Unit 1: Section B</b> Reading to Access Non-fiction and Media Texts	TBC	Simple Compound Interest	TBC	Algebra and Simultaneous Equations	TBC
<b>DAY 3:</b> Thu 8 <sup>th</sup> April	<b>Unit 4: Section A</b> Personal and Creative Writing	TBC	Simplifying, Expanding and Factorising	TBC	Factoring and Expanding Quadratics Algebraic Fractions	TBC
<b>DAY 4:</b> Fri 9 <sup>th</sup> April	<b>Unit 4: Section B</b> Reading Literary and Non-fiction Texts	TBC	Solving Equations; Brackets	TBC	Factoring and Expanding Quadratics	TBC



# VIRTUAL EASTER SCHOOL 2021

## CLÁR AMA SCOIL FHÍORÚIL NA CÁSCA, 2021: (TRÍ MHEÁN NA GAEILGE)

BÉARLA, TGMO		MATAMAITIC, TGMO: BONNCHÉIM	
RANGANNA FAOI STIÚIR MÚINTEORA (Cathal Mac Seáin)	BREISEÁN AN ÁBHAIR MÚINTEORA	RANGANNA FAOI STIÚIR MÚINTEORA (Alanna Nic an Bhaire)	BREISEÁN AN ÁBHAIR MÚINTEORA
<b>LÁ 1:</b> Máirt 6 <sup>ú</sup> Aibreán	<b>Aonad 1:</b> Ag scríobh le haghaidh cuspóra agus do lucht léitheoireachta	TBC	Luas, Fad, Am
<b>LÁ 2:</b> Céa 7 <sup>ú</sup> Aibreán	<b>Aonad 4:</b> Tasc 'Comparáid agus Codarsnacht' le Téacsanna Litríochta	TBC	Éagothromóidí
<b>LÁ 3:</b> Déa 8 <sup>ú</sup> Aibreán	<b>Aonad 4:</b> Teanga an Bhéarla Téacsanna Neamhfhicsin a léamh	TBC	Siméadracht
<b>LÁ 4:</b> Aoi 9 <sup>ú</sup> Aibreán	Ní bheidh aon ranganna ann		Aonaid mhéadracha agus Aonaid Impiriúla

## **The Emergency Response for Children & Families at Home**



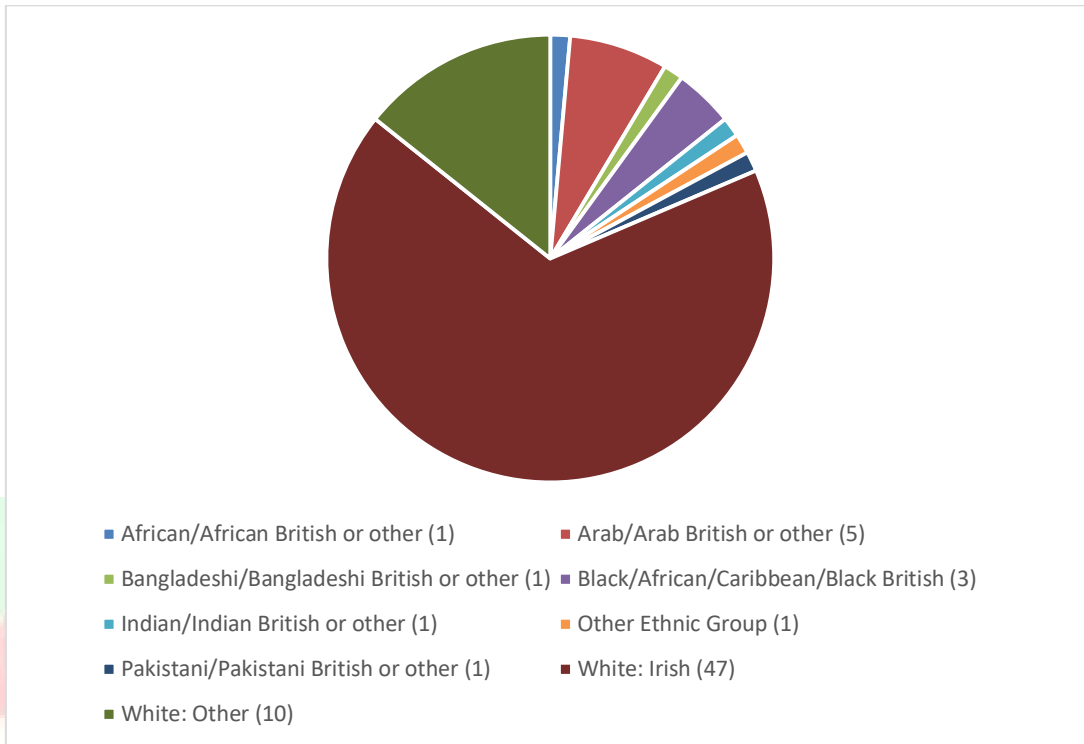
**Summary Report February 2021 for Full Service Community Network (FSCN)**

Between April and February 2021 Full Service Community Network (FSCN) have reached **70 families and ensured 211 children** have had access to the essential items to support their social and emotional development and protect and enhance their early learning. 70 family applications were processed by Full Service Community Network (FSCN) Emergency Response digital platform. A total of **£25, 011** went directly into family homes which included supermarket vouchers (£10, 370), Argos vouchers (£5, 940), household products (£3, 801) and early learning toy packs (£4,900) to address identified needs. In addition, **70** information resource packs and **38** age-appropriate toy bundles were also provided.

**This support included**

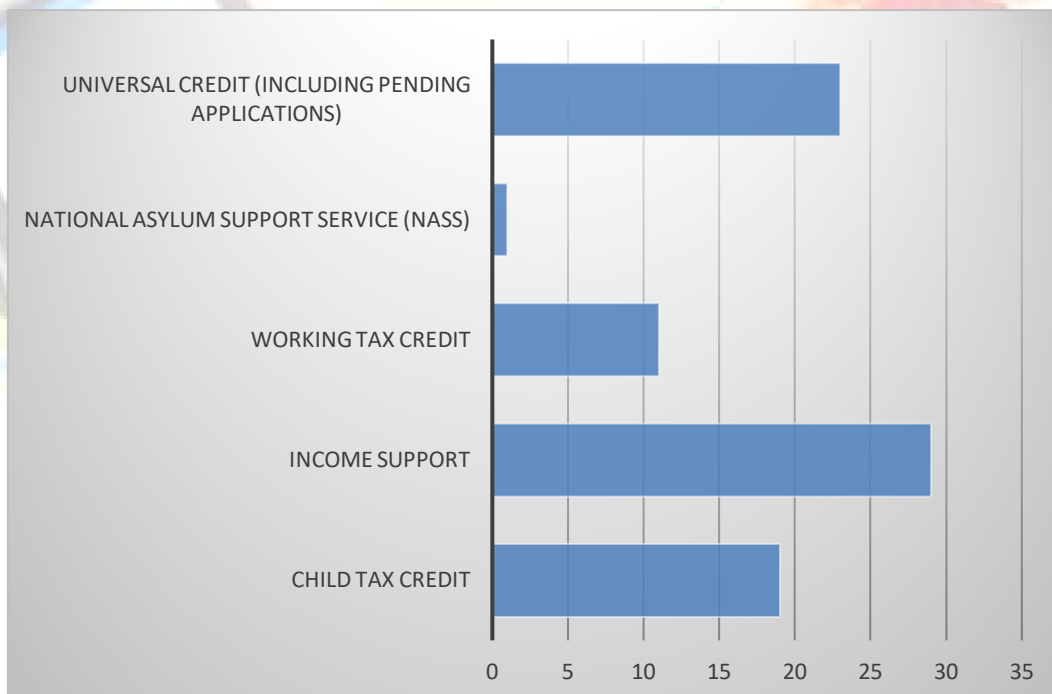


**Family Demographics in Full Service Community Network (FSCN) 27th April 2020 – 12th February 2021**



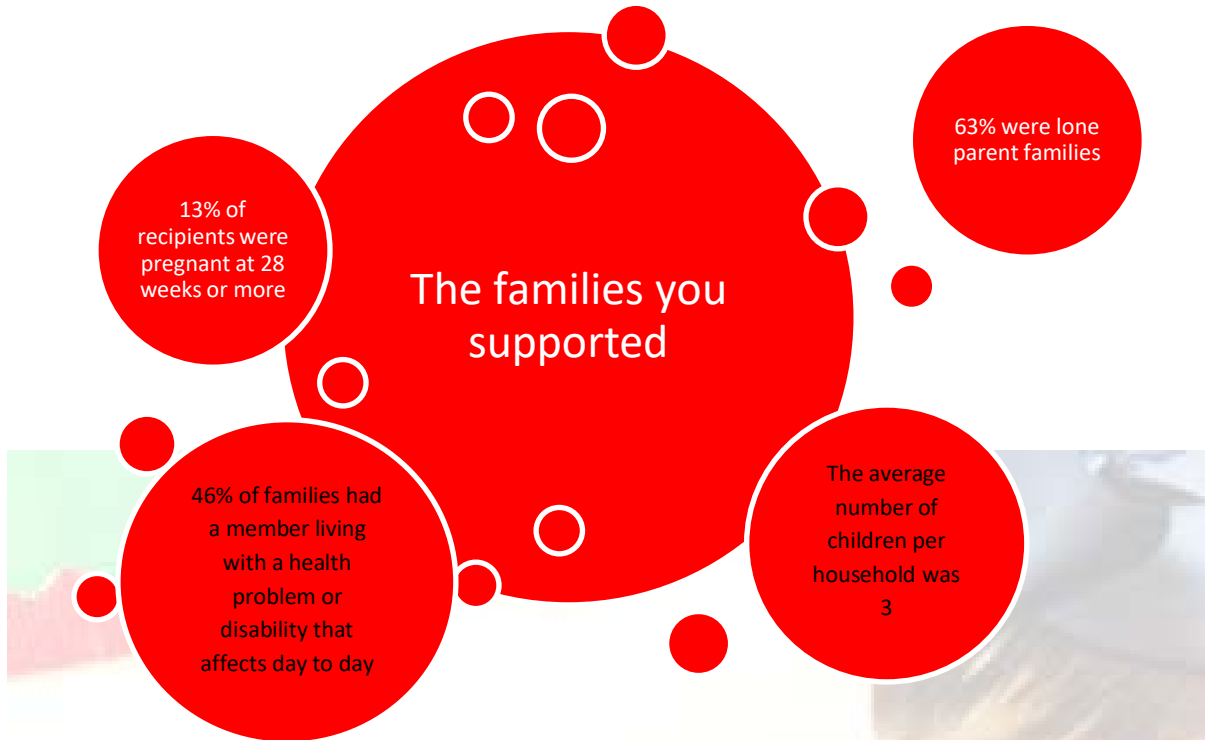
**Percentage (%) of families supported in Full Service Community Network (FSCN) area in receipt of the following Benefits:**

Almost half of families supported were in receipt of Income Support and one third of families were in receipt of Universal Credit (including pending applications).



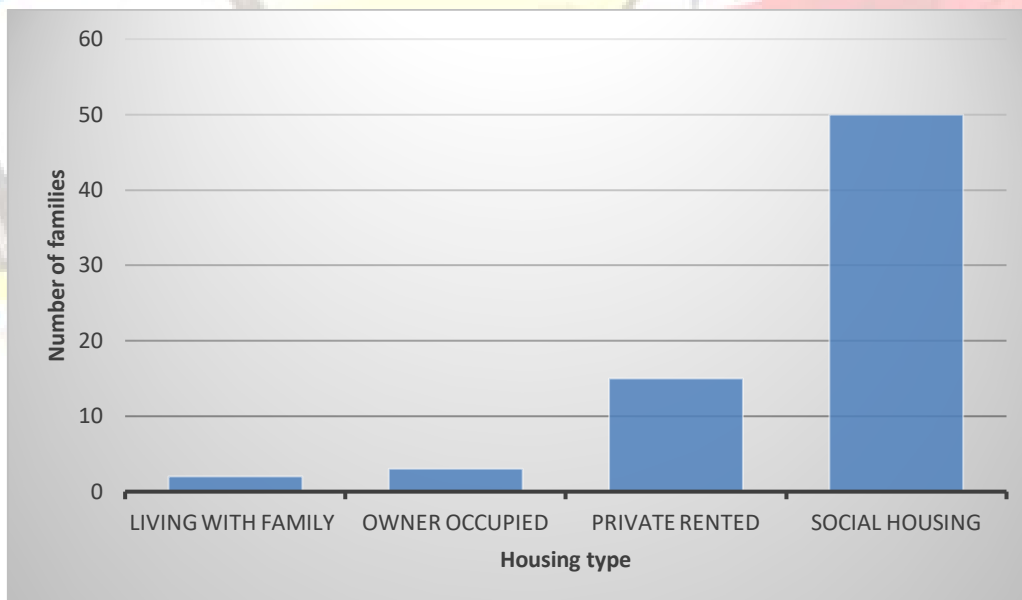
87% of families were experiencing recent financial hardship as direct impact of the coronavirus.

## Family Dynamics in Full Service Community Network (FSCN) area



## The family Home

71.5% of families supported were living in Social Housing, 4.5% owned their own home.



## Breakdown of Household Products

In Full Service Community Network (FSCN) you provided the families you supported with:

			
0 Cots	1 bunks with bedding packs	1 without bedding packs	6 single bed
			
1 Cot and dressers	2 Bedding packs	2 double wardrobes and dressers	0 Highchairs
			
1 tandem pushchairs	0 single pushchairs	0 parent-facing pushchairs	1 table and 4 chairs
			
4 tables with 6 chairs	0 Stairgate	0 oil filled radiator	

## Early Learning Packs

The most popular Early Learning packs in your area were:

 <p>36-72m: Maths Play Set - All About Numbers &amp; Counting</p>	<p>36-72m: Maths Play Set - All About Numbers &amp; Counting</p>	<p>16</p>
	<p>36-72m: Small World Play Set - Fun with Superheroes</p>	<p>11</p>
	<p>36-60m: Small World Play Set - A Journey by Car</p>	<p>6</p>
 <p>24-36m: Dough Set - Bake Me a Cake</p>	<p>24-36m: Dough Set - Bake Me a Cake</p>	<p>5</p>
 <p>36-72m: Maths Play Set - All About Colours Shapes &amp; Patterns</p>	<p>36-72m: Maths Play Set - All About Colours Shapes &amp; Patterns</p>	<p>4</p>

## Appendix 1

Emergency Response Programme Referral Partners
Action for Children (Waterside FSH)
Action for Children Fermanagh Family Support Hub
Action for Children FSH Antrim & Ballymena
Action for Children FSH Coleraine, Ballymoney & Moyle
Action for Children FSH Cookstown & Magherafelt
Action for Children FSH Larne Carrickfergus & Newtownabbey
Action for Children Omagh Family Support Hub
Beechmount Sure Start
Barnardo's South Belfast
Clan Mor Sure Start
Colin Sure Start
East Belfast Sure Start
East Side Learning
Full Service Community Network (FSCN)
Glenbrook Sure Start
Greater Shantallow Area Partnership Ethos Family Support Hub
North Belfast Primary Principals Group
Outer West Family Support Hub
Outer West Belfast Sure Start
Saol Ur Sure Start
Shankill Sure Start
Smile Sure Start
South Belfast Sure Start
The Old Library Trust (Family First FSH)



