



An Roinn Oideachais
Department of Education

Updated Guidance on Continuity of Schooling: Supporting Pupils with Special Educational Needs

For mainstream primary and special
schools

January 2021

Introduction

This revised guidance from the Department of Education (DE) advises on how mainstream schools and teachers can support continuity in the learning of pupils with special educational needs during the school closures associated with COVID-19. The guidance builds on the key messages in a range of guidance materials which were issued to schools and centres for education as they were published (Appendix 1). Specific guidance has been published by the Department to support schools in the context of remote teaching and learning in a Covid-19 context:

- *Guidance on Remote Learning in a COVID-19 Context: September – December 2020*; <https://www.gov.ie/en/publication/a0bff-reopening-our-primary-and-special-schools/#additional-guidelines-and-procedures> (Department of Education, October 2020)

This has been complemented by the Department of Education Circular Letter 0074/2020 in relation to the establishment of Digital Communication, Teaching and Learning Platforms: https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0074_2020.pdf

This guidance is intended to assist mainstream and special primary schools as they endeavour to support teaching and learning for pupils with special educational needs (SEN) through remote teaching approaches.

The need for pupils with special educational needs (SEN) to have regular, ongoing schooling is particularly important. While all pupils need to be supported to maintain their engagement in learning, those with SEN are among those who need most support at this time. Indeed, many schools introduced a range of strategies and measures during the first closure in 2020 to ensure that the needs of pupils with SEN were catered for. Examples of those strategies inform this guidance note.

The Department thanks the schools and teachers involved for sharing their practice. The Department also acknowledges the advice provided by a broad range of stakeholders in the preparation of the guidance.

Key themes of this guidance

- The role of schools and teachers in engaging with pupils with SEN
- Teachers and school leaders working to support pupils with SEN
- Keeping in touch with parents and guardians
- Keeping pupils with SEN safe in the distance learning environment
- Resources for teachers

The role of schools and teachers in engaging with pupils with SEN

Pupils with SEN can be particularly vulnerable as they cope with not being at school, with changes in their daily routine, and with not seeing their friends or teachers. Keeping the pupil connected to learning and to the school through engagement with their teachers is critical for pupils with SEN at this time.

The role of class teachers

In all schools, class teachers continue to have overall responsibility for the education of pupils, including those with SEN. During this closure period, mainstream class teachers should continue to differentiate tasks appropriately to match the learning needs of pupils with SEN. They should gauge the success of this differentiated approach through assessment of pupils' efforts, where possible and they should provide regular feedback to parents and guardians and pupils on days and times that have been agreed. While the feedback provided will necessarily be different to that provided in a classroom setting, teachers should focus on affirming pupils' efforts and motivating them to continue their efforts and using the outcomes of the engagement to further differentiate their programmes. Mainstream class teachers should consult with colleagues and the SEN team to ensure a coordinated whole-school approach to assigning work to pupils with SEN. Teachers in special schools and special classes should make every effort to maintain regular contact with all of their pupils, and where appropriate, make provision for one-to-one online supports. They should also emphasise opportunities for pupils to learn in their home environment, including participating in structured activities related to life skills and independent living.

Example 1: Special School (Severe / Profound Learning Disability)

The class teacher is the parents' point of school contact and they are in regular contact by text and phone. The teacher has agreed a timetable and goals for the pupils and has sent home familiar resources. These include objects of reference representing meaningful activities, places and people, items for calming exercises, a selection of percussion musical instruments and an iPad with relevant apps already installed. The teacher pre-records a selection of familiar short stories, nursery rhymes and songs on a weekly basis which are emailed home. The pupils' parents record samples of the pupils' responses and return these to the teacher.

Example 2: ASD Early Intervention Special Class (Attached to a Primary School)

The teacher phones the parents three times a week. Agrees weekly goals, based on the pupil support plan, are emailed to the parents. These focus on developing self-regulation, functional living and communication skills. The teacher interacts with pupils every day by phone. The teacher prepares a pack containing visual schedules, Picture Exchange Communication System (PECS) and calming resources, and visual prompt cards to support transitioning, sensory breaks, and emotional regulation. The teacher also prepares and shares a stress kit.

The teacher provides brief weekly updates to the principal on the progress and wellbeing of all pupils in the early intervention special class.

The role of the special education teacher

The special education teacher (SET) is pivotal in ensuring that there is continuity in the learning of pupils with SEN. SETs should therefore be regularly communicating and engaging with the pupils on their caseloads.

The SET's knowledge of their pupils' priority learning needs and agreed targets as outlined in the pupil support file will enable them to work with parents and guardians to choose appropriate supports in a remote learning environment. SETs should carefully examine how progress on the existing learning targets can be reasonably extended by home learning. They should use this knowledge to communicate with the pupils and their parents and guardians and to establish what methods will work best to achieve continuity of learning for the pupils.

In supporting the learning of pupils with SEN, the following are important elements of the SET's role:

- Liaising with mainstream class teachers to ensure an appropriate programme of work for the pupil with SEN; the programme should, as far as possible, be personalised to the pupil's needs
- Reviewing the pupil's support plans to identify aspects of the programme that can be worked on in the home environment
- Actively communicate and agree the programme of work with the pupil's parents and guardians taking account of their capacity to communicate in English or Irish
- Identifying and using technological and resource options available to the teacher and the pupils to support learning
- Supporting parents and guardians, where possible and practicable, to use the technology used by the school to support pupils' engagement in learning
- Providing regular opportunities for the pupil to engage with the SET using various platforms as appropriate and available
- Where possible, sharing specific resources or individualised supports with parents and guardians, for example, those that are calming and regulating for pupils with autism
- Emphasising opportunities for pupils in special schools in particular to learn in their home environment, including participating in structured activities related to life skills and independent living.

Example 3: Supporting a Pupil with ASD and ADHD in a Mainstream Class

The SET is the nominated school liaison for the pupil's family. She telephones the parents at least twice a week and has devised an at-home support plan. She sent home a pack

containing familiar resources and materials. She also advised parents on creating a structured home learning environment. The SET emails Sudoku and word puzzles to the pupil every week, and they are using mind maps to plan a history project. Every Friday, the SET hosts a familiar social skills board game session with the pupil and peers using video-conferencing technology. This support is in addition to that provided by the class teacher.

Here are some practical ways in which special education teachers can engage with their pupils:

- Phone
- Provision of hard copy work packs to parents and guardians¹
- E-mail
- Online video communication apps such as Skype and Seesaw
- Audio-visual online platforms so they can talk with and see the parent and the pupil and provide online learning support.

The role of special needs assistants

The experience of the last school closures indicates that SNAs, working under the direction of the classroom teacher / SET team can continue to play an important role in supporting pupils with complex needs and their families. In particular, the SNA can act as a liaison between the school and these pupils/families capturing the voice of the parent and the pupil and feeding this back to the SET and the classroom teacher. In addition SNA can provide valuable advice to parents on how their child's needs are normally supported during the school day.

Examples of SNA role in support of remote education

Working under the direction of the school principal and class teacher(s) SNAs should:

- Engage with the pupils they usually support in school eg by assisting in the provision of social stories and advising on appropriate coping and calming skills
- Engage with and support the work of parents of the children on their caseload eg by providing information on management of behaviour
- Work on providing educational or therapeutic resources / materials in collaboration with the teacher and SET Team

¹ School personnel should at all times observe public health directives in place in relation to accessing school buildings. Provision of hard copy work packs may be only be possible in the event of teachers being permitted to access school buildings.

- Participate in staff meetings and all other normal meetings using online technology or by telephone, if online systems are not available.

Example 4: SNA Role in Supporting a Pupil with ASD and ADHD in a Mainstream Class

Under the direction the classroom teacher/SET, the SNA engages with the parents of a child on his/her caseload at least twice a day to assist in developing and maintaining a schedule for the child's day. The SNA checks to ensure that parents can access the educational resources / materials provided by the teacher and to provide feedback to the teacher on the extent of the child's engagement with assigned tasks.

Teachers and school leaders working to support pupils with SEN

The current school closures require schools and teachers to use new means of ensuring continuity of learning for pupils with SEN while they are out of the school environment. However, these new means will be informed by the same steps that underpin teachers' practices in school settings: planning; implementing; monitoring; and reviewing. In assigning work to be done at home by pupils with SEN, schools and teachers should be mindful of the pressures that some families may be experiencing and not overburden pupils with large amounts of homework that require adult assistance.

There are many solutions to the remote learning challenge currently being used successfully by schools and examples of these are outlined below. It is important to note that the National Council for Special Education (NCSE) support services and personnel and National Educational Psychological Service (NEPS) psychologists are available to support schools to assist them in devising their approaches to remote learning for pupils with SEN. Details of the extent of these supports are to be found in the appendices. Additionally, schools could examine the feasibility of linking with locally-based support or community agencies, including disability organisations, to assist in that regard.

The programme of work for pupils with SEN should be managed and coordinated at a whole-school level, involving school management, the special education team and class teachers. It should be guided by the principles and roles outlined in the Department's [Guidelines for Primary Schools: Supporting Pupils with Special Educational Needs \(2017\)](#). Schools should use the special education teaching resources provided to them to ensure that pupils with SEN continue to receive appropriate levels of support according to their level of need. As with face-to-face supports, schools should ensure that the pupils with the greatest level of need are provided with the greatest levels of support during remote teaching and learning. If possible, adaptive technologies which have been provided for the pupils for use in schools should be made available for use in the home environment.

Planning should be pupil focused and aligned with the learning targets as set out in the support file for the pupil. It should be informed by the individual circumstances and needs of parents and guardians and pupils at this time. In planning the programme of work for pupils with SEN, it is important to ensure that:

- There is communication with the parents and guardians to ensure that a realistic level of support can be provided without overburdening the parent or the family
- Parents and guardians are fully aware of the learning supports, resources and approaches adopted by the class teacher and SET to engage their child in learning activities
- Principals in special schools and schools with special classes should ensure that the school uses the full extent of its resources to ensure that all pupils are supported, including through one-to-one online supports, where appropriate
- Key personnel including teachers and other staff, such as therapeutic staff, are available to deliver the supports to students
- Technological and teaching resources are available to teachers to support them in their work, including online textbooks
- There are opportunities for teachers in the school to collaborate and share practice and resources; teachers with ICT expertise should have opportunities to share their expertise with SETs and other teachers
- There is due regard to the school's policy on online safety in the distance learning environment for pupils with SEN, particularly in relation to safe and ethical use of the internet, keeping personal data safe, and child protection²

Since the re-opening of schools in September 2020, most schools have used digital technology to discuss pupils' progress and to review and revise learning targets. Such an approach will be equally important during this school closure.

The school leadership team will have a key role in monitoring and affirming the whole-school effort to ensure consistency and promote sharing of practice. This team, comprising the principal and those with assigned management or coordination duties, will also have a role in encouraging and supporting teachers as they develop their practices towards distance learning for pupils with SEN and ensuring support for teachers' wellbeing as they engage with new challenges.

Keeping in touch with parents and guardians

At this time, schools and teachers need to be sensitive to the challenges that families face in providing structure for their children and in helping their engagement in learning.

² For advice on responding to child protection concerns in relation to pupils that schools and teachers come into contact with, please see [Guidance in Continuity of Schooling for Primary and Post-primary Schools](#) (p.9) published by the Department on 2 April 2020.

It is also important to remember that the parent is not a teacher and cannot be expected to take the place of the teacher. The role of the parent is to support their child's engagement in learning to the extent that it is feasible and practicable.

Effective and regular communication between school and home will be key to ensuring that changing roles, approaches and expectations, which are necessary in the current challenging circumstances, are understood by all concerned. Schools should remind parents and guardians of the importance of making time and space available every day for their child to continue to engage in learning. Schools should work to co-ordinate the key messages for parents and guardians of children with SEN and ensure that the tone of the messages is supportive and shows understanding of the exceptional situation families find themselves in. School leaders and teachers need to agree communication protocols with families in order to protect the personal details of the families and the teachers involved.

SETs should maintain regular contact with the parents and guardians of pupils on their caseloads even if the purpose of some early conversations is limited to a courtesy check-in, general supportive conversation or listening to parental concerns. The SET should discuss the previous experiences of pupils with SEN during the 2020 closure with parents so that the school can build upon positive aspects of online support and work to minimize previous difficulties. SETs, where appropriate, can also support and advise parents and guardians on how to support their children's learning with 'achievable' learning activities that have a clear focus on home-learning rather than on home-teaching. For parents and guardians of children with more complex needs, contact with parents and guardians may need to occur daily.

Here are some options for SETs in communicating with individual parents and guardians of pupils with SEN:

- Affirming what parents and guardians have done to date and reassuring them that there are many opportunities for their child to learn in and around the home through, for example, physical activities
- Emphasising the importance of play, both structured and unstructured, especially for younger learners
- Encouraging parents and guardians to mind their own health and wellbeing as the wellbeing of children with SEN starts with that of their parents and guardians and carers
- Involving the pupils, where possible, in agreeing the extent of the work programme
- Supporting parents and guardians to install child friendly web-browsers and internet filters or to access digital learning tools
- Advising parents and guardians on appropriate prompts, approaches to best methods for their child that are similar, in so far as that is possible, to the approach taken in the school environment.

Keeping pupils with SEN safe in the distance learning environment

Staying safe in the distance learning environment is critically important for schools, teachers, parents and guardians, and pupils. For guidance on this issue, please refer to the Department's [Circular 0074/2020: Communication/Teaching & Learning Platform](#) which provides advice on the safe and ethical use of the internet during distance learning and on keeping personal data safe when working from home. Schools should particularly ensure that their Acceptable Use Policy (AUP) informs and guides remote or distance learning activity and engagement in all its forms.

In addition to this advice, schools should:

- research apps and online learning platforms being used in line with guidance offered by the PDST on its [Technology in Education](#) website
- be consistent in the platforms used, particularly for pupils with autism,
- ensure that pupils are familiar with the platforms before they are used to support teaching and learning
- provide support to parents and guardians as necessary in accessing digital learning tools for their children and in installing child-friendly web-browsers and internet filters

Teachers also should:

- use the opportunity to teach web safety skills, such as the use of avatars instead of real photographs
- establish clear ground rules and expectations with parents and guardians and pupils when using online learning platforms
- encourage correct posture for pupils, providing visual prompts and videos where necessary.

Resources for teachers

There are many online resources available to support the education of pupils with SEN. While many of these resources predate the school closures, some sites have updated their content to reflect the challenges of providing supports remotely. The list of resources provided in Appendix 2 is not intended to be exhaustive. Many schools will already be drawing from the resources identified and others besides. It should be noted that the DES does not endorse any particular external tools or resources.

Appendix 1: Guidance documents provided by the Department of Education to support schools 2020/21

<p>Primary available at https://www.gov.ie/en/publication/a0bff-reopening-our-primary-and-special-schools/</p>		
 <p>Returning to school Curriculum guidance for primary school leaders and teachers July 2020</p>	<p>Returning to School: Curriculum Guidance for primary school leaders and teachers</p> <p>July 2020</p>	<ul style="list-style-type: none"> • This guidance was designed to support school leaders and teachers in preparing for learning to recommence on the re-opening of primary schools in September 2020. • It provides guidance on preparing for returning to school, curriculum considerations for supporting learning, teaching and assessment, further advice and support for schools, and information on pausing curricular reforms.
 <p>Continuity of schooling: Supporting primary pupils who are at very high risk to COVID-19 August 2020</p>	<p>Continuity in Schooling: Supporting primary pupils at very high risk to COVID-19</p> <p>August 2020</p>	<ul style="list-style-type: none"> • This guidance is provided to support schools in making adapted education provision for pupils who cannot return to school because they are medically certified as being at very high risk to COVID-19. • This adapted education provision will help to ensure that these pupils can maintain a meaningful connection with their class and school in order to successfully continue their learning from home. It provides options for schools in facilitating this provision, the roles and responsibilities of the stakeholders involved, an outline of the fundamental principles of this adapted provision and details of further supports available to schools.

 <p>Guidance on Remote Learning in a COVID-19 Context: September – December 2020 For primary schools and special schools</p>	<p>Guidance on Remote Learning in a COVID-19 Context: September-December 2020</p>	<ul style="list-style-type: none"> • This Department guidance sets out how schools should plan for and support pupils' learning in a number of possible scenarios which could occur during the 2020/21 school year. As the extent to which partial or full school closures are required cannot be predicted, it is possible that individual or groups of pupils and teachers may find that they are advised to self-isolate on a number of occasions throughout the school year. • It provides a number of scenarios and worked examples for the continuity of schooling during periods of partial or full school closure.
<p>An Roinn Oideachais agus Scileanna Department of Education and Skills</p> <p>27 August 2020</p>	<p>Public Health Guidance - Letter to Schools</p> <p>27 August 2020</p>	<ul style="list-style-type: none"> • This letter, issued to school principals, outlines the information contained in <i>Schools Pathway</i> document for Covid-19, setting out the Public Health approach to managing isolated confirmed cases of Covid-19 within the school community, and also the principles that will underpin the management of outbreaks or potential outbreaks and the aligned testing strategy within an educational facility.

Appendix 2: NCSE supports for schools and parents

For teachers in special schools and special classes that are delivering remote teaching and learning

- NCSE has a number of dedicated advisors in the area of behaviour, autism and other special educational needs. The NCSE is setting up a phone line where teachers in a special school or special class can speak directly to an advisor. This new phone number is 01 603 3233 (from Monday 11 January).
- NCSE will be developing a brand new suite of short videos for teachers on how best to support children and young people with special educational needs when they are learning remotely. These will include tips and strategies for engaging learners with online learning as well as more general advice about supporting the well-being of students.
- The NCSE has a Visiting Teacher Service which provides direct support to children who are blind/visually impaired and deaf/hard of hearing and their teachers. This service will continue to be delivered online.
- Schools can continue to access NCSE online support <https://ncse.ie/school-support> provided in the form of telephone support, email support, or via video conferencing. Teachers in special classes and special schools can request support specific to their needs or the needs of the children in their school/class. Bespoke training is designed by NCSE Advisors, with input from Behaviour Practitioners, OTs and SLTs as required and will be delivered using appropriate online platforms.
- Schools who established their first ASD Special Class for 2020/21 were assigned a link advisor during the 4 day training course in September/ October 2020. These advisors remain assigned to these classes and are available to provide support and advice to the special class teacher.
- NCSE will continue to deliver a range of online seminars for teachers <https://ncse.ie/for-schools/connect-teacher-professional-learning-events-catalogue> covering a range of topics including supporting children with autism in school, positive behaviour management, assistive technology etc. These courses are designed to increase teachers' capacity to support and teach students with special educational needs.
- The NCSE has a Visiting Teacher service which provides direct support to children who are blind/visually impaired and deaf/hard of hearing and their teachers. Visiting Teachers continue to be available to provide advice and support. Contact details for visiting teachers are available at https://ncse.ie/vt_contact_details. If teachers experience difficulties contacting their Visiting Teacher they should call 01 603 3200.

For teachers of children with special educational needs in mainstream schools that are delivering remote teaching and learning

- NCSE has created a dedicated phone line for teachers to seek advice with regard to delivering remote teaching and learning to children with special educational needs. Teachers calling this line can access a number of NCSE advisors with expertise in a range of special educational needs. This new phone number is 01 603 3233 (from Monday 11 January).
- NCSE will be developing a brand new suite of short videos for teachers on how best to support children and young people with special educational needs when they are learning remotely. These will include tips and strategies for engaging learners with online learning as well as more general advice about supporting the well-being of students.
- Schools will continue to have access to NCSE online support <https://ncse.ie/school-support> provided in the form of telephone support, email support, or via video conferencing. Teachers in mainstream schools can request support specific to their needs or the needs of the children in their school/class. Bespoke training is designed by NCSE Advisors, with input from Behaviour Practitioners, OTs and SLTs as required and will be delivered using appropriate online platforms.
- NCSE will be delivering a range of online seminars for teachers <https://ncse.ie/for-schools/connect-teacher-professional-learning-events-catalogue> covering a range of topics including supporting children with autism in school, positive behaviour management, assistive technology etc. These courses are designed to increase teachers' capacity to support and teach students with special educational needs.
- The NCSE has a whole range of resources <https://ncse.ie/teacher-resources> covering a wide range of topics, including useful apps to facilitate remote teaching and learning <https://ncse.ie/useful-apps> and other useful resources that were prepared in response to the last period of remote teaching and learning.
- The NCSE has a Visiting Teacher service which provides direct support to children who are blind/visually impaired and deaf/hard of hearing and their teachers. Visiting Teachers continue to be available to provide advice and support. Contact details for visiting teachers are available at https://ncse.ie/vt_contact_details. If teachers experience difficulties contacting their Visiting Teacher they should call 01 603 3200.

For parents of children with special educational needs

- NCSE have created a dedicated phone line for parents to get advice and support from SENOs. The SENO will provide support and advice to parents and where

relevant provide specific resources e.g. behaviour strategies, NEPS well-being resources. If necessary parents can book a subsequent appointment with the SENO assigned to their child's school. This new phone number is 01 603 3456 (from Monday 11 January).

- For students who might be moving between schools in September 2021, SENOs will undertake structured engagement with relevant students and their families. This engagement will involve advice and support on transition strategies appropriate to the student, along with support in securing a school placement where required.
- SENOs will continue to provide a series of webinars for parents of students with special education needs starting primary school in September 2021.
- The NCSE has a Visiting Teacher service which provides direct support to children who are blind/visually impaired and deaf/hard of hearing and their teachers. Visiting Teachers continue to be available to provide advice and support to parents, students and teachers during this period of remote teaching and learning. Visiting Teachers will undertake structured engagement with the families of students to whom they currently provide support to. This engagement will involve an initial check in with advice on available supports and resources. In particular, the Visiting Teacher will provide support on the use of assistive technology in the home. The Visiting Teacher will agree a programme of regular engagement with the student and family as required and will remain available to respond to emerging queries over the course of remote teaching and learning. Contact details for visiting teachers are available at https://ncse.ie/vt_contact_details. If parents experience difficulties contacting their Visiting Teacher they should call 01 603 3200.
- NCSE will also be releasing a brand new suite of short videos for parents. Topics will include managing behaviour; establishing positive routines; building in movement breaks etc.
- NCSE will also be updating and enhancing its range of resources for parents available at <https://ncse.ie/parent-resources> many of which were created with specific reference to remote teaching and learning.

Appendix 3: Resources to support continued engagement with learning

NEPS resources

- The [National Educational Psychological Service \(NEPS\) website](#) provides valuable advice for schools and families on topics such as wellbeing, distance learning and provision for student routine and structure.
- NEPS has provided resources on literacy, transition planning etc. in the Guidelines, Tips and Handouts for Parents and Teacher section of their [Resources and Publications](#) webpage.

Autism-specific resources

- [Middletown Centre for Autism](#) hosts twice weekly webinars from in-house and international speakers. There is online learning for teachers and parents and guardians on the [virtual learning environment](#) and there are online resources including videos on how to use autism specific strategies. The website has social media links (Facebook, Instagram, Pinterest and Twitter) for tips on helping children and young people manage during the Covid-19 Pandemic. Other useful resources include:
 - [Teenage Resource](#)
 - [Life Skills Resource](#)
 - [Building Capacity Resource](#)
 - [Best Practice Resource](#)
 - [Sensory Processing](#)
- [AslAm's website](#) contains explanations on the COVID -19 situation for students with ASD through the [use of social stories](#). There are [resources for learning at home](#) and also an article from psychotherapist Michael Ryan on [how to manage the emotional issues](#) during the current situation.

Distance learning resources

- The [PDST website page on distance learning](#) provides access to all PDST distance learning resources, including online support for teachers who require upskilling to engage learners remotely. The PDST has developed a set of distance learning Primary Literacy supports which can be accessed at the link [here](#).
- The Scoilnet site at <https://www.scoilnet.ie/> identifies resources for distance learning, home access and links relevant to the school closures on the Department's support services.
- The [National Centre for Guidance in Education](#) (NCGE) has prepared materials to support post-primary schools in their engagement with students which can be accessed [here](#).
- Webwise at <https://www.webwise.ie> provides a range of free primary and secondary school teaching resources addressing a range of topics including cyberbullying,

image-sharing, social media and more. Webwise offers a range of resources to help teachers integrate internet safety into teaching and learning and information and advice for parents and guardians and children themselves.

Other resources

- The HSE webpage [Mental Health Support Services for Young People](#) lists a range of services and resources to help young people cope and manage themselves in the current crisis: Contacts for Jigsaw; BeLong To; Reach Out; Spunout; Childline; etc. are listed. Topics covered include exercise, managing routines, COVID-19 anxiety, family conflict, and staying connected. There are also resources for parents and guardians.
- The [Inclusion Ireland](#) website includes [links to supports](#) for a range of learning activities including lesson worksheets suitable for students with SEN. It also has links to activities such as music therapy videos on YouTube.
- Teachers' attention is directed to the Department's Employee Assistance and Wellbeing Programme. Details are available at the following link: [Employee Assistance and Wellbeing Programme](#).