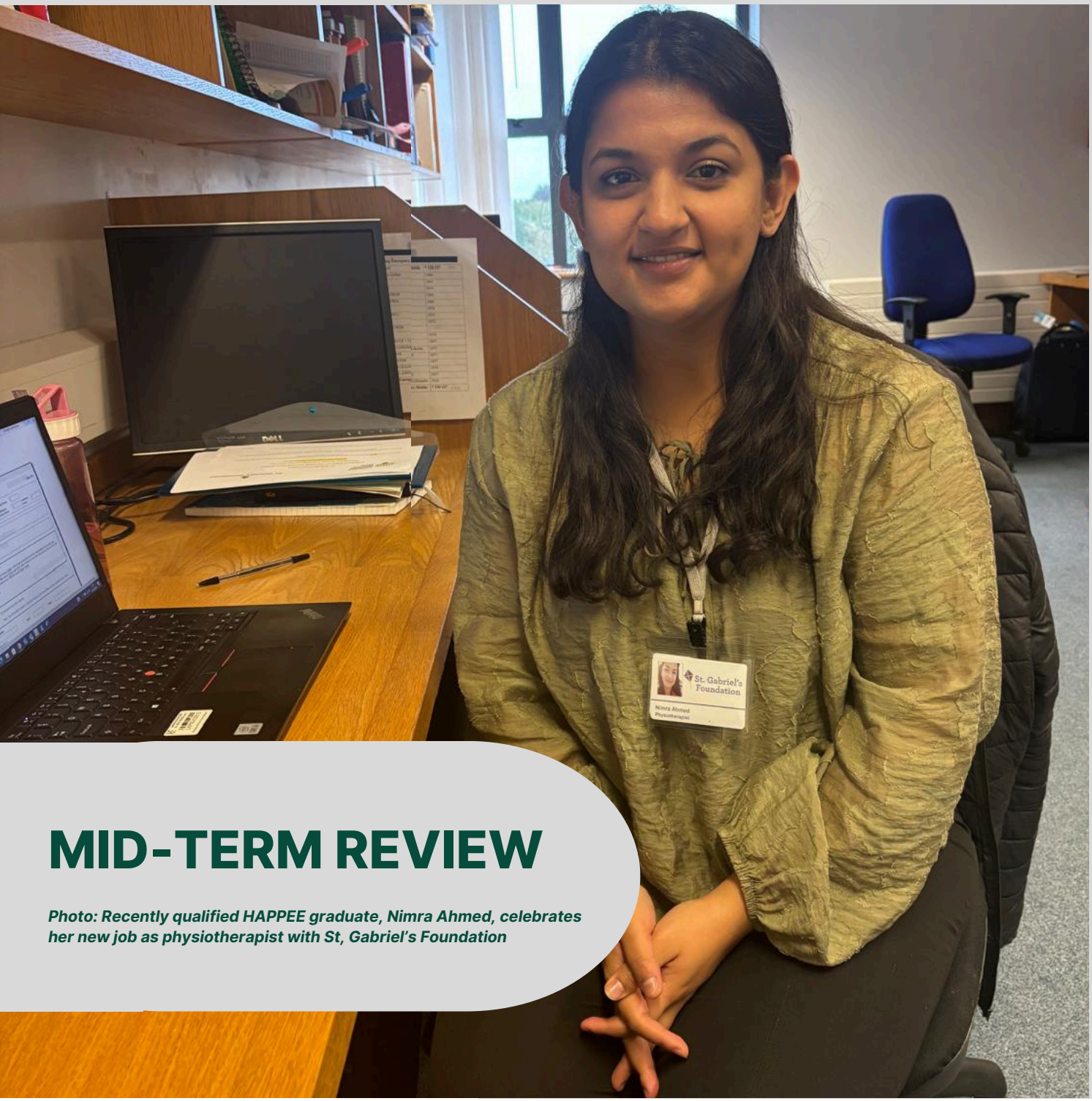
HAPPEE

Policy Briefing No. 2

Health **A**lliance for **P**ractice-based **P**rofessional **E**ducation and **E**ngagement



MID-TERM REVIEW

Photo: Recently qualified HAPPEE graduate, Nimra Ahmed, celebrates her new job as physiotherapist with St, Gabriel's Foundation

UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

Comhairle Cathrach & Contae Luimnigh
Limerick City & County Council

St. Gabriel's Foundation

WHAT WORKS
SHARING KNOWLEDGE
Improving Children's Futures

SUMMARY NEEDS ANALYSIS

The communities in which the HAPPEE schools are based are resilient, proactive and resourceful but still the effects of poverty and social exclusion are significant:

- Crime (including car crime, violence and drugs) and anti-social behaviour are prevalent
- The dangers associated with drugs are widespread, both from direct drug use and indirectly through drug-related debts and discarded needles, which pose hazards to young children
- Serious problems in the physical environment are commonplace including boarded up or burned-out houses and rubbish problems
- Children in these schools have more experience of multiple traumas in their lives including bereavement of a close family member, domestic violence, addiction, homelessness and separation from parents
- One school notes that 70% of their pupils are traumatised and in need of special supports
- Another notes the prevalence of suicide in their community
- Criminals engage young children in criminal activity because they are immune to prosecution
- There is often a tradition of feuding between local families
- The outcomes for children living in these communities are poorer across a wide range of indicators as compared with children in the areas of the city that have an average profile in socio-economic terms
- Studies indicate an elevated incidence of problems with language and literacy in the prison population, potentially contributing to increased risks of maladjustment and recidivism.
- Parents/guardians in these communities find it difficult to access services for their children such as speech and language, physiotherapy and occupational therapy due to poor access to public transport, lack of childcare for siblings and literacy difficulties
- The infrastructure is a challenge due to poor transport links to the rest of the city
- The mental health profile is poorer in these areas both for adults and children with greater evidence of emotional and behavioural difficulties among the child population compared to other areas of the city
- There is evidence of inequalities in health linked to social status

17 PARTNERSHIPS FOR THE GOALS

HOW HAPPEE WORKS

Scan here to watch the HAPPEE launch video

The Health Alliance for Practice-based Professional Education and Engagement (HAPPEE) places University of Limerick (UL) students training to be Physiotherapists, Occupational Therapists, and Speech and Language therapists in six primary schools in Limerick's regeneration communities. The students are supervised by fully-qualified, experienced clinicians provided by St Gabriel's Foundation and supported in their academic training by the School of Allied Health, UL. Student placements typically last between 8-10 weeks. In this policy briefing, we present a summary of results from our mid-term review.

For more HAPPEE info, or to offer your support contact: Niamh.Anne.OSullivan@ul.ie



HAPPEE DELIVERS FOR CHILDREN AND FAMILIES

HAPPEE is delivering for both children and families. Its child-centred, multidisciplinary approach allows schools to maximise resources and provide efficient and impactful programmes in a community based setting.

Eoghan O'Byrne, Principal, St Mary's National School

HAPPEE is a great initiative to bring allied health services to children who are often overlooked. It's not just good for UL students, it's a great way to connect with parents in order to develop their understanding of their children's needs.

Nimra Ahmed, HAPPEE graduate and Physiotherapist, St. Gabriel's Foundation

HAPPEE TRANSFORMS EDUCATIONAL PROVISION

HAPPEE has enabled children to gain easier access to aspects of the curriculum that were proving challenging. The project has worked with educational initiatives already in place in the school to provide more support and practical advice to the entire school community. This has improved children's capacity to learn and engage in a wide variety of classroom activities.

Eamonn O'Connell, Principal, Our Lady Queen of Peace National School

During my physiotherapy placement in the HAPPEE Project, I saw how both the primary school children and I massively benefited from this set up. The work that we were doing with the children was helping develop their movement and co-ordination skills, whilst we gained valuable experience working in a community and pediatric setting. I enjoyed the work so much that I decided to go back and volunteer in one of the schools the following semester. In my own opinion I see the HAPPEE Project as a win-win situation for both the college students, and the schools and children they are working with.

Niall Duffy – Physiotherapy student, University of Limerick

HAPPEE PROVIDES INTER-PROFESSIONAL PRACTICE

The HAPPEE project has significantly transformed teachers' understanding and application of multi-disciplinary collaboration with SLTs, OTs, and PTs in school placements. Teachers and therapists share expertise enhancing their skills in developing bespoke programmes, tailored to children's needs. The collaboration ensures that recommendations from therapists are effectively implemented in the classroom, supporting holistic student development. Mutual respect between between professions fosters a cohesive working environment, where each professional's contributions are valued, leading to more informed and practical interventions. This partnership promotes a deeper, more integrated approach to meeting children's educational and therapeutic needs.

Erin Slattery and Emma Coughlan, Junior Infant Teachers, Corpus Christi Primary School

HAPPEE DELIVERS ON OUR POLICY AMBITIONS

In an environment where we are continuously advocating for career progression opportunities, HAPPEE enables therapists to develop key competencies in alternative environments, supporting recruitment and retention of therapists for paediatric services in the Mid-West.

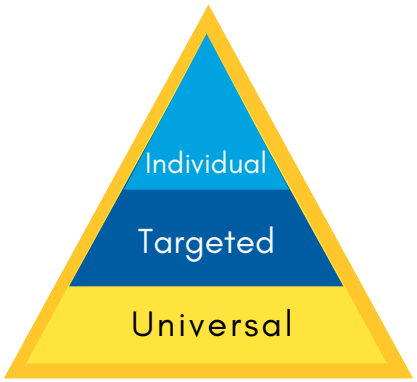
Treasa McAufliffe, CEO, St Gabriel's Foundation

HAPPEE provides a bridge between the school and access to support services for some of the most vulnerable children in the state.

Shane O'Donoghue, Vice Principal, Le Chéile National School

HOW HAPPEE HELPS...

HAPPEE interventions are based on a 'continuum of support' therapy model, which offers three levels of support: universal, targeted and individual.



Universal interventions are offered to whole class groups and benefit everyone in the class. Some pupils may benefit more than others, whilst receiving supports in a group without having to leave the classroom or being singled out for attention.

Targeted interventions provide support for small groups. This may involve class observations, collaborative consultations with teachers, training and in-class co-facilitation and teacher-led group interventions.

Individual interventions comprise one-to-one attention between a therapist and a pupil who requires additional support and accommodations to enable them to access the curriculum and develop specific skills.

Together, these three tiers of interventions comprise a multi-tiered 'continuum of support' therapy model, which is designed to enhance inclusion and participation in educational settings, and works particularly well when implemented in schools.

Children in receipt of HAPPEE interventions and programmes Academic Year 23/24

Aug-Dec 2023	Occupational Therapy 2 student placements + onsite clinical supervisors			Physiotherapy 3 student placements + on site clinical supervisors			Speech & Language Therapy 2 student placements + on site clinical supervisors		
School	universal	targeted	individual	universal	targeted	individual	universal	targeted	individual
Corpus Christi Primary School	280	12	2	80	12	4	70	10	6
St Mary's National School	35	12	0	42	24	13	20	24	5
Total	315	24	2	122	36	17	90	34	11

Jan-July 2024	Occupational Therapy 8 student placements + on site clinical supervisors			Physiotherapy 6 student placements + on site clinical supervisors			Speech & Language Therapy 2 student placements+ on site clinical supervisors		
School	universal	targeted	individual	universal	targeted	individual	universal	targeted	individual
Corpus Christi Primary School (short placement)	100	0	14	No PT or SLT student in this placement					
St Mary's National School (short placement)	0	42	0	No PT or SLT student in this placement					
Our Lady Queen of Peace	150	66	9	50	77	2	40	16	10
Our Lady of Lourdes	47	4	0	6	15	2	40	12	3
Le Chéile	67	14	3	40	14	9	No SLT students in this placement		
Gaelscoil Sheoirse Clancy	35	4	0	35	6	12	No SLT students in this placement		
Our Lady of Lourdes (July Provision)	0	30	0	0	30	0	No SLT students in this placement		
Total	399	160	26	131	142	25	80	28	13
Grand total yr 1	714	184	28	253	178	42	170	62	24

Our Lady of Lourdes Primary School
CORPUS CHRISTI Primary School, Moyross
UNIVERSITY OF LIMERICK OLLSCOIL LUIMNIGH
Comhairle Cathrach & Contae Luimnigh
Limerick City & County Council
Gaelscoil Sheoirse Clancy
St Mary's N.S.
Le Chéile N.S.
Our Lady Queen of Peace School, Janesboro, Limerick
St. Gabriel's Foundation
HAPPEE