

Section 14 Education (Welfare) Act, 2000

**Assessment of Education
in places other than Recognised Schools**

**Independent School
Review Assessment Report**



Name of School

Comeragh Wilderness Academy

Address

Boolacloghagh, Rathgormack, Carrick on Suir, Co. Waterford

Telephone

051-646854

Name of Principal/Director

Quentin Weaver

Name of Assessor/s

Jane Merriman
Paul Sloan

Date of Assessment

22nd August 2025

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Section 1 Background Information

1.1. School Hours

Opening Time:	09:00		
Closing time:	17:00		
Main breaks during the day:	09:00	to	10:00
	13:00	to	15:00

Is school in operation for more than five years?

No

If no, please give date on which school commenced operation

June 2022

1.2. Name(s) of principal and/or other teacher(s) interviewed (Normally interview should take place with the principal)

Quentin Weaver (Principal),
The Deputy Principal,
The Operations Manager.

1.3. Sources of evidence on which report is based

This assessment report is based on the following sources of evidence:

- Information furnished in the R2 Information Forms completed by the principal
- Interviews with the principal, the deputy principal, the operations manager and other relevant members of the school's staff
- Interviews with students
- Viewing of the learning environment
- Observation of samples of learning tasks completed by the students
- Observation of the educational materials in use
- Review of the school's website
- Review of the books by Campbell Loughmiller *Kids in Trouble - An Adventure in Education, 1979 and Wilderness Road, 1965*
- Relevant School documentation as referenced in the report and including:
 - Strategic Plan 2025 -2029
 - Action Plans in Response to AEARS Recommendations Review Assessment 2024

- The School Calendar
- Child Safeguarding Statement, including the risk assessment and associated procedures
- Health and Safety Statement
- Admissions Policy
- Inclusion of Children with Additional Needs Policy
- Model of Education Document
- Model of Care Document

Section 2 General Information and School Context

The Comeragh Wilderness Academy (CWA) is a specialist provider for a cohort of adolescent boys who are early school leavers (ESLs). Each student requires a targeted approach in order to support their specific academic, personal, and social needs. As outlined in previous assessment reports, Comeragh Wilderness Academy remains true to the Wilderness Road Therapeutic Camping (WRTC) model, as described in Campbell Loughmiller's book *Wilderness Road*. The programme continues to incorporate the use of evaluations and goal setting that specifically include the young person to deliver a provision that is unique in its approach. The programme is engaged in continuous development, through self-evaluation and identifying any amendments as needed to address individual participants needs. The CWA is mindful of delivering a provision that is integrated into the Irish context, with reference to the education system and social context. It is evident that developments are considered and implemented to achieve best outcomes for the young people engaged on the programme.

The Comeragh Wilderness Academy (CWA) is part of the Dunmore East Christian Fellowship, a community of Amish Mennonites. The programme's cultural roots lie in the Amish Mennonite community. The community is described as one that places a high value on the teaching of children. In line with this, the CWA approach is one where the whole community participate and contribute to nurturing and providing comprehensive education to the students. The model of education is one where the needs of the individual student are at the programme's core. Each young person is nurtured without compromising the overall needs of the group. The CWA identifies that the young person's voice will be taken seriously.

The Comeragh Wilderness Academy is a boarding school; it is now in its fourth year of offering a full-time programme to adolescent boys. At the time of the assessment there were five adolescent boys enrolled. The CWA has identified capacity for up to 10 students. It is still intent on expansion of the provision to include a programme for girls. However, the leadership and staff team remain committed to ensure the current model continues to develop and is fully embedded prior a significant expansion.

The school is in operation for 313 days each year. It operates on a cycle of five weeks living onsite in the camp followed by a return to the family home in week six, from Thursday morning to Tuesday afternoon. Home visits are structured and a key part of the programme model. They require a partnership with the parents and families. Effective and regular communication between the academy and parents is an essential part of programme delivery.

CWA has a 5-year Strategic Plan for 2025-2029. It identifies five key areas for development and improvement: Educational excellence and Quality Qualifications Ireland (QQI) alignment, Student Development and Therapeutic Growth, Staff Development and Professional Capacity, Infrastructure and Facilities Development, Funding and Sustainability. In discussions with the staff team they remain committed to implementing an effective educational provision, while keeping the primary focus on the wellbeing and personal development of each student.

Comeragh Wilderness Camp CLG (trading as Comeragh Wilderness Academy) is a registered charity under a Board of Directors. Initial and ongoing funding comes from donors, primarily from the United States. Parents of students make a financial contribution with fees agreed according to their means. The school operates a bursary system for students.

The CWA programme runs for up to two years of a student's educational cycle. Most young boys stay for a year to eighteen months. The model is interventional. The intention is that on completion of the programme, the young person will return to a mainstream school or otherwise progress through another model of education within the state.

The CWA works in partnership with parents as the primary educator of children as identified in the constitution and in line with Section 14 of the Education Welfare Act, 2000. The CWA has an admissions policy and implements comprehensive enrolment procedures. Prior to any placement on the programme a family support worker makes a visit to the family to explain the academy programme in detail and learn about the specific challenges the child is experiencing. If all parties believe the CWA is a good fit the young person and their family will visit the academy. The young person, their family and all persons at the academy must be in agreement in order for the enrolment it to proceed. Enrolment is usually within a week or two of the visit.

Comeragh Wilderness Academy places a high priority on reintegrating boys back into their home, community, and education once they have completed their time on the programme. Family workers keep in regular contact with the parents, including through meetings in the home. The family is also required to participate in periodic evaluation meetings held at the CWA. These meetings the camp staff, the student, and parents to engage in dialogue regarding the student's challenges and progress.

Section 3 The Principal and Staff

As recorded in previous assessment reports, the staff at Comeragh Wilderness Academy maintain the Christian faith and anabaptist traditions. The programme's ethos is informed by this faith and tradition, CWA is open to participants of any faith or none.

The principal has overall responsibility for the day-to-day running of the programme and is supported by the deputy principal and staff team. The principal reports to the board of directors and executive committee.

The principal, deputy principal, education officer, and operations manager are employees of the school. The Chiefs, young volunteers from the US with previous experience of wilderness camps, remain key members of the staff team. They live with the students and are onsite day and night, effectively being fully integrated into the core peer group while living with the young people in the

forest camp. The Chiefs, under the supervision of the principal and deputy principal, work with the young people on personal and educational goals. Chiefs must be 21 years old and join the CWA community for two to three years.

As identified at the time of the last review assessment, the Chiefs provide key role modelling to the adolescent boys for positive interactions and relationships.

The staff team maintain and continue to build on specific expertise, knowledge, and complimentary skill sets to implement the provision with a focus on best outcomes for programme participants. Staff development and professional capacity is identified as a core strategic goal on the CWA strategic plan for 2025-29.

Since the CWA began operations, the provision has had a small number of changes to its staff team, including a change of personnel through rotation of the chiefs. The core staff remain in place, and the staff team are consistent in their approach. Governance and leadership is cohesive.

Section 4 Time Devoted to Education

CWA operates a full-time boarding school provision. The model requires students are immersed in the programme through a way of living. This requires commitment to a structured routine and timetable of activities.

The programme is delivered across five-week blocks that includes a home visit at the end of each block. The time spent at home is an integral part of the programme. Students return to their homes and families every six weeks for five days, which provides opportunity to apply learning and provides staff with a means to measure effectiveness of the programme.

Comprehensive weekly plans with daily schedules and timed activities and tasks are drawn up by the students and chiefs (the woodsmen). Learning is integrated into each task with emphasis on both academic and personal development through daily activities as part of living in the camp. Time is allocated on a daily basis to goal setting, reflection, and evaluation, which are all key elements of the provision. Time is also allocated to periods of transition between different activities. A strategic and supportive approach to transition remains a part of the education model.

The daily structure includes breakfast at 08:45, lunch from 13:00 – 14:00, dinner at 18:00, and bedtime is at 21:00.

Learning is continuous, ongoing, and integrated therefore quantifying the amount of time spent on specific areas of learning is not straight forward. The principal identified that typically during a week the students spend up to 7 hours on learning that supports literacy and up to 4 hours on numeracy.

Section 5 The Learning Environment

Comeragh Wilderness Academy operates within a truly unique setting at the foot of the Comeragh mountains.

The environment is fundamental to the provision and educational model. While the environment remains essentially as outlined in previous reports, CWA continues to develop through maintenance of the campsite and built structures, along with ongoing additions to structures and enhancement of the environment. Infrastructure and facilities development is identified as a key goal on the 5-year strategic plan 2025-2029. This includes the intention to build a second campsite in 2026.

As described in previous reports, the CWA is set under the Comeragh Mountains on 46 acres with a significant amount of land forested. This includes forest areas developed through Comeragh Wilderness extensive tree planting programme. An impressive and exceptionally well-maintained campsite, consisting of timber and canvas/vinyl tarp tented structures, is constructed in a mature forested area. The camp includes students and chiefs living accommodation, a woodshed, a kitchen, toilets, a wash area, and a campsite tool shed. There is also a small open-sided tent with seating and a central fire area. This is a key gathering place used for transition, evaluation, reflection and daily resolution prior to bedtime. Students participate in all stages of campsite construction including tent design, construction, and trail maintenance.

The students' sleeping tent is located near to the recreation hut and adjacent to the chiefs' sleeping tent. The tent is heated by a self-contained external wood burning stove central heating system. Each student has a bedside locker for personal storage and for use as a location to visibly record key individual personal development and practical goals. The kitchen is used to cook main meals twice weekly when students are camping out.

External to the campsite area, a number of buildings are located on the site outside of the forest. Students make daily use of the modern shower blocks. There is a tool shed and an impressively resourced outdoor equipment store. The dining hall is a warm and inviting communal area where main meals are cooked and served each day, other than on days when students cook at the camp. During the onsite visit the assessors were invited to join the students and staff for a meal, songs, and a reflection activity.

The dining hall houses a small library with a number of educational resources available to aid teaching and learning. Some teaching and learning takes place in this area. The assessors viewed students' project work and samples of learning on display in the dining hall. The dining hall is also used for parents' visits.

An impressive and large teepee style structure with circular seating and a central fire area is located close to the dining hall. This area is multifunctional and can facilitate a small or large number of CWA community members. There is a pizza oven area adjacent to this area which has been used for CWA community occasions.

A building located at the entrance gate of the CWA site is used to house the office, a central staff room, toilets, and includes storage space for record keeping.

Section 6 The Educational Activities

6.1. General information

The curriculum of Comeragh Wilderness Academy is outlined in the CWA Model of Education document. CWA identify the curriculum as one that is not pre-set or pre-defined, as it is led by the needs of the children that attend the service. It is evident that the model is targeted and defined within the context of programme aims, philosophical approach, and identified outcomes for participants. Short and long-term goals set by the young people that attend and individualised to their ability and needs, remain a key element of the provision. The identification and monitoring of these goals requires agility in curriculum delivery to ensure consideration of the individual's personal needs - therapeutic, educational, social, and emotional.

The programme identifies its links to *Aistear*, *Montessori*, and *Steiner* models of education. Aspects of these models were evident at the time of the assessment. The CWA framework follows four interconnected themes of *Aistear* for children's learning and development. These are, *Well-being*, *Identity and Belonging*, *Communicating*, *Exploring and Thinking*. CWA continue to deliver all aspects of the educational curriculum while adhering to the two fundamental principles of the programme as set out in their mission statement, i.e., *what we do we do with a good attitude, and what we do we do as a group*. Alignment to the Steiner educational model as identified in the previous assessment report, remains evident, with subjects taught in thematic units allowing the child as part of a group to immerse themselves in a specific selected area of learning.

Recommendations for curriculum development and cohesion were included in the previous assessment.

- *to enhance knowledge that CWA carry out further investigation of alternative models of education that cater for and address the educational needs of early school leavers (ESLs), (including Steiner and Sudbury and alternative programmes for ESLs) to include considering linking with principals/directors of such programmes already established within the state.*
- *as the CWA draws on multiple compatible models of education, that it considers creating an overarching programme plan/educational model, to provide increased coherency and coordination specific to the identified programme goals and student cohort.*

The CWA responded to each recommendation by means of a comprehensive review and a specified action plan, details of which were provided at the time of the assessment. Actions identified were considered and reflective, with individual staff roles and timelines clearly identified.

Since the previous assessment, and in line with recommendations for curriculum development and definition, the CWA has included educational excellence and QQI (Quality Qualifications Ireland) alignment as a core strategic goal in the Strategic Plan 2025-2029. This includes the implementation of an e-tablet based curriculum, and the development of subject specific plans, with reference to QQI level 3-4 module descriptors. The focus will initially be in the areas of literacy and numeracy.

The result of these actions was evident through ongoing development towards provision clarity and curriculum cohesion.

An aim of the programme is to prepare a young person to return to a conventional educational setting. CWA staff offer support to the young person and his family to make a successful transition to school or a similar mainstream educational environment.

6.2. Language and literacy skills

Language and literacy skills are an integral part of the provision with opportunities for the development of oral, written, and reading skills embedded in the model. There is an emphasis on effective and positive communication to improve outcomes for participants both academically and personally.

The previous assessment reports recommended that programme plans for individual subjects are developed to identify specific learning outcomes to be achieved, with particular focus in the areas of numeracy and literacy. It was suggested that QQI module descriptors (Levels 3 and 4) may be useful to review for examples of learning outcomes within specific subject areas outside of a specified curriculum. The CWA provided a document at the assessment outlining actions in response to this recommendation. A review of QQI level 3 and 4 module descriptors in Communications was carried out.

Opportunities for writing are presented as part of day to day living and learning by means of written plans, goal setting, individual evaluation, journal entries, camp design work. Additional written work is evidenced in writing that includes letter writing, poetry, articles, meal planning and written information to record learning in project work.

Written work continues by means of pen and paper as ICT equipment is not available to students for day-to-day learning. This may change with the proposed introduction of tablets for use of online learning and progress monitoring. At the time of the assessment the CWA is in the process of rolling out student e-tablets with an online learning and tracking programme. The document provided responding to the recommendation that the CWA explore aligning curriculum with QQI outcomes, states that *curriculum on these tablets is being structured directly around QQI descriptors which serve as the primary metric for defining and assessing learning outcomes*. The CWA have subscribed to using the IXL programme to provide online literacy lessons for students when tablets are in use.

The CWA website states - *in all of academy learning, there is an emphasis placed on writing. All the writing a boy does at the academy – articles, journals, tent designs, daily plans, poetry, drawings - is compiled into a portfolio that becomes his own when he graduates*.

Staff provide feedback on portfolio work.

Opportunity for reading is integrated into the programme where possible and students are actively encouraged to read literature and texts from a range of educational materials and books available to them. Where specific information is sought as part of self-directed enquiry and research, the use of the dictionary and encyclopaedias are facilitated and encouraged. Samples of written work were viewed by the assessors at the time of the assessment.

There is an emphasis on oral expression and development. This is evident in the multiple opportunities for reflection in day-to-day interactions, including through discussion, exploration of areas of interest, storytelling, and song.

A review of the curriculum in the area of language and literacy has been carried out with reference to QQI outcomes for learning, as identified in QQI level 3 and level 4 module descriptors for Communications. This includes drafts of subject specific plans for literacy as identified in the action plan provided in response to recommendations included in the previous assessment report.

6.3. Numeracy

The approach to numeracy has remained fundamentally consistent with opportunities for numeracy development and maintenance achieved through day-to-day camp living. Opportunity for teaching and learning in the area of numeracy were evident at the time of the onsite visit. Construction, as a key element of the programme, remains a primary opportunity to deliver numeracy in the areas of scale, measurement, geometry and other elements of engineering. Opportunities for budgeting are available through weekly meal planning. Students experience skills in basic accountancy through their weekly attendance to the onsite Market, during which time they receive their allowance and arrange weekly supplies. Students also have opportunity to learn through visits to the affiliated Comeragh Stores, located in the local village, which they visit on special purpose outings. Assessors observed a practical accounting class at the time of the onsite visit.

Goals for numeracy are based on each individual students prior learning and aptitude. Information about academic achievement and ability is available from previous school reports and discussions with students and parents. Assessment through standardised testing in numeracy is used to ascertain ability with a view to recording progress.

In addition to functional mathematics, resources such as worksheets and sample exercises are used to support learning in maths. Classes are delivered using elements of the state curriculum to provide continuity to students based on prior learning and as the programme aims for students to return to state education.

Further to recommendations included in the previous assessment report the CWA is engaged in an ongoing review of the curriculum in the area of numeracy. This includes a review of QQI outcomes for learning identified level 3 and level 4 module descriptors for mathematics. The programme intends to use digital e-tablets to support learning in numeracy. The CWA have subscribed to using the IXL programme to provide online numeracy lessons for students when tablets are in use.

The CWA has committed to providing additional tutoring to students in numeracy, where it is deemed necessary. The intention to strengthen the academic aspect of numeracy within the programme was identified as ongoing at the time of the assessment.

6.4. Irish

Irish is not part of the curriculum at the Comeragh Wilderness Academy.

Children attending an Independent School should be afforded opportunity for the study of Irish, however the study of Irish is not a requirement for registration under Section 14 of the Education (Welfare) Act, 2000. Where Irish is included in the provision, an Independent School may identify

students attending that they consider would qualify for an exemption from the study of Irish. Independent Schools can make decisions in consultation with parents regarding arrangements for these children. Any arrangements made in relation to the study of Irish does not entitle students to an exemption from the study of Irish in the event of a subsequent enrolment at a Department of Education recognised school.

Parents of children attending an Independent School should be informed of and acquaint themselves with implications of not taking Irish and/or having a second language. Parents seeking information should consult with the Department of Education www.education.ie and/or the State Examinations Commission www.examinations.ie with regard to the requirement for Irish and/or an additional language.

6.5. Other areas of learning

In addition to the areas of literacy and numeracy the following areas of learning are identified as included in the curriculum;

Science
Geography
History
Physical Education
Music
Social Studies
Home Economics
Art
Religion
Woodwork-bushcraft

In line with the student-led model, there is no predefined planned curriculum for the subjects offered. Aspects of the identified subjects were evident at the time of the assessment. The areas of learning are fully integrated into the provision by means of day-to-day living and the outdoor excursions that are a key aspect of the provision. CWA's learning environment is primarily outdoors. All aspects of the programme including maintenance of the campsite, skills for day-to-day living in the camp, outdoor activities are utilised to explore and deliver subject matter.

Day-to-day immersion in the programme provides extensive opportunity for learning in science/nature studies, geography, home-economics, woodwork and bushcraft, physical education and music through song. In addition, students are encouraged and facilitated to carry out research and exploration in self-directed areas of interest. Subject matter and delivery is informed by the short- and long-term goals set by students, which are reviewed and updated regularly.

Wilderness trips are undertaken several times across the academic year. Trips can be for a day or may be up to three weeks long. They are geared toward developing multiple practical outdoor skills including camping skills, mountain hiking, kayaking, archery and fishing. The wilderness trips serve as a means to expand the provision in the programme's key thematic areas of *Well-being, Identity and Belonging, Communicating, Exploring and Thinking*. They support learning in the areas of teamwork,

self-development, responsibility, and resilience. Trips include learning about an academic theme, either a theme that is pre-selected or one that arrives organically.

At the time of the assessment the assessors had an opportunity to learn about a recent river trip. The students and chiefs engaged in a 'Q and A' session and responded to specific questions about their trip that were asked by camp staff members.

Recommendations were made in the previous report to develop specific learning outcomes (SLO) associated with curriculum subjects. The identification of SLOs was recommended with a view to capturing and planning opportunities for learning in subject areas that are integrated into the programme.

A document was provided at the time of the assessment in response to recommendations made in the previous assessment report. A review of QQI module descriptors and learning outcomes was carried out by relevant staff in the subject areas of Personal Effectiveness, Outdoor/Practical Skills, and ICT Skills.

6.6. Special educational needs

The CWA implements its Inclusion of Children with Additional Needs Policy, which sets out its commitment and arrangements for inclusion of children with additional and/or special educational needs. In addition, the CWA Admissions Policy commits to provide opportunity for all eligible children to attend regardless of their ability or needs, within the expertise and resources available and in the best interest of the individual child.

Where possible at the time of enrollment any additional needs and SEN are identified.

The CWA model and approach of tailoring the provision to the needs of each individual student, supports opportunity to deliver provision for students with additional and/or special educational needs. The Academy works towards providing appropriate support, resources and the physical environment required to meet the individual child's needs. The Inclusion of Children with Additional Needs policy states that that staff will be supported to gain the appropriate knowledge and skills for the implementation of the policy. It is also stated that the team *will work in consultation parents/guardians of the child, and other professionals and/or agencies working with the family to determine additional resources required to meet the functional and developmental needs of the child and to determine the suitability of the school in meeting these needs.*

Section 7 The Voice of the Child

The voice of the child and each student's input into their own learning and progress is fundamental to the provision and educational model at CWA.

The current Strategic Plan 2025-2029 identifies Student Development and Therapeutic Growth as a core strategic goal. The objective of this goal is to support each boy's *emotional, spiritual, and social development in tandem with academic progress*. Actions identified that will further strengthen mechanisms to capture and respond to the voice of the child are under this goal. These are, the *embedding of therapeutic goals into Individual Programme Plans (emotional regulation, resilience, peer relationships)*, building opportunities for student voice and democratic participation (forums, feedback in evaluations).

During the assessment the assessors met with the students in their camp and shared a meal with them in the dining hall. Students took turns to show the assessors around the camp and their living quarters. They described their day-to-day living and discussed their daily routines. The boys talked about their experience of the programme. They articulated the positive impact of the programme and described some of the challenges they encountered. The students answered the assessors' questions about activities and talked about their hopes and ambition for the future.

Students are informed of and consulted on programme content. They are trusted to take ownership of their own education and personal progression under the guidance and support of staff.

Section 8 Assessment and Record Keeping

The activity of setting and monitoring of individual goals, both personal and learning goals, are an integral part of the programme. Student goals are recorded and ongoing monitoring of student progress is implemented by means of evaluation, feedback, and issuing of written reports. Parents are communicated with regularly regarding their child's progress through weekly oral reports (CWA family support worker phone calls) and in the form of monthly written reports and quarterly onsite parent, student, and teacher evaluation meetings.

Evaluation of student activities and progress is implemented on an ongoing basis by the CWA staff team. Evaluations are discussed and shared with students and their parents to identify learner needs and plan learning.

Standardised testing is used initially and periodically as required, along with monitoring of individual goal setting and learning plans. The introduction of tablets and an online programme is intended to strengthen monitoring and tracking of learning. The introduction of Individual Programme Plans as identified in the Strategic Plan 2025-2029 is an additional mechanism for recording, monitoring, and assessing progress.

CWA administer a standardised GL assessment test for all new students when they start the programme. The GL assessment is readministered before students complete the programme.

Section 9 Other Relevant Information

The school principal has declared by means of the R2 Annual Update that all staff members have been Garda vetted and have been trained in child safeguarding under the Children's First Act 2015. All staff have completed first aid training.

The school has a compliant Child Safeguarding Statement (CSS) which is displayed and was viewed at the assessment. There is an appointed Designated Liaison Person (DLP) and Deputy Designated Liaison Person (DDL). Staff are trained in the implementation of the Child Safeguarding Statement. Evidence of the procedures identified in the Child Safeguarding Statement were reviewed and are in place. Documentation relating to Child Welfare and Protection is organised, accessible to staff, understood in terms of purpose and implementation and stored in a secure manner.

Section 10 Evaluation of the Education Provision and Recommendations

In my opinion students attending Comeragh Wilderness Academy are in receipt of an education, intellectual, physical, moral, and social that meets the requirements for Section 14 Registration for students attending the school.

The reasons for this are as follows;

- The Comeragh Wilderness Academy has its foundation in a unique educational model, that has been researched, implemented, and evaluated over multiple decades in the United States.
- CWA has successfully adapted this model within the Irish educational and social context while remaining true to its core elements.
- The CWA understands the educational model and is committed to its effective implementation. CWA staff possess expertise and specialist skills to deliver the provision and continue to build on both.
- The natural setting and built structures provide a living and learning environment that is unique, inspirational, stimulating and safe. This offers a unique opportunity for a transformative educational experience for programme participants.
- The staff team understand the cohort of ESLs (early school leavers) and have expertise in working with their students.
- Effective leadership of the principal and deputy principal to support the staff team is evident.
- The staff team are dedicated and invested in delivering a child-centred provision with a focus on best outcomes for each individual young person.
- The capacity of the educational model and the staff team to meet the needs of the individual student without compromising the cohesion of the CWA community.
- The experience, expertise, knowledge, and skills of the staff are recognised and nurtured to achieve programme goals.
- The staff and students engage in continuous evaluation and feedback of identified programme goals to inform teaching and learning opportunities.

- The CWA demonstrated ability to evaluate and identify the strengths of the programme, along with a commitment to continuous improvement and development, as demonstrated through programme evaluation and strategic planning.

Following my assessment of the provision I recommend;

- That the CWA continue to work towards creating an overarching programme plan to increase coherency and programme coordination specific to the identified programme goals and needs of the student cohort.
- That the expertise available within the staff team is used to develop educational resources specific to tasks and activities to support learning and enhance record keeping.
- To continue to implement the strategic plan through allocated actions, within specific and achievable timelines and resources.
- To review the admissions policy, which was developed with reference to the requirements of legislation that applies to recognised schools and amend the language to provide clarity.

I recommend that pupils of the Comeragh Wilderness Academy are retained and registered on the Section 14 Register. I recommend that a review assessment is carried out in the Spring of 2027 to monitor the ongoing development of the provision.

The findings of the assessment were discussed with the participants on the date of the assessment. The participants were advised that the decision regarding registration would be made by Tusla – the Child and Family Agency: Alternative Education Assessment and Registration Service (AEARS).

Following the assessment, a draft report is provided to the principal, along with a Factual Accuracy and Feedback Form, which may be submitted within a specified timeframe, in response to the content of the draft report. The report, along with any information provided on the feedback form for consideration, is brought to the AEARS Registration Panel. The Registration Panel make decisions regarding registration of children in receipt of the education at the Independent School.

Section 11 Discussion of Finding of Report with Principal

The findings as outlined in the sections of this report were discussed with the principal at the conclusion of the visit. It was stated that the recommendation would be to include the pupils of Comeragh Wilderness Academy on the register. The final decision regarding registration will be made by the Alternative Education Assessment and Registration Service Tusla, Child and Family Agency.

Section 12 Outcome

Outcome of Tusla Alternative Education Assessment and Registration Service Panel Regarding Requirements for Section 14 Registration of Children Attending the School

Following the Assessment, the Registration Panel decided that children attending Comeragh Wilderness Camp will be registered and retained on the register of children receiving an education in a place other than a recognised school as required by Section 14 of the Education (Welfare) Act, 2000.

Registration is subject to a periodic review by the Child and Family Agency