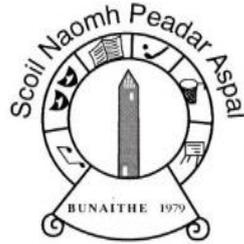




St. Peter Apostle Junior National School

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Inclusion Policy

Policy Summary Details

Policy Title:	Inclusion Policy
Written/Reviewed:	February 2021
Date Ratified by BOM:	24 th of March, 2021



St. Peter Apostle Junior National School

Introduction

In St. Peter Apostle Junior National School we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes, and wellbeing of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, or background.

1. Vision and mission statement

We in St. Peter Apostle Junior school believe in the potential of each child. As a staff we seek to ensure that all children in our care have equality of opportunity to derive positive outcomes from their educational experience. In doing so, we endeavour to create a safe, happy, respectful, and inclusive learning environment where the diverse needs of all different types of learners are catered for. It is envisioned that by providing an all-inclusive approach to education that the children in our school shall reach their academic potential whilst developing the confidence and courage to be fair, kind, moral, tolerant and respectful when acting in the world.

We strive to realise this vision by seeking to:

- Craft a caring, supportive, nurturing and stimulating environment in which children's social, emotional, spiritual and intellectual development is catered for,
- Develop children's interests, talents and hobbies by providing a wide range of learning experiences,
- Harness the collective talents of all staff to ensure that all children, irrespective of their medical status and/or special educational needs feel cherished and thrive in in dynamic educational settings,
- Provide tailored learning experiences for children who present with special educational needs (gifted or otherwise) by meeting children where they are at and building upon their strengths,
- Collaborate with colleagues and outside agencies to ensure focused and effective supports are in place to advance the social, emotional, and cognitive development of all the children in our care,
- Build strong and collaborative relationships with parents with a view to fine tuning and augmenting the supports that children receive in both the home and school,
- Promote a culture of inclusivity by ensuring that children across the school settings integrate as appropriate during tuition time, yard breaks and school events,
- Create an environment where all have freedom and opportunity to reach their full potential.

2. Inclusion as in keeping with the ethos of the school

This inclusion policy was developed and will be implemented in ways which are in keeping with the ethos of the school. As such, we detail in this policy how in seeking to be an inclusive school, we in St. Peter Apostle actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of



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opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys
- Children who need support to learn English as another language
- Children with special educational needs
- Gifted and talented children
- Children who are at risk of disaffection or exclusion
- Children from different ethnic and minority groups

The Primary Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through;

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing other curricular opportunities outside the primary curriculum to meet the needs of individuals or groups of children including behavioural support programmes, musical and nurture programmes

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions;

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial and social harmony and preparing pupils to live in a diverse and multicultural society?
- Is there adequate differentiation made for those with special educational needs, including those who are talented?

3. Inclusive practices in our school

3.1 Integration of children with autism spectrum disorder into mainstream classes

We facilitate children who attend our Butterfly ASD unit with integration into mainstream classes. Through this practice we:

- Provide teaching and learning experiences that enable pupils with special educational needs
- Enable children in a mainstream setting to collaborate, work with and accommodate children with special educational needs
- Develop the social skills and self-esteem of children with special educational



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3.2 Curricular integration

When children with special educational needs have adjusted socially to the mainstream class, they will slowly be introduced to areas of the curriculum, in a subject, ability and age appropriate way. Integration into this class level will continue up through the classes if suited to the students' needs.

3.4 Reverse integration

We in St. Peter Apostle Junior National school operates a policy of reverse integration. This is a practice that extends to all children in our mainstream setting who have a diagnosis of ASD. Where deemed an appropriate support, children from the mainstream setting with an ASD diagnosis will be timetabled to attend the Butterfly Suite ASD unit whilst a child from the Butterfly Suite is in the mainstream setting.

4. Teaching and learning style:

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons.

The Special Educational Needs Team, teachers and parents of children with special education needs collaborate to create a support plan for inclusive education. We in St. Peter Apostle Junior National School are cognisant of the fact that the wellbeing of each pupil is the starting point of all learning opportunities.

The principal, senior management and SENCO encourage and facilitate continuous professional development among staff members. This allows our staff to upskills and become familiar with new educational methods.

We in St. Peter Apostle Junior National School acknowledge the role that parents/guardians play as the primary educators of their children. We aim to work in collaboration with families as much as possible.

Teachers are familiar with the relevant legislation governing equal opportunities, race, gender and disability.

Teachers ensure that children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs



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5. Children with Disabilities:

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Our teachers modify their teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. They speak clearly and slowly as required, use a range of communication techniques; arrange the classroom furniture for optimal accessibility, incorporate technical aids as part of the educational experience. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids / hearing aids
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- Encourages social interaction

In response to the Disability Act 2001, the Board of Management is constantly reviewing how the school can be made more accessible for disabled children.

6. Racism and inclusion

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the primary school curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are reported to the Principal. The school contacts parents of those pupils involved in racist incidents.

Summary

In our school the teaching and learning, achievements, attitudes and wellbeing of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Ratification & Review

This policy was ratified at a Board of Management meeting on _____

Vivion Powney
(Chairperson) **Date:** _____

Laura Hannon
(Principal) **Date:** _____



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