



Yellow Furze N.S. Inclusion Policy

Introduction:

In Yellow Furze N.S., we value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve their potential. We do this by taking account of pupils' varied life experiences and needs. The NCSE (2011) describe inclusion as a process of addressing and responding to the diversity of needs of learners. This involves removing barriers so that each learner is enabled to achieve the maximum benefit from their schooling. YFNS offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being 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.

The content of this policy is informed by The Education Act 1998, The Equal Status Act (2000), The Equality Act (2004), The Education for Persons with Special Educational Needs Act (E.P.S.E.N.) (2004), The Disability Act 2005 and the UN Rights of the Child.

Aims and objectives:

Our school aims to be an inclusive school. We promote an atmosphere of learning that is holistic in approach and nurtures each individual student's growth and development. We 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 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;

- 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
- Children lacking in self esteem

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.

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

- Do all our children reach their potential?
- Are there differences in the achievements of different groups of children?
- What are we doing for those children who may not be achieving their potential?
- Are our actions effective?
- Are we successful in promoting racial and social harmony and preparing pupils to live in a diverse and multicultural society?

Teaching and learning style:

We aim to give all of 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 performing to the best of their abilities. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all of their children and lessons are planned accordingly.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use other materials, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

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

International Children - Children entitled to Language Support

A small number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

The teaching, learning, achievements, attitudes and well-being of all of our children are important. Teachers take action to help children who are learning English as an additional language by various means:

Developing their spoken and written English by:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explaining how speaking and writing in English are structured for different purposes across a range of subjects
- Providing a range of reading materials that highlight the different ways in which English is used
- Ensuring there are effective opportunities for talking, and that talking is used to support writing
- Encouraging children to transfer their knowledge, skills and understanding of one language to another
- Building on children's experiences of language at home and in the wider community, so their 'developing uses' of English and other languages support one another.
- Use of non-verbal aids

Ensuring access to the curriculum by:

- Using accessible texts and materials to suit children's ages and levels of learning
- Providing support through IT, video and audio materials, visual materials

All children in our school follow the requirements of the Primary Curriculum. Children receiving language support do not produce separate work. The Learning Support Teacher works in partnership with class teachers.

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 are wheelchair accessible.

Our teachers modify their teaching and learning as appropriate for these children. 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 and work with Special Needs Assistants on toileting and other physical needs. 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
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- Allows opportunities for them to take part in educational visits and other activities linked to their studies
- Encourages social interaction
- Uses assessment techniques that reflect their individual needs and abilities

In response to the Disability Act 2001, the Board of Management ensures that the school is accessible for disabled children.

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. Racist incidents are recorded and reported to the Principal and are dealt with as per our Anti-Bullying Policy and Code of Behaviour.

Collaboration with outside agencies:

YFNS will facilitate and co-operate with professionals of various outside agencies in order to establish the specific needs of and necessary resources for pupils with SEN. It is recognised that these agencies can deliver valued expertise and advice regarding the needs of these pupils. These agencies include: NEPS and other psychologists,

speech and language therapists, occupational therapists, HSE, Túsla, NCSE, EWO, CAMHS, Visiting Teacher for hearing/sight impaired, Enable Ireland

Summary:

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

Ratified by the Board of Management on : _____

Review date: _____

Signed: _____