



## School Inclusion Policy 2023

### Introduction

**An inclusive school is one that supports the access of all pupils to participate in and benefit from an appropriate education. The Equality Authority (2005) defines an inclusive school as one that “respects, values and accommodates diversity across all nine grounds of equality legislation- gender, marital status, sexual orientation, gender identity, religion, age, disability, race and membership of the Traveller Community”.**

This policy is drawn up in the context of The Education Act (1998) and takes cognisance of The Equal Status Act (2000), The Equality Act (2004), The Education Welfare Act (2000), The Data Protection Acts (1988, 1998 and 2003), The Equality Authority, (2005), the NCSE Inclusive Education framework (2011) and, despite its non-ratification by law, many of the recommendations of the EPSEN Act (2004).

The school bases its rationale on the three major principles laid out in the EPSEN Act:

- The education of people with SEN shall take place in an inclusive environment with those who do not have such needs.
- People with SEN shall have the same right to avail of and benefit from appropriate education, as do their peers.
- People with SEN, like their peers, should leave school with the skills necessary to participate, to the level of their capacity, in the social and economic activities of society and to live independent and fulfilled lives. Categories of Special Educational Needs To date, the school has provided for the following categories of students with Special Educational Needs:

- Neuro diverse students
- Borderline/ Mild General Learning Disability
- Emotional / Behavioural Difficulties and those who have suffered trauma.
- Attention Deficit Hyperactivity Disorder
- Specific Learning Difficulty, such as Dyslexia and Dyscalculia.
- Physical disabilities—Dyspraxia,
- Speech, language and communication difficulties.
- Sensory processing difficulties Difficulties
- Hearing & visual impairments)
- EAL students (English for students of other languages)
- Autism / Autistic Spectrum Disorder.
- Downs Syndrome
- Students identified as Exceptionally able.

In addition to these categories we understand that under DES circular 08/02 (Appendix 3) the following categories of SEN exist also and will be supported by the BOM, subject to available resources and personnel skills. • Moderate General Learning Disability • Severe / Profound General Learning Disability

All students and in particular students designated as having special needs are supported by the mainstream subject teacher. Each student with additional needs will have a School Support plan. This will detail whether the pupil will avail of Class Support, School Support or School Support Plus. The level of the support will depend on the child's needs. In some cases the DES may provide the additional support of a Special Needs Assistant (SNA).

The aims and objectives of our Inclusion Policy are to

- Encourage whole school and individual reflective engagement and discussion on the development of inclusion.
- Support school professionals to plan, implement and review inclusive policies and practices.
- Outline and demonstrate processes of individual and organisational planning.
- Document schools' current and developing inclusive practices and record constraints and resources associated with inclusion.
- Foster an ongoing individual and organisational commitment to inclusive practices and policies.
- Encourage the whole school community to give our children the opportunity to succeed and reach their highest level of their own personal achievement.
- To create a safe environment for LGBT+ young people and provide an inclusive environment, as per LGBT+ National Youth Strategy 2018-2020.

**Inclusive action, Roles and responsibilities** (Based on SESS 'Inclusive Schools, developing a practical approach)

1- Pupil Welfare:

- Prepare pupil for transitions
- Develop social skills
- support the pastoral needs of the pupil
- Support behavioural needs by putting a Behaviour Support plan in place.
- Building peer relationships, e.g. by providing lunchtime support if needed and creating friendship or peer mentoring groups.

2- Classroom and Class Teacher Preparation:

- The school and BOM should support the teachers understanding of :
- The learning and social and emotional needs of the pupil
- Collaborate with parents and specialists as needed
- Communicate and collaborate with other teachers
- Communicate and collaborate with pupils peers
- Prepare the physical environment taking into account any specific needs, e.g. seating , noise
- Drawing up of a Student Support plan for those students on Classroom support
- Providing adequate differentiation ensuring all pupils can access the curriculum at their level.

3- School Environment:

- Facilitate emergency evacuation
- Providing appropriate access
- Adapting school grounds
- Providing access to trips etc.
- Provide gender neutral bathroom facilities.

4- Curriculum Development:

- Differentiating curriculum content and curriculum delivery methods using a strengths based approach.
- Facilitating appropriate assessments
- Addressing pupil choices
- Adapting resources to suit the pupil's needs
- Facilitating additional and strength based supports

#### 5- School Management:

- When timetabling consider the individual needs of the pupil(s)
- Facilitate the need for medication and or therapies
- Conduct risk management
- Maintain records (See SEN Policy)
- Plan for emergencies.

#### 6- Professional Development:

- Promote whole-staff responsibility
- Encourage all staff to accept diversity
- Support learning needs of staff and build the capacity in relation to staff expertise.
- Liaise with support services
- Attendance of relevant training and courses should be facilitated and supported.

#### 7- Community Development:

- Promote whole school awareness including pupils awareness
- Liaise with the Board of Management
- Build an inclusive ethos through shared extra curricular activities
- Collaborate with relevant community groups
- Collaborate with other schools as needed.

#### 8- Parental Involvement:

- Build school/home trust
- Celebrate learning success
- Support collaboration and communication
- Facilitate shared planning

#### 9- Ongoing review:

- Develop learning targets (See SEN Policy)
- Measure success
- Review learning targets at least twice a year, in February and June.
- Apply for accommodations as necessary, e.g. assistive technology
- Explore alternative forms of assessment.

### Implementation and review

The implementation of this policy will commence in September 2024. It will be reviewed at the end of

every third school year, or as circumstances may warrant.

This policy was ratified by the Board of Management of Nun's Cross School on \_\_\_\_\_ A copy of

the policy will be made available to teachers, parents of Special Educational Needs pupils and other

parents on request.

Ratified by Board of Management on \_\_\_\_\_

Date

Signed \_\_\_\_\_

Chairman, Board of Management

Review Date: June 2020