



Bunscoill Rhumsaa

Inclusion Policy

1 Introduction

1.1 One of our key aims is to seek ways of creating a learning environment where all children feel socially safe and comfortable. The learning, achievements, attitudes and well being of all of our pupils and their families matter.

2. Definition of Inclusion

Inclusion in education is all about equal opportunities for all children whatever their age, gender, ethnicity, attainment, area of needs/impairment and background. We are aware that specific groups of children are more likely to underachieve and/or suffer discriminatory practice than others within our society. Some children experience difficulty with accessing learning and school due to barriers with language, or because they are affected by emotional difficulties, physical and/or learning disabilities and other aspects of their lives. We pay particular attention to the access to learning and also to the achievement of different groups of learners, especially where additional learning needs arise:

These groups include:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Pupils who need additional support to learn English as an additional language
- Learners with learning difficulties and physical disabilities in the spectrum of mild to severe
- Pupils with special educational needs, as defined in the graduated response
- More able and gifted and talented pupils
- Children who are looked after by the local authority
- Other children, such as sick children, young carers and children from families under stress
- Any pupils who are at risk of disaffection and exclusion

2 Aims and objectives

2.1 The aims and objectives of this policy are:

- To influence school systems as they develop so that particular attention can be paid to the provision made for and subsequently the achievement of different groups of learners within the school.

2.2 It highlights the importance of recognising and planning for learning diversity.

2.3 It aims to ensure that all pupils

- Make good progress and achieve
- Are able to learn effectively without interference and disruption
- Are treated respectfully
- Receive additional help according to their needs
- Have access to a broad balanced and relevant curriculum
- Feel safe secure and happy within the schools setting
- Reach their potential both academically and personally

3 Roles and Responsibilities

3.1 The Teacher:

Monitor and tracking progress - they know their pupils well; set and evaluate suitable learning objectives; acknowledge pupils' diverse learning needs; differentiate by employing inclusive teaching and learning styles and strategies, thereby seeking to creatively bypass barriers to learning; model positive attitudes; seek advice from staff within school and from support services. Teach about other religions, cultures and beliefs.

3.2 SMT

Monitor the arrangements and practice for implementing graduated response and the school SEN policy to SEN and additional learning needs. SMT members can ensure that teachers have suitable planning and differentiation in place to ensure all children access the curriculum to the best of their ability.

3.3 The Head Teacher and senior leadership team

Enables all staff to receive guidance and training on inclusion. Leads the school in prioritising actions to identify and highlight the barriers to learning for underachieving groups of pupils in school and take action in overcoming these barriers. Set high expectations in school standards for all pupils.

3.4 The governing body has due regard to equality and opportunity issues in school.

4. Resources

We pay regard to the diversity of cultural beliefs within the community. Specific religious requirements are respected. We provide an anti-bias classroom using a variety of resources which challenge stereotypes. We give the children the opportunity to ask questions and therefore provide the information necessary to prevent discrimination. Resources and materials for pupils and their families are made accessible by consideration of their format and content.

5. Assessment

Pupil tracking and analysis of information enable us to judge whether all children are achieving as much as they can and if not, which individuals or groups of children are underachieving. Links with the graduated response and assessment using processes for pupils with EAL are evident.

6. Partnerships and participation

6.1 The school believes close working partnerships amongst all of the professionals responsible for supporting young people and families are needed if barriers to learning are to be overcome.

6.2 In our school, we encourage children to take responsibility and make decisions. This is part of the culture of our school and relates to children of all ages.

6.3 Pupils are taught their responsibilities to each other and to the school community as a whole. This is reinforced through the school behaviour policy.

7. Monitoring and review

We collect information on the effectiveness of our inclusive practice through the following channels:

- Collection of data relating to progress and achievement in curriculum areas
- Incident records related to bullying, inappropriate behaviour (in class and at unstructured times), internal exclusions of pupils, short term and permanent exclusions and discriminatory incident reporting forms
 - Evidence forms from our regular program of lesson observations
 - The views and experiences of our pupils collected through our school council and pupil questionnaires and as part of the our ongoing Personal Social and Health Education and Citizenship program
- The views and experiences of our parents/carers collected through informal one to one discussions, through questionnaires and formal parent consultations.

Date for review: September 2020