

St. Teresa's Primary School Lurgan



Inclusion Policy

**October 2011
Reviewed and Revised April 2017**

St Teresa's Primary School Mission Statement

We, in St Teresa's Primary School
aim to provide
a happy, caring, secure
and child centred environment
where each person is valued
for their efforts and achievements.

In the words of St Therese:

“Doing ordinary things extra-ordinarily well.”

Introduction

The mission statement of our school expresses the value of the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

Aims and Objectives

Our school aims to be an inclusive school. 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:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- any children who are at risk of disaffection or exclusion.

The Northern Ireland Curriculum is our starting point for planning a curriculum that meets specific needs of individuals and groups of children. We do this 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 to meet the needs of individuals or groups of children.

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

- do all our children achieve as much as they can?
- 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?

Teaching and Learning Style

See the following policies:

Teaching & Learning
Assessment
Special Educational Needs
Equal Opportunities
English as an Additional Language

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 materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. (See Equal Opportunities Policy)

Contact for Newcomer Children:

EA Diversity NI / Translation Services 02890 473737 – on school website.

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.

Children with Disabilities

The school is committed to taking all reasonable steps to provide an environment that allows a child with a disability full access to all areas of learning.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. 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;
- uses assessment techniques that reflect their individual needs and abilities;
- Parents of children who are injured (and limbs in a cast) need to notify the school prior to returning to school. Principal/teachers need to be aware of the seriousness of the child's injury and make health and safety arrangements as necessary.

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 our children into account when planning for learning.

Monitoring and Evaluation

This policy will be reviewed and revised as appropriate.

This policy has been presented to the Board of Governors for approval.

Signed: _____ Dated: _____

K Devine, Chairperson of the Board of Governors