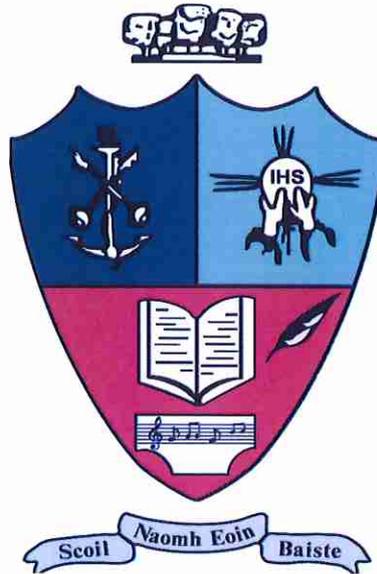


**St. John the Baptist  
Junior Boys' School**

Seafield Road West  
Clontarf  
Dublin 3  
Tel: (01) 833 6539  
Roll No. 19006Q



**Scoil Naomh Eoin Baiste  
Buachaillí Sóisearacha**

Bóthar Ghort na Mara Thiar  
Cluain Tarbh  
Baile Átha Cliath 3  
Guthán: (01) 833 6539  
Uimhir Rolla 19006Q

[www.belgrovejbs.ie](http://www.belgrovejbs.ie)

[info@belgrovejbs.ie](mailto:info@belgrovejbs.ie)

## Inclusion Policy

## **Inclusion Policy**

### **Introduction**

At St. John the Baptist Junior Boys' School, we value the individuality of all our children. We offer a broad and balanced curriculum and have high expectations for all of our pupils.

We are committed to providing an appropriate and high-quality education to all our children. We believe that all children, including those identified as having special educational needs and disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We aim to foster a love of learning while upholding the school ethos principles of respect, tolerance and inclusion.

### **Aims and Objectives:**

We strive to maintain a loving and caring school community where everyone feels welcome, secure and valued.

We aim to make equality of opportunity a reality for our pupils through access to a good quality, meaningful and appropriate creative curriculum. Through offering extra-curricular activities we strive to expose our pupils to a very holistic learning experience.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We aim to plan for individual needs encouraging the strengths and interests of our pupils. Pupils will be targeted to supplementary teaching in line with our Special Educational Needs Policy and the staged approach of the Continuum of Support.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or group of pupils. This means that equality of opportunity must be a reality for the children in our school. We make this a reality through the attention we pay to the different groups of children within our school:

- Boys
- Children who need support to learn English as an additional language
- Children with special educational needs
- Gifted, talented and exceptionally able 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 learn targets and objectives
- Responding to children's diverse learning needs

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We achieve educational inclusion by continually reviewing pupils who are placed on any stage of the Continuum of Support. We also engage in professional reflection as educators by asking ourselves the following questions:

- Do all our children achieve their best?
- Are there differences in achievement of different groups of children?
- What are we doing for those children who we have identified as not achieving their potential?
- Are our actions effective?
- Are we successful in promoting racial and social harmony and preparing our pupils to live in a diverse and multicultural society.

#### **Identification of pupils**

- We aim to plan for individual needs encouraging the strengths and interests of our pupils.
- Pupils will be targeted to supplementary teaching in line with our Special Educational Needs Policy and the staged approach of the Continuum of Support.
- The class teacher, the principal or the SENCo may open a student support file on a pupil, depending on their particular stage on the Continuum of Support.
- St John the Baptist Junior Boys' School recognises the significance of early identification of pupils with Special Educational Needs and disability, English as an additional language (EAL) needs or pupils of higher ability and work closely with other professionals already involved with pupils

#### **Whole school actions support inclusion by:**

- A curriculum designed to reflect the different cultures, religions and races in our school and one which is challenging and provides enrichment
- Achievable targets in English and maths and for all pupils
- The regular tracking of pupil attainment and the highlighting of any underachievement
- Targeting of support for pupils by class teachers, SET team and SNAs
- The use of intervention programmes to support pupils with learning difficulties
- The targeting of underachieving pupils and EAL
- Induction of pupils new to this country
- A consistent behaviour policy and anti-bullying policy
- Encouraging children to restore relationships with others and take responsibility for their own actions
- Addressing racism, sexism and bullying
- The involvement of parents and guardians at parent/teacher meetings, class level information meetings, IEP meetings and through regular informal contact
- Involvement of outside agencies and specialists
- Sharing information about pupils, including health issues, with all staff

## **Teaching Methodologies and Approaches**

Mainstream teachers engage in differentiated planning and assessment and continuous professional reflection of their practice.

The differentiation may involve modifying learning objectives, teaching styles and access strategies. Differentiation will be recorded in the class teacher's fortnightly and Cúntas Míosiúl plans.

Teachers ensure children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences that they see in others
- Take responsibility for their own actions
- Are taught in groups that allow them 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 pupils to succeed
- Are encouraged to participate fully, regardless of disabilities or medical needs

## **How will we monitor inclusion?**

We aim to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

Every staff member is responsible for inclusion. However, to ensure we are successful the following strategies will be used

- Regular tracking of pupil attainment through teacher observations, termly assessments and Continuum of Support stage review.
- Half termly SET/ Classroom teacher meetings to discuss progress of pupils receiving interventions and team teaching plans.
- Review of targets in English and maths
- Talking to children and parents
- Daily Friendship Groups in the yard
- Students Council
- Standardised Tests
- Monitoring teacher's plans and children's work

## **Resources**

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate.

All interventions are guided by the schools':

- Special Educational Needs Policy
- English as an Additional Language Policy
- Exceptionally Able and Gifted Children Policy
- Enrolment Policy for Children with a diagnosis of Autism

- Anti-Bullying Policy
- Code of Behaviour
- Curriculum Plans
- Admissions Policy
- Intimate Care Needs Policy

### **Working with Outside Agencies**

St John the Baptist Junior Boys' School promotes the value of specialist advice and support from a variety of professional and voluntary services. The school also welcomes and positively promotes links with educational bodies that can promote pupils' learning and provide enhanced opportunities for our more able learners.

The Principal, SENCO and Class teachers liaise frequently with a number of other outside agencies and specialists:

- TUSLA
- NEPS
- PDST
- NCSE
- Local SENO
- Occupational Therapy
- Educational Psychologists
- Middletown Centre for Autism
- Speech and Language therapists
- HSE
- Teacher for the deaf and hard of hearing
- Down Syndrome Ireland
- School Aged Disability Team
- Central Remedial Clinic
- Child and Adolescent Mental Health Service [CAMHS]

### **Parental/ Guardian Involvement**

Parents/ Guardians will be involved with their children's progress both informally and formally. Positive parental/guardian involvement is important for the success of all children. Parents/Guardians will be involved right from the initial stages. Parents/ Guardians will be given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Where appropriate, pupils will also be given the opportunity to express their views and comment on their success.

To support parents/guardians, information meetings are organised to explain key areas of the curriculum and to develop understanding of children's special educational needs and disability. At times, teachers may communicate to parents/guardians through pre-recorded short videos by way of explaining new concepts taught etc.

Parents/Guardians will have the opportunities to meet with their child's class teacher in a formal meeting once a year.

Parents/Guardians whose children are on stage three of the Continuum of Support (School Support Plus) will have two Individual Educational Profile(IEP) meetings. The initial meeting will take place in the First Term with a view to agreed target and goal setting. The

second IEP meeting is a 'review' meeting and where current targets and their attainment will be discussed.

## **Staff Development**

The Principal will review the needs of the teaching and support staff and inform staff of external courses and/or in-school training. The needs of pupils and the interest areas of staff will also be taken into account when planning Croke Park hours.

We aim to support all our staff in meeting the needs of individual children through professional development, the sharing of good practice, the provision of resources and working with outside agencies.

We will achieve educational inclusion by continually reviewing our practice and asking key questions

- Do all our pupils achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing to support those pupils who are not achieving their best?
- How are we involving parents and carers?

## **Pupils with Additional Needs**

Some pupils in our school may have additional needs and consequently need supplementary resources. The school is committed to providing an environment that allows these children to fully access all areas of learning.

All of our classroom entrances are wide enough for wheelchair access as are our designated entry points into the school building. A lift may be used for pupils who are unable to use the staircase. An evacuation chair may also be used in the case of an emergency.

In line with the school's Intimate Care Needs policy, the safeguarding of a pupil's dignity and privacy is upheld when toileting or attending to intimate care needs.

Teachers modify their teaching and learning as appropriate for pupils who have additional needs by using a range of communication techniques and devices, incorporating technical aids, rearrangement or addition of furniture etc.

In particular, teachers ensure that the expectations of their pupils with additional needs:

- 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 or communication devices
- 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 with their peers
- Encourages social interaction through friendship groups, social groups and peer to peer collaboration
- Uses assessment techniques that reflect their individual needs and abilities.

### **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.

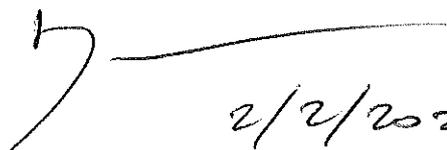
All racist or bullying incidents are reported to the Principal in line with the school's Anti-Bullying and Code of Behaviour Policies.

### **Summary**

In St. John the Baptist Junior Boys' School, we are committed to giving each child in our school every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every pupil to be empowered and inspired for the next stages of their lives. This policy helps to ensure that this happens for all pupils in our school – regardless of disability, age, gender, ethnicity, attainment or background.

### **Policy Ratification and Review**

This Policy was ratified in February 2023 and will be reviewed as and when is necessary in response to any LEA or Government requirements. In the absence of any such changes the policy will be reviewed on a two-yearly cycle.

  
2/2/2023