

St Mary's CBS The Green

Whole School Inclusion Policy



The Whole School Inclusion Policy at CBS The Green aims to create an all-inclusive educational journey for each of our students.

As an Edmund Rice School, our vision is about promoting full personal and social development in a caring Christian community of learning and teaching.

Our School Motto is

“Our Tradition, Your Future”

This policy document aims to outline the form that additional educational support for students with Special Educational Needs (SEN) takes in our school and the philosophy which underpins it. It is written 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) and The Education for Persons with Special Educational Needs Act (2004). Two further publications have informed the content of this policy- “Inclusion of Students with Special Educational Needs-Post Primary Guidelines (Department of Education & Science (DES) Inspectorate: 2007) and “Exceptionally Able Students-Draft Guidelines for Teachers” (NCCA: 2007).

Inclusion is defined as a process of addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities, and removing barriers to education through the accommodation and provision of appropriate structures and arrangements, to enable each learner to achieve the maximum benefit from his/her attendance at school in an all-inclusive environment.

- Students with educational needs are those who are restricted from participating in and benefiting from education because of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition. (EPSEN Act 2004).
- Exceptionally talented students are those understood to require opportunities for enrichment and extension that go beyond those provided for in the general cohort of students.

In the context of this policy the term 'Special Educational Needs' (S.E.N.) includes students with learning support and resource needs. The requirements of identified SEN students are considered by all involved - Parents/Guardians, Year Heads, Tutors, Teachers, Guidance Counsellors, SNAs, Ancillary Staff, the Student Support Team, and Student Welfare Officer across all areas of school life. Together, each member of ‘The Green’ Team works to create an all-inclusive culture for students where each pupil is a valued member of The Green community.

Access to Support Teaching:

A student may be selected for Support Teaching in our school in the following circumstances:

- A student who has had an educational, psychological assessment which recommends Learning Support / Resource teaching.
- A student who has a Specific Learning Difficulty (SLD) or a General Learning Difficulty (GLD).
- A student who has a language exemption and/or a reduced timetable.
- A student identified by a subject teacher/teacher as having difficulty with one or more of their subjects.

- A student with emotional or behavioural difficulties may be given advice to relevant supports available in school, and links to external agencies as is appropriate.
- A student with physical difficulties.
- A student with English as an Additional Language (EAL) needs.
- A student identified as Exceptionally Able through a full educational psychological assessment.

Priority will be given to students who qualify for teaching support hours as defined by the National Council for Special Education (N.C.S.E.) i.e.: Students whose overall cognitive score is in the average range and their score in reading / writing and maths is at or below the 10th percentile.

Priority will also be given to students whose achievement is at or below the tenth percentile on standardised tests of reading or mathematics according to circular 02/05 DES. These students fall within the general allocation laid down by the National Council for Special Education.

Students with conditions such as Dyspraxia, ADD, ADHD, and Aspergers Syndrome who have been assessed according to Department of Education criteria will receive an individual allocation of support.

The Exceptionally Able Student:

Students who require opportunities for enrichment and extension that go beyond those provided for the general cohort of students are deemed to be exceptionally able.

Students may excel in various areas, and the school will do what it can as an inclusive learning community to support them and encourage the development of their special abilities.

Students with Physical Difficulties:

Students with physical difficulties (permanent or temporary) may require additional support. This support may take the form of:

1. SNA Support
2. Assistive Technology
3. Modified Assessment Procedures
4. Support Teaching

In each subject department, an emphasis is placed on the individual needs of every student in our care. We appreciate that each student learns in diverse ways and at different rates, so a variety of teaching methodologies are employed across the school and within the SEN Department. All teaching methodologies aim to foster an inclusive environment for all students.

As part of the continuum of support, the following applies:

1. The student is taught by the subject teacher who will provide differentiated material and create the required learning environment where needed. The student is identified as an active participant in the lesson.
2. The student is withdrawn for small group or one to one teaching. This supports the student and addresses areas of difficulty to allow for greater, whole school inclusion and curriculum accessibility. The aim of withdrawal is to support the student and prepare them for re-integration as part of our whole school inclusive policy.

CBS The Green provides, as far as is reasonably practicable and having regard to the resources available, a level and quality of education appropriate to the needs and abilities of all students in the school. Addressing the needs of all allows us to create a whole school policy of inclusion.

By including all students in the curriculum, we at CBS The Green, affirm that students with special educational needs have the same right to avail of, and benefit from education as students who do not have those needs thus creating a whole school inclusion emphasis in our school.

Including all students in the broad CBS The Green Curriculum ensures we offer students with special educational needs a balanced and differentiated curriculum and strive to ensure that they are provided for in an inclusive way.

By encouraging the development of staff expertise in supporting students with special educational needs, we ensure that we are addressing their need and achieving our objective to create a school that is inclusive of all.

We develop a team approach involving all subject teachers, Year Heads, the Class Tutors, Guidance team, SEN Teachers, Special Needs Assistants (SNAs), Student Support Team, Student Welfare Officer, Ancillary Staff, School Management, Outside Agencies, Parents/ Guardians, and Students. We encourage and foster positive partnerships with Parents / Guardians to achieve appropriate support at home. Monitoring and evaluating the effectiveness of practice in support for students with special educational needs ensure strategies are in place to foster inclusion.

Members of staff are informed of the special educational needs of students and of the contribution they can make in this area.

At CBS The Green we promote a whole school approach to the inclusion of all and make all staff aware of their responsibilities in this area and facilitate appropriate staff development.

The integration of SEN into the curriculum is based on the Continuum of Support Model. By ensuring an adequate knowledge of each of the students in our care the continuum of support

model supports all learners at varying stages on their educational journey to ensure a whole school inclusion approach is evident in their learning.

A Student Support Plan is shared with all staff by the SEN Department for identified students with Special Educational Needs. This is done using our student management system VShare which is GDPR compliant.

The whole school inclusion approach is adopted early in the transfer from primary to post-primary education. Information is gathered on the students transferring by the SENCO. This allows us to gather the required information in a timely fashion to best support incoming students and realise a whole school inclusion where the needs of all are met.

An Induction Programme is supplied for all enrolled students and is planned to include all.

From the initial enrolment, we work to promote the development of positive partnerships with Parents / Guardians of students with special educational needs to ensure that we are operating in an inclusive manner and addressing any further requirements.

All student progress is carefully monitored, and their suitability for programmes of study is identified.

The Athena Tracker programme is initiated for each student, and the information gathered gives us a clear picture of their abilities and area of interest. This allows for accuracy in subject choice for every student at CBS The Green.

All subjects are offered to all students in an inclusive manner, and the supports required are aligned to meet the needs of all.

The Guidance Department is available to meet students and advise them in respect of subject choice and subject level to equip our students with the requirements appropriate to their preferred future college choices.

We encourage students to study as many subjects as possible at Higher Level and we initiate an exhaustive 'change of level' process before a final decision is reached to move levels. Teacher, Year Heads, the Guidance Department, the student, the parent/guardian and the Principal and Deputy Principal are involved in this process.

The SEN Department plans for the Reasonable Accommodations for State Examinations for those students who may require them. The SEN Department ensures that the accommodations received are communicated to students, their parents/guardians, and the necessary staff.

The SEN Department compiles a timetable to accommodate these students for in-house and mock assessments reflective of the considerations made and sanctioned. This ensures that at each stage of the assessment process, the structure incorporates an inclusive approach and is adopted for all students to reach their full potential and achieve to the best of their ability.

Every student at CBS The Green is celebrated. Students across our school are included in all the achievements celebrated throughout the year. Students take part in a variety of trips and events, and the necessary supports are in place to ensure the participation of all.

Results acknowledgements are celebrated each year, and a recognition of excellent work and target attainment is celebrated. The Vsware behaviour tab is widely used in the school. This initiative was introduced to augment the culture of positive behaviour in the school with rewards given on a termly basis.

Vsware offers a valuable suite of resources to track our students' accomplishments and identify areas for improvement. Termly acknowledgements ensure that all students' successes are identified, advertised, and acknowledged.

Students throughout our school are represented as Prefects, on the Student Council, as Student Leaders, on scholarship programmes and as award recipients. Every learner's voice is encouraged and valued.

All students are encouraged to be the best that they can be at every stage of their learning journey at CBS The Green.