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Parish of St. Maccullin



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## **Inclusion Policy**

### **Introduction**

In Lusk National School, the individuality, the needs and the experiences of each pupil are valued. The children have opportunities to attain high standards through a broad and balanced curriculum. The achievements, attitudes and well being of all the children matter irrespective of ethnicity, attainment, age, disability, gender or background. This policy should be read in conjunction with the Special Education Policy, the English as an Additional Language Policy, the Assessment Policy, the Gifted and Talented Policy, the Anti-Bullying Policy and the Multi-Cultural Policy.

### **Aims**

The school aims to be an inclusive school by actively seeking to remove the barriers to learning and participation for individual pupils or groups of pupils. This means that equality of opportunity becomes an achievable reality for the various groupings of children within the school, e.g.

- Girls and boys
- Children who need support to learn English an additional language (EAL)
- Children with special educational needs (SEN)
- Gifted and talented children
- Children who are at risk of disaffection or exclusion
- Children from different ethnic and minority groups

All children in the school follow the requirements of the Primary School Curriculum. The Primary School Curriculum is the basis for planning a curriculum that meets the needs of individuals and groups of children. These needs are met by

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The curriculum may be modified in the case of individual children in order to support their inclusion within the school. Where significant modification is involved, this modification may take the form of a Classroom Support Plan, Individual/Group Learning Profile (IP/GLP) ie a School Support Plan or an Individual Education Plan (IEP) i.e. a School Support Plus Plan as per the continuum of support in the Special Needs Policy.

Educational inclusion is promoted by continually reviewing what we do, through reflecting on questions such as

- Do all our children achieve their best?

- 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?
- Are we successful in promoting racial and social harmony and preparing pupils to live in a diverse and multicultural society?

### Teaching and Learning

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the approximate ability level and attainments of different groups of pupils to ensure that all pupils are working to their highest potential. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, their class work is differentiated so that they are given opportunity to experience success and to make progress in their individualised learning. This enables some of our children to make progress at their own pace.

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 supplementary materials to extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant legislation governing equal opportunities, race, gender and disability, ensuring 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 English as an Additional Language (EAL)- Children Entitled to EAL Support

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

The teaching, learning, achievements, attitudes and well being of all our children are important. We encourage all our children to achieve to the highest possible standards. We do this through taking account of each child's life experience and needs. Children who are receiving EAL support have skills and knowledge about language similar to Irish children speaking English. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Department of Education and Skills endorses the specific provision of some English Language support for children with English as an additional language (EAL) in their first two years in school. Children identified as requiring support beyond this time will be identified through the assessment process and accommodated within the Learning Support system via the General Allocation Model.

The teachers take action to help children who are learning English as an additional language by various means:

## **1. Developing their spoken and written English by**

- Providing a range of reading materials that highlight the different ways in which English is used
- Ensuring there are effective opportunities for talking, and that talking is used to support writing
- Encouraging children to transfer their knowledge, skills and understanding of one language to another
- Building on children's experiences of language at home and in the wider community, so their 'developing uses' of English and other languages support one another.

## **2. Ensuring access to the curriculum by**

- Using accessible texts and materials to suit children's ages and levels of learning
- Providing support through IT and video and audio materials

Children receiving language support do not produce separate work, but the work may be differentiated. The EAL teachers and the Learning Support Teachers work, where relevant, in partnership with class teachers. This involves supporting individual children or small groups of children. Sometimes the Learning Support Teacher works with groups of children, of whom only one or two may be children with English as an additional language.

### **Children with Disabilities**

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning.

All our classroom entrances are wide enough for wheelchair access. The designated points of entry for our school also allow wheelchair access.

Our teachers modify their teaching and learning as appropriate for children with disabilities. For example, they may give additional time to children with disabilities to complete certain tasks and activities, if necessary. They speak clearly and slowly as required, use a range of communication techniques; arrange the classroom furniture for optimal accessibility, incorporate technical aids as part of the educational experience and work with Special Needs Assistants on toileting and other physical needs. 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
- Encourages social interaction
- Uses assessment techniques that reflect their individual needs and abilities

In response to the EPSEN Act 2004 and the Disability Act 2005, the Board of Management is constantly reviewing how the school can be made more accessible for disabled children.

### **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 incidents are now recorded and reported to the Principal. The school contacts parents of those pupils involved in racist incidents.

This policy will be reviewed in the school year 2020 – 2021.

Signed: \_\_\_\_\_  
Lorcan O'Toole,  
Chairperson, Board of Management

Date: \_\_\_\_\_