



## Inclusion Policy Scoil Barra Naofa, Cailíní

### Introduction

The successful inclusion of all pupils attending both Beaumont Schools is a central aim of the policy. “A successful inclusive school must, above all, provide a caring and trusting environment (SESS)”. “Inclusion promotes the active participation of the learners as the primary aim rather than simple placement or accommodation (Inclusive Educational Framework, NCSE, p.14)”

Inclusion of pupils attending special classes in either Beaumont Boys or Beaumont Girls School will be facilitated as appropriate in mainstream with peers of the same gender.

### Rationale

The inclusion of the pupil in a mainstream class is provided using success based criteria. Inclusion must always be a meaningful experience for the pupil and must serve a clear educational purpose. The mainstream class teacher and the special class or support teacher must agree on this educational purpose.

### Educational Purpose

When a pupil with additional educational needs is included in a mainstream classroom, the educational purpose must be agreed by the class teacher and the special education teacher (SET). The educational purpose is based on the following areas of inclusion, each of which will follow the Special Educational Needs Progression Continuum (see Appendix A)

- a. Social Inclusion
- b. Emotional/ Behavioural Inclusion
- c. Instructional/ Academic Inclusion
- d. Physical/ Sensory Inclusion

### Areas of Inclusion

#### **a. Social Inclusion**

The pupil is included with age appropriate mainstream peers with a view to developing social interaction, social communication and/or social imagination.

Examples of successful social inclusion include;

- Interest in peers without an external motivator e.g. SNA
- Making and sustaining friendships
- Participating with minimal assistance from the SNA, not 1-1 access
- Understanding and applying social rules independently of 1-1 adult intervention
- Communicating with peers



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- Demonstration of initiative in the class e.g. asking questions, asking for help or assistance

### **b. Emotional/Behavioural Inclusion**

Here the educational purpose is to focus on an awareness and understanding of social rules and development of emotional regulation.

Examples of successful Emotional/Behavioural inclusion include;

- Applying age appropriate behaviours in a peer setting
- Appropriate/ respectful communication with adults
- Sitting with other pupils independently for a specific amount of time
- Being in the company of a specific number of pupils i.e. small group
- Working independently within the whole class setting
- Eating in the company of others
- Exhibiting an on-going reduction in dependence on 1-1 adult support

### **c. Instructional/ Academic Inclusion**

Here the educational purpose is to focus on how the pupil engages in the teaching and learning process and accesses the curriculum for their age level.

Examples of successful Instructional/ Academic inclusion include;

- Achieving class based learning outcomes
- Listening to and following class based instructions
- Listening to a story in the company of other pupils
- Ability to take an active part in their own learning experience e.g. learning to answer questions or participation in group work

### **d. Physical/ Sensory Inclusion**

Here the educational purpose is to focus on how the pupil engages with the physical work environment.

Examples of successful physical and sensory inclusion include;

- Adaptability to the mainstream classroom environment with reasonable physical accommodations e.g. move'n'sit cushion, movement breaks
- Maintaining reasonable concentration levels with differentiation
- Participation in free play on the yard, lunchtime clubs



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- Participation in gross motor activities
- Participation in school outings

It should be noted that if the number of breaks required is excessive, this is a barrier to inclusion and academic progress.

### Methods of Inclusion

There are many ways of including pupils with their peers. The list that follows is not an exhaustive list, however it highlights the current most commonly used approaches in Beaumont Boys and Beaumont Girls School.

Note: Pupils attending the special classes may benefit from inclusion in the mainstream classroom. However the reverse pupils in mainstream being included in a special class activity can prove a meaningful experience for all the pupils involved.

1. Mainstream class with peers
2. In-class support including team teaching
3. Small group or individual support outside the classroom e.g. support rooms, special class

Other methods include:

- Pair work
- Buddy system
- Peer Mentoring
- Structured games at break time
- Yard zones including Junior, middle and senior yard and quiet area
- Lunchtime Clubs e.g. chess, gardening, Lego etc.

### Role of the SNA

The role of the SNA varies from pupil to pupil. However it is an aim of this inclusion policy that the pupil's dependency on 1-1 adult support will lessen over time (see SNA policy).

### Success based Criteria

The outcome of any inclusion measures is based on the pupil achieving success in any of the four areas of inclusion; Social, Emotional/ Behavioural, Instructional/ Academic Inclusion and Physical/ Sensory Inclusion.

### Assessment of Success



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The mainstream class teacher and the SET, as well as the relevant SNA, will meet regularly (monthly at a minimum for pupils accessing special classes) to review the success of each pupil's inclusion and monitor his/her progress. Every effort will be made to differentiate for the pupil's needs within reason. IEP targets will be revisited at these meetings. Inclusion will be deemed successful if all parties' learning needs are being met without negatively impacting on the needs of others in the classroom environment.

Parents will meet with relevant staff in the first term and at subsequent stages during the year when necessary. Parents will be kept informed of progress through the support teacher (see SEN policy)

### Roles and Responsibilities

Successful inclusion is the responsibility of all members of the school community. This consists of:

- BoM
- Principal
- SEN Co-ordinator
- Support and Class Teachers
- SNAs
- Ancillary staff
- Parents/ Guardians
- Pupil (where applicable)

### Review

This policy will be reviewed on a regular basis. This policy will be used as a baseline to identify a pupil's starting position and to review his/her progress annually.

### Ratification

The Board of Management ratified this policy on XX/XX/XXXX.

### References

Anti-bullying Policy

Admissions Policy

Mission Statement

Special Educational Needs Policy

Special Needs Assistant Policy



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### Appendix A

#### Special Educational Needs Pathways

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SEN Paths	The child...	Examples of children's language learning and development
Experiencing	is present during a learning activity, s/he is exposed and/or awake and/or exposed to the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.	<a href="#">Video 1</a>
Attending	becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.	<a href="#">Video 1</a>
Responding	demonstrates capacity to actively or purposefully take an interest in the learning environment. S/he begins to indicate likes, dislikes or preferences. S/he actively responds to a learning activity with or without support.	<a href="#">Video 1</a>
Initiating	shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/ or influence that environment.	<a href="#">Video 1</a> <a href="#">Video 2</a>
Acquiring	demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning.	<a href="#">Video 1</a> <a href="#">Video 2</a> <a href="#">Video 3</a> <a href="#">Video 4</a> <a href="#">Video 5</a>
Becoming Fluent	moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill /concept / knowledge learned.	<a href="#">Video 1</a> <a href="#">Video 2</a> <a href="#">Video 3</a> <a href="#">Video 4</a> <a href="#">Video 5</a>
Generalising	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.	<a href="#">Video 1</a>

NCCA, [https://www.ncca.ie/media/1893/special\\_educational\\_needs\\_pathways.pdf](https://www.ncca.ie/media/1893/special_educational_needs_pathways.pdf)