



Scoil Mhuire Gan Smál
New Inn,
Cashel,
Co. Tipperary E25 VH05
Phone/Fax (052) 7462122

Inclusion Policy

Introduction:

In Scoil Mhuire Gan Smál, New Inn we value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and also preparing them for life in a multi-cultural society, while upholding the catholic ethos of the school.

Aims and objectives:

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 groups of pupils. 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 within our school;

Aims

- Setting suitable learning challenges
- Responding to children's diverse learning needs including cultural diversity & pride in own culture.
- That each person in our school feels valued and respected.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Highlighting other curricular opportunities outside the primary curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and occupational therapy)

Organisational Areas

Gender: Scoil Mhuire Gan Smál is a mixed school up to first class, whereby after that the boys from second class up attend New Inn Boys National School. Boys and girls here in Scoil Mhuire Gan Smál are treated equally and are afforded the same opportunities in the school. Boys and girls are expected to participate fully in all curricular areas. All school documents are gender "proofed".

Race: Children of all races are welcome in our school and are enrolled subject to our Intake Policy.

Religion: Scoil Mhuire Gan Smál is a Catholic School. No child is discriminated against on the basis of religion. Non-Catholic children are not required to participate in the Religion Class, which is allocated 2 hours per week (as per new curricular framework) and the teacher allows them to undertake other schoolwork. If, however, parents do not wish their child to be present during the religion class they must make their arrangements for the supervision of their child during this time. The Revised Curriculum states, "In seeking to develop the full potential of the individual the curriculum takes into account the child's affective, aesthetic, spiritual, moral and religious needs. The spiritual dimension is a fundamental aspect of individual experience, and its religious and cultural expression is an inextricable part of Irish culture and history. "Religion in our school is cross curricular and if parents do not wish their child educated in such an environment it would be prudent for them to seek multi-denominational education.

Special Needs: Children with special needs will be educated in accordance with the level of resources provided by the Department of Education and Science to the Board of Management. Notwithstanding the availability of such resources, parents who are dissatisfied with the level of education provision in our school are advised to consider a Special School, which is designed and resourced to cater specifically for children with special needs.

Enrolment: All pupils are welcome to enrol in our school irrespective of race, religion, membership of traveller community, family status, gender, sexual orientation and disability.

All pupils are placed in age appropriate classes.

The characteristic spirit of the school is explained to parents so that they are aware of the religious denomination of the school.

Staff: The Board of Management is an equal opportunities employer i.e. does not discriminate against any application for a position (or continuation in employment, training opportunities, promotion etc.) in the school based on the nine grounds as set out in the

Equal Status Act. (Age, Member of the Traveller Community, Sexual Orientation, Family Status, Disability, Gender, Religion, Race)

All staff members are made aware of promotional posts within the school.

The format outlined by CPSMA/St Senans for the advertisement and selection of staff is known and followed.

A policy is in place in relation to harassment and bullying of staff.

As much as possible we try to accommodate people in relation to job sharing, secondment, staff development, career breaks, study leave, maternity and paternity leave applications, etc.

Areas for consideration & improvement in the wider school community

- What procedures are in place for reporting on pupil progress where parents are separated or divorced? E.g. Both parents are invited to separate PTM and each will receive an end of year school report. The school follows the guidelines in relation to custodial issues.
- What procedures are in place for parents who do not have a working knowledge of English? Who may not be able to read? We would directed to use duolingo for direct translations. Depending on the nationalities of parents within the school, we attempt to display different signage in their language in the welcome lobby.
- Do we have a list of support agencies that can assist the family in integrating in the community?
http://www.tipperaryinfo.ie/sites/default/files/Family%20Support%20Services%20Directory_.pdf & <https://courses.laimoon.com/ireland/tipperary/teaching-and-education/tefl/part-time> (tdfl courses)
- Do we use multi-lingual notices in the school? Please see above
- Does our Parents Association have a gender balance? Does our Parents Association have a broad balance? E.g. Member of international community/Traveller Community etc. We encourage as much as possible both genders to become involved with the school in some shape or form where possible.
- Do we encourage parents to come into the classroom to share experiences? Yes pre and post COVID, where appropriate and depending on parents experience/skills/relevance to the curriculum, this is welcomed. E.g. Detective TH (parent) for internet safety
- What is the procedure for dealing with parents who cannot afford the uniform? Where parents struggle to provide uniform, the surplus uniforms we keep in school are offered to them. Instalment/partial payment is allowed with regard to the PE gear.

- Are all parents aware of the Education Act (2000) and issues relating to attendance? Yes
- How are non-English speaking parents made aware of it's implications? To date this has not been an issue but technology would be used to translate same to them.
- What is our procedure for dealing with absenteeism? Again this is not an issue, but children are reminded if nearing 20 days absence. Gold/silver and bronze medals are issued for different levels of good attendance.
- What are our strategies for encouraging attendance? See above. Homework passes.
- What if pupils absent themselves to participate in religious/cultural ceremonies that do not coincide with those of the school? This is down to the discretion of parents to take them out of school for personal reasons. School work will be issued by teachers if absent for large periods of time.
- Does our healthy lunch policy accommodate the dietary requirements/restrictions of pupils. Yes
- Is any preparation done with the class/staff prior to the child's/staff member's first day? Open day in May/June to welcome new children/parents. A welcome video of the school will be sent to the parents of new children before they begin.
- How is the child/staff member assisted to settle into the new class/school?
- How are new staff inducted into the school? Meet with management prior to starting their new post. They are shown around the school/grounds. Basic housekeeping/admin timetables are presented to the staff. A senior member of staff will be assigned to newly qualified teachers. An open door policy is encouraged to discuss any issues that may arise. Two teachers are trained in Droichead to assist NQTs in their first year of teaching.
- Are all pupils given the same homework? Do we take into consideration Special Needs, Disability etc? Differentiation is applied in every classroom at the discretion of the class teacher.
- How do we cater for children who are learning English for the first time? Basic school related phrases and their translation are displayed in the classroom. Technology to translate. Picture clues/prompts are used to help clarify understanding. Extra sessions with SET is provided.

Teaching and learning style:

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. 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..

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 other materials, or 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.

Teachers ensure 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
- 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:

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, and the designated points of entry for our school also allow wheelchair access.

Our teachers modify their teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. They speak clearly and slowly as required, use a range of communication techniques; arrange the classroom furniture for optimal accessibility, 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

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.

Ratified on 15 May 2023

Signed: _____ Date: 15th May 2023

Chairperson, Board of Management

To be reviewed in the academic year 2027/28