

## **Inclusion Policy**

### **1.Introduction:**

In Scoil Mhuire Lourdes 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 well-being 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.

This Policy Statement is in line with the school's Mission Statement to recognise the variety of difference that exist between children and the need to accommodate these differences where possible. The school will endeavour to ensure that the individuality of each child is taken into account, while acknowledging the right of each child to be educated in a disruption free environment. The school encourages pupils to see themselves as part of a community where all are entitled to live peacefully irrespective of age, sex, ethnic background, attainment or family background.

### **2.Aims:**

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.

### **3.Objectives:**

*The objectives of this policy statement are to:*

- create an environment where cultural diversity is acknowledged, respected, understood and celebrated.
- acknowledge and actively confront racism.
- accept that culture and equality are not just minority but majority issues and thus focus on each student's culture including the majority culture.
- recognise that intercultural education includes the school structures, administration and curriculum.
- support a curriculum that focuses on equality and human rights rather than just illustrating cultural differences.

*These objectives are achieved by the following:*

#### **3.1 Enrolment of pupils from ethnic minority groups in the school:**

The Admissions Policy is open to all pupils irrespective of ethnic background, special educational needs or family background.

#### **3.2 Anti Bullying Policy**

As outlined in the Anti Bullying Policy

### 3.3 Promotion of cultural visibility within the school:

- Displays/murals based on the flags of the world and the diversity within our school community
- Multilingual signs, e.g., door signs, welcome sign

### 3.4 Promotion of intercultural education:

- Lessons to develop intercultural awareness (See Toolkit for Diversity in the Primary School, p. 49, for suggestions)
- Lessons outlining human rights
- Lessons to highlight issues related to racism
- Use of the Toolkit for Diversity in the Primary School when teaching children for whom English is a second language

## **4. Primary Curriculum:**

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 learning challenges
- 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 what we do, through asking ourselves these key questions;

- 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?

## **5. 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. Our teachers modify their teaching and learning as appropriate for children.

Teachers ensure that the work for these children:

- Takes account of their pace of learning and the equipment/resources they may require
- Is adapted, or offers alternative activities in those subjects for tasks or activities that are challenging to access



- 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 Disability Act 2001, the Board of Management is constantly reviewing how the school can be made more accessible for disabled children.

#### **6. 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.

#### **7. 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.

#### **8. Ratification & Review:**

This policy was ratified by the Board of Management on: 29.11.2021

Signed: Gerard Connolly

Chairperson of the Board of Management

Date :29.11.2021

Signed: 

Principal of the School

Date :29.11.2021