



*Killavil National School*  
*S.N. Cill Fhábhail*  
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## **‘Leading Inclusive Practice’ Policy Statement**

Killavil N.S. is a mainstream primary school catering for a full cross section of children. The purpose of this ‘Leading Inclusive Practice’ policy statement is to outline our philosophy of inclusivity in our school and provide practical guidance for teachers and parents on the provision of effective Special Education Teaching for pupils in our school.

In accordance with Circular No 0013/2017 the following are the arrangements for the provision of Special Education Teaching in our school with effect from September 2019, to be reviewed in another two years:

One SET teacher will be based in our school, sharing with Culfadda N.S and Carn N.S.

The Principal in consultation with the teaching staff will devise the SET’s timetable based on each pupil’s individual learning needs and on the overall learning needs of the cohort of pupils currently enrolled in our school. The Continuum of Support model is used in our school in order to ascertain the level of support which each child prioritised for SET supports will receive.

### **Relationship to School Ethos**

The principles which underpin this policy statement on Leading Inclusive Practice and arrangements for Special Education Teaching at our school are:

- **Inclusiveness:** We aim to ensure that the educational needs of children, be they physical, emotional, or a learning difficulty, are catered for in a professional manner to the best of our ability given the human resources available to us and in an inclusive environment where all children are engaged as fully as possible in their learning and development.
- **Equality:** All children will have equality of access to participate as fully as possible in school life, curriculum, sports outings etc. where resources allow.
- **Literacy/Numeracy Strategy:** All pupils attending Killavil N.S. are given every opportunity to learn to the best of their natural ability through the provision of class, group, paired and individual teaching as deemed most effective by the teaching staff as a whole – Literacy and Numeracy are targeted by all teaching staff, including our SET, and all pupils currently attending our school have the opportunity at some stage, when required, to avail of teaching in small groups and/or in shared teaching situations through the provision of in-class support.

### **Aims:**

- To enable pupils with special educational needs, in so far as each individual child’s potential allows, to achieve functional levels of literacy and numeracy before leaving primary school.
- To develop positive self esteem and positive attitudes about school and learning in all our pupils.
- To provide supplementary teaching and resources for pupils who are in need of additional support.

- To enhance pupils' basic skills and learning strategies to a level which will enable them to participate to their full potential in the mainstream class setting.
- To involve parents in supporting their children's curriculum through regular communication strategies such as Homework Diary and Text-a-Parent service as well as an open door policy where all parents feel welcome to arrange to meet their child's teacher at any stage to discuss progress and/or concerns.
- To promote collaboration among teachers in their implementation of whole school policies in the provision of supplementary teaching for pupils in our school.
- To be proactive in sharing information with parents regarding supports available for children with special learning needs at both ends of the spectrum.

### **Record Keeping**

Psychological assessments, speech and language reports and all other such reports are maintained in a locked filing cabinet in the SET room. Copies may be stored in individual childrens' files in the principal's office – also kept securely locked.

The SET teacher maintains records of diagnostic assessments, learning plans and other planning records in a locked filing cabinet in the SET room.

Class screening tests and results forms are maintained in a locked filing cabinet in the office.

Records are available to staff, parents and other relevant professionals on request (with parental consent).

### **Provision of Resources/Material**

One room is available for SET purposes. General school resources are available for use by the SET as required and sharing of resources throughout the school is actively encouraged, with storage and organisation a priority in order to keep all resources readily available and well maintained . Resources and materials found appropriate for use with children having special education needs by the SET are recommended and made available to class teachers. Likewise, all teachers, including the principal, share ideas, resources and best practice based on experience or from having attended professional development courses/workshops.

### **Liaising with Parents**

Effective communication with parents is critically important to the success of our Special Education teaching programme.

We will:

- Provide general information to parents about services available within the school.
- Meet with parents of SEN pupils to discuss progress.
- Decide targets for each SEN pupil with their parents, including any actions to be taken both at home and at school.
- All in keeping with the Continuum of Support model which is in use in our school.

### **Links with Outside Agencies**

The principal co-ordinates the referral of pupils to outside agencies. In cases where a child enrolled in our school is being supported by the School Age HSE Team, we actively liaise with our fellow professionals and host team meetings from time to time.

## **Transition to Second Level Education**

The Principal liaises with secondary schools as required under current legislation to provide them with necessary documentation to support applications for the provision of extra resources for Special Needs pupils as well as providing them with reports on all pupils' standardised test results. Where a child has been supported by services such as the Visiting Teacher Service for Hearing Impaired children, the principal and teaching staff will liaise with the Visiting Teacher to ensure that all services and supports for the child are in place at each stage of the child's time on our school, including during the preparation for transition to second-level school.

## **Staff Roles and Responsibilities**

SEN provision is a collaborative responsibility shared by all stakeholders. It is important that all partners contribute to the planning and implementation of our school plan. We are all involved in being proactive and leading the learning in our school so that each and every child can reach his/her full potential while attending our school.

## **Review of policy**

A national review of the provision of SET will take place again in 2021/2022. This policy statement will be reviewed at that time.

This revised policy statement was ratified at a meeting of the Board of Management on Wednesday, 9<sup>th</sup> October, 2019.

Signed: \_\_\_\_\_  
Chairperson B.O.M.

Signed: \_\_\_\_\_  
Principal

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