

Inclusion procedure

- We will create an environment where “no child is left behind” (MacKay). Where staff are empowered to identify learning preferences, celebrate them and teach to those preferences as opposed to viewing them as learning disabilities, deficiencies or deficits.
- We recognise that good inclusion teaching practice is good teaching practice and creates an environment where **all** children will learn in optimum conditions.
- A key role of the Teacher will be one of changing or adapting the environment to suit the learning preference of the children. It will not be one size fits all. Our aim is to ‘maximise the match between the child’s need and the instructional environment’ (Moore, et al 1999, p.15). An environment where difference is celebrated and children are secure that they are in an inclusive environment where their learning preference is explicitly factored into their learning.
- Problem solving and collaboration will ensure the curriculum is made available to all students by removing barriers and ensuring an inclusive environment for all. We will be unified in our endeavour. Parent, child and teacher will have a close relationship where goals are explicit and shared. A collaborative partnership is valued, fostered and trust forms a cornerstone of the partnership.
- When necessary identified children will undergo additional assessment using specialised screening programmes to ascertain future goals or specific direction, within school. As a result of this fine grain assessment it may be advantageous for the child to take advantage of specialist programmes within the school to facilitate breaking down identified barriers if the results of the assessment ascertain there are barriers which prevent the child learning in the regular classroom environment.
- In some instances the child may be referred to outside agencies for further assessment. This will always be done with appropriate Parent/Teacher consultation and there must be a very clear reason why this additional information is required.
- The principal will be the key staff member which oversees Learning Preferences/Support. A staff member will discuss their concerns with the principal. Once the principal has an understanding of the Teachers concerns they may consider to establish next steps.