

Our school's Inclusion Policy is based on the National Inclusive Education Framework (2019) published by MEDE. The framework used the definition of inclusion as adopted from the conclusions of the Council of the European Union (2017) which states that inclusive education should be:

“Available and accessible to all learners of all ages, including those facing challenges, such as those with special needs or who have a disability, those originating from disadvantaged socio-economic backgrounds, migrant backgrounds or geographically depressed areas or war-torn zones, regardless of sex, racial or ethnic origin, religion of belief, disability, age or sexual orientation.”

## **1. Inclusive and Strategic Leadership**

School leaders are essential in for creating a sense of purpose and direction while exercising influence to develop inclusive school cultures through challenges posed by variations in students' backgrounds, different socio-economic status, disabilities and differences in learning capacity.

## **2. Whole School Development Planning**

Schools are to examine existing practices and evaluate how these contribute towards the school's inclusive development. Through consultation with all the school's staff, a plan of action regarding inclusion is regularly reviewed, updated and consulted with different stakeholders within the school community.

## **3. Whole School Inclusive Environment**

All students are welcome, respected and are safe at school. The school building is accessible and is designed to help all students to access and fully participate in learning, activities and events.

The school embraces diversity and supports respectful relationships within the school community and between students. Different barriers experienced by students are addressed and strategies to support inclusive education are developed.

All children are to given access to and participate in meaningful learning experiences. They can also engage in the curriculum alongside their peers within a safe and supportive environment. Students are also helped to develop their personalities, skills and abilities.

## **4. Collaboration with Parents and Community Engagement**

Parents/Guardians are informed of interventions that take place to help all learners achieve and/or overcome certain barriers.

The school community is supported by specialised centres and people to help learners with more challenges.

The school community liaises with local entities eg. Blossom Foundation, Migrants Learners' Unit, LEAP Centre and other professional organisations to support families so they feel part of the school and local community.

## **5. Individual Education Planning**

All learners are given the chance to achieve academically and socially with certain adjustments and support that meet their learning needs.

The students' progress and academic achievement is continuously monitored. Reviews of students' performance is also supervised so the strategies used are modified accordingly.

When the time comes for students to transition from Primary School to Middle School, the school works with students, families, professional organisations, educators from the Middle School and the College, community organisations and educational organisations to organise successful transitions in the students' education.

## **6. Teaching and Learning**

The methodology and pedagogy used are based on learner-centred and assessment for learning principles. The learning experiences offered are to be based on hands-on, active and co-operative learning to cater for students' diverse needs.

## **7. Learner and Staff Well-being**

A crucial aspect of school life is promoting student and staff well-being. Students are helped to achieve academic success, social and emotional well-being.

Educators are offered adequate training to be able to cater for different learners' needs. Networking with local organisations where educators' concerns are dealt with are also encouraged.

## **8. Continuous Professional Development**

Continuous Professional Development is offered to educators to be better able to cater for learners' diverse needs.

## **9. Positive Behaviour Management**

The teacher works together with other educators, parents and professionals to provide a learning environment where the learners are helped to achieve their full potential.

Whenever learners encounter barriers to learning and these are identified, the necessary strategies and/or resources are adopted. These also entail professional services. Parents of the children concerned are to attend meetings/sessions organised by these professionals so the support given at school will continue to be given in the home setting.

## **10. Support Structure and Services**

Educators can detect early signs of difficulties and the necessary action is taken with the help of complementary support services like Head of Department (Inclusion) Coordinator, College Psychologists, Speech and Language Pathologists and other professionals.