

CEIST

Catholic Education
An Irish Schools Trust



Inclusion Policy of PSS, Wexford

Table of Contents

1.0: INTRODUCTION	2
2.0: CHARACTERISTIC SPIRIT AND GENERAL OBJECTIVES OF THE SCHOOL.....	2
3.0: AIMS AND OBJECTIVES.....	3
4.0: TEACHING AND LEARNING STYLE.....	4
5.0: STUDENTS WITH DISABILITIES	5
6.0: RACISM AND INCLUSION	6
7.0: SUMMARY	6
8.0: RATIFICATION	6

1.0: Introduction

Presentation School Wexford is a Catholic Secondary School, guided by the ideals of Nano Nagle, foundress of the Presentation Congregation. The school is committed to the pursuit of excellence in a caring environment.

The school recognises that the world in which we live presents young people with many opportunities and challenges that affect their health and well-being. A student who has a high self-esteem and a sense of security will be better able to meet these challenges and opportunities. Social Personal and Health Education (SPHE) supports the personal development, health and well-being of young people. It provides them with opportunities to develop skills and competence to learn about themselves and to care for themselves and others and to make informed decisions about their health, personal lives and development.

Presentation School Wexford recognises that the home is the natural environment in which children grow, develop and mature into adults. In line with the Education Act (1998) Presentation Wexford supports parents and guardians in this work by promoting the social and personal development of students and by providing health education for them.. The school's approach to health education is in line with its Mission Statement and supported by all teachers across the curriculum.

2.0: Characteristic spirit and general objectives of the school

Presentation Secondary School, Wexford operates under the trusteeship of C.E.I.S.T. – Catholic Education-an Irish Schools Trust.

- C.E.I.S.T. is the collaborative trustee body for the voluntary secondary school of the congregation of the Presentation Sisters, Christian Retreat Sisters, Sisters of Mercy, Missionaries of the Sacred Heart and Daughters of Charity.
- C.E.I.S.T. is committed to honouring this rich heritage, promoting inclusion, hospitality, excellence and compassion in a teaching and learning environment inspired by the Gospel and by the unique wisdom of its respective Founders.
- C.E.I.S.T. aims, in a spirit of collaboration, to continually invite its members to reach their potential, in the context of a school faith community, which seeks to consciously embody a true expression of the Reign of God as announced by Jesus Christ.
- C.E.I.S.T. is committed to building school faith communities where good personal relationships are fostered, where the staff are supported and facilitated in their vital role within the school.
- C.E.I.S.T. faces unprecedented challenges today as it attempts to anticipate, define and meet the evolving needs of young people in the Third Millennium.
- C.E.I.S.T. schools endeavour to work closely with members of other Christian traditions in a spirit of ecumenical dialogue, emphasising what is held in common while valuing their own unique Catholic identity and Church community.



3.0: Aims and objectives

To enable students to develop skills for self-fulfilment and living in communities.

- ✓ To promote self-esteem and confidence.
- ✓ To enable students to develop a framework for responsible decision-making.
- ✓ To provide opportunities for reflection and discussion.
- ✓ To promote physical, mental and emotional health and well-being..

4.0: Teaching and learning style

We aim to give all our students 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 student's progress. Teachers use this information when planning their lessons. It enables them to consider the abilities of all their students.

When the attainment of a student falls significantly below the expected level, teachers enable the student to succeed by planning work that is in line with that student's individual needs. Where the attainment of a student 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 student shows aptitude.

Teachers are familiar with the relevant legislation governing equal opportunities, race, gender and disability. Teachers ensure students.

- 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.
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- 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.

5.0: Students with Disabilities

Some students in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these students full access to all areas of learning.

Our teachers modify their teaching and learning as appropriate for these students. For example, they may give additional time to students 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, incorporate technical aids as part of the educational experience. In their planning, teachers ensure that they give students with disabilities the opportunity to develop skills in practical aspects of the curriculum.

- Teachers ensure that the work for these students is differentiated.
- 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 / hearing aids.
- Is adapted or offers alternative activities in those subjects where students 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.

In response to the Disability Act 2001, the Board of Management is constantly reviewing how the school can be made more accessible for disabled students.

6.0: Racism and inclusion

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the post primary school curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are reported to the Year Heads. The school contacts parents of those pupils involved in racist incidents.

7.0: Summary

In our school the teaching and learning, achievements, attitudes and well-being of every student is important. We follow the necessary regulations to ensure that we take the experiences and needs of all our students into account when planning for learning.

8.0: Ratification

This policy was ratified by the Board of Management on 5th October 2023 following consultation with all stakeholders.

Chairperson: *Mary Culleton*

Date *5th October 2023*

Principal: *Billy Ryan*

Date: *5th October 2023*