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Glasnevin Educate Together N.S.

Outreach Inclusion Policy

Rationale:

To follow the inclusive ethos of the school and help children with Autistic Spectrum Disorders (ASD) and all children with SEN, to maximise their potential by participating in the mainstream (classes/yards), as much as is regarded suitable for all.

Aims:

- For mainstream children to experience children with special needs so that when they leave school they have a better understanding of the diversity in society.
- For mainstream children to understand the amazing gifts of children with an ASD.
- For children with an ASD to take part in mainstream education, as much as possible, to gain from good peer role models, advance their social skills and language.
- For full inclusion of all children, those with SEN needs and those without, in the yard. (To ensure all children are included in games at yard time and not excluded by members of the school community i.e. staff, parents, students).

GUIDELINES FOR OUTREACH:

(Based upon Successful Inclusion Practices for Children with Autism Spectrum Disorders by Sonja R. de Boer, M.A., B.C.B.A.)

Step One: Assemble a Team

- Review of what inclusion is
 - Attaining the proper placement
- Review the benefits of inclusion for
 - Children with autism
 - Typical peers
 - Mainstream staff
 - Families of child with autism
- Roles and responsibilities of team members
 - Principal, teachers (mainstream and outreach), parents, S.N.A.

Step Two: Instigating the Inclusion Process

- Plan observation of child to be included by mainstream teacher
 - Note strengths and areas of need (profile)
 - Note behaviours (both appropriate and inappropriate)
- Observe the mainstream classroom
 - Teacher's interaction with children;
 - Look for structure and routines;
 - Physical arrangement;
 - Areas/activities in which the child with autism may fit;
 - Aspects which may need to be addressed and possibly altered before transition
- Plan for reverse mainstreaming activities

Step Three: Meetings and Training

- Write to parents in mainstream classes and meet Assisted Learning Class parents.
 - Discuss the mainstream classroom
 - Discuss profile of strengths and needs as parents see them
 - Discuss who the members of the team are and roles/responsibilities
 - Address questions they may have
- Meet with Team (mainstream teacher, principal, outreach teacher, parent)
 - Discuss information regarding autism and specifics regarding child to be included
- Meet with SNAs and discuss programme and specific training

- Ability awareness training with mainstream peers (see appendix for social skills training as part of this)

Step Four: Inclusion into Mainstream Classroom

- Be conscious of relative time spent in the mainstream classroom. It is better in the early stages to include the pupil for too little time than too much time. The length of time can be built up gradually.
- On-going mainstream classroom observations
 - Specific activities/subjects included
 - Future activities to possibly be included
 - Child's involvement and interaction w/teacher and peers
- Annual Observation of Instructional Strategies
(There are forms for these different types of observations.)

Step Five: On-going Facilitation Issues

- Address aspects of educating the Assisted Learning Class student in a less structured environment
 - Prepare the student for inclusion
 - Generalise the student's acquired skills
 - Teach new skills in the mainstream by using techniques that have proven successful from the Outreach classroom
 - Appropriate curriculum adaptations and modifications

Step Six: Transitioning to the Next Year

- Facilitate all teachers to visit the Assisted Learning Class all during the year, to become familiar with the typical day in that setting.
- Plan meeting with parents and current teacher to discuss goals

SUCCESS CRITERIA:

This depends on the individual child's needs. Success will be determined using on-going evaluation tools.

- Teacher observation by both teachers
- SNA feedback
- Parent feedback
- Child's own views/responses
- Mainstream children feedback
- Specific data driven tools

Roles and Responsibilities:

Role	Responsibility
Principal	To ensure that inclusion occurs with each child where appropriate by liaising with teachers and parents. To monitor the process on a regular basis and assess its progress.
Mainstream Teacher	Responsibility for assessing success within the mainstream class. Prepare the class for the process of inclusion(i.e., social skills training); planning with special education teacher regarding curriculum, etc.
Special Education Teacher	Deciding when it is appropriate for the child with an ASD to begin the inclusion process. Facilitate the process by meeting with the principal and mainstream teacher to begin the steps outlined above.
S.N.A.	For all SNAs to be trained to work in mainstream with students from the Assisted Learning Class
Parents	To support the inclusion process.
B.O.M./Executive Committee	To be informed on a regular basis at Board of Management meetings, that the process is being implemented.
Beech Park Services	We need to request that they provide clinical support for the children in the Assisted Learning Class
Dept. of Education and Science	To provide the necessary resources to cover the absences of one Special Needs Assistant, while a child is being included in mainstream class.
Children	Buddy System: 6 th class pupils facilitate integration of all children in the yard (ALC, infants, any child who needs support).

RATIFICATION AND COMMUNICATION:

The policy was ratified by the Board of Management in June 2006.

A COPY OF RATIFIED POLICY TO BE FORWARDED TO P.T.A.

June 2006

September 2015

May 2016