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**Inclusion and Integration of children, enrolled in the ASD unit, with mainstream classes**

This policy was drawn up by the whole teaching staff of St. Colman’s National School, in consultation with the Board of Management. Reviewed in September 2016, February 2019 and will be amended if the need arises.

 **Aims**  Saint Colman’s National School is an inclusive school and aims to enable children with disabilities to share with their peers in as complete an educational experience as possible. We aim to best meet the educational needs of each individual child in the school.

 **Objective**  The purpose of the inclusion, of a child with ASD within a mainstream class, is to provide the child with the experience of a mainstream class so that he/she is given the opportunity to model appropriate behaviours, experience and respond to age appropriate mainstream teaching. The mainstream teacher is not responsible for the academic progress of the child. The responsibility for this progress lies with the special class teacher.

Inclusion with mainstream classes for children, enrolled in LannEala for children with ASD, may take place in accordance with

**Mainstream class considerations**

* Class size
* The number of other children with special needs in a class
* Timetabling
* The number of age appropriate mainstream classes available to meet the needs of the child with ASD
* Special class considerations
* Number of SNAs allocated to a class etc.
* The availability of SNA staff to facilitate inclusion
* Individual children’s I.E.Ps
* Suitability of location of classroom

**The safety of all pupils and staff will always over-ride the provision of inclusion. The level and length of inclusion time will be decided, taking into account the**

* Mainstream class considerations
* Recommendations of the special class teacher
* Recommendations of the NEPS Psychologist/SENO/ Parents/Guardians wishes.

The principal will make the final decision regarding all matters relating to inclusion. Children being integrated with the mainstream classes will be accompanied by an SNA, coming to and going from their mainstream class. This may not be required when the child has reached a degree of independence, which allows him/her to safely move from one location to another. When this is the case, it will be noted in his/her IEP. Inclusion will not normal take place during the month of September in order to allow the class teachers, both mainstream and special Class needs, to familiarise themselves with their new classes.( this will be different for each pupil in Lann Eala and their degree of independence as stated)

Children enrolled in LannEala will be integrated with mainstream classes for playground time and special social events e.g. sports days, concerts, theatre trips etc. if//where suitable..

**For Health and Safety of Pupils in the mainstream classes**

Pupils in the mainstream can not be left exposed to aggressive and intimidating behaviour. A risk assessment will be done for pupils integrating in the main stream.

If unacceptable ie aggressive or intimidating behaviour occurs during integration in the mainstream -the pupil from Lann Eala will cease to be integrated until the underlying issue/cause for the aggressive behaviour has adequately been addressed by

 (a) Class Teacher-(e.g. social stories etc,)

(b) parent(s)/guardian

(c) other outside agencies- e.g. O.T., Camhs,

(d) NEPS Psychologist

Should reintegration happen it will be on a staged basis

Prior to reintegration the parent(s) /guardian(s) of the child to be reintegrated and the parent(s)/ guardian(s) of the child (ren) involved in the incident from mainstream will be contacted and fully informed of procedures.

 Re-integration needs to be staged-Strategy- Sensitive Exposure versus uncontrollable exposure (ie very gradual re-integration.

The school, involving class teacher from Lann Eala, from the mainstream ,principal, SET- Marie Grennan will meet initially to discuss time frames. Advice will be sought from our NEPS Psychologist

e.g. X number of days with no incidents=5 minutes out for small break, further x days=10 minutes etc

**Planning Meetings**
During the month of September the special class teachers from LannEala will arrange to meet with the teachers in the relevant mainstream classes. At these meetings the following will be discussed

* The names of the children for whom inclusion is recommended
* Who has recommended the inclusion, psychologist/ special class teacher/SENO?
* **The short/long term inclusion plans for the particular child**-(See appendix 1)
* The child’s previous history of inclusion
* The level of SNA support required
* The availability of SNA support
* The wishes of the child’s parents/guardians (in light of the recommendations of relevant professionals)
* Identification of the appropriate class level with which the child will be integrated.

**Account will be taken of the previously mentioned mainstream considerations**

* Size of class
* Number of other children with special needs in the mainstream class
* Number of SNAs allocated to the class

A final follow up meeting will take place in June each year regarding pupils being integrated in mainstream.

**Timetabling**  A decision will be taken with regard to which class can facilitate the proposed inclusion. A further meeting, attended by the special needs class and mainstream teachers and principal will be held to decide the proposed inclusion details

* Timetable
* Level of SNA support
* Review date

The special class teacher will meet with the principal, who will sanction, or not, the proposed inclusion-, having considered how best to meet the needs of all the children in our school.

**Review Meetings-** Review Meetings will be held termly during Croke Park hours involving Mainstream teacher, Special Education teacher and SNA.. The SNA will report to the special class teacher on a daily basis regarding the child’s inclusion behaviour. An increase in inclusion time is not automatic on review.

Often a consolidation time is required and in occasional circumstances a reduction in inclusion time might be deemed necessary.

**Communication with parents/guardians**
A copy of this policy document will be given to the parent/guardians of each child enrolling in LannEala. The parents/guardians of the child with ASD will communicate with the child’s special class needs teacher regarding all school progress including inclusion. Where a child is integrated with a mainstream class for three and a half hours or more per day, the parents may communicate with the mainstream class teacher, if they so wish.

**Current practice, regarding the observation of the child during inclusion, is**

* The SNA accompanying the child reports to the special class teacher
* The mainstream teacher reports to the special class teacher regularly
* The therapist may draw up a checklist of specific behaviours, which they wish to be observed.

The SNA accompanying the child may then complete the checklist, if necessary, in consultation with the mainstream class teacher. In exceptional circumstances, and where it is deemed to be essential, the SENO may observe in the mainstream class.

**Roles and Responsibilities**

It is the responsibility of all Special Class Teachers, Class Teachers (where the child is to be integrated) and all S.N.A.’s involved with pupils to be integrated to ensure that all procedures in this policy are implemented. The Principal has the overall responsibility for ensuring that all proper procedures are in place and adhered to.

**Evaluation**

* Positive feedback from all involved.
* Regular reviews involving all staff working with children in LannEala

**Implementation**

This policy has been in operation since January 2015 and will be reviewed annually

**Ratification**

The Board of Management ratified this policy in May 2015- Reviewed March 2016, 2019

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**Appendix 1**

**Inclusion plans for each child will include**

* Specific targets to be achieved through the integration e.g. Social, Educational, Behavioural
* Type of integration i.e. full class integration, part class integration, reverse integration
* Where will integration take place i.e. which class
* Time- exact time, how many times a week, for how long
* Persons Involved- Class teachers, SNA’s
* Assessment-How the child’s progress during integration will be assessed daily/weekly/ Verbal Feedback from SNA, Class Teacher, checklists, templates, samples of child(rens) work
* Equipment needed to help the child integrate e.g. lap pad, theraboard ,fidget toy etc