

Kinsale Community School Inclusion Statement

MISSION STATEMENT:

Kinsale Community School is committed to:

- enabling all students to fulfil their academic, intellectual, moral, spiritual, social, cultural and physical potential.
- fostering the development of personal responsibility
- engendering a spirit of co-operation and mutual respect among students, staff, management, parents and the wider community
- facilitating the professional development of staff in a safe and caring environment.

Kinsale Community School is committed to providing an inclusive environment to all students to fulfil their academic, social moral, cultural and physical potential.

Academic

- There are a range of programmes available to students including Junior Certificate programme, Transition Year programme, traditional Leaving Certificate and Leaving Certificate Applied, which provide students with access to the path that best suits their needs.
- A broad curriculum is offered to all students. There are a variety of technical, linguistic and science subjects on offer alongside academic options. Option bands are designed according to student demand in Second and Fifth Year, thus giving students the greatest range of possible options.
- There has been a changed approach to timetabling for First Year students. Each student is given access to all subjects in the curriculum. As well as this classes are organised in a mixed ability, mixed gender and mixed primary school allocation.
- The uptake of Higher level is encouraged in all subjects.

Inclusion of First Year Students

- Each year, prospective First Year students understand the inclusive environment in the school. On school visits, primary school students are informed of the right to learn, the right to be different, and the right to be happy. This prepares students for the culture of inclusion that exists in the school.

- First Year Parents' Night also allows for inclusion. Parents are provided with the information required to ease the transition.
- Meitheal students also meet with First Year students on regular occasions throughout the school year to support and guide the students.
- In order to provide as seamless a transition as possible, First Year students meet with Second Year students who have come from the same primary school as them. This familiarity helps students with their new environment.
- First Years are also catered for with designated indoor and outdoor areas. This level of safety is vital for First Year students.

SEN

- The ASD unit acts as a model of inclusivity in the school. The unit is organised to maximise access to mainstream education, which is enhanced and supplemented in the unit.
- The SEN model of delivery also reflects the inclusive nature of the school. Team teaching is utilised, in as far as is possible. This decreases the stigma associated with LS classes and also ensures that there is greater adult presence in the classroom to assist all students.
- IEPs include a focus on inclusion for students. They create targets around inclusion in the school and community.
- Reasonable Accommodations are accessed for State Examinations to allow all students reach their full potential. This accommodation is offered, in as far as is feasible, in house examinations.

Student Voice

- The student voice is well represented in the form of Student Council and the Prefect team. The Student Council represent the student body and are part of the consultative process for new policies and changes planned in the school. Each March representatives from the Student Council speak to the Board of Management about their role and work in the school.

Extra-Curricular

- Students are extremely well catered for in terms of extra-curricular activities. These opportunities are offered to all students.

Sports:

- Students have an opportunity for personal development through sporting activities. Such as; soccer, basketball, GAA, camogie, hurling, athletics, equestrian and table tennis.

- It is endeavoured to have an all-inclusive culture around sports in the school. It is not exclusively for those who are gifted or talented. There are a range of roles within the sports. Students play on the teams, but they are also encouraged take on other responsibilities as they reach senior cycle. Some examples are; students assisting in train teams, organise the gear and water bottles, as well as analysing games and creating strategies to improve. These varying roles, allow all students to play a part but also to develop personally.

Other Extra Curricular

- Students are offered several opportunities to take part in school activities, such as board games, chess, photography and musicals.
- First Year students are participate in a cinema day, as well as an end of year activity to promote relationships.
- Second Year students are offered a three day outdoor educational trip to Kerry.
- Transition Year students have an opportunity to go on a European tour. Destinations have included Paris, Rome, Prague, Barcelona, Gibraltar, Amsterdam and Stratford upon Avon.

Physical and Emotional Wellbeing

- There is an emphasis on pastoral care team in the school which supports and monitors the inclusion of students. The Pastoral Care team meetings include Year Head, Guidance Team, Chaplain, ASD Co-ordinator and external links such as CALMS and NEPS.
- Physical disabilities are also catered for in the school. Infrastructural measures have been put in place. In the new building there is a station catering for wheelchair bound students in the Home Economics room. Other measures include lifts, ramps and disabled parking. SNAs also receive manual handling training.
- Inclusion is promoted in terms of well-being. As part of the SPHE and RSE programmes, students experience the Friends programme in Second Year, the STEPS programme in TY, while RSE is addressed in Fifth and Sixth Year.
- A Well-being notice board contains is placed in the C-Corridor so students can access help and support. This includes LGBT information and support lines.
- The Anti-Bullying policy also promotes inclusion in the school. An Anti-Bullying charter is signed by each student of the school and placed in a prominent location.

Multi- Culturalism

- International students are welcomed and embraced in the school environment. Students attend weekly meetings with the Support Person in the school. Students also meet with an external link representative on a frequent basis.
- They participate in school activities, such as musicals and sports activities. Students also work towards Cambridge First Certificate and Advanced Certificate in the school.
- As part of Transition Year, international students are afforded the opportunity to complete work experience. This is an integral part of their experience in Kinsale C.S.

- Non- Irish students are facilitated in small, target driven, timetabled classes to maximise their educational experience.
- Differentiation occurs in classes and students receive modified exams to allow for students' language challenges.

Staff Inclusion

- Staff inclusion is promoted within the school. Initiatives such as Feilte Beaga provides an opportunity to share experiences. PME's and members of other educational bodies are also invited to attend and share in this experience.
- The social committee promotes inclusion amongst staff members, with staff outings. There is also a well-being group which promotes positive relationships and mental health.

Community Inclusion

- Community links with the community are well established. Links are established with groups such as Lions Club, Kinsale Peace Project, Kinsale College, Eli Lily, Saile, Red Cross, KYSS, Tidy Towns, Meals on Wheels, Haven Bay, Guards, JLO, Friary and Parish Priests.