De La Salle College

School Improvement Plan: School Inclusion

2021 – 2023

SCHOOL IMPROVEMENT PLAN Domain: (i) Learner experiences …….(ii)Leading teaching and learning (iii) Developing leadership capacity	
Summary of main strengths	➢ The values of other cultures and religions are respected and understood by everyone in our school ➢ The development of a Community Spirit ➢ Excellent facilities to support teaching and learning ➢ Caring and dedicated teachers ➢ A school environment conducive to effective teaching and learning ➢ Effective sharing of information ➢ A collegial & collaborative staff ➢ An effective SEN Department ➢ A vibrant and diverse extra- curricular & co-curricular programme ➢ A willingness amongst staff to support and engage with school improvement initiatives ➢ Effective partnership with parents ➢ Comprehensive data collection on Vsware in relation to new students
Summary of main areas prioritised for improvement	A focus on student diversity and school inclusion • Have a clear sense of individual difference in the school. • Give students a central role in matters relating to their inclusion in school life and in the decision making structures in operation in t he school. To further develop a **inclusion practices** where teachers: • Understand the interconnectedness between Teaching, Learning & Assessment and differentiation for students

	• Provide students with constructive, communicative and ll inclusive classrooms where all voices will be heard equally. • Share inclusive learning intentions and success criteria with students so that they can assess their own learning in relation to their own personal context. • Use a range of communication processes and learning materials to promote real equality in our school. To explore the development of our **Reporting processes** by: • Deepening our understanding of the eight principles of reporting • Encouraging reflective practice and giving visibility to the student voice in the reporting process • Give students to record other areas of learning for JCPA through the participation in extracurricular activities.
Actions to support implementation of School Improvement Plan	➢ Maximising the potential of student voice ➢ Support/facilitate teachers/students with ongoing CPD and the introduction of TL groups and enhanced student mentoring ➢ Target the updating of certain school policies ➢ Facilitation of working group activities . ➢ Peer Observation Model to promote the sharing of best practice ➢ Engagement with with other learning communities e.g. Le Chéile, Lasallian animators ➢ Formulation of working groups ➢ Engagement with Droichead Programme & facilitating PME students in the area of teacher mentoring ➢ Engage with feedback from School Inspections. ➢ Availability of student diversity information

Improvement Target 1. Domain: Learner experiences	Required Actions	Person/s Responsible	Measurable Outcomes / Success Criteria	Timeframe for Actions	Review
Students grow as learners through respectful interactions and experiences that are challenging and supportive	➢ Working with focus inclusion working group. ➢ Development of inclusion corridor in the school. ➢ Provide opportunities in class time or through homework for students to reflect on difference in their classrooms. ➢ Explore the idea of presenting an inclusion module as part of their SPHE programme. ➢ Engage with Le Chéile in their work on school inclusion. ➢ Explore the idea of developing a social	Inclusion working group Principal All Staff Forbairt group to prepare lesson plans. SPHE Teachers AP2 Ethos	Minuted meetings Area designated in school to display flags and inclusion related notice boards Following consultation give students more input into learning intentions Preparation/use of lesson plans Students given the opportunity to give biography to class. Link in with Le Chéile in their work with other schools in this area. Have functioning social justice group working in	Academic Year 2021 –2022 2022- 2023	Recorded minutes Inclusion corridor in place. Classroom interaction. Goggle form. Ten class module in place. Follow up with Le Chéile for Le Chéile Day and ST. Bridget's Day. Committee formed

	justice committee in the school tasked with engaging in the Yellow Flag and School of Sanctuary. ➢ Presentations/work shops from external speakers.	TY students in association with teacher leader SPHE teachers	the school working in conjunction with SVP and Green Schools. Prepare a go to list of speakers on different areas of inclusion who will be willing to speak to SPHE classes		List of speakers developed

Improvement Target 2. Domain: Leading Teaching and Learning	Required Actions	Person/s Responsible	Measurable Outcomes / Success Criteria	Timeframe for Actions	Review
Foster a commitment to inclusion, equality of opportunity and the holistic development of each student	➢ Promotion of inclusive whole school community	Principal/ Deputy All Staff	A focus on inclusion evident	Academic Year 2021 -2022 and 2022 - 2023	Focus on differentiation in subject plans
	➢ Ensure all school policy relating to inclusion is updated and relevant.	AP 1 SENCO AP 2 Ethos	Draft SEN and Inclusion Policies in place.		Draft Policy
	➢ Development of restorative practise in the school.	Principal/ Deputy All staff	Staff member's engagement in restorative language and restorative practise to restore damaged relationships.		Peer observation feedback from Google Form
	➢ Develop a commitment to social justice and equality.	Principal/ Deputy All Staff	Evident in relationships and a commitment to the school's new Code of Behaviuor.		Reflected in student/staff relationships.
	➢ Encourage a commitment to the school ethos.	Lasallian animation team. Ethos coordinator	Staff have engaged with Whole School ASD training and other CPD as appropriate		Review of contributions to Le Chéile events.
			Have an Anam Cara student input.		Have student Anam Cara.

Improvement Target 3. Domain: Developing leadership capacity	Required Actions	Person/s Responsible	Measurable Outcomes / Success Criteria	Timeframe for Actions	Review
Promote and facilitate the development of student voice, student participation, and student leadership • *empowers student to take on and carry out leadership roles* • *fosters student mentoring that enriches teachers' and students' learning* • *Contribute to build whole-student leadership capacity by encouraging them sharing their expertise/knowledge*	➢ Facilitate & encourage students' participation in learning networks ➢Those in leadership and management roles value students' views, and support students' involvement in the operation of the school. ➢ Offer students opportunities to take leadership roles. ➢ Progress our School Inclusion Development priorities through Staff/Student Committees. • Wellbeing • Inclusion • Extra curricular • E-Learning • Positive Behaviour • Curriculum • Assessment	BOM/ Principal Student TL Group AP 2 Land T SMT, AP 2 Student Council SMT, AP 2 Mentoring Inclusion working group, Social justice group	➢ Engagement in TL project with a focus on school inclusion ➢ Committees active and engaging in a meaningful way with school development. ➢ Student leadership mentoring programme put in place. Student involvement in working groups.	Academic Year 2021 -2022 and 2022 - 2023	Working group minutes and agendas Students actively engaged in the production/drafting of school policy Student led learning/teaching activities. Increased student engagement in decision making processes.

	➢ Offer students opportunities to introduce new extra-curricular activities.		Introduction of new activities to school		Cricket team in school.