

Inclusion Policy



St. Vincent's Catholic Primary School

Together, through Christ, we grow and learn

Date of Policy: September 2018

Date of Review: September 2021

Person Responsible: Danielle Duffy

Presented to Staff and Governors: September 2018

1. Aims

As a Catholic school we recognise every child is unique and made in God's image. Therefore we are committed to ensuring all our children have every opportunity to achieve their highest potential. This policy helps to ensure that this happens for all the children in school – regardless of their age, gender, ethnicity, attainment, disability or cultural background.

To provide all children with every opportunity to achieve to the best of their ability regardless of age, gender, ethnicity, attainment, ability or disability, or background.

To pay attention to the needs of all children including:

- looked after children
- boys and girls
- children from ethnic minorities
- refugees and asylum seekers
- children with English as an additional language,
- children with Special Educational Needs,
- gifted and talented children
- children with a disability
- children at risk of disaffection or exclusion.

The Equality Act 2010 protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

2. Implementation

Organisation of Curriculum Time

We provide for the needs of individual children by:

- differentiated classroom work
- use of additional adult intervention within class
- occasional withdrawal by an additional adult in some curriculum areas.

Planning

The National Curriculum is our starting point for planning a personalised curriculum that meets the specific needs of individuals and groups of children.

- We plan a broad and balanced curriculum and extra-curricular activities to ensure that the diverse needs of individuals or groups of children are catered for.
- Planning takes into account specific and additional learning, physical, social and emotional needs.

- Suitable learning challenges are set through individual class teacher planning, Individual Education Programs (IEPs), Learning programmes, Annual Reviews, meetings with parents, children and relevant staff.
- Planning should aim to overcome potential barriers to learning through targeted support, use of specific strategies and working with outside agencies. (Speech and Language Therapist, Voluntary Readers)
- Related documents- Assessment Policy, EMA Policy, Equal Opportunities Policy, G&T Policy, Looked After Children Policy, SEN Policy.

Teaching

We aim to provide all our children with the opportunity to succeed and reach the highest level of personal achievement.

Teachers should:

- Ensure that through their teaching, all children feel safe and secure and know that their contributions are valued.
- Appreciate and value the differences they see in others, and encourage pupils and other staff members to do the same.
- Encourage children to take responsibility for their own actions.
- Have challenging targets that enable the children to succeed.
- Teach in a variety of groupings that allow children to experience success.
- Use materials that reflect a range of social and cultural backgrounds without stereotyping.
- Be aware of and cater for different learning styles.
- Encourage all children to participate fully, regardless of disabilities or medical needs.
- Use multi-sensory teaching where appropriate.
- Use programmes of study from earlier/later year groups if appropriate.

Recording

- Registers are kept and maintained by Assessment, EAL and SEND coordinators of children identified as having an individual need.
- The School Administrator uses these records to ensure the school information is up to date for the PLASC return.
- The school provision map clearly shows additional intervention and support for pupils identified as having an individual need.
- Individual targets and learning programmes are written and reviewed twice a year. This is completed in conjunction with parents and children who have opportunity to add their own contribution.

Resources

Staff and children should have access to:

- Interactive whiteboards
- Computing packages and programmes to provide visual, interactive learning
- Slopeboards where necessary
- Special Educational Needs resource bank (in Support Classroom)
- Targeted interventions
- Visual aids
- Sound field system
- Access to communication in home languages when needed
- Multicultural resources including dual language books
- Extension and enrichment activities for High attaining children

3. Staff Responsibilities

Inclusion Leaders (Assessment, EAL and SEND coordinators)

- Ensure that all staff are aware of policy and procedure in regards to Inclusion.
- Ensure that resources are available and used appropriately.
- Provide support, advice, and guidance to other members of staff.
- Maintain and update Special Educational Needs (SEN) Register, **High Attainers Register**, EAL records and returns.
- Liaise with leaders of other subjects to ensure Inclusion is taken into account in policies, schemes of work and resources.
- Monitor progress of children including analysing group's performance in end of year and KS results.
- Liaise with outside agencies who work with children and offer advice and support for the school.
- Keep up to date with latest training and resources through CPD and attending network meetings.

Class teachers

- Ensure that planning is clearly differentiated and provides for all children, catering for a range of learning styles and needs.
- Tailor the curriculum and their teaching to meet the needs of individual pupils.
- Timetable support from Teaching Assistants whether 1:1 or for a small group.
- Adhere to the guidelines stated in this policy.
- Liaise with subject leaders to ensure appropriate provision is provided to pupils.

Senior Leadership Team

- Regularly monitor planning and teaching to ensure practice is inclusive.
- Allocate budget for resources.
- Ensure inclusion has a high priority in the annual school development plan.
- Review the impact of current policy and practice and revise where necessary.

Governors

- The curriculum committee will monitor the provision to ensure it meets the needs of individual children and feedback to the governing body where necessary.
- The curriculum committee will have an overview of the end of year achievement of groups of children, identifying strengths and areas for development.
- The curriculum committee will review the policy.

4. Monitoring and Reporting

- Planning and teaching should be monitored by the Senior Leadership Team on a termly basis.
- Children are assessed through the following methods: teacher assessment, the Foundation Stage Profile, Year 1 Phonics screening, Key Stage 2 tests, Standardised Achievement Tests (SAT's) at the end of end of Key Stage 1 (optional) and 2, Oxford Reading Tree Records, EAL (language) assessment.
- End of year results are analysed to monitor the progress of particular groups and a report is presented to governors.
- Parents are encouraged to attend a 'Meet the Teacher' event at the beginning of the school year to help their child settle into their new class and discuss any queries they have. They are also encouraged to attend two formal parents evening during the year. The first meeting they are involved in is to set targets and at the second meeting progress is discussed. At the end of the year parents receive a summative written report of their child's attainment and progress. There are also regular opportunities for dialogue throughout the year.
- If a child is identified as having Special Educational Needs their parent is informed and invited to attend meetings to set up and review individual educational plans (I.E.P.s). In addition parents of children with an **Educational Health Care Plan** also attend an annual review.

- If a child is identified as high attaining parents are informed that appropriate challenge and enrichment is provided for their child.
- If a child has English as second language a language survey is completed when the child starts school and support is offered to both the parents and children. Translators are arranged as required. The EAL leader will also track the progress of these children.
- Subject leaders will annually review progress towards targets for development and will present a report to Governors.

5. Opportunities for Spiritual and Moral Development

In Catholic education, we are aware that all knowledge and understanding comes from God. When considering Inclusion we aim provide opportunities for pupils' spiritual and moral development in the following ways:

- Identifying, developing and celebrating the gifts and talents God has given us.
- Encouraging self-esteem.
- Allowing all pupils to experience success.
- Ensuring that all children feel secure and know that their contributions are valued.
- Appreciating and valuing the differences we see in others.

6. Equal opportunities

We should ensure that the specified aims are implemented for all children regardless of race, religion, gender, ability and disability. We will do this by:

- Ensuring all children achieve their true potential.
- All children are taught a curriculum appropriate to their abilities and learning styles.
- All children have access to a full range of materials, resources and processes (including additional adult support).

7. Health and Safety

- Children with physical disabilities should be catered for wherever possible within the constraints of the building, allowing all children access to the entire building and it's resources.
- When children are withdrawn from class for 1 to 1 or small group instruction, they should be supervised by a qualified adult at all times, and instruction should take place in a safe environment.
- Adequate supervision should be given to children with behavioural or physical disabilities when using equipment (ie scissors, science equipment, PE equipment)
- Adequate supervision should be given to all children on stairs, at break-times and during PE lessons.
- Children at risk of causing or receiving physical harm should be adequately supervised.

Appendix A School Policy statement on equality and community cohesion (based on guidance provided by the Diocese of Westminster)

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration.

We are therefore committed to promoting:

- **the uniqueness of the individual**

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

- **the search for excellence**

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

- **the education of the whole person**

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

- **the education of all**

We have the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

- **moral principles**

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we will strive to ensure that:

- any person recruited to the service of the school, whether as a member of staff or a volunteer, is made fully aware of our aims and objectives and required to support them;
- children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
- all of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in “inequality by default”. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.