

# Inclusion Policy

<b>Name of School</b>	<b>St Edward's Catholic Primary School</b>
<b>Policy implemented</b>	<b>January 2021</b>
<b>Date of next review</b>	<b>January 2024</b>
<b>Who wrote this policy?</b>	<b>Diane Tatnell Assistant Head Teacher</b>



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## **1. Introduction**

At St. Edwards', Inclusion is seen as a universal human right and our goal is to embrace all pupils with equal access and opportunities, irrespective of ethnicity, gender, disability, medical or other need. Inclusion is part of every pupil's everyday life, where they feel that they belong and are valued. We do this by taking account of pupil's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and wellbeing of all our pupil's matter.

## **2. Aims and Objectives**

- The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.
- The school aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical wellbeing of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.
- The school aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming into school and are appropriately challenged.

St Edwards' is a fully inclusive school. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equal opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups within our school:

- Girls and boys;
- Disadvantaged pupils (Pupil Premium);
- Pupils who need support to learn English as an additional language;
- Pupils with special educational needs;
- Pupils with disabilities or medical needs;
- More able pupils;

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- Pupils who are at risk of disaffection or exclusion;
- Travellers;
- Asylum Seekers

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

1. Do all our pupils achieve their best?
2. Are there differences in the achievement of different groups of pupils?
3. What are we doing for those pupils who we know are not achieving their best?
4. Are our actions effective?
5. Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

We hold termly pupil progress meetings with our senior leaders and teaching staff to review progress against these criteria.

### **3. Teaching and Learning:**

#### **Curriculum**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We meet these needs through:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils (e.g., speech and language therapy)

The curriculum should be appropriate, accessible and fully inclusive. In order to make progress a pupil may require some differentiation of the plans for the whole class. This differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances a pupil's need will be provided for within the

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whole class planning framework and individual planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

Where necessary, we will modify or disapply the National Curriculum and its assessment arrangements. We achieve this through greater differentiation or through the provision of additional learning resources. We also support learning through appropriate external specialists and in such cases, teacher work closely with these specialists to support the child,

### **Teaching and Learning style**

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all pupils. For some, we use the programmes of study from different year groups or reduce/extend the breadth of work within a topic.

Teachers ensure that all pupils:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds
- Are encouraged to participate fully regardless of need

Classroom management and teaching methods have an important influence on pupil's behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between the teacher and pupils, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way pupils behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should develop self-esteem through demonstrating the value of every individual's contribution and overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will

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enable the pupils to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work.

### **3. Role of the Governing Body**

The school's governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for SEN. They are required to report annually on the fulfilment of the school's Inclusion Policy.

The Link Governor will work with the Inclusion Lead to improve standards and provision in Inclusion at St. Edwards.

### **4. Monitoring and Review of Policy**

This policy remains under constant review and will be formally reviewed by the governing body every three years.

### **5. Links with other policies**

This inclusion policy must be read in conjunction with: SEND policy, Send Information report and the SEND provision for pupils at St. Edward's; Equalities policy and objectives; Accessibility plan; Behaviour policy and Anti-bullying policy

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