



ST PAUL'S CATHOLIC PRIMARY AND NURSERY SCHOOL

Our school is a place of learning,
a place of love.

INCLUSION POLICY

Introduction

We believe each individual is uniquely created by God and has a distinct contribution to make to our community.

We believe, as a Christian community, that we need to be open to each other's needs whether they be spiritual emotional, intellectual, physical, educational or social.

We are committed to creating an environment for learning which will enable all children to achieve the highest possible standards, in an inclusive and valuing learning context that responds to individual and group needs.

We seek to help children to develop into confident, responsible and caring adults through a rich faith experience and an ethos of tolerance, appreciation of difference and mutual respect. Integral to this is respect for everyone in their own uniqueness. It is the responsibility of every member of our community to ensure that this ethos is actively and consistently reflected in our practice.

We seek to promote equality of access, participation and opportunity in every aspect of the life of pupils, parents, staff and governors We seek to ensure that barriers are recognised and removed. Rigorous monitoring of our policies, practice and outcomes for different groups is an important part of our self-evaluation process.

It is accepted that every individual is equally important and that no one has the right to harass, insult, attack or cause offence to any other person for any reason. All members of the school community have the right not to experience discrimination at school, whether or not it is directed at them. St Paul's Catholic School values all children and seeks to ensure that they learn that challenging hurtful behaviour and discrimination is an important part of our Catholic ethos.

The mission of the school is to especially support all our vulnerable learners. There are many difficulties that children experience that present barriers to learning. This Inclusion Policy encompasses:

- Children with Special Educational Needs
- Children with English as an Additional Language (Children for whom English is not their first language)
- Children from Traveller Families (Gypsy, Roma, Irish Traveller, etc.)
- Children with emotional, behavioural, social, mental health problems.
- Children with health problems
- Children from deprived or low income families
- Children in Public Care
- Children who are victims of abuse or crime
- Children from ethnic/racial minorities
- Children with emotional/relationship problems
- Children who are gifted and/or talented.

Providing Effective Learning Opportunities for all Pupils

St Paul's sets a broad and balanced curriculum and strives to achieve the three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming barriers to learning and assessment for individuals and groups of pupils.

Setting Suitable Learning Challenges

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study and Early Learning Goals set out what most pupils should be taught at Foundation Stage and each Key Stage – but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later stages so that individual pupils can make progress and show what they can achieve. A flexible approach will need to take account of any gaps in pupils' learning resulting from missed or interrupted schooling (for example, that may be experienced by travellers, refugees, those in care or those with long term medical conditions).

For pupils whose attainments falls significantly below the expected levels at a particular stage, a much greater degree of differentiation will be necessary. For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular stage, teachers will need to plan suitably challenging work. As well as drawing on materials from other stages, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

Responding to pupils' diverse needs.

When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences,

interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability. Teachers should take specific action to respond to pupils diverse needs by:

- Creating effective learning environments
- Securing their motivation and concentration
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches for setting targets for learning.

Pupil Premium

Pupil Premium will be used by the school to ensure pupils from low income families, looked after pupils and pupils from the armed service families have the opportunity to access all areas of the National Curriculum.

Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Pupils.

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in the previous two sections and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

Pupils with Special Educational Needs

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. In many cases, the action necessary to respond to an individual's requirements for curriculum areas will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities or require a statement of special educational needs as described in the SEN Code of Practice. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting a pupil and seek advice from the school SENDCO.

Teachers should take specific action to provide access for learning for pupils with special educational needs by;

- Providing for pupils who need help with communication, language and literacy
- Planning, where necessary, to develop pupil's understanding through the use of all available senses and experiences
- Planning for pupil's full participation in learning and in physical and practical activities
- Helping pupils to manage their behaviour in order to take part in learning effectively and safely
- Helping pupils to manage their emotions in order to take part in learning.

All children are welcome to apply for places at St Paul's subject to the criteria in the admissions policy. The Governors are committed to inclusion and SEN will not be used as a barrier to admission to the school.

Pupils with Disabilities

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning and teaching to ensure that these pupils are enabled to participate fully and effectively. Potential areas of difficulty should be identified and addressed at the outset of work.

Teachers should take specific action to enable the effective participation of pupils with disabilities by;

- Planning appropriate amounts of time to allow for the satisfactory completion of tasks
- Planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- Adapt and make reasonable adjustments to ensure pupils participate fully in activities.

The school is adapted for wheelchair users with a disabled toilet and lift to the Key Stage 2 area of the school. Further adaptations would be considered if a disabled child were to apply to the school.

Pupils who are learning English as an additional language

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning and teaching should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.

The ability of pupils for whom English is an additional language to take part in the Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all areas of the curriculum.

Teachers should take specific action to help pupils who are learning English as an additional language by developing their spoken and written English and ensuring access to the curriculum and to assessment.

Monitoring and Evaluating

The success of this policy is evaluated through school self-evaluation and reporting activities such as;

- Monitoring of classroom practice by the SENDCO, subject leaders, senior leadership team and headteacher.
- Analysis of pupil tracking data and tests results for individual pupils and for cohorts.
- Value-added data for groups of pupils
- Analysis of exclusions data

- Termly monitoring of procedures and practice by the SENDCO and SEN governor
- The school development plan
- Visits from Local Authority personnel and Ofsted inspection arrangements
- Feedback from pupils, parents and staff, both formal and informal, following meetings.

This policy should be read in conjunction with the;

Accessibility Plan

Behaviour and Anti-Bullying Policy

Preventing and Dealing with Racist Incidents Policy

Special Educational Needs Policy

Equal Opportunities Policy

Written: September 2012