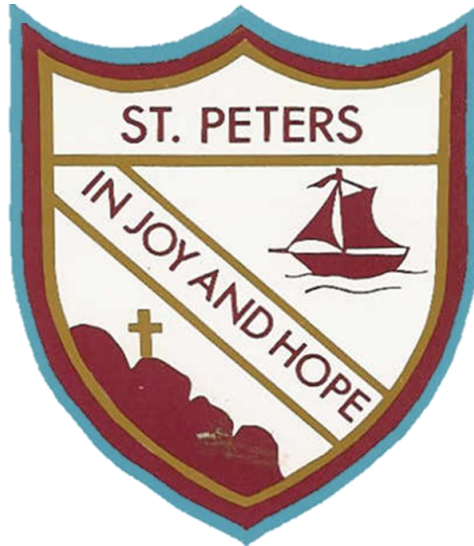


# St Peter's Catholic Primary School



## Inclusion Policy

Awaiting Governor Approval

Chair of Governors Signature \_\_\_\_\_

# St Peter's Catholic Primary School

## Introduction

1.1 Our school's mission centres on valuing the individuality of every child. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We endeavour to offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This policy should be read in conjunction with: SEND Policy, & Equality Policy & Accessibility Plan.

## 2. Aims and objectives

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

- Girls and boys;
- Disadvantaged pupils (Free School Meals & Ever6);
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with special educational needs;
- Children with disabilities or medical needs;
- Gifted and talented children;
- Children who are at risk of disaffection or exclusion;
- Travellers;
- Asylum seekers.

2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. 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, recognising these groups may be fluid and responding with flexibility;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (e.g. speech and language therapy).

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

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

The data we gather annually, using the school's system of progress trackers, help us to review our children's progress against these criteria.

## 3 Teaching and Learning Styles

3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. During pupil progress meetings, the Deputy Headteacher analyses the attainment of different groups to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. SLT and teachers use this information when planning their lessons and for interventions. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier year groups. The SENCO plans evidence-based interventions for pupils who need support to "close the gap" and identifies the gifted and talented/high achieving pupils so teachers can help them make even more progress and achieve their full potential.

3.2 When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials to extend the breadth of work within the area or areas for which the child shows particular aptitude.

3.3 At St Peter's Catholic School, the teachers provide quality first wave teaching to ensure all pupils make progress. We employ extra staff members who support disadvantaged pupils and SEND pupils.

3.4 Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

3.5 Teachers ensure that all children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they seen 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, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Participate fully, regardless of disabilities or medical needs;

#### **4. Disability non-discrimination**

4.1 At some point children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school endeavours to meet the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

4.2 The school is committed to providing an environment in which disabled pupils can access all areas of learning and school life.

4.3 Teachers make appropriate adaptations to teaching and learning, such as allowing additional time, modifying resources, or offering alternative activities where necessary. They ensure that pupils with disabilities are included in practical aspects of the curriculum and participate fully in trips and visits, supported by comprehensive risk assessments.

4.4 Teachers ensure that the work undertaken by disabled children:

- Takes account of their pace of learning and the equipment they use;
- Is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- Allows opportunities for them to take part in educational visits and other activities linked to their studies;

#### **5. Disapplication and modification**

5.1 The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort

to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater adaptation of learning materials, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

5.2 In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers and the LA. The school's governor with responsibility for SEND would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

## **6. Inclusion and Racism**

6.1 The school follows the recommendations of the *Stephen Lawrence Inquiry (Macpherson Report, 1999)*, which emphasises the importance of tackling institutional racism. Our curriculum reflects the diversity of society, and we respond to pupils' individual needs regardless of background. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body by the Headteacher. The school contacts parents or carers of those pupils involved in racist incidents.

## **7. Summary**

7.1 In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

## **8. The role of governors**

8.1 The governing body meets regularly with the SENCO to review the school's inclusion strategy and monitor the progress of key groups.

## **9 Monitoring and review**

9.1 This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.