



INCLUSION POLICY

CREATED:	January 2010
BY:	SLT
REVIEW DETAILS:	To be conducted annually in consultation with staff and Governing Body.
REVIEW DATE:	January 2011

St Mary's R.C. Primary School

Inclusion Policy

Introduction

Mission Statement

St Mary's Primary School is a Catholic School. We share our beliefs in celebrating the Christian way of life in prayer and worship. We value the children entrusted to our care. Through mutual support and co-operation, we strive to meet the spiritual, pastoral and academic needs of our children and our community. We strive for excellence in all we do.

General Statement

At St Mary's we provide a Catholic education promoting the academic, physical, spiritual and social development of each child. The staff and governors of the school have approved this inclusion policy.

This school believes that every pupil has an entitlement to develop their talents. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

Definition of Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that might be experienced by:

- Girls and boys;
- learners with special educational needs and disabilities (SEND);
- children who are looked after by the local authority;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- learners who need support to learn English as an additional language (EAL);
- those who are talented and able;

- those who are young carers;
- those who are in families under stress;
- any learners who are at risk of disaffection and exclusion.

Aims

St Mary's Primary School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude pupils or groups of pupils. This means that equality of opportunity must be a reality for all of our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school. We believe that educational inclusion is about equal opportunity

- Provide appropriate teaching which makes learning challenging and enjoyable.
- Provide equality of educational opportunity.
- Help pupils develop their self-esteem, personalities, skills and abilities

Objectives

- Ensure implementation of government and LA inclusion recommendations.
- Ensure the school's inclusion policy is implemented consistently by all staff.
- Ensure any negative discrimination or prejudice is eradicated.
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents in inclusion issues.

Co-ordination of Inclusion

The Head Teacher is the INCO. Her role is to monitor the inclusion policy and report annually to the governing body on its effectiveness; monitor and assess inclusive provision; identify barriers to learning and provide staff with appropriate strategies; share inclusive expertise with, and support the professional development of classroom teachers and TAs; work with subject leaders to purchase appropriate resources; monitor pupils progress; liaise with parents; co-ordinate cross phase/cross school transition and work with the SENCO to co-ordinate external specialist provision. All teachers are responsible for meeting the needs of all pupils in their class.

Inclusive provision

The school offers a continuum of provision to meet the diversity of pupils' needs. Although all classes are mixed ability and some are mixed age, class teachers have the flexibility to set smaller ability groups within their class for literacy and numeracy. All work is differentiated. Additional in-class support is available in all classes, which is provided by TAs. This additional support can be/is targeted at individual and/or small groups of children who are catching up on their basic literacy, numeracy and communication skills. This school is involved with the government initiative, Achievement for All and also 1:1 Tuition which targets specific children who need extra support to narrow the gap in their attainment.

Able and talented children are highlighted in every class. Work is planned for them by the class teacher and the INCO or TAs may work with them in small groups.

Provision is available to pupils on School Action, School Action + and those with statements of SEND who require a special programme at times. This provision is often linked to small group work, AfA and 1:1 tuition.

A range of activities are available after school.

External Support

The school has close links with external support agencies such as Speech and Language and health services. Through the LA we have access to services such as, behaviour management, gifted and talented, SEND and SEAL. The school is also supported by the Educational Welfare Service, an educational psychologist and advisors.

The SENCO organises and plans the amount of in-class and external specialist support required by pupils at School Action Plus and with a statement. The pupils at School Action are covered from within the school's existing budget, and receive in-class and out-of-class support from teachers and TAs.

Class teachers nominate children who are put forward for the Gifted and Talented Enrichment Programme run by the LA.

Assessment procedures

All children deserve to have their achievements recognised and the school's curriculum and assessment procedures reflect the different levels of attainment likely to be achieved.

APP procedures have been integrated into the school's assessment procedures to obtain the most accurate tracking of every pupil. The school fully embraces using a consistent LA recognised computerised assessment system which relates to the National Curriculum levels at different periods in the child's life. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made, teachers termly moderate and standardise samples of work and achievements across the core subjects.

Underachievement and able and talented pupils are identified as early as possible through teacher referral and the use of test data.

The school's reward system of housepoints, certificates of achievement for outstanding work and performance, effort, improved behaviour and improved attendance, contribute to raising pupil's self-esteem and motivation.

Inclusion and racism

The diversity of the society in which our children are living, is addressed through the planned schemes of work which reflect the programmes of study of the National Curriculum. 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 Head Teacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the Schools Racial Equality Policy.

Professional Development

The Head Teacher oversees the professional development of all the staff. They are kept fully informed about courses, staff are expected to disseminate and share their knowledge with other staff after attending a course.

Parent Partnership

The knowledge, view and first-hand experience parents have regarding their children is valued enormously in St Mary's School. We work closely with parents so that their children are able to maximise learning opportunities and achieve well in school.

Approved by the Governing Body October 2011
Reviewed annually in September