



St. Thomas Aquinas Catholic Primary School

Inclusion Policy

POLICY

Approval and review

Committee to approve policy	FULL
Date of Board / Academy Committee Approval	19.06.2017
Chair of Board / Academy Representative	V. GERRARD
Signature	
Headteacher	P.BEKALO
Signature	
Policy Review period	3 YEARLY
Date of policy review	MAY 2020

Version Control				
Version	Date Approved	Changes	Reason for Alterations	

Inclusion Policy

Our principles

At St Thomas Catholic Primary School we believe that every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning. Every child has unique characteristics, interests, abilities and we endeavour to meet their needs.

We believe that everyone has a right to equal opportunities. We believe that all children, adults and families should feel welcome and should have an equal opportunity to benefit from our school and everything it provides. We value the individuality of all children and we are committed to provide them with the opportunity to achieve their full potential.

We offer a broad, balanced, flexible and social curriculum which is accessible to all children and ensures that they are fully included in all aspects of school life. We have the highest expectations of all children and plan a curriculum to extend their knowledge and experience of other cultures, languages and celebrations. We positively encourage children to explore the differences and diversity of people and challenge any stereotypes and assumptions made. We actively seek to combat all forms of discrimination.

We comprehend successful inclusion should result in every child feeling safe, confident and happy at school. We also recognise successful inclusion should see every child making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our extra-curricular school activities. Additionally, successful inclusion should promote every child's belief in themselves as a learner and valued member of our school community.

At St Thomas Aquinas Catholic Primary School, successful inclusive provision is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

Aims and Objectives

Our school aims to be an inclusive school. This means that equality of opportunity is a reality for our children regardless of their age, gender, ethnicity, attainment or background. We pay particular attention to the provision made for and the achievement of different groups of pupils within our school:

- Gender
- Minority ethnic and faith groups,
- Travellers, asylum seekers and refugees,
- Children who need support to learn English as an Additional Language (EAL),
- Children with Special Educational Needs and Disability,
- Gifted and Talented children,
- Children who receive Pupil Premium
- Children in care (Looked-after Children - LAC) of the Local Authority,
- Other vulnerable groups including young carers,
- Children with poor attendance,
- Any children who are at risk of exclusion.

Teaching and Learning

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 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.

Teaching and learning style

We aim to provide all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse 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. Teachers use this information when planning their lessons. It enables them to take into account the abilities and specific progress of all their children. For some children we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons.

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 their needs. When the attainment of a child significantly exceeds the expected attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers at St Thomas Aquinas Catholic Primary School ensure that all children:

- 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;
- Have a common curriculum experience that allows for a range of different learning styles;
- Use materials that reflect a range of social and cultural backgrounds;
- Have challenging targets that enable them to succeed
- Are encouraged to participate fully regardless of needs.

Curriculum Planning

The curriculum should be appropriate, accessible, differentiated and fully inclusive. In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily 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.

The Foundation Stage

Every child deserves the best possible start in life and the support that allows them to fulfil their potential. Children develop quickly in the early years and a child's experiences have a major impact on their future life chances. The Early Years Foundation Stage framework is in place and sets the standards to ensure that children learn and develop well and are kept safe and happy. Teaching and learning ensures that the children receive a broad range of knowledge and skills to promote children's 'school readiness' and provide the right foundation for good future progress through school and life. Learning and development opportunities

are planned around the needs and interests of each individual child and are assessed and reviewed regularly against the Early Learning Goals.

Meeting Diverse Needs

At St Thomas Aquinas Catholic Primary School we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a child with their parents or carers and then seeking to work together with them, for the good of the child.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each child.

Promoting and supporting Inclusion

1. Head Teacher, Senior Leaders and our Governing body:

- a) Responsibility for making St Thomas Aquinas Catholic Primary School a truly inclusive school lies with the Head Teacher, Senior Leaders and the Governing Body of the School under the umbrella of Christ the King Catholic Collegiate.
- b) We aim to promote Inclusion at St Thomas Aquinas Catholic Primary School through all of our policies, systems and practices.

2. Personalising the Curriculum:

School Leaders at all levels; including Governors, Head teacher and Deputy, and Subject Leaders are responsible for ensuring that the curriculum; in its narrow and broadest sense, is personalised to match the needs of the pupils who attend the school. The school currently uses the National Curriculum (2014), Foundation Stage Profile, Learning and Growing as the People of God, Read Write Phonics, Read Write Inc, Abacus Maths and White Rose Hub to support the staff, at all levels, in planning the formal curriculum. The School has a long term Curriculum Map which is used by individual class teachers to plan appropriate, differentiated activities for

all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual needs.

3. Inclusion Manager

The school has an Inclusion Manager, (Miss J Coxon) who is a member of its Leadership Team. The Inclusion Manager takes the leading role in co-ordinating support and provision, particularly regarding pupils and families in the aforementioned groups. In partnership with other senior leaders and the Head Teacher, the Inclusion Manager monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

4. Special Educational Needs Co-ordinator (SENCo)

a) The school has a SENCo who takes the leading role in co-ordinating support and provision for children who are targeted or require specialist Special Educational Needs or Disabilities (SEND) provision; including support from outside agencies .In partnership with the Inclusion Manager the SENCo monitors, advises, evaluates and plans for the development of inclusive practice and provision for targeted or SEND pupils across the school.

5. Key Stage Leaders

The school has three Key Stage Leaders; for Foundation Stage, Key Stage 1 and Key Stage 2 who support the class teachers, SENCo and Inclusion Manager in providing the effective operational delivery of focussed interventions in their particular Key Stage.

6. All members of staff

At St Thomas Aquinas Catholic Primary School all staff have the responsibility to promote inclusion in the following ways:

- To continue to raise staff awareness of inclusion via ongoing staff development.
- To continue to create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.
- To include pupils in all aspects of school life regardless of need.

- To create a nurturing environment so that all children feel safe, secure and able to achieve their highest ability, maximising the learning potential of all pupils and raise attainment for all.
- To provide a range of teaching styles to accommodate the different learning styles of all children and to ensure that resources are matched to their need.
- To equip pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community and to celebrate the progress and achievements that all members make.
- To involve pupils and parents in planning and any decision making that affects them and their family and to work together with all partners in education of the child.

7. The Inclusion Team

The Inclusion Team is led by the Inclusion Manager and consists of the SENCo, Pupil Premium lead and the inclusion learning mentor. The team are responsible for the leadership and development of each of their aspect. On-going progress meetings are held with the Inclusion Manager to assess the effectiveness of each aspect and to inform future developments.

English as an Additional Language

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education. Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be closely monitored and support given as required.

Children with disabilities

When children in our school have disabilities we are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at any substantial disadvantage compared to non-disabled children.

Some individuals with disabilities will require medication for their condition. In this instance, the child is listed on a register of individuals with additional needs and information regarding their condition will be available to all who work with the child. Information regarding medication is kept in the school office and the school maintains an up to date policy on the administration of medication. Adults with medical conditions in school stated that they would prefer not to be included in such a system. However, there is knowledge among staff regarding their needs in an emergency and any relevant information will be in their own confidential file in the school office. Any medication kept in school is locked away or kept well away from the reach of any children.

The school is committed to providing an environment, within its resources, that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We use specialist desks, chairs and other furniture/equipment as and when necessary for pupils with specific physical needs. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where 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;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

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 differentiation of the child's work, 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.

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. The school governor with responsibility for special educational needs 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.

Inclusion and racism

The diversity of our society is addressed through our 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 Headteacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy. All incidences of racism towards staff and visitors to school are also recorded and reported.

At St Thomas Aquinas Catholic Primary School we value each child and adult as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

This policy should be read in conjunction with the following policies:

1. Equal Opportunities Policy
2. Racial Equality Policy
3. SEND Policy
4. More Able and Talented
5. Teaching and Learning Policy
6. Behaviour Policy
7. Anti-Bullying Policy
8. Whole School Curriculum Policy

Monitoring and review of policy

This policy remains under constant review but will be formally reviewed every three years.

