

Inclusion Policy



St Paul's Catholic Primary School

'Together in Faith, Working as One'

Purpose

At St Paul's Catholic Primary School, we aim to provide a stimulating learning environment across the whole curriculum, which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

This will be achieved by:

- providing a curriculum which promotes a full range of learning, thinking and life skills;
- providing a broad, balanced and relevant curriculum;
- using flexible and responsive teaching and learning styles;
- equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of the community;
- developing a close partnership with the children, parents/carers and the whole community.

Aims

In particular, we aim to:

Be an inclusive school and offer equality of opportunity to all groups of pupils and individuals within the school, these groups include:

- gender
- pupils from all faiths/no faith/all experiences of faith
- pupils from all ethnicities
- pupils who have English as an additional language
- pupils who have Special Educational Needs
- pupils who are working beyond age-related expectations.
- pupils who are in public care, or previously in care
- pupils who are at risk of disaffection or exclusion
- children who may have physical difficulties and/or disabilities

Provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment
- ensure that all children reach their full potential

Provide a happy, healthy and safe school by:

- recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- providing high quality pastoral care, support and guidance
- safeguarding the health, safety and welfare of all our pupils and staff
- listening and responding to the concerns and views of children and parents
- taking care to balance the needs of all members of the school community

This policy has been developed in consultation with all stakeholders: Head teacher, Senior Leadership Team, school staff, Special Educational Needs Governor and the Governing body.

This policy should be read in conjunction with the policies relating to the school curriculum, Special Educational Needs, equality, and guidance on assessment, recording and reporting. All policies within the school, support inclusion, which is reflected through this policy.

Roles and Responsibilities

The headteacher is responsible for:

- the management of all aspects of the school's work, including ensuring the school is inclusive
- keeping the governing body informed about inclusion issues
- working closely with all personnel regarding inclusion within the school
- ensuring the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to the governors
- ensure appropriate resources and funding are available if required

The governing body must ensure that:

- the necessary provision is made for all pupils
- all staff are aware of inclusion issues and that they consider and monitor the implementation of the school's inclusion policy
- ensure school admission arrangements do not discriminate against pupils with Special Educational Needs
- they set up appropriate staffing and funding arrangements, and oversee the school's work for inclusion

- they, and the school as a whole, are involved in the development and monitoring of the policy
- inclusion is an integral part of the school development plan

Class teachers are responsible for:

- ensuring that all classroom practice is fully inclusive
- referring to and abiding by the Inclusion policy
- report any issues regarding inclusion to the Headteacher

Learning support staff/teaching assistants should:

- ensure all practice is fully inclusive and they are aware of the guidelines set by this policy

Arrangements for monitoring and evaluating

St Paul's Catholic Primary School secures the inclusive education of pupils by reviewing and evaluating what is done:

- Does each pupil achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is in place for the children who are not achieving their potential?
- Are our actions effective?
- Are pupils happy to be in school?

The policy will be monitored by the Head Teacher, Senior Leadership Team and Governing Body.