

Inclusion Policy



Our Mission Statement:

'At SS John and Monica's we learn through the example of Jesus to love, respect, understand and value each other'



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1. Introduction/Rationale:

SS John and Monica's Catholic Primary School value the individuality of all our children. We are committed to providing an appropriate and high quality education to all pupils. We believe that all children, including those identified as having special educational needs and disability, have a common entitlement to a broad and balanced academic and social curriculum, which is fully accessible to them, and to be fully included in all aspects of school life.

The school aims to foster the personal development of each child by helping them to be responsible, by building their self-esteem, being sensitive to their needs and promoting values of fairness and forgiveness. We aim to provide opportunities for every pupil to be fully prepared for the next stages in their lives.

SS John and Monica Catholic Primary School is committed to inclusion. We strive to maintain a loving and caring school community, underpinned by the Gospel Values, where everyone feels welcome, secure and valued. Supported by close co-operation with the home, parish and wider community, our children will grow into fulfilled, educated people ready to take the Catholic message into the world.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Learners who need support to learn English as an additional language (EAL);
- Learners with special educational needs or disabilities (SEND);
- Children with additional learning needs;
- Disadvantaged children, i.e. those pupils for whom we received Pupil Premium;
- Children who are significantly more able than their peers;
- Looked After Children and children previously in care;
- Children with medical needs;
- Refugees;
- Asylum Seekers;
- Others such as those who are sick, those who are young carers, those who are in families under stress;
- Any learners who are at risk of disaffection and exclusion;
- Girls, boys, and pupils whose gender identity may be different to that assigned at birth;
- Minority ethnic and faith groups;
- Children from traveller families.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short-term. At SS John and Monica's Catholic Primary School, we aim to anticipate and identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We will also aim to model inclusion in our staffing policies, relationships with parents /carers, and the wider community.

2. Aims and Objectives

Our school aims to be an inclusive school, catering for diverse needs and working in partnership with parents/carers. We aim to involve parents/carers at every stage in plans to meet their child's additional needs. We seek:

- To make equality of opportunity a reality for our pupils through access to a good quality, meaningful and appropriate creative curriculum;
- To plan for individual needs encouraging the strengths and interests of our pupils. Pupils will be targeted to support learning;
- To provide full access to the curriculum through differentiated support by the class teachers, Learning Support Assistants, and other staff as appropriate;
- To make reasonable alterations where necessary to support children with SEND;
- To ensure that current Codes of Practice and guidance are implemented effectively across the school and to ensure equality of opportunity for, and to eliminate prejudice and discrimination;
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible;
- To enable all children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning;
- To involve the children themselves in planning and in any decision-making that affects them;
- To support all our staff in meeting the needs of individual children through professional development, the sharing of good practice, the provision of resources and working with outside agencies.

We will achieve educational inclusion by continually reviewing our practice and asking key questions:

- Do all our pupils achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing to support those pupils who are not achieving their best?
- How are we involving parents and carers?

3. Supporting Inclusion

Class Teachers and support staff ensure that 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;
- are taught through a carefully-planned blend of supported and independent tasks and activities;
- 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;
- are encouraged to participate fully, regardless of disabilities or medical needs.

Whole school actions support inclusion by:

- A curriculum designed to reflect the different cultures, religions and races in our school and one which is challenging and provides enrichment;
- Achievable targets in English and maths and for all pupils;
- The regular tracking of pupil attainment and the highlighting of any underachievement;
- Targeting of support for pupils by the teachers, teaching assistants, and Senior Management;
- The use of intervention programmes to support pupils with learning difficulties;
- The targeting of underachieving pupils and EAL;
- Induction of pupils new to this country;
- A consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions;
- Addressing racism, sexism and bullying;
- The involvement of parents and carers at parents meetings, curriculum meetings and through regular informal contact;
- Involvement of outside agencies and specialists;
- Sharing information about pupils, including health issues, with all staff.

4. Monitoring inclusion

We recognise the importance of early identification of pupils with Special Educational Needs and Disabilities (SEND), English as an additional language (EAL), and pupils of higher ability (Gifted and Talented).

Every staff member is responsible for inclusion. However to ensure we are successful the following strategies are used under the supervision of the Inclusion Lead:

- Regular tracking of pupil attainment through termly target setting meetings;
- Monitoring and assessment schedule;
- Termly review of provision management with the Senior Management and teachers to discuss progress of pupils receiving interventions;
- Annual reviews for all pupils with an Education Health and Care Plan (EHCP) or SEND Support Provision Plan (SSPP);
- Review of targets in English and Maths;
- Lesson observations and book scrutinies;
- Talking to children and parents;

- Teacher assessment;
- SATs tests and in-house assessments;
- Monitoring teacher's plans and children's work.

5. Identification of pupils

SS John and Monica Catholic's Primary School recognises the significance of early identification of pupils with Special Educational Needs and disability, English as an additional language (EAL) needs or pupils of higher ability and work closely with other professionals already involved with pupils. Senior Leaders, SENCO, Class teachers and support staff are all involved in identifying pupils. Pupils with SEND are identified as needing support addition to or different from what is normally available, or have an Educational Health and Care Plan. Information relating to pupils with SEND is shared with all staff, including supply teachers.

6. Provision

Adapted Curriculum Provision

Where possible,, we aim to cater for all children within their own classroom alongside their peers. We aim to deliver 'Universal' provision through 'High Quality First Teaching' with adjustments made to meet the needs of all pupils within individual cohorts. In order to make progress, all children will receive an adapted curriculum. The adaptations may involve modifying learning objectives, teaching styles, resources, the level of adult support and access strategies. At SS John and Monica's, there is an emphasis on a knowledge and skills-based curriculum through National Curriculum coverage, and meaningful links are made across subjects.

Provision Management

Pupils are reviewed on an ongoing basis and, more formally on a termly basis, to ascertain the additional interventions needed to enable them to make progress. A variety of programmes are used to support learning and behaviour. Parents are informed of the interventions their child will receive on a termly basis through individual Provision Maps.

Education, Health and Care Plan

Please see SEND Policy.

Pupils with English as an Additional Language

Please see EAL Policy.

Challenging children of higher ability

Pupils identified as of higher ability are provided for through a differentiated curriculum which aim to challenge and extend targeted children. There are opportunities for advancement of more able pupils through extracurricular activities. Please see Gifted and Talented Policy.

Resources

Resources for additional needs and inclusion are sourced/purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Assistive technology is used to break down barriers so that individual children can access the learning with increasing degrees of independence once trained in using the equipment.

Looked after Children (LAC)

Children in public care will have targets set within a personal education plan (PEP) twice a year. The targets will be set by the school, the carer and social services. We aim to send a representative to all LAC reviews. We aim to work closely with social services and carers. Academic progress will be reported to the governing body. The Head Teacher, Mrs Elliott, is the current LAC Lead.

7. Working with Outside Agencies

SS John and Monica's Catholic Primary School promotes the value of specialist advice and support from a variety of professional and voluntary services. SS John and Monica's also welcomes and positively promotes links with educational bodies that can promote pupils learning and provide enhanced opportunities for our more able learners.

The SENCO/Inclusion Lead, in consultation with other staff, liaises frequently with a number of other outside agencies and specialists, including:

- Social Services;
- Education Welfare Service;
- Family Support;
- The Early Help Team;
- School Nurse;
- Community Paediatrician;
- Physiotherapy;
- Occupational Therapy;
- Educational Psychology;
- Pupil and Schools Support (PSS);
- Communication and Autism Team (CAT);
- Speech and Language therapists (SALT);
- Visual and hearing impaired team;
- Child and Adolescent Mental Health Service (Forward Thinking Birmingham).

8. Links with other schools/Transfer arrangements

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCO will contact to further discuss the child's needs. Children transferring to new schools will have records sent and the Inclusion Lead will discuss these children with other schools upon request.

9. The Governing Body

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for SEND/Inclusion. Governors will receive a report at every full governing body meeting. The governor responsible for inclusion is Mrs Ellison and she can be contacted via the school office.

10. Equality Act

The 2010 Equality Act makes it unlawful for schools and Local Authorities to discriminate against disabled pupils for a reason relating to their disability without justification.

SS John and Monica's Catholic Primary School aims to cater for the full ability range, and the presence or absence of a special need is not a factor in the selection of pupils from its catchment area, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable.

11. Working with Parents

Parents will be involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEND Code of Practice. Parents will be involved right from the initial stages. Parents will be given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Pupils will also be given the opportunity to express their views and comment on their success.

To support parents, evening meetings are often organised to explain key areas of the curriculum and to develop understanding of children's special educational needs and disability.

Parents will have the opportunities to meet with their child's class teacher in a formal meeting twice a year, with further meetings for identified needs or concerns. Ad hoc meetings also take place as required with any involved external agencies to 'plan, do, assess and review' provision (known as 'The Graduated Approach').

12. Complaints

If any parent feels that SS John and Monica's Catholic Primary School is not meeting the needs of their child, they will be supported via the procedures outlined in the Complaints Policy.

13. Staff Development

The Senior Leadership Team will review the needs of the teaching and support staff and provide INSET via external courses and in-school training. The needs of pupils and the interest areas of staff will also be taken into account when planning INSET.

14. Policy Review

This Policy will be reviewed as and when necessary to respond to any LA or Government requirements. In the absence of any such changes, the policy will be reviewed on a two-yearly cycle.

Policy Agreed: 08.11.2024

To be Reviewed: 08.11.2026

To be reviewed by: Inclusion Lead