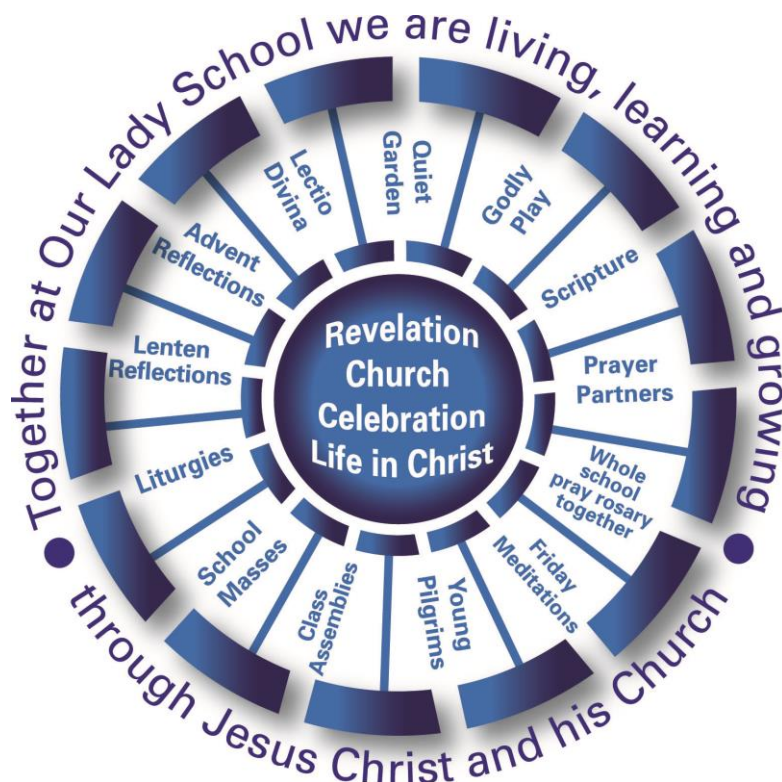




Our Lady Catholic Primary School

Inclusion Policy



The Diocese of Westminster Academy Trust
A Catholic Academy

October 2022

Aims

The school aims to:

- help pupils develop their personalities, skills and abilities
- provide appropriate teaching which makes learning challenging and enjoyable
- provide equality of educational opportunity

Objectives

- ensure implementation of government inclusion recommendations
- ensure the school's Inclusion Policy is implemented consistently by all staff
- ensure any 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 on inclusion issues

Definition of inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, faith, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

Co-ordinating inclusion

Inclusion is co-ordinated by the SENCo. The role is to monitor the inclusion policy and report termly to the governing body on its effectiveness; monitor and access 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; purchase appropriate resources; monitor pupil progress; liaise with parents; co-ordinate cross-phase/cross school transition; co-ordinate external specialist provision.

Inclusive provision

The school offers a continuum of provision to meet a diversity of pupils' needs. All class teachers plan and deliver lessons mindful of the needs and different ways children learn. Additional in-class support is available in all classes, which is provided by TAs. This additional support is targeted at individual pupils and small groups of pupils who are narrowing the gap with their literacy, numeracy and communication skills and at pupils with English as an additional language. Pupils with emotional and behavioural difficulties are supported within the class by the class teacher, TA. Provision is also available for the Gifted and Talented through differentiated activities, questioning, small group work, special curriculum days, links with partnership secondary schools and a range of extra curricular activities.

Out-of-class provision is also available to pupils who require additional literacy, language, numeracy or behaviour management programmes. Small groups of children attend motor skills programme / sensory circuit, Social skills groups, Friendship interventions and other interventions specific to personal needs. Members of the leadership team, teaching staff and TAs run intervention programmes daily

A range of extra-curricular activities is available after school.

External support

The school works closely with an external specialist advisory service, such as the SpLD Base, Outreach service, JEPECA support, Early Years specialist and Hitchin Behaviour Support Services. The school also has access to an Educational Psychologist, Hitchin Improvement Partner and a Speech and Language Therapist who are able to provide advice and guidance.

Resource allocation

The school allocates part of its budget to resourcing educational inclusion. Pupil Premium and Exceptional Needs Funding are added to the budget to meet the needs of 'vulnerable' pupils and those with Specific Needs.

The SENCo organises and plans the amount of additional in-class and external specialist support required by pupils who may be classed as SEN Support, have an Education, Health and Care Plan or another current need. In consultation with the staff and within the curriculum budget appropriate resources are examined and purchased on a yearly basis.

Assessment procedures

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

The school fully embraces, using a consistent whole school approach to feedback and marking called *Stick, Mark, Boom*. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made, teachers annually moderate and standardise samples of pupils' work and achievements across the curriculum.

Underachievement is identified as early as possible through teacher referral and additional assessment using standardised reading and non-verbal reasoning tests. Pupils are set individual challenging targets which address the area of underachievement. Pupil progress is monitored and reviewed termly.

The school's reward system of House points and certificates of achievement for excellent work and performance, effort and improved behaviour contribute to raising pupil self-esteem and motivation. Every term we have pupil progress meetings; interventions are planned from these including early morning Literacy and Numeracy groups.

Professional Development

The Senior Leadership Team oversees the professional development of all teaching staff, TAs, MSAs and support staff. Staff are kept fully informed about national and regional training courses, seminars and networks which relate to inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within the school, and also in other schools.

Parent Partnership

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENCo if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. The home-school agreement outlines how parents can support their child's learning at home. Before children start at Our Lady school they are visited at their nursery and home by the EYFS class teacher. In some instances the Headteacher or SENCo will visit the Nursery setting or previous school.

Parents are invited to attend a pre-intake talk and visits to the school are planned and

encouraged.

Evaluating the inclusion policy

The inclusion policy is reviewed in line with the School Improvement Plan. Policy evaluation focuses on: establishing how far the aims and objectives of the policy have been met; how effective the inclusion provision has been in relation to the resources allocated; the attainment of pupils in judging 'value added' factors. In the light of the finding, the policy is revised and amended accordingly.

The Inclusion Policy should be read with all other policies in particular Equalities Scheme and Special Education Needs Policy.

