
Our Lady Immaculate Catholic Primary School Inclusion Policy

We are a Catholic school and our mission is to develop a Christ centered community, which recognises Christ's love in every person and reflects the gospel values in the life and development of each child in our school.

As a Catholic school, everything we do is underpinned by *Gospel Values*. Our *School Mission Statement* is:

One Family Living and Learning Together in Faith.

(To be read in conjunction with our policies on English as an Additional Language (EAL), Equal Opportunities, Gifted and Talented Children, Racial Equality and Special Educational Needs (SEN).

“Each and every child and person matters...”

1 *Introduction*

1.1 Our school's mission statement makes it clear that we value the individuality of all our children. We are committed to giving all, every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or social background. The distinctive nature of our Catholic school requires that “we model gospel values and the teachings of the Catholic Church which unite society by promoting a citizenship rooted in a commitment to social justice and the common good.”

2 *Aims and objectives*

2.1 Our school aims to be a fully inclusive school. We actively seek to:

- remove barriers to learning and participation that might hinder or exclude individual pupils, or groups of pupils, thereby making equality of opportunity a reality for our children;
- plan a curriculum that meets the specific needs of individuals and groups of children;
- set suitable learning challenges for all;
- respond appropriately to children's diverse learning needs;
- ensure the achievement and well-being of different groups of children within our school:
 - girls and boys;
 - minority ethnic and faith groups;

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- children who speak English as an additional language;
 - children with special educational needs;
 - children from low income families who are entitled to free school meals;
 - children whose education has been disrupted by illness, or breaks in their schooling for other reasons;
 - more able, gifted and talented children;
 - children who are at risk of disaffection or exclusion;
 - travellers;
 - asylum seekers and refugees
 - children who are officially or unofficially looked after.
- provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children, (this might include speech and language therapy, mobility training or The Detsy Programme).

2.2 We achieve educational inclusion by continually reviewing the attainment and progress of each of the groups listed in 2.1 above, asking these key questions:

- Do **all** our children achieve their best?
- Are there differences in the achievement of different groups of children?
- How are we supporting these different learners in our lessons?
- What are we doing for those groups who are not achieving as well as they should?
- Are support strategies and interventions for such groups effective?
- Are we successful in promoting social, racial and cultural harmony, and preparing pupils to live in a diverse society?

3 *Teaching and learning*

3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils 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 experiences of all their children and to plan appropriate, well-matched learning activities for all. For some children, we may differentiate the curriculum to meet individual needs.

3.2 When the attainment of a child falls significantly below the expected age-related level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials to challenge pupil's learning, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

3.3 Teachers are familiar with the equal opportunities legislation, covering race, gender and disability (see our Equal Opportunities Policy).

3.4 Teachers ensure that all children:

- Experience an inclusive environment that meets the needs of all pupils;
- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;

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- will develop as responsible, respectful and active citizens, who can play their part and become actively involved in public life as adults;
- observe any particular religious practices in relation to their clothing or daily routines;
- have equality of opportunity, so that they can thrive together, understanding that difference is what makes them unique;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- develop pupil's confidence, resilience and knowledge so that they can keep themselves mentally healthy;
- develop their knowledge so that they can be physically healthy and maintain a healthy lifestyle
- develop pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education;
- participate fully, regardless of disabilities or individual needs;
- are taught in groupings that allow them all to experience success;
- use learning resources which reflect a range of social and cultural backgrounds, without stereotyping;
- achieve well and are successful in their readiness for their next phase of education, so that a successful transition is made.

4 Children with disabilities

- 4.1 Some children in our school may 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. The school fully meets the requirements of the Equality Act 2010, in relation to disability discrimination (see our Disability Non-Discrimination Policy). All reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage compared with their peers.
- 4.2 The school is committed to providing an environment that allows children with a disability or an impairment, full access to their area of learning, as far as is possible within the limitations of our buildings. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry to our school, also allow wheelchair access.
- 4.3 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 and learning materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.
- 4.4 Teachers ensure that the work undertaken by children with a disability or impairment:
- takes account of their pace of learning and the equipment they may need to 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 in which children are unable to manipulate tools or equipment, or use certain types of materials;
 - allows pupils to record their work using IT when necessary or appropriate to do so;

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- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow, for example, hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- is assessed in ways which reflect children's individual needs and abilities;
- multi-agency support and advice is acted upon within the school environment.

5 *Disapplication and modification*

- 5.1 The school can, where necessary, modify or dis-apply the 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 to ensure access to learning. When necessary, we also support learning through appropriate external specialists or support services. In such cases, teachers work closely with these specialists to support the child (see our Special Educational Needs Policy).
- 5.2 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/carers and the Local Authority (LA). The school's link- governor with responsibility for special educational needs and disability, 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.
- 5.3 Should we go ahead with modification or disapplication, we would do so through: Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs; Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

6 *Inclusion and racism*

- 6.1 The school implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). 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 race or ethnic background. All racist incidents are recorded and reported to the governing body by the head teacher. The school contacts parents or carers of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

7 *Summary*

- 7.1 In our school, we value each child 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.

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8 *Monitoring and review*

- 8.1 This policy is monitored by the governing body, and will be reviewed every two years or earlier if necessary.