



Living and Learning Through Christ

Inclusion Policy

Introduction

At St Bernadette Catholic Primary School Catholicity permeates all aspects of teaching and learning. Our values and beliefs aim to provide a strong level of coherence and focus which enriches the whole child. High standards are expected and articulated so that they are made explicit to all.

Aims

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school without gender bias:

- pupils from other faiths, ethnicities, travellers, asylum seekers, refugees;
- children who need support to learn English as an additional language;
- children with special educational needs
- children with additional learning needs;
- gifted and talented children;
- pupils who are subject to Child Protection or Child in need plans
- any children who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress
- pupils with emotional and behavioural difficulties

The school values of: tolerance, respect, kindness, forgiveness and love of thy neighbour are at the heart of all we do and runs through every aspect of the school. This is evident in relationships, behaviours, communication, modelling and ensuring the values have a high profile and awareness throughout the community.

The National Curriculum is our starting point for planning provision that meets the specific needs of individuals and groups of children.

We do this through:

- Understanding our community and the many cultures, experiences and the context in which children live and learn.
- Celebrating the diversity that enriches our community
- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (e.g. Hub, SALT, physiotherapy, trips/visits.)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- - Do all our children achieve as much as they can?
 - Are there differences in the achievement of different groups of children?
 - What are we doing for those children who we know are not achieving their best?
 - Are our actions effective?

Guidelines

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the experiences and abilities of all of their children. For some children, we use the programmes of study from earlier stages. This enables some of our children to make progress in lessons, perhaps after significant amounts of time spent away from school or irregular attendance at school. When the attainment of a child falls significantly below the expected level, teachers support the child 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 from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunity's legislation covering race, gender and disability.

Teachers ensure 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;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- 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.

Children with disabilities

Some children in our school have disabilities and consequently need additional support. The school is committed to providing an environment that allows these children full access to all areas of learning. Teachers modify teaching and learning as appropriate for these children.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral and written 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 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 & 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 agencies 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 consultation with parents and the Local Authority. The school's 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.

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 an Education, Health and Care plan;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Conclusion

In our school the teaching and learning, achievements, attitudes and well-being of every child are Important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

This Policy should be used in conjunction with the SEN policy and the School's Vision, Aims & Mission Statement.

Safeguarding Note:

St Bernadette Primary school fully recognises the contribution it can make to protect children and support pupils in school and beyond. We are fully committed to safeguarding our pupils through prevention, protection and support. We are also committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. It is our duty to protect children and young people against the messages of all violent extremism and to prevent terrorism. Any concerns should be referred to the Designated Child Protection Person (Barbara Lee) who have local contact details for PREVENT and Channel referrals.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Reviewed Nov 25	Next review Term 2 26
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