



St Patrick's Catholic Primary School



Inclusion and Equality Policy

Reviewed October 2018

Review October 2020



St Patrick's Catholic Primary School



Inclusion Policy

General Statement

At St Patrick's Catholic Primary we provide a Catholic education promoting the academic, physical, spiritual and social development of each child. We aim to be a fully inclusive school striving to meet the needs of all our pupils irrespective of their differences. The staff and governors of the school have approved this inclusion policy.

Our school belief is that every pupil has an entitlement to develop their God-given talents, skills and be challenged to reach their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

Definition of inclusion

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

Aims:

We aim to make St Patrick's a place...

- Where every member of the school community is valued and encouraged to develop their God-given potential.
- Where a worshipping community nurtures and supports each child in their journey of faith.
- Where school, home and parish work in partnership.
- Where every child has the opportunity to become a thinker, leader, organiser, communicator, explorer, creator, inventor, performer and artist.
- Where the line between learning and fun is invisible.
- Where every child is encouraged to be a successful learner, confident individual and a responsible citizen.
- Where friendships are made forever.



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- Where children build skills for learning and life.
- Where there is equality of access for all pupils to all subjects including the arts, humanities and sports.
- Where children appreciate their own cultural traditions and the diversities and richness of other cultures.

Objectives

- Ensure implementation of government and LEA inclusion recommendations.
- Ensure the school's inclusion policy is implemented consistently by all staff.
- Ensure any negative 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 in inclusion issues.

Inclusion Leader/SENCO

The role of the Inclusion Leader/SENCO is to monitor the inclusion policy; monitor and assess inclusive provision; identify barriers to learning and provide staff with appropriate strategies; share inclusive expertise with, and support the professional development of classroom teachers, HLTAs and TAs; work with staff to purchase appropriate resources; monitor pupils progress; liaise with parents; co-ordinate cross phase/ cross school transition and co-ordinate external specialist provision. All teachers are responsible for meeting the needs of all pupils in their class.

Inclusive provision

The school offers a continuum of provision to meet the diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups, within their class, for English and Maths, for other subjects the work is differentiated. Additional in-class support is available in all classes, which is provided by HLTAs and TAs. This additional support is targeted at individual and small groups of children who are catching up on their basic English, Maths and communication skills.



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Gifted and talented children have differentiated work as appropriate and they have access to iPads to work with a HLTA or TA in small groups. Every class has an Interactive Whiteboard. Children have access to iPads.

The school has implemented Provision Mapping with each year group having its own map which tracks all children and the provision which is in place. Out of class intervention is available to pupils who need additional support through either 1:1 or small group support.

Each term the Inclusion Leader meets with staff (Phase Provision Meeting) in Early Years, KS1 and KS2 to discuss every child and whether they are receiving the most appropriate intervention strategy

The school has a Speech and Language Therapist working one afternoon per week to work with children across the school. As well as this we also have a specially trained speech and language TA who works daily with children on a 1:1 and group basis. The school also has a Learning Mentor who is able to look at the barriers to learning individual children face and offer support where appropriate. Additionally, the school has a Family Support Worker who is able to offer support to the whole family where necessary.

A range of activities are available through after school clubs.

External Support

The school has close links with external support agencies such as Speech and Language, Occupational Therapy and other health services. Through the LEA we have access to services such as, Social, emotional and mental health support, and the complex communication team. The school is also supported by the Educational Welfare Service, an educational psychologist and advisors.

When a child has input from a variety of agencies, e.g. Social Care, Health and Education, it is sometimes considered in the best interests of the child to begin the process of an early help assessment or a multi-agency early help assessment. This would enable parents to meet with all professionals working with their child and discuss an action plan to meet their needs. The Inclusion Leader and Learning Mentor have had the appropriate training to process the early help intervention and take the role of Lead Professional in the subsequent Family Support Meetings.



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Assessment procedures

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

The school fully embraces assessment using a consistent assessment system, which relates to the Foundation Stage Profile, the P Scales, the National Curriculum age related expectations and PiXL assessment. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made, teachers termly moderate and standardise samples of work and achievements across the core subjects.

Underachieving and gifted and talented pupils are identified as early as possible through teacher referral and the use of test data.

The school's reward system of house points, and certificates of achievement for outstanding work and performance, effort, and improved behaviour; contribute to raising pupil's self-esteem and motivation.

Professional development

The Inclusion Leader and Principal oversee the professional development of all the staff. They are kept fully informed about courses and other training opportunities. Staff are expected to disseminate and share their knowledge with other staff after attending a course.

Parent partnership

The knowledge, views and firsthand 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 Inclusion Leader if they have any concerns with regard to inclusive educational provision. Parents are also encouraged to keep in regular contact with the school regarding their child's progress. A termly curriculum overview for parents is produced outlining which topic areas will be covered in each curriculum subject area. An initial 'Meet the teacher' meeting is held at the beginning of the school year. In addition parent workshops around inclusion and drop in sessions are offered at various times during the year.



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Evaluating the inclusion policy

The inclusion policy will be reviewed annually at the end of the academic year. Policy evaluation will focus on: how far the aims and objectives of the policy have been met; how effective the inclusion policy has been in relation to the resources allocated; the attainment of pupils in judging 'value added' factors. In the light of the findings the policy is revised and amended accordingly. We use whole school assessment procedures to track the progress of groups of pupils and identify strengths and weaknesses by using data on a variety of groups. The policy is also reviewed by the Local Academy Committee and the link governor works closely with the Inclusion Leader to evaluate provision.

Policy written by Danielle Kingham, Vice Principal & Inclusion Leader

Presented to Full Governors **DATE**

Appendix

Glossary of terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autism Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CCT	Complex Communication Team
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EHCP	Education Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meals
G&T	Gifted and Talented
IEP	Individual Education Plan
IPMHS	Integrated Primary Mental Health Service
KS	Key Stage
LA	Local Authority
LAC	Looked After Child
MLD	Moderate Learning Difficulty



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NC	National Curriculum
OT	Occupational Therapist
P scales	Pre key stage assessment tool
PiXL	Partner in excellence. Assessment system used by the school
RSA	Request for Statutory Assessment
SaLT	Speech and Language Therapy
SENDIASS	Special Educational Needs and Disability Information and Advice Support Service
SLCN	Speech Language and Communication Needs
SEMHL	Social Emotional Mental Health and Learning
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
VI	Visual Impairment