

# **INCLUSION POLICY**

## **Definition of Inclusion**

At Our Lady and St Edward's our approach to inclusion is founded upon a moral position which values and respects every individual and which welcomes diversity as a rich learning resource.

## **Rationale**

Our Lady and St Edward's Catholic Primary School is committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs or being part of a vulnerable group should have access to a broad and balanced curriculum and be fully included within the school community.

We are aware that we can promote inclusive education and that education outcomes may be influenced by factors outside the school's control such as a person's gender, social, cultural or economic background, ability and special needs. The school supports Wirral's equality of opportunity policy, inclusion policy and the Children and Families Bill.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

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, difficulties with language development, learning difficulties or emotional and social development.

We recognise that pupils learn at different rates and there are many factors affecting achievement. We believe that many pupils, at some time in their school career may experience difficulties which will affect their learning. These difficulties may be short or long term. Part of Our Lady and St Edward's strategic planning has been to set up an Inclusion Team. The aim of the Inclusion Team is to support the staff in identifying these needs as they arise and support teachers with strategies to enable the child to make progress. We aim to include parents and carers at the earliest opportunity when a concern arises and value their expertise as the parents of the child. The development and monitoring of the school's work on inclusion will be undertaken by the Inclusion Team and the Head Teacher and with the appropriate members from the governing body.

## **Aims**

Our School aims to be an inclusive school, catering for diverse needs and working in partnership with parents/carers

- To value all students and staff equally
- To reduce the barriers to learning and ensure participation for all students, not only those who are identified as having special educational needs, but those from vulnerable groups.
- To enable each child to reach his/her full potential.

- To encourage in its pupils and staff a balanced attitude towards the different members of society.
- To ensure that no pupil is unfairly disadvantaged.

We will strive to achieve educational inclusion by continually reviewing our practice and asking key questions.

- Do all 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?

### **How do we support inclusion?**

Whole school actions support inclusion by:

- Ensuring all children receive a differentiated curriculum. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Differentiation will be recorded in the class teachers plans. Children may be taught in ability and mixed ability groups across the Curriculum.
- Having a curriculum designed to reflect the different cultures, religions and races in our school and one which is challenging and provides enrichment.
- Setting achievable targets in English and Maths and for all pupils.
- Regular tracking of pupil attainment and highlighting any pupils who are not making expected progress. This is carried out on a half-termly basis through impact meetings.
- Targeting of individual EAL pupils to work alongside a qualified teacher who is fluent in speaking Polish.
- The use of intervention groups to support children.
- Delivering a consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their actions.
- Addressing racism, sexism and bullying
- Involving parents and carers, e.g. class assemblies, come and share activities, parent mornings, parent's evenings, informal meetings with staff.
- Involving specialists from within the Inclusion Team i.e. Educational Psychologist, Speech and Language Therapist.
- Involvement of outside agencies and specialists.
- Supporting children and their families with school family support workers.

### **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
- Use materials that reflect a range of social and cultural backgrounds without stereotyping
- Have 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

### **Inclusion Team**

The school Inclusion Team is made up of the following staff.

- SENCo
- Learning and Achievement Mentor
- Admin/Attendance officer
- Specialist EAL teaching assistant.
- Family Support Workers

The Inclusion Team also work closely with other professionals who work with the school. These professionals include Educational Psychologists, Speech and Language Therapist, Mental Health Support Worker.

### **Roles and Responsibilities of the Inclusion Team.**

The Inclusion Team will:

- Support class teachers with identifying pupils who may have special educational needs.
- Use appropriate assessment materials to assess pupils' cognition and learning, communication and interaction, emotional, social and behavioural development, sensory and all physical development.
- Support class teachers with planning appropriate learning objectives and activities for those pupils who are working at a substantially lower level than their peers.
- Train staff in identified areas for school development linked to SEN and inclusion.
- Utilise the model of coaching and mentoring to develop skills within the team.
- Keep abreast of developments in SEN and education and share this information with the team and school community.
- Ensure that parents are fully informed and contribute to the assessment and intervention process within the team.
- Support staff with pupils who are causing concern with their social, emotional and behavioural development.
- Liaise with external agencies and complete necessary referrals.

### **Parental Involvement**

At Our Lady and St Edward's we start from the premise that the parent knows their child best and that children and young people as they mature are able to reflect on their experience, their needs and their aspirations. This is at the core of the Children and Families Bill. Parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood. The attitudes and aspirations of parents and of children themselves predict later educational achievement. As a school we involve parents when there are concerns regarding their child's

learning. We acknowledge the parents' concerns and utilise the resources from within the school to act promptly.

### **How do we identify pupils causing concern?**

At the half termly impact meetings where pupils' progress is monitored, class teachers may raise concerns regarding pupils. These concerns may be linked to cognition and learning, communication and interaction, social emotional and mental health, sensory and physical development. Some of these children are identified as having special educational needs. Other pupils may be identified as experiencing difficulties but may not have special educational needs.

The class teachers are responsible for identifying the pupils causing concern and for completing the inclusion referral form. Class teachers have the responsibility for informing parents that they have made the decision to request support from the inclusion team.

The inclusion team will then decide on necessary assessments, observations, additional discussions in order to establish next steps. For pupils who have additional needs requiring more in-depth assessments, the Educational Psychologist may assess pupils using test materials only available to a psychologist. Following these assessments, consultation with staff and parents will take place and recommendations of support will be made.

### **How will the school monitor inclusion?**

- Regular reviews of the curriculum
- Regular tracking of pupil attainment through half termly impact meetings
- Half Termly review of provision management
- Reviews of individual support plans for pupils when necessary
- Lesson observations
- Curriculum leaders to monitor planning and book scrutiny
- Discussions with parents and children
- SATs tests
- Reading, Spelling and Maths tests