

St. Anthony's Catholic School
'We Grow and Learn With Jesus'

Inclusion Policy – Updated March 2019

“It is a basic and shared belief of this community that each person is a unique and precious individual, created and loved by God and redeemed by Jesus Christ.”

St. Anthony's R.E. Policy

“It is our objective that each person should be encouraged and taught in a manner sensitive to their individual needs so that they may achieve their maximum potential as a learner and a person. We recognise that everyone is a unique individual with a unique contribution to make to the life of the school.”

St. Anthony's SEN Policy

General Statement

This school believes that every pupil has an entitlement to develop their full potential. We also believe that improving children's achievement in English and Maths is the responsibility of ALL staff. 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 on-going process that celebrates diversity. It involves the identification and minimising of barriers to learning and participation that may be experienced by members of our school community, irrespective of age, ability, disability, gender, ethnicity, language and social background. It also involves maximising resources to reduce these barriers.

Values and Aims

We aim to:

- value all pupils and staff
- help pupils develop their personalities, skills and abilities and promote independence
- provide equality of educational opportunity.

Objectives

We believe these aims can be met through:

- providing appropriate teaching which makes learning challenging and enjoyable
- offering full access to an appropriate curriculum that is broad, balanced and relevant

- creating a learning environment which reflects, celebrates and promotes cultural diversity
- valuing diversity and appreciating that everyone has something to bring to the life of the school
- recognising and promoting respect for different religions, cultural identities, values and customs
- upholding a policy of zero tolerance regarding any discrimination or prejudice
- ensuring all pupils have access to an appropriately differentiated curriculum
- providing the appropriate support for individuals with disabilities (and/or medical conditions)
- providing appropriate teaching and resources to meet different learning styles
- recognising, valuing and celebrating pupils' achievements and effort
- ensuring the principles of the school's accessibility plan are applied
- working in partnership with parents/carers in supporting their children's education
- providing the SEAL (Social and Emotional Aspects of Learning) programmes and Protective Behaviours PSHE from Nursery to Y6
- training Y5 and Y6 Peer Mediators for KS2 playtimes and Y2.

Inclusive Provision

The school offers a continuum of provision to meet a diversity of pupils' needs. All classes are mixed ability but within their classes, teachers have the flexibility to set small ability groups for literacy and maths. Additional in-class support is available in all classes, which is provided by TAs, nursery nurses and the INCo. Bilingual TAs and the EMA (INCo) Coordinator provide additional support to pupils learning English as an additional language. The needs of our gifted and talented children are met through differentiation and the provision of extension activities. Computers are available to support learning in every classroom, and we have a fully equipped IT Suite with 21 computers. Inter-active white boards are used in every classroom and provide visual and auditory resources which support and enhance the accessibility of the curriculum for many pupils. All subject coordinators submit a curriculum resource bid annually which is reviewed by the Headteacher and the governing body who approve the priority spending that moves inclusive practice forward.

Small group (and/or one-to-one) intervention programmes are provided for pupils who are catching up on their basic literacy, communication and maths skills.

In and out of class support is provided as appropriate for pupils with exceptional needs and/or an Education, Health and Care Plan (EHCP).

A range of extra-curricular activities are available before school, during lunchtimes and after school. These include a breakfast club, after-school club, netball, football, street dance, cheer-leading, multi-sport, ECO group, RE, Portuguese, Polish, art, history, drama, music group, guitar lessons and KS2 games club.

Booster classes are provided for Year 6 pupils out of school hours.

1 – 1 tuition is currently provided for pupils who meet the specified criteria.

External Support

Communication with other agencies and educational establishments is vital to ensure that pupils benefit from any support that they are entitled to. This is achieved through:

- thorough assessment and monitoring procedures
- liaison between class teachers, parents, INCo and SMT to ensure early identification of needs
- liaison between the school and the Education Welfare Services, Educational Psychologists, Health and Social Services, the SpLD Base, the Behaviour Support Team, the Speech and Language Therapy Department, the Specialist Advisory Service (for Hearing Impairment, Visual Impairment, Autistic Spectrum Disorders, Speech and Language Difficulties etc.) and the Education Support Centre.

Professional Development

All staff, teachers and support staff have regular opportunities to broaden and deepen their knowledge of SEN and inclusive educational practice. Staff attending courses are expected to share their knowledge with colleagues. Staff are also encouraged to observe good inclusive practice within school at all times.

Parent Partnership

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution they make to their children's education. Parents are seen as partners in the educational process. All parents are welcome to contact the staff if they have any concerns. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. If appointments for Parents' Evenings are not made by parents of SEN or EAL children, school follows this up with a phone call. Interpreters are available for Portuguese, Polish and Italian parents. There are Parent Workshops held throughout the year for every class from Nursery to Year 6 and a termly curriculum guide is provided outlining the topics to be covered in each subject. A variety of sessions and resources to help parents support learning at home are provided by the school throughout the year. These include:

- a monthly school newsletter which also recognises individual pupils' achievements out of school
- after school maths demonstrations for parents with their children
- family learning sessions
- 'Surgery Sessions' with the INCo
- curriculum displays and information sessions
- maths games for weekly loan
- a good programme to support 'transition'
- good communication via notice boards in EYFS (daily), reading record books in KS1 and homework diaries in KS2 (daily), monthly newsletters, weekly class bulletins and the school website.

We also promote appropriate opportunities available through the Family Centres and our DSPL9 (Delivering Specialist Provision Locally)

Evaluating the Inclusion Policy

The inclusion policy will be reviewed regularly. Policy evaluation will focus 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
- comments from the annual parent questionnaire
- comments from the pupil questionnaire.

The effects of this policy on children's achievement will be monitored across all ethnic groups.

The policy will be amended in the light of these findings. Policy documents to be considered alongside the Inclusion Policy include:

SEN

Behaviour

Anti-Racism

Preventing and Responding to Bullying

Equality and Disability

Gifted and Talented

Teaching and Learning

Attendance

Assessment

R.E.

H & S

Looked After Children

PSHEE

The Education of Children unable to Attend School for Medical Reasons

The Disability Scheme

PE

Art

Music.