



# ST. IGNATIUS CATHOLIC PRIMARY SCHOOL

EXCELLENCE • UNITY • SERVICE

## INCLUSION POLICY

Governors' committee responsible:	FGB
Staff member:	Mrs E. O'Neill
Review period:	Biennially
Date policy accepted by Governing Body:	Autumn 2023
Date for review:	Autumn 2025
Status	Recommended

Signed by:

Headteacher: \_\_\_\_\_

Date: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_

Date: \_\_\_\_\_

## **I Introduction**

1.1 We value the individuality of all of our children, and seek to engage all in learning. We are committed to giving all of our children 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 St Ignatius Catholic Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background, through equitable access to the curriculum.

1.2 The Inclusion Policy should be read in conjunction with the following documents:

- SEND Policy
- Safeguarding Policy
- Equality Policy & Equality Information & Objective Statement
- Children with Medical Conditions Policy
- Pupil Premium Strategy Document
- EAL Policy
- Looked After Children Policy
- Relationships, Attitudes and Behaviour Policy

1.3 Inclusion Team

- Mrs E O'Neill: Inclusion Lead/Acting Headteacher/ DSL
- Mrs N Green – Acting Deputy Headteacher/DDSL
- Miss C Green: SENDCo/DDSL
- Mrs A Baldock: ASD Lead teacher
- Miss L White
- Mrs R Good: Play Therapist

## **2 Aims and objectives**

2.1 St Ignatius is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equity of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:

- Girls and boys
- Disadvantaged pupils (Free School Meals and Ever6)
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Children with disabilities or medical needs
- More Able, Gifted and Talented children
- Children who are at risk of disaffection or exclusion
- Roma, Gypsy and Traveller children
- Asylum seekers
- Young Carers
- Looked After Children

## 2.2 Aims:

- To support the way in which all members of the school can live, work and learn together in an environment where everyone feels happy, safe, secure and valued.
- To support children to learn, grow and develop good relationships, knowing they are loved by God.
- To enable them to be positive, responsible and independent members of the school community, where they experience and develop high self-esteem and confidence in their own abilities.
- To develop confident, self-disciplined, enthusiastic and self-motivated learners who can use these skills throughout their education and into adulthood.
- To remove barriers to learning and put into place necessary supports to provide equitable access to the curriculum, and ensure each child achieves their full potential.

## 2.3 The EYFS and National Curriculum are our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils, recognising these groups may be fluid and responding with flexibility;
- providing other curricular opportunities outside the EYFS/ National Curriculum to meet the needs of individuals or groups of children ( such as speech and language therapy)

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

- are all our children achieving their full potential?
- are there differences in the achievement and progress of different groups of children?
- what are we doing for those children whom we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

The data we gather annually (through progress trackers and pupil progress meetings) helps us to review our children's progress against these criteria. We also monitor children's access to extra-curricular activities through the use of provision maps.

## 3 Teaching and Learning

### 3.3 Quality First Teaching

Class teachers at St Ignatius provide Quality First Teaching to ensure all pupils make progress. Teachers receive regular training on pedagogy and best practice, and our teaching is based on evidence-driven best practice. Key strategies employed by our staff include:

- Careful consideration to seating plans and physical layout, taking into account the needs of the children
- Planning high-quality, interesting lessons, which are differentiated to allow all children to access the learning at the appropriate level
- Planned opportunities for challenge and investigation

- Appropriate supports and removal of barriers to learning, for example additional resources and equipment, or a laptop to type on
- High quality feedback, both oral and written in books, explaining to children what their aims are, where their learning is now and where to go next to get even better
- Opportunities for collaborative learning
- Ongoing use of formative assessment. Our teachers check in with the children throughout the lesson and assess their learning and understanding, adapting lessons as they teach to ensure best outcomes
- Early identification of need: where the class teacher notices a need they will adapt the provision accordingly in their class

In addition, teachers ensure that all 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
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- participate fully, regardless of disabilities or medical needs

Teachers are familiar with the equal opportunities legislation covering race, gender and disability (*also see SEND policy*)

### 3.4 Additional Support

*(also see SEND Policy, More Able Gifted and Talented Policy)*

If the attainment of a child falls significantly below the expected level or progress is slowing, teachers may work with the school Special Educational Needs and Disabilities Coordinator (SENDCo) to put in additional support. Individual Pathway Plans may be implemented and targets set at a suitable level, including the use of P scales.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers may 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. Additional activities may be planned to develop a child's gifts and talents.

### 3.5 Target Setting and Progress Tracking

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. At the start of each year, the headteacher, deputy headteacher and phase leaders will set aspirational targets for all pupils. We analyse the attainment of different groups of pupils termly to ensure that all pupils are making appropriate or better progress.

We also make ongoing assessments of each child's progress. Senior Leaders and teachers use this information when planning their lessons and for interventions. It enables them to take into account the abilities of all their children.

The SENDCo plans evidence-based interventions for pupils who need support to 'close the gap' and for gifted and talented/high achieving pupils to make even more progress and achieve their full potential.

### 3.6 Leadership and Long-Term Strategy

At St Ignatius we are committed to the progress of every child in our school. This is reflected in the responsibilities of the Senior Leadership Team (SLT) within the school.

**Governors responsible for Inclusion:**

Disadvantaged children: Kathy Greaney

SEND: Kathy Greaney

## Staffing

Staff	Role	Responsibilities	SLT
Mrs E O'Neill	Acting Headteacher/	<b>Inclusion Lead</b> Pupil Premium Looked After Children	√
Ms N Green	Acting Deputy Headteacher	Vulnerable Groups Designated Safeguarding Lead Growth Mindsets More Able, Gifted and Talented Children Designated Safeguarding Lead Pastoral Support	
Miss C Green	SENDCo	SEND EAL Children's Mental Health Young Carers RG&T Children	√
Mrs A Baldock	Support Teacher	Lead teacher ASD	
Miss L White	ELSA Lead	ELSA Lead	
Mrs R Good	Play Therapist	1:1 Play Therapy	

## 5 Disapplication and modification

5.1 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 specialists to support the child.

5.2 In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. This would be done only after detailed consultation with parents/carers 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.

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.
- use of the NAA guidelines, updated annually.

## 6 Inclusion and racism

6.1 The school has 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 ethnic or social background.

6.2 Any racist incident is recorded and reported to the governing body by the Headteacher. The school contacts parents or carers of those pupils involved in racist incidents.  
*See the Equality Scheme and Action Plan for more details.*

## 7 Summary

7.1 In our school, we value every child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

## 8 Monitoring and Review

8.1 This policy is monitored by the governing body, and will be reviewed bi-annually.