

## **St. Bede's Catholic Infant School Inclusion Policy**

**Agreed By Staff: Autumn 2019**  
**Approved by Governors: Autumn 2019**  
**Review Date: Autumn 2020**  
**Signed Chair of Governors M. Rowlands Date 20.11.19**

### **Introduction**

**We are committed to giving all our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, ability or background in accordance with the Equality Act 2010.**

### **Aims and Objectives**

**Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this reality through the attention we pay to the Individual/different groups of children within our school, e.g:**

- **Girls and boys;**
- **Disadvantaged children;**
- **Minority ethnic and faith groups;**
- **Children with additional educational needs;**
- **Children with additional emotional needs;**
- **Children with additional medical needs;**
- **Gifted and talented children;**
- **Any children who are at risk of disaffection or exclusion.**

**The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this 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;**
- **Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This may include for example, speech and language therapy, after school clubs, intervention groups etc).**

### **St Bede's Catholic Infant School Inclusion Charter (Based on the Halton Borough Council Inclusion Charter)**

- **St Bede's Catholic Infant School as an Inclusive School:**
  - **1. Has a shared vision for the whole school;**
  - **2. Has high expectations for all pupils;**
  - **3. Has a Governing Body that understands and supports inclusive practice;**
  - **4. Values and ensures engagement with parents, carers and families;**
  - **5. Values and promotes inclusion and diversity;**
  - **6. Creates a positive, accessible and welcoming environment**

St Bede's SEND Information Report is available on the school website, as well as on HBC Local Offer.

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?
- How effectively do we assess data to enhance progress for all our children?
- Are the children accessing activities to include their development in other areas (e.g. creatively, extra-curricular, skills)

### **Teaching and Learning**

(See also the school policies, special educational needs, equal opportunities and teaching and learning)

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 abilities of all of their children. For some children, we use aspects of the programmes of study from earlier stages. Teachers make the use of provision mapping to plan the learning needs of children requiring additional support or intervention in school, in line with the Code of Practice. This enables them to make progress at their own level, perhaps after significant amounts of time spent away from school. Where 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.

When the attainment of a child falls significantly below the expected level we assess the reasons why, and teachers enable the child to succeed by planning work that is in line with the child's individual needs using personalised learning and provision mapping.

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Teachers are familiar with the relevant equal opportunities legislation.

Teachers 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;
- Participate safely;
- 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 may have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning.**

**Teachers will modify teaching and learning as appropriate. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers will ensure that they give children with disabilities the opportunity to develop skills in all aspects of the curriculum. Personalised learning and provision mapping will be used to ensure that children's individual needs are met as appropriate.**

**Teachers will ensure that the work:**

- **Takes account of children's pace of learning and the equipment they may use;**
- **Takes into account any targets identified on relevant SEND documents, e.g. action plans, Special Education Provision Plans (SEPPs) and Initial Concern forms.**
- **Takes account of the effort and concentration needed in oral work, or when using, for example, visual aids;**
- **Is adapted or offers alternative but equal activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;**
- **Ensures they are able to take part in educational visits and other activities linked to their studies by making any necessary changes/alterations;**
- **Uses assessment techniques that reflect their individual needs and abilities.**

### **Social, Emotional, Mental Health**

**Some children in school have social, emotional and mental health difficulties and need additional support. These difficulties may include behaviour concerns. If a difficult situation arises we will attempt to stay relaxed and see these circumstances as a conflict of expectations rather than personalities; we will focus on learning rather than behaviour and we will see the positives rather than the negatives. Some children may express their social difficulties by becoming isolated/withdrawn. We follow the SEAL curriculum throughout school and use assessments and observations to identify groups of children for additional support.**

### **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. Children's learning needs are identified through the use personalised learning records and provision maps which will be reviewed and evaluated each half term with all members of staff involved, identifying further progress or confidence.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's governor with responsibility for special educational needs and parents/carers 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 action.

Should we go ahead with modification or disapplication, we would also 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 of disapplication of the National Curriculum, or elements of it.

### **Summary**

In our school the teaching and learning, achievements, attitudes and physical and emotional 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.

### **Monitoring and Review**

The Headteacher and the SENCO will monitor this policy and will report to staff and governors annually, or as is necessary.

This Policy is supported by other policies which Safeguard and Promote the welfare of children in this school.

#### **Responsibility**

<b>Headteacher</b>	<b>Miss Coughlan</b>
<b>SENCO</b>	<b>Mrs Bird</b>
<b>SEN Governor</b>	<b>Mrs. Swain</b>