



Our Lady and St Philomena's Catholic Primary School

Inclusion Policy

Approved by:	Governing Body	Date: September 2024
Last reviewed:	September 2024	
Next review due by:	September 2026	

SENDCo: Miss Weaver

Rationale

Our aim at Our Lady & St Philomena's Catholic Primary School, is to value the individuality of all our children. We are committed to giving each child at our school every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every pupil to be empowered and inspired for the next stages in their lives.

This policy helps to ensure that this happens for all the children in our school – regardless of disability, age, gender, ethnicity, attainment or background. The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Aims & Objectives

Our Lady & St Philomena's Catholic Primary School aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities;
- gifted and talented children;
- any child who is 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 includes referral for speech and language therapy assessment and/or mobility training if appropriate.)

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?

Teaching & Learning

See also the school policy on Special Educational Needs and Disabilities (SEND), SEND information report, Teaching & Learning handbook, accessibility plan & assessment/feedback policy.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving to their potential. We maintain an on-going assessment of each child's progress and teachers use this information when planning their lessons thereby enabling them to take into account the abilities of all their children.

Teachers are familiar with the relevant equal opportunities' legislation covering race, gender and disability. They adhere to school policies in these areas which are reviewed annually or bi-annually.

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 in clothing that is appropriate to their religious beliefs if necessary;
- 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, whatever their disabilities or medical needs.

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 or where it is written into an EHCP. 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. 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 outside agencies if they were involved.

The school's governor with responsibility for Special Educational Needs and Disabilities 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.

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.

Pupils at Risk

All staff are trained and asked to be alert for signs of abuse to pupils. If suspicions are aroused by signs of injuries of any kind, neglect, undue emotional disturbance or unusual behaviour, please refer the matter to the EHT / HoS immediately, who will then inform the School's Child Protection Officer.



A delay in responding could be costly.

Designated Safeguarding Lead: Mrs D Beesley

Deputy Safeguarding Lead: Mrs P Dwyer

Deputy Safeguarding Lead: Miss L Weaver

Summary

At Our Lady & St Philomena's School we value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

This policy will be reviewed bi-annually.