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April 2016	1.1	Spring 2018	

**St. Mary's Catholic Primary School**  
**A Catholic Voluntary Academy**  
**Inclusion Policy**

**OUR MISSION STATEMENT**

In our Catholic School we provide a:

**S**afe, loving and enriching environment

**T**rust, and patience

**M**otivation to reach individual's full potential

**A**cceptance and celebration of uniqueness

**R**espect for all

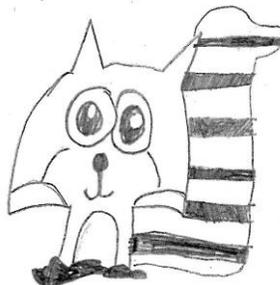
**Y**oung people nurtured in the Spirit of God.

**S**chool full of awe and wonder

St. Mary's School is a Rights Respecting School and as such the needs and well being of our children are at the heart of all policies in accordance with the United Nations Convention on the Rights of the Child

**Article 28**

*You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*



## **Introduction**

As faith community we value the individuality of all of our children. We are committed to providing every opportunity by which they may achieve the highest of standards. This is done by taking account of pupils' varied life experiences and needs; offering a broad and balanced curriculum and by having high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

## **Aims and objectives**

Our school aims to be an inclusive school by actively seeking to remove any barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Equality of opportunity is an entitlement for all and becomes a reality through the attention we pay to the different groups of children within our school including:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs and disabilities
- gifted and talented children
- children who are at risk of disaffection or exclusion
- travellers and asylum seekers
- children with disabilities or health related conditions

Our detailed planning to deliver the National Curriculum and the EYFS, is the starting point for ensuring that the specific needs of individuals and groups of children are acknowledged and met through:

- setting suitable learning challenges related to P scales, Early Learning Goals and the National Curriculum expectations;
- 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 and the Early Learning Goals to meet the needs of individuals or groups of children. (This might include such as providing speech and language therapy and mobility training.)

To achieve educational inclusion it is essential to continually review what we do, asking key questions such as:

Do all our children achieve their best?

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?

## **Teaching and learning style**

All our children are entitled to the opportunity to succeed and reach the highest level of personal achievement. All children should;

- 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
- be 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
- be encouraged to participate fully, regardless of disabilities or medical needs

### **Children with disabilities**

Planning must reflect that children with disabilities are given the opportunity to develop skills in practical aspects of the curriculum. Teachers ensure that the work for these children will: -

- take account of their pace of learning and the equipment they use
- take account of the effort and concentration needed in oral work, or when using, for example, vision aids
- be adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
- allow opportunities for them to take part in educational visits and other activities linked to their studies
- include approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology
- use assessment techniques that reflect their individual needs and abilities.

### **Disapplication and 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. We make every effort to meet the learning needs of all our 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 if we decide that modification or disapplication is the correct procedure to follow, we would do so after detailed consultation with parents and outside agencies. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.