

Rawmarsh St Joseph's Catholic Primary School



Inclusion Policy

September 2016

Inclusion Policy

General Statement:

At St Joseph's Catholic Primary we provide a Catholic education promoting the academic, physical, spiritual and social development of each child. We aim to be a fully inclusive school striving to meet the needs of all our pupils irrespective of their differences. The staff and governors of the school have approved this inclusion policy.

As a faith school, we believe that all our children have an entitlement to first class teaching in an all encompassing Christ centred curriculum. At the heart of our ethos is the Catholic Church and its Gospel teaching. Our aim is to educate each of our children as a whole person, made in the image and likeness of God and we pride ourselves on developing each child's unique gifts and talents. We offer a curriculum which is challenging, contemporary, varied, vibrant and enjoyable. We recognise the importance of working alongside our families in supporting them with their child's learning with a clear focus on the pursuit of excellence, not only in our academic learning, but in all that we do through life's journey. 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 ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that might be experienced by any pupils, irrespective of age, ability, gender, disability, race, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

Aims:

We aim to make St Joseph's a place...

- Where every member of the school community is valued and encouraged to develop their God-given potential.

- Where a worshipping community nurtures and supports each child in their journey of faith.
- Where school, home and parish work in partnership.
- Where every child has the opportunity to become a thinker, leader, organiser, communicator, explorer, creator, inventor, performer and artist.
- Where the line between learning and fun is invisible.
- Where every child is encouraged to be a successful learner, confident individual and a responsible citizen.
- Where friendships are made forever.
- Where children build skills for learning and life.

Our Objectives

- Ensure implementation of government and LA inclusion recommendations.
- Ensure the school's inclusion policy is implemented consistently by all staff.
- Ensure any negative discrimination or prejudice is eradicated.
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents in inclusion issues.

Inclusive provision

The school offers a continuum of provision to meet the diversity of pupils' needs. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups, within their class, for Literacy and Numeracy, for other subjects the work is differentiated. Additional in-class support is available in all classes, which is provided by Teaching Assistants and our Learning Mentor. This additional support is targeted at individual and small groups of children who are catching up on their basic literacy, numeracy and communication skills.

Gifted and talented children have differentiated work as appropriate and they have access to iPads to work with a Teaching Assistant in small groups. Every class has an Interactive Whiteboard. Children have access to laptops alongside iPads.

The school has implemented Provision Mapping which tracks all children and the provision which is in place. Out of class intervention is available to pupils at Wave 2 and 3 through either 1:1 or small group support.

Each term the Senior Leadership Team meets with staff (Provision Meeting) in Early Years, KS1 and KS2 to discuss every child and whether they are receiving the most appropriate intervention strategy.

The school also has a Learning Mentor who is able to look at the barriers to learning individual children face and offer support where appropriate. Additionally the school has a Safeguarding Officer who is able to offer support to the whole family where necessary, a link KS3 Teacher who is able to offer extending learning opportunities for our most able, gifted and talented pupils and a Learning Community Chaplain who supports the spiritual development of our children. A range of activities are available through after school clubs.

External Support

The school has links with external support agencies such as Speech and Language, Occupational Therapy and other health services. Through the LA we have access to services such as; Learning Support Services, Social, Emotional, Mental Health Support Service, the Educational Psychologist Service, Visual Impairment Team, Hearing Impairment Team and CAMH's. The school is also supported by the Educational Welfare Service. When a child has input from a variety of agencies, e.g. Social Care, Health and Education, it is sometimes considered in the best interests of the child to process a Common Assessment Framework (CAF) file. This would enable parents to meet with all professionals working with their child and discuss an action plan to meet their needs. The Safeguarding Officer has had the appropriate training to process the CAF and take the role of Lead Professional in the subsequent Family Support Meetings.

Assessment procedures

All children deserve to have their achievements recognised and the school's curriculum and assessment procedures reflect the different levels of attainment likely to be achieved.

The school fully embraces assessment using a consistent assessment system, which relates to the Foundation Stage Profile, the P Scales, the National Curriculum age

related expectations and EMAGS Assessment Grid. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are made, teachers half termly moderate and standardise samples of work and achievements across the core subjects.

Underachieving and gifted and talented pupils are identified as early as possible through teacher referral and the use of test data.

The school's reward system of Dojo points, and certificates of achievement for outstanding work and performance, and effort; contribute to raising pupil's self-esteem and motivation.

Professional development

The Head Teacher and the Senior Leadership Team oversee the professional development of all the staff. They are kept fully informed about courses and other training opportunities. Staff are expected to disseminate and share their knowledge with other staff after attending a course.

Parent partnership

The knowledge, views and first hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the Head Teacher or any member of the Senior Leadership Team if they have any concerns with regard to inclusive educational provision. Parents are also encouraged to keep in regular contact with the school regarding their child's progress. An initial 'Meet the teacher' meeting is held at the beginning of the school year.

The inclusion policy will be reviewed annually at the end of the academic year. Policy evaluation will focus on: how far the aims and objectives of the policy have been met; how effective the inclusion policy has been in relation to the resources allocated; the attainment of pupils in judging 'value added' factors. In the light of the findings the policy is revised and amended accordingly.

Review Date Nov Sept 2016

Next Review Sept 2017