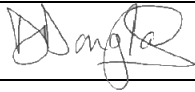



ST MARY'S CATHOLIC PRIMARY SCHOOL

Inclusion Policy

<i>Approved by¹</i>	
<i>Name and address of school</i>	<i>St Mary's Catholic Primary School, Workington</i>
<i>Headteacher</i>	<i>Mrs Danielle Douglas</i>
<i>Signed:</i>	
<i>Name:</i>	<i>Mr Marc Featherstone</i>
<i>Position:</i>	<i>Chair of Governors</i>
<i>Signed:</i>	
<i>Date of ratification:</i>	
<i>Review date²:</i>	<i>May 2027</i>

St Mary's Primary School

Inclusion Policy

Related Policies and Documents

This policy should be read in conjunction with the following school policies and procedures:

- *Attendance Policy*
- *Behaviour & Relationships Policy*
- *Equality Policy, Objectives & Action Plan*
- *Equality Statement*
- *Higher Ability Learners Policy*
- *SEND Policy*
- *Teaching and Learning Policy*
- *Safeguarding and Child Protection Policy*
- *Medical Policy*
- *Wellbeing Policy*
- *PSHE and RSHE Policies*

1. Rationale

At St Mary's Primary School, we are committed to providing an appropriate, inclusive and high-quality education for all children.

We believe that every child, including those identified as having additional needs, has an entitlement to a broad, balanced and ambitious curriculum and should be fully included in all aspects of school life.

We are committed to ensuring that all children are equally valued and respected. We strive to eliminate prejudice and discrimination and to create an environment where all pupils can flourish, feel safe and achieve their full potential.

St Mary's Primary School is fully committed to inclusion. Inclusion is central to our school ethos and forms part of our strategic planning for school improvement. We aim to develop cultures, policies and practices that include all learners and celebrate diversity.

We recognise that educational inclusion is about equal opportunities for all learners, regardless of:

- *age;*
- *gender;*
- *ethnicity;*
- *religion or belief;*
- *disability;*
- *attainment;*
- *social background;*
- *language;*
- *emotional wellbeing;*

- special educational needs;
- looked after status;
- vulnerability or disadvantage.

We pay particular attention to the achievement and wellbeing of:

- girls and boys;
- minority ethnic and faith groups;
- travellers;
- asylum seekers and refugees;
- pupils learning English as an Additional Language (EAL);
- pupils with SEND;
- disabled pupils;
- higher ability learners;
- looked after and previously looked after children;
- young carers;
- pupils experiencing social, emotional or mental health difficulties;
- pupils at risk of exclusion or disengagement.

We recognise that pupils learn at different rates and that barriers to learning may arise for a variety of reasons, including:

- sensory or physical needs;
- cognitive difficulties;
- speech and language needs;
- social, emotional and mental health needs;
- medical conditions;
- environmental or social factors.

At St Mary's Primary School, we aim to identify needs early and provide teaching and learning opportunities that enable every child to succeed.

We also aim to model inclusion through our staffing practices, relationships with families and engagement with the wider community.

2. Aims and Objectives

St Mary's Primary School is a caring, happy and safe community where everyone is treated with kindness and respect and where diversity is celebrated.

Pupils are encouraged to aspire to our school Vision:

"At St Mary's, we are one loving and inclusive family rooted in the teachings of Jesus. We treat everyone with kindness, respect, forgiveness and compassion so that all feel safe, valued and are celebrated as a unique child of God.

We believe everyone can grow and succeed through hard work, resilience and a positive mindset, trying our best, never giving up, and knowing that mistakes help us learn. We encourage each other to be ambitious, confident and proud of our achievements.

We provide rich life experiences, meaningful challenges and opportunities for collaboration so that our children become confident, connected and optimistic learners.

Together, as Stewards of the Earth, we care for one another, celebrate diversity and look after God's world. Guided by faith and hope, we strive to make a positive difference in our school, our community and the wider world.

We aim to create an inclusive, secure and supportive learning environment where all pupils are equipped with the skills, knowledge and confidence they need to become positive members of society.

We aim to:

- provide equality of opportunity for all pupils;*
- ensure all pupils access a meaningful and creative curriculum;*
- remove barriers to learning and participation;*
- identify needs early and provide appropriate support;*
- involve pupils and families in decision-making;*
- celebrate strengths, individuality and achievement;*
- ensure all pupils experience success and develop confidence;*
- prepare pupils for the next stage of education and life;*
- promote positive mental health and wellbeing;*
- foster strong relationships between pupils, staff and families;*
- support staff through professional development and collaboration with outside agencies.*

The SLT alongside the SENCO leads all aspects of inclusion within the school, including SEND provision.

We aim to comply fully with:

- The Children and Families Act 2014;*
- The Equality Act 2010;*
- The SEND Code of Practice;*
- relevant safeguarding and inclusion guidance.*

We will achieve educational inclusion by continually reviewing our practice and considering:

- Are all pupils achieving their best?*
- Are there differences between groups of learners?*
- What are we doing to support pupils who are not achieving as well as they could?*
- How are parents and carers involved?*

3. Supporting Inclusion

Class teachers and support staff ensure that children:

- *feel secure and valued;*
- *develop a growth mindset;*
- *understand and celebrate diversity;*
- *understand the impact of their actions;*
- *learn in environments where success is achievable;*
- *access a curriculum that reflects a range of social and cultural experiences;*
- *experience teaching that supports different learning styles;*
- *are set challenging yet achievable targets;*
- *participate fully regardless of disability or medical need;*
- *access activities safely and appropriately.*

Whole-school actions which support inclusion include:

- *providing a curriculum that reflects different cultures, religions and communities;*
- *setting aspirational targets for all pupils;*
- *monitoring pupil attainment and progress;*
- *identifying and supporting underachievement;*
- *targeted support from the Inclusion Team and support staff;*
- *intervention programmes to support pupils' needs;*
- *linking provision maps to pupil progress;*
- *induction support for new pupils and families;*
- *implementing a consistent Behaviour & Relationships Policy;*
- *challenging racism, sexism, homophobia and bullying;*
- *involving parents and carers in school life;*
- *working with external agencies and specialists;*
- *sharing information appropriately with staff;*
- *maintaining an effective Inclusion Team.*

The school promotes inclusion through our PSHE curriculum using the One Decision scheme and TEN:TEN programme, which support pupils' emotional wellbeing, relationships, safety and personal development.

Sequential and progressive PSHE lessons are taught weekly from Nursery to Year 6 in a safe and supportive environment.

4. Monitoring Inclusion

Inclusion is the responsibility of all staff.

The school monitors inclusion through:

- *termly curriculum reviews;*
- *pupil progress meetings;*
- *assessment and monitoring procedures;*
- *reviews of provision maps and interventions;*
- *EHCP target reviews;*

- lesson observations;
- pupil and parent voice;
- monitoring attendance and behaviour;
- monitoring vulnerable groups;
- reviewing teacher planning and pupil work;
- regular communication between staff.

5. Identification of Pupils

We recognise the importance of early identification.

The SLT, SENDCO, class teachers and support staff all contribute to identifying pupils who may require additional support, including those with:

- SEND;
- EAL needs;
- social, emotional or mental health needs;
- higher ability learning needs.

Pupils with SEND are identified as receiving either SEND Support or having an Education, Health and Care Plan (EHCP).

Information relating to pupils' needs is shared appropriately with relevant staff, including supply staff where necessary.

6. Working with External Agencies

St Mary's Primary School values the support and expertise of external agencies and professionals.

The school works with agencies including:

- Children's Social Care;
- Attendance Advisory Services;
- Educational Psychology Services;
- School Nurse and Health Services;
- Community Paediatricians;
- Physiotherapy;
- Occupational Therapy;
- Speech and Language Therapy;
- ASD Outreach;
- Vision and Hearing Impaired Services;
- CAMHS;
- Mental Health in Schools Team (MHST);
- Virtual School;
- Family Support Workers;
- SEND Officers;
- Occupational Health Services.

Parents and carers are informed whenever outside agencies become involved.

7. Working with Parents and Carers

Positive partnership with parents and carers is central to successful inclusion.

Parents and carers are involved from the earliest stages of identifying and supporting needs.

We will:

- involve parents/carers in planning and reviewing support;
- value parental views and contributions;
- provide opportunities for regular communication;
- support parents in understanding their child's needs;
- involve pupils in discussions and decisions where appropriate.

Parents and carers will have opportunities to meet formally with their child's class teacher twice each year, with a written report once a year.

Curriculum meetings and workshops may also be offered to support understanding of learning and additional needs.

8. The Governing Body

The Governing Body has statutory responsibilities under the SEND Code of Practice and Equality Act 2010.

Governors are responsible for:

- ensuring compliance with inclusion and equality legislation;
- appointing a Governor with responsibility for Inclusion;
- monitoring inclusion provision and outcomes;
- receiving regular Inclusion reports;
- ensuring equality of opportunity for all pupils.

9. Equality Act 2010

St Mary's Primary School aims to be a fully inclusive school.

The school does not unlawfully discriminate against pupils, staff or families on the basis of:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

We make reasonable adjustments where necessary and ensure that pupils are able to participate fully in learning, activities and educational visits wherever possible.

This policy should be read alongside the school's Equality Policy, Objectives and Action Plan.

10. Complaints

If parents or carers feel that St Mary's Primary School is not meeting the needs of their child, concerns will be addressed through the school's Complaints Policy.

Parents/carers of pupils with SEND may also seek support from:

- SEND Information, Advice and Support Services (SENDIASS);
- mediation and conciliation services.

11. Staff Development

The Headteacher and Deputy Head teacher will review the training needs of teaching and support staff and provide professional development through:

- in-school training;
- external courses;
- collaborative working;
- professional discussions;
- external agency support.

12. Monitoring and Review

The development and monitoring of inclusion at St Mary's Primary School will be undertaken by:

- Senior Leadership Team;
- the Governing Body;
- the Inclusion Governor.

This policy will be reviewed every two years, or sooner where changes in legislation or guidance require this.

Approved by: _____

Date: _____

Review Date: _____