

**St Joseph's Catholic Primary School, 207, Bishop's Stortford, CM23 2NL**

# Inclusion Policy

"To live, love and learn, in a caring Christian community."

*This policy should be read in conjunction with our **Special Educational Needs & Disability Policy** and our **Equality and Accessibility Plan and Policy (including Race Equality & Equal Opportunities)***

St Joseph's values the individuality of all children. We are committed to giving each child the opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that the school does not discriminate against a pupil or prospective pupil by treating them less favourably on the basis of the following protected characteristics: gender; race; disability; religion and belief; sexual orientation; gender reassignment; or pregnancy and maternity.

## **AIMS AND OBJECTIVES**

At St Joseph's we aim to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children. We monitor the progress of these different individuals and groups of children within our school:

- girls and boys;
- term of birth;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with additional learning needs;
- looked after children;
- able and talented children;
- children who are at risk of disaffection or exclusion;
- children in receipt of Pupil Premium Grant (PPG)
- asylum seekers;
- any other group defined by the school.
- children in service families

In an effort to ensure we effectively meet the needs of these pupils we aim to:

- provide curriculum access for all
- secure high levels of achievement for all
- meet individual needs through a wide range of provision
- attain high levels of satisfaction and participation from pupils, parent and carers

- carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

## **PROMOTING AND SUPPORTING INCLUSION**

Responsibility for making St Joseph's an inclusive school lies with the Head Teacher, Senior Leadership Team and the Governing Body. We aim to promote Inclusion at St Joseph's through all of our policies, systems and practices and through ensuring staff and pupils actively live out our mission statement at all times.

## **PERSONALISING THE CURRICULUM**

The Governing Body, Head Teacher, Deputy Head Teacher and Subject Leaders are responsible for ensuring that the curriculum, in its narrow and broadest senses, is personalised to match the needs of our pupils.

Class Teachers have overall responsibility for the planning and delivery of lessons to their class or set. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher by means of a Support Plan.

Half termly, the Head Teacher and Deputy Head Teacher analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. Class Teachers are required to make ongoing assessments of each child's progress as they use this information when planning their lessons. For some children, we adapt programmes of learning from a previous phase delivered in age related interest level. When the attainment of a child falls significantly below the expected level - using formative and standardised assessments - teachers enable the child to succeed by planning work that is in line with their child's individual needs. Where the 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 demonstrates a particular aptitude.

## **LIAISON WITH PARENTS AND CARERS**

Parents/carers are informed by their child's teacher of any additional or different provision being made for their child. Should parents/carers have any ongoing concerns about their child's progress, they should request an appointment with the school's SENCo, Sarah Ross. If parents/carers themselves have a limited understanding of English, so that they are restricted from communicating effectively with school staff, the school will seek to employ translator services to facilitate key meetings at the school.