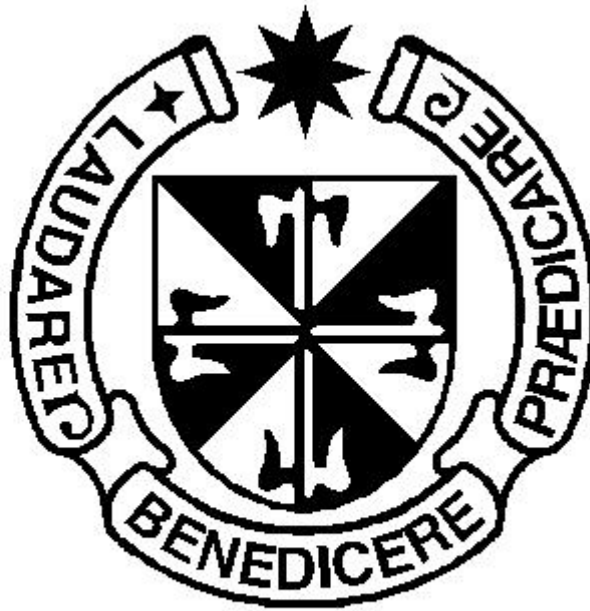


St. Cuthbert Mayne Catholic Junior School



Inclusion Policy

ST. CUTHBERT MAYNE SCHOOL
Growing together in love and learning as followers of Jesus

Our Values and Vision for Inclusion

At St Cuthbert Mayne School, we are committed to our Mission Statement: 'Growing together in love and learning as followers of Jesus.'

As a Catholic School our values and morals are rooted in the Gospels. We believe that every person is created in the image and likeness of God and is therefore incredibly valuable, and at the same time, unique.

At all times, we aim to be a fully inclusive school.

This means that equality of opportunity must be a reality for all children to strive for their own personal excellence. This is ensured through the attention we pay to different groups of children within our school, including but not limited to:

- Gender
- Ethnicity
- Children with Special Educational Needs or Disabilities
- Children who are looked after
- Children identified as More and Most Able
- Children entitled to free school meals (FSM), now or on the last 6 years (Ever6)
- Children with English as an additional language
- Vulnerable Children, ie those with a Families First Assessment.

We believe that inclusion extends to our whole school community – children, parents, staff and governors.

Roles and Responsibilities

Everyone in the school community - governors, staff, pupils and parents- has a positive and active part to play in ensuring that all pupils have the opportunity to achieve their full potential.

The Headteacher has responsibility for:

- Ensuring that the leadership and management of Inclusion is effective.
- Utilising data to assess the effectiveness of provision at the school.
- Utilising data to set targets for Inclusion within the school.
- Advising and supporting the SENDCo in her role.

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- Ensuring that Inclusion features within the school development plan and remains a significant driver in pupil progress
- Reporting to the Governing Body on the effectiveness of the Inclusion department in relation to pupil progress and well-being.

The SENDCo has responsibility for:

- Ensuring that an efficient and coherent identification and support system is in place, which all staff understand, to identify and meet the needs of all pupils within the school
- Ensuring that meetings take place termly (or in some cases half-termly) to review the progress of all pupils
- Ensuring that targets set for pupils directly correlate to the identified needs and are sufficient to ensure good progress
- Ensuring that practical advice and support is given to staff to promote the learning and progress of all pupils
- Monitoring and studying data to ensure that the various cohorts are progressing well and that gaps are being closed
- Liaising with the parents, class teachers and the Headteacher,
- Liaising with external agencies including LEA support, Educational Psychologists, health and social services and other voluntary bodies beyond the setting,
- Ensuring that policies and practices are up-to-date and in line with statutory requirements,
- Along with the class teacher, organising and monitoring the work of TAs or Teachers providing 1:1 or small group support to children.

The Class Teacher has responsibility for:

- Planning a curriculum to specifically meet the individual needs of all individuals and groups of children.. This is ensured through:
 - setting suitable learning challenges and having high expectations of all children- children choose their appropriate level of task and are encouraged to challenge themselves outside of their comfort zone,

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- establishing what children already know and understand, then planning teaching and learning experiences to develop this and ensure progress is made
- responding to children's diverse learning needs
- overcoming potential barriers to learning for individuals and groups of children
- inspiring learning through a passion for the subject or particular interests that children in the class have
- making the children active partners in their learning
- providing other opportunities outside the National Curriculum to meet the needs of individuals or groups of children e.g. speech and language therapy, mobility training.
- evaluating pupil progress with the SENDCo and Assessment co-ordinator
- seeking advice and support from the SENDCo
- maintaining good communication with parents on the provision for and progress of the child, as discussed with the SENDCo/Headteacher.

Teaching and Learning Styles

We aim to give all our children the opportunity to succeed and reach their own personal excellence. When planning their work, teachers take into account the abilities of all their children. For some children we use programmes of study from Key Stage One/Early Years or a previous year group, to enable them to make progress.

Where the attainment of a child might be significantly below that expected, teachers plan work specifically for that child in order to help the child achieve excellence. For some an entire personalised curriculum is put into place to ensure we are providing appropriate challenge and support.

When the attainment of a child significantly exceeds the age related expectations for their phase,, teachers plan work and enrichment opportunities for that child to deepen their understanding in a particular area. In specific cases, children will be encouraged and taught to work at greater breadth and depth across the curriculum.

We deploy appropriate resources to counter physical or sensory disabilities, e.g. Soundfield system in every classroom, seating arrangements in assembly. (See also our access plan).

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Teachers ensure that children:

- Feel safe and secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds without stereotyping
- Experience a range of teaching styles
- Receive appropriate praise
- Have challenging targets that help them to achieve excellence
- Are encouraged to participate fully, regardless of any additional needs

Parents

We believe that parents should be actively included in their child's education as they are their child's first educator. Our Mission Statement focus highlights many of the ways in which we strive to achieve this inclusive partnership with parents. Parents are also included in our self-evaluation process; their views and opinions being regularly sought e.g. parents' questionnaire. Our application form seeks information from parents which will help us to be inclusive with regards to special needs that a parent may have. Parents are able to meet with the class teacher/SENDCo to discuss any concerns they have for their child, and also to review any Individual Learning Passports and Assess Plan Do Review plans at least twice each year.

Involvement of Pupils

Inclusion in our school extends to involving children in their own education. For example, children are asked to review their progress against individual targets at the end of a lesson.

Children work with class teachers and the SENDCo to set their own Learning Passport targets and these are fed into their Assess Plan Do Review documents. Reviews are conducted in a child friendly way, with the child being able to talk honestly about the support they have had the previous term and how this has helped their learning.

Children complete questionnaires about new initiatives to support their learning, e.g. after a new spelling programme was introduced.

Through Pupil Voice, School Council and House Captains etc we actively seek children's opinions in the decision making of the school generally.

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Governors:

Our governors are an important part of our school community. They have responsibility for ensuring that an Inclusion policy is in place and that it is regularly monitored and reviewed. Governors are included in all aspects of school life and a Governors' Visits Programme is in place. Governors are a body of people committed to the school. They monitor its work, act as critical friends and develop the school at a strategic level. There is a named Governor who has responsibility for Inclusion.

Complaints Procedure

Should there be a complaint about the School's Inclusive Provision, please contact the Headteacher.

This policy should be read in conjunction with the schools:

- **Mission Statement**
- **SEND Policy**
- **More and Most Able Policy**
- **Admissions Policy**
- **Equal Opportunities Policy**
- **Race Equality Policy**
- **Anti-bullying Policy**
- **Access Plan**
- **Behaviour Policy**
- **Safeguarding Policy**
- **Attendance Policy**
- **Remote Learning Policy**

Date: 2021

Review date: 2024