

ST JOHN'S CATHOLIC INFANT SCHOOL

INCLUSION POLICY



"Loving, Learning and Laughter Together with God"

Article 3: "The best interests of the child must be top priority in all actions concerning children"

"Our children will know more, remember more and apply more"

1. Introduction

- 1.1 The Mission Statement of St John's Infant School talks of valuing the individuality of all of our children and our Christian School Values are at the heart of everything we do. We are committed to giving all of our children every opportunity to achieve the highest of standards. All will ensure that this is an educationally inclusive school, where the teaching and learning, achievements, attitudes and well-being of every child, matters. We will provide an inclusive curriculum which will meet the needs of all our children, including those with disabilities, special educational needs, and different cultural and ethnic backgrounds. This includes those with English as an additional language. Learning diversity will be recognised and planned for. Any barriers to learning and participation will be challenged and removed. All children will be provided with equality of opportunity. Parents will be fully involved in the education of their children and they will be fully informed when special educational provision is being considered for their child.
- 1.2 St John's Infants is a Rights Respecting School which aims to teach children about their rights and responsibilities towards others. Our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC). [Article 19: to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment. Article 28: Every child has a right to an education. Article 29: Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax and play.]
- 1.3 The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the children, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

2. Aims

- 2.1 Our school aims to be an inclusive school. We aim to have a professional ethos that accepts and assumes every child comes to the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations. We make this a reality through the attention we pay to the different groups of children within our school:
 - Gender;
 - Minority ethnic and faith groups;

- Children who need support to learn English as an additional language;
- Children with special educational needs and disability;
- Gifted and talented children;
- Looked After Children (LAC)
- Children who are at risk of disaffection or exclusion;
- Travellers;
- Asylum seekers.

2.2 The national Curriculum for Key Stage 1 and Early Years Foundation Stage are our starting points for planning learning opportunities that meet the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- Providing other curricular opportunities outside the National curriculum to meet the needs of individuals or groups of children (e.g. yoga, judo, dance, musical theatre etc)

2.3 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions and reviewing progress each term:

- Do all our children achieve as much as they can?
- 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?
- Are our actions effective?
- Have intervention strategies raised attainment and achievement of children?
- Are support staff deployed in the best possible way?
- Are assessments used to inform future planning and teaching strategies?
- Is the budget allocation used in the best possible way in order to give value for money?

3. Teaching and Learning Style

3.1 We aim to give all our children the opportunity to succeed and reach the highest potential level of personal achievement. When planning their work, teachers take into account the abilities of all their children.

3.2 We aim to have a determination for every child's needs to be assessed and their talents developed through diverse teaching strategies.

3.3 We aim to provide a broad, worthwhile, and balanced curriculum through listening to the voice of the child, asking pertinent questions and then acting to include.

3.4 Within the school, staff and children will be constantly involved in the best ways to support all of the children's needs. There will be flexibility in the approach taken in order to find the best solution for each child.

3.5 Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

3.6 The school will ensure that all children have access to a balanced and broad curriculum. No child will be excluded from any learning activity due to their impairment or learning difficulty.

- 3.7 Learning opportunities will be absorbing, rewarding and effectively adapted and the teaching styles used will be diverse. Staff will work in a way to avoid the isolation of the children they are supporting.
- 3.8 Adaptation occurs in a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where appropriate.
- 3.9 Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources, such as IT, where appropriate.
- 3.10 The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any children.
- 3.11 We adapt printed materials so that children with literacy difficulties can access them and ensure access through extra adult support.
- 3.12 We provide alternatives to paper and pencil recording where appropriate and provide access through peer/adult scribing where necessary.
- 3.13 Staff at St John’s Catholic Infant School use a range of assessment procedures within lessons (such as written and verbal responses, role-play and drama) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- 3.14 Details of our plan to improve access to information are contained in the school’s Equality Scheme and Accessibility Plan.

4. **Monitoring**

The Headteacher will report on any whole school developments in relation to inclusion and will ensure that Governors are kept up to date with any legislative or local policy changes. This policy will be reviewed every two years or earlier if needed.

5. **Summary**

In our school we value each child as a unique individual. The commitment to educational inclusion will be an integral part of every aspect of the school’s life and work. It will be marked by the child-centred approach to all we do to ensure that the needs of each individual are met.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that all our school policies take account of the nine protected characteristics. We strive to do the best for all of the children and staff irrespective of age, disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender reassignment, religion/belief, marriage/civil partnership or sexual orientation or whether they are looked after children.

We have carefully considered and analysed the impact of our policies on equality and the possible implications for pupils with these protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Agreed by Governors on: 6 th November 2013	Reviewed on: 1 st March 2022	19 th November 2020 14 th February 2019 9 th March 2017
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