

Document Control			
Policy Name	Inclusion	Date Approved	12 <sup>th</sup> July 2012
Status	Approved by Board	Review Date	Summer 2013
Committee	C & PM	Version Number	1.0

## Inclusion Policy English Martyrs Catholic Primary School

*“Working together to provide the very best in Catholic Education”*

*“There is a variety of gifts but the same Spirit gives them. There are different ways of serving but the same Lord is served. There are different abilities to perform service, but the same God who gives ability to all for their particular service. The Spirit’s presence is shown in some way in each person for the good of all.”*                      1 Corinthians 12: 4 - 7

### **Introduction:**

As a Catholic school, the staff and governors of English Martyrs recognise that each child is made in the image and likeness of God. We are all equal before God, but He has made each one of us in a special and unique way. Subsequently we are all given different talents and abilities.

With this spirit in mind, the school strives to ensure that all children are treated equally and included fully in every aspect of school life. It is our aim to provide the highest quality of education for all of our pupils, whatever their background, ability or need. The school will endeavour to ensure that all children are challenged and stretched, being encouraged to achieve their potential in every circumstance.

This policy highlights how the school undertakes this aim with regard to educational provision for children with special education needs (SEN), able, gifted and talented children (AGT) and those who speak English as an additional language (EAL). It also states how the school is committed to establishing an inclusive community which embraces children of all cultures, religions, ethnicities abilities and genders.

### **The School aims to:**

- \* help all pupils develop their personalities, skills and abilities
- \* provide appropriate teaching which makes learning challenging and enjoyable
- \* provide equality of educational opportunity

### **Our objectives are to:**

- \* ensure implementation of government and LA inclusion recommendations
- \* ensure that the School’s inclusion policy is implemented consistently by all staff
- \* ensure that any 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 the child’s education

Document Control			
Policy Name	Inclusion	Date Approved	12 <sup>th</sup> July 2012
Status	Approved by Board	Review Date	Summer 2013
Committee	C & PM	Version Number	1.0

\* guide and support all school staff, governors and parents in inclusion issues.

### Definitions of inclusion in education:

Inclusion in education involves:

- \* Valuing all pupils and staff equally.
- \* Designing the cultures, policies and practices in schools so that they respond to the diversity of pupils in the locality.
- \* Reducing barriers to learning and participation for all pupils, not only those with impairments or those who are categorised as having 'special educational needs'.
- \* Viewing the difference between pupils as resources to support learning, rather than as problems to be overcome.
- \* Acknowledging the right of pupils to an education in their locality.
- \* Improving schools for staff as well as for pupils.
- \* Emphasising the role of schools in building community and developing values, as well as in increasing achievement.
- \* Fostering mutually sustaining relationships between schools and communities.
- \* Recognising that inclusion in education is one aspect of inclusion in society.

### Definitions of SEN, AGT and EAL pupils:

**SEN-** Pupils who are consistently giving cause for concern in their personal, physical, social or educational development.

**AGT- Able** pupils are those who are in the top 10% of each cohort and will be performing at a higher level in any academic subject.

**Gifted** pupils are those who are working at an advanced level in any academic subject. **Talented** pupils are those who display a high degree of ability in physical activity, sports, music, drama, technology or the expressive arts. Typically a G&T child would be those who:-

- Are working two years above their chronological age.
- Displays some of the characteristics in the checklist for identification. (Appendix 2)
- Shows aspects of being a 'bright' child or 'gifted' learner. (Appendix 3)
- Shows high ability within a specific area of the curriculum.
- Shows all round ability.
- Displays the criteria as set out within the National Curriculum Subject Criteria.

**EAL-** Pupils whose first language is not English.

### Roles and Responsibilities:

#### *Governing Body's responsibility*

- To ensure that the school complies with Race Relations and Disability and SEN related legislation, including the general and specific duties and the gender equality duty.

Document Control			
Policy Name	Inclusion	Date Approved	12 <sup>th</sup> July 2012
Status	Approved by Board	Review Date	Summer 2013
Committee	C & PM	Version Number	1.0

- To ensure that the policy and its related procedures and strategies are implemented.

*Head teacher*

- Along with the governing body, to ensure that the policy and its related procedures and strategies are implemented.
- To ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- To take disciplinary action against staff or pupils who discriminate or contravene the policy.
- To ensure that issues of equality and inclusion are addressed within the PSHE curriculum.

*Inclusion Manager (incorporating roles of SENCo, AGT coordinator and EAL coordinator):*

- To ensure that the aims and principles in this policy are carried out on a day to day basis within the school.
- To write an annual action plan, feeding into the SDP which will develop the areas of SEN, AGT and EAL.
- In the case of SEN who have a statement of educational needs, to lead the annual review meeting process.
- To lead identification of SEN, AGT and EAL pupils.
- To liaise with staff and appropriate out side agencies and professionals, to plan (through an IEP if necessary) and provide effective means of addressing individual children's needs.
- To work with the above parties to plan and provide intervention groups which will cater for groups of children with similar needs.
- To monitor the progress of SEN, AGT and EAL children and report to the head teacher.
- To liaise with parents of the above children and keep them informed of their child's progress and the school's provision.
- Where available, involve children in extended services appropriate to their needs.
- To maintain a register of SEN, AGT and EAL pupils.
- To ensure appropriate resources are supplied, maintained and made available to staff.

**Identification, planning and provision for educational needs**

**The table in Appendix 1 details how the school identifies, plans and provides for SEN, AGT and EAL**

**Admissions and Attendance**

English Martyrs School is part of the LA's Co-ordinated admission scheme and has agreed to the LA's In Year fair Access Protocol. The Admission Policy is reviewed

<b>Document Control</b>			
Policy Name	Inclusion	Date Approved	12 <sup>th</sup> July 2012
Status	Approved by Board	Review Date	Summer 2013
Committee	C & PM	Version Number	1.0

annually in consultation with the Diocese of Portsmouth, the LA and all other maintained schools in the area.

We apply our policy to all applicants regardless of their ethnicity or disability.

The school monitors attendance closely, is sensitive to any relevant community issues.

The Headteacher reports any incidence of Racist incidents to the governors every term and if any discrimination or inequality is identified it is investigated rigorously and procedures put in place to address it.

### **Attainment, progress and assessment**

The school has equally high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards. Subsequently the school recognises and values all forms of achievement, whether it is academic, behavioural, personal or creative. The school monitors pupil attainment and progress in relation to all groups and evaluates results to identify trends and patterns of underachievement. All pupils are appropriately supported in assessments so that they are able to show fully both what they know and what they can do. For example, modified tests or test readers can be used in end of KS2 SATS tests.

### **Behaviour, discipline and exclusions**

The school strives to ensure that its procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all groups. All children are treated equally when dealing with incidents of poor behaviour or discipline. Equally, the children ensure that all children are treated in the same way when given rewards.

### **Teaching and learning**

Staff seek to create an environment where all pupils can contribute fully and feel valued. Teachers take account of pupils' cultural backgrounds, disability, linguistic needs and different learning styles when planning and delivering lessons. Collaborative learning is encouraged so that pupils appreciate the value of working together. Teachers consider children's varying learning styles (such as visual, audible or kinaesthetic) when teaching lessons. The school's RE curriculum ensures that all children learn sensitively about another religion during each topic

### **Celebration of success:**

The school actively encourages the celebration of all children's successes. This is principally done through a regular 'Laudate' assembly.

<b>Document Control</b>			
Policy Name	Inclusion	Date Approved	12 <sup>th</sup> July 2012
Status	Approved by Board	Review Date	Summer 2013
Committee	C & PM	Version Number	1.0

This policy has been drawn up in the light of the following references:-

- Every Child Matters
- Mission Statement
- RE Policy
- Teaching and Learning Policy
- Assessment Policy

**Equality of Opportunity**

In light of the 2010 Equality Act, this policy has been written with due consideration to its potential impact (both positive and negative) on the many diverse groups of adults and children within the school. The school has ensured that to the best of its knowledge, the statements and procedures set out in this policy do not discriminate unjustly against any such groups or individuals.

Approved by governing body on 12<sup>th</sup> July 2012

Signed by:.....Chair of Governors

Review: Summer 2013

Document Control			
Policy Name	Inclusion	Date Approved	12 <sup>th</sup> July 2012
Status	Approved by Board	Review Date	Summer 2013
Committee	C & PM	Version Number	1.0

Appendix 1

**The table below details how the school identifies, plans and provides for SEN**

Stage:	SEN	AGT	EAL
Identification:	Children in all categories are identified through: <ul style="list-style-type: none"> <li>• Information from a previous school and/or parents</li> <li>• Observations from class teacher</li> <li>• Analysis of tests and teacher assessments</li> <li>• Discussions with appropriate outside agencies</li> </ul>		
Planning:	Parents are informed Child is placed on the SEN register at <b>'school action'</b> status. An IEP plan is produced	Child is placed on the AGT register. The children are identified in the Summer term of Year 1 and the register is reviewed annually. An Individual challenge plan is produced if the school deems the child to be underachieving.	Parents are informed Child is placed on the EAL register. EAL teacher carries out an assessment and a programme is planned.

Document Control			
Policy Name	Inclusion	Date Approved	12 <sup>th</sup> July 2012
Status	Approved by Board	Review Date	Summer 2013
Committee	C & PM	Version Number	1.0

Provision:	<p>Class teacher will plan and provide differentiated learning activities for SEN children.</p> <p>The class teacher and SENCo will determine whether the child would benefit from one of the school's intervention programmes or from individual one to one work.</p> <p>If relevant, the child will participate in an appropriate intervention program.</p> <p>After a period of time, the child's progress on the intervention will be assessed. If it is apparent the intervention program is not helping the child, the school will seek a referral to the LA or other appropriate outside agency.</p> <p>The appropriate outside agency will assess the child and provide advice to the school. If it is deemed that the child needs regular additional support from an outside agency, the child will be placed on the school's SEN register at '<b>school action plus</b>' status.</p>	<p>Class teacher will plan and provide differentiated learning activities for AGT children.</p> <p>Children will take part in any AGT event both within and out of school.</p>	<p>Class teacher will plan and provide differentiated learning activities for EAL children.</p> <p>The school will conduct an assessment of the pupil in line with the language in common levels.</p> <p>If the school deem it necessary, the child will receive additional support from our EAL teachers through class support and an intervention group.</p>
------------	--	--	--

Provision contd:	<p>After a period of time, the child's progress will be assessed. If the child's progress is still deemed to be impaired, the school will liaise with the appropriate outside agencies and the LA to apply for a statement of special educational needs.</p> <p>If the statement of special educational needs is granted, the school will apply the consequent</p>		
------------------	--	--	--

Document Control			
Policy Name	Inclusion	Date Approved	12 <sup>th</sup> July 2012
Status	Approved by Board	Review Date	Summer 2013
Committee	C & PM	Version Number	1.0

	<p>funding to enable the child to achieve their potential. The statement will be reviewed annually in accordance with legal requirements.</p>		
Assessment:	<p>All IEPs will be reviewed at least 3 times a year and parents will be informed of their child's progress. If a child has achieved their targets, new targets will be set. If the class teacher and SENCo deem that the child no longer needs an IEP, the IEP will be discontinued.</p> <p>Children who take part in intervention groups will have their progress reviewed on a termly basis.</p>		<p>Children who take part in intervention groups will have their progress reviewed on a termly basis.</p>
Extended services:	<p>The school will endeavour to provide, or enable children to participate in, any extended services that may be pertinent to their needs.</p>		