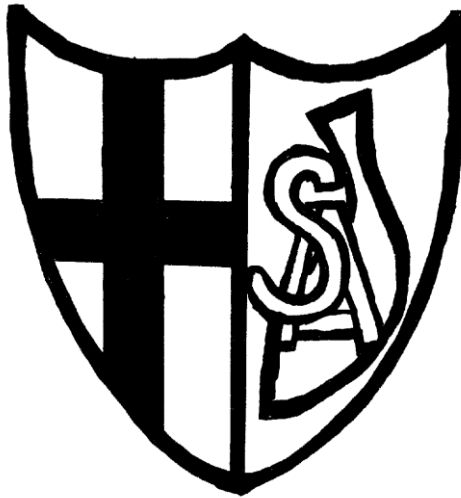


St. Albert the Great Catholic Primary School



“The more I learn about the world in which I live,
the closer I grow to God.”

Inclusion Policy

[DRAFT]

Author: Inclusion Officer

Approved: Spring 2016

Next Review: Spring 2017

The Catholic Ethos of the school

At St Albert the Great Catholic Primary School we aim to provide the highest quality education and care for all our children. We aim to offer a welcome to each child and family and to provide a warm, caring and safe environment within which all children can develop.

Our school was founded by and is part of the Catholic Church. The School is to be conducted as a Catholic school in accordance with Canon Law and teachings of the Catholic Church, and in accordance with the Trust Deed of the Archdiocese of Westminster and at all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.

At St Albert the Great Primary School we believe that every pupil should have their full potential developed. This principle is a fundamental part of our Catholic faith and is the driving force behind our school Mission Statement. We aim to provide educational experiences that develop pupils' achievements and recognise their uniqueness in God's world.

The Inclusion policy can be viewed in conjunction with our SEN policy, Local offer and School Equality Scheme.

We aim to:

- Help all pupils develop their skills and abilities.
- Provide appropriate teaching which makes learning challenging and enjoyable.
- Provide equality of educational opportunity.

We do this by:

- Ensuring the implementation of Diocesan, Government and Local Authority inclusion recommendations.
- Ensuring that the school's inclusion policy is implemented consistently by all staff and Governors.
- Identifying the barriers to learning and participation, providing appropriate support and challenge to meet the diversity of needs in our school.
- Ensuring that all children have access to an appropriately differentiated curriculum.
- Recognising, valuing and celebrating pupils' achievements.
- Working in partnership with parents/carers in supporting their children's education.
- Guiding and supporting all school staff, Governors and parents in inclusion issues.

Inclusion is an ongoing and evolving process. It celebrates the diversity that exists in God's world and seeks to minimise the barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social background. An essential part of inclusion is that barriers to learning are anticipated and reduced.

Inclusion provision in our school

Our school provides for the diversity of needs in our faith community in a variety of ways:

- Additional in class support provided by teaching assistants is available in all classes.
- Computing is used to support all our learners. All children are taught skills through Computing lessons and this supports learning in all other areas.
- Opportunities provided to explore the awe and wonder of God's world across the curriculum.
- Visitors to the school community provide access to extra curricular topics.
- School trips and visits to places of interest enable pupils to extend their understanding and knowledge.
- Additional provision is available to pupils with learning or behaviour needs.
- A range of extra curricular activities are available including sporting activities.

External Support

Our school has strong links with; the Educational Psychology service, our local SpLD base, Speech and Language Service and Dacorum Education Support Centre. Specialist teachers and support staff from these services provide support in the form of some direct teaching and

in-class support. The school also has access to an Attendance Improvement Officer (AIO), and a link advisor. In addition we have links with an Early Years advisor. Our School Family Worker offers additional support to both school and home. We have the opportunity to offer counselling to pupils in school. All these services provide advice and guidance on issues relating to curriculum provision, potentially gifted and talented pupils, gender issues, early years provision, as well as assisting with the identification and assessment of pupils' individual needs.

Resource Allocation

Aim To ensure funding for SEN is transparent, equitable and supports early intervention and inclusion.

To achieve this aim we will:

- Review the balance between funding delegated to schools and that retained centrally.
- Develop funding arrangements that are clear, consistent and accountable.
- Review the distribution of resources to ensure they target children and address areas with the greatest need.
- Ensure that funding of specialist provision enables more children to have their needs met.

Each subject leader ensures that their budget spending supports inclusive practice. The Head Teacher, Inclusion Leader and Assessment Leader organise and plan the amount of additional support required by pupils. Small group, paired and 1:1 provision provides targeted support for pupils who are at risk of underachieving. Pupil progress is monitored termly and progress tracked against Local Authority and national comparisons to ensure that pupils all are making progress.

Assessment Procedures

Aim To ensure that all children achieve their potential.

To achieve this aim we will:

- Track and assess pupil progress termly.
- Assess pupil progress within lessons.
- Identify strategies to ensure that children stay on target to make progress and achieve their potential.

All children have their achievements and progress monitored. The school curriculum incorporates the different levels of attainment that children may achieve (Early Learning Goals, IAELD, P scales, EAL Language Phases and levels of attainment throughout KS1 and KS2 which we measure through the use of 'Milestones'). To ensure that accurate measurements are made, work scrutiny, agreement trialling, and moderation of pupils' work are carried out by staff.

Underachievement is identified as early as possible through teacher referral and additional assessment. Pupils are set challenging targets in English, reading, writing, spelling, speaking and listening, maths and science. Our school's house point reward system is linked to the 'Gospel Values'; Class of the week, weekly attendance winners and termly academic awards winners. Also affirmation systems such as the 'Book of Excellence' recognise and acknowledge achievement for outstanding work, performance and effort. These in turn contribute to raising pupil self esteem and motivation.

Professional Development

Aim To ensure all those with responsibility for the education of children and young people are confident, committed and skilled in relation to meeting SEND.

To achieve this aim we will:

- Ensure recruitment and induction processes reflect expectations and responsibilities for inclusion, individual needs and equal opportunities.
- Review and develop the role of specialist provision in supporting increased inclusion in mainstream settings.

- Develop frameworks to ensure coordinated and integrated service delivery to schools to support them in meeting SEND.
- Establish sustainable mechanisms for promoting and sharing good practice.
- Utilise the checklist for inclusive classroom practice.
- Further develop partnership work with parents to build confidence in SEND arrangements.

Our Staff are kept informed about Local Authority, national and regional training courses which relate to inclusive educational practice. Good practice is disseminated through staff INSET. The Inclusion Leader attends CPD meetings termly to keep informed of up to date practice and incentives.

Parent Partnership

Aim To ensure that school works closely with parents to enhance pupils' learning.

To achieve this aim we will:

- Clarify the responsibilities of all stakeholders in relation to this area.
- Ensure that parents are kept informed of subjects and topics taught.
- Inform parents of teaching strategies and learning opportunities that can be adopted at home.

In line with our school Mission Statement, parents are seen as partners in the education process. The knowledge and first hand experience parents have regarding their children, is valued for the contribution it makes to their child's education.

Parents are welcomed into the school community and join many of the whole school liturgical celebrations. They are encouraged to keep in regular contact with the school regarding their child's progress. The home-school agreement outlines how parents are to support their children. These agreements outline the learning to take place during the academic year. Along side this, a parent meeting is held at the beginning of the school year to support parents in their understanding of the work that their child will be undertaking. We have a wonderful PTFA that continue to support our school and enhance pupil's learning. Regular newsletters, the school website and teachers2parents text system, inform parents of school activities and events.

Pupils Participation

Aim: To ensure pupils views are gathered and acted upon where appropriate.

To achieve this aim we will:

- Create opportunities for the School Council to develop and share objectives with the whole school.
- Encourage and support 'buddy meetings' between Key Stages.
- Gather responses from a range of annual pupil surveys.
- Provide opportunities for 'Pupil Voice'.

Our pupils are also kept up to date and encouraged to participate within weekly whole school and Key Stage assemblies.

Evaluation of the Inclusion Policy focuses on the achievement of the pupils, comments from the annual parents and pupil's questionnaires and the effectiveness of inclusion provision in relation to resources allocated.

Date agreed: January 2016

Reviewed date: January 2017

Appendix 1

Checklist for Inclusive Classroom Practice

Date:	Lesson:	Year:	No. of additional adults:
<p>Context: (Refer to the class provision map for pupil grouping, gender balance, vulnerable groups and number of children with SEN at each graduated response).</p>			
Inclusive teaching and learning strategies		Evidence/Comment	
Appropriate range of resources, materials and concrete apparatus.			
Pupils' seating is purposely planned throughout the lesson.			
Classroom rules are displayed and referred to when necessary.			
Visual timetable is clearly displayed and referred to when necessary.			
A clear link is made to previous learning.			
The lesson objectives are shared with pupils.			
Teachers make instructions explicit and pupils understand these.			
Teachers model and clearly explain new concepts and skills.			
Subject specific or new vocabulary is displayed and referred to in lesson.			
Classroom displays are used effectively and interactively.			
ICT/IT is used effectively in lessons (Multi-media).			
There are opportunities for pupils to ask questions.			
Differentiated questioning is utilised by the teacher supporting communication needs.			
Differentiated levels of tasks/activities are set, which match ability range including an appropriate level of challenge.			

Continued

Inclusive teaching and learning strategies	Evidence/Comment
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Time-scales are made explicit by the teacher for thinking and task completion.	
Pupils are active learners e.g. paired work, group work and 'buddying'.	
Multi-sensory teaching approaches are utilised.	
Scaffolding supports learning, i.e. writing frames, topic webs and mind-mapping.	
T.A's actively promote and assess SEN pupils' learning throughout the lesson.	
There is a quiet work area in the classroom for pupils who need it.	
There is opportunity for independent work, supported by visual prompts and resources.	
Effective and positive behaviour management strategies are utilised throughout the lesson.	
All appropriate contributions from pupils in the lesson are valued.	
Learning is reviewed and checked at the end of the lesson.	
There are opportunities to feed back using a variety of media.	
Misunderstandings and mistakes are dealt with sensitively, and utilised as teaching points.	
Appropriate differentiated homework tasks are provided.	

Observer

(Adapted and updated in by the Inclusion Leader Mary Dunn in collaboration with staff at St Albert the Great from the DfES (2002), NLNS: Including all children in the literacy hour and daily mathematics lesson and Rita Cheminais (2003). *Closing the Inclusion Gap*. David Fulton Publishers)