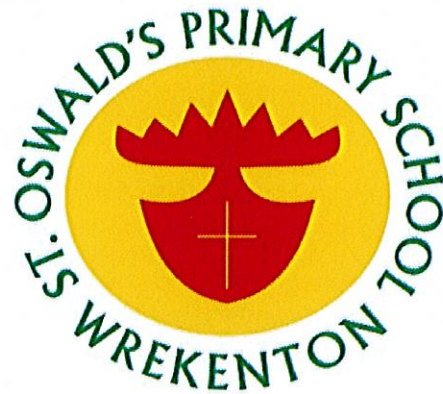


# St Oswald's RC Primary School



## Inclusion Policy

The Governing Body of St Oswald's RC Primary School adopted this policy

June 2018 and it will be reviewed annually

Signed *M. V. C. P. S.* (Chair)

## **POLICY FOR INCLUSION**

All children have a human right to be educated with their peer group. At St Oswald's we are fully committed to promoting the inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child is important.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All pupils should have the opportunity to join fully with their peers in the curriculum and the life of the school. We aim to pay particular attention to the provision for, and the achievement of, 'different groups' within the school, providing extra resources and support, where possible.

At St Oswald's, we are fully committed to inclusion; however, we are aware that, in exceptional circumstances, the needs of the individual child might not be met because of lack of resources or if it is not in the best interests of the other children in the school.

### **Different Groups in the School**

- Girls and boys
- Minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs
- Gifted and talented pupils
- Children 'looked after' by the local authority
- Other children, such as sick children, young carers and those children from families under stress
- Any pupils who are at risk of disaffection and exclusion

### **Roles and Responsibilities**

At St Oswald's, all staff have a responsibility to promote inclusion.

- It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption
- All children have a right to respect and individual help from their teachers and other staff
- All children should have access to all aspects of the curriculum
- The well-being of all children is fostered, and children are given extra support when experiencing difficulties

### **Admissions Policy**

All applications for places at St Oswald's will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender or background.

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. Before a child starts school, the Nursery teacher and teaching assistant make a home visit. If the school is aware of special educational needs before a child starts school, St Oswald's will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has special educational needs. (See SEN Policy)

At St Oswald's every effort will be made to provide support for those families from the ethnic minorities, especially those who speak English as an additional language or which have come into

the country recently. Assistance will be sought from bi-lingual teachers / teaching assistants if translation is necessary.

### **Monitoring**

We have a continuous assessment of pupils to ensure they are achieving as much as they can and deriving the maximum benefit (according to their individual needs) from what the school provides.

- All Reception and Nursery pupils are assessed using Development Matters and the Early Years Foundation Stage Profile.
- Children in Years 1-6 are assessed using the National Curriculum and Gateshead TIPPs
- To monitor progress and attainment, the pupils take part in a variety of assessments, children in Year 2 and Year 6 take end of Key Stage tests (SATs) and there is a phonics screening for Year 1 pupils.
- Teachers use this detailed analysis to identify individual children who are under-achieving and the overall attainment of the diverse groups within the school. This information is used to enable the school to target extra support to individuals and groups of pupils.
- The general ethos throughout the school, including the attitude towards pupils in different groups, is monitored on a daily basis by the Head Teacher.
- Records are kept of any incidents of a serious nature, including racial incidents, and copies are sent to the LEA.
- The attendance of pupils is monitored constantly and the EWO is alerted if attendance becomes a cause for concern.

### **Disaffected Pupils**

At St Oswald's, every effort is made to provide early intervention and support for those pupils who are disaffected or at risk of exclusion as a result of inappropriate behaviour. Behaviour Management Programmes will be implemented at the same time as seeking the help and support from parents before exclusive action is taken. Exclusion will be implemented only in extreme circumstances. (See Behaviour Policy)

### **Partnership with Parents and Carers**

At St Oswald's recognises the impact parenting has on a child's development throughout school life. We value the positive role and contribution parents and carers can make to their child's education. We believe that we should work in partnership with parents/carers, ensuring mutual trust and respect. At St Oswald's, parents/carers are encouraged to visit the school to discuss concerns with the class teacher or Head Teacher. Parents/carers are consulted on all Special Needs issues and included in Special Needs reviews and meetings.

This policy is to be reviewed June 2019.