



Inclusion Policy

Committee Name:	Curriculum & Staffing
Date of Approval:	2016
Validity Date:	2016-2018
Person responsible:	SENCO

Governing body

In co-operation with the Head Teacher, the governing body determines the school's general policy and approach to inclusion for all children, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. The named governor takes a particular interest in and closely monitors the school's work to ensure inclusion.

Mission Statement

As a Catholic school we endeavour to create a living and caring Christian community, where we aspire to ignite within everyone the light of Christ.

We strive to:

- i) Educate the whole person to their full potential: spiritually, morally, academically, emotionally, socially, culturally and physically.
- ii) Respect, love and value ourselves and others as unique individuals and children of God.
- iii) Encourage everyone to pray and develop a deeper personal relationship with God.
- iv) Support parents and carers as the first educators of the child.
- v) Enhance the essential relationship between the school, family and parish.

Our mission can be summarised in three key words: compassion, challenge and excellence, bringing children to Christ through education.

Purpose

At St Fidelis Catholic Primary we want to ensure that all children have the same opportunities and barriers to learning and participation are removed along the way. Inclusion is a human rights issue. It requires us to give all our children and young people the right opportunities to enjoy and benefit from an appropriate education, value each other's contribution and develop life-long positive attitudes to diversity.

St Fidelis – A Rights Respecting School

As a Rights Respecting school we recognise that education must develop every child's personality, talents and abilities to the full (Article 29). Children with a disability have the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community (Article 23). This policy sets out how we will ensure that every child is included and these rights are achieved.

Broad aim

St Fidelis is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:

- girls and boys;
- disadvantaged pupils (Free School Meals and Ever6)

- ethnic minority groups
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities or medical needs
- more able and talented children;
- children who are at risk of disaffection or exclusion;
- Travellers and asylum seekers.

Curriculum

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children.

We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils, recognising these groups may be fluid and responding with flexibility;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (such as speech and language intervention).

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- 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?

The data we gather half termly, using the school's system of progress tracker and assessments, help us to review our children's progress. Half termly meetings between class teachers and Assistant Head Teachers are used to set interventions for those children who are not making progress.

Expectations

All teachers have high expectations of themselves and of their pupils, with pupils, parents and staff fully involved in setting achievable but challenging targets. The school expects all children to make good progress, measured from their individual starting points.

Assessment

SEN, EAL and More able and Talented pupils are noted on class provision plans. Specific targets for SEN pupils are set for them which are reviewed and shared with parents termly. Pupils are assessed informally through observation and scrutiny of written work and discussion. Progress is measured half-termly through continuous formative assessment and provision plans are reviewed. At St Fidelis, all children are involved in self-assessment, and given opportunities to review their achievement with a view to raising pupils' self-esteem and encouraging them to recognise their own strengths.

Quality Assurance

Books, plans, and provision plans are scrutinised half-termly by the Head Teacher, Deputy Head, SLT and SENCo, and discussions with pupils take place.

Inclusion And School Admission

At St Fidelis, we admit pupils according to our admission policy. We do not discriminate against pupils because of their background or special need.