



**HOLY FAMILY RC PRIMARY SCHOOL
ROCHDALE**

**INCLUSION
POLICY**

Holy Family RC Primary School
Rochdale
Inclusion Policy
September 2024



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He took a little child and had him stand among them. Taking him in his arms, he said to them, "Whoever welcomes one of these little children in my name welcomes me; and whoever welcomes me does not welcome me but the one who sent me." Mark 9:36-37

Holy Family Primary School values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. We offer a creative, broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Mission Statement

Holy Family School exists to serve its Parish and Community by promoting excellence in academic, creative and spiritual learning.

Based on the teachings of Jesus Christ and the Catholic Church the schools seeks to provide a happy, safe and inspiring environment where children, staff, parents, governors and visitors feel secure loved and respected.

Holy Family Roman Catholic Primary school encourages all:

- Through WORK, to develop his or her full potential as part of the community and as a unique person made in the image and likeness of God
- Through WORSHIP, to learn to know and love God and recognise the person of Christ in others
- Through WITNESS to celebrate the gospel messages including justice and peace

Aims:

Our school aims to be an 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 we pay to the different individual and groups of children within our school:

Holy Family RC Primary School
Rochdale
Inclusion Policy
September 2024



- Girls and boys;
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with special educational needs
- LGBTQ+ pupils
- Able, gifted and talented children;

The National Curriculum is a key part in 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;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;

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?

Identified and Assessment of all Included Children

Children with Special Educational Needs and/ disability (SEND) are identified as early as possible using a variety of methods including:

- * Liaison with parents
- * Baseline assessments
- * Foundation Stage Profiles
- * standardised tests in reading, spelling and numeracy
- * SATs
- * Outside agencies
- * Professional judgments

Children with SEND are made known to schools to which they transfer by:

Holy Family RC Primary School
Rochdale
Inclusion Policy
September 2024



- * Transfer of all relevant information
- * Discussions with Learning Mentors for all children
- * Inviting Learning Mentors/SENCO to Annual Review meetings (y5 and 6 children)
- * Special visits to transfer school by children

Children who have English as an additional language will be included as quickly as possible by:

- * Informing EAL service
- * Having visits by the designated EAL representative
- * Each responsible class teacher ensuring they harbour an inclusive classroom

Children who are Gifted and Talented are identified as early as possible using a variety of methods including:

- * standardised tests in reading, spelling and numeracy
- * SATs
- * Classroom observation
- * Summative assessments

Objectives for Special Educational Needs and/or Disability

1. To ensure the SEN and Disability Acts and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and TAs as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by



staff and parents/carers.

7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEND provision

1. The Inclusion Manager will consult with each class teacher at least three times a year to discuss additional needs concerns and to review Individual targets (APDR).
2. At other times, the Inclusion Manager will be alerted to newly arising concerns as necessary.
3. Where necessary, reviews will be held more frequently for some children.
4. Targets arising from review meetings will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. The Inclusion Manager, together with the Head teacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.
6. Support staff, class teachers, Inclusion Manager and outside agencies liaise and share developments in order to inform reviews and forward planning.
7. The parents/carers of a child with SEND will be informed by the class teacher. They will then have access to the child's targets which are discussed.



School request for a statutory assessment (Education and Healthcare Plan)

For a child who is not making adequate progress, despite a period of support and intervention and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to request an Education and Healthcare Plan (EHCP).

The school is required to submit evidence to the LA whose Assessments Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current Criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Teaching and learning style (For more details see Teaching and Learning Policy)

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

Teachers ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;

Holy Family RC Primary School
Rochdale
Inclusion Policy
September 2024



- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed.

Staffing

The responsibilities of the Inclusion Co-ordinator are:

- * Overseeing the day-to day operation of the school's Inclusion policy
- * Co-ordinating provision for all children with SEND and G&T.
- * Liaison with and advising class teachers and TA's.
- * Overseeing the records of all children with SEND
- * Liaising with the school based speech therapist,
- * Liaising with parents.
- * Liaising with LA support services and other external agencies
- * Contributing to in-service training of staff.

All staff are made aware of their responsibilities towards children with SEND and G&T.

Organisation of Support

We make every effort to achieve maximum integration of all included children. The structures and systems in place are:

- . * Individual teaching to raise attainment in literacy/maths
- . * Small group teaching to raise attainment in literacy/maths
- . * Classroom support to increase curriculum access and children achievement
- . * Differentiated provision within the classroom
- . * An equal opportunities policy
- . * Clear guidelines on behaviours

Resources

The principle informing Inclusion resource deployment is one of ensuring access to the curriculum and therefore taking account of individual need.

Resources include:

- * A wide range of books, materials and adapted learning to suit children of differing abilities
- * A range of ICT facilities



* Building modifications such as appropriate: washroom facilities, blinds and hand rails where necessary.

External Support

Contact is made with the Social Services Department, Health Professionals and Education Welfare Services where appropriate. Strong support is given to us through Rochdale Additional Needs (RANS) who come into school to offer advice and provide resources where necessary. We also have contact and visits by the EAL service. In addition, when needed, we have help and advice given to us from the Educational Psychology Service.

Governors

The governing body will use its best efforts to ensure the best possible provision for all children who may have G&T or SEND in this school. All governors are aware of their individual responsibilities.

There is a nominated governor for Inclusion. The governing body evaluates the success of the education we provide, using the following criteria:

- * The maintenance of accurate, up to date records by the Inclusion Co-ordinator / SENCO and other staff
- * Evidence from monitoring classroom practise by SLT/ Inclusion Co-ordinator
- * School self-evaluation
- * Evidence from Ofsted Inspection Reports
- * Children tracking data and test results
- * Governors' Annual report to parents
- * Inclusion of all children in development planning
- * Feedback from parents
- * Monitoring by designated Inclusion governor

Inclusion and racism

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are reported to the headteacher.



Summary

In our school we value each child as a unique individual. We strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

This policy has been approved and adopted by staff and Governors

Signed (Chair of Governors) Date

Signed (Headteacher) Date

GB Review 11.09.24 –

Review Date: Sept 2025

Prepared by G Walker

Sept 2024