

ST. BERNADETTE'S CATHOLIC PRIMARY SCHOOL

Inclusion Policy 2024 - 2025

“At St Bernadette’s Catholic School, you will find us caring, hardworking and cooperative. We follow the ways of Jesus, using our talents and gifts to make our school special. We show respect to all and welcome you.”

Date adopted:	18/10/2025
Date of next review:	18/10/2025

St Bernadette’s Catholic Primary School is a caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual. We are a Catholic school with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Catholic ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles.

Mutual respect between adults and children promotes excellent behaviour and well-developed social skills. With this approach, we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

Introduction

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a 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.

This policy should be read in conjunction with the SEND policy, SEND information report, St Bernadette's Catholic Primary School Local Offer, Equality and Diversity Policy and Accessibility Plan.

Aims and Objectives

St Bernadette's 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:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are Gifted, Able and/or talented (GAT)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care or living with foster families
- Pupils who are young carers
- Pupils whose families are in crisis or under great stress
- Pupils at risk of significant harm

- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school

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
- meeting the needs of individuals or groups of children (such as speech and language therapy)

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
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

The data we gather annually, using the school's system of progress trackers, help us to review our children's progress against these criteria. We also monitor children's access to extra-curricular activities through the use of extensive provision and class inclusion maps.

Teaching and Learning Style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. At the start of each year, the head and deputy set aspirational targets for all pupils. We analyse the attainment of different groups of pupils termly to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. SLT and teachers use this information when planning their lessons and for interventions. It enables them to consider the abilities of all their children. The SENCo plans evidence-based interventions for pupils who the curriculum. We ensure disabled pupils are involved in school trips and write comprehensive risk assessments to support their safe inclusion.

Teachers ensure that the work undertaken by disabled children:

- Takes account of their pace of learning and the equipment they use
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
- Allows opportunities for them to take part in educational visits and other activities linked to their studies
- uses assessment techniques that reflect their individual needs and abilities

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through adaptations in the classroom. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers and the LA. The school's governor with responsibility for special educational

needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

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/ homophobic incidents are recorded. The school contacts parents or carers of those pupils involved in racist incidents.

Summary

At St Bernadette's, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

Monitoring and review

This policy will be monitored and reviewed annually.