

St. Peter's R.C. Primary School

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Inclusion Policy

“We are a Catholic School. Our special purpose is to live, learn and work together in the presence of Christ.”

Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school.

Intent:

We believe that every child is unique and has differing educational needs and levels of success. Therefore the intention of our school is to provide high quality learning experiences and give access to a broad and balanced education to raise the aspiration and expectation of all pupils

To achieve our aims, it is our intention to ensure we provide high standards of teaching and learning, pupil achievement and progression through effective provision for pupils with inclusion needs.

Pupils with inclusion needs are deemed to include;

- Pupils where a special educational provision is being made.
- Pupils with identified specific learning difficulties;
- Pupils with identified behavioural problems;
- ‘Looked After’ pupils;
- Pupils whose first language is other than English;
- Pupils eligible for Pupil Premium;

- Pupils belonging to ethnic minorities;
- Pupils of Romany, Gipsy or Traveller families;
- Pupils who are identified as higher attaining.
- Pupils who the Head teacher considers have previously received, for any reason, an inadequate or compromised education.

Implementation

Teaching staff will :

- ensure all pupils have access to an appropriately differentiated curriculum;
- expect every child to make progress both academically and socially;
- measure, track and record progress and achievement for every child;
- seek to identify any barrier which may be the cause of progress at a lower rate and provide provision for the child to minimise /overcome the barrier;
- attend termly progress meetings and work with the Assistant Headteacher / Inclusion Manager to apply specific interventions for identified individuals. These will be reviewed at least termly;
- meet individual needs through a wide range of opportunities for learning and plan for individuals who may significantly exceed the expected level of attainment;
- work in partnership with parents / carers in supporting their child's education;

Inclusion Support

Where it is determined that a pupil would benefit from inclusion support, effective provision will be put in place and so remove barriers to learning. Parents will be advised of this and the information will be updated in school records. Any interventions will be regularly assessed and reviewed.

Interventions may include :

- Literacy Support Groups
- Phonics Intervention
- Reading Intervention
- Language Groups
- Counting Numbers
- Nurture
- Speech and Language Input
- Motor Skills Groups
- Social Skills

Training

Relevant staff will be trained in how to best support all learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the staff training process.