



## **Inclusion Policy**

### **The Federation of Sacred Heart RC School and St Mary's RC School**

**At Sacred Heart Primary School and St Mary's Primary School, we consider inclusion as fundamentally an issue of equality of opportunity.**

We have an established and experienced inclusion team whose main responsibility is to ensure that we continue to maintain an inclusive school – a secure, accepting, collaborating, stimulating Catholic community in which everyone is valued and in which all children are enabled to fulfill their potential.

Our aim is to maintain our inclusive values, shared between all staff, pupils, governors, parents/carers and outside professionals so that all pupils are enabled to achieve as much as they can and derive the maximum benefit according to their individual needs.

#### **The ways we have created this are:**

- Recruiting staff and governors who are committed to the inclusive education we strive to provide.
- Establishing systems and structures within the school, to enable us to manage all the children's individual needs. These include: an out of class SENCOs, links with a variety of outside agencies, interventions led by teachers, HLTAs and TAs, (Side Beside and Hilary House ASD unit-exclusive to Sacred Heart).
- The inclusion team incorporates all staff involved in inclusion – Head teacher, SENCO, EMAG, (Lead Teacher of ASD unit and Side Beside Leader-Sacred Heart and Learning Mentor-St Mary's).
- We keep records of interventions, to include all children who are receiving additional support.

The register is up-dated termly and enables all the children to be tracked and support adjusted if necessary. This allows us to compile essential data such as the levels of attainment of various groups, attainment/support by gender and enables us to monitor how successful our inclusive

education is;

- Provision Maps are up-dated by class teachers with support from the SENCO three times a year. The targets are monitored so that the Provision Map becomes a working document. The Provision Maps are monitored closely by the SENCO.
- The additional language support teacher at Sacred Heart meets class teachers to support them with EAL children
- The Side Beside Leader at Sacred Heart monitors and tracks their pupils and meets with the SENCO and Associate Headteacher on a weekly basis to discuss the children's progress and strategies.
- All school policies are regularly reviewed and amended, ensuring that inclusion is at the centre of school development - increasing the learning and participation of all children and responding to the diversity of their needs.

### **Evolving Inclusive Practices**

- We monitor planning, assessment, attainment, target setting, standards of teaching and learning and the school environment itself.
- Our aim has always been to ensure that school practices reflect the inclusive cultures and policies of our school.

Hilary House, Sacred Heart's ASD unit, opened in September 2012, and plays a vital part in the inclusivity of the school. They continue to model good practice of inclusion for all pupils enrolled in the ASD unit.

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