



**St. George and St. Martin Catholic Academy  
Part of the Newman Catholic Collegiate  
Policy for Inclusion 2020/22**



***Growing, Learning, Loving; United in Play, Prayer and Peace***

### Policy Aims

As such our school aims to be an inclusive school through the attention we pay to the different groups of children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- Looked After Children
- members of the travelling community
- children with a disability
- those eligible for Pupil Premium
- any children who are at risk of disaffection or exclusion.

### Teaching and Learning

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. Through differentiated planning and teaching, all children are encouraged to fulfil their individual potential, whatever their ability.

### We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs through the use of Pupil Passports and differentiated targets
- planning differentiated learning opportunities
- planning learning opportunities from earlier milestones or pebbles where appropriate **for the individual needs of the pupil**
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing learning opportunities which cater for individual learning styles
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.
- where appropriate seeking the advice of outside agencies
- providing support to allow children to access extra-curricular activities if required
- deploying staff strategically to ensure that all children are able to fully participate in all aspects of school life
- Equal opportunities
- All school staff are committed to providing equal opportunities for all children, regardless of their ability, race, gender or disability
- Staff ensure that all children:
- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;

- are taught in varied groupings that allow them all to experience success;
- have access to 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;
- are encouraged to participate fully, regardless of disabilities or medical needs.

### Children with disabilities

Some children in our school have disabilities and consequently need additional resources, support and time. The school is committed to providing an environment that allows these children full access to all areas of learning. The Key Stage One building is on ground level and has disabled toileting facilities. The Key Stage Two building has a lift in place, specifically designed to enable children with disabilities to access the upper levels.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed to complete activities
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- 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. We would only do this after detailed consultation with parents and the Local Authority. The Academy Committee representative 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. Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

### Links to other policies

Further details can also be found in the school's policies for:

Gifted and talented children

Special educational needs

Equal opportunities

Equality

Policy Monitoring and Review

Policy to be reviewed every two years.

Policy review date: June 2022

Date agreed by Academy Committee: \_\_\_\_\_