



Policy for Inclusion

All children have a right to be educated with their peer group. At St. Mary & St. Thomas Aquinas, we are fully committed to promoting inclusion of all children, whatever their age, ability, gender, race or background. We believe that the teaching and learning, achievements, attitudes and well-being of every child in the school is important.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and to ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. We aim to pay particular attention to the provision for, and the achievement of, 'different groups' within the school, providing extra resources and support, where possible.

At our school, we are fully committed to inclusion; however, we are aware that in exceptional circumstances, the needs of the individual child might not be met or that the inclusion of the child in mainstream education "is incompatible with the efficient education of other children." (SEN Code of Practice. DFE 2001)

Aims and expectations

Our school aims to be an inclusive school. 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 groups of children within our school:

Possible different Groups in School

- ◆ Girls and boys
- ◆ Minority ethnic and faith groups
- ◆ Travellers, asylum seekers and refugees
- ◆ Children who need support to learn English as an additional language (EAL)
- ◆ Children with Special Educational Needs
- ◆ Gifted and talented children
- ◆ Children 'looked after' by the local authority
- ◆ Other children, such as sick children, young carers and those children from families under stress
- ◆ Any children who are risk of disaffection and exclusion.
- ◆ Pupils with physical disabilities.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this 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. (Behaviour management training.)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- 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?

Roles and Responsibilities

At St. Mary & St. Thomas Aquinas, all staff have a responsibility to promote inclusion.

- ◆ It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- ◆ All children have a right to individual help and respect from their teachers and other staff.
- ◆ All children should have access to all aspects of the Curriculum at their level.
- ◆ The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

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Parents and the wider community are included in our work of educating all our pupils through:

- Good communication via the prospectus, newsletters, annual reports, and meetings to discuss specific issues.
- An active PTA which raises money for resources and works towards fostering a community spirit in the school.
- An open invitation to liturgies, masses and assemblies.
- Parents evenings' twice a year to discuss the academic progress of pupils.
- The support of parents and members of the community in helping in the class-rooms.
- The strong links with the community, through the Church and through liaison with local business.

Admissions Policy

All applications for places at our school will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, gender or background.

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. Before a child starts school, the Foundation teacher invites the family into school or makes home visits. If the school is aware of Special Educational Needs before a child starts school, we will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has Special Educational Needs.

At St. Mary & Thomas Aquinas every effort will be made to provide support for those families from the ethnic minorities, especially those speak English as an additional language or have come into the country recently. Assistance will be sought from EMTAS if translation is necessary.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

Further Information

Useful Documents and Resources

CRE	Learning for All – Standards for Racial Equality in Schools 2000
CSIE	Index for Inclusion
DfES	Social Inclusion: Pupil Support (Circular 11/99)
DfES	What the Disability Discrimination Act (DDA) 1995 means for Schools and LEAs (Circular 20/99)
Folens Publishers	Primary Professional Development Behaviour Management and Policy (FA6505)
Folens Publishers	Primary Professional Development Able and Gifted Children (FA541X)
Ofsted	Evaluating Educational Inclusion
Ofsted	Improving City Schools
Ofsted	Raising Attainment of Minority Ethnic Pupils: School and LEA responses
Gateshead LA	EMTAS Handbook
DFE	Special Needs Code of Practice

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