



# **St Theresa's Catholic Primary School**

## **Inclusion Policy**

**September 2025**

At St Theresa's Catholic Primary School, we are committed to inclusive education that reflects our Catholic values and vision. We ensure that all pupils, regardless of their background, need, or circumstance, can access high-quality teaching and learning, feel safe, valued, and are supported to fulfil their unique potential. Inclusion is central to our ethos, curriculum, and community life, underpinning all aspects of our school.

We define inclusion as creating an environment where every pupil is welcomed, valued, supported, and challenged appropriately to thrive academically, socially, and emotionally. We remove barriers to learning and participation and celebrate diversity in line with our vision to develop knowledge and love of God through Christ as our role model.

### **This policy addresses provision for:**

- Children with Special Educational Needs and Disabilities (SEND)
- Disadvantaged pupils/Pupil Premium (PP) eligible
- Children with disabilities
- English as an Additional Language (EAL) pupils
- Children Looked After (CLA) and previously looked after children
- Pupils with medical needs or mental health challenges
- Pupils who are young carers
- Pupils who are new to the UK or school system
- Pupils who are high attainers / gifted and talented
- Pupils at risk of exclusion, persistent absence, or from vulnerable families

### **Legal and Evidence-Informed Framework**

#### **Statutory Duties**

We comply with all statutory duties including (but not limited to):

- Equality Act 2010 (reasonable adjustments for disability)
- Children and Families Act (SEND)
- SEND Code of Practice
- Accessibility planning for curriculum and environment

- Publication of SEND Information Report and Pupil Premium strategy on the school website

### **Evidence-Informed Practice (EEF)**

Our approach is based on evidence that inclusive practice benefits all pupils and that high-quality universal teaching combined with targeted support leads to improved outcomes.

We prioritise:

- Promoting a culture of belonging, positive relationships, and attitudes across our school community
- Holistic understanding of pupils' needs, including the pupils with SEND and EHCPs
- High-quality teaching for all, complemented by well-selected small-group or individual interventions
- Monitoring the impact of approaches to refine and improve practice

### **Principles of Inclusion**

We believe that:

- Every teacher is a teacher of all pupils, including those with SEND, PP, EAL, and LAC
- Good inclusive practice benefits all learners—children with and without identified needs
- Diversity is recognised, respected, and celebrated as part of our Catholic ethos
- Pupils who need additional support receive it in a way that promotes participation, independence, dignity, and success
- Barriers to learning and participation are systematically identified and reduced

### **Roles and Responsibilities**

#### **Governing Body**

- Ensure statutory compliance and effective inclusion provision
- Monitor impact of strategies (SEND, PP, EAL, LAC) on pupil outcomes

#### **Headteacher & Senior Leaders**

- Lead an inclusive culture aligned with our Catholic values
- Ensure policy implementation and review progress of pupils with additional needs

#### **SENDCo / Inclusion Lead (Deputy Head, SENDCo - Lianne Rankin)**

- Oversee SEND provision and inclusive practice across the school
- Advise staff on quality first teaching and reasonable adjustments
- Coordinate EHC plan reviews and referrals as appropriate
- Lead the Autism Project to improve support for pupils with ASD

### **All Staff**

- Identify barriers to learning early
- Differentiate teaching and adapt resources for diverse needs
- Promote positive relationships and a culture of respect consistent with our values

### **Inclusive Teaching & Learning**

#### **Quality First Teaching**

All pupils receive inclusive, high-quality teaching in every classroom, including:

- Clear explanations and modelling
- Scaffolding complex tasks
- Flexible grouping and peer support
- Frequent checks for understanding
- Adaptations for language needs and accessibility

#### **Differentiation and Access**

Teachers plan and adapt lessons so all pupils can access the curriculum. Differentiation is based on need rather than labels alone. EAL pupils are supported with targeted language development and access strategies. EAL is not classified as SEND but may intersect with other additional needs.

#### **Meeting Individual Needs**

#### **SEND**

- Identification through observation, assessment, and pupil/parent voice
- Graduated approach (Assess-Plan-Do-Review) to SEND support
- Access to appropriate interventions and reasonable adjustments
- EHCP reviews where appropriate

#### **Pupil Premium / Disadvantaged Pupils**

- Targeted use of PP funding to address barriers to achievement with clear impact measures
- Provision benefits both eligible pupils and targeted groups with identified needs

#### **Disability**

- Reasonable adjustments and accessibility provisions to prevent substantial disadvantage
- Accessibility Plan reviewed annually

#### **EAL Pupils**

- Language support tailored to proficiency levels

- Inclusive curriculum reflecting cultural and linguistic diversity

### **Children Looked After**

- Personalised support taking account of emotional and educational needs
- Personal Education Plans (PEPs) to coordinate support

### **Other Vulnerable Groups**

#### **a) Young Carers**

We work to identify young carers and ensure they receive emotional and practical support to manage school alongside their responsibilities.

#### **b) Pupils with Medical Needs**

Individual healthcare plans are developed in consultation with families and relevant health professionals.

#### **c) Mental Health and Wellbeing**

We promote a whole-school approach to mental health and offer internal support via our Family Support Worker, alongside referrals to external services where needed.

### **Transitions**

We ensure smooth transitions by:

- Planning enhanced transitions for vulnerable pupils (e.g. SEND, EAL, CLA)
- Liaising with pre-schools, secondary schools, and other settings
- Providing social stories, tours, and additional visits
- Sharing key information in a timely, professional, and confidential manner Accessibility

The school is committed to complying with the Equality Act 2010 and publishes an Accessibility Plan to improve access to:

- The school curriculum
- The physical environment
- Written information for disabled pupils and their families

**Reasonable adjustments are made proactively, not reactively.**

### **Behaviour and Wellbeing**

We adopt proactive, positive behaviour approaches that support learning and inclusion. Our approach addresses challenges arising from home or external environments and supports pupils to develop self-regulation, respect, and readiness to learn in a safe and supportive environment.

### **Partnership with Parents and Carers**

We work collaboratively with families to understand needs, share progress, plan adaptations, and celebrate achievement. We encourage active engagement of parents, staff, governors, and outside agencies in realising pupil success.

### **Monitoring, Evaluation and Reporting**

- Termly tracking of progress for all pupils
- Review of provision effectiveness, including intervention impact for all groups
- Annual review of this Inclusion Policy and related documents
- Reports to Governors on inclusion outcomes aligned with school improvement priorities

### **Continuous Professional Development (CPD)**

#### **All staff receive ongoing training related to:**

- SEND
- Adaptive teaching
- Anti-racism and unconscious bias
- Mental health and trauma-informed practice
- Safeguarding/vulnerable pupils

This ensures our approach remains informed and up to date.

### **Complaints about Inclusion or SEND Provision**

We encourage early resolution through:

1. Discussion with the Class Teacher
2. Referral to the Inclusion Team
3. Contact with the Headteacher If issues remain unresolved, parents/carers may:
  - Contact SIASS (SEND Information, Advice and Support Service) St Helens
  - Follow St Theresa's Catholic Primary School Complaints Policy
  - Contact the Local Authority for matters related to EHCPs or appeals EHC Needs Assessment Process

### **The effectiveness of this policy is monitored by:**

- Pupil progress data and attainment gaps
- Pupil and parent voice
- Lesson observations and learning walks
- Provision mapping

- Review of attendance, exclusions, and behaviour records
- Governor oversight and reporting Review

**This policy will be reviewed every two years, or sooner if:**

- There are significant changes in legislation or guidance
- Monitoring indicates a need for revision
- Stakeholders raise concerns or recommendations

**Links to other policies Parents/carers should also refer to the following other policies here.**

- Admissions - note that admissions procedures are inclusive and comply with the Equality Act
- Accessibility Plan
- Anti-Bullying
- Attendance
- Behaviour Policy
- Child Protection and Safeguarding - we are acutely aware of the link between safeguarding and inclusion e.g. preventing the exclusion of vulnerable pupils, ensuring reasonable adjustments as part of safeguarding duty
- Educational Visits
- Equality Information and Objectives (Public Sector Equality Duty) - reviewed annually
- Pupil Premium Strategy
- RHE and RSE
- Suspensions and Exclusions Links to Core Statutory Legislation and Guidance
- Children and Families Act 2014 (Part 3)
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)
- Equality Act 2010
- The Education Act 1996
- The Education and Inspections Act 2006
- The Children Acts 1989 & 2004
- United Nations Convention on the Rights of the Child (UNCRC) Links to Additional Non-Statutory but Recommended References
- Keeping Children Safe in Education (KCSIE) – latest version.
- Working Together to Safeguard Children.
- Ofsted Framework – inclusion is a key inspection area.

**Next Review: September 2027**

