



**Maria Fidelis**  
Catholic School FCJ

| <b>Inclusion Policy</b>           |                           |
|-----------------------------------|---------------------------|
| <b>Committee</b>                  | Curriculum                |
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| <b>Frequency of Review</b>        | 2 years                   |
| <b>Next review Date</b>           | Summer 2025               |

### **The FCJ Schools' Vision**

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

# Maria Fidelis Catholic School FCJ Inclusion Policy



## **Vision Statement**

The vision for Maria Fidelis is to create an inclusive school equipped for the 21<sup>st</sup> Century which will enable all young people to maximise their potential in order that they leave school as educated, confident and courageous Catholics, prepared to challenge injustice and care enough to 'live life to the full'.

## **Aim**

We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

This policy should be read in conjunction with our SEND, LAC, Higher Learning Potential, Attendance, Safeguarding, Behaviour and Teaching & Learning policies.

We are committed to inclusion. We aim to engender a sense of community and belonging, and to offer opportunities to learners to realise their potential, including those who may have experienced previous difficulties and those who are particularly able. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

Our first priority is to provide the best Quality First Teaching and a learning environment where all pupils can contribute fully and feel valued. In addition many children will need to receive extra support, whether as an intervention or out of school activity, to reach their potential.

We wish to ensure that all students:

- have the opportunity to benefit from the entire curriculum and to participate in extracurricular activities organised by the school;
- have an awareness and appreciation of the diversity of individuals within modern society;
- understand the nature of stereotyping of individuals and are not treated according to such stereotypes;
- are made aware of the meaning of prejudice and discrimination in the context of equality of opportunity; and
- are helped to develop positive interpersonal skills.

This is achieved by:

- designing a curriculum to promote a full range of learning, thinking and life skills;
- providing a balanced and relevant curriculum, where the emphasis is on depth before breadth;
- using flexible and responsive teaching and learning styles;
- equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society; and
- developing a close partnership with the whole community, particularly parents.

We aim to be an inclusive school and offer equality of opportunity to all groups of pupils within the school. These groups include:

- Boys, girls and pupils who do not identify with their birth gender

- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Pupils who have English as an additional language
- Pupils who have Special and Additional Educational Needs
- Pupils who are Higher Learning Potential
- Pupils who are Looked After children
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress

We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community

This policy outlines how specific support is provided for students with Special Educational Needs, those learning English as an Additional Language and those who have Higher Learning Potential. On-going assessment and detailed data analysis are in place to ensure the right individuals receive the appropriate support and that groups of individuals are not falling behind.

### **Race**

The school will fulfil commitment to Race Equality by:

- valuing diversity and by actively promoting good inter-personal and community relationships;
- promoting an atmosphere of mutual respect and trust among all members of the school community;
- ensuring that all staff, pupils and parents are treated with respect and dignity;
- dealing firmly, consistently and effectively with racist incidents, harassment and bullying. The school will ensure that all such incidents are investigated and recorded;
- ensuring that the curriculum incorporates the principles of race equality and promotes knowledge and understanding of, and positive attitudes towards diversity;
- ensuring access to the curriculum for all pupils to meet their individual needs; and
- ensuring that teachers' planning and delivery takes account of racial and cultural diversity and the need to challenge stereotypes.

### **Gender**

The school will fulfil its commitment to gender equality by:

- promoting an atmosphere of mutual trust and respect among all members of the school community regardless of gender;
- challenging gender stereotypes in all aspects of school life;
- encouraging classroom and staffroom discussion of gender issues which reflect on gender stereotypes, expectations and the impact on learning;
- striving to eliminate sexual and sexist bullying;

- ensuring equality of access for boys, girls and pupils who don't identify with their gender to all areas of the curriculum, to include subject choice and careers advice to meet pupils' individual needs;
- ensuring that resources in all areas of the curriculum promote knowledge and understanding of gender issues;
- ensuring that any particular learning needs of boys, girls and pupils who don't identify with their gender are met; and
- working in partnership with parents/carers and the wider community to develop positive attitudes to gender issues.

### **Disadvantage**

For those learners who have been in receipt of free school meals (FSM) at any point in the last six years, are children of Service personnel who have served at any point in the last six years, or are learners who have been looked after for 1 day or more, adopted from care, or who have left care under a special guardianship order, a residence order, or a child arrangements order, the Pupil Premium is additional funding provided to schools in order to raise the attainment of disadvantaged pupils of all abilities to reach their potential.

The school will fulfil its commitment to help raise the attainment of disadvantaged children by:

- identifying more able learners at the earliest opportunity, so that the school can meet their needs;
- ensuring that we provide high quality teaching and intervention, which is targeted and appropriate and which enthuses and engages, resulting in consistently high expectations and aspirations of all and a belief that learning is without limits;
- putting in place robust tracking and monitoring processes, which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points; and
- using funding to put in place activities and programmes that allow disadvantaged students to reach their potential.

### **SEND**

Our policy is a whole school policy. Whilst it is the responsibility of class teachers to meet individual needs of SEND children in the classroom, the Headteacher has overall responsibility for provision within the school. Our SENDCO organises interventions within the school, coordinates adults who support children with additional needs and works with outside agencies to input their recommendations. Teaching assistants have an integral role in providing support for children with SEND and there is a Governor who also has a responsibility for SEND.

Full details of SEND provision can be seen in the SEND Policy.

### **EAL**

All teaching staff:

- have the responsibility to provide the highest quality first teaching and learning opportunities for all pupils (as outlined in the Teaching and Learning policy)
- identify and teach key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text
- ensure pupils have access to good models of spoken English
- provide additional visual support, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- provide additional verbal support, e.g. repetition, modelling, peer support

- make use of collaborative activities that involve purposeful talk and encourage and support active participation
- group children strategically for different activities
- provide scaffolding for language and learning, e.g. talk frames, writing frames.
- provide a variety of ways for pupils to record their work, including recording in their first/ home language
- provide dual- language books and dictionaries
- ensure cultural diversity is built into their planning for all areas of the curriculum, taking into account the linguistic, cultural and religious backgrounds of families

All pupils, including those learning EAL, are assessed according to the whole school Assessment policy (see Assessment policy). If a pupil is not making expected progress, additional; support is put in place through the department and progress is monitored more closely through the school tracking system. Pupils who are new to the school and new to English will receive an initial assessment within the first 6 weeks of their arrival. Robust data analysis is carried out to ensure pupils learning EAL are achieving in line with the rest of the school. Interventions are provided for pupils identified as requiring additional support following data analysis staff meetings.

Pupils with Special Educational Needs (SEND) and Higher Learning Potential pupils:

- Most EAL pupils needing additional support do not have SEND
- Should SEND be identified, EAL pupils have equal access to the school's SEND provision
- If EAL pupils are identified as Higher Learning Potential, they have equal access to the school's provision

### **Higher Learning Potential**

At Maria Fidelis we aim to:

- support the abilities, personal qualities and talents of all children
- ensure that all children receive an education appropriate to their abilities.
- provide teaching which makes learning challenging and enjoyable
- provide higher order thinking and questioning skills
- employ a wide variety of methods of recognition of potential
- stimulate children through extracurricular activities and through curriculum enrichment
- have the expectation that the curriculum for all will be extended by realising the needs of the most able
- train staff and to provide for these aims to be achieved

Early identification of children with higher learning potential is important to ensure that every child is provided with every opportunity to be supported throughout their school years. Behaviours of children with higher learning potential can vary hugely, however some indicators may be:

- learning easily
- being unique, imaginative and creative
- being persistent, resourceful, self-directed
- being inquisitive, sceptical
- being informed in unusual areas often beyond their years
- being artistic and/or musical
- using outstanding vocabulary, be verbally fluent – remembering that this can relate to their home language
- being an independent worker, showing or taking the initiative
- displaying logical thinking skills

- showing unusual insights
- showing a high level of sensitivity, empathy
- having a 'quirky' sense of humour and of the ironic
- exhibiting high motivation and self expression
- showing speed and agility of thought and preference for verbal rather than written expressions
- displaying leadership qualities and/or be socially adept
- making connections quickly between facts and concepts
- demonstrating negative behaviour
- being tactless, hypercritical, impatient
- demanding impossible amounts of attention
- becoming easily frustrated
- being intolerant of children less able than themselves
- asking proactive questions

While the behaviours vary greatly, it is important that we as teachers are aware of these behaviours and become alerted to question why they may occur in our class.

(Adapted from the National Association for Able Children in Education – NACE)

Teachers are best placed to identify more able children as they have a range of skills, which enable them to do this. Judgements will be based on collection and analysis of information from a range of professionals who have contact with the child throughout their education, as well as parents/carers.

Every teacher has a professional duty to collect on-going assessments and records of children's achievements, which should form the basis of evidence to identify Higher Learning Potential pupils.

The more we consider ability and look for outstanding ability in a variety of areas, the more children we will identify. An HLP register exists and is regularly updated to recognise children who are Higher Learning Potential..