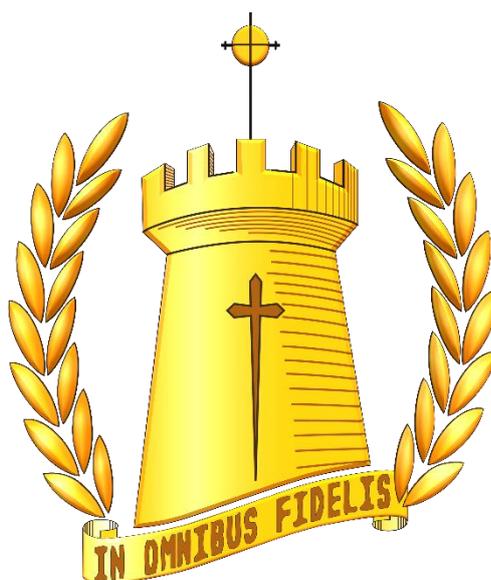


ST. DAMIAN'S RC SCIENCE COLLEGE



Inclusion Policy

Approved by Governors:	May 2025
Date to be reviewed:	Annually

St Damian's RC Science College

Inclusion Policy

'Accept one another, then, for the sake of God's glory, as Christ accepted you'. (Romans 15.7)

Rationale

St Damian's Mission Statement is rooted in respect and tolerance of others and inclusive practice and is inspired by Christian values and Gospel teachings. We operate an Inclusion policy where all pupils are valued whatever their race, language, culture, gender, ethnicity, attainment, impairment or background. Inclusion, recognising and celebrating diversity is at the heart of St Damian's. As a Community we are dedicated to providing stimulating and challenging experiences through a broad balanced, adaptive academic curriculum that offers quality learning through a variety of teaching and learning approaches. Strategies are in place to identify and meet needs at the earliest opportunity to enable pupils to benefit from prompt intervention. St Damian's has high aspirations for all our pupils to achieve to their full potential and to surpass expectations regardless of ability and personal circumstance and ensures high quality pastoral care and support for vulnerable pupils, pupils with additional needs and those experiencing individual personal challenges.

There are many groups of children who may have additional learning needs.

- Pupils from deprived or low income families including those in receipt of FSM or Pupil Premium
- Pupils with emotional, behavioural, social, mental health problems.
- Pupils with severe, complex and/or specific learning difficulties (Special Educational Needs)
- Disabled pupils
- More able and talented pupils
- Those who are looked-after by the local authority
- Pupils with medical needs
- Children of families in difficult circumstances
- Young carers
- Pupils displaying emotionally based school avoidance behaviour
- Pregnancy / maternity / paternity
- Young offenders
- LGBTQ+ pupils
- Pupils who perform or who have employment
- Minority ethnic (ME) groups, including pupils learning English as an additional language (EAL)
- Children of families seeking asylum, or who have refugee status/unaccompanied asylum seeking children
- Gypsies and Travellers
- Victims of abuse or crime

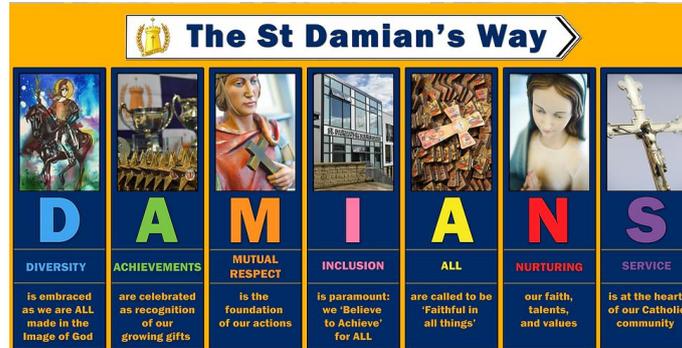
Therefore Inclusion involves:

- Identification of the barriers to learning and then implementing strategies to overcome these
- Planning effectively to address areas of need
- Adaptive teaching
- Adopting individual approaches to optimise individual learning
- Making efficient and effective use of resources available to support learning

- Ensuring that teaching strategies are of the highest quality so that all pupils can learn successfully
- Involving pupils in identifying their own goals and evaluating their progress towards targets
- Systematically evaluating and reporting progress.
- Working with parents to inform them of their child’s progress, and involving them in their learning.

Principles and Values

Inclusion Values and Practice are clearly communicated and are central to the mission statement of St Damian’s which was created by all members of our community:



Aims

Our College aims are:

- To celebrate our strong Catholic ethos and our profound commitment to the dignity and well-being of every individual within the school community including those most in need.
- To be at the forefront of inclusive practice ensuring equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background.
- To deliver exceptional pastoral care and support the well-being of every young person in our care.
- To deliver exemplary provision in Teaching & Learning to meet the needs of all our learners.
- To ensure that staff are proactive in developing their expertise and sharing good practice in meeting the different needs of pupils.
- To ensure that all groups of learners make exceptional progress and achieve academic excellence within the context of their personal circumstances.
- To work with parents and pupils to continually improve standards further and achieve excellence.
- To enable us to collaborate and support our primary partner schools with sharing best practice.

Links with other policies

This Inclusion policy is overarching and links to the following documents:

- College Mission Statement
- SEND policy
- Teaching & Learning Policy
- Curriculum Policy
- Pupil Premium Policy
- PSHE Policy
- SRE Policy
- ICT Policy
- Health & Safety Policy
- Equality Policy
- Attendance Policy

- Looked After Children Policy
- Medical Needs Policy
- Social, Emotional and Mental Health Policy
- Safeguarding Policy
- Staff handbook & College Protocols

College Curriculum

St Damian's offers a broad and balanced curriculum which develops pupils' knowledge, understanding, skills and attitudes. Pathways ensure that it is personalised to meet pupils' learning needs, taking into account their prior attainment and future needs. It enables those not achieving age-related expectations to narrow the gap and catch up with their peers and develops pupils' key skills in literacy, numeracy and Information Communication Technology. The curriculum fosters the ability of pupils to work both independently and collaboratively. Pupils develop tolerance and respect of other people's point of view and develop responsibility for their own learning and progress. The curriculum aims to secure the highest possible achievement in all areas of the curriculum and is complemented by a planned IAG programme to ensure progression to further education, training & employment.

Inclusive practice in the Classroom

In planning and delivering the curriculum, teachers set high expectations and provide opportunities for all pupils to achieve through effective adaptive teaching. Planning includes boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers are aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Appropriate support is available to pupils, as needed. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively:

Pupil Groups

- Subject Leaders may have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum in order to maximise the progress of all our pupils.
- Additional in-class support is available in targeted classes provided by Learning Support Assistants and Higher Level Teaching Assistants.

Teaching & Learning

A. Setting suitable learning objectives & success criteria

Teachers:

- Plan suitably challenging work and give every pupil the opportunity to experience high levels of success in learning, make rapid progress and to achieve to as high a standard as possible.
- Teach the knowledge, skills and understanding in ways that suit their pupils' abilities through personalised differentiation strategies. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve.
- Be flexible and take account of any gaps in pupils' learning resulting from missed or interrupted schooling [for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions].

B. Responding to Pupils' Diverse Learning Needs

Teachers respond to pupils' diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches for measuring against learning targets.

C. Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Pupils

Teachers:

- Enable pupils to participate effectively in the curriculum and assessment activities.
- Ensure examination access arrangements are in place for exam weeks and external examinations.

D. Providing Equality of Opportunity through Teaching Approaches

Teachers:

- Use materials which reflect social and cultural diversity and provide positive images and role models from different races, ages, genders and with disabilities or medical conditions
- Ensure that all pupils have entitlement to the whole curriculum by making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations
- Take account of the interests of each gender and of their specific religious or cultural beliefs when designing activities and setting contexts for work.
- Avoid stereotyping when organising pupils into groups

Pupils with Special Educational Needs

Curriculum planning and assessment for pupils with special educational takes account of the type and extent of the difficulty experienced by the pupil. In many cases, the action necessary to respond to an individual's requirements for curriculum access may be met through adaptive teaching, consistent with school-based intervention as set out in the SEN Code of Practice. School will endeavour to provide access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with an EHCP where appropriate. Teachers are given information and advice as needed around the four broad areas of SEND: Cognition and Learning, Communication and interaction, SEMH and Physical and Sensory.

Teachers :

- provide for pupils who need help with literacy and numeracy.
- plan where necessary, to develop pupils' understanding through the use of all available senses and experiences.
- plan for pupils' full participation in learning and in physical and practical activities.
- help pupils to manage their behaviour, to take part in learning effectively and safely.
- help individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Pupils with Disabilities

Not all pupils with disabilities necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum.

Teachers:

- plan appropriate amounts of time to allow for learning activities.
- plan opportunities, where necessary, for the development of skills in practical aspects of the curriculum.
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

Pupils who are Learning English as an Additional Language

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning takes account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Pupil's progress in the acquisition of English language skills and of subject knowledge and understanding is monitored and used to confirm that no learning difficulties are present.

Teachers plan learning, monitor progress and review progress against targets and may use information such as the Key Principles of Language Acquisition:

- Language develops best when used in purposeful contexts across the curriculum.
- Effective use of language is crucial to the teaching and learning of every subject.
- Teachers have a crucial role in modelling uses of language.
- All pupils have entitlement to the National Curriculum.
- A distinction is made between EAL and Special Educational Needs.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build on their existing knowledge and skills.
- Many concepts and skills depend on and benefit from well-developed home language and literacy in home language enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Ambrose

- Short term support to remove barriers to attendance and punctuality.
- Uses temporary reduced timetables to enhance reintegration when appropriate
- Works very closely with the Subject Leaders, Subject Teachers, Heads of Year, Form Tutors and agencies to ensure that there is joined up work around the 'whole' child.
- The Ambrose manager may sign post a range of support services to pupils in a professional, confidential and sensitive manner
- Support following bereavement.
- Regularly monitors and evaluates its provision.

Intervention

- A range of intervention support is available to all pupils who require additional support in specific curriculum areas but also with social, emotional and/ or behavioural needs and also sensory/physical needs.
- Additional support is considered following detailed progress meetings between SLT / Inclusion / SENDCO and Subject teachers.
- Organised extra-curricular clubs and activities are in place for targeted pupils [Games/Card Clubs, Walk & Talk, KS3 Social Club, Study Clubs].
- Additional provision or adjustments may be organised for particular pupils in order to ensure their inclusion.
- A small number of pupils are selected for a variety of EAL intervention strategies, this aims to develop language and social skills of more vulnerable pupils.
- Reading intervention targets pupils with fluency and comprehension needs.

New Admissions & Transition Points

- Vulnerable students are identified prior to admission and support is planned for transition where deemed necessary.
- A member of the Inclusion team liaises with Primary Schools in order to collect information about the student's background and prior attainment.
- Pupils participate in the Y6 Transition Day.
- Parents/ carers are invited to Y6 Transition Evening with their child.
- Planning is in place for transition post 16 to higher or further education, supported employment or apprenticeships with involvement of Positive Steps and/ or Tameside LA.

Monitoring and Evaluation

- The effectiveness of the Inclusion Policy and its implementation is regularly under review and is assessed both qualitatively and quantitatively.
- Progress is measured from starting points against personalised targets. Alongside the use of Progress Checks, other progress is measured through the average reading age improvement of pupils receiving support and the impact of planned programmes of intervention and support.
- Qualitatively, other judgements are made via narratives on personal development by appropriate staff.
- The SLT seeks evaluation from pupils and staff and uses the feedback to make any changes or revise any aspects of the College Inclusion Policy.
- The Inclusion Policy is reviewed annually.
- The Inclusion policy is updated in accordance with any statutory guidance and with reference to any non-statutory recommendations having full regard for the vision and ethos of the College