

ST MARY'S CE PRIMARY SCHOOL



STATEMENT ON INCLUSION

At St Mary's we believe that inclusion is a continuing process of increasing participation for all our pupils regardless of faith and belief, gender, disability, SEN, ethnicity and differing social backgrounds. It is the entitlement of all our pupils to receive a broad and balanced curriculum, allowing the opportunity for any pupil to achieve success. Staff are aware of children's the differing experiences, interests and strengths which affect them and influence how they learn.

Aims

- To plan approaches to learning and teaching so that all pupils can take part in lessons fully and effectively.
- To provide access to learning through appropriate means for pupils identified with Special Educational Needs.
- To meet the needs of all our learners, whatever their ability, through a broad, balanced, challenging and appropriate curriculum.
- To celebrate and publicise the achievements of all our learners.
- To respond with flexibility and creativity in providing for all our pupils, taking into account the knowledge of our pupils' backgrounds, beliefs, preferred learning styles and particular interests.

Implementation

1. By creating effective learning environments:
 - a) all contributions by pupils are valued and acknowledged.
 - b) pupils learn to appreciate and view positively the differences between individuals gender, ethnicity, ability, disability, social backgrounds, faith and belief.
 - c) pupils take responsibility for their actions and behaviour in school and any forms of bullying and harassment are challenged.
2. By securing the motivation and concentration of our pupils through:
 - a) using a variety of teaching and learning styles.
 - b) using a range of organisational approaches such as differentiation, group and individual work.
 - c) ensuring pupils' learning and where appropriate additional specific needs are met.
 - d) planning both challenging work including work that builds upon pupils' interests and cultural experiences.
 - e) planning and monitoring pace of work so that all pupils achieve success.
3. By providing equality of opportunity through teaching approaches which take into account pupils' religious or cultural beliefs.
4. By using appropriate assessment styles through:
 - a) allowing for different learning styles and ensuring all pupils are given the opportunity and encouragement to succeed.
 - b) familiarisation by pupils and adequate preparation of assessments.

- c) providing feedback to pupils to aid learning.
5. By setting targets for learning through:
- a) building on pupils' knowledge, experiences, interests and strengths.
 - b) identifying areas of weakness.
 - c) creating attainable and challenging targets which help to develop the pupil's self-esteem and confidence.