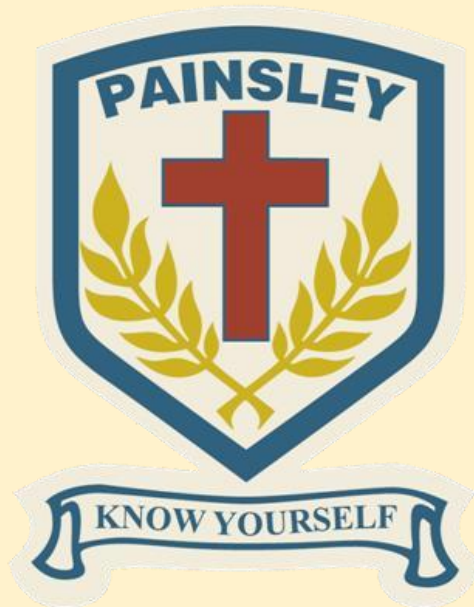


PAINSLEY CATHOLIC COLLEGE



Inclusion Policy

January 2023

Introduction

Painsley's Mission statement is:

"In our College we value and respect every person as a child of God as we grow together in faith, knowledge, and understanding and love to serve the community."

The statement underpins the fact that we are committed to providing a caring, friendly and safe environment for all of our pupils so they can develop and learn in a secure atmosphere. The Mission Statement upholds the belief that each and every member of the Painsley community is created in the image and likeness of God (Genesis 1: 26).

As a Rights Respecting School we believe that, 'The best interests of the child must be a top priority in all actions concerning children,' (Unicef Article 3) and that, 'A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community,' (Unicef Article 23).

The socially inclusive community is one in which no child, young person or group experience barriers that prevent their full participation in the academic, social, economic, political and cultural life of the community.

The educationally inclusive community is one that increases the participation of children, young people and adults in the process of learning. It is concerned with identifying barriers to learning and overcoming them. It is concerned with increasing effective participation, raising achievements and reducing marginalisation and exclusion.

Links with other policies:

- Accessibility plan
- SEN
- Anti-bullying
- Equality
- Leading parent partnership

OUR VALUES:

Our endeavour to maintain an exceptional school is built on the following values:

Students:

Every individual is valued, respected, nurtured, challenged and developed in a way that reflects personal need and culture.

Colleagues:

We trust, learn from, inspire and support each other.

Parents/Carers:

Parents and Carers are our partners in the education of their children and we actively seek their views and support.

Partners:

We work enthusiastically with our partners to enrich the life of our school and the wider community.

Climate:

We seek out and celebrate success recognising that every one of us thrives in a climate of praise and recognition.

Improvement:

We are creative, innovative and willing to take risks in the pursuit of excellence.

Quality:

We aspire to excellence and measure ourselves against the highest standards.

Principles

Students first: We help and support students at Painsley Catholic College to overcome barriers to learning. We meet their needs in a manner which provides high-quality education.

Access: We want pupils to have full access to both the taught curriculum and to out-of-school enrichment activities.

Resources: Staff at Painsley Catholic College have considerable skills and expertise. We aim to utilise our resources and continue to build our capacity as an inclusive school.

Partnership: We maximise our resources and make the most difference by working together. We collaborate closely with parents/carers, staff, children, directors and outside agencies.

Participation: Students and their families participate in the identification of any educational difficulties they may be experiencing and in decision making about how these barriers might be overcome. We encourage students and their families to express their own views and to expect that what they say will be listened to and respected.

Provision: Students have individual needs and this can demand flexibility within the provision provided. We monitor our performance to develop our responses to individual students' needs.

Equality: We recognise the issues in promoting equality of opportunity for all. We value every individual and celebrate their achievements.

Excellence: We work to ensure that we offer the highest quality of learning and teaching for all, enabling staff to have access to appropriate training, advice and support to meet the needs of our learning community.

Provision (Extracted from the college accessibility plan)

Increasing the extent to which disabled students can participate in the school curriculum.

- Daily meeting with TAs inform their role / work with disabled pupils.
- CPD activities are arranged for all staff, e.g. Aspergers, Hearing Impaired and Behaviour for learning training are provided annually or as required.
- By engaging the help of support of outside advisers we will enhance knowledge and techniques of staff.
- Staff and directors will be made aware of their responsibilities and requirements under the new legislation.
- Advice will be given on classroom layout for students with disability, e.g. Hearing Impaired to be sat near front, what side of room and don't speak with your back turned towards them when writing on the board.
- The majority of advice and help is contained within the guidance placed on our shared area. Specific advice and help with individual students is distributed to staff regularly and through SEN link teachers. This also takes the form of a written document for all staff that details all SEND issues, all SEND students and their IEPs. It offers guidance to staff on how to get the best from the students.
- Lessons are for all to achieve in. Differentiation and micro-differentiation are a key focus of teaching and learning and work scrutiny. Many TAs are employed within school to facilitate access.
- Access is enhanced and provided by effective deployment of TAs and Learning Mentors.
- Access is enhanced by deploying multi-sensory techniques, e.g. employing techniques including work done individually, in pairs, groups and whole class.

- All students have access to and participate in all practical, expressive and physical activities through the Learning Support Team inclusion is frequently discussed.
- We are providing adaptations to the curriculum that enhance inclusion. We offer students a 'foundation' experience in year 7 which allows students with literacy needs to receive more help with literacy. This continues via an appropriate curriculum offer in Year 8 and into KS4.

Improving the physical environment of the school we:

- have continued to make improvements installing lifts and ramps, lowering curbs and ensuring that designated parking is clearly marked;
- cater for disabilities in our transport arrangements including sports / PE coaches / school minibus bookings;
- have improved lighting and re-carpet areas on a rolling programme;
- support students with mobility difficulties by special arrangements e.g. being allowed to leave lessons 5 minutes early;
- all rooms have clear Health and Safety signage i.e., first aiders, fire evacuation notices and emergency procedures;
- suggest alternative activities for disabled pupils who cannot engage in particular activities;
- provide ICT facilities for disabled students which reflect and support our current population and are regularly reviewed and upgraded in the light of changed circumstances or new intake;
- on school visits take into account students with disabilities. Visits are planned for in advance, an assessment is undertaken and an action plan produced. We aim to ensure that all students have the opportunity to participate in school visits irrespective of attainment or impairment;
- ensure staff have the necessary training to teach and support students with disabilities, and regularly assess training requirements for new staff or with regards to new need;
- plan lessons responsive to student diversity. Projects and lessons that educate the whole community of disability, e.g. PSHE;
- provide a specific classroom - B8 and B9 are designated for students with Learning Needs;
- review our emergency evacuation policy to ensure that physically disabled or immobile individuals are fully considered including the use of evacuchairs;
- will ensure that any new build / major upgrade will incorporate full access arrangements for disabled people, including suitable furniture (adjustable) and fittings (e.g. non-slip flooring).

Improving the delivery to disabled stakeholders of information that is provided in writing for those who are not disabled we:

- currently provide information in large print and audiotape for students and prospective students and parents who may have difficulty with standard forms of printed information. If requested we will also provide material in user-friendly language, symbols or in Braille;
- ensure that the benefits of ICT can be used, if necessary, to provide and access information available in different forms, and special requirements will be met wherever practicable.

The accessibility plan commits Painsley Catholic College to:

- increase access to the curriculum for students with disabilities;
- improve access for students and parents with disabilities to written information;
- improve the environment to support access for students and parents with sensory impairments;
- improve the physical environment of the school to increase accessibility;
- improve our knowledge of what works; 'the learning we have gained', the physical alterations/improvements already made so as to continue to improve accessibility as far as is practical and financially viable.

All school policies will be reconsidered in the light of the Inclusion Policy principles and strategies including the School Development Plan will include inclusion objectives.

Evaluation of progress towards the objectives will be made with reference to the following:

- greater inclusion of disabled pupils, staff, parents and the community;
- active encouragement of disabled pupils to be included in the full life of the school, including participation in after-school clubs, leisure, sporting and cultural activities and on school trips;
- building on, and extending, staff confidence in teaching and supporting disabled pupils with a range of needs;
- audits carried out on the accessibility of the main curriculum areas, for example, information for students available in a range of formats;
- progressive planned improvements to the physical environment of the school;
- commitment to seeking information on 'quality of life' issues for all school students through Year Councils both as a way of discovering problems and indicators of change.

Date: January 2023

Review Date: January 2024