



De La Salle School

Inclusion Policy

Last Update: October 2025
Ratified by Governors: 22 October 2025
Next Review: October 2026

Definition of educational inclusion

An **educationally inclusive school** is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs.

(Evaluating Educational Inclusion: Guidance for inspectors and schools. Ofsted 2002, ref. HMI 235).

Statement of principle

Our school is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them; and that they should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Our School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This means that we will treat all learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- girls and boys, men and women;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- learners who need support to learn English as an additional language (EAL);
- learners with special educational needs;
- learners who are disabled;
- those who are gifted and talented;
- those who are looked after by the local authority;
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers;
- any learners who are at risk of disaffection and exclusion.

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Legal framework section

This policy is our response to the following government advice:

- DfEE Circular 10/99 Social Inclusion: Pupil Support;
- DfES Inclusive Schooling: Children with SEN, 2001;
- DfES Including All Children in the Literacy Hour and Daily Maths Lesson, 2002.

Devices to monitor/support inclusion

We use 'The Index of Inclusion: Developing learning and participation in school' ((CSIE) 0117 328 4007- www.inclusion.org) and the LA 'SEN Self Evaluation framework for schools' as our audit tools for promoting inclusive practices.

Devices to monitor/support inclusion

Other Policies that support inclusion

- SEN policy
- Behaviour policy including exclusion and truancy procedures
- Teaching and learning policy
- Anti-bullying policy
- Attendance policy
- Equal opportunities policy/ethnic minorities
- Gifted and talented policy
- Risk management guidelines
- School development plan
- LEA Inclusion policies
- Inclusion Quality Mark

There are no differences between the achievements of boys and girls.

Names and profiles of those with specific involvement in developing inclusive practices

The Headteacher has overall responsibility for the implementation of the policy and works alongside the SENCO. The Chair of Governors is the designated governor monitoring policy and provision.

Parents are regularly consulted and involved, through questionnaires and meetings.

Pupils are consulted through nurture group activities, class and School Council meetings. Teaching assistants support individuals and groups and receive regular training to help them in their work.

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In-school action to support inclusion

All teachers have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils. Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. They teach knowledge, skills and understanding in ways that suit their pupils' abilities, taking account of different learning styles.

School ethos

Our school publicly supports and values diversity, actively promotes inclusion and openly opposes all forms of discrimination, through work in the curriculum, displays around the school, correspondence with parents and discussions with pupils.

Pastoral support and life skills

All teachers and teaching assistants at our school support pupils, both those in their own classes and those from other classes (and in line with our child protection policy). Pupils can refer to any member of staff, to the School Council and to peer mediators to register concerns. Work in the PSHE and Citizenship programmes and the displays around the school helps to reduce prejudice and isolation. SMSC and extensive liturgical programme facilitate all inclusion principles.

Staff recruitment and professional development

We welcome and actively encourage (with reference to our equal opportunities policy) applications from staff from minority groups. Inset is arranged periodically for staff to increase their ability to address a diversity of pupils needs, including Inset for all, to increase awareness of their pastoral role.

Management of inclusion policy

We intend to update the information for the Ofsted Self Evaluation Form (SEF) on a termly basis. This will inform the Single Integrated Development Plan (SIDP) and result in actions to improve our provision. The policy itself will be reviewed every 3 years as part of our rolling programme of policy reviews. Roles and responsibilities.

The Governing body should:

- Ensure that the school complies with Race Relations and Disability and SEN related legislation, including the general and specific duties.
- Ensure that the policy and its related procedures and strategies are implemented.

The Head teacher should:

- Ensure, along with the governing body, that the policy and its related procedures and strategies are implemented.

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- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- Take disciplinary action against staff or pupils who discriminate or contravene the policy.
- Ensure that issues of equality and inclusion are addressed within the PSHE and Citizenship curriculum.

People with specific responsibilities:

- School Inclusion Manager will be responsible for co-ordinating any specific inclusion work in the school with heads of lower and upper school.
- Assistant Head – Pastoral is responsible for dealing with reported incidents of racism, racial harassment, bullying, verbal or physical abuse.

All staff should:

- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping.
- Not discriminate on grounds of race, disability, or other equality issues.
- Keep up to date with equalities legislation by attending training and information events organised by the school or LA.

Teaching staff should:

- Ensure that the pupils from all equality groups have full access to the curriculum.
- Promote race equality, disability equality and diversity through teaching and through relations with pupils, staff, parents/carers and the wider community.

Pupils should:

- Report incidents of discrimination, prejudice and bullying.
- Take part in curriculum opportunities.
- Treat fellow pupils as they would wish to be treated.

Visitors and contractors should:

- Comply with the school's educational inclusion policy.

Action to obtain pupils views

Pupils' views are sought regularly through nurture groups, pupil Councils and assemblies. These are recorded on IEPs and on end of year reports.

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Partnerships with parents/carers

Staff and parents/carers work together to support all pupils. We communicate with parents through school newsletters, the school prospectus, the school website and work reviews, statements, IEP's and reports. Focus groups for parents/carers are held afterschool, so that all interested parents/carers can attend.

Links with others school

We liaise with the local special school in order to pool resources, expertise and share pupil placements. Staff from the secondary school give advice on the provision of extension classes for able pupils.

Links with external agencies

We liaise with the LA support services and advisers and external agencies such as Social Services and Health.

Access to the environment

There is dedicated parking for wheel chair users in the staff/visitors' car park. The school access plan shows the steps we intend to take in the future to make the school more user friendly for those with sensory impairments – this includes better lighting and markings on steps for visually impaired pupils.

Access to curriculum

All children are entitled to a broad and balanced curriculum and to the National Curriculum. The class teacher, advised by the SENCO, provides differentiated learning opportunities for children as necessary. Within each class, teaching and learning styles and organisation are flexible to ensure effective learning. This is recorded in teachers' short-term planning. Class teachers also carry out monitoring of children's progress. We make every possible attempt to include all children in out of school activities, including extra-curricular activities, day visits and residential visits.

Access to information

We adapt printed materials so that children with literacy or visual impairments can access them more easily. There are alternatives to paper and pencil recording where appropriate and there is access to peer/adult scribing.

Financial arrangements

The school budget identifies the amount of money allocated to pupils with special needs. The SIDP explains the development plans for the coming year and how these plans are funded.

Monitoring and review

Every year, we analyse the data we have on attainment, major behaviour incidents, truancy and exclusions (including racial incidents). We set targets within the SEF to plan to reduce the number/percentage of such incidents and outline strategies to enable us to do this. We report against this information to governors. In turn, the governors report to parents in the annual governors' report. We seek pupils' and parents' views on school life via questionnaires and school/class council meetings.

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