



ST MARY'S
CATHOLIC SCHOOL

Inclusion Strategy

Rationale

The development of a suite of policies, procedures and provisions that place an equal emphasis on the care, development and attainment of all pupils – regardless of race, gender, disability, culture, or socio-economic background – is at the heart of the mission statement of St Mary's Catholic School.

Strategy

St Mary's aims to be an inclusive school through the implementation of the following policies, procedures and provisions:

- SEN Policy – this reflects the Code of Practice. It is monitored and evaluated by the SEN coordinator, line manager and SEN governor; a review is published annually in the school prospectus
- School Equality Scheme – first devised in 2008, in line with new national guidelines. It replaced the school's Gender Equality Policy. It is revised and reviewed annually.
- School Access Plan – in line with DfE guidance for schools, this is reviewed annually as a central component in the School Development Plan. It aims to increase access to both the curriculum and the premises of the school.
- Assembly Monitoring – assemblies are regularly monitored, and the theme, its relevance to pupils, and the extent of their participation are evaluated.
- Analysis of student groupings and settings to ensure disadvantaged students are distributed through the classes, placed in the highest set in which they will cope with the work to encourage challenge and aspirations. Setting is aimed to facilitate all opportunities for the student to thrive and succeed.
- Inclusion Unit – this unit is provided as a place for individual support for pupils at risk of permanent exclusion.
- Examination analysis evaluates attainment by gender and ethnicity, and evaluates the impact of SEN and A, G & T support strategies, in order to ensure all pupils fulfil their academic potential.
- Policy for the education of children and young people unable to attend school for medical reasons - this policy gives pastoral staff the necessary guidance on the support of pupils who may be unable to attend school for several weeks due to illness.

- Mentoring scheme –experienced members of staff will give mentoring support to a small group of students identified by pastoral staff.
- Curriculum Modification Policy – this policy outlines the range of options available for disaffected pupils, yet safeguards their right to the National Curriculum.
- Curriculum Audit –Subject Leaders have been asked to identify opportunities and current activities which explore other cultures, values and traditions.
- Community Cohesion statement – this document uses SEF evidence to demonstrate how the school strives to promote inclusion within the wider community

Evaluation

- i) Each of the above is monitored to ensure its implementation.
- ii) Policies will be reviewed on their scheduled review date, by governors, staff, parents and the student councils where appropriate.
- iii) The total impact of the overarching inclusion strategy will be tested using the University of Keele surveys within the school self-evaluation framework.

Governor Committee: School Improvement Committee

This Review: September 2016

Review date: September 2020