



St Anthony's Primary School and Nursery Unit Inclusion Policy

Responsibility: SMT
Created: September 2022
Amended: January 2026
Updated: January 2029

Signed: _____
Chairperson Board of Governors:

Date:

Introduction

In St Anthony's Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. This policy emphasises our commitment to promoting the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims and objectives

St Anthony's is an inclusive school. Our aim is to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We make this a reality through the attention we pay to the different groups of children within our school. These groups include

- Girls and boys;
- Ethnic minorities
- Children who need support to learn English as an additional language.
- Children with special educational needs.
- Children with physical disabilities.
- Able, gifted and talented children.
- Children who are at risk of disaffection or exclusion.
- Travellers.
- Asylum seekers.

These individual and groups of children have specific needs. We meet these needs through:

- Setting suitable learning challenges.
- Responding to children's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Use of external agencies. e.g. Craigavon Traveller Support Group, Educational Psychology, Speech and Language Service etc

Promoting inclusion

We promote inclusion through

- As far as is possible promoting multi-cultural working groups within the classroom.
- Promoting multi - cultural friendship groups.
- Developing the inclusion of pupils with Special Educational Needs and disabilities within the mainstream classes for certain curricular subjects.
- Developing good communications between the school and ethnic minority groups.
- Promoting and developing parents from ethnic minority groups, attendance at and participation in school events e.g., assembly, sports days, educational visits.
- Developing all children's knowledge and appreciation of important dates / events in ethnic minority groups calendar. e.g. Ramadan
- Facilitating and encouraging the attendance of parents / guardians of children from ethnic minorities at school events - e.g. Parental interviews, DELTA Programmes etc
- Use of languages other than English to label everyday classroom items
- Use of SELB Advisory Service.
- Staff training.
- Ensuring that all relevant staff are aware of ethnic minority children
- Promoting and monitoring minority participation in extracurricular activities. Games, parent's meetings and choir.

Teaching and learning

- ☒ Our aim is that all pupils achieve their individual potential. In order to do this, work is planned on a half termly basis. Learning intentions are clearly identified and are used to enable accurate assessment of learning achieved and to inform future planning.
- ☒ We also make ongoing assessments of each child's progress. This information is kept in the school network system and is readily available to all staff. Teachers use this information when planning their lessons and when grouping children.
- ☒ For some children who are experiencing difficulty, the NI curriculum is sufficiently broad to allow the use of the programmes of study from earlier year groups.
- ☒ Where the attainment of a child significantly exceeds the level of his / her year group, teachers will use materials from a later year group.
- ☒ When the attainment of a child falls significantly below the expected level, teachers will draw up Individual Education Plans (IEP) in line with the particular stage of the Code of Practice.

Teachers ensure that all children:

- feel secure and know that their contributions are valued.
- value the differences they see in others.
- take responsibility for their own actions.
- have experience of a broad, balanced and relevant curriculum.
- experience a range of different learning styles.
- have challenging, realistic and achievable targets.
- participate fully in all day to day class activities.
- are encouraged to participate in after school activities. Where necessary this will include informing external agencies of after school activities and enlisting their help in encouraging minority groups participation. e.g. Craigavon Travellers Support Group.

Children with disabilities

- ☒ Some children in our school have disabilities. All reasonable steps are taken to ensure that these children are not placed at a disadvantage.
- ☒ The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We have specialist desks and chairs for pupils with limited motor-coordination skills. A lift has been installed in March 2006. This lift will be used for children with disabilities which do not allow them to climb the stairs safely. Children using the lift will always be accompanied by an adult.
- ☒ Toilets (2) for use by children with disabilities are available on the ground floor.
- ☒ The school will ensure that children with disabilities can participate as far as possible in normal playtimes / break times. In cases where this is not possible the child will be supervised inside the school building. This includes children with injuries e.g. broken leg.
- ☒ Teachers modify teaching and learning expectations as appropriate for children with disabilities. e.g. they may give additional time to complete certain activities, or they may modify teaching materials.

☒ Teachers ensure that the work undertaken by children with disabilities:

- (a) takes account of their pace of learning and the equipment they use.
- (b) takes account of the effort and concentration needed in oral work, or when using, for example, visual aids, data projectors or Interactive Whiteboards.
- (c) is adapted, includes extra help from the teacher or classroom assistant or offers alternative activities in those subjects where children are unable to manipulate tools or equipment or use certain types of materials.
- (d) allows opportunities for them to take part in educational visits and other activities linked to their studies.
- (e) uses assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

- ☒ The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists.
- ☒ In exceptional circumstances and following advice from EA we may decide that modification or disapplication is the correct procedure to follow. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.
- ☒ In those instances where modification or disapplication is the procedure we will proceed under
 - (i) Section 364 of the Education Act (1996). This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs.
 - (ii) Section 365 of the Education Act (1996). This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Incidents of Racism.

All racist incidents are now recorded (April 2006) and reported to the governing body by the Principal. The school contacts parents of those pupils involved in racist incidents.

Self-Evaluation.

St Anthony's is a self-evaluative school. We continually reflect on our current practice and consider our success in promoting inclusion, racial harmony and preparing all pupils to live in a multicultural society? Inclusion issues are normally discussed at SMT and at Key Stage level.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed every two years, or earlier

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if necessary.