St. Basil's
Catholic Primary School
'We love, learn and succeed together'

# Inclusion Policy

# Contents

**Rationale** ..... 3

**Aims** ..... 3

**Supporting inclusion** ..... 4

**Monitoring arrangements** ..... 5

**Looked after Children (LaC)** ..... 5

**Working with outside agencies** ..... 5

**Transition** ..... 6

**The Governing Body** ..... 6

**Links with other policies** ..... 6

## Rationale

At St Basil's Catholic Primary School, we are committed to providing a nurturing, caring, inclusive and safe learning environment where pupils can thrive, are confident, happy and secure.

We believe that:

- An inclusive education system ensures that all children, irrespective of their differences, have equal access to high-quality education and can benefit from a learning environment that embraces and celebrates diversity.
- Inclusive education promotes social cohesion by fostering understanding, empathy, and respect among children from different backgrounds and abilities. This helps to reduce prejudices, stereotypes, and discrimination, ultimately contributing to a more harmonious and inclusive society.
- Inclusive education aims to close this gap by providing tailored support and resources that meet the diverse needs of all learners, ensuring that every child has the opportunity to succeed academically.
- Inclusive education recognises that each child has unique strengths and talents, and it seeks to nurture these by providing an accessible and supportive learning environment. This approach helps to maximise the potential of all learners, which is beneficial not only for the children themselves but also for society as a whole.
- Inclusive education prepares children for the future: it is essential that children to develop the skills and attitudes required to collaborate and thrive in diverse workplaces and communities. Inclusive education plays a crucial role in fostering these skills and equipping children for a successful future.
- It is our moral and legal duty to comply with the requirements outlined within the Equality Act 2010 and the SEND Code of Practice (2015), which mandate the provision of equal opportunities for all learners, regardless of their abilities, backgrounds, or needs. Inclusive education is essential for schools to comply with these laws and uphold the rights of children with disabilities.

## Aims

This policy aims to:

- Provide a consistent approach to inclusion
- Define what we consider to be inclusion
- Outline how school supports an inclusive learning environment and curriculum
- Summarise the roles and responsibilities of different people in the school community with regards to inclusion

These aims are defined within our Curriculum Policy in order to achieve the inclusion of all children so that they may achieve their long-term outcomes and meet their individual needs.

- Ensure that all children understand that we are different but made equally in the image and likeness of God: that we respect our differences and include everyone.

- Give all children the understanding of, and opportunities to build a compassionate, just and peaceful world.
- Nurture within all children the values, skills and understanding of how to build, maintain and repair healthy relationships.
- Provide all children with the understanding and opportunities to safeguard and protect our common home (the environment) both locally and globally.
- Foster in all children a sense of pride and recognition of their achievements so that they grow up to be happy, resilient, responsible, confident and independent.
- Ensure that all children, no matter what their starting points, enjoy a broad and balanced curriculum.
- Inspire within all children an appreciation of the creative arts through music, art, dance and drama and the opportunities they offer both now and throughout their lives.
- Promote lifestyle choices which will enable all children to grow up with both good physical and mental health, positive self-image and the knowledge of how to stay safe.
- Develop in all children effective language and communication skills and enjoyment of reading.

In addition, we aim to:

- Value and ensure engagement with all parents and families
- Have a Governing Board that understands and supports inclusive practice
- Create a positive, accessible and welcoming environment for all

**Supporting inclusion**

As an inclusive school we ensure:

- The curriculum is well designed to promote equality of opportunity and diversity effectively
- The curriculum is challenging and provides enrichment for all pupils
- SMART targets (Specific, Measurable, Achievable, Relevant, and Time-Bound) help to ensure that children are meeting their long term outcomes
- Progress is monitored to ensure that pupils at risk of falling behind are identified and supported through quality first teaching, intervention and specialist support
- The Relationship and Behaviour policy recognises the impact of SEND on behaviour and applies appropriate sanctions
- Social interaction and inclusion in particular through play/meal times and curriculum enrichment
- The involvement of parents and carers to support their child's learning
- When necessary, involve outside agencies and specialists
- Best endeavours are made to provide resources that meet the child's needs

Class teachers and support staff ensure that children:

- are encouraged to participate fully, regardless of disabilities or medical needs

- feel safe and aware of the value placed on their contributions
- recognise, appreciate and respect the differences they observe in others
- take responsibility for their own actions
- make adaptations that enable children to access an appropriate curriculum where they can achieve success and accommodates a variety of learning styles
- without stereotyping, use resources that represent a variety of social and cultural origins

**Monitoring arrangements**

Monitoring of pupil progress includes:

- Reviewing children's work
- Pupil voice
- Observation and Learning Walks
- Pupil Progress Meetings
- Formative and Summative Assessment
- Termly reviews of SEND Support Plans
- Annual reviews of Education Health and Care Plan (EHCP)

**Looked after Children (LaC)**

PEP (Personal Education Plan) meetings are held regularly for children in public care. School works closely with the child's PEP Co-ordinator (Virtual School), Social Worker and carers to identify targets which best reflect the child's academic, personal and social needs.
The governing board are informed of progress.

**Working with outside agencies**

School welcomes partnerships with other educational, health and social care professionals

- HBC Specialist Teacher and Advisory Service (STAR)
    - Visual Impairment
    - Hearing Impairment
    - Autism Spectrum Condition (ASC)
    - Communication & Interaction
    - Autism
    - Complex Needs (physical/medical)
    - Cognition and Learning
    - Literacy Assessment
- HBC Educational Psychology
- HBC Education Welfare Service
- Early Help
    - Triple P Programme
    - Nurture Parenting Programme

    - MAP (Multi Agency Plan)
- HBC Children's Social Care
- Widnes and Runcorn Family Hubs
- Bridgewater Community NHS Healthcare Trust
    - School Health and Nursing Services
    - Community Paediatrician
    - Physiotherapy
    - Occupational Therapy
    - Speech and Language Therapy
- Merseycare Community NHS Healthcare Trust
    - Mental Health Support Team (MHST)
    - Child and Adolescent Mental Health Service [CAMHS]
- Warrington and Halton Hospital NHS Trust
    - Ophthalmology Services
- ADDvanced Solutions (ADDS)

**Transition**

We strongly encourage and welcome visits to school so that we can:

- Get to know and understand each child and their individual needs
- Establish a relationship with parent/carer and wider family
- Liase with previous settings and schools to ensure a smooth transition
- Request the child's educational record including SEND and Safeguarding records

**The Governing Body**

The Governing Board is responsible for reviewing and approving the Inclusion Charter (appendix 1).

The governing board will also review this Inclusion policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

**Links with other policies**

- SEND Information Report
- SEND Policy
- HBC Inclusion Charter
- The Local Offer
- Accessibility Plan
- Relationship and Behaviour policy
- Curriculum Policy

- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Safeguarding and Child Protection Policy



Reviewed: Spring 2026
Review date: Spring 2027




# Halton Education Inclusion Charter

An Inclusive School will:

1. Have an inclusive shared vision for the whole school

2. Have high expectations for all pupils

3. Have a Governing Board that understands and support inclusive practice

4. Values and ensure engagement with parent, carers and families

5. Values and promotes inclusion and diversity

6. Creates a positive, accessible and welcoming environment