



*Loving Learning and Looking Forward with Christ.*

## **Our Lady and St Benedict Catholic Academy**

### **Inclusion Policy**

**Special Needs Co-ordinator (SENCO): Mrs Clowes**

**Assistant Special Needs Co-ordinator: Mrs Wilshaw**

**Academy Committee SEN Representative: Janet Powell**

### **Mission Statement**

At Our Lady and St Benedict Catholic Academy, we believe that every child is unique, created in the image of God, and deserving of full access to all aspects of academy life. We are committed to creating an inclusive and nurturing environment in which every pupil can thrive spiritually, emotionally, socially, and academically.

### **Our Commitment to Inclusion**

As a mainstream Catholic academy, we are committed to:

- Welcoming and valuing all pupils, regardless of background, ability, or need.
- Creating an environment where all pupils feel safe, respected, and able to achieve.
- Providing high-quality teaching that is differentiated to meet a wide range of learning styles and abilities.
- Promoting equality of opportunity and eliminating barriers to learning and participation.

- Ensuring all pupils have access to the full curriculum and wider academy life, including extracurricular activities and trips.
- Involving pupils and parents/carers in decision-making and planning processes that affect their education and wellbeing.
- Fostering a culture of high expectations, aspirations, and achievement for all.

## **Aims and Objectives**

The aims of this Inclusion Policy are to:

- Embed inclusive values in every aspect of academy life.
- Identify and remove barriers to learning, participation, and achievement.
- Promote inclusive teaching practices through adaptive strategies, quality-first teaching, and effective use of resources.
- Recognise and respond to the diverse needs of all pupils, including those with SEND, EAL, disabilities, or social disadvantage.
- Encourage respect, empathy, and understanding among pupils and staff.

## **Inclusive Practice**

We ensure inclusion by:

- Delivering a broad and balanced curriculum with appropriate adaptations and reasonable adjustments.
- Offering a wide range of teaching strategies to meet individual needs.

- Promoting pupil voice and encouraging pupils to take ownership of their learning and school experience.
- Planning proactively for transition between year groups and phases of education.
- Ensuring all policies and practices reflect our inclusive ethos, particularly in behaviour, assessment, and curriculum planning.
- Engaging with outside agencies and professionals where necessary to remove barriers to learning.

## **Access and Participation**

We recognise that inclusion extends beyond the classroom. To promote full participation, we:

- Ensure the physical environment is accessible to all (see Accessibility Plan).
- Provide opportunities for all pupils to take part in trips, clubs, leadership roles and enrichment activities.
- Value and celebrate diversity through the curriculum, liturgy, and whole-academy events.
- Support pupils' wellbeing through pastoral care, peer mentoring, and emotional support systems.
- Challenge and respond robustly to any incidents of bullying, discrimination or exclusion.

## **Working in Partnership**

We work collaboratively with:

- Pupils: through regular feedback, pupil voice, and active involvement in shaping their learning.
- Parents and carers: through regular communication, shared decision-making, and mutual respect.
- Staff: through CPD, reflective practice, and whole-academy training on inclusive strategies.
- Governors: through regular reports and monitoring of inclusion-related objectives and data.
- External professionals: when appropriate, to provide specialist advice and support.

## **Monitoring and Evaluation**

The implementation and impact of this Inclusion Policy is monitored by:

- The Senior Leadership Team and SENCO through lesson observations, planning reviews, and data analysis.
- Regular reporting to the Academy Committee SEN Representative.
- Feedback from pupils, parents, and staff.
- Review of progress and participation of all pupils, particularly those at risk of exclusion or underachievement.

## **Roles and Responsibilities**

The Principal has overall responsibility for ensuring inclusive practice across the academy. The SENCO supports staff in implementing inclusive strategies and ensures early identification of needs. All staff are responsible for promoting inclusion and providing a welcoming and respectful environment for all pupils. Governors monitor the academy's effectiveness in promoting inclusion and equality of opportunity.

## **Compliance**

This policy complies with the statutory duties set out in:

### **The Equality Act 2010**

### **The Children and Families Act 2014**

### **SEND Code of Practice: 0–25 years (2015)**

### **DfE: Inclusive Teaching and Whole School SEND (updated 2023 guidance)**

It aligns with the values and policies of the Newman Catholic Collegiate and the mission of our academy.

## **Review**

This policy was agreed by the Academy Committee in September 2025.

It will be reviewed in September 2026.