

GUARDIAN ANGELS' RCPS INCLUSION POLICY

Policy approved by: Governors	Date: February 2026
Last reviewed: February 2026	
Next review: February 2028	

Mission Statement

We follow in the footsteps of Jesus to love, learn and grow.

Our Own Grown Curriculum

Our own grown curriculum provides every child with a Catholic education based on the life and teachings of Jesus Christ in which our schools Mission Statement and the Gospel Values underpin all aspects of school life.

We recognise and celebrate that every child is made in the image and likeness of God. Our curriculum is inclusive and meets the needs of every child in our school.

We have grown a curriculum that is progressive and sequential, creative, challenging, fun and enriching. The curriculum provides every child with the knowledge, skills and experiences to become excellent lifelong learners and equip them to embrace the diverse and ever-changing world that we live in.

Aims and objectives

Guardian Angels' aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:

- girls and boys;
- disadvantaged pupils (Free School Meals and Ever6)
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children with disabilities or medical needs
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. 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 and recognising these groups may be fluid and responding with flexibility;

- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (such as speech and language therapy)

We seek to achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. At the start of each year, the Senior Leadership Team set aspirational learning targets for all pupils. We analyse the attainment of different groups of pupils termly to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. SLT and teachers use this information when planning their lessons and for interventions. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school. The SENDCo plans evidence-based interventions for pupils who need support to 'close the gap' and for gifted and talented/high achieving pupils to make even more progress and achieve their full potential.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Assess, plan, do review cycles (APDRs) are implemented and targets set at a suitable level.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

Teachers ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- participate fully, regardless of disabilities or medical needs.

Children with disabilities

Some children in our school have disabilities and consequently need additional resources. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the

amended Disability Discrimination Acts that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our external classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allows wheelchair access. Our Accessibility Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. We ensure disabled pupils are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

The school can where necessary, modify or dis apply 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 adaptation of the child's work, or through the provision of additional learning resources.

When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers and the LA. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- 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;

- section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Inclusion and racism

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body by the Executive Headteacher. The school contacts parents or carers of those pupils involved in racist incidents. Further details can be found in the schools Racial Equality Policy.

Summary

In our school, we value each child as a unique child of God. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

Governors

Our governor for Inclusion is Stephanie Sweeney.

This policy should be read in conjunction with: SEND policy, Equality Policy; Accessibility Plan