



St Vincent de Paul Catholic Primary School

Inclusion Policy

Mission Statement

At **St Vincent de Paul Catholic Primary School**, we recognise that every child is created in the image and likeness of God and is loved by Him. Guided by our mission statement — *“Serving with Love, Striving for Excellence”* — we seek to provide a Christ-centred education that nurtures faith, inspires excellence, and values every individual as a unique member of God’s family.

Our school community is built on Gospel values and our core principles of being **Ready, Respectful and Kind**. These values underpin all that we do and guide how we learn, work, and live together. We encourage every child to be ready to learn and to make the most of their qualities; to be respectful of themselves, others, and God’s creation; and to be kind in thought, word, and action.

Inclusion is at the heart of our mission. We are committed to ensuring that every child, regardless of background, ability, or need, is welcomed, valued, and supported to achieve their full potential — spiritually, academically, socially, and emotionally. We celebrate diversity as a reflection of God’s love and strive to create a school community where everyone feels a true sense of belonging.

Policy Statement

In keeping with our Catholic ethos and Gospel values, St Vincent de Paul Catholic Primary School is committed to providing an inclusive learning environment in which:

- Every child feels valued, safe, and respected.
- Diversity is celebrated as a reflection of the richness of God’s creation.
- All pupils are encouraged to participate fully in the life of the school and the wider community.
- Barriers to learning and participation are identified and removed.

We are committed to fulfilling our duties under the Equality Act (2010), the Children and Families Act (2014), and the SEND Code of Practice (2015) to promote equality of opportunity and access for all pupils.

Aims

Through this policy, we aim to:

1. Promote a school culture based on Gospel values of love, hope, wisdom, respect, fairness, courage, fellowship and service.

2. Provide high-quality, inclusive teaching and learning that meets the needs of all pupils.
3. Identify and respond promptly to pupils who require additional support or challenge.
4. Ensure that every pupil experiences success and develops self-worth.
5. Celebrate diversity and promote understanding of difference.
6. Work in partnership with parents, carers, parishes, and external agencies to meet the needs of every child.
7. Maintain compliance with all relevant legislation and diocesan guidance relating to equality and inclusion.

Definition of Inclusion

Inclusion at St Vincent de Paul Catholic Primary School means that:

- All children are entitled to access the full life of the school, including curriculum, worship, extracurricular activities, and community events.
- Every pupil's individual strengths and needs are recognised, respected, and supported.
- The curriculum is designed to enable all pupils to participate and succeed.
- Difference is not merely tolerated but celebrated as a gift to the community.

Legal and Policy Framework

This policy is informed by the following statutory and diocesan documents:

- Equality Act (2010)
- Children and Families Act (2014)
- SEND Code of Practice (2015)
- DfE: Supporting Pupils with Medical Conditions (2017)
- DfE: Keeping Children Safe in Education (2025)
- Catholic Education Service (CES): Christ at the Centre (2012)
- CES: Called to Teach (2018)
- School Accessibility Plan
- Behaviour and Anti-Bullying Policy
- Safeguarding and Child Protection Policy

Roles and Responsibilities

Governing Body:

- Ensures that the school meets its legal obligations regarding equality, inclusion, and SEND.
- Supports the Catholic ethos of care, inclusion, and respect for all.
- Monitors and evaluates the impact of inclusion practices through reports, data, and pupil outcomes.

Headteacher:

- Provides leadership and vision to ensure inclusion is embedded in all aspects of school life.
- Ensures appropriate resources, staffing, and training are in place to meet inclusion priorities.

- Promotes a culture of openness, acceptance, and pastoral care.

SENDCo:

- Leads the strategic development of SEND and inclusion practices across the school.
- Coordinates additional support for pupils with SEND and liaises with parents, teachers, and external agencies.
- Ensures the Graduated Approach (Assess – Plan – Do – Review) is implemented effectively.
- Monitors the progress and outcomes of pupils with additional needs.

Teaching and Support Staff:

- Deliver high-quality, differentiated teaching and provide reasonable adjustments to support access and progress.
- Foster a classroom culture that is inclusive, respectful, and rooted in Gospel values.
- Identify pupils who may require additional support and liaise with the SENDCo and parents.

Parents and Carers:

- Are recognised as key partners in their child's education.
- Are encouraged to share insights, concerns, and aspirations regarding their child's learning and wellbeing.

Pupils:

- Are encouraged to treat one another with kindness and respect.
- Are given opportunities to express their views, contribute to decisions, and take part in leadership roles.
- Are included in learning about and celebrating differences

Curriculum and Learning

We are committed to delivering a broad, balanced, and inclusive curriculum that is accessible to all pupils and promotes spiritual, moral, social, and cultural development.

- Teachers use a range of strategies to ensure accessibility, including adaptive teaching, scaffolding, and the use of assistive technology.
- Lessons are planned to include challenge points for all learners at their own level.
- Catholic Social Teaching informs the curriculum, promoting justice, respect, and care for others.
- All pupils are encouraged to participate in liturgy, prayer, and collective worship in ways appropriate to their faith background and understanding.

Identification and Support for Additional Needs

Pupils who may have additional needs are identified through ongoing teacher observation, progress monitoring, and communication from parents or professionals.

Where additional needs are identified, the school follows the Graduated Approach (Assess – Plan – Do – Review). Learning Plans or One Page Profiles are developed as needed and reviewed termly with parents and pupils.

Accessibility

The school's Accessibility Plan ensures the environment, curriculum, and information are accessible to all pupils. Reasonable adjustments are made to support pupils with disabilities or long-term medical conditions.

Promoting Wellbeing, Respect, and Belonging

The wellbeing of every pupil is central to our mission. Staff model respect, empathy, and forgiveness. Bullying, discrimination, or harassment of any kind are never tolerated. The school promotes restorative approaches to behaviour, rooted in reconciliation and Gospel values. Pupil voice is valued and encouraged.

Partnership with Parents, Parishes, and the Community

Parents are key partners in their child's learning journey. The school works closely with parishes to nurture pupils' faith and maintains links with local schools and outside agencies such as SENISS, Liverpool Family Hubs, Educational Psychology and local companies to enhance inclusion.

Training and Professional Development

Staff receive ongoing training in inclusive practice, SEND, equality, and Catholic education. Inclusion and diversity are embedded in induction, performance management, and professional development.

Monitoring, Evaluation, and Review

The Headteacher and Governing Body monitor inclusion practices through SENDCo reports, progress data, and feedback from stakeholders. This policy will be reviewed annually or sooner if required by legislation or diocesan guidance.

Policy Review Information

Adopted by the Governing Body: October 2024

Next Review Due: October 2026

Signed:

Headteacher: Mrs Lisa Salters
Chair of Governors: Mrs Eithne Proffitt
SENDCo: Miss Chloe Williams

References and Supporting Documents

Equality Act 2010
SEND Code of Practice (2015)
Children and Families Act (2014)
DfE: Supporting Pupils with Medical Conditions (2017)
DfE: Keeping Children Safe in Education (2025)
Catholic Education Service: Christ at the Centre (2012)
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St Vincent de Paul Catholic Primary School Accessibility Plan
Behaviour, Anti-Bullying, and Safeguarding Policies