

## PRINCIPLES FOR WHOLE SCHOOL INCLUSION AT ST MARY'S CE (VA) PRIMARY SCHOOL

At St Mary's we recognise that all children have learning, wellbeing and safeguarding needs, and we offer an inclusive environment where all children can thrive. This is based upon the three principles of whole school inclusions:

1. That all children have learning, wellbeing and safeguarding needs;
2. That relationships are integral to learning and thriving (children need to feel safe to recall, process, sequence and create understanding);
3. That leadership, policy, practice and system development is key to whole school inclusion.

There is a three tier framework to our inclusion offer:

|           | Tier 1  | Tier 2  | Tier 3   |
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| Learning  | All children have access to a broad and balanced curriculum which meets the needs of all pupil groups, and is challenging.  | Pupils have targeted interventions to ensure that they are able to 'catch up', if they have fallen behind their peers in any subject. This support will take place in class in the main.  | Pupils have an Education and Health Care Plan which identifies their needs and disabilities, and plans to support these with a wide range of professionals and parents. Interventions will take place in class and on a one-to-one basis, to ensure that every child is a successful learner and makes progress. |
| Wellbeing | All children are taught in a challenging and safe environment, which allows them to make mistakes and learn from this. Relationships are healthy and positive, and there is little shouting or disrespectful behaviour across the school. | Support is in place both in and out of the class, to ensure that a healthy understanding and attitudes are promoted. This includes domestic abuse workshops for targeted children; ELSA, and counselling. Children understand the importance of | Children will receive support from counselling or NELF for specific wellbeing issues. This may necessitate liaising with agencies and parents to ensure wellbeing is supported in and out of school.   |

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|              | Learning is targeted so that all pupils are successful learners.  | keeping safe and well, and know how to share any concerns they may have.  |  |
| Safeguarding | <p>All pupils are aware of who they can contact if they have a concerns or are concerned about another child (or adult), and posters reminding them of this are around the school. There is a termly assembly on an aspect of safeguarding (stranger danger, train and road safety, pants are private) using the NSPCC resources. It is clear to pupils that they can share their worries in a safe environment. Pupils are able to self refer to ELSA and counselling.</p> | <p>We offer support for pupils in class through a named learning mentor. We increase parent/teacher meetings to ensure that a shared practice and view is in place. Early Help, the school nurse and the Foodbank work with the school to ensure all of the child's needs are met. We sign post parental workshops, including those with our wellbeing practitioner. Parents and teachers are able to request counselling for children.</p> | <p>Working with other agencies, including the police, children's services, NELF, and the health service; we offer support and focus to ensure pupils are safe and well. All staff are comfortable to address concerns, and our DSLs are able to make referrals and liaise with other agencies to protect pupils. Counselling will be offered on site to all pupils subject to this tier of support for safeguarding.</p> |