

How do we promote inclusion within school? Including day and residential trips?

All staff at St Mary & St Margaret's are fully committed to providing an inclusive education for all of our children. In order to do so we offer:

- A fully inclusive curriculum that is carefully planned to meet the needs and interests of all learners.
- Quality first teaching that ensures careful thought-through differentiation and personalised learning.
- Children are grouped in a variety of ways to enable them to support one another. We use a range of strategies for collaborative learning to support all children. Groupings are influenced by a number of factors including: the subject matter, the environment and the children's abilities.
- All children have access to daytime and residential trips with reasonable additional support being provided as required. Destinations are assessed for suitability to allow equal access and, where necessary, individual risk assessments are carried out prior to any visits. Close communication with parents is vital to ensure that a child's needs can be met whilst they are away from school or home. We also enlist the support and advice of professionals who know a child and their needs to inform decisions about how best to enable children to take part in all activities.
- Reasonable adjustments are made to ensure that all children can participate fully in the curriculum (see Accessibility Plan).
- Feedback is used to support and challenge individual needs; children are regularly involved in this process and are given time and support to respond to their teacher's comments.

All members of our school community are part of our Equal Opportunities policy and our school ethos promotes equality for everyone to be the best they can be.

Where appropriate all staff are aware of the needs and additional provision for individual children. Adults who support individuals are encouraged to communicate regularly with parents and carers to ensure needs are met and good progress is made.

For off-site visits thorough risk assessments are carried out that include provision for individual needs. Staff liaise with families, specialist services and trip providers prior to visits to discuss any specialist provision required for individual children. All visit risk assessments and follow-up evaluations include reference to children with individual needs.

We ensure that all children can attend the out of hours clubs that we offer regardless of their needs. We work closely with our out-of-hours providers so that appropriate provision is made to meet individual needs, where necessary school staff liaise with adults at after school clubs so that necessary adjustments can be made. Parents/carers are encouraged to talk to providers of after school clubs too.

Covid-19 Update

A thorough risk assessment has been completed to mitigate the risks associated with Covid-19.

During this time, we have updated all risk assessments to reflect the requirements for ensuring hands are cleaned more often than usual, good respiratory hygiene and minimising contact between individuals and maintaining social distancing where possible. All relevant information has been shared with staff, pupils and parents. These risk assessments have also been shared with off site providers in order to ensure that children and staff remain safe whilst away from school too.

The curriculum reflects the need for 'catch-up' in all areas. Additional maths and English sessions have been incorporated into the daily curriculum that are designed to support all children, including those with additional needs, to benefit from extra support in the key areas of the curriculum. Early assessments have also identified children who would benefit from targeted interventions for maths and English – these are delivered with adults ensuring they keep socially distant from children. Ongoing INSET addresses concerns raised by staff in relation to the restrictions as a result of the measures in place to control the spread of Coronavirus. Further guidance has been issued and followed for Foundation subjects such as PE, science, DT and art to ensure that all children can participate in all activities as safely as possible.

Playtimes are currently staggered to ensure that mixing of classes is kept minimal. The use of outdoor space is encouraged in order to support children's mental and physical well-being.

Individual risk assessments and Care and Management Plans remain in place for vulnerable pupils to ensure that school continues to be inclusive.

