

Our Lady Queen of Peace

Catholic High School



Inclusion Policy

Date of Policy	March 2026
Date of Review	March 2027

'In Christ We Grow'

As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving'.

Introduction

Our Mission Statement, "In Christ we Grow," is the foundation of our Catholic school community and shapes every aspect of our commitment to inclusion. As a learning community, we strive for excellence through caring, sharing and achieving, ensuring that every member of our school family is valued and supported.

Rooted in the teachings of Jesus Christ and guided by the values of the Catholic Church, we recognise the inherent dignity, worth and God-given potential of every individual. We believe that each person is uniquely created in the image and likeness of God, and therefore deserves to be welcomed, respected and nurtured.

Inclusion is not an additional element of our work; it is central to our mission and integral to daily school life. We are committed to creating a community where all students—regardless of ability, background or need—can flourish academically, socially, emotionally and spiritually. Through a culture of compassion, high expectations and shared responsibility, we ensure that every child is enabled to grow, participate fully, and achieve their fullest potential.

1. Rationale and Ethos

Our Lady Queen of Peace Catholic High School is an inclusive community where every student is welcomed, valued and supported to flourish academically, spiritually, socially and emotionally. We recognise that each person is made in the image and likeness of God, and therefore deserves respect, compassion and opportunities to succeed.

This policy reflects our strong commitment to:

- High expectations and ambitious outcomes for all students
- Removing barriers to learning and participation
- Promoting equity, belonging and personal development
- Strong leadership and a culture of continual improvement

2. Definition of Inclusion

Inclusion means ensuring that all students—regardless of ability, need, background, faith, disability, ethnicity, gender, sexual orientation, or circumstance—have equal access to a broad, balanced and ambitious curriculum and to the full life of the school.

Inclusion at our school is proactive, relational and rooted in Gospel values. It is not about treating everyone the same, but about providing what each individual needs to thrive.

3. Aims of the Inclusion Policy

We aim to:

- Affirm the dignity of every child, recognising each student as a unique individual created in the image and likeness of God.
- Ensure full participation by enabling all students to access a broad, balanced and ambitious curriculum.
- Remove barriers to learning through early identification, high-quality teaching and targeted support.
- Build a culture of belonging where diversity is celebrated and all feel safe, respected and heard.
- Work in partnership with families to support students' holistic development and shared responsibility for progress.
- Maintain high expectations for all, nurturing aspiration, resilience and independence.
- Develop staff expertise so all adults can understand and meet diverse needs effectively.
- Drive continuous improvement through monitoring, evaluation and evidence-informed practice.

4. Statutory Framework

Our approach to inclusion is shaped by the statutory duties placed on all schools. This policy is underpinned by the following legislation and guidance:

- **Children and Families Act 2014**, including the statutory requirements for students with Special Educational Needs and Disabilities (SEND).
- **SEND Code of Practice (2015)**, which sets out schools' responsibilities for identifying, assessing and supporting students with SEND.
- **Equality Act 2010**, including the Public Sector Equality Duty, requiring schools to eliminate discrimination, advance equality of opportunity and foster good relations.
- **Education Act 1996 and School Standards and Framework Act 1998**, which outline schools' duties to promote inclusive practice and secure appropriate provision.
- **Keeping Children Safe in Education (KCSIE) 2025**, ensuring safeguarding is central to all decisions affecting students' wellbeing and access to education.
- **Working Together to Safeguard Children (2018)**, guiding multi-agency collaboration to protect and support vulnerable students.
- **Local Authority policies and procedures**, including arrangements for Education, Health and Care (EHC) needs assessments and provision.

This statutory framework ensures that our inclusive practice is legally compliant, ethically grounded and aligned with national expectations for high-quality provision.

5. Scope of Inclusion

This policy applies to all members of the school community and encompasses, but is not limited to:

- Students with severe, complex and/or specific learning difficulties (Special Educational Needs)
- Students with medical, mental health or emotional needs
- Disadvantaged students, including those eligible for Student Premium
- Looked After and Previously Looked After Children
- Students experiencing social, family or personal challenges

- Students from deprived or low-income families
- Young Carers
- Students displaying emotionally based school avoidance behaviour
- Pregnancy / maternity / paternity
- Young offenders
- LGBTQ+ students
- Minority ethnic (ME) groups, including students learning English as an additional language (EAL)
- Children of families seeking asylum, or who have refugee status/unaccompanied asylum-seeking children
- Gypsies and Travellers
- Victims of abuse or crime

6. Roles and Responsibilities

Governing Body

- Upholds the school's commitment to inclusion and ensures compliance with statutory duties.
- Monitors the effectiveness of inclusive practice, including provision for students with SEND and other vulnerable groups.
- Holds leaders to account for the quality of education and outcomes for all learners.

Headteacher

- Provides strategic leadership to ensure inclusion is embedded across all aspects of school life.
- Ensures that policies, systems and staffing enable all students to access high-quality teaching and support.
- Allocates resources effectively to meet diverse needs and monitors the impact of provision

Senior Leadership Team

- Drives a whole-school culture of high expectations, belonging and equity.
- Ensures curriculum design, teaching and assessment promote access and progress for all learners.
- Supports staff through professional development and quality assurance of inclusive practice.

SENDCo

- Oversees the identification, assessment and provision for students with SEND and additional needs.
- Coordinates SEND support, interventions and reasonable adjustments across the school.
- Works closely with teachers, families and external agencies to ensure students receive appropriate support.
- Monitors the progress of students with SEND and evaluates the effectiveness of provision.

Teachers

- Are responsible for the progress and development of all students in their class.
- Deliver high-quality, adaptive teaching that removes barriers to learning.
- Use assessment to identify need, inform planning and provide timely support.
- Work collaboratively with the SENDCo and support staff to meet individual needs.

Support Staff

- Provide targeted support that promotes independence, engagement and progress.
- Implement strategies and interventions as directed by teachers and the SENDCo.
- Contribute to observations, assessments and reviews of student progress.

Parents and Carers

- Work in partnership with the school to support their child's learning and wellbeing.
- Share relevant information that helps the school understand and meet their child's needs.
- Participate in reviews, meetings and decision-making about provision.

Students

- Are encouraged to take an active role in their learning, express their views and contribute to decisions that affect them.
- Treat others with respect and help foster a culture of inclusion and belonging.

7. Inclusive Curriculum and Quality of Education

In line with our focus on the quality of education, we aim to:

- Provide an ambitious, knowledge-rich and coherently sequenced curriculum for all learners, underpinned by our Catholic values and high expectations
- Ensure teaching is adapted through high-quality, evidence-informed adaptations and reasonable adjustments that remove barriers to learning
- Use assessment purposefully to identify need, inform teaching, and support students to make strong progress over time
- Promote high standards of literacy, numeracy and oracy across all subjects, recognising these as essential foundations for learning and future success
- Ensure all students can access enrichment opportunities, educational visits, leadership roles and extra-curricular activities, with support provided where necessary to enable full participation

Teachers are accountable for the progress of all learners in their classrooms and are supported through professional development to meet diverse needs effectively.

8. Behaviour, Attitudes and Safeguarding

We promote a culture of positive behaviour rooted in respect, forgiveness and reconciliation. In line with the Ofsted framework:

- High expectations for behaviour apply to all students
- Behaviour policies are applied fairly, consistently and with compassion
- Reasonable adjustments are made for students with additional needs
- Attendance and punctuality are actively promoted and monitored

Safeguarding is central to inclusion. All staff share responsibility for keeping students safe, listening to their voices, and responding promptly to concerns.

9. Personal Development and Wellbeing

We support students' personal development by:

- Promoting spiritual, moral, social and cultural development
- Encouraging respect, responsibility and resilience
- Providing high-quality pastoral care and mental health support
- Teaching respectful relationships, online safety and British values
- Valuing student voice and participation in decision-making

10. Leadership and Management of Inclusion

Inclusion is led strategically by senior leaders and governors, ensuring:

- Clear vision and shared responsibility for inclusion
- Effective use of data to identify need and evaluate impact
- Targeted support and appropriate use of resources
- Ongoing staff training and reflective practice

The Governing Body holds leaders to account for inclusive practice and outcomes, ensuring alignment with our Catholic mission and statutory duties.

11. Partnership with Parents, Carers and External Agencies

We believe inclusion is strongest when built on partnership. We:

- Communicate openly and regularly with parents and carers
- Value parental insight and involvement
- Work collaboratively with external professionals and agencies
- Engage with the parish, archdiocese and wider community

12. New Admissions

- All admissions are managed in line with the school's Admissions Policy, the School Admissions Code, and the Equality Act 2010.
- Information is gathered promptly from parents/carers, previous schools and external agencies to identify strengths, needs and any required support.
- Where a student has identified SEND, medical, pastoral or safeguarding needs, we will aim to host early planning meetings are arranged to ensure appropriate provision is in place from the start.
- Reasonable adjustments are made to induction arrangements to ensure all students feel safe, welcomed and included.

13. Transition Points

We recognise that transition points can present both opportunity and challenge. The school provides targeted support at key stages, including:

- Transition from primary to secondary school
- In-year admissions

- Movement between key stages, pathways or curriculum options
- Reintegration following absence, medical need or alternative provision
- Preparation for post-16 destinations

Support may include an enhanced transition programme, additional visits, staff liaison, pastoral support, mentoring, and personalised timetables where appropriate.

14. Monitoring, Review and Impact

This policy is reviewed regularly to ensure it remains effective, inclusive and aligned with the school's mission statement: "In Christ We Grow".

Impact is measured through student outcomes, attendance, behaviour, wellbeing indicators, stakeholder feedback and inspection evidence.

15. Conclusion

Our commitment to inclusion is a living expression of our faith. By caring, sharing and achieving together, we strive to ensure that every member of our community grows in Christ and is empowered to become the person God calls them to be.