



**St Louise's**  
Comprehensive College, Belfast

**Excellence as  
Standard in St Louise's**

# **Inclusion Statement Draft for Consultation November 2018**



### **Mission Statement**

*"In partnership with parents, guardians, staff, governors and students St Louise's promotes excellence in teaching and learning within a Catholic, Vincentian, Comprehensive ethos"*

As an inclusive school we do not seek to closely define the additional educational needs for which we will make provision. Our success is built upon our ability to provide outstanding learning and teaching experiences for a wide range of different needs and abilities. As an all-ability, comprehensive school which places the learner at the core of our Vincentian values system; there are three principles that guide us in developing an inclusive curriculum which provides all students regardless of abilities, disabilities, health care needs, gender, culture, race, religion or sexual orientation with relevant and challenging learning. The three principles are as follows:

- ✓ setting suitable learning challenges
- ✓ responding to students' diverse learning needs
- ✓ helping overcome potential barriers to learning and assessment for individuals and groups of students

In admitting students with special educational needs we anticipate having informative discussions with the student, their parents/guardians, their previous schools and representatives of Education Authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a student with special educational needs through the school's SEN funding. As a mainstream school, it would be challenging for us to make provision for students whose needs and/or demands are significant, severe or profound – to the extent that it could be reasoned that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each student in constructive conversation with other agencies.

The staff of St Louise's endeavour to:

- ✓ create a culture of inclusion to achieve maximum integration and outcomes of all children (including vulnerable learners) whilst meeting their individual needs
- ✓ provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities whilst providing challenge. This ensures that all children have a full access to the school curriculum
- ✓ make every effort to narrow the gap in attainment between vulnerable groups of learners and others
- ✓ provide differentiated work and individual learning opportunities for children who are learning EAL as part of our provision for vulnerable learners
- ✓ focus on individual progress in terms of attainment, achievements and attitudinal surveys (such as GL PASS) as the main indicator of success and as the starting point for future improvements
- ✓ strive to make a clear distinction between *underachievement* – often caused by a poor early experience of learning and *special educational needs*. Some students in St Louise's may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up.

Other students will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any

learning difficulty, are essential ingredients of success for these students. These will be provided, initially, through additional support funded from the devolved schools budget.

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual students.

- ✓ teachers differentiate work as part of quality first teaching
- ✓ small group withdrawal time
- ✓ individual class support / individual withdrawal for Numeracy and literacy.
- ✓ further differentiation of resources,
- ✓ study buddies/peer mentors/reading partnerships
- ✓ homework/learning support club

This is not an exhaustive list as there are many other means of supporting any barrier to attainment and achievement which we will implement in partnership with the student. We endeavour to fully involve all students by encouraging them to:

- ✓ state their views about their education and learning and develop a positive attitude to learning through developing growth mindset.
- ✓ identify their own needs and learn about learning through a range of strategies delivered in partnership with Amazing Brains.
- ✓ share in individual target setting across the curriculum **so that students know what their targets are, why they have them,**
- ✓ self-review their progress and set new targets
- ✓ Monitor their success at achieving the targets on their Personal Learning Plans for some students with special educational needs.

