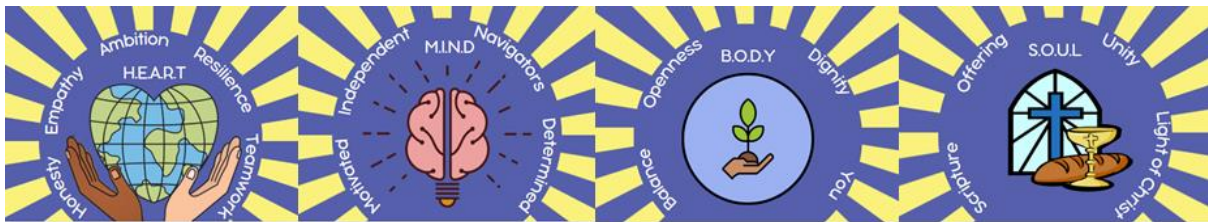


Excellent Inclusion at St David's RC Primary School



At St David's RC Primary School, we work hard to create an inclusive learning environment that is welcoming to everyone. Our approach to life and learning recognises and celebrates our diversity. We are ambitious for all of our learners, and we do our best to ensure that all children are enabled to achieve to their fullest potential.

Every day, our teaching and learning aims to develop the personality, talents and mental and physical abilities of every learner.

Our **Excellent Inclusion** Strategy aims to:

- Achieve improved outcomes and the delivery of excellence and equity for all children in our school
- Support all of our learners by meeting their individual learning needs
- Deliver an inclusive approach which identifies and addresses barriers to learning for everyone
- Empower children and parents and carers, teachers, practitioners and communities to aspire to great things

In our **Excellent Inclusion** strategy, inclusive practice is considered through four key features of inclusion. These can help us to evaluate whether or not we are achieving our goal. These are:

- Present
- Participating
- Achieving
- Supported

Together these four features support the delivery of inclusive learning environments for all of our children that enable them to reach their full potential.

Some aspects of the four features may interlink. For example, children must be present at school in order to participate, as a result, elements of practice may also overlap.



Present



Key expectations:

- **All** children should learn in environments which best meet their needs
- **All** children should be fully engaged in the life of St David's, through our inclusive ethos, culture and values
- **All** children should receive a full-time education including flexible approaches to meet their needs

Presence is a fundamental requirement of inclusive practice. Throughout the school year, we will highlight the importance of attendance and reduction of absence. At St David's RC Primary School, we work closely with our Learning Community Colleagues at all the primary schools that feed into St Augustine's RC High School, to promote and support attendance at school. Our Learning Community Pupil Support Officer, Mrs Parsons, works in school every Wednesday and Thursday. She is able to support children in school and provide wider support to families where there are barriers to attendance. Please reach out to her if you would like to receive her help, or if you would like to know more about her role.

Presence is also evidenced by a reduced level of exclusions from school, where exclusion is the last resort in the context of promoting positive relationships and behaviour.

Participating



Key expectations:

- **All** children should have their voices heard in decisions about their education
- **All** children will have the opportunity to participate and engage as fully as possible in all aspects of life in St David's, including trips and extracurricular activity
- **All** children should be enabled and supported to participate in their learning

As well as participation in learning, participation is also about addressing involvement in the wider school and local community. It is about feeling included as a member of the school family, forming firm relationships and friendships and developing the skills for lifelong learning and success. We have excellent partnerships with agencies within the local community – these partnerships enable us to enhance our curriculum and provide real life contexts for learning and leadership within our local area.

Participation is full involvement in the life of our school through events, trips, school plays, sports and community events. It is about finding an avenue for our children to contribute to the life of our school community and feel that their contribution is valued. We have a wide range of extra-curricular clubs on offer to learners throughout the year: from chess and jewellery making to multi-sports and running, we try to represent the interests of our learners to provide as many ways to achieve success whatever their skills and interests may be.

In all schools, learner participation is core to a good education. As part of all educational experiences, it is a child's right to have a say in matters that affect them. At St David's, we encourage participation through: Leadership roles for P7s, whole school leadership roles for all classes, staff commitment to delivering the curriculum in creative, dynamic and fun ways making learning irresistible. (Active learning, play/liberated learning, outdoor learning, empowered learning through digital technology,).

Achieving



Key expectations:

- **All** children should be achieving to their full potential
- **All** children should have access to a varied curriculum tailored to meet their needs

The Scottish Government has set the following ambition for each and every child and young person in Scotland:

All children and young people should receive the support that they need to reach their full potential, in learning, life and work.

At St David's RC Primary School, our aim is to enable our children to be supported to help them progress and develop the skills, ambition and know how that will help to create a positive future for them. Through our Positive Relationships strategy, and our commitment to our Vision, Values and Aims, we do our best to ensure that our children are being treated with dignity and respect. We want them to feel listened to and taken seriously by those around them and be treated as individuals in their own right with their own needs, expectations and aspirations.

We celebrate success every week at our assemblies – learners are recognised and awarded for bringing any one of our school values to life:

HEART – Honesty, Empathy, Ambition, Resilience, Teamwork

MIND – Motivated, Independent, Navigate, Determined

BODY – Balance, Openness, Dignity, You

SOUL – Scripture, Offering, Unity, Light of Christ

Supported



Key expectations:

- **All** children should benefit from the unique ethos and culture of our school, our inclusive learning and teaching practices and our positive relationships
- **All** children should be given the right help, at the right time, from the right people, to support their wellbeing
- **All** children should be supported to participate in all parts of life at St David's
- **All** children should be supported to overcome barriers to learning and achieve their full potential

Support is primarily about how children are enabled to achieve their full potential. We support our children to reach their full potential, by identifying barriers to learning through robust observation and assessment. We provide flexible learning pathways and strategies, that enable our children to participate in all parts of school life.

We fully support the wellbeing of all of our children, by integrating the **wellbeing indicators** through a whole-school approach that includes staff training, implementing a positive school culture, and monitoring and evaluating our efforts.

SHANARRI: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.



Getting it right for every child (GIRFEC) is Scotland's long standing, national commitment to provide all children, young people and their families with the right support at the right time, so that every child and young person can reach their full potential. GIRFEC is both an approach and framework used by services across Scotland to improve and uphold the wellbeing of children and their families.

Inclusive Practice

The core expectations of our Excellent Inclusion Strategy, focus on children being present, participating, achieving and supported.

There are eight key areas that are crucial in helping to develop inclusive practice in our school:

- Inclusive school values and ethos – St David's has HEART, MIND, BODY, SOUL
- Shared Leadership – Staff, Children and Families
- Constructive challenge to attitudes – Equalities and Equity
- Evaluation of planning process – School Improvement – Staff, Children and Families
- Capacity to deliver inclusion through shared learning
- Parental and carer engagement
- Early intervention, prevention and strong relationships
- Removal of barriers to learning

Inclusive school values and ethos are essential to the delivery of inclusive educational practice. Our values and ethos recognise and value the incredible diversity of our school family and include a strong commitment to enabling and supporting all children and young people to learn and be part of school life.

Removal of barriers to learning is essential to ensure that all children and young people reach their full potential. At St David's, children with a disability, health issue or social or emotional needs benefit from high-quality targeted support. We work in partnership with others in the community to enhance support for families which enhances outcomes in key areas. Our partners are crucial in this process to provide targeted and specialist support and to ensure the improvement work being undertaken in school is also being supported at home.

Our creative and dynamic curriculum

To achieve our ambitious vision and the legislation and policy that underpins it, we make the ongoing commitment to get it right for every child and to ensure that they are all experiencing equity and excellence.

Our Curriculum aims to achieve this for all of our learners. In order to meet the needs of our learners we commit to delivering our curriculum in ways that help our children to overcome barriers to learning:

Embedded Practices:



Equalities and Diversity – EAL (Oracy) – Empowered Learning (Digital Technologies) – Rights Respecting – Developing Young Work Force

Curriculum Delivery Methods:



Active Learning – Liberated Learning & Play-based Learning – Outdoor Learning – Empowered Learning (Digital technologies)



Inclusion Strategies at St. David's RC Primary School



The following table outlines the various strategies and interventions in place at St. David's RC Primary School to ensure all pupils are supported in their learning, social development, and emotional wellbeing. It serves as a reference for class teachers to understand available supports and identify appropriate pathways for pupils who may benefit from additional assistance.

<u>School Action</u>	<u>Description</u>	<u>Action by</u>
Positive Relationship Building	Staff use restorative practices to build trust and resolve conflicts, fostering a safe and respectful school culture. Positive Relationships & Behaviour Management Strategy used school wide. Each class creates their own Positive Relationships & Behaviour Management for use in individual classrooms.	All Staff and all learners
Community Building	Weekly assemblies and events promote a sense of belonging, achievement and faith. They celebrate the wonderful diversity of our community. Parent/Carer engagement in Sharing our Learning mornings and social events to celebrate: Curriculum, Campus, Culture, Community.	All Staff, Parents/Carers, Partners within the community
Celebrating Diversity	Annual Diversity Celebrations highlight, embrace and promote the different cultures represented in the school.	All Staff, Parents/Carers, Pupil-Led Groups
St David's and Empathy	Dedicated class time to teach respect, kindness, and understanding of differences. Whole school commitment to St David's has Empathy – assuring all learners that their voice is heard, and that there is a trusted adult to talk to when needed.	All staff
Parent and Pupil Voice Opportunities	Pupils participate in councils and feedback sessions, ensuring inclusion in decision-making. Whole school leadership roles for all classes inspired by the lives of the Saints.	All Staff, Pupil-Led Groups, Parents, School Chaplain
School Trips	Trips to enhance learning are planned with adjustments for accessibility to ensure that everyone is fully included. Financial support is also available if needed and is always handled with discretion and compassion.	All Staff, Office Staff

<u>School Action</u>	<u>Description</u>	<u>Action by</u>
Use of Visual Supports	As a silver level Visual Support Project school, use of visual supports is embedded in all classrooms and shared spaces. Now-and-next boards, visual timetables, and communication cards assist with transitions. Visuals are used for whole class support, and they are also used to provide more targeted support for individual learners where necessary.	Class Teachers, Support for Learning Teacher, PSAs
Participation in Class Activities with Adaptations: Differentiation	In lessons learners' needs are met through effective differentiation. This can be done by: tailoring teaching methods, materials, and tasks to fit each student's unique readiness, interests, and learning style so everyone is appropriately challenged without feeling bored or overwhelmed.	Class Teachers, Support for Learning Teacher, Pupil Support Assistants.
Zones of Regulation Lessons	Our shared language of Health and Wellbeing (BODY and SOUL) supports learners' emotional literacy. Zones of Regulation helps pupils to identify and manage emotions through self-regulation strategies.	Class Teachers, Nurture Teacher
Nurture-Based Approach	All members of staff are trained in Nurture and Trauma-informed practice. Strategies are used across school to ensure that all learners are supported to feel safe and ready to learn.	All Staff
Encouragement of Peer Relationships	Staff facilitate structured learning, play and peer interactions to promote inclusion in all areas of school. Active Schools Co-ordinator involved in supporting classes with playground games and activities. Partners such as Spartans work with learners in class and at play to support safe active play and promote leadership skills in sports.	Class Teachers, PSAs, partners
Regular Home-School Communication	Generic communications through: school newsletter, Sharing our Learning open days, cultural events, email/letters. Targeted communications through: Child Planning Meetings, Parent Consultations, Learner Reports. To ensure that all families are actively encouraged to engage in their child's learning and in the life of the school.	All Staff, Parents/Carers
Inclusive PE Sessions/Sports Opportunities	Physical Education (PE) and sports clubs are made inclusive by using the STEP framework (Space, Task, Equipment, and People) to modify activities so all pupils can join regardless of ability.	Class Teachers, PE Staff
Quieter Rooms During Break	Learners have access to a supported quiet indoor space during break times if they feel overwhelmed at play.	SLT, PSAs

<u>School Action</u>	<u>Description</u>	<u>Action by</u>
School Leadership Roles for all Learners	<p>School Leadership roles are offered to all learners in school through class leadership roles: P1 – P7.</p> <p>Learners in P7 have enhanced opportunity for leadership roles as Prefects, House Captains and Vice Captains. Through this experience P7 learners have the opportunity to support/lead younger pupils, staff, partners and projects, providing excellent opportunities to foster responsibility, enhance confidence, improve relationships and increase engagement in all aspects of school life.</p>	Pupil-Led Groups, Class Teacher, all staff, all learners
Pupil-Led Groups (Rights Knights, Eco, Equalities)	Pupils contribute to targeted school-wide initiatives and ensure their voices are heard.	Pupil-Led Groups, Class Teachers, SLT
Nurture Group (Saplings and Grove)	A structured support classroom which helps learners with additional support needs through social-emotional learning, Health and Wellbeing approaches, and structured support for curricular learning.	Nurture Teacher, PSAs
Small Group Interventions	Targeted support in literacy, numeracy, or emotional regulation.	Support for Learning Teacher, Class Teachers, PSAs
Informal Check-ins	Regular, informal staff check-ins for pupils needing additional support.	Class Teachers, PSAs, Nurture Teacher
Empowered Learning	<p>Ipads, Laptops, speech-to-text software, and other tools support pupils' access to learning.</p> <p>All children in P6 and P7 use 1:1 iPads to enhance and support all aspects of learning, and to increase progress and attainment for all learners.</p>	Support for Learning Teacher, IT Staff, Class Teachers
Individual Education Plans (IEPs)	Personalised and highly targeted academic and emotional support plans for individual learners requiring specialised plan to make learning progress.	Support for Learning Teacher, Class Teachers, Parents/Carer, Partners
Therapeutic Activities	<p>Art and Play Therapist in school every Monday. Spartans Youth Worker supporting learners in school every Monday – HWB check-ins. PSA led groups: Lego Therapy, Social Communications and Friendship Group, Gardening Club, Gross/Fine Motor skills group. Volunteers: Nurture reading, literacy and maths support.</p> <p>Also available as therapeutic intervention upon application: Equine Therapy, The Yard, Edinburgh Zoo, Forest School.</p>	Nurture Teacher, External Agencies, SLT, Support for Learning Team, PSAs, Volunteers

<u>School Action</u>	<u>Description</u>	<u>Action by</u>
Access to External Support Services	Collaboration with all relevant NHS professionals (School Nurse, Speech and Language Therapy, Child and Adolescent Mental Health, Dentist, Occupational Therapy, etc). Regular scheduled visits from Educational Psychologist: observations, recommendations, assessments, xChild Planning Meetings.	External Agencies, Educational Psychologist, Support for Learning Teacher, SLT