The Cardinal Wiseman Catholic School

Omnia Pro Christo – All Things for Christ

Inclusion Policy 2026/27

Our Ethos

The Cardinal Wiseman Catholic School subscribes to the ethos and vision encapsulated by "All things for Christ" (Omnia Pro Christo).

Thus, our commitment to the development of human ecology, divine inspiration, Catholic Social Teaching, the counter-cultural element of our work and a constant quest for excellence inspire us daily. We want our students to flourish at Cardinal Wiseman in order that they will have the knowledge, skills, compassion and agency to make the world a better place.

Date approved by Governors	October 2026
Date of next approval	September 2027

Cardinal Wiseman Catholic School

Inclusion Policy

Status: Statutory School Policy
Approval: Governing Body
Review Cycle: Annual
Policy Owner: Headteacher / SENDCo/ Director of Inclusion
Date Adopted: October 2026
Review Date: September 2027

1. Statement of Intent

At Cardinal Wiseman Catholic School, we believe that every child is uniquely created in the image and likeness of God. We are committed to building a community in which every student is known, valued, loved and supported to flourish academically, socially, emotionally and spiritually. Inclusion is therefore at the heart of our Catholic mission. We seek to create a school where every young person experiences a genuine sense of belonging and we recognise that students come to us with different strengths, experiences, needs and aspirations, and we are committed to ensuring that all students can participate fully in the life of the school.

We are committed to supporting all students, including recognising the additional support needed for any student who may face additional barriers to learning or participation, including students with special educational needs and disabilities, disadvantaged students, young carers, looked-after children, students with medical needs, students who speak English as an Additional Language and those experiencing social, emotional or mental health difficulties.

Through high expectations, strong relationships and a culture of compassion, we aim to ensure that every student can grow, thrive and achieve.

2. Legal and Statutory Framework

This policy has regard to:

- Equality Act 2010.
- Children and Families Act 2014.
- SEND Code of Practice: 0 to 25 Years (updated September 2024).
- Special Educational Needs and Disability Regulations 2014.
- Education Act 2011.
- Education Act 2002.
- Human Rights Act 1998.
- Keeping Children Safe in Education (current edition).
- Working Together to Safeguard Children (current edition).
- DfE Guidance: SEN and Disability Duties for Governing Boards (updated February 2025).

- DfE Guidance on Inclusion Bases and Inclusive Mainstream Practice (2026), where relevant to future school development.

3. Scope

This policy applies to all:

- Students.
- Staff.
- Governors.
- Volunteers.
- Contractors.
- Visitors.

It applies to all aspects of school life, including:

- Admissions.
- Curriculum.
- Teaching and learning.
- Assessment.
- Educational visits.
- Extra-curricular activities.
- Behaviour and attendance.
- Pastoral provision.
- Safeguarding.
- Careers education.
- Transition arrangements.

4. Principles of Inclusion

At Cardinal Wiseman, we will:

- Welcome every student as a valued member of our school community.
- Create a culture where everyone feels they belong.
- Recognise and celebrate the strengths, talents and achievements of all students.
- Listen carefully to the voices of students and their families.
- Respond with compassion and understanding when difficulties arise.
- Strive to remove barriers that may prevent students from learning, participating or flourishing.

- Maintain high expectations while providing appropriate support.
- Promote respect, kindness and understanding throughout the school community.
- Work in partnership with parents, carers and external agencies.
- Ensure all students can participate fully in lessons, enrichment activities, leadership opportunities and the wider life of the school.

5. Equality, Diversity and Anti-Discrimination

The school will not discriminate against any student, parent, employee or member of the wider community.

We will actively promote equality for people with protected characteristics under the Equality Act 2010:

- Age
- Disability
- Sex
- Race
- Religion or belief
- Pregnancy and maternity
- Sexual orientation
- Gender reassignment
- Marriage and civil partnership (employment-related provisions)

The school will fulfil its Public Sector Equality Duty by:

- Eliminating discrimination.
- Advancing equality of opportunity.
- Fostering good relations between different groups.

6. Students with Special Educational Needs and Disabilities (SEND)

The school recognises its duty to use its best endeavours to secure the special educational provision required by students with SEND.

Identification

Students may be identified as having SEND through:

- Transition information.
- Primary school liaison.
- Screening and assessments.

- Staff observations.
- Parent concerns.
- Student voice.
- Professional reports.
- Attendance and attainment data.

Graduated Approach

The school will implement the graduated approach of:

Assess → Plan → Do → Review

as outlined in the SEND Code of Practice.

SEND Categories

Support may be provided across the four broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical needs.

Education, Health and Care Plans

The school will work collaboratively with the local authority and families to implement and review Education, Health and Care Plans (EHCPs).

7. Reasonable Adjustments and Accessibility

The school will make reasonable adjustments to avoid disabled students being placed at a substantial disadvantage compared with their peers.

Adjustments may include:

- Adapted teaching approaches.
- Specialist equipment.
- Examination access arrangements.
- Alternative formats of learning materials.
- Physical environment adaptations.
- Flexible routines where appropriate.
- Assistive technology.
- Pastoral support.

8. Disadvantaged Students and Pupil Premium

The school is committed to narrowing attainment gaps for disadvantaged students.

Funding will be used strategically to:

- Improve access to learning.
- Support attendance.
- Enhance literacy and numeracy.
- Provide enrichment opportunities.
- Support emotional wellbeing.
- Improve progression outcomes.

Impact will be monitored through the school's Pupil Premium Strategy.

9. Students with English as an Additional Language (EAL)

Students with EAL will:

- Have full access to the curriculum.
- Receive appropriate language acquisition support.
- Be assessed accurately and fairly.
- Have their linguistic and cultural backgrounds valued.

10. Attendance and Inclusion

The school recognises the strong relationship between attendance and educational outcomes.

Students experiencing attendance difficulties will receive support through:

- Early identification.
- Family engagement.
- Pastoral intervention.
- Multi-agency support where appropriate.
- Reasonable adjustments linked to SEND or medical needs.

The school will avoid punitive approaches where barriers to attendance are related to vulnerability or additional needs.

11. Behaviour and Inclusion

Behaviour management will be fair, consistent and inclusive.

The school will:

- Consider underlying needs when addressing behaviour.

- Make reasonable adjustments where required.
- Ensure sanctions are proportionate.
- Provide supportive interventions alongside consequences.
- Monitor exclusion data for disproportionality.

The school will seek to reduce suspensions and exclusions through proactive intervention and inclusive practice.

12. Mental Health and Wellbeing

The school recognises that good mental health is fundamental to learning.

Support may include:

- Pastoral mentoring.
- Counselling services.
- Early Help referrals.
- Mental health interventions.
- External agency involvement.
- Trauma-informed approaches where appropriate.

Students will be encouraged to seek support and help-seeking behaviours will be promoted.

13. Safeguarding and Vulnerable Students

The school acknowledges that some groups of students may be particularly vulnerable, including:

- Students with SEND.
- Looked After Children.
- Previously Looked After Children.
- Young carers.
- Students experiencing mental health difficulties.
- Students at risk of exploitation.
- Students experiencing disadvantage.

All staff will receive safeguarding training and act in accordance with statutory guidance.

14. Student Voice

Students will be encouraged to contribute to decisions relating to:

- Learning support.

- SEND provision.
- EHCP reviews.
- Behaviour support plans.
- School improvement activities.
- Wider school life.

The views, wishes and feelings of students will be respected in accordance with the SEND Code of Practice.

15. Working with Parents and Carers

The school believes that effective partnership with families is essential.

Parents and carers will be:

- Kept informed of progress and support.
- Consulted regarding provision.
- Invited to review meetings.
- Given opportunities to provide feedback.
- Signposted to appropriate services where necessary.

Communication will be clear, accessible and timely.

16. Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure compliance with statutory duties.
- Monitor inclusion and equality outcomes.
- Hold leaders to account for provision.
- Review relevant policies regularly.

Headteacher

The Headteacher will:

- Promote an inclusive culture.
- Ensure effective implementation of this policy.
- Allocate appropriate resources.
- Monitor impact and outcomes.

SENDCo

The SENDCo will:

- Coordinate SEND provision.
- Support staff.
- Liaise with external agencies.
- Monitor student progress.
- Lead annual reviews.

Staff

All staff are responsible for:

- Delivering high-quality inclusive teaching.
- Identifying barriers to learning.
- Implementing agreed strategies.
- Promoting equality and inclusion.

17. Monitoring and Evaluation

The effectiveness of this policy will be evaluated through:

- Student progress and attainment data.
- Attendance data.
- Behaviour and exclusion data.
- SEND outcomes.
- Parent feedback.
- Student voice surveys.
- Governor monitoring.
- Equality impact reviews.
- Ofsted and local authority recommendations.

18. Linked Policies

This policy should be read alongside:

- SEND Policy
- Accessibility Plan
- Equality Information and Objectives
- Behaviour Policy
- Attendance Policy

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Medical Needs Policy
- Pupil Premium Strategy
- Careers Policy