

INCLUSION PRINCIPLES

*"Do not be afraid.
Open wide the doors
for Christ."*



St John Paul II Multi Academy schools are committed to ensuring a culture of inclusion that is clearly understood, felt and is sustainable for the future. This is demonstrated through:



Consistent Identification Processes

All children will benefit from an equitable, proactive and positive approach to identifying needs that allows early intervention and ensures they have the best chance to succeed and remain included in mainstream education in their local community.



Successful Coproduction

Adopt a holistic approach to the child and family, identifying needs and strengths while coordinating timely multi-service support to remove barriers to inclusion. Build positive parent partnerships that set realistic expectations, improve understanding of systems, and strengthen communication.



Bespoke Professional Learning

Upskill and train staff to be able to offer bespoke, complementary support on inclusion that enables all pupils, including those who are vulnerable, to achieve better outcomes than they would have achieved without this additional support.



Effective Transition and Pupil Pathways

Support effective planning for high quality provision, transition and progression. Specifically, into EYFS, EYFS to KS1, KS2 to KS3 and after Key Stage 4.. Where appropriate, provide a blended offer to enable transition and progression between mainstream and enhanced provision.



Enhanced Learning Provision

When an alternative curriculum or enhanced learning provision is used, it should be a positive choice made in the best interests of the young person—supporting their continued engagement in mainstream education or where appropriate, preparing them for future pathways.