

INCLUSION



Our Universal Offer (Wave 1 Quality First Teaching)

We work tirelessly to ensure that all our children access a high-quality education. Our curriculum has been designed around clear core values which link to the needs of our diverse community:

INTENT – our vision and aims are to ensure that every child receives a well-rounded education. Our whole school offer is centred on the importance of talk, language, high quality texts and a breadth and mastery of key skills. Our core values are to ensure that everything we do encourages children to be the very best versions of themselves daily. Our school community will achieve success because the school fully embodies the core values of being: Aspirational, Connected, Happy, Immersed, Energised, Valued, Empowered.

This starts with our culture and climate in school. We work hard to ensure that our happy, welcoming, and inclusive environment is a place where children are calm, resilient and enjoy their learning. We make conscious decisions about how to make our pupils safe through quality relationships, routines and systems in school. We do whatever it takes to ensure that all our pupils thrive in school and tailor approaches to ensure that the reasonable adjustments we make for personalised provision leads to better outcomes for our young people.

IMPLEMENTATION- Through carefully planned teaching sequences in reading, writing, maths especially, we have created a consistent and effective approach to teaching, learning and assessment within and across school. The entire staff team plan consistently with a clear focus on the mastery of key skills over time. Our main focus is always on how to accelerate progress within and across lessons through carefully designed lessons, with effective differentiation for our pupils with additional needs. The entire teaching community prioritises the key skills within the age-related expectations. Our planning is built around high-quality core texts which inspire, engage and build a love of reading. We also invest heavily in purposeful talk because if they can't say it, then they can't read or write it. This is particularly successful for our above average number of EAL students in school.

IMPACT- our curriculum, culture and character in school is leading to good outcomes for all pupils. We endeavour to use the school's resources as effectively as possible to have the most impact within school. We also use the additional funding coming into school, albeit to disproportionate to the current level of need, to ensure that all our children's needs are being met.

TARGETED support (Wave 2)

For children who are working slightly below age-related expectations, and require some additional support and targeted intervention, we have clear systems to support them to make accelerated progress. This additional support can often be provided through pre-teaching or

small group intervention programmes throughout the day. We run same day interventions that are designed to ensure that pupils ‘catch up and stay up,’ as well as pastoral check ins, group sessions and personalised provision for more specific needs. We adopt the assess, plan, do, review cycle for these pupils that will advance children’s progress and help them achieve in line with their peers.

SPECIALIST SEN SUPPORT (Wave 3)

This specialist support is for children who have special educational needs and require personalised provision. This is carefully designed, implemented and reviewed using our best endeavours to meet the child’s needs. This SEN support follows a clear assess, plan, do, review (APDR) cycle and follows the guidelines of the Code of Practice using a graduated response and approach. We aim to work very closely with other professionals and outside agencies to ensure that each child is happy, well supported and making good progress towards agreed targets. Our aim is to always work with the child at the heart of everything we do, alongside a close partnership with parents.

Educational Health Care Plans (EHCPs - wave 4)

An Education, Health and Care (EHC) Plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

ENVIRONMENTS		
UNIVERSAL OFFER	TARGETED SUPPORT	SPECIALIST SUPPORT
<ul style="list-style-type: none"> • Safe and well organised classrooms (uncluttered, well-spaced and angled towards the boards) • Calm and purposeful environments for children to thrive in • Visual resources easily accessible • Dyslexia friendly 	<ul style="list-style-type: none"> • Break out spaces for children who need more time and space to regulate • Calm areas for pupils who need more support to regulate 	<ul style="list-style-type: none"> • Workstations for children who require it to reflect special interests • Now and Next boards used to support sequencing, reduce anxiety and are always visible • Visual feedback prompts used to show the child has understood

<p>resources used for all pupils (e.g. coloured backgrounds)</p> <ul style="list-style-type: none"> • Resources are readily available and differentiated according to need • Displays are used to support vocabulary development • Visual timetables to support familiar routines • Modelling handwriting to showcase expectations consistently • Calm areas in each classroom with supportive materials to develop self-regulation • Emotional regulation prompts in each classroom to support independence • Outdoor learning and natural resources are used when appropriate • Photographs of key staff in the classrooms • Pictures used for labelling – especially in EYFS and KS1 • S&L rules taught well • A range of multi-sensory resources are used within and across lessons 		<ul style="list-style-type: none"> • Outdoor learning and spaces are used to support children with SEMH particularly
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COGNITION AND LEARNING		
UNIVERSAL OFFER	TARGETED SUPPORT	SPECIALIST SUPPORT
<ul style="list-style-type: none"> • High expectations for all pupils • Clear learning outcomes • Clear steps within lesson to scaffold and support • Effective modelling to ensure that children feel ready to work independently and apply key skills • Carefully designed teaching sequences to support mastery • Pre-teaching of key concepts and language to support progress • Differentiation to support children's access to key skill development • Use of a range of resources to support (concrete objects, 	<ul style="list-style-type: none"> • Pre-teaching sessions to support children access age related expectation lessons • Learning materials modified/adapted • Staff allow extra time for pupils to process information, instructions and questions • Personalised feedback given to children • Same day interventions to ensure that pupils 'catch up and stay up.' • Handwriting support and guidance • Individualised recording methods and resources such as a voice recorder, ICT software, etc. are used 	<ul style="list-style-type: none"> • A personalised curriculum which takes account of the child's strengths, is developmentally appropriate, is targeted to address their learning and which promotes their independence and life skills. • Specialist resources to enable pupils to access information and stimulus material • Pupils have access to a curriculum which promotes functional literacy and numeracy and life skills in a way which is relevant to their current developmental level

<p>images, sequencing, kinaesthetic., etc)</p> <ul style="list-style-type: none"> • A clear focus on talk, modelling and independent learning in each lesson • A consistent approach to handwriting using fully cursive script • Minimal copying from the board • Systematic synthetic phonics programme used • High quality modelling and use of good examples to aid memory and support expectations • English is planned around the use of high, quality texts to develop a real love of reading • High quality ‘on the spot feedback’ and corrective teaching to ensure that all children make progress • On-going teacher assessment for, and of, leaning 	<p>regularly when writing is not the main objective</p> <ul style="list-style-type: none"> • 1-1 daily readers 	<ul style="list-style-type: none"> • Specific feedback is given using visual and/or concrete rewards, provided immediately following positive engagement/behaviours. • Support from Educational Psychologists,
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COMMUNICATION AND INTERACTION		
UNIVERSAL OFFER	TARGETED SUPPORT	SPECIALIST SUPPORT
<ul style="list-style-type: none"> • A rich language culture and climate across school • Lessons built around talk and oral rehearsal • Peer coaching and assessment • Reading aloud time (intonation and expression) • Drama and role play planned into teaching sequences • Instructions broken down into small sequential steps. Children supported to use simple plans and checklists (use symbols, pictures or key words) to increase their independence in carrying out instructions. • Cue the pupil by saying their name before the instruction. • Pupils reminded to listen and check their 	<ul style="list-style-type: none"> • Small group work sessions to develop interaction skills • Small group speaking and listening sessions • Social skills groups • Transition support • Individual work area(s) which are modified for the pupil • Appropriate adaptations for the pupil at lunch times, assemblies and leaving class (early or during breaks) to avoid sensory overload. • Pre-teaching of topic vocabulary/mathematical language. • Alternative methods of recording including mind-mapping, story boards, voice recorders, videos, digital photography • Verbal communication supported visually as much 	<ul style="list-style-type: none"> • Personalised curriculum targeted to address needs • Talk partner well-chosen and briefed • S & L therapy input • Augmented communication aids, IT and specialist adapted equipment is used to support a child in all aspects of schooling where appropriate.

<p>understanding at whole class, small group and individual level.</p> <ul style="list-style-type: none"> • Active listening skills promoted to the whole class throughout the day 	<p>as possible – signs, symbols, pictures, gesture, modelling, practical demonstration, pictures/objects of reference etc.</p> <ul style="list-style-type: none"> • Augmented methods of communication used where appropriate e.g. Makaton, PECS • Adult support to facilitate language and communication with peers and adults as required. 	
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SOCIAL, EMOTIONAL AND MENTAL HEALTH		
UNIVERSAL OFFER	TARGETED SUPPORT	SPECIALIST SUPPORT
<ul style="list-style-type: none"> • Praise is specific and named • Pupil jobs to raise self-confidence and responsibility • A staff team who see each child as unique and find their hidden talents • Calm areas in each class to support self-regulation • Visual timers used to support regulation • Visual timetable to support familiar routines • Secure, trusting relationships between all adults and children • PSHE curriculum built around core values to support explicit teaching • RSE policy and programme to support key skills for being ready and fit for their future • Regular opportunities to support peer-to-peer coaching and mentoring • Clear whole school promises to support clear expectations • Clear sanctions to support choice and consequences • Restorative approach to reparations • Clear rewards systems – weekly • Specialist sports coaching weekly to support active body and mind 	<ul style="list-style-type: none"> • Staff assist, and stand by the pupil when he or she is struggling. • All adults model, directly teach and support pupils to use socially appropriate behaviours at all times during the school day. • Access to a key worker who can support the pupil in recognising and understanding their emotional responses, providing a level of attunement and emotional containment at certain times of the day as well as developing strategies for managing stress and anxiety. • Close liaison between all the staff working with the pupil so that they can respond a consistent manner and recognise strategies which may be helpful at times when behaviour becomes challenging to manage. • Repairing relationships is a key focus of intervention following any incidents or conflict. Restorative conversations used which the pupil explores and receives guidance about how to put things right within relationships rather than just be expected to give an apology. 	<ul style="list-style-type: none"> • Educational Psychologist input and recommendations • Targeted interventions focusing on areas of need and, where appropriate, informed by discussion with external agencies. • Social worker input • Specialist therapy • Strategies: post-it notes to avoid calling out, fiddle toys used, transition times clearly structured • Individual Behaviour Plans for individual children and risk assessments • Flexibility during lessons for the pupils to gain respite through ‘Time in’ if they are unable to regulate their emotions or levels of anxiety. • Regular opportunities for movement breaks (e.g. running errands, doing brief practical/physical tasks during desk-based sessions). • Staff check-in with pupil at pre-agreed transition points (particularly at the beginning and end of the day) throughout the day to give an opportunity to support, debrief and provide coaching in relation to difficult feelings or situations

	<ul style="list-style-type: none"> • Pupils given an ‘exit strategy’ that they can use as an alternative to ‘fight/flight/freeze responses’ 	
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SENSORY AND/OR PHYSICAL		
UNIVERSAL OFFER	TARGETED SUPPORT	SPECIALIST SUPPORT
<ul style="list-style-type: none"> • Real life sensory experiences built into planning and the curriculum • Pupil copies size and font appropriate • Writing slopes provided • Handwriting lines to support effective transcription • Pen/pencil grips available • Tasks steps and sequences clear 	<ul style="list-style-type: none"> • Handwriting intervention • Specialist equipment and resources provided • Bold line books used by pupils where appropriate 	<ul style="list-style-type: none"> • Personalised curriculum where appropriate • Input from specialist provision e.g. Visual Impairment Outreach Team, Occupational Therapy • Specialised medical care if required