



Woodgrange Infant School Inclusion Policy

Mission Statement

At Woodgrange we aim to create a happy and secure atmosphere in which each child is respected as an individual who is beginning to take her or his place within the wider society. We are fortunate in having children of many cultures attending our school so that from a very early age they are learning to live together and helping to create a more harmonious society.

Aims

- To provide opportunities for all pupils to learn and to achieve
- To meet the learning, social and emotional needs of all our pupils
- To overcome actual or potential barriers to learning faced by pupils
- To meet the needs of pupils with specific educational needs

Including all learners

Our curriculum provides relevant and challenging learning to all children. It follows three principles:

Setting suitable learning challenges

Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum sets out what most pupils should be taught but teachers help children develop the knowledge, skills and understanding in ways that suit their pupils'. This may mean breaking a task into smaller steps or providing an additional challenge so that all pupils make progress and show what they can achieve.

Responding to pupils' diverse learning needs

When planning, teachers set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils from all social and cultural backgrounds, pupils from different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers are aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively.

Teachers take specific action to respond to pupils' diverse needs by:

- creating effective learning environments
- securing children's motivation and concentration
- observing them/ talking to them to find out how individual children learn most effectively
- harnessing the insight of parents
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning.

Teaching styles

Communication and the use of questions

Teachers and other adults think tactically about their communication in class, particularly how they use questioning and encourage dialogue with pupils who are experiencing barriers to their learning and participation. We therefore:

- prepare key questions
- give children time to respond
- use learning partners to discuss possible answers.
- use visual clues such as Colourful Semantics question cards
- use key sign along gestures and simplify the language used when appropriate
- implement the recommendations of a speech and language therapist

Understanding instructions

We ensure that:

- sufficient time is given for pupils to understand the task
- reinforcement is provided to support recall of the task, such as picture symbols to structure the activity.

- all pupils knows how to ask for help if something is not clear.

Praise and reinforcement

Qualified praise is used to motivate learners and to illustrate what good looks like to the whole group e.g “good listening” (with signing)

“ I can see X is ready to learn because they are sitting up straight... etc”

“This is a good sentence because it has...”

Setting high expectations

Teaching approaches that allow pupils to discover that they can do more than they believed they were capable of are based on:

- careful assessment of levels of attainment and tracking systems that ensure progress is maintained
- effective use of ‘scaffolded’ support from staff (gradually withdrawing support as a pupil gains knowledge, skills and understanding)
- assessment for learning approaches that involve pupils in judging their own and others’ progress
- targeted reinforcement and praise
- using the whole group, whether in whole-class or small-group learning, to draw everyone forward together.

Monitoring and evaluation

The quality of our planning and provision for pupils with additional needs is monitored and evaluated by the Inclusion manager, the leadership team and the Governing Body.

Training is planned and delivered to Teachers and Support staff in meeting identified needs.

Overcoming potential and specific barriers to learning for individuals and groups (SEN)

A minority of pupils will have particular learning needs which go beyond the provisions described above and, if not addressed, will be significant barriers to learning.

Where these needs can be met from within school provision- such as additional support in class or participation in a short term intervention group they will be. Where the child’s needs require external expertise or input we contact outside agencies for support.

The type of needs that might fall into this category include:

- Specific Speech and Language disorders
- ASD (Autism) or Social Communication Difficulties
- Behaviour or emotional and social issues
- Hearing or visual impairment
- Severe Medical or Complex Learning Needs

Including children who are learning English as an additional language

As part of our inclusive ethos every effort is made to ensure children at the early stages of English acquisition have access to a full curriculum. We highly value a child’s home language as we believe language skills can be transferred.

All teachers are responsible for meeting the language needs of the pupils in their class.

Language skills and vocabulary are keys to learning and planning sets out how staff will support children in acquiring these.

Additional members of staff are deployed across the school to support children within their classrooms and to withdraw groups for work on specific language or vocabulary. Some of this group work will be in mother tongue if appropriate.

The Inclusion manager is responsible for the deployment and coordination of the work of the Inclusion team.

Supporting young EAL learners in the classroom

Classroom organisation plays an important part in supporting English acquisition and access to the curriculum. We do this through:

- Clear routines
- Visual timetables illustrating the routine
- Differentiation of learning activities
- Dual language signs, labels and captions
- Dual language books
- Pairing children with the same first language
- Focusing on key vocabulary- repeating it and modelling it in context

- Practical tasks
- Paired and collaborative tasks and mixed ability grouping
- Role play
- Resources which reflect a child's home experiences e.g. in the home corner or images on display
- Use of mother tongue where possible
- Valuing home languages- answering the register in different languages
- Careful choice of stimulus e.g. stories with clear pictures/ clear images on the whiteboard/ real objects etc
- Encouraging parental involvement

Staff training and development

Our experienced body of staff regularly revisit and share successful strategies for supporting bilingual, EAL and learners with Special Educational Needs or disabilities.

Monitoring and Evaluation

This policy will be monitored by the Governing Body.

We will know that the policy is successful if;

- *We have identified any barriers to learning affecting our pupils*
- *Any provision delivered can demonstrate visible progress for all pupils*
- *Our staff are well trained in meeting the needs of our pupils*
- *Our environment is representative of our community with resources to support inclusion*
- *We have parents who feel well supported and able to work as partners in their children's learning*
- *Our engagement with outside services demonstrates worthwhile impact*

May 2016

Review Date 2018