



Aims

- To provide opportunities for all pupils to learn and to achieve together
- 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 and disabilities

Including all learners

Our curriculum is designed to be accessible to all children and to provide relevant and challenging learning to all children. Our offer is based in play, oracy and collaboration.

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. 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:

- knowing the children well through observation, conversation and accurate assessment
- creating effective learning environments
- securing children's motivation and concentration
- harnessing the insight of parents
- adapting teaching approaches
- differentiating resources
- liaising with SENDCO and support assistants in setting targets for learning and monitoring progress towards them
- following guidance from outside agencies where applicable.

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 or who are at the early stages of English acquisition.

We therefore:

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

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..."

We use a learning power approach to foster positive attitudes to learning.

Some children require additional support and interventions to meet their specific needs or to ensure they maintain good rates of progress. 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 and, in collaboration with parents may initiate an Education health Care Plan (EHCP) and seek additional funding.

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.

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

Specialist assistants are trained to allow them to successfully support children and deliver the programmes needed by them.

Teachers meet with support assistants weekly to discuss progress and provision for specific children.

Teachers are supported through Termly progress meetings with the SENDCO and AHT responsible for standards, discussions with subject leaders and collaborative planning as well as access to our in house speech and language therapist.

Monitoring and evaluation

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

This policy will be monitored by the Governing Body, informed by regular focused monitoring by senior staff to evaluate the quality of the provision and support at our school.

We will know that the policy is successful if;

- *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*

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