



Aiming High, Achieving Together

Vision for Inclusion

Intent

‘Understanding that each child brings distinct capabilities, interests and preferences’ regardless of diagnosis or need

- Ensure that children receive the highest standard of care including High Quality Inclusive Teaching
- Plan an ambitious and achievable curriculum to enable children to function independently in their next phase of education and adult life
- Adopt inclusive practices for children – barriers to learning and engagement are reduced
- Plan to meet the needs of children across the four broad areas of need outlined in the SEN Code of Practice/SEN Support Guidance to meet our statutory requirements
- Ensure that school’s notional SEND budget and any Top-Up funding are used effectively to support children’s complex needs
- Ensure all staff have high quality knowledge, skills and understanding to support children
- Ensure that the School Vision and Values champion the lowest 20% attainers, children with SEND, EAL, new starters and those with gaps in learning
- Ensure all relevant stakeholders are involved in supporting the needs of children
- Decision making for children with SEND and EAL is a focus in all school policies
- Ensure that SEND and EAL have an equal status in line with all curriculum areas
- Ensure all staff are accountable and regularly review provision to support the lowest 20% attainers, children with SEND, EAL, new starters and those with gaps in learning

Implementation

- Plan effective transition to school with parents and previous setting to gain a full ‘picture’ of strengths and needs
- Use the Graduated Approach of Assess-Plan-Do-Review in line with the SEN Code of Practice/SEND Support Guidance
- Planning indicates adaptive teaching and/or reasonable adjustments across all year groups and subjects
- Devising SMART (Succinct, Measurable, Achievable, Relevant and Time –related) Provision maps or IBMP (Individual Behaviour Management Plan) targets
- Referring to external agency support for expert advice and implementing their recommendations
- Specific interventions are planned and delivered effectively
- SENCO surgeries take place between the SENCO and teachers to problem solve children who are at risk of underachieving
- Weekly SEND team review practices and procedures across the school, including changes to the SEN register and interventions
- Termly Pupil Progress Meetings review the progress of all children with the Senior Leadership Team (SLT)

- A concise CPD plan is devised and delivered to all teachers and LSAs (Learning Support Assistants) to ensure relevant strategies are implemented for specific learning difficulties e.g. Autism, Dyslexia, Dyspraxia, ADD etc.
- Use assessment tools i.e. Language Link, PIRA, Thrive to ascertain need, starting point and finishing point to measure impact
- Use school's assessment data to inform practice
- Use relevant visual aids to support learning across the curriculum to reduce the cognitive load
- Use of a WAGOLL to support delivery of learning
- Use of Now/Next boards to aid children's organisations skills
- Use strategies such as I do / We do / You do and revisit, teach, practise apply (RTPA) across the curriculum
- Provide effective feedback and addressing mis-conceptions to enable children to continually learn and make progress
- Sharing children's progress with their parents/carers and suggesting ways they can support at home
- Planning a balance of working in ability and mixed ability groups according to task or need
- Delivery of a rich and diverse learning environment (physical, materials, resources, instructional strategies and learning outcomes) which positively impacts children
- Specific interventions are planned for any learners who have gaps in their literacy skills i.e. missing phonic sounds etc. For example, Five Minute Box, Target Readers, Precision Teaching, Write from the Start etc. to ensure all learners are able to make accelerated progress in order to catch up and keep up with peers

Impact

- All groups of children make sufficient progress at their level across the curriculum from their starting point to enable them to access life skills
- Parents are better placed to support their children's needs outside of school
- Children's independence and confidence improves and they engage in all school activities
- Children are able to communicate their needs and can talk about their strengths, development points and worries
- All children feel happy, safe and respected