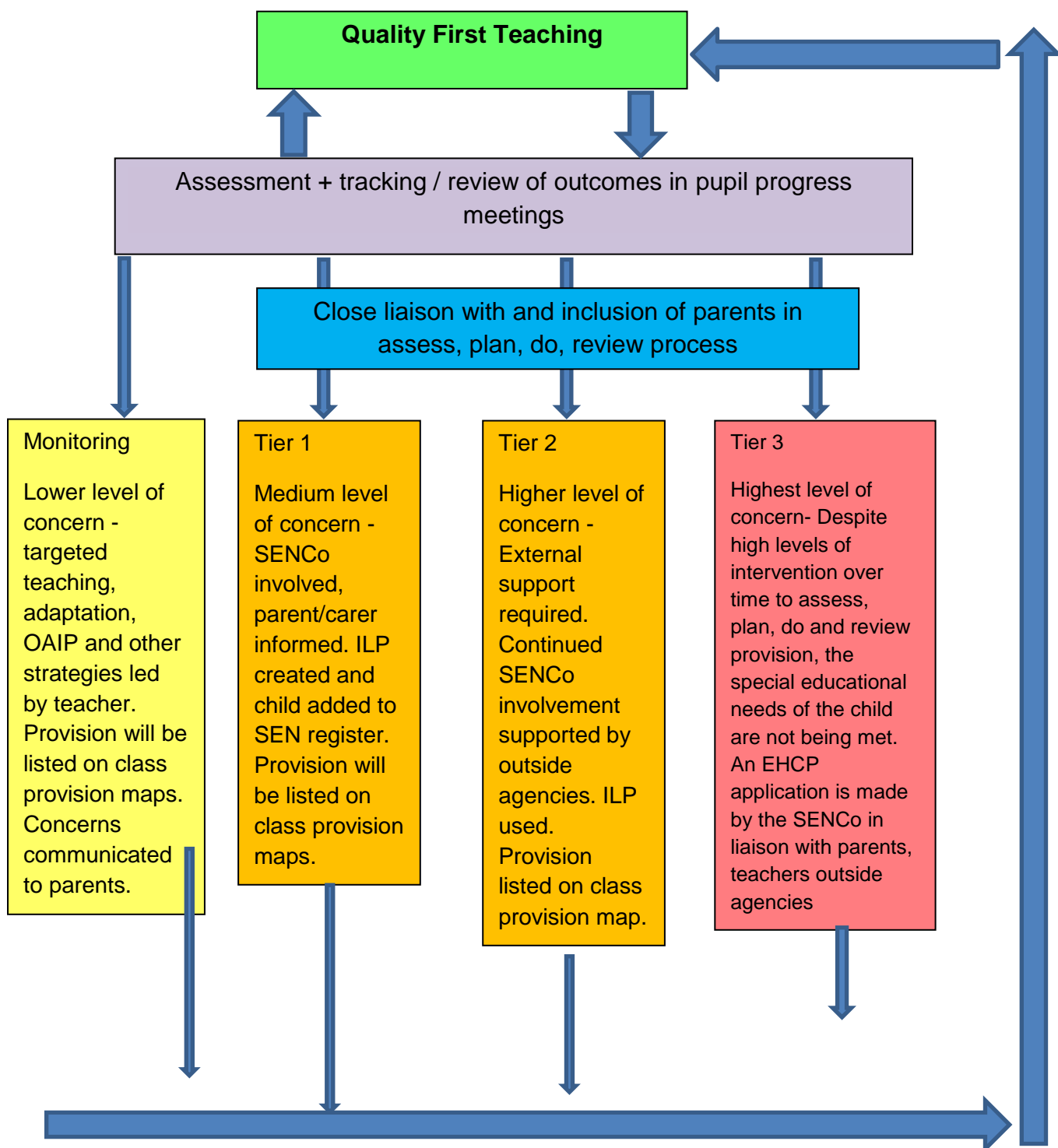




Model of Inclusion to Support all Children's Learning at St. Peter's RC Primary School

At St. Peter's, we are committed to inclusive practice and to enhance the opportunities and experiences of all disadvantaged pupils, including those with SEN, those known (or previously known) to social care and for all those that face any other barriers to learning. We aim to quickly and accurately identify need and maintain high expectations for these pupils. We monitor the progress of all these pupils, liaise with families, and ensure staff have the suitable training to implement effective support. We also liaise with the relevant external agencies to ensure a high level of professional, specialist support.



Targeted teaching and other strategies

Teaching/learning	<ul style="list-style-type: none"> • Engaging purposeful curriculum planning – around interests • Children know what and why they are learning • Adapted curriculum: delivery and outcome • High expectations for all children • Variety of stimulating resources for teaching and support • Varied teaching styles (multisensory etc) • Teacher modelling effectively in all subjects • Misconceptions addressed swiftly • Focused teacher led groups for all children • WAGOLLS • Explicit teaching of key skills in all subjects • Some streaming ie phonics in KS1 • Pre-learning vocabulary and prompts to support topics • Visual aids • Engagement with and monitoring of Accelerated Reader • Guided reading and writing embedded in practice • Mixed ability learning partners and varied groupings • ICT access with appropriate software/ hardware • Use of success criteria • Embedded assessment for learning by teachers, TAs and children • Effective marking and feedback with response time • Target setting • Targeted morning work • Peer assessment – showing examples of work on IWB • Effective questioning • Deployment and management of TAs to move learning forward
Learning Environment	<ul style="list-style-type: none"> • Buff background to IWB • Structured routines • Visual timetable in every classroom • Interactive displays • Working walls • Agreed Whole Class Rules and Expectations • Organised and clutter free environments • Independent access to resources
Social, emotional	<ul style="list-style-type: none"> • Learning skills and growth mindset • Zones of Regulation • Groupings • PSHE/circle time • Positive liaison with parents i.e. mention at end of day of good work or effort made, or phone call home • Role models • Self-esteem raising through praise

The 4 areas of need in the SEND code of practice are:-

- Cognition and Learning – moderate learning difficulties; specific learning difficulties – (dyslexia and difficulties with maths); global developmental delay.
- Sensory, Medical and Physical – visual and hearing impairment, Sensory processing difficulties, specific medical conditions.
- Communication and Interaction – speech and language difficulties, including social communication difficulties (ASC) and auditory processing difficulties.
- Social, Emotional and Mental Health – attention deficit disorder, anxiety, attachment and social interaction difficulties.

The following strategies will be presented for the areas they may be helpful for – there are many strategies that will help for more than one category.

All areas	<ul style="list-style-type: none"> • Holding particular children in mind and targeting teaching to them • Targeting learning skills and growth mindset activities • Team teaching with maths/literacy specialists • Resources for particular children – personalised and regularly updated e.g. Catch me cards, breaking down of activities, now/next • Working walls • TA/T marking and feedback • Raising profile in class – showing work • Positive use of class dojo • Head teacher awards • Interventions – focus groups teacher and TA led • Positive reinforcement of extra work done at home • Targets linked to and build on ILP targets • Additional phonics • 1:1 reading with an adult • Learning partner support pre-planned • Visual timetable - individual
Cognition and Learning	<ul style="list-style-type: none"> • Small target groups in maths and literacy for all levels of attainment – to boost • Use of TAs to boost individuals and groups at all attainment levels • Targeted / personalised work sent home • Use of word processor Google classroom • Communicate in print/Widgit • Writing frames • Numicon cubes to support sentence building • Use of physical resources to support maths • Mindmapping • Alternative methods of recording • Pre-learning vocab that is topic based and technical • ICT access with appropriate software • Overlays • Buff coloured paper • Written instructions ‘first....next...last...’ • Narrative structure – who, what ,where, when • Visuals – phonics mats, word mats, letter formation prompt, b/d prompt • Sound recorders • EAL translations, dictionaries, visuals
Sensory, Medical and Physical	<ul style="list-style-type: none"> • Word processor/ Google classroom • Communicate in print • Writing frames • ICT access with appropriate software • Desk slopes/folders • Magnifiers • Overlays • Buff coloured paper • Magnetic resources (aids dyspraxic children) • Pencil grips • Sensory objects
Communication and Interaction	<ul style="list-style-type: none"> • Word processor/ Google classrooms • Communicate in print • Alternative methods of recording • Pre-learning vocab that is topic based and technical • Behaviour charts/rewards – personalised for children with specific incentives • Written instructions ‘first....next...last...’ • Narrative structure – who, what ,where, when

	<ul style="list-style-type: none"> • Visuals to break down and support tasks • Own workspaces for targeted children • Tidy environment with minimal stimulation • Be consistent, repetitive and predictable
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Targeting learning skills and growth mindset • Own workspaces for targeted children • Alternative methods of recording • Behaviour charts/rewards – personalised for children with specific incentives • Written instructions ‘first....next...last...’ • Use of timers • Meet and greet • Grounding touch – hand on shoulder/arm or middle of the back • Be consistent, repetitive and predictable • Breathing together – to relax • Sensory breaks – run around, crossing the mid-line activities, doing a physical job i.e. move chairs, • Sensory objects • Seating plan • Use objects to count up minutes instead of counting down for timed activities

Targeted Interventions

Cognition and Learning	<p>Literacy</p> <ul style="list-style-type: none"> • Precision Teaching • RWI Follow up • Fresh start (KS2) • Team teaching with Specialist Teacher • School Start (YR) • Reading/writing groups • WESFORD 1 & 2 • Nesy reading and spelling • Box dictation <p>Maths</p> <ul style="list-style-type: none"> • Team teaching with specialist teacher • Times table groups • Targeted maths group • Pre-teaching of vocabulary <p>Other</p> <ul style="list-style-type: none"> • Memory Magic
Sensory, Medical and Physical	<ul style="list-style-type: none"> • Write Dance • Jump a Head • Fine motor activity groups/handwriting
Communication and Interaction	<ul style="list-style-type: none"> • Barrier Games • School Start • Black Sheep Press – Speech and Language • Narrative therapy (KS1 & 2) • Social Stories • Comic Strip Conversations • Time to Talk KS1
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Learning Mentor / allocation of Key Person • Lego Therapy

	<ul style="list-style-type: none"> • School Counsellor/Play Therapy • ELSA • Nurture groups • Emotional Literacy EYFS/KS1 • Talkabout • Emotion Bears (YR) • Social Skills groups • Therapy dog
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Assessments

Cognition and Learning	<ul style="list-style-type: none"> • BPVS – vocabulary/language assessment • Ravens – non-verbal reasoning • GL Dyslexia Screener and Portfolio • GL Dyscalculia Screener • Sandwell Maths • NFER Maths and Reading • Aston Index – language difficulties • STAR Reading • Suffolk Reading • Single Word Spelling Test
Sensory, Medical and Physical	<ul style="list-style-type: none"> • Sensory Checklist • ADHD Checklist
Communication and Interaction	<ul style="list-style-type: none"> • School Start • Communication Trust Tool kit
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Boxhall Profile • Classroom observations