

The Intent of Inclusion at Stamshaw Junior School



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Aims and Design of Inclusion

Stamshaw Junior School's inclusion vision is on the very simple premise that every child deserves to succeed at school. Every child, whether they are Pupil Premium, LAC, previously LAC, SEND or EAL, should be educated to the highest standard, enjoy their time in school, achieve their potential and begin to be shaped into the world-ready adults who can contribute to society and lead full and independent lives.

Every member of staff in a school is a member of the Inclusion Team: teachers, TAs, office staff, catering staff and lunchtime supervisors. Inclusion is not solely down to the Deputy Head or the Pastoral team; it is embodied, engendered, encouraged and facilitated by them. Ultimately it is a whole-school ethos of quality first teaching.

“ALONE WE CAN DO SO LITTLE, TOGETHER WE CAN DO SO MUCH” HELEN KELLER

The aim of the Deputy Head is to allow teachers to feel empowered, trained, skilled and supported to differentiate across every curriculum area to enable learners to access work throughout subjects independently or with tailored and carefully-planned support. Pupils are tracked and data collated, examined and used to inform practice regularly and effectively.

Each pupil needs a champion who will never give up on them and builds strong connections with them. This enables teachers to really get to know the child and their family, build upon pupils' previous successes and to facilitate progress in pupils' learning across the board. Every member of staff knows which pupils come under the remit of inclusion, why this is and the requirements needed for individual children's learning and progress.

The Provision Map Writer system is a one-stop shop for all relevant information to support staff in meeting the needs of the learners in their classes. All specialist reports are scanned and key information is easily accessible to all staff who come into contact with pupils.

Equally, staff are asked to identify and refer any pupils causing concern to the Deputy Head. This may be where SEN has not yet been highlighted, but it is felt that pupils may need extra support or specialist diagnosis. Equally, it may be concerns about attendance or any other vulnerabilities that are impeding a child in making progress.

The Development of Pupil Knowledge and Understanding over Time

The starting point of every child in every subject or area of development is built upon using thorough formative and summative assessment and knowledge of the pupils to inform planning. It is the ethos that the vast majority of pupils will be taught the same learning outcome with the different scaffolds and support to access it; however, differentiation is not simply via outcome. The curriculum must adapt to them and therefore in any class, in any subject at any one time there may be learners accessing a variety of learning outcomes in a range of ways, using a variety of resources suited to their individual needs. This enables every child irrespective of their starting point to make progress and experience success.

The Planning for Recall of Knowledge and Repetition

Opportunities are planned across every subject area to enable pupils to recall their prior knowledge and to build upon it. Staff are encouraged to do this through regular sharing of resources and knowledge through increasingly more bespoke training delivered by independent contractors or through shared training from other members of staff in the school or Trust. Whilst key skills and concepts might be

revisited regularly, they are also built upon, so that pupils gain an expanding bank knowledge in every subject.

This knowledge and pupils' ability to retain it in their long-term memory is facilitated by extra interventions, including one-to-one or group TA support sessions, pre-teaching sessions and planned 'revisits' of areas covered in one subject in an entirely different subject. This cross-curricular approach enables pupils to access, revisit and re-use skills and knowledge regularly and in different contexts.

Equally, parents are provided with resources to enable them to assist their children to recall knowledge and repeat tasks to encourage the development of their child's long-term memory.

Development of Knowledge, Sharing the composites of a task, Drawing upon 'Hidden' Knowledge and Teaching Methods

Different learners access information in different ways and the aim of the Deputy Head and wider SLT is to ensure that all staff know of the best way for pupils to learn and make progress. Specialist resources, which have been proven to help individual children, are shared with staff as well as methods for delivering tasks and structuring them for specific learners. These include:

- coloured overlays and tracking rulers for pupils with SpLD;
- Now and Next board for ASD pupils;
- use of visual information – not always verbal;
- chunking longer tasks

Use of these things facilitate the development of pupils' knowledge and their ability to understand and access tasks more independently. The consistency of their use in classrooms across the school for all subjects will support the pupils in making links in their learning.

At times, TA support may be planned into lessons to allow pupils to be supported in their understanding of a task and the progress in their learning. Outcomes are not always written – their hidden knowledge may be accessed via illustrations, mindmaps and the use of technology to support recording pupils' understanding in less conventional ways.

Addressing the needs of our learners

Every child is an individual, who accesses information in different ways, learns in different ways and presents their learning in different ways. Therefore, high quality differentiation is employed in every aspect of the curriculum, whether through resources, planning or outcomes.



Close tracking and regular monitoring of pupils' progress ensures that any intervention is swift and correctly matched for need. The impact of interventions is assessed regularly. We use the Education Endowment Fund to help us identify which interventions to use in school; they are generally research based. Close monitoring of interventions ensures that funding is being spent in such a way as to maximise impact and secure value for money.

Not all needs are purely academic. The aim of the Deputy Head & the Pastoral Team is to address all needs of all learners, including: sensory, social and emotional needs.

The school environment is continually being improved and adapted to create areas of low distraction to avoid sensory overload. Outside of the National Curriculum, staff-run groups and interventions have been created to teach and support the development of life and social skills, such as through Lego therapy, games club, Bespoke life-skills groups and motor skills clubs have been created with a specially-designed curriculum to support pupils in their everyday life. Some of these deliver programs developed by outside agencies, such as Occupational Therapy. In addition, the ELSA (Pastoral) team has enabled pupils to access specifically-designed group or one-to-one therapies, including specific emotional literacy support to address their emotional needs and anxieties. The creation of the Sensory Room and Regulation Stations has complemented this support.

Link between all staff

Inclusion is a whole-school ethos and therefore an essential component of every member of staff and team. Each team works in conjunction with the Deputy Head to ensure that all pupils – no matter what their needs – are catered for and make progress within school from whatever their starting point is. This may be in the shape of support in ensuring adaptations are made to resources or the creation of an appropriate alternative curriculum.

Barriers

Finance has perhaps become one of our biggest barriers in today's economic climate. It has become more difficult for schools to access specialist services, such as the Speech and Language and EAL teams. Equally, there is a massive delay in diagnosis for our learners, who we suspect may have SEND. Therefore, our quality first teaching, ethos and communication between staff and parents has become even more essential when addressing the needs of learners. School staff have had to become the 'experts' and this means accessing more complex and detailed training and ensuring this is shared across the school.

We need staff to feel empowered and supported in order to support some of our most vulnerable learners.