



## **Inclusion at St John the Divine Church of England Primary School**

St John the Divine is a school where our aspirations and goals are the same for all children, including those with special educational needs and disabilities. We aim for all children to progress to their highest level of achievement. At the heart of our school are our values which are rooted in Christian teachings;

We provide an extremely effective system of provision for all children which encourages aspiration and values them so that they are able to make progress and achieve. A culture of excellence and high standards across the school is complemented by an approach which includes developing strong relationships with families and external professionals; providing quality teaching and learning for all; targeted and evaluated interventions and support and developing our staff in order to understand and meet the needs of all children.

### **Teaching and Learning**

Quality First Teaching: "The effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning."

All children are entitled to excellent classroom teaching also known as Quality First Teaching. Teachers will have the highest possible expectations for all children in their class. Teachers ensure that teaching is based on building on what the children already know, can do and can understand. They are skilled at adapting teaching to ensure it is multi-sensory and meets the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements and differentiation ensures that learning is adapted to meet the needs of different children.

Differentiation may include:

- Careful consideration of questioning
- Providing additional materials or resources
- Use of alternative communication methods such as: visual timetables, Makaton signs
- Allowing children to use alternative recording methods
- It may involve careful use of grouping or pairing of peers.
- It could be an adapted activity that is linked to the class teaching.
- It may be consideration of where the child is going to complete work.
- It may involve use of additional adult support possibly within a group or at an individual level.

The SENCO, Subject Leaders and Inclusion Manager as well as external specialist may provide teachers with advice regarding strategies to help adapt teaching and learning for all pupils with additional needs.

### **The Curriculum**

All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum. 'SEND Code of Practice 2015

## **Interventions**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. 'SEND Code of Practice 2015

If a child still needs additional support, including children with SEND, the teacher in consultation with the SENDCO will plan additional interventions in order to lessSEND the gap in attainment for the individual child or groups of children. The interventions are run by teachers or teaching assistants under the supervision of the class teacher, SENDCO or specialist e.g. speech and language therapist.

The majority of our interventions are to provide additional support in Literacy, Numeracy or Language and communication. Other interventions may be to address social and emotional needs. All our interventions are evidence based and evaluated regularly for the quality and impact. The teacher assesses the child at the beginning and end of intervention to measure progress. On occasion some children may not continue with the intervention if they have made very good progress or if it is not proving effective for them to make progress. The teacher then continues to plan and differentiate work accordingly for those individual children. Interventions are monitored through observations, pupil progress meetings, analysis of data, books and pupil voice.

### **Interventions include:**

- **Toe by Toe**
  - Aims
    - Improve decoding (reading unfamiliar words confidently and accurately) and reading fluently (reading without pausing or hesitating when confronted by an unfamiliar word).
    - Rapid improvement through 20min/30mins of daily teaching
  - Toe by Toe is a methodical, gradual, structured and measureable programme for the teaching of reading. It combines a multi-SENDSory approach with a memory bonding technique; syllable division leads to word building and SENDtence building. Children have their own book and progress is carefully recorded to ensure that words stay in long term memory and be applied elsewhere.
- **Lego therapy**
  - Aims
    - Lego based therapy aims to develop social competence through the development of social skills.
    - Collaborative play provides opportunities for children to practise skills for turn-taking, listening, sharing ideas, communication, compromise, problem solving and shared attention.
    - An evidence-based intervention largely for children with autism and related conditions.
  - The therapy encourages children to interact with each other through collaborative play with construction toys; materials which are often highly motivating to children with autism and related conditions. Children are motivated to participate in the group intervention because they are interested in building, and therefore they are more willing to work together as a group. The shared focus on building enables children to learn and practise social skills within a social environment they feel comfortable in.
  - Sessions are structured and rule governed, and children take it in turns to play one of three roles (the builder, the supplier or the engineer). Sessions consist of two parts; working together to build a set with instructions and 'freestyle' building.
- **Precision Teaching**
  - Aims
    - Focus on fluency and using the skill afterwards
    - Accelerated progress in word reading, sounds or number facts
    - Build confidence and increase motivation in word reading and number recall
  - Precision Teaching is a teaching method used to accelerate progress particularly in word reading and spelling skills although it is also used to increase children's proficiency in number facts.

- The method aims to enable a child to recall the targeted facts in order to be able to apply it independently in class. The basic principles are daily 1-1 teaching session for no more than 15 minutes per session, delivering teaching in the 'flash card' method, daily assessment recorded in scores for the child to compete against, programme delivered over fixed period of time, eg 8 weeks and repeated/extended as necessary.
- **Dramatherapy**
  - Aims
    - Develop communication, social, creative and imaginative skills
    - Build trusting relationships and express emotions
    - Improve self-image and self-confidence
    - Have fun
  - Dramatherapy is a service provided by Lambeth for children with varying needs. These can include low self-confidence or difficulty expressing themselves in a large group, children with autism, children with social & communication difficulties, and children who would benefit from emotional support. Dramatherapy is a creative psychological therapy that uses drama to explore emotions in a safe space. The creative tools of the therapy include storytelling, movement, play, drama, puppetry, music and art.
- **Reading Recovery**
  - Aims
    - Effective reading strategies
    - Develop effective writing strategies
    - Close gaps to enable children to work at age related expectations
  - Reading Recovery™ is a short term intervention for children who have the lowest achievement in literacy learning in their first years at school. It is a school based intervention where children are taught individually by a specially trained teacher for 30 minutes each day for an average of 12-20 weeks. Each child has an individual personalised programme which would include each of the following activities, usually in the following order, as the format for the daily lesson.
  - Each child has an individual personalised programme which would include activities, in a specific as the format for the daily lesson. The programmes includes reading two or more familiar books, working with letter identification, writing a story, hearing and recording sounds in words before listening to the new book introduction.
- **Nurture Groups**
  - Aims
    - Close gap in literacy and numeracy skills
    - Ensure accelerated progress in identified and specific areas of reading, writing and number skills
  - Nurture groups are established in all year groups from Year 1 to Year 6 for literacy and maths. Children are selected according to assessment of progress and attainment. Medium Term Plans (5/6weeks) are written with a focus on identified gaps. Additional small intervention groups are then run up to 4x a week to target these areas. Entry and exit assessments are completed by Literacy and Maths Leaders to evaluate impact.
- **AGT**
  - Aims
    - To help able and gifted pupils to develop personal, social and intellectual skills and abilities
    - To provide appropriate and enjoyable learning challenges within the curriculum as well as additional opportunities which enable pupils to achieve their potential
    - To recognise the wide range of children's abilities and talents
  - Able, gifted and talented pupils are identified in all areas of the curriculum and learning according to a variety of indicators. In addition to classroom provision, independent learning opportunities are provided to ensure opportunities extend and challenge children. These include additional areas of responsibility, specific group projects, visits and trips and joint 'days of learning' with cluster schools.
- **Social Stories**
  - Aims
    - to develop self-care skills, social skills and academic abilities

- to help a person with autism to understand how others might behave or respond in a particular situation, and therefore how they might be expected to behave
- to help a person to cope with changes to routine and unexpected or distressing events
- to provide positive feedback to a person about an area of strength or achievement in order to develop self-esteem
- as a behavioural strategy
- Social stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why. It is a weekly, small group intervention which meets the emotional and behavioural needs of children. Children are identified in a variety of ways and for different reasons. The programme is planned over a six week period and is tailored to meet the needs of the children and any ongoing identified events/needs. It is vital that social stories provides a calm environment and gives children enough time to review and reflect. Connecting the session to other areas of school life is an important part of the process.

### **Support for improving emotional and social development**

St John the Divine has a variety of support systems to encourage emotional and social development. Behaviour support includes:

- School reward systems, including sanctions as set out in the School Behaviour policy
- Individualised positive behaviour system for individual children with particular need
- Regular reviews with Parents

Pastoral Support: Strategies to support the development of pupils' social skills and enhance self-esteem:

- Small group programmes including social skills group
- Regular 'celebration of success' opportunities particularly during 'Praise' assembly linked to the school value for each half term and behaviour
- Children's Faith Team
- School Council
- Range of after school activities
- Zoned playground at lunch time with all teaching assistants leading a game/activity in each zone including quiet zones and the garden
- Clergy involvement in supporting the spiritual, moral, social and RE curriculum in class.

### **Support for Improving Emotional and Social Development**

St John the Divine Primary School recognises that children with SEND may find it more challenging to express their opinions and views. The school works actively to create an environment in which this is less likely to happen. The school's core values are key to creating an ethos where all staff and children care for each other. Children are taught about how to live by the core values during assemblies, and in class. These actively include prevention of bullying and how to manage situations if they occur.