

How we make teaching and learning inclusive for pupils with Special Educational Needs and disabilities (SEND)


“Learning and growing together to be the best that we can be”:


Our school vision is based on supporting all children to be the very best version of themselves regardless of their needs or abilities; we provide the ‘fertile soil’ in which all can grow. ‘Inclusive practice’ is one of the 6 ‘pillars’ which underpin our school vision. School improvement priorities each year focus on enhancing this inclusive practice, based on the latest educational research, advice from our partner agencies and the needs of the pupils and staff within our setting.


Our approach to our developing high-quality teaching and learning for all pupils is based on the principle that:


“Good teaching for pupils with SEND is good teaching for all”


The principles that underpin our approach to inclusive practice:


 **High expectations for all:** Following a ‘**mastery**’ approach to teaching means that all pupils are exposed to opportunities to achieve age-related outcomes. We do not differentiate by objective or task, but instead scaffold pupils to achieve within the age-related curriculum as much as possible.

 **Early identification of needs:** By following an **assess-plan-do-review (A-P-D-R)** approach, we develop a holistic and ongoing understanding of individual children so we can identify any barriers to learning quickly. Staff use ‘assessment for learning’ strategies within all lessons to adapt teaching for groups and individuals at the point of teaching. We also work closely with families to identify needs early.

 **Nurturing environment:** Staff focus on building **positive relationships** with all children, prioritise wellbeing and promote a ‘can-do’ attitude linked to our school values. We have a positive, proactive and consistent approach to behaviour management, which contributes to a positive and nurturing environment.

 **Highly skilled staff:** We work with a range of specialist agencies and our MAT to ensure that staff have access to a range of **high-quality training** to support their understanding of children with a wide range of additional needs. We have also invested in staff who are specifically focused on ‘inclusion’ and have access to additional training and support to ensure they have great skills and knowledge.

 **Wider support for parents and families:** We support all parents to access wider family support linked to the Warwickshire ‘**early help**’ offer. This includes regular signposting to other support available from partner agencies, and targeting support to identified families who we feel would benefit.

 **Ensuring all pupils have access to high quality teaching, based on the latest educational research:** Classroom strategies that promote high quality learning are developed with all staff on an ongoing basis. Strategies such as flexible grouping, scaffolding, modelling, explicit teacher instruction and emotion coaching are used daily to support children to achieve the best possible outcomes.

How we spend our ‘notional’ SEN budget

The notional SEN budget is an identified amount within a school’s overall annual budget, and acts as a guide for the school’s spending decisions linked to SEN and inclusion. It also contributes to the cost of provision for pupils who have high SEN needs.



At All Saints, we use this budget to cover costs associated with things such as:

- * Subscriptions to specialist advice and support services (STS, Educational Psychology)
- * Contributing to the costs associated with having a SENDCo for a dedicated time each week
- * Contributing to the costs of employing a dedicated Inclusion Co-ordinator, and other Inclusion staff
- * Contributing to the costs of employing Teaching Assistants to support children in the classroom, in small groups and 1:1
- * Providing ongoing training for school staff
- * Providing resources in classrooms to support inclusive practice—e.g. practical resources in maths, access to online tools and apps

The notional SEN budget is not intended to provide a specific amount per pupil. Additional funding can be requested from the Local Authority for pupils with an Education, Health and Care Plan (EHCP) when the school can evidence that it is spending in excess of £6000 to meet that individual child’s needs. For the vast majority of pupils with SEND, we will be able to meet their needs without exceeding £6000.

Assess-Plan-Do-Review in relation to pupils with a confirmed diagnosis of a specific need/condition

All additional provision for pupils with SEN is based on the **assess-plan-do-review (A-P-D-R)** approach (the 'graduated' approach). We assess their needs, plan and deliver the support and then review their progress.

Even if a child has a confirmed diagnosis of a specific condition, our approach remains based on the A-P-D-R process in line with the SEN Code of Practice. A confirmed diagnosis of a condition is sometimes helpful in identifying additional strategies that might support a child's needs, but often we will already have lots of appropriate support in place for your child, linked to the ongoing assess-plan-do-review cycle.

Support, advice and reports from specialist services

In line with the A-P-D-R process, we will refer to specialist services (Specialist Teaching Service, Educational Psychologist) if we feel that we need additional advice on how best to meet your child's needs. Parents can also self-refer to some specialist services, such as CAMHs/RISE or request us to support referrals to the Neurodevelopment Team to assess for conditions such as autism or ADHD.

When we receive reports from external specialist services (e.g. STS, Educational Psychologist, Neurodevelopment Team, Speech and Language) **we go through these and identify which recommendations would be appropriate to implement**, based on what we know about your child, what is already in place and working and what we can reasonably offer in our school. **Parents/carers should not expect that all recommendations will be implemented**; often reports contain a large amount of suggestions, based on strategies that might work or might be available and not based on the individual needs of your child. They have often been written by someone who has only worked with your child for a very short amount of time, may not have even worked with them in the classroom and will not have knowledge of the resources our school has access to. We will continue to follow the A-P-D-R cycle and implement new strategies that we feel are appropriate, based on a thorough understanding of your child and their needs.

Universal Provision: Adaptations made within classrooms to support pupils with identified needs

Here are some examples of 'universal provision' adaptations that we put in place to support pupils with identified SEN needs:

- Additional time with teachers / TAs (through flexible grouping / additional modelling etc)
- Increase use of praise / rewards
- Adapting the language used (explicit instruction)
- Careful seating / grouping within the classroom to provide appropriate peer support / additional access to adults
- Pre-teaching vocabulary and knowledge
- Using additional concrete / practical / visual resources (or using them for longer before moving to more abstract methods)
- Breaking tasks down into smaller chunks / use of task management boards
- Additional scaffolding—e.g. use of writing frames, partially completed examples
- Additional access to technology—e.g. to record their learning in alternative ways
- Differentiated homework tasks



Targeted provision: Additional support put in place to enable some pupils to 'keep up' or 'catch-up'

Through the A-P-D-R cycle, we will identify that some pupils need targeted support in one or more area or need. Targeted support is normally delivered in small groups. Examples of targeted support include:

- Phonics interventions
- Pre-reading / reading comprehension interventions
- Maths mastery interventions
- Lego therapy
- Social skills / behaviour support interventions
- Speech, language and communication interventions
- Interventions to support sensory needs
- Interventions to support emotional needs

Targeted support is also used as a way of gathering evidence to support the identification of a SEN, as part of the A-P-D-R cycle, so may be targeted to pupils who do not already have an identified SEN



Higher needs provision: Additional, individualised support put in place for a small number of pupils with very high needs on the recommendation of specialist support agencies

Usually children who receive higher needs provision have an EHCP or are on the pathway to an EHCP. These children will also usually have additional agencies involved who will be contributing to the A-P-D-R cycle (STS, Ed Psych, SALT).

Higher needs provision is pupil-centred, bespoke provision usually delivered 1:1 or in a very small group, so varies greatly from child-to-child.

