

## Understanding Inclusion Action Plan 2021-22

### Mount CofE Primary School

| <b>Area for consideration using Nasen – Understanding Inclusion document 2020</b> | <b>Strengths</b><br><br>What good practice is evident in our school?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Areas for development</b><br><br>Where could improvements or consistency be made?                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Next Steps</b><br><br>How will we make improvements/changes?<br><i>Who will lead and implement?</i><br><i>When will this be done?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Review and further action</b><br><br>What has the outcome been?<br>What do we need to do further? |
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| Defining Inclusion                                                                | <ul style="list-style-type: none"> <li>• All children treated equally, regardless of additional need.</li> <li>• All children have access to curriculum based teaching with relevant support provided for those where necessary.</li> <li>• Culture and ethos of school centred around an inclusive approach, which is reinforced and encouraged by all staff through to children in everyday behaviours and learning.</li> <li>• PSHE/SEMH teaching to further support children's understanding of inclusion.</li> <li>• Communication with stakeholders adapted and</li> </ul> | <ul style="list-style-type: none"> <li>• Consistency throughout school for differing age groups in terms of understanding inclusivity:                             <ul style="list-style-type: none"> <li>○ <i>How do KS1 children show their understanding?</i></li> <li>○ <i>Is inclusivity something children are consciously aware they doing/acting upon?</i></li> <li>○ <i>Are systems for inclusivity (particularly for parents) consistent throughout school?</i></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Each class to have circle time/School Council session on inclusion within school to broach the topic and ensure understanding/actions are in place.                             <ul style="list-style-type: none"> <li>○ <i>Class teacher</i></li> <li>○ <i>Autumn 2</i></li> </ul> </li> <li>• Staff Audit through questionnaire of perception of inclusive practice at Mount CofE Primary                             <ul style="list-style-type: none"> <li>○ <i>SENCO</i></li> <li>○ <i>Autumn 2</i></li> </ul> </li> </ul> |                                                                                                      |

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|                               | consistently inclusive to all members of various communities.                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Staff awareness of actions in place for promoting inclusivity in school.</li> </ul>                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                    |  |
| Leading on Inclusive Practice | <ul style="list-style-type: none"> <li>SLT consulted in inclusion decisions, these are then disseminated by Head and SENCO.</li> <li>SEND embedded within CPD planning.</li> <li>SENCO is member of SLT and consulted in SEN related decisions and by members of school staff for support with their children with SEN.</li> <li>Delivery and impact of inclusive practice unique and effective for our setting.</li> <li>Leadership of inclusion is strategically in line with Ofsted's 3Is.</li> </ul> | <ul style="list-style-type: none"> <li>Ensure the importance of Pupil Voice is both heard and considered surrounding inclusion.</li> <li>Ensure colleagues recognise their own responsibilities of inclusion and provision of children with SEN in their class.</li> </ul>      | <ul style="list-style-type: none"> <li>Each class to have circle time/School Council session on inclusion within school to broach the topic and ensure understanding/actions are in place and that children's view are represented by these actions. <ul style="list-style-type: none"> <li>Class teacher</li> <li>Autumn 2</li> </ul> </li> </ul> |  |
| Language and labelling        | <ul style="list-style-type: none"> <li>Person-first language approach taken for all children with SEN.</li> <li>Needs are acknowledged of children with SEN but consciously encouraged to not let these needs <i>define</i> them.</li> </ul>                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Ensure the importance of Pupil Voice is both heard and considered surrounding language and terminology used.</li> <li>Where possible, include child in their SEND review so as to make them aware of the discussions that are</li> </ul> | <ul style="list-style-type: none"> <li>Discussions with children with SEN as to what language they feel comfortable with in regards to acknowledging their needs (particularly KS2 children who may have better understanding of their needs/diagnosis)</li> </ul>                                                                                 |  |

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|                                           | <ul style="list-style-type: none"> <li>• All children treated equally, regardless of additional need.</li> <li>• Children with SEN (particularly those with PMLD) integrated into lessons, learning and classroom environment entirely unless this is detriment to their needs or learning at that time.</li> <li>• Inclusive curriculum ensures children with SEN do not feel isolated or singled out from their peers.</li> <li>• Language in policies reflects the school vision of inclusion.</li> </ul> | <p>taking place about them, the language that is used as part of that discussion and further allow pupil voice to influence their provision.</p>                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>○ <b>SENCO</b></li> <li>○ <b>Next SEND review for that child.</b></li> </ul>                                                                                                                                                                                                                                     |  |
| <p>The Inclusive Learning Environment</p> | <ul style="list-style-type: none"> <li>• Working walls incorporating both visual and written prompts to learning so as to support all learners of varying abilities.</li> <li>• Resources accessible to all children without need of asking teacher, most labelled with both written and visual aid.</li> <li>• Visual timetables to structure the day support all children's needs, not just those with SEN.</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>• Transition: <ul style="list-style-type: none"> <li>○ <i>Are the learning environment needs of children transitioning into new year groups/classes conveyed to the next teacher?</i></li> <li>○ <i>Are these done in enough time to act upon?</i></li> <li>○ <i>Are the children they involve included in the</i></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Audit learning environment against the five key elements of an inclusive learning environment: physical, materials, resources, instructional strategies and learning outcomes. <ul style="list-style-type: none"> <li>○ <b>Whole school staff</b></li> <li>○ <b>SEND Staff meeting?</b></li> </ul> </li> </ul> |  |

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|                                                      | <ul style="list-style-type: none"> <li>• Reasonable adjustments to environment made to further support specific children's needs (e.g. off-white IWB screen, coloured paper for worksheets/resources, fabric used to reduce resonance for children with HI etc.)</li> <li>• Table arrangements support all children's access to learning and concentration.</li> <li>• Designated areas identified to allow those children who need them for brain breaks or self-regulation.</li> </ul> | <p><i>decisions about necessary changes to environment?</i></p> <ul style="list-style-type: none"> <li>○ <i>Are these reviewed throughout the year?</i></li> </ul>              |                                                                                                                                                                                                                                                                                                                    |  |
| What does high quality inclusive teaching look like? | <ul style="list-style-type: none"> <li>• Teaching across school is carefully planned using a range of pedagogical approaches to include all learners.</li> <li>• Pupils are given access to a range of practical resources to support their learning.</li> <li>• Teachers have high, yet attainable expectations of their children.</li> <li>• Classroom environments reflect that of an effective space to facilitate access to</li> </ul>                                              | <ul style="list-style-type: none"> <li>• Continued use of support triads amongst staff to share good practice and differing areas of competency, skill or expertise.</li> </ul> | <ul style="list-style-type: none"> <li>• Continued use of IRIS to record lessons, share teaching practices with other staff and reflect on own practices as well. <ul style="list-style-type: none"> <li>○ Whole school staff</li> <li>○ As and when needed/part of future themed staff CPD</li> </ul> </li> </ul> |  |

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|                        | <p>resources and encourage independence.</p> <ul style="list-style-type: none"> <li>• Lessons are planned with an appropriate level of challenge for all pupils of varying need and ability.</li> <li>• Quality first Teaching in every classroom.</li> <li>• Pupils frequently given the opportunity to work in a range of groups and peers of different abilities.</li> </ul>                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                    |  |
| Personalising Learning | <ul style="list-style-type: none"> <li>• Teaching and learning is planned to fit the needs of our children, rather than supporting children to fit the needs of the lesson. I.e. Child-centred approach.</li> <li>• Holistic teaching is very much present in every lesson, considering the child's needs as a whole, beyond that of simply their educational needs.</li> <li>• Staff are both aware and accommodating for each individual child's needs, learning styles and abilities; ensuring every child has personalised access to the learning of the day.</li> </ul> | <ul style="list-style-type: none"> <li>• Reaffirm the responsibility of children with SEN is for everyone, not solely the SENCO or supporting adults.</li> <li>• Further acknowledge the importance of pupil voice and how their own opinions in their learning need to be considered.</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage detailed completion and thorough use of SEN Individual Data trackers to ensure strengths, developments and next steps are actively considered for personalised learning. <ul style="list-style-type: none"> <li>○ SENCO/Head Teacher</li> <li>○ Autumn 2</li> </ul> </li> </ul> |  |

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|                                                       | <ul style="list-style-type: none"> <li>• Supporting every child in their own way to complete the work to their own individual best standard is common practice.</li> <li>• SEN Individual Data trackers used by all staff to identify strengths, developments and next steps.</li> </ul>                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| Intervention and withdrawal versus Inclusion in Class | <ul style="list-style-type: none"> <li>• Children are removed for interventions at the most appropriate/reasonable time in their learning day. It may be first thing in the morning or during reading time where missed reading is more easily recuperated. If children are removed during learning time of core/wider curricular lessons, these are usually after the input of the lesson or as part of a small group to allow further supported access to the learning of that lessons. Where possible, children aren't repetitively removed from the same lesson.</li> </ul> | <ul style="list-style-type: none"> <li>• Pedagogy/Delivery of intervention. <ul style="list-style-type: none"> <li>○ <i>Are teachers ensuring interventions are being delivered as intended and achieving the desired outcome?</i></li> </ul> </li> <li>• Assessment <ul style="list-style-type: none"> <li>○ <i>Are interventions being regularly assessed so as to benefit those who specifically need them?</i></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Discussions with TAs and Class Teachers as to how interventions are taking place and whether communication surrounding the implementation of interventions are also working fluidly. <ul style="list-style-type: none"> <li>○ <b>Class Teacher &amp; supporting adults</b></li> <li>○ <b>Weekly during planning meetings</b></li> </ul> </li> <li>• Signpost relevant conversation to the SENCO if specifically needing support in SEN related teaching. <ul style="list-style-type: none"> <li>○ <b>SENCO</b></li> <li>○ <b>As needed</b></li> </ul> </li> </ul> |  |

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|                                       | <ul style="list-style-type: none"> <li>• Pupil voice is considered; if the child doesn't particularly want to miss that lesson, an alternative time will be found, particularly if it's in the interest of the child's SEMH needs.</li> <li>• Timetables ensure a broad and balanced curriculum, whereby differentiated learning and support allows all children to be included in teaching and learning.</li> </ul>                                                                   |                                                                                                                                                                                                                      |                                                                                                                                                                                          |  |
| Supporting the inclusive practitioner | <ul style="list-style-type: none"> <li>• Comfortability and approachability is excellent between staff members, meaning everyone can speak to whoever they need who will in turn support them in their queries with peace of mind and certainty of support.</li> <li>• Approachability of SENCO to support in SEN needs of children, as well as signposting staff in the right direction if the answer is not known.</li> <li>• All staff share same positive belief around</li> </ul> | <ul style="list-style-type: none"> <li>• Maintain current practices and fluidity of support for all of our inclusive practitioners.</li> <li>• Formalise this practice within a written inclusion policy.</li> </ul> | <ul style="list-style-type: none"> <li>• Discussions with staff to ensure they feel supported. <ul style="list-style-type: none"> <li>○ SENCO</li> <li>○ Autumn 2</li> </ul> </li> </ul> |  |

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|                                                                  | <p>inclusion and needs of our children.</p> <ul style="list-style-type: none"> <li>• Staff have excellent, professional relationships with children to further understand and support the child as a whole, both educationally and holistically.</li> </ul>                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                 |  |
| Teaching Inclusively                                             | <ul style="list-style-type: none"> <li>• A varied and broad universal provision which accommodates for the majority of children's needs and abilities.</li> <li>• Consistently planned targeted provisions.</li> <li>• A small number of specialised provisions which remove barriers to learning for a small number of individuals.</li> <li>• Teaching practice within school reflects the graduated approach to teaching and learning: Assess-Plan-Do-Review</li> </ul> | <ul style="list-style-type: none"> <li>• Promote consistency within staff mentality and understanding of the difference between children with SEN and behavioural challenges.</li> </ul> <p><i>A pupil has SEN where their learning difficulty or disability calls for specialist education provision that is <b>different from or additional to</b> that which is normally available to pupils of the same age.</i></p> <p><i>DfE, 2015</i></p> | <ul style="list-style-type: none"> <li>• Identify and disseminate useful resources from the SEND Gateway regarding inclusion within school <ul style="list-style-type: none"> <li>○ SENCO</li> <li>○ As soon as possible</li> </ul> </li> </ul> |  |
| Supporting Inclusion through the deployment of additional adults | <ul style="list-style-type: none"> <li>• TAs used effectively and appropriately with a variety of children and not as an informal teaching resource for pupils with low attainment.</li> </ul>                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Ensuring TAs are being used effectively, particularly for those high quality structured interventions.</li> <li>• Ensuring TAs are confident in their own</li> </ul>                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Learning walk to assess the effective deployment of additional adults, with particular focus on inclusion and SEN provision. <ul style="list-style-type: none"> <li>○ SENCO</li> </ul> </li> </ul>     |  |

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|                                                        | <ul style="list-style-type: none"> <li>• TAs evidently add value to what the teacher delivers in the classroom, be that through detailed communication, personalised learning and structured support.</li> <li>• All TAs encourage independent learning in <i>all</i> children, regardless of their need or ability, promoting inclusion and equality amongst the children.</li> <li>• TAs show a great level of competency and passion for the role they fulfil in school.</li> <li>• TAs frequently deliver high quality, structured interventions</li> <li>• All additional adults within a classroom are consistently supported and refreshed with CPD relevant to their role.</li> </ul> | <p>role specification and adequately supported so that they feel they can effectively provide the level of necessary support within a classroom.</p>                                           | <ul style="list-style-type: none"> <li>○ Academic Year 20-21</li> <li>• Direct TAs to the Professional Standards for Teaching Assistants in support of their role <ul style="list-style-type: none"> <li>○ Unit Leads</li> <li>○ As part of staff appraisals within units</li> </ul> </li> </ul> |  |
| <p>Inclusive approaches to assessment and feedback</p> | <ul style="list-style-type: none"> <li>• Assessment within school encompasses a variety of formats, each with the children's best interest and well-being at heart.</li> <li>• Summative, formative, individual and peer</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Consistently maintain the already effective use of assessment within school.</li> <li>• Continue to accommodate for reasonable adjustments</li> </ul> | <ul style="list-style-type: none"> <li>• Monitor current provision and efficacy of inclusive approaches to assessment and feedback. <ul style="list-style-type: none"> <li>○ Head Teacher/SENCO</li> </ul> </li> </ul>                                                                           |  |

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|  | <p>assessment form the majority of assessment styles undertaken by both the adults and the children.</p> <ul style="list-style-type: none"> <li>• Where possible, formal assessment methods such as testing or closed exams are avoided to remove anxieties and to better reflect the abilities of the children.</li> <li>• Opportunities are provided to vary the assessment methods, for example frequently including oral presentations or drama performances as a means of assessing the children's understanding of a particular unit of learning.</li> <li>• Feedback is predominantly verbal at the point of learning to greater maximise the impact teacher feedback has on the child's progress and development.</li> <li>• The school marking scheme promotes and encourages independent learning by highlighting</li> </ul> | where necessary for the individual child. | <ul style="list-style-type: none"> <li>○ Termly (during work scrutinies and learning walks)</li> </ul> |  |
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|  | <p>both strengths and developments early on in the child's work for them to respond to and identify independently in the rest of their work.</p> <ul style="list-style-type: none"> <li>• All staff consider the learner's context, needs and environment in a holistic and purposeful way to provide the best learning opportunities and support for all children.</li> </ul> |  |  |  |
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| People involved in this audit and action plan | <p>Matthew Terry – SENCO</p>  |
| Date action plan created                      | 05.09.2021                                                                                                       |
| Date of review                                | Autumn 2022                                                                                                      |