

Inclusive Learning Statement

At John Ball Primary School we believe in achievement, ambition and progress for all.

- We aim to meet the needs of individual pupils through highly effective learning and teaching.
- There will be an emphasis on the early identification of needs through supportive and preventative strategies with barriers to learning being addressed through creative and flexible planning.
- We work in a flexible way and develop effective partnerships with pupils, parents/carers, specialist staff including, the Inclusion Manager, Pastoral Care Manager, Support for Learning Teacher, SENCo, Speech and Language specialists, trained support staff and external professionals as well as the Education Authority to ensure we can effectively meet a broad range of needs.
- We undertake rigorous systems to monitor pupil progress, aid academic and personal achievement and remove barriers to learning and use self-evaluation and reflection in order to develop and improve our capacity for meeting the needs of all pupils, including those with SEND.
- There will be a rigorous and flexible process in place for the planning and review of additional support for all children within the school.

In order to foster a culture of lifelong learning, curiosity and independent living skills in all of our learners, we may run alongside our Inclusive Quality First Teaching, the following additional and different support for children with SEND.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Social, Emotional and Mental Health</u>	<u>Sensory and Physical</u>
<ul style="list-style-type: none"> • Learning support via the Inclusion team. • Outreach support via Autism outreach team based at Drumbeat school. • Speech & Language therapy via NHS, TAs/ LSAs and Inclusion team. • Small group phonic support. • PECs, Makaton and alternative means of communication used. • Individual workstations & screens used as needed. • Personalised social stories. • Inclusive Learning environment. • Language groups in Reception. 	<ul style="list-style-type: none"> • Learning support via the Inclusion team. • Dyslexia friendly learning environment. • Dyslexia Trained (level 5) HLTA. • Diagnostic assessment for specific learning difficulties from the Bloomfield Learning Centre. • Educational Psychology advice and support via the Local Authority. • Targeted PiXL intervention groups for Year 5 and 6. • Targeted and tailored Literacy and Numeracy programmes. (Plus 1, Power of 2, Toe by Toe) • Support for learning teacher providing 1:1 reading recovery, phonics groups and phonics into writing groups. • A range of Literacy and Numeracy software. • 1:1 reading and phonics with detailed and specific records. • Personalised arrangements for SATs and Transition. 	<ul style="list-style-type: none"> • Learning Support via our Inclusion team. • Outreach behaviour support via New Woodlands School. • Circle of Friends Programme. • Target Family Support referrals and guidance. • CAMHS specialist support via NHS • Seasons for Growth programme for loss and bereavement • Roots of Empathy • Young leader programme • SEAL programme • Personalised behaviour support programme • Rights Respecting School • Eco School • School Council • Forest School 	<ul style="list-style-type: none"> • Learning Support via our Inclusion team. • Occupational Therapy and Physiotherapy via Local Authority, TA's/LSA's and Inclusion Team. • Sensory aids and resources to support learning in the classroom. • Mobility and Care plan management. • Liaison with a range of medical professionals as needed. • Sports coach programme. • Medical care plan assistance via School Nursing Team. • ICT and assistive technology.

Access to Supportive Environment

<u>Physical</u>	<u>Virtual</u>	<u>Learning</u>
<ul style="list-style-type: none"> • Safeguarding procedures in place. • DDA compliant. 	<ul style="list-style-type: none"> • Safeguarding procedures in place. • Website/virtual learning platform. • E-safety/CEOP training provided for staff & learners. 	<ul style="list-style-type: none"> • Safeguarding procedures in place. • Assistive technology used. • Workstations and working walls used.

Universal Parent Liaison Offering

- Inclusion Team support as needed.
- From January 2014, Parent drop in mornings for areas of need within SEND.
- Open days for prospective parents.
- Learning afternoons for all parents and carers
- IPC exit points events
- Parent Teacher interviews (PTI) with learning targets.
- Optional PTI's.
- Contact books for some children.
- PTA – The Friends of John Ball
- Parenting groups
- JBuzz – our weekly newsletter
- End of year reports.
- Comprehensive and informative website.
- Specialised workshops for parents in early years.
- Transition meetings.

Caveat and Disclaimer

Due to the personalised and highly differentiated nature of our support for learners with SEND, the above programmes are subject to change.

Not every intervention will be available to every child with SEND. Allocation of specialist services and intervention will be dependent on need, funding and specialist teacher/services available.

Specialist support for a child does not always require direct contact between the specialist and the child. It can be in the form of advice and discussion with the school based team around the child.