



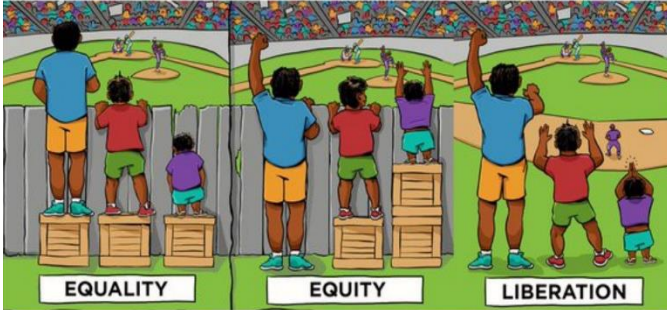
Inclusion at Offord Primary School



Kindness Courage Curiosity

I thought it would be useful to produce an inclusion parents guide. We feel it is important to share information with you about school practice and sign post resources and information. We value parental feedback and encourage our parents to talk to us about their child's emotional, social and or academic needs-especially if there are concerns or worries. *Paula Williams*

Offord Primary School Vision



Offord Primary School is an inclusive community where everyone is welcome. Our values of kindness, courage and curiosity guide our children to develop emotionally, socially and academically. We believe all children have equal rights to an inspiring, broad and balanced curriculum and provide equity through adaptive teaching and learning opportunities. We aim for all of our children to thrive and feel liberated by removing barriers so we can celebrate and value difference.

Offord Primary School Website



The school website provides a range of information about our inclusive practice.

<https://www.offord.kent.sch.uk/inclusion-special-educational-needs-and-disability/>

Useful resources can be located by clicking on the link above and scrolling down through the introductory information.



You will see the following symbol-click on the subject of interest to find resources and information.

You will find information about ADHD, ASC, Dyslexia, Dyscalculia, Mindfulness, Feelings regulation, Well-being, Touch Typing, Hearing impairment, Fine motor coordination, Speech & Language, Touch Typing.

Inclusion Lead Contact Information

Paula Williams

Monday-Friday

SENCO@offord.kent.sch.uk

We are committed to working with our parent community to ensure our children feel safe, happy and make progress academically, socially and emotionally. If parents have any concerns about their child's academic, social or emotional well-being they are encouraged to arrange a meeting with their child's class teacher. Parents are also invited to meet with Paula Williams, the school Inclusion Lead/SENCO.

Appointments with Inclusion Lead/SENCO

Appointments can be made with Mrs Williams on Monday after school via the link on the school website.

Monday 3:30-5:30

<https://www.offord.kent.sch.uk/inclusion-special-educational-needs-and-disability/>

<https://www.schoolinterviews.co.uk/> using code dnyee

Offord Primary School Policy

Our Special Educational Needs and Disability Policy is available on the website. It outlines the aims of SEND and the systems we use to support our SEND children.

<https://www.offord.kent.sch.uk/policies/>

The process for identifying additional needs

A document that outlines the process for identifying a child with special educational needs from SEND identification to EHCP is available on the website-please follow this link.

<https://www.offord.kent.sch.uk/offord-primary-school-process-for-identifying-chil/>

How do we identify children with additional needs?

At Otford, we believe there are 3 key influences that interactively affect pupil's learning and development: time, personal characteristics and environment.

Time- Children's development is not linear: children transition through different patterns of development over time as they experience and interact with different environments in different ways. Some children might not have additional needs to begin with but will develop as they mature. Others who are considered to have additional needs at the beginning of their lives may no longer have these needs later in life.

Personal Characteristics- Children have different characteristics that lead them to react differently to the same environment. Personal characteristics alone do not determine the presence, type or complexity of additional need or special educational need.

Environment- Children's needs will change as they move through different environments and life experiences.

We recognise that children's needs change and we must create a positive and supportive environment for all children without exception.



The **SEND Code of Practice** (2015) groups needs into four broad areas of special educational needs:

Cognition and learning

Communication and Interaction

Social, emotional and mental health

Sensory and physical needs.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she: (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or (b) Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools... SEN Code of Practice (2014, p 4)

Identifying our children's needs through our Tier System

At Otford, a tiered system is used to identify our children with additional needs.

Tier 1 children are identified at the monitoring stage and may have additional needs that has impacted their academic, social or emotional progress. These children are included on the termly provision plans and targeted support is planned and monitored.

Tier 2 Children at SEND Support level are identified as Tier 2 and are on our SEND Register. Their learning, social or emotional needs are significantly greater than the majority of their peers and attainment and progress is well below age expectations. Adaptations to access curriculum learning are made and provision is implemented to target personal progress and reduce the age related learning gap.

Tier 3 Children with complex needs, which significantly impacts attainment and progress are identified as Tier 3. Specialist support will be accessed to guide personalised provision and targeted support.

Tier 4 children have an Education Health Care Plan, issued by Kent County Council and NHS Kent and Medway CCG. The personal plan outlines the special education provision needed to support their academic, social and emotional progress.

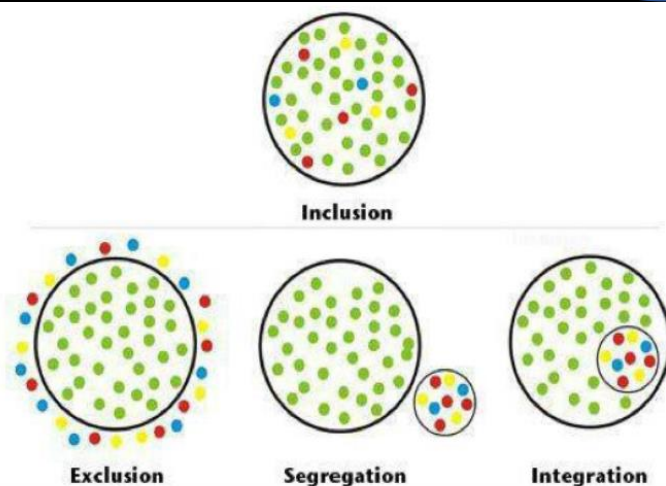
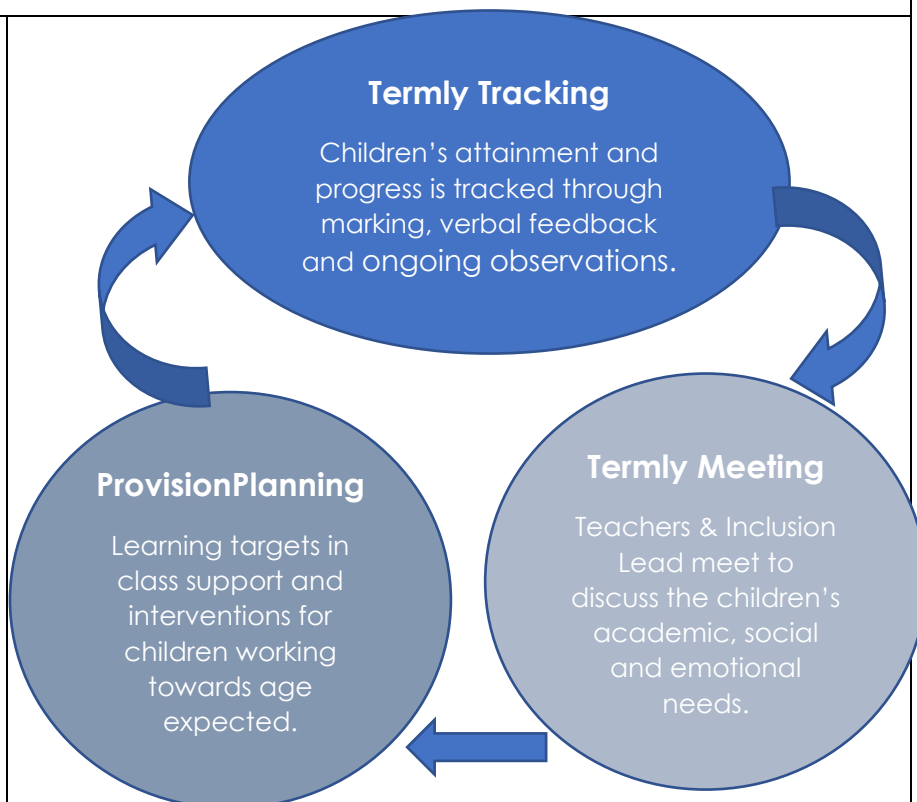
At Otford, we recognise that children are unique individuals: we need to understand the individual characteristics of their needs and how these relate to the classroom environment and curriculum. We focus on the individual learning needs of the child rather than the 'condition' or diagnosis that a child might have. The question is therefore not, "What is most effective for pupils with dyslexia?" the question is always, "What does this individual child need to thrive?"



How do we meet children's additional needs?

The Provision Planning Process.

A cycle of assess, plan, do, review is integral in identifying our children's specific needs as well as monitoring their academic, social and emotional progress. Teachers, learning partners and SENCO meet three times a year to review children's progress, discuss their needs and plan support. In response to the outcomes, provision adaptations are implemented and resources redeployed to ensure impact is effective. Provision plans record the focus of the in class support and interventions to target the learning.



Research shows that in class support through quality teaching and adaptive practice has the greatest impact on children's academic progress and well-being. Adaptations are promoted through an 8R structure-room, relationships, resources, response, relevance, resilience, recall, retention-to provide access to children's learning, emotional well-being and social development. Interventions are used at the beginning and end of the day to compliment the adapted teaching and learning in the classroom

In-Class Inclusive Practice

At Otford, we use 5 key areas to adapt teaching and learning for our children.

- Explicit teaching and modelling of the learning.
- Use of scaffolding techniques and learning aids to support the independent learning.
- Use of flexible grouping as children support and learn from each other.
- Teaching metacognition by developing our understanding of how we plan, review, check-in, know we're doing well, how we can improve and learn from mistakes.
- Use of technology and computers as a supportive learning tool.

Targeted Provision

Interventions and support groups may be planned to target specific areas of learning. These are planned to ensure children have access to a broad and balanced curriculum and are timetabled at the beginning and end of the day.

Spelling interventions-focus on phonics, sight words recall, dictated sentences.

Reading interventions-phonics recall, sight word recall, understanding, retrieval, inference.

Writing intervention-grammar sentence focus, colourful semantics, ideas generation, planning, developing ideas.

Maths Intervention-correct & perfect misconceptions or common errors, number, mental maths recall.

Fine motor-clever fingers, write start programme.

Gross motor-Sensory circuits.

Speech & Language-narrative therapy, speech and language link

SEMH-games club, mindfulness, Listening Ear, circle of friends, Leap Pad Room, transition work, feelings regulation, social skills, Lego therapy.

In school counsellor



How will I know how well my child is doing?

Working in partnership with our parents is important: we aim to provide information about every child's education, which includes curriculum coverage, learning targets, attainment and progress.

Every year a parent can expect to receive the following information about their child's attainment and progress.

- Termly newsletter that outlines the learning coverage.
- Annual meet and greet with the teacher.
- Twice a year parent consultation to discuss progress and attainment with the class teacher.
- Children identified as SEND-Twice a year SEND report outlining provision and targets.
- Twice a year open classroom for your child to share their learning with you.
- Annual class assembly.
- Annual school report.
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Class Dojo is a tool that enables class teachers and parents to communicate directly.

We encourage our parents to contact the class teacher or inclusion lead if they would like additional information about their child or if they have any concerns.

