

EMMBROOK JUNIOR SCHOOL



Inclusion Workshop

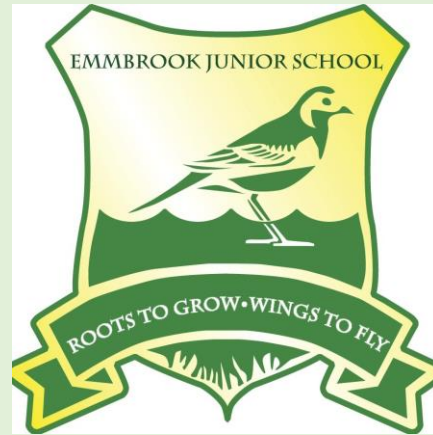
Roots to Grow Wings to Fly

Agenda



- What is inclusion?
- Equal access to the curriculum
- What are Individual Provision Plans (IPPs) and Interventions and how is my child chosen?
- What should I do if I'm worried about my child's progress?
- Strategies to support both in the classroom and at home
- Identifying Special Educational Needs and what happens next

What is inclusion?



Equity	Equality	Special Needs	Integration
Disability	Ability	Differentiation	Attainment
Intervention	Support	Challenge	Accessibility

Appropriate terminology

Equity

Special Educational Needs

Attainment

Accessibility

Challenge

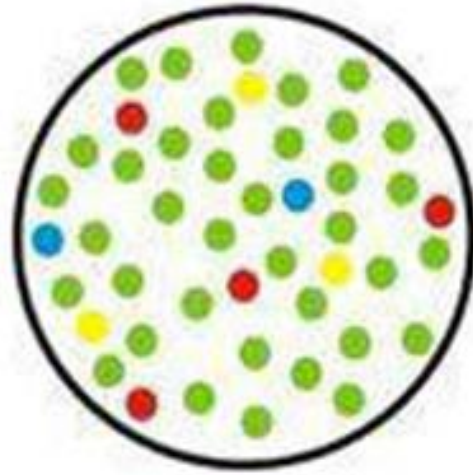
Support

Intervention

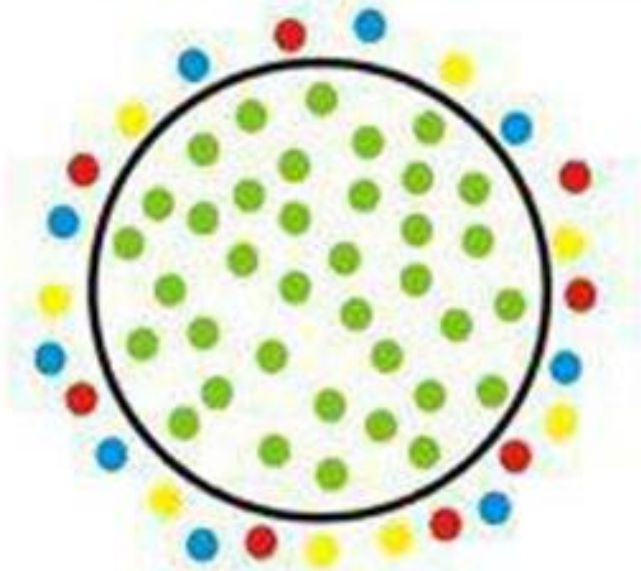
Integration
Disability
Ability

Equality
Differentiation

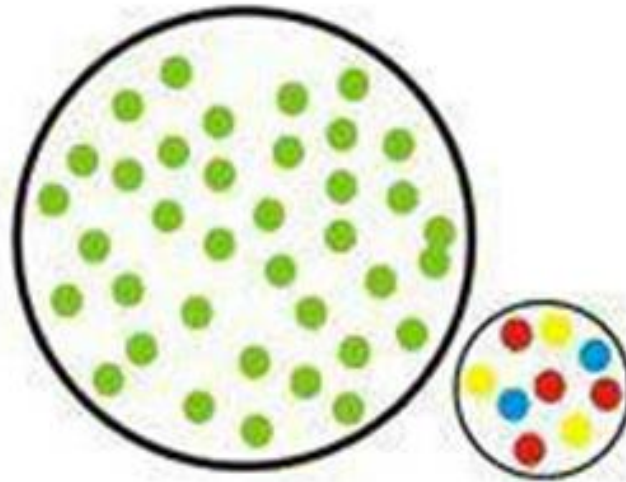




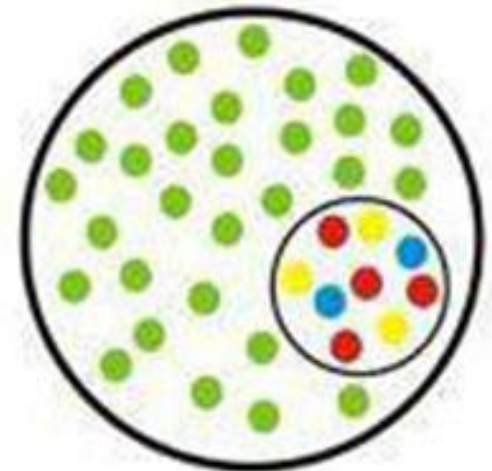
Inclusion



Exclusion



Seclusion



Integration

Categories of SEN

The SEND Code of Practice outlines the four areas of difficulty which identify a child as having a special need. These difficulties may occur singly, or in combination.



The four areas are:

- Communication and interaction (includes Autism and Asperger's Syndrome).
- Cognition and learning.
- Social, emotional and mental health (includes behavioural difficulties and ADHD).
- Sensory and/or physical needs.

Our priority is to identify how best to support children so they can best meet their targets.

Categories of Inclusion

Low/ high confidence

ADHD

Hearing Impaired

Greater Depth

Working memory

Struggles with X tables

Autism

Behavioural support



Dyslexia/ dyscalculia

Disengaged learner

Poor reader

Middle attainers

Pupil Premium

EAL/ESL

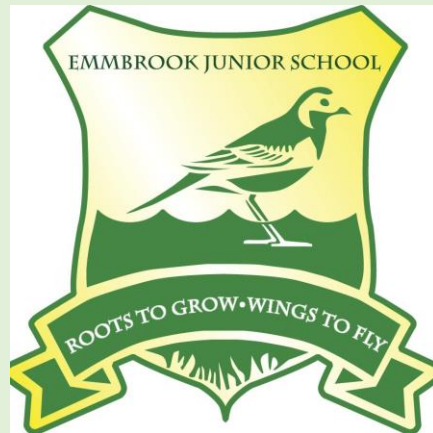
Sensory Need

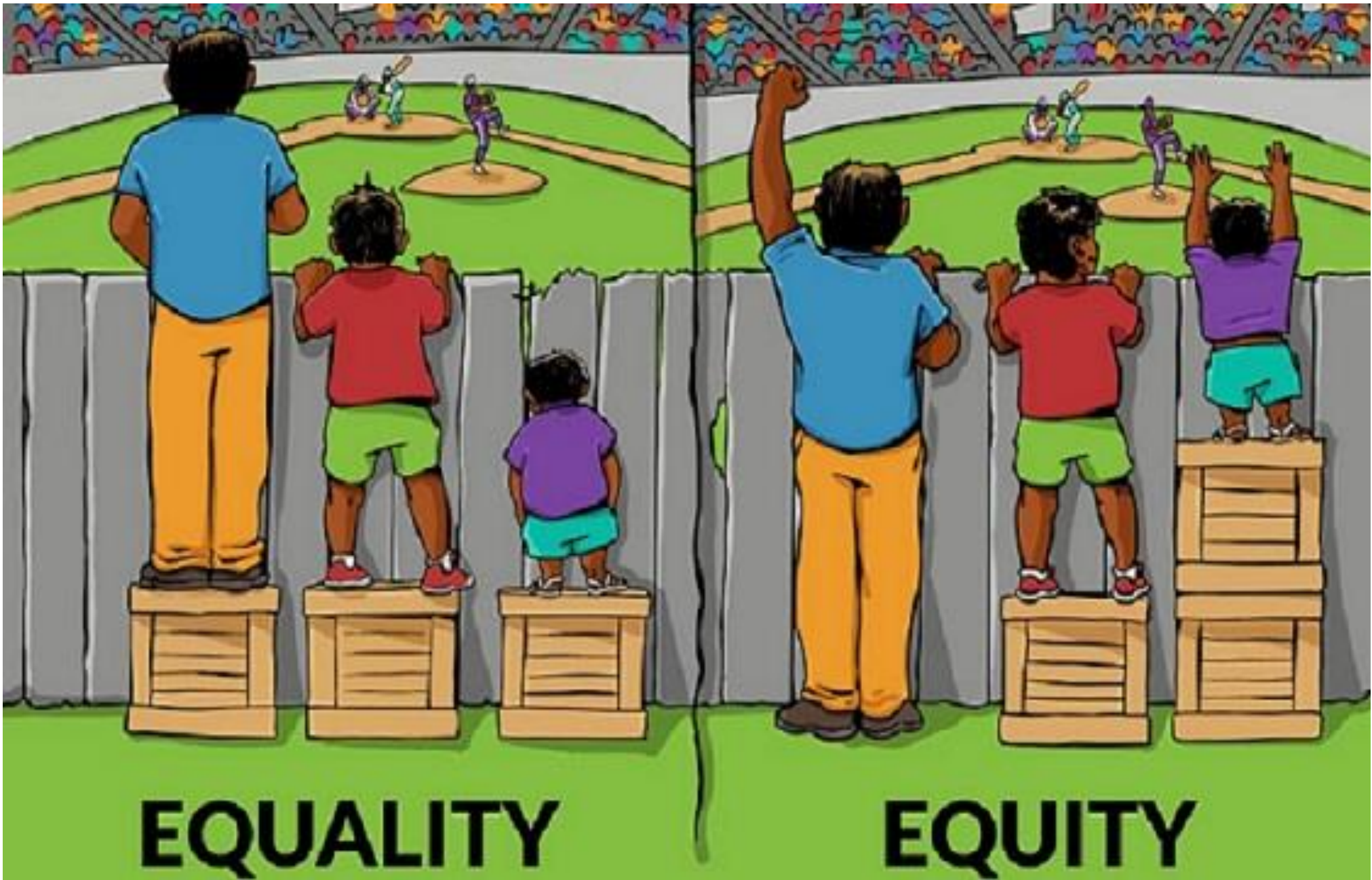
Anxiety

Fine/ gross motor skills

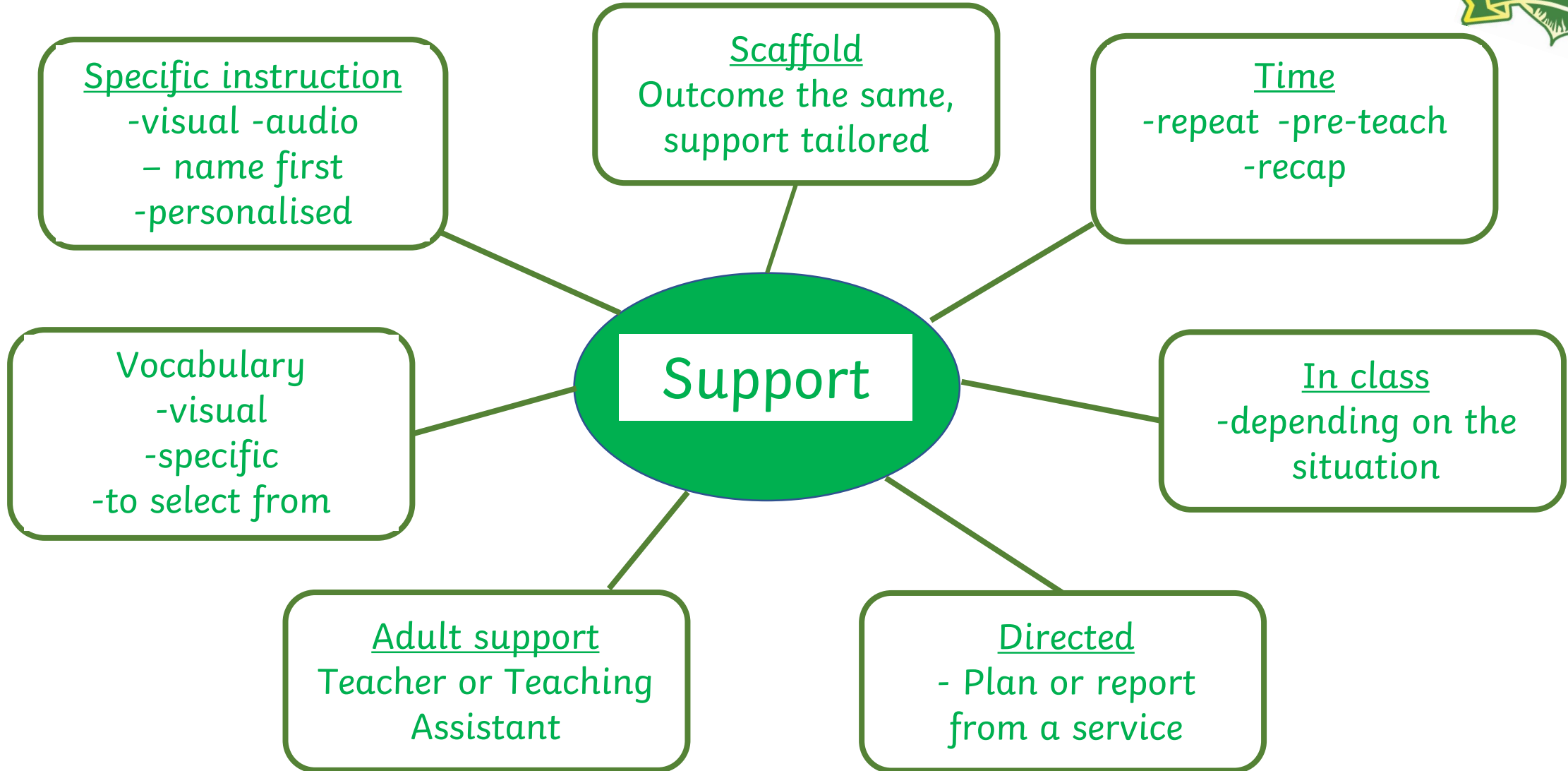
Boys or girls

Equal access to the curriculum

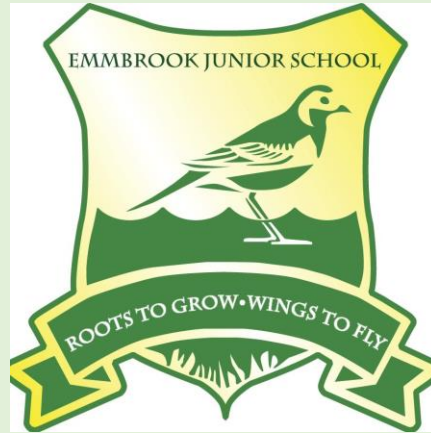




What does support look like?



What are Individual Provision Plans (IPPs) and Interventions and how is my child chosen?



IPPs

Individual Provision Plans



What?

A document designed to identify the specific area of development for a child and the support put in place to make progress in this area

Who?

Any child who may not be making as much progress as expected or require more support; children with or without Special Educational Needs

Why?

To specifically identify steps to take, support put in place and intended outcomes and track the progress made

When?

Written and reviewed termly.
Only when necessary.

IPPs Individual Provision Plans



Individual Provision Plan

Purpose: to set targets for an individual child, identify the small steps to success and barriers to learning

Use: by teacher in every day practice, by TAs in targeted guidance and by parents for information or support at home



Year:	Class:	Teacher:
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Autumn Term

+

Subject Area to be supported: up to 2 areas that most need support in – specific enough to be addressed in the given time in this amount of time. Be aspirational but expect the children to be able to achieve

What is the area of weakness?	What do we want to see?	Steps to Success	Notes / timings
<p>This is identified by the teacher using both in-class evidence as well as question level analysis from test scores. This should be specific e.g.</p> <ul style="list-style-type: none"> • Inference of a characters thoughts or feelings • Composing a sentence and checking it or meaning • Selecting appropriate verb tense for a piece of writing • Adding and subtracting fractions with the same denominator 	<p>In 6 – 12 weeks, what should the child be able to do?</p> <ul style="list-style-type: none"> • e.g. say a sentence aloud, write it and then read it back to check for meaning • maintain the correct tense within most of their independent writing • confidently add or subtract fractions in arithmetic and reasoning 	<p>These are stepped in outcome, support or resource</p> <ul style="list-style-type: none"> • John can say the sentence with adult support • John can say sentence using a sound button and check it with an adult • John can say sentence using a sound button and check it with a partner • John can read his work back and identify 1 correction • John can have a go at checking his work by himself 	<p>Is there anything that need noting or putting onto a timetable?</p> <ul style="list-style-type: none"> • e.g. read 3 x week with parent helper • practice x tables at home • must have 1:1 discussion about maths in Maths meetings if self-assessed red • praise works really well

Subject Area to be supported:

What is the area of weakness?	What do we want to see?	Steps to Success	Notes/ timings
Repeat with next area to be supported			

IPPs and Interventions



- If the purpose of the intervention is short-term and a 'quick fix', it is likely your child will not be on an IPP at the same time. They are not mutually exclusive.
- Therefore if a child is on an IPP and space in an appropriate intervention is available, your child will be invited and you will be informed by letter.
- This letter will tell you both the start date and the intended outcome with an indication of when the intervention impact will be reviewed.
- It is important to note that not all interventions 'work' in the way we hope they will but they are all intended to be short term and so continuing for the sake of it is not something that is considered good practice.
- It is also important to remember that it is possible to 'over-intervene' and therefore when looking at a child's provision, we try to solve the primary need or the root of the difficulty rather than put in several interventions.
- Interventions are not the solution to the support required in IPPS. They can underpin the strategies but are not the only strategy

Interventions

What is an intervention?

A specific (usually adult-led) program to help a child improve in an area of need. Interventions can focus on any areas from core subjects such as reading or maths to behavioral or nurture support.

They are designed to be short, purposeful, have an impact and reviewed at regular intervals.

How is a child selected for an intervention?

Pupil Progress Meetings

Analysis of data (both progress and attainment)

Question Level Analysis

Discussion or concerns raised by teachers and/or parents



Which interventions run at Emmbrook Junior School?

Reading

ABC to read
Comprehension Focus
Regular Readers
Challenge Readers

Writing, Spelling and Grammar

Colourful Semantics
Purple Pen support
Spelling Support

Maths

Arithmetic challenge
GD support volunteer
Parent helpers
In class support

EAL

Racing to English
In class support

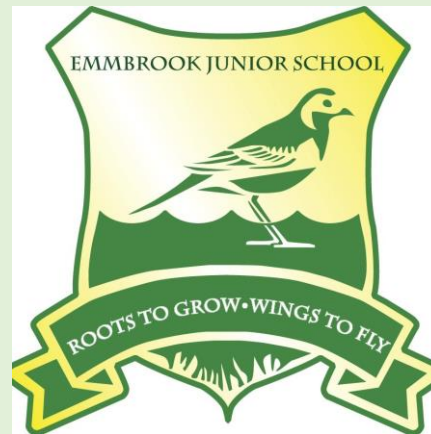
Nurture

Friendship groups
Anxiety
Team building
In-class behaviour

Fine and Gross Motor Skills

Handwriting
OT Club
Sensory Trail

What should I do if I'm worried about my child's progress?



Asking for help



Class teacher

Ask questions such as:

- Do you feel my child is making good progress?
- Which are do they most need support in?
- What do you do to support them in this?

Remember- you are also an expert in your child- share your experience too!
What works?

Inclusion Manager

- Observations
- Strategies for teachers and pupils
- Impact of IPPs and interventions
- Seek advice / research from elsewhere
- Dyslexia screening

Other agencies

Referral to:

- Education Psychologist
- Learning Support Service
- Speech and Language
- Occupational Therapy
- The Foundry Behaviour Support
- CAMHS
- The Andy Clinic

Private Dyslexia Testing

EHCP

Wokingham SEN Team

Based on evidence built by the school.

If awarded:
Indication of how many hours support

Be Prepared!



Have a copy of your child's Curriculum Map

- What are they learning?
- Is there any vocabulary you could discuss?
- Do you know methods to support?
- Is there a class book or BookTalk book you could read at home?

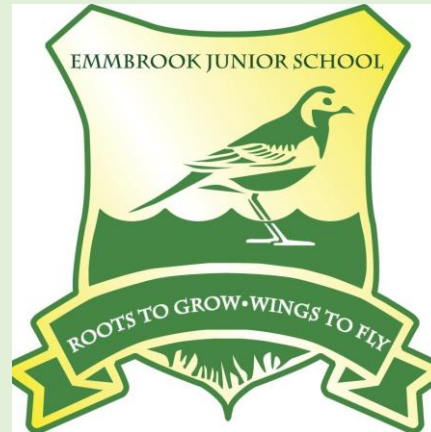
Organise a meeting with your child's class teacher

- How does the teacher feel your child is progressing?
- What support or challenge is happening in the classroom?
- What are the next steps?

Remember progress is not just about numbers

- Small steps are just as valuable
- Is your child's confidence improving?
- Has your child found an interest that you could follow to engage them in their learning?

Strategies to support both in the classroom and at home



Strategies to support

- ✓ Identify the positives
- ✓ Take learning into the outside world
- ✓ Reduce the stress
- ✓ Make mistakes yourself
- ✓ Don't compare!
- ✓ Reinforce strategies used at school- name first, breaking down instructions to one or 2 steps
- ✓ Play games
- ✓ Praise:
 - Have I helped them feel good, or at least not bad, about themselves today?
 - Have I shown that I have understood their feelings and/or their point of view on anything today?
 - Have I shown any interest in, or asked about, anything they have done today?
- ✓ Seek support or advice



Strategies to support your child



"Self Esteem is realistic self awareness and a belief that we are basically OK"

"A quiet feeling of self worth"

Any questions?

Any Comments?

Any Areas for Development?

Any Next Steps for Inclusion Workshop
Part 2?

