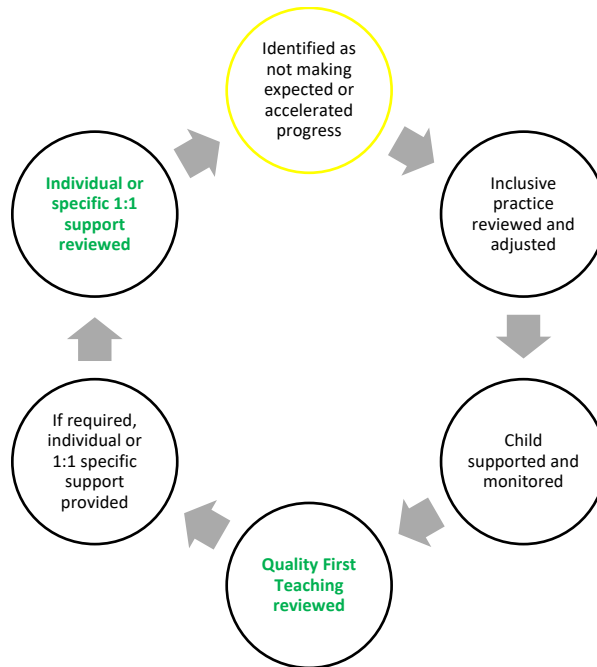


Inclusion Pathway



Inclusion is at heart of our curriculum – the outworking of our values within our learning pathways. The entire curriculum is based around our core belief that all children can succeed and be a part of our community. We have consciously created a culture which celebrates success, is proud of all achievements and encourages risk, resilience and independence for all. All children, of all abilities, can be imbued with a love of learning, take delight in challenge and exceed all expectations of what they can achieve. Even the phrase ‘Inclusion pathway’ is in some ways a misrepresentation of our values and the basis of our curriculum. It suggests a separate route for some children, whereas for us inclusion is the broad path within which all other learning journeys are achieved.

The diagram above represents the pedagogical basis of our curriculum: that all students of all abilities are included in our community, with an emphasis on Quality First Teaching ensuring that all students can access and thrive within the curriculum. We have developed our curriculum using a range of academic research into learning (including, but not limited to, Rosenthal, Cox, Warwick, Mayer and Nestojko), which forms the basis for our approach across the school.

The Structure and Methods of Learning

These have been developed over time to ensure that our curriculum supports vulnerable learners and provides challenge for our most able. The learning has been developed so that all students can access support and challenge, recognising that learning happens in different ways and at different rates at a range of points in a child’s learning journey.

Planning and Lesson Structure

As referenced in the Three Phase Planning Pathway, all subjects are planned around a specific structure across lessons and topics, aimed at immersing students in learning and incorporated pre-teaching and over-learning in all areas of the curriculum. This also develops familiarity with the structure of both units of work and lessons, removing structural barriers to learning that might inhibit progress for children with EAL needs, difficulties with transition or change, or other vulnerabilities.

Tools for scaffolding and accessibility

Within the structure of lessons, a range of tools for students to use have been embedded. The purpose of these is to encourage independent access to learning for all students as well as encouraging all students to seek challenge and recognise that support is needed for all students, whatever their ability level.

These tools include:

- Scaffolding Up – additional support or visual representations designed to allow all students to access all parts of the curriculum independently. This includes scaffolded challenge for more able learners, to support them in developing ambitious and sophisticated learning strategies.
- Communication in Print and other pictorial scaffolds.
- High expectations and challenge using Bloom's Taxonomy to extend all learners, including the most able.
- Practical immersion in all subjects to inspire and challenge through practical application of subject knowledge.
- Open-ended challenge questions to allow limitless extension of learning for all.
- Paired activities modelling the independent tasks, in order to rapidly address misconceptions.

Additional Support

We recognise that, in addition to quality first teaching, all students will at times need further support. This is provided in a range of ways, dependent on need and as part of an ongoing dialogue with parents. Support includes:

- Fluid focus groups. Students address a misconception with a member of staff in a small group. All students of all abilities access these groups – they can be used to challenge or support students, so that their learning moves forward.
- Pre-teaching and over-learning. In order to address a specific need, students receive specific support to introduce them to vocabulary or knowledge from a new topic to remove access barriers in class.
- Sensory support. Students who have sensory needs participate in sensory breaks, including sensory circuits, to support their needs both in class and without.

- SEMH needs. The school uses a range of support mechanisms and has access to a number of skilled practitioners, including a counsellor, music therapy, animal therapy, play therapy, Lego therapy and bereavement specialists.

Specialist Inclusion

Where further, more specialised support is required to meet inclusion or SEND needs, the Inclusion Manager works closely with families to ensure that relevant support from school, families and outside agencies is co-ordinated and utilised.

This assessment follows the pathway set out below, designed to ensure that needs are frequently reviewed.

