



Inclusion and Intervention Policy

1. Introduction

This policy has been written in support of the Teaching, Learning & Assessment Policy, the Behaviour Leadership Policy and SEND Policy. It is informed by the works of Florian (2013) and seeks to draw together the practice that constitutes the afore-mentioned policies.

2. Inclusive pedagogy

All children, irrespective of disability, race, gender, religion, culture or economic disadvantage, have an entitlement to effective learning experiences, which will enable them to achieve their maximum potential.

Therefore we adopt an approach “whereby the teacher provides a range of options that are available to everybody in the class rather than a set of differentiated options only for some. Within the inclusive pedagogical approach, human diversity is seen as a strength, rather than a problem, as children work together, sharing ideas and learning from their interactions with each other. Crucially, the inclusive pedagogical approach fosters an open-ended view of each child’s potential to learn” (Florian, 2013:122)

We recognise that there are three core barriers to learning which can lead to children being or feeling excluded – unable to access the learning opportunities available at St Luke’s CE Primary. These barriers, highlighted by Hart et al (2004) can be social, emotional or academic. Each of these are potentially inter-related or possibly the precursor to another.

These barriers can become manifest through fixed ability labelling or notions of fixed identities, which prevent the possibility of growth or transformation. Therefore we seek to challenge these practices.

3. Our approach

- ❖ We focus on addressing the individual needs of all children and recognise that in taking this approach the needs of pupil groups will be met.
- ❖ We accept that relationships between children and adults should be built upon principles of trust, belonging and co-agency
- ❖ We seek to develop independent learners who are empowered in their learning and are able to take informed responsibility for their choices
- ❖ We prioritise engaging all children in learning through focussed questioning, structured and delivered to draw all children into the learning opportunities provided

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- ❖ We see difficulties with learning as a dilemma for the teacher rather than as a deficit in the child
- ❖ We encourage all children to constantly see themselves as they could possibly be, rather than with a fixed identity

4. Inclusion & Intervention

We understand intervention as ‘stepping in’ to support a child’s learning and two approaches can be taken. The approach taken will depend upon the child’s learning needs.

The first seeks to continually extend the potential of every child by ‘guiding and supporting a child on their learning journey’– addressing errors and mis-conceptions as they occur or creating differentiated learning as appropriate, within the same context as their peers.

The second addresses the needs of children with SEND and follows the advice of specialist, external bodies who are involved in supporting the child, in a manner that acknowledges the perceptions of the child and addresses their needs with sensitivity to their social and emotional needs as well as the physical or academic.

5. Intervention through quality first teaching – our aims

- ❖ To provide quality first teaching to ensure that children’s needs are met in class in the majority of cases.
- ❖ To work towards every child fulfilling their intellectual, social and emotional potential, within a positive and caring environment, in order to promote each child's self-image and sense of worth.
- ❖ To raise the attainment and achievement of all pupils within a climate of high expectation.
- ❖ To provide a curriculum that accommodates and enhances each child's potential for learning
- ❖ To support and encourage children by providing, as far as possible, educational programmes suited to their individual needs and abilities.
- ❖ To provide a stimulating classroom environment where pupils will be motivated to learn.
- ❖ To mark, assess and monitor pupils’ progress so that difficulties and misconceptions at an early stage and plans for ‘back-on-track’ intervention can be put in place

6. Intervention to address SEND

Where a pupil is still experiencing difficulties despite high quality first teaching, the teacher should consider a targeted intervention. There is a small percentage of pupils who, even with high-quality teaching and support do not make progress and have significant needs. Pupils with significant needs require a more structured and intensive programme that is tailored to their specific difficulties. These will become evident through the graduated approach using the Assess, Plan Do and Review cycle (see SEND Policy, 2016). These are usually small group or 1:1 opportunities to provide additional experiences and practise over a specified number of weeks.

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“Where a pupil is identified as having SEN, schools should take action to remove barriers to learning”.

Code of Practice 6.44

ADOPTED BY GOVERNORS ON;

October 3rd 2016

REVIEW

September 2019

A signed copy is available from the school office.

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