

Inclusive Classrooms

At Ravenbank, we are committed to removing barriers to learning for all children.

This document is designed to provide information for parents and carers about what the school can provide to support pupils with additional needs.

Supportive strategies are not limited to what is included in this document and the school will welcome advice and guidance from professionals who work with the school.

For more information please see our website.

Quality First Teaching

Inclusive pedagogy is an approach to whole-class teaching that is accessible to all learners. It should enable learners to keep up, feel included and be successful.

Reasonable Adjustments

We make reasonable adjustments in our classrooms to remove barriers to learning for pupils with SEN and to make sure they can access the full curriculum.

Graduated Approach

The school follows Warrington Borough Council's Graduated Approach.

Working with Families

Positive relationships between home and school help to support children. We respect that families are experts in their own children and have important contributions to make.

Language & Labels

We must use language that is respectful and clear within our school community. All children are individuals and professionals should always seek to understand their needs rather than make assumptions.

Special Educational Needs

The definition of SEN includes children with a learning difficulty or a disability that means they need provision that is 'additional or different from what is normally provided'.

INCLUSIVE TEACHING AND LEARNING APPROACHES



Positive Noticing

As teachers we should approach teaching with a sense of openness, looking to be surprised by our learners and what they can achieve. By noticing a child's strengths, we can build confidence.



Co-operative Learning

We adopt an approach where learners can learn together and use a range of protocols that foster collaboration and peer learning.



Classroom Environment

Teachers should consider and plan how the classroom environment supports learners, with care for appropriate levels of stimulation and flexibility.



Ban the Average

Be careful not to profile a learner by their diagnosis which can lower expectations. Profile learners by what they can achieve and how they can learn.



Teaching Assistants

Teachers are responsible for the progress of all learners in their class. Some pupils can be supported by additional adults who can scaffold learning tasks.



Classroom Routines

Rules and routines should be clear and embedded into lesson times. Teachers should make their expectations clear, including during transition times.

SUPPORTING LEARNERS WITH SENSORY NEEDS

Consider seating plans carefully.
Position the learner away from seeing people coming in and out of the class.

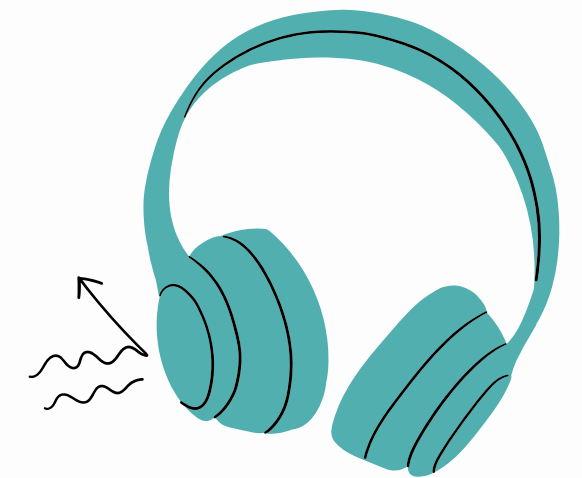
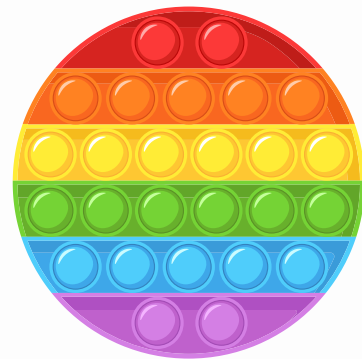
Weighted vests or blankets can make the learner feel calm. Advice needs to be sought from an Occupation Therapist before use.

Fidget toys, stress balls, sucking on a bottle through a straw or chewing on something tough/chewy can be calming for learners.

Ear defenders can help learners who find auditory input difficult to process.

Reduce the amount of exposure to bright colours or lighting by positioning the learner carefully in the classroom.

A 'calming' corner in the classroom that can be accessed as and when needed.



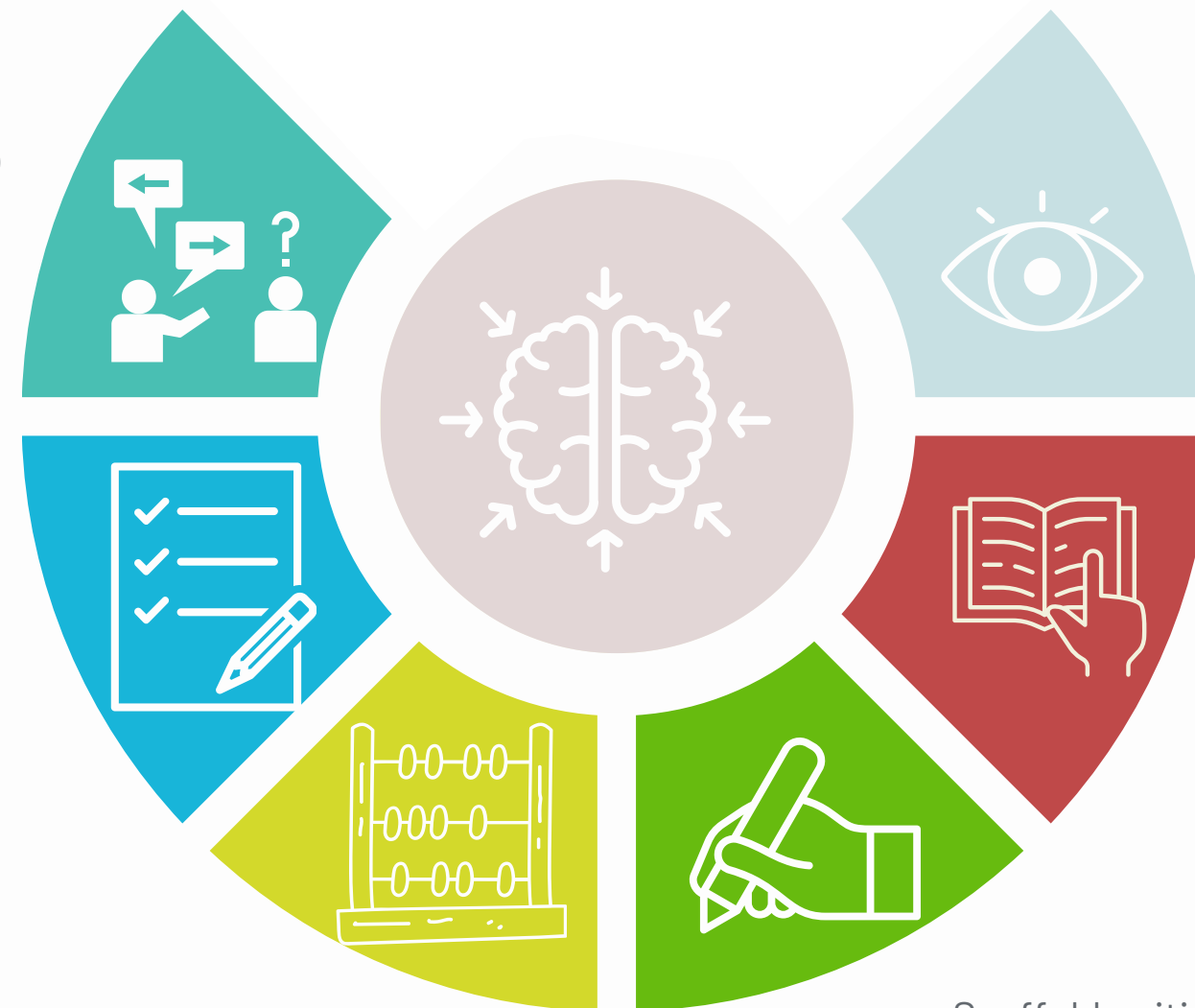
SUPPORTING LEARNERS WITH DYSLEXIA

Keep instructions to one or two parts only. Chunk sequences of instructions. Allow processing time when asking questions, completing tasks or giving instructions.

Ask the learner to repeat back instructions in their own words. Print instructions on a task list. Model tasks with step by step instructions. Provide visual models and examples.

Provide checklists, reminder notes, visual timetables to support the learner in remembering routines and the equipment needed.

Don't expect them to learn strings of facts automatically, e.g. multiplication tables, timeline of dates, days of the week, vocabulary. Provide word banks, manipulatives and scaffolds to support the learner.



Use multi-sensory learning strategies as learners with dyslexia often prefer to learn through seeing, feeling, discussing and doing rather than listening, reading and writing.

Avoid embarrassing a learner by asking them to read aloud, Use font types that resemble handwritten alphabet as much as possible. Use a pastel coloured background on whiteboard presentations to reduce visual processing difficulties. Encourage the learner to 'line-track' with a ruler.

Scaffold writing with frames, word banks, sentence starters. Allow extra time for written tasks to be completed. Focus feedback on ideas and content rather than neatness and spellings. Use classroom displays to support. Never ask a learner to 'copy' from the board, instead provide them with a mini-whiteboard with content provided on.

SUPPORTING LEARNERS WITH AUTISTIC SPECTRUM DISORDER

Seat learner in an area of the classroom free from busy displays and distractions. Try to keep the area around the whiteboard clutter free.

Teach/ use very clear classroom routines and expectations and display them (illustrated with pictures) where a learner can refer to.

Set tasks with clear goals, e.g. write three sentences, rather than 'write about...'. Use short simple instructions. Give one at a time and check for understanding. Ask learner to repeat back to you.



If a learner becomes anxious, allow them time to calm in an agreed calm-down area. Explain any unplanned changes of routine to a learner in advance. Provide support for unstructured time. Model to a learner that making mistakes is ok and part of the learning process.

Use incentives based on a learner's interests, use immediate and individualised reward systems. Provide a learner with symbol cards to display when they need help.

Use a learner's name before asking a question or giving an instruction. Set explicit and clear expectations and avoid metaphorical language and idioms.

SUPPORTING LEARNERS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER

Establish a set seat for the learner. Ideally near the front with their back to the majority of the class. Seat the learner in an area of the classroom free from busy displays and distractions. Try to keep the area around the whiteboard clutter free.

During teacher talk, allow the learner to fiddle with a piece of blu-tac, squeeze ball or another quiet chosen object. Ensure they maintain eye contact at appropriate times.

Give instructions simply and clearly. Make sure the learner is looking at the teacher/ speaker and check that they have understood by asking questions or asking them to repeat back.



Try to reduce unstructured times in which impulsive behaviour is likely to occur. Try to have familiar tasks such as word puzzles, number puzzles, cutting and sorting exercises.

Use a timer to help the learner complete tasks in the set time. Give clear guidelines for task completion and regular updates on the amount of time left to complete to ensure pace and focus. During longer tasks, allow movement breaks such as a specific errand or a toilet break.

Rather than relying on a 'hands up if you can tell me' routine during class discussions, pick learners at random to answer questions. This can help to keep learners focused during class discussions.

SUPPORTING LEARNERS WITH ADDITIONAL LANGUAGE NEEDS

Try to seat the learner with peers who can offer 'good models of language.' Seat the learner with a good view of the board, which should have key vocabulary (with picture prompts).



During whole class discussion, accept the learner's mispronounced speech, but repeat/ rephrase in a phonetically and grammatically correct version. During 1 to 1 discussions try to encourage the learner to correct their own mispronounced speech by asking them to repeat slowly.

On planning a new topic, make a list of subject-specific words. Always use visual prompts and place words in the context of a sentence. Use starter activities that pre-teach subject-specific words. Each word needs to be taught and applied at least 3 to 5 times before they will be secure.

Create visual summaries of discussions as you go, e.g. mind-mapping, flow charts, diagrams, concept maps. Support writing with writing frames and list of vocabulary to choose from.

Be aware that specific academic words such as 'compare', 'discuss', 'highlight', 'describe', 'explain', 'example', 'investigate', 'analyse' will all require some modelling otherwise the learner may interpret them as 'write' or 'talk about.'

Cue the learner into a change of topic of conversation/ presentation/instructions, whilst ensuring eye contact. Keep verbal instructions simple and in the order you want them carried out. Try to model instructions and give them time to process.

SUPPORTING LEARNERS WITH PHYSICAL DISABILITIES

Check that classroom spaces are accessible so that the child can move easily without risk of injury. If a table is used, check that it has plenty of room so that the learner can sit comfortably and participate.

Consider using textured mats under worksheets to stabilise the work, use coloured highlighters, coloured sticky notes, larger pens or pencils, computers with touch screen capabilities, copies of work that is presented on the board.

Consider what adjustments need to be made to physical education activities for learners who need support with movement, coordination and balance. Encourage team work and give the learner an active role that considers their strengths. Some rules may need to be adapted to allow full participation. Check the surface of the sporting area is not slippery and obstructed. Consider what adaptations can be made to sporting equipment, e.g. lighter balls, bat or lower nets may be helpful for learners in a wheelchair or a walking frame.



Consider the learner's needs when planning school trips or extra-curricular activities. They may need adaptations to be planned in advance or need to take additional breaks. Consider if they need more time to exit the classroom during an emergency or practice drills.

Discuss with the learner's family or other professionals any additional strategies or equipment that can be used at school to support their independence. They may benefit from being able to choose when and how they need extra help. Too much help may decrease their self-esteem and limit their sense of belonging.

Some learners with physical disabilities may need extra time to speak or express themselves. Allow them to use their preferred communication aid, such as pictures, gestures or technology. Teach other learners to use the child's communication method by using some during activities.