

Personalised Inclusive Learning Policy

This policy ensures that Huby CE Primary School is an educationally inclusive school where the teaching and learning, achievements, attitudes and well being of every pupil matter. We believe learning should be interesting and enjoyable and provided within an inclusive curriculum, focussing on personalised and inclusive teaching and learning, to meet the needs of all its pupils of whatever ability and aptitude; including, those with physical disabilities, those with learning difficulties and disabilities, those with emotional and behavioural difficulties, those who are particularly able, gifted and talented, those in need of 'catch-up' interventions, those of average abilities, those from all cultural backgrounds and pupils with English as an additional language. Learning diversity will be recognised and planned for, any barriers to learning and participation will be challenged and removed through a variety of intervention strategies, including a variety of teaching strategies to meet different learning styles, and all pupils will be provided with equality of opportunity to reach their full potential. Parents will be encouraged to be fully involved in the education of their children and they will be fully informed of the provision made for their child.

This policy is supported by other school policies, in particular the Behaviour and SEN policies and ensures all legal provisions linked to inclusion are met. It is also underpinned by the Single Equality Scheme and the statutory duties to meet current legislation in this area.

AIMS:

- To ensure all children are happy and enjoy school and develop a love of learning they will stay with them for the rest of their lives
- To encourage children to become independent learners with lively, enquiring and creative minds
- To deliver a broad, balanced, diverse and differentiated curriculum
- To ensure all children can achieve the highest standards of which they are capable
- To encourage the children to have high expectations and aspirations in their learning
- To recognise and develop children's strengths and successes to encourage a positive self image
- To ensure that provision and learning for all children is integral to planning and based upon assessment of and for each pupil's personal learning needs
- To ensure differentiated teaching and learning for all children, but in particular:
 - ⇒ Pupils with learning difficulties and disabilities
 - ⇒ Pupils with physical disabilities
 - ⇒ Pupils with emotional and behavioural difficulties
 - ⇒ Pupils who are particularly gifted, talented or able in general or specific areas
 - ⇒ Pupils who require specific interventions in order to improve their achievement rates
 - ⇒ Pupils with English as an additional language
 - ⇒ Pupils with particular cultural needs
- To recognise that everybody in the school community has a responsibility to implement this policy
- To celebrate and value success in all areas of school life

Broad Guidelines

We will use a variety of strategies from the following areas to ensure that we provide a high standard of inclusive and personalised teaching and learning for all children in our school:

1. Pupil Management

- Staff will use a variety of behavioural management strategies linked to balancing individual need and whole group/class needs.
- Staff will have high expectations of behaviour and involvement.
- There will be consistent use of rules.
- Staff and volunteers will be deployed to where support is required at individual and group/class level; and that support will be of high and appropriate quality and flexible in its use to best meet the needs of pupils.
- Pupils will be seated to best allow access to learning for all, including alteration of class furniture, and where reasonable, the building itself, to meet, eg. physical disability needs of some children or adults.
- Senior leadership decisions regarding access to learning may involve reorganising of class bases annually to ensure disabled access to classrooms where required.
- Teaching and learning opportunities and time in the class/group will be managed well to reduce or avoid opportunities for pupils generally to become inattentive and for pupils with behavioural difficulties to become disaffected in particular.
- Everyone in the school community must ensure that there is no victimisation, discrimination either direct or indirect against physically disabled pupils, pupils with learning difficulties or disabilities, and upon cultural race or religious grounds.

2. Well Planned Activities

- The teachers will ensure they plan for all pupils based upon prior learning assessment and tracking information in order to ascertain pupil performance and need.
- Individual provision maps (IPMs) for Wave 3 pupils on the Special Needs Register or with a Statement of Special Educational Need, will link to class planning. Pupils on the Gifted and Talented Register will also be planned for appropriately within the class or, where required, with individual education plans. A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short term individual and group withdrawal, monitoring and production of materials in subject areas and specific advice to subject staff from specialist outside agencies or the school's SEN co-ordinator.
- Pupils will be grouped appropriately for activities - by ability, aptitude or mixed.
- There will be half termly plans in all subjects indicating clear medium term learning objectives and suggested activities.
- Staff will ensure appropriate tasks for pupils through differentiation and expectations for learning will be appropriate to the child.
- Planning will be shared between adults supporting in the class.
- Lessons will have clear learning intentions and success criteria within a clear learning context - which may be cross-curricular.
- Learning activities will be wherever possible, enjoyable and intended to stimulate children's curiosity and desire to learn and achieve well.
- Cross-curricular learning will be exploited wherever possible to highlight relevance in learning to pupils.
- Staff will use appropriate learning resources, matched to need, and resources will be altered where appropriate for individual pupils with disabilities. Translations will also be supplied where appropriate.
- The SENCO will advise staff in the identification and best learning and teaching strategies of pupils with learning difficulties and disabilities, emotional and behavioural difficulties and those pupils with particular talents and gifts, and will help in procuring specialist support where necessary for these pupils and those with cultural and language needs.
- Staff will be sensitive to cultural requirements in eg. School meals, food studies and physical education.

3. Developing children's learning

- Staff will use a variety of formative and summative assessment data to help analyse pupil need and match next step learning appropriately. Assessment for learning principles will underpin all planning and teaching.
- Staff will employ effective agreed marking strategies linked to clear learning intentions and personal/group targets.
- Time will be given on a class, group or individual basis to ensure consolidation of learning.
- Staff will 'scaffold' children's learning appropriate to need.
- Staff will use a variety of teaching styles.
- 'Talk Partners' will be used to develop oracy, thinking and explanatory skills, pupil confidence and personal understanding.
- Interventions will be made where children are identified as underachieving, based upon prior attainment and expectations. These may be short, momentary and regular interventions of a teacher reminding a pupil to remain on task or encouragement to answer questions, or more formal interventions of catch-up or SEN programmes of support. In all cases they will be based upon the teacher and teaching assistant knowing the child's needs well and being proactive in identifying underachievement and intervening early in the child's learning issues. Support from parents of 'identified/targeted' pupils will be actively sought and the teacher or teaching assistant will explain how they can help and be engaged in their child's learning for a defined time period with clear objectives to concentrate effort. Staff will in turn support parents with strategies to use and general advice where possible. Feedback will be maintained and encouraged.
- Interventions will be linked to class activities with clear learning intentions and expectations known by all. Regular communication, assessment and feedback will be maintained between teachers and teaching assistants &/or SENCO

4. Pupil involvement in their own learning

- Children will be guided and supported in setting personal &/or group learning targets where appropriate.
- Learning intentions and differentiated success criteria will be made explicit during the lesson to ensure that pupils are aware of their own learning success and what they need to do next to improve. Marking and discussion of work will be focussed on this.
- Pupils will be reminded of learning targets within lessons as well as the learning intentions and success criteria of the lesson itself.
- Staff will help children to make sense of their own learning and the reasons for the learning intention of the lesson and the personal learning target - linked to relevance and purpose where appropriate. This may include cross curricular links.
- Parents will be involved in knowing, understanding their child's level of attainment, expectations of achievements and actual progress and their next steps required in their learning.
- Staff will give praise and recognition of when pupils have done well.
- Pupils' views will be sought on their aspirations, feelings and achievement in learning.

5. Meeting the needs of all children

- Children will be grouped to 'best fit' from regular assessment. This will entail gifted and talented/high attainers, average and low attainers and those with learning difficulties.
- Staff will group children to work in a variety of learning groups to maximise effective learning success for each child in the lesson. This may also include withdrawal of individual or groups if necessary.

- Expertise from within school and external agencies will be accessed to meet individual needs for eg. Pupils with English as an additional language, pupils with specific learning difficulties and disabilities, specific traveller needs etc.
- Resources will be appropriate to need and specialist or 'adapted' materials made available where required e.g. coloured overlays, enlarged texts.
- The staff will ensure appropriately challenging activities for all pupils with particular skills and talents.
- The curriculum will be rich and varied ensuring opportunities for all pupils to experience, develop and if appropriate maximise potentially latent skills.
- The school will utilise out-of-school opportunities to develop and enhance pupil skills to complement and/or supplement school based activities e.g. Cluster workshops for gifted and talented pupils.
- To develop independence and thinking skills staff may use collaborative learning opportunities.
- A variety of teaching strategies will be employed to match a variety of learning styles eg. visual, auditory, kinaesthetic.

6. Building on children's learning

- All learning will be planned from assessment of children's knowledge and understanding and level of skill.
- Teachers will build on intervention strategy learning within the class, with those pupils who are accessing extra support.
- Challenge will be provided through different, independent strategies eg. investigative work.
- Parents will be encouraged to support their children's learning and informed of pupil learning targets and ways they can help. Parents of pupils targeted as in need of extra guidance and support will be actively sought and given advice on how specifically they can enhance their child's learning.

7. Seeking advice and developing policy and practice

- The literacy, numeracy and other subject leaders will be responsible for developing policy and practice, monitoring and evaluating all levels of pupil need in their curriculum area and recommending action to improve standards and progress.
- The Special Educational Needs Co-ordinator will be responsible for advice, specific identification and assessment of need, directly or indirectly, by seeking assessment and support from outside school. They will liaise with the local authority, develop policy and practice and monitor and evaluate, with subject leaders, standards and progress for pupils with learning difficulties and disabilities.
- The Gifted and Talented Co-ordinator will be responsible for developing policy and practice, developing identification strategies, offering advice and support and liaising with subject leaders. They will monitor and evaluate, with subject leaders, standards and progress for pupils with particular gifts and talents.
- Referral for assessment and advice will be the responsibility of the class teacher and all staff will be familiar with the relevant statutory Codes of Practice.
- Continued professional development opportunities will support and enhance staff skills and knowledge in developing personalised and inclusive learning and also support directly and indirectly performance management objectives linked to teaching and learning and pupil progress.

8. Conclusion

- The commitment to personalised learning and educational inclusion will be an integral part of every aspect of the school's life and work. It will be marked by a child-centred approach to all we do to ensure that the needs of each individual are met.