



Tetsworth Inclusion Evening

28th November 2022

Mrs A Bowden and Miss S
Braund



FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM...
PLEASE CLIMB THAT
TREE.



What does inclusion
look like for our
children here
at Tetsworth Primary?

**Every child
has the right
to an
education**

Knowing and understanding the needs of all pupils

Every child has a voice

Child centered

Valuing everyone

Feeling safe and secure in the environment

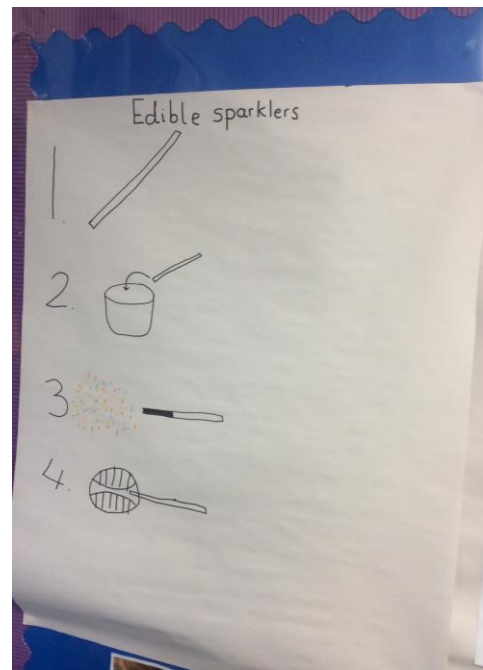
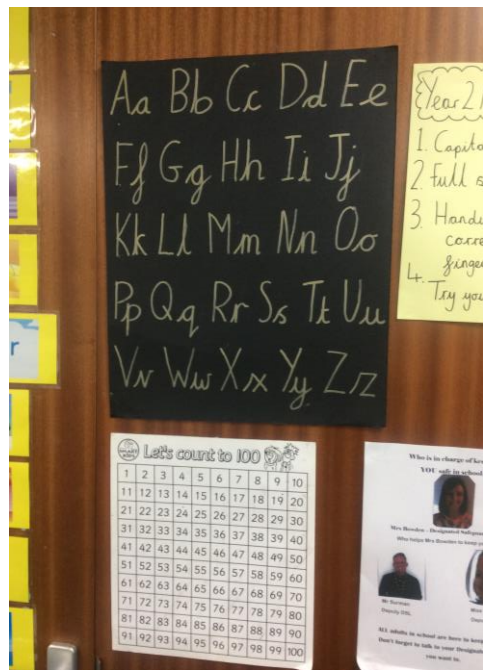
Celebrating diversity and individuality

Everybody's responsibility

Valuing cultures

Waves of Intervention Model





Our Universal Offer here at Tetsworth Primary School

Adaptive Learning

Hands on learning

Links to prior learning

Opportunities for all children to succeed, develop independence as well as being challenged

Clear structured lessons

High expectation of all learners

Regular repetition of concepts

Knowledge and understanding are not assumed

Now and next boards

Task boards

Word mats

Dictionaries

100 squares,
number lines

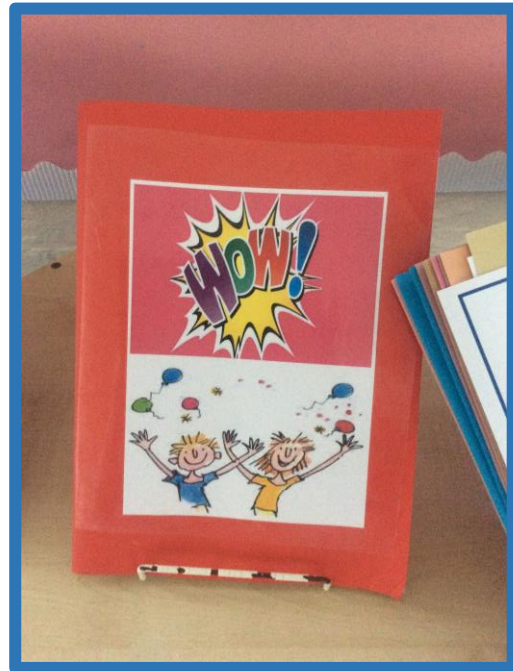
Models to
support access
to tasks

Knowledge
Organisers

Regular use of praise to encourage all learners

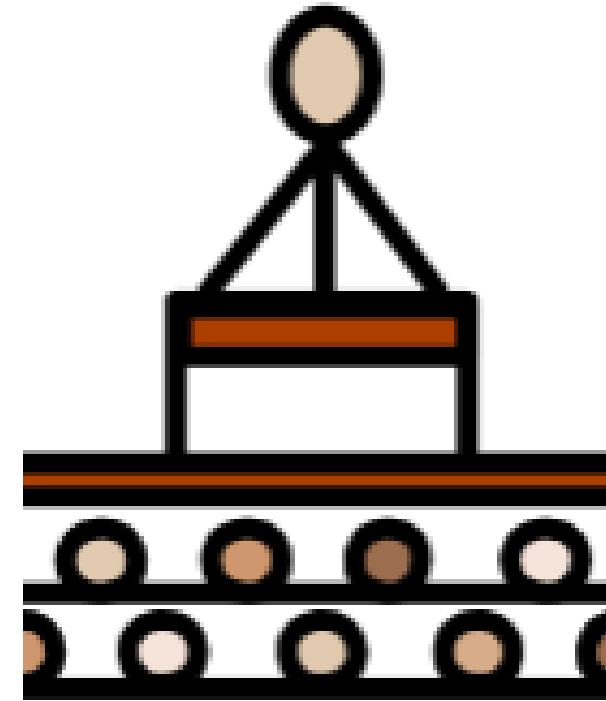
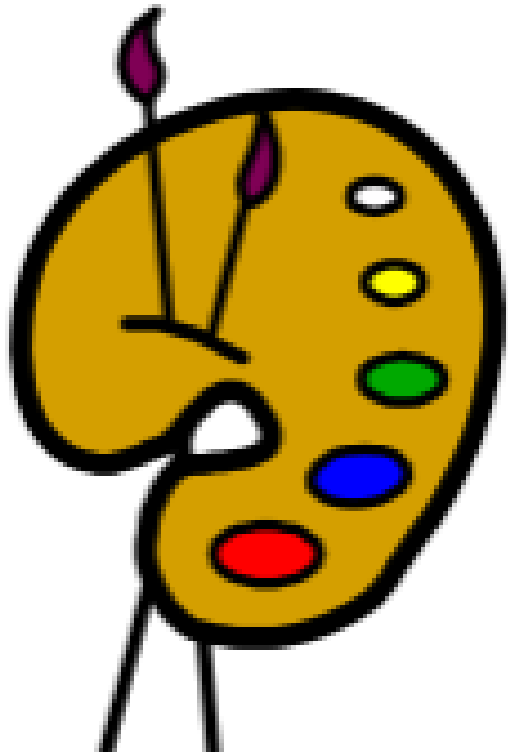
Our Universal Offer

- House points are given to support all learners
- Certificates

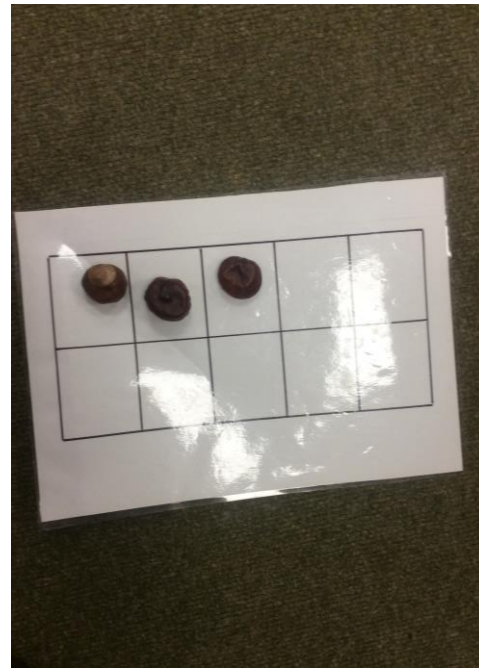
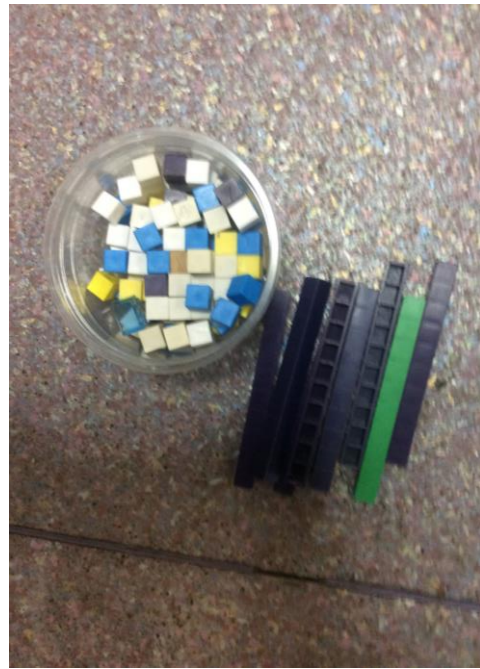


Every child is unique

Praise may look different depending on the individual child. We may use individual rewards for many reasons, this may be low self esteem, when a child has reached a personal goal, completed a small step to a larger task. The rewards would be different depending on a child's individual needs.



Visuals



Concrete Resources

Zones of Regulation

- Four Zones
- How do we feel when we are in these zones
- Tools to help us when we are in the different zones

Parent involvement to follow



Targeted Interventions



Nurture room

For small group work and Individual work

Communication and Interaction	Cognition and Learning	SEMH	Physical and Sensory
<p>Children and young people with communication and Interaction needs (SLCN) have difficulty in communicating with others. This may be because:</p> <ul style="list-style-type: none"> • they have difficulty saying what they want to • understanding what is being said to them • they do not understand or use social rules of communication. <p>Pupils with ASD are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.</p>	<p>Children and young people who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties (MLD) & severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum 	<p>Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include:</p> <ul style="list-style-type: none"> • becoming withdrawn or isolated • displaying challenging, disruptive or disturbing behaviour • Self-harming, substance misuse or eating disorders <p>These behaviours may reflect underlying mental health difficulties.</p> <ul style="list-style-type: none"> • anxiety or depression • unresolved trauma • attachment disorder • conduct disorders: Attention Deficit Hyperactivity Disorder (ADHD) or Oppositional Defiant Disorder (ODD) 	<p>Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided and to access all the opportunities available to their peers.</p> <ul style="list-style-type: none"> • Visual Impairment • Hearing Impairment • Physical Disability <p>These difficulties can be age related and may fluctuate over time.</p> <p>Many will require specialist support and/or equipment to access their learning, or habituation support.</p>

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Scaffolding

Plan, do, review

Interventions

Led by School Staff

Fine motor


Daily reading

Zones of Regulation

Handwriting practice

Staff trained in a specific led program

Project X



How do we
decide if a child
needs a
targeted
intervention?

- Teacher assessments and knowledge
- Salford scheme for reading and Sandwell for maths
- Pira and Puma assessments three times a year
- Target Tracker
- A child will then have a pupil profile

Specialist intervention



Outside
Agencies

OXSIT – Oxfordshire School
Inclusion Team

Communication and
Interaction Team

Educational psychologist

Occupational Therapist

Questions

If you have any further questions after today then please do not hesitate to contact us

office.2456@tetsworth.oxon.sch.uk

Phone number: 01844 281328

If you need an appointment for your child Miss Braund is not class based on Wednesdays

