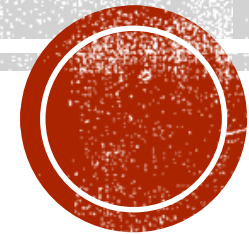




**Bidbury Junior School**

**1 ONE TEAM  
ONE VISION  
ONE GOAL**

**Inclusion for all at Bidbury Junior School**



**Vanessa Hicks, Headteacher, Bidbury Junior School**

**Leigh-ann Hunter, Acting Deputy Headteacher, Bidbury Junior School**

# ENQUIRY QUESTION

With 24% of our pupils identified as having SEND, how can we deliver an effective and inclusive whole school approach to learning which enables all children to learn and achieve well?



**1 ONE TEAM  
ONE VISION  
ONE GOAL**



**1 ONE TEAM  
ONE VISION  
ONE GOAL**

“If you don't know where  
you are going, you'll  
end up someplace else.”

— Yogi Berra



**Bidbury  
Junior School**

**1 ONE TEAM  
ONE VISION  
ONE GOAL**

**At Bidbury Junior School our vision for Inclusion is:**

**To create an environment where we  
remove barriers and ensure access to  
successful learning for all children.**



**Bidbury  
Junior School**

# 1 ONE TEAM ONE VISION ONE GOAL

Our commitment:

to children...

Making sure that every child in our school, whatever their circumstance or ability, has a sense of belonging, achievement, feels respected, and is valued for who they are

to parents and carers...

Understanding that there are different types of provision that a child may need at different points in their lives, and that movement between provisions must have a specific purpose which will lead to better outcomes for them



**Bidbury  
Junior School**

# **1 ONE TEAM ONE VISION ONE GOAL**

## **Working together to:**

- identify the profile and specific needs of SEND pupils in our school;
- develop the knowledge, skills and confidence of those supporting pupils with SEND;
- understand what High Quality Inclusive Teaching looks like and how to differentiate this for individual pupils with SEND; and
- support teachers, LSAs and leaders in delivering and monitoring an inclusive approach to classroom practice.



# IDENTIFYING THE PROFILE AND SPECIFIC NEEDS OF SEND PUPILS IN OUR SCHOOL

- Evaluating our provision
- Establishing priorities
  - both in terms of universal provision as part of quality first inclusive teaching; and
  - Digging deeper to identify and understanding specific needs of individual children and .....how these could be met within a mainstream school





# DEVELOPING THE KNOWLEDGE, SKILLS AND CONFIDENCE OF THOSE SUPPORTING PUPILS WITH SEND



Big District Inclusion Project



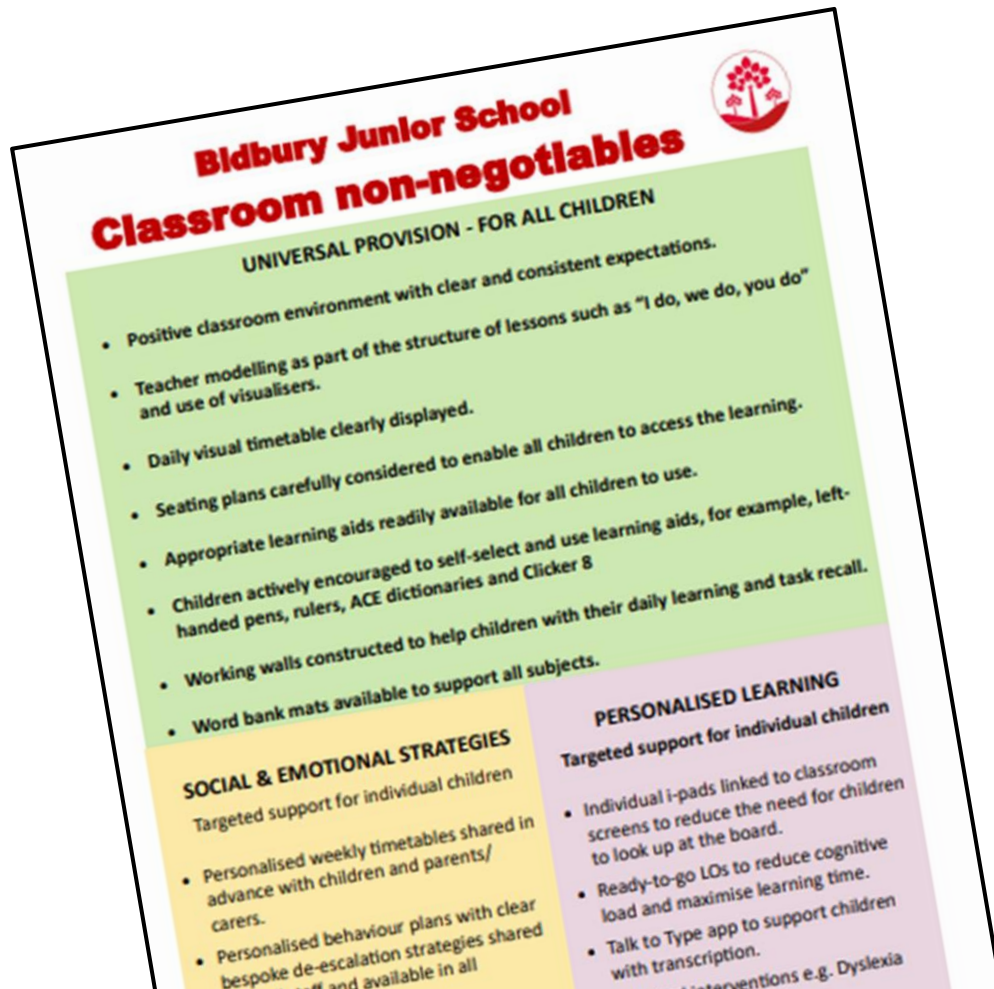
Robin's Oak



RIVERSIDE COMMUNITY SPECIAL SCHOOL



# UNDERSTANDING WHAT HIGH QUALITY INCLUSIVE TEACHING LOOKS LIKE AND HOW TO DIFFERENTIATE THIS FOR INDIVIDUAL PUPILS WITH SEND



**Universal provision for all children**

**Targeted support for specific needs**

- Cognition and learning difficulties
- Communication and interaction needs
- Sensory needs and physical needs
- Social, emotional and mental health (SEMH) difficulties

# SEEING THE IMPACT

## Child A

- Significant SEMH needs
- Physically violent
- Verbal outbursts
- Work refuser



Consistent language used by all adults

Clear expectations set

Now and next boards used and linked to rewards

Mindful colouring used to help sustain focus

Task design matched to interests

Taught how to 'play' with peers

Formed positive link with home/2 way open dialogue

Staff recognise early signs and use distraction techniques



In class for all teacher inputs

Reduced in class disruption

Completion of tasks achieved

Significant reduction in physical and verbal outbursts

Building of friendships with peers

Successful break and lunch times



# SEEING THE IMPACT

## Child B

- Autism diagnosis
- Significant sensory needs
- ARE in maths and English
- Outbursts disrupting whole class learning
- Still awaiting a specialist placement as needs of the child are considered to be so significant



Clear expectation to join whole class input (core)

Learning chunked down and interleaved with sensory breaks

Now and next boards

Foundation learning matched to interests (enhanced provision)

Introduction of lunch club in Autumn term

360 communication approach between school, parents and child.



Less heightened, therefore fewer outbursts

Able to stay close to class to learn

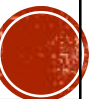
Less reliance on noise cancelling headphones

Will occasionally complete tasks independently – with eyes on by LSA

Learning at their own pace

Successful lunchtimes – able to go outside for periods of time to play independently

More positive relationship with parents resulting in less end of day conversations



# MONITORING AN INCLUSIVE APPROACH TO CLASSROOM PRACTICE

- Learning walks
- Classroom environments
- Use of classroom non-negotiables
- Book looks
- Improved attainment and progress data
- Feedback from children and parents
- Attendance
- Engagement in lessons
- Behavioural incidents
- Disruption to whole class learning
- Managed exits
- Reliance on SLT support
- Feedback from staff and partners



# FEEDBACK FROM THE TEAM

Embedding higher expectations around learning barriers.

All children have been able to engage and modify behaviour to be successful.

Giving simple instructions so that tasks can be accessed at a pace that works for the child.

Integrating X into afternoon session – using colouring as a distraction technique and using non confrontational communication to remove when sensory break is needed.

Structured play has helped children to develop friendship and listening skills.

Lunch club helped teach children how to interact with each other and form friendships.

Flexibility to create individual behavior plans/learning plans.

## Even Better If.....

...to be more knowledgeable on the range of effective scaffolds available

...there was more support for children in foundation subjects.

...continue to use the SEND planning tools to inform planning.

... strategies identified were used consistently across the school.

... individual targeted/adaptive interventions to support the needs of all children.

...understanding what enhanced provision will look like.

# WHAT'S NEXT

**1 ONE TEAM  
ONE VISION  
ONE GOAL**

- The Big District Inclusion Project for 2023-24 with focus on Tackling Educational Disadvantage.
- Focus on planning and provision for children with SEND support to ensure that they are able to access the learning, particularly in foundation subjects.
- Use of planning tools in English and maths to assess and plan learning for children who are working at least two years below.
- Developing enhanced provision for children with significant SEND.
- Refining how we use LSAs more effectively to support classroom provision and lead targeted interventions





# Any questions?



**Bidbury  
Junior School**