

INCLUSION IN ENGLISH

At Mill View Primary, we believe in the success of all pupils. We are an inclusive school and ensure there is an **equity of support** where every child receives what they need to reach their potential. Our curriculum is designed with inclusion at the heart, and our curriculum intent is therefore the same for all children.

We are acutely aware that not every child has the same starting point and that there are an abundance of factors which must be considered in order for all learners to access the learning according to their individual needs, particularly for learners with Special Educational Needs and Disabilities (SEND). We also know what not all groups have an equality of experience in our society, and we must make deliberate choices to ensure individual experience is not only represented but celebrated, particularly with reference to the Equalities Act 2010.

Therefore, whilst our curriculum intent is the same for all learners, our implementation of the curriculum may well look different for groups, classes or individuals. Our **Conscious Discipline** behaviour system ensures that all teachers understand the fundamental importance of **positive relationships** and promotion of **good learning behaviours**, reinforcing effort over outcome, within every classroom. Teachers will plan, scaffold, challenge and embed learning through activities which are amended to meet children's needs. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out in the NASEN teacher handbook to assist us in amending our implementation within English. There are 3 specific areas which need consideration when thinking about inclusion in English – Phonics, Reading and Writing. The patterns of phonics, being precise, rigorously structured and taught discretely everyday, lends itself to being a highly inclusive lesson.

Examples of inclusive practises in English, though not an exhaustive list, can be seen to the right.*

*These are suggestions of what may be implemented, but teachers will amend according to learners needs.



All sessions have the same structure (teacher, practise, apply) enabling learners to anticipate next steps, providing boundaries for their focus and ensuring they feel safe



Learning is interactive. Use of talk - modelled, shared and peer - helps to stimulate vocabulary and understanding. Teachers are used as 'experts' and share their 'thinking voice'



Consistent resources used i.e. sound mats, sound buttons, terminology, pen grips, spelling mats, word banks (pictorial if needed) across all subject areas



Opportunities for mark making and the development of fine motor control are explicitly planned for



Targetted interventions - the most qualified adults are targetted to work with learners with the greatest need



Reading books are matched to reading ability through targetted assessment.



Children may use digital tools, such as laptops to write, touch-type, or SeeSaw to voice record or video responses, or use an adult as a scribe



Vocabulary rich environment. Teachers plan for cross-curricular knowledge building to consolidate and broaden experience, vocabulary and comprehension.



Same intent, amended implementation