



Horn's Mill
Primary School

ACCESS FOR ALL

Methods and Approaches for Inclusive Teaching at Horn's Mill

To enable quality inclusion, the following strategies are used within everyday practices. This school culture ensures that all children can access rich and positive learning experiences to the best of their ability.

These strategies include:

- A culture of openness to adapt and change in line with children's needs
- A commitment to develop positive and honest relationships with children and their families
- Partnership working with parents and agencies offering empathy, understanding and practical support
- An understanding that equality does not mean that everyone needs the same
- A trauma informed and therapeutic approach to behaviour management is employed throughout
- Promoting equality through the children's understanding of one another's needs, accepting and celebrating these differences
- A celebratory ethos recognising individual achievements
- Leaders' have a commitment to ensure quality first teaching across the curriculum and have high expectations for all
- Prioritising the personal development curriculum across the school
- A creative approach to assessing whether children know more and remember more

Key Principles for Inclusion

Research from the EEF's 5-a-day principle has underpinned the creation of our own 6 principles for inclusion, (Instructions, Metacognitive, Using Interventions, Scaffolding, Technology, Grouping - **IMUSTG**). These are detailed below:



Instructions:

Adapted vocabulary, repetition, non-verbal prompts, use of technology, images/visual aids, support staff, limited/targeted language, support staff reinforcing instructions and/or separate input in smaller group or 1-1, modelling task, resources (e.g. Mighty Writer), now and next, Makaton, PECs, visual timetables

Metacognitive:

Reviewing previous learning, progression in teaching, call and response

Using interventions:

Pre-teach, revisit/consolidate, overlearning, eliminating barriers (academic and SEMH), following targeted published interventions, e.g. NELI, ELSA, IDL, regulating sensory needs (e.g. weighted blanket, sensory breaks, active learning, calming and neutral classroom environments), cream paper, use of nurture dog

Scaffolding:

Modelling, success criteria, worked examples, guided teaching, washing lines, manipulatives, vocabulary, sentence starters, effective questioning, 'thinking out loud', learning aids (e.g. times table grids, ten frames, key word maps), adapted learning, specialised equipment (e.g. adaptive scissors, pencil grips, posture chair)

Technology:

talking tin, laptops, keyboards, use of visualiser, translation apps, dictation app

Grouping:

Fluid groupings, paired learning, carefully considered seating plans, deployment of adults

Subject specific adaptations

PE	<ul style="list-style-type: none">• Specialised seated curriculum for children identified with physical needs• Non-participatory curriculum
DT / Art	<ul style="list-style-type: none">• Plastic knives are available for children who have a low sense of danger or are at risk of harming themselves or other. Allergies are considered before recipes are chosen• Items are stored on an art trolley, this is clear and predictable so that items can be found and put away. If there are items in the class, then this is always in the same place.• Sketchbooks are often revisited which reminds children of their starting points and the progress they have made• Additional sketch books are provided for children who need to manage their emotions through art to help them self-regulate.