



Inclusion Blueprint Policy

Vision and Mission

We are a child-centred, inclusive and diverse family with a shared love of learning. Our mission is to provide a caring, nurturing and empowering environment in which all children can learn and thrive. Our children and team have the skills and mindset to:

- think, explore and grow
- celebrate and respect ourselves and the people around us
- be compassionate and have a positive impact on the world

Values

Respect
Unity
Compassion
Growth

Nadeen School Inclusion Blueprint

Introduction and Rationale

What is an Inclusive education?

Inclusive education is a child's right, and should not be a privilege. Inclusion promotes quality and equitable education for all, without exclusion, including those who may be potentially marginalised by learning needs or social position. Nadeen School seeks to do everything within its capabilities to ensure an inclusive education for all children in its care.

As implementers of inclusive education we need not only to execute programmes that focus on children with Special Educational Needs (SEN) or Barriers to Learning (BtL) but also to give emphasis on promoting inclusive values in the school community through a partnership with the peers of children with SEN / BtL. We must remember that not all children who have barriers to learning are those who fall below age related expectations (ARE). Inclusion means that every child is being considered when we plan all aspects of school life including those at ARE and above. Inclusion needs to be a collaborative effort among the policy makers, middle management and the staff, not to mention the parents of the students who should also disseminate the same concept of inclusion. What is right for the children must be at the centre of every decision made within the school. By having an inclusive school, it benefits every child and adult in the school community.

Purpose

The purpose of this document is to set clear intentions on how we will integrate an inclusive mindset into the lives of all members of our school community and ensure that every child feels they are an integral part of our school.

What is needed to make it work?

To make inclusion work in a mainstream setting we must be creating a shared vision for everyone, and this means everyone being involved in school adding structure and consistency. We must consider and identify how we want our inclusive school to work, how to utilise resources, staff allocation and training effectively across the school and make practices consistent in school. This blueprint is to be adhered to by all staff.

How do we create an Inclusive School:

What is inclusion to Nadeen?

Inclusion is the practices we implement and the structures we put in place to ensure all children access learning and participate alongside peers regardless of their ability. The Blueprint is about how we are going to achieve this consistently. The learning environment is not just about the classroom but the whole school environment.

Why do we need a Blueprint?

- To identify our capacity and what needs can be catered for and how we are going to do this
- To create a shared vision and mission that all stakeholders understand
- To give structure to the practices used by all staff
- To increase accountability of all staff
- To focus on staff allocation, resources and staff training
- To provide consistent and quality service to children and parents

In creating an inclusive school, we need to consider:

- the stakeholders and owners vision for inclusion
- the needs of the current cohort of students
- the needs of potential new students identified during their application process
- additional staffing needs, staff training, resources, space etc
- any MoE government restrictions and legislations

Non negotiables within an inclusive school:

- To ensure we are an inclusive school we must:
 1. be working with parents in partnership to ensure all parents understand and embrace our vision for inclusion
 2. have all staff working together to promote inclusivity throughout the school
 3. have appropriate training for all staff
 4. support and encourage students to be fully inclusive and accepting
 5. have the appropriate support in place so all students can access learning
 6. have the appropriate assessment in place to monitor learning of all students
 7. have all areas around the school set up and resourced appropriately so all students can access learning

What does an Inclusive School look like?

Non-negotiables of a learning environment (classrooms and shared areas):

- displays raise awareness of and celebrate diversity
- clear classroom displays with appropriate font type and size so they are accessible to all

- easily accessible resources for all students' learning needs including availability of visual, concrete and technological resources
- visual supports for learning e.g. key vocabulary, visual daily schedules etc.
- physical layout is structured to promote inclusion while supporting individual student's needs
- an inclusive timetable where students spend the maximum amount of time possible with their age group peers whilst still having their needs met

Non-negotiables of instruction and assessment:

- lessons are differentiated to meet the needs of all students and Individual Education Plans are used where necessary
- all staff are aware of students' individual learning targets
- teachers use multiple instructional strategies to include students in every lesson
- instruction and assessment is within the general classroom environment with age group peers as often as possible whilst still meeting individual student's needs
- accommodations are seen as positive by staff and a way for all students to achieve and progress
- all staff and students are trained to use assistive technology where required
- affective assessment for learning is used to monitor the learning of each student and summative assessment is modified for use when appropriate

Non-negotiables of support and interventions:

- promote a student's strength whilst supporting their barriers
- develop all aspect of a student and not only academic
- implementation of proactive strategies to support each student that has been identified through data, observations and discussions with all staff working with that pupil
- positive behaviour strategies are implemented to support all pupils
- staff are supported and trained, where necessary, to find and implement appropriate strategies

Non-negotiables for our role in the wider school community:

- promote and celebrate diversity through our social media
- have an open-door policy in order to meet, discuss and promote a better understanding of diversity in the school, community and wider world
- work in partnership with external agencies in order to fully support our students

*Remember all of the above are best educational practices and will benefit every child in the class.

Maintaining an Inclusive School:

In order to maintain and improve an inclusive school we will:

- constantly review the needs of the students in the school
- Use a variety of assessment tools (formative, summative and diagnostic) to highlight progress, attainment and barriers to learning
- review the needs of new students accepted into the school

- keep inclusion as a key point of decision making and future school development plans
- involve all stakeholders in reviewing the practice through conversations, observations, open door policy and surveys
- communicate expectations to all stakeholders
- support each other, share best current practice and undertake regular professional development

Appendices:

Strategies that may be used to remove barriers within the classroom:

- have a well lit but not over lit classroom - monitor for glare from the sun and lights on boards and screens
- have child sit it where they can see the board, and see and hear the teacher clearly
- keep classroom as uncluttered as possible
- display key vocabulary that is needed and as examples of how to correctly use them in sentences
- have word banks and activity prompts easily accessible on boards or desks
- have step by step instructions available where necessary
- display visual timetables
- use mixed ability groups where possible - using learning buddies and differentiation where necessary
- have quiet spaces that children can easily access
- have peer buddies or an inclusion ambassador in your class
- give children the time and confidence to speak openly about any barriers and all children the opportunity to participate in these conversations

Resources that may be used to remove barriers to learning:

- left and right hand scissors
- fidget toys
- Pencil grips, chunky triangular pencils, specialist pencil grip pens to alleviate fine motor barriers
- Squeeze balls for stress, movement breaks and strengthening tools for muscle control

- assistive technology including text to speak, clicker app, reading apps, typing aids, video explanations etc
- personalised learning boxes
- word mats/activity prompts/stepped instruction mats
- coloured overlays
- different size of line or coloured paper for writing
- double line spacing for text, an accessible font, and appropriate size of font that is clear and readable for all
- headphones
- allow children to use different applications and formats to present learning outcomes

Using powerpoints effectively so that they may remove barriers to learning:

- keep them clear, simple and uncrowded
- only have one theme per screen minimum with a minimum 4 to 5 bullet points
- use the same font /background/format across all your powerpoints
- Use simple, non reflective background colour throughout which allows the text to stand out
- use multisensory audio visuals
- give staff time and support to learn technical skills
- assess lighting in class to reduce glare when introducing PP
- make slides available at home
- give a hard copy if necessary
- stagger release of information
- avoid complex visuals
- keep transitions between slides similar and simple

Using text effectively so that it may remove barriers to learning:

- use Dyslexia friendly text
- use 22-26 font size , together with increased line spacing and character spacing, if necessary
- use **BOLD** to emphasis a point
- avoid shadow text
- dark blue on cream text works well

Effective lesson planning and delivery that may remove barriers to learning:

- keep instructions clear and consistent
- use prompts such as mini white boards or Post it notes

- always allow time for processing before expecting a response, verbal or physical
- chunk tasks into smaller amounts
- adapt work to help them achieve e.g. reduce the learning/assessment of spellings from 10 to 5
- reduce the amount of work present on boards/TV
- send videos and materials home to facilitate pre-learning so material in classroom is more accessible

Understanding an ASD friendly classroom:

Barriers:

- understanding instructions, reading, writing, speaking can all be very challenging
- children may have hypersensitive, hyposensitivity or mixed profile of both
- communication can be impaired e.g when understanding instructions - both verbal and written
- understanding social norms can be difficult
- relationships with others children and staff
- understanding new concepts and transferring knowledge
- accepting change even when it is minimal
- organisation

What can help:

- use a lot of visuals: timetabling (weekly, daily, hourly, minutes if necessary)
- use what's happening now and next visual prompts, particularly for new concepts
- use motivators and rewards, specifically around the child's interest
- have class rules displayed in words and, if necessary, in symbols for those who depend on visual communication for understanding
- sequence events on visual boards e.g. my school day etc
- giving opportunities to develop independence
- use other students as ambassadors, peer models and buddies
- social stories to explain behavioural and social expectations
- use role play with adults and peers to model expectations
- give lots of opportunities to move from their desk and classroom, of necessary
- use noise cancelling headphones, when necessary
- use timers to help with focus, completion of a task and transitions

- speak about ASD with your class and display posters about ASD to help others so they can understand and support
- create sensory boxes and spaces to support sensory needs
- work closely with parents
- create a quiet space
- use independent work station or areas
 - 1) include their own familiar equipment
 - 2) use folding screens to shield them, if necessary
 - 3) have all the resources you need, readily available

Review:

Written by:	EB and AM
Reviewed by:	PW
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All policies will be reviewed as above or as and when needed.