

# Inclusion Presentation

Wednesday 30th of August 2023





**Yes!**



**Meet the Team**

# Meet the Team

## **Inclusion Co ordinator**

Ms Agnes

## **ESL Lead Teacher**

Ms Rachel H

## **LS Teachers and Shadows**

Hala, Najat, Katie, Diane, Jen,  
Jack, Verna, Chris, Susie, Noora

## **ESL Teachers**

Rachel, Ben

# Learning Support

*The quality of education provided by Nadeen School is outstanding.*

*The learning support programme in place is a decided strength of the school. It delivers focused, well-resourced support to many pupils. Provision for extra support is a strength of the school. Teachers use accurate formative assessments to ensure each child is provided with the correct support at the right time to ensure they can make rapid progress. PENTA BSO 2022*


## Current Data

24 % of students in Nadeen School are in receipt of SEN support. (16.5 % of pupils in UK)

7 % of students have English as a second Language (ESL)

4.02 % of students have an Individual Education Plan ( IEP) ( 4% in the UK)


18 children in receipt of Shadow Support



Individualised support is provided to meet students varying needs, such as Non-native speakers of English being appropriately supported in their English as Second Language (ESL) programme and students with Special Educational Needs and Disabilities (SEND) supported and monitored through the Inclusion Programme. *BQA April 2022*

# Introduction to Learning Support

How do we know if a child needs learning support?





**Referral from Admissions**



## Step 1

Parents apply for a school placement in Nadeen through the Admissions Department by means of application form; agreeing to the terms and conditions of entry to Nadeen.

## Step 2

A member of the Nadeen staff will complete assessment.

## Step 3

Child will be offered a place in school through direct entry - Telephone conversation /email /meeting and referred back to admissions team to assign class teacher etc.

## Step 4

If academic or behaviour concerns are apparent parents will be contacted by telephone with a follow up email. If further clarification required a meeting will be set with Inclusion leader or potentially the school Principal. (Refer step 6 of in-school referral process)

How do we know if a child  
needs learning support?

---

In school Referral



**In school Referral**

## Step 1

**Class teacher (CT) reflection meetings and informal discussion; discuss with Phase leader, Subject Heads, Specialist Teachers**

## Step 2

**Continued concern: CT to refer to Phase leader to discuss strategies implemented, further strategies to try.**

## Step 3

**Continued concern: CT in agreement with Phase leader - refer to Inclusion Leader**

## Step 4

**CT to meet Inclusion leader with student file- strategies implemented and current assessment data available. Inclusion leader observes student.**

## Step 5

Inclusion leader determines type of assessment required. HOS/Principal notified. Inclusion leader assesses in school

## Step 6

Inclusion leader meet with parents to discuss findings and outline the level of support required.

5.1  
No learning support

6.1  
Regular learning support

6.2  
Inform school admin and accounts

6.3  
Accounts to invoice parents

**Step 7**  
Further external assessment required (Slide 26)

**Step 8**  
Obtain Educational Psychologist; Speech & Language report; etc. if required

**Step 9**  
Student enrolled on inclusion programme. LS teacher and sessions communicated with CT.

**8.1**  
IEP

**8.2**  
Meet CT, Inclusion Leader, and others as required to develop & Implement IEP

**8.3**  
Accounts to invoice parents

# Levels of Learning Support

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Support in 1 subject or area  2 sessions per week	Support in 2 subjects or ESL or SEN/IEP needs  5 sessions per week	Support in 2 or 3 subjects AND/OR English Language Support AND/OR SEN/IEP needs + PT shadow  7 sessions per week	Support in 2 or 3 subjects AND/OR English Language Support AND/OR SEN/IEP needs + shadow  10 sessions per week

# Allocation of Staff: as of Sept 23

	<b>LS</b>	<b>SEN</b>	<b>ESL</b>
EYFS			
KS1- Y1 & Y2	Najat, Jen, Jack, Rachel, Ben	Agnes, Katie, Jack Chris, Verna + the LS Teacher linked with that year group/phase.	Rachel and Ben - across Y1 - 9.
KS2- Y3	Jen, Hala, Jack, Rachel, Najat, Diane, Ben		
Y4	Diane, Najat, Jen, Hala, Jack, Ben, Rachel		
Y5	Chris, Katie, Hala, Rachel, Ben, Jack, Diane		
Y6	Rachel, Ben, Chris, Katie, Jack, Susie Verna		
KS3- Y9	Rachel, Ben Chris, Susie		



# Professional Development of Staff

- All school staff are required to complete Dyslexia Training for the School Setting and Understanding Autism, Attention Deficit and Hyperactivity through the University of Derby
- We have a fully functioning Inclusion Policy and Blueprint of the characteristics of an Inclusive Classroom
- Continued Professional Development for all staff is ongoing throughout the year and something we strongly encourage staff members to become involved in, both in and outside the school setting: Cambridge English as a second Language, Effective use of Teaching Assistants and Differentiation

# Levels of Shadow Support

Shadow support ranges from level 1 through to 9.

Level 1 - 2 sessions of shadow support

Level 2 - 5 sessions of shadow support

Level 3 - 7 sessions of shadow support

Level 4 - 10 sessions of shadow support

Level 5 - 15 sessions of shadow support

Level 6 - 20 sessions of shadow support

Level 7 - 25 sessions of shadow support

Level 8 - 30 sessions of shadow support

Level 9 - 40 sessions of shadow support



# Intervention

# What does intervention look like?

## English

- Specific reading intervention
- Phonics as per in class teaching (KS1)
- Project X code (Y2 upwards)
- Reading/comprehension groups (Y5/6)
- In class guided reading support.
- Specific Writing intervention
- phonics/spelling
- Specific writing intervention
- In class writing support.

## Maths

- Small group intervention for those with gaps in knowledge
- Support for class related work in small group sessions
- In class support during maths lessons.

# Intervention

ESL	SEN - Individual Education Plan
<ul style="list-style-type: none"><li>- <b>Macmillan English</b> small group sessions targeted learning. Focus on listening, speaking, reading &amp; writing activities for primary.</li><li>- Cambridge 'Own It!' small group sessions targeted learning. Focus on collaborative learning around real world topics- for secondary.</li><li>- Bell Foundation used for tracking.</li></ul>	<ul style="list-style-type: none"><li>- Pupils with a Specific Learning Difficulty or Special Educational Needs may require an Individual Education Plan (IEP). This is a plan which breaks down that pupil's goals into achievable targets, specific to that pupil's needs and areas of difficulty. This IEP will be used as the focus of assessment. Reading Recovery / Maths Recovery</li></ul>

# Timetabling

We do our utmost NOT to take students from specialist subject lessons: Music, PE, Library, MFL or Arabic. Library can be an exception when no other slots are available AND it is for English intervention. Some LS sessions can happen from 7.30am

Additional sessions can then be allocated in free timetable slots, as per needs of pupils/groups. Additional sessions include in-class support, extra support where needs require.



## Assessment and Progress

# Progress of Students

94% of the children receiving targeted support for literacy or maths, have made forward measured progress.

37% of the children who were enrolled in Learning Support in September have been successfully discontinued from the programme.

89% of the children receiving specific EAL intervention have shown accelerated progress from Term 1 to Term 2.

On average they have made more than 1 year's progress in 3 months.

After the first term 53% of the children on EAL programme were able to exit the programme and have continued to make progress along with their peers.



# Assessment

## On Entrance

Children are assessed on entry to Nadeen using standardised testing to assess their current levels against the National Curriculum for England and Wales or with an EAL assessment if required.

In Reception and Y1 (occasionally Y2), there is also a Phonics tracking assessment.

## Termly/Summative

Summative Termly Assessments  
IEP Review and Target setting  
Ongoing tracking against National Curriculum statements in Markbook  
Moderation and teacher judgements  
Cambridge Checkpoint at end of Key stage

## Ongoing/Formative

Teacher monitoring of work samples submitted across all subjects.  
All aspects of the child's learning. (holistic)  
Cause for concern/oral report and continuous monitoring.  
Moderation and teacher judgements as applicable

# Further Assessment

Further Educational testing for those children who present with possible specific learning difficulties.

Children are monitored and tracked on an ongoing basis and those who present with signs of more specific difficulties or continued poor progress despite intervention may benefit from further assessments.

Further assessments that we offer on-site include:

- Dyslexia and Dyspraxia Screener (GL assessments)
- CAT4 assessment (GL assessments)
- NNRIT

Certain children may then be referred on for specific evaluations with an Educational Psychologist or Speech and Language therapist, depending on the area of difficulty experienced.

# Relevant Documents

[Inclusion Policy](#)

[Inclusion Blueprint](#)

[Nadeen School Website](#)

[Bell Foundation EAL descriptors](#)



Thank you for listening.