

Quality First Inclusive Teaching at Walsh C of E Junior School

Learning, Caring and Succeeding Together

Teacher Strategies	Pupil Strategies	Environment	Pastoral
<ul style="list-style-type: none"> • Engaging, stimulating lessons • Lessons linked to real-life • Consistency of approach • Resources to support individual learning • Specific outcomes for each child • Flexibility • Use of humour to deflect • Flexibility of differentiation techniques. • Providing brain breaks • Increased opportunities for ICT use • Resources organised to encourage independence • VCOP triangles, RUCSAC, number lines widely available • Regular class feedback and reflection – talking through the day • Learning Objectives and success criteria clearly visible • Explicit teaching of pupil 	<ul style="list-style-type: none"> • “I am stuck” cards • Emotions cards to show how I am feeling • Child centred IEPs to refer to • Taking ownership of classroom • Having responsibilities/jobs • Learn from mistakes • Taking responsibility for own learning and progress – engagement with targets • “I Can” statements • Use of “time-out” /Calm spaces • Use of Kelso’s choices • Star charts • Pupil voice – School Council and Eco council class representatives. • Head teacher’s letterbox • HSLW letterbox • School Counsellor letterbox • Circle times 	<ul style="list-style-type: none"> • Clearly labelled resources, displays • Labelling in appropriate colours • Literacy prompt cards • Visual prompts around classrooms • Helping Hands cards • Well organised resources, and classrooms. • Accessible resources • Structured organisation in classrooms – things always kept in same place • Furniture layout flexible and functional • Clear routines • Class Visual timetables displayed • Individual visual timetables where appropriate • Individual work stations/tables • Calm area in each classroom • Appropriate seating for left- 	<ul style="list-style-type: none"> • Open Door policy • Regular parent evenings and sharing mornings • Inclusion Leader working across school • SEND support team • Home-School Link Worker • School Counsellor • Values • Turnaround Room and dedicated member of staff • Staff trained in restorative approaches to conflict resolution. • Social skills groups • LSA team with range of relevant training and skills. • Support for pupils on transition to KS2 and KS3 • Support for pupils over lunch times and break times. • Extra staff on duty on playground and in dining room.

<p><i>strategies</i></p> <ul style="list-style-type: none"> • <i>Fostering independence</i> • <i>Value pupil voice – ask them for ideas/input/feedback</i> • <i>Show interest in and share children’s interests</i> • <i>Children are “kept in mind”</i> • <i>Flexibility in seating arrangements</i> • <i>Modelling by adults</i> • <i>Differentiated questioning</i> • <i>Varied teaching approaches – VAK/multi-sensory</i> • <i>Meet and Greet each morning</i> • <i>Robust behaviour management and resolution systems</i> • <i>Traffic light system</i> • <i>Praise and rewards</i> • <i>Quality resources including handouts, work sheets, smart board presentations</i> • <i>High levels of pupil accountability – time limits set</i> • <i>Clear expectations set</i> • <i>Approachable and accessible staff</i> • <i>Celebrate and appreciate all pupil strengths</i> 		<p><i>handed pupils</i></p> <ul style="list-style-type: none"> • <i>Relevant displays and working walls</i> • <i>Inviting reading corner</i> 	<ul style="list-style-type: none"> • <i>Playground Pals.</i> • <i>Letterbox system for HSLW, Head teacher and School Counsellor.</i> • <i>Range of enrichment activities, special events, themed days and weeks.</i> • <i>Range of before school, lunchtime and after school clubs</i> • <i>Celebration assemblies</i> • <i>Class assemblies</i> • <i>Visitors into school</i> • <i>Trips and visits out of school</i> • <i>Links with local community</i> • <i>Links with Local infant, secondary school and special schools</i>
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