



SEND provision for English at Oakley CE Junior School

Throughout our curriculum, inclusion is vital to ensure we have '**Great Expectations for All**'. Whatever their starting point, circumstances or needs, we have unfailingly high expectations of each and every child in our care. The intent of our broad and balanced curriculum as well as inclusion is rooted in our core Christian values of **courage** (enduring in our commitment to what is right and true), **respect** (valuing each other and celebrating our differences) and **grace** (displaying generosity and kindness-showing care for others).

What does inclusion look like in English?

Within English lessons, generally all children are given the same opportunities for success. We believe that scaffolding should occur through support, resources, time and outcome. As a school, we believe this approach supports learners academically and also ensures they have a positive mindset. Where possible, our aim is for children to move through the English Curriculum at broadly the same pace. Where children are grasping concepts and learning more rapidly, they will be stretched and challenged through depth and more sophisticated learning as opposed to acceleration.

If a child is not making the academic progress, which we would expect them to make, then further testing and assessments can identify where the pupil needs further support. The assessments available are: informal teacher assessments (teacher observations in the lesson, work completed in the lesson by the child and teacher marking), formal assessments (NFER tests) or additional assessments (a Salford test, Project X CODE screening, DST-J screening). With the findings we make, children are then offered support to help them 'keep up', rather than 'catch up' at a later date. This 'keep up' support can be varied but may take form in the way of pre-teaching, over learning, discrete interventions or additional adult support within the classroom.

In exceptional circumstances, where children have a significant need or are working significantly below their peers, individualised curriculums are planned alongside focused interventions and lessons.

Interventions include:

- Precision teaching- a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills.
- 1:1 or small group teaching with an adult- a blended approach for those working significantly below expectations
- Stareway to spelling
- Toe by Toe
- Project X phonics
- IEP targets to reflect next steps within English

Alongside interventions and in-class support, we provide a range of equipment to support individual needs, such as:

- Physical aids, specialised pens/pencil grips, writing slopes
- Coloured overlays and books for children with dyslexic tendencies
- Talking tins
- Clicker

Teachers collaborate with the school SENDCo (Hannah Shrewsbury) to determine the best provision for the needs of the child. This provision will then be shared with parents.