

### **BWI Mission Statement**

*Belief in God, our children and their future.*



**Bishop Winnington-Ingram  
C.E. Primary School**

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# **Inclusion Information Booklet**

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## Introduction

### What is Inclusion?

Inclusion simply means every child being provided with an education that suits their needs. Whatever their ability, our aim is for each child to achieve their full potential.

At BWI we do this in many ways:

- Talking to you, our parents, to gain information which enables us to better understand your child's needs—we are not being nosy, it really does help to know family backgrounds
- Assessing where your child is (see Assessment Information Booklet)
- Deciding whether your child needs an IEP
- Choosing the best intervention programme for your child. (Intervention programmes are put in place to ensure that **all** children have their needs met)
- Sending letters to you at the beginning of the term, outlining the support your child will be receiving
- Meeting or writing to you, to give you an update on your child's progress
- Meetings between teachers at the end of each year to pass on information about all children

### How can you help?

- Support your child with their homework and give it in on time
- Take up the offer of intervention classes
- Follow the strategies set on the IEP (if appropriate)
- Work in partnership with your child's teacher. If you discuss the issue, they will be able to tell you the strategies that are taking place in class
- Arrange a meeting with Mrs Blake to discuss next steps.

If you have a concern about your child that you don't think has been noticed, the first thing to do is speak to your child's teacher.

If after an agreed period of time, you are still worried, speak to Mrs Blake.

Again, if after an agreed period of time you continue to have concerns, come and speak to the Headteacher

The Chair of Governors will be your last port of call, but my experience is that rarely does anyone get that far, because we are working on the concern well before this.

Remember, if you tell your friends in the playground but you don't tell us, we don't know, and then we can't help. Our promise to you is that all worries and concerns will be dealt with quietly and sensitively.

## **What if my child is not making progress?**

We will ask to meet with you to let you know what we have identified, what we are doing about it, what information you may be able to give us, and how we can support each other. There are, after all, many reasons why a child may not be achieving, which could be related to one or more of the following:

- emotional problem
- health problem
- self-esteem
- hereditary learning difficulty
- maturity

## **Partnership with Parents**

At BWI we are working very hard to build up a meaningful partnership with you as parents. We are very pleased that already, so many of you feel that you can come and speak to us when you feel that there is a problem and know that we will do our very best to support you and your child.

Our aim is for every parent to feel able to do this as the situation arises, and not just at the end of the year — when you have worried for a long time and it is too late to do anything about it that year.

## **IEP (Individual Educational Programme)**

IEPs are individualised targets given to children identified with a specific need. These are usually from one of the core subjects particularly Numeracy and Literacy. A need can also be identified because of late development, speech and language or behaviour.

The IEP is written by the teacher with support from other staff who work with the child. Strategies are put into place and one to one support given to the child where appropriate. The IEP is checked for progress three times a year by Mrs Blake (Inclusion Manager) in October, February and June and then updated. Parents are informed of the changes by the teacher and there will be a meeting with parents of children on Action Plus once a term around these times.

### **What is in an IEP**

- Targets - limited to 3 per child
- A minimum of 3 pieces of evidence collected per term, dated and linked to relevant target
- Date marked in assessment/outcome box on the IEP

Each child with a specific need has an individual IEP folder which is divided into sections for:

- IEPs (current and past)
- Assessment including reading and writing
- Evidence (work completed by the child linked to the targets set)

## Intervention Groups run in school

Year Group	Intervention Programme	Aimed at
Year 1	ELS	Middle ability
Year 1	Basic Skills	Lower ability
Year 1/2	Phonics sessions	All children who need extra phonics revision
Year 2	ELS	Lower ability
Year 3	Pyramid Club	Supporting social skills development
Year 4	Booster Maths	Middle ability
Year 4	Wave 3 Maths	Lower ability
Year 4	ALS	Middle ability
Year 5	FLS	Middle ability
Year 5	ALS	Middle/ Lower ability
Year 5,6	Booster Maths	Lower ability
Year 6	Pyramid Club	Social skills development
Year 6	Enrich Maths	Higher ability
All Year groups	Talk time	All children who need one to one attention
All year groups	Movement Group	Children with physical needs
All year groups	Social Skills	Supporting behaviour or friendship needs
All year groups	Speech and language	All children who need one to one or small group support
Year 3,4,5,6	AlphaSmart touch typing programme	All children who need one to one or small group support
Year 3,4,5,6	Mrs Camprubi 1:1 support programmes, grammar support	Individuals and whole class teaching
All year groups	One to one or group support from Teaching Assistants and Learning Support Assistants	Additional support in the classroom for all abilities of children

### Early Literacy Support (ELS), Additional Literacy Support (ALS) and Further Literacy Support (FLS)

#### ELS

This intervention programme has really benefited the children who have participated. The programme is aimed at the lower middle ability children and it is anticipated that the children will move on 2 sub levels. The ELS programme is run by teaching assistants who follow the planning and make resources. Mrs Blake oversees this group, collecting evaluations, observing teaching and informing/ meeting with the parents where appropriate.

As part of an intervention programme in Year 3, ELS is run with the SEN children in both classes. The children's confidence improves greatly and the 1:1 attention highlights how well children can succeed with praise and attention.

#### ALS/FLS

The ALS and FLS programmes are run by the teaching assistants in the relevant years. They are aimed at the middle/ lower ability. They are particularly successful with helping to improve boys' writing.

#### Wave 3 Maths

This programme looks at the four main areas of Numeracy; multiplication, division, subtraction and addition. Regardless of the year the children are in, it assesses where the children are at and looks at a starting point. The children then progress through the programme until they are level with their current year group.