



## Inclusion

**WAT Aspire Curriculum** - our curriculum develops students' aspirations so that they strive to be the best that they can be.

In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.



### Intent

At Goldsmith Primary Academy, we are determined to meet the educational needs of all pupils, ensuring that every child can belong, achieve, and thrive. Inclusion at Goldsmith is not limited to pupils with Special Educational Needs and Disabilities (SEND) – it encompasses every child who may face a barrier to learning, whether that arises from disadvantage, English as an Additional Language (EAL), social, emotional, or physical needs, or any other circumstance that might affect their success. Working within the principles of the SEND Code of Practice and the Equality Act, we aim to identify needs as early as possible and provide tailored support that removes barriers and enables access to the full curriculum.

We have high aspirations for every learner. Our commitment is not only to help children make strong academic progress but also to nurture independence, confidence, and resilience – skills that will serve them well beyond primary school. At Goldsmith, inclusion is driven by our belief that the approaches and adaptations we make are **essential for some, but useful for all**. Through strong relationships, responsive teaching, and a culture of acceptance and respect, we ensure that every child has the opportunity to Dream, Rise, and ASPIRE.

### Skills, Knowledge and Vocabulary

At Goldsmith Primary Academy, we ensure special educational provision for pupils that is “additional to and different from” that provided within the differentiated curriculum to respond to the four areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

We implement a graduated approach to supporting all pupils with Special Educational Needs in school. We use a four stage cycle to identify and support pupils with Special Educational Needs:

**Assess – Plan – Do – Review.**

All staff have high expectations of all pupils including those with Special Educational Needs. All pupils receive High Quality Teaching. Teachers use their knowledge of pupils' needs to provide appropriate scaffolds and resources to ensure pupils with SEND make progress and aspire to achieve the highest possible outcome. A



range of resources are available to staff within classroom SEND toolkits, in addition to the central SEND resource area.

Pupils with SEND have an Individual Education Plan (IEP) drawn up by the class teacher and shared with the pupil and parents. To support targets outlined in the IEP, pupils may be included in intervention groups. The length of time of the intervention will vary according to need and wherever possible, intervention happens inside the classroom. The targets and interventions will be regularly reviewed by staff, parents and the pupil to ascertain the effectiveness of the provision and to inform future planning.

The SENCO and staff at Goldsmith Primary Academy work alongside other agencies such as:

- Advisory Teacher
- CAMHS (Child & Adolescent Mental Health Service)
- Hearing Impairment Team
- Visual Impairment Team
- Speech and Language Therapy
- Paediatric Services (Occupational Therapy/Physiotherapy)
- School Nurse
- Educational Psychology

An Educational Psychologist is allocated to our school. She works directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. To help understand the pupil's educational needs better, the psychologist meets with parents and gives feedback after the assessment has been completed. She offers advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

## Impact

*OFSTED Parent view (03/11/22)*

*My child has SEND, and the school gives them the support they need to succeed - 100% Strongly Agree.*

SEND needs are identified early, as a result, early intervention takes place and referrals are made to appropriate professionals at an early stage of development.

Pupils receive targeted support in lessons and through intervention so that they make progress from their starting point.

## Assessment

Pupils in EYFS are assessed upon entry using a Trust agreed baseline assessment. If they enter 2 year old provision the 2 year old check will also take place. Reception also completes the statutory Reception Baseline Assessment within the first 6 weeks of the Autumn term or within the first 6 weeks that a child enters Reception. Further assessments are made termly to assess their progress and development. Due to the importance of Language development in EYFS, Nursery and 2 year old Provision also screen using Wellcomm at data entry points. In Reception Talk Boost screening takes place in Autumn 2 and after the 20 week program children are screened once more. Reception children are also screened using RWI Phonics screen half termly.

Assessments are completed termly, and standardised scores are monitored for progress. For those SEND pupils who are not yet working at the level required to score within the Year group assessment, further



assessment is completed by the SENCO using York Assessment of Reading Comprehension (YARC) and the Sandwell Early Maths Assessment.

### How do we know children have made progress?

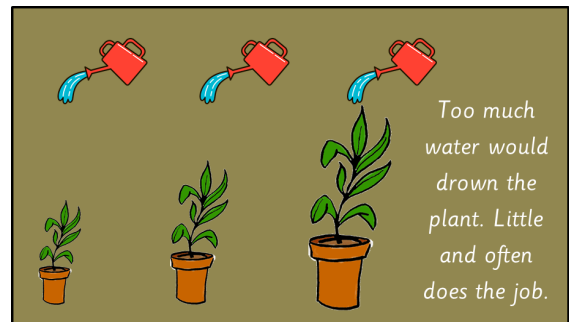
Individual Education Plans (IEPs) and/or Individual Behaviour Plans (IBPs) are reviewed termly in order to measure progress towards individual targets.

### How do we challenge and support lack of progress?

Pupil Progress Meetings are held each half term. At these meetings, the class teacher will meet senior leaders including the SENCO to discuss the progress of individuals in their class. This shared discussion may highlight areas that require further support which can then be planned for.

## How are we inclusive?

We expect all of our pupils to have access to all parts of the curriculum, together with all other children and we will make reasonable adjustments for those with additional needs to ensure that there are no barriers to this. Occasionally and with the agreement of both the pupil and their parents/carers a joint decision will be made to vary part of the normal curriculum to undertake an individual replacement activity better suited to that child or young person's needs. This may be to allow for such things as therapy treatments to take place etc.



We will also ensure that there are no barriers to children and young people with SEN taking part in all of the activities of the school that are generally on offer to all pupils, and alongside their peers.