



**Scoill yn Jubilee Educational Inclusion
Policy Document**



Aim

This policy aims to define what Scoill yn Jubilee considers by the term 'educational inclusion' and to detail how we ensure that we are an fully educationally inclusive school.

Policy creation

This policy was created in consultation with all teaching and support staff at Scoill yn Jubilee. All teaching and support staff contributed to articulating how we identify and cater for different groups of children in an inclusive way. The junior-site SENCo was responsible for co-ordinating the policy creation and collating the views and contributions of staff into this policy document.

Policy links

This policy should be read in conjunction with SyJ's teaching and learning policy, safeguarding policy, medical policy and medical register, and health and safety policy.

Glossary of terms used in this policy

SEN	special educational needs
SEBD	social, emotional and behavioural difficulties
SDQ	strengths and difficulties questionnaire
EdP	educational psychologist
IEP	individual education plan
SENCo	special educational needs co-ordinator
ESO	education support officer
SESO	senior education support officer
EAL	English as an additional language
LAC	looked after children (category of social care)
CP	child protection (category of social care)
CiN	children in need (category of social care)
DEC	Department of Education and Children
COLI	Continuum of Learning and Inclusion
RoC	record of concern (SEN category)
SA	school action (SEN category)
SA+	school action plus (SEN category)
HLN	higher level need (SEN category)
SyJ	Scoill yn Jubilee
ESC	Education Support Centre

How we define educational inclusion at Scoill yn Jubilee

Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school. As an educationally inclusive school, at Scoill yn Jubilee the teaching and learning, achievements, attitudes and well-being of every young person matters.

How we value and recognise inclusion at Scoill yn Jubilee

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different learning and teaching approaches and experiences.

We believe that all children should have an equal opportunity to attend Scoill yn Jubilee and to access learning. We value every individual and celebrate their achievements. There are structures and policies in place to promote inclusion and we aim to identify and respond to individuals and celebrate their achievements. There are structures and policies in place to promote inclusion and we aim to identify and respond to individual needs by setting suitable learning challenges for every pupil.

What makes Scoill yn Jubilee Inclusive?

In recognising the above, at Scoill yn Jubilee we are able to consider ourselves to be a fully inclusive school. We have identified different groups of pupils in our school that we strive to cater for:

- Children with SEN
- Rapid learners
- Children with SEBD
- Children with medical needs
- Children with EAL
- LAC, CiN, CP cases
- Children in short-term 'crisis'
- Children with Psychological Well-Being Needs
- Children with Speech and Language difficulties
- Children with Sensory Difficulties
- Children with Social and Communication Difficulties
- Children with Literacy Difficulties
- Children with Numeracy Difficulties

***NB** This list is not exhaustive - we recognise that there may well be other groups of children who require an inclusive approach to help them access learning at SyJ. We aim to cater for these groups as they become apparent.

In our Inclusion Policy, we will deal with of these groups in further detail (colour-coded to match list above):

What is it that we do at Scoill yn Jubilee?

Children with SEN

We believe that pupils with SEN could have:

- difficulties with some or all school work
- difficulties with reading, writing, number work or understanding information
- difficulties in expressing themselves or understanding what others are saying
- difficulty in making friends or relating to adults
- difficulty in behaving properly in school
- difficulty in organising themselves
- some kind of sensory or physical need which may affect them in school

We identify pupils with SEN:

- through teacher professional judgement - teachers may draw on a wealth of information to support their assessments including the COLI, the DEC Dyslexia Policy, school -specific resources such as Nessy, Yes We Can Read etc.
- in consultation with parents/carers
- in consultation with the SyJ's SENCOs and other professionals

- through the use of the DEC 'graduated response' documentation.

At SyJ, this is what we do and when we do it with regards to pupils with SEN:

- SENCOs at both sites maintain a register of children with SEN (submitted annually to DESC)
- Children with SEN are subject to IEPs which teachers draw up and deliver termly (although the pattern for drawing up, delivering and reviewing IEPs can be flexible to best meet the needs of individual pupils.) IEPs are shared with parents
- Graduated response stages are reviewed on an individual basis by teachers in consultation with the SENCOs
- SENCOs may refer children to the EdP team if necessary
- Year Six 'Higher Level Need' children are reviewed formally with parents and the receiving school before transitioning to Key Stage Three.

Rapid Learners

We believe that Rapid Learners could have:

- a disengaged or disruptive approach to their learning (could they be bored, or finding learning to be 'too easy'?)
- a disparaging approach towards other children, adversely affecting their relationships
- an inclination to rush through work, making unnecessary mistakes
- a lack of resilience - they could struggle with problem solving and they could have a fear of failure (this can sometimes be exacerbated by parents who tell their children how 'clever' they are)
- social and emotional difficulties
- difficulties in applying their learning in different contexts
- a particular strength in a particular aspect or area of the curriculum

We identify Rapid Learners:

- through teacher observation
- through regular (termly) pupil progress meetings
- by tracking, using Pinks and Greys
- by tracking through target sheets
- in consultation with parents/carers
- in consultation with the SyJ SENCOs

At SyJ, this is what we do and when we do it with regards to Rapid Learners:

- plan for rapid-learners at the medium and short term stage (identify rapid learners on MTP, plan for differentiation within lessons on STP)
- differentiate classroom challenges (including a weekly 'super' challenge)
- plan continuous provision opportunities to stretch children
- weekly 'rapid-learner' groups in assembly time (Infant-site only?)
- stretch children through quality dialogue and high expectations
- discuss rapid-learners at termly pupil-progress meetings
- reference and use of DEC 'Rapid Learners' booklet

Children with SEBD

We believe that children with SEBD could have:

- difficulties in accessing or coping in a learning environment without support
- difficulties with trusting adults
- difficulties with concentrating / motivation to learn

- lower than expected attendance at school
- a fear of failure
- difficulties recognising appropriate behaviour and the boundaries involved
- difficulties with following school rules and expectations
- parents who have difficulties in recognising the issues that their children have
- a dependence on adult support/intervention in school

We identify children with SEBD:

- through teacher professional judgement - teachers may draw on a wealth of information to support their assessments including Boxall Profiles, SDQs, Burnett Self-Scale assessments, observations and notes, ASD profiles, Social Inclusion Survey data.
- through conversations with parents/carers
- 'record of initial concerns' completed and passed to Nurture staff

At SyJ, this is what we do and when we do it with regards to children with SEBD:

- take advice from EdP team
- maintain strong links with the ESC
- maintain a core of TeamTeach trained staff
- SESO/ESO classroom support
- Nurture intervention
- classroom strategies employed by the teacher
- behaviour charts in class
- take a personalised/individual approach to each child

Children with medical needs

We believe that children with medical needs could have:

- visual/auditory/sensory needs
- an identified condition which needs managing in school (eg epilepsy, asthma, diabetes, allergies etc)
- a short-term illness which requires the administration of medication such as antibiotics etc
- a long-term need for the administration of medication such as Ritalin anti-hystramine etc.
- physical difficulties
- emotional difficulties
- a life-dependance upon vital medication (eg insulin)
- a dependance upon / need to make use of special equipment (eg wheelchair, crutches etc)
- a need for immediate first aid

We identify children with medical needs:

- through communication with parents and by monitoring the child.

At SyJ, this is what we do and when we do it with regards to children with medical needs:

- Medical co-ordinators at both sites maintain an up-to-date medical needs register
- named staff are allocated to specific children to manage individual medical needs - eg diabetic children can rely on a specific person to carry out blood glucose checks and insulin therapy at pre-determined times throughout the day; children requiring medication can rely on a specific person to administer the medication at pre-determined times in the day etc.

- maintain close links with medical specialists such as the diabetic nurse and school nurse
- medical register, asthma cards and ventolin, epi-pens and medication is centrally stored in the school office for ease of access
- issue receipts upon administration of medication
- issue receipts when ventolin is given for asthma
- create and maintain individual care plans and health plans for children
- obtain permissions forms from parents for the administration of medication
- ensure that all staff in the school are first-aid trained

Children with EAL

We believe that children with EAL could have:

- a first language other than English
- a language other than English which is used more predominately than English, especially in their home life
- a feeling of being isolated and/or a feeling that they are an 'outsider'
- parents who feel isolated and/or feel that they are 'outsiders'
- cultural differences
- behavioural difficulties at school because of language frustrations
- parents with different expectations of school and of learning based on their own cultural/country backgrounds
- difficulties in communicating

We identify children with EAL:

- At 'induction' before starting in Reception
- through consultation with parents/carers prior to joining SyJ

At SyJ, this is what we do and when we do it with regards to children with EAL:

- maintain strong links with the DEC EAL team, and take support and advice from them as and when necessary - this may include receiving EAL support staff to deploy within the classroom
- maintain strong links with our link education liaison officer
- hold 'induction' meetings with translators if necessary
- use technology to assist in communication eg Google translate/iPads/iPods etc
- make use of 'language link' package and activities
- regular review meetings with teacher, SENCo and parents and translators if necessary)
- SENCOs at both sites maintain a register of children with EAL (submitted annually to DEC)

LAC, CiN, CP cases

We believe that LAC, CiN, CP cases could have:

- erratic school attendance patterns
- a concerning way in which they present (eg hungry, tired, unkempt, aggressive, withdrawn etc)
- difficulties socialising or forming appropriate relationships
- attention seeking tendencies
- a very guarded nature

We identify LAC, CiN, CP cases:

- through referrals from other agencies
- a 'time-logged' picture that has been gathered comprehensively
- through disclosure
- through discussions and observations

At SyJ, this is what we do and when we do it with regards to LAC, CiN, CP cases:

- At SyJ, we have a comprehensive safeguarding policy and guidelines which all staff follow and comply with. This is reviewed and shared with staff at least annually.

Children in short term 'crisis'

We believe that children in short term 'crisis' could have:

- sudden changes in their social, emotional or physical behaviour
- any number of possible responses to unforeseen/unpredictable life circumstances

We identify children in short term 'crisis':

- through investigation and/or involvement of other services/parents/carers.

At SyJ, this is what we do and when we do it with regards to children in short term 'crisis':

- talk to and support the child, parents and family and advise the whole-school as appropriate through staff briefings
- short-term 'crisis' nurture provision is offered as and when necessary
- referral to external agencies is made as appropriate

Children with Psychological Well-Being Needs

We believe that children with psychological well being needs could have:

- behaviours that may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.
- a mental health difficulty such anxiety, physical symptoms that cannot be explained, self harm, ADD,ADHD or attachment disorder
- behavioural difficulties that show a problem with Psychological Wellbeing
- behaviour that they use as nonverbal form of communication, which indicates they have a particular area of need or they are experiencing some level of distress
- internalised difficulties and show behaviours that are inhibited and over-controlled. They may have a nervous or anxious temperament and be worried, fearful and/or withdrawn.
- externalised difficulties and show behaviours that are under-regulated. They may have a more challenging temperament, shown in impulsive or reactive behaviour. Sometimes this pattern can lead to difficulties with attention, aggression or oppositional behaviour.
- Unmet health and wellbeing needs which means they are unlikely to achieve academically.

We identify children with psychological well being needs

- by observing the child and accepting the complexity and interaction of many factors that could impact directly or indirectly on a child's difficulty
- by developing a relationship with the child, being curious about why they are behaving as they are, and what they are trying to communicate through their behaviour.

At SyJ, this is what we do and when we do it with regards to children with psychological well being needs:

- deliver teaching and learning that develops life skills through PSHE (PATHS) and learning to learn skills (6Rs)
- prioritise and protect time for the class teacher to deliver evidenced-based emotional health & wellbeing programme (PATHS) for a minimum of an hour at least fortnightly
- we adopt a supportive culture, which nurtures staff and facilitates staff to role model positive emotional health and wellbeing strategies to others
- offer parent training sessions that support the development of positive interactions and develop emotional health and wellbeing, e.g. Solihull and FAST (Families and Schools together)
- offer staff training on emotional health and wellbeing, including the Inclusion Development Programme
- access to specific universal services, including: Young Carers Crossroads, Cruse, Hospice, MOTIV8, School nurse, ELOs etc

Children with Speech and Language Difficulties

We believe children with Speech and Language difficulties could, but not necessarily, have additional needs. However, there could possibly be a developmental delay. Some of these Speech and Language difficulties could be related to the following:

- **Speech**
 - Have an autistic spectrum condition(ASC):
 - Have hearing difficulties/deaf parents
 - Have English as a second language
 - Be selective mute
 - Be tongue tied
 - Have a cleft palate
 - Have suffered emotional trauma
 - Have a lisp or stammer
- **Language**
 - Have global delay
 - Have poor family social interaction
 - Have been born prematurely

- Have suffered emotional trauma
- Have a family history of language difficulty

At SyJ, we identify children with Speech and Language difficulties by using different key indicators:

- SLCN - Speech Language Communication Needs
- BPVS - British Picture Vocabulary Scale
- Phab - Phonological Assessment Battery
- Language Link
- Hearing tests

Children with Sensory Difficulties

We believe that many children could have sensory processing issues:

- These are not necessarily part of a special educational need and the level of impact will vary from individual to individual.
- Sensory impairment could occur in the areas of visual, hearing, touch, taste, smell and or movement.

We identify children with sensory difficulties through gathering information from parents at induction and observation and assessment of the child.

At SyJ this is what we do with regards to children with sensory difficulties:

- We complete a key indicators assessment grid and follow the recommendations as outlined in the COLI.
- Evidence will be kept in the class SEN file and further input as required from the Ed Psych etc.

Children with Social and Communication Difficulties

We believe social communication is the ability to interact with others, engage in age appropriate play, understand emotions, develop friendships and use verbal and non verbal communication skills effectively.

As a school we aim to have an inclusive and communication friendly environment that can accommodate children with social communication difficulties. We recognise that children's needs change over time and across different settings, as a school we will use a range of strategies to help engage the children appropriate to their needs.

We believe that children with social and communication needs could have:

- a diverse range of strength and needs
- varying difficulties, affecting learning, socialisation and emotional development.

At SyJ this is what we do with regards to children with social and communication difficulties:

- adapt learning environments to suit individual needs, using the 6R's (Remembering, Resilience, Resourceful, Readiness, Relationships, Reflective) and PATHs lessons to encourage discussions to empower them to develop the fundamental skills which will enable them to implement positive choices throughout life.
- if needed involve outside school agencies such as Speech Therapist, CAMHS etc.

Children with Literacy Difficulties

We believe that the biggest barrier in the development of literacy was the lack of exposure to vocabulary from a young age. We believe that children with Literacy difficulties could have trouble retaining facts and recalling information. Children could have:

- *limited stimulating literacy experiences from birth onwards which limits good vocabulary development, understanding the goals of reading, and developing an awareness of print and literacy concepts.*
- *those children also from an EAL background are hindered by the lack of English spoken in the home environment.*

We identify children with such difficulties through reading, writing, spellings, speaking and listening activities.

At SyJ, this is what we do and when we do it with regards to children with Literacy difficulties:

- Whole class guided reading
- Encourage story telling games.
- Stay and read morning sessions with parents or grandparents.
- Challenges to develop Dictionary skills.
- Word of the week or sound of the week.
- Library club/Storytelling club
- Book token raffle.
- Post information on its learning
- Word games such as Boggle
- Reading buddies with a different year group.

Children with Numeracy Difficulties

We believe children with Numeracy difficulties have trouble retaining facts and recalling information from their working memory and applying this to mathematical problems.

We identify children with Numeracy difficulties:

- through teacher professional judgement,
- assessments including the use of COLI, observations and FAB book
- through consultation with parents, previous teachers, support staff, SENCO and other professionals.

Appendix 1 TOP TEN TIPS FOR TEACHERS

Top ten tips to support Speech and Language difficulties in the classroom

1. **Visual support**-use of picture flow maps that the child can be a part of/able to participate. Use of mirrors, cameras and direct eye contact to imitate correct tongue / mouth position.
2. **Thinking time** - allow child time to process question and think of their answer and finish their sentences in their own time
3. **Speaking time** - allowing the child time to answer so they do not feel rushed i.e not interrupting child's response
4. **Model and correct language in a supportive environment** - ESO could support 1-to-1 or in small groups. Useful to have peer support too.
5. **Strategies to improve speech and language** e.g. Elklan, Chatterbox, Signalong, PEC Picture Exchange, Language Link, Singing of songs
6. **Checking regularly that the child has understood the instructions and the topic** - visual time table, visual routines and instructions.
7. **Reduce the background noise, consider a suitable place to sit in the classroom** - to help hearing, concentrating and management of distractions.
8. **Partner talk or small group** - to make the child feel more at ease to give their point of view.
9. **Give positive praise and feedback in a calm environment.**
10. **Designated adult** - child to talk through difficulties with and someone who understands them, to meet their needs.

Top 10 tips for the most effective ways to support Sensory difficulties in the classroom.

1. Find the time to find the trigger - Does behaviour change during/before or after a time of day? Their behaviour and needs will impact other children and their learning
2. Keep calm and talk it through - Avoid touching or talking loudly. Have a plan for coping. Loud noises and touch will be painful for a hypersensitive child.
3. Ensure consistency and routines are in place - Tidy up music. Visuals. To assist self-regulation for children with sensory processing issues.
4. Natural and calm environment - Remove unnecessary clutter. Organised. Shoes off. Reducing visual distraction helps maintain attention. Research shows children are more engaged in learning in a shoeless classroom.
5. Alternative seating - Wedges, carpet spots, exercise balls, positions on carpet. A shoeless classroom makes this easier to achieve. Children wouldn't sit at a desk to read at home. Comfort is essential for all to focus and learn.
6. Opportunities for movement - Standing station with desk area. Regular exercise. School children need 4-5 hours of movement a day to meet their developing central nervous system's sensory needs.
7. Calm/quiet area and resources - Ear plugs, headphones, calm down bottles, fidget toys. To allow children to initiate taking a break when feeling overstimulated.
8. Heavy work activities - Chair stacker, library book returner, door holder. Designed to provide proprioceptive input that has a calming and organising effect.
9. Non-verbal ways of prompting transitions and behaviour supports - Visual timers, calm down bottles, whole day visual timetables, now and then board.

10. Don't reinvent the wheel. Try these links for support and resource ideas...

www.teachthought.com

www.understood.org

lifeskills4kids.com.au

everymomentcounts.org

iidc.indiana.edu

todaysparents.com

Shoeless classroom research - <http://rubble.heppell.net/places/shoeless/default.html>

<https://www.teachertoolkit.co.uk/2017/02/06/no-shoes/>

TOP TEN TIPS FOR PSYCHOLOGICAL WELL BEING - Interventions should include as part of the Universal offer for their class:

1. Groupings – flexibility
2. Pairings/Partner
3. Effective adult support promoting independence
4. Facilitate positive peer interaction
5. Purposeful seating – fidget bags, individual workstation.
6. Range of classroom based strategies.
7. Visual timetables/displays.
8. Differentiated – reduce risk.
9. Reflection time/timers.
10. Positive behaviour strategies such as calm down space.
11. Class reward system
12. Whole school and Class rules
13. Whole School Behaviour Policy
14. Home/school log
15. Visual timetables/Schedules

Supporting Self Regulation:

Pace and style

- Try to increase the pace of lesson presentation to short-circuit boredom
- Allow extra time with tasks and tests.
- Include a variety of learning activities

- Include multi-sensory activities, particularly hands-on
- Keep distractions to a minimum and check that interesting pictures, sounds and activities relate directly to the material to be learned.
- Consider varied forms of recording:
 - o Video
 - o Photo
 - o Audio

Keep it calm!

- A calm firm approach which offers clear boundaries and expectations for acceptable behaviour
- Seek to defuse rather than inflame
- Allow cool off time for the child and for yourself
- Shouting will inflame and overload the child even more
- As best as you can, provide comfortable lighting and room temperatures
- Play soft music in the classroom during independent work
- Make a quiet study corner in the classroom

Predictability

- Make sure you have firm routines for everyday activities and teach and encourage the child to follow them
- Remember that the child finds temporal processing difficult and provide plenty of prompts:
 - o visual timetable
 - o visual behaviour prompts
 - o schedules
 - o task reminders
 - o objects of reference
 - o visual timers
 - o warnings before transitions/changes of activities
 - o pre-teaching

Seating

- Flexible classroom seating
 - o areas for group and individual work
 - o ideally, table for groups, rows for individual work
 - o allow the child to stand/lie down to work
- Group work may be too distracting so use selectively
- Seat the pupil as close to the teacher as possible without it seeming like a punishment.
- Front of class (close as possible to teacher) with good role model.
- Keep away from noisier children.
- Seat away from windows, doors, frequent traffic areas
- A buddy system to promote good role models could be used.

Sensory snacks

- Energy snacks are short bursts of energy, moments when we step outside of curriculum subject lessons and divert the mind into a new context allowing it to:
 - o breathe;
 - o relax;

- o recharge;
- o refocus.
- They re-energise us and boost concentration.
- Allow frequent breaks
- Allow the child to move around
- Utilise simple aids, e.g. ear defenders, stress balls



Top ten tips to support social communication

Use 6Rs throughout the learning environment

Embed PATHs into our daily routine across all areas and not just as stand alone sessions.

Encourage conversations between children, talking partners, interactions during non directed teaching time e.g. snack / play time.

Encourage use of visual timetables not just for EAL pupils

Baby watching

Work in variety of ways and styles - pairs, groups, whole class

Children should be able to access quiet or alternative work areas if needed for their particular style of learning

Visual (spatial): You prefer using pictures, images, and spatial understanding.

Aural (auditory-musical): You prefer using sound and music.

Verbal (linguistic): You prefer using words, both in speech and writing.

Physical (kinesthetic): You prefer using your body, hands and sense of touch.

Logical (mathematical): You prefer using logic, reasoning and systems.

Social (interpersonal): You prefer to learn in groups or with other people. Solitary

(intrapersonal): You prefer to work alone and use self-study.

Go at the child's pace and follow their interests and questions to direct learning rather than prescribing to them.

Good home-school communication is needed to facilitate understanding and sharing of areas of strength and difficulty, along with strategies that seem to be helpful or not helpful. Be aware that normal levels of auditory and visual input can be perceived by the child as too much or too little – Keep levels of stimulation within the child's ability to cope (e.g. reduce background noise as much as possible, lower light settings). Some children may benefit from slight adaptations (e.g. hat to block harsh lighting; blinds on windows) Break down tasks into small and achievable steps. Give regular and meaningful feedback to tasks to confirm, clarify or put right misconceptions. Use of augmentative and alternative communication systems as needed (e.g. PECS, talking mats, communication book, sign-a-long, voice output communication aid)

Top Ten Tips to support Literacy Difficulties

Whole class guided reading – allows more time to focus on a text with more discussion.

Encourage story telling games (Silly story circle, apps, Stop Motion, Puppet Pals, Apple Clips) – encourages imagination and reinforces patterns of language.

Stay and read morning sessions with parents or grandparents – to show that adults read as well and they are positive role models.

Dictionary skills - starting with A, find 5 new words and their meanings and then write them in a sentence – purposefully looking for words that they have never seen before which automatically introduces them to new vocabulary to share.

Word of the week or sound of the week (synonyms, finding other words with the same sounds/letter, homophones) – broaden vocabulary through research of unfamiliar words.

Library club/Storytelling club- sessions – to involve more children and allow a wider range of abilities to work together to support/challenges one another.

Book token raffle – to inspire and encourage children to read more regularly.

Post information on its learning - question of the week – to promote discussion.

Boggle – (how many different words can you make with a given number of letters) – to encourage creation and development in vocabulary.

Reading buddies with a different year group – children to motivate one another and be a positive role model to younger/less able pupils.

Top Ten Tips to support Numeracy Difficulties

Use real world examples to make learning more meaningful. (Maths through Story/ Mantle of the Expert)

Use a wide range of **practical resources** (Maths Mastery)

Use of technology to practice and consolidate e.g. **MyMaths**, **DoodleMaths** - ipad/iphone app to build confidence - personalised programme (Every learner has their own unique Zone of Proximal Development (ZPD) - the narrow band that is the difference between what a learner can do without help, and what he or she can do with help. DoodleMaths identifies this zone and creates a daily-practice work program based around it, filling in gaps and ensuring continual progression.) Play games that involve mathematical skills.

Interleaved maths. Linking learning (as opposed to 'blocked' practice) (so previous skills are learnt to automaticity, a small amount of new material is introduced, and all the material is practised together)

Collaborative learning, provide talking time to share/explain mathematical thinking and reasoning skills.

Classroom environment: have displays and resources available so as to not overload the working memory. A useful website to help with this is <https://www.k-5mathteachingresources.com/classroom-environment.html>

Maths precision teach - daily short burst practice as happening currently with literacy (to practise basic facts).

Use different teaching styles - CPA, bar modelling, active learning, using the outside environment, Forest Schools.

Share targets, achievements and issues with parents on a regular basis.

Useful 'toolkit' books for dyscalculia as recommended. The Dyscalculia Toolkit - Ronit Bird (£28 on Amazon) and other books by this author, to support SEN planning.

Policy review

This policy was created during the 2013-14 academic year and became 'live' as of September 1st 2014. This policy was reviewed in April 2019 using information from Continuum for Learning and Inclusion (COLI) research groups.