
LifeFull Schools

John 10:10

“I have come that they may have life, and have it to the full”

This is why we exist...



BELONG - Everyone included, everyone welcome.

LEARN - Love to learn, gain knowledge.

GROW - Grow spiritually, in confidence and courage.

Life
In
Fullness
Ethos

Aims for today

- To share Princess Frederica's strategy for Whole School Inclusion and SEND

Core aims:

- *exceptional outcomes for all pupils*
- *working together as a united force for excellence in education for all*

Whole School Inclusion

- A whole school approach focused on meeting the needs of all children, with a specific focus on identifying and supporting pupils who face barriers to learning or well being; SEND, disadvantaged pupils and lower attaining pupils.

We follow a two tiered approach to inclusive education at Princess Frederica CE Primary School

- Universal offer that supports the learning of all pupils, including pupils with additional needs
- Adaptations and additional support that may also be needed for some pupils

Education Endowment Foundation (EEF) - Guide to inclusive teaching and the DFE Inclusion Strategy

Key aspects of our universal offer at Princess Frederica

Explicit instruction through high quality teaching and learning through the Lifefull Federation Teaching Habits which are rooted in Rosenshine's Principles of Direct Instruction

- Breaking complex concepts or skills into smaller, more manageable chunks
- Introducing ideas using clear, concrete examples
- Supporting explanations with clear, simple language to reduce cognitive overload
- Explicitly teaching vocabulary needed and modelling each step to complete a task
- Anticipating and checking for common misconceptions
- Providing multiple opportunities for guided and then independent practice

Effective Feedback - teachers using feedback to ensure that pupils understand what they have done well, learn to identify areas for improvement and understand how to improve their work

Key strategies we use at Princess Frederica are:

- Use of focus groups to provide additional feedback and guided application and practice
- Use of visualizers for marvelous mistakes and improvement marking built into lessons
- Providing pupils with individual targets and next steps for learning
- Using 1:1 and 1:2 conferencing to support pupils to identify areas for improvement and guide this with immediate application

Scaffolding and adaptations: temporary supports that enable pupils to access key learning and complete tasks more independently, leading to a gradual release of responsibility from the teacher to the learner

At Princess Frederica, we task specific adaptations and scaffolds informed by the teachers assessment of pupils current knowledge and skills. These are used alongside other classroom strategies such as modeling and guided practice.

Physical environment to support all learners; pastel colours, large font and minimum information needed not to cause cognitive overload

Adapted lesson tasks

- Different tasks, resources, scaffolds or levels of challenge to meet individual needs eg word banks, sentence starters, colourful semantics, visual supports

Adapted resources; visuals, overlay's, concrete resources, challenge etc

Evidence of responsive teaching; flexible grouping, focus groups, targeted support, AFL, questioning, scaffolding tasks to ensure the correct amount of challenge and support

Assessment:

- Marked work showing that feedback and next steps are tailored to pupils, show verbal feedback.
- Formative assessment notes, mini-whiteboard responses or tool kits
- Individual targets linked to gaps in knowledge or skills

Positive Relationships:

- Knowing our pupils and understanding their context and individual needs;
- Communication of high expectations and aspirations for every pupil from their unique stages of development
- Supporting pupils to develop meaningful relationships through social skills groups, extra curricular activities and classroom activities
- Creating opportunities for communication and collaboration with parents

Fostering calm classroom environments:

Establishing clear routines and expectations for behaviour and learning;

Teaching, modelling and reinforcing expected behaviours;

Using consistent responses to behaviour across staff and lessons;

Explaining why routines and rules are in place so pupils understand them and engage

Recognising and praising positive behaviour and engagement;

Considering environmental factors including lighting, noise and physical layout where appropriate

Ensuring pupils understand their role in fostering a calm,

classroom environment

A key focus for 2026-2027 is strengthening our universal offer though:

Continued priority on the SDP;

Key focus in appraisal meetings and pupils progress meetings: how staff use our adaptive teaching to meet the needs of all pupils, especially send, disadvantaged and lower attaining pupils

Tracking pupils progress closely and selecting target interventions where and when needed

Tier 2 Adaptations and additional support that may also be needed

Princess Frederica SEND Provision Map Name: SEND level: Pupil Premium: Class : Year:

	Cognition and learning		Language and communication	Social Mental and Emotional Development	Physical Development
	Literacy	**Numeracy**			
Universal Wave 1 approaches Teachers to add as needed	Word banks Alphabet strips, Little Wandle phonics Multi-sensory phonics Small group phonics	Numicon Number lines/Hundred squares	Visual timetables Taskboards First/Next/Last board Visual supports Makaton symbols for new vocabulary Talk partners	Safe area Work station Specific Seating Place Individual reward system Positive handling plan Emotion barometer	Writing slope Wedge cushion Pencil grip Laptop/Ipad Sensory breaks HI/VI adaptations Fiddle toys/fidgets
Targeted support Wave 2	Writing precision teaching Spelling precision teaching Reading precision teaching Little Wandle phonics catch up Toe by Toe	Number Stacks Precision teaching maths group	Language group with TA Language group with SALT Colourful semantics Precision teaching Box clever/lego therapy Speech sounds	Behaviour support plan Social stories Positive handling plan Play skills Social Skills group Comic Strip Conversations Emotional literacy support	Sensory Circuit Fine/Gross motor skills programme Handwriting or fine motor skills group
Specific Individual Support Wave 3	See and Learn POPs reading Individual English lesson	Individual Maths lesson	Intensive Interaction Attention Autism Makaton curriculum Free Play Commenting TEACHH Total communication approach - AAC(alternative, augmented communication, resources) communication boards	Individual behaviour Plan SEMH classroom safe space Emotion communication Communication boards Theory of mind games	Alteration to classroom/ move classroom Matman Handwriting without tears
	Inclusion TA	Inclusion TA	Speech and language therapy Speech and language teacher support	CAMHS referral Music/Art therapy PLSS support Psychotherapy	HI advisory teacher support VI advisory teacher support Physiotherapy Program
	- Safeguarding referral -School Nurse/Medical referral Attendance support- Transition support programme - SALT referral - EHCP/ ENG application - EP referral - OT referral - Inclusion support referral - Home school book - BOAT referral - ELSA/Mental Health and well being support				

Inclusive teaching misconceptions

Inclusive teaching is all about what schools do differently for pupils with additional needs."

Inclusive teaching is about helping every child to participate and succeed in school. As captured in the SEND Code of Practice (2014), some pupils with additional needs will require support that is additional to or different from what is generally available to other pupils. However, inclusive teaching is also about considering aspects of universal provision that benefit all pupils but are especially important for pupils with additional needs. Effective inclusion strategies consider both elements.

"The more adaptations teachers make, the more pupils will learn."

Evidence does not strongly support the idea that the more adaptations teachers make, the more pupils will learn. Any adaptation can be effective or ineffective, and ineffective adaptations can hinder learning. For this reason, it is important to support teachers to understand what makes adaptations effective and to monitor their impact with care.

"Interventions are the most important way to support pupils with additional needs."
While targeted interventions can help, they are most effective when they supplement – rather than replace – effective everyday teaching. Strong universal provision reduces the number of pupils who require additional support and creates the conditions in which targeted interventions are more likely to succeed.

"If a pupil has a diagnosis, we automatically know the best way to support them."

A diagnosis can provide useful information, but may not determine what support will be most effective in supporting learning. Pupils with the same diagnosis can have very different strengths, needs and experiences and these can change over time. Effective support is informed by ongoing assessment, evidence-informed decision making and ongoing monitoring of impact.

"Teachers/LSA'S need specialist expertise before they can effectively support pupils with additional needs."

All teachers should continue to deepen their understanding of effective inclusive practice throughout their careers, and in many cases this will include the development of specialist expertise. However, inclusive teaching does not begin with specialist knowledge. It begins by attending to elements of universal provision that benefit all pupils, but that are especially important for pupils with additional needs. Doing so is an invaluable contribution that every classroom teacher can make.

Our focus for your children

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- *working together as a united force for excellence in education for all*