

2. Inclusive Quality First Teaching / Adaptive Teaching Approach

St Bernadette's Catholic Primary School



"Growing Together in Faith, Love and Learning" is our mission statement.

On their journey through our school, children will GROW TOGETHER, supported by a school community, to strengthen their FAITH; LOVE one another and LEARN to achieve excellence in everything they do.

We are a Catholic school who wish to help parents educate their children to appreciate the awe and majesty of God and His Creation, including respect for themselves and others as they recognise that all are made in God's image. We will build a prayerful community who support each other on our Faith Journey by preparing for and sharing the Sacraments together.

We are determined to create an inclusive culture of learning where all children will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

This can be done most effectively when all staff, parents and children understand their responsibilities and work together towards the same goals, as detailed in our home/school agreement.

Inclusive Quality First Teaching (Adaptive Teaching)

Knowing children as learners requires us to understand the pathways of progress for individual children and the patterns of progress for children as a whole. Therefore, effective teachers need to extensively and continuously develop their knowledge of:

- Their childrens' individual learning profiles and the implications this has for adaptive teaching

Inclusive Quality First Teaching should include the following:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.
- Understand that pupils take individual and multiple pathways in their learning
- Adaptive teaching approaches across the curriculum
- Engage pupils in challenging learning experiences
- High expectations for their students and encourage risk taking

Wave 1 – Inclusive Quality First Teaching

Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised adaptive teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well

as auditory/verbal learning. Recognise and adapt teaching and tasks to the learner needs within the lesson. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

Wave 2 is targeted catch up provision for groups to 'put children back on course'.

Wave 3 a deeper intervention offering more personalised solution to be used if Wave 2 has not worked.

SEMH (social, emotional mental health) – Strategies and Quality First Teaching Offer

SEMH Offer for All

Promote calm learning environment with deescalating strategies/distractions. Routines are well established, behaviour well managed, equipment ready.

Build strong relationships with all children.

PSHE curriculum with 5 ways of wellbeing and no-outsiders integrated

Transitions planned for and managed well.

An ethos that provides children with a sense of belonging – children's responsibilities, extra-curricular, competitions, relationships.

Social stories – preparation for change – EYFS children

Access to calm areas in every classroom and around school.

Visual timetables.

Zones of Regulation – assemblies, common language in classes, daily identification, toolkit of strategies, labelling emotions.

Link with MHST – half termly consultations.

Mental Health Ambassadors Year 1 – Year 6.

Relationship and Regulation policy – positive script, focus on behaviour and how children need to achieve it. The understanding that behaviour is communication.

Restorative approaches when relationships break down.

Logs on CPOMS to monitor and track.

Staff training on Trauma / ACEs – children with attachment may behave differently to others.

Assemblies on neurodiversities – understanding neurodiverse children may behave differently to neurotypical children.

Model appropriate ways of communicating – facial expressions, clear and consistent.

Meaningful rewards and consequences.

Understand children's interests to spark interest and raise spirit.

Updated training on guidance e.g. reasonable force.

Support from SEND team in school.

Other ways of contributing to class discussions – talk partners, talking trios, ABC

SEMH Offer for Some

Risk assessments for children in place.

Trusted adult to support with for specific needs on one page profile.

Access to Calm Room/Sensory Room

Regular check-ins with trusted adult/class teacher/SLT

Monitor key children at lunchtimes and breaktimes.

Give limited choice to give sense of control whilst reducing cognitive overload.

Feedback and collaborative plan with parents – consistency with the home/school e.g use of language/routines.

Understand barriers to non-attendance.

Use EBSA materials if needed.

Liaise with school nurse – EYFS in particular.

SEMH Offer for Individuals

Use assessment to investigate patterns e.g.boxall, thrive, social and emotional adjustments (SEA), BSquared Early Steps

Sensory Assessment Profile

Circle of Friends/Time to Talk/R Time

Responsibility for looking after someone else / special jobs to do.

Buddy system / peer mentoring

Backward chaining e.g bring in at the end of Celebration of the Word

Social stories for specific need – preparation for change.

Comic strip conversations.

Use coloured card if need time out 'get out with dignity' choice without drawing attention to self/individual zones.

Monitor triggers with ABCC (Antecedent, Behaviour, Consequence, Communication) form / STAR (Situation, Trigger, Action, Response) observation sheet.



Personalised visual timetable.

Visual prompts – core word.

Liaise with school nurse

Early Help / Social Care Referrals

Use external services – TESS, EP, CAMHS

One page profile – review and include parents/child voice.

Positive support plan if needed - review and include parents/child voice.

Review individual plans termly – share with parents and child.

Prioritise and review risk assessments.

Reintegration plan/integration plan.