



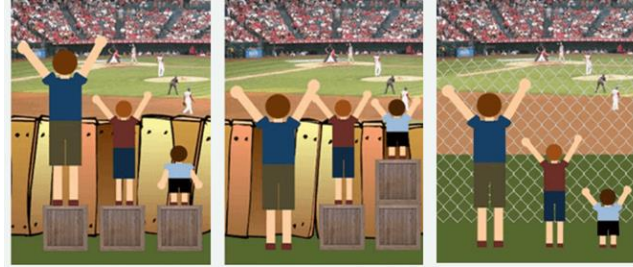
What does Inclusion look like at Adswood Primary School?



Where did we start?

In 2017, the newly appointed Headteacher recognised that the complexities of the school context, mental health of the community, and level of external agency involvement required an innovative approach. A School Inclusion Team was created consisting of a Pastoral Care Manager/Mental Health Practitioner, an experienced teacher of SEND and a Behaviour Mentor. Throughout the NASENCO, audits and evaluations were completed e.g Quality First Teaching, identification of SEND, attendance, effectiveness of provision and consistency of the graduated response.

A school wide action research project was completed as part of the NASENCO which explored the barriers to High Quality Teaching. This led to an action plan being created with SLT to ensure that both the pedagogy and provision across school were responsive and inclusive for all learners.



Where are we now?

Relationships

Relationships underpin everything we do at Adswood Primary. Our school is the hub of the community and we have worked to embed restorative approaches throughout the whole school.

Adswood Primary school is a safe place where trust and respect for each other is valued. All voices are listened to and the children are at the centre of all we do.

The school inclusion team work with, and support each class team to understand and plan for the children in their class with informed and responsive practice.

All staff members are trauma and attachment trained and the school completed the Poverty Proofing Project. The school is accredited with the Acseed Mark (Mental Health and Wellbeing for all) and is part of the Autism in Schools Pilot.



AcSEED™

Emotional Wellbeing in Schools and Colleges

Universal Provision



STOCKPORT ENTITLEMENT FRAMEWORK

Entitlement Framework Staff Audit: Nov 19-Nov 20

Context: In November 2020 each staff team used the Entitlement Framework staff audit to evaluate their practice and learning environment. This led to a plan of Continuous Professional Development to be produced by the School Inclusion Team and representatives from across the LA's inclusion services in addition to self directed study (if time allows). The staff audit was reviewed in March 2020 and again in November 2020 and this document summarises the impact of the implementation of the Entitlement Framework has had on the Quality First Teaching across the school and highlights our next steps.

Baseline Data	November 2020	November 2020
Percentage of statements marked as 'Strong' by over 80% of staff teams	63%	77%
Percentage of statements where some staff felt 'not met yet' / 'less implemented'	40%	9%

What the staff say in response to the Entitlement Framework...

The framework has been useful in evaluating our practice and highlighting what we are doing well and areas for development. Sometimes if you were asked what you do to support SEND learners you may think of a few things whereas the document really helps to see how much we are actually doing. The framework has also encouraged me to really think about the environment and resources that we provide for our SEND learners and in particular the learning and play area.

The Entitlement Framework was used to complete a year long audit and implementation project. The outcomes of each audit were discussed with the LA inclusion services and SALT during strategic planning meetings. Each class team completed the audit 3 times during the school year. Targeted and bespoke CPD was provided to individuals and whole school to ensure that the skill set of the staff and the learning environment was Entitlement Framework compliant and that our Universal Provision was meeting the expected standards.

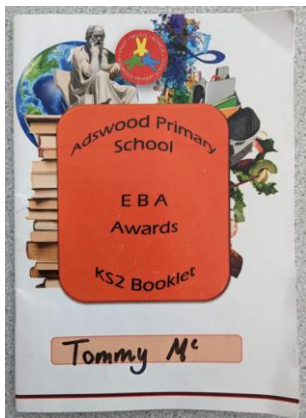
A unique element of our environment is the development of Mindspace areas across school to allow self-regulation and mindfulness to be accessible to all children throughout the school day.



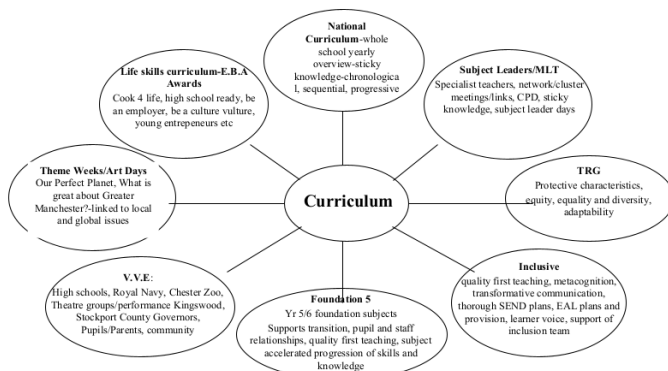
Curriculum

Our curriculum is relevant, sequential and engaging. The National Curriculum is supplemented with our Life Skills Curriculum 'Enjoy, Believe, Achieve Awards'.

The curriculum is enriched with innovative and creative Visits, Visitors and Experiences which makes best use of the resources and community links available to the school.



Our Curriculum

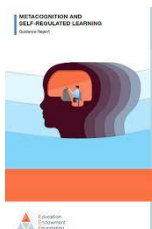


Metacognition

The EEF training was completed by SLT.

This was then delivered, reinforced and disseminated to all staff by Jacqui Terry (IS).

The development, implementation and ongoing impact evaluation of Metacognition continues to be led by one of our Teacher Research Groups (TRG) across school.



Subject Leaders

As part of Subject Leader Development, the SENCO and Curriculum Lead create opportunities for Subject Leaders to work with the NASEN Teacher Handbook to further develop inclusive practice in their subject area across school. This work develops the middle leadership team to ensure that every leader is a leader of SEND. This work has fed into the Adaptive Teaching Audit completed by the TRG.

The SEND and Inclusion Development plan, which is written in line with the priorities of the SIP, identifies and evaluates this collaborative working.

Adaptive Teaching

The Headteacher and SENCO completed the 'Train the Trainer' Adaptive Teaching CPD provided by the Local Authority.

The SENCO disseminated this information to a newly developed TRG who led school wide action research to audit the pedagogy and environment for all learners including the most complex and the more able. Outcomes from this research show that a significant proportion of the adaptations needed are linked to ACES and are cohort specific. This information is used to aid cohort transition within school to ensure that adaptive and responsive strategies are captured and form an integral part of internal transition. This TRG is ongoing and will continue to further reflect and enhance Adaptive Teaching across school.

Assessment

Children at Adswood Primary confidently self and peer assess. They use check ins throughout the day to reflect and assess their wellbeing and learning. The school uses Insight to track progress and attainment. For the children who are working below the Age Related Standards, Stockport's Standards Tracker is used to accurately identify what children can do and inform planning of next steps.

We feel that a holistic approach to assessment is essential to our context so use a range of formative and summative tools including Language Link, TAPs, RWI. We work closely with specialists to ensure that when a specific, in depth assessment or referral is needed, we can prioritise and action this. The information gathered informs the provision, planning and support.

Year	Word Reading	Mathematical Comprehension	Comprehension	Spelling	Writing
1 (Y1)
2 (Y2)
3 (Y3)
4 (Y4)



Graduated Response

The aim for all of the children at Adswood Primary is for them to **Enjoy** their learning, **Achieve** their aspirations and **Believe** in themselves and the outcomes set with them to prepare them for the future. Our graduated response ensures that the children receive the appropriate level of support through careful and collaborative assessment of strengths and needs.

Our universal, targeted and individualised provision is detailed on our whole school provision map and accessed through Assess, Plan, Do and Review cycles. Every child in school has a One Page Profile created during transition week in September. Children who require targeted or individualised provision will be supported via our Support Plan.

Organisational & Learning	Communication & Interaction	Social, Emotional & Mental Health	Specialist & Physical
...

My One Page Profile

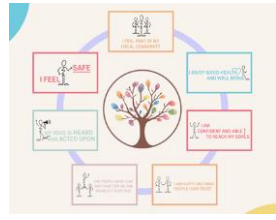
This is me...

Enjoy
What is important to me...

Believe
What others like and admire about me...

Achieve
How best to support me...

APS Support Plan	EHCP/SEN Support
Name of Child	Enjoy- What is important to me?
DOB and Year Group	Believe- What are my aspirations?
Name of Plan Coordinator	
Date agreed and SSP number	
SSP review dates	
Transition Plan to be agreed	
Long term outcomes/PPA:	
Parents/Carers views:	



Co-production

It is essential to place the child and their family at the centre of all planning. In order to do this we have built effective, respectful and productive relationships with an extensive range of services. We have an established TAS model and we are innovative in our strategic plan to enable parents and carers to access, understand and engage with support available. We advocate for, and empower parents and carers to ensure their voice is heard and valued.

Parents and carers co-produce support plans with class teams and access CPD within school e.g Autism in Schools Pilot and specialist clinics/coffee mornings. The school inclusion team provide an 'open door service' to enable responsive, critical and individualised support for families. Emotional, physical and practical support is available to parents and carers as and when needed including a weekly foodbank.

'School feels like family'
Ex pupil (Age 14)

Stockport Co-production Charter

The charter has been co-produced with families, children, young people and health, care and education colleagues. The co-production charter is about the way we will all work together to create a culture where we all:

- Value the Lived Experience
- Do What matters
- Be Accountable and Responsive
- Work Together
- Be Respectful
- Be Open and Honest
- Actively Listen

To find out more about the charter visit: www.senstockport.org.uk

To give feedback please email: SEND-IP@stockport.gov.uk

NHS Stockport NHS Foundation Trust

Pennine Care NHS Foundation Trust

Written by S. Gee

Let's Communicate
BUILDING COMMUNICATION SKILLS TOGETHER

Stockport Family
Stockport Children's Trust

INCLUSION SERVICE

STOCKPORT'S SEND LOCAL OFFER