

Broadway Junior School



Ordinarily Available Offer



Our Intent:

At Broadway Junior School, we believe that every child is unique, valued and capable of achieving their full potential. Our inclusive approach is rooted in our core values: **Work Hard, Be Kind and Shine Bright.**

We are committed to ensuring that all pupils, including those who have been identified as 'vulnerable', are supported to work hard by providing high-quality teaching, personalised support and appropriate challenge that enables them to make progress and achieve success. We encourage all children to shine bright, recognising and celebrating their strengths, talents and achievements, both in and beyond the classroom.

Kindness sits at the heart of our approach. We strive to create a nurturing and respectful environment where all children feel understood, listened to and valued. Our school rules — **Be Ready, Be Respectful and Be Safe** — underpin everything we do, ensuring that pupils our pupils feel secure, confident and prepared to learn.

We recognise that children learn in different ways and at different rates. We are committed to removing barriers to learning through effective adaptations, targeted interventions and strong partnerships with parents, carers and external agencies. The voice of the child is central to our practice, and we promote independence, resilience and positive self-esteem.

At Broadway Junior School, inclusion is everyone's responsibility. By living our values every day, we aim to ensure that all children feel a sense of belonging and are supported to flourish as happy, confident learners who are ready for the next stage of their education.



The DfE defines inclusion as...

- When pupils with SEN should wherever possible receive their education in a mainstream school, but also should join fully with their peers in the curriculum and life of the school. For example, we believe that children should generally take part in mainstream lessons. (DfE, 1997).
- Where all children are included as equal partners in the school community [and] that is why we are committed to comprehensive and enforceable civil rights for disabled people. Our aspirations as a nation must be for all our people. (DfE, 1997).
- The participation of all pupils in the curriculum and social life of mainstream schools; the participation of all pupils in learning which leads to the highest possible level of achievement; and the participation of young people in the full range of social experiences and opportunities once they have left school. (DfE, 1997).

Our Inclusive Education Principles



Implementation - What does this look like in practice at Broadway Junior School?

	Cognition and Learning	Communication and Interaction	Social, Emotional & Mental Health Needs	Sensory and or Physical
Quality First Teaching for all	<ul style="list-style-type: none"> • Clear lesson structure with processing time built in • Learning is broken down into small, manageable steps • Delivery of well-sequenced curriculum which allows pupils to build on foundational knowledge (adaptive in its approach) • Access to concrete resources to support learning (multi-sensory teaching approaches) • Clear learning objectives with regular opportunities for retrieval practice built in • Scaffolded support such as word banks, writing frames and sentence starters • Teachers plan for processing time as part of standard instruction, not as an additional need • Accessible marking policy allows all children to be supported, stretched and challenged • Clear modelling within lessons – staff expectations are high but clear • Memory Joggers are routine part of teaching at Broadway – a focus on repetition, overlearning and recap • Teacher's, where applicable, teach to their specialisms which improves the quality of the offer in place. 	<ul style="list-style-type: none"> • Clear, simple language and instructions given in manageable steps • Key vocab is shared and explicitly taught • Consistent visual supports/images used to support and reinforce spoken language • Structured opportunities for talk are well-considered and planned in across the curriculum (Voice 21 School) • Adults model respectful and meaningful interactions to support all • Considered position when speaking and delivering instructions 	<ul style="list-style-type: none"> • Consistent routines and clear expectations across lessons • Teaching includes explicit support for emotional regulation including de-escalation, where required • Adults model, calm respectful behaviour • Learning activities are tailed to support engagement and success • Adults encourage pupils to try new things through a wide range of events, enrichment opportunities and visits linked to our school's ethos • All children access 'My Happy Mind' and 'Mindful Mondays'. They are explicitly taught about their brain functions • Children routinely access Mental Health sessions via Healthy Heads 	<ul style="list-style-type: none"> • Teaching approaches are similar and so reduce sensory overload • Flexible/varied methods of recording • Clear expectations shared and reinforced throughout
Understanding the Individual	<ul style="list-style-type: none"> • All Adults are aware of pupil strengths, interests and areas for development • Opportunities for additional practice where needed (use of TAs) 	<ul style="list-style-type: none"> • Adults are aware of individual needs and needs for processing time • Modifying language and talk to support learning • Checking understanding regularly 	<ul style="list-style-type: none"> • Adults build positive, trusting relationships with pupils • Adults know pupils well and are aware of factors and times of day which may impact of emotional wellbeing 	<ul style="list-style-type: none"> • Adults are aware of sensory and/or physical needs and make adaptations as needed to support with access • Movement breaks are available • Adjusted seating plans if required

	<ul style="list-style-type: none"> and interventions in place to 'keep up') Pupil voice captured and acted on, where appropriate Adults use visual supports, chunking, and sensory regulation opportunities proactively for any child who needs it Readily available practical resources (where applicable) 	<ul style="list-style-type: none"> Develop and support various ways of communication in the classroom Adults use strong relationships to support communication, building confidence through a range of roles and opportunities 	<ul style="list-style-type: none"> Behaviour is viewed and understood as a form of communication – rewards and consequences are clear and implemented with consistency Regular communication with families to support consistency through open and available contact 	<ul style="list-style-type: none"> Adjustments are made to tasks to support access Adaptations to resources made to allow access (e.g. pen grips, chunky equipment etc.) Pupil and parent voice is listened to and taken into account to develop support – a strong transition process is in place relating to entry and exit of our school Staff trained in Administering Medication and implemented where required and where appropriate
Positive and supportive environments	<ul style="list-style-type: none"> Calm, well organised and 'predictable' classrooms/learning spaces Clear routines and lesson structures Visual supports to aid independence Common classroom structures so rooms are 'familiar' 	<ul style="list-style-type: none"> Clear view of the speaker – turn to face Visual aids and timetables Calm, inclusive atmosphere which supports learning Lunchtime Clubs available to all which support development of communication skills Clutter free environments including reduced stimuli on classroom walls – a muted, consistent colour scheme runs throughout the school 	<ul style="list-style-type: none"> Calm, predictable classrooms with clear boundaries for all Access to quiet or sensory spaces where needed – break out spaces are also available at break times Clear and predictable transitions Timetables are predictable and we avoid unnecessary changes Adults model consistent language Our school's OPAL play offer allows children to access playful experiences daily which are positive for mental health and wellbeing. Children have access to an o 'PAL' (buddies) 	<ul style="list-style-type: none"> Quiet areas available for sensory regulation – the school has a Wellbeing Woodland and all classrooms have 'Cosy Corners' Reasonable adjustments made to lighting, noise or seating (soft lighting where possible) Safe and accessible environments across the school
High expectations and values	<ul style="list-style-type: none"> High expectations for all learners Success is celebrated in a range of different ways No 'fixed grouping' and pupils are supported to 'Shine Bright' in their different areas of strength 	<ul style="list-style-type: none"> All participated and supported to engage in communication opportunities Pupils are supported to develop ideas and share them widely Inclusive/supportive language modelled by all Adults Use of Sentence Stems and subject specific vocabulary is carefully planned for 	<ul style="list-style-type: none"> High expectations for all in terms of behaviour and engagement – recognition boards are in place across school School culture develops independence and self-regulation including sensory circuits for those identified with a specific need All pupils are valued and their voices listened to – the school has an active Pupil Parliament/Subject Ambassadors 	<ul style="list-style-type: none"> All pupils fully included in lessons and school life Focus on ability and participation rather than limitations Independence encouraged wherever possible Achievements celebrated equally – a whole school Celebration Assembly takes place weekly