

## **Inclusion Update (October 2010)**

In September 2010 Ofsted published a Special Educational Needs and Disabilities Review.

Below is a summary of Ofsted's findings :

### **When children and young people learned best**

- assessment was secure, continuous and acted upon
- teachers planned opportunities for pupils to collaborate, work things out for themselves and apply what they had learnt to different situations
- teachers' subject knowledge was good, as was their understanding of pupils' needs and how to help them
- lesson structures were clear and familiar but allowed for adaptation and flexibility
- all aspects of a lesson were well thought out and any adaptations needed were made without fuss to ensure that everyone in class had access
- teachers presented information in different ways to ensure all children and young people understood
- teachers adjusted the pace of the lesson to reflect how children and young people were learning
- the staff understood clearly the difference between ensuring that children and young people were learning and keeping them occupied
- respect for individuals was reflected in high expectations for their achievement
- the effectiveness of specific types of support was understood and the right support was put in place at the right time.

### **How is this reflected at Beech Hill School?**

- Quality first teaching (good quality lessons) is at the heart of all our lessons at Beech Hill
- Over the past three years our staff have undertaken extensive training around dyslexia, speech, language and communication needs and autism. Staff are therefore able to effectively identify barriers to learning and make the adjustments that will ensure all children can engage in the lesson.

- Lessons include elements of AFL (assessment for learning) so teachers are aware of the needs of the children, but ensure challenge.
- A tracking system (Essex Tracker) that ensures that each child is on track to achieve their potential.
- Classrooms are equipped with Smartboards in order to deliver multi-media presentations.
- The use of WALT (What we Are Learning Today) and WILF (What I am Looking For) to ensure that each lesson is clear and purposeful.
- The use of 'Talk Partners' to ensure that all children work together and fully participate in the lessons.
- The use of working walls (displaying clearly what the children have already learnt and pointing out their next piece of learning) to help the children with their learning.
- Targeted interventions that help children falling behind with their learning to catch up.
- Early identification of barriers to learning and effective support
- A new creative curriculum that builds in excellence and enjoyment days (dressing up, visits, drama etc) to engage and excite the pupils
- High quality coaches, musicians and artists that deliver a range of activities ensuring every child at Beech Hill has the opportunity to develop their potential in different areas of the curriculum.
- Children's work is displayed around school in a way that reflects its value.
- The social, emotional aspects of learning (SEAL) are prioritised and valued.

The review refers to the importance of having high aspirations for children with special educational needs and disabilities and the value of encouraging the development of learners who are independent. At Beech Hill we firmly believe that good quality first inclusive teaching supports all children to fulfill their potential.

**"Fulfilling Potential realising aspirations**