

INCLUSION IN RSHE

At Mill View Primary, we believe in the success of all pupils. We are an inclusive school and ensure there is an **equity of support** where every child receives what they need to reach their potential. Our curriculum is designed with inclusion at the heart, and our curriculum intent is therefore the same for all children.

We are acutely aware that not every child has the same starting point and that there are an abundance of factors which must be considered in order for all learners to access the learning according to their individual needs, particularly for learners with Special Educational Needs and Disabilities (SEND). We also know what not all groups have an equality of experience in our society, and we must make deliberate choices to ensure individual experience is not only represented but celebrated, particularly with reference to the Equalities Act 2010.

Therefore, whilst our curriculum intent is the same for all learners, our implementation of the curriculum may well look different for groups, classes or individuals. Our **Conscious Discipline** behaviour system ensures that all teachers understand the fundamental importance of **positive relationships** and promotion of **good learning behaviours**, reinforcing effort over outcome, within every classroom. Teachers will plan, scaffold, challenge and embed learning through activities which are amended to meet children's needs. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out in the NASEN teacher handbook to assist us in amending our implementation within RSHE. Examples of this, though not an exhaustive list, can be seen to the right.*

*These are suggestions of what may be implemented, but teachers will amend according to learners



Use stories to facilitate learning by presenting information in a narrative format, making it easier for learners to understand and remember complex concepts.



Staff may scribe for children to ensure a child's explanations and articulation is not limited by writing competence



Word banks and picture resources are supplied and present in class to assist learners with subject specific and conceptual language, which may be pre-taught in some cases



Children may use digital tools, such as SeeSaw, to voice record or video responses



Provide learners with targetted resources to support their learning and understanding such as concept cartoons, timelines, prompts and vsual aids



Strong teacher-pupil relationships fostered, opportunities for positive praise actively sought, creating safe places to learn for children who view themselves as someone who has potential.



Teachers plan for rehearsal and recollection of learning in each session, to practise recalling what they have learnt.



Same intent, amended implementation