



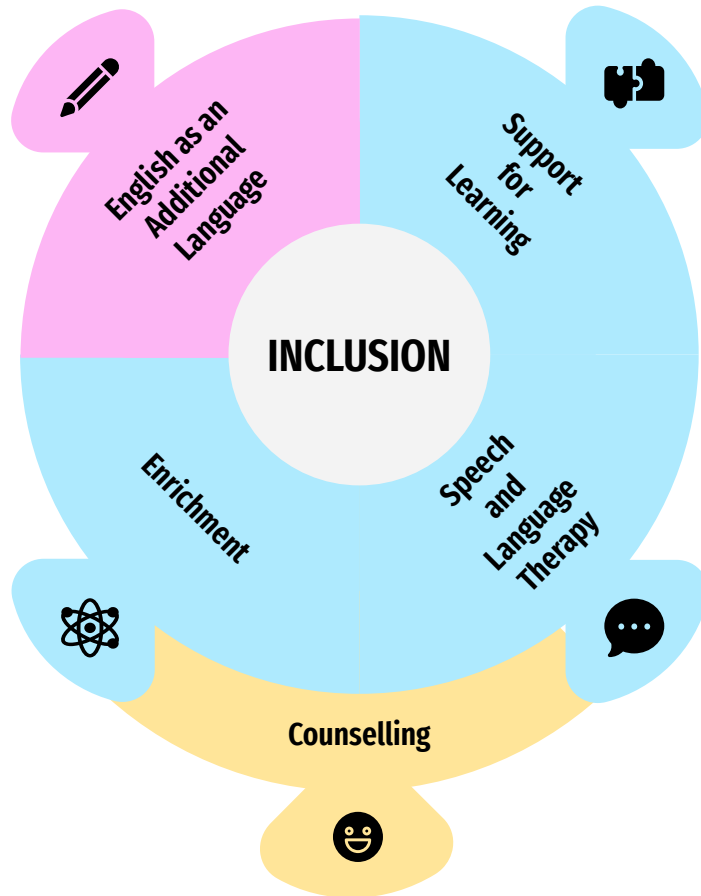
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Student Inclusion and Support for Learning in the Primary School

Support for Learning, SALT, and Enrichment

Primary Inclusion Team



English as an Additional Language (EAL)

Support for Learning (SFL)

Speech and Language Therapy (SALT)

Enrichment (ENR)

Counselling (CNS)



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Inclusion



‘The education of the child shall be directed to the **development of the child’s personality, talents and mental and physical abilities to their fullest potential**”

*United Nations Convention
on the Rights of the Child,
Article 29*

Patana Inclusion Policy

*“Educational inclusion means addressing and responding to the diverse needs of students. It involves **removing barriers so that each student can experience success in all aspects of learning.**”*

BPS Student Inclusion Policy–Cross Campus April 2021



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Patana Inclusion Policy

*“Educational inclusion means addressing and responding to the diverse needs of students. It involves **removing barriers so that each student can experience success in all aspects of learning.***

*We believe **all students have an entitlement to a meaningful, appropriate and challenging curriculum, and to be fully included in aspects of school life.** This does not mean that we treat everyone the same but that we respond to students in ways which take account of their varied needs”*

BPS Student Inclusion Policy–Cross Campus April 2021



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Primary Inclusion Policy

From the Primary Inclusion Policy:

Our definition of students having additional learning needs is guided by the UK's *Special Educational Needs and Disability Code of Practice: 0 to 25 years (2020)*.

Students have additional learning needs if they have **a learning difference that calls for educational provisions to be made for them that are different from, or additional to, what is normally available to students of the same age.**

This includes students who:

- have a significantly greater difficulty in learning than the majority of others of the same age
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age
- learn at an accelerated rate or acquire knowledge and skills at a level beyond that normally found in students of the same age



Aims of Today

- Provide insights into Support for Learning across the Primary School
- Briefly describe co-teaching models and how this supports teaching and learning in a differentiated classroom
- Give examples of the different provisions



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Support for Learning

We are a team of 11 specialised teachers and a Speech and Language therapist.



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The Team



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Support for Learning

The students we support may have learning differences or specific needs relating to their social, emotional, academics (on either end of the ability range) or language development.

These needs may require a short-term intervention or more structured, longer term support.

Our main model is to offer support through co-teaching models in collaboration with classroom teachers.

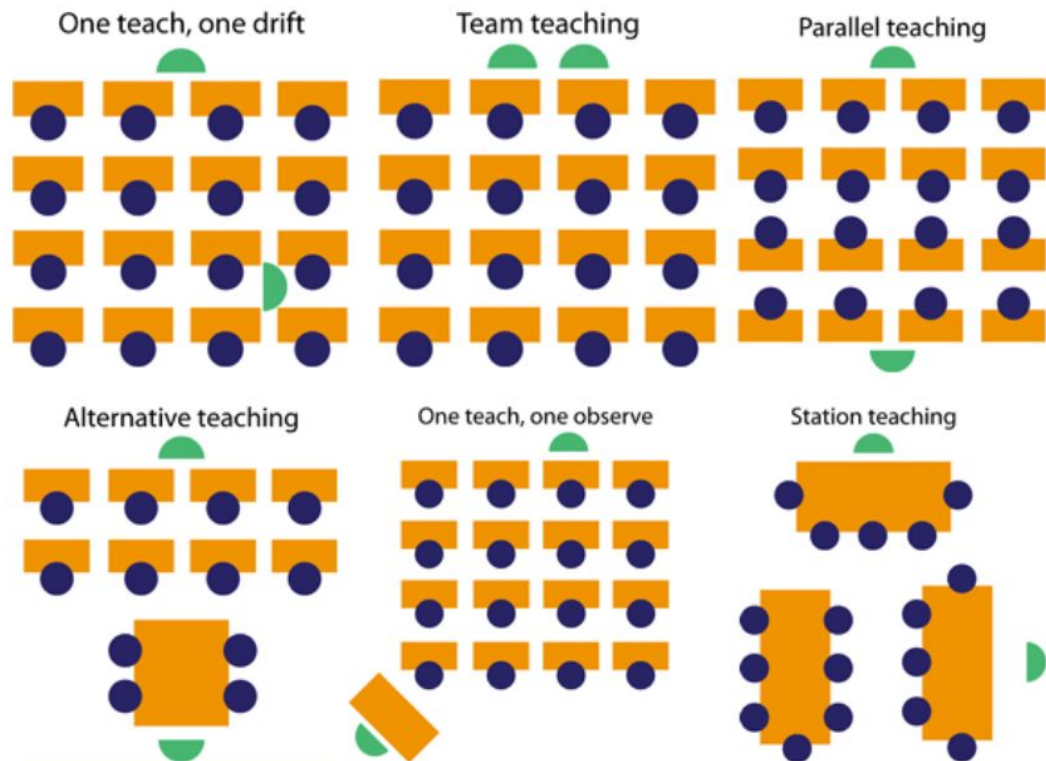


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Support for Learning: Co-teaching Models

Our Enrichment specialists or SFL teachers work in the classroom and can support any student there.

Models of Co-teaching:



Co-planned
Co-taught
Co-assessed



Support for Learning

Within a co-teaching model, an SFL teacher can support individual students or groups.



In addition, SFL teachers run Focus sessions for individuals or groups to offer targeted support.



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Speech and Language Therapy (SaLT)

Language Development Pyramid



Speech and Language Therapy

Children's speech, language and communication are essential life skills.

Evidence shows that speech, language and communication needs have an impact on:

- literacy
- educational attainment
- social, emotional and mental health
- life chances / employment

Good communication skills are rated as the most important employability skills needed for young people entering their first job

Children with poor early language at 5 are 4x more likely to struggle with reading at age 11

Vocabulary at 5 is the most important factor affecting literacy at age 11



Speech and Language Therapy

What does it look like?

- Direct one to one sessions.
- Group interventions (e.g. social skills, speech groups).
- Advice, strategies and resources for at home and at school.
- Training and support for parents and teachers.



How are children referred to SaLT?

Typically, class teachers will refer a student directly if they are concerned. If parents would like support, this is often shared with the teacher who will then get in touch.



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Enrichment

Aims:

- All students fulfilling their potential through an appropriate, challenging and engaging classroom learning experience.
- Celebrating achievement with 21st Century Skills, exceptional talents, as well as academics.
- Focus Groups responding to specific student and curriculum needs.
- Co-creating of curriculums through a student-led, enquiry based curriculum.
- SEL needs of students supported through careful mentoring and coaching so they can apply skills in all areas of school.
- Well-rounded students that celebrate their abilities.
- Teachers feel supported to meet the needs of these learners.



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Enrichment

How do we identify students for Deepening Focus Groups and Enrichment?

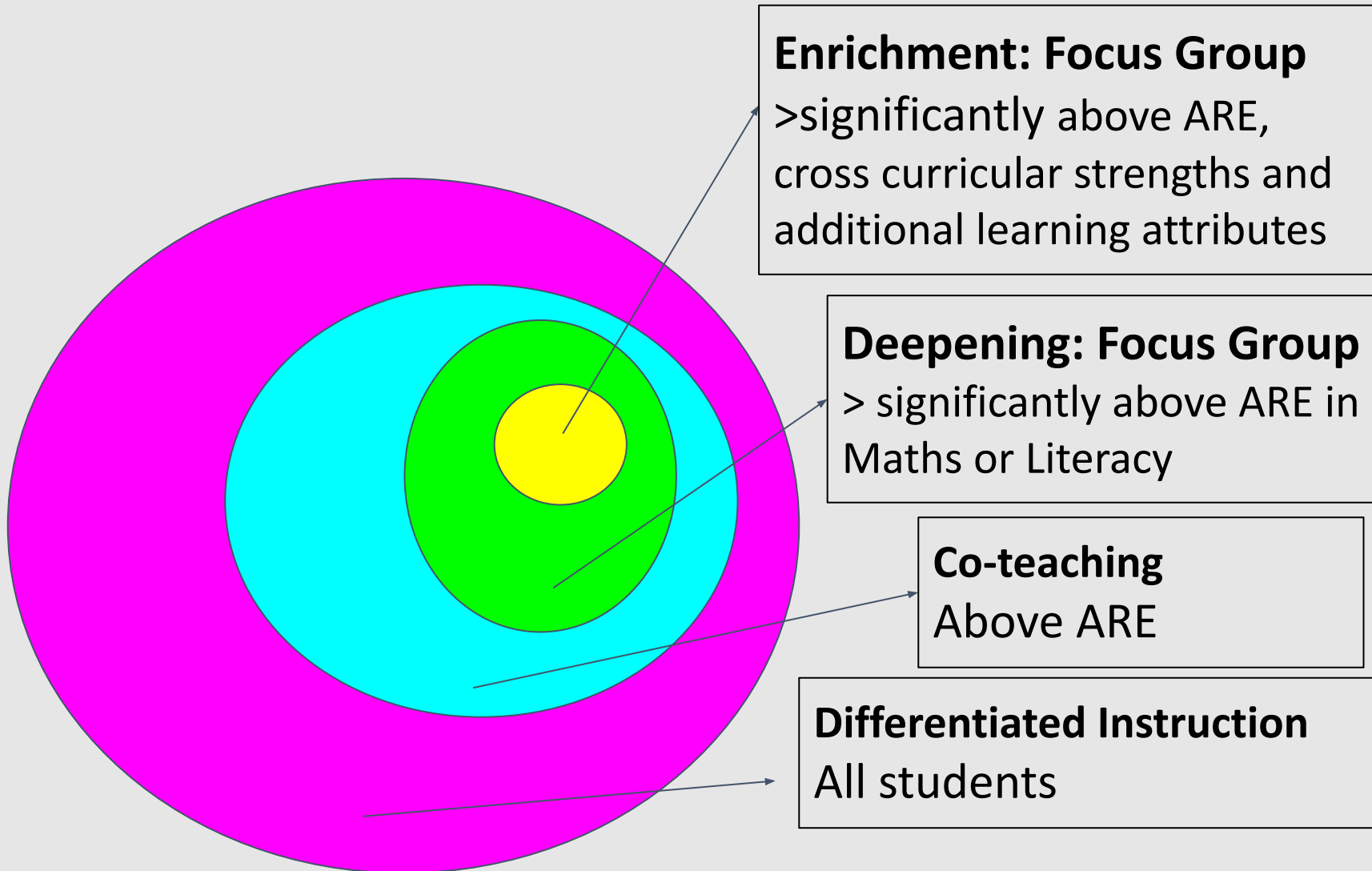
- Classroom teacher recommendations
- Observations
- Classroom assessment data
- Standardised assessment data
- Evidence of motivation and engagement with learning across the curriculum
- Evidence of 21st Century Thinking Skills: creativity, collaboration, critical thinking and communication



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Enrichment Provision Models



Deepening Focus Groups

Providing Deeper Learning and Challenge:

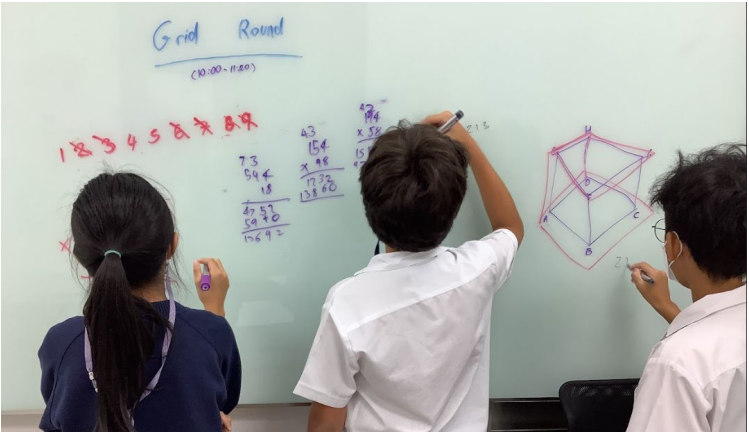
- Maths/Literacy and CL/Science for cross-curricular links
- Open-ended tasks
- Apply key skills to varying problems and situations
- Collaboration and communication
- Task persistence

These are flexible and responsive to the needs of the students. Groups can change regularly.




Deepening Focus Groups

Providing Deeper Learning and Challenge:



Using a staircase shape:

- What is the largest total you can make?
- What is the smallest total you can make?
- Explain how you calculated the total? Was it an efficient way?
- Now make a total of 75.



Handwritten calculations on grid paper:

$$\begin{array}{l} 6 \\ \begin{pmatrix} 3 & 4 \\ 2 & 1 \end{pmatrix} \text{ can swap} \\ 2 \\ \text{can swap} \end{array}$$
$$\begin{array}{l} 1 \times 2 = 2 \\ 2 \times 3 = 6 \\ 3 \times 4 = 12 \\ 4 \times 5 = 20 \\ 5 \times 6 = 30 \end{array} \quad \begin{array}{l} 33 \\ \hline 83 \\ \hline 50 \end{array} \quad \begin{array}{l} \text{largest} \\ \text{smallest} \end{array}$$
$$\begin{array}{l} 6 \\ \begin{pmatrix} 4 & 3 \\ 5 & 6 \end{pmatrix} \text{ swap } \\ 5 \end{array}$$
$$\begin{array}{l} 1 \times 5 = 5 \\ 2 \times 4 = 8 \\ 3 \times 4 = 12 \\ 4 \times 3 = 12 \\ 5 \times 3 = 15 \\ 6 \times 2 = 12 \end{array} \quad \begin{array}{l} 36 \\ 15 + 5 = 20 \end{array}$$
$$\begin{array}{l} 1 \times 2 = 2 \\ 2 \times 5 = 10 \\ 3 \times 4 = 12 \\ 4 \times 3 = 12 \\ 5 \times 3 = 15 \\ 6 \times 4 = 24 \end{array}$$
$$\begin{array}{r} 12 \times 3 = 36 \\ + 39 \\ \hline 75 \end{array}$$

Handwritten note: Great perseverance on this! You kept on trying.

A person who plays these games...

GLOBAL CITIZENSHIP

- Learns about cultures from other cultures and countries
- Learns that cultures are the same and different in each other
- Has been able to compare and contrast the different cultures
- Learns the stories of different cultures
- Explains the importance of games in different cultures as part of learning and playing
- Learns about the world around him, here and far
- Creates a positive awareness of individual, difference and cultural identity as a child
- Develops their own and shared core values
- Has been able to recognize and respect different cultures and values
- Works closely with children from a range of cultures

WELL-BEING

- Communicates and shares their own experiences and emotions
- Connects with others
- Develops resilience and confidence
- Experiences and understands their own feelings
- Uses creative and artistic skills to express their feelings, thoughts and emotions
- Respects and understands the feelings and emotions of others
- Develops a sense of self and confidence in their own abilities
- Shows respect and empathy towards others
- Understands and appreciates the value of a healthy and active lifestyle
- Has a positive attitude towards their own learning
- Shows respect and appreciation towards their own learning and the learning of others
- Understands and appreciates the value of a healthy and active lifestyle
- Shows respect and empathy towards others
- Understands and appreciates the value of a healthy and active lifestyle

LEARNING

- Demonstrates flexibility, imagination and creativity in responding to challenges
- Demonstrates resilience to learn and grows a range of skills
- Has a positive attitude towards learning
- Has good self-regulation skills
- Has a positive attitude towards learning and is able to learn from their experiences
- Shows respect and empathy towards others
- Understands and appreciates the value of a healthy and active lifestyle

STRATEGY GAMES

DARA

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DRCA

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Handwritten notes:

- How are these games similar?
- How are these games different?
- Can you find a good strategy?
- What if someone uses your strategy? Could you find a good counter-strategy?
- Would your strategy work on all the games?



Enrichment

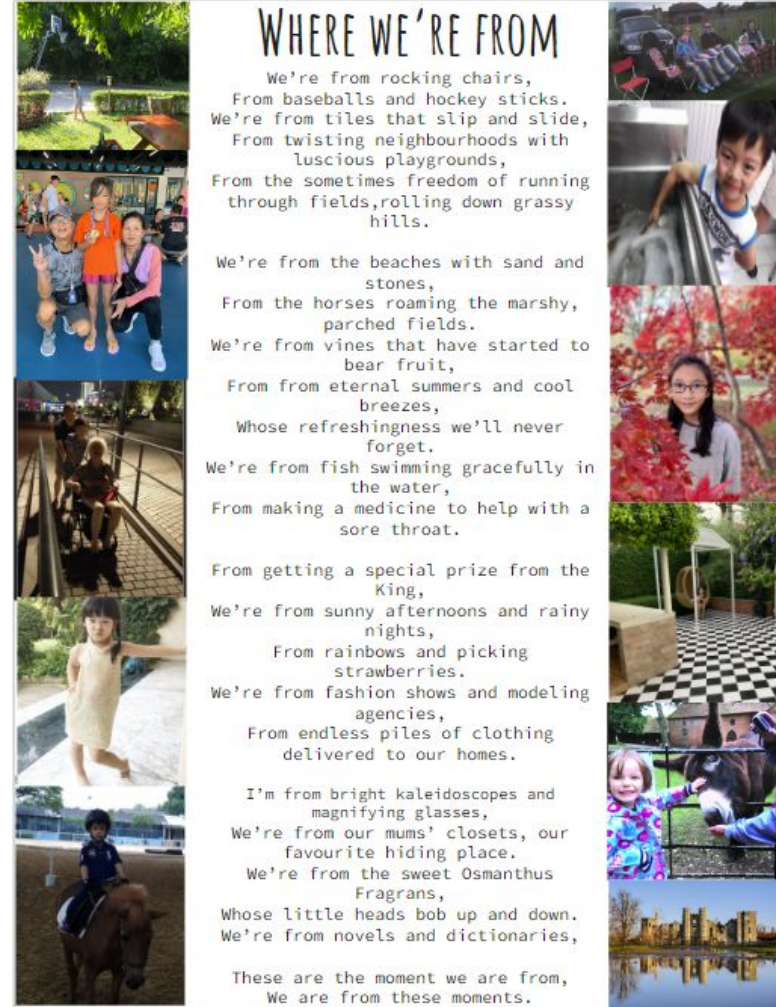
Facilitating students to become **Global Citizens** through varied activities to develop key skills of: **collaboration, communication, critical thinking and creativity.**

Activities and learning opportunities could include:

- collaborative problem solving
- Enquiry based-‘Project Based Learning’
- logic and reasoning
- debating
- community action
- reflection and coaching/SEL



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WHERE WE'RE FROM

We're from rocking chairs,
From baseballs and hockey sticks.
We're from tiles that slip and slide,
From twisting neighbourhoods with
luscious playgrounds,
From the sometimes freedom of running
through fields, rolling down grassy
hills.

We're from the beaches with sand and
stones,
From the horses roaming the marshy,
parched fields.
We're from vines that have started to
bear fruit,
From eternal summers and cool
breezes,
Whose refreshingness we'll never
forget.

We're from fish swimming gracefully in
the water,
From making a medicine to help with a
sore throat.

From getting a special prize from the
King,
We're from sunny afternoons and rainy
nights,
From rainbows and picking
strawberries.


We're from fashion shows and modeling
agencies,
From endless piles of clothing
delivered to our homes.

I'm from bright kaleidoscopes and
magnifying glasses,
We're from our mums' closets, our
favourite hiding place.
We're from the sweet Osmanthus
Fragrans,
Whose little heads bob up and down.
We're from novels and dictionaries,







These are the moment we are from,
We are from these moments.

Enrichment

GUIDING STATEMENTS



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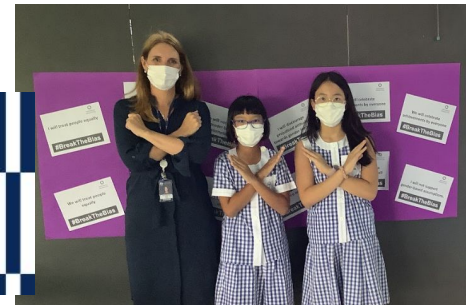
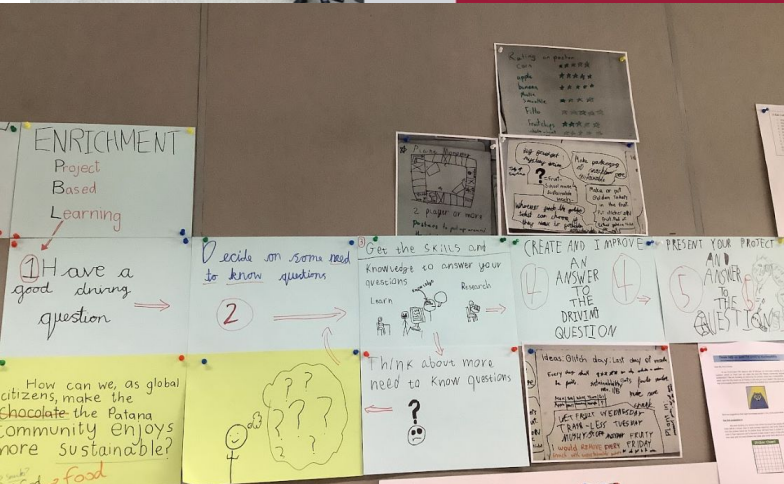
| | | | | | |
|---|---|----------------------|--|--|--|
|  <p>MISSION</p> <p>Our mission is to ensure that students of different nationalities grow to their full potential as independent learners in a caring British international community.</p> |  <p>VISION</p> <p>We develop global citizens who shape their world through independence, empathy, creativity and critical thinking.</p> | <p>VALUES</p> |  <p>WELL-BEING</p> <p>WE ARE Protected, safe and secure</p> <p>Motivated and engaged</p> <p>Responsible and honest</p> <p>Kind, compassionate and respectful</p> <p>Balanced and fulfilled</p> |  <p>LEARNING</p> <p>WE ARE Rigorous, inquisitive and creative</p> <p>Collaborative and confident communicators</p> <p>Critical, reflective thinkers</p> <p>Resourceful and resilient</p> |  <p>GLOBAL CITIZENSHIP</p> <p>WE ARE Conscientious role models</p> <p>Committed to integrity and equity</p> <p>Diverse and inclusive</p> <p>Ethical and informed</p> <p>Active stewards of the environment and our communities</p> |
| <p>MISSION</p>  | <p>VISION</p> | | <p>VALUES</p> | | |

thinglink..

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SUSTAINABLE DEVELOPMENT GOALS
17 GOALS TO TRANSFORM OUR WORLD



Support for Learning: Assessing Needs

How do students join SFL?: Classroom teachers contact the SFL teacher on their year-level.

SFL teacher may observe, or use an in-house assessment for reading, spelling or maths.

The SFL teacher then offers consultation with the class teacher, support materials, some in-class time to support, or recommends the student to join a Focus group.

Class teachers and/or SFL teachers get in touch with parents to discuss progress and parents are informed if a student becomes part of Support for Learning.

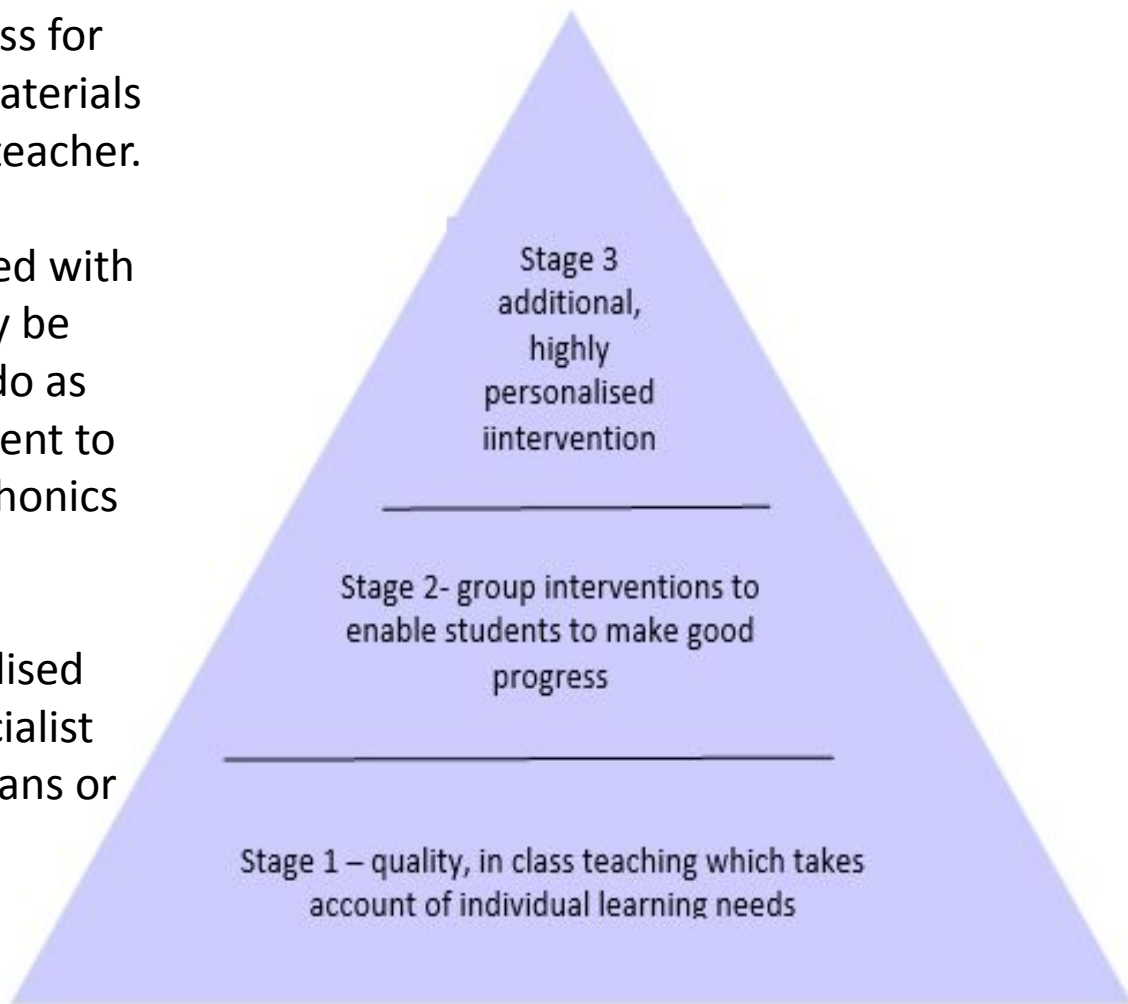


Support for Learning: Stages of Support

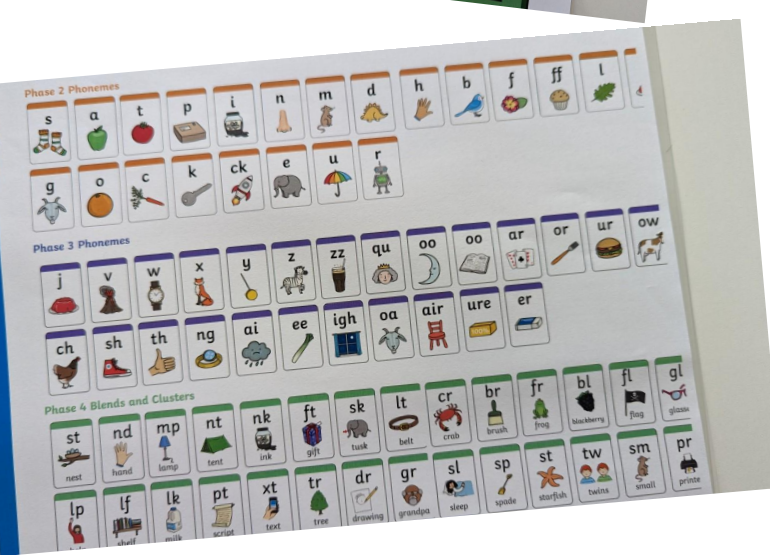
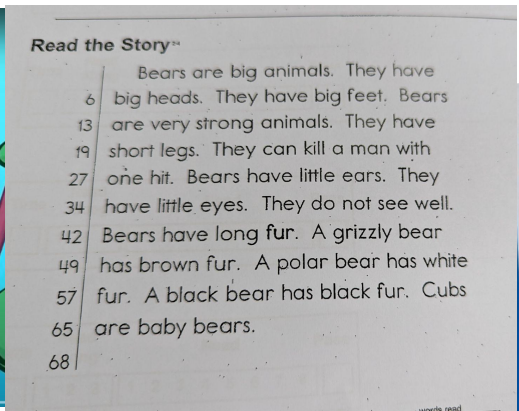
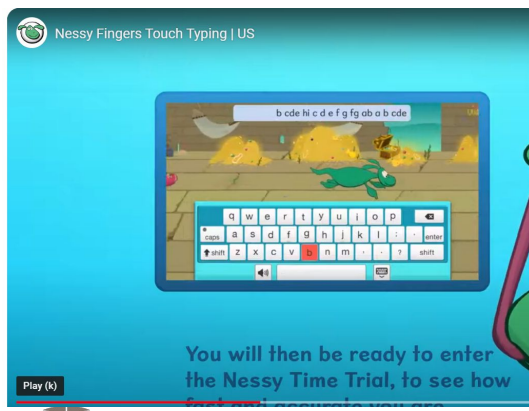
Stage 1: SFL teacher goes into a class for specific students. Brings support materials and offers ideas, to the classroom teacher.

Stage 2: Students who are identified with a specific learning challenge or may be neurodivergent. SFL teachers will do as above, but may also invite the student to work in a Focus group, such as in Phonics or Maths, or Social Thinking.

Stage 3: Can involve very individualised plans. May include support in specialist lessons, behaviour management plans or academic accommodations.

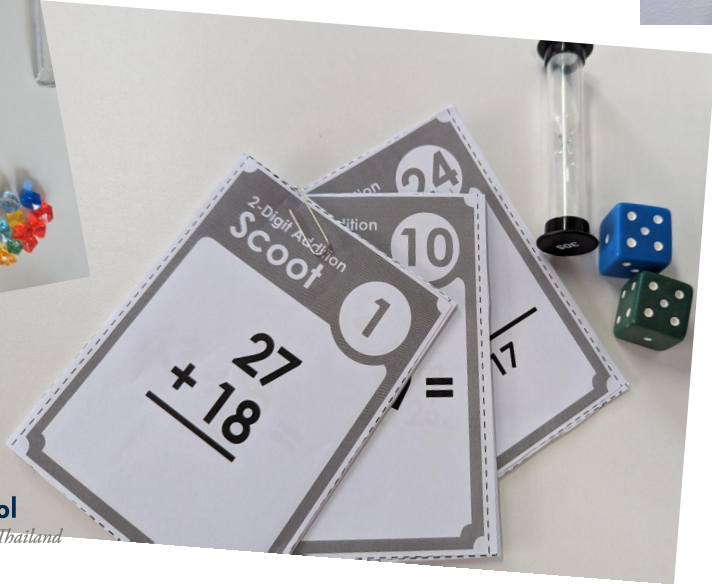
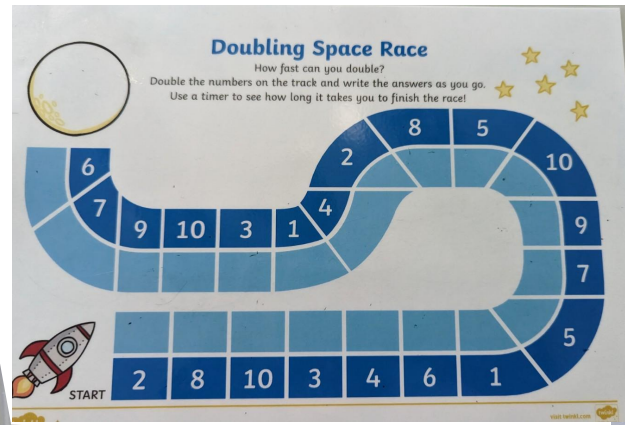


Support for Learning: Focus Groups



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Support for Learning: Focus Groups



Decimal Place Value Chart

| Millions | Hundred Thousands | Ten Thousands | Thousands | Hundreds | Tens | Ones | tenths | hundredths | thousandths |
|----------|-------------------|---------------|-----------|----------|------|------|--------|------------|-------------|
| M | HTh | TTh | Th | H | T | O | t | h | th |
| | | | | | | | . | | |
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Support for Learning: Social/Emotional Groups

- Social skills groups are led by Support for Learning teachers/SALT, who use a variety of methods such as role-playing, group discussions, and interactive games to teach students the skills they need to navigate social interactions.
- Students learn important skills such as communication, cooperation, problem-solving and perspective taking. These skills are essential not just in school, but also in their everyday lives.
- Social skills groups provide a safe and supportive environment for students to practice and develop these skills.



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Support for Learning: Social/Emotional Groups

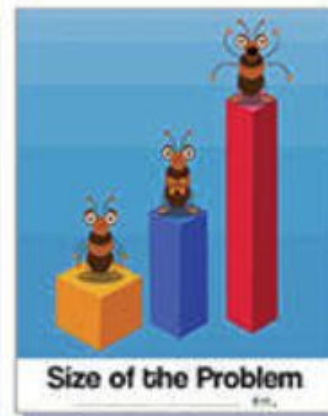
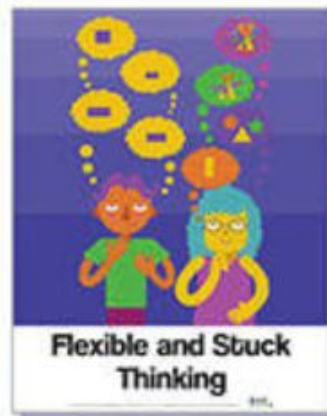
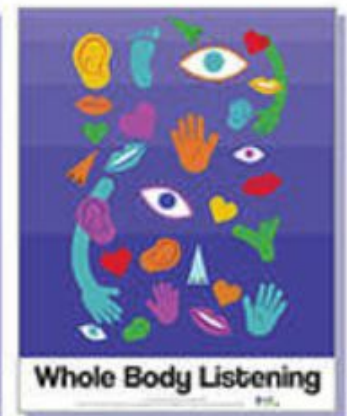
- Intervention groups are small and target specific social skills. They are arranged at a time that suits the class teacher and the child.
- The **Social Thinking** teaching framework is one of the resources we use and has been designed to help children who struggle with social skills. **Social Thinking** teaches children how to work out what other people may be thinking and feeling- to be 'Social Detectives'.
- Building these skills can lead to better social interactions and can help children to form and maintain friendships, to understand and participate better in groups, and to interpret and respond appropriately in social situations.



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Social Thinking Vocabulary



Support for Learning: Social/Emotional Groups

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

| | | | |
|---|--|---|---|
|  |  |  |  |
| <p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p> | <p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p> | <p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p> | <p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p> |

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Co-teaching

Place Value Compare

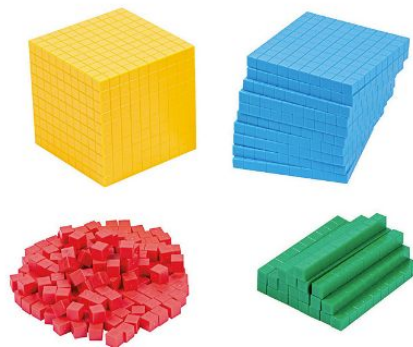
Materials: laminated place value mats, dry erase markers, numeral cards 0-9 **Number of Players:** 2

1. Shuffle the numeral cards and place them face down in a pile. Take turns to flip over one card from the pile and decide where to write the number on your place value mat. Your goal is to create the largest number possible.
2. Continue taking turns to flip over a card and write the number until you have both filled all columns on your mat.
3. Read your numbers aloud and compare them. Record your comparisons using the symbols $<$, $>$, or $=$. The player with the larger number scores one point.
4. The player with the highest score after ten rounds wins the game.

Variation: Make the smallest number possible.

Place Value Compare

| Millions | Hundred-thousands | Ten-thousands | Thousands | Hundreds | Tens | Ones | . | Tenths | Hundredths | Thousandths |
|----------|-------------------|---------------|-----------|----------|------|------|---|--------|------------|-------------|
| | | | | | | | | | | |
| | | | | | | | | | | |



Problem Solving 1

XXV

Five 5-digit numbers have been ordered in ascending order.

Each digit is represented by a symbol.



What digit could each symbol represent?

Can all of the digits be given a different set of values?



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Thank you so much for joining us today!

Please contact the support teacher on the year-level for any specific questions.

Today, we have time for a couple of general questions.