

to participate.

A premium is placed upon full participation by students with differing needs and upon respect for their social, civil, cultural and educational rights.

Resources are utilised in a number of ways to provide support to all pupils as the need arises.

Intervention strategies will be provided in the main school or in the adjoining Intervention building.

The interventions may vary in length and will involve communication with parents, staff, children and may require external professional support.



### People to contact

Mrs Gina Bobbett—Inclusion Manager

Mrs Denise Cottam—Head Teacher

Mrs Lesley Adam—Chair of Governors

Mrs Corinne Royden—Child Protection Governor

### Shortstown Primary School

Beauvais Square  
Shortstown  
Bedford  
MK42 0GS

Phone: 01234 740148

E-mail: [office@shortstownprimary.co.uk](mailto:office@shortstownprimary.co.uk)

Website: [www.shortstownlowerschool.co.uk](http://www.shortstownlowerschool.co.uk)



# Inclusion Provision



Shortstown Primary School is an inclusive school which has a positive impact on children's lifelong learning and achievement through high expectations in a creative and motivating environment.

Assessments are carried out every half term. If a child is not making expected progress academic interventions may be used in the form of small groups, or 1:1 teaching to support the individual needs and provide additional encouragement and motivation to learn.

Interventions include:

- Numeracy and Literacy support, through streaming.
- 1:1 program with a focus on reading and writing.
- Social skills group to link learning to real life situations.
- Early Literacy support in KS1
- Catch up Maths program in KS1
- Springboard Maths program in KS2.
- 1:1 reading intervention.
- Use of ICT
- Support staff are used to provide additional teaching to a variety of groups during the teaching and learning sessions.

All class teachers include a variety of stimuli, linked to learning objectives, to motivate learning which includes differentiated activities to meet the needs of the pupils.

### More Able Pupils

It is our aim to provide opportunities and experiences for children to find and reach their potential in every area of the Curriculum. Extra activities are organised and sign posted to encourage the child's talent or gift and to support the family in helping them achieve at a higher level.

### Special Educational Needs

There are a number of children who will need additional support for Emotional Social Behaviour, Learning difficulties, Physical disabilities or communication and Language issues.

These children will be supported through Individual Education plans which state specific targets and resources needed to aid their development and progress.

Regular communication with parents through parent meetings is vital. Often External Professional Agencies will be involved to provide specialist support.

### Medical Needs

Individual Care plans are in place for all children with Medical Needs. This ensures communication between parents, school and medical specialists are recorded and the needs of the child can be met, limiting disruption to their learning.

### English as an Additional Language

Shortstown has a diverse community, rich with different cultures. Many children speak more than one language and require support especially in the early stages of learning, where language development is vital. Planning includes sharing and celebrating different languages and develops children's confidence and self esteem, leading to progress in learning.

Individual language tracking is used for children who speak no English or who are finding the bilingual demands of learning difficult.

### Safeguarding

We have a statutory duty of care for all of our children. We communicate any concerns with parents and external agencies especially if we believe the child may be at risk of significant harm. We ensure all recommendations are monitored and recorded.

### Nurture Group

The Nurture Group consists of a class of 10 or fewer children and is fully supported by all members of the staff.

The Nurture Group plays a vital role in helping children who are finding the large Mainstream class environment difficult. The provision aims to support the child in a number of ways i.e. developing confidence, self-esteem, working through developmental problems, supporting a child in times of family crisis, encouraging communication, social skills and supporting children who may require a safe base to encourage their learning.

The children continue to be involved in their main class and will be supported in their transition back into a full time classroom once they are ready. This could be between half a term or over two years.

*"The outstanding provision in the Nurture class ensures that pupils' social and emotional needs are exceptionally well met."* OFSTED 2008

### Learning Mentor

The school is in a fortunate position to offer Learning Mentor support to any child where the staff or parents have concerns. The needs of the children are varied and can include a family crisis, bereavement, anxiety, self-esteem, confidence, behaviour, mood changes, attendance or safeguarding issues.

The Learning Mentor will provide 1:1 support addressing the individual needs of the child and the family. External agency input may be signposted and referrals supported.