WHOLE-SCHOOL STATEMENT

# Inclusive curriculum and teaching

## Our vision and ambition

*Our Christian vision, 'Start children off on the way they should go, and even when they are old they shall not turn from it' (Proverbs 22:6), is at the heart of our inclusive curriculum. It means every child, whatever their starting point or needs, is set on a path to flourish now and in the future.*

Every pupil at Forsbrook is taught the full curriculum in every subject, with the same high expectations for all. What changes is the support each pupil receives to access it. This includes pupils with SEND, disadvantaged pupils, pupils known (or previously known) to children's social care, pupils learning English as an additional language, and any pupil facing other barriers to learning or wellbeing.

## Our values in action

### Love

Every child is known and cared for as an individual, so staff understand what matters to them.

### Joy

Every pupil has the opportunity to take part in clubs, trips and performances, with adjustments where needed.

### Peace

Calm, predictable routines, and The Retreat as a quiet space when pupils need it.

### Hope

The same curriculum and the same high expectations for every pupil.

### Friendship

Pupils learn alongside their classmates, working independently, in pairs and in groups, and supporting one another.

### Compassion

ELSA and nurture sessions support wellbeing, and staff act quickly when a pupil struggles.

### Respect

Pupils' views shape their own support, and every family's voice is heard.

### Courage

Support is stepped back so pupils try things independently and learn from mistakes.

## Knowing every pupil

- **Formative assessment in every lesson:** questioning, quick retrieval quizzes, checking work and spotting misconceptions as they arise.
- **Securing the foundations:** Little Wandle phonics and daily maths fluency, with same-day intervention where possible so gaps do not widen.
- **One-page profiles** for pupils with SEND, written with the pupil and their family, tell every adult what matters to the child and how best to support them.
- **SEN support plans** set clear targets and are reviewed each term with families. Pupils share their own views at every review, and EHC plans shape planning in every subject.
- **Specialist advice** from educational psychologists, speech and language therapists, autism and SEND outreach, and mental health services informs our planning.

## High-quality teaching for every pupil

Our first response to need is high-quality teaching. Drawing on EEF evidence, every subject uses five approaches:

| Explicit instruction | Cognitive and metacognitive strategies | Scaffolding, removed over time | Flexible grouping | Technology |
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## Adapting the curriculum and teaching

- **Inclusive by design:** lessons and schemes of work are planned with every pupil in mind from the start.
- **Alongside peers:** adaptations happen in class wherever possible. Any extra sessions are short, linked to class learning and timed so pupils do not repeatedly miss the same subject.
- **Coherently planned:** where a pupil needs an adapted curriculum, it follows the same topics as the class and builds towards the same end points.
- **Matched to need:** each adaptation is chosen for a pupil's specific barrier and reviewed to check it is working.
- **Building independence:** scaffolds are reduced as each pupil becomes ready, so they grow in confidence and independence.
- **Additional adults:** help pupils access their class teacher's teaching, then step back so pupils grow in independence. Pupils with the greatest needs are also taught regularly by the class teacher.

## Supporting other groups of pupils

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| **Disadvantaged pupils** | Pupil premium targets their barriers, with priority for feedback and keep-up. |
| **Known (or previously known) to social care** | The Designated Teacher tracks progress with families, social workers and the Virtual School. |
| **Learning EAL** | Visuals and talk support vocabulary; home languages are valued. |
| **High-attaining pupils** | Pupils are challenged to deepen their understanding of concepts, apply their learning and make connections. |

## How leaders check it is working

- Each subject lead and the SENCO review pupils' work, lessons and pupils' views.
- Outcomes for each group are compared with their peers, alongside what pupils and families tell us.
- Findings shape the curriculum, teaching and regular staff training.
- This statement is reviewed every year.

## Working with families

Strong relationships with families are at the heart of Forsbrook. Families of pupils with SEND help write their child's one-page profile and meet with us each term to review their support.

Families can contact the class teacher or the SENCO at any time. Our SEN Information Report gives more detail.

**OUR AIM** **Every pupil achieves their God-given potential, belongs and thrives, and leaves Forsbrook ready for the next stage of their education.**