

Most Inclusive Practice Across a School

Westlea Primary School

Westlea Primary School is larger than most other primary schools with around 300 on the role. The proportion of pupils known to have special educational needs and/or disabilities is well above average. This is because the school has a **specialist resource provision** catering for up to 8 pupils with a physical disability – currently there are 9 children on roll (this is about to increase to 10 children). Each of the SRP children has an EHCP and 2 of the children are currently in EYFS, on bespoke packages to meet their complex educational needs.

We also admit children with high levels of medical needs from outside our catchment area as the schools in their area do not have the facilities or skills we have and will not admit them. The children are all fully integrated into mainstream provision, due to the expertise and commitment of the SRP and mainstream teachers and TA's. The school's previous SRP Lead (now the Headteacher) was recognised by the borough as Leading teacher of inclusive practise. A recent Local Authority audit of the SRP provision judged the provision to be good (this was the highest possible judgement).

Our expertise with SEND children also attracts parents from outside our catchment area who send their children to our school. Currently, there are 17 children with EHCPs in the school, including children with ASD and SEMH needs.

Westlea is a highly inclusive school and we successfully integrate all of the children with substantial needs into the full life of our school. The school not only focuses on providing an education, but preparing the children for life, so they are prepared for their role in society.

Within school we have a dedicated team of highly trained Learning Support Assistants (LSAs), who are managed by the SRP Lead and the Senior TA. The LSAs are involved in: personal care, toileting, administering gastric feeds, delivering different therapeutic programmes, administering medical procedures and manual handling.

Considering that Westlea is a Mainstream Primary school, every child receives a bespoke, inclusive curriculum which addresses all of their needs: educational, physical, emotional, social and health.

Evidence of going above and beyond

Within school, a holistic approach is taken to the education of every child. Every child is different and has a range of needs, therefore we work hard across the school to create a fully inclusive education for all.

One of the philosophies that has been embedded across the schools is: we are all the same, but difference. Throughout Westlea being different is celebrated and this is used as a steer to address any issues of bullying, homophobia or racism (these incidents and almost non-existent).

Specific children are on flexible and reduced timetables to meet their levels of fatigue, medical needs and to ensure that school is a positive experience. The timetables are constantly reviewed with staff and parents.

Other children have bespoke timetables to include: speech and language therapy, physical and occupational therapy; time to develop social and behavioural skills; brain breaks and therapeutic play/listening.

Across the school we not only monitor attainment, progress, but personal needs and challenge. For example: which children need the outdoor stimulation addressed by Forest Schools? Which children would benefit from art or music therapy? Another group in Y3/4 is designed to target higher attaining children through STEM based engineering, practical projects to ignite their imaginations.

Across the school, the Learning Support Assistants will support the children according to their levels of need. Lessons are differentiated carefully to ensure every child is fully included and able to access the content.

Every term 2x children in every class are presented with the Headteacher Award. The award is in recognition of children who reflect the Westlea Values of: L.O.V.E (Learning, Opportunities, Vision and Educational Excellence). At Westlea we want every child to leave school as a well rounded individual, resilient, self aware and confident in their own ability, regardless of disability, race, gender or perceived differences.

Innovation

The work is innovative because it is totally child focused. The child is at the heart of everything we do in school. Also, building strong relationships with the parents and any associated professionals is key to developing positive outcomes for every child.

Across the school we have focused on the needs of the children and managing challenging behaviour, due to how much the local catchment area has changed in recent times.

Another dimension is supporting the whole family and being an advocate. Increasing numbers of parents have poor literacy and numeracy skills, therefore meetings are run in a supportive, non threatening way to provide assurance and clarity.

For the past 4 years Westlea has achieved the Gold Healthy School Award and is the only school in Swindon to have achieved this status, multiple times. The achievement of the Award was for piloting the Mental Healthy School Award and being Attachment/Trauma informed. In support of these pilots, a focused study on positive and negative behaviour was completed across the school which linked to the curriculum, Special Needs, achievement and the way lessons were delivered.

In addition the school is an Ambassador School for the Soil Association and has achieved the Gold Food For Life Award twice. Providing high quality, home cooked nutritious meals is a vital aspect of the school day. The school has run workshops for parents: cooking on a budget; cooking with your child and understanding a 'balance diet'

The outcomes from the research and work has led to the following whole school changes:

- Revised class structure
- Stopped setting the children in KS2
- Review the approach to teaching lessons, to ensure play, discussion and enquiry was at the heart of every lesson from EYFS to Y6
- An increased need for outdoor learning across the school
- An increased need for lessons to be shorter, focused and active

- Developing an intrinsic behaviour approach, rather than an extrinsic reward system
- Positivity
- A culture where all of the staff feel equal and appreciated
- Employing a wider range of staff to promote inclusion through sexual orientation and different cultures

Evidence of sustainment over two years

The work has been in development for the past 4 years. Year on year, the work has grown, been revised and adapted as cohorts have changed. The staff are very aware of the needs of each child, so that inclusion permeates throughout the school. The mental well being of the staff, children and the school community is paramount.

Safeguarding across the school is very strong and this has been recognised through external audits. Increasingly, parents want their children to come to Westlea because of the experience, outlook and attitudes of the staff.

Attendance is very strong, which is another strength considering the high levels of needs of the children. The children like school and want to attend.

- Pupil's behaviour has improved over the 15 months. Under the current leadership, our behaviour strategy and policy has been substantially revised as it was felt that standards of behaviour around the school had slipped.
- The school behaviour policy was revised in September 2019 and January 2020, following a consultation with all staff. The behaviour policy is underpinned by the philosophy outlined in the publication: *When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour*, Paul Dix.
- As part of the policy, the school has adopted a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

- The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate and respectful way towards others, both in person and online.
- We treat all members of the school community fairly and apply this behaviour policy in a consistent way.
- In this way, we aim to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- Adults reward positive behaviours, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive behaviours which will help our children grow into productive members of society, rather than merely deter anti-social behaviour
- The impact of this revised approach is that school is now a much more calm and purposeful learning environment where pupils and staff respect each other. Pupils behave well around the school during break times and at assemblies because they are increasingly able to manage their own emotions well and have higher expectations of each other's behaviour and how they treat others.

As a result, our children are able to protect themselves from discriminatory behaviour, including bullying, racism, sexual etc. We take the view in our school community that in order to become good citizens and make a highly positive contribution to society, our children have to have a very good knowledge of what constitutes bullying and discrimination and be highly proactive in ensuring that they never tolerate it either against themselves or others. They have the right to be protected against all forms of this and also the responsibility to never practice it against others or knowingly allow it to happen to others.

The Therapy Room project

In order to raise the inclusive profile of the school, the current Headteacher managed to achieve a £5000 Capital Funding grant in 2018, to convert a disused classroom into a therapy and nurture space.

The project involved: Developing a therapeutic space within school, by recommissioning a disused classroom. Purchasing an additional ceiling track hoist, furniture, therapy and sensory equipment. Decorating the room to make it welcoming and a USP for the SRP and to promote the importance of inclusion at Westlea.

The project has created two very purposeful spaces, from 1 space. The spaces are now used every day and by a range of children from across the school.

The children's views:

- The children like the personalised display boards and how their equipment is named
- They like the different sensory equipment that has been put in both spaces
- All of the SRP children really enjoy using the therapy room
- The therapy and sensory sections of the room are places the children can go when they want to safely come out of their wheelchair to have a stretch or to rest.
- The area is a private space where parents can speak to the therapists.
- The therapy room is fantastic. Before we had the room we would only be able to complete our therapy in the disabled toilet or on the floor. The room gives us privacy.

All 9 of the SRP children use the therapy room and all of them have EHCPs for Physical Disability. The therapy room is used every day.

3x children with hearing impairments use the therapy room when the Advisory Service visits.

In addition to providing a safe therapeutic space for the SRP children, the room supports the following:

Any children from the mainstream school and parents who are supported by the outreach services e.g. Speech and Language, use the therapy room.

The nurture space is used to support children across the school:

Pre Covid-19: 2x Rainbow groups in EYFS and Y1 (12 children)

Small group interventions

Children in both KS1 and Y3/4 attend intervention groups in the nurture room on a daily basis. Some of these children have SEN and Learning difficulties, whilst others have emotional difficulties.

The room is used for the school nurse to meet with both SRP and mainstream children to carry out different medical checks.

The room will be used to administer the flu vaccines.