

Ryhope Junior School



Ordinarily Available Offer





Our Intent:

At Ryhope Junior School, we believe that every child is unique, valued and capable of achieving their full potential.

We are committed to ensuring that all pupils, including those who have been identified as 'vulnerable', are supported to work hard by providing high-quality teaching, personalised support and appropriate challenge that enables them to make progress and achieve success. We encourage all children to 'shine', recognising and celebrating their strengths, talents and achievements, both in and beyond the classroom.

Kindness sits at the heart of our approach. We strive to create a nurturing and respectful environment where all children feel understood, listened to and valued. Our **Golden Rules** underpin everything we do, ensuring that pupils our pupils feel secure, confident and prepared to learn.



We recognise that children learn in different ways and at different rates. We are committed to removing barriers to learning through effective adaptations, targeted interventions and strong partnerships with parents, carers and external agencies. The voice of the child is central to our practice, and we promote independence, resilience and positive self-esteem.

At Ryhope Junior School, inclusion is everyone's responsibility. By living our values every day, we aim to ensure that all children feel a sense of belonging and are supported to flourish as happy, confident learners who are ready for the next stage of their education.



The DfE defines inclusion as...

- When pupils with SEN should wherever possible receive their education in a mainstream school but also should join fully with their peers in the curriculum and life of the school. For example, we believe that children should generally take part in mainstream lessons. (DfE, 1997).
- Where all children are included as equal partners in the school community [and] that is why we are committed to comprehensive and enforceable civil rights for disabled people. Our aspirations as a nation must be for all our people. (DfE, 1997).
- The participation of all pupils in the curriculum and social life of mainstream schools; the participation of all pupils in learning which leads to the highest possible level of achievement; and the participation of young people in the full range of social experiences and opportunities once they have left school. (DfE, 1997).

How does this fit into our Graduated Response?

At Ryhope Junior School, this **Ordinarily Available Offer** outlines the universal strategies and adaptations that are in place for all pupils as part of high-quality teaching. If a child continues to experience barriers to learning despite this universal provision, staff will work closely with parents/carers and the pupil to identify additional needs. Where appropriate, support may move to targeted SEND Support following the Assess–Plan–Do–Review cycle. In some cases, further guidance may be sought from external agencies, and the SEND Ranges document is used to support identification, planning and progression of support over time.

For information on our school's graduated response document, please see the school website: [Special Educational Needs and/or Disabilities \(SEND\) | Ryhope Junior School](#)

Our Inclusive Education Principles



Implementation:

What does this look like in practice at Ryhope Junior School?

KS2	Cognition and Learning	Communication and Interaction	Social, Emotional & Mental Health Needs	Sensory and or Physical
Quality First Teaching	• Clear lesson structure with processing time built in • Learning is broken down into small, manageable steps • Delivery of well-sequenced curriculum which allows pupils to build on foundational knowledge • Use of concrete resources to support learning • Regular opportunities for retrieval practice • Scaffolded support such as word banks, writing frames and sentence starters • Teachers plan for processing time as part of standard instruction, not as an additional need • Clear modelling within lessons – staff expectations are high but clear •	• Clear, simple language and instructions given in manageable steps • Key vocab is shared and explicitly taught • Visual supports/images used to support and reinforce spoken language • Structured opportunities for talk are well-considered and planned in across the curriculum (Voice 21 School) • Adults model respectful and meaningful interactions to support all • Considered position when speaking and delivering instructions	• Consistent routines and clear expectations across lessons • Teaching includes explicit support for emotional regulation including de-escalation, where required • Adults model calm respectful behaviour • Learning activities are tailored to support engagement and success • Adults encourage pupils to try new things through a wide range of events, enrichment opportunities and visits linked to our "Learn to Live" ethos. • Pupils routinely access Mental Health sessions via Healthy Heads	• Teaching approaches are similar and so reduce sensory overload • Flexible/varied methods of recording • Clear expectations shared and reinforced throughout
Understanding the Individual	• All Adults are aware of pupil strengths, interests and areas for development • Opportunities for additional practice where needed (interventions to 'keep up') • Pupil voice captured and acted on, where appropriate • Adults use visual supports, chunking, and sensory regulation opportunities	• Adults are aware of individual needs and needs for processing time • Modifying language and talk to support learning • Checking understanding regularly • Develop and support various ways of communication in the classroom • Adults use strong relationships to support	• Adults build positive, trusting relationships with pupils • Adults know pupils well and are aware of factors and times of day which may impact on emotional wellbeing • Behaviour is viewed and understood as a form of communication • Regular communication with families to support	• Adults are aware of sensory and/ or physical needs and make adaptations as needed to support with access • Adjustments are made to tasks to support access (adaptive resources) • Adaptations to resources made to allow access – pen grips, chunky equipment etc

	proactively for any child who needs it	communication, building confidence through a range of roles and opportunities	consistency through open and available contact – present at the gate start/end of the day	- Pupil and parent voice is listened to and taken into account to develop support - Staff trained in Administering Medication and implemented where required and where appropriate
Positive and supportive environments	- Calm, well organised and 'predictable' classrooms - Clear routines and lesson structures - Visual supports to aid independence - Common classroom structures so rooms are 'familiar'	- Clear view of the speaker – turn to face - Visual aids and timetables - Calm, inclusive atmosphere which supports learning - Immersive Classroom provides rich opportunities for talk, collaboration and language development - Lunchtime board games clubs available to all which support development of communication skills - Gardening Club (during break times) is accessible to all and supports with developing new skills and communication.	- Calm, predictable classrooms with clear boundaries for all - Access to quiet or sensory spaces where needed – Feelings Forest, Rainbow Room, Conservatory - Clear and predictable transitions - Timetables are predictable and we avoid unnecessary changes - Adults model consistent language – Zones of Regulation - Gardening Club (during break times) is accessible to all and supports with developing new skills and communication.	- Quiet areas available for sensory regulation – Rainbow Room, Feelings Forest and the Conservatory - Reasonable adjustments made to lighting, noise or seating - Safe and accessible environments across the school
High expectations and values	- High expectations for all learners - Success is celebrated in a range of different ways - No 'fixed grouping' and pupils are supported to 'Shine' in their different areas of strength	- All pupils participate and are supported to engage in communication opportunities - Pupils are supported to develop ideas and share them widely - Inclusive/supportive language modelled by all Adults	- High expectations for all in terms of behaviour and engagement - School culture – being <i>Ryhope Ready</i> – develops independence and self-regulation - All pupils are valued and their voices listened to – we have active pupil ambassador and leadership groups	- All pupils fully included in lessons and school life - Focus on ability and participation rather than limitations - Independence encouraged wherever possible - Achievements celebrated equally – whole school celebration assembly (Shine) takes place weekly