

# St. Mark's Inclusion, Diversity & SEN

(Updated Sept 2023)

## **Inclusion and Diversity**

Inclusion and diversity are important to us at St. Mark's and we promote this wherever and whenever possible. The English curriculum is no exception and we work hard to ensure that children are exposed to a wide range of quality texts through our reading and writing curriculum. These texts challenge stereotypes and promote equality and equity, empowering children by respecting and appreciating what makes them different, in terms of age, gender, ethnicity, religion and disability. Within lessons, we work hard to adopt an inclusive approach where all feel able to contribute and participate.

## **SEN Provision**

For both reading and writing, we promote a phonics first approach, as we know that children will struggle with reading and spelling where they have not sufficiently secured their phonic knowledge. This is a priority in our school and resourcing and timetabling reflects this approach.

We aim for our English lessons to be inclusive and suitable for a wide range of attainment. The structured lessons that *The Write Stuff* provides mean that all children can participate and contribute and make progress at their own level. Where possible, we aim for all children to participate in all lessons and adopt a 'keep up' rather than 'catch up' approach where we differentiate tasks through support, resources and scaffolds to enable all children to succeed.

Where children have a significant need, and are working significantly below their peers, individualised curriculums are planned alongside focussed interventions and lessons.

Interventions include:

- Language link
- Toe by toe
- Stride ahead
- 1:1 and small group support to keep up
- Provision for a blended approach for those working significantly below expectations

Alongside interventions and in-class support, we provide a range of equipment to support individual needs, such as:

- Physical aids, specialised pens/pencil grips, writing slopes

- Coloured overlays and books for children with dyslexic tendencies
- Talking tins

Teachers work with the SENCO team to determine the best approach for each child and to determine the best provision to maximise progress and success. The provision is shared with parents.