



Statement on Inclusive Pedagogy at Cardinal Wiseman Catholic School



At Cardinal Wiseman Catholic School, teachers have committed to making the following adjustments in lessons to support students whose Special Educational Needs disadvantage them pastorally:

- Provide a calm and safe environment.
- Attune use of voice and gesture.
- Increase waiting time.
- Speak at an appropriate pace, using facial expression to support the messaging.
- Consider use of language when teaching, such as vocabulary, short sentences, pauses, checking understanding, personalising questions, and avoiding ambiguity,
- Use visual supports to structure and organise the learning environment; for example, labels, images, lists, task break-down prompts, and timetables
- Mitigate sensory overload.
- Find out all you can about the learner's background, to help you understand what they might be trying to communicate through their behaviour .
- Pay attention to small social or learning behaviours and praise these immediately - 'It's lovely to see that you are looking at me, and are ready to start your maths' or 'Thank you for being so kind when you picked up that pencil and put it back in the correct place'. It is likely you will get more positive behaviour as a result
- Engineer success by teaching and rehearsing the social code, (C4L and Wiseman Virtues)
- Avoid learners becoming ashamed or embarrassed by what you say. (This may trigger a negative behaviour response.)
- When responding to behaviour difficulties try to stay calm and not raise your voice. This will let learners know that you are managing your own emotions and are not losing control.
- Be confident to notice small misdemeanours and quietly comment on these. This will reduce the likelihood of situations escalating.
- Ensure a warm tone and a relational element in how you approach students.

- If a student's response to a Teaching Assistant becomes disruptive, direct the TA to work elsewhere briefly, and give the student discreet advice in a warm-strict tone on how to respond to the TA, before reinstating the support.
- Ensure that the expectations of our Culture for Learning are made clear to students with SEND, including the use of 'show me STARS'.
- To avoid discussions with students with ADHD becoming rapidly about behaviour difficulties, front-load communication with them with academically-focused comprehension checks.
- When reading aloud is to be done in class, direct students with ADHD to do this more frequently to help them concentrate, and direct students with language difficulties (or high-need EAL) to do this when appropriate.
- Provide additional supportive prompts when students with ADHD struggle with concentration, before issuing 'off-task' or 'effort' marks.

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1. Prioritise students with SEND for regular comprehension checks, (including by circling the room), going to them earlier in the lesson when possible.
2. Carry out regular on-the-spot formative assessment
3. Prompting from generic to specific, before modelling or correcting, (e.g. 'where could you find the answer to that question?', before 'Turn to page 4'.
4. Repeat key information in simplified language, as part of your direct instruction.
5. Increase wait times.
6. Control pace/ quantity of new information.
7. Make routine use of visuals (including diagrams) to support explanations
8. Ensure that slides (& instructions) are shared with Teaching Assistants in advance of the lesson, and take feedback from the Teaching Assistants afterwards on their role and how students responded.
9. Communicate frequently with Teaching Assistants during the lesson, directing them as needed, including to such support activities as reading aloud, following reading with a finger, feeding back on behalf of anxious students, (though this should be monitored), and repeating/ simplifying/ reducing information and explanations.

10. Provide additional scaffolding at different points in the lesson.
11. Anticipate misconceptions before lessons.
12. Modelling example responses live, (e.g. using non-examples/examples that need improving).
13. Use mini-whiteboards to ensure visible participation, with appropriately pitched questions.
14. To ensure accountability/ participation of high need students (including those with EAL) during Turn-and-Talk activities, establish a routine of them reporting back a partner's answer when they are unable to generate ideas independently, (and issue 'Eloquent and Truthful' merits to both, when the answer is reported to the class comprehensibly).