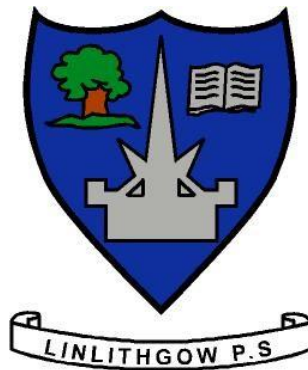


Linlithgow Primary School



Inclusive Classrooms and Differentiated Learning Environments.



**Staff Guidance
December 2022**



Staff Guidance: Inclusion and Inclusive Learning Environments

This guidance aims to support staff to ensure that every decision that we make for the benefit of our pupils, has inclusion at the heart of it. **All children** deserve to be given the same chance to **participate, flourish** and **succeed** in all learning experiences offered to them across school. Some of these children may have additional support needs which have already been identified, others may have needs that are becoming apparent and others may have needs which are difficult to pinpoint. By using the skill and professionalism of all of our staff team and wider partners, our approaches to inclusion will allow **excellence and equity** for all learners, regardless of their individual needs.

We will use the following definition of additional support needs, to help us in our work: This definition comes from the **CIRCLE Collaboration** resource- 2021.

“Additional support needs, are considered to be any factor (physical, sensory, psychological, emotional, economic or cultural) that prevent the learner participating fully, being accepted and/or achieving in school. “

We will use the **CIRCLE** framework to consider our approaches to inclusion under the following areas:

- **Environment**
- **Structures and routines**
- **Motivation**
- **Skills**

Environment

We will develop and promote fully inclusive and communication-friendly classrooms, through the following interventions:

- Calming learning environments which are based on the 6 Principals of Nurture and the Wellbeing Indicators.
- Classroom layouts that allow all children to feel safe and comfortable and where there is a balance of time to interact with others, and time to work independently, in a place of quiet.
- Individualisation of the environment for those who need it. For example, use of an individual workstation which is located away from points of distraction, a personalised check-list to support tasks that need to be done, use of noise-cancelling headphones, use of digital tools to support written tasks etc.
- Ensuring that we consider our use of language when communicating with children. Minimal language is used routinely for those children who need this differentiated support.

Structures & Routines

We will ensure that we take time to teach structures and routines in each classroom and across school so that learners know and can anticipate what comes next. We will do this through:

- The use of visuals and signifiers to make the school day predictable for learners and to help them to understand and manage durations of time.
- Ensuring that there are clear and specific days for specific activities e.g. homework is given out on a Monday to be completed by a Friday, P.E is on a Tuesday and Thursday etc.
- Supporting transitions through signifiers and using these skilfully to keep children calm e.g. soft, classical music played to welcome children back into the classroom after playtime.
- Providing more structure at break and lunchtimes for learners who need it e.g. adult-led, structured games in the playground to support turn taking and social skills.

Motivation

We will ensure that children are motivated, engaged and interested in learning experiences through:

- Designing learning experiences around children's interests.
- Providing personalisation and choice in learning experiences e.g. giving pupils a menu of choices to complete a task or assessment and always remembering that there are lots of ways to demonstrate knowledge and skills!
- Supporting individuals through the use of 'choose charts' and individual reward systems to foster motivation and positive choices/behaviour.
- Providing differentiated adult support to groups and individuals, where and when they need it, to ensure that all children are ready to learn and engage.

Skills

We will always focus on a learner's strengths and unique talents and gifts, as well as supporting their development needs. Children may need supports to be considered and planned for them, to help them to develop skills in:

- Attention and Concentration- we will differentiate our use of language for those who need it. We will provide short, concise instructions. We will use timers, 'chunked tasks' 'concentration stations' and quiet areas to support children who are more easily distracted, to focus.
- Organisation and Planning- we will provide checklists (written or pictorial), 'chunked tasks' and scaffolded learning tasks (e.g. use of writing frames), for children who need more support for personal organisation and planning.
- Posture and mobility- we will consider the suitability of our classroom furniture to meet children's needs e.g. use of yoga balls rather than a seat for those children who find it hard

to ground themselves and sit still. We may run small groups to support children's gross motor skills across the school, as well as providing full differentiation in P.E lessons to meet needs.

-Dexterity and Manipulation- our early years play environments support fine motor skills development through well-considered play experiences and resources.

Across school we support children's fine motor skills development through:

- Use of a handwriting programme to develop progressive skills from P1-P7.
- Use of technologies as a vehicle to support learning and a tool for learning.
- Fine-motor skills groups in early years, for those learners who need this support.
- Hands-on, 'active' learning experiences across school as much as possible, to encourage participation, and especially so for children who benefit from kinaesthetic tasks.

Socialising, Emotions and Relationships- We will actively support the development of children's emotional literacy and their ability to share, empathise with others and make friends through:

- Our clear, Positive Relationships policy, which is underpinned by our school values and is followed by all staff and pupils across school. We have high expectation of all members our learning community to show kindness and respect towards each other.
- Using a range of resources to support children's emotional literacy developments across school.
- Providing daily, wellbeing check-ins in all classrooms for all learners and supporting children to self-report on aspects of their wellbeing each term.
- Putting wellbeing interventions in place for those who need them e.g. access to the clothing bank, access to 1-to-1 counselling, access to small group or individual nurture, access to play therapy.
- We support children at play to develop their social skills, through structured playtimes and games for those children who require this level of intervention.

Verbal and non-verbal communication- We understand that learners communicate in different ways and we proactively work to remove barriers in this area through:

-Use of visuals/pictures to support communication.

-Modified language used in our interactions with those learners who need this support.

-Use of sign-a-long/Makaton for children who struggle to access language.

- Learning key words in the child's first language e.g. children with EAL.

-Observing children closely and understanding that behaviour is a form of communication.

Guidance Created: December 22

Review Date: December 24



Linlithgow Primary School: Essential Elements of a Differentiated Lesson:

Staff Guidance

<p>Differentiation:</p> <p>Content</p> <p>What is taught</p>	<p>Content is knowledge, skills, principles, ideas and concepts.</p> <p>Ways to differentiate content:</p> <ul style="list-style-type: none"> • Elevate sophistication and complexity of content • Use a variety of ways to convey key concepts • Integrate complex problems • Connect various subject areas in interdisciplinary learning
<p>Differentiation:</p> <p>Process</p> <p>How pupils make connections and construct meaning</p>	<p>Process is how the learner interacts with the material provided.</p> <p>Process involves methods of presenting material, activities, thinking processes and questions asked.</p> <p>Ways to differentiate process:</p> <ul style="list-style-type: none"> • Use flexible groupings • Vary the options for the activity depending on the readiness of the learner • Vary the pacing • Offer different amounts of teacher support • Incorporate higher levels of thinking, open-endedness, exploration and discovery, reasoning and transfer of learning • Integrate problem-solving skills into the curriculum • Include research and investigative skills • Allow for independent study
<p>Differentiation:</p> <p>Product</p> <p>How students demonstrate what they have learned</p>	<p>Product is the result of student interaction with the content, the item used to demonstrate what the student has learned.</p> <p>Ways to differentiate product:</p> <ul style="list-style-type: none"> • Design product around essential questions, real-life problems, real audiences. • Encourage creative and critical thinking • Develop, differentiated success criteria reflecting level of learning and expected outcome • Allow for various forms of expression

<p>Differentiation:</p> <p>Learning Environment</p> <p>Establishing a nurturing learning environment</p>	<p>Learning environment is the setting/climate where learning takes place both physically and psychologically.</p> <p>Ways to differentiate environment:</p> <ul style="list-style-type: none"> • Allow opportunities for all pupils to use their strengths, interests and abilities by differentiation of content, process and product. • Develop supportive learning environments to enhance differentiated curricula and instruction
<p>Critical and Creative Thinking</p> <p>Establishing a foundation for developing higher-order thinking</p>	<p>Infusing critical and creative thinking skills into content instruction develops pupils' capabilities for quality thinking and learning.</p> <ul style="list-style-type: none"> • Comparing and contrasting • Problem solving • Decision making • Making predictions • Sequencing • Generating ideas • Analysing and evaluating
<p>Rigour</p> <p>Enabling students to develop to their maximum potential</p>	<p>Rigour is the quality of the content:</p> <ul style="list-style-type: none"> • Focus of in-depth study of complex, abstract and sophisticated content • Incorporate metacognition strategies • Provide opportunities to develop highly personalised, real-world skills within a discipline • Build upon interests, strengths and personal goals of students • Incorporate sophisticated investigations of materials, texts, interactive technologies and learning activities. • Foster advanced critical and creative processes • Utilise existing knowledge and create new knowledge • Create life-long learners and thinkers who are capable of independent reflection, self-evaluation and reasoning.

Differentiation By...

OUTCOME

OUTCOMES CAN BE ABOUT...



- 1) Different success criteria for different learners.
- 2) Varying teacher expectation but not putting 'glass ceilings' on children's capabilities.
- 3) Valuing the learning process as well as the finished 'product'.



Linlithgow Primary School.

'Getting it Right for Every Child'

How do we differentiate learning to accommodate for every child's needs in each lesson?

Differentiation By...

LEVEL OF SUPPORT

SUPPORT CAN BE...



- 1) Working with more able peer.
- 2) 1-to-1 with teacher/PSW/helper
- 3) Small group work
- 4) Use of visual aids
- 5) Use of concrete materials
- 6) Use of 'help' or 'top tips' sheet.

Differentiation By...

TASK/PROCESS

TASKS CAN BE...



- 1) Different- easier/more advanced.
- 2) 'Scaffolded' – e.g. use of writing frames.
- 3) Chunked/Broken down- only one part given at a time.
- 4) Created to allow for choices/options (multi-sensory)- learner can choose which tasks suits their needs best.
- 5) Open-ended- to allow for creativity/extension.

Differentiation By...

ENVIRONMENT

ENVIRONMENT CAN BE...



- 1) Modified to consider seating/grouping arrangements for support.
- 2) Visually enhanced to support learning e.g. timetables, checklists, anchor charts.
- 3) Adapted to minimise distraction and increase opportunities to focus e.g. individual workstation, screening.
- 4) Digitally enhanced- use of technologies to support the learning experience e.g. talking books, talking buttons, QR codes etc.