

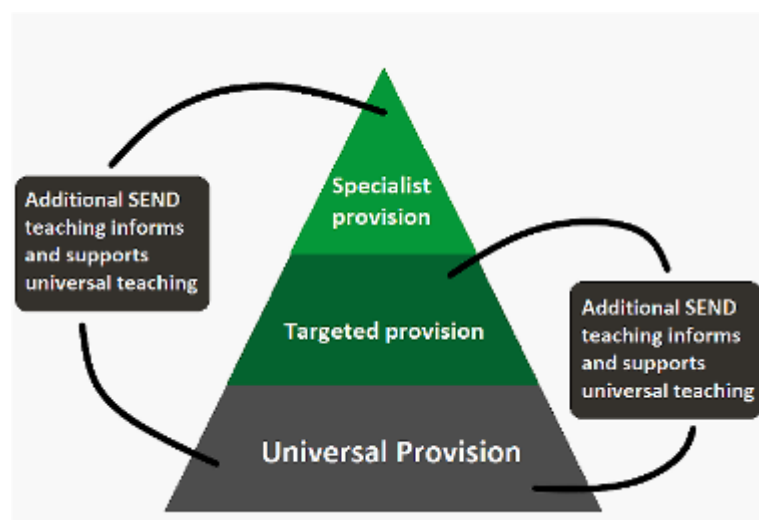
At Frenchay Primary School we aim to promote and encourage inclusion by design. This approach means that inclusion is built into the foundation of how we teach. Through our Teaching and Learning Framework and through our Universal Offer we plan approaches that incorporate evidence-based approaches to learning that help remove barriers, support well-being and raise attainment for all.

Our goal, is to create classrooms where every learner, regardless of ability, background or need, can participate fully and learn effectively. We *believe* in all children's ability to make progress, we want all children to feel that they *belong* in the classroom and we support and encourage all our children to *become* resilient, ambitious and collaborative learners.

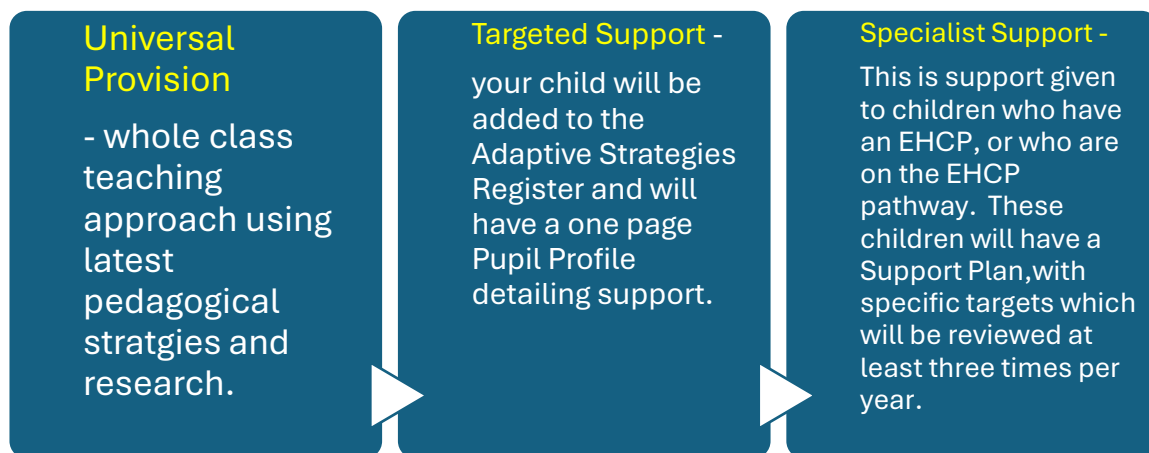
At Frenchay Primary we understand the link between progress, attendance and well-being. We have designed our behaviour policy to incorporate positive praise, Zones of Regulation strategies and a graduated approach to behaviour to support children to make conscious, thoughtful and wise choices. This is so that all members of our school community feel welcomed, supported and safe.

Learning will take place in a whole-class environment wherever possible so that children feel that they belong. In line with our graduated approach, only a limited number of targeted or specific interventions will take place in small groups or delivered one to one. Children with additional learning needs will wherever possible be taught by the teacher as part of the inclusion by design approach.

Our approach to lessons design incorporates the latest research in metacognition, including strategies such as chunking and repetition. We believe that a 'rising tide lifts all boats' - strategies which support our most vulnerable learners, support all learners.



At Frenchay Primary, we have a graduated approach to learning and SEN Support.



All children are entitled to universal provision, which has been informed by research and use of strategies developed from targeted and specialist provision. Targeted Provision is the next step up on the graduated approach and most children with SEN will be receiving targeted provision. For a clearer understanding of what targeted provision includes please refer to our SEND Offer on the website. These children will be included on the Adaptive Strategies Register and will have a Pupil Profile.

Only a small percentage of children will be receiving specialist provision, this will usually be those children with an EHCP or on the EHCP pathway. These children will be on a school SEN Register and will have a Support Plan reviewed with the family at least three times annually.

