

Appendix E:

SEND and the Primary Years Programme

Philosophy:

We believe that all learners have unique needs to consider when helping them to meet/exceed their academic and non-academic potential. To provide access to the IB PYP at Cherry Orchard Primary Academy we apply approaches and support systems that address the individual needs and varied learning styles of pupils, including those identified with additional needs (special education, gifted and talented and English as an Additional Language Learners). By recognizing the diversity of our collective learning community, we support the development of internationally minded people.

Practice:

At Cherry Orchard Primary Academy, pupils with varying disabilities, English as an additional language Learners (EAL) and pupils identified as gifted and talented are educated the majority of the time in the classroom with appropriate support and services. Identified pupils may receive support from teachers with specialisms in these areas through a co-teaching model or through interventions for part of their school day. We build positive learning communities in which a culture of collaboration encourages and supports problem solving for all students.

Differentiation:

At Cherry Orchard Primary Academy, all pupils receive teaching that enables them to succeed within the range of their approaches to learning, abilities and interests. Differentiation is seen as the process of identifying, with each learner, the most effective strategies for achieving agreed upon outcomes. Dynamic groupings within classrooms, tiered lessons, use of pre -assessments and formative assessments to discover pupils' strengths and areas to focus targeted teaching on, open ended learning engagements, and provision of materials (such as levelled reading materials, enrichment activities, and choice menus) designed to address pupils' level of readiness are some examples.

How does the school's policy on inclusive education reflect the IB standards and Practices?

Cherry Orchard Primary Academy is currently working towards becoming an International Baccalaureate World school for our PYP Programme. Each programme promotes an inclusive education based on the IB Standards and Practices.

PYP Inclusive Education at Cherry Orchard Primary Academy

Cherry Orchard Primary Academy's PYP Programme consists of EYFS to currently Year 4. As all pupils at the school participate in IB, it reflects the PYP requirement of the school implementing the PYP for all pupils. Pupils remain in the whole class setting as much as possible, but based on pupils' needs there may be occasions where pupils are taken out of the classroom and given small group or 1:1 tuition, as individual need dictates. Due to the large amount of staff that have to collaboratively work together for pupils to be successful, Cherry Orchard Primary Academy ensures there are planning periods for the teachers, so they can work together for collaborative planning. During collaborative planning, teachers brainstorm on the most effective, research based methods on how pupils can meet unified expectations. They plan differentiated lessons for pupils in various tiers of instruction based on what they know and what they can do. When planning, teachers also use the Central idea that encompasses a scope of learning, pupil achievement, and reflection of diversity. Much of this planning is based on data through observations, Standardised test Scores, and yearly benchmarks along with summative and formative assessments.

Conclusively, Cherry Orchard Primary Academy works diligently through specialised teaching services, collaboration, data, and reflection, for all pupils, regardless of need, to learn and reach their Outcomes.