



INCLUSION COFFEE MORNING

Improving the life chances of all children



SACRED HEART CATHOLIC VOLUNTARY ACADEMY

Lisa Atkins Phil Saxton Fiona Keast Lisa Genco-Billington

Our School Prayer

O Sacred Heart of Jesus,
We place all our trust in You.

O Sacred Heart of Jesus,
Bless our school.

Amen

Sacred Heart Vision



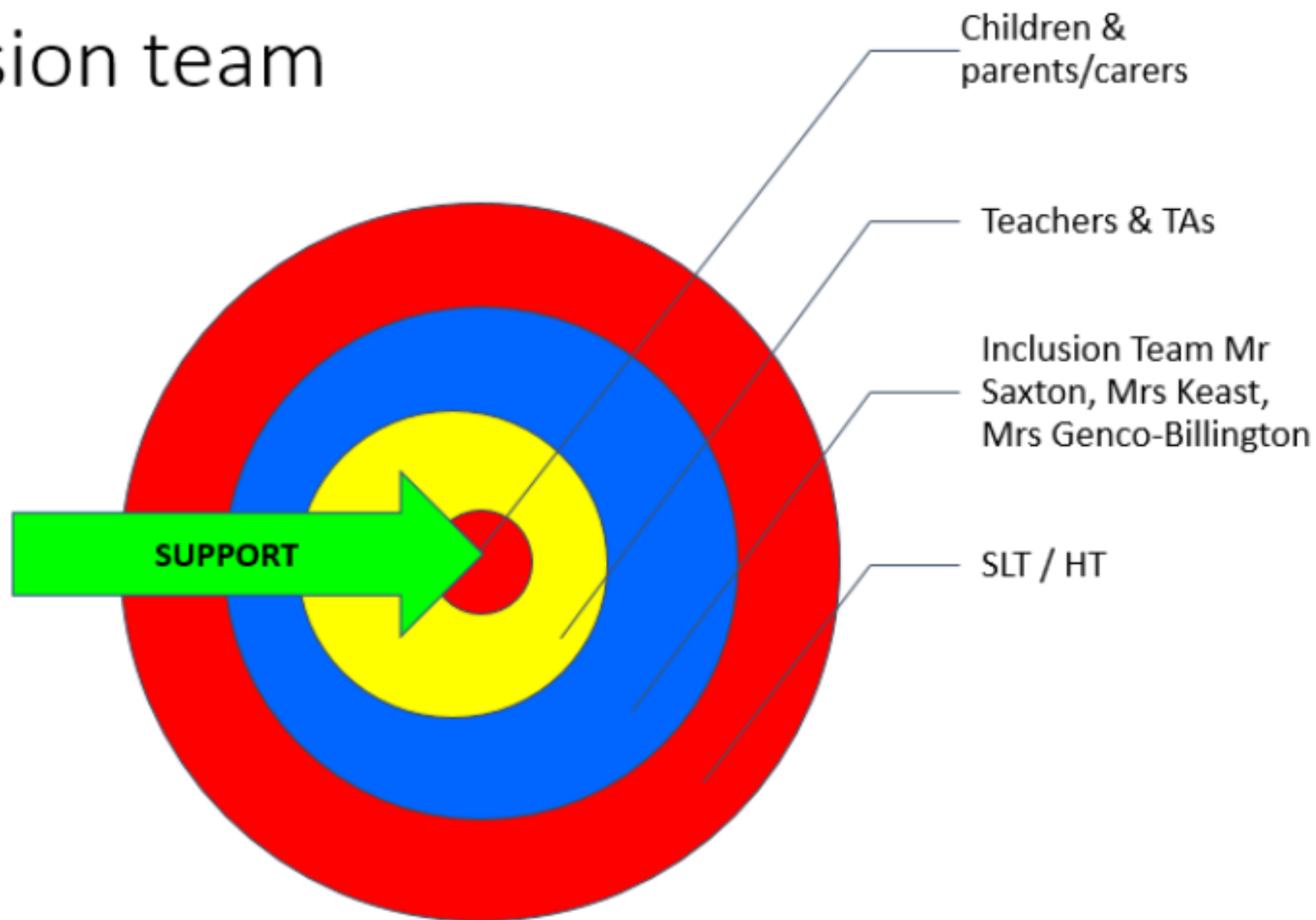
At Sacred Heart everyone is welcome...

Sacred Heart is a special place where children can become everything God meant them to be. We believe every child has gifts and are committed to uncovering passions that will lead to a happy and fulfilled life. As educators we put children and learning at the centre and provide the tools they need to craft their future success.

We are dedicated to delivering an exceptional education which will empower a child to make future choices. We cultivate a high performing culture to ensure our children live, learn and love in the Sacred Heart way. A Sacred Heart pupil will do a little good wherever they go and make the world a better and happier place.

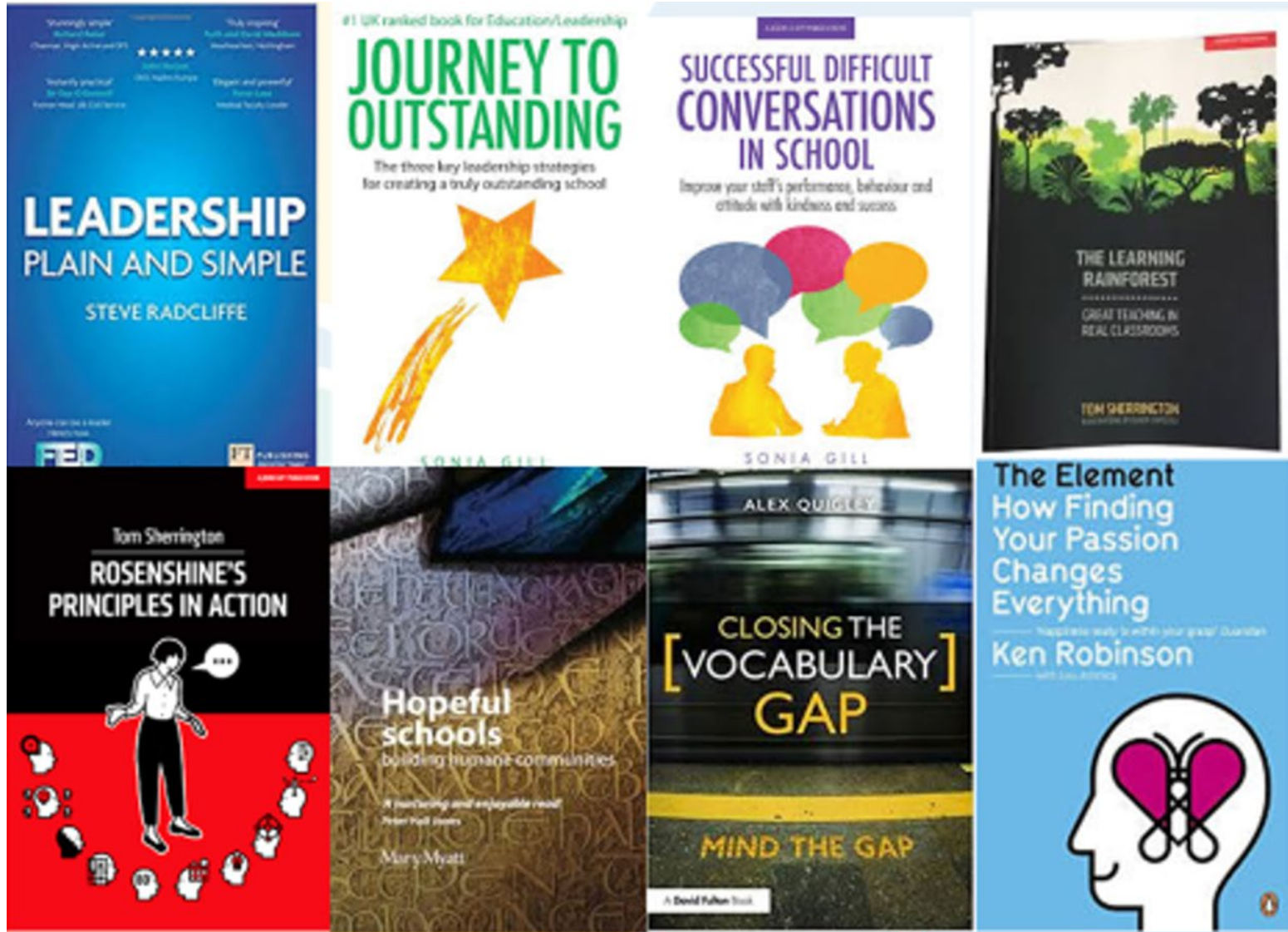
A vision is something we continually strive to achieve. Our motto, 'Live, Learn, Love' gives us the steps on our journey.

Inclusion team



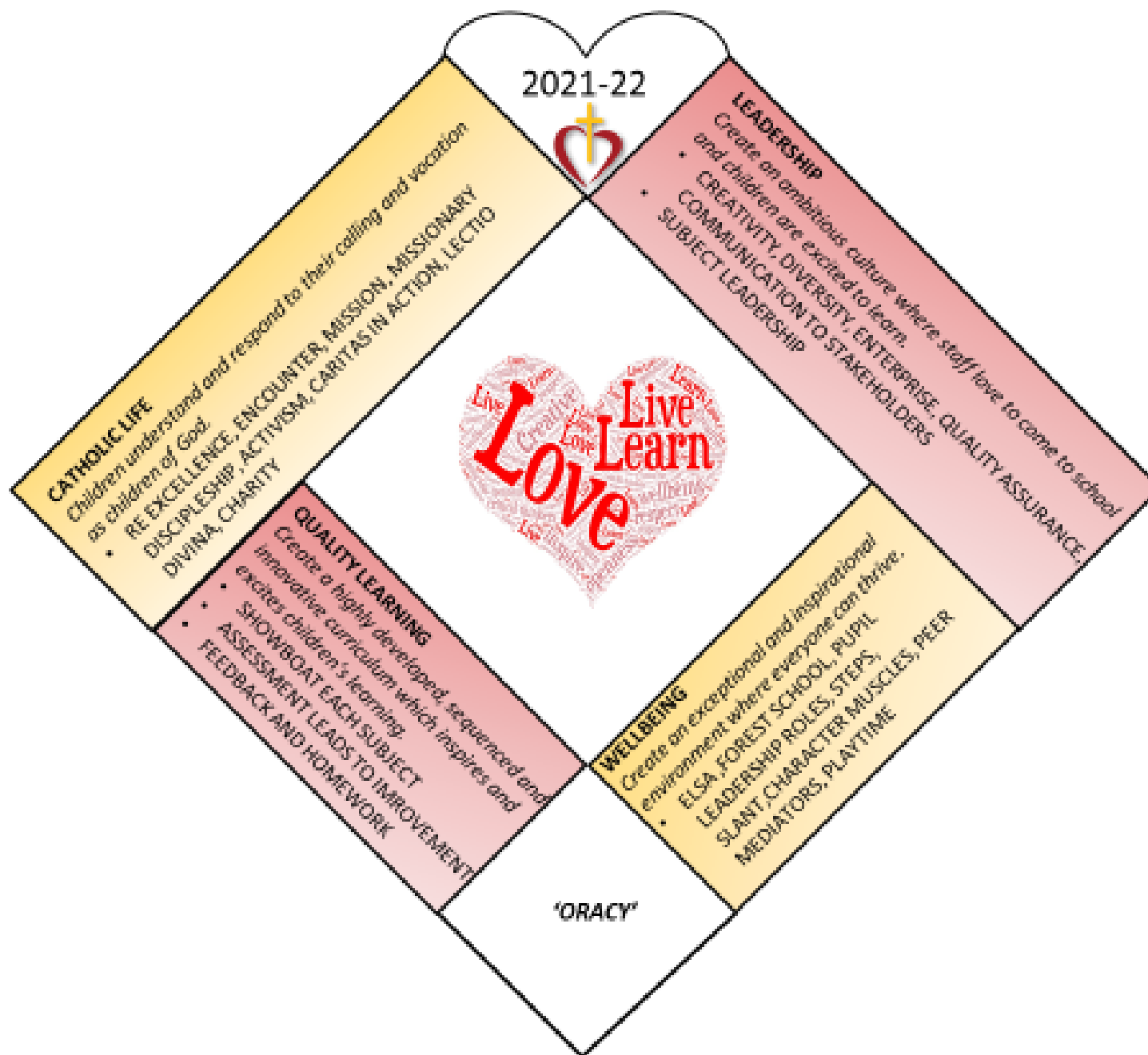


Evidence based research



Are you with me?





What is culture?



- Culture is a way of life for a group of people
- The behaviours, beliefs, values and expectations
- Often not explicitly stated
- Usually a result of happenstance

Showboat 2019-2020

Challenge subject leaders to raise the profile of their subject in the school community.





What are your school barriers to success?

- Choose Drivers to combat barriers
- Creativity
- Diversity
- Enterprise

Oracy Focus

A Sacred Heart child can confidently articulate their thoughts with conviction and compassion.

- Reception class ECAT
- Opportunities to lead
- Sticky Questions
- Opportunity to present/perform
- HT Termly Challenge
- Active Discipleship
- Synod questions with parent community
- Competitions (school/regional/national)
- Headteacher Storytelling



Oracy





SACRED HEART
CATHOLIC VOLUNTARY ACADEMY

SIR/MISS – USE THE
ADULT'S NAME

THANK YOU

EXCUSE ME

PLEASE

SMILE



SACRED HEART
CATHOLIC VOLUNTARY ACADEMY

SIT UP

LISTEN

ASK & ANSWER QUESTIONS

NEVER INTERRUPT

TRACK THE SPEAKER



SACRED HEART
CATHOLIC VOLUNTARY ACADEMY

SENTENCES

HANDS AWAY

ARTICULATE

PROJECT

EYE CONTACT



CHARM SCHOOL



- We smile
- We listen
- We give eye contact
- We are interested
- We ask questions
- We hold doors open
- STEPS, SLANT, SHAPE
- "Thank you." "You're welcome."
- We are always kind



FANTASTIC WALKING



in the corridor

- We are SILENT
- We look ahead
- We walk in single file
- We never run
- We smile when we see someone
- We do not drink from our water bottles whilst walking
- We walk with our shoulders back



Bootcamp V Charm School



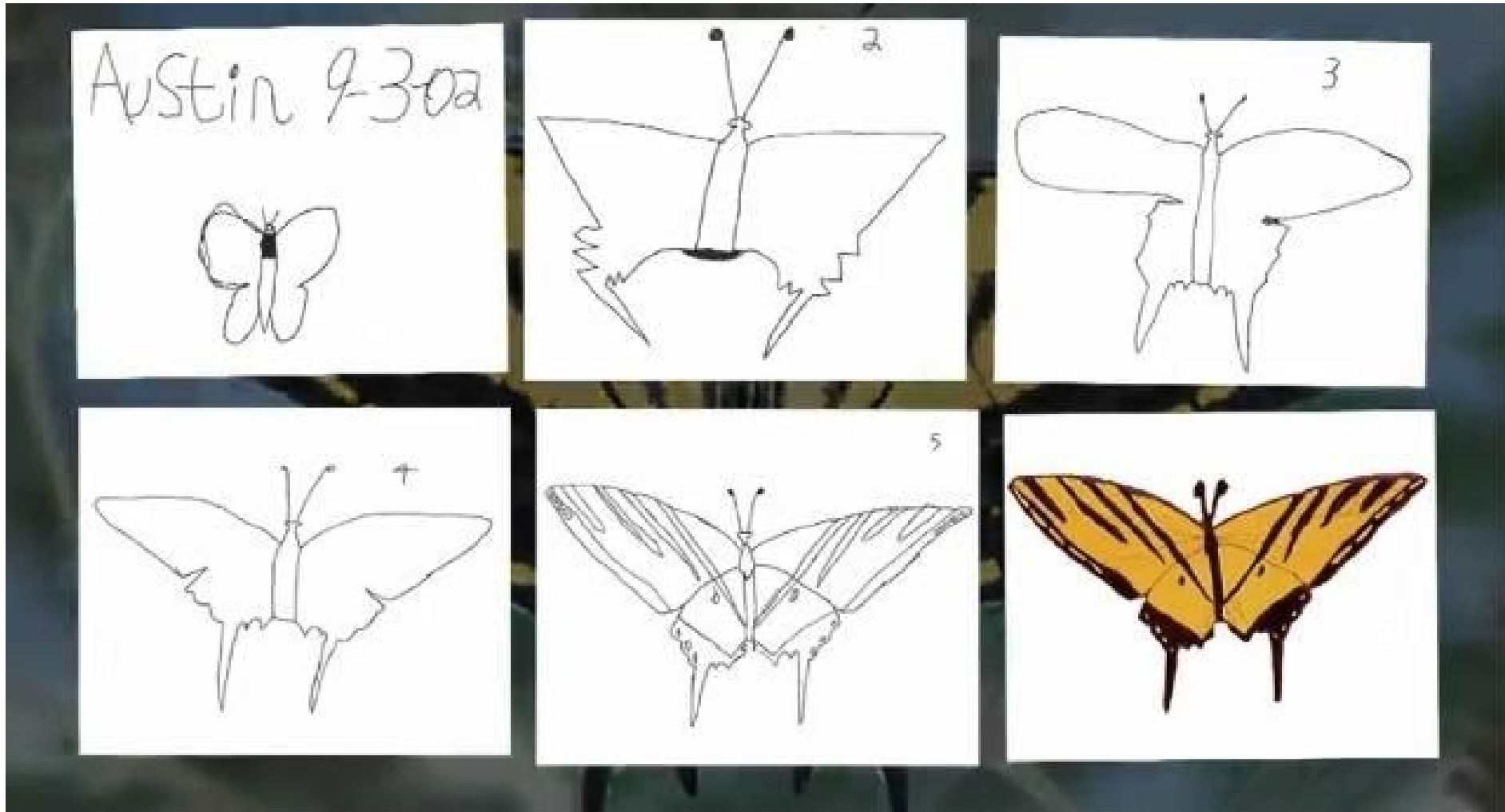
QUALITY FIRST TEACHING

SIP detailed SMART targets linked to teacher and TA Performance Management Targets. All staff know who PP children are and are responsible for their progress. Prioritise PP daily/weekly interventions

- MAPs to HAPs
- Irresistible Learning
- What do the children remember?
- High expectations
- Teach to the top
- Prize creativity
- Is there a buzz?
- What are the highlights in your class?



Ron Berger- the power of critique





ELSA

Lisa Genco-Billington

- R2R, Enhanced Mental Health Award
- Every child is God's masterpiece.
- Pupil Voice
- 'Always Club' HT Half termly hot chocolate treat.



Independence



Perseverance



Enthusiasm



Cooperation



Confidence



Resilience



Pupil Premium Specialist Fiona Keast

* What is Pupil Premium

* How does it affect my child?

- Whole school investments such as Accelerated Reader, Worth It Project
- Class based Quality First Teaching supported by
 - catch the bus daily interventions with groups based on each days learning.
 - Topic boxes provided to support pre and over learning.

Inclusion starts with you!

**You are the most important people in your child's life.
You are your child's first teacher.**

**"If we want good outcomes for children, then we must
look to the role of parents as their children's
educators".**

Dr Gillian Pugh of Coram Children's Charity and imp contributor
to Government thinking on the education, social care
and health services support for disadvantaged children and
their families),

Feedback – Support – Homework – Reporting



Parent Involvement

believe
necessary
important
crucial
smart
communicate
reading
counting
must have
volunteer
needed
vital
wanted

Special Educational Needs / Disabilities (SEND) at Sacred Heart

Mr Philip Saxton – Group SENDCo

Some indicators of possible SENDs are when a pupil...

- shows a lack of academic progress.
 - has not responded to interventions and/or QFT strategies
 - is below expected rate of development (physically and mentally).
 - has involvement from an external agency (e.g. SALT)
 - has other barriers to learning (e.g. attention & concentration)
- ...if agreed by teachers, parents/carers and the SENDCo then a child will be placed on our School SEND Register and receive SEND Support.

We support children with:

- Communication and Interaction e.g. Speech & language, ASD
- Cognition & Learning e.g. Dyslexia
- Social, Emotional and Mental Health e.g. ADHD
- Sensory and/or physical e.g. physical disabilities





SEND Provision

- 'Every Teacher is a Teacher of SEN'.
- SEND is a matter for the whole school.
- The governing body, the school's Head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities to support children with SEND.
- Children identified with SEND have personalised plans and targets which are reviewed regularly.
- The school uses interventions, personalised support strategies, assessments and resources to support its SEND pupils.

Who's up for the ride?

Are we all singing the same song?





Thank you for listening.
Any questions?

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