**Inclusion: SEND And Helping *All* Learners To Achieve In Languages**

Our Christian vision challenges all subject leaders to reflect on ensuring that the Languages curriculum helps all pupils to belong and access learning, appropriate to their needs and abilities. Inclusion and *belonging* is a thread that runs through every area of the school enhanced by collaboration between senior leaders, subject leaders, the SENCO, class teachers, support staff, external agencies, parents and most importantly, the child. At Stretton Sugwas Church of England Academy, every teacher is a teacher of SEND and every leader is a leader of SEND.

Special Educational Needs and Disability (SEND)- Including the Lowest 20% of Learners

We firmly believe that *Quality First Teaching* is the solid foundation on which effective SEND provision is built. The first step to children having access to a broad and balanced Languages curriculum is through appropriate differentiation by skilled and nurturing teaching staff, who have ambitious expectations of their own teaching and students’ learning. Differentiation is not a simply case of providing different worksheets, for example. Differentiation is adapting the work, success criteria or support given to help children achieve or make progress.

Differentiation- or adaptations- may include:

* Alternative tasks
* Different objectives or goals within a task
* Resources or learning aids
* Amount of adult support within a task
* Frequency of monitoring within a session
* Time given to complete tasks
* Style of language used
* Style of questioning used
* Use of peer support
* Classroom organisation and grouping
* Level or style of feedback given

Differentiation takes many forms to help learners to *belong* within lessons, *believe* in their ability and *behave* in a way that applies their skills. Further support to help inclusion and overall pupil progress in this subject area may include:

* Targeted intervention programmes, which have a proven and measurable impact on progress.
* Have specific 1:1 or small group intervention, including support from Learning Mentor
* Celebration of achievement, as well as attainment
* Time given, as appropriate, to any emotional or behavioral support that may-in turn- be barriers to learning in this subject area
* Monitor pupil attitudes to subject and using pupil voice to ensure that learners have ownership of subject area/tasks
* Specific enrichment activities, visits or events planned/attended in order to suit the needs and interests of specific groups of learners
* Pupil progress meetings, involving the pupil(s) and any relevant adults
* Data analysis, whether this is quantitative performance data from tests, for example, or qualitative data from questionnaires or monitoring observations
* The provision of good quality and relevant training for all staff members.

Other Pupil Groups- Including More Able and Talented (MAT) and the Highest 20% of Learners

We *believe* that all children have individual gifts, interests and talents. Some children may exhibit a skill that is advanced in comparison to their peers. As a result, such pupils will require a higher level of challenge in order for them to *belong*, be included within Languages sessions and have their needs met. More able and talented pupils (MAT) will also receive differentiation and support appropriate to their needs.

Adapting tasks and providing opportunities to help all children to achieve well will also depend on the diversity of the groups of learners that are represented at Stretton Sugwas Church of England Academy.

Groupings of learners that could identify trends, spikes or dips in overall progress may include:

* Forces children
* Gender
* Behavioral needs
* Children with emotional needs
* EAL children
* Age (i.e summer born)
* Attendance
* Family support
* LAC
* Ethnicity
* Those experiencing tragedy or loss
* Low self-esteem

This list is not exhaustive and neither are the methods mentioned in how learners can be catered for in this subject area. We are a listening school and are constantly reflecting on feedback from adults and children, with the constant goal of helping all learners to *belong, believe and behave*.