



# Inclusion at Pitton

Autumn Edition

Family friendship and fulfilment

## Welcome to Inclusion at Pitton

A new newsletter is shared three times a year, each edition will share how we support pupils, information for parents and news.

I have used the term inclusion because all pupils are given support throughout their time at Pitton to support, stretch and challenge their learning.

As we reach the second half of the Autumn term we have our first parents evenings of the year to share your child's year so far and what we are doing as educators to enable your child to make progress in their learning. We do this at this time so that the children have had time to settle in and show their actual ability as well as to enable parents to see how the intervention or provision in place is supporting as it is already in action!



Every teacher is a SEN teacher and as SENCo I review and monitor the outcomes, supporting when needed.  
Suze Pearce

## New Educational Psychologist



When Pitton Primary school joined Pickwick Academy Trust, one of the questions I asked CEO James Passmore was "Do you have your own Educational Psychologist?"

While at the time this was not the case, James took the suggestion on board.

We are now trialling Connected Psychology for Educational Psychology support. This gives us shared time across the Trust's schools.

I am pleased to introduce our new Educational Psychologist who we have already begun working with at Pitton!



*"My name is Kate Turner and I am an Educational and Child Psychologist with over twenty years of experience working with children and young people and in schools. I have worked in local authority contexts and in private practice, in main grade and management roles and with early years, primary, secondary, special and alternative settings. This year Pickwick Academy Trust has commissioned me to support schools in the trust. If you would like to find out more about me, then please visit my website"*

*Although I only carry out direct work with children via my work with schools, I do offer consultations to parents who would like a space to explore aspects of their own parenting experiences."*



"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching." SEND Code of Practice 2014

At Pitton we know that the best support for children is through High quality teaching. We strive to ensure class teachers know their pupils' individual needs to support effective learning. This support is for everyone. Inclusive practice ensures that every child gets the support they need within lessons to build independence, resilience and learn effectively. The longer a pupil is out of class for interventions, the more of this high quality teaching they miss and is proven to hinder learnings which is why we always aim to provide support through differentiation in the first instance, such as resources and group work in class, and ensure any interventions are carefully planned into the school day to limit the time pupils are away from the classroom.

Staff at Pitton also use research carried out by organisations such as the EEF to ensure we use the most effective methods to support pupils' needs.

## Emotional Wellbeing

Emotional support, as with all our strategies, starts in the classroom with the staff who know your child best in the school environment at their current stage. Every class supports pupils to build and sustain resilience and have a positive mindset to challenges through daily high quality teaching, which includes strategies for the development of growth mindset.

Mrs Safe has had training in emotional literacy and strategies to support pupils who need further support of which I will focus later in the year.



## What is Growth Mindset?

"In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment." Dweck, 2015

In short, changing a fixed mind set 'I can't do it' to 'I can't do it YET' Opening the mind to possibility, growth and change.

Adopting this mindset from a young age alongside metacognition (which will be covered in the spring edition) enables every child to be more resilient and independent in their learning. By surrounding a child with a growth mindset, at home and at school, modelling and supporting children to think naturally in this way supports a healthy attitude to life's challenges.

*"When you approach life with a growth mindset, you understand abilities can be developed."*

## Dyslexia

Dyslexia is a learning difficulty which primarily affects reading and writing skills, however, dyslexia is actually about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills, but can also impact on other areas such as organisational skills (British Dyslexia Association).

As 1 in 5 people have dyslexia, methods and provision which supports pupils is now a part of every teacher's high quality teaching at Pitton. As part of continuous professional development staff stay refreshed on the evidence around effective strategies. Within practice these methods can support all children as many of the 'signs' of dyslexia can be part of natural development (such as reversal of letters).

It is important to remember that there are positives to thinking differently. Many dyslexic people show strengths in areas such as reasoning and in visual and creative fields. What is important to remember and promote for all is that different ways of thinking have changed the world, and many of the people who have made the biggest impact on our world have or were suspected to have these neurological differences.

Promoting growth mindset is paramount to all pupils' learning when faced with a barrier and so it is very important to build and surround children with this outlook for their emotional wellbeing and their attitude to learning.



Here is a link to free parent training on dyslexia. Each video is around 2 minutes and you can dip in and out as you need!



## Little Wandle



By reading together at home at least 3 times per week, you support your child to feel confident, develop skills and most importantly promote a lifelong love of reading. This practice is vital alongside the accredited synthetic phonics programme we use at Pitton called Little Wandle.

Home reading books are set at a 90% security, promoting a positive reading experience and confidence while at home, while sharing books promotes a love of reading and are for families to read to and share with their child, chosen by the child. There is a strong link between a love of reading and academic ability, and also builds self-esteem, vocabulary and even improves sleeping patterns.

Some children may access a catch-up programme within Little Wandle. Short sharp interventions are designed to run alongside the class lessons and guided reading. Later in juniors, children may move on to Hornets or Wasps interventions which we will talk about in the spring edition.

## Upcoming events

Parents evening!

Your child's targets and support will be shared for you to discuss. For some this may be in the form of the school's Individual Education Plan (IEP)

## Spring Edition:

Metacognition, working memory and more!

## Local support

[Wiltshire childrens services](https://wiltshirechildrensservices.co.uk)

[Wiltshire Local Offer](https://localoffer.wiltshire.gov.uk/)

<https://wiltshirechildrensservices.co.uk>

<https://localoffer.wiltshire.gov.uk/>