Everyone Matters
A guide for parents and carers

At Balby Central, everyone matters and everyone is welcomed in our school community regardless of gender, ethnicity, socio-economic background or educational need. We want all children to learn, contribute to, and take part in all aspects of school life as they spend the majority of their time learning with their peers.

We encourage everyone to be aware of the mutual benefits of inclusive practice with meaningful friendships, respect, better appreciation and understanding of individual differences. In an inclusive classroom environment, children see how others interact, learn and grow where all children can meet higher expectations and become role models to others. We plan sessions for children to learn independence both in school and through wider experiences, to give children the knowledge and skills to prepare for adult life.

We encourage parents and carers to get involved with school life with celebration events, workshops, parent groups and support sessions. We want Balby Central to be at the heart of our community.

We believe every child should grow, just a little bit, everyday

What makes us inclusive?

Our school has a supportive and warm atmosphere and purposeful environment where every child can feel safe. The outdoor environment is important to us, where children can access natural resources to explore. We work as teams working together across phases of school, communicating together to drive the best outcomes for our children.

Where children are reluctant to include their peers in playground games and in conversations, we help them to learn how to play, include and talk with others. A lack of understanding can result in harmful remarks; we guide children in learning what makes a good citizen and how they can make others feel. The team encourage children to ask questions, to be considerate and respectful in how they interact with others. We explore how children communicate and how children show they are both comfortable in their surroundings and can learn.

We have a team in school who refer children for specialist support where we feel specific help is required. We use different techniques and approaches to engage children in learning, to get their attention, develop curious learners and a passion for school. We want all children to be inquisitive, interested, or inspired so that they learn better. Creativity is important to us.

How do we develop professionally?

At professional development meetings, we include special education needs and inclusion as a key part of our training. We use research-based practice to guide our approaches. Our staff learn different teaching styles, how to identify needs of children and when to refer to the special educational needs leader in school. Teachers are responsible for a class and a subject area across school. They learn how to challenge learning outcomes for all so they are better equipped to talk confidently about the impact of teaching with children they know well in class and across school within their subject area specialism.

How do we support children?

We pride ourselves on talking to professionals and specialists to gather as much information as possible and help us to support the children in our community. We complete assessments, make observations, use advice and talk with families. This is important to help us support children, so they can progress and feel happy in school. We find out about learning habits, interests and what children enjoy about school life, this is as important as learning about what they find more difficult.

Identification of Special Educational Need

When we identify children with a special educational need or disability (SEND) we explore how it can affect their ability to learn. We find there can be different indicators:

- behaviour or ability to socialise, for example they struggle to make friends

- reading and writing, for example because they have dyslexia

- ability to understand things

- concentration levels, for example because they have ADHD

- physical ability

We recognise specific areas of need within the four areas

Communication and Interaction

Speech, language and communication difficulties make it difficult for children to make sense of language or to understand how to communicate effectively and appropriately with others

Cognition and Learning

Learning can be at a slower pace than others their age, difficulty understanding parts of the curriculum, organisation and memory skills, or may have a specific difficulty affecting one particular part of their learning skills e.g. in Maths or English

Social, emotional and mental health difficulties

May have difficulty in managing their relationships with other people, appear withdrawn, or if they behave in ways that may hinder theirs and other children's learning, or that have an impact on their health and wellbeing

Sensory and/or physical needs

Visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

We use the Graduated Approach to support our judgements with a tiered response to need. Quality first teaching is at the centre of the provision and adaptations we make based on children's needs. Interventions in classroom support learning, where we feel a child will benefit, we run group and individual focused sessions for children to access learning. Our inclusion team and support staff work collaboratively with teachers so that they can both communicate with parents and carers when sharing individual learning journeys and successes. We work closely with Doncaster City Council Special Needs Team and wider services specific to each child's needs.

If you would like more information about our approaches or talk to us about your child please contact SENCO@balbycentralprimary.co.uk
If you would like to arrange a visit please contact the school office at admin@balbycentralprimary.co.uk or call 01302 321914.

"Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding."
– Robert John Meehan