



Goal:

An inclusive whole-school approach to teaching and learning uses evidence-driven, tried and tested methods, which keep pupils on track and help them catch up rapidly.

Inclusive support in our school:

High quality inclusive teaching across the board	Classroom teaching provides limitless opportunities for all pupils to learn and aspire. We have high ambitions for everyone. There is an expectation that everyone will achieve and reach age-related standards wherever possible. Additional layers of support are in place to supplement classroom learning and accelerate pupil progress.
Identification	Barriers and gaps in learning are immediately identified by adults, using a range of formative and summative assessments.
Planning	Learning is adapted to address pupils' individual barriers, with the ambition that the same aspirational outcome will be achieved. Where additional support is in place, adults will consider which provision is suitable, who will deliver it, where and when it should take place, for how long it will run, and how it will be measured. All interventions should be explicitly 'additional to' high quality inclusive teaching in the classroom.
Target setting	Where additional support is in place, a measurable outcome is set for each pupil, which is aspirational but achievable based on the needs of the pupil. The impact of support will be measured against this and reviewed frequently.
Use of adults	Adults delivering additional support and interventions are highly trained and there are clear timetables planned so that adults' time is used effectively. Efficient communication and information sharing is in place between adults. All adults are accountable for progress and attainment.
Pre-teaching	Pre-teaching is used to pre-empt gaps/barriers. Adults consider upcoming needs and pre-teach explicitly or by supporting by using additional resources.
Greater depth	Adults consider all-round pupil potential and provide support for pupils who should be aspiring to reach the greater depth standard.
Wellbeing	Wellbeing is always considered and we think of children 'in the round'. All staff play a role in identifying where pupils have barriers to their wellbeing. Early and timely additional provision is used to supplement any ongoing support pupils receive during the day.
Communication with parents	Adults communicate with parents and share resources where appropriate, enabling parents to support the intervention process.

Core inclusive strategies for all <i>Our strategies to ensure <u>all</u> pupils are able to access an ambitious, broad and balanced curriculum</i>				
Across the day	Knowing our children through strong relationships 	High expectations and positive atmosphere 	Clear and predictable routines 	Calm, organised and supportive learning environment
Teaching input	Clear instructions and explicit modelling 	Targeted questioning, keeping children engaged and active 	Explicit teaching of vocabulary 	Visuals to support understanding, not too much text
Independent work	Concrete resources 	Written scaffolds / word banks 	Presentation supports 	Break activities down into chunks
Peer / Group work	Mixed ability pairs 	Targeted use of adults 	Prompts for positive social interaction 	Clear outcome for the task



Further inclusive strategies to support during the teaching input

<ul style="list-style-type: none"> ● Moving around the room ● Explicitly teaching active listening ● Concrete resources ● Pre-teaching vocab ● Summarising the lesson beforehand with a child ● Printing off the slides ● Movement / actions 	<ul style="list-style-type: none"> ● “I am going to ask you X in a minute” ● Chorus: all together / row / individual ● Spotlight children ● Set off some children, consolidate with others ● Seating plan 	<ul style="list-style-type: none"> ● Scaffolds on the table ● Talk partners – carefully paired ● Well-prepared TLA – who are they supporting and how ● Stem sentences ● Colour coordination of word types/ maths functions etc ● Mini-whiteboards 	<ul style="list-style-type: none"> ● Spotlight children ● Revision of previous learning ● Sensory resources ● Chanting for transitions ● Having an extension (open-ended) ready for those who can ● Visuals / images 	<ul style="list-style-type: none"> ● Leave slide up with worked example ● Modelling using working wall during input ● Put up flipcharts around the room ● Pastel colours for slide backgrounds
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Further inclusive strategies by broad area of need

<p>Cognition and learning</p> <ul style="list-style-type: none"> ● Assistive technology ● Pre-teaching of vocabulary / concepts ● Pre-reading a text ● Structured approaches to handwriting / spelling ● Sentence scaffolds ● Matching activities ● Talk frames ● Learning linked to everyday experiences ● Timers ● No unnecessary copying ● Ask to repeat back instructions ● Regular retrieval practice ● Alternative ways of recording learning (e.g. drawing, mindmap) ● Visual checklists 	<p>Communication and interaction</p> <ul style="list-style-type: none"> ● Consistent daily routines ● Get attention before question / instruction ● Simplify language and keep it concrete ● Allow time to process instructions ● Plan for transitions ● Timers and time warnings ● Consistent visuals and vocabulary across day and between home/ school ● Opportunity to choose within limited choices ● Repeat back speech and emphasise correct word order / phrasing / grammar ● Teach social rules explicitly ● Visual prompts and timetables ● Build interests into daily / weekly structure ● Calm space when needed 	<p>Social emotional and mental health</p> <ul style="list-style-type: none"> ● Consistent daily routines ● Assess for underlying unmet learning or communication need ● Consider reasons, triggers, patterns (ABC chart) ● Simplify language and keep it concrete ● Say what to do, not what not to do (“please walk”) ● Model emotional responses and social rules ● Opportunity to choose within limited choices ● Careful seating plan which reduces distractions ● Movement breaks which are agreed in advance ● Zones of Regulation to help self-regulation ● Calm space when needed ● Restorative approaches ● Small group work ● Build interests into daily / weekly structure 	<p>Physical and complex medical needs</p> <ul style="list-style-type: none"> ● Careful consideration of positioning in room to allow maximum independence ● Realistic expectation for transition times ● Resources accessible, adapted where needed ● Opportunities to be in different physical positions ● Reasonable adjustments made to all extra-curricular activities, trips etc ● Alternative ways of recording learning ● Assistive technology ● Inclusive approach to personal care 	<p>Sensory needs</p> <p>Hearing:</p> <ul style="list-style-type: none"> ● Assistive technology ● Careful consideration of positioning in room ● Speak clearly and think about where you stand ● Reduce background noise ● Give outline of lesson content ● Recap main points at the end ● Write keywords / ideas on whiteboard ● Signal changes of topic ● Handouts / visual aids ● Subtitles for videos ● Repeat / rephrase responses of other pupils ● Only one person talking at once <p>Vision:</p> <ul style="list-style-type: none"> ● Careful consideration of positioning in room ● Specialist resources / assistive technology ● Concrete materials ● Enlarged resources ● Contrast on visual materials ● Suitable lighting ● Consistent room layout
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Wave 1 – Supporting through High Quality Inclusive Teaching

Oversight – Teachers; Shared with parents through the year; On provision maps (SEND support only)

Category	Support	Description	Adult	Children	Timeframe	Assessment
First try –	Core inclusive strategies	Application of our core inclusive strategies as required	All adults	As required	Ongoing	Adult discretion
Access to curriculum	Assistive technology	Chromebook to type work when handwriting work may present a barrier to access	All adults	As required	Ongoing	Adult discretion
	Small group support / focus group	Working in a small group with an adult on a focused activity/aspect during a lesson	All adults	Up to 1:8	Ongoing	Adult discretion
	Pre-teaching	Key aspects taught before the lesson to build knowledge/understanding/confidence	All adults	Up to 1:8	Ongoing	Adult discretion
	Ad hoc booster	Additional booster session during the afternoon to address misconceptions	All adults	Up to 1:8	Ongoing	Adult discretion
Feedback	Individual verbal feedback	Tailored adult responses in lessons	All adults	1:1	Ongoing	Adult discretion
	Individual written feedback	Positive comments and next steps	All adults	1:1	Ongoing	Adult discretion
	Pupil conferencing	More in-depth one-to-one teacher feedback with pupils	Teachers	1:1	Ongoing	Adult discretion
	Parent feedback	Ad hoc feedback and parent evening conversations	Teachers	1:1	As and when	Ongoing discussion
Resourcing	Fine motor resources	Pencil grip / sloping desk	All adults	As required	Termly	Writing outcomes
	Timetabling resources	Visual timetable / task boards / now and next cards	All adults	As required	Termly	Lesson outcomes
Wellbeing	Lunchtime mentor	Ad hoc social and emotional support	LM	As required	Ongoing	Wellbeing monitoring
	Playground support	Structured games / quiet zone / buddy playtime	TAs	As required	Ongoing	Wellbeing monitoring



	Worry box	A place for children to share concerns that can then be dealt with	LM	As required	Ongoing	Wellbeing monitoring
	Sensory support	Whole class movement break (eg, go noodle/just dance)	All adults	As required	Ongoing	Wellbeing monitoring



Wave 2 – Targeted Additional Support

Oversight – Phase Leader; Parents notified; On provision maps (SEND support only)

Category	Support	Description	Adult	Children	Timeframe	Assessment
Speech and Language	Early Years Speech and Language	Elements of – Explore and Talk / Teach Talk / Chatterbox / Bucket Time	SALT TLA	Up to 1:4	Termly	Individual targets
	Nuffield Early Language Intervention (NELI)	Oral language intervention for children in nursery and reception	SALT TLA	Up to 1:4	Termly	Individual targets
	Targeted Speech and Language (SEN Register)	Elements of – Explore and Talk / Teach Talk / Chatterbox / Colourful Semantics	SALT TLA	Up to 1:4	Termly	Individual targets
English	Rapid Read	1:1 targeted reading support programme	TLA	1:1	As and when	Rapid read levels
	Phonics rapid catch up	Small group phonics catch up linked to programme	Teacher/TLA	Up to 1:6	Termly	Phonics scores
	1:1 daily reading	1:1 daily reading	TLA	1:1	Termly	Reading scores
	Reading booster	Targeted reading support	Teacher/TLA	Up to 1:6	Termly	Reading scores
	Writing booster	Targeted writing support	Teacher/TLA	Up to 1:6	Termly	Writing assessment
Maths	Targeted maths group	Small group targeted mathematics teaching focussing on specific targets	DHT	1:14	Termly	Maths scores
	Maths booster	Targeted maths support	Teacher/TLA	Up to 1:6	Termly	Maths scores
Fine motor Sensory	Sensory resources	Wobble cushion / fidget toy / putty / ear defenders / resistance band on chair	All adults	As required	Termly	Wellbeing monitoring
	Fine motor targeted group	Tweezers/theraputty/threading etc.	TLA	1:4	Termly	Individual targets
	Sensory breaks	Sensory cards/OT recommendations	All adults	1:1	Daily	Individual targets



Wellbeing and behaviour	Individual ELSA Support	Anxiety / Anger management / Loss and bereavement / Self - esteem / Emotions / Bullying / Conflict /Relaxation techniques	ELSA TLA	1:1	6-10 weeks	ELSA assessment
	Social skills group	Friendship issues	LM/TLA	1:4	6 weeks	Individual targets
	Lego Therapy	Social skills	TLA	1:4	Linked to EHCP/PM	Individual targets
	Individual behaviour plan	Plan to support pupil behaviour / outbursts	Teacher	1:1	Termly	Individual targets
	Calm room	Sensory space to support self-regulation and de-escalation	Teacher/TLA	1:1	As appropriate	Individual targets



Wave 3 – Specialised Provision

Oversight – AHT/SENCO; Parental consent required

	Support	Description	Adult	Children	Timeframe	Assessment
	1:1 Teaching Assistant support	Linked to EHCP	TLA	1:1	Linked to EHCP	Individual targets
	Individual SALT Target Work (EHCP)	Linked to EHCP	SALT TLA	1:1	Linked to EHCP	Individual targets
	Occupational Therapist (OT)	Referral based service via SENCO/GP	OT	1:1	Linked to EHCP/PM	Individual targets
	Educational Psychologist (EP)	Educational psychology assessments and recommendations	EP	1:1	Linked to EHCP/PM	Individual targets
	Literacy Support Service	Individualised intensive literacy support	Literacy Teacher	1:1	Linked to EHCP/PM	Individual targets
	CAMHS	Child and Adolescent Mental Health Services	CAMHS Workers	1:1	Linked to EHCP/PM	Individual targets
	Play Therapy	Weekly play therapy sessions	Play Therapist	1:1	As appropriate	Individual targets
	Developmental Paediatrics	Referral based system via SENCO/GP	Medical staff	1:1	Linked to EHCP/PM	Individual targets
	WAAS	Autism support	WAAS Team	1:1	As appropriate	Individual targets
	Early Help/Social Services	Referral through MASH / EH service	EH Workers / Social Workers	1:1	As appropriate	Individual targets



	School Nurse	Health needs	School Nurse	1:1	As appropriate	Individual targets
	Victoria Drive (PRU)	Behaviour needs	Specialist Teachers	1:1	Linked to EHCP/PM	Individual targets
	Personal Emergency Evacuation Plan (PEEP)	Addresses physical or emotional needs which affect ability to evacuate safely	SENCo	1:1	Ongoing	Individual targets
	Other specialist services	Feeding Team, Individual Swimming, Physiotherapy	As appropriate	1:1	Ongoing	Individual targets