

Inclusion Provision

Step	Step 1- Quality teaching/good inclusive practice in all classes	Step 2- Class teacher, supported by TA provides extra support targeted at gaps in learning/area of need	Step 3- Class teacher consults with Phase Leader and SENCo to support with classroom strategies and model good practice.	Step 4- Inclusion Team assesses whether the child has a significant learning difficulty.
Identification and Assessment	<p>All children Whole class teaching Regular assessments for ALL pupils inc: The Bell Foundation (EAL) Tracking Data Wellcomm (EYFS: SpLang) The Leuven Scale for Well-being/ Involvement Strengths & Difficulties Questionnaire</p>	<p>Children of concern Group work If pupils are <i>falling behind/making inadequate progress</i> The Leuven Scale for Well-being/ Involvement Strengths & Difficulties Questionnaire</p>	<p>Children of concern Individual or 1:1 work If pupils fail to make <i>adequate progress despite high-quality teaching, targeted at gaps in learning</i> The Leuven Scale for Well-being/ Involvement Strengths & Difficulties Questionnaire SENCo/CT begins Provision Mapping</p>	<p>Children of serious concern Specialised individual/1:1 Inclusion Team involvement: Assessment of learning difficulty 1. CT completes Inclusion Team referral Form. 2. Add to SEN/EAL/LM register 3. Key person assigned 4. Provision/Referral considered 5. Review impact of intervention. Consider EHCP referral</p>
Provision	<p>High expectations Differentiated curriculum: clear individual targets, activities, delivery and outcome Focussed group work with teacher TA support in class Interactive whiteboards Phonic programme daily Reading Toolkit Word Awareness-Vocabulary Accelerated Reader Destination Reader White Rose Maths No Nonsense spelling/grammar Reading Eggs Mathletics Time table Rock, Stars Purple Mash Writing frames/scaffolding Increased visual aids / modelling etc Visual timetable Use of symbols Makaton Multi sensory teaching Circle time P4C Behaviour system/Regulation toolkit Active lunchtimes Class rules, reward systems Prompt sheets & word banks Good modelling of pronunciation and speaking in sentences</p> <p>Coloured filters for reading Coloured paper for worksheets Coloured IWB background and text Phoneme frame for independent writing Reading rulers and overlays Pencil grips Writing slopes, seating, chewables etc Illustrated dictionaries, bilingual; dictionaries</p> <p>Structured school and class routines Organised playground games</p>	<p>Numicon Individual work Small Numeracy Groups Small Literacy groups Social skills group Friendship group Social stories</p> <p>Reading groups Individual daily reading Better Reading Reading Toolkit</p> <p>Spelling Groups/Sound Work Early Literacy Support</p> <p>Speech & Language groups Universal Training Book Back Sheep Press Language Listening Group</p> <p>EAL groups Racing to English</p> <p>EP advice re inclusive practice</p> <p>Staff training</p> <p>Computer programmes; Number Gym Clicker</p> <p>Lego therapy Understanding of brain Regulation toolkit strategies Precision Teaching Gross/Fine Motor Skills Working memory Language for Thinking 1-1</p>	<p>Numeracy Support programme 1st Class @ Number 1:1 & paired work in Maths 1:1 Work on phonics Small group phonics Tutoring</p> <p>5-minute box English/Maths 15 Minutes a day Reading Project X Better reading partners Pirate Crew Writing Premier League Reading Stars Working memory Therapy Dog: Reading</p> <p>Multi sensory materials & programmes</p> <p>Transition plan at end of year</p> <p>EP advice Speech & Language advice Language for Thinking 1-1 EMA support The Bell Foundation: Individual targets Racing to English</p> <p>OT advice HIST Mrs M-counselling</p> <p>Time in provision Individual timetable</p> <p>Staff training</p> <p>Computer programmes; Clicker 6 Number Gym</p>	<p>Advice from Visually Impaired specialist Advice from Hearing Impairment team Advice from Autism team Advice from SEN team</p> <p>Learning Mentor support Learning Mentor record of planning & progress Transition plan at end of year Home/school book TA specific tailored programmes Individual & class reward system Speech & Language Unit Advice from specialist E.P. for ASD children</p>