



Inclusion school systems and procedures

Worth Primary School Graduated Approach

What does inclusion look like in our school?

Quality First Teaching (Universal support)



Targeted Support



Individual Additional Support

A cause for concern form can be raised at any point within this graduated approach.

By raising a cause for concern form support will be provided by the Inclusion Team. Together we will plan the next steps to support educational planning for that individual child using the 'assess, plan, do and review cycle'. Agreed programmes of support (provision maps, individual plans, resourcing, classroom environment etc.) will be delivered by the teacher as outlined in the SEND code of practice.

Parents will be informed at every stage (especially at the start of this process)

Assess, Plan, Do, Review **Cycle**

Assess

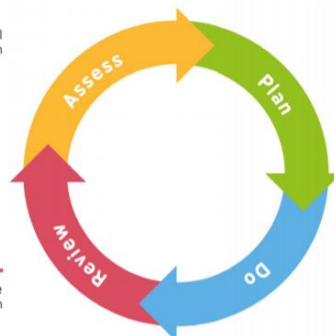
Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes. The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

Developing a SEND Toolkit....Examples

Worth Primary School – Graduated Approach

NOTE: This is an overview of intervention which may be accessed over the whole year. Children would access an intervention or a small number of interventions linked to an identified need for a time limited period. The number of children and the intervention provided will change each term depending on a review cycle.

Universal provision - QUALITY FIRST TEACHING LINKED TO MAINSTREAM CORE STANDARDS – all children have access to...

	Cognition and Learning	Communication and Interaction	Social, Emotional & Mental Health	Sensory and Physical
Quality First Teaching	<ul style="list-style-type: none"> ✓ Daily Letters and Sounds ✓ Daily story time ✓ Number songs & action rhymes ✓ Visual cues/symbols/gestures ✓ Talk partners and Thinking time ✓ Use of music to stimulate thinking & learning ✓ Use of the indoor and outdoor environment to stimulate learning ✓ Multi-sensory approach/Practical learning including role play ✓ Use of puppets ✓ Learning Objectives displayed and made explicit to pupils in every lesson ✓ Success Criteria/Steps to success (Children actively involved) ✓ Guided Reading ✓ Child led topics following the children's interests ✓ Writing through drama (Power of Reading approach) ✓ Use of Writing plans/scaffolds ✓ Whole school spelling approach ✓ Attractive curriculum displays & working walls ✓ Inviting Book area ✓ A range of writing tools/access equipment made available e.g. word cards, number lines, manipulatives... ✓ Yoga ✓ Go Noodle 	<ul style="list-style-type: none"> ✓ Use of Language/speech Link Online screening assessment for all EYFS children and Yr 1 where needed. ✓ Visual Timetables ✓ Active listening cues /visuals ✓ Topic and Core vocabulary displayed ✓ Pre Teaching of Topic vocabulary with small group where required. ✓ Pupil self-evaluation ✓ Awareness of optimum seating arrangements reflected to needs ✓ Teacher checks understanding of instructions and supports with visual & nonverbal cues as needs ✓ Simplified language/break down of instructions into chunks ✓ Task management boards to break down task into smaller steps ✓ Awareness and use of ten second rule to support children with slower processing ✓ Open questioning techniques to challenge pupils at all levels ✓ Use of a range of alternative recording methods e.g. Mind Maps/ICT programmes/Sentence sequencers ✓ Use of a variety of ICT programmes /software ✓ Planned transition programme for all pupils to support transition preschool to school, within school and KS1to KS2 ✓ The Wildlife Area ✓ Purple Mash, I pads 	<ul style="list-style-type: none"> ✓ Whole school behaviour policy ✓ School Values actively modelled and discussed ✓ Support for positive behaviours via Restorative Justice approach ✓ Use of ABC records to log and analyse presenting behaviours ✓ Awareness /support of emotional wellbeing ✓ Wellbeing morning check chart/system ✓ Circle Time ✓ Use of Buddies ✓ Visual Timetables ✓ Classroom rules/expectations established with the children ✓ Classroom rewards system for each class established with the children ✓ Visual cues/prompts ✓ Flexible use of environment eg time out space ✓ Positions of responsibility – special helpers/monitors ✓ Pupil Voice – representatives of all years – pupil voice ✓ Evidence of equal opportunities via a range of work displayed ✓ Massage ✓ Mindfulness activities ✓ Go Noodle 	<ul style="list-style-type: none"> ✓ Health Care Plans for Medical needs ✓ Medical Area ✓ Access to water in lessons ✓ A range of writing tools/access equipment available (e.g. sloping desk/sit n move cushions/pencil grips/ridged rulers/left hand scissors) ✓ Access/special arrangements for internal/external learning assessments where needs identified/evidenced ✓ Wide doors ✓ Active learning ✓ Time out / reflection space ✓ The Wildlife Area ✓ Go Noodle ✓ Class massage

Developing a SEND Toolkit....Examples

Delivered by Class Teacher / Teaching Assistant / Support Staff

Identified on agreed class provision map (supported by the Inclusion Team)

Examples:

- ✓ Language Link /Language for learning Intervention groups delivered by school staff.
- ✓ Speech link intervention (articulation)
- ✓ Time to Talk Communication small groups
- ✓ Additional Letters & Sounds /Phonics support small group
- ✓ Individual Reading for identified children
- ✓ Toe by Toe – structured Phonic multi-sensory programme
- ✓ HFW/CEW - Precision teaching Intervention
- ✓ Additional Maths support individual /group little& often (precision approach)
- ✓ Clever Fingers/ Handwriting
- ✓ Sensory Circuits
- ✓ Fizzy – In year group small group Motor skills intervention
- ✓ Social /Communication Skills intervention group
- ✓ Access to FLO
- ✓ Nurture Groups
- ✓ Access to FLO
- ✓ Boxall profile activities
- ✓ Mindfulness tasks
- ✓ Pre-teaching of topic vocab – small group
- ✓ Lego therapy/talk for drawing
- ✓ Thinking skills group

- **Review termly with Teacher and Inclusion team**
- **Monitoring of targeted support by Inclusion team, 3 times a year (to include a learning walk)**
- **Key actions identified (In school review as a possible next step if targeted support has no impact)**
- **Case studies to be collated to support Higher Needs Funding**
- **Individual costed plan (if targeted support is additional of SEND school funding) to support Higher Needs Funding**

Targeted Support

Developing a SEND Toolkit....Examples

Delivered by Class Teacher / Support Staff/ External Agencies

Individual Support

Outside Agencies possibly involved:

- ✓ SALT – (In school Language programmes/Specialist Assessment
 - ✓ SALT – (Articulation referrals – In clinic SALT)
- ✓ O.T /Physio– OT referrals following implementation of Fizzy Intervention and/or Clever Fingers /Sensory Circuits Educational Psychologist
 - ✓ Specialist Teaching Service accessed following In School Review referral
 - ✓ Early Years and P&S Consultant Paediatrician
 - ✓ Special School Outreach Teacher
 - ✓ Transition from Pre school
 - ✓ Transition to secondary school
 - ✓ Early bird Plus Programme (Early Years ASD support)
 - ✓ EAL support

Other Agencies that might be involved

- ✓ Early Intervention Help (Previously known as CAF – Common Assessment Framework)
 - ✓ Social Services
 - ✓ Education Welfare Officer
 - ✓ Children’s services
 - ✓ Kent Local Offer Team

LIFT

For High Level Needs Top-Up Funding pupils:

- ✓ Individual Learning Plan/Passport documenting barriers to learning/supporting strategies/personalised programmes/ external agency involvement
Probable External agency involvement

For EHC Plans:

- ✓ Individual Provision Plan with outcomes reviewed at least 3 x per year