

INCLUSION AT COTTESMORE ST MARY

<u>Wave 1</u> <u>Quality First Teaching</u> <u>Effective inclusion of all pupils in high-quality everyday personalised teaching in the class room.</u>	<u>Wave 2</u> <u>Specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations alongside class room Wave 1 support.</u>	<u>Wave 3</u> <u>Targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. A personalised curriculum to meet all individual needs. This wave of provision will include children who meet the criteria for EHCP assessment.</u>
• All children's progress and attainment is assessed and tracked throughout the year including Pupil progress and Inclusion meetings.	• All children's progress and attainment is assessed and tracked throughout the year including Pupil progress and Inclusion meetings. • Parents will be invited to book an additional parent's meeting with Inclusion team, once a term if on SEND register (in line with parents evening times). • Support/interventions will be documented on provision maps. • Referrals will be made to identify area or need to explore diagnosis if needed. • Support from Brighton and Hove Inclusion Support Service BHISS / Speech and Language / Occupational therapy/ School Nursing team/Language Literacy Support service (LSS).	• All children's progress and attainment is assessed and tracked throughout the year including Pupil progress and Inclusion meetings. • Children will be assessed against Pre- Key Stage/Pre Year group Assessment Standards • Formal SEND Assessments e.g. Cognitive Profile Assessment/EP assessment and or LSS Full diagnostic assessment for Dyslexia are completed • Parents will be invited to book an additional parent's meeting with Inclusion team, once a term, if on SEND register (in line with parents evening times). • Support will be documented on provision maps Support from Brighton and Hove Inclusion Support Service BHISS / Speech and Language / Occupational therapy/ School Nursing team/Language Literacy Support service (LSS).

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Cognition and Learning: For example, where children and young people learn at a slower pace than others their age, have difficulty in understanding and/or organisation and memory skills, or have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy.

Wave 1	Wave 2	Wave 3
		
• Differentiated curriculum planning • Pitched questioning • Modelling of skills • High expectations • Success criteria • 1:1 and group reading • Visual dictionaries • Word mats/word banks • Sound mats/phonics mats • ICT to support learning-option to type or use Clickr • Writing frames/scaffolding • Numicon/tens frames and other concrete resources • 100 Square • Times tables square • Learning displays • Dyslexia friendly resources e.g buff paper/overlays/talking tins	Add agreed Menu • LSS Intervention delivery by Teaching Assistant	• INA support if EHCP required • Intense (1:1) support in core and foundation subjects • Individual advice for provision from the BHISS team though observations and direct work. • LSS Assessments and Direct Intervention delivered by Gill McLafferty Specialist Teacher • Individually tailored support for reading, writing and/or maths. • Embedded support for emotional regulation if required e.g. Just Right

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- Support from Teaching Assistant
- Specific Learning Disorders e.g. Dyslexia are being supported with recognised strategies.
- Next steps are identified through marking
- Make sure you know the level of difficulty of any text you expect the pupil to read
- Pre -teaching of subject vocabulary
- Instructions broken down into manageable chunks and given in sequence
- Pupils encouraged to explain what they have to do to check understanding
- Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders or talking tins
- Occasional opportunities to work with a scribe
- To support short term memory, have small whiteboards, talking tins and pens available for notes, to try out spellings, record ideas etc.
- Range of coloured overlays/reading rulers available
- Dyslexia friendly resource's texts available
- Use of Clicker in class

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Communication and Interaction: For example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Wave 1	Wave 2	Wave 3
		
• Differentiated curriculum planning • Modelled speech/language • Modelled Interaction • Targeted questioning • Talking partners • Group work • Whole class circle time • Class visual aids and prompts • Individual visual timetables • Drama activities • Sequencing activities • Simplified Language • A range of questions used so children develop and give better answers • Opportunities for individual, pair, group or whole class working • Regular communication through informal and formal meetings e.g. parent's evening • Role play and Drama	• Pre-teaching of vocabulary • Social skills & self-esteem/wellbeing support • Communication book shared with home • Narrative Intervention • School Start programme • Referral to SALT if not already made • Targeted Group work from Speech and Language therapy (if plan requires) • Colourful semantics • Just Right intervention and approach used • Now/Next boards used • Visual timetables • Lego Therapy • Opportunities to work 1:1 with a scribe • Small group or 1:1 work to develop social skills • Support or alternative provision for break times e.g. playground rota, buddy support • Social stories written for specific areas of difficulty and shared with parents	• INA if EHCP required • Individual visual communication system (PECs) if required (training required) • Targeted work from Speech and Language therapy (1:1) • 1:1 support from TA's/INA on individual Speech and Language targets. • Individual Support from BHISS ASC team, including post diagnosis meeting, observation on child and next steps discussed with teacher and parents • Speech and Language Therapy blocks delivered by the NHS SALTA • Individualised timetable with sensory and/or physical breaks factored in • Referral to EP is continues to be progress concern and/or unsure of diagnosis/area of need and or if EHCP required

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| <ul style="list-style-type: none">• 'Rules' of good listening displayed, taught, modelled and regularly reinforced• Pupil's name or agreed cue used to gain individual's attention – and before giving instructions• Key words/vocabulary emphasised when speaking and displayed visually with picture cues• Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus,• Delivery of information slowed down with time given to allow processing• Pupils are given a demonstration of what is expected• System of visual feedback in place to show if something has been understood• Pupils are encouraged – and shown – how to seek clarification• Prompt cards using a narrative framework (who, where, when, what happened etc.)• Parents advised of new vocabulary so it can be reinforced at home | <ul style="list-style-type: none">• Emotion cards• Shared interest group• Sensory break• Physical break• Referral to Speech and Language service SALT (NHS)• Referral to Seaside View if cognitive functioning/development is of concern• Referral to Literacy Support Service | |
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Sensory and physical difficulties: For example, children and young people with visual and/or hearing impairments, or a physical need that can cause difficulties in accessing learning without support and equipment.

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• Differentiated curriculum planning • Adaptions to the classroom (when appropriate) • Fine motor skill activities such as: peg boards, putty, cutting etc. • Additional movement (sensory or physical) breaks • School building is accessible for all • Classrooms have age appropriate furniture and environments • Visual prompts, pictures and ICT used appropriately to aid learning • High quality resources are readily available, organised to enable independence • Seating plans or group tables are used • Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning • Outdoor learning opportunities/Forest school	• Use of specialist equipment • Pencil grips • Coloured overlays • Wobble cushions • Writing wedge • Lap/shoulder weights • Weighted blankets • Sloping boards for desks • Fidget busters • Busy Hands • Balance boards • Trim trail-in movement breaks or timetables for strength building • Write Dance • Large keyboard for computer work • Touch typing intervention with TA and shared with home • Just Right • Ear defenders	• INA if EHCP required • Individual work station • Individual sensory zone • Reduce sensory overload withdrawal from class and work in a quieter area or the school/sensory room (only used if advised by BHISS) • Re-integration back into class overseen with BHISS support • Social stories • Targeted work from Occupational Therapy supported by TA's/ Class teachers • Advice from Physiotherapy, OT Team & School Nurse Team • Individual support with self-care where appropriate (Intimate care plan written and shared with parents and staff) • Use of Clicker

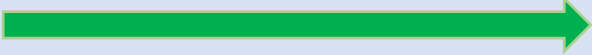
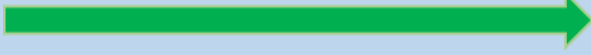
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| | <ul style="list-style-type: none">• Opportunity for quiet playtime or quiet lunch in playground quieter area• Use of light box• Referral to SeaSide View Child Development Centre to assess need (OT)• Referral to BHISS if diagnosis made and is appropriate | <ul style="list-style-type: none">• Referral to EP is continues to be progress concern and/or unsure of diagnosis/area of need and or if EHCP required |
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Social, Emotional and Mental Health: For example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning and/or that have an impact on their health and wellbeing.

 Wave 1	 Wave 2	 Wave 3
		
• Differentiated curriculum planning • Whole school behaviour policy • School & class rules • EPR planned lessons • Protective Behaviours lessons • Whole school assemblies • Class circle time • Talking partners • Class visual timetable • Individual visual timetable • Buzzed for Learning used • House point system • Characteristic for effective learning • Use the pit in class • Timers & stress relievers (fiddle toys)	• Social skills & self-esteem, Resilience groups • Rainbows group (if suffered bereavement) • Transition support including Pupil passport (linked to other areas of need if applicable) • Individual reward system & behaviour logs • Fiddle objects • Circle of Friends • 1:1 barrier games to develop turn taking and listening skills • Just Right-Individual profile, lessons and approach used with individualised chart and resources. • Referral to Primary Mental Health Worker for parent consultation or direct work	• INA if EHCP required • Counselling • Referral to Primary Mental Health Worker for parent consultation or direct work • Referral to BHISS Social, Emotional and Mental Health team for observation and feedback to teacher and parents • Use SEMH assessment tools like The Boxall Profile completed to highlight needs and track progress • SEMH Matrix completed with BHISS Overseeing • Implementation of an Early Help Plan/family to access support for pupil and family if impacting family life. • Individual work station

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- Praise and high expectations
- Certificates
- Class Monitors/jobs, School council
- Strategies for Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) are being consistently used
- Whole class Just Right used
- Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self - confidence.
- Give the pupil a classroom responsibility to raise self -esteem
- Play calming music where appropriate
- Give breaks between tasks and give legitimate 'moving around' activities e.g. Brain Gym, wake up and shake up, Sensory Circuit activities
- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi -sensory resources
- Teach pupils how to use post -it notes for questions and ideas rather than interruptions (when appropriate).

- Referral to BHISS Social, Emotional and Mental Health team for observation and feedback to teacher and parents
- Use SEMH assessment tools like The Boxall Profile completed to highlight needs and track progress
- SEMH Matrix completed with BHISS Overseeing
- Implementation of an Early Help Plan/family to access support for pupil and family if impacting family life.

- Individual social stories to teach specific social skills
- Targeted work from –BHISS, CAMHS, Wellbeing Service/Educational Psychology
- Support available if pupil has to leave the classroom to go to a pre-agreed place
- Support at times of particular stress e.g. coming into school, home time, PE lessons etc.
- Individualised timetable with movement breaks and chunked learning imbedded.
- Referral to EP is continues to be progress concern and/or unsure of diagnosis/area of need and or if EHCP required