

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	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 <i>significant learning difficulty</i> .
Identification and Assessment	<p>Whole class teaching All children Regular assessments for ALL pupils inc: Language in Common Tracking Data</p> <p>The Leuven Scale for Well-being/ Involvement</p>	<p>Group work Children of concern If pupils are <i>falling behind/making inadequate progress</i></p> <p>The Leuven Scale for Well-being/ Involvement</p>	<p>Individual or 1:1 work Children of concern If pupils fail to make <i>adequate progress</i> despite high-quality teaching, targeted at gaps in learning</p> <p>The Leuven Scale for Well-being/ Involvement</p> <p>SENCo/CT begins Provision Mapping</p>	<p>Specialised individual/1:1 Children of serious concern Inclusion Team involvement: Assessment of learning difficulty</p> <ol style="list-style-type: none"> 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
Provision				
	High expectations Differentiated curriculum with clear individual targets, activities, delivery and outcome Differentiated spellings TA support in class Interactive whiteboards Phonic programme daily Reading Toolkit Focussed group work with teacher Writing frames/scaffolding Increased visual aids / modelling etc Visual timetable Use of symbols Makaton Multi sensory teaching Circle time Behaviour system/policy Active lunchtimes Class rules, reward systems Talk partners Rewards & sanctions chart Prompt sheets & word banks Good modelling of pronunciation and speaking in sentences 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 Structured school and class routines Organised playground games	Small Numeracy Groups Small Literacy groups Social skills group Friendship group Social stories Reading groups Individual daily reading Better Reading Reading Toolkit Spelling Groups/Sound Work Early Literacy Support Speech & Language groups Back Sheep Press Language Listening Group EAL groups EP advice re inclusive practice Staff training Computer programmes; Number Gym Clicker	Numicon Individual work Numeracy Support programme 1 st Class @ Number 1:1 & paired work in Maths 1:1 Work on phonics Tutoring Better reading partners 15 Minutes a day Reading Individual daily reading Premier League Reading Stars Multi sensory materials & programmes Dyslexia screener Transition plan at end of year EP advice Speech & Language advice Language in Common EMA support OT advice HIST Relate Time Out provision Individual timetable Staff training Computer programmes; Clicker 5 Number Gym	Advice from Visually Impaired specialist Advice from Hearing Impairment team Advice from Autism team Advice from SEN team 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

